



BEHAVIORAL INTERVIEWING PREPARATION ASSIGNMENT

Using provided resources for guidance, and drawing from past experiences in internships, employment, volunteerism, co-ops, or high school projects/activities, students will develop three behavioral "stories" using the S.T.A.R. method as a template.

Assignment goals:

1. Student will identify at least three marketable skills from the list below (or other skills of the individual's choosing) that s/he has developed through work/experiential learning/volunteer experiences
2. Students will articulate in writing three behavioral "stories" that provide examples of their use of those skills that may be provided to employers who ask related behavioral interview questions. Students write one story for each identified skill.

Resources for student use:

- Skills List (below)
- S.T.A.R. Method (below)
- Two S.T.A.R. Story Examples (below)
- [Behavioral Interviewing Guide \(pdf\)](#)
- [Questions Commonly Asked by Employers \(pdf\)](#)

Skills List:

Working in a diverse environment	Performing with integrity
Managing time and priorities	Solving problems
Effectively managing conflict	Being creative
Acquiring knowledge	Communicating effectively
Thinking critically	Developing professional competencies
Balancing work and life	Embracing change
Working effectively on a team	Multitasking in a fast-paced environment

S.T.A.R. Method:

S= Situation or problem; **T**= Task at hand **A**= Action you took; **R**= Results achieved (or knowledge gained)

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Handout adapted from UMass Lowell Career & Co-op Center:
 Career-Related Classroom Assignments



S.T.A.R. Story Example 1 (illustrating learning from experience as well as presentation preparation skills):

- S = In my junior year I had a team project for a history class that required we do a class presentation.
- T = My role was developing the segment of the presentation on societal norms of married women in 19th century America.
- A = I did all the research and developed the PowerPoint slides needed and was really happy with the work. It was thorough, and I made sure it was interesting. But I didn't think to actually practice.
- R = So, when I got up in front of the class, I got tongue-tied and really didn't give the material justice. I felt like my good work had been wasted. I learned a lot from that experience. Communicating well means not only thoroughly understanding the material and making it accessible and interesting. It also means presenting it well. And that takes practice. So, now, when I need to make a presentation, I make sure to build in actual out-loud practice time to make sure my delivery is worthy of the content I've developed.

S.T.A.R. Story Example 2 (illustrating time management):

- S = During finals last semester, I had an overwhelming amount of work with lots of close deadlines.
- T = So, I decided to plan out when I would study for which exams, because some needed more time and were coming up faster.
- A = I made sure I created a realistic study/homework schedule and stuck to it. I also set calendar reminders on my phone. This allowed me to work efficiently and effectively.
- R = That was the best I'd ever done taking a really structured approach to prioritizing a lot of work and managing my time. I met all my goals for preparing for my tests and felt confident going into them. I learned that it really helps to keep to the plan and still have some flexibility to meet unexpected needs.

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