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B A S I S

AN IN-DEPTH SOLUTION FOR CANDIDATE SELECTION

Report For: Kelly Warren

ID: UC195499

DATE: January 10, 2010

Job Title:





INTRODUCTION

This is the Pre-Employment Assessment Report for elaine duffy. It is divided into different sections, and they are described below.

SECTION I - GRAPHIC REPORT

Hogan Personality Inventory (HPI) Graphic Report

This section provides a graphic report of the candidate's results on the Hogan Personality Inventory (HPI). The HPI evaluates people on seven well-known characteristics that influence occupational success.

Hogan Development Survey (HDS) Graphic Report

This section provides a graphic report for the candidate's results on the Hogan Development Survey (HDS). The HDS identifies 11 potentially derailing characteristics that can cause an otherwise effective individual to struggle in their career.

Motives, Values, Preferences Inventory (MVPI) Graphic Report

This section provides a graphic report of the candidate's results on the Motives, Values, and Preferences Inventory (MVPI). The MVPI evaluates individual fit within a corporate culture; it indicates the kind of jobs, work, and environments people will find most satisfying.

SECTION II - SUMMARY OF ASSESSMENT RESULTS

Employment Fit

This section reviews the candidate's results, focusing on general characteristics relevant to that person's success in most work environments. The review covers the candidate's reaction to stressful situations, how the candidate will manage the assignments associated with a job, and how the candidate will approach learning in a new job.

Job Fit

This section reviews the candidate's assessment results in terms of fit with a particular job. Different characteristics are important for success in different jobs, and characteristics that are important in one job may interfere with performance in others.

Job Risks

This section provides an overview of results from the Hogan Development Survey (HDS) which indicate risk factors that can impede performance effectiveness if not managed.

Organization Fit

This section reviews the candidate's results in terms of fit within a particular organization. The culture of every organization is different, and just because a candidate fits with a specific job, does not mean that he/she will fit within the organization. This report has been customized to provide information regarding the fit of a candidate to the organization's culture.

Candidate Fit Recommendation

This section provides an overall recommendation regarding the candidate's degree of fit within the job at your organization. This recommendation is based on the assessment data.

Candidate Interview Style

This section summarizes the candidate's interview style. Interview style can impact the evaluation of a candidate's fit for the position. This section indicates what to expect from a candidate in order to minimize the impact of interviewing skills.

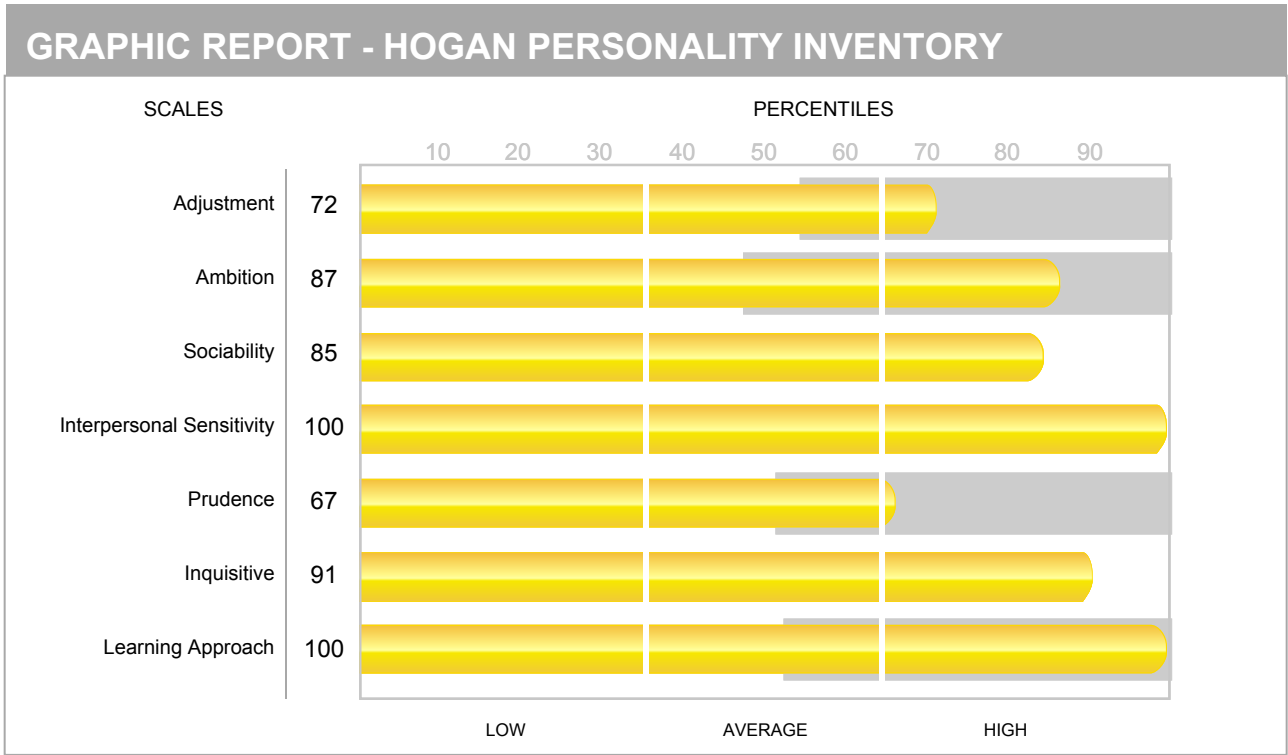


SECTION III - STRUCTURED INTERVIEW GUIDE

This section provides a structured interview guide based on the candidate's assessment results. The interview guide is designed to increase the hiring manager's understanding of the assessment results and allow him/her to probe areas of particular concern regarding the candidate's job fit. The guide also provides a systematic method for making a hiring decision using a combination of the assessment and the interview results.

SECTION IV – OVERALL EVALUATION OF CANDIDATE

This section provides a way in which to combine the candidate's assessment and interview results into an overall evaluation. From this, you will be able to make a more informed hiring decision.



NOTES: = Scales with a shaded bar have been identified as important to success. Scores inside the range increase a candidate's probability of success.

Adjustment

Reflects the degree to which a person is calm or moody and volatile. High scorers seem confident, resilient, and optimistic. Low scorers seem tense, irritable, and negative.

Ambition

Evaluates the degree to which a person seems leaderlike and values achievement. High scorers seem competitive and hard working. Low scorers seem unassertive and less interested in advancement.

Sociability

Assesses the degree to which a person appears socially self-confident. High scorers seem outgoing and colorful. Low scorers seem reserved and quiet.

Interpersonal Sensitivity

Reflects tact and perceptiveness. High scorers seem friendly, warm, and popular. Low scorers seem independent, frank, and direct.

Prudence

Concerns self control and conscientiousness. High scorers seem organized, dependable, and easy to supervise. Low scorers seem spontaneous and flexible.

Inquisitive

Reflects the degree to which a person seems curious, adventurous, and imaginative. High scorers tend to be quick-witted and visionary, but easily bored. Low scorers tend to be practical, focused, and able to concentrate.

Learning Approach

Reflects the degree to which a person values education as an end in itself. High scorers tend to enjoy reading and studying. Low scorers are less interested in formal education and more interested in hands-on learning on the job.



GRAPHIC REPORT - HOGAN DEVELOPMENT SURVEY



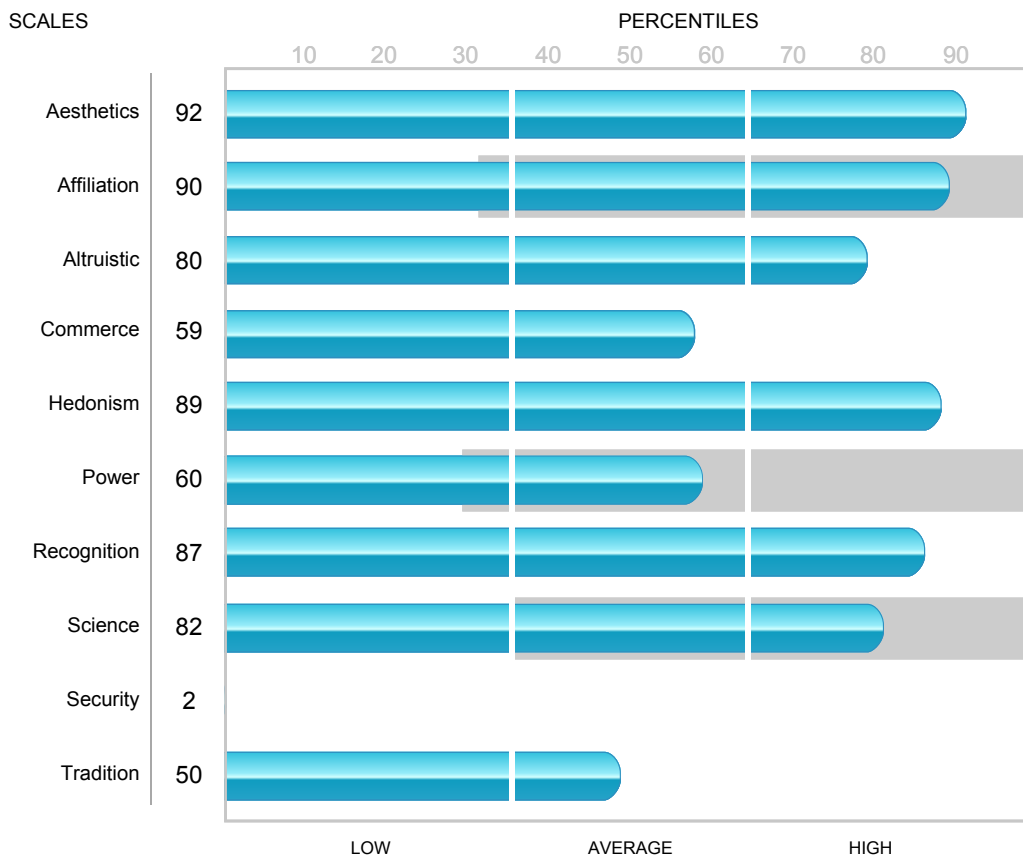
NOTES:= Scales with a shaded bar have been identified as important to success. Scores inside the range increase a candidate's probability of success.



| | |
|--------------------|---|
| Excitable | Behavior ranging from emotional calmness to emotional explosiveness. |
| Skeptical | Behavior ranging from trusting others to believing others usually attempt to deceive. |
| Cautious | Behavior ranging from flexibility to a cautious reluctance to try new things. |
| Reserved | Behavior ranging from caring about others to a lack of concern about other people. |
| Leisurely | Behavior ranging from cooperative and coachable to stubborn, irritable, and hard to coach. |
| Bold | Behavior ranging from modesty to assertive self-promotion and inflated views of one's value. |
| Mischievous | Behavior ranging from unassertive and responsible to impulsive and willing to test the limits. |
| Colorful | Behavior ranging from quiet self-restraint to dramatic and entertaining self-expression. |
| Imaginative | Behavior ranging from levelheaded and sensible to imaginative, unusual, and unpredictable. |
| Diligent | Behavior ranging from relaxed and tolerant to detail-oriented, picky, and overly-conscientious. |
| Dutiful | Behavior ranging from independent to overly conforming and eager to please others. |



GRAPHIC REPORT - MOTIVES, VALUES, PREFERENCES INVENTORY



NOTES:= Scales with a shaded bar have been identified as important to success. Scores inside the range increase a candidate's probability of success.



| | |
|--------------------|---|
| Aesthetics | Concerns quality, and a lifestyle organized around art, music, and fashion. |
| Affiliation | Concerns a desire for social contact, and a lifestyle organized around socializing and reaching out to others. |
| Altruistic | Concerns a need to help others, and a lifestyle organized around coaching, teaching, and improving the lives of the less fortunate. |
| Commerce | Concerns an interest in financial issues, and a lifestyle organized around salary increases and financial planning. |
| Hedonism | Concerns the pursuit of fun, variety, and pleasure, and a lifestyle organized around eating, drinking, traveling, and entertaining. |
| Power | Concerns the desire to make a difference, and a lifestyle characterized by competition and achievement striving. |
| Recognition | Concerns a desire to be recognized, and a lifestyle guided by a search for opportunities to be noticed. |
| Science | Concerns being interested in science, enjoying technology, and preferring to make data-based—as opposed to intuitive—decisions. |
| Security | Concerns a need for predictability, structure, order, and a lifestyle organized around avoiding risks and minimizing errors and mistakes. |
| Tradition | Concerns a commitment to family, work, respect for authority, and a lifestyle organized around tradition and old-fashioned values. |



Section II – Summary of Assessment Results

Employment Fit — Overall Suitability for Work

elaine duffy tends to be calm and even tempered, and should easily adjust to fast paced environments and heavy work loads. She will express emotions appropriately and handle stress well. She usually is conscientious, careful about rules and procedures, and will gather the information needed to make informed decisions. elaine duffy may appear bright, eager to learn, achievement-oriented, and learns quickly, but may seem impatient with others who are not as smart, and may take action before others understand the issues.

Job Fit — Suitability for the Position

Ms. duffy will be calm, composed, and resilient in the face of adversity, will seem unaffected by pressure such as the demands of meeting challenging organisational objectives, and her team will appreciate her steadiness and optimism. elaine duffy is an energetic, hardworking person who is eager to succeed and willing to take initiative. Ms. duffy is a conscientious, trustworthy, and hardworking person who is comfortable with rules and procedures. She likely will be playful and well organised. However, she may be too controlling or directive when working with people. Ms. duffy enjoys applying her knowledge to meet current job demands. She may be well-informed of developments within the organisation, and she may be perceived as a resource for up-to-date information.

Candidate Strengths

- Confident, upbeat, and positive; easily handles stress, pressure, and heavy workloads
- Calm, rational, and self-assured; handles emotions maturely
- Energetic, competitive, and upwardly mobile
- Assertive, leader like, and decisive
- Will be dependable, loyal, and hardworking; painstaking, thorough, and reliable
- Will be task-oriented, good with details and can be counted on to follow through with assignments
- May proactively develop expertise and base decisions on up-to-date knowledge
- May work to stay up-to-date and support continuous learning initiatives

Candidate Areas of Concern

- May ignore, and therefore not learn from, mistakes; may overestimate own talents and abilities
- May ignore negative feedback and lack a sense of urgency
- May compete with subordinates
- Dissatisfied if promotional opportunities are not immediately available
- May be inflexible and need a lot of structure
- May micromanage subordinates, including poor delegation and priority setting
- Tends to attend training instead of completing his/her routine work
- Probably intolerant of the less-informed; may be seen as a know-it-all

Job Risks - Tendencies that Could Undermine Performance Success

elaine duffy has the following potential risks that need to be managed:

- No risks to be managed identified for Excitable.
- Ms. duffy likely seems content and unassuming and likely has low risks associated with over self-confidence.
- No risks to be managed identified for Mischievous.

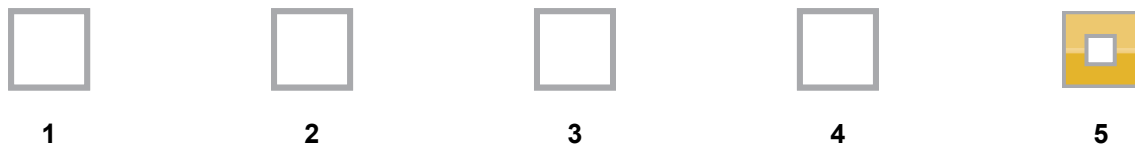


Organization Fit - Suitability for the Culture

Ms. duffy will enjoy working in a team environment and will dislike working alone. She will enjoy working on group projects, meeting new people, networking and developing strategic alliances. She will prefer to be described as a good corporate citizen willing to follow organisational policy. Ms. duffy will assume leadership roles and take initiative when the situation calls for it. Ms. duffy will enjoy assignments that require problem-solving and analysis. She should also be motivated by technology, innovation, and understanding the data and facts that drive organisational processes. At times, Ms. duffy may over-analyse issues, and may be reluctant to act until she has enough information.

Overall Candidate Recommendation

Based on the HPI, HDS and MVPI assessment results, and in comparison to the job specific profile created for your company, elaine duffy's overall fit for the position is:



Candidate Interview Style

The following suggests how elaine duffy is likely to behave during the interview.

| Interview Style | Low | Moderate | High |
|--|-----|----------|------|
| Emotional Demeanor Candidates with low scores may appear tense and nervous; those with high scores may appear calm and relaxed. | | | X |
| Rapport Candidates with low scores may seem quiet and even shy; those with high scores may seem talkative and approachable. | | | X |
| Relationship Building Candidates with low scores may appear challenging and independent; those with high scores may seem agreeable and ingratiating. | | | X |



Section III - Structured Interview Guide

Part 1 - Interview (Employment Fit)

These questions about Employment Fit focus on how easy it will be to manage Ms. duffy. The questions are derived from the Assessment Report - Employment Fit.

| Scale - Question | What to look for | | | | | | |
|--|--|---|--|--|-----|----------|------|
| <p>Adjustment Give an example of how your ability to keep a "level head" made the difference between success and failure.</p> <p>Notes:</p> | <p>The ability to remain calm in pressure-filled situations, to avoid responding emotionally, and to learn from past mistakes.</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td colspan="3">Question Rating:</td> </tr> <tr> <td>Low</td> <td>Moderate</td> <td>High</td> </tr> </table> | Question Rating: | | | Low | Moderate | High |
| Question Rating: | | | | | | | |
| Low | Moderate | High | | | | | |
| <p>Prudence Describe a situation when it was important for you to complete an assignment by a specific date or within a specific time frame.</p> <p>Notes:</p> | <p>The ability to meet and follow-through on commitments, to complete a high quality task or assignment within a specified time frame.</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td colspan="3">Question Rating:</td> </tr> <tr> <td>Low</td> <td>Moderate</td> <td>High</td> </tr> </table> | Question Rating: | | | Low | Moderate | High |
| Question Rating: | | | | | | | |
| Low | Moderate | High | | | | | |
| <p>Learning Approach Give an example of how you remain up-to-date with respect to new developments in business and technology that affect your job.</p> <p>Notes:</p> | <p>Evidence of being willing to acquire knowledge specific to your industry and company in order to be more effective in performing the job.</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td colspan="3">Question Rating:</td> </tr> <tr> <td>Low</td> <td>Moderate</td> <td>High</td> </tr> </table> | Question Rating: | | | Low | Moderate | High |
| Question Rating: | | | | | | | |
| Low | Moderate | High | | | | | |
| Employment Fit Rating | | | | | | | |
| <p>Clear issues or concerns that may present management challenges regardless of coaching and development.</p> | <p>Some potential management challenges that could be overcome through coaching and development.</p> | <p>Candidate would be easy to manage based on an ability to handle stress, dependability, and a willingness to learn.</p> | | | | | |



Part 2 - Interview (Job Fit)

Questions about Job Fit focus on Ms. duffy's ability to perform in the job. The questions are derived from the Assessment Report - Job Fit.

| Scale - Question | What to look for | |
|---|---|---|
| <p>Adjustment Tell me about a time that you were given an assignment that you were not happy about. What was the situation and what did you do?</p> <p>Notes:</p> | <p>Demonstrate that he/she was able to control their frustrations and work on the given assignment and get the work done.</p> <div style="border: 1px solid black; padding: 5px; text-align: center;"> Question Rating: Low Moderate High </div> | |
| <p>Adjustment Tell me about a time that you were given a very tight deadline to complete a task. How did you handle it?</p> <p>Notes:</p> | <p>Demonstrate that he/she can adhere to deadlines when necessary.</p> <div style="border: 1px solid black; padding: 5px; text-align: center;"> Question Rating: Low Moderate High </div> | |
| <p>Ambition Give me an example of a time that you had to take charge of a group or team to complete a task. How did you go about directing the work of others?</p> <p>Notes:</p> | <p>Showing that he/she can take charge when needed to complete a given task.</p> <div style="border: 1px solid black; padding: 5px; text-align: center;"> Question Rating: Low Moderate High </div> | |
| <p>Prudence When there is an important document or process that needs to be absolutely correct and accurate, what steps and processes do you utilise to ensure that outcome is 100% correct?</p> <p>Notes:</p> | <p>Show that he/she can pay attention to small detail and follow a structured process to achieve accuracy in a task or project.</p> <div style="border: 1px solid black; padding: 5px; text-align: center;"> Question Rating: Low Moderate High </div> | |
| Job Fit Rating | | |
| Poor or missing examples of successful performance of the job. | Some positive examples associated with the successful performance of the job. | Specific, positive examples in each of the areas associated with successful performance of the job. |



Part 3 - Interview (Organization Fit)

Questions about Organization Fit focus on elaine duffy's fit with the values and culture of the organization. The questions are derived from the Assessment Report - Organization Fit.

| Scale - Question | What to look for | |
|---|---|---|
| <p>Affiliation Tell me about how you have worked as part of a team in the past. What work teams have you been a part of, and what have been your roles?</p> <p>Notes:</p> | <p>Maintaining relationships and good working conditions.</p> <div style="border: 1px solid black; padding: 5px; text-align: center;"> Question Rating: Low Moderate High </div> | |
| <p>Affiliation Describe a situation where you had to act independently for the good of the organisation?</p> <p>Notes:</p> | <p>Ability to act independently when required.</p> <div style="border: 1px solid black; padding: 5px; text-align: center;"> Question Rating: Low Moderate High </div> | |
| <p>Power Give an example of a time when you took charge and led a project even though you were not formally designated to be the leader.</p> <p>Notes:</p> | <p>Show that he/she has stepped forward to take control and direct others.</p> <div style="border: 1px solid black; padding: 5px; text-align: center;"> Question Rating: Low Moderate High </div> | |
| <p>Science Give me an example of when you suggested a technological solution to a problem your organisation was experiencing. How would it have helped the organisation improve performance?</p> <p>Notes:</p> | <p>Willingness to use technology and the sophistication of the technological fix.</p> <div style="border: 1px solid black; padding: 5px; text-align: center;"> Question Rating: Low Moderate High </div> | |
| Organization Fit Rating | | |
| Poor or missing examples of successful performance of the job. | Some positive examples associated with the successful performance of the job. | Specific, positive examples in each of the areas associated with successful performance of the job. |



Part 3 - Interview (Position Fit)

Use this part of the interview guide to ask questions that are specific to the requirements of an open position. These questions can range from specific requirements unique to a particular unit of the organization to technical skills that are needed to perform the basic function of the job.

| | | |
|--|--|---|
| QUESTION: | | |
| | | |
| QUESTION: | | |
| | | |
| QUESTION: | | |
| | | |
| QUESTION: | | |
| | | |
| Position Fit Rating | | |
| Poor or missing examples of behavior associated with position fit. | Some positive examples of behavior associated with position fit. | Specific, positive examples of behavior associated with position fit. |



Section IV – Overall Evaluation for elaine duffy

Part 4 is designed to evaluate the candidate's probability of success in the open position. Complete steps A, B, and C to reach a final hiring decision.

A. Review of the interview results

Transfer your ratings from Section III to the table below by placing an (X) in the appropriate box and note any comments you have on the candidate's performance.

| Interview Area | Low | Moderate | High | Comments |
|------------------|-----|----------|------|----------|
| Employment Fit | | | | |
| Job Fit | | | | |
| Organization Fit | | | | |
| Position Fit | | | | |

Based on your interview ratings, evaluate the candidate's overall probability of success.

| Probability of Success (Interview) | |
|------------------------------------|---|
| ___ 1= Low | Several areas of fit are low and indicate concern regarding the candidate's probability of success. |
| ___ 2= Moderate | Most areas of fit are moderate to high with only minor concerns regarding the candidate's probability of success. |
| ___ 3= High | Moderate to high fit across all areas indicate that the candidate has a high probability of success. |



B. Review of the assessment results

Below is the assessment rating the candidate received indicating the probability of success in the position.

| Probability of Success (Assessment) | |
|--|---|
| ___ 1= Low | The candidate was outside the ranges on key scales indicating a low probability of success. |
| ___ 2= Moderate Low | |
| ___ 3= Moderate | The candidate was inside the range on key scales, indicating a moderate probability of success. |
| ___ 4= Moderate High | |
| <u>X</u> 5= High | The candidate was inside virtually all ranges on key scales indicating a high probability of success. |

C. Hiring Decision

Considering all the information you have on this candidate (resume, training and experience, assessment results, interview results), how would you rate this candidate in comparison to other candidates you have seen for this position (or other similar positions)?

| Comparing Candidates | | |
|--|--|-------------------------------------|
| ___ 1= Low | One of the worst candidates that I have seen. Would lower our standards. | |
| ___ 2= Moderate | An acceptable candidate. | |
| ___ 3= High | One of the best candidates I've seen. Would raise our standards. | |
| Considering all of the information, will you offer this candidate the position? | | <input type="checkbox"/> YES |
| | | <input type="checkbox"/> NO |

