TalentClick
Predict Strengths AND Risks.

Guide to Using TalentClick Assessments

The purpose of this resource is to assist hiring managers in the interpretation and use of TalentClick assessments.

TalentClick Workforce Solutions Inc.

Contents

Part 1: Implementation of Assessments

The following section outlines the overall process for implementing assessments. Each step includes relevant information and recommendations for hiring managers.

BENCHMARK ▶ **ASSESS** ▶ **ANALYZE** ▶ **HIRE** ▶ **DEVELOP**
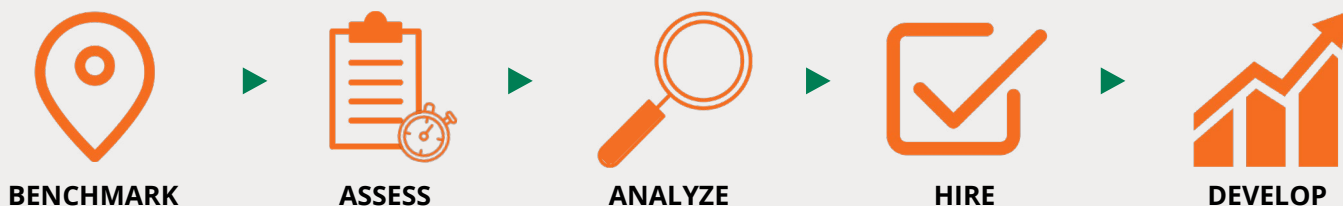
BENCHMARK: Determine the 'Ideal' Profile

What are benchmarks?

- **Target score ranges** that predict the **likelihood of 'fit'** and success in a given role or environment
- Serve as a standard **point of reference** to compare candidates

Why are they useful?

- Reduce reliance on **judgement** and **memory** when interpreting reports
- Mitigate **bias** and **error** when screening candidates
- Save **time** and **effort** during hiring process
- Produce more **reliable** and **predictable** indicator

How are benchmarks generated?

Benchmarks are based on one, or a combination, of the following analyses:

- Surveying job 'experts' regarding the **frequency and importance of behaviors** to uncover traits that are critical to job tasks and responsibilities
- Assessing top performers and using **group analytics** to uncover their unique traits
- Correlating employee assessment results with **performance metrics** to uncover the traits that have the greatest direct impact on job success
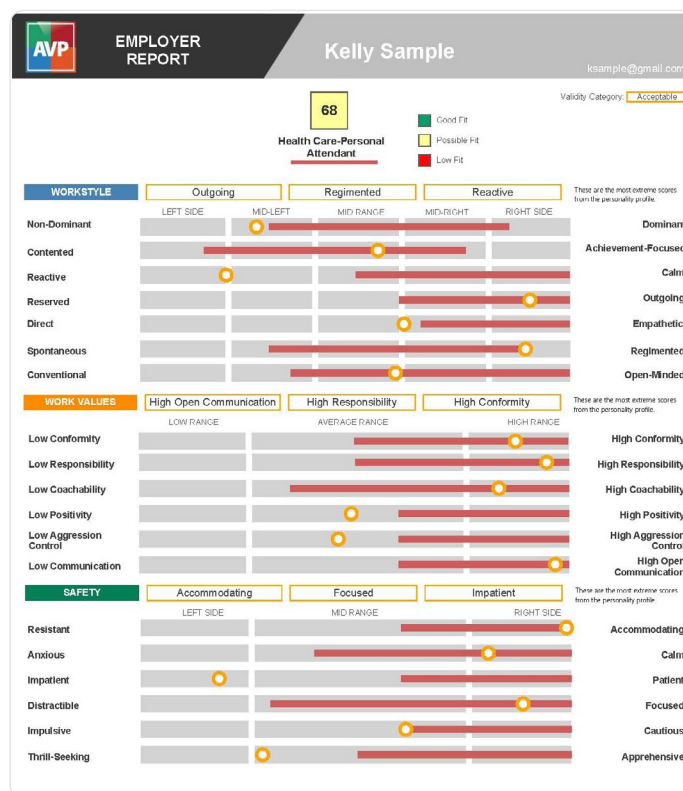
Tip: Use the Report Builder or select the most applicable job title from our Benchmark Library to use the profile that has predicted success in similar roles.

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What if there are no benchmarks on the reports?

- Determine the most frequent and **important tasks** or demands (i.e. cold-calling, routine work etc.), or the **key competencies** or requirements of the role (i.e. attention to detail, adhering to rules etc.)
- Consider which **trait best matches** these competencies or characteristics
- Generate a list of **3-4 critical traits**, or a list of 'must-haves' vs. 'nice-to-haves'
- **CLICK HERE** for helpful questions to assist in mapping competencies

What does it take to excel in this role?
For instance...

" Will this person be **managing** a team, project or program?"

If so, **Dominant** is likely an important trait to measure.

" In your culture, is it important to **act on feedback** from others?"

If so, **Coachability** is likely an important trait to measure.

" Does this role involve high task **variability**?"

If so, **Distractible** is likely an important trait to measure.

ASSESS: Collect Applicant Responses

1. Inviting Applicants

- 'Auto-send' via the portal or manually email link
- Include link on the job posting or application

Tips:
- Assess all applicants who meet the minimum requirements
- Incorporate assessments early in the hiring process
- Include internal candidates as well to identify high-potential employees

2. Completing Assessments

- 10-15 min. for applicants to complete the AVP
- 24-7 online access to assessment
- Available in over 24 languages

Tips:
- Communicate the purpose behind assessment
- Encourage applicants to complete assessment in their native language to avoid comprehension errors that could skew results

3. Receiving Reports

- Reports are automatically generated
- Delivered directly to your email and/or portal account

Tips:
- Send applicants their participant report for insights and self-coaching tips
- Use the Report Builder function in the portal to customize candidates' reports or add benchmarks after completion

ANALYZE: Interpret Reports

Interpreting WPP, WVA & SQ/DSQ

Consider the candidate's primary traits:

Primary traits will be the most indicative of the candidate's behavior and stand out the most to others.

- What are the candidate's general **strengths?**
- What are their potential **challenges?**

Compare the candidate's results to benchmarks:

- Where are the areas of '**fit**' to the benchmarks or critical traits to the role?
- What are the **areas of concern?** (Where did they score outside the benchmarks or critical traits to the role?)

Compare the candidate's results to your own results or existing team members:

- Where are they **similar**? Consider whether this is compatible, or whether this may cause a gap or blindspot.
- Where are they **different**? Consider whether this is complementary and fills a gap, or whether this may cause tension.

Note the "Validity Category":

This score reflects the results from an internal measure of motivational distortion.

- **'Caution'** indicates that there is a risk that the candidate responded in a more socially desirable way
- **'Acceptable'** indicates that they likely answered in a sincere way
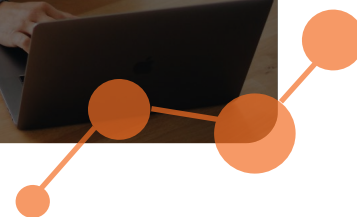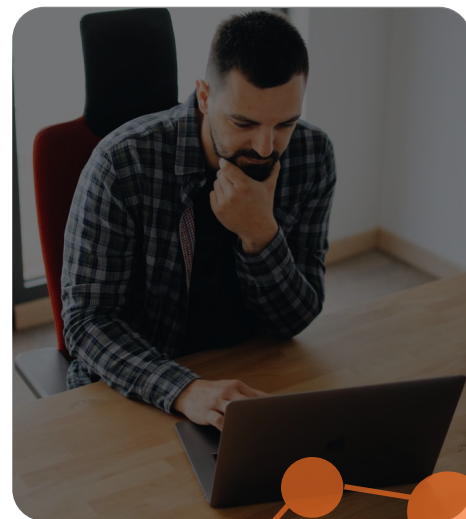
Reminders for WPP, WVA & SQ/DSQ:

- There are no 'good' or 'bad' scores
- There are positive and negative aspects of any profile
- Fit depends on the job, team and environment

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HIRE: Screen & Interview Candidates

Screening

Rank-order or prioritize candidates for interviewing:

• Insights can help to determine whom to spend time interviewing first

Flag candidates to proceed with caution:

• Insights can uncover areas of concern of a 'high-ranked' candidate that may have otherwise been missed

Consider candidates that may have been overlooked:

• Insights can highlight the strengths and potential of a candidate who otherwise may not have stood out

Reminders:

• Should **NOT** be used as a **'Pass or Fail'** test
• Should **NOT** be used to **'knock out'** candidates
• Should be used as a **maximum of 25%** of a hiring decision
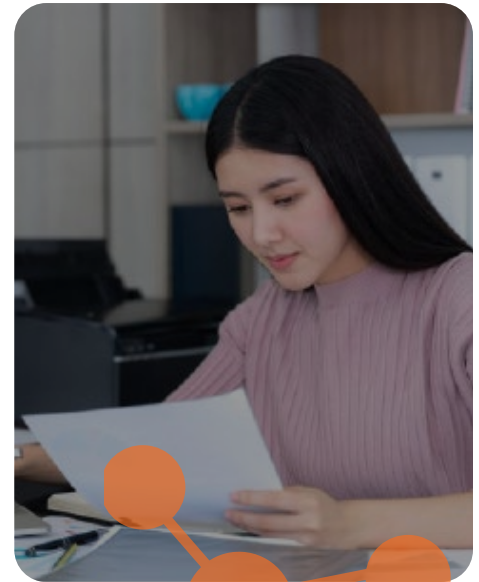
Interviewing

• Use **suggested interview questions** that are designed to probe for fit
• Probe into **areas of concern & potential challenges:**
  • Gauge their degree of self-awareness and whether they have learned ways to manage these impulses and tendencies when they may be impeding success

LEFT SIDE	MID RANGE	RIGHT SIDE
DISTRACTIBLE		FOCUSED
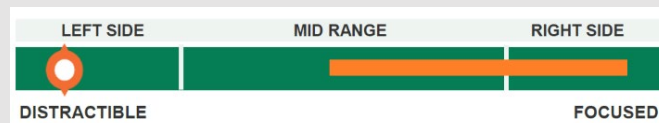
Suggested Interview Question to Probe for 'Fit'
Tell me about a time when you had to have a lot of focus and concentration in order to do something correctly. What was the situation and what did you do to stay focused?

- Confirm **areas of fit & strengths**:
  - Gauge whether these are potential strengths that haven't yet been developed or whether they have been practiced and honed

LEFT SIDE	MID LEFT	MID RANGE	MID RIGHT	RIGHT SIDE

SPONTANEOUS ———————————————————— REGIMENTED

Suggested Interview Question to Probe for 'Fit'
Give me an example of a time when you had to plan and organize something complex. What was the situation and how did you handle it?

Checking References

- Ask targeted questions based on report insights
- Directly assess areas of concern with previous employer
- Increase predictive power of the traditional reference check

If the Validity Category indicated "Caution," take special consideration to confirm results:

- This indicates that the candidate either responded in a way to appear more favorable or they were distracted when completing the assessment
- It is recommended that you explore this in the screening call or interview by seeking behavioral examples to verify their dominant traits, especially if they are critical to the role

DEVELOP: Use Personality Insights Beyond Hiring

Onboarding & Training New Hires

- Identify training needs and areas for development
- Adapt onboarding approach and training content
- Job 'craft' or allocate certain tasks based on traits abilities

Coaching & Managing Employees

- Develop an understanding of the unique makeup of your team
- Adapt interactions and communication style according to worker
- Facilitate productive and safe behaviors on an ongoing basis

Tip: Refer to the Management Considerations & Tips in the "Detailed Results" sections of the report.

PART A — DETAILED RESULTS

Dimension 1: Resistant vs. Accommodating

Resistant
Questions existing rules and processes, may be resistant to feedback.

LEFT SIDE	MID RANGE	RIGHT SIDE
RESISTANT		ACCOMMODATING

Accommodating
Follows rules and processes without questioning.

Participant scored in the Mid Range of Resistant vs. Accommodating.
This area measures rule-following and openness to new ideas, re-training and coaching. People who score in the mid range have an average level of openness to re-training, new ideas, coaching and generally accept existing rules and processes.

Positive aspects of how Participant scored:
- Generally open to coaching and re-training
- Comfortable working within set guidelines
- Follows standard operating procedures

Safety risks and tips for managing Participant
- May not always inform others when standard procedures aren't appropriate
- Would benefit from knowing the reasons behind rules and the consequences of ignoring them
- May hesitate to stop and question things

Suggested Interview Questions to probe "Fit"
- Tell me about a situation where you felt that if you followed standard rules and procedures it might be unsafe. How did you handle the situation? Did you tell anyone?
- Tell me about a time when you were supposed to follow rules or regulations that you thought were unnecessary. What was the situation and what did you do?

Building & Developing Teams

- Encourage the understanding among team members regarding the different workstyles on the team
- Facilitate better communication and interactions between workers
- Work better together, reduce conflict and increase team effectiveness

Tip: Use Group Analytics in the customer portal to generate a quick snapshot of your team's profile.

Part 2: AVP Product Overviews

This section provides an overview of each TalentClick assessment included in the Attitude-Values-Personality (AVP) bundle. Each overview provides a snapshot of the strengths and challenges associated with scores on either side of each dimension.

WPP ## Workstyle & Performance Profile

The WPP provides a snapshot of personality traits that reflect one's **natural tendencies** and **preferences at work.**
- Results enable employers to identify the tasks, roles and management styles that participants are best suited for to enhance engagement, performance and retention.

Scores reflect **percentiles** on a normative scale.
- The mid-point reflects how the average person scores. Therefore, most people will score in the mid-range. If someone scores strongly 'left' or 'right,' this means that they are stronger in that trait compared to the general population.

There are **no 'right'** or **'wrong'** results.
- There are strengths and challenges associated with both sides of each dimension which depends on the position, team and environment.

DIMENSION	LEFT SIDE	RIGHT SIDE
	NON-DOMINANT	**DOMINANT**
Leadership Orientation The degree to which a person is **driven to take charge & lead others.**	**Driven to contribute as opposed to lead others** STRENGTHS • Agreeable & modest • Enjoys being an individual contributor or team player • Readily follows direction CHALLENGES • May not want to assume a leadership role • May be uncomfortable being assertive or delegating	**Driven to lead others** STRENGTHS • Assertive & self-assured • Enjoys taking charge & providing direction • Shows initiative CHALLENGES • May feel frustrated if unable to make independent decisions • May find it difficult to follow direction from others

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DIMENSION	LEFT SIDE	RIGHT SIDE
	CONTENTED	**ACHIEVEMENT-FOCUSED**
Achievement Orientation The degree to which a person is **focused on achieving challenging goals.**	**Motivated by modest goals** **STRENGTHS** • Easy-going & easy-to-please • Generally satisfied with themselves & others • Enjoys straightforward tasks or those that they have already mastered **CHALLENGES** • May find it challenging at times to maintain a high level of performance • May need active support with demanding goals	**Motivated by challenging goals** **STRENGTHS** • Self-driven & hard-working • Has high expectations of themselves & others • Enjoys difficult tasks & stretch projects • Seeks growth & self-improvement **CHALLENGES** • May need to be challenged & fully utilized to be engaged • May feel frustrated when personal goals or expectations are not met
	REACTIVE	**CALM**
Emotional Orientation The degree to which a person is **tolerant of stress & pressure.**	**Responsive to stress & pressure** **STRENGTHS** • Vigilant & prompt • Shows a sense of urgency • Quick to respond to high-pressure situations **CHALLENGES** • May be tense or anxious • May become upset or discouraged when things do not go well	**Resilient to stress & pressure** **STRENGTHS** • Even-tempered & level-headed • Thinks through possible solutions before acting • Takes heavy job demands in stride **CHALLENGES** • May be slower to respond to urgent situations • Others may mistake calmness for lack of concern or enthusiasm
	RESERVED	**OUTGOING**
Social Orientation The degree to which a person **enjoys social interaction.**	**Enjoys & seeks independent work** **STRENGTHS** • Reflective & thoughtful • Easily focuses on independent work • Carefully considers thoughts & ideas before sharing **CHALLENGES** • May prefer to work independently when involving others is required • May not openly voice ideas & opinions	**Enjoys & seeks social interaction** **STRENGTHS** • Open & communicative • Easily builds relationships with others • Enjoys meeting new people & networking • Readily shares thoughts & ideas **CHALLENGES** • May prefer to involve others when independent work is required • May need verbal recognition from others to stay engaged

DIMENSION	LEFT SIDE	RIGHT SIDE
	DIRECT	**EMPATHETIC**
Interpersonal Orientation The degree to which a person is **sensitive to the needs & feelings of others.**	**Concerned with objectivity & task completion** **STRENGTHS** • Forthright & candid • Straightforward & clear communicator • Easily voices unpopular opinions • Takes an objective, non-emotional point of view **CHALLENGES** • May focus on completing tasks more than personal needs • May be perceived as insensitive to the feelings of others	**Concerned with the needs & feelings of others** **STRENGTHS** • Compassionate & helpful • Tactful communicator • Focused on supporting others • Strives to achieve outcomes where all parties are satisfied **CHALLENGES** • May focus on personal needs more than completing tasks • May put others needs ahead of their own
	SPONTANEOUS	**REGIMENTED**
Task Orientation The degree to which a person is **systematic in their approach to tasks.**	**Prefers a flexible approach to tasks** **STRENGTHS** • Improvising & adaptable • Follows the quickest route to achieving objectives • Easily grasps the 'big picture' • Not bound by rules or processes **CHALLENGES** • May neglect planning & preparation requirements • May overlook details or cut corners	**Prefers a systematic approach to tasks** **STRENGTHS** • Conscientious & dependable • Creates & follows plans • Establishes order & structure • Easily attends to details • Naturally compliant to rules & processes **CHALLENGES** • May require a detailed plan in order to complete tasks • May overlook the 'big picture'
	CONVENTIONAL	**OPEN-MINDED**
Conceptual Orientation The degree to which a person is **receptive to new ideas or experiences.**	**Desires proven ideas & familiar experiences** **STRENGTHS** • Practical & predictable • Adheres to established methods • Finds 'tried & true' solutions to problems • Stays focused on repetitive tasks **CHALLENGES** • May be resistant to new tools or methods • May need time to adapt to change	**Desires innovative ideas & new experiences** **STRENGTHS** • Imaginative & curious • Experiments with new tools & methods • Finds creative solutions to problems • Easily adapts to change **CHALLENGES** • May need a lot of change to remain stimulated • May not assess the practicality of new ideas before implementing

WVA Work Values & Attitude

The WVA provides a snapshot of **personal standards for behavior** that reflect the typical way that one thinks or feels.
- Results enable employers to identify fit to roles and corporate culture to drive performance and **reduce counterproductive behaviors** such as theft, fraud and violence.

Scores reflect **percentiles** on a normative scale.
- The mid-point reflects how the average person scores. Therefore, most people will score in the 'average' range. If someone scores 'high' or 'low,' this means that they are higher or lower in that trait compared to the general population.

There are **no 'right'** or **'wrong'** results.
- While the WVA was designed to reflect the values and attitudes that employers typically seek for entry-level workers, there are still strengths and challenges associated with both ends of each dimension. Further, the importance or weight of each dimension depends on the position and organizational norms.

DIMENSION	LOW	HIGH
CONFORMITY		
The degree to which a person **respects rules & generally-accepted standards.**	**Acts independently from rules & generally-accepted standards** STRENGTHS • Questions rules & norms • Comfortable playing in the 'gray area' & using loop-holes • Not concerned with others' opinions • Seen as an independent thinker CHALLENGES • May ignore important rules or codes of conduct • May focus on what is best for them in the moment • May bend the truth to get something done	**Respects rules & generally-accepted standards** STRENGTHS • Follows rules & norms • Trusting of others' intentions • Takes their own reputation seriously • Seen as ethical & honorable CHALLENGES • May struggle with bending the rules when needed • May be overly protective of their reputation • May be too trusting of others

DIMENSION	LOW	HIGH
RESPONSIBILITY		
The degree to which a person is driven to **meet others' expectations & timelines.**	**Casual with expectations & timelines** STRENGTHS • Flexible with commitments • Comfortable changing plans • Willing to delegate versus complete tasks themselves • Seen as understanding & flexible CHALLENGES • May struggle with punctuality or follow-through • May avoid making commitments • May be perceived as unreliable or tardy	**Strict with expectations & timelines** STRENGTHS • Follows through on commitments • Adheres to plans & timelines • Prefers to complete tasks themselves • Seen as punctual & reliable CHALLENGES • May be hesitant to change plans when needed • May over-commit to others & ignore their own needs • May be seen as rigid or inflexible
COACHABILITY		
The degree to which a person **responds positively to suggestions & is motivated to improve behavior.**	**Skeptical of suggestions for improvement** STRENGTHS • Carefully evaluates advice from others • Discerning with others' feedback • Requires clear justification before changing behavor • Confident in own capabilities CHALLENGES • May respond defensively to performance feedback • May be resistant to behavior change • May lack self-awareness of limitations	**Responds positively to suggestions for improvement** STRENGTHS • Seeks suggestions for improvement • Readily implements others' feedback from others • Highly willing to change behavior • Self-aware of abilities & limitations CHALLENGES • May act on advice from others without question • May weight all sources of feedback equally • May expect to reach unrealistic standards for self-improvement

| DIMENSION	LOW	HIGH
POSITIVITY		
The degree to which a person **controls negative emotions & maintains an optimistic outlook.**	**Open with negative emotions & maintains realistic outlook** **STRENGTHS** • Open with emotions • Foresees potential downsides to plans or ideas • Willing to provide critical feedback • Notices potential risks **CHALLENGES** • May be easily upset or discouraged • May not realize when their words or actions discourage others • May be seen as cynical or pessimistic	**Controls negative emotions & maintains optimistic outlook** **STRENGTHS** • Not easily upset or discouraged • Sees the upside to situations & new ideas • Encouraging impact on others • Seen as cooperative & upbeat **CHALLENGES** • May not see potential downsides or risks • May not voice critical feedback • May not understand others with skeptical viewpoints
AGGRESSION CONTROL		
The degree to which a person is motivated to **avoid confrontation or adversarial interactions.**	**Embraces confrontation & adversarial situations** **STRENGTHS** • Guards personal boundaries • Comfortable being assertive • Readily addresses conflict • Quick to confront unacceptable behavior **CHALLENGES** • May be easily agitated or angered • May be argumentative when not appropriate • May engage in aggressive or retaliatory behavior	**Avoids confrontation & adversarial situations** **STRENGTHS** • Not easily provoked or offended • Keeps emotions under control • Avoids combative interactions • Seen as patient & understanding with others **CHALLENGES** • May be too passive in situations when they should assert themselves • May avoid addressing interpersonal conflict • May not confront unacceptable behaviors

DIMENSION	LOW	HIGH
OPEN COMMUNICATION		
The degree to which a person **openly shares thoughts, feelings, opinions & information.**	**Cautious sharing thoughts, feelings, opinions & information** **STRENGTHS** • Strong sense of boundaries & discretion • Comfortable with limited information • Prefers listening to speaking • Unlikely to distract others with social conversation **CHALLENGES** • May hesitate to share information with others • May keep others at a distance • May be seen as 'closed-off' or 'secretive'	**Openly shares thoughts, feelings, opinions & information** **STRENGTHS** • Initiates communication with others • Readily trusts others with information • Embraces knowledge-sharing & collaboration • Seen as transparent & approachable **CHALLENGES** • May lack discretion or boundaries with coworkers or customers • May talk when action is required • May require high degree of transparency & information

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SQ Safety Quotient

The SQ measures personality traits linked to **safety-related behavior.**
- Results help employers and supervisors identify and manage behavioral risk to reduce safety incidents.
- Certain personality traits predict patterns of unsafe behaviors, such as rushing, cutting corners, or not following SOPs. These behaviors, in turn, significantly predict safety incidents, including slip and falls, near misses, and injuries, as well as work stoppages and equipment damage. Hiring and coaching individuals based on their personal behavioral risk factors have been shown to significantly reduce incidents and injuries.
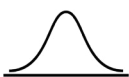
Scores reflect **percentiles** on a normative scale.
- The mid-point reflects how the average person scores. Therefore, most people will score in the mid-range. If someone scores strongly 'left' or 'right,' this means that they are stronger in that trait compared to the general population.

There are **no 'right'** or **'wrong'** results.
- While certain profiles do predict an elevated risk of incidents on average, there are strengths and risks associated with both sides of each dimension, which depends on the position and environment.

DIMENSION	LEFT SIDE	RIGHT SIDE
	RESISTANT	**ACCOMMODATING**
The degree to which a person **follows rules & is open to retraining & behavior change.**	**Questions rules & change** **STRENGTHS** • Questions the reason or purpose behind new & existing rules • Points out areas for improvement in safety procedures **CHALLENGES** • May defy safety rules & SOPs • May resist retraining & behavior change	**Accepts rules & change** **STRENGTHS** • Compliant & rule-abiding • Receptive to retraining & behavior change **CHALLENGES** • May 'blindly' follow rules when they are not appropriate • May fail to notice or point out areas for improvement

DIMENSION	LEFT SIDE	RIGHT SIDE
	ANXIOUS	**CALM**
The degree to which a person **experiences stress & pressure.**	**Sensitive to stress & pressure** **STRENGTHS** • Quick to perceive the gravity or seriousness of a situation • Strong sense of urgency **CHALLENGES** • May quickly experience stress in unexpected situations • May have difficulty thinking clearly & rationally under pressure	**Tolerant of stress & pressure** **STRENGTHS** • High threshold for stress • Thinks clearly & rationally under pressure **CHALLENGES** • May underestimate the seriousness of a situation • May lack a sense of urgency
	IMPATIENT	**PATIENT**
The degree to which a person **experiences frustration & irritation.**	**Sensitive to frustrations & irritations** **STRENGTHS** • Quick to address negative behavior • Assertive & outspoken **CHALLENGES** • May take work issues personally • May be easily annoyed with others • May be perceived as unapproachable	**Tolerant of frustrations & irritations** **STRENGTHS** • Rarely shows agitation towards others • Even-tempered & approachable **CHALLENGES** • May be too tolerant or lenient • May avoid addressing negative or unsafe behavior
	DISTRACTIBLE	**FOCUSED**
The degree to which a person **seeks variety & stimulation.**	**Seeks variety & stimulation** **STRENGTHS** • Easily shifts focus & accommodates new stimuli • Comfortable with 'multitasking' or split-focus **CHALLENGES** • May struggle to focus for long periods • May be easily distracted or bored with routine or repetitive tasks	**Seeks routine & repetition** **STRENGTHS** • Easily focuses for long periods • Comfortable with routine or repetitive tasks **CHALLENGES** • May struggle with shifting focus or accommodating new stimuli • May be overwhelmed by multiple job demands

DIMENSION	LEFT SIDE	RIGHT SIDE
	IMPULSIVE	**CAUTIOUS**
The degree to which a person **considers consequences & risks when making decisions.**	**Quick & instinctive decision-making** **STRENGTHS** • Quick to decide • Readily takes action • Confident in capabilities **CHALLENGES** • May underestimate negative consequences & risks • May overestimate capabilities • May be prone to rushing	**Thoughtful & careful decision-making** **STRENGTHS** • Carefully evaluates consequences & risks before acting • Realistic regarding capabilities & limitations **CHALLENGES** • May be slow to make decisions • May hesitate to take action when needed • May underestimate own capabilities
	THRILL-SEEKING	**APPREHENSIVE**
The degree to which a person **avoids uncertainty & risk.**	**Excited by uncertainty & risk** **STRENGTHS** • Suited for inherently high-risk tasks • Enjoys novel & unfamiliar experiences **CHALLENGES** • May take unnecessary risks • May engage in dangerous behavior when restless or bored	**Avoidant of uncertainty & risk** **STRENGTHS** • Avoids unnecessary risks • Averts dangerous situations **CHALLENGES** • May have difficulty taking necessary or unavoidable risks • May avoid unfamiliar situations

What is the "SQ Score"?

• The SQ Score reflects an average of all dimensions and is based on the traits considered the most 'high risk' on average when predicting safety incidents for front-line workers.
• **Lower** scores typically indicate a **higher** safety risk, while **higher** scores typically indicate a **lower** safety risk.

High safety risk	Moderate safety risk	Low safety risk
1-25	**26-74**	**75-100**

Driver Safety Quotient

The DSQ measures personality traits linked to **driver safety behavior.**
- Results help employers identify and manage behavioral risk to reduce driving incidents.
- Certain personality traits predict patterns of unsafe behaviors, such as speeding, cornering, or land handling. These behaviors, in turn, significantly predict driving incidents, including traffic tickets, near misses, or at-fault collisions. Hiring and coaching individuals based on their personal behavioral risk factors have been shown to significantly reduce driving incidents and injuries.

Scores reflect **percentiles** on a normative scale.
- The mid-point reflects how the average person scores. Therefore, most people will score in the mid-range. If someone scores strongly 'left' or 'right,' this means that they are stronger in that trait compared to the general population.

There are **no 'right'** or **'wrong'** results.
- While certain profiles do predict an elevated risk of driving incidents on average, there are strengths and risks associated with both sides of each dimension, which depends on the position and environment.

DIMENSION	LEFT SIDE	RIGHT SIDE
	RESISTANT	**ACCOMMODATING**
The degree to which a person **follows rules & is open to retraining & behavior change.**	**Questions driving rules & guidelines** STRENGTHS • Questions the reason or purpose behind driving rules • Points out areas for improvement in safety procedures CHALLENGES • May defy driving rules & procedures • May resist retraining & behavior change	**Follows driving rules & guidelines** STRENGTHS • Compliant & rule-abiding when driving • Receptive to retraining & behavior change CHALLENGES • May 'blindly' follow driving guidelines when they are not appropriate • May not notice areas for improvement

DIMENSION	LEFT SIDE	RIGHT SIDE
	ANXIOUS	**CALM**
The degree to which a person **experiences stress & pressure.**	**Sensitive to driving stress & pressure** **STRENGTHS** • Quick to perceive threats when driving • Strong sense of urgency **CHALLENGES** • May quickly experience stress in unexpected driving situations • May have difficulty thinking clearly when driving under pressure	**Tolerant of driving stress & pressure** **STRENGTHS** • High threshold for stress • Thinks clearly & rationally when driving under pressure **CHALLENGES** • May underestimate the seriousness of a driving situation • May lack a sense of urgency
	IMPATIENT	**PATIENT**
The degree to which a person **experiences frustration & irritation.**	**Experiences frustration & irritation while driving** **STRENGTHS** • Quick to address unsafe driving behavior • Assertive when driving **CHALLENGES** • May take other drivers' behavior personally • May be easily irritated or annoyed with other drivers	**Tolerant of frustrations & irritations while driving** **STRENGTHS** • Rarely shows agitation towards other drivers • Even-tempered when driving **CHALLENGES** • May be too tolerant or lenient with other drivers • May avoid reporting unsafe driving behavior
	DISTRACTIBLE	**FOCUSED**
The degree to which a person **seeks variety & stimulation.**	**Seeks variety & stimulation when driving** **STRENGTHS** • Shifts or splits focus when needed • Comfortable with variability & new stimuli when driving **CHALLENGES** • May struggle to focus for long driving periods • May be easily distracted or bored when driving is routine or repetitive	**Seeks routine & repetition when driving** **STRENGTHS** • Focuses for long periods of driving when needed • Stays alert when driving is routine or repetitive **CHALLENGES** • May struggle with shifting or splitting focus when driving • May feel overwhelmed by high variability & new stimuli

DIMENSION	LEFT SIDE	RIGHT SIDE
	IMPULSIVE	**CAUTIOUS**
The degree to which a person **considers consequences & risks when making decisions.**	**Quick & instinctive driving decisions** **STRENGTHS** • Quick to decide & take action when driving • Confident in driving capabilities **CHALLENGES** • May underestimate consequences & risks of driving decisions • May overestimate driving capabilities	**Thoughtful & careful driving decisions** **STRENGTHS** • Carefully evaluates driving situations before acting • Realistic regarding driving capabilities & limitations **CHALLENGES** • May be slow to make decisions & take action when needed • May underestimate driving capabilities
	THRILL-SEEKING	**APPREHENSIVE**
The degree to which a person **avoids uncertainty & risk.**	**Excited by driving risks & uncertainty** **STRENGTHS** • Suited for inherently high-risk driving roles • Enjoys novel & unfamiliar driving experiences **CHALLENGES** • May take unnecessary driving risks • May engage in dangerous driving maneuvers when restless or bored	**Avoidant of driving risk & uncertainty** **STRENGTHS** • Avoids unnecessary driving risks • Averts dangerous driving situations **CHALLENGES** • May have difficulty taking necessary or unavoidable driving risks • May avoid unfamiliar driving experiences

What is the "DSQ Score"?

• The DSQ Score reflects an average of all dimensions and is based on the traits considered the most 'high risk' on average when predicting driving incidents for front-line workers.

• **Lower** scores typically indicate a **higher** safety risk, while **higher** scores typically indicate a **lower** safety risk.

High safety risk	**Moderate safety risk**	**Low safety risk**
1-25	26-74	75-100

Course Design & Content
This training manual has been developed by:
Samantha Goldstein, MA Organizational Psychology, BA Psychology
Stephen Race, M.Sc Occupational Psychology, BA Psychology

Content is based on current literature, recognized scientific principles,
judgment of subject matter experts, target audience and regulatory
requirements.