



TTI DNA™
Performance DNA Job™ Report

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Customer Service
TTI
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INTRODUCTION

If the job could talk, it would clearly define the knowledge, hard skills, people skills, behavior and culture needed for superior performance. Your unbiased input regarding the specific requirements of the job in question has been applied to the Performance DNA job benchmarking process. The result is an evaluative report that analyzes a total of 37 separate areas, presented in three sections:

SECTION 1: JOB COMPETENCIES HIERARCHY (23 AREAS)

This section presents 23 key job competencies and quantifies their importance to this specific job. Each job has a unique ranking of competencies, reflecting different levels of capacities required by different jobs for superior performance.

SECTION 2: REWARDS/CULTURE HIERARCHY (6 AREAS)

This section clearly identifies the rewards/culture of the job, which defines its sources of motivation. It clarifies "why" and "in what kind of environment" this job will produce success.

SECTION 3: BEHAVIORAL HIERARCHY (8 AREAS)

This section explores the behavioral traits demanded of the job. The higher the ranking, the more important the behavioral trait will be to the job for stress reduction and superior performance.

The results of each area are ranked on a scale, reflecting the unique levels of applicability and importance to the job. These rankings illustrate what is essential for this job to deliver superior performance and maximum value to your organization.

INTRODUCTION

SECTION 4: SUMMARY OF TOP COMPETENCIES

This section will assist in understanding the type and kind of competencies that are needed for superior job performance. Read the feedback on each of the top seven competencies thoroughly to understand the job's requirements.

SECTION 5: JOB REWARDS/CULTURE FEEDBACK

This section expands on the fact that every job in every organization has its own culture. The culture of any job is clearly defined by how it rewards superior performance.

SECTION 6: BEHAVIORAL FEEDBACK

This section clarifies the nature of the behavioral traits demanded by the job.

SECTION 7: JOB COMPETENCY QUESTIONS

This section contains suggested interview questions that pertain specifically to the competencies of the job.

SECTION 8: JOB REWARDS/CULTURE QUESTIONS

This section contains suggested interview questions that pertain specifically to the rewards/culture of the job.

SECTION 9: BEHAVIORAL QUESTIONS

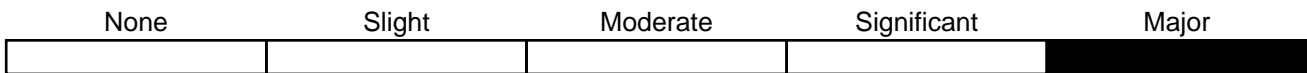
This section contains suggested interview questions that pertain specifically to the behavioral traits required by the job.



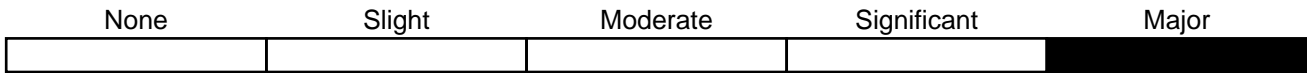
KEY CHARACTERISTICS OF THE POSITION

The position has been analyzed relative to four key characteristics. These characteristics are accountability for results, results through people, authority, and risk. Based on the responses to the questionnaire, these characteristics have been measured on a sliding scale and are illustrated by a bar graph. The scale range includes none, slight, moderate, significant, and major.

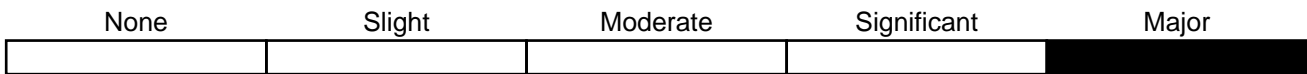
Accountability For Results: This characteristic addresses the accountability for producing measurable results in the position. This includes accountability for meeting financial, operations and/or system objectives.



Results through People: This characteristic addresses the emphasis on producing results through the efforts and cooperation of people. This characteristic is not limited to management or leadership positions. Many non-management or leadership positions in team-based organizational structures depend heavily upon the efforts and cooperation of people to produce results.



Authority: This characteristic addresses the level of authority that exists in the position. Evidence of authority can be found in the ability to make decisions or changes without prior approval from upper management. This characteristic is not limited to management or leadership positions. In their efforts to become more responsive, many large organizations are finding it necessary to dive decision-making downward. In these organizations, many positions can be characterized by a moderate to significant amount of authority but are not considered management or leadership.



Risks: This characteristic addresses the inherent level of business risk or liability to the organization that exists in the position. Positions with indications of moderate, significant or major levels of inherent risk or liability to the organization may warrant the use of drug, alcohol and/or other appropriate assessments in their selection and management systems.





HIERARCHY OF COMPETENCIES

The competencies required for superior performance have been prioritized based on the analysis of responses to the questionnaire. The hierarchical order of the competencies represents their relative importance to each other in producing superior performance in the job.

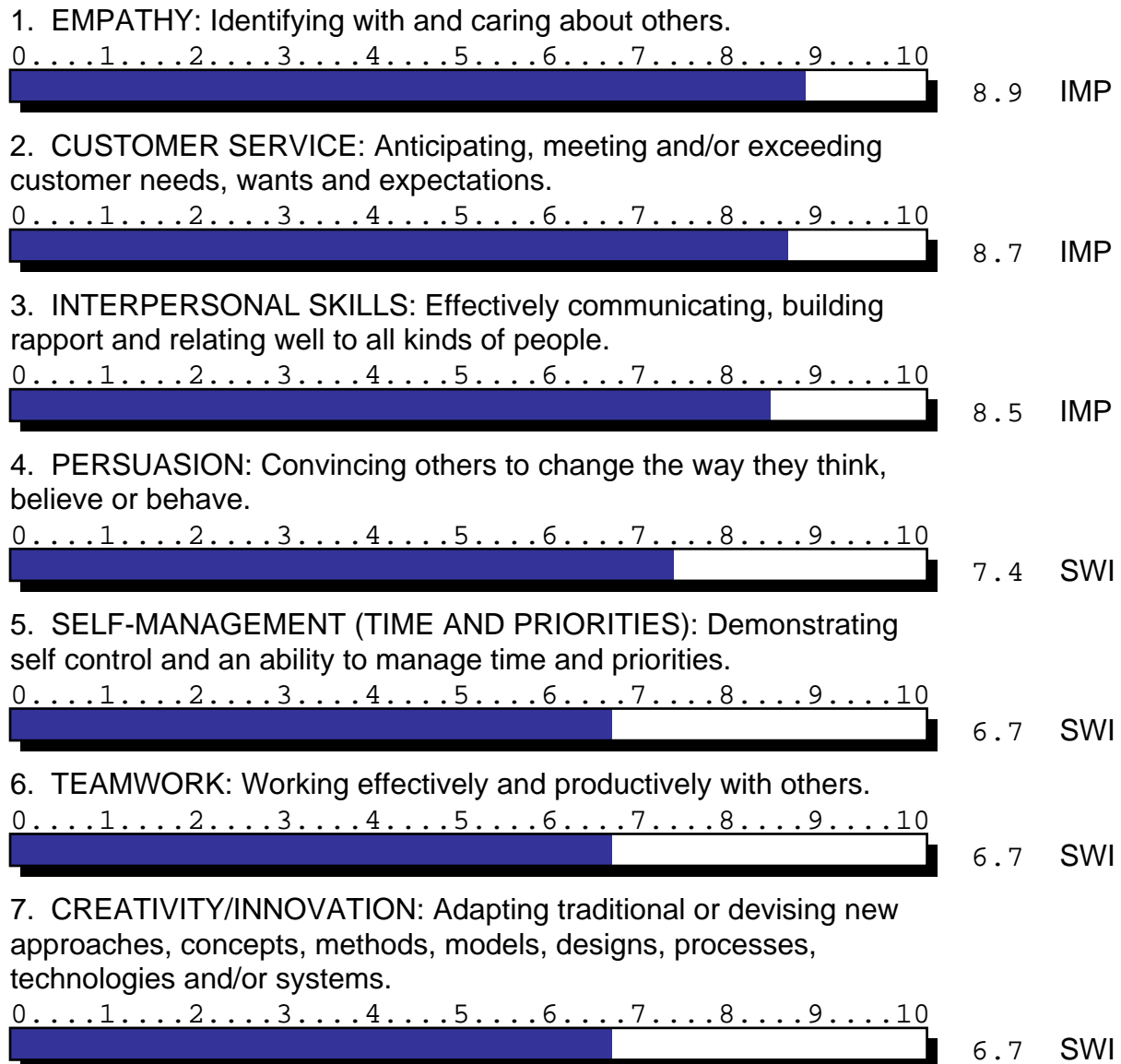
HIERARCHY OF COMPETENCIES	
1	Empathy
2	Customer Service
3	Interpersonal Skills
4	Persuasion
5	Self-Management (time and priorities)
6	Teamwork
7	Creativity/Innovation
8	Continuous Learning
9	Analytical Problem Solving
10	Goal Orientation
11	Conflict Management
12	Written Communication
13	Employee Development/Coaching
14	Flexibility
15	Planning/Organizing
16	Futuristic Thinking
17	Diplomacy
18	Presenting
19	Negotiation
20	Personal Effectiveness
21	Decision Making
22	Leadership
23	Management

Very Important Important Not Important



JOB COMPETENCIES HIERARCHY

All human jobs require certain competencies. This section of the report identifies those competencies that lead to superior performance in most jobs. The graphs below are in descending order from the highest rated competency required by the job to the lowest.



The following scale is used throughout the report.

- 0 - 4.9 = NOT IMPORTANT TO JOB
- 5.0 - 7.4 = SOMEWHAT IMPORTANT
- 7.5 - 9.9 = IMPORTANT
- 10 = VERY IMPORTANT



JOB COMPETENCIES HIERARCHY

8. CONTINUOUS LEARNING: Taking initiative in learning and implementing new concepts, technologies and/or methods. 0 . . . 1 . . . 2 . . . 3 . . . 4 . . . 5 . . . 6 . . . 7 . . . 8 . . . 9 . . . 10 	6.1	SWI
9. ANALYTICAL PROBLEM SOLVING: Anticipating, analyzing, diagnosing, and resolving problems. 0 . . . 1 . . . 2 . . . 3 . . . 4 . . . 5 . . . 6 . . . 7 . . . 8 . . . 9 . . . 10 	6.1	SWI
10. GOAL ORIENTATION: Energetically focusing efforts on meeting a goal, mission or objective. 0 . . . 1 . . . 2 . . . 3 . . . 4 . . . 5 . . . 6 . . . 7 . . . 8 . . . 9 . . . 10 	6.1	SWI
11. CONFLICT MANAGEMENT: Addressing and resolving conflict constructively. 0 . . . 1 . . . 2 . . . 3 . . . 4 . . . 5 . . . 6 . . . 7 . . . 8 . . . 9 . . . 10 	5.9	SWI
12. WRITTEN COMMUNICATION: Writing clearly, succinctly and understandably. 0 . . . 1 . . . 2 . . . 3 . . . 4 . . . 5 . . . 6 . . . 7 . . . 8 . . . 9 . . . 10 	5.7	SWI
13. EMPLOYEE DEVELOPMENT/COACHING: Facilitating and supporting the professional growth of others. 0 . . . 1 . . . 2 . . . 3 . . . 4 . . . 5 . . . 6 . . . 7 . . . 8 . . . 9 . . . 10 	5.2	SWI
14. FLEXIBILITY: Agility in adapting to change. 0 . . . 1 . . . 2 . . . 3 . . . 4 . . . 5 . . . 6 . . . 7 . . . 8 . . . 9 . . . 10 	5.0	SWI
15. PLANNING/ORGANIZING: Utilizing logical, systematic and orderly procedures to meet objectives. 0 . . . 1 . . . 2 . . . 3 . . . 4 . . . 5 . . . 6 . . . 7 . . . 8 . . . 9 . . . 10 	5.0	SWI
16. FUTURISTIC THINKING: Imagining, envisioning, projecting and/or predicting what has not yet been realized. 0 . . . 1 . . . 2 . . . 3 . . . 4 . . . 5 . . . 6 . . . 7 . . . 8 . . . 9 . . . 10 	4.8	NI



JOB COMPETENCIES HIERARCHY

17. DIPLOMACY: Effectively handling difficult or sensitive issues by utilizing tact, diplomacy and an understanding of organizational culture, climate and/or politics.

0 1 2 3 4 5 6 7 8 9 10



4.6 NI

18. PRESENTING: Communicating effectively to groups.

0 1 2 3 4 5 6 7 8 9 10



4.4 NI

19. NEGOTIATION: Facilitating agreements between two or more parties.

0 1 2 3 4 5 6 7 8 9 10



4.4 NI

20. PERSONAL EFFECTIVENESS: Demonstrating initiative, self-confidence, resiliency and a willingness to take responsibility for personal actions.

0 1 2 3 4 5 6 7 8 9 10



3.9 NI

21. DECISION MAKING: Utilizing effective processes to make decisions.

0 1 2 3 4 5 6 7 8 9 10



3.1 NI

22. LEADERSHIP: Achieving extraordinary business results through people.

0 1 2 3 4 5 6 7 8 9 10



2.8 NI

23. MANAGEMENT: Achieving extraordinary results through effective management of resources, systems and processes.

0 1 2 3 4 5 6 7 8 9 10



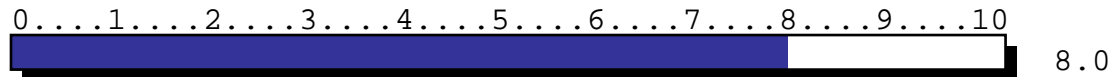
2.8 NI



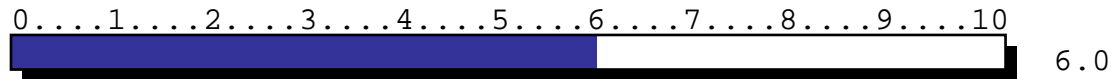
JOB REWARDS/CULTURE HIERARCHY

This section identifies the rewards/culture system of a specific job. Matching a person's passion to a job that rewards that passion always enhances performance. The graphs below are in descending order from the highest rewards/culture required by the job to the lowest.

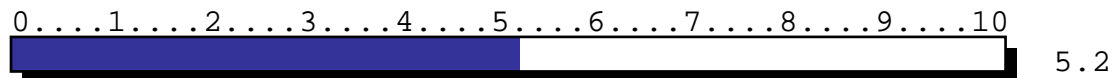
1. THEORETICAL



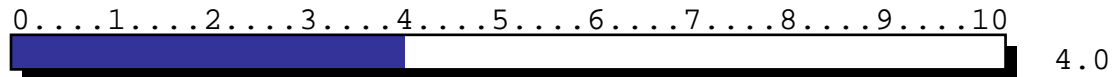
2. SOCIAL



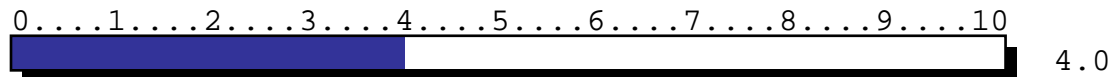
3. UTILITARIAN/ECONOMIC



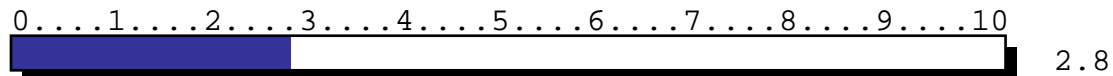
4. INDIVIDUALISTIC/POLITICAL



5. TRADITIONAL/REGULATORY



6. AESTHETIC

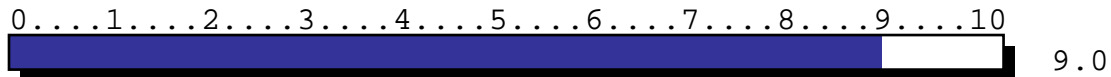




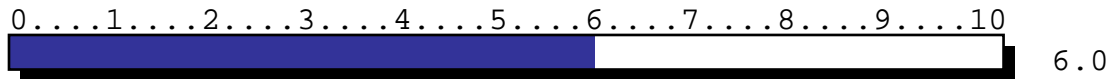
ORGANIZATIONAL REWARDS/CULTURE HIERARCHY

This section identifies the rewards/culture system of a specific organization. Matching a person's passion to an organization that rewards that passion always enhances performance. The graphs below are in descending order from the highest rewards/culture required by the organization to the lowest.

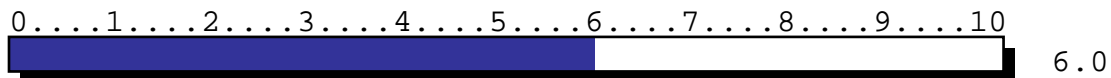
1. THEORETICAL



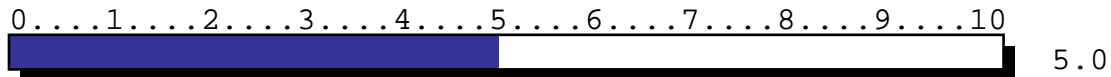
2. TRADITIONAL/REGULATORY



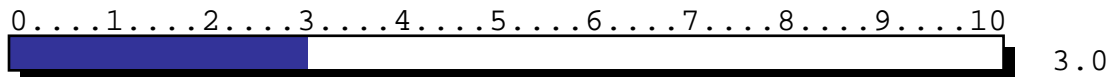
3. SOCIAL



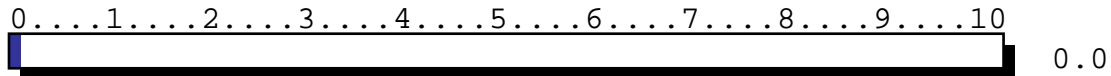
4. UTILITARIAN/ECONOMIC



5. AESTHETIC



6. INDIVIDUALISTIC/POLITICAL

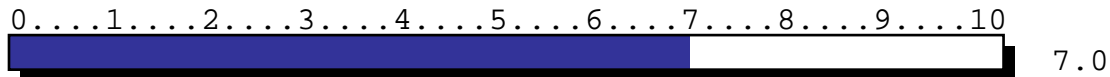




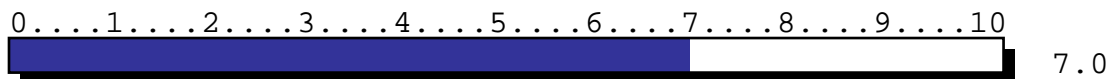
BEHAVIORAL HIERARCHY

This section is designed to give visual understanding of the behavioral traits demanded of the position. The graphs below are in descending order from the highest rated behavioral traits required by the job to the lowest. The means the higher the score the more important that behavioral trait is to stress reduction and superior job performance.

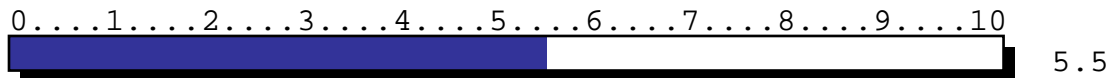
1. FREQUENT INTERACTION WITH OTHERS



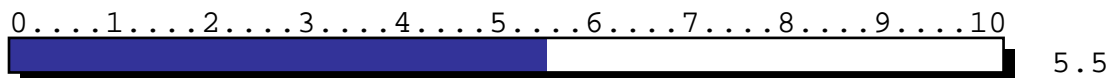
2. CUSTOMER ORIENTED



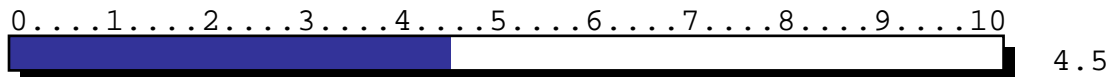
3. VERSATILITY



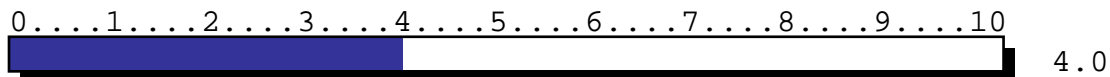
4. FREQUENT CHANGE



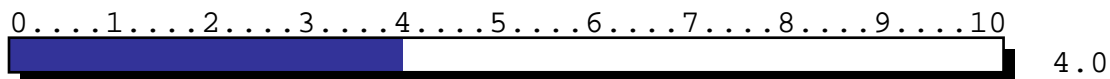
5. ANALYSIS OF DATA



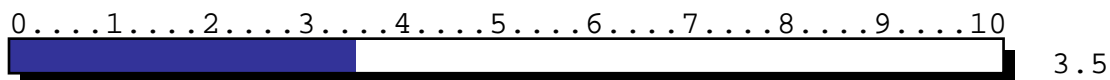
6. ORGANIZED WORKPLACE



7. COMPETITIVENESS



8. URGENCY





SUMMARY OF TOP COMPETENCIES

This report focuses on soft skill competencies because they are usually more difficult to identify or assess than technical competencies. Seven (7) of the most important competencies required to produce superior performance are described below in terms of observable behaviors. The behaviors listed below each competency provide examples of some of the ways the competency is demonstrated. Read each behavior and check the ones that must be demonstrated to produce superior performance in your job. More importance is typically placed on those behaviors that must be demonstrated consistently on a daily, weekly or monthly basis.

1. EMPATHY: Identifying with and caring about others.

- Demonstrates genuine concern for others.
- Respects and values people.
- Perceives and is sensitive to the emotions people experience.
- Expend considerable effort to understand the real needs, concerns and feelings of others.
- Advocates for the interests, needs and wants of others.
- Demonstrates cross-cultural sensitivity and understanding.
- Takes personal and/or professional risks for the sake of others.

2. CUSTOMER SERVICE: Anticipating, meeting and/or exceeding customer needs, wants and expectations.

- Strives to anticipate, identify and understand customers' wants, needs and concerns.
- Responds to customers with a sense of urgency.
- Follows through on customer requests.
- Is patient and courteous with customers.
- Resolves issues and complaints to the satisfaction of customers.
- Expend extraordinary effort to satisfy customers.
- Develops relationships with customers.
- Partners with customers to assist them in achieving their objectives.
- Acts as an advocate for customers' needs.
- Takes professional risks for the sake of customers' needs.



SUMMARY OF TOP COMPETENCIES

3. INTERPERSONAL SKILLS: Effectively communicating, building rapport and relating well to all kinds of people.

- Strives for self-awareness.
- Demonstrates sincere interest in others.
- Treats all people with respect, courtesy and consideration.
- Respects differences in the attitudes and perspectives of others.
- Listens, observes and strives to gain understanding of others.
- Communicates effectively.
- Sensitive to diversity issues.
- Develops and maintains relationships with many different kinds of people regardless of cultural differences.

4. PERSUASION: Convincing others to change the way they think, believe or behave.

- Utilizes the knowledge of other's needs, wants, beliefs, attitudes, and behavior to promote a concept, product or service.
- Builds trust and credibility before attempting to promote concepts, products or services.
- Understands and utilizes compliance-producing behaviors to influence others such as authority, being likeable, proof of the prior compliance of others, limited availability, sampling or giving something away to create a sense of obligation.
- Uses logic and reason to develop rational arguments that challenge current assumptions, attitudes, beliefs, and behavior.
- Identifies and addresses the social, emotional, economic, and practical barriers that prevent people from complying.
- Adapts techniques and approaches to the needs and wants of those being influenced.

5. SELF-MANAGEMENT (TIME AND PRIORITIES): Demonstrating self control and an ability to manage time and priorities.

- Effectively manages emotions and impulses.
- Effectively manages time and priorities to meet deadlines.
- Presents self assertively.
- Demonstrates an ability to maintain composure in the midst of crisis.
- Strives for continuous improvement.
- Balances personal and professional life.
- Takes initiative and acts without waiting for direction.
- Accepts responsibility for actions and results.



SUMMARY OF TOP COMPETENCIES

6. TEAMWORK: Working effectively and productively with others.

- Respects team members and their individual perspectives.
- Makes team mission and objectives a priority.
- Works toward consensus when team decisions are required.
- Meets agreed-upon deadlines on team assignments and commitments.
- Shares responsibility with team members for successes and failures.
- Keeps team members informed regarding projects.
- Supports team decisions.
- Recognizes and appreciates the contributions of team members.
- Behaves in a manner consistent with team values and mission.
- Provides constructive feedback to team and its members.
- Responds positively to feedback from team members.
- Raises and/or confronts issues limiting team effectiveness.

7. CREATIVITY/INNOVATION: Adapting traditional or devising new approaches, concepts, methods, models, designs, processes, technologies and/or systems.

- Notices unique patterns, variables, processes, systems or relationships.
- Expresses non-traditional perspectives and/or novel approaches.
- Synthesizes and/or simplifies data, ideas, models, processes or systems.
- Challenges established theories, methods and/or protocols.
- Encourages and promotes creativity and innovation.
- Modifies existing concepts, methods, models, designs, processes, technologies and systems.
- Develops and tests new theories to explain or resolve complex issues.
- Applies unorthodox theories and/or methods.
- Imagines new or revolutionary concepts, methods, models, designs, processes, technology, systems, products, services or industries.



JOB REWARDS/CULTURE FEEDBACK

This section provides you with a better understanding of the culture of this job. The culture of any job is clearly defined by how it rewards superior performance. Feedback is provided on the three most highly-ranked attributes. Read each one to gain insights about the job. This information is designed to apply to coaching and other developmental activities for anyone selected to perform this job.

1. THEORETICAL

- Rewards those who value knowledge for knowledge's sake, continuing education and intellectual growth.

2. SOCIAL

- Rewards those who value opportunities to be of service to others and contribute to the progress and well being of society.

3. UTILITARIAN/ECONOMIC

- Rewards those who value practical accomplishments, results and rewards for their investments of time, resources and energy.



BEHAVIORAL FEEDBACK

This section clarifies the nature of the behavioral traits demanded by the job. Feedback is provided on the three most highly-ranked traits. Read each one to gain insights about the job. This information is designed to apply to coaching and other developmental activities for anyone selected to perform this job.

1. FREQUENT INTERACTION WITH OTHERS

- The job requires a strong "people orientation," versus a task orientation. The job will comfortably deal with multiple interruptions on a continual basis, always maintaining a friendly interface with others.

2. CUSTOMER ORIENTED

- The job demands a positive and constructive view of working with others. There will be a high percentage of time spent in listening to, understanding and successfully working with a wide range of people from diverse backgrounds to achieve "win-win" outcomes.

3. VERSATILITY

- The job calls for a high level of optimism and a "can do" orientation. It will require multiple talents and a willingness to adapt them to changing assignments as required.



JOB COMPETENCY QUESTIONS

1. EMPATHY: Identifying with and caring about others.

Listen for genuine caring, compassion and initiative in assisting others without expectations of rewards. Be sure to probe for as many details and specifics as possible such as names, dates and other verifiable information. Skilled interviewers will also ask candidates for their thoughts or feelings about a situation to gain further insight.

- Give me an example of when you identified with someone else's difficulties at work.
- What, if anything, did you do to help them?
- Give me an example of a time when a company policy or action hurt people.
- What, if anything, did you do to mitigate the negative consequences to people?
- Give me an example of when you went out of your way to help someone.
- What were your thoughts and feelings about that situation?
- Give me an example of when you had to make a decision in favor of your own self-interest or someone else's.
- What were your thoughts and feelings?
- What did you do?
- What positive contributions have you made to your community or society?
- Give me an example of when you were given special recognition or acknowledgement for your contributions to the disadvantaged.
- Describe a situation when you were criticized for being too concerned about the difficulties of others.



JOB COMPETENCY QUESTIONS

2. CUSTOMER SERVICE: Anticipating, meeting and/or exceeding customer needs, wants and expectations.

Listen for extraordinary effort in responding to customer needs and wants to insure satisfaction. Be sure to probe for as many details and specifics as possible such as names, dates and other verifiable information. Skilled interviewers will also ask candidates for their thoughts or feelings about a situation to gain further insight.

- Give me an example of when you went out of your way for a customer.
- What was the outcome?
- Describe the most difficult customer you've ever had to deal with and how you handled them.
- Describe a situation when you were given outstanding customer service.
- What made it stand out?
- Describe a situation when you felt a particularly demanding customer may have been trying to take advantage of you or the organization.
- What was the outcome?
- Give me an example of a situation where you improved the level of customer service in your organization.
- What did you do to improve it?
- What was the outcome?
- Give me an example of when you were given special recognition or acknowledgement for going the extra mile to satisfy a customer.
- Question: Describe a situation when you took a stand for a customer.



JOB COMPETENCY QUESTIONS

3. **INTERPERSONAL SKILLS:** Effectively communicating, building rapport and relating well to all kinds of people.

Listen for self-awareness, understanding and an ability to communicate effectively with others regardless of differences. Be sure to probe for as many details and specifics as possible such as names, dates and other verifiable information. Skilled interviewers will also ask candidates for their thoughts or feelings about a situation to gain further insight.

- Describe the most difficult working relationship you've had with an individual.
- What specific actions did you take to improve the relationship?
- What was the outcome?
- Describe the types of people you get along with best and why.
- Describe the types of people you have difficulty getting along with and why.
- Give me an example of a situation when you demonstrated sensitivity to diversity issues.
- Describe a situation when you were able to strengthen a relationship by communicating effectively.
- What made your communication effective?
- Describe your relationship with the people you work with.
- What have you done in the past to build rapport and relationships with people?
- Give me an example of your ability to communicate effectively and build relationships with people regardless of cultural differences.
- Describe how your ability to communicate effectively and build relationships with many different types of people has contributed to one of your greatest accomplishments.



JOB COMPETENCY QUESTIONS

4. PERSUASION: Convincing others to change the way they think, believe or behave.

Listen for the expert utilization of various influencing strategies to obtain compliance. Be sure to probe for as many details and specifics as possible such as names, dates and other verifiable information. Skilled interviewers will also ask candidates for their thoughts or feelings about a situation to gain further insight.

- Describe a situation where you were able to convince others to your way of thinking.
- How did you do it?
- Describe a situation when the only way you could accomplish a goal was to get buy-in from others.
- What obstacles did you have in obtaining their buy-in?
- How did you overcome them?
- What was the outcome?
- Give me an example of when you were able to facilitate a dramatic shift in the thinking, actions or beliefs of others.
- What techniques or methods did you use?
- Give me an example of a situation when you were given special recognition or acknowledgement for your ability to get others to say yes.
- Describe a situation when you accomplished something significant as a result of your persuasive ability.



JOB COMPETENCY QUESTIONS

5. SELF-MANAGEMENT (TIME AND PRIORITIES): Demonstrating self control and an ability to manage time and priorities.

Listen for composure, assertiveness and emotional stability. Be sure to probe for as many details and specifics as possible such as names, dates and other verifiable information. Skilled interviewers will also ask candidates for their thoughts or feelings about a situation to gain further insight.

- Give me an example of when you were able to meet the personal and professional demands in your life yet still maintained a healthy balance.
- Describe a situation when you had to exercise a significant amount of self control.
- Describe a situation when you demonstrated initiative and took action without waiting for direction.
- What was the outcome?
- Give me an example of when your ability to manage your time and priorities proved to be an asset.
- What have you done in the past that demonstrates your commitment to continuous improvement?
- Give me an example of when you were responsible for an error or mistake.
- What was the outcome?
- What, if anything, would you do differently?
- Describe a time when you had to make a difficult choice between your personal and professional life.



JOB COMPETENCY QUESTIONS

6. TEAMWORK: Working effectively and productively with others.

Listen for strong commitment and contributions to team members working towards a specific goal. Be sure to probe for as many details and specifics as possible such as names, dates and other verifiable information. Skilled interviewers will also ask candidates for their thoughts or feelings about a situation to gain further insight.

- Give me an example of one of the most significant contributions you made as a member of a high performing team.
- What, in your opinion, made it a high performing team?
- Describe how you felt about the contributions of the others on the team.
- Give me an example of a situation where you had difficulties with a team member.
- What, if anything, did you do to resolve the difficulties?
- Describe how you felt about a decision the team wanted to make that you didn't agree with.
- Describe a situation where the team was having trouble agreeing on a decision and what you did to facilitate consensus.
- Give me an example of when you were on a team that failed to meet its objectives.
- What could the team have done differently?



JOB COMPETENCY QUESTIONS

7. CREATIVITY/INNOVATION: Adapting traditional or devising new approaches, concepts, methods, models, designs, processes, technologies and/or systems.

Listen for "out-of-the-box" thinking and unusual approaches. Be sure to probe for as many details and specifics as possible such as names, dates and other verifiable information. Skilled interviewers will also ask candidates for their thoughts or feelings about a situation to gain further insight.

- Describe a work situation when you adapted a concept, design, process or system to meet a need.
- How did you go about it?
- Describe a work situation when you took an unusual or non-traditional approach to get results.
- What made your approach so unusual?
- Why did you take that approach?
- How did others respond to your approach?
- What was the outcome?
- What, if anything, would you do differently?
- Give me an example of when you were given special recognition for a new idea, method or process that improved results.



JOB REWARDS/CULTURE QUESTIONS

Read the following suggested interview questions as they relate to the rewards/culture environment of the job. Modify the questions to be more job-specific and assure that all candidates are asked the same questions.

1. THEORETICAL

- Which is more important, action or knowledge?
- Would you consider yourself to be an expert in something? What is it? How did you go about gaining the knowledge?
- Tell me what you especially like or enjoy about learning things. What topics or subjects do you enjoy?
- How comfortable are you in taking the time, energy and effort required to master a subject or topic you currently know very little about? How about one in which you have very little interest?

2. SOCIAL

- Is there such a thing as "too much" service to others? Explain your answer to me, please.
- Is there ever a point when employees should stand up and tell their manager that they are being mistreated? Give me an example of a circumstance where that might be the case.
- Tell me how you would service an account that kept having problems with your product and kept coming back, yet showed no promise of future business.
- What would you do if an employee was missing an undue amount of time to a family crisis? How would you handle it? At what point would you take corrective action? What would that action be?

3. UTILITARIAN/ECONOMIC

- How important is earning a lot of money to you? What do you consider to be a "lot of money"?
- Where would you like to be, financially, in 5 years? 10 years? Why?
- What role does earning a significant income play in your job choices? In staying in a job?
- Would you consider yourself to be a bottom line, practical thinker or are you more theoretical or philosophical? Why do you say that?



BEHAVIORAL QUESTIONS

Read the following suggested interview questions as they relate to the most desired behavioral traits to perform the job. Modify the questions to be more job-specific and assure that all candidates are asked the same questions.

1. FREQUENT INTERACTION WITH OTHERS

- How do you handle frequent interruptions by other people? How about your response to people who ask you question after question?
- Are you more comfortable with details or people with the big picture or with bits of data?

2. CUSTOMER ORIENTED

- How important is it for people to like you? Which is more important, being trusted or liked? Why do you say that?
- Do you stop and listen to others or express your opinions quickly? Give me examples and situations where both of these situations occurred. What was the outcome?

3. VERSATILITY

- Are you patient or impatient? Give me an example of how you handle slower-moving people. Would you consider yourself to be opinionated? Strong-willed? Explain.
- How important is it for you to be systematic? Describe a system you have set up, used and been successful with in any previous job you have had.