

Leadership and Management Framework

Closing the literacy gap and the gap between home and school takes an efficient team of people—a team with a vision, a commitment to hard work, and a leader who is willing to **lead, manage, problem-solve**, and do **administrative** tasks.

Leadership Competencies

Leading at Springboard means being able to get people to work together and align around common goals and objectives. Our experience has taught us that most successful leaders have a sense of service to our larger vision and to the development of others. Leading well means adding value to each team member. It's a privilege that shouldn't be taken lightly. **Springboard leadership competencies** cluster knowledge, abilities, behaviors, and skills in four domains. These leadership competencies can be improved through training and development and lead to high performance.



Drive outcomes

Driving outcomes starts with recognizing and embracing different types of data and their respective value. Springboard leaders understand the benefits of data, know where, when, and how to capture data, and know how to find potential issues. Leaders have actionable insights and make strategic decisions. Data-driven Springboard leaders:

- Pursue data.
- Analyze data to gain meaningful insights.
- Take action and adjust course.

Foster collaboration

When a leader drives outcomes and inspires stakeholders, the community is more likely to achieve results. Fostering collaboration acknowledges, celebrates, and leverages team assets. Leaders seize opportunities to build upon strengths and to coach areas for development. Collaborative leaders generate loyalty, commitment, and enthusiasm in their stakeholders. Collaborative Springboard leaders:

- Prioritize the experience of families and teachers.
- Leverage family and teacher assets.
- Develop the capacity of families and teachers.

Take ownership

Springboard leaders take ownership of their individual and collective results, owning the success of all sites and staff. They own the collaboration of their team and progress towards goals. A leader takes initiative, leverages all resources and tools available to them, and finds creative solutions to problems. Accountable Springboard leaders:

- Take initiative to help the whole team.
- Own their leadership position.
- Own their results.

Communicate effectively

Springboard leaders have a strong vision of achievement. They communicate that vision clearly and frequently. They generate buy-in from a variety of stakeholders, build trusting relationships, and motivate their teams. They advocate for the resources and support needed to achieve goals. In addition to knowing what, when, and to whom to communicate, leaders are also good at asking the right questions and listening. Communicative Springboard leaders:

- Communicate efficiently and with authority.
- Build trust through communication.
- Ask questions and listen to understand.

Dimensions of Management

Managing at Springboard means executing programming to reach goals and objectives. We've identified three dimensions of management in which decisions must be made and tasks must be completed.



Managing through data

Managing through data means gathering and analyzing data to run programming and improve results. It includes using information to measure progress, monitor accountability, and guide decision-making processes. Leaders create a culture of collaboration around the management of data and ask, *What data are needed to achieve this goal?*

Managing resources

Managing resources means allocating and maintaining materials and inventory. Resources may include borrowed libraries, family workshop materials, classroom supplies, and a budget. Resources vary by program, city, and site. Leaders know the location and state of their

resources, coordinate distribution and collection, and establish an ethos of care for materials. They foresee resource needs and ask, *What supporting resources will be needed?*

Managing with people

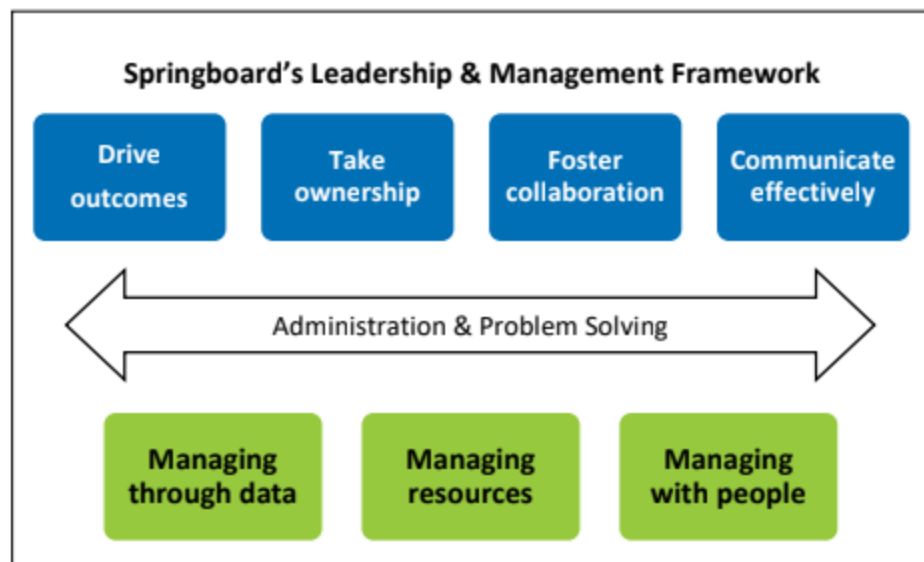
Managing with people is the practice of empowering and coaching staff, teachers, and families to collaborate and reach goals. Leaders know the responsibilities of all team members and know how their team devotes their time (including preparing for staff absences). They delegate tasks, negotiate timelines and hold their team accountable. Leaders know where their team members excel and where they need extra support or coaching. Leaders don't shoulder all the responsibilities at their site or in their city. By treating their team as their most valuable asset, leaders multiply the chances of success and achievement. They constantly ask, *Who on my team can help? How can I coach to improve a team member's performance?*

Problem-solving and Administration

Problem-solving and administration run through all leadership competencies and dimensions of management. Sometimes it takes time, attention, and work to accomplish a task. Sometimes it takes additional information, decisions, and effort to unravel a situation.

Problem-solving

involves anticipating challenges and analyzing situations. It includes gathering people, resources, and knowledge to resolve issues. Leaders are perceptive to context, personalities, power dynamics, and preferences. They judge what is urgent and what is not. They know when to make decisions collaboratively and when to do so independently. Problem solvers find ways to fill gaps before they become canyons.



Administration involves maintaining systems, tools, and a budget to carry out daily and weekly tasks. This may include communicating with staff and families, organizing files, and caring for materials. Leaders know that there is work that needs to happen to get the job done and that some of it is repetitive and might not be glamorous. Administrators know that all the parts



matter, no matter how small. As you can see in the graphic, **leadership and management complement one another!**