

# GOFE

## Global Outlook on Forest Education

### BEHAVIOR EVENT INTERVIEW (BEI) INSTRUCTIONS

Second Cycle of Country Studies (2018-2019)

**July, 2018**

Joint IUFRO-IFSA Task Force (JTF) on Forest Education

Contact: Mika Rekola, [mika.rekola@helsinki.fi](mailto:mika.rekola@helsinki.fi)

# Behavioral Event Interview (BEI) Procedure

- Expert Panel to determine top performers (5-10%)  
from average = typical (subsequent 10-25%)
- BEI interviews (15-25) are held
  - Identify three professional successes and three failures
- Coding interview data using competency criteria
- (Statistical) analysis for model construction  
based on combinations of various competencies

# SCHEDULE



## COUNTRY TEAMS

Preparation

Sample of graduates

8/2018

(Panel to determine top performers)

8/2018

BEI interviews

8-10/2108

Coding data

11/2018

Qualitative (Statistical) analysis

12/2018-1/2019

GAP analysis

1/2019

Reporting

1-2/2019

## GOFE GLOBAL TEAM

Peer review article

7/2019

Report in IUFRO WORLD Congress

9/2019

# Preparation: Check list

## Check list:

[https://foresteducation.files.wordpress.com/2016/07/gofe\\_checklist\\_nov\\_2016.docx](https://foresteducation.files.wordpress.com/2016/07/gofe_checklist_nov_2016.docx)

## Need to have a **team**:

At minimum one **student** or research assistant &

A **supervisor** (prof., lecturer, researcher)

**TOR** [https://foresteducation.files.wordpress.com/2016/07/gofe\\_tor.doc](https://foresteducation.files.wordpress.com/2016/07/gofe_tor.doc)



Joint IUFRO-IFSA Task Force of Forest Education

**“Global Outlook on Forest Education (GOFE) Terms of Reference (TOR)”**

Work Package: 1

The Objectives of the Joint Task Force (JTF) on Forest Education are to bring together perspectives and knowledge of students, educators and other stakeholders and to encourage international discussions on forest education and capacity building, to identify, compile and communicate the gaps and challenges in forest education, especially highlighting the new fields of forest education, and to enhance forestry students' mobility and educational opportunities. To accomplish these goals a research project has been proposed to analyse competences needed in working life and learned from forest science curricula and to make a comprehensive gap analysis on an international scale.

We recognize the importance of intellectual rights and welfare of human subjects; therefore, we have developed a list of recommended actions to follow.

1. The results of the research will be presented at the IUFRO World Congress in Curitiba, September 2019. The first publication will include the authors names in compliance with the regulation of attribution of authorship provided by *Creative Commons*.
2. IUFRO reserves the right to first international print and electronic publication of GOFE research. Publication of empirical work prior to the first publication of the Joint IUFRO-IFSA Task Force on Forest Education is discouraged, with the exception of country reports and thesis work.
3. Local university's regulations on publications and citation must be followed.
4. To protect the rights and welfare of human subjects during their participation in the research all institutions should comply with their code of ethics for research with human subjects. If the institution does not have a code of ethics, researchers should ensure that participants provide informed consent.
5. GOFE promotes dissemination of its results, whether by physical or electronic means, including databases, maps, reports, training materials, materials of public awareness, works of art and audio-visual materials or multimedia.

project

Mika Rekola  
IUFRO-IFSA Joint Task Force GOFE

# Instructions for student (BEI)

1. Contact a suitable supervisor (professor, lecturer, researcher) preferable someone with human resources / leadership, education experience
  - Introduce the GOFE project to your supervisor, he/she may contact IUFRO coordinator (Mika Rekola, mika.rekola@helsinki.fi)
  - **Project has no salary budget**
  - an ideal case is to prepare MSc thesis using interview data during the project
2. Data and analysis
  - See instructions
3. Timing
  - See details in Schedule, Report ready Feb, 2019

# Instructions for supervisors/professors (BEI)

## 1. Recruit researcher(s)

- **Project has no salary budget**
- Option 1: use *MSc thesis* work as a research resource
- Option 2: organize *student assignment* during a class (HR course, Career planning course, leadership course etc) so that students interview recent graduates (alumni) and do data analysis
- Information about GOFE has been delivered to students through IFSA network. Contact your University IFSA group.
- An estimation of working time needed at minimum is 300 hours as follows:

• Preparation	20 hours
• Interviews	30 hours
• Coding	100 hours
• Interpretations	100 hours
• Reporting	50 hours

In addition comes e.g., travelling time for doing interviews

# Instructions for Sample

## 2. Population

- The population of BEI will consist of recent graduates who potentially have around three years working experience after graduation
- Graduates are from the university where supervisor/professor is working and/or has access to the list of graduates
  - Target programs in the study are:
    1. Forestry/forest sciences or equivalent (FS)
    2. Natural resource management, environmental management or equivalent (NR)
  - Programs should be aiming at university level degree: BSc, MSc or equivalent



### 3. Sample

- The choice between BSc, MSc, engineering or equivalent is recommended to be done based on the labor market relevance, that is choose the degree level which has recently been the most common for those entering into the labor market
- Take a random sample of 100 graduates/program so that graduates have completed their studies in 2015 (if needed 2014, 2013, ...) as far as the number of 100 is reached.
- If the total number of graduates (between years 2006-2015) is less than 100, take the total sample
- The minimum number of graduates / program is around **30**, (so that total number of interviews could be around 20) **OR** around **100**, if the expert panel is used (see later)

# Instructions for supervisors/professors (BEI)

- If there are resources (interviewers) and enough data (the number of graduates) to do the research on both FS and NR type graduates it would be optimum to make comparative analysis between FS and NR programs
- If there are neither resources nor enough data to do the research on both FS and NR, select the program type you think is most relevant for labor markets

- Once you have a list of graduates names you need their:
  - contact information (phone, address, email, the name of the employer if any, ...)
  - labor market status (employed, employed but not working right now because of sickness....., unemployed)
  - If employed, the category of employer (industry, private service, public service, research, education...)
- This is the preparation phase were researchers can do the work using alumni database, internet searches, labor union catalogs...

# Instructions for supervisors/professors (BEI)

**THIS IS  
OPTIONAL !!**

4. Recruit an expert panel
  - Panel consists of professors and human resource experts outside university (3-10 members)
  - **Panel is to determine from the list of graduates who are a) top (5-10%) and b) average = typical performers**
  - A pragmatic way to establish the panel is to contact first graduates and ask their superiors' contact information (bosses)
  - then contact these people and ask them to rank the graduate (their employee), that is to ask whether they think the graduate working in their organisation belongs to 10% top grade of employees.

# Instructions for supervisors/professors (BEI)

4. Recruit an expert panel
  - **Do the final selection (SAMPLE) of graduates: take all (app. 10) top performers and randomly at minimum 5 other graduates**
  - You may use (not mandatory) stratified sampling based on labor market status and employer category, e.g., if population of graduates are divided 70% public and 30% private sector use the same share in the sample.

## 5. BEI interviews

- Researcher (student) is going to do BEI interviews
- Minimum is 15 interviews so that 10 are for top performers
- Interview content is divided:
  1. Mandatory content
  2. Optional content
    - Other variables are up to national/university level context,
    - For example, questions related to working conditions or tasks, or how much knowledge learned at the university is used in working life

## BEI Instructions Interview Content

BEI interviews have **mandatory** content and **country/university** specific content.

This because to make interviews **comparable** across countries there must be enough common elements.

In addition to those elements, individual researchers are **free** to add questions of their interest. However, please do not overload the interview.

# Interview Content



## Mandatory content

### Job responsibilities

1. "What is the title of your present job?" ( Use your own list of titles here)
2. "What are your major tasks or responsibilities? What do you actually do?" (If the person has difficulty listing major job tasks/responsibilities, you can phrase the question even more specifically "For example, what do you do in a given day, week, or month?")
3. The sector with which the job is related (use your own classification here)

### Events

1. We will now consider some important events related to your work. (With each of the following events please make sure to collect the following information. These items do not have to be asked if interviewee tells about them spontaneously)

1. "Identify three professional successes and three failures or not-so-successful events. They can be events, occasions, projects of different sizes and lengths, duties, etc." For each event:

1. "What was the situation? What events led up to it?"
2. "What types of people were involved?"
3. "What did you think, feel, or want to do in the situation?"
4. "What did you actually do or say?" (you are interested in the skills that the person showed)
5. In retrospect, what might you have said or done differently?
6. "What was the outcome? What happened?"



# 1. Background & Socio-demographic variables

Highest degree earned, (code: BSc or equivalent, MSc or equivalent, ....)

Name of university

Total number of years in post-secondary education (= the length of BSc program or equivalent, + the length of other tertiary programs taken)

Major: (use the list of majors to code this variable)

Minor (use the list of minors to code this variable)

Year of graduation (20xx)

Number of months employed in forestry, other NR professions, and non-NR professions, respectively, prior to graduating.

Number of jobs employed in forestry, other NR professions, and non-NR professions, respectively, prior to graduating.

Number of months employed in forestry, other NR professions, and non-NR professions following graduation. Number of temporary and permanent jobs employed in forestry, other NR professions, and non-NR professions following graduation.

Sex

Age

Race/ethnicity

“Whom do you report to? Please provide his/her title.” (This question is needed only if the superior, that is the person to whom the interviewee is reporting to, is used as an expert panel member )

# How to contact graduates?

## Write a nice cover letter with invitation.

Dear forestry / NRM graduate,

It is important to understand the requirements of the ever rapidly changing professional life in order to develop natural resource-related education. This study “Global Outlook on Forest Education, GOFE” is organized and executed by the Joint IUFRO\*-IFSA\*\* task force on forest education simultaneously in more than 15 countries all over the world. The aim of the study is to analyze the professional life competencies of recent forestry / Natural Resource Management (NRM) graduates with so-called “Behavioural Event Interviews.” For this purpose we would like to ask you some open questions and hope that we may record your answers. The interview will most likely take more than 30 minutes. Recordings are kept and analyzed anonymously. Results of the study will be utilized at the local level and to make international comparisons by IUFRO scientists. They will be reported in the peer-reviewed scientific literature and in a global report produced for the IUFRO World Congress in September 2019.

Thank you for your cooperation.

*Mika Rekola*  
PhD, GOFE leader  
University of Helsinki  
[mika.rekola@helsinki.fi](mailto:mika.rekola@helsinki.fi)

local researchers’ ....

\*IUFRO is The International Union of Forest Research Organizations

\*\*IFSA is the International Forestry Students’ Association





## **BEI:**

**Which is a good face-to-face interview?  
Which is a good skype interview?**

**Use general guidelines for doing interviews**

# GAP analysis

## AIM

- To get idea of main competences provided by curriculum

## WHAT

- Short report of main competences
- Might be existing (accreditation) documentation

## WHO

- Supervisor responsible

# GAP analysis

## AIM

To find the differences between competences needed in working life and provided by education

## WHO is doing?

Panel recommended (professors, students, stakeholders), if no panel student and the supervisor

## WHAT?

- Comparison of BEI results and Analysis of curriculum
- Written short report of differences between curriculum and BEI results using commonly agreed framework (list of competences...)

# **Transcripts of BEI interviews and coding**

**The instruction is going to be updated 2018  
See ver. 2017 document in GOFÉ blog**

**[https://docs.google.com/document/d/1lv9W7MGIGtWzOn5-5ie4jpdZVtB6Yhl\\_1YfMJRbN2U4/edit](https://docs.google.com/document/d/1lv9W7MGIGtWzOn5-5ie4jpdZVtB6Yhl_1YfMJRbN2U4/edit)**

## 5. Analysis

- After interviews supervise data coding
- Interviewer and coder are **not** allowed to know ranking of graduates (if Expert panel was used)
- See instruction for qualitative research, e.g.:  
<https://www.youtube.com/watch?v=DRL4PF2u9XA>
- Supervise qualitative (statistical) analysis for model construction
  - After coding the interview, provide information about graduates (high (H)/average (A) performers) and code it in data
  - If sample size is less than 30 graduates, do simple cross-tables: A,H / competencies without statistical testing
  - If sample is more than 30 you should also do statistical testing with crosstables

**THIS IS  
OPTIONAL !!**

# GAP ANALYSIS and REPORTING



**DL for Country Report Feb 2019**

**See examples of Country reports from**

**[https://foresteducation.files.wordpress.com/2017/09/gofe\\_final\\_report.pdf](https://foresteducation.files.wordpress.com/2017/09/gofe_final_report.pdf)**



# References

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