



District
Management
Group

MANAGER'S TOOLKIT

Are Roles and Responsibilities Clear? Do You Reward What You Value?

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DMC MANAGER'S TOOLKIT

Are Roles and Responsibilities Clear?

Take a few minutes to see how clear roles and responsibilities are in your district. Decision-making rights between central office leaders and principals are often complicated, so ask these leaders to fill out the form below. If the answers from both groups are not clear and consistent, there may be a need for further clarification.

What is my role in making this decision?

DECISION	I MAKE THIS DECISION	I PROVIDE MEANINGFUL INPUT IN DECISION-MAKING	I AM INFORMED OF THE DECISION ONCE IT IS MADE
Hire classroom teachers			
Decide which teacher is transferred due to shifting enrollment			
Hire special education and ELL staff			
Evaluate special education and ELL staff			
Determine how reading is taught in elementary grades			
Set building schedule (excluding start and end of school day)			
Select assistant principal			
Determine math curriculum and instruction for students with mild special needs			
Decide how to use Title 1 funds			
Define the number and schedule of special education paraprofessionals			
Decide when and how to administer common formative assessments			

Are the responses clear and consistent? Do the responses align with who you think is responsible for each decision? Do two people—or the wrong people—think they are responsible for a given decision? You can start to clarify staff's decision-making rights by taking a copy of this form and populating it with your vision of how roles and responsibilities should be assigned.

Do You Reward What You Value?

Test whether rewards align with the organization’s values. In most districts, ability, effort, raising student achievement, and being a productive team member are highly valued. Do promotions, leadership opportunities, attention, visibility, and praise align with your district’s stated values? As managers, we need to remember that actions, more than words, convey what is valued.

VALUE	Have you ever....	Do you do this...		
	SITUATION	OFTEN	SOMETIMES	NEVER
Teamwork	Said nothing when a colleague was rude to or rolled their eyes at another team member?			
	Overlooked or made excuses for a teammate who didn’t complete the promised task?			
	Assigned a special project to an already over-burdened leader because he or she will “get it done,” even when others have less on their plate?			
Raising student achievement	Promoted an assistant principal because he/she worked hard and was likeable, but was not a strong instructional leader?			
	Promoted to the central office a long-time employee who was ineffective in his/her prior position?			
	Not removed a principal who has failed to raise student achievement?			
Results	Promoted a long-time employee as thanks for many years of dedicated service?			
	Waited for a less-than-successful leader to retire rather than addressing significant performance issues?			

If you answered “often” or “sometimes” to any of these questions, then the rewards and consequences in your district may not be completely aligned with your stated values. The next time you are faced with making one of these decisions, consider whether the message you are sending truly reflects what you believe.