



FINALIST EVALUATION



FINALIST EVALUATION & INTERVIEWING GUIDELINES

Evaluation

We are at a crucial stage of the Chancellor selection process, and there are a number of points to keep in mind as you conduct your evaluations and make your selection.

1. The three finalists have gone through a very vigorous evaluation process and were selected based on their frequent and in-depth demonstration of the selection criteria you had a very significant part in determining - roles, competencies, and leadership styles.
 - No one is named as a finalist who is not deemed fully qualified and able to perform the Chancellor role at a high level.
 - The three finalists stack up very favorably against top performing executives TBG has worked with, helped develop, or selected in high-level positions across multiple sectors.
 - Even though they are different in many ways, they are very similar in their ability to lead.
 - You said your primary need was a strong leader who could build trust and credibility with multiple constituent groups. The three finalists have demonstrated their ability to do that. While they may not have had the opportunity to show those capabilities in a chancellor role per se, they demonstrated their flexibility and ability to adapt to different position demands, i.e., their capabilities are both transferable and scalable.
2. Strong leaders engender strong emotional responses from others, e.g., love or strong dislike.
 - Unless a finalist shows a significant derailer/failure factor, having people view them differently is not a disqualifier.
3. Personal biases - we all have them.
 - Two finalists are from NV and you may already have likes and dislikes before you've had a chance to see them in the context of the Chancellor role.
 - It is very important to put your feelings on hold until you've observed and analyzed as much information about the candidates as possible. Being human, that is very difficult to do, but necessary.
 - Intuition is wrong as many times as it is right. It is valuable and should not be discounted. Rather, it should be validated with data - informed intuition is what counts in the evaluation process.
4. Experience is often not correlated with competence!
 - **Looking at the person versus the paper is what counts the most**, particularly at this stage of the process.
 - A long resume is not necessarily a reflection of competence. In this search we had resumes up to 100 pages long, which given the Chancellor criteria, was almost an immediate rejection, as that type of submission did not reflect executive level thinking.
5. Since it has already been determined all three "have the right stuff" (although you are justified in validating that for yourself), the primary role of the Advisory Members, Search Committee, and Board is to determine which of the three candidates is the **best fit** for the position



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- Who is the finalist most likely to:
 - work effectively with key stakeholders, e.g., regents individually and as a group, and presidents individually and as a group?
 - facilitate getting different stakeholders on the same page and functioning as a team with what is best for the system being front of mind?
 - engender system-wide stability and consistency in practices?
 - best represent NSHE outside the state and in the larger higher ed ecosystem?

Interviewing Strategy

You have been provided with candidate sources of information to include application materials and observations of the candidates during the Forums. However, you may still feel there are capabilities you wish to uncover or validate for yourself. Since contact time has been limited, your best opportunity to do this are the interview sessions starting Thursday morning. To optimize this activity, consider the following:

1. Take time to analyze what you have looked into so far, i.e., do your homework to understand each candidate the best you can - strengths, limitations, and questions.
2. Create a list of those things/capabilities you would like to know more about for each candidate.
 - Use the criteria descriptions as a resource for creating a focus for your questions.
3. Create questions to gain the information you need to gain a comfort in each candidate's capabilities. Keep in mind the following:
 - Stay away from "beauty pageant" type questions, e.g., "What would you do to solve word hunger?" Or, "What are your strengths and limitations? Or, "How would others describe you?"
 - The only questions that generate answers that reveal true capabilities are those focused around events that have occurred in the past. **Past performance is the only reliable predictor of future performance!**
 - Stay away from all hypothetical questions, e.g., "What would you do if ...?", and create questions that draw on past experiences. For example, if you are interested to hear about how a candidate works with boards, don't ask, "How will you build relationships with the Board of Regents?" ask, "Please provide us with a concrete example of working with a board in the past five years." Then probe for detail - what they did, saw, felt, said, heard, and thought. Another example - don't ask "What will you do your first three months in the Chancellor position?" Rather, ask, "Please give us an example of what you did during the first three months when you stepped into the XYZ position (from the resume)." Then probe for detail.
 - Create several questions for each candidate that pull for what the candidate has done in the past.
4. NSHE policy dictates that every candidate be asked the same questions from the same Search Committee or Advisory Member. How this will play out is as follows:
 - Everyone creates questions they would like to see each candidate respond to.
 - TBG provides a number of suggested questions - early Thursday - which are given to selected Advisory Members.



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- Each Search Committee Member will be asked to pick one of their questions to ask each candidate.
 - If any of your questions are not reflected in those provided the Advisory Members or generated by Search Committee Members, don't toss them out, as follow-up questions don't have to be the same and you may be able to ask your additional questions as follow-up questions.
5. Just to ensure we cover all the bases, be sure not to ask questions about:
- Age or genetic information.
 - Birthplace, country or origin, or citizenship.
 - Gender, sex, or sexual orientation.
 - Marital status. Family, or pregnancy.
 - Race, color, or ethnicity.
 - Religion.