

FirstView™

Sample
Last Name

Sam
First Name

Company : Hiring Solutions

Unit/Location : Waddell, AZ

Job Applied for : Driver

11-May-2011
Completed Date

11-May-2011
Report Date

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"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	X1	X2	X3	X4	X5
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.

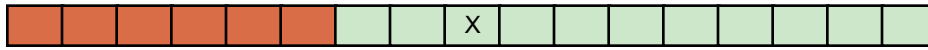
NOTE: Each job category will tend to have a different pattern for the level of concern for a specific personality

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

WORK CATEGORY: Driver

CANDIDATE NAME: Sample, Sam

Prefers change,
resists rules



Rules

Prefers consistency
and structure,
conforms to rules

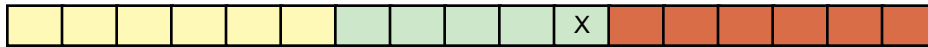
Less need to,
communicate and
work with others



Extroversion

More need to,
communicate and
work with others

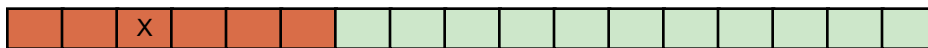
Less decisive and,
confrontational,
takes direction



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

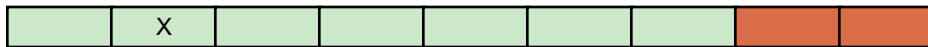
More
spontaneous,
less detail
oriented



Organization

More detail
oriented, plans
and manages time

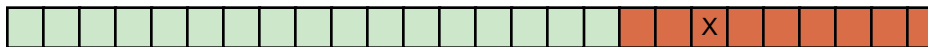
Less likely to be
shading answers
to make a good
impression



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

4
2
2

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:

- Generally prefers to work alone, and will enjoy the time spent driving in the vehicle
- Will seldom spend unnecessary time socializing with either co-workers or customers
- Customers may interpret lack of conversation as impersonal service
- Needs to recognize when it is necessary to display enthusiasm, and to be friendly with customers

Assertiveness:

- Generally speaks directly without seeming to be confrontational
- Can deal with a moderate level of confrontation; views arguments as being unproductive

Team:

- Enjoys individual competition and motivated by individual praise and recognition
- Can become discouraged if performance is not better than others on the team
- Can be defensive when faced with coaching and development needs

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:

- Tends to be very detail-oriented and prefers well-organized schedules
- Generally pays close attention to paperwork and maintenance schedules
- Thoroughness of planning may not allow for unexpected changes in the schedule
- Will find changes in plans frustrating

Has answered the questions frankly and directly

Driver Interview Questions

Sample, Sam

11-May-2011

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. Give me an example of how you have used emotion to make a point.
2. Tell me how other people can tell you are happy. How can they tell when you are upset?
3. Give me an example of how you have made someone else feel special.
4. Give me an example of how you communicate enthusiasm to others.

ASSERTIVENESS:

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

1. Give me an example of how you have handled a situation in which a co-worker pushed the worst jobs on to you.
2. Give me an example of how you have dealt with a highly confrontational situation with another driver.
3. Give me an example of how you have had to refuse a customer's request.
4. When someone asks for your recommendation, what is the best way to handle it?

TEAM:

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

1. Sometimes it is necessary to choose between being right and getting what you want. Give me an example of how you have let someone else be "right" even though you disagreed.
2. 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.
3. Give me an example of when you were really motivated to a high level of performance. What kind of recognition did you receive?
4. Describe a time when another driver cut you off. What did you do?
5. Give me an example of how you have kept score of your performance.

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?

ORGANIZATION:

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

1. Give me an example of how you have worked in a job with continual changes in schedules.
2. Describe a time when you had continual interruptions during the day. How did you handle it?
3. How do you know when you have enough details to complete an assignment? Give me an example.
4. Give me an example of how you build flexibility into your planning.