

Sample Job Description

1. Title: Sales associate

2. Summary of duties and responsibilities:

3. Directly reports to: _____

4. Indirectly reports to: _____

5. Duties and importance:
- _____ 15%
 - _____ 15%
 - _____ 15%
 - _____ 15%
 - _____ 15%
 - _____ 10%
 - _____ 10%
 - _____ 5%

6. Necessary characteristics:

_____	_____
_____	_____
_____	_____
_____	_____

7. Necessary qualifications:
- _____
 - _____

8. Objectives to be met in the first three months:

- Sales \$ _____
- Average transaction \$ _____
- Other _____

9. Objectives to be met in the first six months:

SALES ASSOCIATE INTERVIEW FORM

PERFORMANCE COMPETENCIES,	HIGH-YIELD QUESTIONS	PROBING QUESTIONS	CONTRARY EVIDENCE QUESTIONS
Customer Orientation Communication Interpersonal Flexibility	<ul style="list-style-type: none"> ◆ Describe a time when you had to solve a problem with a customer (someone) that was particularly difficult. ◆ Describe a time when you felt particularly effective in establishing a long-term relationship with a customer (someone) that others couldn't. 	<ul style="list-style-type: none"> ◆ What was the problem? ◆ When did you realize that you were in difficulty? ◆ What was your feeling? ◆ What steps did you take to solve it? ◆ What was the initial reaction? ◆ How did you get to know the individual's real needs? ◆ How much time did it take? ◆ Have you done this more recently? ◆ Has the person returned? 	<ul style="list-style-type: none"> ◆ Describe a time when it you had given additional information or spent additional time, you could have developed a better relationship with a customer (or someone you worked with on a project).
	<i>(Create your own questions)</i>	<i>(Create your own questions)</i>	<i>(Create your own questions)</i>

PERFORMANCE COMPETENCIES	INDICATORS		ASSESSMENT WORKSHEET				
	<input checked="" type="checkbox"/> POSITIVE	<input checked="" type="checkbox"/> NEGATIVE	STRONG EVIDENCE	MODERATE EVIDENCE	NO EVIDENCE	TO BE CONFIRMED BY REFERENCE CHECK	CONFIRMED BY REFERENCE CHECK
			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Customer Orientation	<ul style="list-style-type: none"> <input type="checkbox"/> Seeks out and accepts input from others <input type="checkbox"/> Identifies opportunities to provide better service <input type="checkbox"/> Asks open-ended questions <input type="checkbox"/> Explores options with other people <input type="checkbox"/> Goes "beyond the call" of duty <input type="checkbox"/> Reflects on people's concerns and ideas 	<ul style="list-style-type: none"> <input type="checkbox"/> Displays or states displeasure with a problem customer or individual <input type="checkbox"/> Blames a customer/someone for difficulty in a situation <input type="checkbox"/> Makes quick decisions without getting to the source of the problem <input type="checkbox"/> Discredits the opinion of another person out of hand 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communication	<ul style="list-style-type: none"> <input type="checkbox"/> Makes self ready and accessible to others <input type="checkbox"/> Shares information openly and appropriately <input type="checkbox"/> Intently listens to the concerns of others and responds appropriately 	<ul style="list-style-type: none"> <input type="checkbox"/> Doesn't listen before responding <input type="checkbox"/> Has difficulty explaining what they did <input type="checkbox"/> Uses jargon <input type="checkbox"/> Provides more detail than needed to ensure understanding 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interpersonal Flexibility	<ul style="list-style-type: none"> <input type="checkbox"/> Adjusts presentation style to fit the audience <input type="checkbox"/> Changes opinion 	<ul style="list-style-type: none"> <input type="checkbox"/> Loses composure under pressure or differences of opinion with another person <input type="checkbox"/> Remains inflexible in the face of facts 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

STRONG EVIDENCE: Good behavioral examples which demonstrate understanding of the performance competencies.

MODERATE EVIDENCE: Behavioral examples with some contrary evidence of the performance competencies.

NO EVIDENCE: No or negative behavioral examples which demonstrate the complete lack of the performance competencies required.

PERFORMANCE COMPETENCIES	HIGH-YIELD QUESTIONS	PROBING QUESTIONS	CONTRARY EVIDENCE QUESTIONS
Results Orientation Commitment	<ul style="list-style-type: none"> ◆ Describe the most challenging goal or assignment you ever had and how you achieved or exceeded the desired results. ◆ Tell me about a time when you had to make a serious effort to remain calm and persevere in order to achieve the results you desired. 	<ul style="list-style-type: none"> ◆ What part of the assignment did you find difficult? ◆ How did you feel? ◆ Who did you call upon to assist in overcoming the problem? ◆ What were the consequences if you did not succeed? ◆ What feedback did you receive? ◆ What happened between you and the others involved? 	<ul style="list-style-type: none"> ◆ Tell me about a time when you were not able to achieve the desired results.
	<i>(Create your own questions)</i>	<i>(Create your own questions)</i>	<i>(Create your own questions)</i>

PERFORMANCE COMPETENCIES	INDICATORS		ASSESSMENT WORKSHEET				
	<input checked="" type="checkbox"/> POSITIVE	<input checked="" type="checkbox"/> NEGATIVE	STRONG EVIDENCE	MODERATE EVIDENCE	NO EVIDENCE	TO BE CONFIRMED BY REFERENCE CHECK	CONFIRMED BY REFERENCE CHECK
			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Results Orientation	<input type="checkbox"/> Continuously sets own goals <input type="checkbox"/> Enjoys competition with coworkers/others <input type="checkbox"/> Focuses on the important targets <input type="checkbox"/> Demonstrates a bias for action <input type="checkbox"/> Demonstrates a sense of urgency <input type="checkbox"/> Focuses on goals <input type="checkbox"/> Reviews targets on regular basis <input type="checkbox"/> Challenges mediocre performance of self <input type="checkbox"/> Actively participates in high demand periods <input type="checkbox"/> Quickly focuses on critical issues	<input type="checkbox"/> Spends time on activities not clearly associated with the goals or defined results <input type="checkbox"/> Sets goals too low for self	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Commitment	<input type="checkbox"/> Pursues everything with focus <input type="checkbox"/> Shows consistency <input type="checkbox"/> Perseveres in challenging situations	<input type="checkbox"/> Works primarily only on what they like, not what they need to do <input type="checkbox"/> Doesn't pay attention to details <input type="checkbox"/> Places blame on others or the situation <input type="checkbox"/> Stops pursuing a goal with the first sign of frustration or lack of organizational support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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SALES ASSOCIATE INTERVIEW FORM

PERFORMANCE COMPETENCIES	HIGH-YIELD QUESTIONS	PROBING QUESTIONS	CONTRARY EVIDENCE QUESTIONS
Self-Confidence Teamwork	<ul style="list-style-type: none"> ◆ Describe a time when you were working with someone who thought they were more experienced or knowledgeable on the job but you were able to persuade them that your ideas and ways of doing things were valid and helpful. ◆ Tell me about a time when you volunteered for additional work or an extra assignment when you didn't have to nor was it expected. 	<ul style="list-style-type: none"> ◆ What was your idea and what did you have to do? ◆ How did you communicate your ideas to others? ◆ How did you change the negative reaction to a positive one? ◆ What was the other person's reaction and feedback? 	<ul style="list-style-type: none"> ◆ Describe a time when you were working helping others and you felt it was more effective or efficient just to do it yourself and get it done promptly.
	<i>(Create your own questions)</i>	<i>(Create your own questions)</i>	<i>(Create your own questions)</i>
Initiative	<ul style="list-style-type: none"> ◆ Tell me about something that gave you a sense of personal accomplishment at work or in school of which you are particular proud. ◆ Share with me a time when you were new to a situation at work or in school and you had to learn the routine on your own. 	<ul style="list-style-type: none"> ◆ What was it? ◆ What did you do? ◆ Who was involved? ◆ How did you feel as a result ◆ What feedback did you receive? 	<ul style="list-style-type: none"> ◆ Describe a time when you were unable to take the time to learn the new information you had to have.
	<i>(Create your own questions)</i>	<i>(Create your own questions)</i>	<i>(Create your own questions)</i>

PERFORMANCE COMPETENCIES	INDICATORS		ASSESSMENT WORKSHEET				
	<input checked="" type="checkbox"/> POSITIVE	<input checked="" type="checkbox"/> NEGATIVE	STRONG EVIDENCE	MODERATE EVIDENCE	NO EVIDENCE	TO BE CONFIRMED BY REFERENCE CHECK	CONFIRMED BY REFERENCE CHECK
			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
self-confidence	<input type="checkbox"/> Deals positively with daily stressful situations <input type="checkbox"/> Accepts the ideas of others <input type="checkbox"/> Asks customers for feedback	<input type="checkbox"/> Is not able to ask for assistance from others <input type="checkbox"/> Rejects opinions of customers and coworkers <input type="checkbox"/> Avoids one-on-one confrontations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teamwork	<input type="checkbox"/> Willingly involves others when they have to get things done <input type="checkbox"/> Enjoys "friendly" competition <input type="checkbox"/> Assists others to achieve the desired mutual results <input type="checkbox"/> Shares information openly and honestly <input type="checkbox"/> Facilitates teamwork with others	<input type="checkbox"/> Holds information others need to themselves <input type="checkbox"/> Holds to their own ideas <input type="checkbox"/> Is competitive with others without helping when needed <input type="checkbox"/> Gives in to others without sticking to what they know is right	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Initiative	<input type="checkbox"/> Takes initiative on their own <input type="checkbox"/> Maintains up-to-date knowledge <input type="checkbox"/> Continuously finds things to do at work <input type="checkbox"/> Memorizes things through repetition <input type="checkbox"/> Shares ideas and concerns with manager	<input type="checkbox"/> Waits for others to give them direction <input type="checkbox"/> Learns only the minimum amount to get by <input type="checkbox"/> Doesn't seek out others for assistance for understanding of information <input type="checkbox"/> Is not able to ask for assistance from others <input type="checkbox"/> Relies on past knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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SALES ASSOCIATE INTERVIEW FORM

TECHNICAL COMPETENCIES	HIGH-YIELD QUESTIONS
Product Knowledge Sales Techniques	<ul style="list-style-type: none"> ◆ In your last position as a Sales Associate, tell me how you demonstrated a product to the customers by delivering its features, advantages, and benefits. ◆ What were the specific things that you checked when a customer was looking at the product? ◆ Tell me how you were able to switch the customer from merchandise that we don't carry to one that we have in stock. ◆ How did you get the customers "to open up" to you when they had inquired about merchandise and then said "I'm going to think about it and were about to leave." <hr/> <p style="font-size: small;">(Create your own questions)</p> <hr/>
Operation of P.O.S. Machine Loss Prevention	<ul style="list-style-type: none"> ◆ In your last job, did you have to operate P.O.S. cash register? (if yes) Can you take me through the steps of transacting simple cash, checks credit or debit cards sales and giving change. ◆ Have you ever made a successful "Citizens arrest" of a shoplifter"? (if yes) Tell me how you proceeded, from the time you saw the merchandise being concealed, and how you helped prevent them. <hr/> <p style="font-size: small;">(Create your own questions)</p> <hr/>
Housekeeping Maintenance Visual Merchandising and Stockroom Organization	<ul style="list-style-type: none"> ◆ In your last job you were responsible for the order in a certain part of the stockroom and certain displays in your store? ◆ What exactly were you responsible for and how did you meet the standards required? ◆ What did you do to correct the problem when a vacuum cleaner suction power was abnormally low? ◆ In your last position how did you prepare and coordinate the merchandise to be displayed? <hr/> <p style="font-size: small;">(create your own questions)</p> <hr/>
Administration	<ul style="list-style-type: none"> ◆ How were your sales stats calculated in your previous job as a Sales Associate? ◆ How did you make sure that the information and calculations on a store transfer invoice were 100% correct? ◆ What kind of information did you need to write in the "special orders book" for customers' orders so that the other staff members were able to answer a customer inquiry? <hr/> <p style="font-size: small;">(create your own questions)</p> <hr/>

TECHNICAL COMPETENCIES	ASSESSMENT WORKSHEET				
	STRONG EVIDENCE	MODERATE EVIDENCE	NO EVIDENCE	TO BE CONFIRMED BY REFERENCE CHECK	CONFIRMED BY REFERENCE CHECK
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Product Knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sales Techniques	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Operation of P.O.S. Machine	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Loss Prevention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

TECHNICAL COMPETENCIES	ASSESSMENT WORKSHEET				
	STRONG EVIDENCE	MODERATE EVIDENCE	NO EVIDENCE	TO BE CONFIRMED BY REFERENCE CHECK	CONFIRMED BY REFERENCE CHECK
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Housekeeping / Maintenance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Visual Merchandising and Stockroom Organization	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Administration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

STRONG EVIDENCE: Good behavioral examples which demonstrate understanding of the technical competencies.

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SALES ASSOCIATE SCORESHEET

PERFORMANCE COMPETENCIES	STRONG EVIDENCE Scores 2	MODERATE EVIDENCE Scores 1	NO EVIDENCE Scores 0	TOTAL
Customer Orientation				
Communication				
Interpersonal Flexibility				
Results Orientation				
Commitment				
Self-Confidence				
Teamwork				
Initiative				

Total Performance Competencies score cannot be lower than 12

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TECHNICAL COMPETENCIES	STRONG EVIDENCE Scores 2	MODERATE EVIDENCE Scores 1	NO EVIDENCE Scores 0	TOTAL
Product Knowledge				
Sales Techniques				
Operation of P.O.S. Machine				
Loss Prevention				
Housekeeping/Maintenance				
Visual Merchandising & Stockroom Organization				
Administration				

Total Technical Competencies score cannot be lower than 10

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TOTAL SCORE (P.C. + T.C.) <i>Score cannot be lower than 22</i>	<table border="1" style="width: 100%; height: 40px;"> <tr> <td style="width: 100%;"></td> </tr> </table>	

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NO EVIDENCE: No or negative behavioral examples which demonstrate the complete look of the technical competencies required