

Tony Michaels

12-Aug-2003

Job Position: _____

There are many elements that affect job performance. Each of these must be considered when making a hiring decision. The following format will help you to evaluate each candidate on an effective range of criteria.

Rate the Candidate on each of these elements by placing a checkmark in the appropriate box. Then complete the simple calculations to generate a Relative Composite Rating for the Candidate.

| | nothing like job requires | less than job requires | adequate for what job requires | more than job requires | far more than job requires |
|--|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| First Interview Rating | | | | | |
| First Impression | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Grooming | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Ability to express ideas | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Attitude | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Skills, Knowledge & Experience Rating | | | | | |
| Education | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Experience in this job | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| General Experience | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| FirstView Assessment Rating | | | | | |
| Report Information | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| FirstView Interview Questions | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Count # of check marks in each column and bring down the total | <input type="checkbox"/> <u>x1</u> | <input type="checkbox"/> <u>x2</u> | <input type="checkbox"/> <u>x3</u> | <input type="checkbox"/> <u>x4</u> | <input type="checkbox"/> <u>x5</u> |
| Multiply by the # given and bring down the total | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

RELATIVE COMPOSITE RATING-ADD THE SCORES ABOVE AND PUT THE TOTAL HERE

COMPARE THIS SCORE TO ALL CANDIDATES

FirstView Summary Chart

FirstView assesses six personality traits, a measure of cognitive ability, and a measure to determine if the candidate was answering the personality questions in a frank and open manner.

The candidate's score is marked in each test dimension. A candidate's score will fall into one of three possible classifications denoted by shade or color:

- *Least Concern*. Candidates score indicates good tendencies, well matched to the requirements of this job category.
- *Some Concern*. Candidates score indicates some low level potential for behavioral misalignment with the requirements of this job category.
- *Most Concern*. Candidates score indicates more potential for a material misalignment with the requirements of this job category.

NOTE: Social Desirability is an internal validity scale and indicates the degree to which the candidate may be manipulating his/her answers to the implicit requirements of the job category. Scores are either in the *Least Concern* area or are in the *Most Concern* category. The test results of candidates who score in the *Most Concern* category in the Social Desirability dimension should be viewed as potentially not accurate.

Applicant results at the bottom of the chart page show the number of dimensions a candidate scored in each of the 3 potential categories. From these results you have a comparative measure of job fit.

NOTE: Each job category will tend to have a different pattern for the level of concern for a specific personality trait or cognitive score. The behavioral requirements for job categories are different, and may also be subtly different from job to job within a category. FirstView results provide a good overview of job fit for a job category, but should be viewed with flexibility when considering the specific job and behavioral requirements of your position.

The FirstView information represents only one part of the factors that determine job performance. The FirstView information should only be used as a percentage of any hiring decision.

WORK CATEGORY: Driver

CANDIDATE NAME: Tony Michaels

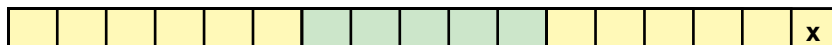
Prefers change,
resists rules



Rules

Prefers consistency
and structure,
conforms to rules

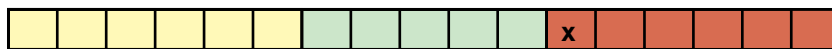
Less need to,
communicate and
work with others



Extroversion

More need to,
communicate and
work with others

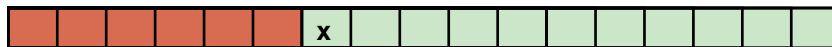
Less decisive and,
confrontational,
takes direction



Assertiveness

More decisive and,
assertive, less willing
to take direction

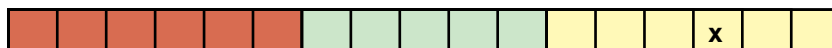
More competitive,
individualistic



Teaming

More collaborative,
group oriented

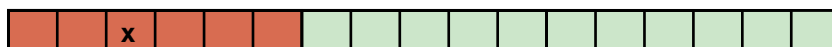
More stable,
handles stress
and criticism



Sensitivity

More emotional,
and sensitive to stress
or criticism

More spontaneous,
less detail
oriented



Organization

More detail
oriented, plans
and manages time

Less likely to be
shading answers
to make a good
impression



Social Desirability

More likely to be,
shading answers
to make a good
impression

Relative lower
cognitive ability



Cognitive Ability

Relative higher
cognitive ability

Key

| |
|---------------|
| LEAST CONCERN |
| SOME CONCERN |
| MOST CONCERN |

TOTALS

Applicant results

| |
|---|
| 3 |
| 2 |
| 3 |

Driver Report

Tony Michaels

8/12/2003

Cognitive:

- Learns more quickly than the average person, which can be beneficial in Driver Training program
- Top third of the population in terms of reasoning speed
- Solves problems quickly, essentially allowing faster projection of the consequences of choices
- Generally more focused on long-term issues rather than on more immediate service problems
- Focus on strategic issues can be a problem when tactical and immediate problems are more critical
- Others may interpret this faster reasoning speed as incomplete and impulsive
- May become bored with the routine of most Driver positions
- Needs to recognize the need to slow down and match the delivery to the audience
- Needs to continually confirm that verbal communication is understood by others

Rules:

- Generally follows rules and procedures within the Driver position, unless there is a good reason to make an exception
- Important to provide understanding of what types of exceptions are acceptable

Extroversion:

- Enjoys talking, which can contribute to building stronger customer relationships
- May cause delays in schedules due to additional time spent socializing at customer stops
- Should take notes and use checklists to make sure that information from conversations is captured

Assertiveness:

- Likes to be in control of actions
- Tends to speak out directly regarding problems and issues, and can generally handle confrontational situations with customers
- May become argumentative with difficult customers
- Can resent being closely supervised, so limits on authority should be clear

Team:

- Generally looks for win-win in all situations
- Views cooperation with others as the best approach

Sensitivity:

- Likes to stay busy
- May have difficulty working under stressful situations
- Tends to exaggerate the urgency of situations
- Needs to recognize importance of controlling emotions to avoid unwanted situations with customers and distractions from safety concerns

Organization:

- Generally prefers to work with a loose schedule that easily allows for unexpected schedule changes
- Needs effective time management methods to ensure punctuality
- Should double check paperwork

Has answered the questions frankly and directly

Driver Interview Questions

Tony Michaels

12-Aug-2003

COGNITIVE:

Select the questions from this area that you feel are important to job performance:

1. People who learn very quickly tend to communicate very quickly also. Give me an example of how you have adapted your speed of communication to better communicate with someone else.
2. Once the challenge of learning a new job is past, the day-to-day routine can become boring to someone who learns quickly. Give me an example of what you have done in previous positions to challenge your abilities.
3. Give me an example from your experience in which you have used your ability to think quickly to your advantage.
4. Give me an example from your experience in which your ability to think quickly has been a problem.
5. Give me an example of how you make certain that other people understand your ideas.
6. Give me an example of strategic issues that you have dealt with in the past. Give me an example of tactical issues that you have dealt with in the past. Is strategic thinking or tactical thinking your strength?

RULES:

Select the questions from this area that you feel are important to job performance:

1. Give me an example of how you have dealt with a policy that you considered to be inefficient.
2. Finding a better way is not always productive. Give me an example of how you have made a mistake by trying to improve something.
3. Give me an example of how you have used "out of the box" thinking to solve a problem.
4. Give me an example of when you have worked in an unstructured job with few established procedures.

EXTROVERSION:

Select the questions from this area that you feel are important to job performance:

1. It is clear to see that you enjoy talking. Give me an example of how you have used that talent in your job.
2. Give me an example of how you have communicated your level of attention to others.
3. How can you tell when you are really listening to what someone is saying?
4. Give me an example of how your enthusiastic stories have caused problems for you in the past.
5. Give me an example of how you have made others feel special.

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ASSERTIVENESS:

Select the questions from this area that you feel are important to job performance:

1. Give me an example of how you have dealt with a highly confrontational situation with another driver.
2. When people ask for opinions, they sometimes want honest, direct answers and sometimes they want tactful, supporting answers. Give me an example of how you tell which type of answer is appropriate.
3. Some bosses can often be demanding. Give me an example of your most difficult experience with a demanding boss.
4. Give me an example of how you have had to refuse a customer's request.

TEAM:

Select the questions from this area that you feel are important to job performance:

1. Give me an example of how you have worked together with co-workers to deliver a higher level of productivity or quality than you could alone.
2. Give me an example of when you were really motivated to a high level of performance. What kind of recognition did you receive?
3. Sometimes it is necessary to choose between being right and getting what you want. Give me an example of how you have let someone be "right" even though you disagreed.
4. How do you know when to draw the line when people try to take advantage of your good nature? Give me an example.
5. Describe a time when another driver cut you off. What did you do?

SENSITIVITY:

This is a very challenging area! It is recommended that you ask all of the questions in this group for a thorough interview.

1. Give me an example of when a boss or co-worker has taken out his frustration on you. How did you feel? What did you do?
2. Give me an example of how you have dealt with a stressful situation.
3. Give me an example of how you have had to "trust" what a co-worker was telling you.
4. Give me an example of a situation in which you have had to work with new or untrained co-workers. What did you do?

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ORGANIZATION:

Select the questions from this area that you feel are important to job performance:

1. Show me the time management method that you use to plan your day.
2. Give me an example of how you insure that your follow up is timely and accurate.
3. Give me an example of how you plan your priorities on a typical day.
4. How do you keep up with the details of a boss's instructions? Give me an example of when this did not work.