**The Value of Behavioral Questions During Interviews?**

Behavioral interviewing is defined as the technique of gathering information about specific examples of past behavior as a predictor of future behaviors in the vacant position at Bemidji State University or Northwest Technical College.

There are many advantages of behavioral interview techniques:

1. elimination of misunderstandings regarding the interviewee’s past experience;
2. prevention of personal impressions of the interviewee affecting the evaluation of his/her job related skills, knowledge, and abilities;
3. verifiable information is gathered during the interview

Preparing behavioral questions takes some practice, but it is a very useful technique. Incorporate the following steps to obtain the best results:

1. determine the behaviors and skills needed for the job;
2. what is it about the behaviors and skills that we need to know?
3. prepare each questions with the following **ERO** components (**E**xperience, **R**ole, and

**O**utcome)

**E**xperience What is the background or context in which the applicant took action?

**R**ole What did the applicant say or do in response to the situation and how did

 he/she do or say it?

**O**utcome What was the effect of the applicant’s actions?

*Remember, past behavior predicts future behavior.*

Here are some examples of typical **informational questions (IQ)** transformed into **behavioral questions (BQ)**. Determine if your Search Advisory Committee (SAC) can apply the the transformation of questions for applicants for a wide variety of positions at BSU and NTC . . .

**IQ**: How do you deal with grade change requests from students?

**BQ**: In your most recent position, describe a time when a student challenged a grade on a paper or essay exam and how you handled it. How did the student challenge affect your future assessment of the student?

Normally, behavioral questions are a bit more lengthy and in depth than typical informational questions. Keep in mind that your role as an interviewer is to lead the discussion not dominate the interview. Practice being a good listener.

**IQ**: What has been your experience with serving on University committees?

**BQ**: What kind of committees have your participated in during your most recent faculty assignment and what role did you play? What contributions did you make? As a result of your participation on the committee(s), what changes were made within your division or department?

Test your knowledge of behavioral interviewing . . .

Which of the following could be considered behavioral questions?

1. Explain how you incorporate computer competency in a course you are currently teaching or have taught in the past. How did you assist your students in the development of that competency? How did you incorporate it in the course? How did the students respond to this requirement?
2. How do you handle plagiarism or cheating in your classes? What would you do if you caught a student using a cheat sheet on a test?
3. Describe a time you were involved in developing a new course. How did you garner university and department support for the course? What obstacles did you encounter and how did you overcome them? Were you successful in adding the course to the institution catalogue?

(Answer a. and c.)

Here are some more examples of behavioral questions. . . .

**Program execution and management**

**Being skillful in dealing with those with whom you interact is an important factor in program implementation and management. Describe a time when you were successful in dealing with others and executing your work plan because you built a trusting and harmonious relationship.**

(IG: Did the candidate act/decide to reduce control and increase trust based on information about a person(s)? Did the candidate show skill in building rapport? Did the candidate show experience in collecting and analyzing data and applying it appropriately?)

Very strong evidence skill is present Strong evidence skill is present Weak evidence skill is present

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**Leadership skills**

**Describe a time when you provided leadership for a work group with an educational focus (professional organization; civic group; etc.)? Describe a time when you provided leadership for a work group in the \_\_\_\_\_\_\_\_\_\_\_\_\_setting?**

**(**IG: Did the applicant show openness to alternative ideas from work group members for reaching the desired outcome?)

Very strong evidence skill is present Strong evidence skill is present Weak evidence skill is present

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**What have been your experiences in defining:**

* **short term goals for your work area**
* **long term goals for your work area**

**And, also, please describe a specific goal that was set and how successful you were in its achievement.**

(IG: Did the applicantshow initiative and self-direction in setting realistic goals? Did the candidate show commitment to using a goal setting system to solve problems or bring about change and/or achievement?)

Very strong evidence skill is present Strong evidence skill is present Weak evidence skill is present

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**Supervision and facilitation of staff**

**Organization of people, the work environment, and tasks is a necessary function of creating a productive work environment. Review your experience in this area.**

(IG: Did the applicant use a systematic approach for organizing the work environment?

Did the applicant show an understanding of time management?)

 Very strong evidence skill is present Strong evidence skill is present Weak evidence skill is present

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**Communication skills**

**This position requires a great amount of time talking to others either one-on-one or groups. Describe your speaking skills and also tell us how your present or a previous position required(s) this skill. Finally, how does public speaking affect you?**

(IG: Did the candidate provide a clear, well planned, and confident answer? Is there a lack of speaking experience or distaste for public speaking? Did the candidate communicate with clarity and directness?)

 Very strong evidence skill is present Strong evidence skill is present Weak evidence skill is present

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 **Understanding of diversity and inclusiveness**

**Discuss your approach and give examples of serving many segments of the population including the disadvantaged and protected classes.**

(IG: Did the candidate show respect for alternative views or opinions? Does the candidate have an understanding of the philosophies and views listed? Did the candidate articulate his/her views in a respectful manner?)

Very strong evidence skill is present Strong evidence skill is present Weak evidence skill is present

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