

Customer Service + Interview Report

Candidate name:

Sample Candidate



Percentile: 9%



Not Recommended

Disclaimer

Information enclosed on these pages is confidential in nature and is intended only for the person(s) to whom it pertains or other authorized individuals.

You must not rely on the information in the report as an alternative to certain advice from an appropriately qualified professional. If you have any specific questions about any specific matter you should consult an appropriately qualified professional.

Instructions

This guide provides interviewers with a standard set of questions that can be used to further evaluate important candidate competencies. Along with the interview questions, you will find instructions for how to best carry out the interview, question probes to help facilitate conversations, and a rating guide to help you score each response.

This report is confidential and its contents are intended to assist in the prediction of an applicant's work behavior. Please note that the assessment components included in this solution report are not weighted equally. Some of the components are broad measures of behavior and some are more narrow. Competencies denoted by an asterisk (*) are measures of narrow behaviors. While these behaviors are important to the overall score, they are not weighted as heavily when compared to other components in this solution. Our research indicates this weighting best predicts job performance. If you would like more information about this report (including scoring) or other products that SHL offers, please contact your account representative.

Prepare for the Interview:

In order to conduct an effective interview, appropriate preparation needs to take place. It is important to complete the following before interviewing an applicant:

- Become familiar with the competencies associated with the job and choose one or two questions from each competency to ask the interviewee.
- Review the candidate's application or resume and make note of any issues that you need to follow-up on. Some examples of potential issues are gaps in employment or working at a job for less than a year.

Greeting and Introduction:

Now you are ready to meet the applicant. When greeting the applicant, introduce yourself and provide him/her some background information about yourself. Explain the purpose of the interview, for example, 'The purpose of the interview is to determine if there is a match between your interests and qualifications and the position.' Provide the interviewee with a brief overview of the interview structure so that he/she knows what to expect. Here are some tips for structuring the interview:

- Take notes. It will make it easier to evaluate the applicants afterward without forgetting the specific details.
- Tell the applicant that there will be time at the end of the interview for any questions that he/she may have.
- At the end of the interview tell the applicant about the company and the specific job that he/she is applying for.

Ask Competency-based Interview Questions:

Now you are ready to begin asking questions. Begin with questions that you have about the interviewee's application or resume. Ask questions about his/her previous work history or any potential issues that you noticed from the resume. When these are complete, transition into the structured part of the interview by asking questions associated with competencies for the job. Probe the applicant to give you a complete answer by asking Situation, Behavior, Outcome probes.

Bring the Interview to a Close:

When all of the questions are asked, you need to close the interview. Give the applicant specific details including the job duties, hours worked, compensation, and information about the company. Sell the position and company to the applicant by emphasizing job fit, sources for job satisfaction, and opportunity for growth. Finally, close the interview by thanking the candidate for his/her time and by giving him/her a timeline for the application process.

Rate the Applicant:

The last step is to evaluate the candidate. Some tips to help you complete a good evaluation are:

- Review your notes.
- Determine ratings for the applicant on each competency as well as an overall rating by using the anchor scales.
- Determine your final recommendation.

Issue Resolution



This measures the tendency to engage in behaviours that guide the customer toward issue resolution. This includes identifying customer needs, educating the customer, offering mutually acceptable solutions, ensuring issue resolution, and anticipating future issues.

Describe a time when you had to ask questions or find information to solve a complex problem or issue.

Situation: What problem or issue were you trying to solve?

Behavior: How did you go about determining what the problem was? What questions did you ask?

Outcome: What was your solution or recommendation? How did your solution meet the need?

Tell me about a time when you anticipated a problem before you encountered it.

Situation: What was the problem? What circumstances helped you anticipate it?

Behavior: What did you do to proactively address or avoid the problem?

Outcome: What was the result of your actions?

Tell me about a time when you had to explain something to provide guidance to a customer, co-worker, or classmate.

Situation: What was the situation? What were you trying to explain? Who did you have to explain it to?

Behavior: How did you communicate the information in a way that your audience would understand?

Outcome: What was the outcome?

<p>Below Average</p>	<p>① ②</p>	<p>Does not pay attention to the problem or the person's stated needs; makes assumptions; overlooks information that is important to understanding the problem; does not ask questions to fully understand needs.</p> <p>Has difficulties understanding the problem; does not consider the information provided by the person when providing solutions; offers a solution option that does not fully meet the stated need.</p> <p>Does not think ahead to consider potential problems; is reactive in addressing current problems without considering implications.</p> <p>Withholds information until asked; does not explain the relevance or implications of the information; communicates in a way that leads to a misunderstanding or confusion about how to proceed.</p>
<p>Average</p>	<p>③</p>	<p>Carefully considers the problem or the person's stated need; probes for more information to better understand the problem; does not fully identify underlying causes or contributing factors.</p> <p>Has a fair understanding of the problem; translates information provided by someone else into several solution alternatives that meet the stated need, but solution may not address underlying needs or issues.</p> <p>Is somewhat proactive in addressing problems; adequately addresses current issues and anticipates those that may arise in the short-term future.</p> <p>Generally explains knowledge by providing facts and relevant information, but may need to take time to consult other resources; may need to adjust the approach or attempt to explain multiple times to find a way to share information in a way the audience can understand.</p>
<p>Above Average</p>	<p>④ ⑤</p>	<p>Finds information to fully understand the problem; actively controls the interaction to move beyond the person's stated need by investigating further to determine underlying cause; asks effective probing questions to uncover the person's unstated needs.</p> <p>Has a good understanding of the problem; effectively translates information provided by the person into viable and mutually acceptable alternatives that clearly meet the person's needs; solves problems quickly.</p> <p>Anticipates and proactively resolves potential issues; thinks through implications to ensure the problem is fully resolved and related issues do not arise in the future.</p> <p>Takes the lead to share and fully explain knowledge; serves as an expert by teaching others what they need to know to make a decision or take action; provides direction in a way that the audience clearly understands what actions to take next.</p>

Service Orientation



This measures the tendency to engage in behaviours such as taking ownership of customer issues, advocating for the customer, and engaging the customer using appropriate tone, positive language, sensitivity, and respect.

Give me an example of a time when you took responsibility for helping a customer, co-worker or classmate.

Situation: What was the situation? Why did the person need help?

Behavior: How did you communicate that you were willing to help? What did you do to help the person?

Outcome: What was the end result?

Tell me about a time when you had to deliver bad news to a customer or team member.

Situation: What was the situation? What was the bad news?

Behavior: How did you communicate the news? What did you consider before delivering the message?

Outcome: What was the person's reaction?

Tell me about a time when you interacted with a customer or someone at work (or school) who was very frustrated, rude or dissatisfied.

Situation: Why was the person upset?

Behavior: What was your response? How did the person respond to your words or actions?

Outcome: What happened with this situation?

<p>Below Average</p>	<p>①</p> <p>②</p>	<p>Is unwilling or uninterested in helping others; does not take initiative to help others; helps only in routine or simple situations or deflects responsibility.</p> <p>Passively allows the customer or team members to guide the tone of the conversation; does not put a positive spin on a bad situation; allows conversation to focus on what is not possible rather than options for a solution.</p> <p>Acts annoyed when dealing with a dissatisfied customer, co-worker or classmate; responds negatively to complaints or criticism; further escalates customer dissatisfaction.</p>
<p>Average</p>	<p>③</p>	<p>Exhibits a willingness to help others but may not effectively communicate this commitment; does not persist in helping others in challenging circumstances.</p> <p>Communicates in a way that engages the customer or team member in a positive conversation, especially when delivering bad news; frames the interaction using positive language.</p> <p>Remains polite and professional when dealing with a difficult customer, co-worker or classmate; remains neutral when confronted with complaints or criticism.</p>
<p>Above Average</p>	<p>④</p> <p>⑤</p>	<p>Takes personal accountability for helping others; demonstrates a genuine interest in helping others; reassures others that he/she will do whatever it takes; goes above and beyond expectations to see the issue through to resolution.</p> <p>Actively leads the customer or team member to react favourably, regardless of the outcome of the interaction; proactively highlights the benefits of available options resulting in a positive interaction; focuses interaction on what is possible rather than dwelling on what is not possible.</p> <p>Is courteous and engaging, even when handling a difficult customer, co-worker or classmate; maintains a positive tone in the interaction; treats the upset individual with respect and appreciation.</p>

Understands Others *



This measures the extent to which the candidate observes and analyses behaviour to understand others' reactions and perspectives.

Tell me about a situation where you changed your plans in consideration of other people's views.

Situation: What were your original plans? Why was it important to consider other people's views?

Behavior: What did you do to consider other people's views? How did you change your plans?

Outcome: How did everyone feel about the modified plan?

Tell me about a time when you had to think about a situation from someone else's perspective.

Situation: What was the situation? Who was the other person?

Behavior: How did you approach changing your perspective?

Outcome: What happened after you had considered the situation from the other person's perspective?

Below Average	<p>1</p> <p>2</p>	Found it difficult to understand why someone behaved a certain way; was not able to see a situation from someone else's perspective.
Average	<p>3</p>	Had some insight into why someone behaved a certain way; could mostly see the situation as someone else saw it.
Above Average	<p>4</p> <p>5</p>	Understood why someone behaved a certain way; could accurately see the situation from another point of view.

Listens Attentively *



This measures the extent to which the candidate listens patiently and attentively.

Tell me about a time when you listened to someone without interrupting them.

Situation: Who was the other person? What was that person telling you?

Behavior: How did you let the person know you were paying attention?

Outcome: How is your relationship with this person now?

Tell me about a time when you avoided forming your response until the other person had finished asking for advice.

Situation: What was the other person asking advice about?

Behavior: How did you keep from forming your opinion until you heard everything the other person had to say?

Outcome: How was your opinion received?

Below Average	<p>①</p> <p>②</p>	Expressed opinions before hearing all that others had to say, preferred to be the one talking.
Average	<p>③</p>	Started to offer an opinion before hearing all of the facts, enjoyed doing most of the talking.
Above Average	<p>④</p> <p>⑤</p>	Refrained from offering an opinion until hearing all the facts; enjoyed listening as much as or more than speaking.

Acts Ethically *



This measures the extent to which the candidate upholds certain behavioural standards regardless of external pressure or competing agendas.

Tell me about a time when you did what you felt was the right thing to do, even though others opposed you.

Situation: What was the situation and what did you think ought to be done?

Behavior: What did the other people want you to do? What did you end up doing?

Outcome: What was the outcome?

Tell me about a time when you behaved ethically even if it would have been easier not to.

Situation: What was the situation? How would it have been easier to behave unethically?

Behavior: What did you do?

Outcome: What was the outcome? How did you feel about your decision?

<p>Below Average</p>	<p>① ②</p>	<p>Adapted one's ethics and values to suit the situation.</p>
<p>Average</p>	<p>③</p>	<p>Mostly acted in accordance with clear ethics and values.</p>
<p>Above Average</p>	<p>④ ⑤</p>	<p>Acted consistently in accordance with clear ethics and values.</p>

Creates a Positive Impression *



This measures the extent to which the candidate manages own behaviour to create a positive impression.

Describe a time when you displayed poise and professionalism when interacting with someone who was unhappy.

Situation: What was the situation, and who were you interacting with?

Behavior: How did you display poise and professionalism?

Outcome: What was the outcome?

Tell me about the best compliment or recognition that you received at work or school that demonstrates your professionalism.

Situation: What was the compliment or recognition you received? What was your accomplishment that earned you the recognition?

Behavior: What did you do that helped you win the compliment, reward or recognition?

Outcome: What impact did this recognition have on your work?

Below Average	①	Had trouble maintaining professionalism in a challenging situation.
	②	
Average	③	Performed adequately when challenged, but may have struggled to stay composed when placed into a more challenging situation.
Above Average	④	Maintained professionalism and poise, even when under a situation that was greatly challenging.
	⑤	

Analyses Information *



This measures the extent to which the candidate identifies key factors and integrates information to understand data or situations.

This score is a composite that includes the scores from both the behavioural assessment and the cognitive ability test.

Tell me about a time when you needed to identify key information from a great deal of information.

Situation: What key information did you need to pull from all the information you had available?

Behavior: What did you do to determine what was key information and what wasn't?

Outcome: Were you able to carry out a task or answer a question using the information you pinpointed?

Tell me about a time when you had to analyse information or a situation to draw a conclusion.

Situation: What was the information or situation that you analysed?

Behavior: What reasoning did you apply?

Outcome: What resulted from the conclusion you made?

<p>Below Average</p>	<p>① ②</p>	<p>Overlooked key pieces of information or clear connections; drew conclusions that were obvious, simplistic, or flawed.</p>
<p>Average</p>	<p>③</p>	<p>Identified and combined key information from a few sources; found important links, but failed to identify more complex, underlying connections.</p>
<p>Above Average</p>	<p>④ ⑤</p>	<p>Drew clear conclusions by finding, analysing and combining a great deal of complex information.</p>

Learns Quickly *



This measures the extent to which the candidate picks up new information and techniques easily.

This score is a composite that includes the scores from both the behavioural assessment and the cognitive ability test.

Tell me about a time when you were able to memorise new information the first time it was presented to you.

Situation: What information did you memorise?

Behavior: What actions did you take in order to memorise it?

Outcome: Were you able to remember the information for an extended amount of time?

Give me an example of when you had to learn a new technique quickly.

Situation: What technique did you need to learn quickly?

Behavior: What did you do to ensure you learned this new technique quickly?

Outcome: Were you able to implement the new technique in your job immediately?

Below Average		Struggled to learn, integrate or use new information without help and repeated contact.
Average		Integrated and learned new information and techniques but only after some practice.
Above Average		Quickly found, learned and integrated key information, even with little to no practice with the new material.

Works to High Quality Standards *



This measures the extent to which the candidate completes every task with a high degree of quality.

Give me an example of a situation when you did not compromise quality standards on an assignment or task.

Situation: What was the assignment or task?

Behavior: What did you do to ensure that quality standards were met?

Outcome: Did you deliver quality results overall? How did you know the quality was appreciated?

Tell me about a time when you took steps to ensure that you delivered high quality work.

Situation: What was the task or assignment?

Behavior: What did you do to ensure that quality standards were met?

Outcome: What was the result?

<p>Below Average</p>	<p>① ②</p>	<p>Did not recognize the importance of delivering quality work; was prepared to compromise standards.</p>
<p>Average</p>	<p>③</p>	<p>Was able to clearly define and deliver to quality standards.</p>
<p>Above Average</p>	<p>④ ⑤</p>	<p>Was able to set high quality standards or address situations where standards had been compromised.</p>

Adapts to Cultural Differences *



This measures the extent to which the candidate is interested in and relates well with people from different cultures.

Give me an example of when you showed respect for another person's culture.

Situation: What was the situation?

Behavior: What did you do to show them respect?

Outcome: What was the outcome?

Tell me about a time when you have worked with peers from different cultural backgrounds at work or school.

Situation: What was the situation? What sort of work did you have to complete with these peers?

Behavior: What did you do to work effectively with your peers?

Outcome: What was the outcome? What, if anything, would you do differently next time you worked with peers from different cultural backgrounds?

Below Average	<p>①</p> <p>②</p>	Was not interested in other cultures; expected others to adapt to the dominant culture.
Average	<p>③</p>	Expressed a belief in the value of diversity; appeared to make an effort to learn the customs and language of other cultures.
Above Average	<p>④</p> <p>⑤</p>	Showed a keen interest in other cultures and made an effort to learn their customs and language; embraced the value of different cultural perspectives.