The McQuaig Word Survey®
Interview Guide

Sample Candidate
The Holst Group

24 June, 2008

Assessment of Job Fit: Test Executive(2)
Interview Guide for Sample Candidate

TEST COMPANY

This report is designed to help you compare Sample Candidate's profile to the behavioural job demands for the role of Test Executive(2), as specified by Test Executive. It will assist the interviewer in developing an interview strategy that probes more deeply into on-the-job behaviours.

Interviewer Checklist

1. Before the Interview
- Review job requirements, the candidate's résumé and The McQuaig Word Survey®
- Telephone screen the candidate to clarify skills and fit.
- Review the interview questions and get an understanding of what to expect in the responses.

2. Interview Structure (1 hour interview)
- First 5 Minutes: Offer a refreshment, develop rapport; make the candidate feel comfortable, discuss areas of common interest.
- Next 5 Minutes: Inform candidate of interview structure; provide a brief overview of your company and the role but do not describe specific qualities that you seek in the ideal candidate.
- Next 40 minutes: Candidate provides information about job history. If the candidate has questions, defer to the end of the interview.
- Final 10+ minutes: Candidate asks questions. Discuss the great opportunity that your company provides, but also make them aware of the possible challenges the successful candidate may face.

Tips:
- Be on time.
- Ensure no interruptions from phones, email, people.
- Do not read questions to the candidate – ask them in a casual, friendly tone.
- Be non-judgmental – the interview is for information gathering, not decision-making.
- The candidate should be doing 80% of the talking.
- Take brief notes, but maintain eye contact.
- Smile – treat every candidate like a customer.

3. After the Interview
- Review your notes, add detail, score responses and make a recommendation.

Note: In most countries, human rights or equal opportunity legislation makes it unlawful to ask or record anything that would indicate the candidate's age, sex, marital or family status, etc.
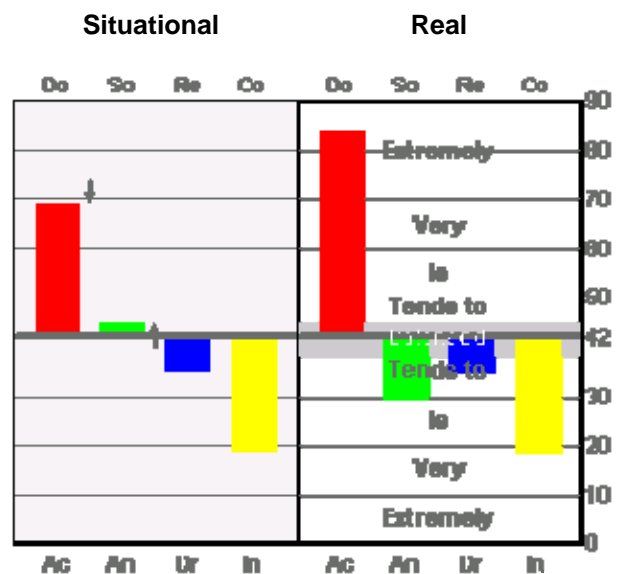
Graphical Summary

This report compares The McQuaig Job Survey® results for the position of **Test Executive(2)** (as described by **Test Executive**, on November 15, 2007) to **Sample Candidate's** McQuaig Word Survey® results.

Test Executive(2)

Sample Candidate

Situational   Real
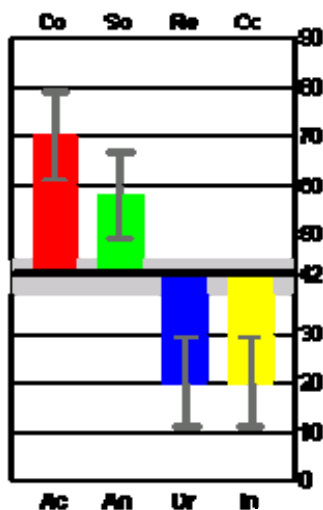
Key to Behavioural Scales

DOminant <> ACcepting:	**Competitive, Goal Orientated <> Deliberate, Cautious**
SOciable <> ANalytical:	**Empathetic, Extroverted <> Logical, Task Orientated**
RElaxed <> DRiving:	**Patient, Reliable <> Restless, Pressure Orientated**
COmpliant <> INdependent:	**Conscientious, Detail Orientated <> Strong Minded, Persistent**

Summary of Job Fit: STRONG MATCH

Sample Candidate's profile and factor scores produce a strong temperament match to The Job Survey. However, other factors such as learned behaviours, knowledge, skills and abilities must be probed thoroughly to understand his capabilities fully.

Analysis of Job Fit

Below we compare Sample Candidate's Real profile to the behavioural job demands.

Dominant ⇔ Accepting: Strong match
Sample Candidate falls within the desired range on this scale.

Compliant ⇔ Independent: Strong match
Sample Candidate falls within the desired range on this scale.

Relaxed ⇔ Driving: Potential match
Sample Candidate is just outside of the desired range on this scale.

Sociable ⇔ Analytical: Does not match
Sample Candidate is well outside of the desired range on this scale.

Overview

Job: Test Executive(2)
Success in this position requires someone who is...

- Extremely competitive, ambitious, goal orientated, even aggressive, needing constant challenges and opportunities
- Very restless, driving and energetic, very impatient with the status quo, disliking routine work
- Very independent, persistent and decisive, very uncomfortable being supervised
- Friendly and sociable, more interested in people than in ideas and methods

Candidate: Sample Candidate
Sample Candidate is...

- Extremely competitive, ambitious, goal orientated, even aggressive, needing constant challenges and opportunities
- Basically restless, able to adapt to routine work but only if necessary
- Very independent, persistent and decisive, very uncomfortable being supervised
- Logical and analytical, more interested in ideas and methods than people

The section entitled *Strengths Analysis* will delve into areas where there is a strong match. The section entitled *Gap Analysis* will address potential gaps.

Strengths Analysis

Sample Candidate has scored within the desired range on the **Dominant ⇔ Accepting** Scale.

The following questions will help you determine whether Sample Candidate uses his dominance in a productive way. Positive and negative examples of the trait have been provided to help interpret the responses. Probe to insure that you get specific, detailed responses.

Dominant This job calls for someone with a very high level of dominance and competitiveness.	
(positive examples) *has demonstrated a need to win and a healthy sense of competition; has set ambitious, challenging goals; has stepped up to take charge; has taken calculated risks to achieve results; has worked effectively with people.*	*(vs. too dominant)* *has been too aggressive and competitive; has taken irresponsible chances.*
	(or not dominant enough) *has been too unassertive and submissive; has avoided confronting uncomfortable situations.*
Tell me about a time when you set an aggressive goal for yourself.	
What is the most challenging project you tackled last year?	
Give me an example of a time when the team was moving in a direction that you didn't fully support.	

Tell me about the last time you had to deal with a particularly difficult associate.	

Summary: Dominant Trait

1	2	3	4	5	6	7
Very strong evidence that the candidate DOES NOT use this trait effectively.	Strong evidence that the candidate DOES NOT use this trait effectively.	Some evidence that the candidate DOES NOT use this trait effectively.	The candidate may or may not use this trait effectively.	Some evidence that the candidate DOES use this trait effectively.	Strong evidence that the candidate DOES use this trait effectively.	Very strong evidence that the candidate DOES use this trait effectively.

Strengths Analysis

Sample Candidate has scored within the desired range on the **Compliant ⇔ Independent** Scale.

The following questions will help you determine whether Sample Candidate uses his independence in a productive way. Positive and negative examples of the trait have been provided to help interpret the responses. Probe to insure that you get specific, detailed responses.

Independent This job calls for someone with a high degree of independence.	
(positive examples) *has offered an independent, determined approach; has faced up to resistance; has shown an ability to express views without alienating others; has been decisive innovative and adaptable.*	*(vs. too independent)* *has persisted to the point of being inflexible; has been opinionated; has disregarded rules.*
	(or not independent enough) *has not been assertive, even when right; has had difficulty showing initiative.*
Did you ever have a really good idea only to have it shot down initially? What did you do about it?	
Tell me about a time when you worked for someone who was too controlling. How did you handle it?	
Can you think of an instance where you may have been too strong-willed?	

Tell me about a time when you felt held back by paperwork.	

Summary: Independent Trait

1	2	3	4	5	6	7
Very strong evidence that the candidate DOES NOT use this trait effectively.	Strong evidence that the candidate DOES NOT use this trait effectively.	Some evidence that the candidate DOES NOT use this trait effectively.	The candidate may or may not use this trait effectively.	Some evidence that the candidate DOES use this trait effectively.	Strong evidence that the candidate DOES use this trait effectively.	Very strong evidence that the candidate DOES use this trait effectively.

Gap Analysis

Sample Candidate has scored just outside the desired range on the **Relaxed ⇔ Driving** Scale.

The Job Survey calls for someone who is more driving than he is. To determine how this will impact job performance ask the questions below.

Explore his past looking for examples where he needed to behave with more drive and how it affected his performance. Positive and negative examples of the trait have been provided below. Probe to insure that you get specific, detailed responses.

Driving	
This job calls for someone with a high degree of drive.	
(positive examples) has consistently shown a restless, driving sense of urgency; has a history of diving in quickly and energetically; has searched out opportunities for change; has responded well to intense pressure and deadlines.	*(vs. too driving)* has rejected the status quo; puts too much pressure on; has been very "last-minute".
	(or not driving enough) has reacted negatively to short timeframes; has been slow to respond to emergencies.
Tell me about a situation where you had to push hard to accomplish something.	
Tell me about the most significant change you had to adapt to in your last job.	
Tell me about a time you challenged the status quo.	

Tell me about an associate who was slow to respond. How did you handle the situation?	

Summary: Driving Trait

1	2	3	4	5	6	7
Very strong evidence that the candidate DOES NOT use this trait effectively.	Strong evidence that the candidate DOES NOT use this trait effectively.	Some evidence that the candidate DOES NOT use this trait effectively.	The candidate may or may not use this trait effectively.	Some evidence that the candidate DOES use this trait effectively.	Strong evidence that the candidate DOES use this trait effectively.	Very strong evidence that the candidate DOES use this trait effectively.

Gap Analysis

Sample Candidate has scored well outside the desired range on the **Sociable ⇔ Analytical** Scale.

The Job Survey calls for someone who is much more sociable than he is. To determine how this will impact job performance ask the questions below.

Explore his past looking for examples where he needed to behave much more sociably and how it affected his performance. Positive and negative examples of the trait have been provided below. Probe to insure that you get specific, detailed responses.

Sociable This job calls for someone who is sociable.	
(positive examples) has demonstrated good communication skills; has remained positive and optimistic in difficult times; has handled people problems tactfully; has become involved without losing perspective; has built harmonious relationships.	*(vs. too sociable)* has been distracted easily; has reacted emotionally; has had problems listening.
	(or not sociable enough) has not developed good relationships; has overlooked people concerns; has been distant.
Tell me about a recent accomplishment where your people skills were really put to the test.	
Were you ever in a situation where you were not kept in the loop on a key decision? Tell me about it.	

Summary: Analytical Trait

1	2	3	4	5	6	7
Very strong evidence that the candidate DOES NOT use this trait effectively.	Strong evidence that the candidate DOES NOT use this trait effectively.	Some evidence that the candidate DOES NOT use this trait effectively.	The candidate may or may not use this trait effectively.	Some evidence that the candidate DOES use this trait effectively.	Strong evidence that the candidate DOES use this trait effectively.	Very strong evidence that the candidate DOES use this trait effectively.

Additional Questions

Attitudes and Beliefs

(positive examples)	*(negative examples)*
has maintained a positive, optimistic outlook; has looked for the best in difficult situations and in others; has confidence as shown by achievements; has set high personal goals; has proven loyal in trying circumstances.	has shown hesitation and doubt in own abilities; low record of achievement; openly critical of previous employers and co-workers; worrisome and pessimistic; has demonstrated little commitment.
Tell me about a recent assignment or project at work that demonstrated the standards you've set for yourself and your work.	
Tell me about a time when you had to stay positive to get a project completed, despite obstacles?	

Summary: Attitudes and Beliefs

1	2	3	4	5	6	7
Very strong evidence that the candidate DOES NOT use this trait effectively.	Strong evidence that the candidate DOES NOT use this trait effectively.	Some evidence that the candidate DOES NOT use this trait effectively.	The candidate may or may not use this trait effectively.	Some evidence that the candidate DOES use this trait effectively.	Strong evidence that the candidate DOES use this trait effectively.	Very strong evidence that the candidate DOES use this trait effectively.

Self Motivation	
(positive examples) *demonstrated hard-worker; went beyond what was expected; attacked previous work assignments with energy; has been passionate about work and activities; has shown a strong, inner driving force; has taken the initiative.*	**(negative examples)** *has not sustained a strong work effort over time; did minimum required; little dedication or intensity demonstrated; has shown little initiative; has been bored easily and lost interest; has relied on others for stimulation.*
Tell me about a project that you felt passionate about.	
Tell me about a time when you were really excited by a project or assignment.	

Summary: Self Motivation

1	2	3	4	5	6	7
Very strong evidence that the candidate DOES NOT use this trait effectively.	Strong evidence that the candidate DOES NOT use this trait effectively.	Some evidence that the candidate DOES NOT use this trait effectively.	The candidate may or may not use this trait effectively.	Some evidence that the candidate DOES use this trait effectively.	Strong evidence that the candidate DOES use this trait effectively.	Very strong evidence that the candidate DOES use this trait effectively.

Stability and Persistence

(positive examples)	(negative examples)
has a history of consistent interests, goals and activities over time; has stood up to resistance; has maintained morale and effort despite obstacles; has completed tasks; has viewed previous setbacks as learning opportunities.	*has backed away from adversity; has not stayed the course; has given up when going got tough; did not complete tasks; has taken the path of least resistance; has changed course frequently, losing focus and/or direction.*
Would you tell me about a time when you really had to be tenacious to get the job done?	
Can you tell me about a time when you faced a number of setbacks in your job? How did you handle it?	

Summary: Stability and Persistence

1	2	3	4	5	6	7
Very strong evidence that the candidate DOES NOT use this trait effectively.	Strong evidence that the candidate DOES NOT use this trait effectively.	Some evidence that the candidate DOES NOT use this trait effectively.	The candidate may or may not use this trait effectively.	Some evidence that the candidate DOES use this trait effectively.	Strong evidence that the candidate DOES use this trait effectively.	Very strong evidence that the candidate DOES use this trait effectively.

Maturity and Judgement	
(positive examples) *has shown good judgement; has taken a common sense approach; has taken personal responsibility; has accepted constructive criticism; has foregone short-term rewards for longer term benefits; has shared credit.*	**(negative examples)** *has acted with little forethought; has shown a lack of self discipline or control; has avoided responsibility; blamed others; has been closed minded and has not exercised sound judgement; has rationalised difficulties.*
Can you tell me about a time when you've had to make a sacrifice that had little reward in the short-term?	
Tell me about a time when you received criticism that you felt was unjust. What did you do?	

Summary: Maturity and Judgement

1	2	3	4	5	6	7
Very strong evidence that the candidate DOES NOT use this trait effectively.	Strong evidence that the candidate DOES NOT use this trait effectively.	Some evidence that the candidate DOES NOT use this trait effectively.	The candidate may or may not use this trait effectively.	Some evidence that the candidate DOES use this trait effectively.	Strong evidence that the candidate DOES use this trait effectively.	Very strong evidence that the candidate DOES use this trait effectively.

Aptitudes/Capacity to Learn	
(positive examples) *demonstrated ability to learn new skills and tasks; has absorbed information and ideas readily; has proven ability to solve complex problems; progress and achievements are significant; has shown a commitment to on-going learning.*	*(negative examples)* *has had difficulty learning new skills or concepts; has been uncomfortable discussing complex issues; limited progress and achievement; little professional or even outside reading; has not kept up with new developments.*
When you started your last job, what things came to you naturally and what areas did you really have to apply yourself to understand?	
Can you give me an example of a time you had difficulty grasping a new concept?	

Summary: Aptitudes/Capacity to Learn

1	2	3	4	5	6	7
Very strong evidence that the candidate DOES NOT use this trait effectively.	Strong evidence that the candidate DOES NOT use this trait effectively.	Some evidence that the candidate DOES NOT use this trait effectively.	The candidate may or may not use this trait effectively.	Some evidence that the candidate DOES use this trait effectively.	Strong evidence that the candidate DOES use this trait effectively.	Very strong evidence that the candidate DOES use this trait effectively.

Behavioural Summary

Score the level of fit based on Word Survey Results and responses to Questions.

Dominant ⇔ Accepting Scale

1	2	3	4	5	6	7

Compliant ⇔ Independent Scale

1	2	3	4	5	6	7

Relaxed ⇔ Driving Scale

1	2	3	4	5	6	7

Sociable ⇔ Analytical Scale

1	2	3	4	5	6	7

Total Behavioural Score (Sum of four scores above) ☐

MOT Score ☐

Learned Behaviours and Skills/Experience

Skills/Experience Summary

1	2	3	4	5	6	7

Attitudes and Beliefs

1	2	3	4	5	6	7

Self Motivation

1	2	3	4	5	6	7

Stability and Persistence

1	2	3	4	5	6	7

Maturity and Judgement

1	2	3	4	5	6	7

Aptitudes/Capacity to Learn

1	2	3	4	5	6	7

References

1	2	3	4	5	6	7

Summary

Next Steps:

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Comments:

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