

CORE MESSAGE

- Most of my career has centered on developing people.
- The path connects instruction, curriculum, operations leadership, career development, innovation, and Talent Development.

CAREER THREAD

- Air Force: Master Instructor, Curriculum Manager, ISD instructor, leader of 140 personnel.
- J.B. Hunt Maintenance: technical learning resources and Technician Career Advancement course development.
- Talent Development: HAZMAT redesign, Union Awareness redesign, stakeholder partnership, AI-supported design.

30-SECOND FLOW

- Started in maintenance and operational leadership.
- Moved into instructor development and curriculum management.
- At J.B. Hunt, training became the part of Maintenance work I enjoyed most.
- Moved into Talent Development to focus directly on helping people learn and grow.

WATCH-OUTS

- Do not retell the entire resume.
- Keep maintenance detail short unless it supports development, leadership, or business understanding.
- Use examples and outcomes instead of Talent Development jargon.

Tell me about yourself.

The short version is that I have spent most of my career helping people learn and grow. In the Air Force, I was a master instructor and curriculum manager, and later I led large teams across several specialties and locations. When I came to J.B. Hunt, I started in Maintenance, but training kept becoming a bigger part of my work. I helped develop the Technician Career Advancement course and other technical learning resources. That eventually led me into Talent Development, where I now work with leaders and subject-matter experts to build learning solutions. Looking back, developing people has really been the common thread through all of it.

What ties your different roles together?

I tend to become the person who figures something out and then helps other people figure it out. That was true when I taught aircraft maintenance, when I developed instructors, when I supported technicians, and now when I help teammates use AI or build training. The setting has changed, but that part has stayed pretty consistent.

Why did you move from Maintenance into Talent Development?

I enjoyed the technical side of Maintenance, but the work I got the most satisfaction from was building training and helping technicians improve. Once I saw that, moving into Talent Development made sense. It let me focus full time on the part of the job I already enjoyed most.

Why This Role?

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Motivation, readiness, and management transition

WHY NOW

- Ready to move from owning individual learning products to supporting broader programs and people.
- Interested in career pathways, leadership development, 201, and the developing J.B. Hunt University model.
- The role combines program ownership, stakeholder coordination, operational follow-through, and employee development.

AUTHENTIC WORDING

- I still enjoy instructional design.
- The most rewarding parts of my career have involved helping others grow, solve problems, and prepare for what is next.
- This role gives me a chance to do that on a broader scale.

READINESS EVIDENCE

- Formal leadership of large, diverse teams.
- Instructor and curriculum leadership.
- Career-development program experience in Maintenance.
- Informal leadership through AI adoption, coaching, and stakeholder partnership.

AVOID

- Do not imply you are leaving design because you are tired of it.
- Do not overstate how much you know about a new role.
- Do show curiosity, humility, and confidence in transferable leadership experience.

Why This Role?

Scripted answers in a natural, conversational voice

ANSWER PAGE

Why are you interested in this role?

I still enjoy instructional design, but I am ready to have a broader impact than the courses I personally build. The parts of my career I am most proud of involve developing instructors, coaching people, creating career-development resources, and helping teammates learn new tools. This role brings those things together, especially with programs like 201 and the continued development of J.B. Hunt University.

Why management now?

I have managed people before, and I have continued leading in different ways even without direct reports in Talent Development. I have coached instructors, led large teams, worked across stakeholder groups, and helped teammates adopt AI. I feel ready to bring that experience into a formal Talent Development leadership role.

You have not managed a Talent Development team. Why take that risk?

That is fair. I have not directly managed a Talent Development team yet. What I have done is manage people, develop instructors, lead programs, coach employees, and influence without authority. I would not come in assuming I know everything. I would listen, learn what the team needs, and apply the leadership experience I already have.

SITUATION + TASK

- Responsible for instructor development, curriculum quality, and training effectiveness across multiple locations.
- Needed to prepare new instructors and keep training aligned with operational requirements.

ACTIONS

- Delivered more than 2,500 hours of classroom and flight-line instruction.
- Taught Instructional Systems Development and Objectives and Test courses for new instructors.
- Managed curriculum updates and coached instructors.
- Supported oversight of 37 C-17 Maintenance Training Devices across five locations.

RESULT

- Maintained consistent instructional standards and a pipeline of prepared instructors.
- Supported standardized learning experiences across locations.

BEST USES

- Tell me about developing others.
- How does your background prepare you for this role?
- How do you maintain learning quality?
- What is your leadership approach?

TAKEAWAY

- Developing the people who teach others creates a much larger impact than delivering one class yourself.

Tell me about a time you developed others.

As a Master Instructor and Curriculum Manager, I was responsible for preparing new instructors and maintaining the quality of the curriculum. I delivered more than 2,500 hours of classroom and flight-line instruction, taught Instructional Systems Development and Objectives and Test courses, coached new instructors, and managed curriculum updates. The result was a more consistent group of instructors who could deliver quality training across different locations. That experience taught me that developing the people who teach others creates a much bigger impact than teaching one class yourself.

How did you maintain consistency across locations?

We needed clear standards, current curriculum, and instructors who understood why the standards mattered. I focused on instructor preparation, curriculum review, feedback, and follow-through. I also supported the training devices used across five locations, so I understood how the curriculum, instructors, and technology all had to work together.

What did that teach you about adult learning?

Experienced adults need to understand why something matters and how they will use it. They bring a lot of knowledge into the room, so good instruction should build on that experience instead of talking at them. Relevance and practice mattered more than simply covering every slide.

SITUATION + TASK

- Maintenance needed structured learning that supported technician growth and advancement.
- Helped create the Technician Career Advancement course and supporting learning resources.

ACTIONS

- Worked with Maintenance leaders and subject-matter experts.
- Translated technical expectations into usable learning content.
- Connected skill development with clearer progression opportunities.
- Taught yourself the production tools needed to deliver a growing catalog of new courses.

RESULT

- Supported a clearer development pathway for technicians.
- Made the connection between learning, skill growth, and career progression more visible.

BEST USES

- Tell me about a program you are proud of.
- How do you think about career development?
- How does your experience align with 201 or J.B. Hunt University?

TAKEAWAY

- People engage more when they can see how learning connects to future opportunities.

Technician Career Advancement

Scripted answers in a natural, conversational voice

ANSWER PAGE

Tell me about the Technician Career Advancement work.

While I was in Maintenance, I helped create the Technician Career Advancement course and supporting resources. The program connected online training and demonstrated competencies to technician progression, pay increases, and promotions. My part involved working with Maintenance leaders and subject-matter experts, translating a complicated process into practical learning, and creating the materials technicians and leaders needed to use it. I am proud of that work because the learning had a clear connection to career growth, technician retention, and shop efficiency.

What was the business impact?

The program gave technicians a clearer way to understand what they needed to learn and demonstrate to advance. It was not just course completion. Technicians had to build knowledge and show proficiency in the work. That supported better-trained technicians, more efficient shops, and a stronger reason for people to stay and keep developing.

How does this connect to 201?

The connection for me is helping people prepare for what is next. TCA made skill and career progression more visible for technicians. The 201 programs broaden people's knowledge of the business and prepare them for greater responsibility. They are different programs, but the development idea behind them is very similar.

How did you handle tools you did not know?

A lot of the development tools were new to me, so I taught myself what I needed as I went. I used tutorials, practiced, made mistakes, and applied the tools directly to real courses. I did not wait for someone to hand me a formal learning path. I figured out what the project needed and learned enough to deliver it.

AI Innovation Value Award

Innovation, learning agility, and team enablement

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CONTEXT

- Received the Q3 2025 Innovation Value Award at the SVP level.
- Recognition centered on extensive AI knowledge, practical use in instructional design, and helping the team build faster.

ACTIONS

- Started from curiosity and taught yourself through experimentation.
- Used AI for research, brainstorming, outlines, scripting, visual concepts, and faster first drafts.
- Shared useful techniques and practical examples with teammates.
- Kept human review, subject-matter expertise, and quality checks in the process.

BUSINESS IMPACT

- Reduced time spent getting from a blank page to a workable draft.
- Created more time for stakeholder discussion, refinement, and quality.
- Helped teammates become more comfortable using AI in their own work.
- Extended the value beyond your individual productivity.

TOUGH FOLLOW-UPS

- Proof it helped? Faster first drafts and more time for higher-value review.
- Biggest mistake? Early on, tried using AI for too much.
- Lesson? AI can accelerate work, but it cannot replace judgment or accountability.

TAKEAWAY

- I tend to figure things out, then help other people figure them out.

Tell me about the Innovation Value Award.

Honestly, it started with curiosity. I was paying attention to AI early and wanted to know whether it could actually help with instructional design. I spent a lot of time experimenting with research, outlines, scripts, visual concepts, and first drafts. Once I found things that worked, I started sharing them with the team. It helped us get to a workable draft faster and spend more time on stakeholder feedback and quality. The work was recognized with the Q3 2025 Innovation Value Award at the SVP level, but the part I am most proud of is helping other people become comfortable using it.

How do you know AI was actually helping?

The clearest difference was how quickly we could move from a blank page to something we could review. It did not remove the need for an instructional designer or an SME. It reduced some of the slow first-draft work and gave us more time for discussion, checking accuracy, and improving the learner experience.

What did you get wrong at first?

At first, I tried to use AI for too much. I learned that it can sound confident and still be wrong, and it can produce something polished that does not fit the actual need. Now I treat it as a starting point. I verify the content, protect company information, use approved tools, and keep human judgment in the process.

What would you do differently?

I would share the learning in a more structured way earlier. I was learning mainly for my own projects at first. Once teammates started asking questions, I realized the bigger opportunity was helping the whole team use it well and responsibly.

Leading 140 Personnel

People leadership, coaching, and accountability

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SITUATION + TASK

- Led 140 personnel across 12 specialties and multiple locations.
- Needed to sustain operational readiness while developing supervisors and future leaders.

ACTIONS

- Coached supervisors and mentored team members.
- Delegated ownership and created stretch opportunities.
- Adjusted leadership approach to different experience levels and needs.
- Connected individual work to the broader mission.

RESULT

- Maintained readiness while preparing people for greater responsibility.
- Built leadership capacity rather than relying on one person to solve every problem.

TOUGH FOLLOW-UPS

- Leadership mistake? Solved too many problems yourself early on.
- Poor performance? Diagnose, clarify expectations, coach, then hold accountable.
- Motivation? Understand individual goals and connect work to purpose and growth.

TAKEAWAY

- Leadership development happens through coaching, experience, feedback, and real ownership.

Leading 140 Personnel

Scripted answers in a natural, conversational voice

ANSWER PAGE

Tell me about your leadership experience.

As a Senior Production Manager in the Air Force, I led about 140 people across 12 specialties and multiple locations. I was responsible for readiness, but a large part of the job was developing supervisors and helping people prepare for more responsibility. I coached leaders, delegated ownership, and tried to match development opportunities to the person. We maintained the mission while building people who could handle more without everything having to come back through me.

What was your biggest leadership mistake?

Early on, I solved too many problems myself. I thought I was helping, but I was also teaching people to bring every problem back to me. I had to learn to ask questions, let people work through the issue, and give them real ownership. That made the team stronger and made me a better leader.

How do you handle poor performance?

I start by making sure the expectation is clear and understanding what is causing the gap. Sometimes it is skill, sometimes it is resources, and sometimes it is effort. I coach and provide support where it is needed, but I am also clear about accountability and what has to improve.

How do you motivate people?

I do not think the same thing motivates everyone. I try to understand what the person wants, give meaningful responsibility, and connect the work to something larger. People usually respond better when they can see that their work matters and that there is room to grow.

WHAT 201 DOES

- Helps employees move beyond understanding their current job to understanding the broader business.
- Builds operational knowledge, business acumen, cross-functional perspective, professional presence, and leadership exposure.
- Maintenance 201 includes TCA, career conversations, technology, safety, employee relations, and supervisor best practices.

WHY IT MATTERS

- Better context supports better decisions.
- Cross-functional exposure helps participants understand how business areas connect.
- Discussion, rotations, panels, and relationships add value that online content alone cannot provide.

HOW TO MEASURE

- Participant feedback and engagement.
- Knowledge and confidence.
- Application on the job.
- Cross-functional collaboration.
- Career movement and readiness for broader responsibility.

IMPROVEMENT POSTURE

- Start by listening and understanding what already works.
- Use feedback and business needs to evolve the program.
- Do not criticize the current program or arrive with a predetermined redesign.

KEY LINE

- 201 is a development experience, not just a training event.

What do you think the purpose of 201 is?

To me, 201 helps people move from understanding their job to understanding the business. The programs expose participants to operations, finance, customer experience, safety, leadership, technology, and other functions. That broader view helps people make better decisions and prepares them for more responsibility. I see it as a development experience, not just a week of presentations.

Why not make 201 all online?

Online learning can prepare people with basic knowledge, but it cannot replace every part of the experience. The panels, discussions, rotations, questions, and relationships are part of the value. I would use online learning where it makes sense, but I would protect the parts that depend on interaction and exposure.

How would you measure success?

I would still look at attendance, completion, and participant feedback, but I would not stop there. I would want to know whether participants understand the business better, use what they learned, build stronger cross-functional relationships, and become more prepared for broader roles. The real question is what changes after the program.

How would you improve 201?

I would start by listening. The program already has a lot of business involvement and valuable content. I would learn what participants, facilitators, and business leaders think is working, where the experience feels disconnected, and what outcomes matter most. Then I would look for practical improvements instead of arriving with a redesign already in mind.

Stakeholder Conflict

Influence, disagreement, and decision support

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FRAMEWORK

- Listen -> Understand -> Align -> Recommend -> Support

DISAGREEMENT

- Clarify the problem before debating the solution.
- Ask what outcome, risk, deadline, or constraint is driving the request.
- Offer options with tradeoffs rather than simply saying no.

IF THEY REJECT YOUR RECOMMENDATION

- Explain your reasoning and material risks clearly.
- Confirm who owns the final decision.
- Once decided, support the direction professionally unless there is a safety, legal, or ethical issue.

CONFLICTING PRIORITIES

- Return the group to the shared business objective.
- Make tradeoffs visible: scope, time, quality, resources, and learner impact.
- Document decisions and next steps.

TOUGH FOLLOW-UPS

- Were they right? Sometimes. Stay open to business context you may not have.
- Difficult stakeholder? Describe the communication challenge, not the person.
- Low response? Make decisions easy with concise questions and clear options.

TAKEAWAY

- Do not try to win the debate. Help the group make a sound decision and preserve the relationship.

Tell me about a disagreement with a stakeholder.

I have had stakeholders come in asking for a specific course or format when I was not sure that was the best answer. I try not to start by telling them they are wrong. I ask what is happening in the business, what people need to do differently, and what constraints they are dealing with. Once we agree on the problem, it is usually easier to compare possible solutions without the conversation becoming personal.

What if the stakeholder is wrong?

They may be wrong about the solution, but they usually know something important about the problem. I make sure I understand that first. Then I explain my recommendation, show the tradeoffs, and offer a practical alternative.

What if they still reject your recommendation?

My job is to give them the best advice I can and be clear about the risks. If the final decision goes another direction and there is no safety, legal, or ethical issue, I support the decision and help make it successful. I do not need every project to prove that my idea was right.

Tell me about a difficult stakeholder.

I try not to label the person as difficult. Usually the challenge is changing priorities, limited availability, or unclear ownership. In those situations I use shorter checkpoints, focused questions, and clear decisions so the stakeholder can respond without reviewing a huge amount of work.

Weaknesses and Failures

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Self-awareness, accountability, and learning

PRIMARY WEAKNESS

- Moving too quickly into solution mode.
- The design mindset rewards solving; management sometimes requires slowing down, listening longer, and coaching others to the answer.

WHAT HAS CHANGED

- Ask more discovery questions.
- Involve stakeholders earlier.
- Validate direction before major development.
- Pause before taking ownership of a problem someone else should solve.

FAILURE STORY

- Built a solution that met the stated requirements but did not earn the adoption expected.
- The gap was not technical quality; it was insufficient stakeholder ownership and feedback during development.
- Changed approach to include earlier alignment, smaller checkpoints, and more shared decision-making.

SECOND DEVELOPMENT AREA

- Can take on too much because you enjoy solving problems and learning new tools.
- Use prioritization, visible tradeoffs, and clearer boundaries.

TOUGH FOLLOW-UPS

- Do you still struggle with it? Yes, especially when you know a fast answer, but you now ask questions first.
- What would your manager say? Curious and dependable, with continued opportunity to prioritize the highest-value work.

TAKEAWAY

- Use a real weakness, show the consequence, and explain the behavior change.

Weaknesses and Failures

Scripted answers in a natural, conversational voice

ANSWER PAGE

What is your biggest weakness?

I can move into solution mode too quickly. Instructional designers are often rewarded for solving the problem, so my first instinct is to start building. I have learned to slow down, ask more questions, and make sure the right people are involved before I commit to a direction. I still have to be intentional about it, especially when I think I already know the answer.

Tell me about a failure.

I have built work that met the stated requirements but did not get the adoption I expected. The design was not the main problem. I had not created enough stakeholder ownership along the way. That taught me to involve people earlier, use smaller review points, and confirm the direction before investing heavily in development.

What would your manager say you need to improve?

I think she would say I am curious and willing to take on difficult problems, but I can take on too much because a lot of things interest me. I have been working on being more deliberate about priorities, finishing the highest-value work first, and recognizing that not every good idea needs to become a current project.

What if you do not get the role?

I would be disappointed because I am genuinely interested in it, but I would continue supporting the team and developing myself. Helping people grow is not something I only care about if I have a manager title.

WHY YOU

- Long record of developing people.
- Instructor and curriculum leadership.
- Direct leadership of large teams.
- Career-development experience through TCA.
- Current J.B. Hunt Talent Development and stakeholder experience.
- Innovation recognized at the SVP level.

CLOSING THEMES

- Learning should connect to growth opportunities.
- Development is bigger than course completion.
- You enjoy figuring things out and helping others figure them out.
- You can bring operational credibility, learning expertise, and people leadership together.

QUESTIONS TO ASK

- What would success look like in this role after the first year?
- Where do you see the biggest opportunity for the 201 programs?
- How do you see the J.B. Hunt University and Academy models developing?
- What will the Talent Development team need most from this role?

FINAL REMINDER

- Answer the question asked.
- Use one clear example.
- Keep most answers to 60-90 seconds.
- Pause instead of filling silence.
- Sound like yourself, not a handbook.

THREE ANCHORS

- I have spent my career developing people.
- Learning should connect to what is next.
- I figure things out and help others do the same.

Closing and Questions

Scripted answers in a natural, conversational voice

ANSWER PAGE

Why should we choose you?

I bring a combination of learning experience, operational leadership, career-development work, and current Talent Development experience. I have developed instructors, managed curriculum, led large teams, helped build the Technician Career Advancement course, worked with business stakeholders, and helped the team use AI more effectively. The common thread is that I enjoy helping people learn, grow, and prepare for what is next. I think this role would let me bring those experiences together in a way that supports the team and programs like 201.

What would your first 90 days look like?

I would spend the beginning listening and learning. I would want to understand the team, the program calendar, what is going well, where the pressure points are, and what business partners expect. I would meet the key stakeholders, clarify priorities, and avoid making changes just to show activity. Once I understood the work, I would focus on a few practical improvements and follow through on them.

Questions I would ask the interviewer

What would success look like in this role after the first year? Where do you see the biggest opportunity for the 201 programs? How do you see J.B. Hunt University and the Academy model developing? What will the team need most from the person in this role?

Final reminder to myself

Answer the question that was asked. Use one clear example. Keep the first answer concise and let the interviewer ask for more. Pause when I need to think. I do not need to sound like a handbook. I need to sound like myself and be clear about what I learned.