



Candidate Information

Candidate : Sample Candidate

Email : candidate_email@mail.com

Assessment Profile:

Project Name: Branch Manager - Manager + 7.0

Completion Date: 01-15-2019

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.

Manager + 7.0

Instructions

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 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

52

✔ Recommended

30

70

100

Details

Management Potential

This is a measure of the potential for managerial success across industry type and functional area. This is characterized by scores that are derived from responses to questions regarding academic and social background, and aspirations concerning work.

Tell me about a time when you had to work under pressure to complete a task.

Situation: What was the situation? Where were you receiving pressure from (time constraints, supervisor, budget, etc.)?

Behavior: What steps did you take to alleviate the pressure?

Outcome: What was the outcome?

Looking into the future, tell me about your career goals and aspirations.

Situation: What are your career goals and aspirations?

Behavior: What steps do you plan to take to achieve these goals?

Outcome: What outcome do you hope to achieve by reaching these goals?

Tell me about a time when you received recognition for your supervisory accomplishments.

Situation: When did you receive recognition for your accomplishments?

Behavior: What did you specifically do to receive recognition?



30

70

100

Percentile

98

Outcome: What was the outcome for receiving recognition?

Below Average		Average	Above Average	
1	2	3	4	5
Does not work well under pressure and time constraints.		Sometimes is able to handle pressure situations, while at other times is not able to handle the pressure.	Handles pressure very well from all types of sources (time, colleagues).	
Can only work on one task at a time without getting distracted.		Is able to work on multiple tasks a time but at times misses deadlines.	Can balance multiple tasks and completes all deadlines.	
Does not have a clear vision of plans for the future.		Has goals for the future but does not have the desire to advance in their career.	Has explicit future goals and aspirations; has goals to continuously advance in career.	
Has not received recognition for supervisory tasks.		Has received some recognition for supervisory accomplishments.	Has received significant recognition for supervisory accomplishments.	
Does not collaborate well with others when working on a team.		Collaborates with others most of the time; may at times have difficulty accepting the ideas of others.	Collaborates well with others and is a great asset when working on a team.	

Management Judgment

This is a tendency to make good judgments about how to effectively respond to work situations. This is determined by scores derived from the candidate's responses to questions regarding situations one would likely encounter as a manager.

Tell me about a time when you demonstrated your ability to be a reliable supervisor.

Situation: What was the situation?

Behavior: How did you demonstrate that you were reliable?

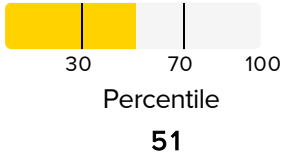
Outcome: What was the outcome?

Tell me about a time when you encountered a performance problem with an employee and how you handled it.

Situation: What was the situation? What was the performance issue?

Behavior: What did you do to handle the issue?

Outcome: What was the outcome when you handled the issue?



Tell me about a time when you were supervising others and had to delegate responsibilities for a task.

Situation: Who were you supervising?

Behavior: What steps did you take to delegate responsibility?

Outcome: What was the outcome?

Below Average		Average	Above Average	
1	2	3	4	5
Does not demonstrate patience when working with others.		Sometimes is patient, but at other times gets frustrated when working with others.	Exhibits patience in work situations.	
Is not able to handle performance problems in a private and professional manner.		Usually handles performance problems in a professional manner; at times handles issues in public.	Is able to handle performance issues in a private and professional manner.	
Takes on all tasks without delegating to others; delegates all tasks to others.		Is able to delegate tasks, but sometimes delegates too many or too few.	Finds an effective balance between delegating and completing tasks without help.	
Is inconsistent and unreliable in his/her actions.		At times is seen as inconsistent and unreliable, but most of the time is reliable.	Is consistent and reliable in his/her actions.	
Is not open to speaking about issues with others; isolates self from establishing relationships within the workplace.		Will occasionally open up with others and listen to their issues.	Is open and understanding when dealing with others; is available for others when they need someone to talk with.	

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.

Situation: What was the goal? What were the obstacles?

Behavior: What actions did you take to mitigate the problems created by the obstacles?

Outcome: 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.

Situation: 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?

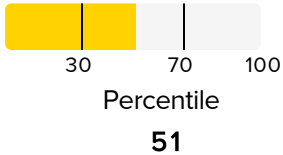
Describe an ambitious goal that you have met and the plan that you used to complete the goal.

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

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.	



Responsibility

This component measures the tendency of a person's responsibility for his/her own actions and a commitment to performing assigned tasks. This trait is characterized by: reliability; proactive involvement in work; and a dedication to complete even the most mundane tasks.

Tell me about a time when you had to complete many routine and dull tasks for a significant time period.

Situation: What were the mundane tasks?

Behavior: How did you stay committed to these tasks?

Outcome: Did you complete all the dull tasks?

Describe a situation where you had to prioritize levels of a project and develop and follow a project plan.

Situation: What project were you working to complete?

Behavior: How did you prioritize and plan?

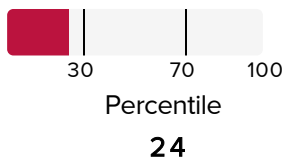
Outcome: What was the outcome of the project?

Tell me about a time when you worked with numerous deadlines, meetings, and appointments. Describe how you handled these tasks.

Situation: What was the situation?

Behavior: How did you manage all your responsibilities?

Outcome: What was the outcome?



Below Average		Average	Above Average	
1	2	3	4	5
Avoids working on routine or mundane tasks.		Works on mundane or boring tasks on a limited basis.	Approaches work in an orderly and efficient manner.	
Appears unreliable to complete certain tasks.		Sometimes has difficulty planning for projects that contain boring work.	Motivated to fulfill work obligations regardless of the difficulty or dullness of the tasks.	

Has problems properly planning for difficult or mundane projects.	Occasionally procrastinates on work that is viewed as difficult.	Accomplishes work on time without procrastinating.
Will likely procrastinate with work that is viewed as dull or not interesting and will fall behind in completing it in a timely manner.	Assigns work that is not stimulating to coworkers if possible.	Carefully plans for all work tasks or projects that require planning.
Is easily distracted out of boredom.	Has trouble completing difficult or mundane tasks in a timely fashion.	Is not easily distracted from work.

Willingness to Learn

This component measures the tendency to learn from experience. This trait is characterized by: being open to new experiences, seeking both positive and negative feedback, looking back on past experiences and considering alternate courses of action, and finding patterns and order in complex information.

Tell me about a time when you were willing to challenge a commonly accepted way of completing work.

Situation: What was the accepted method? What did you see as deficient in this method?

Behavior: What actions did you take to change the way things were done?

Outcome: Did you implement the change into your daily routine?

Tell me about a time when you received negative feedback regarding your work.

Situation: What were you working on? What was the feedback?

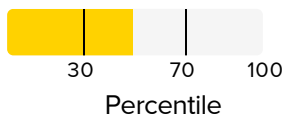
Behavior: Did you incorporate the feedback into your work? Why or why not?

Outcome: How did your work change as a result of the accepting/not accepting the feedback?

Describe a problem you've encountered that involved interpreting data that was difficult to understand.

Situation: What was the problem? Describe the data that you had to examine in order to understand the problem.

Behavior: How did you use the data to inform your approach to solving the problem?



Outcome: Were you able to interpret and use the data successfully?

Below Average		Average	Above Average	
1	2	3	4	5
Cannot identify deficiencies in accepted method. Does not accept responsibility for enacting change. Fails to implement meaningful change.		Can identify deficiencies in accepted method but they are sometimes superficial or have little impact. Accepts responsibility for enacting change after being told to do so. Can implement change for a short period of time but may find it difficult to sustain it.	Is able to identify impactful deficiencies in accepted method. Takes full responsibility for enacting change. Implements and commits to long term change.	
Cannot identify an instance of receiving negative feedback. Does not change their behavior based on feedback. Unwilling to hear or accept negative feedback. Does not accept personal responsibility for negative feedback.		Identifies some examples of receiving negative feedback but may identify criticisms that could be viewed as a compliment (e.g., I care too much, I work too hard, I am too much of a perfectionist). Chooses parts of feedback to incorporate into work. Accepts negative feedback but may rationalize past behavior or minimize feedback.	Identifies a genuine example of negative feedback. Makes lasting changes to their behavior based on feedback. Seeks follow up feedback after implementing changes. Accepts full responsibility for changing their behavior.	
Fails to identify patterns in data that enable problem solving. Does not rely on past experience to help understand the present problem. Unable to process the information quickly.		Identifies patterns in data that enable problem solving but may struggle with more complex sets of information. Calls upon past experience to help understand the present problem. Works through the problem at an acceptable pace.	Is able to identify patterns in data that enable problem solving. Relies on past experience to aid with the present problem and applies those experiences precisely and effectively. Works through the problem quickly but accurately.	

Deductive Reasoning

This assessment measures the ability to draw logical conclusions based on information provided and complete scenarios using incomplete information. It provides an indication of how an individual will perform when asked to develop solutions when presented with information and draw sound conclusions from data. This form of reasoning is commonly required to support work and decision making in many different types of jobs at many levels.

This report provides information regarding an individual's ability to use sound logic to solve problems, produce solutions when information is limited, and utilize data effectively.

Tell me about a time when you had to research a problem to come to an appropriate solution.

Situation: What was the problem?

Behavior: How did you research the problem?

Outcome: How did you use the evidence you uncovered to solve the problem?

Describe a situation in which you had to challenge a coworker's point of view.

Situation: What was the situation? What was your coworker trying to propose?

Behavior: How did you challenge the argument?

Outcome: What was the outcome?

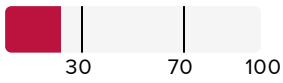
Describe a situation in which you used the information you had available to solve a problem.

Situation: What was the situation? What information was available to you?

Behavior: What methods did you use to come to your conclusions? How did you implement your solution?

Outcome: What was the outcome?

Below Average		Average	Above Average	
1	2	3	4	5
Cannot identify what information is needed to develop a solution. Gathers incorrect or insufficient information to resolve the problem. Uses the information available incorrectly.		Can identify but has trouble locating information needed to develop a solution. May have insufficient or invalid information but can develop a generally appropriate solution with what is available.	Can accurately identify and location information needed to develop a solution. Efficiently gathers the most important and necessary information first and applies the knowledge correctly to resolve the issue	
Cannot keep challenges to an argument limited to the situation at hand. May make personal attacks irrelevant to the situation. Is unable to identify the key flaws in an argument.		Can identify basic flaws in an argument, but has trouble challenging those flaws. Arguments against the point of view may drift from the topic at hand, but generally stay close and do not get personal. Is able to identify most flaws in an argument.	Can identify faulty assumptions and invalid logic in an argument and challenges them appropriately. Keeps discussion limited to the issue at hand and handles rebuttals appropriately.	
Cannot use available information to draw valid conclusions. Has faulty logic. May base decisions on evidence that is invalid or not present.		Can develop an adequate solution to a problem, but has some minor flaws in the logic used.	Can develop a logically sound solution to a problem and can identify when and what additional information is necessary.	



Percentile

22

Demonstrates empathy*

This measures the extent to which the candidate is aware of others' needs and extends a helping hand.

Give me an example of a time when you gave attention to concerns expressed by another person.

Situation: What was the situation?

Behavior: What actions did you take to acknowledge the concerns?

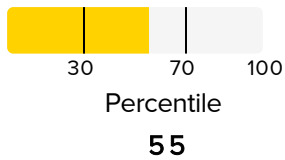
Outcome: What was the result?

Tell me about a time when you had to deal with a colleague whose personal problems were starting to affect their work.

Situation: What was the situation?

Behavior: What did you do to show concern for the emotional needs of this person?

Outcome: What was the result?



Below Average		Average	Above Average	
1	2	3	4	5
Showed a lack of empathy for others' experiences, needs or feelings.		Showed empathy for others who were similar to himself/herself; might have had trouble showing empathy towards someone who was different.	Tried to understand the feelings of someone quite different than him/her self in a genuine and caring manner.	

Maintains good working relationships*

This measures the extent to which the candidate puts effort into developing good relationships with others.

Tell me about a time when you found it a challenge to build and maintain a good working relationship with a peer or a colleague.

Situation: What was the situation? How was it difficult working with this person?

Behavior: How did you react to the other person's behavior? What did you do to work with this person effectively?

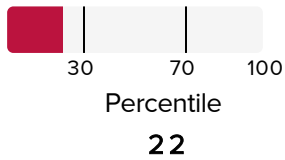
Outcome: How did it turn out?

Tell me about a time when you established an effective working relationship with someone.

Situation: What was the nature of the relationship? Why was the relationship so effective?

Behavior: What did you do to develop and maintain the relationship with this individual?

Outcome: How did it turn out? What common goals did this relationship allow you both to achieve?



Below Average		Average	Above Average	
1	2	3	4	5
Did not seek to improve or maintain strong relationships with others at work.		Maintained strong relationships with others in immediate work group.	Built strong work relationships both within and outside of immediate work group.	

Shares knowledge and guidance*

This measures the extent to which the candidate shares information and offers guidance to others.

Tell me about a time when you provided guidance to colleagues on how to complete a task.

Situation: Who were the colleagues? What guidance were you sharing?

Behavior: How did you guide them?

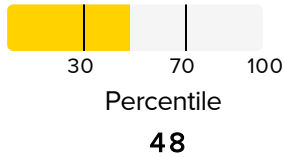
Outcome: What was the result of your guidance?

Tell me about a time it was critical for you to share your expertise with others.

Situation: Why was it critical for you to share your expertise? Who were you sharing it with?

Behavior: How did you convey your expertise?

Outcome: How did your expertise resolve the situation?



Below Average		Average	Above Average	
1	2	3	4	5
Kept information to themselves even when they were asked to share it; did not offer guidance when there was a need.		Was willing to share information with others when asked; may not have been proactive about sharing information that could be helpful at a later time.	Eagerly shared work information with others and provided guidance when he/she sensed a need.	

Analyses information*

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

Give me an example of when you needed to find the connections between information from different sources.

Situation: Why was it important for you to find these connections?

Behavior: How did you identify these connections?

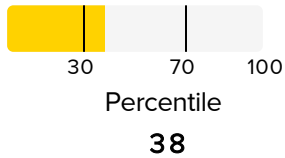
Outcome: What connections did you identify?

Tell me about a time when you had to analyze a large amount of info to draw conclusions about a problem or issue.

Situation: What was the problem or issue?

Behavior: How did you analyze this information?

Outcome: Were you able to resolve the problem or issue based on your analysis?



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

Learns quickly*

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

Tell me about a time you had to quickly find key points from a wealth of information in order to make a decision.

Situation: What was the decision you had to make?

Behavior: How did you find the key points from the irrelevant?

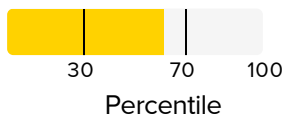
Outcome: Were you able to make a sound decision with the key points you found?

Tell me about a time you had to integrate new information in order to complete a project you had already started.

Situation: What project were you working on?

Behavior: How did you integrate this new information into what you already knew about the project?

Outcome: How did the new information you learned impact the outcome of the project?



61

Below Average		Average	Above Average	
1	2	3	4	5
Struggled to learn, integrate or use new information without help and repeated contact.		Integrated and learned new information and techniques but only after some practice.	Quickly found, learned and integrated key information, even with little to no practice with the new material.	

Generates new ideas*

This measures the extent to which the candidate creates innovative approaches.

Tell me about the most innovative idea you have had to meet a need.

Situation: What was the need?

Behavior: What actions did you take to ensure you would meet the need?

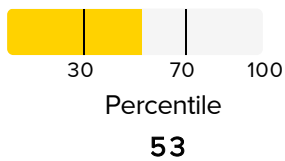
Outcome: What was the result of your effort?

Give me an example of a time you challenged a long standing procedure and offered a creative approach in its place.

Situation: What procedure did you question?

Behavior: How did you come up with your new approach?

Outcome: How did others view your idea?



Below Average		Average	Above Average	
1	2	3	4	5
Proposed out of date ideas or methods that lack creativity.		Recognized when long standing methods or procedures were no longer effective and came up with new options.	Shared a fresh viewpoint and easily came up with innovative and creative methods or approaches.	

Uses time efficiently*

This measures the extent to which the candidate manages own time and delivers work on schedule.

Give me an example of a time when you had to finish a project with a tight deadline.

Situation: What did the project entail? Why were you working under a tight deadline?

Behavior: How did you ensure that you completed your work on time?

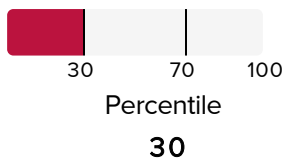
Outcome: Did you meet your deadline? What might you have done differently?

Tell me about a time when you misjudged the time needed to complete a project effectively.

Situation: What did the project entail? At which point did you realize there was a problem?

Behavior: What actions did you take to best manage your time?

Outcome: What was the outcome of the project? Did you deliver your work on time?



Below Average		Average	Above Average	
1	2	3	4	5
Did not manage time well, prioritize and deliver work on time.		Managed time well on a particular task, was able to prioritize to deliver work on time.	Demonstrated effective use of time management skills; delivered work on time to high quality standards.	

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 had to define quality standards for a project.

Situation: How did you define quality standards?

Behavior: How did you ensure that the quality standards were met? What did you do when you noticed a violation of quality standards?

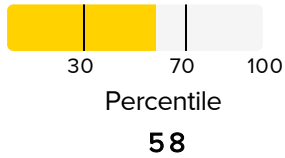
Outcome: How did defining quality standards help you achieve project objectives? Did you receive any feedback?

Tell me about a time when you had to compromise quality standards.

Situation: What was the situation? Why did you have to compromise the quality standards?

Behavior: What did you do to redress the issue?

Outcome: What was the result? What would you do differently next time to maintain high quality standards?



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

Adapts to change*

This measures the extent to which the candidate accepts and adapts to changes without difficulty.

Describe how you have handled any big changes in your business area during the past year or so.

Situation: What was the situation? Did the changes affect your team structure?

Behavior: How did you deal with the challenge?

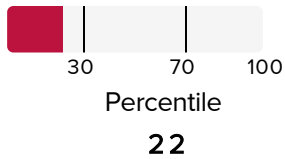
Outcome: What was the outcome of the way you handled the changes?

Give me an example of an emergency which you have needed to address quickly.

Situation: What was the situation? What was the timeframe for addressing the emergency?

Behavior: How did you deal with the emergency?

Outcome: How did the situation turn out? Were you successful?



Below Average		Average	Above Average	
1	2	3	4	5
Felt pressured when required to alter one's usual approach to work.		Adjusted well to change and maintained normal productivity at work.	Felt energized by change; adjusted easily to changes in the environment.	

Controls emotions*

This measures the extent to which the candidate keeps negative emotions under control.

Tell me about a time when your calmness and composure made a difference in getting something accomplished.

Situation: What made the situation frustrating?

Behavior: What specific actions did you take to keep your emotions under control?

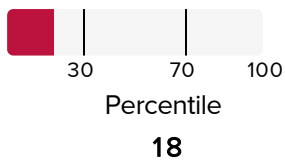
Outcome: What were the results of your actions?

Tell me about a time when you had to deal with a particularly upset or angry person.

Situation: Why was the person upset or angry?

Behavior: What actions did you take to calmly resolve the situation?

Outcome: If you were in a similar situation again, what would you do differently?



Below Average		Average	Above Average	
1	2	3	4	5
Was not able to effectively control emotions in stressful situations.		Controlled emotions when under stress but struggled to maintain the same level of productivity or focus.	Reacted calmly and confidently when faced with a crisis; did not let emotions affect productivity or focus.	