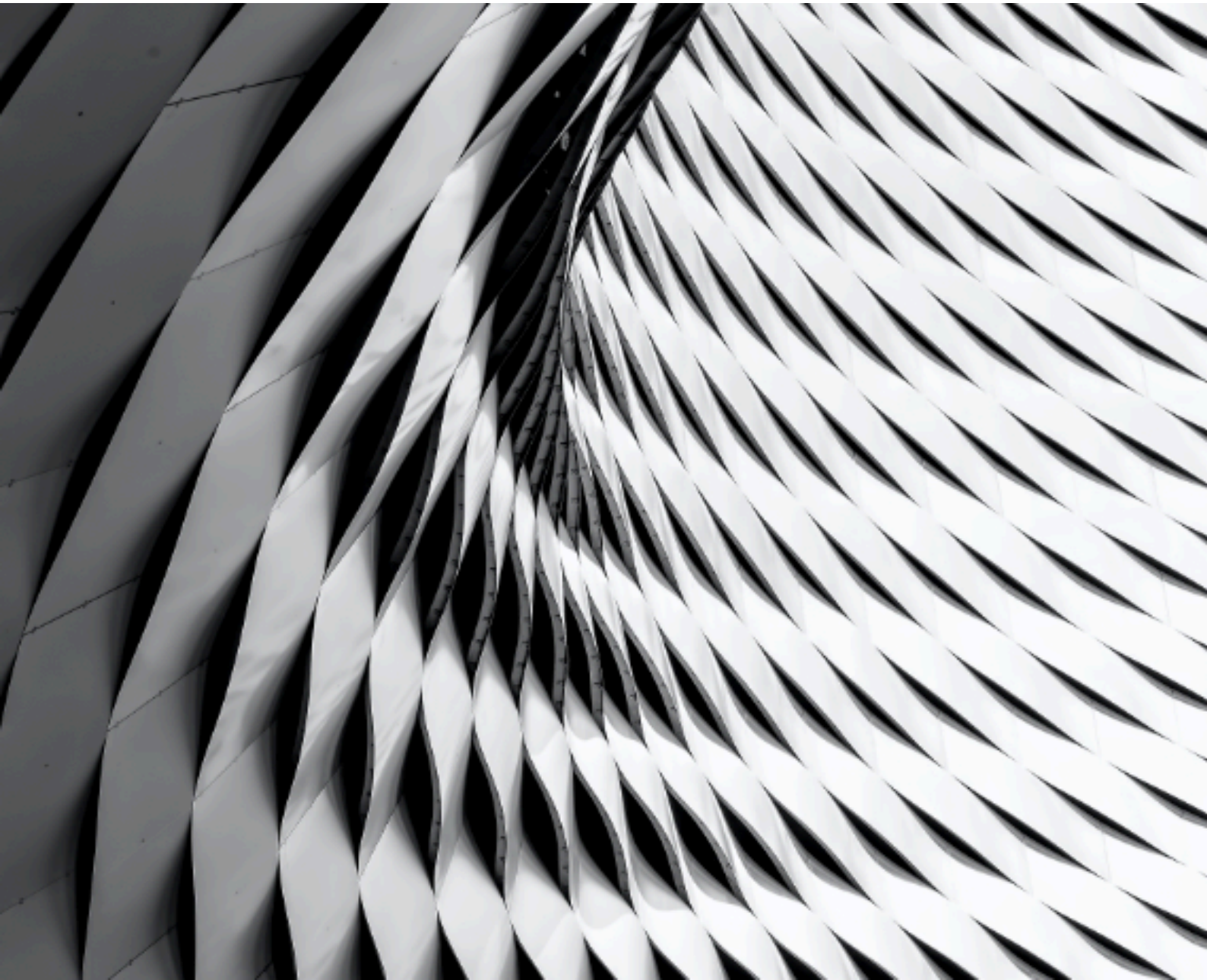
# Contact Centre SJT

A recruitment report for:

## Sam Sample

Created 30th September 2023



# Introduction

This report is confidential and is intended solely for the person responsible for assessing Sam Sample, who completed the Contact Centre SJT on 05/05/2020.

The test is designed to assess areas of critical importance for success in the role of a Contact Centre Advisor. The competencies assessed are defined below.

## Contact Centre Competencies

**Relating to Others:** Working with others in order to maximise outcomes.

1. Building and maintaining relationships with individuals
2. Being supportive and caring
3. Working openly and collaboratively
4. Being sensitive and professional when communicating or initiating action

**Understanding Customer Needs:** Understanding & establishing customer' needs.

1. Evaluating the business to make improvements
2. Understanding the customer's needs and priorities
3. Gathering sufficient information to weigh options appropriately
4. Analysing risks, benefits, and opportunities appropriately to draw valid conclusions

**Delivering a High-Quality Service:** Working in a systematic manner in order to meet customer' expectations.

1. Having an effective system to monitor progress in meeting or exceeding customer expectations
2. Being ambitious and committed to achieving company goals, especially challenging ones
3. Having an effective approach or system for meeting customer priorities (e.g., struggling, or difficult individuals, and complex situations)
4. Having an effective system for managing own or others performance and health (including coping strategies)

**Professional Integrity:** Operating in a professional manner and bringing best practice to their work.

1. Follow company policy and procedures, esp. when under pressure
2. Speaking up (clearly and calmly) on matters of principle, whatever the outcome
3. Maintaining company values and priorities in high-pressure situations
4. Demonstrating genuine respect for others (i.e., knowledge, expertise, opinions etc.)

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’.

## 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) |

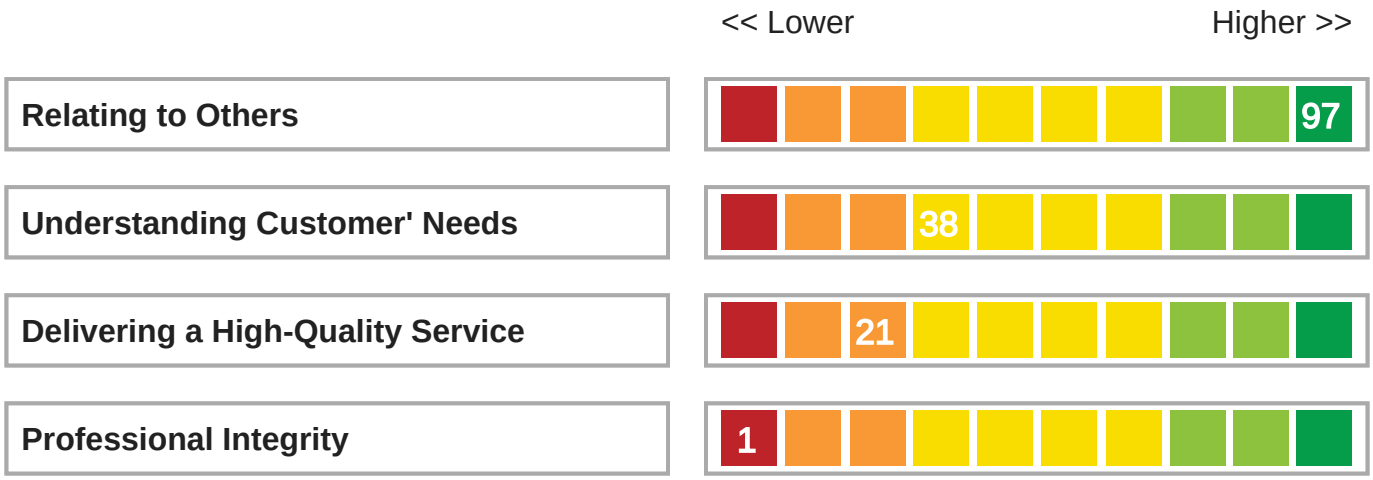
## Profile

The following summarises Sam’s performance on the Contact Centre 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

## Contact Centre SJT Competencies

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



## Performance

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

### Relating to Others

Sam’s score suggests he:

- Builds caring and empathetic relationships with others, carefully listening to their worries or concerns
- Provides timely and supportive feedback to colleagues to improve customer service
- Fully collaborates with others to provide a superior customer experience, while clearly communicating progress
- Relates to people using tact and consideration of their feelings, to skilfully encourage stronger performance

*Exploring Relating to Others* The questions below are designed for interviewers to explore Sam’s results in more detail.

- Can you give me an example of a time when you have worked with an underperforming colleague?
- Describe a time when you have collaborated with others to solve a Customer's issue or complaint? What was the situation? How did you tackle it?
- Can you tell me about a time when you have built a caring and supportive relationship with a colleague or peer?
- What are some of the qualities and approaches that you could learn from others that would help you connect or work more effectively with people?

### Understanding Customer Needs

Sam’s score suggests he:

- Establishes the different views of others when making decisions
- Keeps customers updated on progress while ensuring they are happy with the service they are receiving
- Understands what customers need, carefully explaining necessary details
- Responds to customer requests with confidence and clarity

*Exploring Understanding Customer Needs* The questions below are designed for interviewers to explore Sam’s results in more detail.

- Can you give me an example of a decision you have made where you had to consider a range of possible alternatives or options first?
- Tell me about a time when you have sought feedback from different people before making a decision.
- Can you give me an example of when you had to solve a complex issue? What was the issue? How did you tackle it?
- Can you tell me about a time when a customer or stakeholder presented you with an issue you knew little about? How did you approach it?

**Delivering a High Quality Service**

Sam’s responses suggests he:

- May give in to unreasonable requests from difficult customers
- Can place own goals and needs ahead of others, rather than consider wider team or company priorities
- Might set expectations for customers that are not possible to deliver
- Is somewhat hesitant dealing with challenging customers, deferring them to colleagues or superiors

*Exploring Delivering a High Quality Service* The questions below are designed for interviewers to explore Sam’s results in more detail.

- Describe a time when you had to deal with a challenging task without help from colleagues?
- Can you tell me about a time when you had to improve your performance? How did you tackle it?
- Can you give me an example of when you had to operate under pressure? What was the situation? How did you tackle it?
- Have you ever had to deal with an unhappy customer? Why the customer was upset? What did you do?

**Professional Integrity**

Sam’s score suggests he:

- Makes judgements before checking the facts of a situation
- Does not speak up when others demonstrate inappropriate behaviour
- Does not readily or sufficiently acknowledge mistakes
- Is reluctant to work with individuals they struggle to get along with

*Exploring Professional Integrity* The questions below are designed for interviewers to explore Sam’s results in more detail.

- Describe when you last made a mistake in your work? What was the mistake? What did you do to fix it?
- Can you tell me about a time when you saw behaviour you felt was inappropriate? How did you respond?
- Tell me about a time when you have worked with a challenging colleague or peer. What was the situation? How did you tackle it?
- Can you give an example when you were encouraged to bend the rules? What was the situation?