HealthcareSource
Staff Assessment℠

NAME:	Stephanie Bates	ORGANIZATION NAME:	The Christ Hospital Health Network
DATE/TIME:	12/12/2016 01:12 PM	SCORING FORMULA:	Nursing - External AC
ELAPSED:	17m 59s	STRUCTURED INTERVIEW:	Nursing
SURVEY VERSION:		APPLICANT ID:	17075784

"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 - Nursing

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		AVERAGE						HIGH	
	1	2	3	4	5	6	7	8	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.

Nursing Norms	LOW SCORES	LOW 1-2-3	AVERAGE 4-5-6-7	HIGH 8-9-10	HIGH SCORES
Work Ethic/Attendance — Conscientious, hard working and dependable.	Lacks ambition requires direction, poor attendance.	███████	(bar extends to ~8)		Self motivated, believes in hard work and good attendance.
Energy — Maintains a high level of activity.	Slow work pace, minimal work effort.	█████	(bar extends to ~5)		Helps others and seeks additional work.
Teamwork — Works closely with others and reinforces the contributions of others.	Avoids team settings. Frequent conflicts with others.	█████████	(bar extends to ~9)		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.	█████████	(bar extends to ~9)		Responds to needs of others. Satisfies patients and families.
Compassion — Genuine desire to help and assist others.	Cold and distant. Impatient.	███████	(bar extends to ~7)		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.	████████	(bar extends to ~8)		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.	███████	(bar extends to ~7)		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."	█████████	(bar extends to ~9)		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.	██████	(bar extends to ~6)		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 (I WILL NOT:)	RELUCTANT (RATHER NOT:)	WILLING — NOT 1ST CHOICE	WILLING — DOESN'T MAKE A DIFFERENCE	WILLING — 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 - Nursing
The following questions are targeted for Nursing 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

Tell me about your most challenging experience working with individuals from another department or function - for example, an interdepartmental team.
- Why was it so challenging? What kinds of problems, if any, did it create?
- What was your role in the team?
- What approach or method did you use to facilitate cooperation?

RED FLAG:	LISTEN FOR:
☐ Avoids team related activities or assignments.	☐ Takes pride in group/team accomplishments (vs. "I").
☐ Prefers to work independently.	☐ Is comfortable working as a member of a team and has had positive experiences.
☐ Prefers to make their own decisions rather than gather input and consensus from a group.	☐ Supports others' efforts.
☐ Prefers to take credit for their own work accomplishments rather than share the accomplishment in a group format.	☐ Knowledge of group dynamics and team problem solving.
☐ Places little importance on being a member of a team.	☐ Praises and compliments others' accomplishments.

Notes

Work Ethic

Sooner or later, everyone gets overwhelmed by their workload. Tell me about the last time you were unable to finish a work assignment in the time allotted.
- What steps did you take to try to finish on time?
- How do you think the problem could have been prevented?
- What would you do differently next time?

RED FLAG:	LISTEN FOR:
☐ Has difficulty articulating examples of going "above-and-beyond."	☐ A track record of increased responsibility. Willingness to "go the extra mile" to get things done.
☐ Displays little or no evidence of overextending themselves on the job.	☐ Requires minimum supervision and direction. Highly motivated, self-starter.
☐ Always reluctant to work overtime.	☐ Willing to work outside job description or work assignment (vs. "not-my-job").
☐ Attempts to shirk duties or "cut corners."	☐ Perseveres in overcoming obstacles.

Notes

Accountability

In nursing you often work together with a variety of staff, including doctors, nurses, and other healthcare professionals to deliver high quality care. This can produce unclear lines of authority and responsibility. Tell me about a time when you worked in an environment with unclear responsibilities, but you still took responsibility to make sure that a patient's needs were met.

- What did you do? Why?
- What would you have done if your actions did not work?
- How have you been able to navigate these kinds of work environments?
- What have you learned from this experience?

RED FLAG:	LISTEN FOR:
☐ Did not clearly take responsibility; claimed that others had the responsibility.	☐ Took clear responsibility, especially in the face of difficulty or unclear authority.
☐ Did not take the patient's concerns into account.	☐ Motivation for taking responsibility centered around patient's concerns.
☐ Unclear outcome or outcome was generally unfavorable.	☐ Positive outcome.
☐ Demonstrates little learning from experience.	☐ Demonstrates considerable learning from experience.

Notes

Compassion

Tell me about the last time you needed to resolve an important problem or issue for a customer (i.e., co-worker, patient or family member).

- Why did they have the problem?
- What specific steps did you take to resolve the problem?
- What was the result or outcome of your efforts?

RED FLAG:	LISTEN FOR:
☐ Shows little concern for others' welfare.	☐ Strong concern for the needs and welfare of others.
☐ Does not go out of their way to help others, particularly if doing so will disrupt their personal agenda.	☐ Enjoys helping others.
☐ Fails to express sensitivity or empathy toward others.	☐ Demonstrates genuine empathy for the plight of others.
☐ Sees work as simply "a job" and not as helping others and being concerned.	☐ Demonstrates good listening skills.
	☐ A positive and upbeat attitude toward work and life.
	☐ Demonstrates sympathy and patience.

Notes

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:	LISTEN FOR:
☐ Situation did not appear to be that challenging.	☐ Provides a very challenging situation.
☐ Actions taken did not appear to be effective.	☐ Actions taken are highly effective.
☐ Offers few alternative actions.	☐ Offers several alternative actions.
☐ Demonstrates little to no learning from experience.	☐ Demonstrates considerable learning from experience.

Notes

Communication

Sometimes you will have to communicate highly sensitive or very difficult information to a patient or family member. Tell me about a time when you had to communicate such information and the other person(s) reacted very badly.

- In what ways was the information sensitive or difficult?
- Why did you communicate the way you did?
- How did you adjust your communication based on how the person reacted?
- How might you have communicated more effectively?

RED FLAG:	LISTEN FOR:
☐ Information was not clearly sensitive or difficult.	☐ Information was clearly sensitive or difficult.
☐ No rationale for communication approach.	☐ Good rationale for communication approach.
☐ Did not appear to adjust approach.	☐ Adjusted approach based on how the other person reacted.
☐ Approach did not appear to be very effective.	☐ Approach was very effective.
☐ Few ideas about how to communicate more effectively.	☐ Several ideas about how to communicate more effectively.

Notes

Energy

It is sometimes difficult to remain motivated at work, especially when you have to perform routine, simple, or uninteresting tasks. What steps do you take to keep yourself engaged and motivated when faced with these more routine tasks?

- How well do those steps work?
- Tell me about a time when those steps did not work.
- What other approaches do you use?

RED FLAG:	LISTEN FOR:
☐ Has difficulty maintaining a consistent level of energy and activity throughout the day.	☐ Working hard, staying busy, putting substantial energy and commitment into the job.
☐ Evidence of work productivity decreasing when additional responsibilities are placed on them.	☐ Displays substantial enthusiasm for the organization and their work.
☐ Shows general lack of interest and enthusiasm for their work and the organization.	☐ Voluntarily "pitches in" to work on things outside the normal scope of their job.
☐ Shows reluctance to "pitch in" or do extra work.	☐ Genuinely enjoys working (love what they do).
☐ Does not demonstrate a genuine passion for their career (i.e., "It's just a job").	☐ Demonstrates excitement for new ideas and approaches.

Notes

Marginal	Fair	Satisfactory	Very Good	Optimal
(Bottom 20% of Candidates)				*(Top 20% of Candidates)*
☐ ☐ 1 Point	☐ ☐ 2 Points	☐ ☐ 3 Points	☐ ☐ 4 Points	☐ ☐ 5 Points

Technical Interview Guide - Nursing
This section provides you with the opportunity to ask technical or skill oriented questions related to the target position.

User Defined Question 1

Notes

User Defined Question 2

Notes

Technical Interview Guide - Nursing
This section provides you with the opportunity to ask technical or skill oriented questions related to the target position.

User Defined Question 1

- Start by determining the applicant's interest in further discussion and consideration (don't assume continued interest).
- Clearly communicate the remaining steps in the selection process (e.g., reference check, subsequent interviews, decision time-line, who will contact him/her and in what time period).
- Generally speaking, it is not a good idea to make any specific promises of employment at this time.
- End the session on a positive note, stand and shake hands, and sincerely thank the applicant for his/her interest and cooperation.
- If the process takes longer than what was communicated, contact the applicant and inform him/her of the status.
- Always remember that the applicant is a guest at your organization and should be treated accordingly.

EXAMPLE DIALOGUE:

"Well Cheryl, that concludes the interview session. Our discussion has been very enlightening and I've appreciated your honesty and cooperation. We still have additional applicants who will be interviewed for the position, but we hope to complete those sessions and make a decision within two weeks. Are you still interested in pursuing employment with us? (Response) That's great, either I or someone from our Human Resources Department will call you at that time regarding our decision. Thank you for your interest in working at our organization."

INTERVIEWER'S TOOLKIT

The Toolkit has proven to be a valuable resource for new Hiring Managers and experienced Interviewers. The Toolkit includes:

- A Behavioral-Based Interviewer Training Module
- Hundreds of Behavioral-Based Interview Questions Including:
    - Questions for all Five Job Families (e.g., Administrative/Clerical, Patient Care, Entry-Level Service, etc.)
    - Questions for the Service & Values Scales (e.g., Accountability, Customer Focus, Teamwork, etc.)
    - Additional Behavioral Questions (e.g., Gossip, Quality, Attention to Detail, Retention, etc.)
- Peer/Panel Interview Guides for all Five Job Families
- Staff Assessment Feedback Report Interpretation

ONLINE TRAINING:

A tutorial on how to understand and interpret the Staff Assessment Feedback Report is available. This training assists those unfamiliar with the assessment (and those who desire a refresher) on how to best utilize the Staff Assessment.

> **Instructions to access these resources: hsa.healthcaresource.com**
> Login with your Staff Assessment credentials, select Help, and click on Support to view Toolkit.
> If you do not have credentials, please contact HR for a link to be emailed to you for Toolkit access.

Marginal	**Fair**	**Satisfactory**	**Very Good**	**Optimal**
(Bottom 20% of Candidates)				*(Top 20% of Candidates)*
☐ ☐ 1 Point	☐ ☐ 2 Points	☐ ☐ 3 Points	☐ ☐ 4 Points	☐ ☐ 5 Points

Applicant Summary Score Sheet - Nursing

Applicant Name: Stephanie Bates   **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		**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		**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		**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: ☐ **Make Offer**   ☐ **Do not pursue further**
☐ **Consider but interview others**   ☐ **Refer this person to:** _____

The **symplr Assessments (Staff Assessment)** has been designed and validated for healthcare staff. It is intended to provide data points

Stephanie Bates