

Conducting Interviews with Behavioral-Based and High Emotional Intelligence Questions

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- **Who was your best teacher and why?**

Imagine the best teacher you ever had in school

- Did that teacher:
 - Have a **personal relationship** with you?
 - Make **responsible decisions**?
 - **Recognize** your potential?
 - **Push you** toward higher goals?
 - **Appreciate** not only you but the other students as well?
 - Have good **self awareness**?
 - Have good **social awareness**?

Social Emotional Competencies

Recognize and manage emotions

Set and achieve goals

Appreciate the perspectives of others

Establish and maintain positive relationships

Make responsible decisions

Handle interpersonal situations constructively

(Durlak, Weissberg, Taylor, & Schellinger, 2011)

Five Interrelated Cognitive, Affective, and Behavioral Competencies

Self Awareness; the capacity to reflect on one's own feelings, values & behaviors

Social Awareness; Ability to view situations from a different perspective
. **Respect for social & cultural norms of others celebrates diversity**

Relationship Skills; ability to initiate & sustain positive connections with peers, teachers, families, and others

Self-Management; includes self-motivation, goal setting, self-discipline, personal organization, impulse control, strategies for coping with stress

Responsible Decision Making; the ability to make choices that consider the well-being of others.

(Collaborative for Academic, Social, and Emotional Learning [CASEL], 2005)

Three Domains of SEL

Cognitive Regulation; attention control, inhibitory control, working memory &, cognitive flexibility planning

Emotional Processes; emotion knowledge and expression, emotion & behavior regulation, empathy or perspective taking

Social/Interpersonal Skills; understanding social cues, conflict resolution & prosocial behavior

(Jones, Bailey, Brush, & Kahn, 2018)

Indiana Workforce Development: Indiana's Employability Skills Benchmarks

- **Mindsets:**

- Intellectual Risk Taking
 - Appreciation of Diversity
 - Self Confidence
 - Sense of Belonging
 - Career Path

- **Self-Management Skills**

- Pride in Work
 - Self-Discipline
 - Independence
 - Perseverance
 - Stress Management
 - Time Management
 - Adaptability
 - Integrity
 - Professionalism
 - Work Ethic

Indiana Workforce Development: Indiana's Employability Skills Benchmarks

Learning Strategies

Written
Communication
Decision Making
Initiative
Technology Savvy
Attention to Detail
Organization
Information
Gathering
Problem Solving

Social Skills

Oral Communication
Teamwork
Leadership
Conflict
Management
Self-Advocacy

Workplace Skills

Personal Safety
Follows Directions
Resource Allocation
Customer Service

Indiana Department of Education: PK-12 Social-Emotional Learning Competencies



Growth Mindset

The ability to demonstrate cognitive flexibility and a willingness to learn. Developing mindset is a critical learning skill for building perseverance, adaptability, self-discovery, resilience and the ability to give and receive constructive feedback.

- We have to have teachers who have a growth mindset.
- They must believe students can achieve at least a year's growth every academic year.
- They must own the responsibility for students to learn and grow.
- They do not make excuses for failure.

Mindset: Grit; Passion and Perseverance

Teachers must believe in the student.

The teachers must have a passion to desire to make a difference in a child's life.

They treat every child as if that child was their own.

They make no excuses.

They are willing to try new innovations to make the difference in a child succeeding.

They model what they expect from the child.

They have a “never give up” attitude.

Mindset:

Collective Teacher Efficacy

Student Expectations

Teacher Expectations

They are an advocate for all teachers working together for the success of students.

They are willing to collaborate and share knowledge, skills, and techniques.

They set high expectations for their students and will do whatever is necessary to help the student attain those goals.

They teach students to set high expectations for their learning.

They expect students to own their learning.

They use formative assessment and feedback as keys for teaching.

They facilitate learning.

These teachers have high creditability with students.

Critical Thinking

The ability to make constructive choices and metacognitive strategies to enhance learning. Critical thinking skills build responsible decision-making, analytical and critical inquiry skills, which are necessary to approach learning from an innovative, creative, multicultural and ethical lens.

Teachers need to be aware of teaching to the higher order thinking skills or evaluation and synthesis.

In strong teaching the student are asking the questions, especially the why questions, not the teacher.

Insight

- The ability to know your emotions and how they affect your thoughts and actions. Gaining insight is an important skill for building self confidence, self esteem, and empathy for others. Insight helps students recognize their strengths and areas for growth.
- How do your teachers feel about their self confidence and self-esteem?
- Do they model confidence in their abilities?
- Do students see them as credible?

Collaboration

The ability to work well with others including a group and teamwork environment. Collaboration works to build positive communication and conflict management skills.

As a leader you need to know if a new teacher can work with others.

How do they handle conflict?

Is their communication a reflection of a growth mindset?

Are they willing to ask questions about the things they do not understand?

Do they contribute to meaningful discussions?

Connection

The ability to understand and respond to the needs of others. Gaining connection skills leads to effective communication, perspective taking, and helps develop cultural sensitivity.

Does the teacher see beyond the academic needs of the student?

Is the teacher aware of the culture of the student?

Does the teacher recognize the needs of each student?

Is the teacher aware of all the variables affecting the development of the child?

Regulation

Ability to recognize and manage one's emotions. Regulation skills build positive self-control, self-discipline and impulse control.

A teacher must have personal regulation skills before he can develop those same skills in students.

What skills does the teacher possess to respond to students who lack regulation?

Are they able to keep a growth mindset when working with regulation?

Do they demonstrate perseverance in working with student who struggle greatly in the area of regulation?

Sensory-Motor Integration

The ability to have body awareness and to recognize sensations in the body. It is an important skill for managing transitions, changing routines, increasing alertness for learning and improving regulation.

Is the teacher aware of the need teach transitions skills to students?

Can the teacher identify the physical signs and clues that indicate student struggles with sensory motor integration?

Emotional Intelligence

- A person's ability to manage self as well as relationships with others
- It is the skills that drive our internal world and our external world.

1. Self Awareness and Self Control
2. Empathy
3. Social Expertness
4. Personal Influence
5. Mastery of Purpose and Vision

Behavioral Interviews

In behavioral interviews, candidates are asked how they handled past situations, giving you a sense of how they will think and perform in the future.

Hiring Mistakes

Most interview mistakes are made in the first few minutes of the interview.

First impressions, personal biases, stereotypes and prejudices unconsciously come into play when the interviewer and candidate meet in person for the first time.

If an interviewer doesn't like someone during this brief encounter, the person will not get hired. Competency is irrelevant.

If the interviewer likes the person, competency is overlooked. Strengths are magnified and weaknesses ignored.

Instead of using skills and qualifications to assess competency, define what the person must do to be successful.

Get detailed examples from the candidate of comparable accomplishments. Evaluate these accomplishments over time, and look for their trend and growth. This is how to define and measure performance.

All candidates need to be asked the same questions, whether you like them or not.

30 Minute Cooling Off

Don't fall in love on the first date!!!

- **Get examples of comparable accomplishments, especially during the critical first 30 minutes.**
- **After 30 minutes, measure your first impression again.**
- **You'll discover that about a third of the candidates are far stronger than first imagined, and about a third are not nearly as strong as you thought.**
- **This 30-minute delay will allow you control your biases and prejudices.**
- **We all have them, but disciplining yourself this way helps you overcome them. The biases will reveal themselves**



Self Awareness and Self Control

Tell me about a time when you did something that had a positive impact on a coworker, a friend, or a student.

Tell me about a time when you did something that had a negative impact on a coworker, a friend, or a student.

How do you know if your words have a positive impact on others?

How do you know if your words have a negative impact on others?

Describe a time when you knew you said or did something that caused a problem for someone. How did you know it caused a problem? What did you learn from this experience?

(Lynn, 2008)

Self Awareness and Self Control

Assessing Observation Skills

Have you ever noticed someone was having a bad day? How do you know? What do you do?

Have you been in a situation where you thought you need to change your behavior? How did you do it?

Have you ever noticed you were annoying someone? How did you know? What did you do?

(Lynn, 2008)



Self Awareness and Self Control

Assessing Awareness of **Emotions or Thoughts** and
Awareness of **Triggers**

Tell me about a time when the mood of a student or coworker affected you?

Describe a time when you knew your mood was affecting your behavior at work.

Tell me about situations or people that annoy you as a teacher.

What situations bring out your best at work? How do you behave at those times?

What situations bring out your worst at work? How do you behave at those times? What do you do about this?



Self Awareness and Self Control

Assessing Reflection Skills and Skills and Abilities

- Tell me about a lesson or an event in which you had responsibility at work that did not go well. Who's fault was it?
- Tell me about a time when others did not cooperate with you. How would you analyzed the situation?
- Have you ever unintentionally insulted or offended someone? How did you handle it?
- Tell me about an evaluation you have experienced. How did you handle the positive and the negative feedback?
- Have you ever been surprised by criticism you have received? How did you react?
- Tell me three things you have learned about yourself over the past year that are related to how you would teach. How did you learn this information

(Lynn, 2008)

Self Control or Self Management

Assessing Appropriate Emotional Expression

- Tell me about a time when you were angry at someone at work? Tell me what you do in those situations.
- What do you do when you are stressed at work?
- When do you look forward to going to work?
- Has there ever been a situation at work where you said something and later regretted saying it? Tell me about that.

(Lynn, 2008)

Self Control or Self Management

Assessing Courage or Assertiveness

- Tell me about a time when you spoke up about something in the workplace. What was the issue? Why did you speak up about it? What did you say? What did others think?
- Describe a time when you and a peer were at odds about a particular decision or direction. What did you do?
- Describe a difficult performance discussion you had with an employee.
- Tell me about a time when you decided not to discuss an issue with a colleague.

Self Control or Self Management

Assessing Resilience

- Tell me about a time when you felt defeated at work.
- Tell me about a time when you felt like giving up on something. What did you do?
- Tell me about a time when you were overwhelmed at you last job. How often does that occur? What did you do about it?
- Talk about the last time you were criticized at work. How did that go?

(Lynn, 2008)

Empathy

Assessing Respectful Listening and Feeling the Impact on Others

Think about a time when you did not understand something in the workplace. What did you do?

Describe a time when you jumped the conclusions.

Tell about a time when you learned something by listening to a colleague.

Tell me about a time when you sensed something was bothering a student. How did you know? What did you do?

Describe a time when you said or did something that had a negative effect on a student.

Tell me about a time when you noticed a student was overwhelmed or struggling with social or emotional issues.

Social Expertness

Assessing Building Relationships

Tell me about a time when you were able to get something done at school because of the relationship you had with another person.

Tell me about some of the people whom you have to work with on a regular basis that you find difficult to get along with. What have you done to build stronger relationships with these people?

Tell me about a situation when you “won someone over” at school.
What

at did you do?

What do you do that makes you a good follower?

Social Expertness

Assessing Collaboration

Tell me how you recently solved a school work problem.

Have you ever implemented an idea or solved a problem and had your solution met with resistance? What do you think you could have done to avoid the resistance?

Was there ever a time where you rejected someone's idea or opinion? Tell me about that.

Describe a time when your input improved someone's work.

Have you ever offered an idea or opinion at school had had nothing to gain from it? Tell me about that.

Social Expertness

Assessing Conflict Resolution

Tell me about a dispute with a peer or student. What was it about?
What did you do? How did it end up?

Have you resolved differences with colleagues or students? Tell me
about the process you used to resolve the differences.

Have you ever encountered someone at school who was unreasonable?
What did you do?

Describe a time when someone felt you were unfair. What did you do?

Relate an incident when someone verbally attacked you about
something you said or did. What did you do?

Personal Influence: Influencing Self

Assessing Self-Confidence

Tell me about a time when you took on a task that you considered out of your confidence zone. How did you feel? Why did you do it? Did you think you were going to succeed or fail?

If you were going to try to persuade me regarding something, how would you do it?

Tell me about your strengths. How do you know they are your strengths? How do you measure your strengths? What feedback have you received that indicates the quality is a strength?

How do you think you will perform in this teaching position?

Personal Influence: Influencing Self

Assessing Initiative and Accountability

Have you ever made improvements to your work without being asked?
Give me some examples. How did you do it?

Have you ever taken the initiative to do something that did not work out? Describe the situation. What did you do? Who do you feel about that?

Have you ever done something and gotten blamed when it did not work out? Describe what happened. How did you feel?

Personal Influence: Influencing Self

Assessing Goal Orientation

Describe the goals at your previous position. How were these determined? Did you meet the goals on a regular basis?

Have you ever thought goals were unrealistic?

Have you ever had a goal you did not meet? How did you feel about that?

What goals do you have right now?

What goals did you accomplish last year?

Have you ever helped student set goals?

(Lynn, 2008)

Personal Influence: Influencing Self

Assessing Optimism

- Tell me about lesson that you knew was not going to be effective. How did you know?
- Describe a time when you tried something new at school. How did that work? Would you do it again? Why or why not?
- Describe a time when you were more optimistic that you colleagues at school about a particular event or project. What did you do?
- Tell me about a time when a colleague was negative about an outcome. How did that affect you?

Personal Influence: Influencing Self

Assessing Flexibility and Adaptability

- Describe a time when you had to change your plans to accommodate a situation or colleague. How did you feel about that?
- Describe a time when you had to learn something new. How did you feel about that? Have you adapted to the change?
- Give an example when you were flexible.
- Give me an example when you were not flexible. Tell me about a time when it was necessary to bend the rules.
- Have you ever been flexible and later regretted it?

(Lynn, 2008)

Personal Influence: Influencing Others

Assessing Leading Others

Describe a time when you took charge of a situation.

Tell me about a time when the student relied on you and followed your lead.

How do you influence people and students?

Describe a time when a student resisted following you.

Give me an example of when you have influenced colleagues.

(Lynn, 2008)

Personal Influence: Influencing Self

Assessing Getting Results Through Others

- Describe the results you achieved in your position last year.
- Have you ever set a goal too low for students?
- Have you ever shared successful teaching units, strategies, or instructional skills with a colleague?
- Have you ever reached out to a colleague to get assistance in helping your students?
- Tell me about a time when you were wrong in the way you addressed a student or colleague about a situation?

Mastery of Purpose and vision

Assessing understandings One's Purpose and Values

Tell me about a time when you felt bored at work.

Describe your ideal teaching situation.

Describe the worst possible situation for you as a teacher.

How did you decide to become a teacher? What influenced you? What actions did you take to end up in this field?

What do you like about teaching?

Would you encourage other to enter into the field of education?

(Lynn, 2008)

Personal Influence: Influencing Self

Assessing Authenticity

Tell me about a time in school where you had to compromise your beliefs or values.

How do you gain people's trust? What do you do? What actions do you take?

Tell about a time when you lost someone's trust.

Describe how you know you have honored the commitments you have made to others.

Tell me about a time when you failed to honor a commitment.

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