

ITESTHUB · ADMINISTRATOR SJT - INTERVIEW REPORT

Administrator SJT

A report for

Sam Sample

Sam Sample

Completed 30/09/2026 · Report valid 12 months

Introduction

This report is confidential and is intended solely for the person responsible for assessing Sam Sample, who completed the Administrator SJT on 30/09/2026.

The test is designed to assess areas of critical importance for success in the role of an Administrator. The competencies assessed are defined below.

TEST SESSION

Recommended time: **15 minutes**

Time taken: **0 minutes, 0 seconds**

Norm group: —

Competencies assessed: **4**

Evidence-Based Interviewing

Interview Questions

Evidence-based interview questions, often referred to as behavioural interview questions, are designed to uncover specific examples of a candidate's past behaviour or experiences in order to predict their future behaviour and performance in a job. Instead of asking hypothetical or speculative questions, evidence-based questions delve into actual situations that the candidate has encountered, giving the interviewer concrete examples of how the candidate operates in various scenarios.

Typical evidence-based questions might begin with phrases like:

- "Tell me about a time when..."
- "Describe a situation where..."
- "Can you give an example of..."

How to Use Them

- **Focus on Competencies or Skills:** You should use the 4 Competencies defined by the Administrator SJT and 'collect evidence' from the interview of how the candidate has demonstrated them.
- **Utilise the Questions:** We have designed questions to elicit 'stories' or examples that demonstrate these competencies. You should only need to ask one full question set and you should allow 10-12 minutes for each.
- **Listen Actively:** When the candidate responds, listen carefully. Do not judge what is being said during the interview but aim to gather as much information as you can that relates to the behavioural indicators of each competency.
- **Probe Further:** Ask the 'probing' or follow-up questions to delve deeper.
- **Evaluate:** After the interview, evaluate the candidate's answers against the competencies provided. Look for patterns in behaviour, both positive and negative.

Benefits

- **Predictive Value:** Evidence-based questions are more predictive of a candidate's future performance than traditional interview questions because they focus on real past behaviour.
- **Fairness:** By standardising the questions based on desired competencies or behaviours, all candidates are measured against the same criteria, which can reduce bias.
- **Depth of Understanding:** These questions provide a deeper understanding of a candidate's experiences, how they think, and how they act in specific situations.
- **Gauge Cultural Fit:** Through real-life scenarios, interviewers can better judge if the candidate's behaviours align with the role or a company's culture.
- **Reduced Mis-Hires:** By gaining insight into actual past behaviours, employers can make more informed hiring decisions, potentially reducing the cost and disruption of mis-hires.

How To Use This Report

To get the most from your interview, it is worth familiarising yourself with three models: STAR Model, ORCE Model and our Rating Scale.

STAR Model

The structure of the interview questions provided are based on the STAR model. This encourages you to collect a complete example (i.e., beginning, middle and end). During the interview you may wish to ask some of your own probing questions, and we recommend using this model as a guide, as it will help you create effective questions.

Typical STAR questions:

- **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. This helps establish whether the candidate possesses the competencies or skills you are looking for.

ORCE Model

The ORCE model is a systematic approach to assess behaviours, especially used in the context of evidenced-based interviewing. The acronym stands for Observe, Record, Classify, and Evaluate. Here's a brief overview of how to use each step:

Step	Purpose	How to
Observe	Actively listen and watch for non-verbal cues as candidates share their experiences and examples.	During the interview, focus intently on the candidate's answers, noting not only what is said but how it's communicated. Pay attention to body language, tone, and other non-verbal cues that might give deeper insights into the candidate's experiences and emotions. This can help you know when to ask probing questions.
Record	Document candidates' responses to evidence-based questions for later analysis.	Use structured note-taking techniques to jot down key points or standout comments from the candidate. This could involve using a standardised form or digital tool where interviewers can quickly note down candidate examples, results, and other pertinent details.
Classify	Group the documented responses into categories that align with the competencies or skills you're assessing.	After the interview, review your notes and categorise the candidate's behaviours or actions based on the competencies in question.
Evaluate	Determine the candidate's suitability for the role based on their responses, matched against the desired competencies or behaviours.	Reflect on the classified responses in comparison with what is desired or expected for the role. Rate the candidate's evidence against predefined criteria or rating scale provided. This step helps interviewers make objective assessments and reduces the risk of personal biases affecting the hiring decision.

Rating Scale

The Rating Scale below can be used to evaluate an individual's responses to the evidence-based questions. During the interview you should aim to establish a pattern of positive and 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. This is only done when the interview is completed.

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)

In the context of evidence-based interviews, the STAR and ORCE models provide a systematic approach to assess a candidate's potential fit for a position. By observing behaviours through past experiences, recording pertinent details, classifying them under relevant competencies, and evaluating against role requirements, interviewers can make more informed and objective hiring decisions.

Administrator Competencies

Relating to Others

Working with others in order to maximise outcomes.

- Is a positive influence on others, helping to maximise team effectiveness
 - Is collaborative within and across teams (i.e., contributes fully, being as inclusive as possible)
 - Communicates clearly and effectively (when speaking and in writing)
 - Negotiate fluently and calmly with others
-

Customer Service

Understanding and establishing customer' needs.

- Demonstrates ability to listen and respond sensitively to customers
 - Gathers sufficient information to weigh options appropriately
 - Analyses risks, benefits, and opportunities appropriately to draw valid conclusions
 - Prioritises customer needs, esp. when dealing with unexpected events/situations
-

Achieving Outcomes

Routinely providing high-quality outcomes / service.

- Has an effective system for monitoring progress in meeting or exceeding customer expectations
 - Is proactive and flexible in management of tasks
 - Demonstrates ability to remain calm and positive, esp. under pressure
 - Follows best practice and procedures in the pursuit of desired outcomes
-

Professional Credibility

Demonstrating a genuine commitment to company standards and best practice.

- Demonstrating genuine, visible commitment to company values, goals and priorities.
- Being respectful of others (i.e., knowledge, expertise, opinions etc.).
- Being open and honest about own strengths and development needs (i.e., acknowledging own limitations, errors, and misjudgements etc.).
- Welcoming constructive challenge, recognising the need to keep learning.

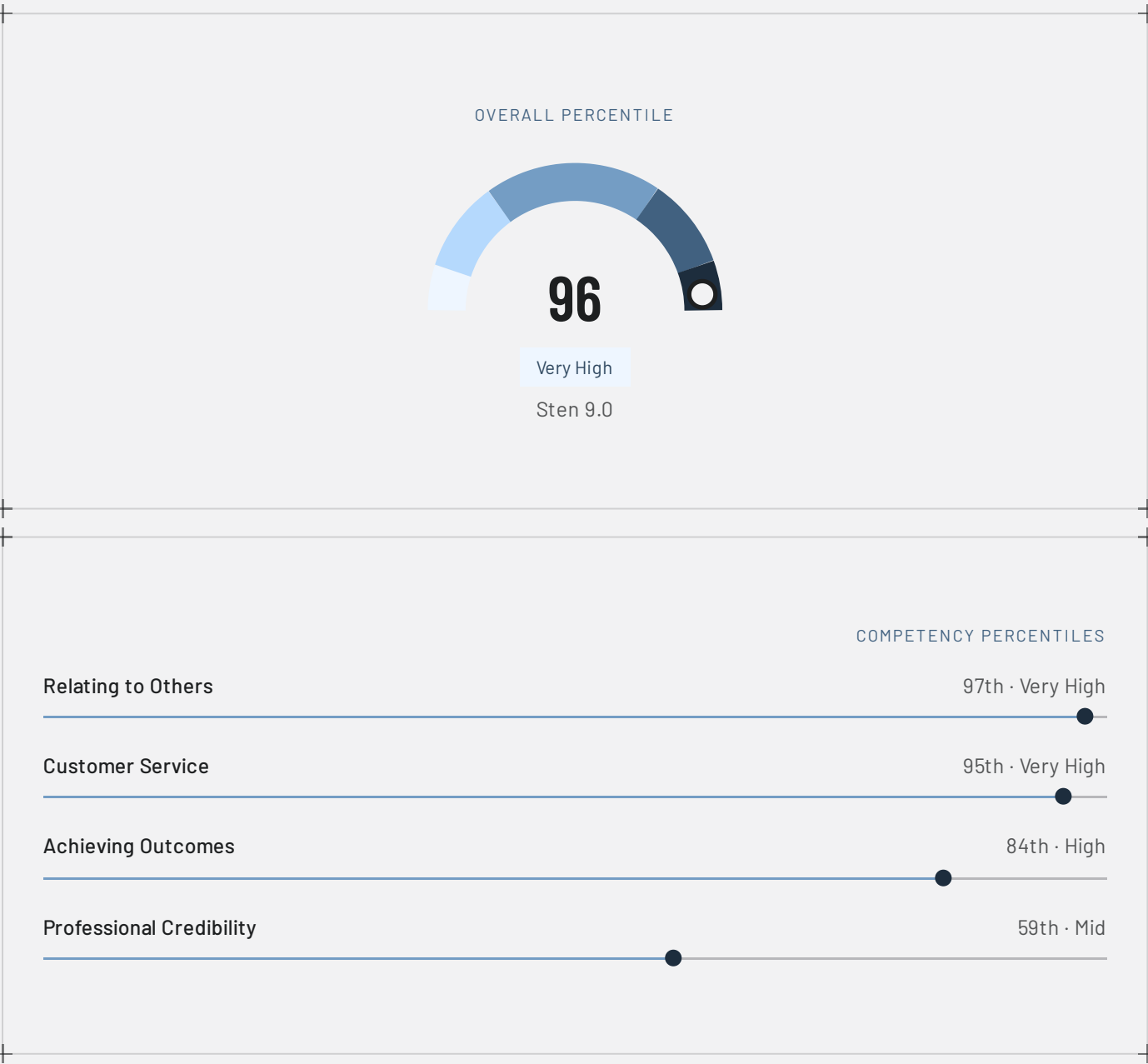
Results

Sam's overall result on the Administrator SJT, then a percentile and band for each competency assessed. The key below explains what these mean.

Interpreting scores

Scores on Administrator SJT are calculated by comparing an individual's score with a large group of people (norm group) who have also completed the same test. These are expressed as 'percentiles' – use the key below to benchmark Sam's overall result.

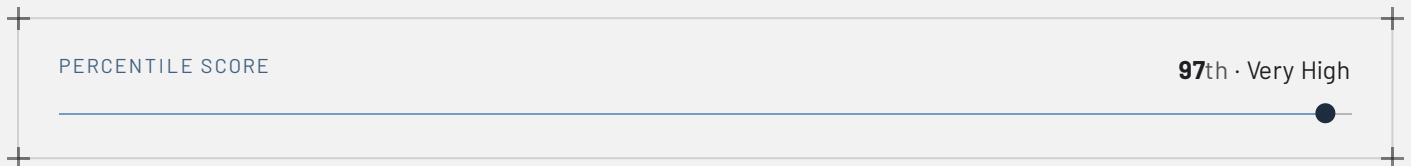
Very Low	Low	Mid	High	Very High
1-10%ile	11-30%ile	31-69%ile	70-89%ile	90-100%ile ▲



Relating to Others

Working with others in order to maximise outcomes.

- Is a positive influence on others, helping to maximise team effectiveness
- Is collaborative within and across teams (i.e., contributes fully, being as inclusive as possible)
- Communicates clearly and effectively (when speaking and in writing)
- Negotiate fluently and calmly with others



The responses suggest:

- Carefully considers other's needs when communicating, proactively providing clarity and reassurance.
- Mindfully and sensitively act to improve relationships with individuals who can be difficult to get along with.
- Proactively open dialogue with colleagues and others to understand their perspectives before giving advice.
- Collaborate with people, using tact and consideration of their feelings, to skilfully encourage stronger team performance.

The questions below are designed for interviewers to explore the results in more detail.

1. Describe a time when you built a strong rapport with an individual.

- What was the situation and context in which you needed to build rapport? [Situation & Task]
- What actions did you take to establish and strengthen the rapport? How did you ensure the rapport was mutually beneficial? What challenges did you encounter in building this rapport? How did you address them? [Action]
- What was the result of building this rapport? How did the experience influence your approach to building relationships? [Result]

2. Describe how you have built a relationship with a challenging customer or individual.

- What was the situation that made the relationship challenging? [Situation & Task]
- How did you approach building the relationship with this individual? What specific strategies did you use to overcome the challenges? How did you adapt your communication style or approach? [Action]
- What was the outcome of your efforts to build the relationship? What did you learn from this experience that you apply in similar situations? [Result]

3. Give me an example of when you have had to negotiate with a customer or individual.

- What was the situation that required negotiation? [Situation & Task]
- How did you prepare for the negotiation? What negotiation tactics did you use during the process? How did you ensure a fair outcome for both parties? [Action]
- What was the result of the negotiation? How has this negotiation experience influenced your future interactions? [Result]

4. Describe qualities and/or skills that you could learn from others that would help you connect or work more effectively with people.

- What specific qualities or skills have you observed in others that you admire? [Situation & Task]
- How do you think these qualities or skills could enhance your ability to connect with others? What steps could you take to develop these qualities or skills in yourself? What challenges do you anticipate in adopting these qualities or skills? [Action]
- What impact do you think adopting these qualities or skills would have on your work relationships? How would these improvements benefit your overall effectiveness in working with people? [Result]

EVIDENCE AND RATING

Rating

Note the evidence you gather against this competency's behavioural indicators, then give one weighted rating using the scale on the guidance page.

Customer Service

Understanding and establishing customer' needs.

- Demonstrates ability to listen and respond sensitively to customers
- Gathers sufficient information to weigh options appropriately
- Analyses risks, benefits, and opportunities appropriately to draw valid conclusions
- Prioritises customer needs, esp. when dealing with unexpected events/situations

PERCENTILE SCORE

95th · Very High

The responses suggest:

- Sensitively handles customer complaints and takes personal responsibility to ensure any issues are swiftly resolved.
- Carefully utilises all available resources to ensure an efficient and high quality service is provided.
- Efficiently establishes key information from customers, quickly escalating issues when it is clear they cannot provide the level of support needed.
- Works closely and carefully with customers to build a full understanding of problems and the potential solutions.

The questions below are designed for interviewers to explore the results in more detail.

1. Give me an example of a decision you have made where you had to consider a range of possible alternatives or options first.

- What was the situation and context in which you needed to make the decision? [Situation & Task]
- What actions did you take to evaluate the alternatives? How did you decide which option was the best? What challenges did you encounter during the decision-making process, and how did you address them? [Action]
- What was the result of your decision? How did considering multiple options influence the outcome? [Result]

2. Tell me about a time when you have sought feedback from different people before making a decision.

- What was the situation and context in which you sought feedback before making a decision? [Situation & Task]
- How did you approach gathering feedback? From whom did you seek feedback, and why? What challenges did you face in incorporating this feedback? [Action]
- What was the result of your decision after considering the feedback? How did the feedback impact the outcome? [Result]

3. Describe a time when you helped a customer solve a complex issue.

- What was the complex issue the customer faced, and what was your role in resolving it? [Situation & Task]
- What actions did you take to understand and address the issue? What challenges did you encounter, and how did you overcome them? [Action]
- What was the outcome for the customer? How did your solution impact them? [Result]

4. Tell me about a time when a customer presented you with a problem you knew little about.

- What was the problem presented by the customer, and why was it unfamiliar to you? [Situation & Task]
- How did you go about understanding and addressing the problem? What resources or strategies did you use to find a solution? [Action]
- What was the outcome of the situation? How did you manage the customer's expectations? [Result]

EVIDENCE AND RATING

Rating ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Note the evidence you gather against this competency's behavioural indicators, then give one weighted rating using the scale on the guidance page.

Achieving Outcomes

Routinely providing high-quality outcomes / service.

- Has an effective system for monitoring progress in meeting or exceeding customer expectations
- Is proactive and flexible in management of tasks
- Demonstrates ability to remain calm and positive, esp. under pressure
- Follows best practice and procedures in the pursuit of desired outcomes



The responses suggest:

- Consistently upholds organisational policies and principles, even when under pressure to do otherwise.
- Balances taking the initiative with acting with authorisation, finding pragmatic solutions to urgent problems.
- Brings issues to light and talks through options to find an effective solution.
- Prioritises activity and formulates plans to ensure the timely delivery of tasks.

The questions below are designed for interviewers to explore the results in more detail.

1. Describe a routine task that you have to complete.

- What is the routine task? What is its significance in your role? [Situation & Task]
- What steps do you take to ensure the task is routinely completed efficiently and accurately? What challenges do you face while performing this task? How do you overcome them? [Action]
- What are the outcomes or results of completing this task well? How does it impact your overall performance or the team's objectives? [Result]

2. Tell me about a time when you had to improve your performance.

- What was the situation that required you to improve your performance? [Situation & Task]
- What steps did you take to identify areas for improvement and implement changes? How did you monitor your progress? [Action]
- What was the result of your efforts to improve? How did this experience affect your future performance? [Result]

3. Give me an example of when you had to work efficiently under pressure.

- What was the situation that put you under pressure? Why was it important to work efficiently? [Situation & Task]
- What actions did you take to manage your time and resources effectively? How did you handle the pressure? [Action]
- What was the outcome of your efforts? How did you and others benefit from your ability to work under pressure? [Result]

4. Describe a situation when you dealt with an unhappy customer.

- Why was the customer unhappy? What did they want you to do? [Situation & Task]
- How did you address the customer's concerns and attempt to resolve the situation? What actions did you take to ensure a positive outcome? [Action]
- What was the result of your efforts? How did you ensure the customer left satisfied or that their concerns were addressed? [Result]

EVIDENCE AND RATING

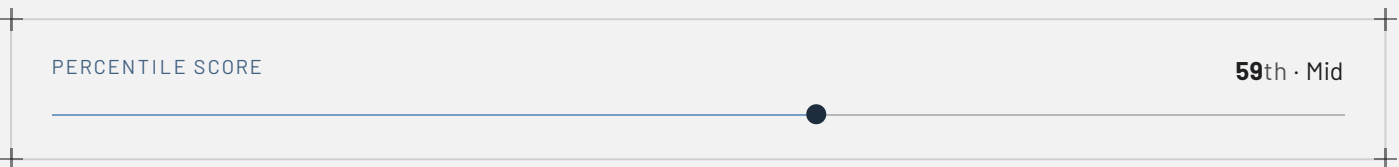
Rating

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Professional Credibility

Demonstrating a genuine commitment to company standards and best practice.

- Demonstrating genuine, visible commitment to company values, goals and priorities.
- Being respectful of others (i.e., knowledge, expertise, opinions etc.).
- Being open and honest about own strengths and development needs (i.e., acknowledging own limitations, errors, and misjudgements etc.).
- Welcoming constructive challenge, recognising the need to keep learning.



The responses suggest:

- Is supportive, investing their time to help others find solutions to challenges.
- Demonstrates appropriate care and attention to ensure their work is completed to a high standard.
- Acknowledges own mistakes, ensuring errors can be appropriately resolved.
- Welcomes opportunities to learn and develop, accepting feedback as an opportunity to improve.

The questions below are designed for interviewers to explore the results in more detail.

1. Tell me about a time when you took it upon yourself to resolve an issue that wasn't your responsibility.

- What was the situation and the issue that you decided to resolve? [Situation & Task]
- How did you approach resolving this issue? What steps did you take? [Action]
- What was the outcome of resolving this issue? [Result]

2. Share an example of how you maintain quality in your work.

- What was the piece of work? What was the quality standard you aimed for? [Situation & Task]
- How did you ensure that the quality was maintained? [Action]
- What was the result of your efforts to maintain quality? [Result]

3. Describe when you last made a mistake in your work.

- What was the mistake? What was the situation in which it occurred? [Situation & Task]
- How did you handle the mistake? What steps did you take to fix it? [Action]
- What was the outcome after you addressed the mistake? [Result]

4. Tell me about a time when you observed behaviour you felt was inappropriate.

- What was the situation? What kind of behaviour did you observe? [Situation & Task]
- How did you respond in that moment? What did you do next, and why? [Action]
- What was the outcome of the situation? How did your response affect the outcome? [Result]

EVIDENCE AND RATING

Rating

Note the evidence you gather against this competency's behavioural indicators, then give one weighted rating using the scale on the guidance page.
