SHL.

Candidate Information

Candidate : Sample Candidate

Assessment Profile:

Email : Sample.Candidate@example.com

Project Name: Customer Service Phone Solution

Completion Date: 03-19-2020

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.

Customer Service Phone Solution

Instructions

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 opportunities 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.

Overall Score

| 30 | 70 | 100 |

Percentile
45

✂ Recommended

Details

Accurate Typing

This measures the ability to accurately enter and process information into data entry fields while listening to the customer and to type quickly and accurately, including proper spelling and punctuation.

| 30 | 70 | 100 |

Percentile
31

Attentiveness

This measures the ability to respond quickly to incoming calls, listen effectively to minimize the need for the customer to repeat information, and resolve calls in a timely manner.

| 30 | 70 | 100 |

Percentile
35

Issue Resolution

This measures the tendency to engage in behaviors 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?
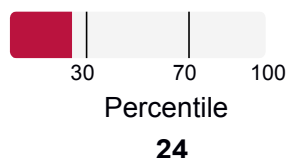
<u>Outcome</u> : What was the result of your actions?

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

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

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

<u>Outcome</u> : What was the outcome?

Percentile

24

Below Average		Average	Above Average	
1	2	3	4	5
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.		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.	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.	
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.		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.	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.	
Does not think ahead to consider potential problems; is reactive in addressing current problems without considering implications.		Is somewhat proactive in addressing problems; adequately addresses current issues and anticipates those that may arise in the short-term future.	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.	
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		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.	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.	

Navigation	This measures the ability to assist the customer by navigating quickly and accurately within a realistic simulated contact center environment.

Percentile

99
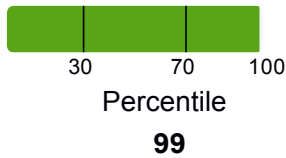
Service Orientation	This measures the tendency to engage in behaviors such as taking ownership of customer issues, advocating for the customer, and engaging the customer using appropriate tone, positive language, sensitivity, and respect.

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

<u>Situation</u> **: What was the situation? Why did the person need help?**

<u>Behavior</u> **: How did you communicate that you were willing to help? What did you to help the person?**

<u>Outcome</u> **: What was the end result?**

Tell me about a time when you had to deliver bad news to a customer or team member. <u>Situation</u> **:**

What was the situation? What was the bad news?

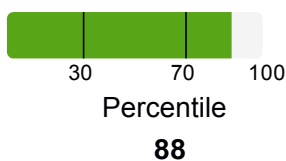<u>Behavior</u> **: How did you communicate the news? What did you consider before delivering the message?**

<u>Outcome</u> **: 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.

<u>Situation</u> **: Why was the person upset?**

<u>Behavior</u> **: What was your response? How did the person respond to your words or actions?**

Percentile

88

<u>Outcome</u> **: What happened with this situation?**

Below Average		Average	Above Average	
1	**2**	**3**	**4**	**5**

Is unwilling or uninterested in helping others; does not take initiative to help others; helps only in routine or simple situations or deflects responsibility.	Exhibits a willingness to help others but may not effectively communicate this commitment; does not persist to help others in challenging circumstances.	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.
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.	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.	Actively leads the customer or team member to react favorably, 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.
Acts annoyed when dealing with a dissatisfied customer, coworker, or classmate; responds negatively to complaints or criticism; further escalates customer dissatisfaction.	Remains polite and professional when dealing with a difficult customer, coworker or classmate; remains neutral when confronted with complaints or criticism.	Is courteous and engaging, even when handing a difficult customer, coworker or classmate; maintains a positive tone in the interaction; treats the upset individual with respect and appreciation.

Learning Potential	This is a measure of the potential for success in jobs across industry type and functional area. Candidates' responses to questions regarding developmental influences, educational and work history, and related values and attitudes are compared with response profiles from successful employees. These items are significantly related to a traditional cognitive test of learning ability.

Describe a time when you needed to learn a new process and there was no one available to train you on the new process.

<u>Situation</u> : **What was the process?**

<u>Behavior</u> : **What did you do in order to learn the process?**

<u>Outcome</u> : **What was the outcome? Were you able to learn the new process?**

Describe a time when you had to put in extra effort in order to complete an assignment or task.

<u>Situation</u> : **What was the assignment or task?**

<u>Behavior</u> : **What did you do, if anything, to ensure that you did well on the assignment or task?**

<u>Outcome</u> : **How well did you do on the assignment or task?**
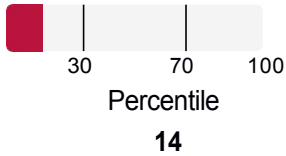
Tell me about a time when you were able to learn something faster than your peers.

<u>Situation</u> : **What were you trying to learn?**

<u>Behavior</u> : **Why were you able to learn the material faster than your peers?**

<u>Outcome</u> : **What was the outcome of having learned the material?**

Below Average		Average	Above Average	
1	2	3	4	5
Does not put extra effort into learning.		Studies material well enough to get by.	Does everything possible in order to learn material.	
Has difficulty understanding material.		Understands most material.	Easily understands most material.	
Gives up easily.		Gives up if material is very challenging.	Uses strategies for learning new materials.	
Cannot think of a time when he/she was able to learn something faster than his/her peers.		Performs at about the same level as his/her peers.	Learns faster than his/her peers most of the time.	
Receives negative feedback on performance.		Receives satisfactory feedback on performance.	Receives positive feedback on performance.	

Achievement

This component measures the tendency to set and accomplish challenging goals, while persisting in the face of significant obstacles. This trait is characterized by: working hard; taking satisfaction and pride in producing high-quality work; and being competitive.

Tell me about a time when you set a challenging goal and had to go through numerous obstacles to achieve this goal.

<u>Situation</u> : **What was the goal? What were the obstacles?**

<u>Behavior</u> : **What actions did you take to mitigate the problems created by the obstacles?**

<u>Outcome</u> : **Did you accomplish the goal with quality work and in a timely fashion?**

Tell me about a time when you had to take initiative to complete a project in a team setting.

<u>Situation</u> : **Why did you have to take initiative?**

Behavior : What strategies did you use to take lead of the project to ensure completion?

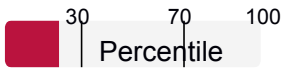**Outcome :** Did you complete the project? What was your team's reaction to your ambitious behavior?

Describe an ambitious goal that you have met and the plan that you used to complete the goal.

Situation : What was the goal? Why did you set such a challenging goal?

30   70   100

Percentile

21

Behavior : How did you develop the plan? What did you do if you were off course with the plan?

Outcome : What was the outcome?

Below Average		Average	Above Average	
1	2	3	4	5
Only sets aggressive goals when absolutely necessary and when the motivating factor is an outside influence (e.g., supervisor).		Generally sets moderately challenging goals, but needs outside motivation to set extremely challenging goals.	Sets ambitious goals and is motivated to achieve goals by intrinsic factors.	
Gives up easily or transfers work to a peer when faced with challenging obstacles.		Usually works through challenging obstacles, but will sometimes give up if the challenge appears to be too daunting.	Perseveres through all obstacles when attempting to complete a goal.	
Avoids peer competition when completing work.		Displays a moderate degree of competitiveness if an environment is suited for peer competition.	Very competitive in applicable work situations.	
Does not work with a sense of urgency when needed and disregards time pressures for completing work.		Will work with a sense of urgency if an outside source suggests to do so.	Works with a sense of urgency when faced with time pressures.	
Lacks initiative, intensity, and/or drive to complete quality work.		Has initiative or intensity to provide quality work occasionally.	Approaches work with a high amount of intensity.	
Is not concerned with recognition for hard work or goal achievement.		Usually completes difficult work out of necessity and not for recognition of quality work.	Enjoys being recognized for hard work and achievements.	