



HAMILTON-WENTWORTH
DISTRICT SCHOOL BOARD



The Path to Leadership for Aspiring Service Leaders Self- Assessment Questionnaire

How to Use This Self-Assessment

This self-assessment questionnaire is intended to help aspiring leaders focus on and evaluate key competencies that contribute to the development of five areas of leadership expectations for effective service leaders at Hamilton-Wentworth District School Board. This self-assessment the leadership expectations are based on the HWDSB Service Leadership Framework document. The competency descriptors are intended to trigger personal reflection about collaborative practices associated with these five areas of leadership expectations. The self-assessment questionnaire can be used as a stand-alone tool for individuals to assess their own collaborative leadership capacity or as part of the performance appraisal process where staff are encouraged to work collaboratively with their supervisor to develop their continuous improvement plan.

The five areas of leadership expectations for self-assessment of aspiring service leaders are:

- Setting Direction
- Building Relationships and Developing Staff
- Organizational Development
- Service to the Organization
- Assuring Accountability

Completion of this questionnaire supports aspiring leaders with identifying their areas of strength and areas for growth and development related to the leadership competencies within the board's Service Leadership Framework. This will also assist them with identifying what professional learning they might require to develop a career path within HWDSB. The reflections section for each area of expectation will assist aspiring leaders with highlighting specific examples of their leadership experiences and identify areas for growth and professional development. These reflections will help to guide the final rating for each leadership competency

Completing the Self-Assessment Questionnaire

Please review each leadership competency statement carefully. Before you record your response, try to recall examples of situations where you have demonstrated the leadership competency. Review the generic examples of practice provided in each section to help you recall your own personal examples. This will assist you with choosing the appropriate response. Your responses to this questionnaire are for your own use. You will not be required to share your responses after you have completed the questionnaire. You will be able to use this document to help you create a personal learning plan for developing the service leadership competencies.

Once you have recorded your ratings for each competency, total the numbers to determine your overall rating for the section.

At the end of each area of expectation, total your ratings for School/Department and System/Community to determine your overall rating for each area of expectation. Use the guide below to determine how you will apply your overall rating to create your personal learning plan.

Strong/Excellent Rating = 34 to 48
Opportunity for Growth = 20 to 32
Important to Develop = 10 to 18

Setting Direction in your Department/School: *Aspiring leaders contribute to the development of staff engagement in creating a shared vision for the department, foster the acceptance of group goals and model/communicate high performance expectations.*

Leadership Practices					
<ul style="list-style-type: none"> Models commitment to the department vision Uses relevant client feedback and data to create department/school team goals aligned with initiatives in the service improvement plan Facilitates team effectiveness by valuing all members and ensuring meaningful collaboration Leads on department/school teams and committees to establish department improvement goals and foster continuous improvement 					
Leadership Competencies	Seldom 1	Sometimes 2	Often 3	Almost Always 4	Reflection: How do I demonstrate this competency and what impact do my actions have on others.
<ul style="list-style-type: none"> Inspires, challenges, motivates and empowers colleagues to carry the vision forward 					
<ul style="list-style-type: none"> Leads change, creativity and innovation 					
<ul style="list-style-type: none"> Demonstrates a commitment to setting goals with colleagues that are ambitious and challenging yet realistic and achievable 					
<ul style="list-style-type: none"> Values the use new technologies to promote change and understands the impact on department /school achievement 					
<ul style="list-style-type: none"> Understands and values ways to communicate and implement a shared vision 					
TOTAL RATING (add your ratings from each column) =					

Review these examples of practice to help you determine your personal rating for Setting Direction in the system or community:

- Regularly reviews the board mission and vision to insure that projects are in place to move the organization into those areas.
- Frequently communicates and promotes with own and other departments/schools to develop tools that support a shared vision for student achievement.
- Consistently treats others with respect - listens to their ideas, open to change and incorporates suggestions of others into daily work practices.
- Problem solves collaboratively to apply supportive service improvement to clients. Provides regular information and education about department/school services to others (e.g. attending meetings, one on one etc.)
- Committed to improvement of processes by attending professional development and networking sessions to collaborate with others. Develops solutions with appropriate Ministry contacts.
- Supports training for staff believing there is always room for growth

Learning: What competencies do I need to develop further for this leadership expectation and how will I do that		
a) Areas of Personal Strength	b) Opportunities for Personal Growth and Development	c) Next Steps for Personal Growth and resources required.

Setting Direction in the System/Community: *Aspiring leaders contribute to the development of staff engagement in creating a shared vision for the department, foster the acceptance of group goals and model/communicate high performance expectations.*

Leadership Practices:					
<ul style="list-style-type: none"> • Collaborates with colleagues from other departments/schools and shares best practices with other boards • Gains experience at the system level e.g. system committees, participates in Board supported professional development • Communicates effectively with the greater community • Promotes and demonstrates system/board vision to the greater community 					
Leadership Competencies	Seldom 1	Sometimes 2	Often 3	Almost Always 4	Reflection: How do I demonstrate this competency and what impact do my actions have on others.
• Models the mission, vision and values of the Board					
• Demonstrates a commitment to an inclusive, respectful, equitable learning and working culture					
• Understands the importance of leading change, creativity and innovation to support student					
• Willingness to communicate beyond the department to build effective relationships and alliances					
• A belief that all staff can learn					
TOTAL RATING (add your ratings from each column) =					

Review these examples of practice to help you determine your personal rating for Setting Direction in the system or community:

- Regularly reviews the board mission and vision to insure that projects are in place to move the organization into those areas.
- Frequently communicates and promotes with own and other departments/schools to develop tools that support a shared vision for student achievement.
- Consistently treats others with respect - listens to their ideas, open to change and incorporates suggestions of others into daily work practices.
- Problem solves collaboratively to apply supportive service improvement to clients. Provides regular information and education about department/school services to others (e.g. attending meetings, one on one etc.)
- Committed to improvement of processes by attending professional development and networking sessions to collaborate with others. Develops solutions with appropriate Ministry contacts.
- Supports training for staff believing there is always room for growth

Learning: What competencies do I need to develop further for this leadership expectation and how will I do that		
d) Areas of Personal Strength	e) Opportunities for Personal Growth and Development	f) Next Steps for Personal Growth and resources required.

Overall Rating for Setting Direction:

School/Department Rating **plus** System/Community Rating:

_____ + _____ = _____

Building Relationships and Developing Staff in your Department/School: *Aspiring leaders model trusting relationships with staff, other departments and the school communities. Affirm and empower others to work in the best interests of the department and the school district.*

Leadership Practices:					
<ul style="list-style-type: none"> Respects the diverse backgrounds of others by valuing the working relationships Develops a positive and inclusive department/school climate through positive interactions with colleagues Collaborates with all staff to develop trusting working relationships that foster change/growth Demonstrates flexibility and openness to new ideas Celebrates and recognizes the achievement and efforts of others 					
Leadership Competencies	Seldom 1	Sometimes 2	Often 3	Almost Always 4	Reflection: How do I demonstrate this competency and what impact do my actions have on others.
<ul style="list-style-type: none"> Fosters an open, fair and equitable culture with colleagues. Gives and receives effective feedback appropriately. 					
<ul style="list-style-type: none"> Committed to effective working relationships and teamwork. Recognizes conflict and attempts to resolve conflict situations. 					
<ul style="list-style-type: none"> Supports department staff through change processes. Demonstrates trustworthiness, optimism and resiliency 					
<ul style="list-style-type: none"> Values and understands the impact of adult learning models to support ongoing professional development that improves teamwork 					
<ul style="list-style-type: none"> Supports department/school members in the attainment of individual/department improvement goals 					
TOTAL RATING (add your ratings from each column) =					

Review these examples of practice to help you determine your personal rating for Building Relationships and Developing Staff in your Department/School:

- Actively participates in and/or helps to lead/organize department meetings to provide feedback and gather ideas/suggestions from colleagues/co-workers – develops and participates in team building
- Encourages open communication among colleagues/co-workers to support everyone having a voice, being valued and heard.
- Respectful of the space of others within the school/department.
- Respects and acknowledges the contributions and skill level of co-workers.
- Shares and listens to best practices from co-workers – takes different perspectives into account
- Attends professional development sessions that promote teamwork such as conflict resolution, cognitive coaching, etc. – is a role model for continuous learning
- Recognizes everybody’s worth and is safe and supportive in recognizing the diversity of staff – celebrates achievements of others

Learning: What competencies do I need to develop further for this leadership expectation and how will I do that		
a) Areas of Personal Strength	b) Opportunities for Personal Growth and Development	c) Next Steps for Personal Growth and resources required

Building Relationships and Developing Staff in the System/Community: *Aspiring leaders model trusting relationships with staff, other departments and the school communities. Affirm and empower others to work in the best interests of the department and the school district.*

Leadership Practices:					
<ul style="list-style-type: none"> • Collaborates with other department staff to build positive working relationships across the system • Advocates for the department/school across the system • Collaborates with community partners to enhance the service provided to the system • Welcomes, encourages and respects input from other departments/schools and community partners 					
Leadership Competencies	Seldom 1	Sometimes 2	Often 3	Almost Always 4	Reflection: How do I demonstrate this competency and what impact do my actions have on others.
• Recognizes the impact of change on the system.					
• Supports clients through change initiatives					
• Develops positive working relationships with other departments /schools and community partners.					
• Committed to a respectful, inclusive and equitable processes					
• Communicates effectively and maintains high visibility within the school district and/or community					
TOTAL RATING (add your ratings from each column) =					

Review these examples of practice to help you determine your personal rating for Building Relationships and Developing Staff in the system or community:

- Develops effective processes that support and encourage communication between departments, schools and stakeholders.
- Respects the knowledge and skills of others within the district.
- Respectful of legislation that guides policies and practices of other departments, schools and the system.
- Solicits feedback from stakeholders and acts positively to resolve issues identified

Learning: What competencies do I need to develop further for this leadership expectation and how will I do that		
d) Areas of Personal Strength	e) Opportunities for Personal Growth and Development	f) Next Steps for Personal Growth and resources required

Overall Rating for Building Relationships and Developing Staff:

School/Department Rating **plus** System/Community Rating:

_____ + _____ = _____

Organizational Development in your Department/School: *Aspiring leaders work collaboratively with others to support the development of strong collaborative cultures, organizational structures and connect their work to the broader environment at the district.*

Leadership Practices:					
<ul style="list-style-type: none"> • Values and cultivates collaboration within the department/school • Mentors colleagues and respects diversity of individuals • Supports a department/school culture by valuing shared knowledge and responsibility for goals and results • Challenges thinking and learning of others to support individual development 					
Leadership Competencies	Seldom 1	Sometimes 2	Often 3	Almost Always 4	Reflection: How do I demonstrate this competency and what impact do my actions have on others.
• Develops operational efficiencies within the department/school to minimize the impact of administrative tasks on the school district					
• Listens to, reflects and acts on feedback from others within the department/school					
• Recognizes the impact of own performance on individual and department/school improvements					
• Demonstrates integrity and ethical behaviour with colleagues					
• Adheres to relevant ministry and district policies and procedures					
TOTAL RATING (add your ratings from each column) =					

Review these examples of practice to help you determine your personal rating for Organizational Development in your Department/School:

- Works collaboratively within the team to share strengths in the implementation of projects.
- Uses relevant technology to streamline department/school processes to make them more accessible to clients.
- Supports co-workers to achieve department goals efficiently.
- Treats students and clients with respect by listening effectively and providing appropriate supports/resources/solutions.
- Communicates on a daily basis with staff and manager

Learning: What competencies do I need to develop further for this leadership expectation and how will I do that		
a) Areas of Personal Strength	b) Opportunities for Personal Growth and Development	c) Next Steps for Personal Growth and resources required

Organizational Development in the System/Community: *Aspiring leaders work collaboratively with others to support the development of strong collaborative cultures, organizational structures and connect their work to the broader environment at the district.*

Leadership Practices:					
<ul style="list-style-type: none"> Values and cultivates collaboration throughout the system Challenges thinking and learning of colleagues to further develop professional departmental/school practice across the district 					
Leadership Competencies:	Seldom 1	Sometimes 2	Often 3	Almost Always 4	Reflection: How do I demonstrate this competency and what impact do my actions have on others.
<ul style="list-style-type: none"> Listens to, reflects and acts on feedback from others throughout the school district 					
<ul style="list-style-type: none"> Understands ministry and district policy and directions 					
<ul style="list-style-type: none"> Demonstrates integrity and ethical behaviour in interactions with clients and community partners 					
<ul style="list-style-type: none"> Implements strategies to monitor and evaluate results of department initiatives 					
<ul style="list-style-type: none"> Collaborates, networks and builds community within the district and throughout the larger community 					
TOTAL RATING (add your ratings from each column) =					

Review these examples of practice to help you determine your personal rating for Organizational Development in the system or community:

- Acts ethically and professionally when working with clients and stakeholders.
- Identifies and removes systemic barriers that prevents internal/external partners from being engaged with HWDSB/department/school.
- Provides information, support and education to internal/external partners that allows them to readily access HWDSB services.
- Identifies multicultural demographic (culture, language, holidays, behavior)

Learning: What competencies do I need to develop further for this leadership expectation and how will I do that		
d) Areas of Personal Strength	e) Opportunities for Personal Growth and Development	f) Next Steps for Personal Growth and resources required

Overall Rating for Organizational Development:

School/Department Rating **plus** System/Community Rating:

_____ + _____ = _____

Service to the Organization in your Department/School: *Aspiring leaders set high expectations for themselves in supporting service to the school district and seeks feedback from various sources regarding the effectiveness of their work and contribution to supporting the school district's goals.*

Leadership Practices:					
<ul style="list-style-type: none"> • Supports department/school focus on goals and applies client feedback and results of data to evaluate progress • Contributes to the recruitment, hiring and retention of new staff to support achievement of department/school goals Supports the goals of the department/school and the important of engaging in activities support goal achievement					
Leadership Competencies	Seldom 1	Sometimes 2	Often 3	Almost Always 4	Reflection: How do I demonstrate this competency and what impact do my actions have on others.
<ul style="list-style-type: none"> • Accesses, analyzes and interprets data for the purpose of process improvement cycles to make informed decisions 					
<ul style="list-style-type: none"> • Leads service improvement planning processes to support department/school improvements 					
<ul style="list-style-type: none"> • Recognizes the importance of mentoring and succession planning in sustaining department/school effectiveness 					
<ul style="list-style-type: none"> • Demonstrates a commitment to a safe, secure and healthy working environment 					
<ul style="list-style-type: none"> • Understands the principles of project management for the purpose of planning and implementing department change initiatives 					
TOTAL RATING (add your ratings from each column) =					

Review these examples of practice to help you determine your personal rating for Service to the Organization for your Department/School:

- Works collaboratively with clients to gather their input throughout the problem solving process.
- Open to alternative solutions to providing service to clients, students and parents.
- Provides differentiated support/solutions to clients and co-workers.
- Creates an environment that supports and promotes a healthy workplace with co-workers.
- Takes time to prioritize tasks in order to provide proactive solutions.
- Reviews issues/problems suggested by co-workers and implements collaborative solutions.

Learning: What competencies do I need to develop further for this leadership expectation and how will I do that		
a) Areas of Personal Strength	b) Opportunities for Personal Growth and Development	c) Next Steps for Personal Growth and resources required

Service to the Organization in the System/Community: *Aspiring leaders set high expectations for themselves in supporting service to the school district and seeks feedback from various sources regarding the effectiveness of their work and contribution to supporting the school district's goals.*

Leadership Practices:					
<ul style="list-style-type: none"> Models continuous improvement that fosters individual and team commitment to improving service to the school district Promotes the use of appropriate resources to optimize service to the school district					
Leadership Competencies	Seldom 1	Sometimes 2	Often 3	Almost Always 4	Reflection: How do I demonstrate this competency and what impact do my actions have on others.
<ul style="list-style-type: none"> Manages fiscal responsibilities, time and tasks effectively 					
<ul style="list-style-type: none"> Gains experience applying appropriate recruitment principles and practices 					
<ul style="list-style-type: none"> Adheres to human rights legislation 					
<ul style="list-style-type: none"> Accesses, analyzes and interpret data of external stakeholders and service providers 					
<ul style="list-style-type: none"> Talks to all internal and external partners to determine service requirements in order to make informed decisions 					
TOTAL RATING (add your ratings from each column) =					

Review these examples of practice to help you determine your personal rating for Service to the Organization in the system or community:

- Provides adequate instruction and information to clients to help clarify understanding of department/school processes.
- Communicates to all of the parties involved in a process in a timely manner and responds to queries respectfully.
- Reviews solutions/suggestions provided by schools/departments/stakeholders to determine revisions to processes that promote student achievement and HWDSB within the community.
- Gathers feedback from clients whenever possible.
- Differentiates service provided based on client needs.
- Refers to relevant legislation when determining solutions for diverse client needs.

Learning: What competencies do I need to develop further for this leadership expectation and how will I do that		
d) Areas of Personal Strength	e) Opportunities for Personal Growth and Development	f) Next Steps for Personal Growth and resources required

Overall Rating for Organizational Development:
 School/Department Rating **plus** System/Community Rating:
 _____ + _____ = _____

Assuring Accountability in your Department/School: *Aspiring leaders value a quality educational system, promote student success and are accountable to their work team, supervisor, and clients for the goals outlined in the department's service improvement plan.*

Leadership Practices:					
<ul style="list-style-type: none"> Aligns own work with department/school goals Supports the development of clear accountability measures for self and others Reflects on personal contribution to department successes <p>Solicits and acts on feedback from others</p>					
Leadership Competencies	Seldom 1	Sometimes 2	Often 3	Almost Always 4	Reflection: How do I demonstrate this competency and what impact do my actions have on others.
<ul style="list-style-type: none"> Works with colleagues to review department/school goals to determine effectiveness 					
<ul style="list-style-type: none"> Understands the importance of sustaining a fair and equitable environment 					
<ul style="list-style-type: none"> Demonstrates a desire to learn and improve through systematic self-evaluation 					
<ul style="list-style-type: none"> Awareness of performance management and other accountability measures 					
<ul style="list-style-type: none"> Applies appropriate performance management practices to support achievement of department goals 					
TOTAL RATING (add your ratings from each column) =					

Review these examples of practice to help you determine your personal rating for Assuring Accountability in your Department/School:

- Maintains currency with professional practice and strategic directions of HWDSB by reading journals, articles, participating in team meetings, attending relevant professional development opportunities and discussion about current practice with co-workers.
- Actively seeks feedback about performance and delivery of service. Respects and values the expertise of co-workers in finding solutions.
- Develops skills, knowledge and abilities to effectively perform job duties.
- Shares information with others and seeks input to determine appropriate delivery of service. Communicates results and process of selection back to those involved.
- Is aware of department goals and service standards and applies them consistently when providing client service. Appropriate use of public funds to support student achievement.
- Works collaboratively with co-workers to develop system supports and find solutions. Supporting co-workers with meeting deadlines.
- Communicating openly to build a safe, inclusive, healthy work environment.

Learning: What competencies do I need to develop further for this leadership expectation and how will I do that		
a) Areas of Personal Strength	b) Opportunities for Personal Growth and Development	c) Next Steps for Personal Growth and resources required

Assuring Accountability in the System/Community: *Aspiring leaders value a quality educational system, promote student success and are accountable to their work team, supervisor, and clients for the goals outlined in the department's service improvement plan.*

Leadership Practices:

- Supports alignment of department/school goals with district goals

Fosters and promotes the development of department/school structures that reflect school district needs and ensure department processes that work within legal requirements

Leadership Competencies	Seldom 1	Sometimes 2	Often 3	Almost Always 4	Reflection: How do I demonstrate this competency and what impact do my actions have on others.
• Participates in the development of processes that support evaluation of department/school effectiveness throughout the district					
• Committed to personal and department/school accountability to the school district and the larger community					
• Combines the outcomes of regular department self-review with school, district and ministry assessments					
• Recognizes and supports the obligation of school districts to develop and sustain a fair and equitable society					
• Supports department structure that reflects school district needs and department processes that work within legal requirements					

TOTAL RATING (add your ratings from each column) =

Review these examples of practice to help you determine your personal rating for Assuring Accountability in the system or community:

- Contributes to the development of proactive services to clients and the community e.g. development of websites, checklists, information sheets, marketing tools, feedback forms, accessibility to services etc.
- Meets ministry guidelines/requirements for delivery of services to the system.
- Awareness of policies and protocols and how to apply them proactively. Working closely with other departments to provide collaborative improvements to services.
- Partnership with community and shares knowledge as appropriate.

Learning: What competencies do I need to develop further for this leadership expectation and how will I do that

d) Areas of Personal Strength	e) Opportunities for Personal Growth and Development	f) Next Steps for Personal Growth and resources required

Overall Rating for Assuring Accountability:

School/Department Rating **plus** System/Community Rating:
 _____ + _____ = _____