viewpoint

Train Driver

A recruitment report for:

Sam Sample

Created 19th November 2022

Introduction

This report is confidential and is intended solely for the person responsible for assessing Sam Sample, who completed the Train Driver on 03/05/2022.This test is designed to evaluate competencies that are important for success in the role of a Train Driver. The competencies assessed are defined below.

Train Driver Competencies

Customer Service

- Listen and respond clearly and sensitively to customers & colleagues
- Prioritise customer needs, esp. during delays / disruptions
- Provide an individualised and respectful service to all customers
- Negotiate fluently & calmly

Performing Effectively

- Be reliable / responsible in management of tasks, interactions, health etc.
- Routinely make sound / justifiable decisions, esp. in challenging circumstances
- Be proactive & flexible at all times, esp. during emergencies / disruptions
- Provide accurate & timely information to colleagues during disruptions

Performing Safely

- Ensure the safe status of the working environment
- Ensure all relevant regulatory and presentation standards are maintained
- Always be alert to safety and security risks, and adhere to local instructions
- Report hazards / faults immediately, and ensure safety of customers & colleagues

The results of the test are valid for 12 months and should be kept confidential.

How To Use This Report

This report contains 'percentile scores', 'behavioural interpretation' and 'interview questions' that can be used to explore a candidate's results in more detail:

Percentile Scores

Percentile scores represent how a candidate's performance on a test (i.e., their score) compares to the performance of other candidates that have also taken the same test (i.e., the comparison group or norm group). Percentile scores range from the 1st to 99th percentile, where 1 is a very low score and 99 is very high.

The overall percentile score is the most predictive of a candidate's likely performance in a job. The report also contains percentile scores for each competency assessed, and these should be considered as a guide to help you identify where a candidate has excelled or might need to improve a specific behavioural skill. It is not a score, in isolation, that should drive your final recruitment decision. This is because the competency percentile scores are produced by a subset of the test questions, whereas the overall percentile score is produced from all of the test questions.

Behavioural Interpretation

For each competency, an interpretation (four bullet points) has been provided to help you better understand the decisions a candidate has made on the assessment. Not every bullet point may apply equally to all candidates, but you should consider them all to be relevant as they are based on the specific choices a candidate has made on the assessment.

Interview Questions

For each competency, interview questions are provided to help you explore a candidate's results in more detail. You can select the question you believe is most appropriate and you should use the relevant 'four behavioural indicators' to guide your evaluation of a candidate's response. Note, you do not need to ask all four questions - usually one is sufficient, but more are provided if needed.It is also good practice to follow up with additional questions. To help with this you may wish to use the STAR method. This is described below with some additional probing questions you can use.

- **S = Situation:** What was the situation? What were the circumstances or context?
- **T = Task:** What were you trying to achieve? What was your task?
- **A = Actions:** How did you approach it? What did you do? Who did you involve? What challenges did you face, and how did you overcome these? What else did you do?
- **R = Results:** What was the outcome? How did you establish the benefit of what you did?

You should aim to spend more time asking 'Action' questions as these are the ones that typically produce behavioural responses.

Rating Scale

The Rating Scale below can be used to evaluate a candidate's responses to the competency questions provided in this report. During the interview you should aim to establish a pattern of positive & negative evidence for each competency. The final rating you give should be a 'weighted' decision, based on the collective evidence you obtain for each competency.

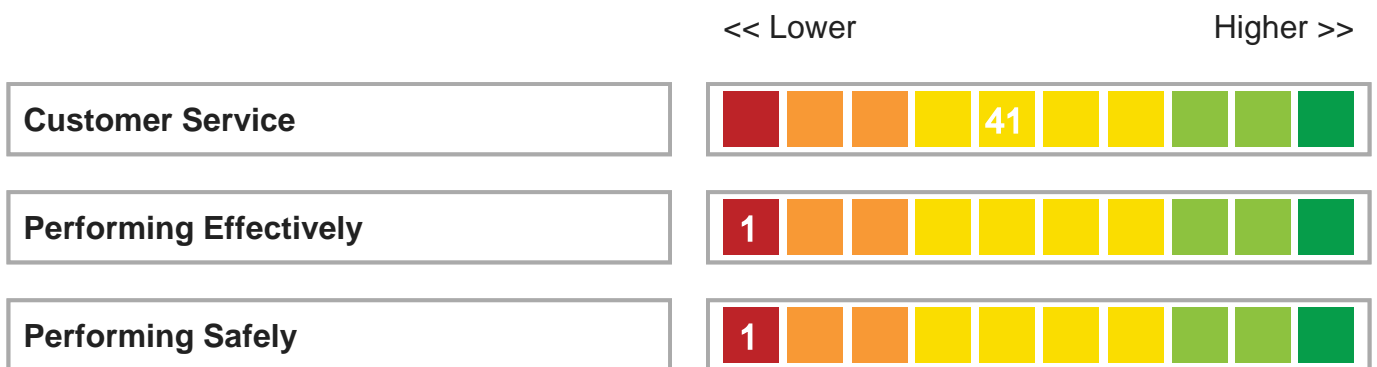| 1 - Significant Development	2 - Development	3 - Mixed	4 - Strength	5 - Significant Strength
A strong and dominant pattern of negative behaviour (in relation to the indicators)	A clear pattern of negative behaviour (in relation to the indicators), and little evidence of positive behaviour to weigh against this – none significant	Balanced evidence of both positive and negative behaviour (in relation to the indicators)	A clear pattern of positive behaviour (in relation to the indicators), and little evidence of negative behaviour to weigh against this – none significant	A strong and dominant pattern of positive behaviour (in relation to the indicators)

Profile

The following summarises Sam's performance on the Train Driver SJT. It provides:

- An overall score, expressed as a percentile based on an individual's responses to all questions.
- A percentile score for each of the competencies assessed

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Train Driver SJT Competencies

The scores shown below are Sam's percentiles for each of the competencies.

	<< Lower	Higher >>
Customer Service		41
Performing Effectively		1
Performing Safely		1

Performance

The following provides a detailed description of Sam's performance, evaluating her responses for each competency as skilled, proficient or unskilled.

Customer Service

Sam is proficient at **Customer Service**. Sam's score suggests she:

- Communicates clearly and promptly to achieve efficient outcomes
- Communicates with colleagues so that different solutions can be discussed and agreed
- Utilises the support of others to find a solution to challenging situations
- Bring disagreements to a close, resolving potential misunderstandings with minimal fuss

Exploring Customer Service

The questions below are designed for interviewers to explore Sam's results in more detail.

- Describe a time when you needed to improve a relationship with a colleague. What was the situation?
- Tell me about a time when you dealt with a customer that had become distressed. What was the situation? How did you approach it?
- Can you tell me about a time when you provided individualised service to a customer?
- Tell me about a time when you had to deal with a challenging customer. What was the situation?

Performing Effectively

Sam is unskilled at **Performing Effectively**. Sam's score suggests she:

- Will delay owning or not take sufficient responsibility for managing unexpected events or issues that might impact her performance
- Does not sufficiently consider alternative courses of action before making a decision, when under pressure
- Reacts too slowly to effectively support colleagues & customers when unexpected events occur
- Acts hastily when under pressure, and may not fully consider how best to tackle challenging situations

Exploring Performing Effectively

The questions below are designed for interviewers to explore Sam's results in more detail.

- Tell me about a time when you had to insist on following a standard procedure. What was the situation?
- Can you tell me about a time when you had to make a difficult decision under pressure? What was the decision?
- Describe a time when you have adopted a flexible approach to manage an unexpected event or situation.
- How do you typically respond under pressure? Can you share a specific example of when you have done this?

Performing Safely

Sam is unskilled at **Performing Safely**. Sam's score suggests she:

- Can prioritise expediency over safety or maintenance concerns
- May not fully think the consequences of her decisions before making difficult choices
- Might not readily spot or sufficiently follow through on potential safety issues
- Tackles breaches of safety in an informal manner, rather than reporting breaches and potentially making themselves unpopular

Exploring Performing Safely

The questions below are designed for interviewers to explore Sam's results in more detail.

- Tell me about a time when you have actively sought out the views of others in order to address a safety issue. What was the situation?
- Tell me about a difficult situation you have faced which required you to balance efficiency with safety considerations. What was the situation?
- Tell me about a time when you have dealt with a security risk at work. What was the situation? How did you approach it?
- Describe a time when you have raised an issue about safety at work. Why did you decide to speak up?