

# TOWARDS SKILL DEVELOPMENT FOR SCHOOL EXECUTIVES



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## TABLE OF CONTENTS

	Section / Page
INTRODUCTION	I-1
<b>PART 1</b>	
<b>SECTION – 1 Skill Identification and Development Process</b>	<b>1-1</b>
1.1 Step 1 - Vision	1-1
1.2 Step 2 - Action	1-2
<b>SECTION – 2 Getting Familiar with the Document</b> ( <i>Towards Skill Development...</i> )	<b>2-1</b>
2.1 Introducing the Tree Concept	2-1
2.2 Introducing the Four Axes of Skill Development	2-2
2.3 Introducing the Root Abilities (or Action Modes) in the Actualisation of Competencies	2-5
2.4 Introducing the Pool of Resources	2-8
<b>SECTION – 3 Scenarios for Use</b>	<b>3-1</b>
Scenario 1 - The Tree Stands Among the Foliage	3-2
Scenario 2 - The Magic Tree	3-4
Scenario 3 - A Tree for Growing	3-6
<b>SECTION – 4 Facilitation Material</b> (Games and Activities)	<b>4-1</b>
4.1 Vision-Action	4-1
4.2 My Learning GPS (Quiz)	4-2
4.3 The Competency Fair (Card Game)	4-4
4.4 The Wheel of Competencies	4-8
4.5 My Feelings about Lifelong Learning	4-11
CONCLUSION	C-1
<b>ANNEX I Reflexive Analysis Form and Diagnosis Tool</b>	<b>A-I-1</b>
Reflexive Analysis Form for the Ten Target Competencies	A-I-1
Diagnosis Tool	A-I-10
<b>ANNEX II The Stages of Competency Acquisition</b>	<b>A-II-1</b>
<b>PART 2</b>	
<b>SECTION – 5 A Guide to Managerial Skills for School Executives</b>	<b>5-1</b>
<b>ANNEX III Self-assessment Form</b>	<b>A-III-1</b>



## INTRODUCTION



In today's environment, lifelong learning is seen as a powerful lever for organisational growth. Quick changes, staff mobility, social pressure for student success and performance expectations placed on organisations often put managers on a tight rope when it comes to staff supervision. Indeed, managers are constantly required to prove themselves as exceptional leaders in order to inspire meaning and perspective to their collaborators and open up new paths with brains, respect and confidence in the future.

Faced with such challenges, the *Association des cadres scolaires du Québec* (ACSQ) wanted to provide managers with a Guide to Managerial Skills along with tools for reflection, **V**ision and **A**ction.

The whole material package for school executives is designed to reach one or more of the following objectives\*:

- **Allowing managers:**
  - On a personal basis:
    - To self-assess their professional skills;
    - To identify their needs for professional development;
  - On an organisational basis:
    - To provide staff with quality professional relationships with supervisors;
    - To provide supervisory staff with guidance and support in their needs for individual development.
- **Providing the ACSQ with:**
  - A global overview of their member's development needs.

This document has two separate parts:

- **Part 1**
  - Towards Skill Development - Sections 1-4; Annexes I and II;
- **Partie 2**
  - Guide to Managerial Skills for School Executives - Section 5; Annex III.

\* From the *Guide to Managerial Skills for School Executives*.



## INTRODUCTION

**Part 1** is an accompanying document and a user guide for the *Guide to Managerial Skills for School Executives*. It includes the following sections:

**SECTION 1** SKILL IDENTIFICATION AND DEVELOPMENT PROCESS

**SECTION 2** GETTING FAMILIAR WITH THE DOCUMENT (*Towards Skill Development for School Executives*)

**SECTION 3** SCENARIOS FOR USE

**SECTION 4** FACILITATION MATERIAL (GAMES AND ACTIVITIES)

**ANNEX I** REFLEXIVE ANALYSIS FORM AND DIAGNOSIS TOOL

**ANNEX II** THE PHASES OF COMPETENCY ACQUISITION

**Part 2** includes the *Guide to Managerial Skills for School Executives* and the Self-assessment Form.

**SECTION 5** GUIDE TO MANAGERIAL SKILLS FOR SCHOOL EXECUTIVES

**ANNEX III** SELF-ASSESSMENT FORM

## INTRODUCTION

### THE TEN COMMANDMENTS OF THE INSPIRATIONAL LEADER

- *A common initiative helps in challenging times.*
- *Be alert and open to catch on an ever changing world.*
- *It's the desire to sail that makes the sailor.*
- *Free their desire to think and act with their own talents.*
- *Facilitate and train generously, communicate and assess frequently.*
- *When they are "all firsts", your building gets stronger.*
- *Prefer a vibrant network to a closed pyramid.*
- *Prefer diversity to orderly aligned brains.*
- *On a choppy sea no detail is indifferent.*
- *Don't try to manage everything, sail with the wave and the wind.*

Translated from:  
Les dix commandements du leadership actuel  
Hervé Serieyx

### *The Nature of the Guide and Usage Options*

The flexibility of this material makes it strong and unique. It provides tools for individual or collective reflection, or for facilitation and positioning.

The use of all or parts of this document can be tailored according to the user's needs, expectations and goals. The organisational culture and priorities of each administrative unit are key factors in tailoring that use. As such, it allows for a variable, non prescriptive and non exhaustive approach. Sections are detachable, and both interconnected and independent. As Rome was not built in a day, patience is needed in the pursuit of set goals; skill development is a long-term endeavour for both individuals and organisations. It takes time, dedication and perseverance. But it's all worth the efforts!

User creativity is also instrumental in reaching these goals. The suggested approaches and objectives are based on the people's ability to learn, develop and use their brains in realizing their potential.

To make learning fun and entertaining, this document offers tools that call upon the fantasy and imagination that rest within each of us.



## SECTION-1 SKILL IDENTIFICATION AND DEVELOPMENT PROCESS



*It is advisable  
to act as a reflective person  
and to think as an active person.*

*Unknown*



The process.

logo that comes along with this approach is used to illustrate the skill identification and development

One cannot act without taking the time to identify and refer to their organisation's vision and staff potential. One cannot consider applying a vision without identifying practical actions to realize it.

Actions without vision may turn into unproductive bustle, and visions without action may remain in the realm of dreams and illusions.

### *Suggested Steps and Approaches*

Competencies, knowledge and behaviours are outlined in Section 2. These are matched with abilities for action and represent most of the requirements to perform tactfully and effectively as a school executive.

This section provides users with a tool to assess the level of development of those competencies, both individually and collectively. This tool also provides a mean of prioritizing the competencies to develop. Then planning development and transfer of the acquired skills will be done, along with proper follow-up. Each user may choose the steps that suit them.

### 1.1 STEP 1 - VISION



*The idea shall arise from the vision,  
like the spark from the flint.*

*Charles Ferdinand Ramuz*

The first step in the process is to develop a vision of the situation that is as complete as possible.

- **A quick look back on organisational expectations.**  
This could be used as a foundation stone for an approach related to strategic planning, action plans, service trends, etc.
- **A link between the requirements, the organisation's priorities and the competencies outlined in the Guide.**  
This could initially shed a light on the level of skill required to perform the tasks taking into account the resources of the people in place.
- **Self-assessment and group assessment of the suggested competencies.**  
This allows for identifying the skills to develop and building on the strengths of each individual.
- **Choosing and prioritizing competencies.**  
This will determine the skills to acquire or consolidate and the means to do so in the short, mid or long term.

## SECTION-1 SKILL IDENTIFICATION AND DEVELOPMENT PROCESS

### 1.2 STEP 2 - ACTION

The second step to this process leads us to concrete actions to take in order to make skill development easier. Needless to say that such an approach requires that individuals put in considerable time, motivation, effort and desire to learn.

- **Forecasting gains and estimating the required efforts.**  
The people involved will be invited to consider the requirements and the potential spin-offs of such an approach.
- **The inventory and selection of both individual and collective professional development activities.**  
The inventory of team wide competencies will lead to the creation of a collective portfolio of competencies and allow building on the complementarities of each.
- **Implementation of selected activities.**
- **Follow-up and transfer of skill development.**
- **Evaluation and control activities.**



Section 3, "Scenarios for Use", provides practical examples on how to implement this approach.

To emphasize the link between vision and action, the VA logo is used throughout the document to identify the steps involved or to stress the need to consider both these realities which have become "twins" in this approach.

## SECTION-2 GETTING FAMILIAR WITH THE DOCUMENT



The approach centers around the notion of competency, therefore a shared understanding of this notion is required:

*Competency is complex know-how resulting from the integration, mobilisation and involvement of a set of abilities (cognitive, affective, psychomotor or social) and knowledge (declarative, procedural and conditional) used effectively in similar situations.*

*(Translated from: François Lasnier, Réussir la formation par compétences, Montréal, Éditions Guérin, 2000.)*

The various elements of this definition will become apparent to all in the next sections.

### 2.1 INTRODUCING THE TREE CONCEPT

The Tree of Competencies has been created to visually summarize the content of the suggested material.

Like any other tree, the Tree of Competencies is dependent upon environmental conditions, upon its own roots and upon the willingness of its owners to bring it to life, make it grow and develop in a suitable environment.

So here is a tree bound to become majestic, provided some take good care of it.

*Since the mists of time,  
humans have been delighted  
by the extraordinary development  
possibilities of trees.  
Alchemists celebrated  
the philosopher's tree,  
poets depicted the enchanted tree,  
Christians celebrated the tree of life,  
etc. The tree has always been  
a symbol of strength and protection.  
Trees have always brought food,  
shelter, warmth and magic  
to people's life and imagination.  
They evoke the hidden power  
of blossoming, development  
and renewal. With that in mind,  
here is the Tree of Competencies.*

*Céline Gagnon*

2.2 INTRODUCING  
THE FOUR AXES  
OF SKILL DEVELOPMENT



The Tree of Competencies has four main branches representing the four axes of skill development outlined in the *Guide to Managerial Skills for School Executive* which can be found in Section 5.

Each branch then splits in two or three ramifications, depending on the number of competencies associated with that axis. The ten competencies here bear the same number as in the *Guide*.

## SECTION-2 GETTING FAMILIAR WITH THE DOCUMENT



### *Theory*

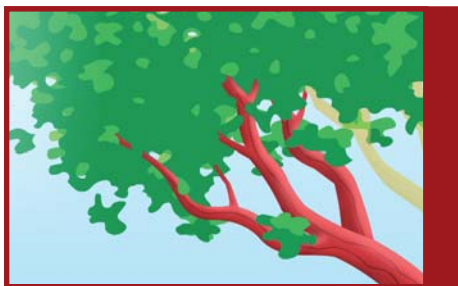
The four main branches of the Tree of Competencies and their respective ramifications represent the four axes in the *Guide* and the ten associated competencies.

### **Axis 1: Strategic Leadership**

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

#### *Three competencies*

1. Identify issues systemically;
2. Take a strategic stand;
3. Establish alliances and partnerships.



### **Axis 2: Management**

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

#### *Three competencies*

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



## SECTION-2 GETTING FAMILIAR WITH THE DOCUMENT



### Axis 3 : Team Mobilisation

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".

#### *Two competencies*

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



### Axis 4 : Expertise and Consulting

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

#### *Two competencies*

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



*Someone can sit in the shade today  
because someone else has planted  
a tree a long time ago.*

*Warren Buffet*

## SECTION-2 GETTING FAMILIAR WITH THE DOCUMENT

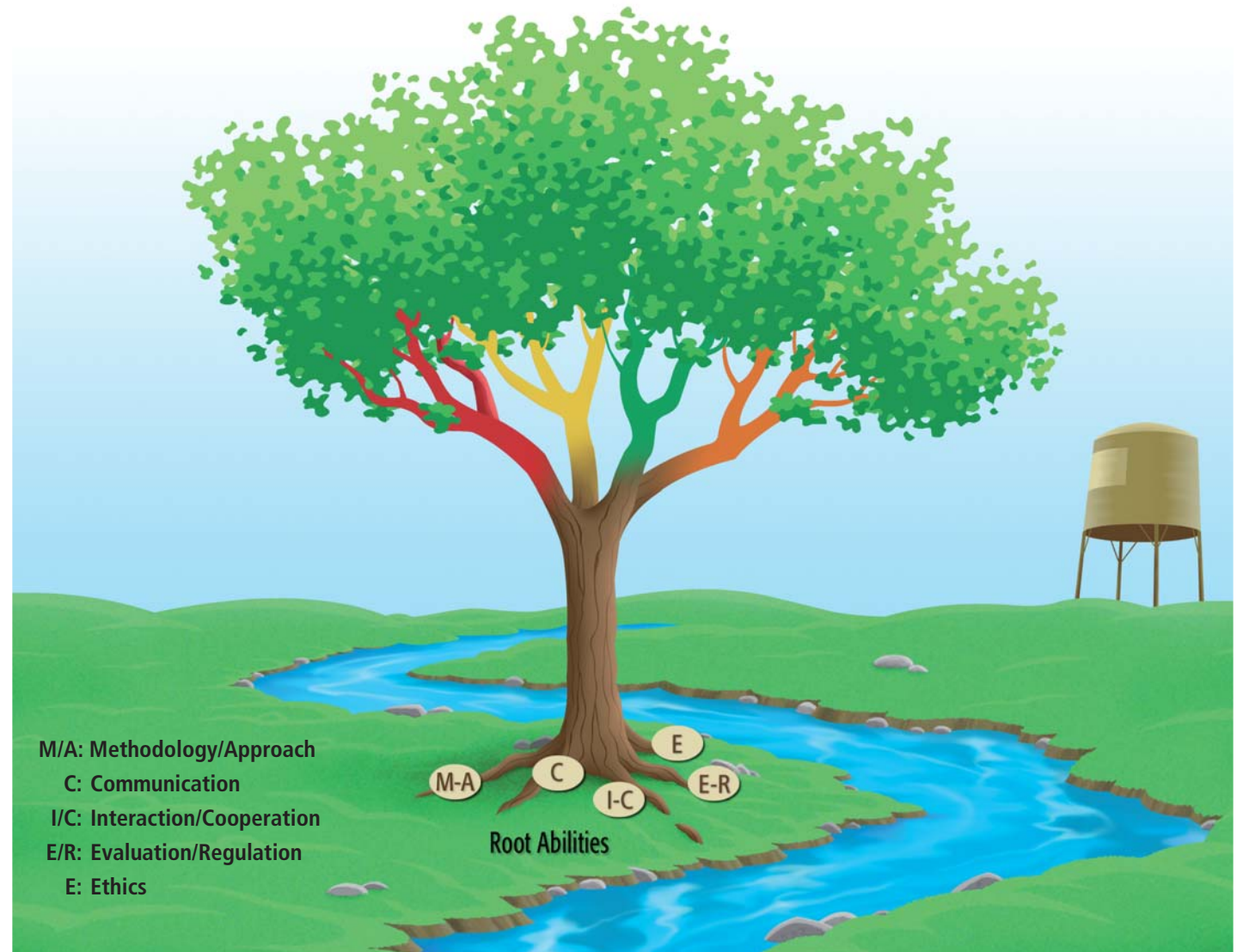


### 2.3 INTRODUCING THE ROOT ABILITIES (OR ACTION MODES) IN THE ACTUALISATION OF COMPETENCIES

PAGE  
2-5

*Remember that rather  
than the number  
and length of its branches,  
it is the depth and the health  
of its roots that make a tree strong.*

*Gustave Thibon*



The roots of the tree represent the five Root Abilities (or Action Modes) in the *Guide*.

For the tree to grow, roots need a pool of favourable conditions.

## SECTION-2 GETTING FAMILIAR WITH THE DOCUMENT



### *Theory*

The roots of the tree represent the root abilities (or action modes). Remember that these are the keys for the tree to get strong, implemented and reach maximum development.

Root abilities can also become learning objectives since their practice may get richer and enhanced.

Root abilities are reflected in each competency; therefore, they become favourable conditions for all the tasks to perform, which in turn results in improved team performance and satisfaction.

The five root abilities are:

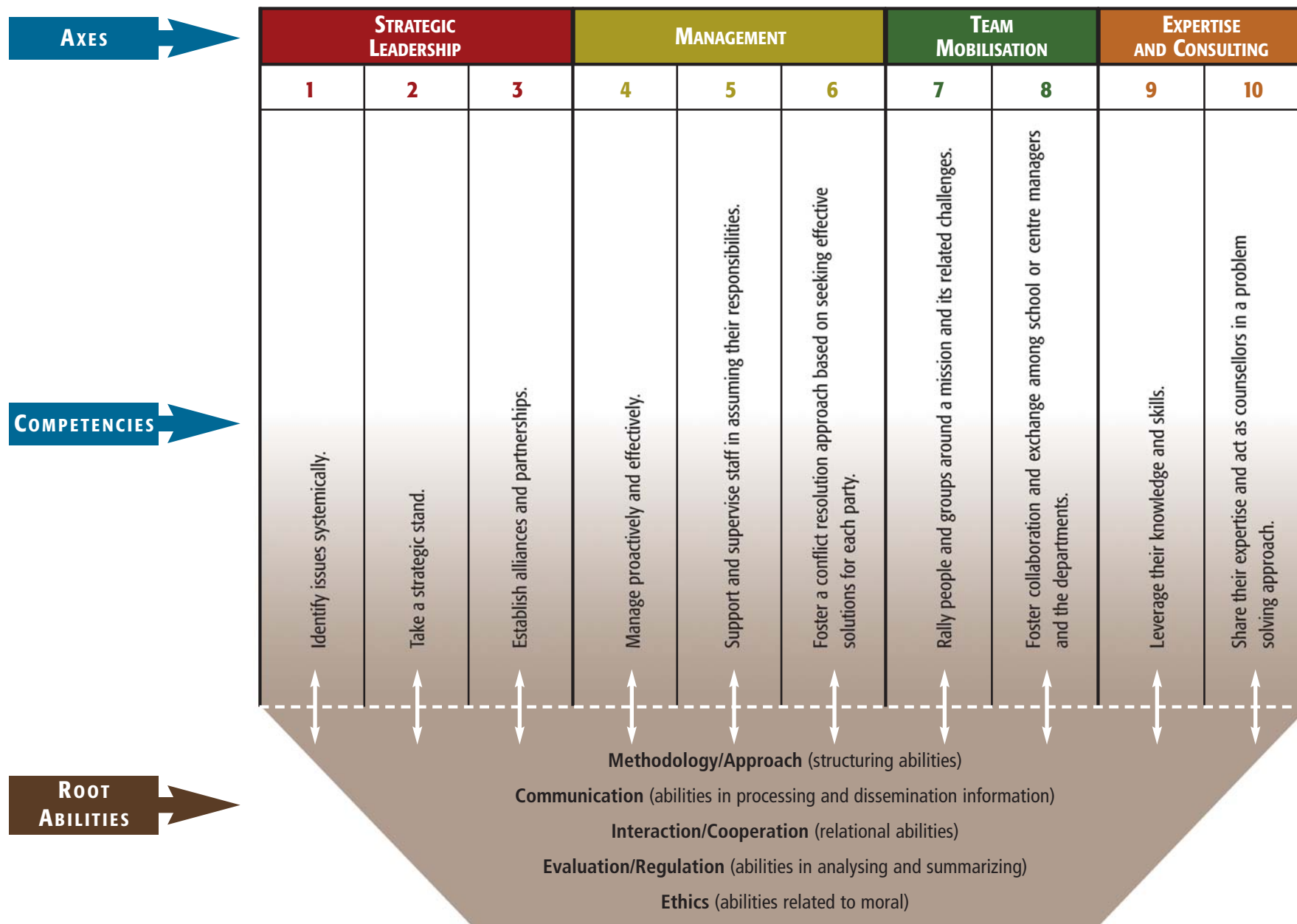
- **Methodology/Approach** (structuring abilities)
- **Communication** (abilities in processing and disseminating information)
- **Interaction/Cooperation** (relational abilities)
- **Evaluation/Regulation** (abilities in analysing and summarizing)
- **Ethics** (abilities related to moral)

*The strength and the health  
of the roots are the keys  
to harmonious development  
of the tree, and of its branches  
and ramifications.*

*Unknown*

## SECTION-2 GETTING FAMILIAR WITH THE DOCUMENT

**SUMMARY CHART 1** Showing the link between development axes, competencies and root abilities.



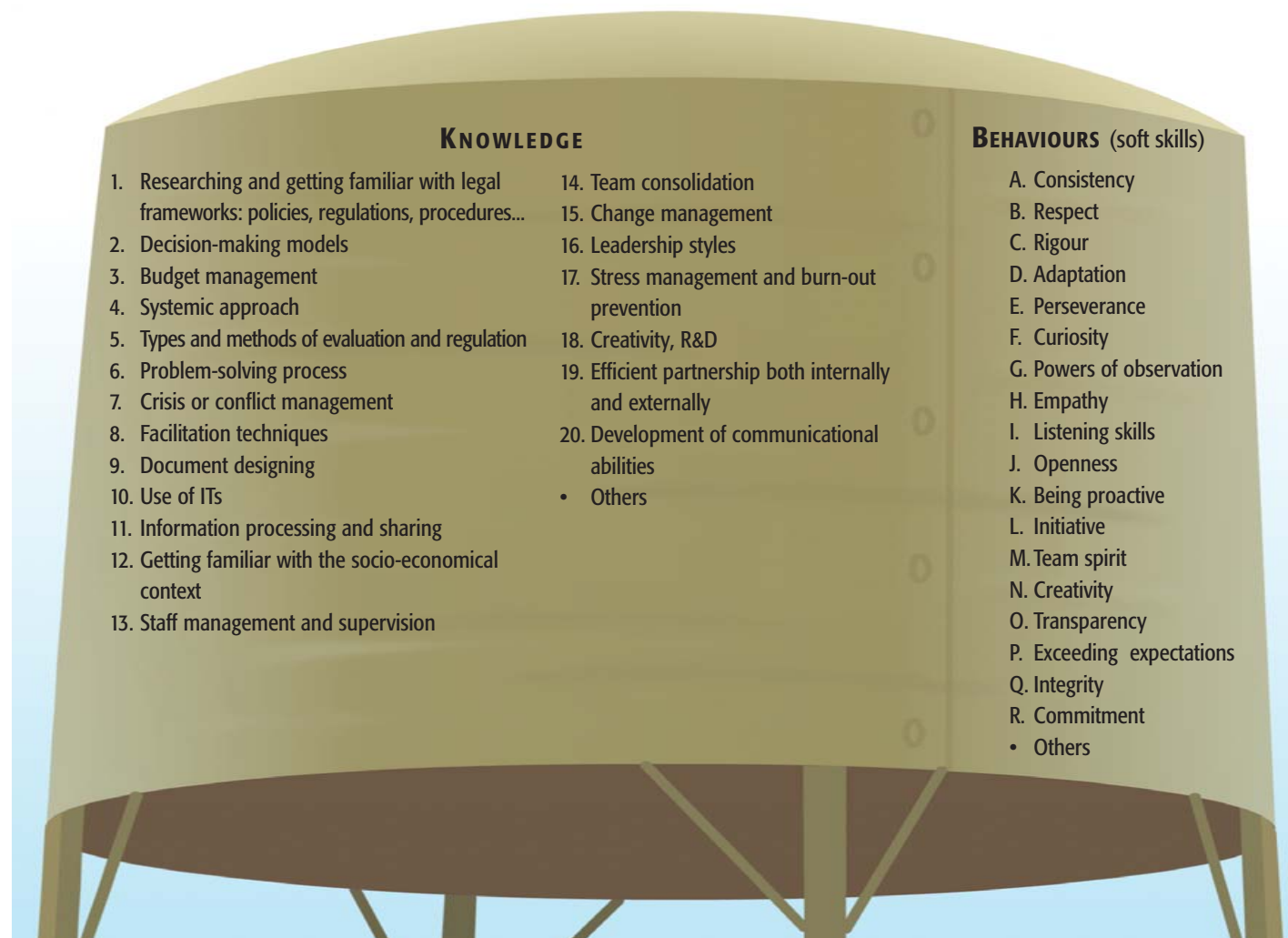
## SECTION-2 GETTING FAMILIAR WITH THE DOCUMENT

### 2.4 INTRODUCING THE POOL OF RESOURCES

As mentioned earlier, for the tree to develop, favourable growing conditions are required. The pool of resources is made of knowledge and behaviours.

The pool of knowledge and behaviours aims at reinforcing, feeding and fostering competency application and development. These resources may also have a direct impact on root abilities by significantly improving practices.

So here are the key knowledge and behaviours in the pool of resources. Remember, these are neither exhaustive nor prescriptive.



## SECTION-2 GETTING FAMILIAR WITH THE DOCUMENT

SUMMARY CHART 2



COMPETENCIES	
<b>AXIS 1</b> <b>STRATEGIC LEADERSHIP</b>	<ol style="list-style-type: none"> <li>1. Identify issues systemically.</li> <li>2. Take a strategic stand.</li> <li>3. Establish alliances and partnerships.</li> </ol>
<b>AXIS 2</b> <b>MANAGEMENT</b>	<ol style="list-style-type: none"> <li>4. Manage proactively and effectively.</li> <li>5. Support and supervise staff in assuming their responsibilities.</li> <li>6. Foster a conflict resolution approach based on seeking effective solutions for each party.</li> </ol>
<b>AXIS 3</b> <b>TEAM MOBILISATION</b>	<ol style="list-style-type: none"> <li>7. Rally people and groups around a mission and its related challenges.</li> <li>8. Foster collaboration and exchange among school or centre managers and the departments.</li> </ol>
<b>AXIS 4</b> <b>EXPERTISE AND CONSULTING</b>	<ol style="list-style-type: none"> <li>9. Leverage their knowledge and skills.</li> <li>10. Share their expertise and act as counsellors in a problem solving approach.</li> </ol>
<b>ROOT ABILITIES</b> <p>Methodology/Approach (structuring abilities)</p> <p>Communication (abilities in processing and dissemination information)</p> <p>Interaction/Cooperation (relational abilities)</p> <p>Evaluation/Regulation (abilities in analysing and summarizing)</p> <p>Ethics (abilities related to moral)</p>	

POOL OF RESOURCES	
KNOWLEDGE	BEHAVIOURS (soft skills)
<ol style="list-style-type: none"> <li>1. Researching and getting familiar with legal frameworks: policies, regulations, procedures...</li> <li>2. Decision-making models</li> <li>3. Budget management</li> <li>4. Systemic approach</li> <li>5. Types and methods of evaluation and regulation</li> <li>6. Problem-solving process</li> <li>7. Crisis or conflict management</li> <li>8. Facilitation techniques</li> <li>9. Document designing</li> <li>10. Use of ITs</li> <li>11. Information processing and sharing</li> <li>12. Getting familiar with the socio-economical context</li> <li>13. Staff management and supervision</li> <li>14. Team consolidation</li> <li>15. Change management</li> <li>16. Leadership styles</li> <li>17. Stress management and burn-out prevention</li> <li>18. Creativity, R&amp;D</li> <li>19. Efficient partnership both internally and externally</li> <li>20. Development of communicational abilities</li> <li>• Others</li> </ol>	<ol style="list-style-type: none"> <li>A. Consistency</li> <li>B. Respect</li> <li>C. Rigour</li> <li>D. Adaptation</li> <li>E. Perseverance</li> <li>F. Curiosity</li> <li>G. Powers of observation</li> <li>H. Empathy</li> <li>I. Listening skills</li> <li>J. Openness</li> <li>K. Being proactive</li> <li>L. Initiative</li> <li>M. Team spirit</li> <li>N. Creativity</li> <li>O. Transparency</li> <li>P. Exceeding expectations</li> <li>Q. Integrity</li> <li>R. Commitment</li> <li>• Others</li> </ol>



## SECTION-3 SCENARIOS FOR USE



***Achieving this requires much skill  
and a judicious combination  
of the following:***

*A manna of initiative,  
A basket of resourcefulness,  
An acre of openness,  
A meter of scope.*

*An ingot of flexibility,  
A bag of finesse,  
A stack of understanding,  
A dice of assertion.*

*A barrel of humanism,  
A touch of idealism,  
A silo of insight,  
A bit of perseverance.*

*A pound of casualness,  
A pinch of dictature,  
A silo of passion,  
A pill of vision.*

*A pint of endurance,  
A cup of confidence,  
A gallon of efficiency,  
A quart of curiosity.*

*A bundle of adaptation,  
An inch of compromise,  
A litre of tolerance,  
A cube of independence.*

*A litre of integrity,  
A crumb of authority,  
A bushel of knowledge,  
A cloud of insouciance.*

*Inspired and translated from a presentation  
at the 1995 Symposium of educational  
consultant in vocational training*

In this section, three scenarios for use are suggested to make it easier for individuals or teams to get familiar with the *Guide to Managerial Skills for School Executives*.

It provides a few practical suggestions for the use of the whole document. These are only suggestions.

However, before getting started with this step, remember that carrying out either of the suggested scenarios should rest upon the following favourable conditions:

- Motivation and self-actualization of the approach.
- Allowing sufficient and appropriate time periods.
- Structured and attractive activity organisation.
- Linkage with other lifelong learning activities.

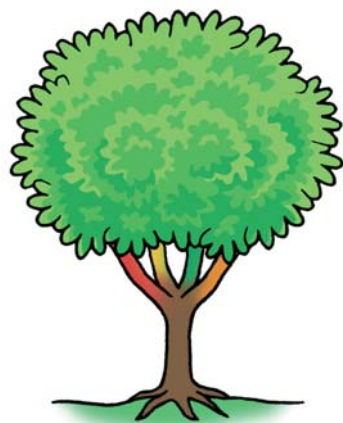
This section will only achieve its true goal if it inspires users in creating their own scenarios based on their needs, their respective contexts and their own objectives. Remember that these scenarios can be used both individually and in teams.

## SECTION-3 SCENARIOS FOR USE

### THREE SCENARIOS FOR USE

#### SCENARIO 1

#### THE TREE STANDS AMONG THE FOLIAGE



*He who wants the pear  
climbs up the pear tree.*

*Thomas Fuller*

These work sessions may take place at the beginning of the year, during monthly meetings or during follow-up meetings with team or sub-teams of managers.

#### Start-up Instructions

The group lead shall:

- Indicate at the onset the objectives, the issues and the expected results of this approach;
- Identify objectives related to the vision and action, from the VA logo;
- Arouse comments and discussions on the Vision-Action logo and the tree concept.

#### Suggested Approach

vision

#### Step 1 – Going back to organisational priorities

Use **key words** describing the organisation's directions in the short or mid terms to create a graph or just a list of these directions. This step will take little or much time depending on existing consensus among the team members.

Examples of priority measures:

- Strengthening of internal partnership within the school board.
- Institutional evaluation.
- Teacher training.
- Implementation of new funding standards.
- New purchase policy.
- Academic success.

This first step aims at getting back to a shared and clear **vision** of the collective work awaiting the team. Each team member may question or position themselves with regards to assigned tasks or roles.

This activity is a reminder; teams may spend more or less time on it depending on team member's interest.

## SECTION-3 SCENARIOS FOR USE

### THREE SCENARIOS FOR USE

#### STEP 2 – Summary introduction to the Tree of Competencies

This introduction will use the Tree of Competencies illustration. Gaining a shared understanding of its components is important for team members.

This activity will provide an opportunity for classifying competencies to be developed into four categories; short term, mid term, long term and not applicable.

The card game “**Competency Fair**”, on page 4 of Section 4, may be used to carry out this step.

#### STEP 3 – Use of the Reflexive Analysis Form and Diagnosis Tool

This step will be carried out if relevant or at the discretion of the facilitator. The analysis form and diagnosis tool are in Annex I.

Remember that these tools may be used individually or collectively; result interpretation should be made in a respectful way and acknowledge the strength of each individual.

## Action

#### STEP 4 – Planification of training activities

For priority competencies, the team may assist in choosing the required knowledge and abilities as well as the relevant learning formats.

This activity may be carried out using the “**Wheel of Competencies**” on page 8 of Section 4.

Lifelong learning will be presented as a way to survive to changes and build on the safe investment of individual and collective competencies.

#### STEP 5 – Follow-up and reinforcement of individual and collective progress

Success and reinvestment in day-to-day tasks will depend on the implementation of evaluation modes and follow-up.

*The means may be compared  
to the seed and the end to the tree;  
the same intangible relationship  
exists between the means and the end  
as between the seed and the tree.*

*Ghandi*

## SECTION-3 SCENARIOS FOR USE

### THREE SCENARIOS FOR USE

#### SCENARIO 2

##### THE MAGIC TREE

Skill development is often linked to the four stages of competency acquisition shown in Annex II.

#### Suggested Approach

##### STEP 1 – Beginning, awakening motivation

Summary introduction of the suggested approach and related objectives, spin-offs and potential benefits.

The following ice-breaking activities are available to choose from:

- Round table: identify one competency which I am proud of as a manager.
- Identify one feature competency of the ideal manager; list them on the board and highlight diversity and complementary strength required in a work team.
- Individually fill in the “My Learning GPS” questionnaire on page 2 of Section 4.

##### STEP 2 – A bit a theory is so convenient!

Here is an initial overview of the Tree of Competencies using the illustration.

Guided tour of the documents and comments:

- *Towards Skill Development for School Executives*, Sections 1 to 4.
- *Guide to Managerial Skills for School Executives*, Section 5.
- The source and reliability of the documents.

Question, familiarisation and discussion period.



*Just like a magic tree,  
this approach will take you  
to majestic highs  
and increased credibility  
and profitability.*

*It could also represent a giant leap  
which might improve pleasure  
at work and the pride of being part  
of a successful team.*

*Céline Gagnon*

## SECTION-3 SCENARIOS FOR USE

### THREE SCENARIOS FOR USE



#### *STEP 3 – Familiarisation and experimentation*

One of the following tools may be used to gain a practical understanding of the approach issues and to initiate its actualisation:

- Reflexive Analysis Form (Annex I).
- Diagnosis Tool (Annex I).
- The "Competency Fair" game (Section 4, page 4).

What is important here is to juggle with all the documents to see the possibilities for use: diagnosis, prioritization, identification and development of competencies.

#### *STEP 4 – Transfer and consolidation of acquired skills*

The choice of action to undertake will contribute to consolidating the willingness to act and the know-how of stakeholders.

The collection of implementable means will favour the commitment of everyone in the planning and actualisation of upcoming steps, which then could be undertook with confidence and a sense of awareness.

## SECTION-3 SCENARIOS FOR USE

### THREE SCENARIOS FOR USE

#### SCENARIO 3 A TREE FOR GROWING



PAGE  
3-6

*If you are planning for a year,  
sow a seed; for ten years, plant a tree;  
for a hundred years,  
educate the people.*

*Kuang Chung*

#### Start-up Instructions

This material may also help self-learners. It can be used in an individual approach with the support of the supervisor.

#### Suggested Approach

##### STEP 1 – Getting familiar with the whole approach

A good understanding of the opportunities and various components of this material is quite useful.

##### STEP 2 – Self-assessment

Those who want to get involved may proceed with their self-assessment. A Reflexive Analysis Form and a Diagnosis Tool are provided to that end in Annex I, as well as a Self-assessment Form in Annex III.

##### STEP 3 – Learning format options

An impressive selection of learning formats is available depending on learning habits and workplace opportunities. For example:

- Review of work processes.
- Guided reading.
- E-Learning.
- Peer coaching.
- Credited training.
- Supervision (five steps).
- Conventions, conferences.

##### STEP 4 – Carrying out the targeted activities

Individual commitment in the adjustment of one's practice is a valuable asset:

- Supervisor coaching and support will make the analysis and the accuracy of practice easier;
- Follow-up and assessment will ensure beneficial spin-offs.

**SECTION-4** **FACILITATION MATERIAL**  
**GAMES AND ACTIVITIES – VISION-ACTION**

**H**ere is a description of complementary material to be used at any time in the process to arouse the interest of participants.

Remember that these may be used as the facilitators see fit, not necessarily following the suggested sequences. Based on the objectives to achieve, all or part of this material may be used in a random and creative way.

**4.1**  
**VISION-ACTION**

***Goal***

The goal is to introduce and explain all the theoretical aspects to make sure understanding is clear and mobilising.

***Description***

- The VA logo - Vision-Action (see page 1 of Section 1).
- The PowerPoint slide show introduces the various parts of the tree along with their meaning. The file is available on the ACSQ website ([www.acsq.qc.ca](http://www.acsq.qc.ca)).



SECTION-4

FACILITATION MATERIAL

GAMES AND ACTIVITIES – MY LEARNING GPS

4.2

MY LEARNING GPS

QUIZ



**Goal**

This quiz is designed to make individuals keenly aware of their own vision of lifelong learning.

**Instructions**

Fill in the questionnaire individually.

- What have I learned that is important over the last six months?

---

---

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- What added value can I bring to my organisation?

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- If my job was posted, what would be the four key competencies required to get it? Do I have them?

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- Do I like my job?

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- Are enthusiasm and pleasure part of my professional life?

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**SECTION-4** **FACILITATION MATERIAL**  
**GAMES AND ACTIVITIES – MY LEARNING GPS**

- Are my professional goals and ideals in line with my talents and ambitions?

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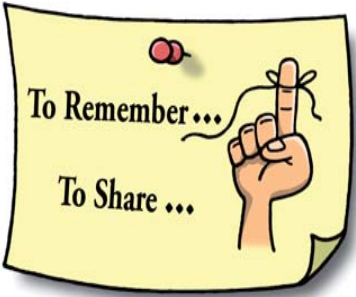
- I strongly believe in developing my professional potential. Yes, but how?

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PAGE  
4-3



Considering my answers, I select three elements or topics which I feel are most relevant and I link them to competencies found in the *Guide* and in Summary Chart 1 on page 2-7.

KEY ELEMENTS	COMPETENCIES (NUMBER OR WORDING)

SECTION-4

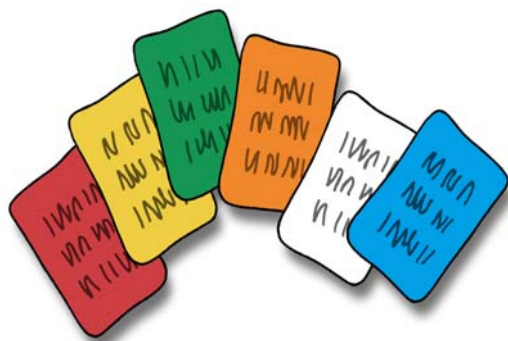
FACILITATION MATERIAL

GAMES AND ACTIVITIES – THE COMPETENCY FAIR

4.3

THE COMPETENCY FAIR

CARD GAME



**Goal**

Several versions of this game may be used based on the goal to achieve. The game may aim:

- To get familiar with the given or hidden meaning in the wording of each competency (consensual definition from the team) (option 1);
- To identify priority competencies to be developed by the team (options 1 or 2);
- To value and celebrate competencies already present in the team and underline their complementarities (option 3).

**Description**

The game includes eighteen cards divided as follows:

- Ten cards representing the ten competencies:
  - Three red cards for the three competencies of axis 1 - Strategic Leadership;
  - Three yellow cards for the three competencies of axis 2 - Management;
  - Two green cards for the two competencies of axis 3 - Team Mobilisation;
  - Two orange cards for the two competencies of axis 4 - Expertise & Consulting.
- Five blue cards representing the root abilities (or action modes).
- Three blank cards on which other competencies or abilities not included in the current list could be written.

Note: Use an additional card deck if more than five or six players.

## SECTION-4 FACILITATION MATERIAL

### GAMES AND ACTIVITIES – THE COMPETENCY FAIR

#### OPTION 1 Objectives

- To get familiar with the given or hidden meaning in the wording of each competency (consensual definition from the team).
- To identify priority competencies to be developed by the team.

#### Instructions

1. The facilitator gives three cards at random to each player. He keeps the unused cards as well as the blank cards.  
Each player sorts their cards individually in order from the most to the least important priority. Players only know their own cards; other possibilities remain unknown to them.
2. Players are then invited to improve their hand. They negotiate and trade cards, keeping only those that inspire them. They should always have three cards in hand and they can trade as much as they want. Go to step 3 when you feel excitement is going down.
3. Each player then gives the facilitator the one card they consider least interesting. These cards are then placed on the table with the unused cards. Players may again select their favourite cards and even pick a blank card on which they will write a competency that is not in the deck. At the end of the game, each player should have the three cards they feel are truly their priorities.
4. From these three cards, they will have to pick the one they consider crucial, display it and explain to the group its meaning and relevance.

The facilitator then gathers the priority cards and sees that everyone shares the same understanding of each one. Then he/she may comment on the colour streams that emerge from the development axes and conclude by naming the team priority competencies. Depending on the number of players, he/she may also proceed with a second choice.

The number of retained or traded cards may change based on the number of players.

Indicate priority competencies:

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**SECTION-4** **FACILITATION MATERIAL**  
**GAMES AND ACTIVITIES – THE COMPETENCY FAIR**

**OPTION 2** *Objective*

- To identify priority competencies to be developed by the team.

*Instructions*

1. Cards are displayed so they can be seen by everyone. They are colour-grouped based on the tree concept and abilities are explicitly sorted as the roots.
2. The facilitator ensures a common reading and understanding of each competencies and root abilities. The team may use blank cards to add competencies as required.
3. Cards are then put up for auctions; the facilitator acts as the auctioneer: going, going, gone!

Participants have a limited budget of play money. Purchased cards will then be gathered as a competency pool to be developed in priority.

**Indicate the competencies to be developed in priority:**

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## SECTION-4 FACILITATION MATERIAL

### GAMES AND ACTIVITIES – THE COMPETENCY FAIR

#### OPTION 3 *Objective*

To value and celebrate competencies already present in the team and to underline their complementarities.

#### *Instructions*

1. The facilitator gives three cards at random to each player. He keeps the unused cards as well as the blank cards.  
Each player sorts their cards in order from their most to the least integrated competency.
2. Players are then invited to improve their hand. They negotiate and trade cards, keeping only those that inspire and represent them. They should always have three cards in hand and they can trade as much as they want. Go to step 3 when you feel excitement going down.
3. Each player then give the facilitator the one card they consider is least representative of their talents and competencies. These cards are then placed on the table with the unused cards. Players may again select their favourite cards and even pick a blank card on which they will write a competency that is not in the deck. At the end of the game, each player should have the three cards they feel are truly representative of themselves.
4. From these three cards, they will have to pick the one they consider crucial, display it and explain to the group its meaning and relevance.

The number of retained or traded cards may change based on the number of players.

#### *Variation*

Cards may also be given to other participants in acknowledgement of their competencies. The Tree of Competencies may be reconstituted based on the competencies that already exist among team members. Going back to complementarities of competencies among team members may tighten the links and highlight the power of the team.

Using one of the card selected in step one, participants in pair may tell a story or an anecdote about a situation where they had to efficiently use one competency or another.

#### Complementary competencies of team members:

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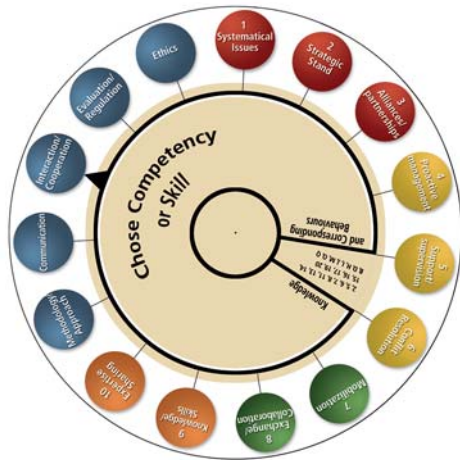
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## SECTION-4 FACILITATION MATERIAL

### GAMES AND ACTIVITIES – THE WHEEL OF COMPETENCIES

#### 4.4

#### THE WHEEL OF COMPETENCIES



#### Goal

This exercise aims at linking selected competencies and abilities with knowledge and behaviours for their development.

#### Instructions

- Use the cardboard wheel with the printed ten competencies and five abilities and point the arrow on either one.
- In the opposite window you will see the numbers to knowledge and behaviours in the pool of resources which may help in developing the selected competency or ability.
- You may also use the Wheel of Competencies to point out "solution learnings" depending on the challenge being faced.

Fill in the chart that follows each of the scenarios in the next pages (Section 4, pages 7 and 8).

## SECTION-4 FACILITATION MATERIAL

### GAMES AND ACTIVITIES – THE WHEEL OF COMPETENCIES

#### SCENARIO 1



M<sup>r</sup> Ritalin Hale is the leader of a 5-member team. All the team members seem committed to their task and work with goodwill. However, they can't meet the ever increasing requirements of the Ministry, organisations, colleagues, schools, parents, etc. They all claim they are overwhelmed with work and lament the fact of having no time to think. M<sup>s</sup> Morose even fear signs of burn-out. M<sup>r</sup> Hale consults with M<sup>r</sup> Knowell, a Labour Relations expert, who shows up at Mr Hale's with his *Towards Skill Development for School Executives* binder. He seems particularly proud and professionally confident.

What could M<sup>r</sup> Knowell recommend to M<sup>r</sup> Hale?

Indicate in the boxes below solution elements from the summary chart found at the page 2-9. Then compare the answers with the **Wheel of Competencies** and comment.

#### Competencies (numbers or wording)

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#### Knowledge

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#### Behaviours

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## SECTION-4 FACILITATION MATERIAL

### GAMES AND ACTIVITIES – THE WHEEL OF COMPETENCIES

**SCENARIO 2** The newly hired M<sup>s</sup> Brite is keen on development and desperately tries to find her place in the sun among her collaborators:

- commissioners;
- socio-economical partners;
- community groups;
- committees;
- others...

Also, the strategic planning of the school board requires that she increases external partnerships. She must also mobilise her team members around common goals. She feels trapped with all these stakeholders and diverse expectations.

To help M<sup>s</sup> Brite, identify and write down competencies, knowledge and behaviours in the corresponding boxes using the summary chart on page 2-9. Answers may then be validated using the **Wheel of Competencies**.



#### Competencies (numbers or wording)

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#### Knowledge

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#### Behaviours

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## SECTION-4 FACILITATION MATERIAL

### GAMES AND ACTIVITIES – MY FEELINGS ABOUT LIFELONG LEARNING

#### 4.5

#### MY FEELINGS ABOUT LIFELONG LEARNING



#### Goal

This exercise aims at enhancing the perception of lifelong learning and identifying associated individual and collective benefits.

#### Instructions

Choose three emoticons which represent you best and make them talk. From these, describe your feelings or opinions about the development activities in the right hand side column.

	<hr/> <hr/> <hr/>
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## CONCLUSION

The basic material associated with the objectives previously set is now available to all managers. Remember that these are the elements leading to the actualisation of the Tree of Competencies: birth and growth leading to a fruitful harvest.

The tree will be what you want it to be and growth will depend on how much care and dedication the team members will bring to it.

Growth of this tree is subject to the laws of nature:

- Selection of cultivars.
- Planting and caring.
- Sustained attention to root growth.
- Feeding adapted to environmental conditions.

Nature also tells us to take all the time required to carry out these tasks and to persevere in patiently following through the slow and often imperceptible stages of their progression. It should also be reminded that nature always deliver on its promises. Benefits resulting from this type of approach may well surpass expectations.

And if the energy vested in developing the Tree of Competencies was to become a source of vitality for work teams, a refreshing source where each individual gets reacquainted with their natural talents, their professional dynamism? And if, in addition to making teams more efficient and productive, more happiness could be seen in our workplaces, more satisfaction and pleasure in carrying out our tasks, and then we could say: **Hurrah for the laws of nature! Hurrah for the leaders of their times!**

*You should now be able to :*

*Congratulate the performer  
Greet the newcomer  
Guide the resourceful  
Listen to the loud-mouthed*

*Honor the ingenious  
Pacify the furious  
Support the foolhardy  
Respect the delinquent*

*Calm down the impatient  
Speak for the absent  
Inspire from the dreamer  
Survive to the researcher*

*Laugh with the cryababy  
Craddle the nervous  
Align the agitator  
React as an emperor*

Céline Gagnon



## ANNEX I REFLEXIVE ANALYSIS FORM AND DIAGNOSIS TOOL

### OPERATING PROCEDURE

Using these tools in group will require looking at the results with respect and with a constructive approach. It should also be acknowledged that the results are in no way a formal recognition or validation of competencies. As it is based on the perceptions of the individuals involved, the evaluation will be subjective in nature. Those who want to refer to the behavioural indicators for each competency will find them in the *Guide to Managerial Skills for School Executives* in Section 5.

### REFLEXIVE ANALYSIS FORM FOR THE TEN TARGET COMPETENCIES

Using this form will provide a global overview for a better understanding of the Tree of Competencies. It will also provide for individual or collective positioning with regard to individual interests, concerns and ambitions.

Activities will center on the content of the "Reflection, challenge, questions, alliances..." section at the end of the evaluation form for each competency axis.

*True genius lies in the ability  
to assess what is uncertain,  
risky, conflicting information.*

*Winston Churchill*

*To assess is to create: so listen,  
you are creators!  
It is the evaluation  
that makes treasures and gems  
of what is evaluated.*

*Friedrich Nietzsche*

## ANNEX I REFLEXIVE ANALYSIS FORM AND DIAGNOSIS TOOL



### 1. Professional skill development centers around four major axes.

Based on your general interest, rate from 1 to 4 your order of priority in the boxes below:

- Management ☐
- Expertise & Consulting ☐
- Strategic Leadership ☐
- Team Mobilisation ☐

### 2. The following abilities represent the lens through which behaviours may be observed. They may also become learning objectives.

Based on your concerns, rate your order of priority from 1 to 5 in the boxes below:

Approach	<ul style="list-style-type: none"> <li>Structuring abilities (To link various elements, to implement a structured approach)</li> </ul>	<input type="checkbox"/>
Communication	<ul style="list-style-type: none"> <li>Abilities in processing and disseminating information (To explain, to state, to popularise, etc.)</li> </ul>	<input type="checkbox"/>
Interaction/Cooperation	<ul style="list-style-type: none"> <li>Relational abilities (To implement conditions for cooperation)</li> </ul>	<input type="checkbox"/>
Evaluation/Regulation	<ul style="list-style-type: none"> <li>Abilities in analysing and summarizing (To implement analysis and follow-up mechanisms)</li> </ul>	<input type="checkbox"/>
Ethics	<ul style="list-style-type: none"> <li>Abilities related to moral (To pursue the common good, to ensure a sense of togetherness)</li> </ul>	<input type="checkbox"/>

ANNEX I REFLEXIVE ANALYSIS FORM AND DIAGNOSIS TOOL



3. For each of the competencies, fill in the following charts using the behavioural indicators in the Guide, if applicable:

Axis 1 Strategic Leadership

Competencies	Satisfactory	To be reviewed	N/A
1. Identify issues systemically.			
2. Take a strategic stand.			
3. Establish alliances and partnerships.			

Describe a situation where you had to use one of these competencies:

Reflection, challenge, questions, alliances...

# ANNEX I REFLEXIVE ANALYSIS FORM AND DIAGNOSIS TOOL



## Axis 2 Management

Competencies	Satisfactory	To be reviewed	N/A
4. Manage proactively and effectively.			
5. Support and supervise staff in assuming their responsibilities.			
6. Foster a conflict resolution approach based on seeking effective solutions for each party.			

Describe a situation where you had to use one of these competencies:

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Reflection, challenge, questions, alliances...

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ANNEX I REFLEXIVE ANALYSIS FORM AND DIAGNOSIS TOOL



Axis 3 Team Mobilisation

Competencies	Satisfactory	To be reviewed	N/A
7. Rally people and groups around a mission and its related challenges.			
8. Foster collaboration and exchange among school or centre managers and the departments.			

Describe a situation where you had to use one of these competencies:

Reflection, challenge, questions, alliances...

ANNEX I REFLEXIVE ANALYSIS FORM AND DIAGNOSIS TOOL



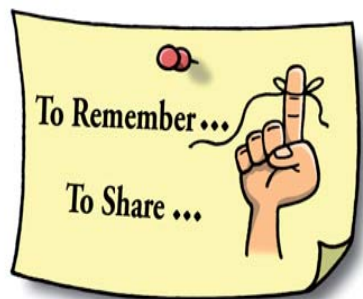
Axis 4 Expertise and Consulting

Competencies	Satisfactory	To be reviewed	N/A
9. Leverage their knowledge and skills.			
10. Share their expertise and act as counsellors in a problem solving approach.			

Describe a situation where you had to use one of these competencies:

Reflection, challenge, questions, alliances...

## ANNEX I REFLEXIVE ANALYSIS FORM AND DIAGNOSIS TOOL



Based on individual choices, build consensus by identifying two priorities for each category:

Axes \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Competencies \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Abilities \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Follow-up activities will center on the content of the "Reflection, challenge, questions, alliances..." section at the end of the evaluation form for each competency axis.

Indicate the selected means or actions required to ensure proper follow-up:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## ANNEX I REFLEXIVE ANALYSIS FORM AND DIAGNOSIS TOOL



## DIAGNOSIS TOOL

This tool is designed to help individuals and groups to situate themselves with regard to the required knowledge and behaviours in performing their tasks. These are essential elements for performing the tasks and the root abilities. This pool of resources includes 20 knowledge and 18 behaviours which are now submitted to your diagnosis.

**Feature Knowledge** (Concepts, approaches, methodologies...)

I know and I consider the following:	Not at all	Not much	Fairly	A lot	Requires further attention	
					Yes	No
1. Researching and getting familiar with legal frameworks (Education Act, Ministry's policies, School Board policies...)						
2. Decision-making models						
3. Budget management (planning, forecasting, follow-up, regulation, financial statement ...)						
4. Systemic approach (interaction and interinfluence of the various systems involved in carrying out the mandate)						
5. Types et methods of evaluation and regulation (project, training, diagnosis, institutional assessment...)						
6. Problem-solving process						
7. Crisis or conflict management						
8. Facilitation techniques						
9. Document designing (procedures, action plans, reports, tools, communication plans)						
10. Use of ITs						
11. Information processing and sharing						
12. Getting familiar with the socio-economical context						
13. Staff management and supervision						
14. Team consolidation						
15. Change management						
16. Leadership styles						
17. Stress management and burn-out prevention						
18. Creativity, R&D						
19. Efficient partnership both internally and externally						
20. Development of communicational abilities						
Others:						

I see that knowledge number \_\_\_\_\_ require(s) further attention.

# ANNEX I REFLEXIVE ANALYSIS FORM AND DIAGNOSIS TOOL



## Feature Behaviours

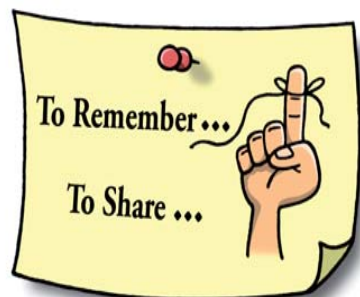
Feature behaviours are subject to individual perceptions, therefore assessment is subjective in nature.

	Personal		Team *
	Current behaviours	Target behaviours	Behaviours to be improved
A. Consistency			
B. Respect			
C. Rigour			
D. Adaptation			
E. Perseverance			
F. Curiosity			
G. Powers of observation			
H. Empathy			
I. Listening skills			
J. Openness			
K. Being proactive			
L. Initiative			
M. Team spirit			
N. Creativity			
O. Transparency			
P. Exceeding expectations			
Q. Integrity			
R. Commitment			
Others:			

These lists of knowledge and behaviours may be used as needed.

\* Behaviours may be subject to consensual choice, and the means to acquire them may be explored as a group.

## ANNEX I REFLEXIVE ANALYSIS FORM AND DIAGNOSIS TOOL



Following group discussions:

- Select three priority behaviours among the behaviours to be improved;
- Identify the means (activities, development, others...) to improve each of them.

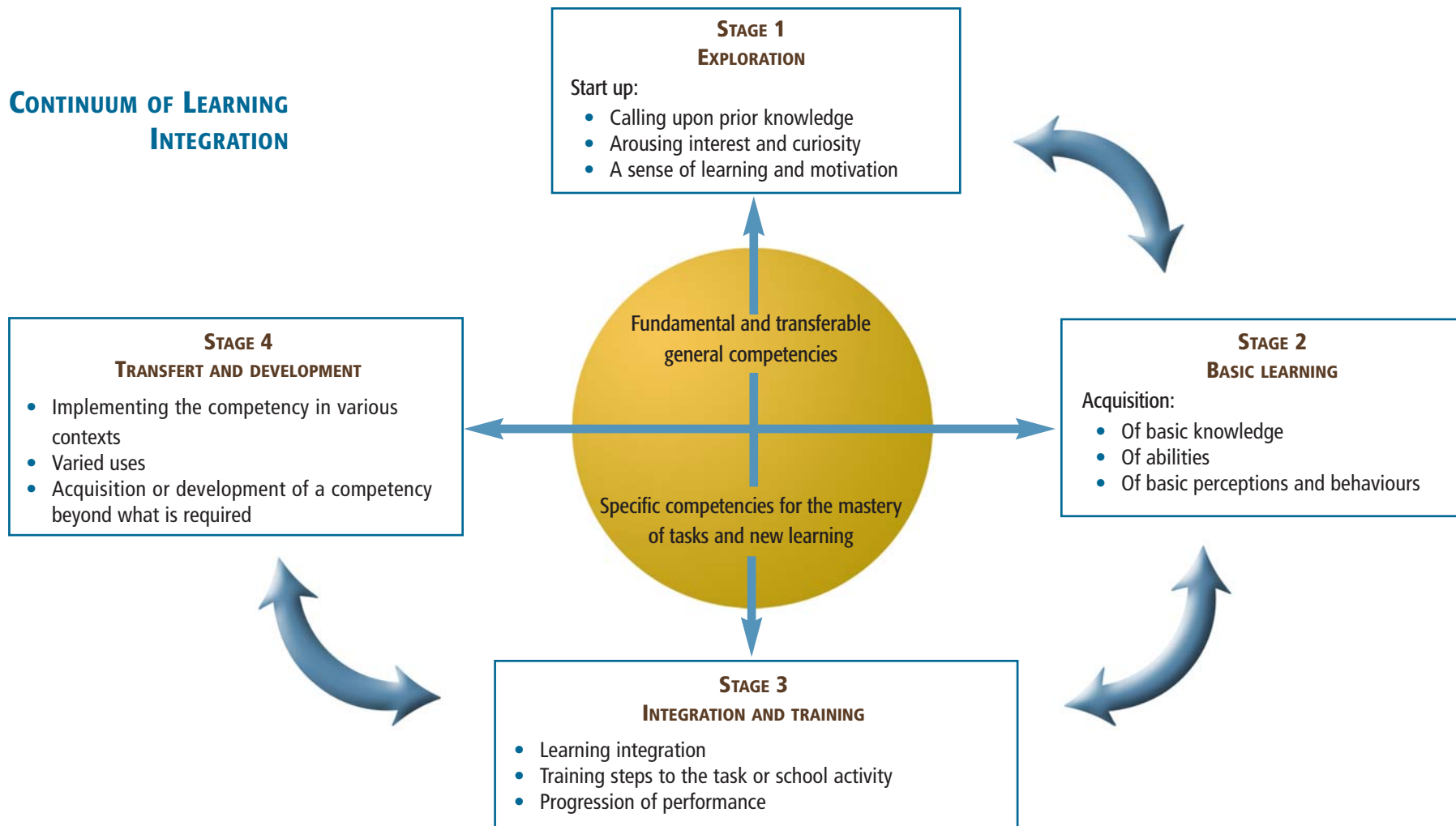
*Example:*

A team from a department is dedicated to developing innovative programs for drop-ins. The **listening skills** behaviour has been identified as a priority. The manager in charge suggests to his team some **activities related to active listening, mirroring and "I" message**.

	PRIORITY BEHAVIOURS	SELECTED MEANS
1		
2		
3		

## ANNEX II THE STAGES OF COMPETENCY ACQUISITION

### CONTINUUM OF LEARNING INTEGRATION



*This chart represents a snap shot of a general competency acquisition process. It is used here to illustrate the approach. In real life, it is a dynamic process involving back and forth movements, inversions and combinations of activities. So this should not be taken as a strictly linear or siloed process. Besides, the bidirectional arrows between key stages in the chart are indicative of multiple possibilities.*

Inspired and translated from: Jean Dussault, Anne Fillion, Jacques Lefebvre.

*Esquisse d'un processus de planification pédagogique dans le cadre d'une approche par compétence, MEQ, July 1996.*

