

BEHAVIORAL INTERVIEWING PREPARATION (P.A.R.K. STRATEGY) ASSIGNMENT

Using provided resources for guidance, and drawing from past experiences in internships, employment, volunteerism, co-ops, or high school projects/activities, student will develop three behavioral "stories" using the P.A.R.K. 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. Student 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. Student writes one story for each identified skill.

Resources for student use:

- **Skills List** (below)
- **P.A.R.K. Model** (below)
- **Two P.A.R.K. 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

P.A.R.K. Model:

P= Problem or Situation; **A**=Action you took; **R**=Results achieved; **K**=Knowledge gained

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

- **P** = In my junior year I had a team project for a history class that required we do a class presentation. My role was developing the segment of the presentation on societal norms of married women in the 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.
- **K** = 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.

P.A.R.K. Story Example 2 (illustrating time management):

- **P** = During finals last semester, I had an overwhelming amount of work with lots of close deadlines.
- **A** = So, I planned out when I would study for which exams, because some needed more time and were coming up faster. I made sure I stuck to my schedule, working fast enough to keep up, but not so fast that I made careless omissions in my studying. When I needed to, I worked late to finish my planned work for the day.
- **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.
- **K** = I learned that it really helps to keep to the plan if you can and yet having some flexibility to meet unexpected needs.