

TBG/WCSD CANDIDATE INTERVIEW & EVALUATION GUIDELINES

Overview

There are a number of activities involving the five finalists taking place before the new superintendent has signed a contract with WCSD as described below.

1. A 60-minute interview with the Board of Trustees (BOT) being held Friday, April 8th starting at 8:30 AM and ending at 3:30 PM. The interview activities are described in more detail following this list.
2. A 2.5 day candidate Meet & Greet (M&G) event starting on Monday the 18th and ending the close of business on Wednesday the 20th. Candidates will be onsite and engaged in the following activities:
 - a. Meals with BOT members
 - b. District tours
 - c. Focus group Q&A sessions with different stakeholder groups
 - d. BOT interviews
 - e. Media engagements

A formal schedule of activities will be out soon. With the exception of the meals and tours, most activities will afford the community an opportunity to attend in person, view it live-streamed, and/or view the recorded version. Additional evaluation guidance will be provided for the M&G activities.

3. The Bryan Group (TBG) conducts formal candidate background checks.
4. TBG and the Search Advisory Group (SAG) conduct candidate reference checks.
5. TBG compiles the results of the community candidate evaluation surveys.
6. TBG pulls together the results of the survey, background checks, and reference checks and provides the results to the BOT.
7. The BOT deliberates and selects the new superintendent on April 26th.

The BOT Candidate Interviews April 8th

1. The approach:
 - a. The BOT is meeting in person, while the candidates and interview facilitator are joining online/Zoom.
 - b. Bill Bryan, CEO of TBG, conducts the interviews and facilitates BOT and candidate interactions around BOT questions.

- c. The purpose of the interviews is for the BOT and community to start to get to know the candidates and what superintendent selection criteria/capabilities they display.
 - d. There are no deliberations or decisions during these interview sessions.
 - The formal interview is 60-minutes followed by a 15-minute break for BOT members to summarize their observations and/or take a break.
 - e. There are no questions by the candidates of the BOT.
 - f. There is no personal pitch by the candidates to the BOT
 - g. The M&G BOT candidate interviews will provide the opportunity for more of the traditional interview elements.
2. Interview activities:
- a. Welcome of the candidate by the BOT.
 - b. Guided Storytelling (40-45 minutes):
 - One up/positive career event
 - BOT story follow-up questions
 - One down/negative career event
 - BOT story follow-up questions
 - c. BOT prepared questions (see “3c,d” below).
 - d. End of interview.
 - e. 15 minute break – there are no deliberations or decisions at the end of these interviews.
3. Recommendations for the BOT:
- a. Be as prepared for the interviews as possible, e.g., read all the written materials on each candidate and watch their pitch videos.
 - b. Familiarize yourself with the Superintendent Selection Criteria included in the WCSD Superintendent Search Process Overview document on the WCSD website.
 - c. Create questions based on what you’ve read and/or on your observations on which of the selection criteria you did not see evidence of in the written materials.
 - d. When you create questions:
 - Do not make them hypotheticals, such as, “What would you do if you were faced with ...?”
 - For example, if you were concerned about a candidate’s ability to deal with conflicts with the board, don’t ask what the candidate would do when faced with a particular board conflict, rather, ask the candidate, “Please give us an example of what you did to manage a board conflict in the past and walk us through it.” Ask for a lot of detail, i.e., turn it into a story.
 - It’s important to remember that ***the best predictor of future performance is past performance!*** When you ask

“what if” or “what would you” type questions, the response may only reflect a prepared answer, or how quick the candidate is on his/her feet. These type questions have little if any predictive validity as to whether or not a candidate will demonstrate what you are looking for on the job.

The Evaluation Process

1. General considerations:

- Being human means being biased. The challenge is how to put your biases in your back pocket when you are evaluating someone. If you don't, your evaluation is based on personal opinion and not on evidence as described in the superintendent selection criteria. If your evaluation is not criteria/evidence based, the candidates you favor will be those who are most like you, and not what the job requires - unless you are a superstar superintendent!
- You must do your homework and learn about the candidate as much as you can, and this includes the information on the website and watching the candidates in action, e.g., the interview on the 8th and the activities during the M&G on the 18th-20th. Don't jump to conclusions until you've seen as much of the candidates as you can.

2. Consistent evaluation:

- To help create evaluation consistency across candidate activities and over time, starting on page 6 is a boiled down set of selection criteria formatted to capture your observations and make evaluations. It is a simple way to stay criteria focused and build a picture of each candidate based on evidence across different sources of candidate information.

3. Additional evaluation criteria:

- The detailed selection criteria, while extremely important, as they reflect core competence, are not all that goes into your final evaluation. Another set of measures are in play and best described as “fit” criteria. At the end of the day, particularly if the candidates are viewed as having similar capabilities, the question will be which candidate is the **best fit** for the district. This usually includes fit with the BOT, community, administrators, legislature, teachers, parents, etc.
- Another set of evaluation guidelines will be coming out next week that provides more information on what fit issues to focus on from multiple perspectives.

4. Evaluation survey:

- In the next day or so, a survey will be available on the WCSD website that provides you with the opportunity to evaluate the candidates.
- The survey will be distributed district wide for any stakeholders who wish to let the BOT know their candidate evaluations.
- The survey is to be filled out only once, so it is suggested that you wait until have all the input you plan on gathering in hand before filling it out.

- The survey results will be compiled by TBG and presented to the BOT before their deliberation date, along with the background and reference check information.

Candidate Evaluation Worksheet

1. Create a worksheet for each candidate.
2. Build a picture of each candidate by updating the worksheet each time you gather more candidate information.
3. The worksheets will be a terrific resource to use when filling out the survey.

Listed below is a condensed version of the Roles and Competencies. On the next page, only the definition and first three indicators are presented. For more detail, see the full set of Superintendent Selection Criteria listed in the WCSD Superintendent Search Process Overview on the WCSD website.

CONDENSED ROLES & COMPETENCIES	CONDENSED ROLES & COMPETENCIES
1. LEADERSHIP	11. RESULTS ORIENTATION
2. GRAVITAS & BACKBONE	12. COMMUNICATING
3. PROFESSIONALISM	13. ACTIVE LISTENING
4. ADAPTABILITY & FLEXIBILITY	14. RELATIONSHIP BUILDING
5. BUILDING TRUST & CREDIBILITY	15. COMMUNITY BUILDING
6. POLITICAL SAVVY	16. COLLABORATION
7. ADVOCATE	17. SERVICE ORIENTATION
8. JEDI CHAMPION	18. CULTURE & CLIMATE MGMT
9. VALUES PEOPLE	19. FUNCTIONAL EXPERTISE
10. STUDENT FOCUS	

- CANDIDATE:
- SOURCES OF INFORMATION RELIED ON (underline or highlight): Written Materials; 4/8 BOT Interviews; M&G Activities - BOT Meals (BOT only); BOT Interviews (second set on 4/20); Focus Group Q&A Sessions; Media Engagements.
- At the end of the day, place an X or Checkmark reflecting how strong the candidate was on each of the criteria.

CONDENSED ROLES & COMPETENCIES	OBSERVATIONS/EVIDENCE	Strng	Mod	Weak
1. <u>LEADERSHIP</u>: <i>Guides the efforts of others to accomplish the vision, mission, and goals of the district.</i> a. Is smart – demonstrates both critical thinking and wisdom. b. Builds and promotes a compelling common vision – gets people on the same page – works to unite people. c. Makes self visible, accessible, and approachable on an ongoing basis.				
2. <u>GRAVITAS & BACKBONE</u>: <i>Demonstrates firmness of character; takes a stand when values, beliefs, or practices are challenged</i> a. Commands a room. b. Commands respect. c. Recognizes the position demands presence.				
3. <u>PROFESSIONALISM</u>: <i>Demonstrates honesty, integrity, and ethical behavior under all circumstances.</i> a. Maintains objectivity under stressful situations – is unflappable. b. Does not personalize personal feedback or attacks – displays thick skin. c. Is non-political – maintains a neutral stance.				

CONDENSED ROLES & COMPETENCIES	OBSERVATIONS/EVIDENCE	Strng	Mod	Weak
4. ADAPTABILITY & FLEXIBILITY: <i>Rolls with the punches while maintaining balance and a focus on goal attainment.</i> a. Responds to problems, changes, and demands as a challenge rather than an obstacle. b. Takes on changes and new demands without missing a beat. c. Multitasks easily – without becoming confused or frustrated.				
5. BUILDING TRUST & CREDIBILITY: <i>Employs a suite of positive interpersonal influence strategies and skills to build trust and the respect of others.</i> a. Communicates effectively. b. Is authentic, genuine, and transparent – no hidden agendas. c. Keeps people informed with what they want to know.				
6. POLITICAL SAVVY: <i>Understands the formal and Informal power/authority structure in groups and organizations and uses that knowledge to get things done.</i> a. Navigates politically charged situations and challenges with skill and confidence. b. Is street smart: - can appreciate and connect with all stakeholders. - knows what is feasible and not, and within what timeframe. - knows when to back off to fight another day. - keeps ear to the ground – is rarely surprised or blindsided. c. Is able to make all parties feel understood and valued.				

CONDENSED ROLES & COMPETENCIES	OBSERVATIONS/EVIDENCE	Strng	Mod	Weak
7. <u>ADVOCATE</u>: Promotes all that is good about WCSD (or their current organization) a. Promotes the district's excellence and opportunities at every chance to the external world – in state and out. b. Lobbies for funding and policy support from the NV legislature (or current state legislature). c. Advances opportunities for student agency, voice, and choice at every turn.				
8. <u>JEDI CHAMPION</u>: Advocates for justice, equity, diversity, and inclusion for every stakeholder in the district, particularly students. a. Accurately determines, clarifies, and prioritizes JEDI needs – and notes their relationship to student academic, social-emotional, and civic growth. b. Make very clear the need for appropriate JEDI programs. c. Allocates resources to support JEDI endeavors.				
9. <u>VALUES PEOPLE</u>: Fully recognizes and embraces the value that diversity brings to the workplace with regard to energy, new ideas, and problem solving. a. Values and promotes JEDI for all stakeholders. b. Treats all with respect. c. Goes the extra mile to provide people with ethical feedback and the recognition and rewards they deserve.				
10. <u>STUDENT FOCUS</u>: Bases all goals, plans, and actions on what is best for students, and influences others to do the same. a. When making decisions always takes into account what's in the best interest of students. b. Directs and encourages others to put students at the center of their decision-making c. Values and advocates for the student support systems provided by parents, staff, and others.				

CONDENSED ROLES & COMPETENCIES	OBSERVATIONS/EVIDENCE	Strng	Mod	Weak
11. RESULTS ORIENTATION: <i>Insists that all activities clearly drive toward improved student/stakeholder performance outcomes</i> a. Searches for and adopts innovations that enhance the ability of the district to meet goals. b. Is outcome/results versus activity focused. c. Optimizes the allocation and use of resources.				
12. COMMUNICATING: <i>Communicates effectively in both the written and spoken word.</i> a. Keeps in touch with stakeholders to understand their communication needs in terms of content, vehicle, and frequency. b. Knows how and when to disseminate information – is always in touch with how the release of information will impact others. c. Tailors communication (vehicles and content) to fit receiver/ audience needs.				
13. ACTIVE LISTENING: <i>Takes time to truly connect with others through effective listening.</i> a. Proactively gathers information from/listens to all stakeholders to ensure their needs, concerns, and goals are understood. b. Demonstrates deep empathy. c. Proactively shows an interest in others through listening – resulting in connections that support goal attainment.				
14. RELATIONSHIP BUILDING: <i>Creates meaningful and enduring connections with others for the purpose of accomplishing district goals.</i> a. Intentionally and frequently connects with staff and co-workers to let them know they are valued. b. Consciously manages by walking around (MBWA) to be visible and stay in touch with people. c. Demonstrates a genuine concern for the well-being of others through positive interactions.				

CONDENSED ROLES & COMPETENCIES	OBSERVATIONS/EVIDENCE	Strng	Mod	Weak
15. <u>COMMUNITY BUILDING</u>: <i>Actively engages and builds effective working relationships with community members for the purpose of supporting district goal attainment.</i> a. Builds strategic relationships with community groups for the benefit of the community. b. Builds strategic relationships with community groups to assist the district in meeting goals. c. Recognizes and acts on the need to be engaged with parents/families on a regular basis.				
16. <u>COLLABORATION</u>: <i>Works with others in a Respectful and mutually beneficial way to achieve common goals.</i> a. Employs collaboration to empower and build confidence in others. b. Brings people together to enhance productivity and attain better outcomes. c. Builds effective teams.				
17. <u>SERVICE ORIENTATION</u>: <i>Views everyone (all stakeholders) he/she works with as a customer, i.e. someone to be assisted at all times to optimize their performance, growth, and job satisfaction.</i> a. Anticipates, recognizes, and works to meet individual and team needs. b. Views self as a positive enabler and supporter of others. c. Respects and encourages bottom-up initiatives and decision-making.				

<p>18. <u>CULTURE & CLIMATE MGMT:</u> <i>Builds a climate and culture that supports learning and effective teamwork.</i></p> <p>a. Identifies and supports, as appropriate, the cultural norms and values of the district.</p> <p>b. Learns and honors the norms and traditions of the district – as long as they are aligned with the district values, vision and mission.</p> <p>c. Creates measures of climate and culture that are aligned with district goals and plans, and builds them into the existing performance measurement system.</p>				
<p>19. <u>FUNCTIONAL EXPERTISE:</u> <i>Demonstrates knowledge and skills that support foundational job requirements.</i></p> <p>a. Demonstrates core education, management, and leadership knowledge and skills.</p> <p>b. Demonstrates financial acumen.</p> <p>c. Is conversant in the more technical side of the position, e.g., legal, HR, financial, and is an expert in Board policies and working relationship requirements.</p>				

GENERAL/SUMMARY COMMENTS:

