

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
<b>First Interview Rating</b>					
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"/>
<b>Skills, Knowledge &amp; Experience Rating</b>					
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"/>
<b>FirstView Assessment Rating</b>					
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

# Engineering Report

RON K RON K

10/25/2002

They are in the top third of the population in terms of reasoning speed. Their ability to project the consequences of actions quickly is the basis for strategic thinking. In an Engineering position, they will generally be more focused on strategic and long term issues rather than on the more immediate or tactical decisions. It is also probable that their grasp of abstract concepts will be faster than that of the average person. They must translate these concepts into practical applications for them to be understood by most members of their work group.

In training situations, they will learn more quickly than the average individual. In most formal training programs, they may feel that the pace of the class is too slow. It is important that they use their advantage of learning speed to focus on more application of the training information that is provided instead of wanting more information. In training situations that allow for individual pacing, they should be allowed to progress at their own pace, although still focusing on application.

This faster learning and reasoning speed enables them to solve problems quickly. This problem solving ability essentially involves their faster projection of the consequences of their choices. This also allows them to think of a wider range of alternate solutions. They are also capable of keeping up with the constant flow of information on changes in technology, if they have the appropriate resources and time. This is also well-suited for Engineering positions that involve dealing with a challenging range of issues.

Their focus on the strategic issues can be a problem at times when the tactical or operational issues are more critical. They see so clearly where things need to be that they may underestimate the challenges and obstacles of the moment. Businesses must have a clear vision of where they are going, but it is equally important to deal effectively with the needs of today. It is important that they have good tactical thinkers to support them in this area. It is also important that they supply others with the trail of reasoning that supports their vision. A faster learning speed allows them to essentially take shortcuts in their thinking that may not be apparent to others. This can even lead others to view their thinking as incomplete or impulsive, since the logic is not clear to them.

It is critical that they understand their inherent communication problem: They process information faster than the average person. Therefore, they tend to communicate information faster than the average person can acquire it. It is essential that they learn to slow down and match their delivery to their audience. It is a good thing to encourage their listeners to ask questions often, and they should continually confirm that what they heard is what they intended. They must also ensure that their instructions are complete, providing all of the information and reasoning necessary for others to do their jobs.

It is important that they recognize that much of every engineering job involves the consistent application of proven processes. It is easy for them to become bored with this routine if the job lacks sufficient challenges for them. They must provide some measure of those challenges with outside interests or hobbies in order to balance the necessary routines of their job.

They are generally consistent in terms of following established engineering standards and procedures. They are able to make changes or exceptions, if it makes sense to do so. It is important to realize however, that they do not have the extreme level of compliance necessary for some Engineering positions. Areas in which flexibility is not acceptable should be clearly defined for them. The specialized nature of engineering knowledge and skills makes it imperative for individuals to collaborate effectively on engineering projects. They are generally able to adapt their way of doing things to a way that works for the overall project.

They enjoy talking and interacting with others. Co-workers will usually view them as friendly. They have the ability to communicate enthusiasm to others in person or over the telephone.

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It is difficult for them to work alone. At times their socializing may be distracting to their co-workers. It is important that they choose appropriate times for this. Success in an Engineering role involves dealing with information accurately. They often do not listen well when dealing with customers or co-workers, and it is necessary for them to develop effective strategies for strengthening their listening skills. Taking notes and asking questions to verify their understanding of what is said are good examples of such strategies.

They are well balanced in terms of assertiveness. While they are capable of following instructions, they are also capable of directing the work of others, as long as the level of confrontation is moderate. They will generally call out problems and state their opinions except when they perceive that it may result in strong disagreements.

They enjoy working on a team and contributing to the overall effort. They are generally loyal to the company and expect the same loyalty in return from the company. They tend to negotiate win-win arrangements with customers and co-workers. They usually look to share responsibilities and resources equally on engineering projects. While they like being part of a collective effort, at times they may need some individual recognition.

They remain calm even under stress, and they can generally handle sedentary positions without becoming overstressed. They tend to be optimistic most of the time and are extremely trusting of others.

Their optimism can sometimes cause problems in Engineering positions when it results in a lack of healthy skepticism and questions. They may assume that key information is correct, or they may assume that people have a particular level of some knowledge or skill. It is important for them to verify their assumptions on critical matters. Their relaxed attitude can sometimes be seen as a lack of energy. It is important that they find appropriate ways to communicate their sense of urgency to others. Project deadlines should always be specific to avoid misunderstandings.

They enjoy handling the details that are a large part of engineering roles. Scheduling and punctuality come easily for them, and they thrive in an environment that allows for thorough planning. They tend to think through engineering projects carefully before beginning, and they generally make fewer errors because of their attention to detail and their planning.

They can become frustrated by interruptions and unexpected changes in their schedule, such as impromptu problem solving meetings. Other people may not deliver the same attention to details that they expect. At times, they may prolong projects or postpone decisions while waiting for more detailed information to be gathered. They can sometimes miss seeing the big picture. It is important that the level of detail be matched to the needs of the situation for them to be most effective. Their development projects will usually take a bit longer because of their attention to detail and their planning.

They have answered the questions frankly and directly.

# Engineering Interview Questions

**RON K RON K**

**25-Oct-2002**

## 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 used consistency to achieve one of your goals.
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 how you have dealt with a policy that you considered to be inefficient.
5. 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 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 person.
3. Give me an example of how you have had to refuse a co-worker's request.
4. When someone asks for your recommendation, what is the best way to handle it?

## **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.

## **SENSITIVITY:**

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

1. Give me an example of how you communicate a sense of urgency to your co-workers.
2. How can you tell when a co-worker is unhappy even though he or she is not telling you? Give me an example of this.
3. If your boss is not satisfied, what are some useful questions to ask?
4. Tell me about a time when you were surprised by your boss's reaction to something you did.

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## 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 on the job. How did you handle it?
3. How do you know when you have enough details about a task in order to get started? Give me an example.
4. Give me an example of how you build flexibility into your planning.