

Eastern Michigan University
Department of Leadership and Counseling
Educational Leadership Program

CONFIDENTIAL APPRAISAL FORM

Applicants name: First (Middle Initial) Last

Student #: E

D.O.B.: / /

The applicant listed above has applied for admission to a degree program in educational leadership at Eastern Michigan University. Listed below are the 12 generic leadership skills considered elements of successful leadership behavior. Please rate the *potential* of the above named individual relative to each of these skills, based on your observations and interactions as his or her supervisor. Place an "X" in the appropriate column for each skill area.
 *Additional comments may be attached on a separate sheet of paper.

* For definitions of each of these skill areas, see the back of this form.

	Outstanding (Top 1%)	Very Good (Top 10%)	Average (Top 25%)	Fair (Top 50%)	Poor (Bottom 50%)
Problem Analysis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Judgment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Organizational Ability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Decisiveness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sensitivity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stress Tolerance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Oral Communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Written Communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Range of Interest	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Personal Motivation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Educational Values	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall Potential for Leadership	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	5	4	3	2	1

Name (signature)

Educational System or Institution

Position

Address

In what capacity have you worked with the candidate?

How long have you worked with the candidate?

It is my request that this reference be kept confidential. The writer should understand that I will not have access to his or her evaluation. I waive the rights personally to inspect my references. I also certify that this appraisal is or has served in a supervisory relationship to me.

Signature of Candidate

Date

**Please return this form to: Graduate Admissions, P.O. Box 970, Eastern Michigan University,
 Ypsilanti, MI 48197 • Ph: (734) 487-3400 • Fax: (734) 487-6559**

DEFINITIONS OF LEADERSHIP SKILLS*

Problem Analysis	Ability to seek out relevant data and analyze complete information to determine the important elements of a problem situation; searching for information with a purpose.
Judgment	Ability to reach logical conclusions and make high quality decisions based on available information; skill in identifying educational needs and setting priorities; ability to evaluate critically written communications.
Organizational Ability	Ability to plan, schedule, and control the work of others; skill in using resources in an optimal fashion; ability to deal with a volume of paper work and heavy demands on one's time.
Decisiveness	Ability to recognize when a decision is required (disregarding the quality of the decision) and to act quickly.
Leadership	Ability to get others involved in solving problems. Ability to recognize when a group requires direction, to interact with a group requires direction, to interact with a group effectively, and to guide the group to the accomplishment of a task.
Sensitivity	Ability to perceive the needs, concerns, and personal problems of others; skill in resolving conflicts; tact in dealing with people from different backgrounds; ability to deal effectively with people concerning emotional issues; knowing what information to communicate and to whom.
Stress Tolerance	Ability to perform under pressure and during opposition; ability to think on one's feet.
Oral Communication	Ability to make clear oral presentation of facts or ideas.
Written Communication	Ability to express ideas clearly in writing; to write appropriately for different audiences - students, parents, etc.
Range of Interests	Competence to discuss a variety of subjects - educational, political, current events, economics, etc.; desire to participate actively in events.
Personal Motivation	Need to achieve in all activities attempted; evidence that work is important to personal satisfaction; ability to be self-policing.
Educational Values	Possession of well-reasoned educational philosophy; receptiveness to new ideas and change.

*National Association of Secondary School Principals (NASSP). *Performance-based preparation of principals*. Reston, VA: NASSP (pp. 33-35).