MASTER PLAN

Non-Instructional

Leadership Development Program

2020

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Course Group Number: 10454606

RATIONALE:

The Non-Instructional Leadership Development program is a credentialing program for District employees pay grade 22 and below. The Office of Talent Development has aligned this program to the District's Strategic Plan of Continuous Improvement by providing quality professional development to these specific stakeholders. With the growing needs of non-instructional personnel and the demands placed upon them for supporting the infrastructure of our organization, a structure that supports the individual's development is needed. This structure requires professional development that builds upon the skills one masters.

Non-Instructional Development developed leadership continuums for the Clerical, Custodial and Paraprofessional groups that began in August 2006. Our approach included developing the outline, identifying training needs, working with focus groups, identifying resources and challenges, overcoming challenges, implementing the design, coordinating quality training and partnering with public and private sectors along with District departments to support the continuums.

As part of the continuum, leadership skills are embedded in the training personnel receive. These skills have been research-based by multiple organizations such as: the Center for Creative Leadership, the Center for Leadership Development, the Ken Blanchard Companies, and the International Association of Administrative Professionals.

As personnel progress through the continuum, the training aligns with the needs for that position. Expanding professional development to include leadership and decision-making skills has enabled employees to better support schools, departments and the needs of their supervisors.

INDIVIDUAL

1.1 DESIRED OUTCOME: Uses oral communication skills to achieve the desired results.

LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
Has clear vision, purpose and outcomes. Has beginning, development, and conclusion. Completely knowledgeable with topic and can answer all questions without hesitation. Is easy to understand, enunciates well and maintains consistent eye contact. Explains jargon or slang when used. Engages in continuous feedback to ensure comprehension.	States purpose or outcome that is vague or ambiguous. Has beginning, development, but no clear conclusion. Is knowledgeable with the topic and can answer many questions satisfactorily. Has varying rates of speech with eye contact. Uses slang or jargon less that 50% of the time during conversation without an explanation. Allows minimal time for feedback from stakeholders.	Does not state purpose or outcome. Has a beginning but does not follow through with the development, and/or clear conclusion. Is not knowledgeable with the topic and can only answer a few questions satisfactorily. Speaks too slowly or too fast with occasional eye contact. Uses slang or jargon quite often. Does not allow time for feedback from stakeholders.	Fails to use oral communication skills to achieve desired results.

INDIVIDUAL

2.1 DESIRED OUTCOME: Uses written communication skills to achieve the desired results.

LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
Demonstrates proficiency to select the correct and appropriate written method in which to communicate information. Main idea is explained with clear details. Written work provides in-depth coverage of the topic. Selects proper word and sentence structure that is free of spelling, punctuation and/or capitalization errors.	Selects the correct and appropriate method in which to communicate written information more than 50 % of the time. Provides a clear main idea supported by sufficient details at least 50 % of the time. Written work has a beginning, development and conclusion. Written work has some errors in word selection, sentence structure, spelling, punctuation, and/ or capitalization.	Unable to select the correct and appropriate method in which to communicate written information. Unable to provide a clear main idea supported by sufficient details. Written work has a beginning and development but no conclusion. Written work has many errors in word selection, sentence structure, spelling, punctuation, and/or capitalization.	Unable to communicate a main idea through writing. Demonstrates few writing skills that communicate the main idea.

INDIVIDUAL			
3.1 DESIRED OUTCOME: Demonstrates the ability to lead others in a positive and motivating environment at his/her work site.			
LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
Adapts leadership styles in managing others. Provides effective coaching and mentoring to peers. Participates in discussions, builds upon the ideas of others and actively encourages the participation of others. Manages team transitions and internal cultural changes effectively. Clearly identifies and manages employee performance issues in order to maintain a positive work environment.	Aware of their leadership style but cannot effectively use in managing others. Demonstrates how to be a coach and mentor to other peers. Participates without monopolizing the discussions and listens to others. Takes an active role in the change process but lacks communication skills for an effective transition. Identifies employee performance issues but does not set clear expectations.	Basic understanding of the different leadership styles. Can explain the role of a coach and mentor. Participates in discussions but cannot bring out ideas from others. Recognizes when an employee isn't performing to standards but is not comfortable taking corrective action.	Is not familiar with leadership styles and their application to promote a motivating work environment.

INDIVIDUAL

4.1 DESIRED OUTCOME: Uses research-based quality tools to solve problems and modify work processes that improve work productivity.

LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
Manages teams through complex problems by offering creative solutions. Routinely uses criteria to set daily/weekly work priorities. Uses critical thinking process to evaluate a situation/problem prior to making a decision. Delegates tasks through planning, selection of the most qualified person to complete the work and monitoring the assignment. Uses a 5-step method for increased productivity that removes the obstacles which prohibit co-workers from doing their best job.	Assists in problem solving and offers some solutions. Uses criteria at least 50% of the time to set daily/weekly work priorities. Uses prior experiences to evaluate a situation or problem which is not always successful. Delegates and monitors work assignments but requires assistance with selection of the most qualified person. Recognizes the obstacles that interfere with work productivity and offers solutions.	Assists in problem solving but does not offer solutions. Relies on an administrator to set work priorities so that tasks are completed in a timely manner. Asks others for their opinion prior to making a decision. Requests administrator intervention with removal of obstacles that interfere with work productivity.	Is not able to provide assistance with problem solving and processes that improve work productivity.

INDIVIDUAL			
5.1 DESIRED OUTCOME: Uses interpersonal skills to build effective working relationships.			
LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
Models all components of professionalism. Resolves conflict based upon objective criteria to encourage a win-win solution. Builds trust among peers by using discretion and maintaining confidentiality at all times. Develops a genuine interest in all co-workers, listens without advising and establishes harmony and friendly relations among co-workers. Demonstrates sensitivity and respect for the diversity of all peers.	Models some components of professionalism. Brings co-workers together to discuss differences but without a resolution. Maintains confidentiality among peers but requires further development using discretion. Develops an action plan to build rapport among co-workers. Demonstrates ability to respectfully interact with peers. Requires further development in diversity.	Basic understanding of why professionalism in the workplace is necessary but unfamiliar with components. Basic understanding of what constitutes confidentiality and privacy. Unsure of means to establish rapport among co-workers and does not search for ways to accomplish the task.	Demonstrates poor interpersonal skills.

Data Collection Plan					
End Goal of plan: All participants will achieve the highest level of the program desired outcomes and become qualified for a supervisor or administrator position.					
What type of data needs to be collected?	What sources of data will help the investigation?	Are the data available or do new data need to be collected?	Where are these data located?	Who will be responsible for collecting these data?	When will these data be collected?
Attendance	Sign-in sheets	Data is available	ESS	Trainer/Program Mgr	End of each program track
Evidence of basic supervisory qualifications	Grades/Tests	Data is available	Program database	Trainer/Program Mgr	End of each program track
	Mentor surveys	Data is available	Quia Survey	Program Mgr	End of program
Evidence of application of supervisory skills	Appraisals	Data is available	ESS	Program Mgr	End of each program track
	Participant products	Data is available	Program database	Trainer/Program Mgr	End of each program track
	Mentor logs	Data is available	Program database	Participant & Mentor	End of program
	Mentor/Mentee surveys	Data is available	Quia survey	Program Mgr	End of program and 1 year after program completion

Area of Impact	Formative Measures	Summative Measures
Employee Performance	● Appraisal ● Follow-up/Implementation activities ● Mentor Survey	● Appraisal ● Mentor log ● Mentor/Mentee Survey