



Candidate Information

Candidate : Sample Candidate

Email : candidate_email@mail.com

Assessment Profile:

Project Name: Business Analyst - Professional 7.0

Completion Date: 01-25-2019

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.

Professional 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

99

✔ Recommended

Details

Professional Potential

This component measures the tendency to have potential for professional 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 the time you were most effective in putting your industry expertise to use to solve a business problem.

Situation: What problem did you face?

Behavior: What industry skills did you use? What methods did you use to apply this expertise?

Outcome: What impact did this have on the problem?

What do you do to ensure that your professional/technical knowledge is up to date and keeps you on the cutting edge of the industry?

Situation: How often do you update your knowledge?

Behavior: What do you do to ensure that others also obtain this knowledge? How do you use technical resources available to you in your organization?

Outcome: How do you learn about professional or technical developments?

Describe the best compliment or recognition you received for your understanding of the business and its customers.

Situation: What was the compliment or recognition you received? What was your understanding of the business and your customers that merited recognition?



Behavior: What did you do to learn about the industry's history and customers? What did you do to learn about potential competitors?

Outcome: What impact did this recognition have on your work?

Below Average		Average	Above Average	
1	2	3	4	5
Fails to consider and incorporate prior experience when facing new problems.		Draws upon prior experience when facing problems similar to ones encountered in the past.	Uses approaches and ideas used to solve past problems when faced with new problems, even if the problems are seemingly unrelated.	
Explores only the surface of his/her knowledge when identifying solutions to problems; stops looking at problems once the most obvious solution has been identified.		Searches knowledge and expertise for a different solution if the obvious one will not work.	Thoroughly probes and stretches his/her knowledge for the best solution; keeps looking for alternative solutions even after one or two obvious solutions have been identified.	
Does not take steps to keep industry knowledge up-to-date.		Will occasionally be involved in projects to keep industry knowledge up-to-date.	Continuously works to keep industry knowledge up-to-date.	
Has not received recognition for industry expertise.		Has received some recognition for industry expertise.	Has worked to receive recognition for his/her industry expertise.	

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?

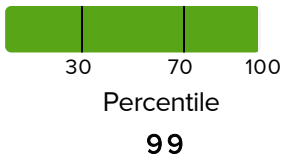
Describe an ambitious goal that you have met and the plan that you used to complete the goal.

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.	



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?

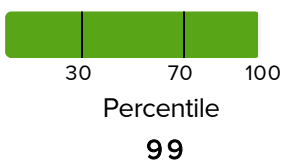
Outcome: How did your work change as a result of the accepting/not accepting the feedback?

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.

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?

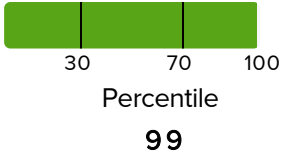
Describe a situation where you had to prioritize levels of a project and develop and follow a project plan.

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.	

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?

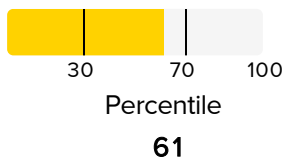
Tell me about a time when you established an effective working relationship with someone.

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.	



Analyzes 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?

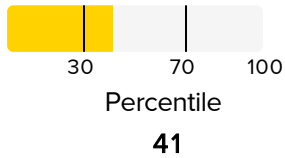
Outcome: What connections did you identify?

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?

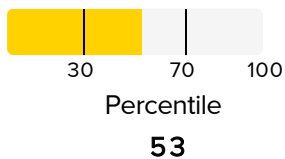
Outcome: Were you able to make a sound decision with the key points you found?

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?



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?

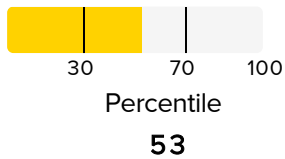
Outcome: What was the result of your effort?

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?

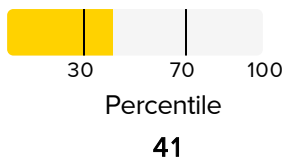
Outcome: Did you meet your deadline? What might you have done differently?

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?

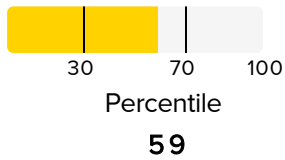
Outcome: How did defining quality standards help you achieve project objectives? Did you receive any feedback?

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?

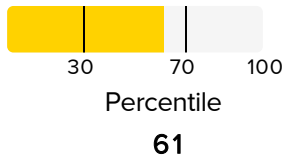
Outcome: What was the outcome of the way you handled the changes?

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.	

Copes with uncertainty*

This measures the extent to which the candidate is productive when roles and situations are not clearly defined.

Tell me about a time when you had to manage something new which prevented you from relying on past precedence/procedure.

Situation: What was the situation?

Behavior: What did you do when you realized you couldn't rely on usual procedures?

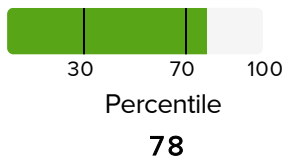
Outcome: What was the outcome? How do you plan to learn from this situation?

Describe a recent situation where you took on new duties.

Situation: What was the situation? What kind of new responsibilities were you facing?

Behavior: What specific actions did you take to deal with the new responsibilities?

Outcome: What was the outcome? How did this affect your approach to all of your responsibilities?



Below Average		Average	Above Average	
1	2	3	4	5
Was uncomfortable when there was a lack of clear information.		Was comfortable when there was a lack of unclear information; viewed uncertainty in a positive light.	Viewed uncertainty in the workplace as exciting; saw opportunities in times of ambiguity.	