



Candidate Information

Candidate : Sample Candidate

Email : candidate_email@mail.com

Assessment Profile:

Project Name: Office Clerk - Entry Level Customer Service (Gen)

Completion Date: 03-26-2018

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.

Entry Level Customer Service (General)

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



Percentile

57

Recommended

Details

Customer Focus

This is a measure of the tendency to show persistent enthusiasm when interacting with customers. This trait is characterized by: apologizing sincerely for inconveniences; being patient; tolerating rude customers calmly; and searching for information or products for customers.

Please describe the situation when you most effectively handled a dissatisfied customer.

Situation: What was the situation? How did you find out that the customer was unhappy?

Behavior: How did you respond to the customer?

Outcome: What was the customer's reaction? What has happened with the customer since that situation?

Sometimes people do not understand what we are trying to tell them, so we need to repeat what we said or try to explain it in a different way. Tell me about the most difficult time you have had trying to explain something to someone.

Situation: What were you trying to tell them? What obstacles did you face in your communications?

Behavior: How did you overcome these obstacles?

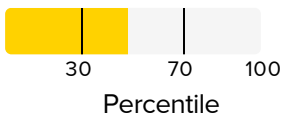
Outcome: How did the people respond to you? What was the outcome of the situation?

It can be difficult to cope with interruptions and requests for help when you have a lot to do at work. Tell me about a time you were under the most pressure when a customer or coworker asked for your help.

Situation: What was the source of the time pressure? What kind of help did the other person need?

Behavior: What was your response?

Outcome: What happened with this situation?



Below Average		Average	Above Average	
1	2	3	4	5

<p>Fails to meet even the most basic customer needs; makes no effort to satisfy customer's needs; shows disinterest in serving customers.</p>	<p>Meets customer expectations by fulfilling requests.</p>	<p>Goes well beyond normal expectations to serve customers; demonstrates strong commitments to customer service; personally goes beyond the call of duty.</p>
<p>Fails to respond to customer needs and concerns in a timely manner; refuses to help others, regardless of how busy he/she is; responds slowly and without a sense of urgency when a client comes with a pressing need; ignores feedback from customers regarding products and services; does not seek feedback from customers.</p>	<p>Responds quickly to customer needs, concerns, and requests once they are identified.</p>	<p>Anticipates and addresses near and longer term customer needs and potential problems; makes an effort to understand and address customers'/others' needs and desires; seeks feedback from customers about all products and services.</p>
<p>Avoids helping others; is sullen or unfriendly when required to help others; challenges or confronts difficult customers, thereby escalating hostility.</p>	<p>Explores ways to increase customer satisfaction (typically as it relates to the current transaction).</p>	<p>Is courteous and friendly even when handling a difficult customer.</p>
<p>Acts irritated when dealing with a dissatisfied customer; does not apologize or look for ways to resolve the problem.</p>	<p>Emphasizes the need for providing good customer service and help to others.</p>	<p>Apologizes sincerely when dealing with a dissatisfied customer and does what is necessary to make the person happy.</p>
<p>Works to sell products and services only; does not incorporate customer needs into available products and services; takes a one-size-fits-all approach; does not try to match solutions to customer's needs.</p>	<p>Apologizes to the customer, and deals with the current problem, but does not go out of his/her way to satisfy the customer.</p>	<p>Incorporates customer needs and requirements into services and products; works with customers to explore the best way to meet their needs, even if it means not making a sale.</p>
<p>Rarely looks for ways to enhance customer satisfaction.</p>	<p>Makes an effort to satisfy customer needs.</p>	<p>Actively explores ways to enhance customer satisfaction and overall experience with the company.</p>

<p>Responsibility</p>	<p>This measures the tendency to be aware of and follow company policies and procedures, including: working in an organized manner, returning from meals and breaks on time, and working when coworkers are not working.</p>
	<p>Tell me about a time when you followed company policies even though others around you were not.</p> <p>Situation: What was the policy?</p> <p>Behavior: What did you do to follow the policy? What were the others around you doing?</p>

Outcome: What was the outcome of you choosing to follow the policy?

Tell me about the hardest time you had coping with a high-pressure or stressful work situation.

Situation: What was happening at work that made things so stressful?

Behavior: What methods did you use to try to cope with the stress?

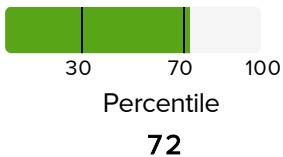
Outcome: How successful were these methods? How have you used this experience to better deal with future stressful situations?

Tell me about a situation when you had conflicting work and personal commitments and how you handled them.

Situation: What were the commitments you had made? When did they begin to conflict?

Behavior: How did you deal with the situation?

Outcome: What was the outcome of your decision?



Below Average		Average	Above Average	
1	2	3	4	5
Dislikes being depended on by others; tries to avoid positions of responsibility.		Allows others to depend on him/her when asked; does not volunteer to help.	Enjoys being depended on by others; seeks positions where there are responsibilities for completing important tasks.	
Places the blame on other people or external factors when things go wrong.		Accepts responsibility for things that are obviously under his/her control, but doesn't always perceive how his/her actions affect others.	Accepts full responsibility for missing a commitment; does not make excuses related to external factors or failures of others, although may explain how those factors contributed to the missed commitment.	
Does not notify others when unable to fulfill a commitment.		Accepts the responsibility when he/she must break a commitment, but has difficulty conveying this sense of responsibility to the appropriate people.	Communicates with others proactively and honestly when he/she recognizes commitments cannot be kept.	

Missed deadlines and commitments are typically due to poor planning and low dedication to the project.	Missed deadlines and commitments are typically due to average-quality planning that may fail to foresee avoidable obstacles or other external factors.	Missed deadlines and commitments are typically due to unavoidable and highly unanticipated external factors.
Accepts only easily attainable goals; exerts little effort or planning to meet these goals.	Accepts moderately attainable goals that might require additional effort and planning; rarely attempts to exceed these goals.	Seeks goals that are difficult, but not impossible; incorporates extra planning and personal effort to meet and exceed these goals.
Casually breaks commitments when they cause an inconvenience or when any type of obstacle arises.	Occasionally does not follow through on commitments or is late doing so because of an unexpected obstacle.	Does everything in his/her power to keep commitments, even if it requires personal sacrifice.

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.

Situation: What was the process?

Behavior: What did you do in order to learn the process?

Outcome: 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.

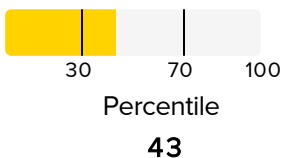
Situation: What was the assignment or task?

Behavior: What did you do, if anything, to ensure that you did well on the assignment or task?

Outcome: 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.

Situation: What were you trying to learn?



Behavior: Why were you able to learn the material faster than your peers?

Outcome: 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.	