

# APPENDIX A: *BECOMING*



Each Intelligence has four key competencies, heading the columns below. For each competency, four basic attributes are identified. The attributes provided do not represent an exhaustive list, rather those behaviors recognized as critical for school leaders to be successful. Individual leaders may identify other critical attributes depending on their context. The competencies and attributes are further defined in this appendix.

PERSONAL INTELLIGENCE			
WELLNESS	GROWTH MINDSET	SELF-MANAGEMENT	INNOVATION
Ethical Fit/Healthy Optimistic Self-aware	Humble Reflective Intentional Accountable	Organized Balanced Self-controlled Self-confident	Creative Adaptive Resilient Courageous
SOCIAL INTELLIGENCE			
SERVICE	COMMUNITY BUILDING	CAPACITY BUILDING	INFLUENCE
Empathetic Trustworthy Generous Protective	Relational Collaborative Connective Conciliatory	Empowering Guiding Resourceful Facilitative	Attentive Communicative Motivational Catalytic
SYSTEMS INTELLIGENCE			
MISSION/VISION STRATEGIC PLANNING	OPERATIONS AND MANAGEMENT	TEACHING AND LEARNING	CULTURAL RESPONSIVENESS
Analytic Strategic Articulate Visionary	Responsible Transformative Responsive Methodical	Diagnostic Knowledgeable Pedagogic Evaluative	Visible Affiliative Advocative Global

# APPENDIX A: *BECOMING*

## PERSONAL INTELLIGENCE

**DEFINITION:** The capacity to reason about personality and to use personality and personal information to enhance one's thoughts, plans, and life experiences.

COMPETENCIES	ATTRIBUTES	
<b>Wellness</b> Balances quality or state of being healthy in body and mind as the result of deliberate effort.	<b>1A Ethical</b> Embraces what has been defined as right behavior and influences people through actions, principles, values and beliefs.	<b>1C Optimistic</b> Remains steadfast personally and professionally in the face of adversity; believes adversity can be overcome; looks on the positive side of situations.
	<b>1B Fit/Healthy</b> Embraces a balanced lifestyle that promotes dimensions of wellness including emotional, mental and physical.	<b>1D Self-aware</b> Recognizes and is aware of one's self, one's strengths and weaknesses, one's 'gut-level' instincts; reacts positively and appropriately to any situation.
<b>Growth Mindset</b> Embraces challenges; persists despite obstacles; sees effort as a path to mastery; learns from criticism; is inspired by others' success.	<b>2A Humble</b> Knows what he/she does not know; resists being arrogant; never underestimates competition.	<b>2C Intentional</b> Acts rather than reacts; is deliberate; recognizes every aspect of their behavior; sets personal leadership milestones.
	<b>2B Reflective</b> Thinks critically about personal behaviors, attitudes, beliefs and values.	<b>2D Accountable</b> Holds oneself to a higher standard and continuous growth; honors, stands behind, and takes ownership of agreements and decisions that one makes.
<b>Self-Management</b> Monitors and takes responsibility for one's own behavior and well-being, personally and professionally.	<b>3A Organized</b> Plans and accomplishes things in a prioritized, orderly manner.	<b>3C Self-Controlled</b> Regulates behavior to achieve goals, acts strategically, and stays calm during stress.
	<b>3B Balanced</b> Lives and leads with multiple perspectives; considers not only the organizational and financial impact of decisions, but also the personal, social and environmental impacts.	<b>3D Self-Confident</b> Aware and comfortable with personal strengths and weaknesses; celebrates others' accomplishments; seeks opportunities to learn and develop; listens to others ideas; accepts both challenges and support; empowers others to grow and lead.
<b>Innovation</b> Introduces new methods, novel ideas, processes or products that are put into operation.	<b>4A Creative</b> Solves problems or challenges in novel ways from new perspectives and seeks innovation in exploring potential options.	<b>4C Resilient</b> Strong enough to live with uncertainty and ambiguity; learns to grow through adversity.
	<b>4B Adaptive</b> Takes on the gradual but meaningful process of change, both individually and within the organization; thrives within challenging environments.	<b>4D Courageous</b> Takes chances after thoughtful estimation of the probable outcome; willing to take bold moves after careful deliberation and preparation.

# APPENDIX A: *BECOMING*

## SOCIAL INTELLIGENCE

**DEFINITION:** A set of interpersonal competencies that inspire others to be effective.

COMPETENCIES	ATTRIBUTES	
<b>Service</b> Assures that other people's highest priority needs are being served.	<b>1A Empathetic</b> Has the ability to recognize, value and share others' feelings.	<b>1C Generous</b> Is kind, understanding, and not selfish; is willing to give to others, including time, energy, advice and talent.
	<b>1B Trustworthy</b> Is benevolent, honest, open, reliable and competent.	<b>1D Protective</b> Focuses on the well-being of others, the community and society at large, rather than self
<b>Community Building</b> Instills a sense of belonging, a feeling that members matter to one another and to the group, and a shared faith that members' needs will be met through their commitment to be together	<b>2A Relational</b> Interacts with people in ways that fulfill their physical, psychological, social and emotional needs.	<b>2C Connective</b> Actively meets people, introduces them to each other, and creates bridges among disconnected people, resources and ideas.
	<b>2B Collaborative</b> Works cooperatively with others toward a common purpose; enables others to succeed individually while accomplishing a collective outcome.	<b>2D Conciliatory</b> Recognizes and resolves disputes by applying effective communication; uses problem-solving ability and negotiation to attain positive outcomes.
<b>Capacity Building</b> Employs leadership knowledge and skills necessary to enable the school to make better use of its intellectual and social capital, in order to adopt high-leverage strategies of teaching and learning.	<b>3A Empowering</b> Actively supports processes to help faculty and staff enhance their knowledge and skills in ways that are advantageous to their work.	<b>3C Resourceful</b> Garners personal, building, district and community resources to achieve the vision and goals of the school.
	<b>3B Guiding</b> Acts as a trusted adviser, drawing from personal experience and expertise to offer guidance and support.	<b>3D Facilitative</b> Works to identify and eliminate impediments to staff and student success; creates conditions for positive change.
<b>Influence</b> Can cause changes without directly forcing them to happen; practices skills of networking, constructive persuasion and negotiation, consultation, and coalition-building.	<b>4A Attentive</b> Listens actively to the content and manner of others' spoken messages and determines emotional stances via verbal and non-verbal cues.	<b>4C Motivational</b> Fosters in others an internal state that rouses them to action and specific desired behaviors.
	<b>4B Communicative</b> Shares information in ways that are understood by target audiences, are relevant and timely, and that allow for feedback.	<b>4D Catalytic</b> Helps the school improve by continuously focusing on opportunities for growth, monitoring effects of internal and external influences, and fostering productive interpersonal relationships.

# APPENDIX A: *BECOMING*

## SYSTEMS INTELLIGENCE

**DEFINITION:** Individual understanding of the inter-workings and leadership of complex systems within an organization.

COMPETENCIES	ATTRIBUTES	
<b>Mission, Vision, and Strategic Planning</b> Defines the mission as the intent of the school; fosters a vision of what the school will look like at its peak performance; strategically determines the procedural path to intentionally achieve the vision.	<b>1A Analytic</b> Uses knowledge, reasoning and inquiry to analyze situations and develop constructive plans for improvement.	<b>1C Articulate</b> Clearly conveys the mission, vision and direction of the school to all stakeholders, communicating priorities, intentions, and roles and responsibilities.
	<b>1B Strategic</b> Develops plans and appropriate mechanisms to achieve the school's vision and goals.	<b>1D Visionary</b> Builds a group vision as a guide for making all school decisions.
<b>Operations and Management</b> Utilizes a variety of methods, tools, and principles oriented toward enabling efficient and effective operation and management.	<b>2A Responsible</b> Demonstrates the ownership and takes the responsibility necessary for achieving desired results.	<b>2C Responsive</b> Responds to situations appropriately and constructively through effective listening, communication and actions.
	<b>2B Transformative</b> Acts as a catalyst for change by leading through inquiry, challenging the status quo, being patient and persistent, and building strong relationships.	<b>2D Methodical</b> Systematically creates constructive order from disorder, employing a variety of methods and tools as appropriate.
<b>Teaching and Learning</b> Develops and supports intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being.	<b>3A Diagnostic</b> Is adept at diagnosing educational problems, counseling teachers, supervising, evaluating programs and personnel, and developing curriculum.	<b>3C Knowledgeable</b> Develops teachers' and staff members' professional knowledge, skills, and practice through differentiated opportunities for learning and growth, guided by understanding of professional and adult learning and development.
	<b>3B Pedagogically Supportive</b> Provides differentiated support for teachers; creates time for staff to discuss change and its implications; models a "we're all in this together" attitude; and fosters shared vision and shared purposes.	<b>3D Evaluative</b> Is able to synthesize program and performance information for the purpose of recommending improvements and/or changes.
<b>Cultural Responsiveness</b> Promotes cooperation, collaboration, and connectedness among a community of learners while responding to diversity, need, and capacity.	<b>4A Visible</b> Actively practices the role of community leader, including high visibility in the community and advocacy for community causes, leading to trust and rapport between school and community.	<b>4C Advocative</b> Develops implicit relational knowledge of the educational system through keen attention to human interest and need; actively advocates for students, teachers, and school with local, state, and federal policy makers.
	<b>4B Affiliative</b> Values people and their feelings; seeks to accomplish tasks and goals without sacrificing the needs of students and staff; emphasizes harmony and builds team resonance.	<b>4D Global</b> Recognizes the collective value of diverse social networks and the capacities that arise from these networks to accomplish goals together; views the school in the context of the broader society.