

Working Relationships Survey

Building strong, positive working relationships built on trust is crucial for the success of you, your students, and our school.

Please complete this survey in regards to your working relationship with me. Some of these may specifically apply to our 1:1 relationship, some may apply to how you view my relationship-building with you and/or other staff members.

Please be sure to read the descriptions and all options carefully before making a selection.

1. **Highly Satisfied**
2. **Satisfied**
3. **Somewhat Satisfied**
4. **Dissatisfied**
5. **Very Dissatisfied**

I value and appreciate your anonymous feedback regarding key criteria of relationship-building. Thank you for your time and honesty!

** Indicates required question*

1. **REALLY LISTENING ***

- Taking the time to meet 1:1.
- Getting to know you for who you are personally because your work and personal life are interconnected.
- Learning what your struggles are and what supports you need (then deliver).

Mark only one oval.

1 2 3 4 5

High ☐ ☐ ☐ ☐ ☐ Very Dissatisfied

2. OPTIONAL:

Specific Feedback for REALLY LISTENING Criteria

- Taking the time to meet 1:1.
- Getting to know you for who you are personally because your work and personal life are interconnected.
- Learning what your struggles are and what supports you need (then deliver).

3. BEING OPEN TO FEEDBACK *

- Providing opportunities for staff to get to know me as well.
- It's clear that my role is to support *you*.
- I don't become defensive.
- I demonstrate patience.
- I answer what I can, and quickly return to tabled questions.
- I TAKE ACTION - Addressing concerns myself or finding the right person or people. I keep everyone updated.

Mark only one oval.

1 2 3 4 5

High ☐ ☐ ☐ ☐ ☐ Very Dissatisfied

4. **OPTIONAL:**

Specific Feedback for BEING OPEN TO FEEDBACK Criteria

- Providing opportunities for staff to get to know me as well.
- It's clear that my role is to support *you*.
- I don't become defensive.
- I demonstrate patience.
- I answer what I can, and quickly return to tabled questions.
- I TAKE ACTION - Addressing concerns myself or finding the right person or people. I keep everyone updated.

5. **CHECKING-IN ***

- Establishing trust and building high-quality relationships takes time. Meeting with team members is ***not*** a 'one and done' session.
- Periodically check in to see how you're doing, and if your struggles and/or needs have changed.
- Relationships are always "works in progress," and it's clear I'm putting in the work (and value it).

Mark only one oval.

	1	2	3	4	5	
High	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very Dissatisfied

6. **OPTIONAL:**

Specific Feedback for CHECKING-IN Criteria

- Establishing trust and building high-quality relationships takes time. Meeting with team members is ***not*** a 'one and done' session.
- Periodically check in to see how you're doing, and if your struggles and/or needs have changed.
- Relationships are always "works in progress," and it's clear I'm putting in the work (and value it).

7. **SEEKING OUT NEW VOICES ***

- Tapping into people's diverse strengths.
- Being the representative for a culture of diversity and inclusion by elevating all voices, not just the loudest or most senior, etc.

Mark only one oval.

	1	2	3	4	5	
High	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very Dissatisfied

8. OPTIONAL:**Specific Feedback for SEEKING OUT NEW VOICES Criteria**

- Tapping into people's diverse strengths.
- Being the representative for a culture of diversity and inclusion by elevating all voices, not just the loudest or most senior, etc.

9. SPENDING TIME WITH PEOPLE *

- You know and feel that I am 'in it' *with* you.
- Listening and finding ways to bring everyone together.

Mark only one oval.

	1	2	3	4	5	
High	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very Dissatisfied

10. OPTIONAL:**Specific Feedback for SPENDING TIME WITH PEOPLE Criteria**

- You know and feel that I am 'in it' *with* you.
- Listening and finding ways to bring everyone together.

11. UNITING (LEADERSHIP) TEAMS *

- All team members feel heard.
- Encouraging their/your feedback and acting on it.
- Ensuring everyone is on the same page (even when not in agreement) because it's "our school" not "my school."

Mark only one oval.

1 2 3 4 5

High ☐ ☐ ☐ ☐ ☐ Very Dissatisfied

12. **OPTIONAL:**

Specific Feedback for UNITING (LEADERSHIP) TEAMS Criteria

- All team members feel heard.
- Encouraging their/your feedback and acting on it.
- Ensuring everyone is on the same page (even when not in agreement) because it's "our school" not "my school."

13. **PARTNERING WITH UNION ***

- When things are coming up, proactively bring it to them and seek their opinions.
- Finding areas of agreement and compromise.
- Even when in disagreement, or when compromise isn't possible, providing context, reasoning, and transparency.

Mark only one oval.

	1	2	3	4	5	
High	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very Dissatisfied

14. OPTIONAL:**Specific Feedback for PARTNERING WITH UNION Criteria**

- When things are coming up, proactively bring it to them and seek their opinions.
- Finding areas of agreement and compromise.
- Even when in disagreement, or when compromise isn't possible, providing context, reasoning, and transparency.

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