

SUNWEST SCHOOL DIVISION REVIEW:
DIRECTOR OF EDUCATION EFFECTIVENESS

SUB REPORT ►► JUNE 2014

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ACKNOWLEDGEMENTS

We wish to express special thanks to Director of Education, Guy Tetrault, to Board members and to the Non-Board Observers who responded to our invitation to participate in the aspect of the larger review of Sun West School Division.

We commend the Board and the Director of Education of Sun West School Division for their obvious dedication to the mission of this organization and for their desire to be stewards of educational excellence.

This review of Sun West School Division Director of Education effectiveness is intended to provide a basis for Board/CEO dialogue, learning, celebration of work well done and insights for enhanced effectiveness. We sincerely hope this Report will provide Board members with information that helps them to exercise their required level of collective due diligence with respect to their chief educational officer. We further hope that this report will affirm the Director of Education in his well-doing and contribute to his ongoing professional growth plan.

**JSGS Review Team
May 2014**

BACKGROUND TO REPORT, PROCESSES AND PROCEDURES

In January 2014, the Johnson Shoyama Graduate School of Public Policy was informed by Sun West School Division that their proposal for a comprehensive review of Sun West School Division had been accepted. Part of this larger review required a review of the effectiveness of the Sun West School Division's Director of Education, Dr. Guy Tetrault. The Sun West School Division's Director of Education's Effectiveness Review is a part of a continuing process of due diligence for the Sun West School Division Board as set forth in its policies. With this review, the Board seeks to continuously develop, and manage the maturing processes of its mandate for Sun West School Division. This study was designed to provide data on the perceived effectiveness of Director of Education, together with his areas for improvement and celebration, ongoing learning, self-assessment and development.

The Board Policy Manual of Sun West School Division (especially Policy #12) together with conversations with representatives of the Board aided the review team in their preparation and design of this review. Direct observations of the Director with school-based administrators, Division office staff, Board, Superintendents, and in school context were made. One review specific interview was conducted with the Director and Board members were asked in their individual interviews and focus group about the Director and his performances. Further, six superintendents and six principals were asked to comment during interviews with respect to the Director.

In addition, two surveys were designed to collect data from Observers (Board, Division staff, school-based staff) and the Director of Education, using: the explicit and tacit terms of reference and the key responsibilities of the Director of Education, a common set of leadership

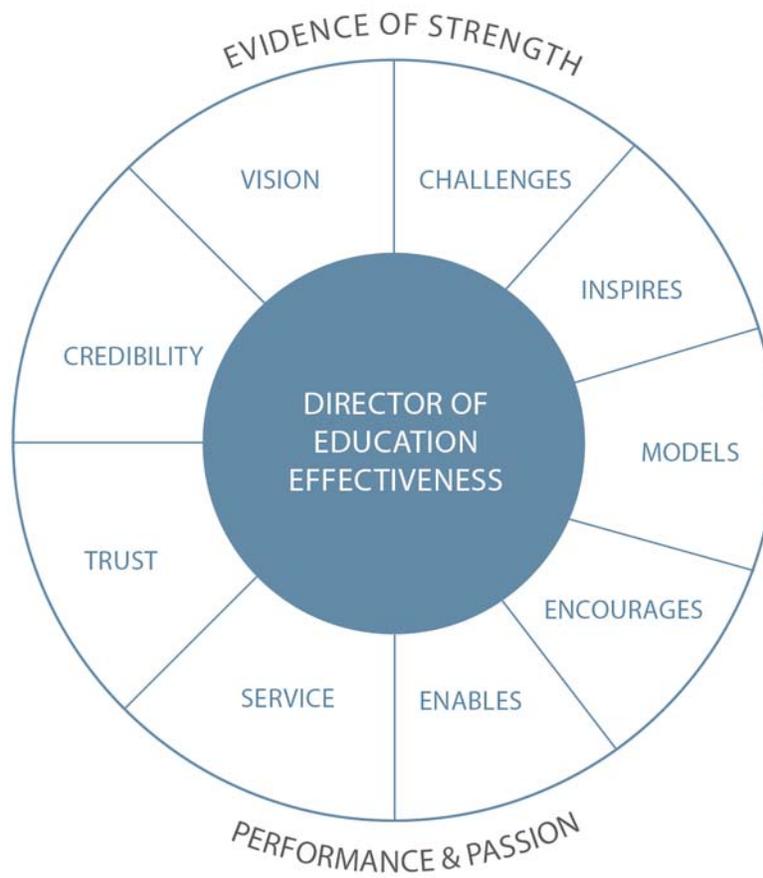
profile characteristics, and Turning Point Consulting's Servant Leadership Profile instrument. Second, the consultants used these data to provide a basic description of the perspectives of the Director of Education, Board members and other Observers, in the form of a report on perceived Director of Education effectiveness. In addition, there were seven open-ended questions and eight key competency and strength-focused enquiries included in this Review.

Third, the survey items were designed to provide findings would both confidently reflect perceptions of the Director of Education, Board members and other Observers AND provide items that might "flag" concerns or differences in perspective that might be addressed.

These quantitative and qualitative data were collected over a four-week period. The quantitative data were analyzed by computerized data management system rounded percentages were used as the key approach to displaying findings, together with means and standard deviation, where appropriate (i.e., of course, no standard deviations were generated for Director of Education responses nor when all respondents agreed). Qualitative data were simply provided verbatim, according to three groupings (Director of Education, Observers, and Board).

The review was conducted with a high degree of anonymity – the online survey software allowed the consultants to see who had submitted responses to the survey BUT there was no way to associate respondents with particular responses. No anonymity was afforded the Director, whose voice and assessment is clearly declared in the display of his survey responses. He is the object and subject of this report. All of the quantitative responses were aggregated, and presented according to respondent roles (i.e., Board member, other Observers and Director of Education).

DIRECTOR OF EDUCATION EFFECTIVENESS DIAGRAM



INTERVIEWS WITH DIRECTOR OF EDUCATION

We conducted one interview with Dr. Tetrault for the specific purpose of assessment. The focus was to explore the Director's roles and his effectiveness in each of the roles. Guy was very forthcoming and had lots of information and stories that made these very rich interviews.

We discussed the Director evaluation process that is set out in Board Policy 12. While this process may seem like a make-work project the benefits of having the superintendents prepare evidence for his various roles was an excellent way for him to know what was going on the system. Even a relatively small division like Sun West is a complex system. Guy mentioned that he had worked with Leroy Sloan in developing the process of Director Evaluation that the Board had adopted into policy. This process helps the Director to reflect and helps to recall what the job really entails.

The current binder of evidence (it is huge) does not line up exactly with the Quality Indicators under each role. This is something that might be changed in future versions. The Quality Indicators might be changed or perhaps replaced by specific goals/targets set by the Board.

Sun West School Division is doing what it can to improve what is happening in the Province, educationally. The Division personnel are proud of their work and share it widely. At the Rural Congress, for example, Sun West personnel presented seven sessions on a range of their initiatives.

From Guy's perspective, the Ministry provides minimal help. The Ministry is slow to assist in removing barriers that would allow Sun West giving opportunities to out of

province students to take advantage of the Distance Learning Centre programs. Sun West does invest, however, in relationships with Ministry personnel. An example is having two Ministry officials serve on the Sun West SWISI Committee.

In our discussion of student welfare, Guy described a great bussing system with PD for drivers. The system's facilities are fine with lots of room available. The challenge is using the abundant space. OH and S is operating in each school. Guy mentioned that Sun West was fortunate in that behaviour was not generally a problem. He said that with no reserves or urban centres within the Division, the challenges were less than most places. He mentioned that Hutterite colonies take care of their own discipline.

Guy mentioned within this role, his preference for some special programs to address behavioral disorders. He felt that the pendulum had swung too far for inclusion. He would like to implement Turning Points program.

Services for students with special needs are well set up and systems are in place. Shelley has three consultants working with her. He observed that it is difficult to get and keep student support teachers.

With respect to instructional leadership, Guy believes that instructional leadership is Sun West's weakest link. He would prefer to have principals supervise teachers. He spoke of getting the balance right. He has moved to prepare principals for a larger supervisory role. Their professional development in recent years has included in-service on Instructional Leadership (SPDU) and cognitive coaching. He has also asked for a cut back on Division supervisory work to allow principals to do more (move from 4 formal visits with teachers to 2, with principals picking up 2 additional supervisory visits). Guy has also had principals' administrative time increased slightly to provide them with time to do this work.

The Literacy priority of Hoshin Kanri does need attention. He mentioned that the Ministry needed to play a strong role in adopting common measures for all 28 divisions and giving schools good information about how they are doing and how they can get better. Our discussion of instructional leadership took us to a deep consideration of the 21st Century skills that are prominently presented in Policy 18. At a Board seminar, trustees looked deeply at each of the four visionary papers and then developed their own paper and a new policy to promote the seven 21st century skills. Shortly afterwards, Guy requested an additional superintendent and hired Darren to lead this work.

Guy also spoke at length about his interest in why it was that Saskatchewan produced so many leaders, including those in other provinces like Alberta (he mentioned the large number of Alberta CEO's who were from SK). He believes that our SK leaders know about collaboration and cooperation. He said that small towns gave kids many opportunities to lead and to organize events (curling bonspiels, etc.). The 21st Century Skills are an obvious point of pride for Guy. He is committed to this work and it is a key theme within his own approach to instructional leadership.

With respect to fiscal issues Guy mentioned that new approaches to government funding favored Sun West School Division. Revenues from the Distance Learning Center help. There has been a large surplus in recent years with lots of savings in the bank.

With respect to personnel management, Guy mentioned that he was still working on the team piece and he is building his team for the future implementation of a number of initiatives.

With respect to policy and procedures, Guy worked with the Board to change the Board's governance model. Trustees have come to understand their role. The development of Policy 18 was seen as a huge development.

With respect to Director/Board relations, Guy said that he is always open with the Board. The Board is able to move forward after a decision has been made. The Board functions well. They are "turned on" and excited about their role. He believes they feel a part of forward momentum. Relationships are huge for Guy.

With respect to continuous improvement planning and reporting, Guy indicated that "when we have information that we think the Board needs, we give it to them." Regarding monitoring, "if the Board asks a question, we'll answer it. The more information we give away, the more power we have. Board members trust and feel empowered."

With respect to organizational management, Guy commented on the state of teamwork. He stated that $1 + 1 = 20$. Guy acknowledged the work of Janet, the previous Director. He recognized the challenge of amalgamation. When it comes to structure, he goes with what works. Roles may change over time. Everything flows from the 21st Century Skills.

With respect to communications and community relations, Guy plans to address the state of School Community Councils. The principals need to develop skills to engage the SCC and community.

BOARD OF EDUCATION FOCUS GROUP

On April 1st, 2014 we met with a Board focus group. In discussing what they were proud of, Board members mentioned that a turning point was hiring their new Director. They decided what they wanted and moved from being a “policy” board to being a “philosophy” board.

In discussing their process for managing their relationship with the Director, Board members said that two things required of their director are innovation and relationships. They mentioned the significance of the annual Director review and their annual seminar with administration. The seminar was work, but they mentioned there was fun and relationship building.

They also mentioned the “business” approach to the Director’s contract. They were delighted that they had “locked” Guy in for 5 years. They seemed very happy with his performance. They rely on Guy to tell them of relationships between superintendents, staff, and community. They said, “Guy listens to everybody.” At Board meetings, Guy does not speak often. He encourages Board members to bring more items into the public than they were used to doing. Guy encouraged them not to hold back but to openly discuss issues.

It was obvious from the discussion that the Board is very pleased with Guy’s effectiveness as their Director of Education. They seemed delighted that he is their director.

GENERAL OBSERVATIONS OF TEAMSHIP

We were interested in observing “team” and watching the Director-in-action. We did this on a number of occasions. For example, on March 5th, 2014, we were able to observe the Sun West school-administrators meeting.

We sensed and observed a sense of team among the school-based administrators (from the 24 schools, not the Hutterite schools) and with centrally-based staff. The group included principals and vice-principals as well as the superintendents, director, consultants, and some of the business staff (HR and Finance) for specific agenda items. There were about 40 people in the room. The atmosphere was congenial and we noted lots of laughter and conversation. The meeting concluded with a brief birthday celebration and some good-natured fun at the expense of one of the vice-principals.

The diversity of the agenda served as a strong reminder of the complex role that school leaders play. The school-based administrators received information and participated in discussions on the upcoming Literacy Fair, Tell Them From Me administration, Professional Learning Teams (four groups addressed technology implementation, graduation rates, behaviour challenges, and school community councils), social services, Tier 2 reading intervention, integrating Hoshin Kanri with CIAF and Division Strategic planning, our review, the new agreement with CUPE, Division budget development, Distance Learning administration, and topics generated by school-alike-groups. This agenda offers an explanation as to why we wonder at times why it is that principals and vice-

principals have difficulty getting to the learning agenda. It is interesting to note that many of these agenda items appeared under the title of “Instructional Leadership Focus.”

We noted that time was spent in Professional Learning Teams for exchanging ideas, but also served as a means of getting information from schools about technology implementation, School Community Council workshops, graduation rates, and student behavior issues. In the School Community Council group, they worked together to plan and lead the upcoming workshops with SCC members across the Division. In the technology implementation group, the two superintendents and consultant sought information regarding the level of implementation of some practices by teachers in the 12 or schools represented.

The meeting started with a review of the Meeting Norms and the singing of O Canada. The meeting was structured so that participants moved from the whole group to PLT (Professional Learning Teams) groups, back to the whole group, and later to a short time in School Alike Forums (high school, elementary, K-12, etc.). Tony Baldwin explained that the agenda was set by a committee of school-based administrators. Tony meets with this group and takes requests from superintendents for time on the agenda. These superintendent requests come from time set aside at Admin Council meetings.

INTERVIEWS AND FOCUS GROUPS WITH SUPERINTENDENTS AND PRINCIPALS WITH REGARD TO DIRECTOR OF EDUCATION EFFECTIVENESS

During interviews and focus groups and through our various contacts with superintendents we asked them “What does the Director do, if anything, that helps you do your job?” What follows are some of the responses we received:

“The Director is approachable, always there if I need him. He problem solves with me. He listens.” “He is a team guy. I never feel that I’m on my own. Continue the team approach.” “I love working with Guy. It is fun to be a part of it.” “I feel valued. He makes me want to work harder.” “We are proud of our work e.g., our people shone at Rural Congress.” “He models with the superintendents what he hopes we will model with principals.” “Guy is wise. I believe in the vision that he promotes. He is transparent in his beliefs.” “He is a dreamer. He has lots of ideas.” “He is passionate: What’s best for kids? It’s all about change and improvement and what’s best for kids.” “He allows people to lead in ways that they know.” “He trusts that I can do it.” “He instills confidence in me.” “He never criticizes, but he might say ‘have you thought of this?’” “We take risks. He is not scared to take chances.” “I have independence and latitude.” “He allows me to lead. I am now more content with who I am as a leader.” “Guy’s leadership style empowers me. He showed up at the right time for me.” “He empowers: He asks ‘What do you think?’” “Extremely supportive (e.g., he supports my growth).” “He asks questions.” “Guy might tell you an outcome, but not how to do it.” “We work together when needed. It is chance for me to learn.” “He challenges me. Invites me to bring issues forward.” “He challenges me to bring in research.” “He challenges us to learn.” “He challenged me to think differently. I now use a different lens.” “He encourages me to try new ideas.” “He welcomes different points of view. We have spirited debates.” And “I know what’s going on.”

We also asked superintendents “What does the Director do, if anything, that makes doing your job more difficult?” They responded as follows:

“Sometimes he relinquishes too much, ‘just tell me.’” “He finds it hard to say, ‘Do this.’” “I would prefer more structure: more form within which freedom can thrive.” “We need a regular structured process of supervision so that people can accept regular, routine, feedback.” “Guy leaves things and this makes me have to account for them.” “He thinks that I see things as too black or white.” “There are always new things to do. This creates work.” “We have many ventures (too many?). Are we doing a good job of them all? We need to do things well. We need to have clear priorities. Put low priority stuff on the backburner.” “Guy is unduly influenced by some Board members.” “Sometimes he is frustrating.” “I would like him to know more about my work. I would respect his view.”

We also sought opportunities through interviews and focus groups to ask school principals: “What does the Director do, if anything, that helps you do your job? The following remarks provide a sampling from this group of employees:

“[When he first came] he talked to everyone to understand things.” “His job is to do something different – He does!” “He explains the whys. He brings us aboard.” “Guy moves fast. He gives us lots of information.” “He makes connections.” “People are first, not the job.” “He connects the head to the heart.” “Knows ‘give and take.’” “He trusts us to go with it.” “He puts faith in people. We value this.” “There is a sense of trust: ownership is given.” “He gives us freedom to make decisions in our schools. We do not have to ask for permission. We feel valued.” “He believes in site-based leadership with loose parameters.” “People can run their own schools.” “We are getting back to professional judgment.” “He lets individuals have voice.” “He takes unnecessary things off the plate.” “Guy promotes big-picture thinking.” “He is good at big ideas. He creates vision.” “He is a forward thinker. He challenges us to be the same.” “He models change.” “He challenges our thinking.” “He supports our restructuring efforts. He addressed parents’ concerns.” “He helped us to get an EA when we had trouble with some students.” “He believes in PD. He found ways to fund it.” And, “he encourages people to grow.”

As with the superintendents, we also asked to “What does the Director do, if anything, that makes your job more difficult? They responded, as follows: Three of the six principals indicated that there is nothing the Director does to make their jobs more difficult. “I worry that if we go further into site-based leadership that it will be too much. It will be too difficult to get to instructional leadership.” “Less experienced people may need more support.” “Slow it down and fully implement.” “Maybe too much freedom is given. Maybe more focus and sustained effort on fewer things. Holy cow! There is so much.” And “we received PAA equipment that we did not need. If we had been asked, we would have asked for other things.”

WHAT WE LEARNED ABOUT DIRECTOR OF EDUCATION EFFECTIVENESS FROM ONLINE SURVEYS

Table 1. Survey Returns for Each Respondent Group

Surveys	Possible Respondents	Number of Returns	Percent Returns
Director of Education	1	1	100
Board Members	9	9	100
Division-level Observers	15	15	100
School-level Observers	10	5	50
Total Responses	36	30	83.3

From the information in Table 1, it can be seen that we had exceptional responses from Board members and other Observers to the on-line survey, especially given the length and complexity of the survey. A word about the three groups is important at this stage. The consultants treated all Board members and other Observers as equal, though their experiences, perspectives and familiarity with the Director of Education may have been very different. It is important to appreciate that “consensual validation” is quite common in circumstances where people don’t have first hand experiences with the person under review but take on the stories and perspectives of others, as their own. This said, one might expect the Board and Division-level observers to have more first hand experience with the Director than might School-based respondents (observers). This survey design attempts to take this into account through some of the open-ended questions but repeating other people’s opinions as one’s own perspective is to be expected and accounted for.

Further, a word about reader interpretation: As Board members and Director of Education read through this Report, it is well to keep in mind the obvious fact that both Board

and other Observers may have fairly diverse sources of understanding and perspectives. Some respondents will have a more distant relationship with respect to some of the items and attributes of the Director of Education's effectiveness. It was important to the integrity of this study to provide a set of perspectives, aside from those of Board members and to include the Director of Education's perspectives, together with those who are not Board members. Imagine being the Director of Education of this organization and having more than two dozen people responding, in some detail, to 100 questions about you. That's a rather intimidating set of 3000+ possible perspectives or opinions on your performance as Director of Education! Our thanks to Dr. Tetrault for his willingness to undergo this intense spotlighting of his work and person and for both enduring and appreciating this level of scrutiny because of the importance of the work he does with Board and staff through the Sun West School Division. Further, his own assessment of professional performance is displayed for all readers to see.

The reader will note that the findings in each of the section of this review are reported in terms of extent of agreement with items ("agree" or "strongly agree" or, for some scales, as "often" or "always") and presented in the form of percentages. The reader will note that where the neutral responses constituted 15% or more of responses, then this is marked (+). This may be interpreted as signifying that some respondents were unsure or mixed in perception but held a view that was neither in agreement or disagreement (or felt that the Director of Education "sometimes" displayed this kind of behaviour). For example, if the table indicates that 67% of respondents either agreed or strongly agreed with a statement and plus sign (+) is next to that percentage, then it can be inferred that at least 82% of respondents were either in agreement (to some extent) or neutral. This is a high percentage and would account for most of respondents.

There are two numbers in brackets. The first is the mean (average on scale of 5): The higher the mean, the more favourable the perception. The second number is the standard deviation. Where the standard deviation is less than one, there is a fair amount of agreement amongst respondents. You will notice that perceptions amongst Board and other Observers are highly similar (low standard deviations). These numbers add to the strength of the means. Where the standard deviations are higher, this invites the reader to look more closely at those items to discuss what differences might account for the differences amongst Board members or Observers. Such discussion can be profitable for clarifying understandings and giving room for insights (from minority perspectives). Of course it is also important to notice where Director of Education's perspectives resonate or depart from those of other Observers or Board.

Now, an orientation to your consultants' biases with reviews such as this. We assume that every leader has strengths and weaknesses. The goal of such a review is to bring both strengths and weaknesses to the attention of those commissioning the study findings. Most review designs are deficit-oriented; whereas this design attempts to strike a balance between gap-finding and good-finding. You will notice that the open-end questions provide opportunity for respondents to speak both to the commending and uncomplimentary aspects of the Director of Education's performance. The 20 terms of reference items provide for specific and situated performance assessment (based on Policy #12). The 59 leadership-focused items give rise to a wide-ranging set of assessments that reflect competencies and capacities which have been correlated with C-level or Director of Education level roles. Finally, you will see the opportunity given to respondents to provide evidence (through examples or stories) related to eight critical leader competencies. Where there are no evidences provided, readers should consider asking

“why not?” Where responses are provided, readers will be able to consider this as a witness or testimony to Director of Education’s strengths, exhibited in behaviour.

GENERAL COMMENTS ON DIRECTOR OF EDUCATION PERFORMANCE

In addition to the more quantitative “forced item responses,” the Director of Education, Division and School-based Observers and Board were given opportunity to express their perceptions and add their insights in response to seven general questions:

1. In your estimation what great work has Guy Tetrault done: Work that has had significant impact on you, others and/or the Sun West School Division? (Question 34)
2. When you think of Dr. Tetrault’s overall performance (over the last two years), what are his greatest strengths? (Question 52);
3. What three things do you wish for that would make Guy Tetrault and/or the Sun West School Division even more effective? (Question 63)
4. In light of key challenges faced by Division, what has Dr. Tetrault done over the last two years that you consider to be progressive, innovative, impactful or influential? (Question 89)
5. What should Director of Education of Sun West School Division “keep doing?” (Question 41)
6. What should Director of Education of Sun West School Division “stop doing?” (Question 48)
7. What should Director of Education of Sun West School Division “start doing?” (Question 74)

EXAMPLES OF GREAT WORK (Q34)

We invited Director, Division and School-based Observers and Board to tell us about some times when, in their estimation, Guy Tetrault had done great work, work that has had significant impact on responder, others and Sun West School Division.

Guy identified four specific accomplishments; he responded: “I believe I have established Sun West as a leader in innovative educational programming within the Province. I also believe that I have developed positive relationships with staff and provided for many opportunities for the development of teamwork. I have created a risk taking environment that is conducive to innovative educational practices.”

The **Board** provided responses to this questions, as follows:

- “When the Board hired Guy, we were looking for someone who could rebuild relationships within all levels of the school division; and who would lead the school division in innovative and creative thinking and practices. Guy has delivered above and beyond in both of those areas!”
- “I think he has modelled leadership and encouragement for Board PD as well as PD for others has been very effective. Guy has made a culture that both encourages and expects personal PD and in the Board’s case, I think it’s been valuable. He has encouraged and challenged us to be the trustees that the province intended.”
- “Guy has brought a sense of TEAM to this division. I believe that our teaching staff now understand that we can accept the risk that comes with innovation and are willing to participate.”
- “He is key in developing good relationship with all of Sun West staff members.”
- “Guy has been instrumental in building relationships in the entire school division. Staff members feel empowered to be innovative in their thinking. Guy always stresses that all decisions must be in the best interest of the students. Guy encourages and expects everyone to work as a team.”
- “I think the work that Guy has done in getting partnerships with other organizations such as the university has been great for our Division. Also, his work in advancing the work of the Distance Learning Center has been very important for us as a Division.”
- “I believe that Guy has fulfilled what our requirements were when we hired him as someone being a great leader of all our staff, and of course to be innovative. In my opinion, his greatest work has been in the DLC. He has brought this to a level that no other Saskatchewan board can even touch, and even better, has provided each of

Sun West's students with better and more diverse opportunities, wherever they are in the Division. Guy has also built relationships with all our staff across the Division. This relationship piece was missing and was crucial in our moving forward as a Division. I am very happy with the work that Guy has been doing in our Division.”

We asked the same question to the Division and School-based **Observers** (non-Board Observers) who told us they had seen the following:

- “[Guy] created an environment where all can succeed, supported others towards their own goals to experience growth, collaborated, listened and lead with integrity.”
- “Guy always encourages me to do the best work I can do. He trusts me to exercise sound leadership, problem solving and be a good team member. His focus is on partnerships and relationships. Many of the processes were established in the first few years of the Division's creation. Guy has the advantage of being able to refine or tweak the processes that needed adjusting and those that weren't working to fix them or enable others to fix them.”
- “Guy has developed and implemented a vision of where he sees the Division going. He has pushed for appropriate pedagogy for technology and a vision of the use of technology and hired accordingly.”
- “Opportunities for students to be involved in a program like WE.”
- “Developed a sense of team; empowered others to be risk-takers; supported professional development of staff; focused on 'student-first' approach; supported initiatives within the division”
- “DLC expansion, implementation of new technology throughout the division, all around exemplary leader.”
- “Guy is the most innovative and I believe smartest person that I've worked for. His years and levels of experiences are astounding and he challenges me to think outside the box. He is very very good at managing conflict and comes with several solutions to problems. His innovation has put this school division on the map, and his main concern is what is best for kids!!! Which is what I think of when I do my job. He has inspired me and challenged me in my work and keeps me motivated. I don't ever want Guy to retire - he is an amazing man and boss and a true inspiration to me. I really look up to him and respect everything he says.”

- “Worked with us to develop a collaborative, caring culture in Sun West School Division.”
- “Guy has provided leadership in promoting open communication, in allowing staff to grow and become competent 'owners' of their areas of responsibility. Under his leadership, people feel free to learn, explore and try new ideas and initiatives. We trust that when we go to him for information or advice, this won't be seen as a flaw or lack in our own abilities, but rather, an opportunity to learn from his wisdom.”
- “Distance learning project, offering Saskatchewan students classes on line, as well as working with outside organizations such as Edwards School of Business to impact other students.”
- “Guy has a great vision for the future. He has pushed us to expand every aspect of our Division to exceed expectations.”
- “Guy has strongly supported the distance learning center in our division. He also is very supportive of the technology initiatives in the division.”
- “Our director, Guy is always friendly when he is here. He is away from the office quite often though, but is reachable if we need him. He has had a big influence on the technology for the Division, especially for the distance learning programs. People underneath him pull a lot of weight for our School Division also. As a team, everyone seems to work together very well. Sun West School Division is a great place to be a part of, and work for.”
- “As Union [position] we have been able to form a good working relationship with a trust that flows both ways. I am confident in our relationship that I can approach Guy with issues and be treated justly.”
- “Encouraged improvement, growth, and risk-taking.”
- “Built relationships of mutual trust amongst all stakeholder groups within the division. Has created an environment where risk taking is encouraged and supported.”

DIRECTOR'S GREATEST STRENGTHS (Q52)

We asked Director of Education, Observers and Board: "When you think of Guy's overall performance (over the last two years), what are his greatest strengths?" What follows are their responses.

The **non-Board Observers** commented on Director's greatest strengths, by saying:

- "His vision for this division, his leadership style which empowers others and leads to 'success for all', his open honest conversations."
- "Positive attitude, focus on team, supportive, enables others to be leaders, refocus on students."
- "I think that Guy has done an excellent job over the last two years. Some of his strengths are identifying new areas in which to innovate and then build and share that vision with others. He has taken steps to build a sense of team and excellence in the people that work in Sun West."
- "He does not micro manage, he expects people to do the right thing because it is the right thing to do. He has worked deliberately at relationships that are positive."
- "Team approach; open to new ideas; supportive of risk-taking; supportive of staff initiatives."
- "Guy is a man with vision and a mission. He is insightful and leads in an all encompassing way without being overbearing, yet with very strong leadership qualities. His greatest strengths are his people skills and the knowledge he brings from the wide variety of experiences he has had. He is very professional and businesslike; however, he also has a great personality!"
- "His innovation, creativity, he takes everyone's thoughts into consideration, he listens, not afraid to take chances, he respects his people, very supportive and gives people the chance to do their work their way and will have their backs should they fail."

- “Commitment to projects he has started.”
- “Contagious enthusiasm.”
- “He treats everyone as equals. There is no top-down leadership with Guy. As a teacher I feel on an even level with Guy whenever I have the chance to interact with him. He is supportive of new ideas, hard working.”
- “Friendliness, and direction towards the future possibilities of our School Divisions and it's technology for distance learning education.”
- “He is approachable. You can talk to him about concerns and he will give you feedback.”
- “Relationships, involvement, team.”
- “Leads through his passion for the work we are doing. Being positive and stressing the importance of relationships.”
- “His wisdom, his kindness, his creativity, his ability to be a 'change agent', his lack of comfort with the 'status quo' being 'good enough' and most of all, his leadership style that allows others to 'do their thing' without his micro-managing them every step of the way.”

The responding Sun West School Division **Board** members said:

- “I think our Director provides exceptional leadership to Sun West School Division. His greatest strengths are his work ethic, his people skills, his vast experience in many different areas of educational leadership, and his innovative thinking.”
- “I think his leadership and also his ability to get the best out of his employees.”
- “His greatest strengths are: his passion for education: his willingness to explore innovative solutions: his team approach to leadership.”
- “I think his overall excitement of giving kids lots of opportunities in school.”

- “Guy's greatest strength is innovative thinking and encouraging the team approach. His commitment to the professional development of staff is very important to Guy.”
- “He has a great number of strengths. However, I appreciate his ability to work with people in a positive way, and always encouraging people. His personality seems to get the best out of everyone that works for him as far as I can see.”
- “Relationship building Innovative thinking Leadership skills - he feels competent in delegating work and does not need to keep his thumb on those people.”

ACTIVITIES OR INITIATIVES FOR INCREASED EFFECTIVENESS (Q63)

We asked all respondents: “What three things do you wish for that would make Guy Tetrault and/or the Sun West School Division even more effective?” Here is what they told us:

Guy’s own response was: “1) gain full cooperation from our government; 2) gain the assistance of industry and private business in developing engaging educational programming; and, 3) eventually have a senior administration team that is totally on the same page.”

Observers had the following comments to make:

- “Time to work on many of the exciting initiatives that Sun West has undertaken recently, can't think of others at this time.”
- “Continued shared leadership, balancing the new projects with the work schools and teachers are already doing, when doing something doing it well (quality vs. quantity).”
- “Ability to have excellence in all employees. Greater team goals within Sun West. Buy-in by all stakeholders to the vision of Sun West.”
- “More personable/approachable - get to know who he works with. If you don't know who you work with how can you support them. Get to know them a bit and they will open up. Communication - Let people know what is going on in Sun West rather than finding out in the local paper.”

- “There are many children on the margins of our educational community, I wish they were truly included. Ensure that change has worth and merit to children and teachers.”
- “More direct supervision of staff at the Division office level. Making direct decisions when necessary.”
- “Fewer limitations from the Ministry. Fewer meetings and less travel time (though this would be difficult as much comes from the meetings and being in a rural setting travel is hard to avoid).”
- “I hope that we become the provincial online school. I hope that we are a division that others want to model themselves after I hope that Guy continues challenging people to be innovative and creative.”
- “Knowing all staff members, ministry guidance (not changing all the time), more leadership.”
- “Ministry support for objectives, consistent funding, solid teamwork.”
- “More presence around here and more communication about the future and goals of our School Division. We learn more about what is going on through the paper, than from our communication amongst our office internally.”
- “The ability to make all employees feel that their efforts are valuable to all. Encourage all not just the Division Personnel. Take the time to visit all the schools.”
- “Visibility in the schools. Teachers would like to see him, get to know him! More assistance with diversity students - whether that be though more EAs or part time teacher.”
- “We have a lot on the go currently - focus on doing those things really well before adding to the list. Step back and enjoy the ride - we don't do that often enough. Continue to decentralize decision making to the schools where possible.”

- “A more solid central office leadership team. Better understanding among the central office leadership team of what everyone's roles and responsibilities are. More clarity of the central office leadership team's boundaries.”

Responding **Board** members said:

- “More effective voice with the Ministry of Education. Stronger leaders in the principalships of some of our schools. Less restrictions in the decision-making capability of the school division (e.g., Reg 20).”
- “I wish we could get more people to understand what we are trying to do and to see the value in it within the sector. I wish that we could get ALL people within the division to have immediate "buy-in" to all initiatives we are trying to implement. I wish there was a way that our senior leadership didn't have to work as many hours to do their jobs properly.”
- “Supervision of teachers. Set the bar higher for what we expect from principals. Help SCC to be more effective.”
- “Clear work plan for board and director so we can have easy checks on progress. Better data collection (in progress). Monitoring reports that are directly tied to the strategic plan with current data and showing progress on completion of strategic direction.”
- “More money to implement programs for kids. Government support for our programs. More families moving into our Division boundaries.”
- “If the Sun West School Division could succeed in becoming the on-line school for the Province of Saskatchewan and thereby serving not only in Sun West students but the entire province.”
- “I have a difficult time thinking of anything that Guy should do to make himself or the Division more effective. He takes his job extremely seriously and has a very strong internal self-drive. By the time I could come up with something here, he would probably come up with three things.”
- “The Government would remove roadblocks that would allow us to do good things for all students. A total buy-in of our strategic plan by all our staffs and communities. The Government would recognize the strength of our DLC and support us in our future endeavours.”

NOTABLE PROGRESS, INNOVATION, CHALLENGE, AND IMPACT (Q89)

The following question was a sort of “fishing expedition” to cast a wide net for opinions and perceptions: “In light of key challenges faced by Division, what has Dr. Tetrault done over the last two years that you consider to be progressive, innovative, impactful or influential?”

The **Director of Education**’s responses were: “Already answered . . . I would add . . . that I am now starting to be acknowledged provincially for my role in promoting innovation in education. I am gaining respect from many of my Director colleagues.”

Observers conveyed the following:

- “Development of course offerings, partnerships, school calendar that focuses on what is best for students, empowered others, created a trusting relationship with staff.”
- “Distance learning centre, use of technology in schools, shared leadership and building relationships with others. Guy is working to put effective people in positions they can excel in.”
- “Helped to encourage people to strive to do a better job. Allowed people to try new things and make mistakes and when that happens work to find solutions rather than lay blame.”
- “The new courses that we are offering [via] DLC.”
- “Involvement with WE program. Distance Learning. The improved relationship with employees.”
- “Great impact with distance learning. Created a risk-taking environment. Redirected focus on 'team'.”
- “Innovative thinking in regards to use of funds and technology. Expansion of the Distance Learning Centre. Identifying areas requiring growth and assisting in plans to improve these areas.”
- “SWISI investment. Grow the DLC into an amazing centre of learning. One to One project Tried to get foreign students here to help Landis School. Surveys and sets

up committees with all staff represented. Has changed this Division from a top down approach to inclusionary.”

- “DLC set up and creation of new courses.”
- “Working the outside agencies to provide more advanced education for schools.”
- “New projects and visionary enthusiasm.”
- “The continued support of the distance learning center, the deployment of 1:1 technology devices, and the support of the 21st Century educator positions for this school year.”
- “Division direction toward our future in Technology and Distance Learning.”
- “DLC growth, special projects.”
- “Numerous ventures currently underway that are innovative, pushes the Division to be progressive. I believe our work in these areas has been influential in the Province and over the next year or two will change education in Saskatchewan.”
- “The development of the DLC, the implementation of the new Administrative Procedures, the focus on project-based learning, the partnerships with outside agencies, the Divisional focus on technology and 21st century learning, his leadership in the Strategic Planning, his emphasis on Professional Development, the revised daily and yearly schedule.”

And then the **Board** commented:

- “Aside from what I have already indicated, one area I have been impressed with is Guy's ability to work with what we have. We have moved from constantly worrying (as a Board) about what we will or won't receive in funding, to a can-do attitude about managing our resources. We do not allow fears about the future to affect the decisions we make in the best interests of our students (while still being fiscally responsible).”
- “Guy is always looking for ways to improve student learning. He has shown great leadership in our DLC to give all students access to equal opportunities. He has been diligent to see where we are failing in the DLC and then been creative and innovative to make things better.”

- “Team player. Empowers others, progressive thinker, futurist. Not scared of risk.”
- “DLC. Increase teacher professional development. In school administrator training. Student leadership plans. Leadership course.”
- “He has implemented distance learning so all children across our division have equal opportunity for learning-kindergarten to grade 12. We have many partnerships (i.e., Edwards School of Business), so kids have an opportunity to take a business class and get a dual credit both high school and university.”
- “When the ministry committed to the Hoshin Kanri strategic plan for the all school division Guy embraced the plan with a very positive attitude. His leadership style, respect in the School Division and his team approach helped the entire staff of the school division to participate positively in the catchball portion of the plan. Guy innovative approach to the development of on-line courses is very progressive and innovative. After having attended the Rural Congress in March we experienced and saw for ourselves that Sun West is on the cutting edge in the area of technology.”
- “. . . He has worked toward having a number of partnerships to help get extra classes for our students. Also, in another case, he did everything in his power to keep one of our schools open when they were having a lot of issues with declining enrolments. Someone else would probably have just set the wheels in motion towards school closure. Guy chose to work with the community with innovative ideas to get more students for the school. It didn't work in the long run, but not for lack of trying on Guy's part.”
- “DLC progression, SWISI - allowing staff to present their proposals, Positive relationship building.”

WHAT GUY SHOULD KEEP DOING (Q41)

We asked: “What should the Director of Sun West School Division ‘keep doing?’”

The **Director of Education** responded, saying: “I believe that I need to continue being positive and optimistic as this becomes contagious and breeds optimism and innovation.”

Observer perspectives are expressed as follows:

- “Being open with communication, involving others, collaborating, ensuring that what is 'best for kids' is the focus of all we do.”
- “Keep encouraging people to work together for the best of kids. Promote team work.”
- “Provide a vision for Sun West and continue to allow and encourage people to find better ways to do things.”
- “Build personal relationships. Encourage senior administration to do the same.”
- “Supporting others to take risks; maintaining and continuing to develop new initiatives; providing positive reinforcement to those who are doing good work; give direction when needed; regular supervision of office staff.”
- “Guy has a positive, "can do," attitude that is contagious and makes other think outside of the box and want to do the best they can for the students and the division. I would say "keep doing" what he is doing!”
- “Everything he is doing. His innovation has grown the DLC, the innovation and learning in teachers, staff members are happy because he asks for their input. The top down approach is long gone and I think Guy believes everyone who is doing the work has valid input and listens to what they say.”
- “Keep finding ways to challenge students.”

- “He has great enthusiasm for new technologies and expanded opportunities for the students.”
- “Everything he is doing now.”
- “The positive attitude is wonderful to work with, and having a direction to follow is meaningful as a team.”
- “Working on communication with all levels.”
- “Team approach.”
- “Continue to build a culture of working together to achieve the goals of the division - relationships, trust, encouragement and a positive outlook on where we are going.”
- “Keep doing the good work he has been doing.”
- “He should keep encouraging the building of partnerships and positive relationships with outside agencies, businesses and stakeholders. He should keep encouraging all staff to use the phrase, "What's best for students?" as the measure for all decisions they make.”

Board member respondents said:

- “We are very enthusiastic about the direction our distance education initiative, along with innovation with technology, is taking our School Division. Also, he should continue his focus on 'team' at every level of the School Division. Guy is also very invested in anything that will improve student achievement, and I would want him to keep doing that!”
- “Guy needs to continue being the "big thinker, big picture" guy he is. He needs to keep challenging all of us to recognize the areas education can be better and then encourage us to be bold and move towards those goals. His courageous leadership for all people involved in the division is both contagious as well as challenging!”

- “Guy needs to keep pushing a distance learning concept both within our borders and out. He also needs to maintain the correct mix of central office staff so he can be assured that he can safely delegate and maintain correct supervision of his direct reports.”
- “Guy should keep making Sun West one of the best divisions for kids to be educated!”
- “The Director should keep being innovative and continue to enhance the DLC programming, dual credit programming as well as developing partnerships with post secondary institutes. The Director should continue to provide opportunities for professional development for staff.”
- “Our Director should basically keep doing everything that he has been doing for the past few years. Besides, he keeps coming up with new things that he wants to accomplish almost every month or two. Since he has come onboard I feel we have gone ahead by leaps and bounds.”
- “Working on positive relationships with all our staffs and keep bringing innovative ideas to the board.”

WHAT GUY SHOULD STOP DOING (Q48)

Further, we asked respondents: “What should the Director of Sun West School Division ‘stop doing?’”

The **Director of Education** had a rather succinct response to this question. He said: “I probably have to tone down, some times, the amount of educational change that I expect the organization to implement.”

The Observers said,

- “I have heard staff comment that we have too many initiatives at once which is overwhelming to staff; slowing down a bit would result in even better staff buy-in. I don't mind the pace, but not everyone thinks the same way.”

- “Don't get too many projects on the go at once-sometimes a bit overwhelming for the workload of those responsible for carrying out the work.”
- “I just wish that there was more time to know the people that work for the Division and less time for politics”
- “Guy works long hours with great results so the only thing I would suggest is more R & R for him.”

Board members have this to say:

- “Guy works very long hours, and possibly pushes himself too hard? Also, I sense that his connection to a couple of the male board members may give rise to some resentment with others on the Board.”
- “Guy needs to take more time for his family so he doesn't burn himself out.”
- “At this point I can not think of anything but if we had some internal audit of the effectiveness of programs and/or processes then I may have a different thought.”
- “Guy should stop working every night and start looking after himself-get healthy!!”
- “The Director needs to ensure all members on board committees are kept informed of meetings, issues and other things relating to committee work.”
- “Sometimes he tends to lean on only a couple of board members. He is a little "tight" with those two. However, that being said, he really doesn't do anything without the whole Board knowing about it.”
- “I believe that together we function as a whole piece. However, I believe that some board members have access to more information and this is done outside the boardroom. I understand that Guy has developed friendships with some board members and this is great. However, I believe that this can be a slippery slope if they are exclusive to some information that would help the rest of the board members in their decision making.”

WHAT GUY SHOULD START DOING (Q74)

Next, we asked Director of Education, Division and School-based Observers and Board members: “What should Director of Sun West School Division ‘start doing?’”

Director of Education indicated that: “There are always more things to do. I need to continue finding ways to mentor and improve principal leadership skills. I need to continue moving towards a strong senior administrative leadership team approach. I need to continue building what I know will be beneficial for student learning even in the face of provincial skepticism.”

Observers indicated:

- “Be more present and engaged in all aspects of Sun West.”
- “He is very dedicated to Sun West School Division and a very effective leader so I feel that he is doing what needs to be done and is always looking to the future with fresh ideas.”
- “More visible throughout office setting.”
- “Visit schools.”
- “Just keep doing what you are doing.”
- “Taking better care of his health.”

From **Board** members, the perspectives offered were:

- “Guy needs to take more time off from his work as well as he needs to be able to “let things go” when things don't go right when he had no control over the outcome. He takes bumps in the road as personal failures sometimes when they are not his fault.”
- “Look after himself a little better health wise.”

- “Guy has already started processes to work political angles but progress is slow and he gets impatient with the lack of vision in our Provincial leaders and civil servants.”
- “Taking care of himself.”
- “He has a lot on his plate and I don't want his focus to get watered down by putting too much on his plate. He is doing a great job.”
- “Guy is a very conscientious Director and works very hard. He needs to look after himself.”
- “Maybe he is going to have to start to take more time for himself. It seems to me that he is always working, whether he is in the office or on his weekend or time off.”

COMPETING ROLES DISPOSITION ANALYSES

A means to determine the leadership and management orientation of a Director of Education is through Quinn’s competing roles typology. As indicated in **Figure 1**, the analyzing and tasking roles are transactional and the vision setting and motivating roles are transformational.

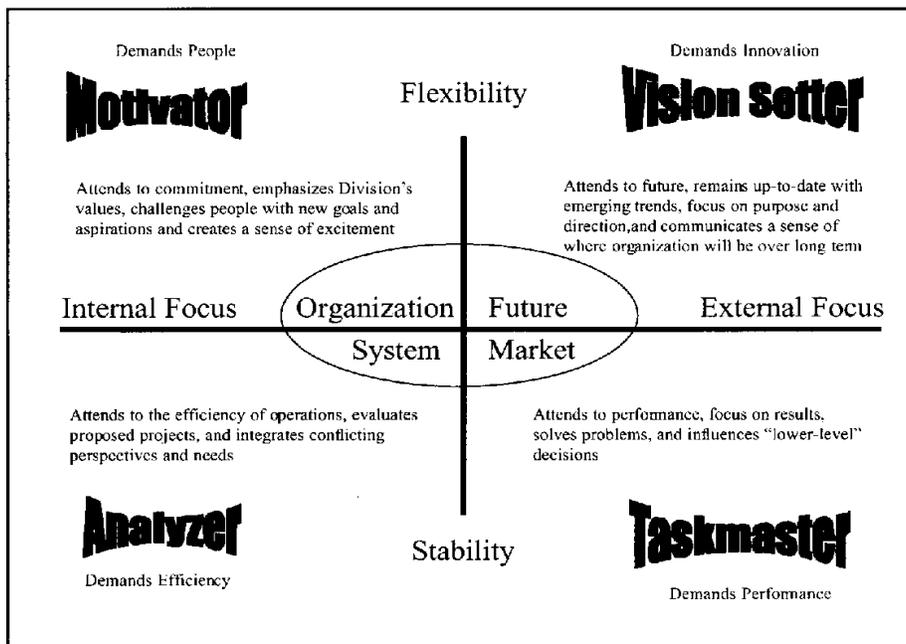


Figure 1. Quinn’s (1996, p. 149) Four Competing Roles Model

The description of these role dispositions were conveyed to respondents as follows:

75. **Currently Guy is a vision setter:** He sees the big picture and attends to the future, remains up-to-date on emerging trends, and focuses on Division purposes. He provides oversight and communicates a sense of where Sun West School Division needs to be over the intermediate and longer term. He tells "the Sun West Division story" as well as anyone could and he tells the story often.

76. **Currently Guy is a motivator:** He attends to garnering commitment, emphasizes our School Division's values, challenges people with new goals and aspirations. He creates a sense of excitement for our educational mandate, both within and beyond the organization. He seems to know what makes different people tick and engages them in the work of our School Division.

77. **Currently Guy is an analyzer:** He attends to the efficiency of our operations, evaluates existing and proposed services for our students, staff and communities, problem solves and knows what is going on in great detail. He has an excellent handle on the pulse of the organization. He is always looking for ways to improve and extend what we do.

78. **Currently Guy is a pace-setter:** He attends to the effectiveness of our School Division's performance and gives diligent attention to quality student learning. He clearly wants to see us provide the best possible quality of educational services and to maintain the highest standards of and access to education. He influences decisions at all levels in the organization. He publically recognizes the aspects of our work that are going well and forthrightly encourages those areas that need improvement or development.

The results of this inquiry are seen in Table 2.

Table 2. Director of Education’s Leadership Role Dispositions (Quinn Framework)

Four Dispositions of Leadership	Director of Education	Division Observers	School-based Observers	Board Members	Combined Observers & Board
75. Currently Guy is a vision setter	1.0	100(1.3, .46)	80(1.4, .89)	100(1.0, .00)	96.4
76. Currently Guy is a motivator	1.0	100(1.3, .49)	100(1.6, .55)	100(1.0, .00)	100
77. Currently Guy is an analyzer	2.0	73.3(2.2, .78)	100(1.6, .55)	88.9(1.6, .73)	82.1
78. Currently Guy is a pace-setter	1.0	100(1.4, .51)	100(1.4, .55)	100(1.0, .00)	100

NOTE: Strongly Agree (1) and Strong Disagree (5) scale was used. *Of course there are no standard deviations for Director of Education’s responses questions in this column as there was only one response per item. **The first number in each cell represents the percentage of respondents who “Strongly Agree” or “Agreed.” Numbers within brackets indicate: the mean for each item, then the standard deviation for each item.

This scale for this table is reversed, with 1 indicating strong agreement and 5 indicating strong disagreement. As can be seen in Table 2, there is strong agreement among observers that Guy is a vision setter, motivator, and pace-setter in the Sun West school division. School-based observers, however, are less likely to agree that Guy is a vision setter. Division and Board observer ratings of Guy as an analyzer are somewhat lower compared to the other leadership dispositions.

DIRECTOR OF EDUCATION, BOARD MEMBER AND OBSERVER PERCEPTIONS OF DIRECTOR OF EDUCATION’S EFFECTIVENESS WITH RESPECT TO TERMS OF REFERENCE AND RESPONSIBILITIES

Tables 3A and 3B, provide display of responses from Director of Education, Board members, Division and School-based Observers with respect to terms of reference or responsibilities assigned to the Director of Education in Sun West School Division documents.

Table 3A. Perceptions of Director of Education Effectiveness with Respect to Terms of Reference and Selected Responsibilities

Survey Items	Director of Education	Division Observers	School-based Observers	Board Members	Combined Observers & Board
1. Guy has ensured that each student in this School Division is provided with a safe and caring environment.	4.0	100(4.5, .52)	100(4.4, .55)	100(4.4, .53)	100(4.5, .51)
2. Guy has worked to ensure that Division facilities adequately accommodate the learning needs of each student in the Division.	4.0	100(4.4, .51)	80+(4.0, .71)	100(4.4, .53)	96.4(4.4, .56)
3. Guy has worked to ensure the safety and welfare of students while being transported to and from school programs.	4.0	100(4.5, .52)	100(4.3, .45)	100(4.6, .53)	100(4.5, .51)
4. Guy has provided excellent educational leadership in this Division.	5.0	93.3(4.5, .64)	100(4.8, .45)	100(5.0, .00)	96.4(4.7, .55)
5. Guy has ensured that all students in the Division have the opportunity to meet the standards set by the Minister of Education.	4.0	92.9(4.4, .63)	100(4.4, .55)	100(4.8, .44)	96.3(4.5, .58)

6. Guy has developed the means to analyze student success and to ensure action plans are in place to address any concerns.	4.0	93.4(4.2, .56)	100(4.2, .45)	100(4.4, .53)	96.4(4.3, .54)
7. Guy has ensured that the fiscal management of the Division is in accord with the terms and conditions for all funds received by the Board.	5.0	80.0+(4.1, .70)	80.0+(4.20, .84)	100(4.8, .44)	85.7(4.3, .72)
8. Guy has ensured that the Division operates in a fiscally responsible manner, with adherence to recognized accounting procedures.	5.0	86.7(4.1, .64)	100(4.4, .55)	100(4.8, .44)	92.9(4.4, .63)
9. Guy has ensured that insurance coverage is in place to adequately protect assets, indemnify liabilities and provide for reasonable risk management.	5.0	80.0+(4.1, .70)	80.0+(4.2, .84)	100(4.8, .44)	85.7(4.3, .72)
10. Guy has ensured that all collective agreements and contracts have been administered and interpreted so that staff and contracted personnel are being paid appropriately.	5.0	93.4(4.4, .63)	100(4.6, .63)	100(4.9, .33)	96.4(4.6, .57)
Means and Standard Deviation for Terms of Reference and Selected Responsibilities 1-10	(4.5, .53)	(3.9, .42)	(4.0, .25)	(4.3, .33)	(4.0, .41)

*Bracket numbers indicate first the mean of each question, then (if) the standard deviation for each column
 += 15% or more of respondents indicated a neutral response for this item.
 This scale uses "Strongly Agree"(5), "Agree"(4), "Neutral"(3), "Disagree"(2), and "Strongly Disagree"(1)

Overall, very positive ratings of the Director of Education’s effectiveness with respect to terms of reference and responsibilities for items 1-10. That being said, School-bases observers were less likely to agree that Guy has worked to ensure that Division facilities adequately

accommodate the learning needs of each student in the Division. Interestingly, Board and School-based observers indicated were less likely to indicate a positive response (there are a significant percentage of neutral responses) to the following: Guy has ensured that the fiscal management of the Division is in accord with the terms and conditions for all funds received by the Board. A similar pattern can also be seen for the following item: Guy has ensured that insurance coverage is in place to adequately protect assets, indemnify liabilities and provide for reasonable risk management. The group had a high level of internal agreement (low standard deviation) for all 10 items.

Table 3B continued. Perceptions of Director of Education Effectiveness with Respect to Terms of Reference and Selected Responsibilities

Survey Items	Director of Education	Division Observers	School-based Observers	Board Members	Combined Observers & Board
11. Guy has developed and effectively implemented high-quality recruitment, orientation, staff development, disciplinary, supervisory and evaluation processes.	4.0	80.0(4.1, .88)	100(4.6, .55)	100(4.6, .53)	89.3(4.3, .77)
12. Guy has effectively worked to develop the leadership capacity throughout the Division.	4.0	100(4.47, .52)	100(4.80, .45)	100(4.67, .50)	100(4.61, .50)
13. Guy has ensured that sound human resources management practices are in place to recruit, retain, advance and manage personnel, in accord with applicable legislation and Board policy.	5.0	86.7(4.1, .64)	100(4.6, .55)	100(4.7, .50)	92.9(4.4, .63)

14. Guy has ensured that necessary processes are in place to monitor and continuously improve the performance of all staff.	4.0	66.7+(3.8, .68)	100(4.4, .55)	77.8+(4.2, .83)	78.6+(4.1, .72)
15. Guy has provided excellent leadership in the planning, development, implementation and evaluation of Board policies and administrative procedures.	5.0	100(4.4, .51)	100(4.6, .55)	100(4.6, .53)	100(4.5, .51)
16. Guy has implemented Board policy with integrity.	5.0	100(4.4, .51)	100(4.6, .55)	100(4.9, .33)	100(4.6, .50)
17. Guy has established and maintained positive professional working relations with the Board and each member of the Board.	5.0	100(4.6, .51)	100(4.6, .55)	100(4.3, .50)	100(4.5, .51)
18. Guy has consistently provided timely information to Board and Division Executives such as required for them to properly perform their roles.	5.0	80.0(4.2, .94)	100(4.5, .58)	100(4.7, .50)	88.9(4.4, .79)
19. Guy has effectively led the Division's Continuous Improvement Planning processes, including the development of Division goals, priorities and associated resource allocations.	4.0	73.3+(3.9, .70)	100(4.6, .55)	100(4.9, .33)	85.7(4.4, .73)
20. Guy has appropriately engaged the Board in the affairs of Sun West School Division.	5.0	86.7(4.3, .70)	80+(4.4, .89)	88.9(4.6, .73)	85.7(4.4, .74)
Means and Standard Deviation for Terms of Reference and Selected Responsibilities 11-20	(4.6, .52)	(4.2, .55)	(4.6, .54)	(4.6, .29)	(4.4, .51)

Means and Standard Deviation for Terms of Reference and Selected Responsibilities 1-20	(4.6, .52)	(4.0, .47)	(4.2, .36)	(4.4, .29)	(4.2, .43)
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*Bracket numbers indicate first the mean of each question, then (if) the standard deviation for each column
 += 15% or more of respondents indicated a neutral response for this item.
 This scale uses “Strongly Agree”(5), “Agree”(4), “Neutral”(3), “Disagree”(2), and “Strongly Disagree”(1)

Overall, very positive ratings of the Director of Education’s effectiveness with respect to terms of reference and responsibilities for items 11-20. While the feedback from all observers is generally positive, Division observers, as a group, rated Guy slightly lower than other groups. There are a number of neutral responses to (14): Guy has ensured that necessary processes are in place to monitor and continuously improve the performance of all staff. The responses to (19): Guy has appropriately engaged the Board in the affairs of Sun West School Division, while still quite high overall, is rated slightly lower than other items.

DIRECTOR OF EDUCATION LEADERSHIP CHARACTERISTICS

In Tables 4-9 the results of responses to items having to do with common leadership characteristics (Kouzes & Posner) are displayed. As one thinks about virtues, qualities, features, attributes, competencies or behaviours associated with effective leadership there are many possible ways these may be expressed. The five dimensions offered by Kouzes and Posner have been used for a couple of decades and will be familiar to many. An effective leader: challenges the processes, inspires shared vision, models the way, encourages the heart, and enables others to act. Readers will note the percentages of respondents (Observers and Board members) who indicated positive responses to items, together with the means and standard deviations for each item.

Table 4. Perceptions of Leadership Characteristic: Challenges the Process

Survey Items	Director of Education	Division Observers	School-based Observers	Board Members	Combined Observers & Board
35. Guy challenges people to try new approaches. CP1	5.0	86.7(4.3, .72)	100(4.2, .45)	88.9(4.7, .71)	92.9(4.5, .64)
36. Guy looks inside and outside the organization for ways to improve our services. CP2	5.0	100(4.5, .52)	100(4.6, .55)	100(4.7, .50)	100(4.6, .50)
37. Guy encourages people to learn by noticing what is working. CP3	5.0	80.0+(4.1, .70)	100(4.4, .55)	100(4.8, .44)	89.3(4.4, .68)
Means and Standard Deviations Overall	(5.0, .00)	(4.3, .52)	(4.4, .44)	(4.7, .46)	(4.46, .49)

****The first number in each cell represents the percentage of respondents who indicated “Always” or “Often”**

+ = 15% or more of respondents indicated a neutral response for this item (sometimes)

*Bracket numbers indicate the mean and the standard deviation

This scale uses: 1= Never, 2=Rarely, 3=Sometimes, 4=Often, 5=Always

Again, positive feedback in regard to the leadership characteristic: Challenges the Process. Overall, Table 4. shows the positive perceptions of Guy for all observer groups. That being said, Division observers tended to rate Guy lightly lower than other observers. In particular, Division observers were less likely to positively rate the following: Guy encourages people to learn by noticing what is working (37) and that Guy challenges people to try new approaches (35).

Table 5. Perceptions of Leadership Characteristic: Inspires Shared Vision

Survey Items	Director of Education	Division Observers	School-based Observers	Board Members	Combined Observers & Board
38. Guy describes a compellingly positive future for Sun West School Division. IV1	5.0	100(4.7, .49)	100(4.8, .45)	100(5.0, .00)	100(4.8, .42)
39. Guy speaks with conviction about the meaningfulness of Sun West School Division work. IV2	5.0	100(4.7, .49)	100(4.8, .45)	100(4.9, .33)	100(4.8, .42)
40. Guy encourages others to share their dreams for Sun West School Division. IV3	5.0	86.7(4.3, .72)	80+(4.4, .89)	100(4.9, .33)	89.3(4.5, .69)
Means and Standard Deviations Overall	(5.0, .00)	(4.6, .48)	(4.7, .47)	(4.9, .22)	(4.7, .44)

*Bracket numbers indicate the mean and the standard deviation
 += 15% or more of respondents indicated a neutral response for this item (3 = sometimes).
 This scale uses "Always"(5), "Often"(4), "Sometimes"(3), "Rarely"(2), and "Never"(1)

In terms of shared vision, as a leadership characteristic, Guy is rated highly by all observer groups. In particular, feedback from the Sun West Board indicated that Guy frequently inspires a shared vision. Division observers, as a group, rated Guy lower than other observer groups by a small margin. There are a number of neutral Board observer responses for (40): Guy encourages others to share their dreams for Sun West School Division.

Table 6. Perceptions of Leadership Characteristic: Models the Way

Survey Items	Director of Education	Division Observers	School-based Observers	Board Members	Combined Observers & Board
42. Guy sets an example of what is expected for those working within Sun West School Division. MW1	5.0	100(4.3, .49)	80.0+(4.4, .89)	100(4.9, .33)	96.4(4.5, .58)
43. Guy follows through on promises and commitments. MW2	5.0	93.3(4.3, .62)	100(4.4, .55)	100(4.6, .53)	96.4(4.4, .57)
44. Guy ensures that high quality standards of educational services and healthy relationships are upheld. MW3	5.0	100(4.5, .52)	100(4.6, .55)	100(5.0, .00)	100(4.7, .48)
Means and Standard Deviations Overall	(5.0, .00)	(4.4, .49)	(4.5, .61)	(4.8, .24)	(4.6, .48)

*Bracket numbers indicate the mean and the standard deviation
 += 15% or more of respondents indicated a neutral response for this item.
 This scale uses "Always"(5), "Often"(4), "Sometimes"(3), "Rarely"(2), and "Never"(1)

Table 6 illustrates that all observer groups agree that Guy frequently models the way.

School-based observers, as an observer group, indicated some neutral responses.

Table 7. Perceptions of Leadership Characteristic: Encourages the Heart

Survey Items	Director of Education	Division Observers	School-based Observers	Board Members	Combined Observers & Board
45. Guy recognizes and encourages people for work well done. EH1	5.0	93.3(4.5, .64)	80.0+(4.4, .89)	100(4.8, .44)	92.9(4.5, .64)
46. Guy finds ways to celebrate staff and student accomplishments. EH2	5.0	86.7(4.4, .74)	60.0+(4.0, 1.0)	100(4.7, .50)	85.7(4.4, .74)

47. Guy could readily tell you the strengths of the Board members, people in our Division Office and many of our school-based staff. EH3	5.0	80.0+(4.2, .78)	80.0+(4.4, .89)	100(4.9, .33)	85.7(4.4, .74)
Means and Standard Deviations Overall	(5.0, .00)	(4.4, .64)	(4.3, .76)	(4.8, .37)	(4.5, .61)

*Bracket numbers indicate the mean and the standard deviation

+ = 15% or more of respondents indicated a neutral response for this item.

This scale uses "Always"(5), "Often"(4), "Sometimes"(3), "Rarely"(2), and "Never"(1)

Overall, all observers indicated that Guy's leadership style frequently 'encourages the heart'. That being said, school based observers, as a whole, rate Guy slightly lower. These questions elicited a neutral response from school-based observers more frequently than other groups.

Table 8. Perceptions of Leadership Characteristic: Enables Others to Act

Survey Items	Director of Education	Division Observers	School-based Observers	Board Members	Combined Observers & Board
49. Guy appears to believe that there are many ways to do excellent work and gives people freedom to find these ways. EO1	5.0	100(4.6, .51)	80.0+(4.4, .89)	100(4.9, .33)	96.4(4.6, .56)
50. Guy has ensured that people are given what they need to do the best possible work and to develop their strengths.EO2	5.00	100(4.6, .51)	80.0+(4.4, .89)	100(4.9, .33)	96.4(4.6, .56)
51. By his behaviour, I can tell Guy believes that Sun West is a Division that requires its employees to possess diverse gifts, skills, and talents in the service of others and to accomplish our Division goals. EO3	4.00	93.3(4.5, .64)	80.0+(4.4, .89)	100(5.0, .00)	92.9(4.6, .63)
Means and Standard Deviations Overall	(4.7, .58)	(4.6, .47)	(4.4, .89)	(4.9, .15)	(4.6, .52)

*Bracket numbers indicate the mean and the standard deviation

+ = 15% or more of respondents indicated a neutral response for this item.

This scale uses "Always"(5), "Often"(4), "Sometimes"(3), "Rarely"(2), and "Never"(1)

According to all observer groups Guy frequently ‘enables others to act’. In particular, Board observers indicated that Guy almost always ‘enables others to act’. School-based observers, compared to other observer groups, indicate that this happens slightly less frequently. These item elicited some neutral responses from School-based observers.

Table 9. Perceptions of Leadership Characteristic: Comparison of Five Dimensions

Dimensions of Leadership Characteristics	Director of Education	Division Observers	School-based Observers	Board Members	Combined Observers & Board
Challenges the Process (CP)	(5.0, .00)	(4.3, .52)	(4.4, .44)	(4.7, .46)	(4.5, .49)
Inspires Shared Vision (IV)	(5.0, .00)	(4.6, .48)	(4.7, .47)	(4.9, .22)	(4.7, .44)
Models the Way (MW)	(5.0, .00)	(4.4, .49)	(4.5, .61)	(4.8, .24)	(4.6, .48)
Encourages Hearts (EH)	(5.0, .00)	(4.4, .64)	(4.3, .76)	(4.8, .37)	(4.5, .61)
Enables Others to Act (EO)	(4.7, .58)	(4.6, .47)	(4.4, .89)	(4.9, .15)	(4.6, .52)
Grand Means and Standard Deviation	(4.9, 0.26)	(4.4, .42)	(4.4, .59)	(4.8, .17)	(4.6, .43)

*Bracket numbers indicate the mean and the standard deviation
 += 15% or more of respondents indicated a neutral response for this item.
 This scale uses “Always”(5), “Often”(4), “Sometimes”(3), “Rarely”(2), and “Never”(1)

In sum, all observer groups indicated that Guy frequently exhibits the five dimensions of leadership. This is consistent with the Director of Education’s self-assessment of leadership characteristics. While School-based and division-based observers tended to rate these dimensions slightly lower than the Board, the results are overwhelmingly positive, nonetheless.

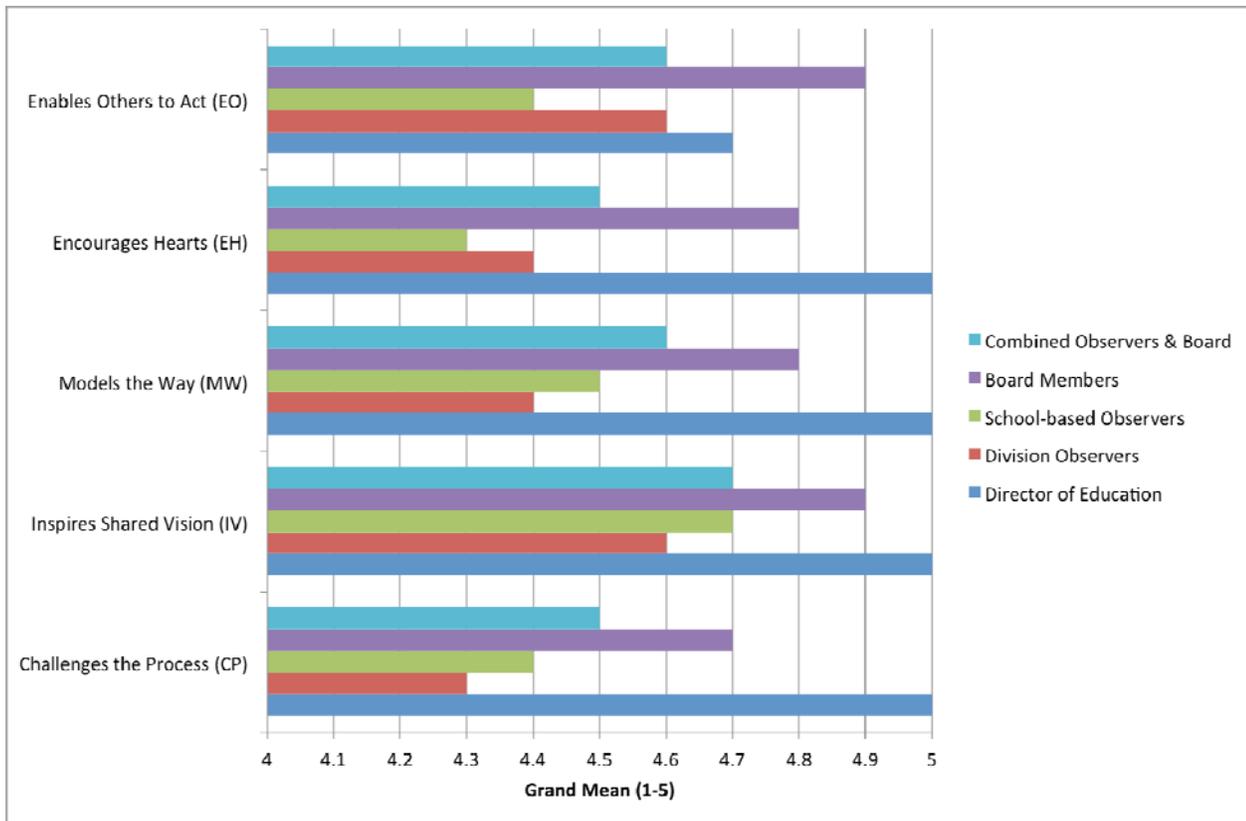


Figure 2. Perceptions of Leadership Characteristics

In summary, Dr. Tetrault is observed to most clearly inspire vision and least to encourage hearts. Board members also see him enabling others and Division level observers are less inclined to see him challenging the process; whereas school-level observers say he is less likely to encourage the heart than to exhibit his leadership in other ways. These findings, however, are relative in that no mean is less than 4.3 out of 5. These are exceptionally high scores.

DIRECTOR OF EDUCATION SERVANT LEADERSHIP PROFILE

In Tables 10-14 the results from respondents perspective on Director of Education's servant leadership features are presented. We have taken a bit of extra space in this review to highlight some common understandings of the concept and by doing so, we provide some background to the Servant Leadership Profile instrument.

Rinehart (1998) suggested that "power leadership" (which is quite different from servant leadership) can be characterized by at least five driving values which provides markers to those who are looking to emulate a different set of values through servant leadership. These markers are: 1. standardization (which assumes that sameness and uniformity can be achieved, formulas will fit all circumstances, the reduction of variables will lead to quality and the best proven practices should determine all actions); 2. conformity (which suggests that doing is more valued than being, replication and consensus are crucial and the ideal outward expression is favoured over the inner and unique experiences of individuals and particular settings); 3. pragmatism (which assumes that if it works its good, the end justifies the means and consistent utility of things and persons dictate their value); 4. productivity (which uses winning, competition and comparative production as the exclusive arbitrators of success); and, 5. centralization (which holds that someone must always be in control and account for the bottom line) (pp. 34-37).

Structures of power and structures of service need to be better understood by leaders to avoid the pathologies of abuse and the perpetuation of unwholesome practices in organizations. First, it is crucial that function and form (structures) be differentiated. Function is related to

core purposes, identity, and commitments; whereas form is related to supporting functions. Form should be servant to function, though this can easily become reversed as forms and structures rule typically as a consequence of forgotten or surrendered function. Forms are neither neutral nor holy but are means to accomplish particular functions. Typically we would see forms as changing while function would remain relatively stable. The important thing to note is that forms can dictate circumstances wherein servant leadership is inoperable or occluded. On the other hand structures and forms are necessary.

Servant Leadership Factors

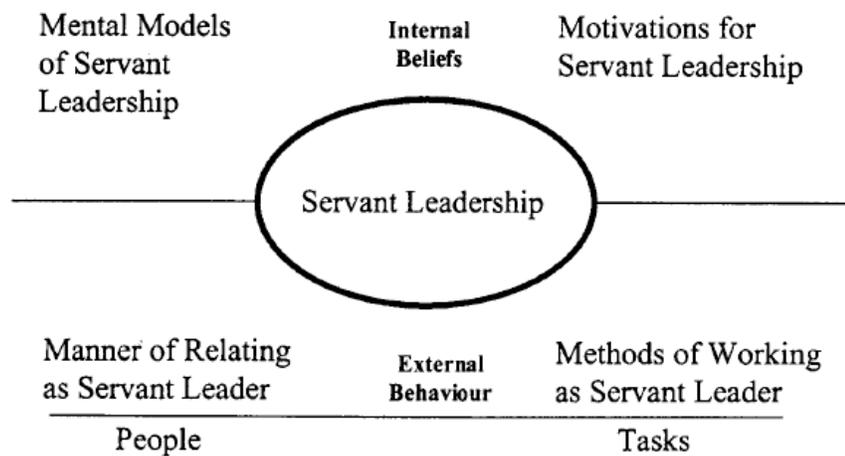


Figure 3. Servant Leadership Factors

Richard McCormick said (in his essay “Authority and Leadership: The Moral Challenge, America, July 20, 1996) that the goal of **authentic leadership** is “the release, stimulation, evocation, maximization of the potential of the individual. It calls forth the best in those led.” He said that “real leadership is about enabling. It is non-threatening . . . more like shepherding than authority. True leaders serve those they lead. True leaders have a vision . . . have reflected

on the meaning and goal . . . they are committed to inviting others to own that vision.”

Sometimes servant leadership is seen only in relational terms that are decontextualized from roles, tasks, and organizational functions. As indicated in Figure 4, we have developed a framework for servant leadership that uses four Greek terms and relates well to the dimensions of servant leadership developed by Farling, Stone, & Winston (1999).

There is a sense that the servant leader is the visionary, the one who focuses the attention of the constituents on the grand organizational purposes and mission. This is a stewardship role. It is a leader of leaders **role**. Secondly there is the bureaucratic servant leader who competently fulfills the technical and professional duties required by the “organization” through her or his effort to provide “administrative” and “support” services. We think most will appreciate that this function has steadily increased in its place within modernity. While working within the hierarchical structures of the organization the servant leader fosters a sense of credibility and job maturity that aids others in the work they do. A third “type” of servant leader facet is associated with the close and vested relationships of the leader with others. While free to assume other relationships and roles, the servant leader chooses to help the people around them achieve success and personal fulfillment. This disposition puts these people first in all interactions. Trustworthiness and interpersonal bonds are a high priority for this servant leader. Fourth, we offer that there are some servant leaders who are hardly seen in the light of day and who serve by doing the work as unsung heroes, as people behind the scenes. They serve by doing what needs to be done and believe they are making a difference in the effort to build the effectiveness and capacity of the whole organization by doing their part.

Conceptual Framework for Servant Leadership

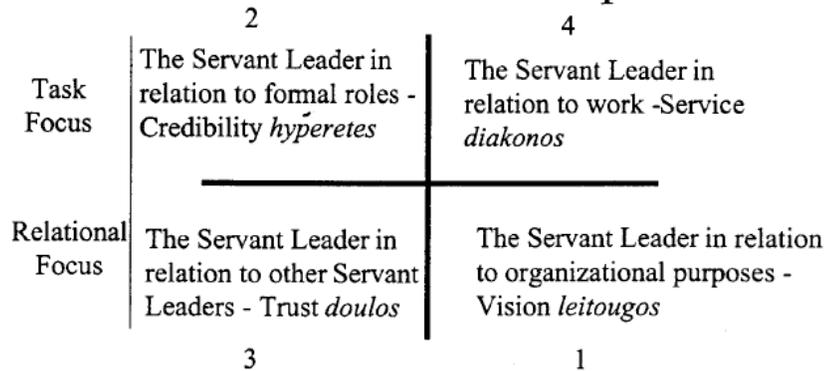


Figure 4. Conceptual Framework for Servant Leadership Review

In the servant leadership literature there are a number of variables identified as dimensions of a transformational leadership that continually builds both the leader and follower. Farling, Stone, and Winston (1999) developed a model, displayed in adapted form in Figure 5, wherein the sequential, upward-spiraling maturation process is displayed to indicate the higher levels of attainment. While some models of leadership take behaviour and outcomes as the starting point, this model follows the view that servant leadership emerges from the leader’s motivations, mental models, passions, values, beliefs and professional convictions. The dimensions of this model are blended with that of the conceptual framework. We have limited our exposition here to some authors from the generic field of leadership studies.

Vision. Vision influences the upward process of transformation in the life of servant leaders and their co-workers. Many writers (e.g., Bennis, 1987; Bennis & Nanus, 1985; Burns, 1978; Greenleaf, 1977; Kouzes & Posner, 1993) underlined the necessary influence of envision to propel the community towards its desired future state.

Credibility. Kouzes and Posner (1993) reminded their readers that the root of credibility is *credo* which may be understood to mean “I trust or believe” (p. 23). “Credos are our guides, competence endows us with the skills to enact our credor, and self confidence gives us the will to behave in a way that is consistent with our beliefs. The sum of it all is character” (p. xxiii), say Kouzes and Posner. Other writers (e.g., Bennis, 1989; Senge, 1990; Yukl, 1998; Gardner, 1990, p. 28) have suggested that credible leaders are learners who are ethical in their practices, effective and clear in their communication and facilitate empowerment. Kouzes and Posner (1993) offered six disciplines that they feel relate to leader-follower credibility: discovering your self; appreciating constituents, affirming shared values, developing capacity, serving a purpose and sustaining hope. Yukl (1998) said that leaders who demonstrate expertise and stay knowledgeable are seen as legitimate and credible by their co-workers.

Trust. Greenleaf (1977) said that trust is at the root of servant leadership and decision making (p. 25). He indicated that trust is fostered as followers have confidence in the values, competence, and tenacious spirit of the leader (p. 16). Mishra (1996) asserted that the concept of trust is built upon several components, including: competence, openness, concern and reliability. Shaw (1997) said that the “key imperatives in building high-trust organizations and teams are achieving results, acting with integrity, and demonstrating concern” (p. 17). He indicated that it is a balancing act to sustain trust through the formal architecture of the organization and the informal culture but it is clearly important to do so (pp. 17, 18).

Service. Obviously, works of service and serving others are the primary occupations and motivations for a servant leader. We repeat for the purposes of this dimension, using the words of Greenleaf (1977, pp. 13, 14), who said,

the servant-leader is servant first . . . the leader-first and the servant-first are two extreme types . . . the difference manifests itself in the care taken by the servant-first to make sure that other people’s highest priority needs are being served. The best test, and difficult to administer, is: Do those served grow as persons? Do they, while being served, become healthier, wiser, freer, more autonomous, more likely themselves to become servants? And, what is the effect on the least privileged in society; will they benefit, or, at least, not be further deprived?

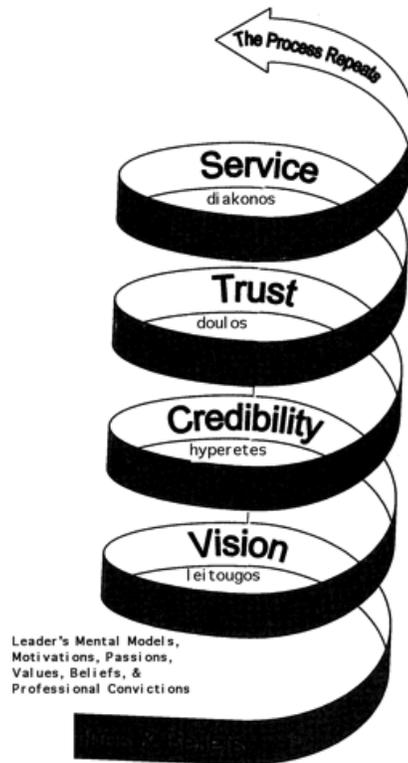


Figure 5. Servant Leadership Development and Dimensions Model (Adapted composite from Farling, Stone, & Winston, 1999, p. 65; Miller, 1995, p. 14, Walker, 1992, Greenslade, 1984, pp. 3, 4.).

What follows now are the responses of all three Observer groups and Director, himself, to items that have been organized into the four dimensions of vision, credibility, trust and service (as above). The ambition of this Servant Leadership Profile is to provide a sense of the perceptions that Guy Tetrault and his Division, School-based Observers and Board have of his actualization of the ideals of servant leadership.

Table 10. Perceptions of Director of Education’s Servant Leadership Profile from Vision Perspective

Survey Items	Director of Education	Division Observers	School-based Observers	Board Members	Combined Observers & Board
53. Instills hope throughout the organization.. SLV1	5.0	93.9(4.3, .59)	80.0+(4.4, .89)	100(4.6, .53)	92.9(4.4, .63)
54. Effectively inspires others to serve the causes of quality of student learning and equity of access to learning. SLV2	5.0	100(4.4, .51)	100(4.4, .55)	100(4.9, .33)	100(4.5, .51)
55. Displays a high level of visibility and "presence," on a day-by-day basis. SLV3	3.0	46.7+(3.6, .91)	60.0+(3.8, 1.30)	77.8(4.1, 1.05)	60.7+(3.8, 1.02)
56. Has a healthy sense of humour. SLV4	5.0	100(4.7, .46)	100(4.6, .55)	100(5.0, .00)	100(4.8, .42)
57. Welcomes ideas for improved efficiency and effectiveness of services. SLV5	5.0	93.3(4.5, .64)	80.0+(4.4, .89)	100(4.8, .44)	92.9(4.6, .63)
58. He refreshes others with his enthusiasm for and clear sense of our mission. SLV6	5.0	93.3(4.5, .64)	100(4.6, .55)	100(4.9, .33)	96.4(4.6, .56)
59. Cares about the outcomes and impact of work done. SLV7	5.0	100(4.6, .51)	100(4.8, .45)	100(5.0, .00)	100(4.8, .44)
60. Is proactive in his exercise of leadership. SLV8	5.0	93.3(4.5, .64)	100(4.8, .45)	100(5.0, .00)	96.4(4.7, .54)
61. Emphasizes excellence and high quality education in our various endeavours. SLV9	5.0	86.7(4.3, .72)	100(4.8, .45)	100(4.8, .44)	92.9(4.6, .63)
62. He tells the Sun West School Division story well. SLV10	5.0	100(4.8, .41)	100(4.6, .55)	100(5.0, .00)	100(4.8, .39)

Means and Standard Deviations Overall	(4.8, 0.63)	(4.4, .41)	(4.5, .44)	(4.8, .19)	(4.6, .40)
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*Bracket numbers indicate the mean and the standard deviation
 += 15% or more of respondents indicated a neutral response for this item.
 This scale uses "Always"(5), "Often"(4), "Sometimes"(3), "Rarely"(2), and "Never"(1)

Perceptions of Director of Education’s Servant Leadership Profile from Vision Perspective were, generally speaking, were positive for all observer groups. While Division-based and School-based observers rated Guy slightly lower, overall all groups indicated that Guy frequently displays servant leadership characteristics from a vision perspective. Interestingly, in response to (55): Displays a high level of visibility and "presence," on a day-by-day basis, observer groups tended to rate this in a more neutral manner.

Table 11. Perceptions of Director of Education’s Servant Leadership Profile from Credibility Perspective

Survey Items	Director of Education	Division Observers	School-based Observers	Board Members	Combined Observers & Board
64. Keeps his promises. SLC1	4.0	100(4.5, .53)	100(4.8, .45)	100(4.7, .50)	100(4.6, .49)
65. More concerned about doing what is right than looking good. SLC2	5.0	93.3(4.3, .62)	100(4.8, .45)	100(4.8, .44)	96.4(4.6 .57)
66. Is seen by others as a person of integrity. SLC3	5.0	100(4.5, .52)	100(4.6, .55)	100(4.8, .44)	100(4.6, .50)
67. Exercises good judgment. SLC4	5.0	93.3(4.4, .63)	100(4.6, .55)	100(4.9, .33)	96.4(4.6, .57)
68. Is an effective problem solver. SLC5	5.0	100(4.4, .51)	100(4.8, .45)	100(5.0, .00)	100(4.6, .49)
69. Is uncompromisingly ethical. SLC6	3.0	86.7(4.3, .72)	100(4.8, .45)	88.9(4.7, .71)	92.9(4.6, .63)
70. Admits his limitations. SLC7	4.0	73.3+(4.0, .76)	100(4.6, .55)	77.8(4.0, 1.00)	82.1(4.1, .80)

71. Is courageous in his convictions. SLC8	5.0	93.3(4.5, .64)	100(4.8, .45)	100(4.9, .33)	96.4(4.7, .55)
72. Gets things done. SLC9	5.0	93.3(4.3, .62)	100(4.8, .45)	100(4.9, .33)	96.4(4.6, .57)
73. Looks like a servant leader to others. SLC10	5.0	50.0+(3.4, 1.28)	100(4.3, .50)	88.9(4.6, .73)	73.1(3.9, 1.16)
Means and Standard Deviation Overall	(4.6, .70)	(4.3, .50)	(4.7, .40)	(4.7, .30)	(4.5, .47)

*Bracket numbers indicate the mean and the standard deviation
 += 15% or more of respondents indicated a neutral response for this item.
 This scale uses "Always"(5), "Often"(4), "Sometimes"(3), "Rarely"(2), and "Never"(1)

Overall, Guy is rated highly by all group – slightly lower by Division observers. Based on Table 11. It is clear that Guy frequently exhibits Servant Leadership Profile from Credibility Perspective. In response to (70): Admits his limitations, and (73). Looks like a servant leader to others, more Division observers indicated that this is only sometimes evident than did other Observer groups.

Table 12. Perceptions of Director of Education’s Servant Leadership Profile from Trust Perspective

Survey Items	Director of Education	Division Observers	School-based Observers	Board Members	Combined Observers & Board
79. Is trustworthy and reliable. SLT1	5.0	100(4.7, .49)	100(4.8, .45)	100(5.0, .00)	100(4.8, .42)
80. Is consistent in decision-making. SLT2	5.0	100(4.4, .51)	100(4.6, .55)	100(4.9, .33)	100(4.6, .50)
81. Is respected and respectful. SLT3	5.0	100(4.7, .46)	100(4.4, .55)	100(4.9, .33)	100(4.7, .46)
82. Seeks first to understand then to be understood. SLT4	4.0	100(4.4, .51)	80.0+(4.4, .89)	100(4.8, .44)	100(4.5, .58)

83. Invests his energy encouraging and equipping others to flourish in their work. SLT5	5.0	93.3(4.3, .59)	100(4.4, .89)	100(5.0, .00)	96.4(4.5, .58)
84. Empowers others without abdicating responsibility. SLT6	5.0	100(4.1, .64)	100(4.6, .55)	100(4.7, .50)	92.9(4.4, .63)
85. Treats everyone with dignity and respect. SLT7	5.0	100(4.5, .52)	100(4.6, .55)	100(5.0, .00)	100(4.7, .48)
86. Engenders trust by spending time with people. SLT8	4.0	73.3+(4.1, .80)	100(4.8, .45)	100(4.8, .67)	82.1(4.4, .79)
87. Encourages flexibility and adaptability in the work people do. SLT9	5.0	93.3(4.6, .63)	100(4.6, .55)	100(5.0, .00)	96.4(4.7, .54)
88. He is a safe leader to follow with confidence. SLT10	4.0	86.7(4.3, .70)	100(4.6, .54)	100(4.9, .33)	92.9(4.5, .64)
Means and Standard Deviation Overall	(4.7, .48)	(4.4, .46)	(4.6, .44)	(4.9, .13)	(4.6, .44)

*Bracket numbers indicate the mean and the standard deviation
 += 15% or more of respondents indicated a neutral response for this item.
 This scale uses "Always"(5), "Often"(4), "Sometimes"(3), "Rarely"(2), and "Never"(1)

While the Division observers rated Guy slightly lower than School-based observers and Board observers, overall it appears that Servant Leadership from Trust Perspective is frequently exhibited. In particular, the Board indicated that Guy almost always exhibits these characteristics. School-based observers were more like to give a neutral rating to (82): Seeks first to understand then to be understood. Division observers were more likely to give a neutral rating to (86): Engenders trust by spending time with people.

Table 13. Perceptions of Director of Education’s Servant Leadership Profile from Service Perspective

Survey Items	Director of Education	Division Observers	School-based Observers	Board Members	Combined Observers & Board
90. He operates such that peoples’ gender, ethnicity, geography, or position serve no undue advantage nor disadvantage to them. SLS1	5.0	93.3(4.3, .62)	100(4.4, .55)	100(4.9, .33)	96.4(4.5, .58)
91. He is a careful steward of the School Division resources. SLS2	4.0	73.3+(3.9, .83)	80.0+(4.4, .89)	100(4.7, .50)	82.4(4.2, .83)
92. His behaviour and availability indicates that he enjoys serving with others. SLS3	5.0	100(4.5, .516)	100(4.8, .45)	100(4.9, .33)	100(4.7, .48)
93. He behaves in ways that put others first. SLS4	4.0	86.7(4.0, .54)	100(4.8, .45)	100(4.9, .33)	92.9(4.4, .63)
94. He motivates people in ways that engage their strengths and talents. SLS5	5.0	100(4.5, .52)	100(4.6, .55)	100(4.9, .33)	100(4.6, .49)
95. He invests time helping others to develop their potential. SLS6	4.0	86.7(4.2, .68)	100(4.6, .55)	100(4.8, .46)	92.6 (4.4, .64)
96. He is dedicated to our School Division. SLS7	5.0	100(4.9, .35)	100(4.8, .45)	100(5.0, .00)	100(4.9, .32)
97. He brings out the best in others and helps them to succeed. SLS8	4.0	86.7(4.3, .72)	100(4.4, .55)	100(4.7, .50)	92.9(4.5, .64)
98. He leads by example. SLS9	5.0	100(4.5, .52)	100(4.9, .45)	100(4.7, .50)	100(4.6, .50)
99. He consults with people who are doing the actual work in order to remove barriers and find ways to improve our educational services. SLS10	5.0	93.3(4.5, .64)	80.0+(4.2, .84)	100(4.8, .44)	92.9(4.5, .64)
Means and Standard Deviation Overall	(4.6, .52)	(4.4, .43)	(4.6, .40)	(4.8, .21)	(4.6, .42)

*Bracket numbers indicate the mean and the standard deviation
 += 15% or more of respondents indicated a neutral response for this item.
 This scale uses “Always”(5), “Often”(4), “Sometimes”(3), “Rarely”(2), and “Never”(1)

From a Service Perspective, all groups agree that Guy frequently demonstrates service performance in his servant leadership. Following an emerging pattern, Division-based observers rated Guy slightly lower than School-based and Board observers. Both Division-based and School-based observers were more likely to indicate ‘sometimes’ to the following item (91): He is a careful steward of the School Division resources.

Table 14. Director of Education’s Servant Leadership Profile Grand Means

Four Dimensions of Servant Leadership	Director of Education	Division Observers	School-based Observers	Board Members	Combined Observers & Board
Vision (SLV)	(4.8, .63)	(4.4, .41)	(4.5, .44)	(4.8, .19)	(4.6, .40)
Credibility (SLC)	(4.6, .70)	(4.3, .50)	(4.7, .40)	(4.7, .30)	(4.5, .47)
Trust (SLT)	(4.7, .48)	(4.4, .46)	(4.6, .44)	(4.9, .13)	(4.6, .44)
Service (SLS)	(4.6, .52)	(4.4, .43)	(4.6, .402)	(4.8, .21)	(4.6, .42)
Grand Means and Standard Deviation	(4.7, .57)	(4.4, .42)	(4.6, .39)	(4.8, .18)	(4.6, .40)

*Bracket numbers indicate the mean and the standard deviation
 This scale uses “Always”(5), “Often”(4), “Sometimes”(3), “Rarely”(2), and “Never”(1)

All groups tended to agree that Guy frequently exhibits Servant Leadership characteristics. Board members rated Guy most highly, followed by school-based observers and division-based observers. Interestingly, the highest attributions for school-based observers was “credibility.” Board members were most affirming of “trust” quality.

DIRECTOR OF EDUCATION STRENGTHS PROFILE FROM ONLINE SURVEY

It was deemed important to provide 360 survey respondents with an opportunity to offer witness or evidence of some of the Director of Education's strengths. The dimensions of strengths that were used in the "prompts" pick up on key competencies and capacities that C-level (Chief Educational Officers) leaders need to display in their organizations (contingent, obviously, on the context, current needs and lifecycle of the organization). In this section the reader will see comments made with respect to each of these strength areas. Respondents were not forced to speak to all (or any) of these open-ended invitations to identify stories or examples of strengths. As a result, while the details and descriptions are somewhat uneven across the strength areas there is an inventory of substantive and illustrative evidence across the strengths.

IN DECISION MAKING

The **Director of Education** said, "I am at a point in my career/life that I am more able to utilize lessons learned from the past in assessing educational situations that require complex decision making. Bringing the Landis School community to decide to close their school would be an example of a complex issue that gets satisfactorily resolved."

Non-board **Observers** responded:

- "Rather than telling or pushing his ideas, he will ask questions in such a way that others will analyze the situation and make better decisions."
- "Not sure I have just one story. He always does this with everyone he works with."
- "Setting the calendar for 2012-2013. Stressing the importance of PD as the best way to increase teacher effectiveness through better pedagogy."
- "The opportunity in Distance Learning."

- “With respect to distance learning for our students; also connected this piece to the support provided for teachers as they are able to access the courses as well-this is a support for our students as well as those home-schooled within the Province. Need to provide greater support for CUPE staff (re: contract negotiations).”
- “Guy often has a vision, however this doesn't mean that he isn't open to other ideas and I think he is well respected for this.”
- “Guy asked the Board for money for to hire teachers to develop online resources and courses for the DLC and to grow that. He set up the Provincial online school in AB and I believe wants Sun West to become that in Saskatchewan. He's been met with several government challenges and blocks and has persevered regardless. It meant spending some money - which Sun West hadn't done alot of before and because of this has reaped great rewards as enrollment in the DLC has seen astounding growth. And I believe will only continue to grow and Guy's dream will be achieved.”
- “Listens to others and then helps guide people to try new things.”
- “The process he has undertaken to re-align the two elementary schools in Kindersley would be a good example of this.”
- “When Guy decides something is important to him and the Division he will research first, then sell to his superintendents and staff. He is always prepared for decisions that he makes.”
- “Guy identified a weakness in PAA and took the necessary steps to improve Division wide availability and made it a priority for schools.”
- “I don't work closely enough with the director in these situations that I can give an example of this.
- “I believe the way he has made decisions and works in Sun West - a TEAM approach - is fabulous. He encourages all stakeholders to get involved no matter what position they fill within the Division. This allows everyone a voice.”
- “He often will engage our group in discussions to promote a deeper level of thinking and decision making. This includes passionate stories and convictions that draw out a deeper level of discussion than we would normally achieve.”

Board members responded as follows:

- “When the school division was faced with teacher unrest and job action, Guy's wise counsel helped us navigate the situation in a calm, reasoned, and helpful manner that allowed us to maintain positive relationships with our staff and at the same time communicated clearly with the public.”
- “I think our recent policy on 21st century competencies as well as our new Technology Strategic Plan are examples. In both cases Guy recognized the importance of these areas and that we didn't have a great handle on them. He exposed us to the information without telling us what his plan was and then let us see for ourselves the importance of it and come to our own realization of what and where we needed to be going and implementing.”
- “HK is most recent. Worked very hard to move student engagement forward. Now not a separate hoshin but should be infused in all actions. He was very wise when he realized [certain staff member] was best suited to carry HK process forward in SWSD.”
- “Finding property for purchase. Renovating existing buildings. Having a vision. Developing a state of art welding shop and paa centre which will be for a number of schools-lots of opportunities for kids.”
- “I can't think of any single story to support this question. In my estimation whenever we work as a Board with Guy, he always encourages us to work through any given situation and seems to be able to get everyone to explore all channels before we come to any decision on any problem or issue.”
- “In all situations, Guy is not scared to make a decision, even if it may go against the grain. Every decision he makes is in the best interests of our students. He looks at the division as a whole, looks at the areas that are lacking and comes to the board with a plan based on the whole situation.”

IN FOSTERING WAYS, MEANS, AND INNOVATION

The **Director of Education** said: “Innovation is flourishing in Sun West and it is "not" at the expense of existing strengths within the system. I have requested the faith of the Board in many new ventures both from a financial point of view as well as from a risk taking point of view. I believe I have delivered on all counts, albeit perhaps not as quickly as some would have liked?”

Observers responded, as follows:

- “Being a motivating force to take people to FETC to find new and better ways to make Sun West more effective and innovative.”
- “Letting the SCC and community of Landis decide to close the school. This made it easier on the community.”
- “Distance learning - developing a leadership program - restructuring of organization (emphasis on learning coaches, etc.) - restructuring of schools in Kindersley.”
- “Guy has an excellent working relationship with the Board. His knowledge of the Division provides excellent feedback for the Board to make their decisions. There is a mutual respect between Guy and the Board in the decision making process.”
- “Partnerships. Guy has developed several partnerships with agencies that never existed before he came. He's pounded the pavement so to speak to reach Universities, colleges and businesses to partner with us to offer several amazing courses to students in Sun West. He continues to do this despite roadblocks again and does it anyway. I think this forward thinking and getting it done will pay off and our students will have an education that they want not what government says they have to have. Lots of money has been put into innovative projects and course offerings with updated and upgraded equipment for students ... which I think is amazing. I wish I was a student in Sun West right now with all of the amazing opportunities available ... my education was terrible and boring and could've definitely used classes that students are taking now - back then.”

- “Talks with all types of people to hear their ideas and suggestions.”
- “The SWISI initiative would be a good example of this. As would his creative attempts to stop the closure of Landis School.”
- “Always supports his superintendent team, by listening to their ideas and his time researching better ways of accomplishing goals.”
- “I have seen in Guy that he challenges the board members to attend PD to further their learnings and understandings.”
- “Vision and promotion of innovative special projects (SWISI, 1-1 project, Outlook PAA Shop, DLC). Creates a risk-taking environment.”
- “Guy has engaged with the Board on a deep level to create both an informed and a supportive Board. This has helped us to take risks with projects and be much more innovative than in the past.”

Board member responses:

- “Our new SWISI initiative is a perfect example of this. SWISI has given the division the opportunity to try new things that hopefully will impact student achievement. SWISI also is helping bring the division closer to our mission as well as bringing us into the new 21st CC policy as well as utilize the technology strategic plan. SWISI has given teachers the opportunity to be creative and innovative and then support them and encourage them in it.”
- “FETC conference.”
- “Always willing to listen to ideas and requests of excited board members. I like that he realizes that we need to go through processes as board members to learn and grow. For example our strategic planning has been getting more concise and focused with each renewal.”
- “Always staying on top of technology. Encouraging the Board to supply a classroom at each school with iPads. I sure there will be more in the future.”
- “Guy encouraged the board to put funds toward SWISI projects. These projects have proven to be very innovative for not only the specific schools who developed the projects but to the entire School Division.”

- “Guy's work in expanding the Distance Learning Centre has helped to fulfill our mission. Because of this we have been able to offer courses online to students in many of our smaller schools who would not have the opportunity otherwise. Also, he felt that our home-schoolers should have the same opportunity as the students in our schools. Because of that he has made sure that they have access to all courses in all the grades. His work in helping to develop our SWISI projects has helped many of our staff to come up with innovative projects that will be able to be used in all our schools. Although he didn't develop the projects himself, he has given those who wish to work on projects the encouragement and support that was needed to get the projects off the ground.”
- “In getting our PAA up to where it is today, Guy asked the board to put \$600,000 towards this project. He realized that to keep our young people excited about school we needed to meet them where their needs and wants were. He told us we might not even have to use all of these monies and of the benefits this would have for our students. In the end, we did not even have to touch our reserves as this project paid for itself. Guy listened to our students and staff, took a risk and made a great decision.”

IN EXECUTIVE-LEVEL AGENCY AND VISIONING

The **Director of Education** stated, “I do enjoy visioning especially about "Success for All."

I also enjoy championing the cause for equity in rural Saskatchewan. My goal is to ensure that Sun West students are served like no other students in the Province while at the same time providing opportunities for non Sun West students to also benefit from our innovative work.”

Observers responded:

- “The use of technology to enhance student learning and better pedagogy.”
- “Guy doesn't micro-manage unless it's required. He is a "team" player and effectively leads the Division. His demeanor is such that he has excellent relationships with all levels of staff always keeping in mind- what is best for the students.”
- “There are so many committees that Guy has set up to take all stakeholders into account. There's too many to list - but the response is wonderful that he actually takes to the time to talk to them and survey them for their opinion. This is appreciated across the Division.”

- “This is a true statement about Guy. Using staff meeting, admin meetings, principal meetings, etc. as an avenue.”
- “Guy has been a positive and expressive voice for the Division. The community has noticed a change with a more "grand" vision.”
- “Guy is often seen in our school meeting with various groups of people and he always takes the time to chat with most of the staff. He genuinely listens to our concerns or ideas.”
- “I see a good working relationship between the Director and the superintendents as well as the Director and the Board members. I know this is a key factor in the progress of our School Division. Which in turn makes our School Division a good place to work for.”
- “I believe the way he has made decisions and work in Sun West a TEAM approach is fabulous. He encourages all stakeholders to get involved no matter what position they fill within the Division. This allows everyone a voice.”
- “Guy regularly "paints the picture" of where we want to go as a division. He makes the vision of the division come to life when he always refers back to what is best for students. It's the foundation of our decision making.”

Board members responded:

- “Guy has led the division through a review of our policies and administrative procedures that has brought a lot of clarity. We have worked as a team to develop our Strategic Plan, so that it is owned by all of us. Our Board members are able to speak confidently about the work that our division is doing at our AGM's, and our Superintendents ably answer questions from the public.”
- “I think as Guy has grown into the position and the community of the division he has been able to see and address some of the issues in this area. For example the ineffectiveness of our annual meetings was a given. We were not getting the message out to them nor were we able to get them to come out to those meetings. I think the change to the Board presenting at the meeting and sharing what the division values, excels at and then puts effectively into practice has given the division more credibility to our community. Also making the meetings more accessible by having one on each geographic side of the division has also been a positive. I think there is still work to do in this area but Guy is aware and I'm sure he has a scheme that one day will be shared with us all!”

- “Decisions are made after consulting with the people that the decisions effect.”
- “Yes! TEAM has always been a leadership model that Guy uses and as a result we get the "buy-in" from our employees”
- “We communicate more and more with our communities-Annual Meeting/Public Meeting. Calendars are sent home at the beginning of each school year. Committees for all our staff to sit on for decision making for our division.”
- “A good example of this is his desire to get the Provincial Government to see our strategic plan through Sun West's eyes. He envisions the whole Province will excel if we are allowed to move forward with our DLC. Guy is a great advocate for Sun West and is building partnerships with outside agencies so that our "dreams" can be realized. Guy shared his "dream" for our school division. We openly discussed where we are at and where we want to go, and what we need to do to get there. He wants everyone to understand and desire the same for our students to that we work as a cohesive unit.”

IN DEVELOPING TEAMWORK

The **Director of Education** indicated, “I would typically say these are strengths of mine.

However, I am not there yet with my superintendent team. It is coming but may have to wait until I have had a hand in the selection of all members of that team. It's coming!”

Observers responded:

- “Guy has a way of getting others to remain focused to 'what's best for kids'. For example, on the Calendar Committee when other school divisions have decreased teaching days, Guy was able to get full support of the group by explaining his goals with this calendar of improving student learning by the increase in PD days. With this explanation, teachers couldn't justify the request for a calendar with fewer days when student needs were best met with a calendar proposed.”
- “Identifies people with skills and then puts those people into positions so that those skills can be used. The people on a variety of teams have different strengths so that the team functions well as a balanced unit.”
- “Consistently thinks in team (focus on all levels of the organization).”

- “Guy has an infectious personality that lends well to teamwork and collaboration with those he works with closely in the division as well as external groups.”
- “[see Partnerships question]: Guy has developed several partnerships with agencies that never existed before he came. He's pounded the pavement so to speak to reach Universities, colleges and businesses to partner with us to offer several amazing courses to students in Sun West. He continues to do this despite roadblocks again and does it anyway. I think this forward thinking and getting it done will pay off and our students will have an education that they want not what government says they have to have . . . I only hope to be as innovative and collaborative as Guy one day.”
- “His leadership has helped to create a strong working 'team' relationship between the Board and the Superintendents. He implemented our attendance at Board meetings and as such, has created a strong working bond that enhances communication and produces more informed decision-making.”
- “I believe this statement is a strong description of Guy”
- “I believe Guy showed these traits on our PD trip to Orlando Florida. He encouraged a large group of Sun West employees with a diverse range in roles to attend the conference. The entire time we were there Guy was team building with all of us.”
- “I has seen good things happening and I believe Guy maintains great teamworking skills inside and outside our School Division with everyone.”
- “I believe the way he has made decisions and work in Sun West a TEAM approach is fabulous. He encourages all stakeholders to get involved no matter what position they fill within the Division. This allows everyone a voice. Values input from all!”
- “Encourages group discussion and decision-making. Involves stakeholders in decision-making (interviews, HK plan, Calendar, etc.)”
- “Guy has done a great job of promoting a variety of stakeholders in all of our committees. We regularly have trustees that sit on our division committees and this engagement has developed the culture of support that we enjoy from our Board.”

Board members responded:

- “Guy has a tremendous focus on 'team' and is masterful in creating conditions that foster teamwork. Guy is very clear that the people he works with are the experts in the organization. He is very modest about the role he plays in co-ordinating the entire operation.”
- “I think Guy is very aware of the strengths of the people he works with. He has a knack of being able to identify people who usually will excel when put into certain roles. As we continue to evolve as a division and new positions are developed, Guy has shown great leadership in utilizing current staff to fill these positions based on their passions and talents. Guy does a great job of empowering the "team" atmosphere and empowering people to do the jobs given to them because he has the faith and trust in them as individuals and smaller teams to be successful. I think as a board Guy has given us the confidence to make decisions as a large team and that then he can go out and empower the teams under him to carry out the work.”
- “When developing the calendar”
- “Within our borders he is a master of team. It is with other organizations whose membership is still based in the "I" that I feel that Guy may run into difficulty (i.e., L.E.A.D.S.)”
- “Guy is not afraid to meet with anyone or anybody. He is very open to anything to do with kids and their well being.”
- “An example is how our AGMs are held. Each board member presents Sun West's plans and goals to the audience to show them that we work as a team. Sun West is not director driven ... I feel that we are truly a team!”

IN BUILDING RELATIONSHIPS

Your **Director of Education** indicated, “It's all about relationships! I know this and I work at it. However, as I grow older my weakness of impatience some times over-powers the top shelf guy!”

Observers responded:

- “Guy listens, supports when needed, allows us to make mistakes and learn from them rather than pointing out a failure. He would not criticize in front of others or point out a flaw. He is genuine in his communication.”
- “Not sure I have a story but this is pervasive in all Guy does”
- “The fact that Guy was instrumental in talking and having people meet in informal yet strategically planned times to network and build relationships to transfer into team concept for Sun West.”
- “This is where Guy has made the greatest impact, he has liberated people from themselves and to an extent protected them from micro management so they can do their job.”
- “Takes time to listen to the concerns of others”
- “Guy has built strong working relationships with those around him, however is compassionate, thoughtful and attentive.”
- “Again Guy has really focused on building relationships and taking into account ALL staff that work for Sun West and students as well.”
- “A great example of this would be his promoting and supporting all levels of staff and students to participate in the National Rural Congress by presenting and showcasing their work to other rural teachers, boards and other stakeholders.”
- “I think Guy builds relationships to help him accomplish his goals. He will research projects with advise from other who have the same goal in mind.”
- “Guy strives to bring people along with him in his vision for the future. He is great advocate for new and challenging targets.”
- “Again this was seen in our trips to Orlando for the technology conference. The evening events lead to friendships and networking with people we might not otherwise have the chance to visit with.”

- “I believe this is true. Internally in the Division, and externally, Guy has built good relationships . . . I know Guy through the staff meetings role and daily with our internal office.”
- “Guy is a very approachable person. If others in the Division could only see the passion he has for students! He has managed to make all administrators feel free to express opinions even if they are not the same as his.”
- “Team approach is always used for solving key issues.”
- “Relationships are at the core of Guy's style. One particular example goes back to the impending teacher strike. He eased many administrators minds when he stated that we have a good working relationship now and we will have a good one once the strike is over and the contract is taken care of.”

Board members responded:

- “Guy frequently sends out system-wide congratulatory emails to celebrate accomplishments, and often just to touch base on a system-wide level (e.g., Christmas greetings, beginning of school year, etc.). He is quick to recognize the accomplishments of others, and celebrate success. An example was to organize a 'party' to celebrate Tony being hired as a Director and Tracy getting her doctorate. Another example was his hands-on support when Connie and Cathy were running for positions with the SSBA executive.”
- “Guy is a very social person. He has a genuine interest in people's lives. As a [certain kind of] trustee I have always felt that Guy has taken an interest in me and my family. He wants to know what makes us tick and then use that for the greater good of the Division or the team. He regularly asks for your opinion, gives you opportunity for input, appreciates the differences in opinion and recognizes your involvement. It has made it much easier for me to feel even though I'm new that I do have a role to play as well as meaningful things to contribute even if I don't totally understand all the intricacies of the inner workings of a school division.”
- “Guy works very hard to maintain relationships with all persons. He realizes that relationships outside of business go along way in helping agendas along within the business.”
- “Guy strives very hard to build positive relationships with each of our staff and board members. He looks for similar interests and strives to make each person feel valued and heard.”

- “Guy has a very easy time with building relationships/friendships.”
- “. . . I am always amazed at his ability to build relationships with those around him. He is great at supporting everyone and encouraging people to do their work. From what I have seen he allows those who work for him to be professional in their jobs. He always says that people need to be allowed to do the work and if something goes amiss, then we will work to fix it.”

IN MEANINGFUL, TIMELY AND CLEAR COMMUNICATIONS

The **Director of Education** said, “I do believe that I have passion. My major problem is that often people misdiagnose my passion and believe I am angry. Not true, just that French hand swinging passion!”

Observers responded:

- “Guy is very open and doesn't withhold information. This has created a more trusting environment.”
- “When Guy shares with the board what is going on in the Division and then also shares that vision to teachers.”
- “In most cases, Guy has responded to my questions within, it seems, minutes.”
- “At times is busy with a broad range of commitments and is unavailable for senior administrative meetings.”
- “Guy is not only the Director of Sun West, he is an ambassador for Sun West throughout the Province. He has a great understanding of the current needs of the students/employees/division and a vision for the future.”
- “He is the biggest advocate for Sun West and not afraid to get into the trenches with the powers above. His first and foremost concern and I believe what drives him in his everyday work is WHAT IS BEST FOR KIDS! and never strays from that mentality in doing and planning what he does.”
- “Every time I have sought his advice, he has listened attentively and has either offered very wise, well-thought out solutions or has guided me to come up with my

own solutions. He most often does the latter. I find this the most helpful, as it models for me the way to best work with others who come to me for advice.”

- “Guy supports his team, he will listen and add suggestions when necessary.”
- “Guy has been a positive example for communications between co-workers and this example encourages teamwork.”
- “When Guy talks at our opening day events in Rosetown each year, he always mentions the work of all in Sun West and how without each individual Sun West wouldn't be what it is.”
- “Guy is passionate about his work and conveys that in his vision. He encourages open communication and reminds us regularly to look after ourselves and our families.”

Board members responded:

- “One thing that amazes me (and has impressed me from my first contact with Guy) is his ability to respond immediately to phone calls and emails. Also, Guy is passionate about sharing his convictions about education with others - he is well known for his 'I have a dream' speeches!!”
- It is really hard to get Guy to talk about anything but how to do these things. He is always talking and promoting to all he comes in contact with what excellent opportunities there are in Sun West. Just the other day, he had gone to visit [a family member] who wasn't feeling great, I asked another person from Division office a few days later how his [family member] was and they didn't even know [person] was sick. They knew he had been to see [person] but all Guy talked about was Division work he had done while he was there. Guy's totally dedicated and always striving to engage all he comes in contact with to see the great successes we are having in Sun West.”
- “Guy always tries to keep us informed.”
- “Great statement of our Director.”
- “Each year the Board has their Annual Meeting which, in the past, was always held in Rosetown because it was more central. In the past few years Guy has suggested that we have one "Annual Meeting" and another meeting to deliver the same information. These meetings move around each year, one in the West and one in the East of the Division. This way he feels that we can get our message out to more

of our stakeholders, thus engaging more of our communities. This year we had one meeting in Marengo and one in Lucky Lake. These meetings have, in my opinion, brought out many more people who would never have bothered to attend this type of meeting before.”

- “Guy is a great listener. At many of our board meetings, he simply sits back and listens to all the conversations. And, when he is asked to contribute he openly expresses his ideas and opinions. He also strives to give us all the information that we need to make an informed decision when needed. I love that fact that Guy tells us his "dreams" for our division. He does so with such passion, conviction and commitment.”

IN DEVELOPING SELF AND OTHERS

The **Director of Education** indicated, “This is not my "strength." I have always struggled with the ability to provide genuine timely feedback to colleagues when it involves communication that will probably not be accepted well. I have been able to deal with most of this displeasure by creating team situations that then provide me with the necessary courage to tackle the tough personnel issues.”

Observers responded:

- “Guy likes to learn and stay current and encourages people to do the same.”
- “He is always travelling the province, country and world to better develop himself.”
- “Emphasizes and encourages continuous professional development for all staff.”
- “Guy is a lifelong learner and promotes this through his leadership.”
- “100% - he is an exceptional listener and never has an agenda. He takes the time to listen to me whenever I have concerns or questions and challenges me in ways I never have been before which motivates me to learn and grow.”
- “One of Guy's outstanding contributions has been his focus on ensuring and supporting the ongoing Professional Development opportunities for all staff in the division.”

- “Always wanting other to better themselves. He brings out the best in people! Sees their potential even when they may not see it themselves.”
- “Guy does a really good job of mentoring us. He walks us through situations and guides us to make good decisions without making them for us. Will be there in a supportive role when requested.”

Board members responded:

- “Guy is also passionate and adamant about professional development opportunities - he models it himself, and encourages it in others. And puts his money where his mouth is!! When bargaining with LINC, PD was an area he strongly supported.”
- “His dedication to PD is unwavering. He recognizes that better teachers make better student outcomes. He also is regularly encouraging us as board to do PD as well as looking for opportunities for his own.”
- “Promotes PD for staff and Board.”
- “Always. He has encouraged many of our senior staff to grow and fulfill their professional goals: Tracy with her doctorate and Tony a directorship”
- “One instance of this would be the encouragement he provided to many of our staff to attend a large technology conference in Florida. Last year, he and a few trustees and superintendents attended. This year he was able to get many of our staff to attend and learn many things to support student learning.”
- “Guy strives to build positive relationships and in doing so recognizes strengths in others. He focuses on those strengths and encourages people to develop them more through professional development or by other means.”

IN INTEGRITY AND HONESTY

The **Director of Education** indicated that I am trustworthy, I follow through on my commitments and I model integrity. My walk matches my talk. I provide significant personal leadership, together with organizational leadership: “I think that describes me?”

Observers responded:

- “I trust what Guy says, he follows through on commitments.”
- “Leadership in self and in others is valued.”
- “Addresses issues on an individual basis.”
- “Yes, his "walk matches his talk." He is an excellent role model.”
- “Again I agree wholeheartedly with this statement.”
- “When Guy asks the question, "What's best for students?" We know he genuinely means it and that he will follow the path that leads to this answer and will encourage us to all do the same.”
- “Guy is often out of his office working with different groups in Sun West and outside of Sun West to bring information back to all.”
- “He seems trustworthy and is very friendly. Provides leadership when he is here. Not really in the office a lot. May 50% of the time. Gone to meetings a lot.”
- “Guy is a straight shooter and tells it like it is. He walks the talk.”

Board members responded:

- “Guy is a 'stand up guy' - no pun intended! His walk DOES match his talk. He is always quick to give credit where it is due, and does not shy away from taking responsibility for any of his own actions.”
- “He is a good listener and is not afraid to give you an honest opinion.”
- “I believe that Guy worked very hard to establish trust within Sun West when he first became our director. I believe he has been very successful in being trustworthy.”
- “Guy demonstrated great compassion and empathy when our school Division faced a fatality involving a school bus. He handled the media at a time when the mother of children riding the bus was killed. The media became demanding and cruel at times. Guy was honest and set the tone of calm amongst the school division.”

- “I have no specific instance for this. One would just have to be around him in his day to day work in the division and you would see his integrity and his commitment to his job as the leader in our School Division.”
- “Guy is very forthcoming with his answers and information. He is not afraid to tell us "no" and that something is "not possible." However, he will always find all the information he can to support his ideas one way or another. His commitment to Sun West goes above and beyond. It is not unusual to receive an email from Guy late in the evening or early in the morning. He is always working for Sun West ... even in his down time. I truly believe that he wants Sun West to be the School Division that sets the standard. He feels that Sun West's success rests on his shoulders and his leadership and commitment reflect this.”

FURTHER SURVEY COMMENTS BY RESPONDENTS

As a final question on the survey we asked: Are there any further comments that would assist the Sun West School Board in this 360 process?

Your **Director of Education** responded as follows: “I really enjoy my role in Sun West and continue to learn along with the great people I work with! Ultimately everything has to always come down to "What is best for kids!" Thank you for listening!”

Observers commented:

- “I feel very fortunate to work in this Division with a leader like Guy. He has changed the culture of this organization for the better and I feel he has made significant improvements. He has established an environment where everyone can be successful. I love my job and love being part of this team.”
- “Remember that employees need to balance work and their own lives to give the best they can to students. People are willing to work hard if they believe in a vision and feel valued and respected. But continual push to keep jumping to the next big thing will burn out people. We need to be vigilant and keep growing and improving as well as keep healthy and balanced schools so everyone is learning and thriving.”
- “I appreciate the confidence that the director has placed in the teams that he has in place and the encouragement and support that he has indicated in me.”
- “Guy is really great at seeing the big picture of Sun West.”

- “Because I have no other word to use, I will use love. I love Guy. He is inspirational, kind, generous, committed and dedicated. Education is his vocation. Our vocations go beyond our careers, they permeate each moment of our lives; not all in education have this vocation and we can not compare our vocations to their careers and have the same expectations.”
- “Perhaps a more clear definition of role for the members of the Board.”
- “I have a great amount of respect for Guy and truly appreciate the opportunity to work with him and get to know him.”
- “I don't ever want Guy to retire. He is a brilliant man who has taken this division to the forefront of education in Saskatchewan I believe. He is a wonderful and open boss. He lets me do my work and if I have questions offers valuable advice. I respect him not only as boss but a person in general and is one of the hardest working and smartest and innovative people I've met. A true inspiration to me.”
- “We are lucky to have the best Director in the Province in Sun West School Division. He has changed the culture here so significantly that we are so very proud to be working here and that others are also aware that Sun West is the school division you want to work for!”
- “Guy has been great for his enthusiasm and vision for expanded student opportunity.”
- “I truly believe that we have the best possible leadership in Dr. Guy Tetrault. He is leading Sun West to be a division that is leading in so many areas of education.”
- “This was a very hard survey for a number of people in the Division as this is geared to those who work with Guy and there are a large number of people in the Division who have not even met him, or seen him at their schools. We are relying on what our administrators bring from the many meetings as the direction of the Division, working ability of the policies and directions of Division. I am fortunate that I have met and worked with Guy but many have not!”

Board members commented:

- “I think we have covered everything that I can think of - and it has taken me twice as long as you suggested it would!!”

- “We are very fortunate to have a director that is so committed, passionate, innovative and personable. He has done an exceptional job of his leadership. He is able to utilize peoples skills to the best of their abilities even if there is not complete buy in to his team. I think we need to be aware of some of his vulnerabilities and do our best to recognize and help work through them with him. I also think we need to be careful not to abuse some of these great qualities he possesses. He may work himself into the ground and we need to be careful not to put unrealistic expectations on him that he then feels necessary to work that hard. He needs to know we value him enough and that we value his physical health as well as his relationship's health, that these things are still more important than getting that one more thing done for the division. He does work for us and he does need to get things done but not at the expense of the health of these areas. I think we need to find a healthier balance for him. Guy is a great employee and I think is well respected both inside the division as well as within the education sector. We are very fortunate to call him part of team Sun West.”
- “While Guy and the Board are very focused on the future we need to ensure that our current processes are perfected to carry us towards that future with as little disruption as possible.”
- “I think the only weakness of our Director is having a board member as a friend is hard. There has to be that separation.”
- “I enjoy being a school board member on the Sun West Board of Education and it is indeed a pleasure to work with Guy.”
- “Simply, I feel that when we were hiring for the CEO position a few years back ... we hired the best man to fulfill the needs we desired. Guy truly is a great director!”

SUMMARY OF FINDINGS

1. The Director of Education of Sun West School Division has the confidence and support of his Board, his senior staff, and his site-based administrators.
2. The Director of Education is observed by Board and both Division and School-based personnel as being in compliance with his Terms of Reference.
3. The Director of Education is less an analyzer than motivator, pace-setter, or vision-setter (Note: the Board are likewise oriented).
4. There are many examples of innovation, system refreshment, employee buy-in, professional development and infrastructure investment for the sake of equity of learning opportunities for all of the students in Sun West School Division.
5. There is an extraordinary degree of agreement (positive) on the overall performance of the Director of Education (from 31 person on survey; low standard deviations on most items and measures).
6. Board members see the director in a more positive light than do Division and School-based observers, though all groups hold him in high esteem.
7. There are concerns for his self care, his uneven relationships with Board members, his need to ensure communication systems privilege staff members, and his tendency to be perceived as animating too many initiatives at once.
8. Dr. Tetrault has set high standards for his servant leadership qualities (all four dimensions of vision, credibility, trust and service).
9. In all eight areas of competency strengths, observers are able to provide concrete examples of demonstrated capacity, competence and character. Guy's self-assessment of his acumen in the position and his areas for improvement are aligned with Board and his direct reports.

10. There appears to be a need to clearly establish and communicate focus and priorities for the School Division, in partnership with the Board. There is a perception that there is too much going on, without sense of what the most important initiatives are and what must be held onto (and what may be “let go of”).
11. Dr. Tetrault has a strong desire and capacity to enhance principals’ skills through mentorship. He needs to spend more time on this area of investment to build system capacity at the school-level. Recruitment and equipping of a strong team of senior administrators and principals must continue to be a priority for Director and School Division.

The interviews, focus groups, examination of portfolio, on-line survey 360 analysis to review of the effectiveness of the Director of Education of Sun West School Division, Dr. Guy Tetrault provide us with pleasure to present because of the celebratory and affirming nature of our findings. By all accounts and across all measured dimensions Sun West School Division is in exceptionally good hands with a highly respected and high performing Director of Education. Thank you for providing the Johnson Shoyama Graduate School of Public Policy with the opportunity to provide this Review, to be a witness to excellence in action and to join you in this importance governance process.