

ITESTHUB · CUSTOMER SERVICE RETAIL SJT - INTERVIEW REPORT

# Customer Service Retail SJT

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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 Customer Service Retail SJT on 30/09/2026.

The test is designed to assess areas of critical importance for success in the role of a Customer Service Advisor. 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 Customer Service Retail 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                                                                                                                                                                                                                                                                                                                        |
|-----------------|--------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Observe</b>  | 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. |
| <b>Record</b>   | 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.                                                         |
| <b>Classify</b> | 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.                                                                                                                                                                                            |
| <b>Evaluate</b> | 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.

# Customer Service Competencies

## Collaborating

Supports and encourages others in an effort to maximise team performance.

- Supports others, in an effort to maximise performance
  - Engages with others through a clear sense of shared priorities
  - Encourages team input to jointly solve problems and resolve potential conflicts
  - Is collaborative within and across teams (i.e., contributes fully, being as inclusive as possible)
- 

## Communicating

Communicates clearly and convincingly with others, especially customers.

- Listens carefully and with interest
  - Communicates in a way that is clear, precise, and relevant to the situation
  - Encourages two-way dialogue, inviting input and comments
  - Negotiates fluently and calmly with others, especially customers
- 

## Understanding Customer Needs

Carefully builds an understanding of customer needs and priorities.

- Builds an effective understanding of company products and services
  - Demonstrates ability to listen and respond sensitively to customers
  - Seeks pertinent information about customer' needs and priorities as needed
  - Shares relevant information about products and services with customers as needed
- 

## Dealing with Challenges

Effectively manages challenging situations and difficult individuals.

- Demonstrates ability to remain calm and positive, esp. under pressure
- Effectively manages own performance/health (incl. coping strategies)
- Deals effectively with challenging situations and/or individuals, especially customers
- Copes effectively with ambiguity and pressure to deliver

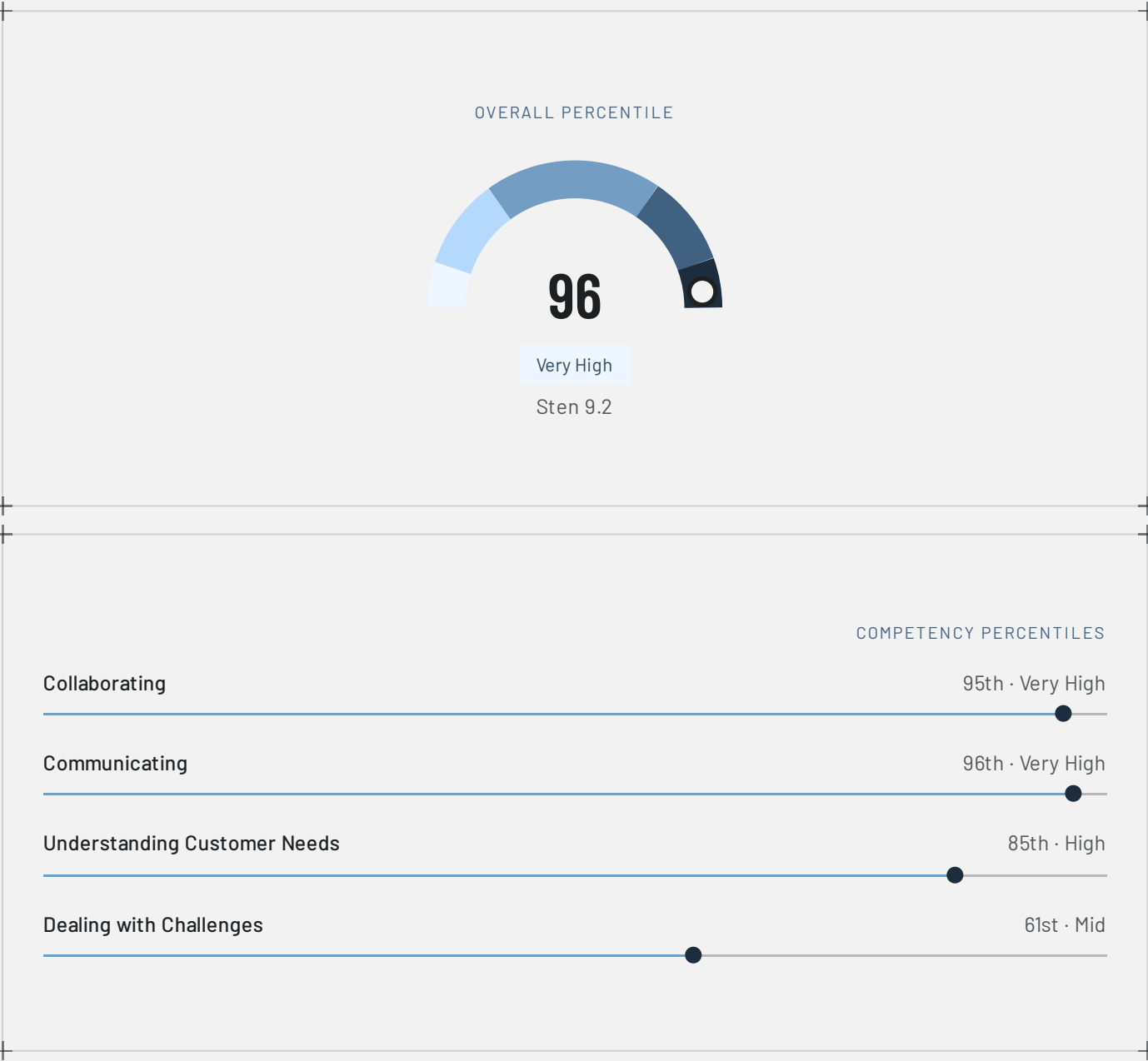
# Results

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

## Interpreting scores

Scores on Customer Service Retail 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.

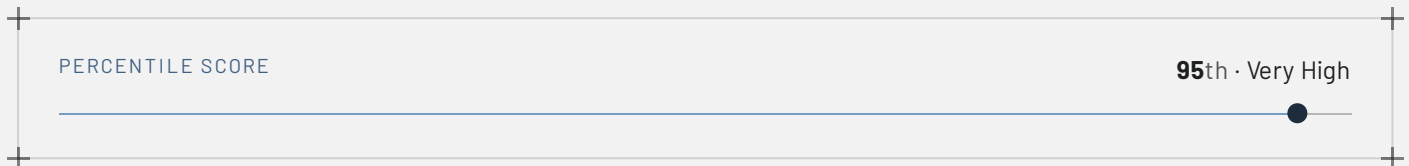
| Very Low | Low       | Mid       | High      | Very High       |
|----------|-----------|-----------|-----------|-----------------|
| 1-10%ile | 11-30%ile | 31-69%ile | 70-89%ile | 90-100%ile<br>▲ |



## Collaborating

Supports and encourages others in an effort to maximise team performance.

- Supports others, in an effort to maximise performance
- Engages with others through a clear sense of shared priorities
- Encourages team input to jointly solve problems and resolve potential conflicts
- Is collaborative within and across teams (i.e., contributes fully, being as inclusive as possible)



The responses suggest:

- Actively enhances colleagues' performance by providing constructive feedback.
- Demonstrates genuine concern for colleagues and proactively seeks ways to offer support.
- Effectively encourages team members to embrace change by thoughtfully persuading them.
- Strives to fully understand the context of situations, maintaining an open-minded and non-judgemental approach.

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

### 1. Tell me about a time when you provided helpful feedback to another person.

- What was the situation? Who was the recipient? [Situation & Task]
- How did you approach delivering the feedback? What steps did you take to ensure it was constructive and well-received? [Action]
- What was the outcome of the feedback? How did it impact the recipient's performance or behaviour? [Result]

### 2. Give me an example of when you supported a colleague.

- What was the situation? Why did you think they required support? [Situation & Task]
- How did you provide the necessary support? What actions did you take to ensure your colleague felt supported? [Action]
- What was the outcome of your support? How did it benefit your colleague and the overall work environment? [Result]

### 3. Tell me about a time when people had different points of view, and you needed to build consensus.

- What was the situation in which people had differing opinions? Why was consensus important? [Situation & Task]
- How did you approach building consensus? How did you bring people together? [Action]
- What was the result of your efforts to build consensus? How did it impact the group's decision or project? [Result]

### 4. Describe a time when you have collaborated with others to achieve a goal.

- What was the goal you were working towards? Who were the people involved? [Situation & Task]
- How did you collaborate with others to achieve the goal? What specific actions did you take to ensure effective teamwork? [Action]
- What was the outcome of the collaboration? How did it impact the achievement of the goal? [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.

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## Communicating

Communicates clearly and convincingly with others, especially customers.

- Listens carefully and with interest
- Communicates in a way that is clear, precise, and relevant to the situation
- Encourages two-way dialogue, inviting input and comments
- Negotiates fluently and calmly with others, especially customers

PERCENTILE SCORE

96th · Very High

The responses suggest:

- Communicates fluently to ensure customers clearly understand key details.
- Listens attentively to customers, discerning when to provide information and when to allow them space.
- Approaches challenging customer situations with sensitivity, especially during challenging discussions.
- Negotiates and communicates carefully when dealing with angry or frustrated customers.

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

### 1. Describe a time when you have tailored the way you communicate to better suit a customer or individual.

- What was the situation? Why did you to adapt your communication style? [Situation & Task]
- How did you tailor your communication to better suit the customer's or individual's needs? What specific actions did you take? [Action]
- What was the outcome of this tailored communication? How did it impact your interaction or the overall result? [Result]

### 2. Tell me about a time when you have communicated just the right level of information to a customer or individual.

- What was the situation? What information were you communicating? [Situation & Task]
- How did you determine the appropriate level of information to share? What steps did you take to ensure clarity and relevance? [Action]
- What was the result of your communication? How did it affect the customer's or individual's understanding or decision-making? [Result]

### 3. Give me an example of when you have needed to be patient in the way you communicate.

- What was the situation? Why was patience necessary? [Situation & Task]
- How did you demonstrate patience in your communication? What specific actions did you take to maintain calm and understanding? [Action]
- What was the outcome of this approach? How did your patience affect the interaction or the final outcome? [Result]

### 4. Tell me about a time when you needed to communicate detailed information clearly and precisely.

- What was the situation? What information were you communicating? [Situation & Task]
- How did you ensure that the information was communicated effectively? How did you avoid misunderstandings? [Action]
- What was the outcome of your communication? How did it impact the recipient's understanding or actions? [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.

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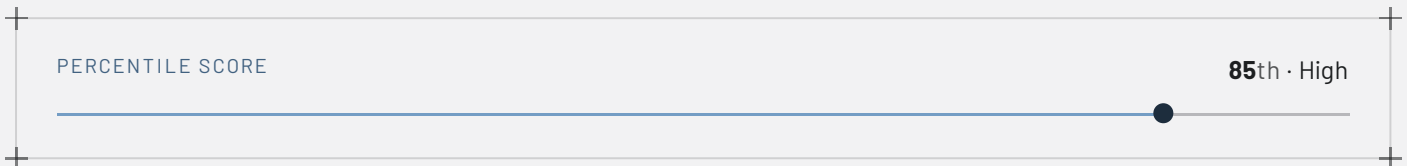


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## Understanding Customer Needs

Carefully builds an understanding of customer needs and priorities.

- Builds an effective understanding of company products and services
- Demonstrates ability to listen and respond sensitively to customers
- Seeks pertinent information about customer' needs and priorities as needed
- Shares relevant information about products and services with customers as needed



The responses suggest:

- Ensures customers receive a comprehensive understanding by combining personal expertise with insights from more experienced colleagues.
- Identifies when customers prefer quick service over detailed discussions and adapts responses to meet their expectations.
- Takes decisive action to implement meaningful improvements.
- Listens to customer feedback and responds with thoughtful and appropriate 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? Why did you consider various alternatives or options? [Situation & Task]
- How did you identify and evaluate the different options available to you? What criteria did you use to make your final decision? How did you decide which option was the best? [Action]
- What was the outcome of your decision? How did considering multiple options influence the result? [Result]

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

- What was the situation that led you to seek feedback before making a decision? [Situation & Task]
- How did you approach gathering feedback from others? Who did you consult and why? How did you incorporate the feedback into your decision-making process? [Action]
- What was the outcome of the decision you made after gathering feedback? How did the feedback impact your decision? [Result]

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

- What was the complex issue the customer was facing? [Situation & Task]
- How did you approach understanding and diagnosing the issue? What specific steps did you take to resolve the issue? [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 the customer presented to you? Why was it unfamiliar? [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.

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## Dealing with Challenges

Effectively manages challenging situations and difficult individuals.

- Demonstrates ability to remain calm and positive, esp. under pressure
- Effectively manages own performance/health (incl. coping strategies)
- Deals effectively with challenging situations and/or individuals, especially customers
- Copes effectively with ambiguity and pressure to deliver



The responses suggest:

- Evaluates different options under pressure, considering various perspectives to make well-rounded decisions.
- Maintains composure and a calm demeanour when faced with high-pressure situations.
- Effectively prioritises tasks, balancing multiple requests with clarity and focus.
- Confidently addresses challenging customer interactions, handling them independently or in collaboration with colleagues as needed.

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

### 1. Describe a time when you had to deal with a challenging customer, without the support of others.

- What did the customer want? What made the customer challenging for you? [Situation & Task]
- What actions did you take to manage and resolve the situation? What strategies did you use to stay composed and effective? [Action]
- What was the outcome of the call? How did handling it independently impact your confidence or skills? [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

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

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