

Behavioral Event Interview (BEI) Competency Based Interviewing

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LEARNING OUTCOMES

By the end of today's session, participants will deepen their understanding and application of:

- ✓ The Turnaround Leader Competencies
- ✓ The Behavioral Event Interviewing Technique and Scoring
- ✓ Writing Reports and Delivering Feedback to the Interview Candidates

Convening Norms

Engage



INQUIRE



Support



Reflect



Celebrity Interview

Your task at hand is to interview the celebrity at your table. Each interviewer will have the opportunity to ask one question.



Your end goal is to ensure you are asking the right questions to hire the quality candidate that will lead your school.

Interview Outcomes

- Do they have the ability to launch a new initiative
- Can they deal with difficult situations
- Can they rally a team for an identified purpose
- Can they think conceptually/analytically to design a project and successfully complete it

What Is a Competency?

A way of....

Thinking

That causes a person to be successful!

In other words, competencies are those things that outstanding leaders do more often, in more situations for better results.

Feeling

Acting

Speaking

Competencies vs Skills and Knowledge

15%



Skills - things you know how to do well, (classroom observation and feedback)

Knowledge - what you know about a particular practical area, (instruction, curriculum, assessment, data)

Social Role - image you project to others, e.g., being a leader or a follower
values; what you believe is important to do.

Self-Image - the way you see yourself, e.g., as a leader or teacher.

Traits - relatively enduring characteristics of your behaviors, e.g., being a good listener, being able to see patterns across seemingly unrelated elements.

Motives - recurring thoughts or concerns in a particular area that select, drive and direct your behavior, e.g., wanting to influence other people, wanting to exceed expectations.

Essential Leadership Competencies

Leading the organization:

- Managing change
- Solving problems and making decisions
- Managing politics and influencing others
- Taking risks and innovating
- Setting vision and strategy
- Managing the work
- Enhancing business skills and knowledge
- Understanding and navigating the organization

Leading the self:

- demonstrating ethics and integrity
- displaying drive and purpose
- exhibiting leadership stature
- increasing your capacity to learn
- managing yourself
- increasing self-awareness
- developing adaptability

Leading others:

- communicating effectively
- developing others
- valuing diversity and difference
- building and maintaining relationships
- managing effective teams and work groups

Educational Focused Competencies

Public Impact Model: Competencies Based on Review of Research on Organizational Turnaround Outside of Education

- **Demonstrating Achievement**
- **Demonstrating Initiative and Persistence**
- **Planning Ahead**
- **Monitoring and Directiveness**
- **Developing Others**
- **Impacting and Influencing**
- **Demonstrating Team Leadership**
- **Showing Self-Confidence**
- **Thinking Conceptually**
- **Thinking Analytically**

UVA/PLE Model: Competencies Based on Both Public Impact Model and Student Achievement Data of High-Performing Turnaround Principals

- **Focusing on Sustainable Results**
- **Holding People Accountable for Performance**
- **Impacting and Influencing**
- **Engaging the Team**
- **Commitment to Students**
- **Thinking Conceptually**
- **Thinking Analytically**

The Importance of Competencies...



Even in technical careers such as engineering, about 15% of one's success is due to technical knowledge and about 85% is due to skill in human engineering, personality, and the ability to lead people.

-Dale Carnegie



Turnaround Principal Competencies

Analytical Thinking – The ability to analyze issues and opportunities and to recognize cause and effect.

Commitment to Student Learning – Demonstrates a commitment to students as evidenced by a belief in their own capability, and the courage to take a stand on behalf of students.

Conceptual Thinking - The ability to see meaningful patterns among seemingly unrelated issues or ideas, leading to new or fresh perspectives.

Engages the Team – Works with a group of adults (e.g., teachers, administrators, parents, community leaders) to leverage their input, to develop actionable and tangible goals, and to implement change.

Focuses on Sustainable Results – Takes responsibility for improving school outcomes and implementing initiatives to accomplish sustainable results based on understanding and analysis of the challenges of the organization.

Holding People Accountable for Performance – Mindful of performance needs and holds others accountable for high standards.

Impact and Influence – Takes actions for the purpose of affecting the perceptions, thinking, and actions of others.

Let's do a crosswalk



BEI Competencies

- Analytical Thinking
- Commitment to Student Learning
- Conceptual Thinking
- Engages the Team
- Focuses on Sustainable Results
- Holding People Accountable for Performance
- Impact and Influence

PSEL Standards

- Mission, Vision, and Core Values
- Ethics and Professional Norms
- Equity and Cultural Responsiveness
- Curriculum, Instruction, and Assessment
- Community of Care and Support for Students
- Professional Capacity of School Personnel
- Professional Community for Teachers and Staff
- Meaningful Engagement of Families and Community
- Operations and Management
- School Improvement

T₁ I₁ M₃ E₁

O₂ U₁ T₁

T₁ H₂ A₁ N₁ K₄ S₁



Competencies

Building Competencies

Working with your table mates, review the colored slips of paper you have been given.

- Each slip contains either a competency and its definition or language describing one of the four levels associated with a competency
- Each competency group is color-coded.

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
ANALYTICAL THINKING				
FOCUSES ON SUSTAINABLE RESULTS				
ENGAGES THE TEAM				
IMPACT & INFLUENCE				
HOLDING PEOPLE ACCOUNTABLE				
COMMITMENT TO STUDENT LEARNING				
CONCEPTUAL THINKING				

Analytical Thinking

Level 1:

Sees the facets of a situation.

- Creates simple lists of tasks or items.
- Recognizes the parts involved in a situation, but does not readily identify priorities or relationships among those parts.

Level 2:

Understands basic cause and effect.

- Analyzes relationship among a few items.
- Understands basic causal relations, such as A causes B, which leads to C.
- Prioritizes a relatively straightforward list of tasks.

Level 3:

Identifies cause and effect among several items.

- Analyzes and articulates the relationship among several items.
- Organizes a complex activity into steps in a logical way (based on time, importance or other factors).
- Understands several possible causes of events or results of events.
- Anticipates multiple next steps and likely barriers.

Level 4:

Articulates complexity among multiple variables.

- Breaks apart a complex problem or process into categories and subcategories to arrive at basic steps or parts.
- Analyzes a difficult problem from several different perspectives, using different criteria before arriving at a detailed solution.

Focuses on Sustainable Results

Level 1

Identifies problems.

- The principal identifies immediate problems, and/or responds to urgent situations.
- He or she may realize what to do or feels responsible for addressing it.
- The principal may not investigate needs further to understand root cause.

Level 2:

Addresses school problems.

- The principal develops a course of action to solve a school problem.
 - The solution typically is quick and short term, addressing concrete issues (e.g., school fundraising, student fluency of reading, tracking data on scholarship applications, scheduling, grade level progress, coaching teachers, etc.).
- The principal demonstrates a sense of urgency with energy over a short period of time.
 - This may involve collecting data from and leveraging expertise of others (e.g., administrative team, teachers, district staff, etc.), and the principal's energy is directed towards student achievement or school progress.

Level 3:

Takes initiative to create change and to deliver results.

- The principal takes initiatives to create change and to deliver results.
- Throughout these initiatives, the principal may try things differently, modify previous plans, shift faculty and staff into optimal roles and assignments, re-allocate resources including people and budget, and make unpopular decision related to all above issues.

Note: These decisions should be in line with improved results.

Level 4:

Sustained pursuit of measurable results.

- The principal takes a course of action that would be considered non-traditional, even historically insurmountable, to achieve desired results. This course of action is well-thought-out, and validated by gathering and considering data from diverse sources.
- The principal perseveres over many months and obstacles or complications that threaten accomplishment of the goal.
- The results coming from the principal's course of action are measurable and tangible.



Engages the Team

Level 1

Communicates with the group.

- Shares information with the group.
 - Communicates agendas, time constraints, work tasks, etc.
 - Tells people affected by decisions or events what is happening, ensuring that people have the information they need.
 - Passes messages on to the group from the district.
- Sees bringing people together as an avenue for communication.

Level 2:

Works with the group.

- Sees the importance of joint effort, and solicits contributions or input from others.
- Intends to raise team morale, expresses confidence in team's ability to make change, conducts team building activities, etc.
- Facilitates the sharing of information and relationship building among the team.
- Encourages people to work together.
- Models desired norms of behavior in front of the group.

Level 3:

Aligns efforts towards clear goals.

- Organizes collective effort to accomplish clear (and challenging?) results.
- Harnesses input from individuals to foster buy-in for school improvement or dramatic change.

Level 4:

Empowers the team.

- Demonstrates a variety of behaviors in leveraging team to accomplish challenging results, including:
 - assesses the situation and identifies critical members to bring together as a team;
 - involves the team to define school direction and co-construct school vision;
 - identifies particular strengths of participating members or the team as a whole and utilizes their strengths to overcome obstacles and/or accomplish goals;
 - engages people to take part in the change initiative, or to carry out a well-defined vision collectively.



Impact and Influence

Level 1

Communicates own position.

- The principal articulates a position, voices own opinion, or clearly states views.
- The principal builds rapport with others towards influencing.

Level 2:

Acts to change perceptions and thinking.

- The principal thinks ahead about the likely reaction of an audience and takes a thoughtful action to obtain a specific reaction from others (threats do not count).
- The principal presents data, makes arguments, or points out alternative ideas, to change others' opinions or perceptions.

Level 3:

Adapts approach to affect actions of others.

- Based on an understanding of the likely reaction of the audience, the principal takes at least two steps, or a dramatic and persuasive action, to obtain desired impact.
- The principal adapts own communications and actions to resonate with the audience or to move them in a particular direction. Examples could include clearly stating a compelling rationale customized to the needs of the audience, negotiating towards finding common ground among stakeholders with disparate opinions or concerns, or providing a concrete path towards a desired state.

Level 4:

Leverages multiple stakeholders to change ingrained behaviors.

- Based on interpersonal understanding of varied stakeholders' views, engages in a complex set of maneuvers with many people to communicate a compelling rationale or to obtain a desired impact.
 - Examples include: identification and leverage of key change agents, sharing of power or building of coalitions, working through chains of people for a “domino” influence effect, or involving others to craft their own contributions towards behavior change.



Holding People Accountable for School Performance

Level 1

Demonstrates school performance mindset.

- Demonstrates a school performance mindset, is mindful of the school's developmental direction and performance standards.
- Sees the connections between individual activities and the school's performance needs.
- Conveys the school's performance needs to people, communicates to others what needs to be done or what is in line with the school's performance agenda.

Level 2:

Aligns individual expectations to school performance standards.

- Repeats expectation of high performance, reminds people of the school's direction towards high performance.
- Insists in a demanding way for compliance to standards, deliberately compares individual performance to school standards.
- Makes it clear what is not acceptable, confronts noncompliance, is able to have difficult conversations with individuals and say "no" to those who deviate from the school's performance direction.

Level 3:

Monitors performance and helps people to improve.

- Publicly monitors and posts or communicates performance against standards.
- Confronts people with performance problems and demands a change of course where the individual is falling behind.
- Recognizes that all members of the school benefit from continuous learning and customizes suggestions for growth and improvement for low performers, average performers, and/or high performers.

Level 4:

Strengthens school capability for performance.

- Looks at the school as an integral organization, and takes a systematic approach to enhance school performance, including:
 - Out of concern for school morale and faculty sense of efficacy, rids organization of low performers (following all legal procedures and appropriate efforts to improve performance).
- Builds a culture of high performance by aligning individual growth to school developmental plan, or developing the school leadership team by coaching and mentoring them to gain skills for the school mission.
- Tends to the unique needs for performance at the school, takes a contextual approach to match responsibility of individual teachers to the school's performance-driven initiatives.

Commitment to Student Learning

Level 1

Sees self as the champion.

- Identifies self as a champion for students' education, linking the responsibilities of being a principal to student outcomes.
- The principal is aware of own strengths and weaknesses in serving in the role of school principal, and believes in his/her own capability in serving in this role.
- The principal expresses a "can-do" attitude regarding leading a school or making changes or improvements in students' learning.

Level 2:

Takes ownership for students' learning.

- Believes in students' ability to learn, and conveys to students confidence in their ability even when students themselves are combative or don't believe in themselves.
- Believes in own capability to help students learn, and embraces opportunities or challenges to exercise own influence on school education or to advocate for opportunities for students.
- Assumes responsibility in students' learning, publicly expresses personal accountability for all aspects of school leadership around instruction (e.g., leading teachers, working with students, working with key community stakeholders, liaising with central office – the buck stops here).

Level 3:

Stands behind potentially transformative decisions and policies benefiting students.

- The principal explicitly supports difficult decisions and policies that are for the expressed benefit of students. These decisions and policies improve the school's practice of instruction, and advance learning for each and every student, regardless of ethnicity or background.
- The principal determines course of action based on thoughtful analysis of the learning needs of students, or takes a stand in the debate on decisions/policies, putting the students' learning at the center of all decisions.
- The principal leverages existing policies to make potentially transformative reforms at the school.

Level 4:

Stands up for students in the face of powerful opposition.

- The principal stands up for the expressed benefit of students even if beliefs and decisions are not supported by others in power.
- The principal relentlessly pursues the implementation of what is right for students, even in the face of opposition from those in power.

Conceptual Thinking

Level 1

Compares situations or ideas.

- Notes similarities, differences, gaps, or trends in technical data.
- Compares a current situation to a specific past experience.

Level 2:

Brings insight to help prioritize.

- Using a known method of categorizing complex data, identifies what is most important or how things are related.
- Applies past knowledge of similarities, differences, gaps, and trends to categorize new data or situations.
- Identifies the most important issue in a complicated situation.

Level 3:

Reframes situations for clarity.

- Crystallizes the meaning and importance of a lot of complex data in a few, simple findings, to create focus, vision or priority for others.
- Identifies and articulates the underlying issue that has been “hidden” up to this point.

Level 4:

Generates new ideas and approaches.

- Creates solutions not previously learned or identified by others that address issues or problems.
- Generates and develops a new idea that leads to a new approach. (Note: insight is not enough.)





Lunch

What is a Behavioral Event Interview (BEI)?

A BEI is a type of interview that measures a candidate's strengths on the competencies that matter to an organization.



How does it work?

- **Usually a 1.5-3 hour interview.**
- **Delivered by a team of three to five people**
 - **One interviewer**
 - **Scribes (1-2)**
- **Interviewer asks candidate questions that require him/her to share past experiences that could possibly indicate future performance.**

Let's add some specificity

- **At a basic level, stories describe if, how, and why the candidate made certain decisions, created a vision, built consensus, resolved conflict, developed people, engaged teachers, and/or involved external stakeholders.**
- **At a deeper level, these stories lay the groundwork for analysis of how well the candidate would fare as turnaround leader.**

Overview of the Interview Steps

Step 1
Introduction

Step 2
Rapport Building

Step 3
Purpose and Expectations

Step 4
Interview Set-Up

Step 5
Interview Questions

Step 6
Candidate Question/Closing



Why Should you do a BEI?

Identify	Identify competency strengths and area for improvement
Building	Building complementary leadership teams
Planning	Planning professional development for leaders
Leveraging	Leveraging strengths of members of the organization to implement and sustain change
Coaching	Coaching self and others

In addition.....

- Improve achievement and outcomes for **ALL** students!
- Determine the candidates who possess school turnaround leadership competencies
- Candidates who have previously exhibited high levels of competencies are more likely to succeed in the future

Empowering Leaders Through Competency Development



20
STATES

IN ONLY TWO YEARS,

50%

OF OUR RECENT PARTNERS HAVE
ACHIEVED DOUBLE-DIGIT GAINS IN
MATH OR LANGUAGE ARTS

DEE ELEMENTARY (OGDEN, UT)

28-pt. MATH AND
39-pt. LA GAINS
IN 2 YEARS

CARUTHERSVILLE ES (CARUTHERSVILLE, MO)

34-pt. MATH AND
27-pt. LA GAINS
IN 2 YEARS

CARSON ELEMENTARY (LAS VEGAS, NV)

39-pt. MATH AND
53-pt. LA GAINS
IN 2 YEARS

NORTHWEST MIDDLE (SALT LAKE CITY, UT)

49-pt. MATH AND
20-pt. SCIENCE GAINS
IN 3 YEARS

SOUTH AVONDALE K-8 (CINCINNATI, OH)

48-pt. MATH AND
51-pt. LA GAINS
IN 3 YEARS

OAK PARK ES (CADDO PARISH, LA)

60-pt. MATH AND
55-pt. LA GAINS
IN 4 YEARS

Empowering Leaders Through Competency Development



20

STATES

IN ONLY TWO YEARS,

50%

OF OUR RECENT PARTNERS HAVE ACHIEVED DOUBLE-DIGIT GAINS IN MATH OR LANGUAGE ARTS

Aurora, CO 9 out of 9 partner schools increased scaled scores, majority with double-digit gains, and 3 schools recognized for first time as Centers of Excellence

Gallup and Farmington, NM

13 out of 15 partner schools went up at least 1 letter grade during partnership and 6 went up at least 2 letter grades

Utah The 37 partner schools associated with PLE 2011-2015 outperformed the state average SIG school, even though only 7 of our 37 schools had SIG or any additional grants from state

Caddo Parish, LA 5 out of 10 schools had minimum average of 13-point gains in language arts and math compared to state in 1 year

Denver, CO All 5 partner schools rose at least 2 levels on state school performance framework

Cincinnati, OH 16-point average gains in language arts and math across 16 schools

Conducting BEIs



Begin the Process



Review the Script

- Personal introductions - 5 minutes
- Tell us more about your recent work experience - 5 Minutes
- Interview Questions
- Next steps



Introductions





A₁

N₁

D₂

Setting Up the Storyboard

BEI Steps for Setting It the Storyboard

- “Take a minute to think of a story you have to tell that matches the question. We want you to give me the headlines of key events, or most critical parts of your story...the beginning, middle and end. Next, we’ll go back and get you to walk us through step by step.”
- Once the candidate has given you the headlines the lead interviewer says, “Ok, great. Now, take me back to the beginning. Walk me through step by step what you did, said, and thought at the time and how others responded.”



BEI - Telling your Story..

A vertical timeline graphic with a red and white striped background. It features a central vertical line with six circular nodes. To the right of each node is a white rectangular box with a black border, connected to the node by a horizontal arrow pointing left. At the top, a white banner with a ribbon effect is attached to the central line.

Tell me about a time

- You persuaded someone to accept an idea or proposal.

Setting the Stage



Practice

Practice

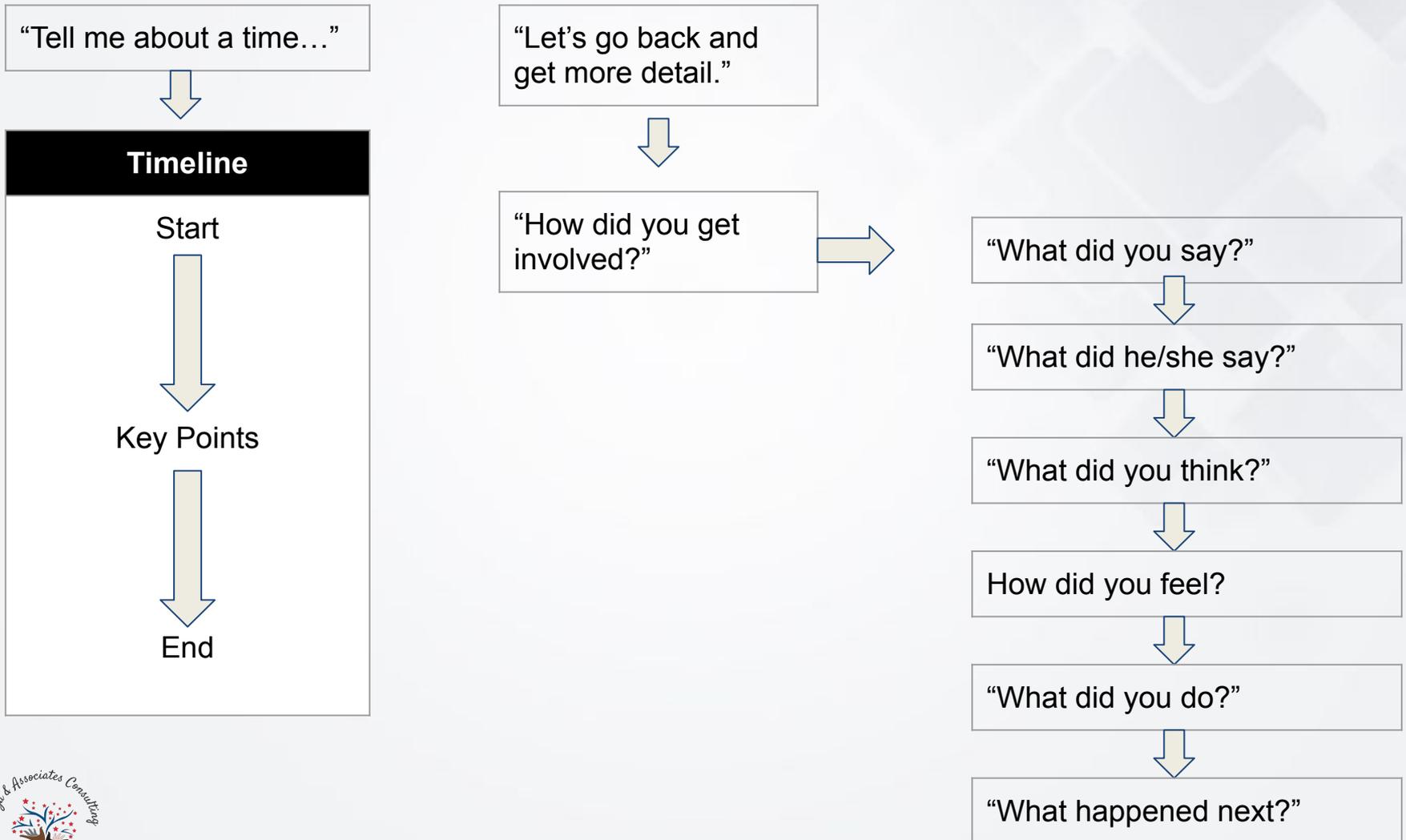
Practice

Practice

BEI Lead

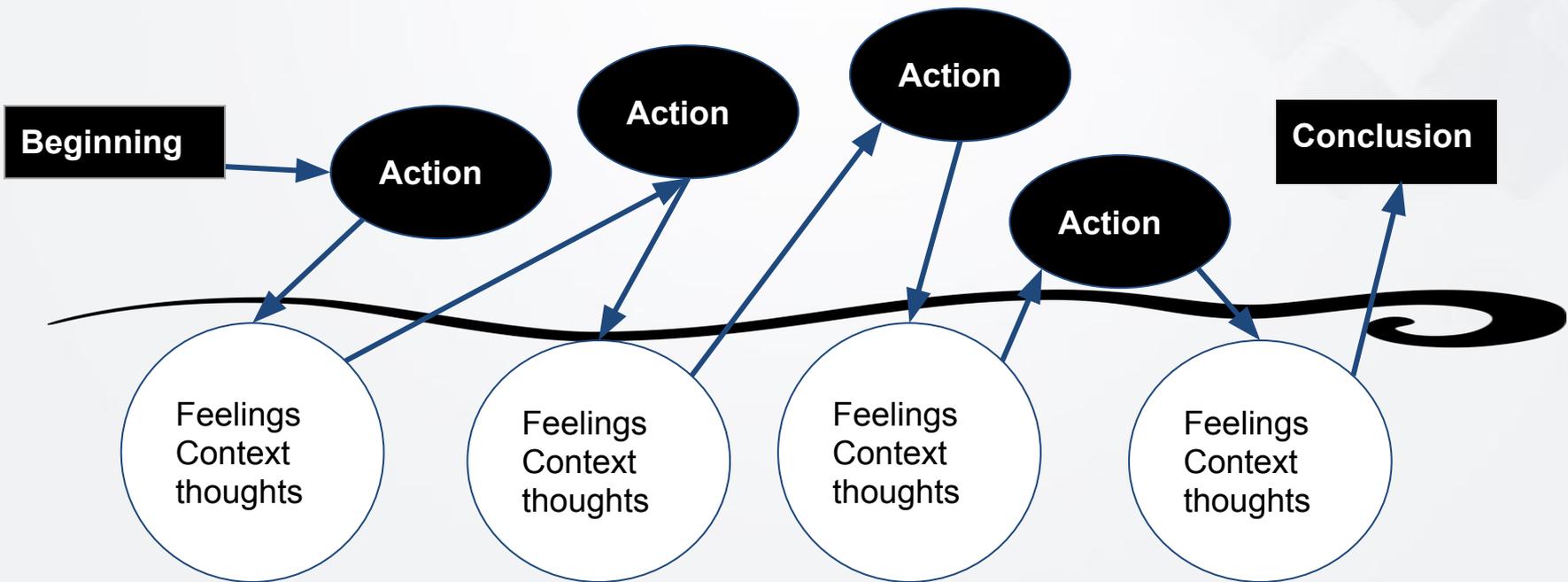
The Core of the Interview

Getting Objective Information



Interview - Probing Deeply

- Probe deeply: Don't stay at the level of action (What did you do?)
- Go below the surface. There is a lot to be learned by asking about thoughts and feelings?



Your Mission: Be Curious

- Sample probes
 - How did you get involved in this situation?
 - What did you say? What did the other person say?
 - What did you do?
 - What was going through your head?
 - How did you feel?
 - What did you think?
 - You mentioned a conversation (or meeting, presentation, etc.). Can you tell me more about what you said or did at that point?

Your goal is to help the candidate tell you what he/she did, said, thought and felt at key points in the situation.



Your Mission: Be Objective

- Be Objective
 - Avoid Leading Questions
 - Ask “What are you feeling?” rather than “Was that difficult for you?”
- Avoid questions that imply the candidate should have done something different.
 - Ask “What did you do next?” rather than “Why didn’t you follow up?”
- Stick to the situation at hand.
 - This is not the time to evaluate a person’s experience or schooling, but a tie to focus on their behaviors.

Probe for Evidence

- Tell the candidate what you are looking for up front.
 - “I want you to focus on what you did, said, thought and felt in this situation.”
- Keep your questions specific, short and in the past tense.
 - “What did you do?” rather than “What would you do in a situation like that?”
- If you hear “we” follow up with, “What specifically did *you* do?” or, “What was your role?”
 - This allows you to **differentiate** the candidate’s contribution.
- If the candidate begins to philosophize or talk about beliefs, ask for a specific example.
 - “Tell me about a **specific time** you did that in this situation.”



BEI Scribes

Interviewer Note Taking Strategies

Your role is to observe and take detailed notes:

- During the interview
- Questions asked by the interviewer
- Behaviors and dialogue uncovered in the interview



BEI Practice - Note taking

- Take notes on what you hear as the interview is being set up. What does the interviewer say? Script as much verbatim as possible.
- Write as much dialogue as you can. Your job is to take copious notes. What did you record in your notes as you listened?
- What questions do you have?



What do I listen for?

Evidence of Competencies

YES	NO
"I" did this	"We" or "Our"
Specific situation	Typical situation
Detailed action	Summarized action
Past Actions	Unclear involvement
Specific Dialogue	Opinions, ideas, philosophies
	Present thoughts/hindsight





Lightbox logo and text on the bottom left corner.

BEI Interview



Debrief



Scoring

- Independently score the interview.
 - You can only:
 - Give credit for what you **hear in the interview**
 - Score for identified competencies
- Mark the level that has the preponderance of evidence.
(But, not every bullet has to have evidence in order to score a particular level.)
- When in doubt, be conservative.
- Evidence for lower levels does not have to be heard in order to score higher levels.

- Next, discuss your ratings together and come to consensus on your ratings.



Demonstration Debrief

- What is your reaction to the technique?
- What did the interviewer do that was useful/effective?
- What questions do you have after seeing this demonstration?
- What do you think you learned about the interviewee that you may not have learned during a typical “screening” interview?



The Value of Competency Based Interviewing

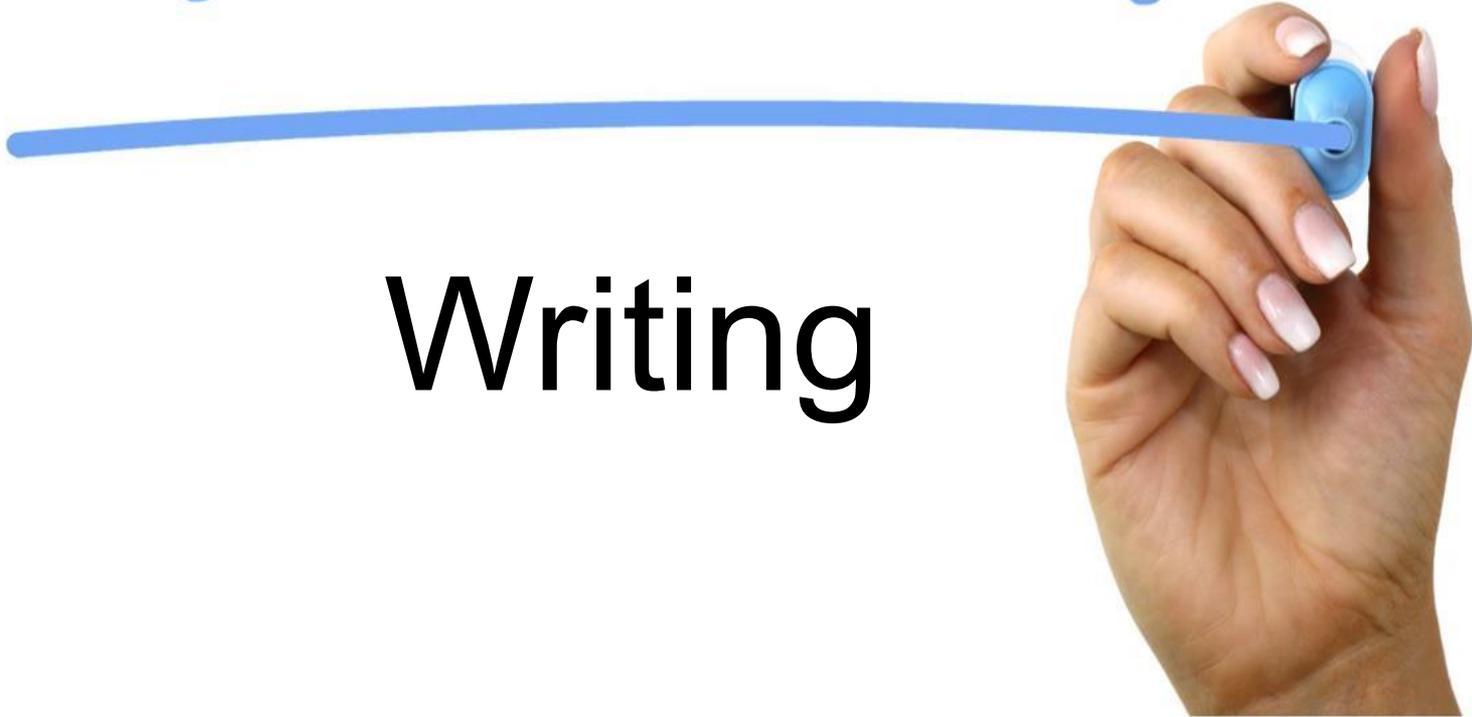
“I am convinced that nothing we do is more important than hiring and developing people. At the end of the day you bet on people not strategies.”

Larry Bossidy

Executive Honeywell and General Electric



REPORT



Writing

Report Structure

- Introduction
- Competencies
- Competency Definition
- Summary Findings
 - Overall, we found you to be a leader who...
 - Strengths (usually 2-3 narrated)
 - Areas for Development (usually 2-3 narrated)
- Closing



BEI Feedback Session Guide

- Setting the stage for the session
 - Confirm that the participant has set aside the full amount of time for the session (30-40 minutes)
 - State that the conversation within the session is confidential
 - Indicate that questions may be raised throughout the session



BEI Feedback Session Guide

- Introduce yourself
- Set the expectations and agreements
- Explain the process
- Give the feedback
- Discuss competency development
- Next steps discussion



BEI Feedback Session Guide

- Explain the process
 - Remind them that this tool is used to identify Turnaround/Transformational leaders and **not “all” leaders.**
 - Indicate that after the interview, the panel “scored” the interview against **a competency model** that has been created for turnaround Principals.
 - A **calibration process** was implemented to ensure that participants were scored consistently across panel members, panels, and days.
 - State **who the contents of the report were shared with** - in some cases it might be the superintendent



BEI Feedback Session Guide

- Give the feedback
 - Review the competencies and competency definitions
 - Discuss the summary findings
 - Overall findings
 - Areas of strength
 - Areas of development
- Give the rationale for scoring including specific examples, using event titles...
- Pause for questions and comments frequently



BEI Feedback Session Guide

- Conclusion
 - Thank them for their time and participation in the process
 - Remind them that the tool is used to identify Turnaround/Transformational leaders and not “all” leaders
 - Suggest to use the information as an opportunity for personal development such as ask them about their career aspirations and how what they learned about themselves contributes to those goals.
 - Discuss how the candidate can seek opportunities to develop the competencies. (With the principal if an AP, with the principal supervisor, with a coach...)



COACHING

method
analysis
supervise
improvement

improvement
teacher
analyze

trainer
concept
theory
management
ability
strategy

mentor
coach
boss
work
seminar
drill
govern
presentation
manager
plan

business
instruction
practice
option
tutor

Competencies for coaching

The best way to improve leadership competencies is through regular coaching. While coaching does not necessarily teach new skills, it provides constructive feedback and assistance to improve current ones.

Coaching

Funnel Model

So given this situation, what do you hope to achieve?

Tell me more. What would that look like specifically?

What ideas do you have to move yourself closer to this goal? What else?

Of all the ideas you've generated, what stands out as most important? What seems to make the most sense?

What step(s) are you thinking you could take this week that would move you closer to what you want?



Goal

Exploration

Options

Decision

Action

Final Thoughts & Next Steps

