



# PROFILE of a LEADER

# LEADERSHIP FOR THE FUTURE

Richmond County School System has a tradition of excellence, driven by the unwavering belief that every student can learn and deserves a quality education. We take pride in our diverse community, our commitment to continuous improvement, and our dedication to providing a supportive and nurturing environment for both students and staff.

We celebrate the unique strengths of every student, staff member, and family, and believe that diversity makes us stronger. To continue this tradition of excellence and ensure the success of every student, we envision a future where each graduate has a clear plan and the necessary skills to thrive, whether it be through enlistment, enrollment in higher education, or immediate entry into the workforce.

This vision requires strong leadership at all levels. To that end, we have developed the Richmond County School System Profile of a Leader, a framework outlining the key principles and practices of effective leadership in RCSS.



## The RCSS Profile of a Leader is built upon five core principles:



### Visionary Leadership

Inspiring a shared vision and setting a clear direction for the future.



### Collaborative Leadership

Fostering teamwork, communication, and shared decision-making.



### People-Centered Leadership

Prioritizing the needs of students, staff, and families, creating a positive and inclusive environment.



### Results-Oriented Leadership

Focusing on achievement, data-driven decision making, and continuous improvement.

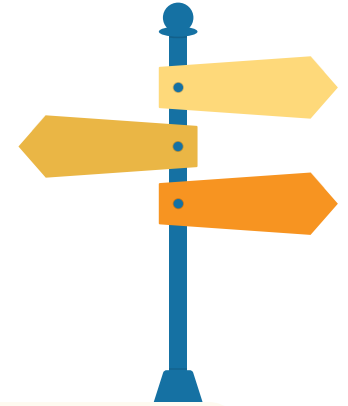


### Growth-Oriented Leadership

Promoting lifelong learning, professional development, and innovation.

# HOW TO USE THE PROFILE OF A LEADER

The Profile of a Leader is designed to be a practical guide for all leaders within Richmond County School System. It provides a common language and understanding of effective leadership, clarifies expectations, and supports the development of essential leadership competencies. We encourage leaders to use this framework for self-reflection, professional growth, and to guide their daily interactions and decision-making.



**By embracing the principles and practices outlined in this framework, we aim to:**



**Enhance**  
the quality of  
teaching and  
learning in every  
classroom



**Increase**  
student  
achievement and  
post-secondary  
readiness



**Cultivate**  
a positive and  
supportive school  
climate



**Strengthen**  
our partnerships  
with families and  
the community



**Attract, develop,  
and retain**  
highly effective  
teachers, leaders,  
and staff

We believe that strong leadership is essential to achieving our vision for the future. This framework is a testament to our commitment to invest in our leaders and empower them to make a lasting impact on the lives of our students.

# PROFILE OF A LEADER

## GROWTH-ORIENTED LEADERSHIP

Demonstrates Self-Awareness  
Pursues Self-Development  
Embraces Learning  
Provides and Seeks Feedback

## VISIONARY LEADERSHIP

Develops Vision and Purpose  
Plans & Aligns  
Demonstrates Organizational Savvy  
Acts with Courage  
Embraces Technological Innovation

## RESULTS-ORIENTED LEADERSHIP

Resilient  
Ensures Accountability  
Focuses on Stakeholders  
Makes Quality Decisions

## COLLABORATIVE LEADERSHIP

Collaborates Effectively  
Communicates Clearly  
Instills Trust  
Builds Strategic Partnerships

## PEOPLE-CENTERED LEADERSHIP

Serves Others  
Demonstrates Empathy  
Builds Relationships  
Develops Talent  
Fosters Inclusive Environments



## PROFILE OF A LEADER

# 1 VISIONARY LEADERSHIP



<b>Develops Vision and Purpose</b>	<ul style="list-style-type: none"> <li>◦ Establishes a clear and inspiring vision</li> <li>◦ Effectively communicates vision and purpose to all stakeholders</li> <li>◦ Motivates others to achieve shared goals</li> </ul>
<b>Plans and Aligns</b>	<ul style="list-style-type: none"> <li>◦ Strategically plans for the future</li> <li>◦ Aligns resources and efforts to system and school-based initiatives</li> <li>◦ Anticipates the impact of decisions both short and long term</li> </ul>
<b>Demonstrates Organizational Savvy</b>	<ul style="list-style-type: none"> <li>◦ Understands the complexities of the organization and the broader educational and global landscape</li> <li>◦ Uses organizational knowledge to make informed decisions</li> </ul>
<b>Acts with Courage</b>	<ul style="list-style-type: none"> <li>◦ Makes difficult decisions guided by system priorities and values</li> <li>◦ Able to make decisions even when facing challenges or resistance</li> </ul>
<b>Embraces Technological Innovation</b>	<ul style="list-style-type: none"> <li>◦ Leverages cutting-edge technologies responsibly to drive organizational growth and transformation</li> <li>◦ Stays abreast of emerging technological trends in education</li> <li>◦ Integrates innovative tools and solutions to enhance effectiveness and efficiency</li> <li>◦ Fosters a culture of continuous improvement and adaptability</li> </ul>

## PROFILE OF A LEADER

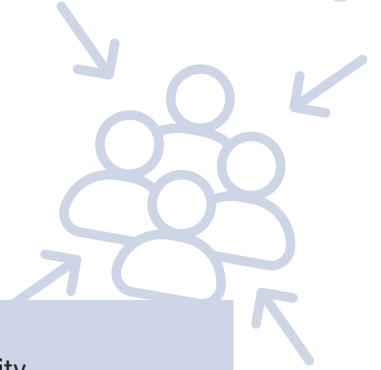
# 2 COLLABORATIVE LEADERSHIP



<b>Collaborates Effectively</b>	<ul style="list-style-type: none"><li>◦ Works well with others</li><li>◦ Values diverse perspectives</li><li>◦ Fosters a sense of shared responsibility</li></ul>
<b>Communicates Clearly</b>	<ul style="list-style-type: none"><li>◦ Articulates thoughts concisely</li><li>◦ Listens actively</li><li>◦ Promotes transparent two-way communication</li></ul>
<b>Instills Trust</b>	<ul style="list-style-type: none"><li>◦ Builds confidence in others through rapport and trust</li><li>◦ Establishes relationships based on honesty, integrity, and consistency</li></ul>
<b>Builds Strategic Partnerships</b>	<ul style="list-style-type: none"><li>◦ Establishes and nurtures networks and partnerships</li><li>◦ Recognizes the importance of collaboration over isolation</li></ul>

## PROFILE OF A LEADER

# 3 PEOPLE-CENTERED LEADERSHIP



<b>Serves Others</b>	<ul style="list-style-type: none"> <li>◦ Demonstrates a commitment to serving others</li> <li>◦ Focuses on the greater good of the school, district, and community</li> <li>◦ Offers resources, encouragement, and personalized support</li> <li>◦ Reflects a commitment to fairness and equity</li> </ul>
<b>Demonstrates Empathy</b>	<ul style="list-style-type: none"> <li>◦ Shows empathy, compassion, and understanding towards others</li> <li>◦ Considers circumstances and perspectives of multiple stakeholders</li> <li>◦ Supports development of empathetic skills in others through reflective practices, discussions, and training</li> </ul>
<b>Builds Relationships</b>	<ul style="list-style-type: none"> <li>◦ Develops trust</li> <li>◦ Connects with people and the community</li> <li>◦ Builds positive relationship with all stakeholders</li> </ul>
<b>Develops Talent</b>	<ul style="list-style-type: none"> <li>◦ Coaches and mentors to support growth</li> <li>◦ Provide opportunities for learning with the intent to develop talent</li> </ul>
<b>Fosters Inclusive Environments</b>	<ul style="list-style-type: none"> <li>◦ Creates an environment that values different perspectives</li> <li>◦ Values cultures that others bring to the organization</li> </ul>

## PROFILE OF A LEADER

# 4 RESULTS-ORIENTED LEADERSHIP



<b>Resilient</b>	<ul style="list-style-type: none"> <li>◦ Demonstrates resilience, grit, and determination in overcoming obstacles and achieving goals</li> <li>◦ Embraces change as an opportunity</li> <li>◦ Navigates challenges with flexibility and innovative problem solving</li> <li>◦ Maintains focus and positivity while navigating obstacles to achieve goals</li> </ul>
<b>Ensures Accountability</b>	<ul style="list-style-type: none"> <li>◦ Sets clear and measurable expectations for individuals and teams</li> <li>◦ Holds themselves and others accountable</li> <li>◦ Takes responsibility for outcomes, both successes and failures</li> <li>◦ Creates a culture of trust where accountability drives growth and results</li> </ul>
<b>Focuses on Stakeholders</b>	<ul style="list-style-type: none"> <li>◦ Understands and responds to the needs of students, families, staff, and the community in the decision making process</li> <li>◦ Actively engages stakeholders in appropriate decision-making</li> <li>◦ Facilitates open, two-way dialogue to foster understanding</li> <li>◦ Aligns team efforts with shared objectives</li> </ul>
<b>Makes Quality Decisions</b>	<ul style="list-style-type: none"> <li>◦ Makes sound and timely decisions based on data, analysis, and best practices</li> <li>◦ Prioritizes actions that create measurable results</li> <li>◦ Balances short-term wins with long-term sustainability</li> <li>◦ Clearly articulates goals and the path to achieve them</li> <li>◦ Builds confidence by demonstrating consistency and thoughtfulness in decision-making</li> </ul>



## PROFILE OF A LEADER

# 5 GROWTH-ORIENTED LEADERSHIP



<b>Demonstrates Self-Awareness</b>	<ul style="list-style-type: none"><li>◦ Engages in self-reflection</li><li>◦ Recognizes the impact of their actions</li><li>◦ Knows strengths, weaknesses, opportunities, and limits</li></ul>
<b>Pursues Self-Development</b>	<ul style="list-style-type: none"><li>◦ Uses feedback and reflection for growth - without being defensive</li><li>◦ Identifies areas for growth</li><li>◦ Actively works to improve</li><li>◦ Seeks ways to apply strengths to new issues</li><li>◦ Seeks assignments that stretch beyond the comfort zone</li></ul>
<b>Embraces Learning</b>	<ul style="list-style-type: none"><li>◦ Tries multiple times using multiple methods</li><li>◦ Views mistakes as opportunities to learn</li><li>◦ Leans into the unknown/difficulty</li><li>◦ Seeks new approaches to solve problems</li></ul>
<b>Provides and Seeks Feedback</b>	<ul style="list-style-type: none"><li>◦ Seeks and is receptive to feedback</li><li>◦ Uses feedback to improve performance</li><li>◦ Provides growth-oriented feedback to others</li></ul>

# ACKNOWLEDGMENTS

The Richmond County School System is deeply appreciative of the partnership with the Georgia Leadership Institute for School Improvement (GLISI) in the development of this leadership framework. The guidance and expertise provided by GLISI, and in particular, **Dr. Terri Seay Bryant**, Senior Program Director, have been invaluable throughout this process.

## Design Team



**Dr. Malinda Cobb**  
Interim Superintendent



**Marcus Allen**  
Assistant Superintendent  
of Student Services



**Dr. David Hall**  
Assistant Superintendent  
of High Schools



**Kinesha Ponder**  
Director of Teaching  
and Learning



**Aletha Snowberger**  
Assistant Superintendent  
of Middle Schools



**Dr. Larina Thomas**  
Director of Special Education



**Dr. Shontier Barnes**  
Assistant Superintendent  
of Elementary Schools



**Kenneth Johnson Jr.**  
Director of Human Resources



**Dr. Andrea Roberts**  
Assistant Superintendent  
of Elementary Schools



**Glenda Collingsworth**  
Director of Professional Learning

# RESOURCES

Augusta Chamber of Commerce. (n.d.)  
*Augusta Metro Chamber of Commerce*  
 Retrieved December 5, 2024 from:  
<https://www.augustametrochamber.com/>

Augusta Economic Development Authority. (n.d.).  
*Augusta EDA*.  
 Retrieved December 5, 2024 from:  
<https://augustaeda.org/>

CSRA Regional Commission. (2023)  
*CSRA economic development strategy*  
<https://csrarc.ga.gov/sites/default/files/csrarc/documents/ceds-2023-final-with-adoption.pdf>

Drexel University School of Education. (n.d.)  
*The importance of diversity & multicultural awareness in education*.  
 Retrieved December 5, 2024 from  
<https://drexel.edu/soe/resources/student-teaching/advice/importance-of-cultural-diversity-in-classroom/>

*Future of education* [Search results]. (n.d.)  
 Google.  
 Retrieved December 5, 2024, from:  
<https://edu.google.com/intl/ALL-us/future-of-education/>

KnowledgeWorks. (n.d.)  
*Foundations for flourishing futures*.  
 Retrieved December 5, 2024, from:  
<https://forflourishingfutures.capita.org/>

Korn Ferry. (n.d.)  
*Leadership Architect*  
 Retrieved December 5, 2024, from:  
<https://www.kornferry.com/capabilities/talent-suite-hcm-software/korn-ferry-assess/leadership-architect>

McKinsey & Company. (2023, November 28)  
*New global data reveal education technology's impact on learning*  
<https://www.mckinsey.com/industries/education/our-insights/new-global-data-reveal-education-technologys-impact-on-learning>

OECD. (2022)  
*Trends shaping education 2022*.  
<https://www.oecd.org/en/publications/2022/01/trends-shaping-education-2022-842d27ff.html>

Pratt, D., & Johnson, K. (n.d.)  
*Communicating cross-culturally: What teachers should know*. ITESLJ.  
 Retrieved December 5, 2024, from:  
<http://iteslj.org/Articles/Pratt-Johnson-CrossCultural.html>

Purdue University. (2024, January 10)  
*How has technology changed education?*  
<https://education.purdue.edu/2024/01/how-has-technology-changed-education/>

# RESOURCES

University of Michigan Center for Research on Learning and Teaching. (n.d.)

*Cross-cultural group work.*

Retrieved December 5, 2024, from:

<https://crlt.umich.edu/internationalization/cross-cultural-group-workU.S.>

Department of Education, Office of Educational Technology. (2023).

*Artificial intelligence and the future of teaching and learning: Insights and recommendations.*

<https://www.ed.gov/sites/ed/files/documents/ai-report/ai-report.pdf>

U.S. Department of State, Bureau of Educational and Cultural Affairs. (2013).

*Cross cultural collaboration: Working together to achieve shared goals.*

<https://americanenglish.state.gov/files/ae/resource-files/etforum-62-3-p02-15-cross-cultural-collaboration-0.pdf>

World Economic Forum. (2024, April 10).

*The future of learning: How AI is revolutionizing education 4.0.*

<https://www.weforum.org/agenda/2024/04/future-learning-ai-revolutionizing-education-4-0/>

