

BEHAVIORAL INTERVIEWING

The behavioral interview technique is used by employers to evaluate a candidate's experiences and behaviors in order to determine their potential for success. The interviewer identifies desired skills and behaviors, then structures open-ended questions and statements to elicit detailed responses. A rating system is developed and selected criteria are evaluated during the interview. As a candidate, you should be prepared to answer the questions and statements thoroughly.

FOCUS AND DEDICATION TO THE INDUSTRY.

1. Why did you choose your major and career?
2. At what point did you make this decision?
3. Specifically, what attracts you to this industry as a career?

TECHNICAL AND PROFESSIONAL KNOWLEDGE:

Your level of understanding of technical and professional information and your ability to apply technical and professional skills.

1. Sometimes it's easy to get in "over your head". Describe a situation where you had to request help or assistance on a project or assignment.
 Situation Action Result
2. Give an example of how you applied knowledge from previous coursework to a project in another class.
 Situation Action Result

TEAMWORK:

Working effectively with others in the organization and outside the formal lines of authority (i.e., peers, other units, senior management, and the like) to accomplish organizational goals and to identify and resolve problems. Considering the impact of your decisions on others.

1. Describe a situation where others you were working with on a project disagreed with your ideas. What did you do?
 Situation Action Result
2. Describe a situation in which you found that your results were not up to your professor's or supervisor's expectations. What happened? What action did you take?
 Situation Action Result
3. Tell of a time when you worked with a colleague who was not completing their share of the work. Who, if anyone, did you tell or talk to about it? Did the manager take any steps to correct your colleague? Did you agree or disagree with the manager's actions?
 Situation Action Result
4. Describe a situation in which you had to arrive at a compromise or guide others to a compromise.
 Situation Approach Outcome

ANALYSIS:

Relating and comparing data from different sources, identifying issues, securing relevant information, and identifying relationships.

1. What steps do you follow to study a problem before making a decision?

Situation	Action	Result
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2. We can sometimes identify a small problem and fix it before it becomes a major problem. Give an example(s) of how you have done this.

Situation	Action	Result
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3. Describe a situation in which you had to collect information by asking many questions of several people.

Situation	Action	Result
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4. In a supervisory or group leader role, have you ever had to discipline or counsel an employee or group member? What was the nature of the discipline? What steps did you take? How did that make you feel? How did you prepare yourself?

Situation	Action	Result
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5. Recall a time from your work experience when your manager or supervisor was unavailable and a problem arose. What was the nature of the problem? How did you handle that situation? How did that make you feel?

Situation	Action	Result
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6. Recall a time when you were assigned what you considered to be a complex project. Specifically, what steps did you take to prepare for and finish the project? Were you happy with the outcome? What one step would you have done differently if given the chance?

Situation	Action	Result
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7. What was the most complex assignment you have had? What was your role?

Situation	Action	Result
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ADAPTABILITY:

Maintaining effectiveness in varying environments, tasks and responsibilities, or with various types of people.

1. How was your transition from high school to college? Did you face any particular problems?

Situation	Action	Result
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2. Tell of some situations in which you have had to adjust quickly to changes over which you had no control. What was the impact of the change on you?

Situation	Action	Result
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WORK STANDARDS:

Setting high goals or standards of performance for self, subordinates, others and the organization. Experiencing dissatisfaction with average performance.

1. Compare and contrast the times when you did work which was above the standard with times your work was below the standard.

Above Standard	Below Standard
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2. Describe some times when you were not very satisfied or pleased with your performance. What did you do about it?

Situation	Action	Result
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3. What are your standards of success in school? What have you done to meet these standards?

Situation	Action	Result
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4. How have you differed from your professors in evaluating your performance? How did you handle the situation?

Situation	Action	Result
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JOB MOTIVATION:

The extent to which activities and responsibilities available in the job overlap with activities and responsibilities that result in personal satisfaction.

1. Give examples of your experiences at school or in a job that were satisfying. Give examples of your experiences that were dissatisfying.

Situation	Why Satisfying	Why Dissatisfying
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2. What kind of supervisor do you work best for? Provide examples.

Type	Why this Preference?
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INITIATIVE:

Making active attempts to influence events to achieve goals. Self-starting rather than passively accepting. Taking action to achieve goals beyond what is necessarily called for, originating action.

1. Describe some projects or ideas (not necessarily your own) that were implemented, or carried out successfully primarily because of your efforts.

Idea	Role in Implementation	Outcome
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2. Describe a situation that required a number of things to be done at the same time. How did you handle it? What was the result?

Situation	Action	Result
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3. Have you found any ways to make school or a job easier or more rewarding?

Situation	Action	Result
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ABILITY TO LEARN:

Assimilating and applying new job-related information promptly.

1. What tricks or techniques have you learned to make school or a job easier, or to make yourself more effective? How did you learn that?

Situation	Action	Result
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PLANNING AND ORGANIZING:

Establishing a course of action for yourself (and/or others) to accomplish specific goals. Planning proper assignments for personnel and appropriately allocating resources.

1. How do you determine priorities in scheduling your time? Give examples.

Priority	How Determined	Result
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2. Describe a time in school when you had many projects or assignments due at the same time. What steps did you take to get them all done?

Situation	Action	Result
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COMMUNICATION:

Clearly expressing ideas in writing-including grammar, organization, and structure.

1. Tell of a time when your active listening skills really paid off for you-maybe a time when other people missed the key idea being expressed.

Situation	Action	Result
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2. What has been your experience in giving presentations to small or large groups? What has been your most successful experience in speech making?

Experience	Steps to Presentation	Result
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CUSTOMER SERVICE ORIENTATION:

Making efforts to listen to and understand the customer (both internal and external), anticipating customer needs and giving high priority to customer satisfaction.

1. Tell of the most difficult customer service experience that you have ever had to handle-perhaps an angry or irate customer. Be specific and tell what you did and what was the outcome.

Situation	Action	Result
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SENSITIVITY:

Acting out of consideration for the feelings and needs of others.

1. Give an example of when you had to work with someone who was difficult to get along with. Why was this person difficult? How did you handle that person?

Situation	Action	Result
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2. Describe a situation where you found yourself dealing with someone who didn't like you. How did you handle it?

Situation	Action	Result
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TABLE OF PERFORMANCE SKILLS

Listed below are key behaviors you may be evaluated on

Adaptability	Motivation
Analysis	Negotiation
Attention to Detail	Organizational Sensitivity
Communicate-Oral	Participative Management
Communication-Written	Planning and Organizing
Control	Practical Learning
Decisiveness	Presentation Skills
Delegation	Process Operation
Development of Subordinates	Rapport Building
Energy	Resilience
Entrepreneurial Insight	Risk Taking
Equipment Operation	Safety Awareness
Fact Finding	Sales Ability/Persuasiveness
Financial Analytical Ability	Sensitivity
Flexibility	Strategic Analysis
Impact	Stress
Independence	Teamwork
Initiative	Technical/Professional Knowledge
Innovation	Technical/Professional Proficiency
Integrity	Tenacity
Judgment	Training
Leadership/Influence	Work Standards
Listening	

EVALUATION SYSTEM

An example of a simplistic rating system that may be used to evaluate you while other rating systems are very sophisticated with multiple grading and evaluation systems components:

5. MUCH MORE THAN ACCEPTABLE:

Significantly above criteria required for successful job performance.

4. MORE THAN ACCEPTABLE:

Generally exceeds criteria relative to quality and quantity of behavior required.

3. ACCEPTABLE:

Meets criteria relative to quality and quantity of behavior required.

2. LESS THAN ACCEPTABLE:

Generally does not meet criteria relative to quality and quantity of behavior required.

1. MUCH LESS THAN ACCEPTABLE:

Significantly below criteria required for successful job performance.