

# A GUIDE TO MANAGERIAL SKILLS FOR SCHOOL EXECUTIVES



ASSOCIATION DES CADRES SCOLAIRES  
DU QUÉBEC

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## INTRODUCTION



As the representative of center management, the *Association des cadres scolaires du Québec* (ACSQ) was asked to sit on the Ministry of Education, Leisure and Sports Consultative Committee for the purpose of guiding and validating the production of a common competency guide for center management. This resulted in the launching of the document entitled *La formation à la gestion d'un établissement d'enseignement - Les orientations et les compétences professionnelles*. This document is a guide for the training, support and coaching of center management staff.

This guide aroused such interest that the Association undertook to produce a second document, this time for executives from the whole school board network. Contrary to the MELS guide for center management, the *Guide to Managerial Skills for School Executives* is not designed as a guide for the basic training of managers. However, the Association wished to extensively tap into it in preparing their own yearly skill development activities.

The *Guide* is divided as follows. First there is a description of the *Guide's* aim, objectives and limitations. This is followed by the four major competency axes with the related ten competencies. Competencies are then translated into behavioural indicators so as to materialise their actualisation. Also, five modes of action are used as filters through which these behaviours may be observed. Thus, after the definition of each mode of action is a series of charts outlining a set of behavioural indicators for each of the ten competencies. Finally, a glossary provides a definition for the key terms used throughout the document.

The *Guide* may be used individually or for team work. It is a tool for school executives in assessing their professional skills before identifying their professional development needs. A self-assessment form is annexed for that purpose.

These documents can also be used when meeting with staff members or when guiding and supporting them in meeting their individual development needs.

## AIM, OBJECTIVES AND LIMITATIONS



- AIM**
- This Guide is a **professional development tool**. It is designed to help managerial staff in various departments of Quebec school boards in identifying their development needs within targeted competency axes and expressed as behavioural indicators.
  - This Guide aims to help each manager in:  
**knowing how to act according to ethics,  
in supporting the mission of the school or centre,  
and within the legal and organisational frameworks.**

- OBJECTIVES**
- To be a reference guide for managers in order to help them:
    - **On a personal basis:**
      - Assess their professional skills;
      - Identify their professional development needs.
    - **On an organizational basis:**
      - Provide staff with good professional relationships with their supervisor;
      - Guide and support their managerial staff in their individual development needs.

- LIMITATIONS**
- To provide the Association des cadres scolaires du Québec with a main overview of overall managerial development needs:
    - on which to base its training activities to meet the needs of all its members.

This Guide **IS NOT DESIGNED** for:

- Staffing or managerial staff selection;
- Performance evaluation.

*Using this Guide as is for the purpose of hiring new personnel is not recommended because it does not cover every aspects of personal development within an organisation.*

## MAJOR COMPETENCY AXES



Professional skill development pivots  
around four major competency axes:



**MAJOR COMPETENCY**  
**STRATEGIC LEADERSHIP**



**Strategic Leaders use their skills in their relationships with people, groups and the organisation in a complex environment.**

**Strategic Leaders:**

- Identify issues systemically;
- Take a strategic stand;
- Establish alliances and partnerships.



## MAJOR COMPETENCY MANAGEMENT



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**Managing is bringing meaning, direction and support to one's team members in order to achieve common goals within the organisation.**

### Managers:

- Manage proactively and effectively;
- Support and supervise staff in assuming their responsibilities;
- Foster a conflict resolution approach based on seeking effective solutions for each party.

## MAJOR COMPETENCY

### TEAM MOBILISATION



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**To mobilise means to engage with one's staff in the research and implementation of measures for a specific goal, so that the staff members become stakeholders in the process and objectives. It implies a sense of "togetherness".**

#### Mobilising Agents:

- Rally people and groups around a mission and its related challenges;
- Foster collaboration and exchange among school or centre managers and the departments.

## MAJOR COMPETENCY

### EXPERTISE AND CONSULTING



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**To share one's specific knowledge and expertise in order to provide advices, guidance and adequate answers in fulfilling the mission of the organisation.**

#### Consultants:

- Leverage their knowledge and skills;
- Share their expertise and act as counsellors in a problem solving approach.

## COMPETENCIES

### BEHAVIOURAL INDICATORS



- Competencies are expressed as Behavioural Indicators.
- Indicators take into account the active manager dynamics and their interactions with various stakeholders around them.
- Indicators are divided into five action modes.

Major Competency Strategic Leadership	Action Modes (Root Abilities)	Behavioural Indicators
<b>SKILL</b> <b>ACTION KNOW-HOW</b>  <b>1</b> <b>To identify issues systematically</b>	<b>METHODOLOGY/APPROACH</b>	<ul style="list-style-type: none"> <li>• To analyse complex issues or ambiguous situations, to manage them and to consistently integrate them to strategic directions.</li> <li>• In decision making, to take into account the social, political and economical environment as well as the corporate culture.</li> <li>• Within the administrative unit, to set practical and realistic goals taking into account all the units within the school board.</li> </ul>
	<b>COMMUNICATION</b>	<ul style="list-style-type: none"> <li>• To send messages clarifying one's personal vision of the school board and of one's unit.</li> <li>• To give rise to debates and to encourage the expression of various viewpoints.</li> <li>• To play a part in the department goals communication plan based on the organisation's vision and to disseminate this plan so that people subscribe to the strategic directions and engage in meeting the objectives.</li> </ul>
	<b>INTERACTION/COOPERATION</b>	<ul style="list-style-type: none"> <li>• To closely link with partners both within and outside the organisation.</li> <li>• To engage all stakeholders and to support them in accordance with the issues at hand.</li> </ul>
	<b>EVALUATION/REGULATION</b>	<ul style="list-style-type: none"> <li>• To ensure evaluation is made through follow-up mechanisms related to the issues at hand.</li> </ul>
	<b>ETHICS</b>	<ul style="list-style-type: none"> <li>• To act with transparency and consistency in sharing and respecting the organisation's issues and values.</li> </ul>

## COMPETENCIES

### ACTION MODES (ROOT ABILITIES)



**The ten skills required to hold a managerial position translate into behavioural indicators seen through action modes. The five action modes are the lens through which behaviours are being observed.**

Behaviour is of:

- **the Methodology-Approach level** when it specifically calls upon the manager’s “structuring” abilities which, for example, lead them to link together various contextual elements, to implement a structured approach to problem solving or to support their team unity.
- **the Communication level** when it specifically calls upon the manager’s abilities to “process and release information” which, for example, lead them to explain, release, state, popularise, get across, publicize.
- **the Interaction/Cooperation level** when it specifically calls upon the manager’s “relational” abilities which lead them to promote the implementation of collaboration facilitating conditions.
- **the Evaluation/Regulation level** when it specifically calls upon the manager’s “analytical and summarising” abilities which, for example, lead them to implement analysis and follow-up mechanisms for bridging the gap between expected and achieved outcomes.
- **the Ethics level** when it specifically calls upon the manager’s “moral” abilities which lead them to pursue general interest and living well together within a management culture of transparency, impartiality and accountability.

## COMPETENCIES

### STRATEGIC LEADERSHIP – COMPETENCY 1



#### Strategic Leadership

- 1 : To identify issues systematically
- 2 : To take a strategic stand
- 3 : To establish alliances and partnerships

#### Management

- 4 : To manage proactively and effectively
- 5 : To support and supervise staff in assuming one's responsibilities
- 6 : To foster a conflict resolution approach based on seeking effective solutions for each party

#### Team Mobilisation

- 7 : To rally people and groups around a mission and its related challenges
- 8 : To foster collaboration and exchange among school or centre management and the departments

#### Expertise and Consulting

- 9 : To leverage knowledge and skills
- 10 : To share expertise and act as counsellor in a problem solving approach

Major Competency Strategic Leadership	Action Modes (Root Abilities)	Behavioural Indicators
<b>SKILL</b> <b>ACTION KNOW-HOW</b> <b>1</b> <b>To identify issues systematically</b>	<b>METHODOLOGY/APPROACH</b>	<ul style="list-style-type: none"> <li>• To analyse complex issues or ambiguous situations, to manage them and to consistently integrate them to strategic directions.</li> <li>• In decision making, to take into account the social, political and economical environment as well as the corporate culture.</li> <li>• Within the administrative unit, to set practical and realistic goals taking into account all the units within the school board.</li> </ul>
	<b>COMMUNICATION</b>	<ul style="list-style-type: none"> <li>• To send messages clarifying one's personal vision of the school board and of one's unit.</li> <li>• To give rise to debates and to encourage the expression of various viewpoints.</li> <li>• To play a part in the department goals communication plan based on the organisation's vision and to disseminate this plan so that people subscribe to the strategic directions and engage in meeting the objectives.</li> </ul>
	<b>INTERACTION/COOPERATION</b>	<ul style="list-style-type: none"> <li>• To closely link with partners both within and outside the organisation.</li> <li>• To engage all stakeholders and to support them in accordance with the issues at hand.</li> </ul>
	<b>EVALUATION/REGULATION</b>	<ul style="list-style-type: none"> <li>• To ensure evaluation is made through follow-up mechanisms related to the issues at hand.</li> </ul>
	<b>ETHICS</b>	<ul style="list-style-type: none"> <li>• To act with transparency and consistency in sharing and respecting the organisation's issues and values.</li> </ul>

## COMPETENCIES

### STRATEGIC LEADERSHIP – COMPETENCY 2



#### Strategic Leadership

- 1 : To identify issues systematically
- 2 : **To take a strategic stand**
- 3 : To establish alliances and partnerships

#### Management

- 4 : To manage proactively and effectively
- 5 : To support and supervise staff in assuming one's responsibilities
- 6 : To foster a conflict resolution approach based on seeking effective solutions for each party

#### Team Mobilisation

- 7 : To rally people and groups around a mission and its related challenges
- 8 : To foster collaboration and exchange among school or centre management and the departments

#### Expertise and Consulting

- 9 : To leverage knowledge and skills
- 10 : To share expertise and act as counsellor in a problem solving approach

Major Competency Strategic Leadership	Action Modes (Root Abilities)	Behavioural Indicators
<b>SKILL</b> <b>ACTION KNOW-HOW</b>  <b>2</b> <b>To take</b> <b>a strategic stand</b>	<b>METHODOLOGY/APPROACH</b>	<ul style="list-style-type: none"> <li>To implement organisational change management mechanisms in accordance with decisions made by various authorities (ministry, school boards, internal committees).</li> <li>To take part in the school board strategic planning process.</li> <li>To make decisions based on the issues resulting from one's orientations.</li> <li>To take ownership of corporate values and to act accordingly.</li> </ul>
	<b>COMMUNICATION</b>	<ul style="list-style-type: none"> <li>To provide team members and stakeholders with an explanation of one's stand point.</li> <li>To influence one's organisation on strategic directions and the school board stand point.</li> </ul>
	<b>INTERACTION/COOPERATION</b>	<ul style="list-style-type: none"> <li>To promote one's department importance and specificity.</li> <li>To be proactive with other stakeholders.</li> <li>To collaborate and interact based on distribution of power both within and outside the organisation.</li> </ul>
	<b>EVALUATION/REGULATION</b>	<ul style="list-style-type: none"> <li>To ensure follow-up with people in the organisation on implemented management mechanisms in accordance with the organisation's management frameworks.</li> <li>To ensure one's decisions are in tune with the educational mission, institutional needs and service organisation.</li> </ul>
	<b>ETHICS</b>	<ul style="list-style-type: none"> <li>To choose strategies based on corporate values.</li> </ul>

## COMPETENCIES

### STRATEGIC LEADERSHIP – COMPETENCY 3



#### Strategic Leadership

- 1 : To identify issues systematically
- 2 : To take a strategic stand
- 3 : **To establish alliances and partnerships**

#### Management

- 4 : To manage proactively and effectively
- 5 : To support and supervise staff in assuming one's responsibilities
- 6 : To foster a conflict resolution approach based on seeking effective solutions for each party

#### Team Mobilisation

- 7 : To rally people and groups around a mission and its related challenges
- 8 : To foster collaboration and exchange among school or centre management and the departments

#### Expertise and Consulting

- 9 : To leverage knowledge and skills
- 10 : To share expertise and act as counsellor in a problem solving approach

Major Competency Strategic Leadership	Action Modes (Root Abilities)	Behavioural Indicators
<b>SKILL</b> <b>ACTION KNOW-HOW</b> <b>3</b> <b>To establish alliances and partnerships</b>	<b>METHODOLOGY/APPROACH</b>	<ul style="list-style-type: none"> <li>To take into account the subtleties of formal and informal networks.</li> <li>To be alert and to establish influent and effective partnerships.</li> <li>To bring together various partners and to leverage their expertise in meeting set objectives.</li> </ul>
	<b>COMMUNICATION</b>	<ul style="list-style-type: none"> <li>To circulate information through formal and informal networks.</li> <li>To maintain respectful relationships with partners.</li> <li>To provide feedback ensuring information has been circulated.</li> </ul>
	<b>INTERACTION/COOPERATION</b>	<ul style="list-style-type: none"> <li>To engage with partners in achieving common goals.</li> <li>To adapt one's interventions according to partners and various issues.</li> </ul>
	<b>EVALUATION/REGULATION</b>	<ul style="list-style-type: none"> <li>To implement evaluation mechanisms with partners.</li> <li>To assess one's personal contribution and outcomes based on set objectives.</li> </ul>
	<b>ETHICS</b>	<ul style="list-style-type: none"> <li>To protect alliances using one's judgement when sharing and circulating information.</li> <li>To show rigour and consistency in assuming one's responsibilities and carrying out one's mandates.</li> </ul>



**COMPETENCIES**  
**MANAGEMENT – COMPETENCY 4**



**Strategic Leadership**

- 1 : To identify issues systematically
- 2 : To take a strategic stand
- 3 : To establish alliances and partnerships

**Management**

- 4 : **To manage proactively and effectively**
- 5 : To support and supervise staff in assuming one’s responsibilities
- 6 : To foster a conflict resolution approach based on seeking effective solutions for each party

**Team Mobilisation**

- 7 : To rally people and groups around a mission and its related challenges
- 8 : To foster collaboration and exchange among school or centre management and the departments

**Expertise and Consulting**

- 9 : To leverage knowledge and skills
- 10 : To share expertise and act as counsellor in a problem solving approach

Major Competency Management	Action Modes (Root Abilities)	Behavioural Indicators
<p style="text-align: center;"><b>SKILL</b>  <b>ACTION KNOW-HOW</b>  <b>4</b>  <b>To manage proactively and effectively</b></p>	<b>METHODOLOGY/APPROACH</b>	<ul style="list-style-type: none"> <li>• To update frameworks (procedures, policies, etc.) needed for sound management.</li> <li>• To develop and use tools and approaches to meet specific needs.</li> <li>• To identify the necessary resources for carrying out one’s mandate.</li> <li>• With team members, to set realistic objectives and to make sure they translate into practical activities.</li> <li>• To manage allotted budget in accordance with available financial resources.</li> <li>• To assign team members tasks in accordance with management frameworks.</li> </ul>
	<b>COMMUNICATION</b>	<ul style="list-style-type: none"> <li>• To make one’s action plan known to one’s collaborators.</li> <li>• To state expectations based on everyone’s responsibilities.</li> <li>• To issue status and activity outcomes reports on a regular basis.</li> </ul>
	<b>INTERACTION/COOPERATION</b>	<ul style="list-style-type: none"> <li>• To foster a collaborative and team-based work environment.</li> <li>• To encourage team members initiatives and creativity.</li> </ul>
	<b>EVALUATION/REGULATION</b>	<ul style="list-style-type: none"> <li>• To efficiently use measurement indicators.</li> <li>• To analyse outcomes from an improvement view point.</li> </ul>
	<b>ETHICS</b>	<ul style="list-style-type: none"> <li>• To act with rigour and consistency.</li> </ul>

## COMPETENCIES

### MANAGEMENT – COMPETENCY 5

#### Strategic Leadership

- 1 : To identify issues systematically
- 2 : To take a strategic stand
- 3 : To establish alliances and partnerships

#### Management

- 4 : To manage proactively and effectively
- 5 : **To support and supervise staff in assuming one's responsibilities**
- 6 : To foster a conflict resolution approach based on seeking effective solutions for each party

#### Team Mobilisation

- 7 : To rally people and groups around a mission and its related challenges
- 8 : To foster collaboration and exchange among school or centre management and the departments

#### Expertise and Consulting

- 9 : To leverage knowledge and skills
- 10 : To share expertise and act as counsellor in a problem solving approach

Major Competency Management	Action Modes (Root Abilities)	Behavioural Indicators
<p style="text-align: center;"><b>SKILL</b> <b>ACTION KNOW-HOW</b></p> <p style="text-align: center;"><b>5</b></p> <p style="text-align: center;"><b>To support and supervise staff in assuming one's responsibilities</b></p>	<b>METHODOLOGY/APPROACH</b>	<ul style="list-style-type: none"> <li>• To establish a skill development framework.</li> <li>• To identify with one's staff the necessary and useful means to implement in order to make one accountable in carrying out one's tasks.</li> <li>• To identify everyone's roles and responsibilities.</li> <li>• To support task performance according to expectations.</li> <li>• To apply the skill development plan.</li> </ul>
	<b>COMMUNICATION</b>	<ul style="list-style-type: none"> <li>• To share with staff on a regular basis in fulfilling one's functions.</li> <li>• To acknowledge and spread the word on individual and team contributions.</li> </ul>
	<b>INTERACTION/COOPERATION</b>	<ul style="list-style-type: none"> <li>• To engage with team members in performing activities.</li> <li>• To be aware of one's team needs and problems; to provide advices and direction in seeking solutions.</li> <li>• To create a proper context for sharing and collaboration.</li> </ul>
	<b>EVALUATION/REGULATION</b>	<ul style="list-style-type: none"> <li>• To assess learning integration in a professional development approach.</li> <li>• To ask for feedback on the quality and relevance of one's support initiatives.</li> </ul>
	<b>ETHICS</b>	<ul style="list-style-type: none"> <li>• To respect individual differences and to adapt one's actions accordingly.</li> </ul>

## COMPETENCIES

### MANAGEMENT – COMPETENCY 6



#### Strategic Leadership

- 1 : To identify issues systematically
- 2 : To take a strategic stand
- 3 : To establish alliances and partnerships

#### Management

- 4 : To manage proactively and effectively
- 5 : To support and supervise staff in assuming one's responsibilities
- 6 : **To foster a conflict resolution approach based on seeking effective solutions for each party**

#### Team Mobilisation

- 7 : To rally people and groups around a mission and its related challenges
- 8 : To foster collaboration and exchange among school or centre management and the departments

#### Expertise and Consulting

- 9 : To leverage knowledge and skills
- 10 : To share expertise and act as counsellor in a problem solving approach

Major Competency Management	Action Modes (Root Abilities)	Behavioural Indicators
<p style="text-align: center;"><b>SKILL</b> <b>ACTION KNOW-HOW</b></p> <p style="text-align: center;"><b>6</b></p> <p style="text-align: center;"><b>To foster a conflict resolution approach based on seeking effective solutions for each party</b></p>	<b>METHODOLOGY/APPROACH</b>	<ul style="list-style-type: none"> <li>• To implement mechanisms to prevent or correct dysfunctional situations.</li> <li>• To ensure implementation of crisis management measures.</li> <li>• To analyse the issue based on facts and corporate objectives.</li> <li>• To establish one's intervention strategy while allowing people to engage in the problem solving process.</li> </ul>
	<b>COMMUNICATION</b>	<ul style="list-style-type: none"> <li>• To foster sharing and to facilitate the expression of frustrations; to redress perceptions as needed.</li> <li>• To adapt one's interventions to the context; to show a sense of flexibility, nuance and rigour.</li> </ul>
	<b>INTERACTION/COOPERATION</b>	<ul style="list-style-type: none"> <li>• To settle disagreements in accordance with established procedures.</li> <li>• To adopt a calm and empathic attitude allowing to be open and apt to listen to others.</li> <li>• To engage team members in solution seeking.</li> </ul>
	<b>EVALUATION/REGULATION</b>	<ul style="list-style-type: none"> <li>• To check on the quality of relationships and the effectiveness of solutions chosen by stakeholders.</li> <li>• To ensure the chosen solutions are consistent with corporate objectives.</li> </ul>
	<b>ETHICS</b>	<ul style="list-style-type: none"> <li>• To show objectivity and rigour in the interest and respect of each individual and the values of the organisation.</li> </ul>

## COMPETENCIES

### TEAM MOBILISATION – COMPETENCY 7



#### Strategic Leadership

- 1 : To identify issues systematically
- 2 : To take a strategic stand
- 3 : To establish alliances and partnerships

#### Management

- 4 : To manage proactively and effectively
- 5 : To support and supervise staff in assuming one's responsibilities
- 6 : To foster a conflict resolution approach based on seeking effective solutions for each party

#### Team Mobilisation

- 7 : **To rally people and groups around a mission and its related challenges**
- 8 : To foster collaboration and exchange among school or centre management and the departments

#### Expertise and Consulting

- 9 : To leverage knowledge and skills
- 10 : To share expertise and act as counsellor in a problem solving approach

Major Competency Team Mobilisation	Action Modes (Root Abilities)	Behavioural Indicators
<p style="text-align: center;"><b>SKILL</b> <b>ACTION KNOW-HOW</b> <b>7</b> <b>To rally people and groups around a mission and its related challenges</b></p>	<b>METHODOLOGY/APPROACH</b>	<ul style="list-style-type: none"> <li>• To facilitate the emergence of stand points from which the most sensible will be chosen collectively.</li> <li>• To set common goals resulting in stakeholders agreement and commitment.</li> <li>• To create exciting projects related to corporate objectives.</li> </ul>
	<b>COMMUNICATION</b>	<ul style="list-style-type: none"> <li>• To lead the team through the implementation of consensual strategies.</li> <li>• To issue information on the status of group and individual projects: design, implementation, actuating and evaluation.</li> <li>• To apply listening skills in order to establish a link based on trust and complicity with each stakeholder.</li> </ul>
	<b>INTERACTION/COOPERATION</b>	<ul style="list-style-type: none"> <li>• Through personal commitment, to influence and encourage cooperation based on individual skills.</li> <li>• To adapt strategies according to how the situation at hand is evolving.</li> <li>• To foster the rise and consolidation of collective decision making processes.</li> </ul>
	<b>EVALUATION/REGULATION</b>	<ul style="list-style-type: none"> <li>• To support team members in evaluating their performance and in regulating their actions as they relate to set goals.</li> </ul>
	<b>ETHICS</b>	<ul style="list-style-type: none"> <li>• To make sure support and supervision meet the needs of individuals and the team.</li> </ul>

## COMPETENCIES

### TEAM MOBILISATION – COMPETENCY 8

#### Strategic Leadership

- 1 : To identify issues systematically
- 2 : To take a strategic stand
- 3 : To establish alliances and partnerships

#### Management

- 4 : To manage proactively and effectively
- 5 : To support and supervise staff in assuming one's responsibilities
- 6 : To foster a conflict resolution approach based on seeking effective solutions for each party

#### Team Mobilisation

- 7 : To rally people and groups around a mission and its related challenges
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#### Expertise and Consulting

- 9 : To leverage knowledge and skills
- 10 : To share expertise and act as counsellor in a problem solving approach

Major Competency Team Mobilisation	Action Modes (Root Abilities)	Behavioural Indicators
<p style="text-align: center;">SKILL ACTION KNOW-HOW  <b>8</b> To foster collaboration and exchange among school or centre management and the departments</p>	<b>METHODOLOGY/APPROACH</b>	<ul style="list-style-type: none"> <li>• To foster dialogue by engaging the various stakeholders.</li> <li>• To try and understand staff expectations, to put up work groups and to adjust service offerings so as to meet the needs.</li> </ul>
	<b>COMMUNICATION</b>	<ul style="list-style-type: none"> <li>• To create an auspicious environment for sharing and engaging various stakeholders.</li> <li>• To ensure the continuous flow of information.</li> </ul>
	<b>INTERACTION/COOPERATION</b>	<ul style="list-style-type: none"> <li>• To implement flexible collaboration mechanisms among stakeholders.</li> </ul>
	<b>EVALUATION/REGULATION</b>	<ul style="list-style-type: none"> <li>• To ensure the consistency of discussion outcomes with the mission and major challenges.</li> </ul>
	<b>ETHICS</b>	<ul style="list-style-type: none"> <li>• To show transparency in dealing with school, centres and other departments staff.</li> </ul>

## COMPETENCIES

### EXPERTISE AND CONSULTING – COMPETENCY 9



#### Strategic Leadership

- 1 : To identify issues systematically
- 2 : To take a strategic stand
- 3 : To establish alliances and partnerships

#### Management

- 4 : To manage proactively and effectively
- 5 : To support and supervise staff in assuming one's responsibilities
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#### Expertise and Consulting

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- 10 : To share expertise and act as counsellor in a problem solving approach

Major Competency Expertise and Consulting	Action Modes (Root Abilities)	Behavioural Indicators
<p style="text-align: center;"><b>SKILL</b> <b>ACTION KNOW-HOW</b></p> <p style="text-align: center;"><b>9</b> <b>To leverage knowledge and skills</b></p>	<b>METHODOLOGY/APPROACH</b>	<ul style="list-style-type: none"> <li>• To facilitate the acquisition of better knowledge and to implement effective practices with collaborators.</li> <li>• To implement continuous learning processes.</li> <li>• To assess the knowledge and skill levels of close collaborators and to support them in their professional development.</li> <li>• To answer requests, to analyse situations, to provide advises and to guide other school, centre and department managers.</li> <li>• To develop simple and easy to use tools.</li> </ul>
	<b>COMMUNICATION</b>	<ul style="list-style-type: none"> <li>• To inform stakeholders on one's skills and areas of expertise.</li> <li>• To popularize according to client knowledge.</li> </ul>
	<b>INTERACTION/COOPERATION</b>	<ul style="list-style-type: none"> <li>• To offer tools suited to the issues at hand.</li> <li>• To take an open and creative solution seeking approach for one's clients.</li> <li>• To encourage collaborators in deepening their expertise and knowledge.</li> </ul>
	<b>EVALUATION/REGULATION</b>	<ul style="list-style-type: none"> <li>• To evaluate and actuate on a regular basis current bylaws, policies, procedures and programs in one's area of expertise.</li> </ul>
	<b>ETHICS</b>	<ul style="list-style-type: none"> <li>• To explain, communicate and commit while sticking to the rules and standards of one's area of activity or expertise.</li> </ul>

## COMPETENCIES

### EXPERTISE AND CONSULTING – COMPETENCY 10



#### Strategic Leadership

- 1 : To identify issues systematically
- 2 : To take a strategic stand
- 3 : To establish alliances and partnerships

#### Management

- 4 : To manage proactively and effectively
- 5 : To support and supervise staff in assuming one's responsibilities
- 6 : To foster a conflict resolution approach based on seeking effective solutions for each party

#### Team Mobilisation

- 7 : To rally people and groups around a mission and its related challenges
- 8 : To foster collaboration and exchange among school or centre management and the departments

#### Expertise and Consulting

- 9 : To leverage knowledge and skills
- 10 : To share expertise and act as counsellor in a problem solving approach

Major Competency Expertise and Consulting	Action Modes (Root Abilities)	Behavioural Indicators
<p style="text-align: center;"><b>SKILL</b> <b>ACTION KNOW-HOW</b></p> <p style="text-align: center;"><b>10</b></p> <p style="text-align: center;"><b>To share expertise and act as counsellor in a problem solving approach</b></p>	<b>METHODOLOGY/APPROACH</b>	<ul style="list-style-type: none"> <li>• To generate new ideas, to transform and implement them according to the specific corporate context and to come up with creative solutions.</li> <li>• To apply one's understanding of the environment, organisational culture and key stakeholders in identifying solutions to problem within one's area of expertise.</li> <li>• To explore new ways in research, innovation and development.</li> <li>• To come up with global and practical strategies for the organisation as a whole within one's area of expertise.</li> </ul>
	<b>COMMUNICATION</b>	<ul style="list-style-type: none"> <li>• To provide information with transparency and rigour in assuming one's responsibilities and carrying out one's mandates.</li> </ul>
	<b>INTERACTION/COOPERATION</b>	<ul style="list-style-type: none"> <li>• To develop one's team so that it becomes sensitive to needs.</li> <li>• To support one's team in the appropriate use the tools and approaches put forward.</li> </ul>
	<b>EVALUATION/REGULATION</b>	<ul style="list-style-type: none"> <li>• To implement a supervision approach allowing for team and individual accountability.</li> <li>• To assess the relevance of one's interventions with users.</li> </ul>
	<b>ETHICS</b>	<ul style="list-style-type: none"> <li>• To share one's expertise to ensure proper development and management of individuals and teams one mixes with.</li> </ul>

## GLOSSARY



**FRAMEWORK** The set of policies, bylaws, procedures and other terms of reference used as legal or corporate reference.

**CONSULTING** Professional activity which consist in providing one's knowledge to those requesting it.

**COOPERATION** The act of bringing together several collective approaches so as to achieve a common goal.

**ISSUES** Issues are the descriptions of situations to which decisions made will apply. They result from the strategic plan directions and translate into intervention axes.

**ETHICAL** Quality of what is in line with the organisation's sense of morality in the absence of set rules of standards.

**MOBILISE (TO)** To engage with one's staff in the research and implementation of measures for a specific goal, so that the staff members become stakeholders in the process and objectives. It implies a sense of 'togetherness'.

**STRATEGIC PLAN** A set of directions resulting from consultation with the commissioners council, senior management, the body of managers as well as various partners, and which lead to the establishment of intervention axes for the long term fulfilment of the educational mission.

**STRATEGY** Established procedure made up of a set of skilfully combined operations for the purpose of reaching a specific goal.

**SYSTEMIC** Quality of what relates to a system. That which considers a set of interlinked elements in interdependence with other external elements.