

LEADERSHIP REVIEW QUESTIONNAIRE

Observer's Perspectives

INSTRUCTIONS

You have been invited by your Principal to provide your honest opinions, based upon your observations and contacts with them, of certain aspects of their leadership practices.

On the next three pages you will find 42 statements describing possible leadership practices.

Please read each statement carefully and consider if the statement not only describes an aspect of your Principal's leadership, but also how frequently they enact it. Then look at the rating scale and choose the number associated with the descriptor that is most closely aligned with how frequently they engage in the leadership behaviour described in the statement.

Here is the Rating Scale you are being asked to apply:

- 1 = Almost Never
- 2 = Rarely
- 3 = Seldom
- 4 = Once in a While
- 5 = Occasionally
- 6 = Sometimes
- 7 = Fairly Often
- 8 = Usually
- 9 = Very Frequently
- 10 = Almost Always

In selecting a response to each statement, please be realistic and honest about the frequency with which your Principal actually engages in the practice.

Do not respond in terms of how you would *like* to see them acting, or in terms of how you think others believe they should be acting. Respond in terms of how you firmly believe your principal typically acts – on most days, during most weeks, on most projects, and with each person they have responsibility for leading.

For each statement, decide on the most appropriate rating and record it in the blank space to the right of the statement. Make sure you provide a response for each and every statement, as all statements are applicable to leadership practice.

If you feel that a statement does not apply to your Principal then, in all likelihood, it is because you do not see the practice as being integral to their leadership, and so it is not a part of their practice. In this case, you should assign a rating of 3 or lower.

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How frequently does your principal engage in the following behaviours?

Choose the relevant number from the following scale that best applies to each statement and **record it** in the blank space to the right of the statement.

RATING SCALE

1	2	3	4	5	6	7	8	9	10
Almost never	Rarely	Seldom	Once in a while	Occasionally	Sometimes	Fairly often	Usually	Very frequently	Almost always

YOUR PRINCIPAL		RATING
1	Displays a strong personal attachment to the values and norms of the people she/he leads.	
2	Praises people for a job well done.	
3	Challenges each person she/he is leading to try out new and innovative approaches to their work.	
4	Talks about future trends that might potentially influence the work being done.	
5	Actively listens to diverse points of view.	
6	Shows enthusiasm for the work she/he does.	
7	Provides clarity about important roles, responsibilities and communication channels.	
8	Seeks to show that she/he trusts each person she/he leads.	
9	Makes it a point to let those she/he is leading know about her/his confidence in their contribution and abilities.	
10	Takes time to find out if the people she/he is leading feels interested in and purposeful about the work they are doing.	
11	Appeals to others to share their opinions about how the teaching and learning environment can be improved so that it can meet future needs and demands.	
12	Treats the views of others with respect and dignity.	
13	Publicly shows great optimism about the future of the school.	

14	Remains actively interested in and connected with the work of others tasked with additional responsibilities.	
15	Develops mutually beneficial relationships with each person she/he leads.	
16	Makes sure that those she/he is leading are properly acknowledged for their contribution to the success of the school.	
17	Seeks the thoughts of each staff member about the ways they would prefer to improve their work.	
18	Openly invites the views of others on how to build on the current quality of teaching and learning being done throughout the school.	
19	Is aware of how emotions can influence judgements and behaviours including her/his own.	
20	Presents a compellingly positive image of what the future of your school could look like.	
21	Ensures that new developments do not interfere with important changes already occurring.	
22	Recognises and utilises the diversity of professional knowledge and skills others have.	
23	Ensures that those she/he is leading have the support and resources they each require to perform their work to the best of their ability.	
24	Supports the initiatives others take to improve the work they do.	
25	Speaks honestly about her/his perceptions of the current capacity of the school to meet future potential challenges.	
26	Is open to the opinions of others, even when these are opposed to hers/his.	
27	Talks passionately with others about the success of your school.	
28	Seeks to form the strongest work-related teams based on recognised strengths and capabilities.	
29	Listens with genuine interest when those she/he is leading talk about the purpose of their work.	
30	Finds different, interesting ways to celebrate the school's achievements.	

31	Gives those she/he is leading a great deal of freedom and choice in deciding how to do their work.	
32	Talks to each person she/he is leading about how future work-related obstacles might be overcome.	
33	Promotes experimentation and risk-taking, even when there is the risk of failure.	
34	Speaks confidently and enthusiastically about the achievements of your school.	
35	Invites, rather than appoints, people to become members of important work-related teams.	
36	Listens with interest and empathy when others talk about their life away from school.	
37	Strives to limit the negative impact of external expectations on the work of those she/he is leading.	
38	Ensures that each person she/he is leading is able to grow in their work through learning new knowledge, skills and personal development activities.	
39	Provides up-to-date information to those she/he is leading about external factors that might influence their work in future.	
40	Deals with interpersonal conflict calmly and confidently.	
41	Tells people about how much she/he loves her/his work.	
42	Monitors the school's culture to ensure it supports the strategic intentions of individuals, teams and the workplace.	