

STAR TECHNIQUE

The STAR technique provides a concise and thorough framework for organizing responses to behavioral interview questions. Describing specific experiences adds credibility to your responses regarding your qualifications for the position. Begin by analyzing and identifying themes within the job description. Then reflect on your experiences to identify examples of when you demonstrated the skills, qualities, and knowledge required for the position. You should draw from classroom, extracurricular, volunteering, and job/internship experiences. Think about what skill(s) you can highlight with each example (ex: teamwork, communication, analytical, etc.) as well as the questions for which you can use each example.

Note, when providing examples that involved a team, be sure to balance a description of the team's efforts with your specific role (see the following STAR examples). If you don't have much team experience, consider joining a club or participating in a volunteering trip!

SITUATION	Describe the context of the situation - class project, student activity, volunteer, job, etc.
TASK	Describe the task and your specific role - goal, problem to be solved, improvement to be made, etc.
ACTION	Describe the actions you took - planning and implementation done to reach goal, solve a problem, etc.
RESULT	Describe the outcomes of your action - impact, influence, change resulting from your action, etc.



STAR APPROACH IN ACTION



SITUATION: As a member of the American Society of Mechanical Engineers, a student organization with 100 members,...

TASK: ...I suggested establishing a mentoring program for area junior high school students to increase their interest in math and science and as a way for engineering students to explore careers in teaching.

ACTION: I formed a committee to research the idea and then develop procedures, policies, and marketing plans. To recruit participants, we designed an email to send to all mechanical engineering students. After presenting our proposal to a local middle school science teacher, we were welcomed into the classroom.

RESULT: Ten pairs of students were active in the mentoring program last year. As seniors, two engineering graduates entered the teaching profession and the junior high students started an engineering club after school. We have already started organizing this year's program with the same teacher.



STAR APPROACH IN ACTION



SITUATION: In the class Ethical Leadership, we discussed real world problems and the types of leadership required to address those problems.

TASK: As a team of six, we were assigned a project on habitat destruction. We were asked to develop a comprehensive project including a definition of the problem, our proposed solution, and an explanation of the type of leadership necessary to implement the solution.

ACTION: I took the initiative to make meeting plans throughout the semester before everyone's schedules became too packed. We drafted a timeline for our project, setting goals for each meeting. At every step of the project, we ensured that tasks were divided equally among the team. I sent out reminders to team members before upcoming deadlines. For the final day, we were each in charge of part of the project presentation. We each made our slides for the PowerPoint presentation, and I combined the slides to ensure the format was congruent.

RESULT: Our presentation received positive feedback from a panel of professors and our classmates. Since we each had a share of the project, we were knowledgeable in our respective sub-topics. The professor complimented us on our teamwork.