

MARKETING YOURSELF for Leadership Success

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Marketing Yourself for Success

Steve Joel, Lincoln Public Schools

- **Power Letters – Tailored to the Specific Position and Primary “Hirer”**

Paragraph 1: Why you are interested (personal and professional)

Paragraph 2: Your skills/experience that prepared you for this position

Paragraph 3: Your potential (things you have learned and are ready to apply)

Paragraph 4: Closing

- **Power Resume**

Personal Info:

Names (include your family)

Education

Positions (with two to three highlights under most recent)

Selected leadership accomplishments

Selected presentation/professional growth/publications

Related professional involvements

Selected community involvements

References

Name – address – phone – e-mail

- **Supplemental Information**

Biography

Experiences in greater depth

Chart depicting: Goals Strategies Results

Newspaper articles/professional artifacts

- **Plan Ahead for Success**

Begin the prior year (resume, research, contacts)

Let people know you are job searching

- **Match Your Skills with Positions Being Sought**
 - Never bullet apply
 - One to three job searches is plenty
 - Use the AASA Leadership Standards to frame up your abilities
 - Seek out jobs where you can make a difference
- **Do Your Homework**
 - Use “tips” for getting a leg up
 - Remember that this is competition – outwork your competitors
- **Know Who You Are – Be Principle Centered**
 - Be sure you can express clearly your definition of yourself
 - Read and re-read Covey’s “Habits” and “Becoming a Person of Influence”
- **Create Flawless and Informative Paperwork**
 - Tell your story succinctly – resume three to five pages
 - Be able to demonstrate leadership through evidence of planning, strategizing, and goal attainment
 - Use power letters and recognized references
- **Interview with Confidence**
 - Practice and then practice some more
 - Eye contact and posture are very telling
 - Sense of humor is a must
 - Personalize interviews as much as possible
- **Do a Professional Follow-up**
 - Letter, call, or e-mail to primary decision maker
- **Don’t Allow Yourself to Stay Discouraged**
 - Figure out what went wrong
 - Ask for feedback but don’t get upset when people won’t give it
 - Remember that sometimes it just comes down to chemistry
 - Move on to the next challenge

TIPS FOR DEVELOPING A “LEG UP”

Steve Joel, Superintendent – Lincoln Public Schools

1. Establish contacts with persons who have knowledge of the community (i.e., administrators in the area, teachers, old college chums, and casual acquaintances). Make personal phone calls regarding the district’s education status, reasons for the vacancy. Get community attitude of organization and effectiveness. Gather background information on board members (issues, family background, what they do for a living).
2. Use internet searches of media outlets to gain sense of community/school issues. Read the district’s school board minutes.
3. When contacted for an interview, establish a relationship with the *superintendent’s assistant*. You need to leave a positive impression with this person. Search for pertinent information such as:
 - a. Past months’ *board minutes* (three to six will give you a flavor of what the voting patterns of the board are as well as issues of sensitivity)
 - b. Copy of the most recent *budget* summary
 - c. Copy of the *organizational chart*
 - d. Copy of the *Master Negotiated Agreement* and *Salary Schedule*
 - e. *Calendar*
 - f. Current/past school *publications*
 - g. Other – such as *strategic plans, committee minutes, district goals*
4. *Visit the community*. Locate people off the street, in the café, etc., to get a feel for the situation. Talk to a real estate broker – personally visit with those you have established contact with previously. Spend some time in the public library to view past issues of the local paper.
5. Pre-Interview Preparation:

Make *notes* on all aspects of your information. Memorize critical interviewers’ names (superintendent, teachers), their issues, their jobs and family. Seek opportunities in the interview to impress them with your knowledge of the situation.

Structure your comments around what you believe to be true but also with respect to the current status of the district.

6. The Interview:

Arrive early to take an informal tour of the community.

Visit café

Drive around town

Find someone with kids – ask how they like the schools

Look professional.

Listen effectively – seek opportunities to compliment people with your understanding of issues – remember names.

AT THE INTERVIEW:

Use professional body posture – appear confident and relaxed.

Address responses to all interviewers – eye contact is important.

Don't use “educationese” to impress your audience.

When provided the opportunity, ask thoughtful questions.

7. Follow the interview with a *letter* to the Board thanking them for their hospitality.

8. Closing:

Make sure the interviewers know you want the job.

Characteristics of Principle-Centered Leaders

- They are continually learning
- They are service oriented – life is a mission, not a career
- They radiate positive personality
- They believe in other people – see unseen potential
- They lead balanced lives (literate, social and funny)
- They see life as an adventure
- They are catalysts for change
- They exercise for self-renewal

The Eight Standards

Here is a summary of Professional Standards for Educational Leadership.

Standard 1: Leadership and Culture

This standard stresses executive leadership, vision, shaping school culture and climate, empowering others, and multicultural and ethnic understanding.

Example Questions:

1. What are two key traits that successful school leaders must possess?
2. How do you inspire those around you?

Standard 2: Policy and Governance

This standard centers on developing procedures for working with the board or district leaders: formulating district policy, standards and regulations, and describing public school governance in our democratic society.

Example Question:

1. What supports do you need from your supervisors to help you succeed?

Standard 3: Communications and Community Relations

This standard emphasizes skills in articulating district vision and purpose to the community and media. Also, it stresses responding to community feedback and building consensus to strengthen community support.

Example Questions:

1. How might you build consensus around a solution to a problem?
2. How would the people you've work with describe your communications approach?
3. How do you know when your message is understood?

Standard 4: Organizational Management

This standard calls for skills in gathering, analyzing, and using data for decision making; and framing, solving problems, and formulating solutions to problems. It also stresses quality management to meet internal and external customer expectations and to allocate resources.

Example Question:

1. What is something, (i.e., idea, initiative, or event) that you are anxious to try in this position that could help students succeed at a higher level?

Standard 5: Curriculum Planning and Development

This standard tests skills in designing curriculum and a strategic plan to enhance teaching and learning, using theories of cognitive development, employing valid and reliable performance indicators and testing procedures, and describing the use of computers and other learning technologies.

Example Question:

1. What are the most important skills that schools should teach?

Standard 6: Instructional Management

This standard measures knowledge and use of research findings on learning and instructional strategies and resources to maximize student achievement. It also centers on applying research and best practice to integrate curriculum for multicultural sensitivity and assessment.

Example Question:

1. When you observe a teacher, what are you looking for?

Standard 7: Human Resources Management

This standard assesses skill in developing a staff evaluation, assessment, and supervisory system to improve performance. It also requires skills in describing and applying legal requirements for personnel selection, development, retention, and dismissal.

Example Question:

1. When hiring, what characteristics of a potential teacher carries the most weight for you?

Standard 8: Values and Ethics of Leadership

This standard stresses the understanding and modeling of appropriate value systems, ethics, and moral leadership. It also requires you to exhibit multicultural and ethnic understanding and to coordinate social agencies and human services to help each student grow and develop as caring, informed citizens.

Example Question:

1. As an educator, what are your non-negotiables?