



The Institute for
Education Leadership

L'Institut de leadership
en éducation

www.education-leadership-ontario.ca

Personal Leadership Resources Interview Questions

This section was developed by a group of practicing school and system leaders, from both academic and business contexts. It offers a series of interview questions that districts can use as part of their selection/hiring process for school and system leaders. It can also be used when interviewing other employee groups such as program consultants or lead teachers.

This document provides behavioural and situational questions. Behavioural questions ask the interviewee to identify and reflect on past leadership experiences and describe their responses. The situational questions are meant to explore and get insights into the interviewee's leadership practice. The interviewee will be given a specific situation and be asked to describe the course of action taken in response.

It is expected that the interviewee's responses to the questions will provide the interview team with insights about how the candidate draws on personal leadership resources to enact leadership practices in real life situations.

"Although we examine the PLRs individually, in practice leaders draw on them as a whole, interactively. Leaders are not systems thinkers one moment, resilient people the next and successful relationship builders in another. In fact, leaders are all of those things, all of the time and most situations require that leaders draw on all the PLRs concurrently." ([Ideas Into Action, Exploring the "Social Personal Leadership Resources: Perceiving Emotions, Managing Emotions and Acting in Emotionally Appropriate Ways", bulletin # 7, summer 2014](#))

In most categories, questions for school and system leaders are provided. Some questions target both school and system leaders.

The interview questions are offered in Word format and are meant to be a resource that can be used as-is or adapted to meet the individual needs of each district. Some possible answers to the questions are provided as "look fors". As part of the field-testing phase of this project, we ask that districts supplement the "look fors".

The IEL looks forward to hearing from districts on how they made use of the interview questions and for districts to share other questions which could be posted on the IEL website. Please share your feedback with the IEL coordinator at communication@education-leadership-ontario.ca.

The IEL invites boards to explore other resources at www.education-leadership-ontario.ca.

Personal Leadership Resources

A - Cognitive Resources	B - Social Resources	C - Psychological Resources
<p>A.1 - Problem-solving expertise</p> <ul style="list-style-type: none"> ● Understanding/interpreting problems ● Identifying goals ● Articulating principles and values ● Identifying constraints ● Developing solution processes ● Maintaining calm/confidence in the face of challenging problems <p>A.2 - Knowledge about school and classroom conditions with direct effects on student learning</p> <ul style="list-style-type: none"> ● Technical/rational conditions ● Emotional conditions ● Organizational conditions ● Family conditions <p>A.3 - Systems Thinking</p> <ul style="list-style-type: none"> ● Being able to understand the dense, complex, and reciprocal connections among different elements of the organization ● Having foresight to engage the organization in likely futures and consequences for action 	<p>B.1 - Perceive emotions</p> <ul style="list-style-type: none"> ● Recognizing our own emotional responses ● Discerning emotional responses in others through verbal and non-verbal cues <p>B.2 - Manage emotions</p> <ul style="list-style-type: none"> ● Reflecting on our own emotional responses and their potential consequences ● Persuading others to reflect on their responses <p>B.3 - Act in emotionally appropriate ways</p> <ul style="list-style-type: none"> ● Being able to exercise control over which emotions guide our actions ● Being able to help others act on emotions that serve their best interests 	<p>C.1 - Optimism</p> <ul style="list-style-type: none"> ● Habitually expecting positive results from our efforts ● Recognizing where we have, and do not have, opportunities for direct influence and control ● Taking positive risks <p>C.2 - Self-efficacy</p> <ul style="list-style-type: none"> ● Believing in our own ability to perform a task or achieve a goal ● As a result of positive self-efficacy, taking responsible risks, expending substantial effort, and persisting in the face of initial failure <p>C.3 - Resilience</p> <ul style="list-style-type: none"> ● Being able to recover from, or adjust easily to, change or misfortune ● Being able to thrive in challenging circumstances <p>C.4 - Proactivity</p> <ul style="list-style-type: none"> ● Being able to stimulate and effectively manage change on a large scale under complex circumstances ● Showing initiative and perseverance in bringing about meaningful change

A – Cognitive resources		
A.1 – Problem-solving expertise	Behavioural questions	Situational questions
Understanding/ interpreting - problems	<p>System leader</p> <ul style="list-style-type: none"> Tell us about a situation where you felt a lack of commitment on the part of some of your colleagues to support the newly appointed director of education’s vision. What steps did you take to get their support? <p>Possible answers</p> <ul style="list-style-type: none"> Meet with each person individually to better understand their challenges Discuss ways that we can support the new director of education <p>School Leader</p> <p>Tell us about your experiences in providing support to newcomers in your school community.</p> <p>Possible answers</p> <ul style="list-style-type: none"> Meet with team members to discuss ways to get to know their culture better as well as that of the school district With the team, develop strategies to promote commitment and pride 	<p>As future school and system leader</p> <ul style="list-style-type: none"> For the past few months, you have been receiving complaints from parents from a particular ethnic community about bullying that their children face at school. The Superintendent of Education is aware of the situation and is asking you to report back to her regarding the situation. What measures do you take before reporting to the superintendent? Your team includes people of various ethnic backgrounds. What would you plan to do to promote the cultural diversity in your team? What kind of support could you offer them? What strategies would you suggest to promote collaboration among the various ethnic groups? <p>Possible answers</p> <ul style="list-style-type: none"> Investigate incidents of bullying Ensure translation service is available if needed and allow parents to bring cultural support personnel Speak with staff about what measures

		<p>can be implemented to deal with bullying</p> <ul style="list-style-type: none"> ● Enlist community supports to provide support for staff and students ● Monitor and contact parents periodically
Identifying goals	<p>School leader</p> <ul style="list-style-type: none"> ● How did you contribute to the development of your school’s improvement plan for student achievement? <p>Possible answers</p> <ul style="list-style-type: none"> ● Connect school improvement plan to district improvement plan ● Should be able to explain the process used to engage all staff in the development of the SIPSA ● This process would include clear steps, benchmarks, timelines and review steps <p>System leader</p> <ul style="list-style-type: none"> ● Tell us about a situation in which you mobilized staff to work together on a project. What lessons were learned? <p>Possible answers</p> <ul style="list-style-type: none"> ● Work with school teams or family of schools to align school goals with district goals. ● Ask individual school leaders to provide leadership for different aspects of the 	<p>As future school leader</p> <ul style="list-style-type: none"> ● How would you mobilize parents/guardians when updating the school improvement plan? <p>Possible answers</p> <ul style="list-style-type: none"> ● Ensure broad parental/community representation on a review team ensuring school council involvement <p>As future system leader</p> <ul style="list-style-type: none"> ● How would you mobilize the various stakeholders at the school district when updating the Board Improvement Plan for Student Achievement? <p>Possible answers</p> <ul style="list-style-type: none"> ● Explain the reason for the project ● Establish links with the school

	<p>improvement plan</p> <ul style="list-style-type: none"> ● Present the aspects of a project and the steps followed to achieve the desired results ● Provide some lessons learned and explain the reason for their success 	<p>district's vision and mission</p> <ul style="list-style-type: none"> ● Share the tasks related to the improvement plan ● Provide status updates at every staff meeting ● Allow people to add their own ideas so that they develop ownership
<p>Articulating principles and values</p>	<p>School leader</p> <ul style="list-style-type: none"> ● Describe the process you used to review the values found in your school's vision and mission <p>System leader</p> <p>Describe the process you used to update the values relating to your district's vision and mission</p> <p>Possible answers</p> <ul style="list-style-type: none"> ● engage staff to identify how, at present, we are demonstrating the values ● ensure commitment to continue or clarify need to revisit ● establish list of values and engage staff in a prioritizing activity ● ensure commitment by consensus 	<p>As future school and system leader</p> <ul style="list-style-type: none"> ● How would you ensure that the district's vision and mission are adopted and supported by the members of your team? <p>Possible answers</p> <ul style="list-style-type: none"> ● Ask staff to identify concrete actions in their planning /operations that relate to the school district's vision and mission ● Compile a quiz to highlight some key elements of the school district's vision, mission and values ● Meet with staff members individually to reinforce and gain commitment

	<ul style="list-style-type: none"> • 	
Identifying constraints	<p>School leader</p> <ul style="list-style-type: none"> • Tell us about a conflict situation you faced at the school and the strategies you used to resolve it. What did you learn from the experience? <p>System leader</p> <ul style="list-style-type: none"> • Tell us about a conflict situation you faced in your role and the strategies you used to resolve it. What did you learn from the experience? <p>Possible answers</p> <ul style="list-style-type: none"> • Explain the situation, describe the obstacles and the action plan • List the successes and challenges to avoid in a future conflict • List the skills developed as a result of the conflict 	<p>As future school and system leader</p> <ul style="list-style-type: none"> • Parents share a concern with you regarding the performance of a teacher. How do you deal with this concern? <p>Possible answers</p> <ul style="list-style-type: none"> • Meet with the parents to document their concerns and tell them you will look into the matter • Review the process you will use to address their concerns with the teacher • Meet with the teacher and review concerns; deciding on which one to address first and establish a plan with timelines and success criteria as you proceed • Support the teacher in seeking professional development opportunities as required • If a principal, share this concern with your superintendent • Establish periodic check-ins with the teacher and parents

<p>Developing solution processes</p>	<p><i>School and system leader</i></p> <ul style="list-style-type: none"> ● Tell us about a crisis situation you experienced at work and describe how you managed the situation. <p><i>Possible answers</i></p> <ul style="list-style-type: none"> ● Describe the situation, who was involved and the process to develop, communicate, implement and review the plan 	
<p>Maintaining calm/confidence in the face of challenging problems</p>	<p><i>School and system leader</i></p> <ul style="list-style-type: none"> ● Tell us about a stressful situation during which you remained calm and confident <p><i>Possible answers</i></p> <ul style="list-style-type: none"> ● Identify the stress-inducing elements of the situation and explain why and/or how you were able to remain calm 	<p><i>As future school and system leader</i></p> <ul style="list-style-type: none"> ● During an employee’s performance appraisal, you recommended some activities to support professional development, but the employee refused to attend. How would you deal with this? <p><i>Possible answers</i></p> <ul style="list-style-type: none"> ● Meet with the person to reinforce your expectations ● Ensure the person is committed to actively participating in the training ● Ask the employee to identify how the training will impact his instruction ● Discuss the training during the person’s performance appraisal

		follow-up meetings
A.2 – Knowledge about school and classroom conditions with direct effects on student learning	Behavioural questions	Situational questions
Technical/ rational conditions	<p>School and system leader</p> <ul style="list-style-type: none"> Tell us about a situation where you lacked the necessary resources to successfully achieve your plan’s outcomes. What did you do? <p>Possible answers</p> <ul style="list-style-type: none"> Identify what resources were required Explain why the resources were inadequate, the impact on students and how you solved the challenge. 	<p>As future school and system leader</p> <ul style="list-style-type: none"> While preparing report cards, a school is temporarily left without computer services. How do you deal with this situation? <p>Possible answers</p> <ul style="list-style-type: none"> Discuss ways of meeting the deadline with the staff and immediate supervisor Offer staff the opportunity to work at an alternate location to complete their reports Be sure to inform parents of the delay if the options suggested are not feasible
Emotional conditions	<p>School and system leader</p> <ul style="list-style-type: none"> Tell us about a situation in which you expressed a different opinion than one of your colleagues regarding the implementation of a new initiative. 	<p>As future school and system leader</p> <ul style="list-style-type: none"> Following the accidental death of a student, how do you support the staff, other students and the broader

	<p>Possible answers</p> <ul style="list-style-type: none"> ● Ensure that the person was tactful and diplomatic ● Note the different ways in which the person was able to express his/her opinion ● What leadership skills did the person use to promote his/her opinion? 	<p>community?</p> <p>Possible answers</p> <ul style="list-style-type: none"> ● Obtain assistance from the school district’s emergency response support team ● Debrief with staff what signs might indicate that a student requires help following the situation ● Be present at the school and during school activities ● Tell parents what support is being provided to the students ● Meet with staff members who appear to be experiencing difficulties with the situation and offer support through the school district’s Employee Assistance Program.
<p>Organizational conditions</p>	<p>School and system leader</p> <ul style="list-style-type: none"> ● Give us an example of when you participated in the development of a communication plan. What were the lessons learned? <p>Possible answers</p> <ul style="list-style-type: none"> ● Identify the reason why a communication plan is needed including indicators of its success ● Present the approach used 	<p>As future school leader</p> <ul style="list-style-type: none"> ● A teacher at your school must suddenly take a medical leave. How do you manage the transition with the person who will replace this teacher? <p>Possible answers</p> <ul style="list-style-type: none"> ● Obtain help from members of the school district’s instructional services team

	<p>Present the process used for development, consultation, implementation and review</p>	<ul style="list-style-type: none"> ● Support the substitute teacher with instruction planning ● Designate a colleague as a mentor ● Schedule follow up meetings to ensure a smooth transition while supporting the substitute teacher
		<p><i>As future system leader</i></p> <p>You are responsible for hiring a principal of a new school in your district. What process would you follow in the appointment of this principal?</p> <p><i>Possible answers</i></p> <ul style="list-style-type: none"> ● Review the district’s policy on the nomination of a principal and the Principal Terms and Conditions document ● Ensure that the school principals already in place have had an opportunity to comment on the future posting ● Create a profile of the principal sought ● Consult the school council or councils affected by the opening of the new school to create a profile of the ideal principal.

<p>Family conditions</p>	<p><i>School and system leader</i></p> <ul style="list-style-type: none"> You have just recently been appointed to the position of school principal or superintendent. How would you ensure a healthy balance between work and personal life? <p><i>Possible answers</i></p> <ul style="list-style-type: none"> Identify the means in place to ensure a balance Identify the obstacles and means to overcome these obstacles 	<p><i>As future school and system leader</i></p> <ul style="list-style-type: none"> A member of your staff has to take a leave of absence for personal reasons. How can you support the staff member? <p><i>Possible answers</i></p> <ul style="list-style-type: none"> Identify what needs to be accomplished during their absence and prioritize them Present the school team with the challenges and see how each person can contribute Ensure you, as leader, contribute Find out whether the school district has programs in place to help that person.
<p>A.3 – Systems thinking</p>	<p>Behavioural questions</p>	<p>Situational questions</p>
<p>Being able to understand the dense, complex, and reciprocal connections among different elements of the organization</p>	<p><i>School and system leader</i></p> <ul style="list-style-type: none"> Tell us about a situation where you chaired a school or district committee on which participants had differing interests. How did you address the differences with the participants and succeed in ensuring collaboration? 	<p><i>As future school and system leader</i></p> <ul style="list-style-type: none"> As a manager, you are asked to prepare your budget for next year. What are the steps to preparing a budget? <p><i>Possible answers</i></p>

	<p>Possible answers</p> <ul style="list-style-type: none"> ● Explain your role on the committee ● List your actions, successes and challenges ● Demonstrate active listening to deal with a stakeholder who had a different opinion ● Ensure you engage appropriate stakeholders and describe how you were able to gain consensus 	<ul style="list-style-type: none"> ● Consult the school district's directions regarding budget planning ● Consult my supervisor to find out the state of the department's and the school district's budget ● Consult my staff when preparing the budget, taking their needs and the needs of the department's projects into account ● Outline the various elements to be respected: School Improvement Plan; budget limitations; member training, current and future projects; inescapable external expectations ● Present a draft to the department staff and to my supervisor
<p>Having foresight to engage the organization in likely futures and consequences for action</p>	<p>School and system leader</p> <ul style="list-style-type: none"> ● Tell us about a complex project you worked on to respond to the specific needs of an identified group and the role you played in the project <p>Possible answers</p> <ul style="list-style-type: none"> ● Identify the reason for the project and the anticipated results ● Research other similar projects ● Explain the process followed ● Explain the steps in the process: consultation, validation, budget, training and review 	<p>As future school and system leader</p> <ul style="list-style-type: none"> ● What steps would you take to respond to the specific needs of an identified group and the role you see yourself playing in the plan <p>Possible answers</p> <ul style="list-style-type: none"> ● Create a process to identify the needs ensuring collaboration with the identified group's leaders

		<ul style="list-style-type: none"> ● Use multiple means of gathering data (face to face, technological) ● Explain the process followed ● Explain the steps in the process: consultation, validation, budget, training and review <p><i>As future school and system leader</i></p> <ul style="list-style-type: none"> ● The school you are responsible for is one of the ones identified as the possible location of a new school-based childcare service. You are invited to participate in a meeting to evaluate the feasibility of introducing the service at your school. What recommendations do you make at the meeting, and what are the primary elements that support your position? <p><i>Possible answers</i></p> <ul style="list-style-type: none"> ● Check the school district’s policy regarding the opening of a childcare service ● Check with city administrators about the opening of a childcare service ● See to the details: renovations, permits, hiring a day care director ● Work with colleagues on the visibility and promotion of the program
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		<ul style="list-style-type: none">• Develop an action plan with all the steps to be followed from day one to opening day
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B – Social resources		
B.1 – Perceive emotions	Behavioural questions	Situational questions
Recognizing our own emotional responses	<p><i>School leader</i></p> <ul style="list-style-type: none"> ● Tell us about a difficult situation that you experienced with a parent. What did you learn from the experience? <p><i>System leader</i></p> <ul style="list-style-type: none"> ● Tell us about a difficult situation that you experienced with a colleague. What did you learn from the experience? <p><i>Possible answers</i></p> <ul style="list-style-type: none"> ● The situation is explained clearly showing an understanding of the circumstances ● Can identify the possible solutions ● Identifies the skills used to solve the problem ● Found win-win solutions for both parties? ● What kind of follow-up was done? ● What was learned from the experience? 	<p><i>As future school and system leader</i></p> <ul style="list-style-type: none"> ● A staff member openly criticizes you during a meeting. How do you deal with the situation? <p><i>Possible answers</i></p> <ul style="list-style-type: none"> ● Remain calm ● Move on to another topic ● Speak to the staff member afterwards to request a meeting ● Ask staff member to invite their union rep ● Meet the person in your office to discuss the situation ● Listen to the person, offer your perspective and explain that the behaviour is not acceptable. ● Confirm a summary of the meeting and your expectations in writing. Confirm possible consequence for future lack of professional conduct.
Discerning emotional responses in others through verbal and non-	<p><i>School and system leader</i></p> <ul style="list-style-type: none"> ● Can you describe a situation where your 	<p><i>As future school leader</i></p> <ul style="list-style-type: none"> ● A teacher walks into the principal's

<p>verbal cues</p>	<p>colleagues' non-verbal cues gave you the distinct impression that they did not agree with what you were saying? What did you do?</p> <p>Possible answers</p> <ul style="list-style-type: none"> ● Identify the non verbal cues ● Determine whether the cues observed are reality or perception and reflect the other person's reality or perceptions ● Find an area of agreement with the person ● Follow up to ensure the relationship remains healthy and productive 	<p>office visibly upset. This teacher is unable to express clear thoughts. What do you do?</p> <p>Possible answers</p> <ul style="list-style-type: none"> ● Ensure that the situation remains private and if necessary, leave the office to let the person calm down ● Give the person time to organize their thoughts ● Suggest that the staff member write down what is so upsetting ● Demonstrate active listening and ask open-ended questions to better understand ● Meet with the person later in the day and again later in the week to follow up ● Suggest the Employee Assistance Program
<p>B.2 – Manage emotions</p>	<p>Behavioural questions</p>	<p>Situational questions</p>
<p>Reflecting on our own emotional responses and their potential</p>	<p>School and system leader</p> <ul style="list-style-type: none"> ● Tell us about a situation where you did not agree 	<p>As future school leader</p> <ul style="list-style-type: none"> ● The principal meets with a teacher after a

<p>consequences</p>	<p>with your immediate supervisor. How did you deal with the situation?</p> <p>Possible answers</p> <ul style="list-style-type: none"> ● Organize a meeting with the supervisor to share your opinion ● Remain calm, open-minded and respectful demonstrating active listening ● Present alternatives without criticizing the option selected by the supervisor ● Offer to help with the implementation 	<p>student launched a formal complain regarding the teacher’s methods of assessment and evaluation. The principal asks the teacher to share his methods of assessment and evaluation. The teacher refuses and requests that the union be involved in this conversation. What would you do in this situation?</p> <p>Possible answers</p> <ul style="list-style-type: none"> ● Explain your role as principal in regard to dealing with complaints ● Explain that the goal of the initial meeting is exploratory and not disciplinary. Offer to meet with the employee along with union representation ● Confirm that, as the principal, you must investigate, and as a teaching professional, the individual must cooperate ● If the individual doesn’t want to cooperate contact the superintendent of education <p>As future system leader</p> <ul style="list-style-type: none"> ● Imagine that a unionized employee says
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		<p>that you rarely act in the interest of the employees and that you are more interested in protecting your career advancement. How do you react to this comment?</p> <p>Possible answers</p> <ul style="list-style-type: none"> ● Carefully consider whether the employee’s perception is accurate ● Check with other colleagues to see whether they have the same perception ● Meet with the employee and ask them for concrete examples supporting their comment ● Work with a mentor to change this perception ● Assess your approach for changing your image
<p>Persuading others to reflect on their responses</p>	<p>School and system leader</p> <ul style="list-style-type: none"> ● Tell us about a time when you witnessed a teacher speaking in a negative manner about the employer. What did you do? <p>Possible answers</p>	<p>As future school leader</p> <ul style="list-style-type: none"> ● A teacher reacts negatively in front of her colleagues to a decision that you, the principal made. The teacher’s reaction sparks a heated discussion during the meeting. How do you address the situation?

	<ul style="list-style-type: none"> ● Meet with the employee and listen to the concerns ● Ask the employee to reflect and review the reasons and motives for the negative comments ● Be clear that this type of behaviour is neither professional nor acceptable (refer to College of Teachers Professional Standards if needed) ● Explain your expectations and responsibilities as the teacher’s supervisor ● Speak to collaboration and positive team building within the school 	<p>Possible answers</p> <ul style="list-style-type: none"> ● Remain calm ● Acknowledge that the teacher is upset ● Gather the reasons for the teacher’s dissatisfaction ● Discuss with staff the rationale for your decision making ● Offer to discuss the decision and ask for feedback from staff on how to best deal with the decision ● Be transparent ● Reiterate your decision and the reasons behind it ● Reiterate your expectations about this type of negative outburst
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		<p><i>As future system leader</i></p> <ul style="list-style-type: none"> ● A principal expresses his frustration with his performance appraisal, which includes several areas for improvement. How do you deal with this situation? <p><i>Possible answers</i></p> <ul style="list-style-type: none"> ● Listen to the principal and his rationale ● Review the recommendations together ● Explain your expectations regarding the recommendations as well as the support available ● Inform and keep the Director of Education or appropriate designate apprised of the situation
Act in emotionally appropriate ways	Behavioural questions	Situational questions
Being able to exercise control over which emotions guide our actions	<p><i>School and system leader</i></p> <ul style="list-style-type: none"> ● Tell us about a situation where you had to manage your emotions. 	<p><i>As future school and system leader</i></p> <ul style="list-style-type: none"> ● You find out that a staff member used a sick day to go golfing in a tournament.

	<p>Possible answers</p> <ul style="list-style-type: none"> ● Present the situation ● Identify how you were able to remain calm ● Identify what you learned from the experience 	<p>What do you do?</p> <p>Possible answers</p> <ul style="list-style-type: none"> ● Investigate and ensure you have concrete proof ● Consult with the HR department ● Meet with the staff member, allowing union representation and indicate that a letter of caution will be placed in the staff member's personnel file ● State the nature of the meeting indicating that a sick day was used to go golfing ● Depending on Board Policies and Procedures, misuse of a sick day may result in loss of pay
<p>Being able to help others act on emotions that serve their best interests</p>	<p>School and system leader</p> <ul style="list-style-type: none"> ● Tell us about a time when you took steps to help a staff member control his emotions. <p>Possible answers</p> <ul style="list-style-type: none"> ● Have a preliminary meeting with the staff member to inform them of the potentially difficult nature of the meeting ● Offer to coach them on ways to act and react 	<p>As future school leader</p> <ul style="list-style-type: none"> ● A staff member is bothered by a parent's negative comments during a parent-teacher interview. What do you do? <p>Possible answers</p> <ul style="list-style-type: none"> ● Meet the staff member to find out what the parent has been saying or writing

	<ul style="list-style-type: none"> ● Give feedback after the meeting 	<ul style="list-style-type: none"> ● Speak with the parent to hear her/his side of the story ● Meet with the staff member and the parent establishing meeting norms and expectations at the outset before discussing the problem and possible solutions ● Offer support to the staff member and the parent ● Confirm your expectations with respect to their level of collaboration and professionalism <p><i>As future system leader</i></p> <ul style="list-style-type: none"> ● A board trustee publicly criticizes a school employee. What do you do? <p><i>Possible answers</i></p> <ul style="list-style-type: none"> ● Inform the director of education ● Work with and support the decisions made by the director of education ● Inform the employee of the criticism and assure the employee that the board chair and the director of education are investigating ● Notify the employee about the follow-
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C – Psychological resources		
C.1 – Optimism	Behavioural questions	Situational questions
<p>Habitually expecting positive results from our efforts</p>	<p><i>School and system leader</i></p> <ul style="list-style-type: none"> ● Tell us about an experience where you completed a large project that you are proud of. What were the challenges, how did you overcome the challenges and share your successes? <p><i>Possible answers</i></p> <ul style="list-style-type: none"> ● Clearly explain the scope of and your role in the project ● Explain all the steps in the implementation plan ● Explain the collaborative and validation processes ● Describe the success factors 	<p><i>As future school and system leader</i></p> <ul style="list-style-type: none"> ● What strategies would you put in place to ensure that the professional learning communities (PLCs) operate effectively in a school with poor results on provincial tests? <p><i>Possible answers</i></p> <ul style="list-style-type: none"> ● Do an environmental scan to determine the staff's level of comfort with its PLCs ● Identify roadblocks to successful PLC implementation ● Work with the staff to remove roadblocks and offer to support them as they move forward ● As long as trust has been established, include other school staff members who may be further along with implementation ● Provide encouragement and accept small steps of growth along the way <p><i>As a future system leader</i></p> <ul style="list-style-type: none"> ● What actions would you take with

		<p>your team after receiving recommendations from an external auditor?</p> <ul style="list-style-type: none"> ● Possible answers ● Review the external auditor’s report ● Present the external auditor’s recommendations to department team members ● Develop a plan to address the recommendations ● Offer to use experts to develop certain processes and directives ● Review status of implementation during staff meetings
<p>Recognizing where we have, and do not have, opportunities for direct influence and control</p>	<p><i>School and system leader</i></p> <ul style="list-style-type: none"> ● Give us an example of a situation when you had to motivate your team to achieve desired results. What did you do? What were the challenges? <p>Possible answers</p> <ul style="list-style-type: none"> ● Explain the context of the situation ● Present the plan and how it was developed ● Explain the motivational strategies that were used ● Present the successes and challenges 	<p><i>As future school or system leader</i></p> <ul style="list-style-type: none"> ● One of the goals in the improvement plan is to build on co-planning and collaboration to take better advantage of the learning goals. What process do you put in place so that the staff can work together as a team? <p>Possible answers</p> <ul style="list-style-type: none"> ● Review the plan’s purpose and goals with the staff ● Distribute leadership amongst the staff so that each member feels involved and takes ownership of the

		<p>plan and its success</p> <ul style="list-style-type: none"> ● Establish timelines and benchmarks to measure progress and success ● Celebrate along the way and once you have met the goal
Taking positive risks	<p><i>School and system leader</i></p> <ul style="list-style-type: none"> ● Tell us about a situation when you took a risk when carrying out an initiative. What steps did you take? What did you learn from the experience? <p><i>Possible answers</i></p> <ul style="list-style-type: none"> ● Present the initiative ● Present the risk ● Present the steps you took to mitigate the risks ● Present the reasons for the plan’s success 	<p><i>As future school leader</i></p> <ul style="list-style-type: none"> ● While planning the upcoming academic year, the principal contemplates making changes to certain teaching staff assignment to better meet student needs. Some staff members are not very happy about these changes. How would you ensure that the teaching staff supports your decisions? <p><i>Possible answers</i></p> <ul style="list-style-type: none"> ● Consult with the affected staff members ● Engage them in a conversation and stress the student benefits to the changes ● Model school and district values in any interactions with staff ● Unless staff can present compelling reasons for overturning the plan, proceed as planned ● In presenting the rationale for the decision, connect to the school

		improvement plan for student achievement and well-being
C.2 – Self-efficacy	Behavioural questions	Situational questions
Believing in our own ability to perform a task or achieve a goal	<p>School and system leader</p> <ul style="list-style-type: none"> • Tell us about a challenging project and how you achieved success. • What did you learn from this experience to apply in future situations? <p>Possible answers</p> <ul style="list-style-type: none"> • Obtain details and reasons that this project was challenging • What methods did the individual put in place to overcome the challenges that shows sense of self-confidence? • Respondent can articulate the lessons learned in this situation and can anticipate other situations in which these skills can be demonstrated 	<p>As future school leader</p> <ul style="list-style-type: none"> • A principal must set student achievement targets for the school’s improvement plan. How do you engage the staff to achieve these targets? <p>As future system leader</p> <ul style="list-style-type: none"> • A manager must set targets for the department’s improvement plan. What are the steps to rally the staff in reaching these goals? <p>Possible answers</p> <ul style="list-style-type: none"> • Establish links with the district’s vision, mission and strategic planning • Review the school’s improvement plan with staff • Involve the staff in the process for establishing targets • Consult with colleagues to learn about their processes and strategies • Review the results from last year’s school department’s improvement plan with staff • Involve the staff in the process of

		<ul style="list-style-type: none"> establishing targets Gain staff's commitment to achieving the targets Periodically review progress with the staff
<p>As a result of positive self-efficacy, taking responsible risks, expending substantial effort, and persisting in the face of initial failure</p>	<p><i>School and system leader</i></p> <ul style="list-style-type: none"> Tell us about an initiative that you implemented that staff did not initially support. What strategies did you use to gain support and reach success? <p><i>Possible answers</i></p> <ul style="list-style-type: none"> Explain the situation, the reasons for the lack of initial staff support and steps taken to gain support Be honest, frank and transparent Evidence of shared leadership to develop, implement and review the plan 	<p><i>As future school leader</i></p> <ul style="list-style-type: none"> Your school is very understaffed and the school staff is worried. What needs to be done to remedy the situation? <p><i>As future system leader</i></p> <ul style="list-style-type: none"> You staff is not working collaboratively, and the morale is low, which is affecting productivity. What needs to be done to remedy the situation? <p><i>Possible answers</i></p> <ul style="list-style-type: none"> Meet individually with members to gather input Meet with your team and openly discuss the problem and to share the learning from your one on one meetings Advocate for staff based on student needs Work with staff to confirm the problem

		and develop an action plan with timelines and measurable targets
C.3 – Resilience	Behavioural questions	Situational questions
Being able to recover from, or adjust easily to change or misfortune	<p><i>School and system leader</i></p> <ul style="list-style-type: none"> Tell us about how you overcame a difficult professional situation. How did you rise to this challenge? <p>Possible answers</p> <ul style="list-style-type: none"> Ensure that the process in place incorporates a variety of skills and strategies Listen effectively to determine whether the individual works in a team or alone Identify the lessons learned 	<p><i>As future school and system leader</i></p> <ul style="list-style-type: none"> You have to implement new software that not everyone on your team agrees with. What do you do to facilitate the implementation of this change? <p>Possible answers</p> <ul style="list-style-type: none"> Review the reason for the decision Consult professionals for possible solutions to ease implementation Offer support and training to team members
Being able to thrive in challenging circumstances	<p><i>School and system leader</i></p> <ul style="list-style-type: none"> Tell us about an experience in which you met with a great deal of resistance/opposition from a colleague, and how you dealt with the situation. <p>Possible answers</p> <ul style="list-style-type: none"> Meet with the colleague and demonstrate active 	<p><i>As future school leader</i></p> <ul style="list-style-type: none"> For several years, a teacher has been teaching geography classes despite the fact that they are not qualified to teach in that subject area. The teacher is doing a great job, and the students are doing very well in the class. A teacher qualified in the subject area asks to teach the

	<p>listening</p> <ul style="list-style-type: none"> ● Discuss the reasons for the conflict and possible ways to address the issues so that you end up working collaboratively ● Set up a follow up meeting to review how things have been going 	<p>geography class. How do you deal with the situation?</p> <p>As future system leader</p> <ul style="list-style-type: none"> ● For several years, an unqualified employee holds a position (ex., manager of human resources). The employee does an excellent job and is very appreciated by their colleagues. Another staff member asks to take the position. How do you deal with the situation? <p>Possible answers</p> <ul style="list-style-type: none"> ● Consult with the human resources department ● Consult the collective agreement ● Respect the collective agreement and the <i>Education Act</i> ● Discuss the situation with the two employees separately ● Determine whether the two staff members are able to work together
C.4 – Proactivity	Behavioural questions	Situational questions

<p>Being able to stimulate and effectively manage change on a large scale under complex circumstances</p>	<p><i>School and system leader</i></p> <ul style="list-style-type: none"> ● Tell us about an occasion when you participated in or led a collaborative working team. How did you contribute to teamwork and success? <p><i>Possible answers</i></p> <ul style="list-style-type: none"> ● Present the situation and the strategies to successfully develop and eventually carry out the project ● Must identify roadblocks that were encountered ● See the collaborative process in place to carry out the project 	<p><i>As future school leader</i></p> <ul style="list-style-type: none"> ● There have been some positions eliminated in the IT department, which reduced the level of direct support available to staff. Some staff members are worried. What solutions would you put forth to remedy the situation? <p><i>Possible answers</i></p> <ul style="list-style-type: none"> ● See if there are any training sessions available to support the staff ● Offer the services of an individual on the team who is comfortable with IT and software
<p>Showing initiative and perseverance in bringing about meaningful change</p>	<p><i>School and system leader</i></p> <ul style="list-style-type: none"> ● Tell us about an initiative that you led that had a positive impact on your work team. <p><i>Possible answers</i></p> <ul style="list-style-type: none"> ● Explain the initiative ● Describe the process ● Point out the lessons learned 	<p><i>As future school and system leader</i></p> <ul style="list-style-type: none"> ● Some changes to the budget are inevitable in order to meet the district's goals. You know that several staff members will not agree with the changes that you made to the distribution of the school budget. How do you proceed? <p><i>Possible answers</i></p> <ul style="list-style-type: none"> ● Meet with staff, explain the reasons and actively listen to their concerns

		<ul style="list-style-type: none">● Summarize and review their concerns and cooperatively develop possible solutions● Develop an action plan with them
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