

**BELLSOUTH**

**REPeValuator**

**STUDY GUIDE**

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AN EQUAL OPPORTUNITY EMPLOYER

BellSouth will consider requests for testing accommodations from individuals covered by the Americans with Disabilities Act. Documentation of the need for the accommodation may be required.

# BELLSOUTH REPeValuator

## CANDIDATE'S INFORMATION

The REPeValuator was developed by Aon Consulting, and is administered online at authorized test centers. During the approximate 45-60 minutes it will take you to complete this web-based simulation, you will be exposed to simulated voice and chat interactions for a company that sells and services a leading product to businesses and consumers. Candidates assume the role of a customer contact representative during a variety of sales and service exchanges. The results – their skills – are then compared with the levels necessary to succeed in the job.

## NOTE:

In order to take the REPeValuator, you must be able to:

- Read and absorb written information from a computer screen;
- Use a computer keyboard and mouse for data entry

If you feel that you require some accommodation or assistance with these activities, or you do not feel well the day of testing, please notify the Test Administrator before beginning the Program. If you begin the Program and fail to complete it, you will be required to wait the appropriate retest interval as defined on the Non Management Job Title/Test Matrix.

Your performance during the REPeValuator will be evaluated on five factors, which are necessary to be effective in professional sales and service roles at BellSouth. The following information details the traits included in each of the five dimensions you are expected to exhibit on a regular basis.

### REPeValuator PROFILE DIMENSIONS:

<p><b>SERVICE ORIENTATION</b></p> <ul style="list-style-type: none"> <li>• <i>Friendly</i></li> <li>• <i>Helpful</i></li> <li>• <i>Responsive</i></li> </ul>	<p><b>INFORMATION PROVISION</b></p> <ul style="list-style-type: none"> <li>• <i>Compliant</i></li> <li>• <i>Resourceful</i></li> <li>• <i>Accurate</i></li> <li>• <i>Informative</i></li> </ul>	<p><b>COMMUNICATION</b></p> <ul style="list-style-type: none"> <li>• <i>Understandable</i></li> <li>• <i>Concise</i></li> <li>• <i>Organized</i></li> <li>• <i>Well-spoken</i></li> </ul>
<p><b>KEYBOARD SKILLS</b></p> <ul style="list-style-type: none"> <li>• <i>Accuracy</i></li> <li>• <i>Speed</i></li> <li>• <i>Efficiency</i></li> </ul>	<p><b>SALES ORIENTATION</b></p> <ul style="list-style-type: none"> <li>• <i>Takes action</i></li> <li>• <i>Persistent</i></li> <li>• <i>Exceeds expectations</i></li> <li>• <i>Closes sales</i></li> </ul>	

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# REPeValuator

## Developmental Suggestions by Competency

### Competency: Service Orientation

#### **Training**

- Take a proofreading course offered through your local high school or community college.

#### **Books**

1. Bruce Ross-Larson (1996). Edit yourself: a manual for Everyone Who works with Words. W.W. Norton & Company.

#### **On the Job Activities**

- Review information on products/services associated with your present position to ensure you have an accurate understanding of those products/services.
- Organize your resources so that you can locate information about products/services quickly.
- For each product or service associated with your present position, determine the most important pieces of information to convey about that product/service. Ensure that each time you describe that service you convey that information. Make “cheat sheets” on specific products, listing the information that is critical to provide. Refer to these “cheat sheets” to ensure you have provided the important details.
- Get in the habit of reviewing all data entries and written communications before you submit those documents. Check documents for typos, misspellings, incorrect codes, etc.
- Keep track of the data entry and spelling mistakes that you make when preparing written material. Use this information to identify where you typically make mistakes and the steps you need to take to improve (e.g., a proofreading/editing course, study to improve your knowledge of specific codes, etc.).
- Ask your supervisor or an experienced co-worker to listen to your presentation of information to customers. Ask for their feedback on whether the information you provided was thorough and accurate.

#### **Personal Time Activities**

When preparing personal correspondence (e.g., e-mails, letters, etc.) take time to check for misspellings, typographical errors, grammatical mistakes, etc.

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# REPeValuator

## Developmental Suggestions by Competency

### Competency: Information Provision

#### **Training**

- Attend a course on time management offered through your local high school or community college.

#### **Books**

1. Alessandra, Tony & O'Connor Michael J. (1994). People smarts. San Diego: Pfeiffer & Company.
2. Fletcher, Jerr L. Patterns of high performance. (1993). San Francisco. Berrett-Koehler.
3. Covey, Stephen R., The seven habits of highly effective people. (1989). New York. Simon & Shuster.

#### **On the Job Activities**

- Adopt a can-do-attitude and approach to challenges.
- Work to eliminate the need to seek unnecessary permission or approval.
- Refrain from telling the customer that “it can’t be done”. Focus on how you can make it happen.
- Instead of choosing the first solution that presents itself, consider alternative solutions to a problem. Weigh the consequences of alternative solutions before making a decision.
- Review information on products/services associated with your present position to ensure you have an accurate understanding of those products/services.
- Organize your resources so that you can locate information about products/services quickly.
- For each product or service associated with your present position, determine the most important pieces of information to convey about that product/service. Ensure that each time you describe that service you convey that information. Make “cheat sheets” on specific products, listing the information that is critical to provide. Refer to these “cheat sheets” to ensure you have provided the important details.
- Ask your supervisor or an experienced co-worker to listen to your presentation of information to customers. Ask for their feedback on whether the information you provided was thorough and accurate.

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# REPeValuator

## Developmental Suggestions by Competency

### Competency: Communication

#### **Training**

- Attend a course on oral communication offered through your local high school or community college.
- Attend a course on identifying common barriers to communication offered through your local high school or community college.

#### **Books**

1. Bedrosian, M. M. (1987). Speak like a pro in business and public speaking. New York: John Wiley & Sons.
2. Garner, Alan (1991). Con conversationally speaking: Tested new ways to increase your personal and social effectiveness. New York: McGraw-Hill.
3. McKay, Matthew, Davis, Martha, & Fanning, Patrick (1983). Messages: The communication skills book. Oakland, CA: New Harbinger Press.
4. Woodhall, Marian K. (1993). How to think on your feet. New York: Warner Books.

#### **On the Job Activities**

- When trying to orally communicate an idea, think through the main idea you are trying to express, then state the idea in a clear, concise statement.
- Seek opportunities for presentations or interactions in which oral communication skills are important – ask for feedback on your performance.
- Before speaking to others about a topic, take a moment to list possible points that may come up during the conversation and decide how you will respond to each.
- If you tend to be soft-spoken, work on speaking in a more forceful and confident tone.
- Rehearse presentations in front of a mirror or on video. Work at varying your volume and pace for emphasis.

#### **Personal Time Activities**

1. Eliminate speech habits that may annoy others, such as talking too slowly, too rapidly, or too hesitantly. Also work to eliminate slang phrases.
2. Have a friend count the number of times you say “uh,” “um,” and “you know,” in a conversation and make a conscious effort to lower this number.
3. Pursue speaking opportunities with community groups, service organizations, and church/school-related groups.
4. Join Toastmasters, the world’s largest organization devoted to communication excellence.
5. Record a presenter such as a television newscaster, a political leader, or a motivational speaker. Review and critique them later for clarity, organization, grammar, voice quality and enthusiasm.

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# REPeValuator

## Developmental Suggestions by Competency

### Competency: Keyboard skills

#### **Training**

- Attend a typing and/or data entry offered through your local high school or community college.
- Buy a typing or data entry software program that will train you to type.

#### **Software**

1. Typing Tutor 7 (1996) Simon & Shuster Interactive.
2. Walter M. Sharp, Anthony A. Olinzock, & Otto Jr. Santos. KeyChamp: Text/Disk Package (1998). South-Western Educational Publishing.
3. Nathan Levine & Sheryl Lindsell-Roberts. Typing and Keyboarding for Everyone (w/CD) 12<sup>th</sup> Edition (2002). Arco Publications.

#### **On the Job Activities**

- Get in the habit of reviewing all data entries and written communications before you submit those documents. Use spell check in documents for typos, misspellings, incorrect codes, etc.
- Keep track of the data entry and spelling mistakes that you make when preparing written material. Use this information to identify where you typically make mistakes and the steps you need to take to improve (e.g., a proofreading/editing course, study to improve your knowledge of specific codes, etc.).

#### **Personal Time Activities**

1. When preparing personal correspondence (e.g., e-mails, letters, etc.) take time to check for misspellings, typographical errors, grammatical mistakes, etc.

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# REPeValuator

## Developmental Suggestions by Competency

### Competency: Sales Orientation

#### **Training**

- Attend a course on being an effective salesperson offered through your local high school or community college.
- Attend a course on assertiveness training offered through your local high school or community college.

#### **Books**

1. Fisher, Roger & Ury, William (1981). Getting to yes: Negotiating agreement without giving in. New York: Penguin Books.
2. Nirenberg, Jesse S. (1989). How to sell your idea. New York: McGraw-Hill.
3. Bellman, Geoffrey M. (1992). Getting things done when you are not in charge. San Francisco: Berrett-Koehler.
4. Snyder, Elayne. Persuasive Business Speaking. (1990). New York. AMACOM.

#### **On the Job Activities**

- Seek assignments that give you an opportunity to lead a group or influence others.
- Don't back down quickly when challenged. Instead, restate your position clearly to ensure that others understand your perspective.
- Only make promises if you can keep them.
- Behave in a way that is consistent with what you say – “walk the talk.”
- Observe people in your organization who are highly influential, and try out the techniques that seem to work for them.
- Ask your supervisor or co-workers for feedback on how persuasive and influential you are. Ask them for suggestions on what you can do to be more influential.
- Take the initiative to go beyond what is expected.

#### **Personal Time Activities**

1. Be genuinely enthusiastic about the potential benefits others can attain through following your advice/suggestions.
2. Convince yourself that taking your advice/suggestions will actually benefit the person you are trying to influence. Be able to clearly envision how the person will realize these benefits.
3. Seek opportunities to strengthen your self-insight and then share who you are and what you believe and feel.
4. Volunteer for a position with a community group that requires you to influence or “sell” (e.g., a fund-raiser, soliciting advertisers, etc.).
5. Observe sales people you deal with during your daily activities. Note what they do to convince you to purchase.

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# PREPARATION SUGGESTIONS

In order to prepare for this assessment, the following suggestions are provided which, if followed, may enable you to perform well on the assessment:

- **Be Yourself**

Answer questions the way you feel you would answer them naturally.

- **Read carefully**

Read the questions carefully so that you understand what is being asked of you, so that you can respond accurately.

- **Work Quickly**

During the assessment, work quickly without sacrificing accuracy and thoroughness.

**Good luck!**