

Executive Director Qualifications & Competencies

Essential Qualifications:

- Minimum 5 years experience in an executive or senior level position in non-profit management with a record of strong performance in: managing finances, developing and prioritizing program objectives, achieving results in an efficient and timely manner, building partnerships with stakeholders, communicating with various audiences in both written and oral form, and demonstrating the highest integrity in all areas of job performance;
- Understanding of non-profit financial management, accounting, and activity-based cost budgeting; experience in small business fiscal planning and management; and demonstrated commitment to the organization's financial integrity;
- Familiarity with relevant federal, state and local laws, rules, and policies that apply to non-profit organizations required; a working knowledge of the legal framework of public charter schools in Minnesota is strongly preferred;
- Strong analytic, planning, multi-tasking, time management, and organizational skills; effective communication skills; sound decision making skills; and a results-oriented, positive approach to problem solving;
- Demonstrated ability to integrate, coordinate and communicate all areas of management (finance, human resources, and operations) for organizational success while continually generating improvements and innovations;
- Bachelor's degree required; advanced degree or additional education certification in a related field is preferred;
- Strong interest in and commitment to the traditions and mission of Augsburg Fairview Academy;
- Ability to inspire and induce various stakeholders to work together toward a common purpose; ability to lead through collaborative decision making and to work effectively with internal and external constituents; and ability to engage, develop, and motivate staff;
- Excellent written, verbal and interpersonal communications skills; and
- Reputation as a high energy, change-oriented leader who demonstrates initiative and creativity but, also, patience, compassion and service to others.

Desirable Qualifications:

- Experience with the Minnesota state financial accounting system (UFARS) and other state reporting systems (MARSS, STARS, SERVS);
- Practical experience in the implementation and use of current technology for optimal operational systems, including student information systems (i.e., Power School);
- Exceptional ability to devise and implement effective communication strategies; persuasive presentation style;
- Exceptional ability to lead program development from conceptualization to implementation;
- Proven fund-raising and grant development skills;
- Ability to negotiate and experience with conflict resolution;

- Keen sense of using opportunities to market the school to various audiences;
- Familiarity with relevant federal, state programs and personnel, and charter schools in Minnesota;
- Several years' experience in a Minnesota charter school

Competencies:

Qualification Area	<p style="text-align: center;">EXECUTIVE DIRECTOR Desired Competencies <i>(highlighting indicates competencies shared with one or both other Executive Team members)</i></p>
<p>Financial and resources management</p>	<ol style="list-style-type: none"> 1. Demonstrate an understanding of school organization and finance. 2. Demonstrate the ability to develop and manage budgets and maintaining accurate fiscal records. 3. Demonstrate knowledge of factors that affect school finance, including sources of revenue; expenditure classifications; generally acceptable accounting principles; and local, state, and federal finance calculations. 4. Demonstrate the capacity to design, develop, maintain, and interpret financial reports, including balance sheets, income/expense statements, and cash flow analyses. 5. Demonstrate an understanding of the factors that determine the financial health of a charter school as a non-profit, small business enterprise and be able to apply this understanding to situations requiring decision-making under uncertainty and the need to balance risks. 6. Demonstrate the ability to analyze need and allocate personnel and material resources. 7. Demonstrate an understanding of facilities development, planning, and management.
<p>Human resources and personnel management</p>	<ol style="list-style-type: none"> 1. Demonstrate an understanding of the administration of employee contracts, benefits, and financial accounts.
<p>Legal and compliance management</p>	<ol style="list-style-type: none"> 1. Describe and demonstrate the ability to apply the legal requirements for personnel selection, development, retention, and dismissal. 2. Develop, adjust, and implement policy to meet local, state, and federal requirements and constitutional provisions, standards, and regulatory applications. 3. Recognize and apply standards of care involving civil and criminal liability for negligence, harassment, and intentional torts. 4. Demonstrate an understanding of state, federal, and case law governing general education, special education, and community education. 5. Demonstrate an understanding of management responsibilities to act in accordance with federal and state constitutional provisions, statutory and case law, regulatory applications toward education, local rules, procedures, and directives governing human resource management. 6. Demonstrate knowledge of statutory regulations affecting school board meetings, communications, procedures, and practices.
<p>Board, authorizer, partnership, & community relations</p>	<ol style="list-style-type: none"> 1. Exhibit an understanding of school districts as a political system, including governance models. 2. Demonstrate the ability to involve stakeholders in the development of educational policy, to align constituencies in support of priorities, and to build coalitions for programmatic and financial support. 3. Demonstrate the ability to articulate organizational purpose and priorities to the community and media, and to promote a positive image of the school. 4. Demonstrate the ability to identify and articulate critical community issues that may impact local education. 5. Demonstrate the ability to build community consensus and to request and respond to community feedback. 6. Relating political initiatives to stakeholders, including parental involvement programs; 7. Demonstrate the ability to balance complex community demands in the best interest of learners. 8. Demonstrate knowledge of cultivating positive relationships between and with school board members. 9. Demonstrate an understanding of the roles and responsibilities of the school board. 10. Demonstrate an understanding of the role policy plays in school district governance and administration.
<p>Effective communication and leadership</p>	<ol style="list-style-type: none"> 1. Demonstrate an understanding of the role of education in a democratic society. 2. Model democratic values, ethical practices, and moral leadership. 3. Demonstrate an understanding of issues affecting education and how education is impacted by local, state, national, and international events. 4. Demonstrate the ability to develop an enterprise vision and to formulate strategic plans and goals with staff and community. 5. Demonstrate an understanding of different leadership and decision-making strategies, including but not limited to collaborative models, and model shared leadership and decision-making strategies. 6. Demonstrate the ability to facilitate and motivate others, as well as to assess and improve culture and climate; use this ability to provide purpose and direction for individuals and groups, and to implement change or educational reform. 7. Demonstrate the ability to set priorities in the context of stakeholder needs. 8. Be willing and able to serve as a spokesperson for the welfare of all learners in a multicultural context. 9. Recognize and apply an understanding of individual and group behavior in normal and stressful situations. 10. Communicate appropriately for different audiences, such as students, teachers, parents, and community; make presentations that are clear and easy to understand. 11. Understand and utilize appropriate communication technology 12. Identify the elements of a problem situation by analyzing relevant information, framing issues, identifying possible causes, and re-

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	framing possible solutions. 13. Demonstrate adaptability and conceptual flexibility. 14. Demonstrate the facility to assist others in forming opinions about problems and issues. 15. Identify and give priority to significant issues and reach logical conclusions by making quality, timely decisions based on available information. 16. Promote sensitivity about diversity throughout the school community.
Information Systems	1. Has a firm working knowledge of network-based computer systems and general office and other utility software programs.
Technology	1. Understand and use technology as a management tool.
Development	1. Has a successful track record in fund-raising via donor campaigns and/or grants.
Marketing & Recruiting	1. Has connections to the communities that form the pool of families from whom most of the school's students are drawn. 2. Has a working knowledge, if not actual experience, with secondary school marketing and recruiting.

