

Leader Effectiveness Review
Developed by E. LeBron Fairbanks
BoardServe LLC

Date:

Board Appointed Review Team: (names deleted)

The following review process has been initiated in an attempt to be a faithful steward of the leadership assignment given to the principal of the College on which Board you serve. Fundamental to the nature of this review process is mutual dialogue between the principal and Board of Trustees to whom the Principal reports.

This is a critical component of the review process. The Board has appointed a subcommittee to lead this review, as the Board prepares for a renewal vote of the College principal for another four years.

The review has three sections to be completed by the Principal prior to the official Review Committee Meeting (RCM). Section two is also to be completed by the Board appointed committee members and College faculty and staff, full- and part-time.

The “Competency Grid” attached to section two may be used by the Review Committee chairperson to facilitate the “Gap Analysis” discussion stemming from this section.

The date for the RCM is set for 8:00am, on Saturday, _____, 201___. The RCM will include the Board Review Committee and the College Principal. The Board chair will convene a meeting of the Board Review Committee no later than two weeks following the review to shape the Review Committee report to the Board and a recommendation regarding the renewal vote at the annual meeting of the College board.

Reflections/Projections (to be answered by the Principal prior to the RCM).

1. Has your sense of calling and personal ministry been fulfilled through your leadership endeavors? If not, why? If so, how? Do you feel affirmed as a valuable asset? If not, why? If so, how?

2. How does your specific assignment as Principal support the overarching mission and vision of the College you serve? Provide some examples.
3. Do you feel you have an adequate position description approved by the Board? How could the written expectations be improved and strengthened?
4. In what ways have you developed and enhanced your job knowledge and performance? Have adequate opportunities been provided both for training and for personal growth since your last review/evaluation? Please give examples.
5. What specific tasks or accomplishments during the past four years best express your commitment to quality service and servant leadership to the College's multiple constituents such as administrative decision-making, curriculum relevancy, leadership development, evangelism, discipleship training, fiscal management, team building and vision casting? How have your gifts and talents been most effectively used?
6. In what ways have your initiatives contributed to the numerical growth and spiritual development of the institution you serve? What additional resources might assist you as you strive to strengthen the College?
7. How can the climate of collaboration within the College and with other institutions (colleges/universities, denominations, ministry organizations, etc.) be enhanced?
8. In what ways can the Board of Trustees support you to lead more effectively?
9. What are your three top college challenges for the next year? The next four years? What short-term and long-term goals have you established for your assignment in light of these challenges? How will you know when your goals have been reached?
10. Are your short-term and long-term goals aligned with the College's strategic plan? Please give examples.

Peer Evaluation of the Principal and Gap Analysis of Responses

To be completed by the college Principal, and anonymously by the College faculty and staff, full- and part-time, and the Board Review Committee members. The

Evaluation will be distributed to the faculty and staff with an explanatory note. The evaluation section will be coordinated by the Board chair, who also will analyze the results of the evaluation, including the responses of the principal, in preparation for the Review Committee Meeting (RCM).

Instructions: Please circle the number for each statement that most characterizes the principal, from: 1 (never); 2 (seldom); 3 (occasionally); 4 (often); 5 (always).

1. The Principal uses words that serve to encourage others.

1 2 3 4 5

2. The Principal gives gratitude to God and others as a fundamental lifestyle.

1 2 3 4 5

3. People feel understood when communicating with the principal.

1 2 3 4 5

4. Extending and requesting forgiveness is a core communication component of the principal.

1 2 3 4 5

5. A clear “vision” is embodied, embraced, and articulated by the principal.

1 2 3 4 5

6. The public prayers of the principal reflect a desire for personal change.

1 2 3 4 5

7. Caring for personal and professional growth of colleagues are important to the principal.

1 2 3 4 5

8. Words spoken are culturally sensitive and consistent with actions taken by the principal.

1 2 3 4 5

9. Comparison to others (regions, districts, finances, talents, etc.) by the principal is minimal.

1 2 3 4 5

10. Honest and intense differences with others are accepted by the principal.

1 2 3 4 5

11. The Principal does not harbor resentment and bitterness toward others.

1 2 3 4 5

12. Prayer for colleagues, staff, and the ministry is often and evident.

1 2 3 4 5

13. Responsibility for decisive decision-making, as needed and administrative oversight, does not paralyze the principal.

1 2 3 4 5

14. The primary focus of the Principal is on plans and programs that unite, not divide.

1 2 3 4 5

15. Colleagues feel blessed and affirmed in conversations and meetings with the principal.

1 2 3 4 5

16. The Principal brings out the “best” in others.

1 2 3 4 5

17. People feel valued when discussing issues with the principal.

1 2 3 4 5

18. Extending forgiveness is convictional to the principal.

1 2 3 4 5

19. The Principal leads decisively and with administrative skill in the midst of complex and difficult situations.

1 2 3 4 5

20. The Principal values people, not power and position.

1 2 3 4 5

21. The Principal leads with the conviction that some issues are only resolved through prayer and total dependence on God.

1 2 3 4 5

In looking towards the future, please rank in order of priority (1 = least important; 7 = most important) **the leadership skills that should be nurtured** during the next four years. The ranking is not an evaluation of past performance. Rather, it is a projection for the next four years.

- Affirming and Encouraging skills
- Asking and Listening skills
- Conceptual and Analytical skills
- Financial Management, Budget and Capital Fund Development skills
- “Strengths” Discernment and Delegation skills
- Networking and Communication skills
- Timing and Decision-Making skills

Summary (to be completed in writing by the Principal prior to the RCM).

Provide a summary of your leadership strengths and how these are most effectively utilized in your ministry assignment as a school leader?

Provide a summary of your leadership limitations and how you plan to address these during the next four years.

Provide a summary of your College Action Plan (AP) for the next four years.

Recommendation:

The Board Review Team will meet two weeks following the review to shape a report and recommendation to the full Board.

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