

# CREATING STUDENT BUY-IN FOR SELF-ASSESSMENT AND A SAMPLE OF TOOLS FOR THE JOURNEY

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# VALUE OF SELF ASSESSMENT

- Knowledge of personal and work values, skills and abilities
- Teaches ownership of / responsibility for self knowledge and personal fulfillment
- Remember who you are / who you wanted to be
- Love what you do and the rest will follow
- Authenticity – professional satisfaction
- Self-awareness: required for self-investment

# HOW SCHOOLS HELP STUDENTS WITH SELF ASSESSMENT

## GW Law Inns of Court Program

- Career ownership in context of self-determination theory: developing intrinsic motivation
- Focus on career satisfaction: determining “fit”

Use of HBDI to teach communication and project management skills in team settings

Encourage development of realistic plan with timelines for achieving them

# HOW SCHOOLS HELP STUDENTS WITH SELF-ASSESSMENT

- **Mindfulness exercises**
  - Identifying preferred work environments, assessing strengths and weaknesses, exploring career options
  - Early (and often) exploration – orientation /surveys – encourages contemplation/understanding of self
- **Journaling**
- **Assessment tools**
- **Discussion/counseling**

# REPRESENTATIVE SAMPLE OF AVAILABLE ASSESSMENT TOOLS



## To be reviewed

- VIA Strengths
- HBDI
- DISC
- Strong
- MBTI
- PF 16

## Many other tools

- StrengthsFinders
- LawFit
- Assessment of Critical Reasoning for Lawyers (LSAC)
- Highlands Ability Battery
- Thomas Kilmann Conflict Mode Instrument

# VIA STRENGTHS [www.viacharacter.org](http://www.viacharacter.org)

VIA views character strengths as capacities humans have for thinking, feeling, and behaving

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- Free and easy to use
- Assesses character strengths and virtues
- Used in science of happiness
- 24 strengths that relate to timeless virtues
- Strengths are stable over lifetime, but can change

## Universal Virtues

1. Wisdom
2. Courage
3. Justice
4. Humanity
5. Temperance
6. Transcendence

# SAMPLE SURVEY QUESTIONS

Please choose one option in response to each statement. All of the questions reflect statements that many people would find desirable, but we want you to answer only in terms of whether the statement describes what you are like. Please be honest and accurate! We cannot rank your strengths until you answer all of the 240 questions.

1. I find the world a very interesting place.  
 Very Much Like Me  Like Me  Neutral  Unlike Me  Very Much Unlike Me
2. I always go out of my way to attend educational events.  
 Very Much Like Me  Like Me  Neutral  Unlike Me  Very Much Unlike Me
3. I always identify the reasons for my actions.  
 Very Much Like Me  Like Me  Neutral  Unlike Me  Very Much Unlike Me
4. Being able to come up with new and different ideas is one of my strong points.  
 Very Much Like Me  Like Me  Neutral  Unlike Me  Very Much Unlike Me
5. I am very aware of my surroundings.  
 Very Much Like Me  Like Me  Neutral  Unlike Me  Very Much Unlike Me
6. I always have a broad outlook on what is going on.  
 Very Much Like Me  Like Me  Neutral  Unlike Me  Very Much Unlike Me
7. I have taken frequent stands in the face of strong opposition.  
 Very Much Like Me  Like Me  Neutral  Unlike Me  Very Much Unlike Me

# WISDOM AND KNOWLEDGE

Cognitive strengths that entail the acquisition and use of knowledge

- Curiosity
- Love of Learning
- Judgment and Critical Thinking
- Ingenuity and Originality
- Perspective

# COURAGE

Emotional strengths that involve the exercise of will to accomplish goals in the face of opposition, external or internal

- Valor and Bravery
- Perseverance and Industry
- Integrity and Honesty
- Zest

# CORE STRENGTHS FOR HAPPINESS

- Curiosity
- Gratitude
- Zest/Enthusiasm
- Optimism
- Capacity to Love & Be Loved

# WORKING WITH TOP STRENGTHS

## AAA

- **A**cknowledge: Story Telling
- **A**nchor: Queries
- **A**mplify: Wheel of Life
  
- Aware, Explore, Apply

# ANCHORING YOUR STRENGTHS

X = STRENGTH YOU ARE ANCHORING

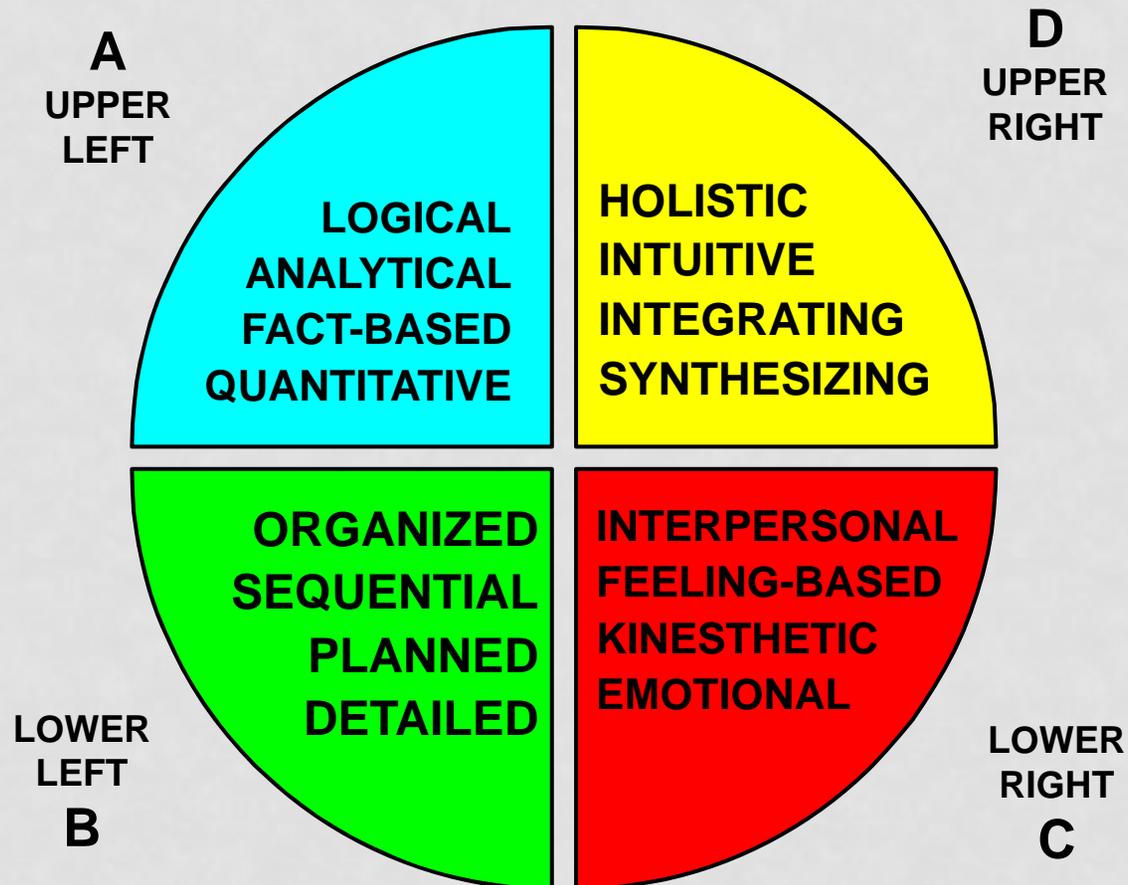
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How do you feel while being/practicing X?  
What is important to you about X?  
How do others respond when you are being/practicing X?  
What is hard about being/ practicing X?  
Which emotions do you experience before, during and after being/practicing X?

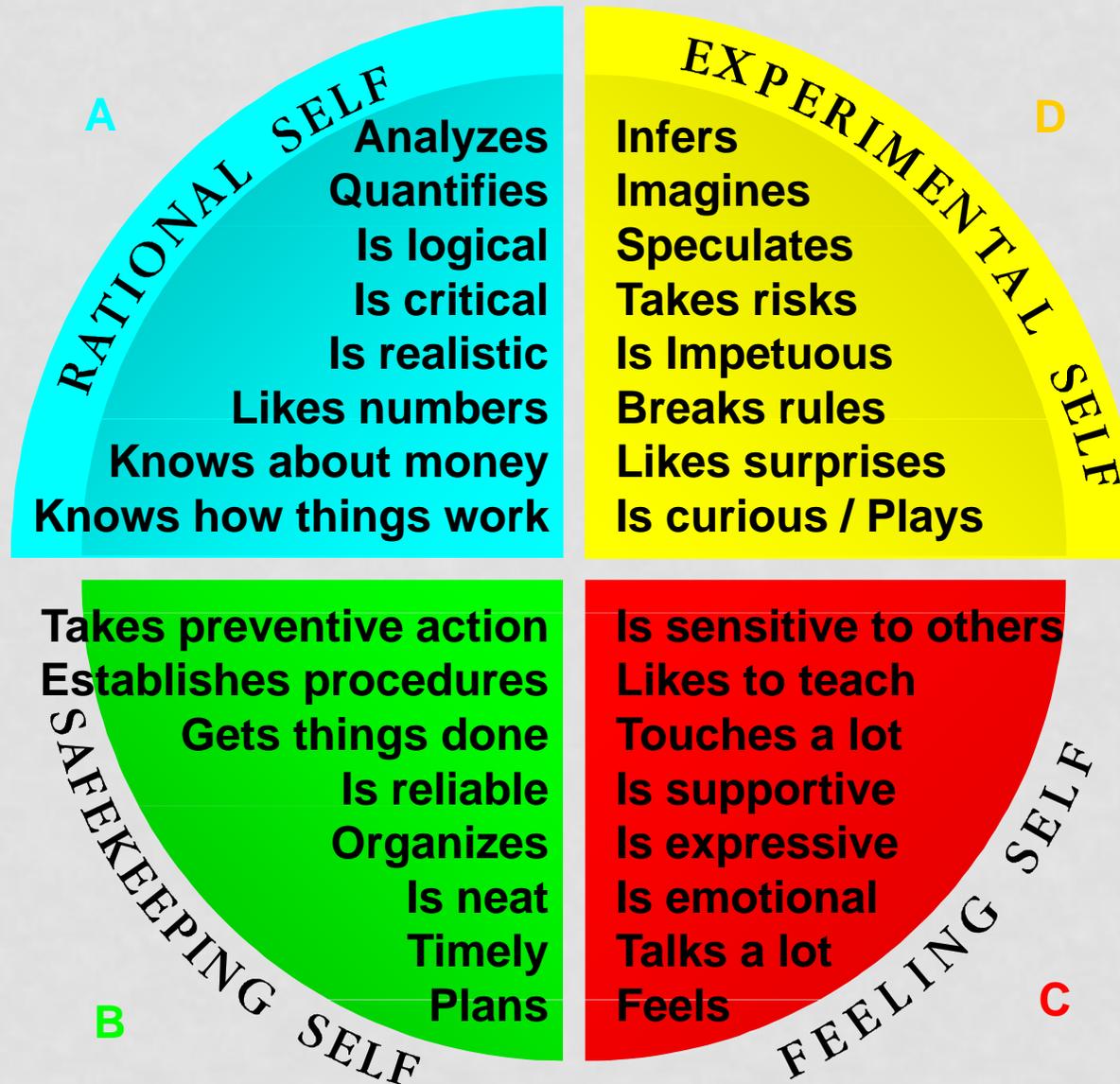
What hinders your willingness to be/practice X?  
What do you say to yourself to overcome these beliefs?  
What circumstances facilitate your willingness to be/ practice X?  
What rewards do you get from being/practicing X?  
What costs are associated with being/practicing X?

# HERMANN BRAIN DOMINANCE INSTRUMENT

(a system designed to Measure thinking preferences)



## OUR FOUR DIFFERENT SELVES



**A**

**Style**

Rational, Thorough, Precise, Logical,  
Authoritative

**Can appear (particularly from  
diametrically opposed quadrant)**

Rigid, Ruthless, Cold and calculating,  
Short term, Limited by the need for  
proof/explanation

**D**

**Style**

Exploring, Imaginative, Adventurous,  
Experimental, Artistic

**Can appear (particularly from  
diametrically opposed quadrant)**

Unfocused, Impulsive, Rash, Oblivious  
of deadlines, Vague, Given to  
tangents.

**Style**

Careful, Methodical, Procedural,  
Reliable, Predictable, Disciplined,  
Detailed, "Doer"

**Can appear (particularly from  
diametrically opposed quadrant)**

Controlling, Nitpicking, Bossy, Stuck in  
a rut, Boring

**Style**

Caring, Friendly, Sociable,  
Empathetic, Humanistic, Emotional

**Can appear (particularly from  
diametrically opposed quadrant)**

Overly sensitive, Un-businesslike,  
Sentimental, Too talkative

**B**

**C**

**A**

- Inarticulate, 'off the track' communication
- Excessive 'chatter'
- Vague, ambiguous approaches or instructions
- Illogical comments
- Inefficient use of time
- Lack of facts or data
- Inappropriate informality
- Overt sharing of personal feelings
- Impression of not knowing the 'right' answer
- Fear of challenge or debate

**D**

- Repetition
- Too slow paced
- 'Playing it safe' or 'by the book'
- Overtly structured, predictable
- Absence of humor and fun
- Lack of flexibility, too rigid
- Inability to get concepts or metaphors
- Drowning in detail
- Too many numbers
- Dry, boring topic or style



## Frustrations

- Unknown or absence of a clear agenda
- Disorganized
- Hopping around from subject to subject
- Too many ideas at once
- Unpredictable
- Too fast paced
- Unclear instructions or language
- Too much beating around the bush
- Incomplete sentences
- Lack of closure

- Lack of interaction
- No eye contact
- Impersonal approach or examples
- Dry or 'cold' un-enthusiastic interaction
- Insensitive comments
- No time for personal sharing
- All data, no nonsense
- Lack of respect for feelings
- Overly direct or brusque dialogue
- Critical

**B****C**

**A**

**“Once again...forensic science, using the undeniable facts of blood type, fingerprints, and spectrographic analysis of paint fragments, proves beyond a doubt...”**



**Four Reporters' Views Of The Same Accident**

**“At 3:30 pm, Thursday, April 9th, on Route 9, 15 miles north of Columbus, a black, 1978 Plymouth, 4 door sedan traveling at 75 mph in a 35 mph school zone...”**

**B**

**“This accident demonstrates the lethal combination of drunk driving and faulty car design. These two issues are national in scope and deserve urgent Congressional attention if future generations are to be adequately protected...”**

**D**

**“A tearful, screaming mother attacks the cowering suspect as police officers hold off an angry mob at the terrifying scene of a tangled school bus and the bloody victims of the accident.”**

**C**

# DISC

The DISC language measures:

- **D – Dominance:**  
How you respond to problems and challenges
- **I – Influencing:**  
How you interact and influence people
- **Steadiness:**  
How you deal with pace and consistency
- **Compliance:**  
How you deal with rules & regulations set by others

# Benefits of learning DISC

- Understand self: both strengths and weaknesses
- Identify, understand and appreciate the styles of others
- Adapt your style to be more effective in any environment

# DISC OBSERVES BEHAVIORS

<p><b>D</b></p> <p>Tends to be very active in solving problems</p> <p>↑</p> <p>How you respond to</p>	<p><b>I</b></p> <p>Tends to seek out people, verbally persuasive</p> <p>↑</p> <p>How you interact and</p>	<p><b>S</b></p> <p>Prefers a more stable, predictable environment</p> <p>↑</p> <p>How you deal with pace and</p>	<p><b>C</b></p> <p>Prefers to follow rules and procedures</p> <p>↑</p> <p>How you deal with</p>
<p>problems and challenges</p> <p>↓</p> <p>Prefers a more calculated, well thought-out approach</p>	<p>influence people</p> <p>↓</p> <p>Prefers a more reserved, careful approach to dealing with people</p>	<p>consistency</p> <p>↓</p> <p>Prefers a fast pace, unstructured environment</p>	<p>rules and regulations set by others</p> <p>↓</p> <p>Tends to set own rules; do it "my way"</p>

# DISC Strengths

**C**

**Stickler for details  
Well disciplined  
Careful  
Quiet, prefer working alone**

**D**

**Fearless, high risk takers  
Task oriented  
Problem solvers  
Intense**

**S**

**Easy going, steady  
Reliable, loyal  
Level headed, calm  
Gentle**

**I**

**People oriented  
Optimistic, positive  
Talkative  
Outgoing, playful**

# Understanding the Dimensions



# STRONG INTEREST INVENTORY

- Popular tool for high school and college age students and adults
- Helps people hone in on a few career options appropriate for them based on their interests, preferences and personal styles – based on personally satisfying careers of others who are like them
- It also generates a list of the top 10 occupations students are most likely to find rewarding.
- Can be used for educational guidance as well

By knowing themselves better, students make more thoughtful and authentic choices about classes, majors, and career preparation in general. As a result, their educational choices are more productive and enjoyable, and their chosen career is more likely to turn out to be the “right path” for them.

# MBTI SAMPLE REPORT



Myers-Briggs Type Indicator®  
Profile

JANE SAMPLE / ENFP  
August 15, 2011

This profile is designed to help you understand your results on the *Myers-Briggs Type Indicator*® (MBTI®) assessment. Based on your individual responses, the MBTI instrument produces results to identify which of sixteen different personality types best describes you. Your personality type represents your preferences in four separate categories, with each category composed of two opposite poles. The four categories describe key areas that combine to form the basis of a person's personality as follows:

- Where you focus your attention — Extraversion (E) or Introversion (I)
- The way you take in information — Sensing (S) or Intuition (N)
- The way you make decisions — Thinking (T) or Feeling (F)
- How you deal with the outer world — Judging (J) or Perceiving (P)

Your MBTI type is indicated by the four letters representing your preferences. Based on your responses to the assessment, your reported MBTI type is ENFP, also described as Extraverted Intuition with Feeling. Your results are highlighted below.

## Reported Type: ENFP

Where you focus your attention	<b>E</b> <b>Extraversion</b> People who prefer Extraversion tend to focus their attention on the outer world of people and things.	<b>I</b> <b>Introversion</b> People who prefer Introversion tend to focus their attention on the inner world of ideas and impressions.
The way you take in information	<b>S</b> <b>Sensing</b> People who prefer Sensing tend to take in information through the five senses and focus on the here and now.	<b>N</b> <b>Intuition</b> People who prefer Intuition tend to take in information from patterns and the big picture and focus on future possibilities.
The way you make decisions	<b>T</b> <b>Thinking</b> People who prefer Thinking tend to make decisions based primarily on logic and on objective analysis of cause and effect.	<b>F</b> <b>Feeling</b> People who prefer Feeling tend to make decisions based primarily on values and on subjective evaluation of person-centered concerns.
How you deal with the outer world	<b>J</b> <b>Judging</b> People who prefer Judging tend to like a planned and organized approach to life and prefer to have things settled.	<b>P</b> <b>Perceiving</b> People who prefer Perceiving tend to like a flexible and spontaneous approach to life and prefer to keep their options open.

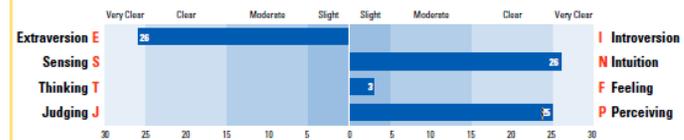
Your responses to the MBTI assessment not only indicate your preferences; they also indicate the relative *clarity* of your preferences—that is, how clear you were in expressing your preference for a particular pole over its opposite. This is known as the *preference clarity index*, or *pci*. The bar graph on the next page charts your pci results. Note that a longer bar suggests you are quite sure about your preference, while a shorter bar suggests you are less sure about that preference.



Myers-Briggs Type Indicator®  
Profile

JANE SAMPLE / ENFP  
August 15, 2011

## Clarity of Reported Preferences: ENFP



PCI Results Extraversion 26 Intuition 26 Feeling 3 Perceiving 25

Your type professional can give you more insight into your Profile results as well as elaborate on the type description provided for you in the chart below. Does the description of your reported type seem to fit you? Many people find that their MBTI results describe them quite well. For others, changing a letter or two may help them discover an MBTI type that more accurately captures their personality. If you feel the characteristics do not fit you quite right, the person who administered the MBTI instrument can help you identify a better-fitting type.

## Type Description: ENFP

ISTJ	ISFJ	INFJ	INTJ	<ul style="list-style-type: none"> <li>• Curious, creative, and imaginative</li> <li>• Energetic, enthusiastic, and spontaneous</li> <li>• Keenly perceptive of people and of the world around them</li> <li>• Appreciative of affirmation from others; readily express appreciation and give support to others</li> <li>• Likely to value harmony and goodwill</li> <li>• Likely to make decisions based on personal values and empathy with others</li> <li>• Usually seen by others as personable, perceptive, persuasive, and versatile</li> </ul>
ISTP	ISFP	INFP	INTP	
ESTP	ESFP	<b>ENFP</b>	ENTP	
ESTJ	ESFJ	ENFJ	ENTJ	

Each type, or combination of preferences, tends to be characterized by its own interests, values, and unique gifts. Whatever your preferences, you may use some behaviors that are characteristic of contrasting preferences. For a more complete discussion of the sixteen types, see the *Introduction to Type*® booklet by Isabel Briggs Myers. This publication and many others to help you understand your personality type are available from CPP, Inc.



CPP, Inc. | 800-624-1765 | www.cpp.com

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# MBTI “BEST FIT” TYPE DESCRIPTION

JANE SAMPLE

Myers-Briggs Type Indicator®  
**Type Description**



## ENFP

Extraversion • Intuition • Feeling • Perceiving

The 16 MBTI® Types			
ISTJ	ISFJ	INFJ	INTJ
ISTP	ISFP	INFP	INTP
ESTP	ESFP	<b>ENFP</b>	ENTP
ESTJ	ESFJ	ENFJ	ENTJ

ENFPs represent approximately 8% of the U.S. population.

### ENFP Descriptors

- Curious
  - Imaginative
  - Creative
  - Innovative
  - Insightful
- Perceptive
  - Sociable
  - Gregarious
  - Cooperative
  - Supportive
- Warm
  - Caring
  - Friendly
  - Personable
  - Enthusiastic
- Energetic
  - Spontaneous
  - Lively
  - Adaptable
  - Versatile

ENFPs are enthusiastic innovators, always seeing new possibilities in the world around them. Their world is full of possible projects or interests they want to pursue. Imaginative, high-spirited, and ingenious, they are often able to do almost anything that interests them. They are confident, spontaneous, and flexible, and often rely on their ability to improvise.

They value home, family, friendships, creativity, and learning.

JANE SAMPLE

Myers-Briggs Type Indicator®  
**Type Description**



### Characteristics of ENFPs

- ENFPs love variety—of ideas, people, and environments.
- They bring a lot of energy and enthusiasm to whatever they turn their attention to.
- They are stimulated by new people, ideas, and experiences.
- ENFPs see connections or relationships between ideas or events.
- They make their decisions based on their personal values.

### ENFPs with others

- ENFPs are skillful in dealing with people and often have remarkable insight into the possibilities open to others.
- They look for the potential in others and then help them develop that potential.
- They are good at expressing appreciation and giving support.
- ENFPs enjoy meeting people from different cultures.
- They value harmony and goodwill, they like to please others and will adapt to others' needs and wishes when possible.
- They usually have a large circle of friends or acquaintances and sometimes don't distinguish between the two.
- ENFPs are extremely perceptive about the attitudes of others, aiming to understand rather than judge people.

# MBTI “BEST FIT” TYPE DESCRIPTION

JANE SAMPLE

## Myers-Briggs Type Indicator® Type Description



### ENFPs at work

- ENFPs are always initiating new projects.
- They bring energy and enthusiasm to the group, team, or organization.
- They can become passionate champions of an idea or a vision.
- With talent, ENFPs can succeed in almost any field that captures their interest.
- They are drawn to counseling and other helping professions, as well as to art, journalism, science, advertising, sales, the ministry, or writing.
- They can be inspired and inspiring teachers or trainers, particularly when they have freedom to innovate.
- They are happiest and most effective in jobs that permit starting one project after another, with someone else taking over as soon as the situation is well in hand.
- They are least satisfied in jobs that require routine or in any environment that limits their natural desire to innovate.

### Potential blind spots for ENFPs

- If ENFPs have not developed their Intuition, they may rely too much on personal value judgments and fail to take in enough information. They then will not trust their own insights, will be uncertain, and may accept others' opinions too readily.
- If they have not developed their Feeling preference, they may go from one enthusiasm to another without finishing anything.
- Also, they may have difficulty prioritizing their many possible projects, which can lead to burnout as they try to do it all.
- They may also commit themselves to ill-chosen projects, fail to finish anything, and squander their inspirations by not completing their tasks.
- They tend to hate uninspired routine and find it remarkably hard to apply themselves to the sometimes necessary detail connected with any major interest.
- They may get bored with their projects as soon as the main problems have been solved or the initial challenge has been met and then not follow through.



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# ASSESSMENT TOOLS IN THE MARKETPLACE

- Psychological interview and assessment
- "On the job" observations
- Live/group presentation on skills
- Behavioral Interviewing
- Questionnaires/Essays
- Case Study Interviews
- Trained Panel Interviews
- Competencies/Success Factors



# SHULTZ AND ZEDECK

## 26 EFFECTIVENESS FACTORS

Analysis and Reasoning  
Creativity/Innovation  
Practical Judgment  
Researching the Law  
Passion and Engagement  
Questioning and Interviewing  
Influencing and Advocating  
Writing  
Speaking  
Integrity/Honesty  
Able to See World Through Others' Eyes  
Self-Development  
Organizing and Managing Others  
(Staff/Colleagues)  
Negotiation Skills

Networking and Business Development  
Building Client Relationship and  
Providing Advice and Counsel  
Organizing and managing (Own) Work  
Developing Relationships  
Evaluation, Development and  
Mentoring  
Problem Solving  
Stress management  
Fact Finding  
Diligence  
Listening  
Community Involvement and Service  
Strategic Planning

# HOW DO EFFECTIVENESS FACTORS ALIGN WITH LAW FIRM COMPETENCIES?

## Shultz and Zedeck Success Factors

Analysis and Reasoning

Creativity/Innovation

Practical Judgment

Researching the law

Questioning and Interviewing

Influencing and Advocating

Writing

Speaking

Negotiation Skills

Problem Solving

Fact Finding

## Common Law Firm Competency Cluster

**Professional/  
Legal Skills/  
Knowledge**

## Sample Competencies within the Cluster

Written Communication

Oral Communication

Research & Analysis

Advocacy/Negotiation

Strategic Thinking

Creative Problem  
Solving/Innovation

Ethics and Professionalism

Judgment

# HOW DO EFFECTIVENESS FACTORS ALIGN WITH LAW FIRM COMPETENCIES?

## Shultz and Zedeck Success Factors

Integrity/Honesty

Organizing and Managing Others  
(Staff/Colleagues)

Listening

Developing Relationships

Able to See the World Through  
the Eyes of Others

Stress Management

## Common Law Firm Competency Cluster

**Interpersonal**

**Skills/Working**

**With Others**

## Sample Competencies within the Cluster

Teamwork, Cooperation,  
Delegation

Understanding the Perspective of  
Others

Tact and Diplomacy

Project and Case Management

Treating All with Dignity and  
Respect

Influence

Ownership and Driving Results

Integrity

# HOW DO EFFECTIVENESS FACTORS ALIGN WITH LAW FIRM COMPETENCIES?

Shultz and Zedeck Success  
Factors

Common Law Firm  
Competency Cluster

Sample Competencies within the  
Cluster

Networking and Business  
Development

Building Client Relationships  
and Providing Advice and  
Counsel

**Client Relations/  
Client Service**

Service Excellence

Relationship Management

Engagement/Communication  
with Clients

Business Development

Cross Selling

Growing the Business

Billing and Timekeeping

# HOW DO EFFECTIVENESS FACTORS ALIGN WITH LAW FIRM COMPETENCIES?

Shultz and Zedeck Success  
Factors

Common Law Firm  
Competency Cluster

Sample Competencies within  
the Cluster

Strategic Planning

Firm Citizenship,

Coaching and Developing  
Others

Recruiting

Evaluation, Development and  
Mentoring

Activities, Business

Pro Bono/Community Service

Community Involvement and  
Service

Focusing on the Firm's Strategic  
Goals

Professional Development

Mentoring

Demonstrating Firm Values

Leading Others/Leadership

# HOW DO EFFECTIVENESS FACTORS ALIGN WITH LAW FIRM COMPETENCIES?

**Shultz and Zedeck Success  
Factors**

**Common Law Firm  
Competency Cluster**

**Sample Competencies within  
the Cluster**

**Passion and Engagement**

**Efficiency and Effectiveness**

**Diligence**

**Work Ethic**

**Initiative/Drive/Ambition**

**Organizing and Managing  
(Own Work)**

**Self-Development**

**Self-Development**

**Timeliness**

**Work Management**

# TALENTQUEST PF 16

## SAMPLE SCORE SHEET

<b>Accepting</b> Positive view of others		<b>Distrustful</b> Negative view of others
<b>Pragmatic</b> Bottom-line, fact-oriented		<b>Conceptual</b> Theoretical, internal focus
<b>Self-disclosing</b> Open, easy to read		<b>Unrevealing</b> Hard to get to know
<b>Self-confident</b> Self-secure, comfortable		<b>Unsure</b> Prone to worry, insecure
<b>Conservative</b> Prefers established patterns		<b>Change-oriented</b> Open to new ideas
<b>Team-oriented</b> Enjoys being part of a group		<b>Independent</b> Prefers to work alone
<b>Unorganized</b> Procrastinates, cuts corners		<b>Detail-oriented</b> Planful, exacting, precise
<b>Easy-going</b> Forgiving, tolerant of others		<b>Restless</b> Easily irritated, quick to judge

## TALENTQUEST SCORE SHEET DESCRIPTION FOR PASSIVE CONTROLLING

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Individuals with **high** scores:

- Tend to exert their will, controlling both their environment as well as other people
- Tend to be vocal and forceful in expressing their wishes and opinions
- Are attracted to positions of leadership
- Can alienate people who do not wish to be subjugated

Individuals with **low** scores:

- Tend to accommodate others' wishes rather than asserting their own will
- Are self-effacing and willing to set aside their own wishes
- Tend to be cautious and prefer remaining in the background
- Can alienate people who wish for a more participatory response

## TALENTQUEST SCORE SHEET DESCRIPTION FOR TEAM-ORIENTED INDEPENDENT

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Individuals with **high** scores:

- Enjoy their individuality
- Prefer to make decisions on their own
- Often seek solitude, remaining distant even when in the company of other people
- At the extreme, may have trouble asking for help when they need it, or working alongside others

Individuals with **low** scores:

- Enjoy group endeavors
- Tend to be outgoing
- Prefer to make decisions with others
- At the extreme, may have trouble in situations where help is unavailable or autonomous action is required

# COMMUNICATING SELF-AWARENESS

## Direct connection to interview performance

- What is motivating?
- Why is the position a good fit?
- What skills do you offer?
- What are you still working on?
- EXAMPLES: SKILLS IN ACTION

# INNOVATIVE INTERVIEW TECHNIQUES

- Behavioral Interview Questions
- Panel Interview
- Motivational Interview
- Case Study Interviews
- Situational Interview
- Essays/written work product



# BEHAVIORAL QUESTIONING TECHNIQUES

- ▶ Past performance is best indicator of future performance
- ▶ Questions tailored to target specific competencies
- ▶ Interviewers are assigned particular sets of competencies to focus on in each interview; provided sample questions to use



# PREPARING STUDENTS FOR BEHAVIORAL QUESTIONS

- Describe your biggest challenge this summer?
- Tell me about a time when you did something you are proud of/How did that come about?
- Describe a time when you worked in a group on a complex project.
- Give me an example of the kind of writing you do best.
- Describe a time when you were asked to do something at work that you didn't think was appropriate. How did you respond?
- Tell me about a time when you pushed yourself to do more than was necessary.
- Describe what you did to develop productive relationships with members of your team.

# CONTACT INFORMATION

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