



**A GUIDE TO MANAGERIAL SKILLS FOR SCHOOL EXECUTIVES**  
**SELF-ASSESSMENT FORM**



ASSOCIATION DES CADRES SCOLAIRES  
DU QUÉBEC

## SELF-ASSESSMENT FORM

### INTRODUCTION



In order to better understand how to actualize each of the ten competencies, the *Guide* underlines each one with behavioural indicators which are sorted into five action modes (root abilities). Managers are subsequently required to observe themselves in terms of either one competency or all of them.

Using the present self-assessment form, managers may specify, for each of the behavioural indicators, if the particular behaviour is to be “developed” or “improved” or is “well developed and performed efficiently”. Answers will guide their decisions with regards to pursuing any training or taking up any new challenges.

The *Summary* page, at the beginning of the document, offers an overview of the manager’s situation in connection with the four major thrusts of the *Guide*. Managers will more easily be in a position to identify which direction their professional development should take by consolidating their answers on that page.

The *Compilation* page, found at the end of the document, offers managers a chance to consolidate their answers in a lateral fashion, enabling them to observe if they have evaluated the behavioural indicators, for the same action modes, in the same fashion from one competency to another. This will afford them a second look at the overall self-assessment strategy.

Finally, the *Wheel of competency* will help steer managers towards a more “training/solution” type of approach, as it will help identify knowledge and attitudes stemming from resources which could promote the growth of competency and action modes (root abilities), previously targeted.

## SELF-ASSESSMENT FORM

### SUMMARY



Major competency Axis	Skill Action Know-how	References		Indicators to be developed	Indicators to be improved	Indicators well developed and performed efficiently	Total
		Guide	Form				
Strategic Leadership	1: To identify issues systematically	p. 12	p. 2				10
	2: To take a strategic stand	p. 13	p. 4				12
	3: To establish alliances and partnerships	p. 14	p. 6				12
Management	4: To manage proactively and effectively	p. 15	p. 8				14
	5: To support and supervise staff in assuming one's responsibilities	p. 16	p. 10				13
	6: To foster a conflict resolution approach based on seeking effective solutions for each party	p. 17	p. 12				12
Team Mobilisation	7: To rally people and groups around a mission and its related challenges	p. 18	p. 14				11
	8: To foster collaboration and exchange among school or centre management and the departments	p. 19	p. 16				7
Expertise and Consulting	9: To leverage knowledge and skills	p. 20	p. 18				12
	10: To share expertise and act as counsellor in a problem solving approach	p.21	p. 20				10

**SELF-ASSESSMENT FORM**  
**STRATEGIC LEADERSHIP**



Major competency axis Strategic Leadership	Behavioural Indicators	To be developed	To be improved	Well developed and performed efficiently
<p><b>SKILL</b> <b>ACTION KNOW-HOW</b></p> <p><b>1</b> <b>To identify issues systematically</b> Guide p12</p>	<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> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<ul style="list-style-type: none"> <li>In decision making, to take into account the social, political and economical environment as well as the corporate culture.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<ul style="list-style-type: none"> <li>Within the administrative unit, to set practical and realistic goals taking into account all the units within the school board.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<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> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<ul style="list-style-type: none"> <li>To give rise to debates and to encourage the expression of various viewpoints.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<ul style="list-style-type: none"> <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>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>Interaction/Cooperation</b>			
	<ul style="list-style-type: none"> <li>To closely link with partners both within and outside the organisation.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<ul style="list-style-type: none"> <li>To engage all stakeholders and to support them in accordance with the issues at hand.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<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>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<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>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<b>TOTAL :</b>		

**SELF-ASSESSMENT FORM**  
**STRATEGIC LEADERSHIP**



<b>SKILL 1: To identify issues systematically</b>		
<b>Thoughts from the school executive</b>	<b>Training</b> (which would result in a better performance of that specific skill)	<b>Challenge to take up</b> (or what would allow me to improve my professional skills)

**SELF-ASSESSMENT FORM**  
**STRATEGIC LEADERSHIP**

Major competency axis Strategic Leadership	Behavioural Indicators	To be developed	To be improved	Well developed and performed efficiently
<b>SKILL</b> <b>ACTION KNOW-HOW</b> <b>2</b> <b>To take a strategic stand</b> Guide p13	<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> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<ul style="list-style-type: none"> <li>To take part in the school board strategic planning process.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<ul style="list-style-type: none"> <li>To make decisions based on the issues resulting from one's orientations.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<ul style="list-style-type: none"> <li>To take ownership of corporate values and to act accordingly.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<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> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<ul style="list-style-type: none"> <li>To influence one's organisation on strategic directions and the school board stand point.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>Interaction/Cooperation</b>			
	<ul style="list-style-type: none"> <li>To promote one's department importance and specificity.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<ul style="list-style-type: none"> <li>To be proactive with other stakeholders.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<ul style="list-style-type: none"> <li>To collaborate and interact based on distribution of power both within and outside the organisation.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<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> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<ul style="list-style-type: none"> <li>To ensure one's decisions are in tune with the educational mission, institutional needs and service organisation.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>Ethics</b>			
<ul style="list-style-type: none"> <li>To choose strategies based on corporate values.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<b>TOTAL :</b>			

# SELF-ASSESSMENT FORM

## STRATEGIC LEADERSHIP

### SKILL 2: To take a strategic stand

<b>Thoughts from the school executive</b>	<b>Training</b> <small>(which would result in a better performance of that specific skill)</small>	<b>Challenge to take up</b> <small>(or what would allow me to improve my professional skills)</small>

**SELF-ASSESSMENT FORM**  
**STRATEGIC LEADERSHIP**



Major competency axis Strategic Leadership	Behavioural Indicators	To be developed	To be improved	Well developed and performed efficiently
<p><b>SKILL</b> <b>ACTION KNOW-HOW</b></p> <p><b>3</b> <b>To establish alliances and partnerships</b> Guide p14</p>	<b>Methodology/Approach</b>			
	<ul style="list-style-type: none"> <li>To take into account the subtleties of formal and informal networks.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<ul style="list-style-type: none"> <li>To be alert and to establish influent and effective partnerships.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<ul style="list-style-type: none"> <li>To bring together various partners and to leverage their expertise in meeting set objectives.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>Communication</b>			
	<ul style="list-style-type: none"> <li>To circulate information through formal and informal networks.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<ul style="list-style-type: none"> <li>To maintain respectful relationships with partners.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<ul style="list-style-type: none"> <li>To provide feedback ensuring information has been circulated.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>Interaction/Cooperation</b>			
	<ul style="list-style-type: none"> <li>To engage with partners in achieving common goals.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<ul style="list-style-type: none"> <li>To adapt one's interventions according to partners and various issues.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>Evaluation/Regulation</b>			
	<ul style="list-style-type: none"> <li>To implement evaluation mechanisms with partners.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<ul style="list-style-type: none"> <li>To assess one's personal contribution and outcomes based on set objectives.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>Ethics</b>			
	<ul style="list-style-type: none"> <li>To protect alliances using one's judgement when sharing and circulating information.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<ul style="list-style-type: none"> <li>To show rigour and consistence in assuming one's responsibilities and carrying out one's mandates.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>TOTAL :</b>			





**SELF-ASSESSMENT FORM**  
**MANAGEMENT**



Major competency axis Management	Behavioural Indicators	To be developed	To be improved	Well developed and performed efficiently
<b>SKILL</b> <b>ACTION KNOW-HOW</b> <b>4</b> <b>To manage proactively and effectively</b> Guide p15	<b>Methodology/Approach</b>			
	<ul style="list-style-type: none"> <li>To update frameworks (procedures, policies, etc.) needed for sound management.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<ul style="list-style-type: none"> <li>To develop and use tools and approaches to meet specific needs.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<ul style="list-style-type: none"> <li>To identify the necessary resources for carrying out one's mandate.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<ul style="list-style-type: none"> <li>With team members, to set realistic objectives and to make sure they translate into practical activities.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<ul style="list-style-type: none"> <li>To manage allotted budget in accordance with available financial resources.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<ul style="list-style-type: none"> <li>To assign team members tasks in accordance with management frameworks.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>Communication</b>			
	<ul style="list-style-type: none"> <li>To make one's action plan known to one's collaborators.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<ul style="list-style-type: none"> <li>To state expectations based on everyone's responsibilities.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<ul style="list-style-type: none"> <li>To issue status and activity outcomes reports on a regular basis.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>Interaction/Cooperation</b>			
	<ul style="list-style-type: none"> <li>To foster a collaborative and team-based work environment.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<ul style="list-style-type: none"> <li>To encourage team members initiatives and creativity.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>Evaluation/Regulation</b>			
	<ul style="list-style-type: none"> <li>To efficiently use measurement indicators.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<ul style="list-style-type: none"> <li>To analyse outcomes from an improvement view point.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>Ethics</b>			
	<ul style="list-style-type: none"> <li>To act with rigour and consistency</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>TOTAL :</b>			



**SELF-ASSESSMENT FORM**  
**MANAGEMENT**



Major competency axis Management	Behavioural Indicators	To be developed	To be improved	Well developed and performed efficiently
<b>SKILL</b> <b>ACTION KNOW-HOW</b>  <b>5</b> <b>To support and supervise staff in assuming one's responsibilities</b> Guide p16	<b>Methodology/Approach</b>			
	<ul style="list-style-type: none"> <li>To establish a skill development framework.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<ul style="list-style-type: none"> <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> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<ul style="list-style-type: none"> <li>To identify everyone's roles and responsibilities.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<ul style="list-style-type: none"> <li>To support task performance according to expectations.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<ul style="list-style-type: none"> <li>To apply the skill development plan.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>Communication</b>			
	<ul style="list-style-type: none"> <li>To share with staff on a regular basis in fulfilling one's functions.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<ul style="list-style-type: none"> <li>To acknowledge and spread the word on individual and team contributions.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>Interaction/Cooperation</b>			
	<ul style="list-style-type: none"> <li>To engage with team members in performing activities.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<ul style="list-style-type: none"> <li>To be aware of one's team needs and problems; to provide advices and direction in seeking solutions.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<ul style="list-style-type: none"> <li>To create a proper context for sharing and collaboration.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>Evaluation/Regulation</b>			
	<ul style="list-style-type: none"> <li>To assess learning integration in a professional development approach.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<ul style="list-style-type: none"> <li>To ask for feedback on the quality and relevance of one's support initiatives.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>Ethics</b>			
<ul style="list-style-type: none"> <li>To respect individual differences and to adapt one's actions accordingly.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<b>TOTAL :</b>			



**SELF-ASSESSMENT FORM**  
**MANAGEMENT**



Major competency axis Management	Behavioural Indicators	To be developed	To be improved	Well developed and performed efficiently
<p style="text-align: center;">SKILL ACTION KNOW-HOW</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> Guide p17</p>	<b>Methodology/Approach</b>			
	<ul style="list-style-type: none"> <li>To implement mechanisms to prevent or correct dysfunctional situations.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<ul style="list-style-type: none"> <li>To ensure implementation of crisis management measures.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<ul style="list-style-type: none"> <li>To analyse the issue based on facts and corporate objectives.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<ul style="list-style-type: none"> <li>To establish one's intervention strategy while allowing people to engage in the problem solving process.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<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> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<ul style="list-style-type: none"> <li>To adapt one's interventions to the context; to show a sense of flexibility, nuance and rigour.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>Interaction/Cooperation</b>			
	<ul style="list-style-type: none"> <li>To settle disagreements in accordance with established procedures.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<ul style="list-style-type: none"> <li>To adopt a calm and empathic attitude allowing to be open and apt to listen to others.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<ul style="list-style-type: none"> <li>To engage team members in solution seeking.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<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> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<ul style="list-style-type: none"> <li>To ensure the chosen solutions are consistent with corporate objectives.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<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>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>TOTAL :</b>				



**SELF-ASSESSMENT FORM**  
**TEAM MOBILISATION**



Major competency axis Team Mobilisation	Behavioural Indicators	To be developed	To be improved	Well developed and performed efficiently
<p style="text-align: center;">SKILL ACTION KNOW-HOW</p> <p style="text-align: center;"><b>7</b></p> <p style="text-align: center;"><b>To rally people and groups around a mission and its related challenges</b></p> <p style="text-align: center;">Guide p18</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> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<ul style="list-style-type: none"> <li>To set common goals resulting in stakeholders agreement and commitment.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<ul style="list-style-type: none"> <li>To create exciting projects related to corporate objectives.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>Communication</b>			
	<ul style="list-style-type: none"> <li>To lead the team through the implementation of consensual strategies.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<ul style="list-style-type: none"> <li>To issue information on the status of group and individual projects: design, implementation, actuating and evaluation.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<ul style="list-style-type: none"> <li>To apply listening skills in order to establish a link based on trust and complicity with each stakeholder.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>Interaction/Cooperation</b>			
	<ul style="list-style-type: none"> <li>Through personal commitment, to influence and encourage cooperation based on individual skills.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<ul style="list-style-type: none"> <li>To adapt strategies according to how the situation at hand is evolving.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<ul style="list-style-type: none"> <li>To foster the rise and consolidation of collective decision making processes.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<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>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<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>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>TOTAL :</b>			





**SELF-ASSESSMENT FORM**  
**TEAM MOBILISATION**



Major competency axis Team Mobilisation	Behavioural Indicators	To be developed	To be improved	Well developed and performed efficiently
<p style="text-align: center;"><b>SKILL</b> <b>ACTION KNOW-HOW</b></p> <p style="text-align: center;"><b>8</b></p> <p><b>To foster collaboration and exchange among school or centre management and the departments</b> Guide p19</p>	<b>Methodology/Approach</b>			
	<ul style="list-style-type: none"> <li>To foster dialogue by engaging the various stakeholders.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<ul style="list-style-type: none"> <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>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>Communication</b>			
	<ul style="list-style-type: none"> <li>To create an auspicious environment for sharing and engaging various stakeholders.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<ul style="list-style-type: none"> <li>To ensure the continuous flow of information.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>Interaction/Cooperation</b>			
	<ul style="list-style-type: none"> <li>To implement flexible collaboration mechanisms among stakeholders.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<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>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>Ethics</b>			
	<ul style="list-style-type: none"> <li>To show transparency in dealing with school, centres and other departments staff.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>TOTAL :</b>				



**SELF-ASSESSMENT FORM**  
**CONSULTING AND EXPERTISE**



Major competency axis Consulting and Expertise	Behavioural Indicators	To be developed	To be improved	Well developed and performed efficiently
<p><b>SKILL</b> <b>ACTION KNOW-HOW</b></p> <p><b>9</b> <b>To leverage knowledge and skills</b> Guide p20</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> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<ul style="list-style-type: none"> <li>To implement continuous learning processes.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<ul style="list-style-type: none"> <li>To assess the knowledge and skill levels of close collaborators and to support them in their professional development.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<ul style="list-style-type: none"> <li>To answer requests, to analyse situations, to provide advises and to guide other school, centre and department managers.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<ul style="list-style-type: none"> <li>To develop simple and easy to use tools.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>Communication</b>			
	<ul style="list-style-type: none"> <li>To inform stakeholders on one's skills and areas of expertise.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<ul style="list-style-type: none"> <li>To popularize according to client knowledge.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>Interaction/Cooperation</b>			
	<ul style="list-style-type: none"> <li>To offer tools suited to the issues at hand.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<ul style="list-style-type: none"> <li>To take an open and creative solution seeking approach for one's clients.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<ul style="list-style-type: none"> <li>To encourage collaborators in deepening their expertise and knowledge.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<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>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<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>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<b>TOTAL :</b>		

**SELF-ASSESSMENT FORM**  
**CONSULTING AND EXPERTISE**



SKILL 9: To leverage knowledge and skills		
Thoughts from the school executive	Training <small>(which would result in a better performance of that specific skill)</small>	Challenge to take up <small>(or what would allow me to improve my professional skills)</small>

**SELF-ASSESSMENT FORM**  
**CONSULTING AND EXPERTISE**



Major competency axis <b>Consulting and Expertise</b>	Behavioural Indicators	To be developed	To be improved	Well developed and performed efficiently
<p><b>SKILL</b> <b>ACTION KNOW-HOW</b></p> <p><b>10</b> <b>To share expertise and act as counsellor in a problem solving approach</b> Guide p21</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> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<ul style="list-style-type: none"> <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> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<ul style="list-style-type: none"> <li>To explore new ways in research, innovation and development.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<ul style="list-style-type: none"> <li>To come up with global and practical strategies for the organisation as a whole within one's area of expertise.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<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>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>Interaction/Cooperation</b>			
	<ul style="list-style-type: none"> <li>To develop one's team so that it becomes sensitive to needs.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<ul style="list-style-type: none"> <li>To support one's team in the appropriate use the tools and approaches put forward.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>Evaluation/Regulation</b>			
	<ul style="list-style-type: none"> <li>To implement a supervision approach allowing for team and individual accountability.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<ul style="list-style-type: none"> <li>To assess the relevance of one's interventions with users.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<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>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>TOTAL :</b>				

**SELF-ASSESSMENT FORM**  
**CONSULTING AND EXPERTISE**



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

<b>Thoughts from the school executive</b>	<b>Training</b> <small>(which would result in a better performance of that specific skill)</small>	<b>Challenge to take up</b> <small>(or what would allow me to improve my professional skills)</small>

**SELF-ASSESSMENT FORM**  
**COMPILATION**



Action Modes (Root Abilities)	Behavioural Indicators	Indicators to be developed	Skills well developed and performed efficiently	Total
Approach				/39
Communication				/23
Interaction/Cooperation				/24
Evaluation/Regulation				/16
Ethics				/11

This self-assessment form allows you to sum up the indicators to be developed; those that need improvement and the behaviours that are well developed and performed effectively which you marked in each of the 10 skills contained in 4 key competency axes. As a result you should have the whole picture of your performance for each action mode.