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|---------------------------------------|---------------------------------------------------------------|
| NAME: Tonia Meyer | ORGANIZATION NAME: Pratt Regional Medical Center |
| DATE/TIME: 03/27/2016 08:03 PM | SCORING FORMULA: Administrative/Clerical - External AC |
| ELAPSED: 40m 46s | STRUCTURED INTERVIEW: Administrative/Clerical |
| SURVEY VERSION: V | APPLICANT ID: 15458428 |

"CONFIDENCE-IN-RESULTS" SCALE

OK ☒

CAUTION ☐

This applicant responded to questions in a consistent manner. It appears they were paying attention and able to read the survey.

"INFLATED RESPONSE" SCALE

OK ☒

CAUTION ☐

This applicant responded to questions in a forthright, realistic manner.

JOB FIT INDICES - Administrative/Clerical

When scores are in the 1-2 range the applicant should be pursued with a considerable degree of caution (providing the index is job relevant).

LOW

1 2

AVERAGE

3 4 5 6 7 8

HIGH

9 10

JOB PERFORMANCE INDEX

The higher an individual scores on this index, the more likely they are to be rated as a "top performer" within this Job Family.

RETENTION INDEX

The higher an individual scores on this index, the more likely they are to be committed to the organization, and less likely than their coworkers to leave the organization.

SERVICE EXCELLENCE INDEX

The higher an individual scores on this index, the more likely they are to be rated as a "top service provider" within this Job Family.



This report is confidential and should never be shown to the applicant.

SERVICE & VALUES SCALES

The following scales and service attributes have been identified as important factors contributing to successful job performance. Scores in the "low" range (score 1-2.5) indicate a POTENTIAL problem area. Custom-written interview questions are provided to determine if the applicant's "fit" is in alignment with job and organizational requirements.

| Administrative/Clerical Norms | LOW SCORES | LOW | | | AVERAGE | | | | | HIGH | | HIGH SCORES |
|--------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------|-----|---|---|---------|---|---|---|---|------|----|-------------------------------------------------------------------------------|
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | |
| Work Ethic/Attendance Conscientious, hard working and dependable. | Lacks ambition requires direction, poor attendance. | | | | | | | | | | | Self motivated, believes in hard work and good attendance. |
| Energy Maintains a high level of activity. | Slow work pace, minimal work effort. | | | | | | | | | | | Helps others and seeks additional work. |
| Teamwork Works closely with others and reinforces the contributions of others. | Avoids team settings. Frequent conflicts with others. | | | | | | | | | | | Team oriented. Works with others to achieve goals. |
| Customer Focus Warm friendly demeanor. Enjoys personal contact with customers. | Ignores or avoids request for service. Sees customers as an imposition. | | | | | | | | | | | Responds to needs of others. Satisfies patients and families. |
| Compassion Genuine desire to help and assist others. | Cold and distant. Impatient. | | | | | | | | | | | Genuine concern for patients. Sympathetic and patient. |
| Flexibility/Adaptability Ability to adjust to changes in priorities, demands and procedures. | Resists change. Complains when asked to adjust priorities. | | | | | | | | | | | Quickly adjusts to change. Flexible to changes in priorities and demands. |
| Multi-Tasking Ability to manage multiple tasks simultaneously. | Frustrated by multiple demands. Focuses on one thing at a time. | | | | | | | | | | | Easily manage multiple demands and activities. |
| Valuing Diversity Accepts and embraces differences among people. | Intolerant/critical of others. Has difficulty with others that are "different." | | | | | | | | | | | Relates well with others different from self (varied race, gender, age, etc). |
| Openness to Learning Willingness to update and improve job related skills and knowledge. | Avoids training opportunities. Resists new methods. | | | | | | | | | | | Embraces training. Updates skills on own. |

JOB PREVIEW MATRIX

| Review the job requirements. Probe requirements where an applicant has expressed "reluctance" or "refusal." Refer to the Interviewer's Toolkit for specific follow-up questions. | REFUSAL | RELUCTANT | WILLING | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|-------------|----------------|---------------------------|--------------|
| | I WILL NOT: | RATHER NOT: | NOT 1ST CHOICE | DOESN'T MAKE A DIFFERENCE | I PREFER TO: |
| Work on-call (available to work as needed) | | | X | | |
| Work around people with contagious diseases | | | | X | |
| Work on holidays | | | | X | |
| Work evenings (2nd shift) | | | | X | |
| Work nights (3rd shift) | | X | | | |
| Work a 12-hour shift | | | X | | |
| Work weekends | | | X | | |
| Deal with body fluids and blood | | | | X | |

STRUCTURED BEHAVIORAL-BASED INTERVIEW GUIDE

| Staff Assessment Structured Selection Process - AN OVERVIEW | | | | |
|-------------------------------------------------------------|---------------------------------------------------------|------------------------------------------------------------------------------------------------|---------------------------------------------------------------------|-------------------------------------------------------------------------------------------|
| STEP 1. JOB FIT INDICES | STEP 2. JOB PREVIEW MATRIX | STEP 3. SERVICE AND VALUES SCALES | STEP 4. STRUCTURED INTERVIEW | STEP 5. SUMMARY EVALUATION |
| Check for “caution” scores on page 1. | Probe “reluctant” and/or “refusal” responses on page 2. | Use custom written questions to probe “low scores” in greater detail (when applicable) page 4. | Use this guide to conduct a structured, behavioral-based interview. | Use this matrix to compile the information for your final decision (last page of report). |

STRUCTURED INTERVIEW

The structured interview guide utilizes behavioral-based interview questions to assess previous job behaviors/performance. Research demonstrates past performance is an excellent predictor of future, on-the-job performance. Each question is likely to take five minutes. Give the applicant plenty of time to recall specific situations. Use the “probes” to clarify and pursue specific details.

Preparation (Before the Applicant arrives)

- ☐ Coordinate time, place and roles with interviewers
- ☐ Prepare the interview room and prevent interruptions (e.g. phone calls)
- ☐ Review the applicant’s resumé/application
- ☐ Review the Staff Assessment Feedback Report and review the custom and structured questions

Opening the Interview Session

- ☐ Greet the applicant - try to put them at ease
- ☐ Introduce the interviewer(s) along with their position in the organization
- ☐ Explain the purpose of the interview
 - To gather information to enable the organization to make a fair decision
 - To help the applicant understand the organization and the position
- ☐ Inform the applicant you’ll be taking notes

SAMPLE INTRODUCTORY OPENING

“I am going to ask you a number of questions. Some questions may ask you to tell about an actual experience you’ve had. Others may ask you about your education or some specific skill or knowledge. The purpose of the interview is to gather information and assist in making a fair decision. We also want to help you better understand our organization and this position. I’ll be taking notes during our interview. Do you have any questions before we get started?”

Conducting the Body of the Interview

- ☐ Stick to the structured format provided
- ☐ Read the questions provided (do not paraphrase)
- ☐ Use probes to ensure complete understanding of the response
- ☐ Remember to take notes
- ☐ Provide the applicant with a realistic preview of the job requirements and your selection process

Following the Interview

- ☐ Review and complete notes
- ☐ Evaluate the applicant on factors and fit
- ☐ Reach consensus with other interviewers and make final decision

Additional information is available in the Interviewer’s Toolkit.

Structured Interview Guide - Administrative/Clerical

The following questions are targeted for Administrative/Clerical related positions. Use this guide to conduct a structured interview.

You may opt to open the interview with a more general question, if desired. For example:

What led you to apply for this position?

- What are the 3 most important things you're looking for in your current job search?
- What do you consider to be the most important attributes of a _____?
- Describe a time you've displayed those attributes.

Teamwork

Please describe the most recent thing you have done at work that demonstrated your willingness to work cooperatively with others.

- What was the situation?
- What did you do that demonstrated your cooperation?
- What motivated you to do this?

RED FLAG:

- ☐ Avoids team-related assignments.
- ☐ Prefers to work independently.
- ☐ Prefers to make their own decisions rather than gather input and consensus from a team.
- ☐ Prefers to take credit for their own work accomplishments rather than share the accomplishment in a team format.

LISTEN FOR:

- ☐ Is comfortable and enthusiastic working as a team member.
- ☐ Supports other team members' efforts and praises their contributions.
- ☐ Is comfortable with team decision-making processes.
- ☐ Actively contributes to the team effort.

Notes

Marginal

(Bottom 20% of Candidates)

☐ ☐ 1 Point

Fair

☐ ☐ 2 Points

Satisfactory

☐ ☐ 3 Points

Very Good

☐ ☐ 4 Points

Optimal

(Top 20% of Candidates)

☐ ☐ 5 Points

Emotional Evenness

When you are faced with a very high workload, it can be challenging to remain calm. Tell me about a time when you felt overwhelmed at work but were still able to remain calm.

- Why did that situation make you feel overwhelmed?
- What did you do to remain calm? Why?
- What was the outcome?
- What did you learn from this experience?

RED FLAG:

- ☐ Situation did not appear to be that challenging.
- ☐ Actions taken did not appear to be effective.
- ☐ Offers few alternative actions.
- ☐ Demonstrates little to no learning from experience.

LISTEN FOR:

- ☐ Provides a very challenging situation.
- ☐ Actions taken are highly effective.
- ☐ Offers several alternative actions.
- ☐ Demonstrates considerable learning from experience.

Notes

Marginal

(Bottom 20% of Candidates)

☐ ☐ 1 Point

Fair

☐ ☐ 2 Points

Satisfactory

☐ ☐ 3 Points

Very Good

☐ ☐ 4 Points

Optimal

(Top 20% of Candidates)

☐ ☐ 5 Points

Structured Interview Guide - Administrative/Clerical

Work Ethic

Provide two examples of things you've done in previous jobs that demonstrate your willingness to work hard.

- How hard do you work, compared to your co-workers?
- Provide an example that demonstrates your comparison.
- How would your last supervisor rate your work ethic?
- Provide an example of why your supervisor would rate you in that manner.

RED FLAG:

- ☐ Does not overextend themselves on the job.
- ☐ Has difficulty articulating examples of going "above-and-beyond."
- ☐ Reluctant to work overtime.
- ☐ Requires ongoing guidance or oversight.

LISTEN FOR:

- ☐ Demonstrates willingness to work additional hours.
- ☐ Believes in a full day's work for pay received.
- ☐ Follows through on their commitments and deadlines.
- ☐ Maintains a positive and punctual attendance record.

Notes

| Marginal <small>(Bottom 20% of Candidates)</small> | Fair | Satisfactory | Very Good | Optimal <small>(Top 20% of Candidates)</small> |
|-----------------------------------------------------------|------------------------------------------------------------|------------------------------------------------------------|------------------------------------------------------------|------------------------------------------------------------|
| <input type="checkbox"/> <input type="checkbox"/> 1 Point | <input type="checkbox"/> <input type="checkbox"/> 2 Points | <input type="checkbox"/> <input type="checkbox"/> 3 Points | <input type="checkbox"/> <input type="checkbox"/> 4 Points | <input type="checkbox"/> <input type="checkbox"/> 5 Points |

Flexibility/Adaptability

Suppose your supervisor asked you to do work that was clearly outside of your normal job duties. How would you handle the situation?

- Why would you handle the situation in that way?
- In deciding how to respond, what factors or criteria would you consider?
- At what point would you consider the request to be unacceptable?
- In what ways, if any, would you expect to be compensated or rewarded for this additional work?

RED FLAG:

- ☐ Reluctant to perform tasks outside of job description.
- ☐ Is inflexible and reluctant to accept change, particularly if it affects them personally.
- ☐ Unwilling to help others.

LISTEN FOR:

- ☐ Willing to work outside job description or work assignment (vs. "not my job").
- ☐ Willing to "go the extra mile" (extra time and effort) to get things done.
- ☐ Seeks out tasks outside their job description.

Notes

| Marginal <small>(Bottom 20% of Candidates)</small> | Fair | Satisfactory | Very Good | Optimal <small>(Top 20% of Candidates)</small> |
|-----------------------------------------------------------|------------------------------------------------------------|------------------------------------------------------------|------------------------------------------------------------|------------------------------------------------------------|
| <input type="checkbox"/> <input type="checkbox"/> 1 Point | <input type="checkbox"/> <input type="checkbox"/> 2 Points | <input type="checkbox"/> <input type="checkbox"/> 3 Points | <input type="checkbox"/> <input type="checkbox"/> 4 Points | <input type="checkbox"/> <input type="checkbox"/> 5 Points |

Structured Interview Guide - Administrative/Clerical

Communication

Sometimes you will be talking with people who are very frustrated with what you are saying. Tell me about a time you overcame their frustration to effectively communicate with them. What was the situation, what did you specifically do, and what was the outcome?

- Why was the other person frustrated?
- Why did you do what you did?
- What would you have done if your approach had not worked?
- What did you learn from the experience?

RED FLAG:

- ☐ Did not understand the source of frustration.
- ☐ Could not clearly explain reasons for communication approach.
- ☐ Communication approach was not effective.
- ☐ Does not offer alternative approach (or offers few).
- ☐ Little to no learning demonstrated as a result of the experience.

LISTEN FOR:

- ☐ Understands source of frustration.
- ☐ Clearly explains reasons for communication approach.
- ☐ Communication approach is effective.
- ☐ Offers good alternative approaches.
- ☐ Demonstrates learning as a result of the experience.

Notes

Marginal

(Bottom 20% of Candidates)

☐ ☐ 1 Point

Fair

☐ ☐ 2 Points

Satisfactory

☐ ☐ 3 Points

Very Good

☐ ☐ 4 Points

Optimal

(Top 20% of Candidates)

☐ ☐ 5 Points

Accountability

In our organization we depend on each other to get our work done in a timely and high-quality manner. Tell me about a time when others depended on you and you really came through and delivered important or high-quality work.

- In what ways did others depend on you?
- Why was it important to you to come through and deliver on your work?
- What did you do to deliver your work?
- What did you learn from this experience?

RED FLAG:

- ☐ It is not clear that the person is dependable and reliable.
- ☐ Did not clearly deliver on important or high-quality work.
- ☐ Demonstrates little learning from experience.

LISTEN FOR:

- ☐ It is clear that the person is dependable and reliable.
- ☐ Clearly delivered on important or high-quality work.
- ☐ Demonstrates considerable learning from experience.

Notes

Marginal

(Bottom 20% of Candidates)

☐ ☐ 1 Point

Fair

☐ ☐ 2 Points

Satisfactory

☐ ☐ 3 Points

Very Good

☐ ☐ 4 Points

Optimal

(Top 20% of Candidates)

☐ ☐ 5 Points

Time Management/Multi-Tasking

Tell me about a time when you had too many things to do and not enough time to get them all done.

- What did you do?
- How did this impact the quality of your work? Explain.
- What system do you use to ensure that your work gets done correctly, and in a timely manner?
- What, if anything, would you do differently next time?

RED FLAG:

- ☐ Requires considerable time to switch between tasks.
- ☐ Difficulty prioritizing tasks.
- ☐ Does not use a consistent system to keep track of multiple tasks.
- ☐ Shows little evidence of effectively managing time or priorities.

LISTEN FOR:

- ☐ Can quickly switch from one task or priority to another with minimal lost effort.
- ☐ Maintains high quality standards regardless of workload.
- ☐ Uses an effective system to keep track of multiple tasks and establish priorities.
- ☐ Effectively manages changes in priorities.

Notes

| | | | | |
|-------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------|-----------------------------------------------------------------------------------|--------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|
| Marginal <i>(Bottom 20% of Candidates)</i> <input type="checkbox"/> <input type="checkbox"/> 1 Point | Fair <input type="checkbox"/> <input type="checkbox"/> 2 Points | Satisfactory <input type="checkbox"/> <input type="checkbox"/> 3 Points | Very Good <input type="checkbox"/> <input type="checkbox"/> 4 Points | Optimal <i>(Top 20% of Candidates)</i> <input type="checkbox"/> <input type="checkbox"/> 5 Points |
|-------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------|-----------------------------------------------------------------------------------|--------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|

Applicant Summary Score Sheet - Administrative/Clerical

Applicant Name: Tonia Meyer

Position:

Interviewer Name:

Date/Time:

| Scoring Instructions | Technical & Screening Fit | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|----------------------------------|
| Use the five-point scale from the "Scoring Legend" (below) to rate this applicant in regard to their Experience, Education & Training and any other criteria that would apply to their Technical & Screening Fit. For example, if an applicant is a Nurse with a ten-year, successful track record and possesses the background and experience you desire, you may rate them as a "5" (Optimal) on "Experience." | Experience (From application, resume and interview) | 1 2 3 4 5 |
| | Education & Training (From application, resume and interview) | 1 2 3 4 5 |
| | Other: _____ (e.g. Professionalism. Use the same criteria for all) | 1 2 3 4 5 |
| | Scoring Legend: 1 = Marginal 2 = Fair 3 = Satisfactory 4 = Very Good 5 = Optimal | |
| | | <div></div> Average Score |

| Scoring Instructions | Job Fit / Service & Values | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------|----------------------------------|
| Use the five-point scale from the "Scoring Legend" (below) to rate this applicant in regard to their Job Fit/Service & Values. Review each of the criteria (e.g. Job Performance, Retention, etc.) and use your judgment to provide a rating using the numeric score to the right that best represents the "fit" of this candidate for the position. For example, if an applicant scores an "8.5" on the Job Performance Index, you would likely rate them a "5" (Optimal) on the scale to the right. As you rate the Service & Values Scales, consider the scores in relation to the job requirements, culture and "fit" with the position. The objective is to combine this information to make a final rating. | Job Performance | 1 2 3 4 5 |
| | Retention | 1 2 3 4 5 |
| | Service Excellence | 1 2 3 4 5 |
| | Service & Values Scales | 1 2 3 4 5 |
| Scoring Legend: 1 = Marginal 2 = Fair 3 = Satisfactory 4 = Very Good 5 = Optimal | | <div></div> Average Score |

| Scoring Instructions | Interview Results | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------|----------------------------------|
| Calculate the average score for the Custom Questions you asked, then select the numeric score to the right that best represents that score. | Custom Interview Questions | 1 2 3 4 5 |
| Calculate the average score for the Structured Questions you asked, then select the numeric score to the right that best represents that score. | Structured Interview Questions | 1 2 3 4 5 |
| Calculate the average score for the Technical Questions you asked, then select the numeric score to the right that best represents that score. | Technical Interview Questions | 1 2 3 4 5 |
| Scoring Legend: 1 = Marginal 2 = Fair 3 = Satisfactory 4 = Very Good 5 = Optimal | | <div></div> Average Score |

SCORING MATRIX INSTRUCTIONS:

Bring the Score for each of the three criteria (Technical & Screening Fit, Job Fit/Service & Values, and Interview Results) into the "Score" column. Total the three criteria to calculate the Final Applicant Score.

ASSIGNING WEIGHTS:

If you would like to weight one criteria more than another, write in the weight for each of the criteria in the appropriate column. Keep criteria weights simple (e.g. 1.0, 1.5, 2.0) and no criteria should receive more than a double (i.e. 2.0) weight.

NOTE: Be sure to consistently apply the same weight criteria for all applicants you are considering for this position.

| Scoring Matrix | Weight | Score | Total |
|----------------------------|--------|-------|-------|
| Technical & Screening Fit | | | |
| Job Fit / Service & Values | | | |
| Interview Results | | | |
| Final Applicant Score | | | |

| | | |
|--------------|-------------------------------------|------------------------------------------------|
| Next Action: | <input type="checkbox"/> Make Offer | <input type="checkbox"/> Do not pursue further |
|--------------|-------------------------------------|------------------------------------------------|

☐ **Consider but interview others**

☐ **Refer this person to:** _____

The Staff Assessment has been designed & validated for Healthcare. It should be used in conjunction with other information such as work experience, education, training, background checks, interview, etc. The Staff Assessment should not be the sole determining factor in your decision- making process. Do not share this information with the applicant. For additional information, please contact symplr at (866) 323-3030 or talentsupport@symplr.com.