

Section 2: Leadership Competencies Evaluation

Competency 1: Setting a high bar and communicating a compelling vision and direction:

- Setting aggressive performance targets on division/department performance metrics
- Communicating a clear, compelling vision for the division/department/unit that is aligned with the MPS Strategic Plan and division plan
- Helping people understand how their work contributes to meeting overall MPS and division objectives
- Involving others in contributing to the vision and direction by focusing time and energy on the most important priorities

Evidence/Observations: The program vision is developed through the strategic planning process and incorporated into program information to staff and community. Periodic updates (at all staff events and site meetings) are provided to keep staff informed of progress toward vision and student achievement.

Employee Ratings				Supervisor Ratings			
Exceeded	Achieved	Partially Achieved	Did Not Achieve	Exceeded	Achieved	Partially Achieved	Did Not Achieve
	X				X		

Competency 2: Developing effective strategies

- Bringing together information, analysis, and experience to create strategies that make it possible for the division/department to meet its objectives, supported by cost-benefit analyses
- Involving staff in developing the strategies
- Communicating the strategies through a strategic plan
- Updating the strategies as needed to continuously improve

Evidence/Observations: Our program enlists groups of staff and community members to keep us moving forward toward our program vision. The groups include: AE Community Advisory Council--meets monthly; AE Shared Leadership Team (instructors and support staff)—meets monthly; Work Teams (instructors)—meet monthly; Extended Leadership Team (work team chairs, all cords and admin)—meet quarterly; and Coord/Manger meetings—meet weekly. Weekly updates are emailed that include work team updates and program data.

Employee Ratings				Supervisor Ratings			
Exceeded	Achieved	Partially Achieved	Did Not Achieve	Exceeded	Achieved	Partially Achieved	Did Not Achieve
	X				X		

Competency 3: Leading and encouraging innovation

- Constructively challenging the usual approach to doing things
- Taking initiative beyond what is expected, or defined by role
- Consistently generating creative, resourceful solutions to problems through bringing together the right people and aggressively searching for new ideas both inside and outside of MPS
- Encouraging and providing support when others recommend innovative approaches, and take calculated risks. (we learn from successes AND failures)

Evidence/Observations: In addition to our standing groups of staff who contribute to the program plans and procedures, ad hoc and/or sub groups are gathered to solve specific issues. Out of these kinds of groups came the ideas for block scheduling, orientation classes and running writing classes in computer labs. Staff are encouraged (and more staff are participating) in state-wide initiatives and professional development which brings new energy and ideas to our program.

Employee Ratings				Supervisor Ratings			
Exceeded	Achieved	Partially Achieved	Did Not Achieve	Exceeded	Achieved	Partially Achieved	Did Not Achieve
	X				X		

Competency 4: Organizing, prioritizing and monitoring workflow

- Translating division/department strategic plan into an operational work plan with prioritized and sequenced deliverables and deadlines
- Consistently tracking division/department progress to meet objectives and timelines, identifying achievements and addressing missed deadlines/problem areas
- Demonstrating personal productivity, e.g., appropriately organizing own work to meet and/or exceed commitments, appropriately delegating lower-value added tasks
- Effectively managing budget and people resources
- Demonstrating personal accountability - doing everything possible to meet goals or deadlines - role modeling "going the extra mile"

Evidence/Observations: We continue to improve our ability to operate within systems and have some flexibility to respond to community needs. By creating processes that staff can rely on (registration/testing, block schedule, learning targets, etc.) we build trust that things will be done in a certain way. Staff can then build that same trust with learners by providing a syllabus for each class and scheduling time to conference with each student near the end of the quarter. We are able to track attendance which is a funding mechanism for our program and we share that information with staff throughout the year. Our budget has been managed well this year. I believe that I am highly responsible and personally accountable.

Employee Ratings				Supervisor Ratings			
Exceeded	Achieved	Partially Achieved	Did Not Achieve	Exceeded	Achieved	Partially Achieved	Did Not Achieve
	X				X		

Competency 5: Analyzing data to understand opportunities and issues

- Regularly analyzing what is working and not working
- Seeking data from a variety of sources, including “customer” needs and experience
- Intentionally seeking out diverse perspectives
- Choosing appropriate analytical methods and ensuring quality of analysis

Evidence/Observations: Our program is in a constant mode of improving anything that is not working. We use data to measure student achievement and instructional effectiveness. We share data with staff and ask them to reflect on how it can be improved. We compare our program data with district and community data in an effort to better understand the people who live in our communities. Our AE Advisory Council which represents CBOs, higher education and the city’s workforce development system provide a broad spectrum of perspectives on educational topics. I am also a member of groups (Perkins Advisory Council and Minneapolis Workforce Investment Board) that expose me to a broader look at employment and education in Minneapolis for adults.

Employee Ratings				Supervisor Ratings			
Exceeded	Achieved	Partially Achieved	Did Not Achieve	Exceeded	Achieved	Partially Achieved	Did Not Achieve
	X				X		

Competency 6: Making good decisions

- Using context and data to create options and make sensible decisions
- Planning ahead for major decisions where appropriate, using MPS problem-solving process
- Gathering appropriate level of stakeholder input before making important decisions
- Making timely decisions
- Appropriately changing decisions when warranted by significant changes in experience or environment

Evidence/Observations: We have developed processes to address reoccurring situations (emergencies, student behavior, staff Code of Conduct) but when there are new situations we are faced with (GED 2014, new state regulations, etc.) we have to respond to those individually. We have our “go to” groups of SLT, ELT and our coordinator group who have a good grasp of big picture issues and can provide perspective. When time permits we will also bring the discussion to individual or groups of teachers---especially when they are impacted by the decision---to get their input.

Employee Ratings				Supervisor Ratings			
Exceeded	Achieved	Partially Achieved	Did Not Achieve	Exceeded	Achieved	Partially Achieved	Did Not Achieve
	X				X		

Competency 7: Practicing inclusion

- Understanding perspectives of those with different backgrounds (e.g., race, ethnicity, gender, sexual orientation or identity, income, age, background, experience, function)
- Building and maintaining strong relationships with people who are different from him or her
- Capitalizing on the diverse capabilities and talents of all team members
- Ensuring all team members feel included

Evidence/Observations: We continue to add underrepresented groups to our staff in order to increase the diverse perspectives needed to address program decisions and issues.

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Employee Ratings				Supervisor Ratings			
Exceeded	Achieved	Partially Achieved	Did Not Achieve	Exceeded	Achieved	Partially Achieved	Did Not Achieve
	X				X		

Competency 8: Inspiring, motivating and fostering employee engagement

- Inspiring a high level of commitment and performance - energizing others to “make a difference”
- Appropriately empowering others to take responsibility and make decisions
- Providing recognition when others contribute to MPS’ success
- Using a variety of techniques to influence and inspire others, for example:
 - *Persuasion through logic and data*
 - *Relationship-building*
 - *Appealing to values*
 - *Appealing to authority*
 - *Using knowledge of internal and external organizations to build support base*

Evidence/Observations: We attract some of the best and brightest as staff in our program. Teachers who would be considered master teachers in the K-12 system have chosen to be on our staff even though the pay is less. I have had five evening or summer school teachers tell /write that they would be interested in giving up their day job to come work in MPS AE. I think most people feel empowered by being part of a work team or a staff team that participates in decision making that impacts program operation.

Employee Ratings				Supervisor Ratings			
Exceeded	Achieved	Partially Achieved	Did Not Achieve	Exceeded	Achieved	Partially Achieved	Did Not Achieve
	X				X		

Competency 9: Coaching and building employee knowledge & skills

- Creating rigorous employee development plans based on performance feedback and career goals
- Providing timely and specific formal and informal feedback, guidance, coaching and mentoring
- Providing challenging assignments as development experiences
- Mentoring and supporting employees' long-term and short-term development
- Being a role model and demonstrating integrity
- "Walking the talk" – i.e., avoiding saying one thing and doing another
- Taking responsibility for mistakes that occur, rather than blaming others or covering them up
- Trusted by others to "do the right thing" even under extreme pressure
- Creating an environment where employees are comfortable raising ethical issues, asking questions and are willing to tackle new responsibilities

Evidence/Observations: This is achieved through our multiple opportunities to work on teams to help build the program. We offer guided assistance as well as identify specific training for staff interested in taking on projects in our program that are leadership in nature---curriculum coordinator, site coordinator, etc.

Employee Ratings				Supervisor Ratings			
Exceeded	Achieved	Partially Achieved	Did Not Achieve	Exceeded	Achieved	Partially Achieved	Did Not Achieve
	X				X		

Competency 10: Utilizing the performance management process and holding individuals accountable for results

- Setting and documenting clear result goals for individual performance that are reasonable but stretching
- Holding staff accountable for improving competencies, or the behavioral characteristics, skills and work practices such as time management, organizational skills, analysis, teamwork, etc. needed to be efficient and effective in their daily work responsibilities.
- Monitoring individual progress and providing feedback and coaching , with two documented reviews during the year
- Holding individuals accountable for performance, including exiting low performers when needed

Evidence/Observations: We have not implemented this official process. Our current methods provide feedback and follow up, but they are informal and inconsistent.

Employee Ratings				Supervisor Ratings			
Exceeded	Achieved	Partially Achieved	Did Not Achieve	Exceeded	Achieved	Partially Achieved	Did Not Achieve
			X				X

Competency 11: Creating an environment that supports effective team work

- Creating a climate of trust across departments and divisions, through collaborating, communicating and cooperating in order to eliminate silos within the District
- Utilizing respectful dialogue in all situations
- Addressing conflicts and resolving differences in difficult situations
- Modeling team work by sharing information and working effectively with other leaders

Evidence/Observations: We build time into daily schedules to encourage team work. We share space both at the North and South Campuses. We often act as resources within the District and Community when we become aware of a gap that we can fill. We invite teams to report to the rest of the staff either in writing or in person to celebrate their accomplishments. Staff are invited to be part of presentations at all-staff events.

Employee Ratings				Supervisor Ratings			
Exceeded	Achieved	Partially Achieved	Did Not Achieve	Exceeded	Achieved	Partially Achieved	Did Not Achieve
	X				X		

Competency 12: Creating a culture of customer service

- Consistently Demonstrating in words, decisions and actions customer-responsive behavior
- Ensuring the division/department seeks feedback and understands its “customers”, their needs, and develops appropriate strategies
- Tracking data over time, identifying trends and developing solutions to eliminate the root causes of service breakdowns
- Recognizing individuals and teams for customer-responsiveness

Evidence/Observations: Our non-instructional staff have received specific training on customer service. Additionally, we tend to hire staff who at their core want to assist others. Staff work to identify and adjust processes that may not feel user friendly.

Employee Ratings				Supervisor Ratings			
Exceeded	Achieved	Partially Achieved	Did Not Achieve	Exceeded	Achieved	Partially Achieved	Did Not Achieve
	X				X		

Competency 13: Communicating effectively

- Communicating the right information at the right time to the right audience
- Focusing on respectful dialogue in every exchange, e.g., sharing why, logic behind decisions, listening to others concerns, suggestions, ideas, etc.
- Creating concise, easy-to-understand written communications
- Giving concise, easy-to-understand verbal presentations in both informal and formal settings
- Listening actively and summarizing others' comments to confirm understanding

Evidence/Observations: I understand the importance of consistent and clear communication. I invest time to write/proof/rewrite information so that the message is clear. Due to the speed in which I often find myself operating in, I need to take the time to assure that I understand the question and not anticipating the question to the point that I answer without listening. I try/intend to be respectful in all my interactions. I have no problem asking for clarification or expressing my opinion if it is different than other's opinions.

Employee Ratings				Supervisor Ratings			
Exceeded	Achieved	Partially Achieved	Did Not Achieve	Exceeded	Achieved	Partially Achieved	Did Not Achieve
	X				X		

Competency 14: Building relationships and networks

- Identifying beneficial relationship opportunities (within or outside of MPS)
- Initiating relationships, building connections and rapport with others, being approachable
- Developing and maintaining relationships over time that contribute to MPS success

Evidence/Observations: I make an effort to connect with people both other MPS employees as well as people in the community whose work impacts the lives of the people that we serve in our program. I am on the PPL Workforce Advisory Council, the Perkins Advisory Board (MCTC) and the Minneapolis Workforce Investment Board. I am in regular contact with CBO's that serve our population such as PPL, Goodwill Easter Seals, Employment Action Center, Emerge Community Development and others. I also include staff from post-secondary educational facilities and CBO's on our AE Community Advisory Council.

Employee Ratings				Supervisor Ratings			
Exceeded	Achieved	Partially Achieved	Did Not Achieve	Exceeded	Achieved	Partially Achieved	Did Not Achieve
X				X			

Section 3: Individual Development Accomplishments			
Competency to Build On	Completed Developmental Activities	Employee Comments	Supervisory Comments
Developing effective leadership strategies	1 Attend National conference to learn what is new in adult ed regarding leadership	Attended the 2015 COABE Conference but content was more about programming than leadership. I have taken on a leadership role in the new 800 W. Broadway project and am president of the professional unit in the district.	
	2 Take a leadership role to practice skills learned through PD		
	3		
Competency to Build On		I have focused on providing useful, specific feedback to staff both in formal and informal processes. (See examples of SOEI docs.)	
Coaching and building employee knowledge & skills	1 Participate in "Cognitive Coaching" training		
	2 Attend "Delivering Effective Feedback" workshop		
Competency to Develop		Attended two Business Services meetings with the Mpls Workforce Center and a fundraiser for Project for Pride in Living to expand the number of people who know about adult education. Have followed up by meeting with one business owner to learn about his employee needs. Worked with Eastside Neighborhood Services to expand services they provide to MPS AE students.	
Building relationships and networks	1 Attend two non-Adult Ed events to connect with businesses and new (to me) community organizations.		
	2 Expand service to learners with one partner this year.		
Competency to Develop			
	1		
	2		