



## SAMPLE SELECTION PERFORMANCE CRITERIA

### Overview

In addition to the typical experience, academic credentials, and certification requirements, four types of performance criteria are created for the specific position and include: roles, competencies, leadership styles, and derailers/failure factors.

1. **Roles (typically 5-7)** are mini-position descriptions that describe the different hats the position incumbent must wear well at different times to be successful.
2. **Competencies (typically 12-14)** are the knowledge, skills, talents, and dispositions required to execute the roles at a high level.
3. **Leadership Styles (8)** are constellations of competencies and skills that must be applied when the leader is faced with different job demands – the right style at the right time facilitates role execution. Flexibility in the use of styles is essential. There are eight styles, with the four functional styles being *Influencer, Convener, Captain, and Coach*, and the four dysfunctional styles being *Hammer, Cowboy, Loner, and Friend*.
4. **Derailers/Failure Factors (typically 3-6)** are attributes of a person, that in the context of the position being filled, almost always ensure failure, even if the person possesses many of the competencies and leadership styles required. They are not just the flip side of one of the competencies, as they reflect unique negative characteristics.

### ROLE SAMPLE

**C7. COMMUNITY BUILDER (M-H): Proactive developer of relationships with community members who have a stake in the success of the organization and who can contribute to its success.**

**Major Tasks:**

- a. Identify who the external stakeholders are that can impact the attainment of organization goals.
- b. Build understanding for and support of organization goals with targeted groups of stakeholders.
- c. Empower community members for the purpose of building support for the organization and for improving the quality of life of community members.

### COMPETENCY SAMPLE

**B24. POLITICAL SAVVY (H): Understands how to use positive influence skills and strategies to get the job done at a high level; is street smart.**

**Behavioral Indicators:**

- a. Understands the formal and informal power/authority structure within groups and organizations and uses that understanding to create effective influence goals, plans, and strategies aimed at meeting objectives.
- b. Is street smart; knows when to back off to fight another day.
- c. Has a finely tuned sense of timing re: when individuals or groups will be most open to being influenced.
- d. Understands the need for and employs coalitions and strategic political



## LEADER CHESSBOARD®

<p>d. Develop and apply communication and buy-in strategies tailored to the unique needs of the different stakeholder groups.</p> <p>e. Establish a communication process that keeps key stakeholders in the loop.</p> <p>f. Provide community members with a clear vision of what the organization goals, objectives, and learning and instructional strategies are that lead to student goal attainment.</p>	<p>relationships to assist in meeting university goals.</p> <p>e. Uses his/her high level interpersonal diagnostic skills to ensure he/she understands what makes others tick, and uses that knowledge to good effect when attempting to influence others to accept a point of view or course of action, or to gain compliance when necessary.</p> <p>f. Always find the silver lining in any situation, to include finding something positive to say about an individual or group.</p> <p>g. Finds ways to connect with all stakeholder groups, regardless of differences.</p> <p>h. Does his/her homework before meeting with individuals or groups re: their needs and history.</p> <p>i. Displays effective negotiation and mediation skills.</p>
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### LEADERSHIP STYLE (functional) Sample

- 1. CAPTAIN:** *Leads through the setting of clear and concise goals and performance expectations.*
- Provides very clear goals and direction.
  - Possesses short, medium, and long-term goals.
  - Is fair and firm in dealing with others.
  - Maintains a consistent approach to managing others.
  - Demonstrates a firm and confident hand on the helm of the organization
  - Does not shy away from tough decisions.
  - Disciplines and rewards in a thoughtful, appropriate, and timely manner.
  - Solicits input but makes the final decision.
  - Delegates appropriately - provides the What and Why, and allows others to determine the How.
  - Understands what it takes to implement and sustain change over time.
  - Stands up for own employees.
  - Employs processes and systems to stabilize the organization and to optimize the use of resources.

### DERAILER Sample

- 1. CAREERISM:** *Puts personal gain before the good of the organization.*
- Behavioral Indicators:**
- a. Changes jobs frequently to enhance career opportunities and compensation.
  - b. By actions, evidences an agenda of moving self ahead as fast as possible without regard to the impact on individuals or the organization.
  - c. Will not commit to staying in a position for a specified amount of time, or does not honor commitments when other opportunities arise.
  - d. Is not forthcoming when explaining reasons for job changes.
  - e. Changes jobs when demands/stress make it less than desirable.