

# Listening Post™

## Sample Report

5/20/19



*"And this is my prayer: that your love may abound more and more in knowledge and depth of insight, so that you may be able to discern what is best and may be pure and blameless until the day of Christ, filled with the fruit of righteousness that comes through Jesus Christ - to the glory and praise of God."*

Philippians 1:9-11

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## KEY INDICATORS

This section provides information on how respondents perceive the overall performance of your school over the last several years and their top priorities for the future.

### Overall Satisfaction

*On the whole, I am satisfied with how things are at our school.*

Clearly agree	<b>40%</b>
On the fence	<b>51%</b>
Clearly disagree	<b>9%</b>

### Overall Energy

*It seems to me that we are just going through the motions among those who work at our school. There isn't much excitement about it.*

Clearly agree	<b>4%</b>
On the fence	<b>35%</b>
Clearly disagree	<b>61%</b>

### Missional Progress

*Over the past three to five years, our school has been effective in fulfilling this mission.*

Clearly positive	<b>70%</b>
On the fence	<b>26%</b>
Clearly negative	<b>4%</b>
	<b>Low</b>

### Spiritual Progress

*Over the past three to five years, the spiritual climate at our school has improved.*

Clearly positive	<b>59%</b>
On the fence	<b>34%</b>
Clearly negative	<b>7%</b>
	<b>High</b>

### Academic Progress

*Over the past three to five years, the academic/scholastic climate at our school has improved.*

Clearly positive	<b>57%</b>
On the fence	<b>35%</b>
Clearly negative	<b>8%</b>
	<b>Average</b>

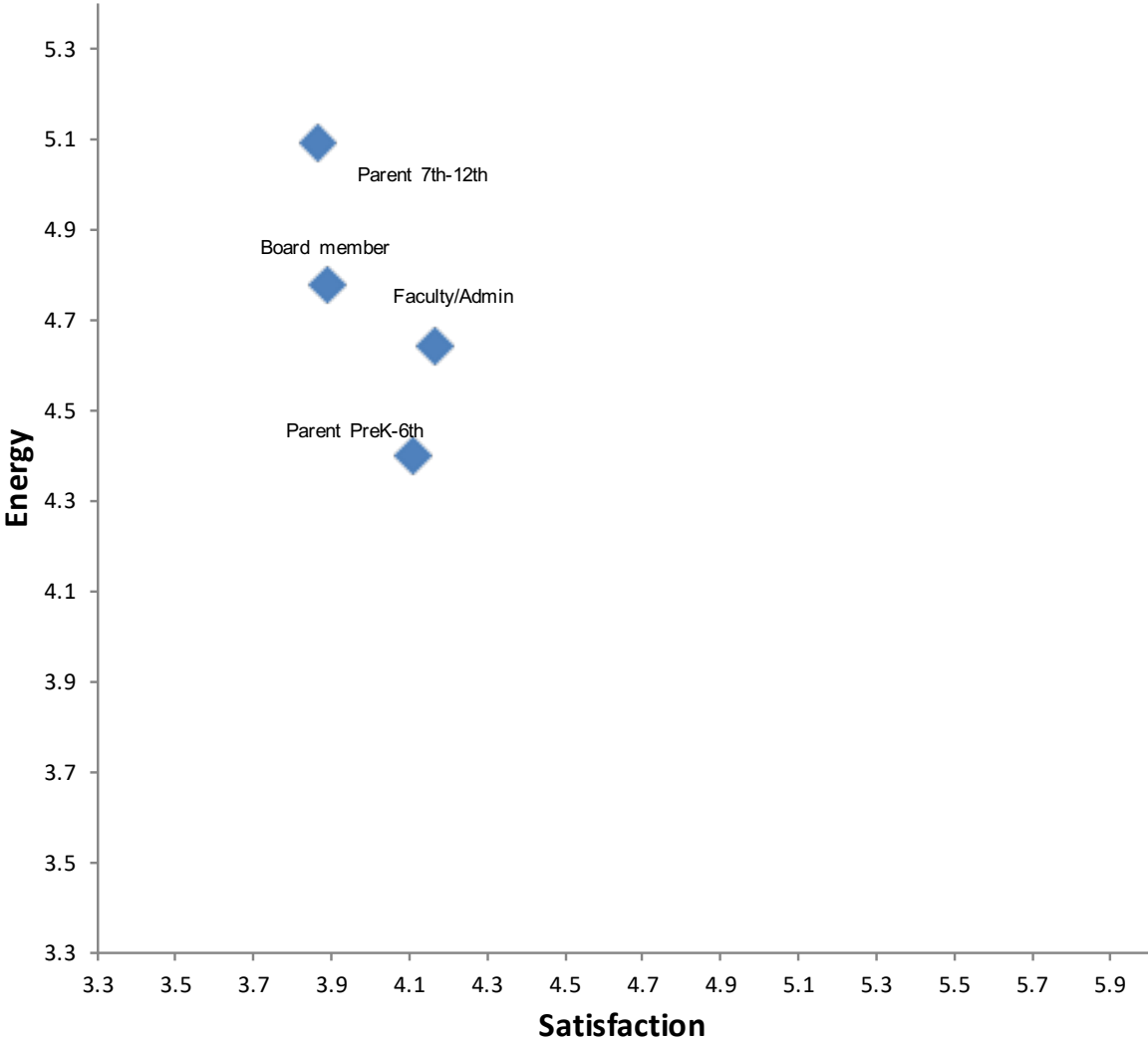
### Top Three Priorities

Where do you believe additional energy needs to be invested in the future?

- First      Improve the academic performance of our students.
- Second    Strengthen the spiritual development of our students.
- Third      Improve the communication among faculty, administration, parents, and students.

# ENERGY-SATISFACTION MAP

Mean Score by Role

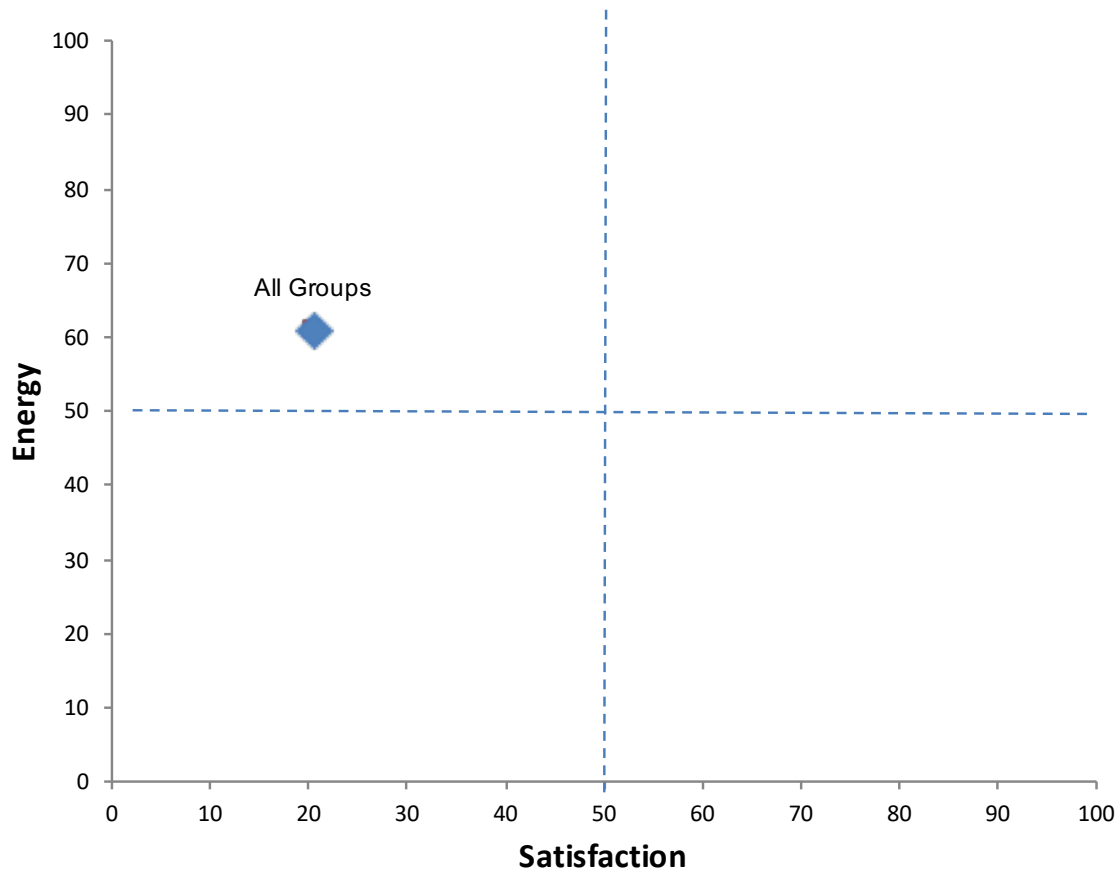


The levels of satisfaction and energy have been found to be reliable indicators of the health and vitality of organizations. Higher levels of energy and satisfaction are desired.

It is expected that persons in different roles will have different ways that they are perceiving and experiencing your school. The more scattered the scores are on this map for the different roles, the more important will be the communication process through which persons understand their similarities and differences.

## ENERGY-SATISFACTION MAP

Benchmarked for All Groups



The levels of satisfaction and energy have been found to be reliable indicators of the health and vitality of organizations. There are four quadrants on this map.

The **high energy-low satisfaction** quadrant is the chaos quadrant. Organizations tending toward this quadrant are often struggling to structure and channel their energy into a direction they feel good about.

The **low energy-low satisfaction** quadrant is the recovery quadrant. Organizations tending toward this quadrant require major changes in order to regain a significant level of vitality and health.

The **low energy-high satisfaction** quadrant is the apathy quadrant. Organizations tending toward this quadrant have normalized a low level of vitality in the organization which enables them to be relatively satisfied.

The **high energy-high satisfaction** quadrant is the transformation quadrant. Organizations tending toward the upper right corner of this quadrant are sources of purpose and vitality.

## DRIVERS OF ENERGY AND SATISFACTION

Not every question on the assessment is of equal importance to respondents. The more important questions are called drivers. A driver of satisfaction is a question that reliably predicts the overall satisfaction of respondents. If a respondent gives a higher score to a driver, it is very likely that he or she will also give a higher score to overall satisfaction. If a respondent gives a lower score to driver, it is likely that he or she will also give a lower score to overall satisfaction. (On negatively worded drivers, the relationship is reversed; a higher score results in a lower score on overall satisfaction.) The drivers of satisfaction listed below are unique to your school. The higher the level of importance, the more critical the question is to how respondents feel overall.

### Drivers of Respondent Satisfaction

*The top five drivers of respondent satisfaction are:*

		Level of Importance
Driver #1	Over the past three to five years, the academic/scholastic climate at our school has improved.	Moderate
Driver #2	Our school makes necessary changes to meet the changing needs of parents and students.	Moderate
Driver #3	Over the past three to five years, the spiritual climate at our school has improved.	Moderate
Driver #4	Over the past three to five years, our school has been effective in fulfilling this mission.	Low
Driver #5	It seems to me that we are just going through the motions among those who work at our school. There isn't much excitement about it.	Low

### Drivers of Energy

*The top five drivers of energy are:*

		Level of Importance
Driver #1	On the whole, I am satisfied with how things are at our school.	Low
Driver #2	A positive, collegial atmosphere prevails among those who work at our school.	Low
Driver #3	Over the past three to five years, the spiritual climate at our school has improved.	Low
Driver #4	Our school makes necessary changes to meet the changing needs of parents and students.	Low
Driver #5	There is a disturbing amount of conflict in our school.	Very low

## FUTURE PRIORITIES

In this section, information is provided about where respondents would like to see additional energy invested in the future. If a goal area is near the top of the list, it means that respondents feel its is important to invest energy in this area. If it is near the bottom of the list, it means it is either less important or that it is already being performed at an adequate level. If you are searching for a new Head of School it is probably important that your candidate have strengths in helping schools deal with the higher priorities.

Rank	Future Priority	Score
First Average	Improve the academic performance of our students.	863
Second Average	Strengthen the spiritual development of our students.	744
Third High	Improve the communication among faculty, administration, parents, and students.	725
Fourth Very High	Expand or improve our facilities.	633
Fifth Very Low	Improve the internal morale and climate of our school.	625
Sixth High	Increase the enrollment at our school.	606
Seventh Low	Develop more effective and creative approaches to achieving our vision.	572
Eighth Very Low	Improve the financial health of our school through fundraising and philanthropic giving.	518
Ninth Average	Broaden the diversity of students enrolled in our school.	339

## LEADERSHIP PRIORITIES FOR OUR HEAD OF SCHOOL

In this section information is provided regarding the leadership priorities for your Head of School. If an item is near the top of the list, respondents believe that it is important that the Head of School invest a significant amount of energy in that area. If it is near the bottom of the list, respondents either believe it is less important or that it is already being performed at an adequate level. If you are searching for a new Head of School, it is probably important for your candidate to have strengths in the higher priorities. If your school is engaged in strategic planning, it may be important for your Head of School to focus on the higher priorities.

Rank	Leadership Priority	Score
First Average	Prioritize existing programs and directions and then focus resources on those priorities.	704
Second High	Take a leadership role in strengthening the visibility and reputation of the school by increased community involvement.	682
Third Low	Improve the efficiency of the school to make better use of existing resources.	657
Fourth Very High	Move decisively to accelerate the growth of the school.	578
Fifth Very Low	Develop the teamwork of the faculty and administration so that responsibilities are more equitably shared.	559
Sixth Low	Take a leadership role in developing new sources of funding.	558
Seventh Low	Broaden the decision-making process by soliciting input and encouraging feedback.	524
Eighth Average	Develop the infrastructure to help catch up with growth.	512
Ninth Very Low	Develop a new vision and strategic plan for our school.	446

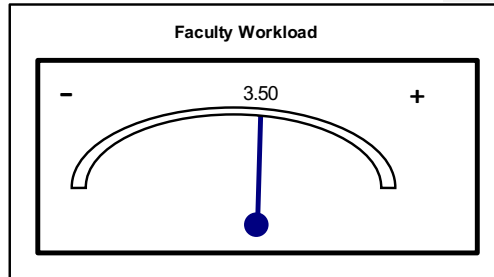
## PERSPECTIVES

This section gauges the perspectives of respondents on a number of key issues. Some questions are positively worded. On those a larger mean is desirable. Other questions are negatively worded and a lower mean is preferred.. The dashboards have been adjusted so that a higher score is always desirable.

### Faculty Workload

*The faculty is overworked at our school.*

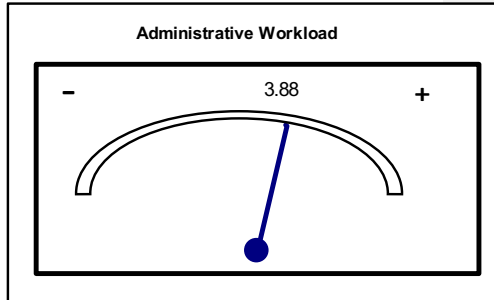
Response	Percentage
Strongly disagree	4%
Disagree	22%
Tend to disagree	24%
Tend to agree	29%
Agree	11%
Strongly agree	10%



### Administrative Workload

*The administration is overworked at our school.*

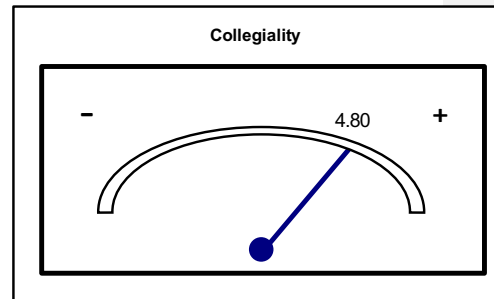
Response	Percentage
Strongly disagree	6%
Disagree	31%
Tend to disagree	29%
Tend to agree	18%
Agree	11%
Strongly agree	5%



### Collegiality

*A positive, collegial atmosphere prevails among those who work at our school.*

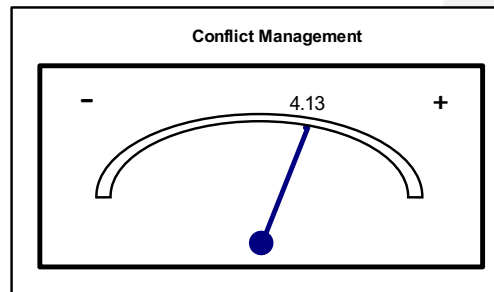
Response	Percentage
Strongly disagree	0%
Disagree	1%
Tend to disagree	4%
Tend to agree	29%
Agree	48%
Strongly agree	19%



### Conflict Management

*There is a disturbing amount of conflict in our school.*

Response	Percentage
Strongly disagree	11%
Disagree	37%
Tend to disagree	19%
Tend to agree	21%
Agree	10%
Strongly agree	2%



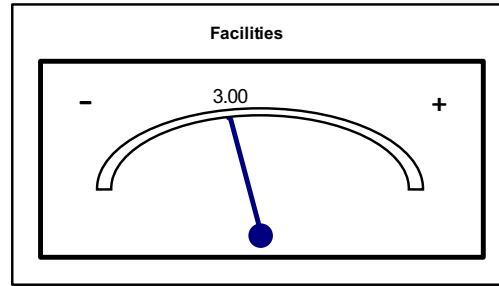


## PERSPECTIVES

### Facilities

*Our school has adequate physical facilities.*

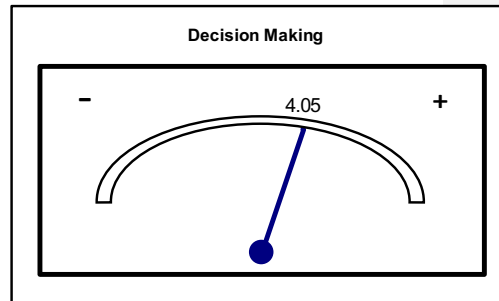
Response	Percentage
Strongly disagree	12%
Disagree	25%
Tend to disagree	31%
Tend to agree	16%
Agree	15%
Strongly agree	1%



### Decision Making

*The leaders in our school show a genuine concern for what people are thinking when decisions need to be made.*

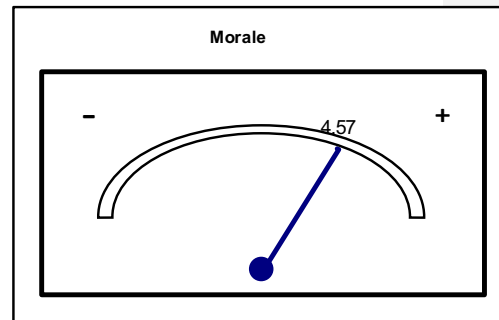
Response	Percentage
Strongly disagree	4%
Disagree	7%
Tend to disagree	22%
Tend to agree	24%
Agree	31%
Strongly agree	12%



### Morale

*It seems to me that we are just going through the motions among those who work at our school. There isn't much excitement about it.*

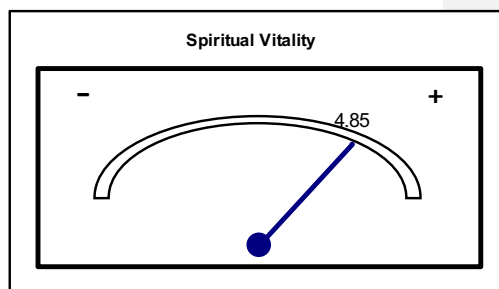
Response	Percentage
Strongly disagree	15%
Disagree	46%
Tend to disagree	27%
Tend to agree	8%
Agree	2%
Strongly agree	2%



### Spiritual Vitality

*My work in our school often feels like it is making it harder for me to have a vital spiritual life.*

Response	Percentage
Strongly disagree	22%
Disagree	52%
Tend to disagree	20%
Tend to agree	3%
Agree	2%
Strongly agree	2%



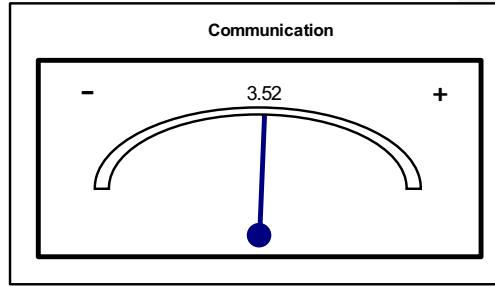
# PERSPECTIVES

## Communication

*Our leaders communicate in a way that keeps people connected and informed.*

Response	Percentage
Strongly disagree	9%
Disagree	11%
Tend to disagree	29%
Tend to agree	24%
Agree	22%
Strongly agree	4%

Very Low

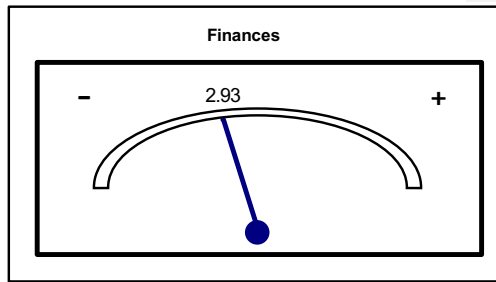


## Financial Resources

*Our school has the financial resources we need to accomplish our mission.*

Response	Percentage
Strongly disagree	14%
Disagree	29%
Tend to disagree	23%
Tend to agree	20%
Agree	11%
Strongly agree	3%

Very Low

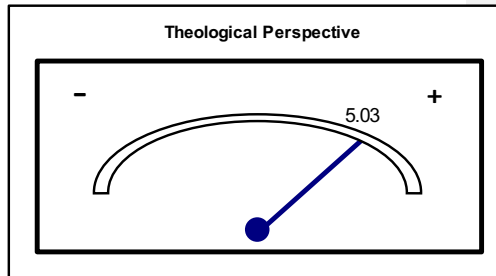


## Theological Perspective

*On the whole, I am comfortable with the theological perspective of our school.*

Response	Percentage
Strongly disagree	0%
Disagree	1%
Tend to disagree	1%
Tend to agree	20%
Agree	50%
Strongly agree	28%

Average

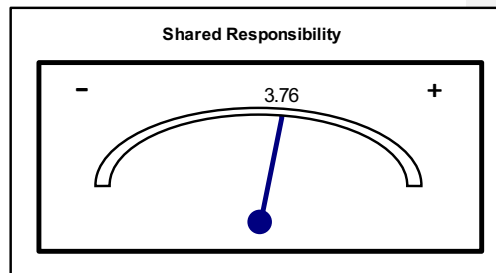


## Shared Responsibility

*The workload at our school is fairly shared among all the members of the team.*

Response	Percentage
Strongly disagree	5%
Disagree	10%
Tend to disagree	17%
Tend to agree	43%
Agree	23%
Strongly agree	2%

Low



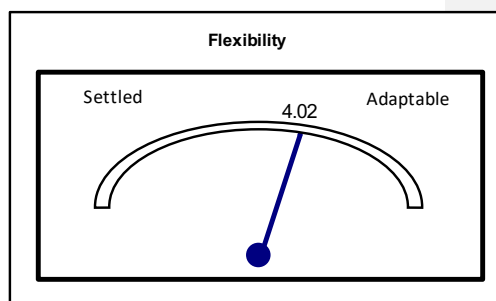
## CHANGE AND OPPORTUNITIES

This section provides information on the perceived flexibility of your school, the perceived need for change, and the opportunity to make fuller use of the gifts and abilities of the respondents.

### Flexibility

*Our school makes necessary changes to meet the changing needs of parents and students.*

Response	Percentage
Strongly disagree	2%
Disagree	4%
Tend to disagree	20%
Tend to agree	41%
Agree	28%
Strongly agree	5%

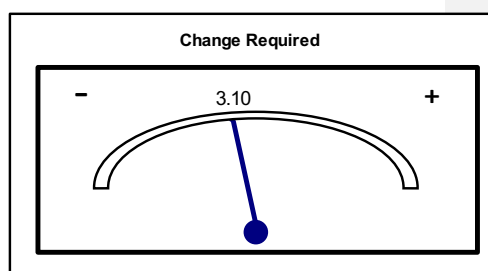


Low

### Change Required

*In order to effectively address these priorities, how much change will be required?*

Response	Percentage
Almost no change	1%
Small amount of change	16%
Moderate change	59%
Large amount of change	20%
Change nearly every area	4%

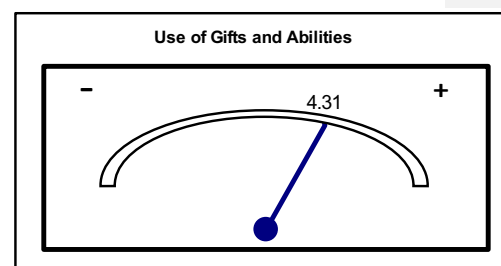


High

### Utilization of Gifts

*We do a good job making full use of the gifts and abilities of the persons who work in our school.*

Strongly disagree	2%
Disagree	3%
Tend to disagree	10%
Tend to agree	42%
Agree	36%
Strongly agree	8%

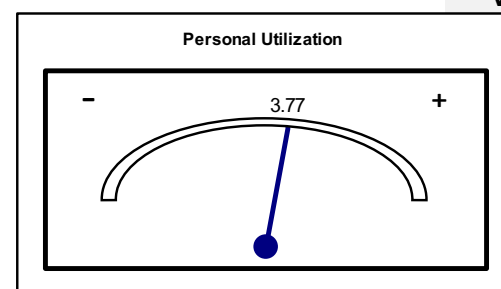


Average

### Personal Utilization

*When I think about my gifts, interests, and time, I often feel that I have something to give our school, but I don't know how to give it.*

Response	Percentage
Strongly disagree	7%
Disagree	33%
Tend to disagree	18%
Tend to agree	18%
Agree	19%
Strongly agree	6%



Very Low

## CRITERIA FOR THE NEXT HEAD OF SCHOOL

This section is designed specifically for your school as it prepares to search for its next Head of School. The responses below provide guidance for the search process in determining the gifts and experience required in the candidates who will be considered.

Rank	Criteria	Score
First High	Ability to recruit and retain high quality staff	781
Second High	Demonstrated ability as a school leader	777
Third Very Low	Capacity to provide decisive leadership	757
Fourth Very Low	Ability to build a team and work collaboratively	704
Fifth Average	Teaching experience	537
Sixth Average	Significant enrollment management experience	480
Seventh High	Significant fundraising experience	423
Eighth Low	Visibility in the field of secondary education	395
Ninth Average	Earned doctorate	231

## CHARACTERISTICS OF THE NEXT HEAD OF SCHOOL

This section is designed specifically for your school as it prepares to search for its next Head of School. The responses below provide guidance for the search process in determining the characteristics of the person that will best fit your school.

Rank	Characteristic	Score
First High	Outgoing and personally engaging with those in the school and community	598
Second Low	Brings out the best in people	586
Third Average	Focused on excellence by working behind the scenes	481
Fourth Average	Ability to innovate and take occasional risks for the sake of progress	408
Fifth Average	Relies on tried and true approaches to achieve school objectives	374
Sixth High	Tested by failure and/or disappointment	309
Seventh Low	Widely known for visible success	296

### Theological Perspective

*What is your preference for the theological perspective of our next leader?*

Response	Percentage
Theologically conservative/evangelical	73%
Theologically moderate	19%
Theologically liberal/progressive	3%
No preference	5%

## RESPONDENT CHARACTERISTICS

### Group

*Please indicate the group you identify with most closely:*

<b>Response</b>	<b>Percentage</b>
Board member	7.8%
Faculty/Admin	19.1%
Parent PreK-6th	57.4%
Parent 7th-12th	15.7%

### Years of Affiliation

*How many total years have you been affiliated with our school in any of the roles above?*

<b>Response</b>	<b>Percentage</b>
One year or less	9%
2-4 years	51%
5-7 years	21%
8-10 years	11%
More than 10 years	8%

Number of Respondents

157