

WCSD SUPERINTENDENT SEARCH PROCESS OVERVIEW

This document is designed to be used by both the Board of Trustees and the Public in helping decide who should be WCSD's next superintendent. It provides a detailed look at what went into the selection of the five candidates identified as finalists for the WCSD superintendent position. You will find it very helpful to view the companion video to this document that provides more context and detail for each section.

How Did We End Up with Five Candidates?

There were a number of steps in the process that started in December and were essential in identifying the highly qualified slate of candidates we now have.

1. The Bryan Group (TBG) was hired to conduct the search.
2. A Search Advisory Group (SAG) made up of a wide range of district stakeholders was created by TBG to learn the process and assist in conducting the search process steps.
3. TBG/SAG employed a district-wide data collection process to identify superintendent selection criteria.
4. A nationwide superintendent candidate recruitment process was conducted by TBG at the same time as the selection criteria data collection and formulation of the superintendent selection criteria.
5. TBG/SAG conducted a thorough candidate screening process that included evaluation of the candidate application package, short interviews, and long Guided Storytelling Interviews (GSI). This resulted in the identification of the five finalists.
6. Further screening will be conducted soon and includes a Zoom interview by the BOT of each candidate and a two-day plus visit to WCSD incorporating a number of activities such as key stakeholder focus groups. While this is going on, TBG will be conducting reference and background checks.

The following sections provide more detail on each of the items above

Why Was TBG Selected to Conduct the Search When There Are Many Larger Firms Who Have Done More Searches?

- TBG is local and is the only search firm in the country that conducts behavioral science and competency-based searches. It is the cutting edge of search technology.

- Dr. Bill Bryan, the CEO of TBG, has over 40 years of experience in conducting applied motivation and competency research to identify what attributes differentiate superior performing leaders from those that are average or poor. This research and its application to leader selection and development has been conducted by TBG in every major work sector, i.e., education, business, military, government, and non-profit, and is unmatched by any other firm. For example, Dr. Bryan has provided services to a dozen Fortune 500 companies.

Why Was a SAG Necessary and How Was It Formed?

- Without a SAG, much of the voice of the community is lost, to include its diversity of perspectives. Also, when SAG members learn and participate in the search activities, they gain skills they can apply elsewhere. A SAG also leads to greater buy-in from the community for the results of the search. Without a SAG, the search becomes search firm v. district driven.
- The SAG was designed to be completely free of any district/BOT influence, which would have caused its operations to become public knowledge. You cannot expect candidates to apply for a position where everything is public, as many are applying without wanting their current employer to know. The other potential downside is that candidates may be less open in their in-depth interviews if they know they are under public scrutiny, as opposed to the interviews only being heard by the BOT.
- The SAG members were identified through a survey designed by TBG that was sent to thousands of district community members. Over 370 people applied to be included on the SAG, including students. Using over 30 criteria, TBG identified 37 adults and 12 high school students who best reflected the different stakeholder criteria for inclusion on the SAG.

How Were the Superintendent Selection Criteria Developed, and What Are They?

- The criteria were created based on input from the school district and community at large based on interviews, focus groups, and about 600 surveys. This input was supplemented by TBG's research on what it takes for top leaders and superintendents to be successful. The criteria are reflected in what roles the superintendent must be highly proficient at and the competencies and leadership styles required to demonstrate those roles very well. In addition, based on community input, superintendent derailers/failure factors specific to WCSD were identified. These are negative attributes that will guarantee failure in the position.
- With the exception of the BOT's requirement of a minimum of a Master's degree and connection to education, the criteria were primarily derived from the community input as to what the new superintendent of WCSD must possess and demonstrate. The criteria were not determined ahead of time - *they are unique to WCSD!*
- It is essential that the criteria employed are valid, detailed, and measurable, otherwise evaluation is based on personal preference and opinion. Having this level of specificity goes a long way in removing personal evaluation bias from the process and ensures that evaluators are on the same page with regard to the performance standards captured by the criteria.

- The criteria are listed below and may appear overwhelming, but the SAG very quickly mastered the use of the criteria for different screening activities, e.g., the evaluation of application materials.
- Three criteria annotations are worthy of note:
 - The color of the number in front of each role and competency reflects the mindset necessary to demonstrate that role or competency at a high level. **Red** indicates a leader/influence/people mindset, while **blue** reflects a task/process/procedure mindset. As you can see by the number of **reds**, an influence mindset is essential to superintendent success.
 - The second annotation are the letters L/Low, M/Moderate, and H/High following each competency. These reflect the level of effort required to acquire or enhance the role or competency. This is based on TBG’s 40+ years of competency research and brain science and is critical to the hiring process, since candidates missing competencies that are annotated with an H will have a difficult time executing position requirements at a high level.
 - The third annotation is found in the category listing of roles and competencies, i.e., Primary, Secondary, and Tertiary. While all the roles and competencies are essential for success, during the criteria validation process, it was found that the roles and competencies labeled Primary best differentiated top from average performing superintendents as experienced by SAG members.

Critical Roles

- Roles can be viewed as mini job descriptions and are the “hats” a superintendent must wear well to be successful in the job. The role title is less important than the definition and tasks that define each role. They describe essential role requirements and are measurable when employing the GSI (Guided Storytelling Interview).

CRITICAL ROLES	CRITICAL ROLES (cont'd)
PRIMARY	SECONDARY
1. COMMUNICATOR	5. RESULTS DRIVER
2. RELATIONSHIP BUILDER	TERTIARY
3. ADVOCATE	6. LEADER
4. JEDI CHAMPION	7. COLLABORATIVE LEADER
	8. COMMUNITY BUILDER

<p>1. COMMUNICATOR: Provider of information essential for the functioning of the district at a high level. Major Tasks: a. Stay current with events and the pulse of both the internal and external communities. b. Identify stakeholder communication needs. c. Institute communication processes and channels that ensure key stakeholders are always in the loop, particularly during change.</p>	<p>2. RELATIONSHIP BUILDER: Developer of both tactical and strategic relationships to facilitate district goal attainment. Major Tasks: a. Identify internal and external stakeholders of influence with whom to partner that will lead to more efficient and effective goal attainment. b. Create a strategy for relationship building with key community stakeholders in a position to help the district – make them feel</p>
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<ul style="list-style-type: none"> d. Be very clear on what is being communicated and why – influence, buy-in, education, solicit information, etc., and tailor communications accordingly. e. Tailor communications – content and vehicles – to specific stakeholder groups. f. Time communications for maximum impact. 	<ul style="list-style-type: none"> wanted and important. c. Invite influential stakeholders to be participants in key district events and teams. d. Create and execute a strategy for relationship building with key internal stakeholders to facilitate work accomplishments, e.g., union representatives. e. Intentionally and frequently connect with staff and co-workers to let them know they are valued.
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<p>3. <u>ADVOCATE:</u> <i>Promoter of all that is good about the WCSD.</i> Major Tasks:</p> <ul style="list-style-type: none"> a. Promote the district’s excellence and opportunities at every chance to the external world – in state and out. b. Lobby for funding and policy support from the NV legislature. c. Advance opportunities for student agency, voice, and choice at every turn. d. Support other’s desire to become WCSD advocates – turn internal stakeholders into advocates. e. Build support coalitions. f. Create positive media relationships. 	<p>4. <u>JEDI CHAMPION:</u> <i>Advocate for justice, equity, diversity, and inclusion for every stakeholder in the district, particularly students.</i> Major Tasks:</p> <ul style="list-style-type: none"> a. Accurately determine, clarify, and prioritize JEDI needs – and note their relationship to student academic, social-emotional, and civic growth. b. Make very clear the need for appropriate JEDI programs. c. Allocate resources to support JEDI endeavors. d. Build a cadre of JEDI advocates and communicators.
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<p>5. <u>RESULTS DRIVER:</u> <i>Promoter of performance measurement and accountability.</i> Major Tasks:</p> <ul style="list-style-type: none"> a. Set clear performance expectations and measures for every level of the district. b. Create realistic timelines for goal accomplishment. c. Provide input into the design of policies, procedures, processes, and practices that support enhanced performance at every level. d. Help everyone to embrace a results versus activity focus. e. Create processes and systems to accurately track key performance measures. f. Create and train data teams to analyze and make use of performance data. g. Takes calculated risks to meet goals, and encourages others to do the same. 	<p>6. <u>LEADER:</u> <i>Provider of realistic goals and a path to goal attainment for the district.</i> Major Tasks:</p> <ul style="list-style-type: none"> a. Create and execute clear goals and plans in accordance with Board directives and strategic plans and policies. b. Support in words and action the district values, vision, mission, and guiding principles. c. Facilitate and mediate interactions between the Board and the community. d. Hold individuals, teams, and departments accountable for meeting goals and standards of practice. e. Reward and recognize individuals, teams, and departments when milestones and goals are met. f. Motivate, inspire, and energize staff to focus on what’s most important and to discard non-productive activities. g. Build effective partnerships with staff and parents/families. h. Implement change if and when necessary to meet goals.
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<p>7. COLLABORATIVE LEADER: <i>Developer of strong working relationships and team functioning.</i></p> <p>Major Tasks:</p> <ol style="list-style-type: none"> Distribute influence, knowledge, and expertise in a skillful way to empower others. Delegate to share responsibility and authority. Develop others for the express purpose of providing them with leadership skills and roles that benefit the district. Gauge others' readiness for additional responsibility – ask for input and allow them to define their own best path. Promote collaborative decision-making. Build and resource high-performing teams. Build and resource high-performing departments. 	<p>8. COMMUNITY BUILDER: <i>Creator of opportunities for community engagement in school and district decision making and activities.</i></p> <p>Major Tasks:</p> <ol style="list-style-type: none"> Identify and implement ways for students, parents/families, and community members (businesses, non-profits, public officials, etc.) to become partners the WCSD education process. Provide parents and community members with training/education opportunities. Where feasible, provide parents/families with use of district facilities for events and learning activities. Identify opportunities for students, parents/families, and community members to provide meaningful input into major school and district decision-making, e.g., selection of the superintendent. Develop and implement processes and systems for communication with all key stakeholders – and assess effectiveness on a regular basis. Develop and implement a districtwide suggestion and complaint process.
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Essential Competencies:

- Competencies are knowledge, skills, talents, and dispositions required to support the demonstration of the roles. Again, the title is less important than the definition and behavioral indicators that define each competency. This level of detail makes each competency measurable when employing the GSI (Guided Storytelling Interview).

ESSENTIAL COMPETENCIES	ESSENT. COMPETENCIES (cont'd)
PRIMARY	(secondary cont'd)
1. BUILDING TRUST & CREDIBILITY (H)	9. PROFESSIONALISM (H)
2. COMMUNICATING (M-H)	10. SERVICE ORIENTATION (M-H)
3. ACTIVE LISTENING (M)	TERTIARY
4. RELATIONSHIP BUILDING (M-H)	11. LEADERSHIP (M-H)
5. VALUES PEOPLE (H)	12. RESULTS ORIENTATION (H)
6. CULTURE & CLIMATE MGMT (M-H)	13. STUDENT FOCUS (M-H)
SECONDARY	14. POLITICAL SAVVY (H)
7. COMMUNITY BUILDING (M-H)	15. GRAVITAS & BACKBONE (H)
8. COLLABORATION (M-H)	16. ADAPTABILITY & FLEXIBILITY (H)
	17. FUNCTIONAL EXPERTISE (L-H)

1. BUILDING TRUST & CREDIBILITY (H): *Employs a suite of positive interpersonal influence strategies and skills to build trust and the respect of others.*

Behavioral Indicators:

- a. Communicates effectively.
- b. Is authentic, genuine, and transparent – no hidden agendas.
- c. Keeps people informed with what they want to know.
- d. Is authentic in all interactions.
- e. Communicates the “Why” and “What” and empowers others to determine the “how.”
- f. Follows through on promises.
- g. Demonstrates honesty and integrity in all matters.
- h. Demonstrates a strong work ethic.
- i. Responds to the questions and concerns in a timely fashion.
- j. Is open-minded.
- k. Works every day on building his/her good will bank account with staff, peers, and supervisors through actions that support others both personally and professionally

2. COMMUNICATING (M-H): *Communicates effectively in both the written and spoken word.*

Behavioral Indicators:

- 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.
- d. Employs language that is very engaging – is effective in capturing people’s attention.
- e. Employs effective speaking/presentation techniques.
- f. Takes the time necessary to structure communications to meet specific needs, e.g., to educate, to inform, to gain compliance, to influence, to gain buy-in, to solicit input for decision-making, etc.
- g. Is very flexible in responding to changing communication needs.

3. ACTIVE LISTENING (M): *Takes time to truly connect with others through effective listening.*

Behavioral Indicators:

- 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.
- d. Actively seeks the voice of stakeholders before taking action, e.g., listening tour when new to the position.
- e. Demonstrates effective listening techniques:
 - Remains non-judgmental
 - Checks for understanding
 - Allows speaker to finish thoughts
 - Is open and candid when responding
 - Uses effective probing to get below the surface to gain a deep understanding of needs, wants, concerns, etc.
- f. Is candid in what actions will be taken after listening to others.

4. RELATIONSHIP BUILDING (N-H): *Creates meaningful and enduring connections with others for the purpose of accomplishing district goals.*

Behavioral Indicators:

- 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
- d. Develops relationships to foster work accomplishment.
- e. Brings people together to develop and promote working relationships – both on and off the job.
- f. Reads people and teams well for the purpose of responding to needs and building effective relationships.
- g. Maintains appropriate boundaries in relationships.
- h. Strengthens relationships and motivates by empowering others.
- i. Recognizes the need to be viewed as being relatable/human, and shares own strengths and limitations to connect with others.

5. VALUES PEOPLE: *Fully recognizes and embraces the value that diversity brings to the workplace with regard to energy, new ideas, and problem solving.*

Behavioral Indicators:

- 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.
- d. Demonstrates compassion and kindness.
- e. Is personable towards others.
- f. Models appropriate diversity and culturally sensitive behaviors and policies for others to follow.
- g. Ensures that policies, procedures, and practices enable staff, students, parents, and community members to interact effectively in a culturally diverse environment.

6. CULTURE & CLIMATE MANAGEMENT: *Builds a climate and culture that supports learning and effective teamwork.*

Behavioral Indicators:

- a. Identifies and supports, as appropriate, the cultural norms and values of the district.
- b. Learns and honors the norms and traditions of the district – as long as they are aligned with the district values, vision and mission.
- c. Creates measures of climate and culture that are aligned with district goals and plans, and builds them into the existing performance measurement system.
- d. Monitors the temperature and health of the district on a regular basis – through informal conversations, formal surveys, and the media.
- e. Is open to and acts on feedback from the community/key stakeholders that reflect climate and culture issues.
- f. Is aware that culture and climate are directly impacted by leadership style, and varies his/her style to meet culture and

climate needs.
 g. Understands, creates, and employs appropriate structures, processes, and procedure to improve climate and culture in support of district performance.

7. COMMUNITY BUILDING (M-H): *Actively engages and builds effective working relationships with community members for the purpose of supporting district goal attainment.*
Behavioral Indicators:
 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.
 d. Makes families a key contributor in shaping the most positive learning process possible for students.
 e. Creates volunteer opportunities for parents/families and community members.
 f. Invites key community members to participate in district events and/or to take key roles on district teams
 g. Creates and promotes programs that benefit the community and builds the capacity of key community stakeholder groups.
 h. Connects district and community resources for mutual gain.
 i. Encourages the community to take advantage of district resources to conduct community sponsored programs, e.g., facilities.
 j. Connects with people at community events – and brings people together at community events.
 k. Is effective in getting diverse stakeholder groups on the same page.
 l. Takes action to become a true member of the community.

8. COLLABORATION (M-H): *Works with others in a respectful and mutually beneficial way to achieve common goals.*
Behavioral Indicators:
 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.
 d. Shares leadership to build trust and commitment to the vision and mission.
 e. Shares authority for decision-making with subordinates and others – but only if they have demonstrated they are ready.
 f. Models collaborative problem solving, goal setting, and planning.
 g. Builds effective collaborative working relationships with the Board and executive team.

9. PROFESSIONALISM: *Demonstrates honesty, integrity, and ethical behavior under all circumstances.*

Behavioral Indicators:

- 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.
- d. Employs data-based decision making – does not jump to conclusions.
- e. Demonstrates emotional maturity – steady – patient – resilient.
- f. Does not point fingers – admits own mistakes.
- g. Accepts responsibility and accountability for own actions.
- h. Demonstrates courtesy and respect with everyone even in the most confrontational situations.
- i. Does not become defensive when challenged – maintains his/her cool.
- j. Disagrees without becoming disagreeable.
- k. Gives credit where credit is due.
- l. Honors the work tradition and cultural norms of others.
- m. Demonstrates humility with appearing to be “soft” or overly accommodating.
- n. Is open-minded.

10. SERVICE ORIENTATION: *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.*

Behavioral Indicators:

- 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.
- d. Is committed to the positive and measurable growth of individuals teams, and departments.
- e. Provides others with sufficient resources to meet goals.
- f. Takes time to listen to people to understand their needs at a deep level – responds to those needs appropriately.
- g. Quickly and appropriately responds to others when they appear in discomfort – provides assistance or directs them to same.
- h. Does not just band-aid issues/problems, but seeks to head them off from recurring again.
- i. Does not let the service orientation blind self to the need to be directive and make tough decisions when required.
- j. While a positive enabler, is highly skilled in multiple influence strategies that are employed to see that people demonstrate responsibility and accountability as required.

11. LEADERSHIP (M-H): *Guides the efforts of others to accomplish the vision, mission, and goals of the district.*

Behavioral Indicators:

- 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.
- d. Focuses on what’s most important and directs others to do the same – is a strategic and forward thinker.
- e. Directs and helps others to take non-productive/low-yield activities off their plates.

12. RESULTS ORIENTATION: *Insists that all activities clearly drive toward improved student/stakeholder performance outcomes.*

Behavioral Indicators:

- 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.
- d. Is not constrained “by the way things have always been done.”
- e. Identifies and eliminates low-yield activities and practices.
- f. Identifies and promotes the adoption of high-yield practices that are research-based.

<ul style="list-style-type: none"> f. Makes the tough decisions without hesitation or second thought – but always supported by good judgment/common sense. g. Demonstrates courage in the face of opposition and challenges. h. Takes specific and persistent actions to motivate and inspire staff – maintains a positive demeanor i. Intentionally employs practices to stabilize the organize and enhance productivity. j. Manages conflict effectively. k. Models district values in all activities, e.g., equity and student voice. l. Advocates for and supports staff. m. Is self-confident without being arrogant. n. Is an independent thinker o. Recognizes that others are integral to own success - gives others credit when due p. Knows how to follow. q. Respects and follows the district authority structure. r. Displays high, positive, but realistic expectations. s. Delegates effectively. t. Does not micromanage. u. Understands what it means to be a CEO v. COO. 	<ul style="list-style-type: none"> g. Insists that all activities drive toward improved student performance. h. Stays the course in the face of performance obstacles – is successful in overcoming obstacles. i. When setting goals and creating plans does so from a big picture/systems perspective. j. Displays goal setting, planning, organizing, and coordinating skills. k. Supports and leverages what is already working well. l. Only creates and focuses on a limited number of goals to ensure they can be accomplished. m. Recognizes that big goals are met through the meeting of well-articulated and resourced short term-goals and plans. n. Focuses on the need to enhance staff capabilities and sees that non-performers are removed from their positions or placed in positions where they are a better fit. o. Understands and employs talent management best practices. p. Recognizes when own capabilities are not sufficient and calls on others for assistance – manages expert resources well. q. Demonstrates calculated risk-taking in the pursuit of goals – and encourages others to do the same.
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<p>13. <u>STUDENT FOCUS:</u> <i>Bases all goals, plans, and actions on what is best for students, and influences others to do the same.</i></p> <p>Behavioral Indicators:</p> <ul style="list-style-type: none"> 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. d. Really likes and connects well with kids. e. Actively promotes student voice, choice, agency, and leadership. f. Includes students on key district teams. g. Demonstrates a whole student growth approach. h. Makes sure that students have what they need in the classroom. i. Stays in touch with what is having impacts on children’s thinking and learning, e.g., social media and new technology. 	<p>14. <u>POLITICAL SAVVY (H):</u> <i>Understands the formal and informal power/authority structure in groups and organizations and uses that knowledge to get things done.</i></p> <p>Behavioral Indicators:</p> <ul style="list-style-type: none"> a. Navigates politically charged situations and challenges with skill and confidence. b. Is street smart: <ul style="list-style-type: none"> - 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. d. Acts as an effective bridge and mediator between the Board and community. e. Works effectively from a position of neutrality with regard to stakeholder political orientations and demands.
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	<ul style="list-style-type: none"> f. Seeks win-win outcomes where feasible – demonstrates the art of effective compromise. g. Crafts effective influence goals and strategies based on a deep understanding of the political landscape. h. Is keenly aware of own impact on others. i. Demonstrate positive influence skills – manages up, down, and sideways well j. Displays Board management skills. k. Displays media management skills.
<p>15. GRAVITAS & BACKBONE: <i>Demonstrates firmness of character; takes a stand when values, beliefs, or practices are challenged.</i></p> <p>Behavioral Indicators:</p> <ul style="list-style-type: none"> a. Commands a room. b. Commands respect. c. Recognizes that the position demands presence. d. Knows how, through demeanor, body language, voice, language and dress to intentionally create a presence – to be influential. e. Stands up for beliefs in a manner that makes it clear he/she is firm in their convictions, but does so in a diplomatic matter with no intention to offend. f. Displays broad shoulders – manages stress well 	<p>16. ADAPTABILITY & FLEXIBILITY: <i>Rolls with the punches while maintaining balance and a focus on goal attainment.</i></p> <p>Behavioral Indicators:</p> <ul style="list-style-type: none"> 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. Multi-tasks easily – without becoming confused or frustrated. d. Adjusts priorities and actions on a dime to meet the most pressing needs – while not compromising essential values and principles. e. Demonstrates enthusiasm for managing and leading in a high-demand, ambiguous, and changing environment. f. Intentionally models flexibility for others. g. Reframes challenging problems/situations by focusing on what is positive and controllable – avoids a cycle of negative thinking – is able to find options in what appear to be black and white situations. h. Shields staff from frequent demand changes as much as possible to maintain consistency and stability. i. Prepares staff for the need to be flexible and prepared for the high rate of change in today’s society.

17. FUNCTIONAL EXPERTISE: *Demonstrates knowledge and skills that support foundational job requirements.*

Behavioral Indicators:

- a. Demonstrates core education, management, and leadership knowledge and skills.
- b. Demonstrates financial acumen.
- 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.
- d. Stays current/fully informed on the functional standards and the knowledge and skills required of the position.
- e. Stays current on best practices in curriculum, instruction, assessment, and wrap-around services for students.
- f. Stays in touch with other superintendents to share best practices and keep current on position requirements, to include state policies and laws that impact the districts.
- g. Recognizes when own expertise is not sufficient to meet specific needs and seeks training or help from others to close the gap.
- h. Stays on top of administrator development needs in the district and takes action to see they are met.

Functional Leadership Styles:

- The four functional styles are constellations of behavioral indicators that must be applied when necessary to obtain desired outcomes. In some cases, the indicators are derived from the competencies. The order of the listing of the styles reflects what is viewed as most important for the new superintendent when he or she walks in the door. Both the Functional and Dysfunctional styles were derived from decades of TBG research. Where the Role and Competency definitions and indicators are 75% from community input, 80% of the definitions and indicators of the styles are from TBG research.

I. CAPTAIN: Leads through the setting of clear and concise goals and performance expectations.

- a. Does not shy away from tough decisions
- b. Provides very clear goals and direction – maintains a firm hand on the rudder
- c. Stands up for own employees
- d. Is firm and fair in dealing with others
- e. Solicits input, but makes the final decision
- f. Ensures that position responsibilities and accountabilities are clear and well understood
- g. Possesses short, medium and long-term goals
- h. Delegates appropriately - provides the “why” and “what”, and allows those supervised to determine the “how”
- i. Maintains a consistent approach to managing others
- j. Recognizes own influence strengths and limitations in any situation
- k. Knows when it is better to back off to fight another day

II. INFLUENCER: Employs a variety of positive influence strategies and skills to motivate/inspire, gain compliance, and meet goals.

- a. Knows how to get things done - applies the right influence strategy at the right time to get results
- b. Reads the political structure of organizations and situations accurately - who has the power, and uses that to create effective influence strategies
- c. Builds coalitions & strategic relationships to meet goals
- d. Is street smart - understands what makes individuals and organizations tick and how best to relate with them
- e. Is very intentional in creating influence goals and plans, and executing them with an acute sense of timing – knows what will work and when
- f. Knows how to inspire confidence and close a sale
- g. Adjusts influence strategies and interpersonal style to fit the audience and situation
- h. Uses connections to get things done

III. CONVENER: Leads through consensus building.

- a. Includes stakeholders in the decision-making process when they have a vested interest in the outcome
- b. Involves others in decisions based on expertise and/or for development and empowerment purposes
- c. Shares the decision-making process
- d. Attains goals and solves problems in as participative a fashion as possible
- e. Balances the need for team process and task accomplishment
- f. Convenes meetings or teams as necessary to work on consensus based decision making

DOWNSIDE WHEN USED TOO MUCH

- g. May spend too much time in meetings
- h. May maintain consensus decision making even when not appropriate – may not assert self
- i. May put team process ahead of task accomplishment
- j. May bog down decision making in team process
- k. May create and/or employ teams to handle almost every situation

IV. COACH: Is focused on individual and team growth and development.

- a. Demonstrates a genuine concern for the well-being and growth of others
- b. Makes self highly accessible
- c. Goes the extra mile to assist others to meet goals
- d. Views role as a developer of others – individuals and teams
- e. Provides candid and balanced performance feedback
- f. Provides resources to assist in professional development
- g. Encourages and inspires others to perform at their best and to take on stretch goals
- h. Encourages reasonable and calculated risk-taking
- i. Empowers others by giving them permission to try new tasks and behaviors
- j. Allows others to fail (within reasonable limits), and uses failure as learning to improve performance
- k. Customizes his/her approach to best fit the needs of each person and team he/she is assisting

and work demand – even when not required

Dysfunctional Leadership Styles:

- These styles are dysfunctional in almost every case, and can be considered derailers/failure factor like those described on the following page.

V. HAMMER: *Leads through intimidation and fear.*

- Intimidates to get his/her way
- Does not take others' feelings into account when making decisions or taking action
- Believes it's important to let people know who's in charge
- Demonstrates control over all aspects of both what and how work gets done
- Takes disagreement as a challenge to his/her authority - gets defensive
- Values compliance over creativity or competence
- Views a lack of compliance as a lack of loyalty
- Values loyalty over competence
- Is stubborn – must get his/her own way

VI. COWBOY: *Ego driven leadership.*

- Is overly concerned with status and his/her personal image
- Is unaware of own limitations
- Shoots from the hip when it comes to decisions
- Values intuition over data
- Does not display due diligence, even in critical situations
- Likes to be the center of attention – seeks the limelight
- Is unaware of or doesn't care about his/her impact on others
- Views people as poker chips - to be used, spent, and discarded as necessary to meet personal goals
- Puts more value in the speed of a decision than in the quality of a decision
- Is inconsistent
- Supports the good old boy network
- Is thin-skinned – personalizes feedback

VII. LONER: *Leads by passive modeling of what is expected; does his/her own thing.*

- Doesn't understand what it means to be a leader
- Puts process and tasks before people
- Demonstrates more interest in task and technology than in people – has difficulty connecting with people at a meaningful level
- Sets high standards - sometimes too high for the time and resources available
- Demonstrates an attitude of keep up or get out
- Expects people to find ways on their own to meet goals and to improve their performance
- Gets frustrated or angry when others don't perform up to his/her expectations
- Becomes unpleasant or coercive under stress
- Spends little if any time coaching and developing others

VIII. FRIEND: *Values relationships more than getting the job done.*

- Is inconsistent
- Doesn't understand what it means to be a leader.
- Does not give clear direction
- Runs hot and cold
- Is uncomfortable giving performance feedback
- Focuses more on feelings than performance
- Puts running smoothly ahead of meeting goals
- Does anything possible to keep from ruffling feathers - avoids conflict
- Doesn't maintain appropriate boundaries re: boss versus direct reports
- Has a tough time saying no
- Needs to be liked

<ul style="list-style-type: none"> j. Does not take the time or use appropriate influence strategies to build buy-in for change k. Prefers to work alone versus as part of a team l. Is not in touch with employee needs m. When things go wrong, it is always someone else’s fault 	<ul style="list-style-type: none"> l. Spends a lot of time in non-productive schmoozing m. Plays favorites n. Is often blindsided by office/organizational politics o. Is taken advantage of p. Is unreliable q. Has problems making decisions r. Is satisfied with the status quo
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Derailers:

- These are attributes that will guarantee superintendent failure in WCSD and are based on stakeholder input. They are unique and not just the flipside of a competency. For example, “Poor Communicator” would not be listed as a derailer since the competency of “Communicating” already covers communication issues.

1. DISRUPTOR: Clueless as to own impact on the organization.	2. KNOW-IT-ALL: High task ego – look at me!	3. CAREERIST: Just looking to get ahead regardless of impact on the organization
<ul style="list-style-type: none"> a. Is always promoting and pushing his/her own agenda b. Doesn’t honor what is valued in the organization – or contributions made by others c. Must have own way – pushes to change things to fit own needs d. Changes things too quickly 	<ul style="list-style-type: none"> a. Does not let others express their ideas or solutions – or dismisses them out of hand b. Thinks he/she knows better than everyone else c. Always looks to demonstrate he/she is the smartest one in the room d. Makes decisions without giving reasons 	<ul style="list-style-type: none"> a. Puts own career aspirations before the good of the district b. Is self-centered/egocentric c. Demonstrates job hopping

- HOW TO USE THESE CRITERIA IN THE CANDIDATE EVALUATION PROCESS IS ADDRESSED IN AN UPCOMING SECTION.
- ALL FIVE FINALISTS DEMONSTRATED A SIGNIFICANT LEVEL OF PROFICIENCY ON THE ROLES, COMPETENCIES, AND FUNCTIONAL LEADERSHIP STYLES. NONE DEMONSTRATED THE DERAILERS OR DYSFUNCTIONAL LEADERSHIP STYLES AS PART OF THE SCREENING PROCESS TO DATE. IF THERE ARE PROBLEMS, THEY ARE MORE APT TO BE IDENTIFIED IN THE REFERENCE CHECKS WHICH WILL BE CONDUCTED SOON.

What Was Done to Find Candidates Who Possess the Criteria Just Described?

TBG instituted a rigorous recruiting strategy that targeted both traditional and non-traditional candidates. This included networking, the use of TBG’s 2,500 plus email list, advertisements in trade newsletters/publications, posting on internet job sites, and some “headhunting.” i.e., the identification and contacting of “passive” candidates – those not actively seeking the superintendent position.

The result of this approach was a total of 36 candidate applications. 16 were dropped from consideration due to incomplete application packages. The remaining 20 candidates underwent rigorous screening against the selection criteria. 12 were dropped after a thorough analysis of application materials against the criteria – letter of interest, four letters of reference (within the past 6 months), letters of philosophy for education/management/leadership, resume, degrees/transcripts, and licenses/certifications. Three were eliminated after the short (2 hour) interview screening, and five remained after the long, Guided Storytelling Interview (4-5 hours) screening, i.e., our finalists.

All candidates not moving forward were notified of that as soon as possible. They also were offered the opportunity of a coaching session with Dr. Bryan once the search was completed – a number have taken TBG up on that offer.

What Can You Tell Me About the Screening Process?

With the validated, detailed, and measurable criteria in hand, evaluation of all aspects of candidate functioning becomes much easier. Let’s take a look at what TBG/SAG looked at to evaluate candidate capabilities using the criteria as the performance standards.

1. Letter of Interest/Cover Letter	5. Licenses/Certifications	10. Onsite Meet & Greet Activities
2. Four Reference Letters (no more than 6 months old)	6. Degrees/Transcripts	• Meals with board members
3. Three Two-Page Philosophy Statements – Education, Management, Leadership	7. Short Interview (2 hours)	• Multiple key stakeholder focus groups
	8. Long Interview (4-5 hours)	• Media engagements
	<u>UPCOMING:</u>	11. Reference and background checks
	9. Board Short Interviews (60 mins)	

The SAG was trained how to use the criteria for evaluating 1- 4, 7 & 8, and the criteria will be used to evaluate 10 & 11. TBG partnered with the SAG to conduct all the screening/evaluation activities. Since you will not have the opportunity to be trained in how to conduct evaluations at a deep level, as was the SAG, the following is a high level look that will help you to evaluate the documents above, as one source of input to gain a better idea of which candidate you believe is the best fit for WCSD.

General guidelines:

- First, keep in mind that *no one is perfect*. No candidate possesses all the “right stuff” reflected in the criteria. However, the five finalists did demonstrate enough of the “right stuff” to have moved through the first Phase 1 of the screening process and be identified as individuals who could do the job well and be recommended as finalists.
- Second, the documents are listed in order of relative importance with regard to providing information on the degree to which the criteria are being demonstrated. However, none provide as much information on candidate capabilities as the short and long/GSI interviews.
- Third, the first document in the candidate package is the candidate summary. This is not reviewed below, as the candidate summaries were created by TBG based on information in each candidate’s application package.

1. LETTER OF INTEREST/COVER LETTER: What to look for ...

- How well is it written?
- Does the message get across in two or less pages?
- Does it reflect the candidate has done his/her homework about the district?
- Does it reflect a leader/influence mindset (the hallmark of top performing senior leaders)?
 - It is engaging
 - It touches your heart as well as your head
 - It focuses on both the WCSD reader/audience as well as providing candidate credentialing information
- Concerns arise if a cover letter is primarily task/process/accomplishment focused, i.e., me v. you focused. In that case it is not unusual to see the primary emphasis being lists of accomplishments and experience v. making connections with the readers and indicating how they fit with the culture and goals of the district.
- Is there evidence that any of the criteria – roles, competencies, and leadership styles - are being demonstrated? For example, a candidate can say they are “Student-Focused” but is there any supporting evidence for that in the description they provide?

2. REFERENCE LETTERS (4): What to look for ...

- Are there clear descriptions of the selection criteria being demonstrated by the candidate?
 - This is more than just saying, for example, that the candidate is “Results Oriented,” and evidence of that is presented, e.g., specific percent of increases in student proficiency scores.
- Omissions, i.e., competencies that are never mentioned, can be as important as what is described in the letters. What roles, competencies and leadership styles were mentioned little if not at all?
- When looking across the reference letters, is there consistency and support for the candidate demonstrating specific roles, competencies, and/or leadership styles?
- Did the candidate pick influential people, who understand leadership at a high level, to provide references?

- It may be an issue if only peers and direct reports are writing the reference letters. Of course, that may be necessary if the candidate is seeking references from within his/her organization and doesn't want the powers that be to recognize that.
3. THREE PHILOSOPHY STATEMENTS – Education, Management, and Leadership: What to look for ...
- Does the candidate recognize they are different?
 - Does the candidate clearly articulate the difference among the three?
 - Education should provide a clear articulation of what works for kids and parents with regard to learning and instruction, and what the best practices in education are.
 - Management should provide a clear picture of the role that tasks, processes, and structure play in underpinning and sustaining effective and consistent best practices, goal setting, planning, and performance management.
 - Leadership should provide a clear picture of how an influence/people mindset leads to inspiration, motivation, building of high-performing teams and a clear understanding of human motivation and resistance which are essential for leading effective change processes.
 - The understanding of all three is important, as with each, there are different mental models/diagnostic frameworks with associated skills and practices, all essential for top level leaders to do their jobs well.
4. RESUME: What to look for ...
- Is it a user-friendly document, i.e., easy to read and track, and was the candidate tuned into what would be important to the readers?
 - Is it concise and not too much information?
 - Does the candidate focus on providing what the district is looking for versus long lists of tasks and accomplishments?
 - For example, the candidate can always remove most of the information from older positions and just focus on the most recent and relevant. The candidate can say something to the effect, "More information available upon request."
 - The resume is listed last because it has less to do with the selection criteria and more to do with "experience." *It is essential to remember that experience is no guarantee of competence!* Competence trumps experience at every turn.
5. SHORT AND LONG INTERVIEWS:
- The Short and Long Guided Storytelling Interviews (GSI) were conducted by TBG and observed and scored by the SAG and TBG using the selection criteria. This provided a clear differentiation among candidates, with the strongest five being recommended as finalists.
 - Of note is that the GSI is unique and another TBG methodology that significantly reduces personal evaluation bias. It levels the playing field for all candidates when combined with the detailed selection criteria.
 - Since neither the Short nor Long (GSI) interviews are available for viewing, the following provides a snapshot of what occurred during them.

- Short (2 hours plus post interview scoring):
 - A brief description of current position demands
 - Two GSI stories – one up and one down (described below)
 - Prepared questions based on the analysis of the candidate’s application package
- Long (4-5 hours plus post interview scoring) – See below for the description provided the candidate at the beginning of the interview and a portion of the GSI protocol that focuses on storytelling.

GSI SNAPSHOT

<ul style="list-style-type: none"> • Introduce self (and co-interviewer if present) – and people offscreen. • State the amount of time set aside for the interview – note that sometimes the interview will run shorter or longer, but that the length is of little importance – it’s the information that’s of interest. The full GSI usually takes 3.5 to 4.5 hours. • Note that the interview will be recorded/videoed and what the disposition of the recording will be. Assure the candidate that the information provided will remain confidential; only those involved in the search/screening process have access to the data. 	<ul style="list-style-type: none"> - Note that while you will be asking for detailed information, it is not necessary to use actual names or locations or names at any time. • Note that you will be happy to respond to his/her questions at the end of the interview. • Let him/her know that the interview is probably different than what he or she has experienced in the past. While it is structured, the tone is informal and conversational and if he or she needs a break at any time to just say so. • Describe the main sections of the interview: <ol style="list-style-type: none"> 1. Current Job Demands – how spending time in your current position – priorities, challenges, etc.
<p>2. Storytelling – you will be asking for several up and down events experienced in his/her career, and that a lot more detail will be provided concerning this section when you get there.</p> <p>[Take a break at this point to reflect on – with co-interviewer and observers what you have heard so far and to identify what might be of further interest in the next sections of the interview.]</p> <ol style="list-style-type: none"> 3. Impact Assessment – impacts on the candidate (a-hahs, mentors, etc.) and impacts the candidate has had (on people, situations, etc., to include one or two accomplishments). 4. Oral Resume – walk through positions, educational experiences, transitions, etc. starting in high school. 	<p>[Take second break at this point to reflect on – with co-interviewer and observers what you have heard so far and to identify what type of information you need to hear more about.]</p> <ol style="list-style-type: none"> 5. Follow-up Questions – if upon reflection, it appears more information would be useful, additional questions will be asked. These can be in the form of a story or direct questions. <ul style="list-style-type: none"> • Note again the candidate will have the opportunity to ask questions once section five is done, and also to say anything on his/her behalf he/she would like the search committee (or others specified) to hear when they review the audio/video. • Check to see if he/she has any process questions and respond as appropriate.

SECTION	PURPOSE	CONTENT
C2. Storytelling	<ul style="list-style-type: none"> To identify capabilities – role, competency, and leadership style - demonstration (if the interview is for selection or development purposes) To identify what is missing with regard to the desired criteria To see if there are any hints of derailers 	<ul style="list-style-type: none"> Tell the candidate: <ul style="list-style-type: none"> <i>You must speak in the first person - I versus we.</i> <i>I will be interrupting frequently - to drill down for detail.</i> <i>I will stop you and push for concrete examples if you use words like usually, typically, occasionally, basically, or generally.</i> <i>I will be asking for several stories, which I will describe in a moment.</i> <i>Don't be surprised if I ask you to stop the current story and to identify another story.</i> <i>What you choose for a story is totally up to you, as the content is not important to us.</i> Start the storytelling by saying: <i>Please identify for me a high point/satisfier or low point/dissatisfier that occurred anywhere in your professional career.</i> (If the first several stories are early in his/her career, ask for a couple that occurred in the past 5-10 years.
C2. Storytelling (cont'd)		<ul style="list-style-type: none"> <i>The high point doesn't have to be anything spectacular – just something as you reflect back gives you a good feeling, perhaps something you spoke about to others, i.e., took pride in.</i> <i>The low point doesn't have to be an abject failure, just something that didn't turn out as well as you wished, e.g., went over budget, didn't meet deadlines, didn't meet goals, etc. Often it will be something you wish you could have a "do-over" on.</i> - It is OK to go back further in time for one or two stories. Once the candidate has identified an event/story, say the following: <ol style="list-style-type: none"> <i>Tell me if it was an up/positive, or a down/negative story/event.</i> <i>Provide me with a couple sentences that describe the story and why it was an up or down – please be brief.</i> <i>Tell me what the timeframe was, e.g., one hour, one, day, one week, one month, one year, etc.</i> Start probing at this point by saying: <i>Please take me back to the beginning of the story to the point where you first became involved or aware of the situation and describe it to me, e.g., it was ...</i> <ul style="list-style-type: none"> <i>front of mind; or on your radar; or particularly relevant</i>

		<ul style="list-style-type: none"> • Start the detailed probing of the story at this point. Use very brief probes that start with “What.” For example: <ul style="list-style-type: none"> - What did you do? - What did you say? - What did you think? - What did you feel? - What did you see? - What did you hear? • Move the story along by saying at appropriate points: <ul style="list-style-type: none"> - Tell me more. - What happened next? - Take me to the next most relevant thing that happened? • Tips: <ul style="list-style-type: none"> - Probe when you hear emotion, values, opinions, conclusions, judgments, changes in thinking, transitions, preferences, likes, dislikes, etc. - Ask clarifying questions. - Remember to ask everything <u>in the past tense</u>. - Stay neutral to what you hear.
C2. Storytelling (cont'd)		<ul style="list-style-type: none"> - <u>Remember not to get lost in a story or to praise the candidate for specific content. The only encouragement given, if any, is for the level of detail provided.</u> - Probe deeply around critical meetings, one-on-one interactions, or key phone calls (this is very important!). - Be sure to ask the candidate to recreate important conversations, particularly around meetings, e.g.: <ul style="list-style-type: none"> - Please repeat key conversations - What did you say? - What did they (he or she) say? - Did anything happen in the meeting that stands out? - Tell me more. - You’re leaving the meeting - what were you thinking (or feeling)? - What happened next? (or, What did you do?)(or what was the next most relevant thing that happened?)

You Mentioned that the Screening of Candidates and Selection of the Finalists was Phase 1. What is Phase 2?

Phase 2 includes the following activities and ends with the BOT making a selection decision on 4/26.

- The short (60 mins) BOT Zoom interview of the five candidates on 4/8 that will be live-streamed and archived for later viewing.
- The two-day plus onsite Meet & Greet (4/18, 19, & 20) which includes meals with BOT members, stakeholder Q&A focus groups, district tour, BOT interviews (in person), and media engagements.
 - Some of these will be live-streamed and recorded.
- Reference checks by TBG/SAG. Note: this is the most likely activity to uncover the four dysfunctional leadership styles and derailers.
- Background checks by TBG.
- Stakeholder survey – this is online and will be available starting the day before the upcoming candidate Zoom interviews on 4/8. The survey will be active until midnight on 4/20, the last day of the candidate onsite visit.
- A compilation of all the candidate inputs from the whole search process is presented to the BOT on 6/24 or 25 by TBG.
- The BOT selects the next superintendent on 4/26.

How Can I Best Contribute to the Identification of the Candidate Who Is the Best Fit for WCSD?

1. Familiarize yourself with the superintendent selection criteria described earlier.
2. Familiarize yourself with the 4/8 interview protocol that also includes additional position “fit” criteria that will be available on Wednesday of next week (4/6).
3. Familiarize yourself as much as you can with each candidate.
 - The one-page candidate summary.
 - The application package.
 - The short video clips where each candidate lets everyone know why they would be the best superintendent for the district.
4. Watch the upcoming BOT candidate interviews on 4/8 – the interview schedule will be available soon.
5. Attend what activities you can – in person or online – during the candidates’ onsite visits 4/18, 19, and 20 – the schedule of visit activities will be available soon.
6. Complete the online candidate evaluation survey that will be available on Wednesday (4/7) of next week.
 - **The survey is to be filled out only once! Please wait until you have gathered all your input, e.g., from documents, the BOT interviews on 4/8, and the Meet & Greet activities on 4/18, 19, & 20 before completing the survey.**

IF YOU HAVE ANY QUESTIONS OR COMMENTS, PLEASE SEND THEM TO info@tbgleaders.com. THANK YOU VERY MUCH FOR YOUR INTEREST AND COMMITMENT IN IDENTIFYING THE BEST SUPERINTENDENT FOR OUR DISTRICT!