

EWS Administrator Search Survey (Fall 2011) Results

Question # 2: What professional skill or ability would you most like to see in our new administrator?

4 Categories of Skill Sets articulated in the survey: (managerial skills, (inter)-personal skills, Waldorf experience, other experience/background)

4 Categories of Respondents:

Grandparent/Parent: 58

Faculty: 11

Staff: 3

Other: 6

(One comment about how a leader can only be successful if you let them lead)

Responses are arranged below by the overall number of comments related to each (most frequent categories first).

1: Managerial Skills – organization, management, leadership, planning, administrative skills, direct/delegate, follow-through...

Organization

Organization

Organization

Organization

Organization management skills

Someone who has strong and practical organization skills

Well organized

Organizational development/management skills

Organized

Organized

Organized

Organized

Organized in management style

Ability to manage and delegate work to an admin staff as well as a servant's approach (as a true political appointee should have)

Ability to manage and give direction to the admin team

Ability to manage people: to be collaborative when possible and authoritative when necessary

Employee management

Good manager

Management

Management

Personnel management, especially when working with College of Teachers

Strong manager

The ability and willingness to manage the office staff and administer policy

Time management

Clear leadership of non-pedagogical issues

Empathetic leadership

History of exceptional leadership skills

Leadership

Leadership experience (even if that was not part of the Waldorf education experience)

Real leadership

Skillful and collaborative leadership

Strong ability to lead and direct personnel

Ability to make a clear plan with set dates and consistent follow through on plans

Financial (budgeting), tactical – manifesting one year plans to meet the Board's Strategic Plan

History of creative strategic planning abilities

Strategizing skills

An administrative background

Ability to administer the school and ensure it functions on a day to day basis

Administrative experience

Administrative skills balanced with servant leadership ability

Clear directions

Delegate and inspire

Capable of follow through

Follow through

Process improvement

Ability to advance programs, points of interest

Able to make decisions and act on those decisions in a timely and effective manner

2: (Inter)-Personal Skills – collaborator, communicator, community-builder, motivator...

Collaborative

Collaborative yet effective leadership (listens to input from others, but still willing to lead the way in the face of opposition)

Ability to work collaboratively with other individuals and groups

Ability to forge a good bond between admin and faculty/college

Able to work well with families, teachers and students

Ability to help opposing factions come together
Finds ways to create “wins” for everyone involved
Consensus-building ability
Facilitative
To make the school more cohesive
Able to reconcile paradoxes
Bridge builder
Bridge building
Bridge builder – can identify and build upon areas of agreement among different community stakeholders
The ability to work well with all entities and to be creative with resolving issues
Ability to work out creative practical compromises
Ability to listen to all viewpoints and find common ground
An ability to bring individuals and groups together
The ability to identify dysfunction within the workings of the school and the strength/experience to address/remedy relationships between staff members
Team player
Create community throughout the entire school
Community building
Community outreach
An ability to bring people together is a must
Professional in communication style
Good communication skills
Persuasive communicator
Great listener – truly and deeply understands what people are saying
Reflective listener
Communication ability
Professional, proactive communications with the parents
Good and quick at separating the important from the not so important
Able to admit they are wrong
A good balance of personal and professional qualities
Vision
Creative thinker
The ability to be the face of the school, presenting all its strengths
Objective
To understand and adhere to boundaries
Able to hold clear boundaries and convey boundaries and processes
Common sense
Energy
Decision maker
Visionary
Unwavering fairness

Punctual

Engaging and well educated professional that is motivated for the children not for their own personal gains

Visible

Compassion

A love for the work

Staff/teacher motivation

The ability to inspire

Networking within our community

Someone who can peacefully overcome obstacles, especially interpersonal ones

3: Waldorf Experience

Previous Waldorf teaching experience

Waldorf trained experience with both teaching as well as business and MARKETING

A Waldorf background should be a requirement

Waldorf background

Waldorf education experience

Absolute commitment to the paradigm shattering, world-altering reality of Steiner's teachings, and the integrity to stand up to anyone or anything that compromises them, especially for the reason that "all the other schools do it"

Understand the human resource field, budgets, fund raising and development, and curricular fundamentals all with the context of a Waldorf if not anthroposophical context

4: Other Experience/Background – financial, business, legal, HR, admissions, recruitment, development...

Financial acumen

Financial management

Strong financial leadership

Financially savvy

Skilled management of personnel and finance

Small business management experience or capability (cost & cash)

Business management experience (sales/marketing a plus)

Strong business background

Strong business sense – need someone capable

Experience being the head of an "independent" school (experience as a head of a random nonprofit or a Waldorf school is less important than head management of an independent school)

Experience

Knowledge of rules and regulations for schools

Legal knowledge and fiduciary experience

Human resources knowledge

Experience with admissions

Recruitment/enrollment

Fundraising

Development skills (which also pertains to PR skills, no development can happen if we don't do a better job selling the uniqueness of Waldorf education)

Technologically competent

A counseling/psychiatry background