

**PERFORMANCE/BEHAVIORAL BASED  
INTERVIEW QUESTION BANK**

**SKILL – Communication:** Able to clearly present information through verbal and written communication; read and interpret complex information; talk with colleagues and students; listen well.

**INTERPRETIVE GUIDES**

Has the candidate had experience making presentations? Does the candidate match presentation modalities and content to the audience? Does the candidate express their ideas clearly in writing? Does the candidate's writing demonstrate attention to the intended audience?

**QUESTIONS**

What have been your experiences in making presentations or speeches to small or large groups? What has been your most successful presentation?

Careful listening and effective communications go together. Tell me about a specific time when your skill in listening helped you communicate better.

Describe your experiences writing or editing the work of others. Be specific.

**SKILL – Conflict Resolution:** Able to use a win-win approach to resolve controversy; stay objective and fair when dealing with sensitive situations; maintain constructive working relationships despite disagreement.

**INTERPRETIVE GUIDES**

Does the candidate approach conflict professionally and move the situation toward a productive outcome?

**QUESTIONS**

Arguing in front of uninvolved parties is usually considered unprofessional. Tell me about a time when you delayed such an argument, despite temptation, until an appropriate forum could be arranged.

Tell me about a time when you had the opportunity to settle a difficult dispute. How did you ensure a fair solution?

Tell me about a situation in which you pursued a win-win approach to conflict resolution, even though other alternatives were easier.

Tell me about a time when you were required to deal with a difficult person. How did you handle this?

Tell us about a specific time when you had to deal with a difficult situation with a parent and/or student and how you handled it.

Can you provide me an instance where you had to deal with a problem or conflict, or react under pressure? How was this resolved?

**SKILL –Life Long Learning:** Able to stay informed of current trends, learn and apply new concepts, identify opportunities for professional development and set and monitor goals. Demonstrated commitment to life long learning skills, staying current with skills, knowledge and trends in higher education.

#### INTERPRETIVE GUIDES

Does the candidate embrace and become proficient at the skill or material through asking questions, studying, practicing, etc? Does the candidate identify concrete, actionable, measurable goals that require some effort to achieve?

#### QUESTIONS

As technology has become a greater part of college life, it is a common tool in daily tasks, teaching and learning. Tell me a time when you had to use new technology. Were you challenged in this regard?

Think of a professional development goal you set. How did you make and monitor your progress?

Describe an effort you undertook to proactively identify your own weaknesses and areas of opportunity.

Describe a situation when you chose to set development goals for yourself. What goals did you set and how did you set them?

**SKILL – Coping:** Able to maintain a solution-oriented approach while dealing with interpersonal conflict, personal rejection, or time demands.

#### INTERPRETIVE GUIDES

Does the candidate cope through positive action or problem resolution? Does the candidate show emotional control, understanding, or objectivity?

#### QUESTIONS

Tell me about a time when you had to cope with strict deadlines or time demands. Give me an example.

Give me an example of a time when you disagreed with a colleague. How did you handle the situation?

Sooner or later we all deal with interpersonal conflict or personal rejection at work. Give me an example of a time when you had to cope with these demands.

When have you had to cope with the anger or hostility of another person? Be specific.

**SKILL – Decision Making & Problem Solving:** Able to take action in solving problems while exhibiting judgment and a realistic understanding of issues; able to use reason, even when dealing with emotional topics; able to review facts and weigh options.

#### INTERPRETIVE GUIDES

Does the candidate systematically gather and evaluate information, and use priorities to guide a decision? Does the candidate gain accurate information and analyze it in order to make a good decision, perhaps despite pressure to make a decision quickly, or was the decision made on impulse?

#### QUESTIONS

Describe when you used good judgment in solving a problem.

In many problem situations, it is often tempting to jump to a conclusion to build a solution quickly. Tell me about a time when you resisted this temptation and thoroughly obtained all facts associated with the problem before coming to a decision.

Tell me about a situation when you had to stand up for a decision you made even though it was unpopular.

Tell me about a time when you were proud of your ability to be objective even though you had strong feelings about a problem situation.

**SKILL – Decision Making & Problem Solving (cont)**QUESTIONS (cont.)

Describe a time when you made a difficult decision and acted on it.

Even though you may be dealing with a complex problem, it is often important to use a common sense approach in making a decision. Tell me about a time when your common sense paid off for you.

**SKILL – Leadership:** Able to exhibit an approach that will inspire others to excel; able to advocate new ideas, even when risk is involved, set an example for coworkers, delegate responsibility and empower associates to make decisions provide constructive feedback to others.

INTERPRETIVE GUIDES

Does the candidate help people focus on a meaningful goal, motivate others, advise and help others, or fulfill other leadership roles? Does the candidate model desired behavior for colleagues or students? Does the candidate express confidence and provide specific feedback about weaknesses, along with demonstrations of successful alternatives?

QUESTIONS

Provide an example/experience where you felt you were most successful as a leader.

What have you done to help faculty and staff balance their responsibilities in teaching, service, scholarship, and creative activities?

Tell me about a time when you effectively inspired an individual or group to excel on a task or project. How did you do it?

Give me an example of a time when you successfully confronted a colleague or student with a negative attitude.

Some situations require us to express ideas/opinions in a very tactful and careful way. Tell me about a time when you were successful with this particular skill.

Think of a situation or project in which you had no formal position authority, yet still assumed a clear leadership role. Walk me through how you demonstrated leadership.

Championing a new idea can be risky, since the implementation could fail. Describe a time when you championed a new idea because you believed in it, even though you recognized the risk.

Describe a work situation when your example served as a model for others?

Describe something you've done that shows your skill in delegating.

Tell me about a time when your mentoring a colleague was effective because of the constructive feedback you provided.

Describe a time when you made a point of communicating and enforcing organizational policy and procedure. How did you do it, and what impact did it have?

Describe a time when you found a policy or procedure challenging or difficult to adhere to. How did you handle it?

**SKILL – Flexibility:** Able to remain open-minded and change opinions on the basis of new information, perform a wide variety of tasks, manage transitions effectively from task to task.

#### INTERPRETIVE GUIDES

Does the candidate accept the new information and revise opinions and actions to reflect this? Does the candidate change tasks quickly in order to be responsive to the new priorities?

#### QUESTIONS

Tell me about an instance in which you changed an opinion or action plan after receiving new information.

Tell me about a success you had because of your open-mindedness.

Tell me about a time when the demands on you changed quickly, possibly before you had a chance to finish what you had been doing.

**SKILL – Initiative:** Able to bring about great results from ordinary circumstances, prepare for problems or opportunities in advance, undertake additional responsibilities and respond to situations as they arise.

#### INTERPRETIVE GUIDES

Does the candidate prepare an approach that would be ready to launch upon the event's occurrence? Did the candidate volunteer for a task despite an already full workload and succeed without undue compromise to other responsibilities?

#### QUESTIONS

Tell me about a time when you anticipated an opportunity or problem and were ready for it when it happened.

Many people have good ideas. Tell me how you've acted upon a good idea.

Describe a time when you voluntarily undertook a special project above and beyond your normal responsibilities.

**SKILL – Planning, Prioritizing and Goal Setting:** Able to manage multiple projects, determine project urgency in a meaningful and practical way, use goals to guide actions and create detailed action plans, organize tasks.

#### INTERPRETIVE GUIDES

Does the candidate meet deadlines? Does the candidate construct realistic action plans, including all relevant resources, deadlines, timetables, etc.?

#### QUESTIONS

How do you prioritize?

Describe a situation that illustrates how well you manage multiple projects at one time.

Describe how you've defined and used goals to guide your action.

Priorities can be set meaningfully based on ease of task, deadlines, or a number of other factors. Describe a time when it was challenging for you to prioritize.

Think of a project in which you skillfully coordinated people, tasks, and schedules. How did you do it?

Many people are better at identifying where they want to get than in deciding how to get there. Describe a time when you generated an elaborate action plan to lead to an identified goal.

**SKILL – Quality:** Able to maintain high standards despite pressing deadlines, establish high standards and reinforce excellence.

#### INTERPRETIVE GUIDES

Does the candidate maintain high quality through investing additional resources, moving deadlines, or making a statement of “work in progress?” Does the candidate identify meaningful ways to measure quality, assess results, and use data for continuous improvement?

#### QUESTIONS

Describe a situation in which a crucial deadline was nearing, but you didn’t want to compromise quality. How did you deal with it?

Tell me about a time when you chose to enhance quality by setting quality standards or by measuring quality. How did you go about it?

**SKILL – College Culture:** Able to identify key people to bring about change and understand underlying political dynamics of work, develop a network of contacts to reach goals, be aware of significant contributing factors to manage change.

#### INTERPRETIVE GUIDES

Does the candidate take initiative in meeting people and maintaining genuine relationships to achieve productive goals? Is the candidate friendly and professional?

#### QUESTIONS

Sometimes getting results requires a full understanding of the organizational climate or culture. Tell me about a time when your astuteness helped you to get results.

Give me an example of a time when your timing, political awareness, and knowledge of how groups work enhanced your ability to generate a change.

At times it is very important to understand how communication channels, interpersonal networks, and politics influence decisions at work. Describe a time when your understanding of political dynamics at work was put to good use.

Organization change is often guided by friendships and relationships which can influence how things happen. Tell me about a time when you used your interpersonal skills to build a network of contacts to reach goals.

**SKILL – Respecting Diversity:** Able to adapt behavior to others’ styles; able to interact with people who are difficult, or have different values, cultures, or backgrounds; able to optimize the benefits of having a diverse workforce.

#### INTERPRETIVE GUIDES

Does the candidate’s behavior demonstrate respect for others’ values while working toward mutual objectives? Did the candidate try to learn from the diverse approaches and use the differences to maximize success?

#### QUESTIONS

Please describe your efforts to recruit, retain and advance faculty, staff and students of diverse populations.

Oregon Coast Community College is engaged in an effort to be a leader in the movement toward increased diversity and inclusiveness. Given the value placed on diversity, how have you integrated the value of diversity into your various roles and responsibilities?

Give the value Oregon Coast Community College places on diversity, how might you see yourself integrating this value into your roles and responsibilities as a faculty member?

**SKILL – Respecting Diversity (cont.):****QUESTIONS(cont.)**

What is your experience working with students from diverse backgrounds, especially multicultural students or students from economically distressed families?

Please provide an example that shows your skill in interacting with people who have different values than you.

Describe an effort you undertook to ensure that diversity was accepted and facilitated in your work area.

Describe a series of interactions you had in which you adapted your behavior around the other people's styles.

Diversity can bring with it a barrage of perspectives on various aspects of work. Describe something you've done to optimize the benefits of having a diverse group of colleagues.

Describe a time when you were able to adapt to a person from a background or culture that was different from yours.

**SKILL – Collaborative Team Work:** Able to share due credit with coworkers, display enthusiasm and promote a friendly group working environment, work closely with other departments as necessary, support group decisions and solicit opinions from coworkers.

**INTERPRETIVE GUIDES**

Does the candidate make a clear point of praising others with whom they worked to complete a project?  
Does the candidate recognize that others' perspectives might add value and actively seek their help?

**QUESTIONS**

How do you work to contribute to collegiality as a member of a department?

How would you describe your style and/or skills in working with different constituencies (students, faculty, supervisors, staff and the community)?

Please give us an example of when you used your interpersonal communication skills to work with and build consensus among various constituents in the campus community.

Tell me about a time when you thought you knew how to handle a situation, yet chose to solicit opinions from other members.

Describe a time when you chose to cooperate with others on a non-essential project even though it would require a sacrifice on your part.

Tell me about a situation when you provided full support for a group decision, even though you didn't agree with it.

Describe a time when you were praised individually for something to which a whole team or group contributed. What did you do to ensure that the rest of the team members received due credit?

**SKILL – Visioning:** Able to pursue potential expansion opportunities for the organization, champion radically different ideas and be a leader, identify long-term goals and invest appropriate resources as needed, communicate vision in a way that inspires others.

#### INTERPRETIVE GUIDES

Does the candidate call attention to a problem and an unusual yet optimal solution, and rigorously support, manage, or promote the solution?

#### QUESTIONS

Great yet radically new opportunities are sometimes realized only because somebody championed their cause. Describe a time when you did this successfully.

Tell me about a time when you carefully set a long-term organizational goal. How did you do it?

Often one's communication of a vision is essential to its organizational support. Describe how you have communicated your vision for the future.

**SKILL – Teaching:** Able to help students learn information, clearly present information to a students with varying abilities and learning styles, use a variety of pedagogical techniques, stay current in the field.

#### BEHAVIORAL QUESTIONS

How do you provide feedback to students about how they are doing?

What motivational techniques have you used to help students reach their maximum learning potential?

What kinds of instructional strategies do you or would you use to facilitate student learning?

Please describe your experience teaching undergraduates. What methods have you used?

How do you handle the different ability levels of students? How do you help a student who is having difficulty?

What have you done to reinforce major ideas or concepts that you wanted students to learn?

How have you handled a student who refused to work in your class or do what you asked?

How have you dealt with a student who is consistently late for class?

Describe a teaching strategy you used to maximize the learning potential of all students.

Define cooperative learning and give an example of how you have used it.

What curriculum materials have you developed?

How do you individualize your teaching?

What have you done in terms of professional development to develop your skills as a teacher?

How have you used technology in your teaching?

Please discuss your experience with college students. In what capacity have you worked with them?

How do you evaluate your students' academic performance and growth?

Tell us about one of your proudest moments teaching. Tell us about one of your most frustrating moments teaching.

**OTHER QUESTIONS**

What do you consider rewarding and exciting about teaching?

What do you see as one of your major strengths as a teacher?

What do you see as one of your major challenges as a teacher?

In your opinion, what are some of the most significant challenges we face in teaching today's undergraduate students and how do you meet those challenges?

Please describe your general teaching philosophy.

What kind of learning environment do you try to create?

What unique teaching experiences and qualifications would you bring to our students and department?

What do you feel are the most important things students learn in your classroom?

Describe an ideal classroom.

Tell us about your interest and/or experience in on-line teaching?

How do you think your students would describe you?

How do you make students feel at ease around you, while still respecting you?

What is the toughest aspect of teaching today? What are some of the greatest challenges of being an educator?

**General:**

Please tell us a little bit about yourself and what attracted you to this position at OCCC?

As you researched this position, what factors caused you to apply? Why do you want this position?

What is it about this position that seems to be a good fit for your goals as a teacher and a scholar?

Tell us about the responsibilities of your current or previous relevant position(s) and why you are interested in this position at Oregon Coast Community College.

How have your past responsibilities prepared you for this position?

Have you had any experience advising students? If so, what do you see as important advisor attributes?

What type of experiences & level of expertise do you have working with technology in your previous positions?

What books/journal articles have you read in the last six months/year?

What do you want to accomplish as a [insert job title]?

What issues in education are of greatest concern to you? Why?

What are your long-term career goals and how does this position fit into them?

What would your co-workers say are your strongest qualities?

What areas challenge you professionally that you may be looking to improve upon?

What would you consider to be your professional strengths and challenges?

What qualities do you possess that would be the greatest asset to OCCC?