

MONSTER
GOVERNMENT SOLUTIONS

Monster Applicant Assessment

Introducing Science to Selection

Agenda

- Applicant Assessment Overview
- Sample Assessment Items
- Standardized Test Batteries
- Customized Test Batteries
- System Demo
- Pricing Model

Applicant Assessment Overview

- Best qualified candidates are needed to meet the mission of the federal government
- **Challenge:** Find qualified candidates in large applicant pools for mission-critical positions
- **Solution:** Administer quality Applicant Assessments through MHME targeting critical job competencies

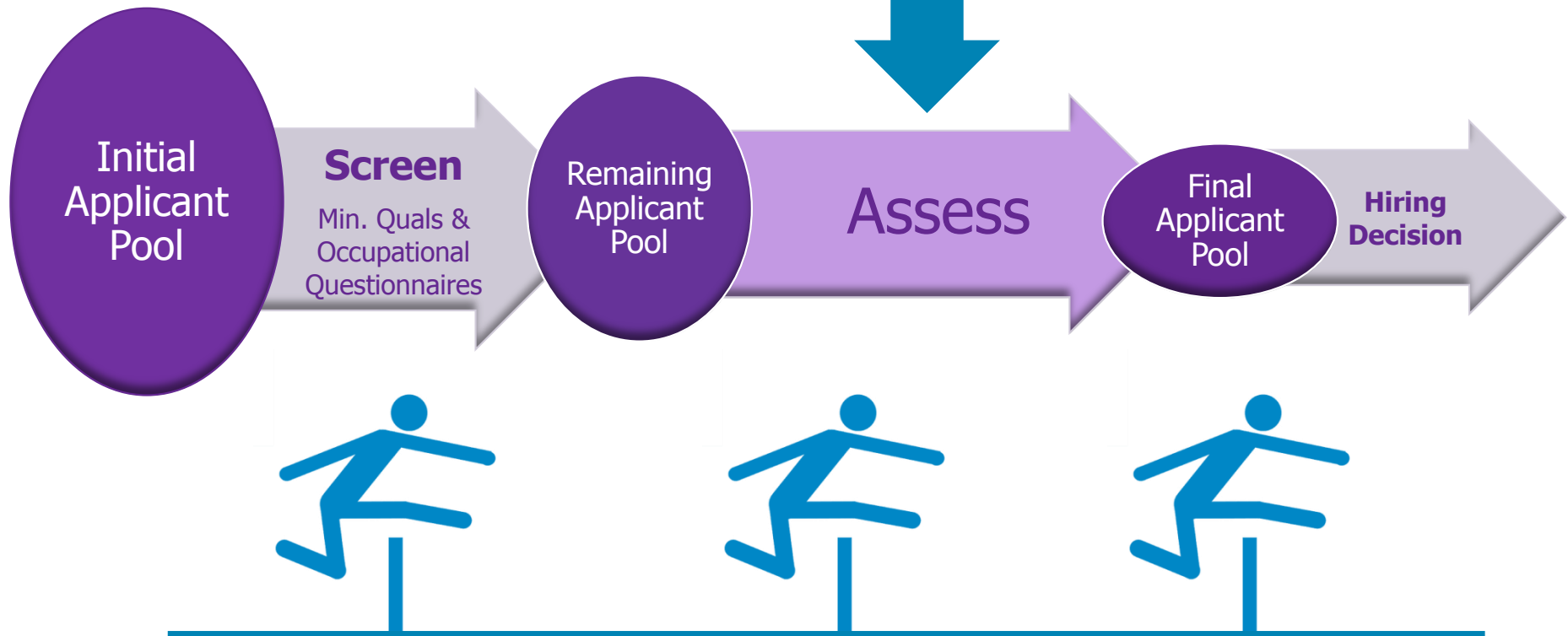


Applicant Assessment Overview

- Access to an MHME-integrated testing platform to deliver selection assessments
- Provides ability to measure applicants against a variety of critical job factors
- Seamless integration with MHME
- Assessment batteries based on job analysis results
- Each test can be scored separately and/or in combination with existing assessments

Hiring Process Overview

Applicant Assessments are used in a multiple hurdle approach



Major Benefits

1. Improve validity of selection process and reduce applicant score inflation
2. Align selection tools with job analysis results
3. Save time and money spent on evaluating poor applicants and bad hiring decisions
4. Improve satisfaction from hiring managers, new hires, and employees



Sample Items

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'Traditional' Federal Hiring

- Heavy reliance on Occupational Questionnaires:
 - Low predictive validity
 - Indirect assessment of competencies
 - Introduce subjectivity (i.e., no right or wrong answers)
- Alternatives to Occupational Questionnaires:
 - Situational Judgment Tests
 - Cognitive Ability Tests
 - Personality Assessments
 - Organizational Culture Assessments
 - KSA- & Competency-based Assessments



Written Communication (Occupational Questionnaire)

Which statement best describes your highest level of experience writing technical reports?

- A. I have not had education, training, or experience in performing this task.
- B. I have had education or training in performing this task, but have not yet performed it on the job.
- C. I have performed this task on the job, with close supervision from a supervisor or senior employee.
- D. I have routinely and independently performed this task as a regular part of the job, and usually without review by a supervisor or senior employees.
- E. I am highly skilled at performed this task on the job. I have trained others in this activity and/or others have consulted me as an expert for assistance.

Written Communication (Applicant Assessment)

Select that statement that contains no grammar, punctuation, or spelling errors.

- A. The Chairman's latest speach was his best.
- B. The Chairmans' latest speech was his best.
- C. The Chairmans' latest speach was his best.
- D. The Chairman's latest speech was his best.
- E. None of the above.

Supervisory Skills (Occupational Questionnaire)

Select the statements that describe your experience supervising others in a formal work setting. (Select all that apply.)

- A. Facilitated the resolution of competing or conflicting interests.
- B. Provided direction, guidance, or instruction to staff.
- C. Held others accountable to meet program requirements, policies, and/or standards.
- D. Persuaded others to adopt new methods, procedures, or techniques.
- E. Diffused confrontational contacts with people who are difficult, hostile, or distressed.
- F. None of the above.

Supervisory Skills (Applicant Assessment)

Your company has just expanded to a new part of the building, which has made available an extra office. You have three people in your department who currently do not have an office. What would you do?

- A. Give the office to the employee with the longest tenure.
- B. Give the office to the employee with the most responsibility.
- C. Ask the employees if anyone minds not getting the new office and then decide based on their answers.
- D. Not give the office to anybody until more space becomes available.

Standardized Test Batteries

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Standardized Test Batteries

- **Entry-Level Assessment Battery (GS-5/7/9)**
 - Competencies measured: Oral Communication, Writing, Interpersonal Skills, Problem Solving, Teamwork, Technology Orientation, Customer Service, Attention to Detail, Self-Management
 - Appropriate for ACWA and non-ACWA positions
 - Battery includes 3 tests (personality, language skills, verbal reasoning)
 - Approximately 200 items and 1 hour administration time
- **Supervisory Assessment Battery**
 - Competencies measured: Oral Communication, Interpersonal Skills, Problem Solving, Decision Making, Customer Service, Leadership, Planning & Evaluating, Influencing/Negotiating, Strategic Thinking, Human Capital Management
 - Battery includes 2 tests (personality, situational judgment test)
 - Approximately 100 items and 1.5 hour administration time

Standardized Battery Development

Test battery validation relies on a content validity approach, stemming from MGS job analysis studies and publically available data

Entry-Level Occupational Data Sources

- Prior MGS job analysis results (30+ studies across 11 Cabinet-level agencies)
- OPM MOSAIC studies
- OPM PMF Competency Model
- OPM HR University
- Secretary's Commission on Achieving Necessary Skills (SCANS) – Dept of Labor

Supervisory Occupational Data Sources

- Prior MGS job analysis results (16+ studies across 8 Cabinet-level agencies)
- OPM Leadership & Supervisory Competency Models
- OPM Management Effectiveness Inventory
- Leadership Competency Inventory (Penn State University)
- Various agency-specific leadership competency models

Test Administration Considerations

- **Benefits of standardized test batteries**
 - Eliminate/reduce job analysis timeline and SME dependency
 - Ready for immediate use; batteries pre-built on testing platform
 - Applicable across a wide variety of job series
- **Standardized batteries are best used in combination with an Occupational Questionnaire**
 - Occupational Questionnaires are best suited for measuring technical competencies
 - Standardized batteries are best suited for measuring general competencies

Customized
Test Batteries

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Customized Test Battery Development

1. Conduct job analysis
2. Develop test battery
 - Link applicant assessments to selection competencies
3. Validate test battery
 - Gather validity evidence for assessments from SMEs

MGS Job Analysis Methodology

1. Review existing occupational information
2. Draft list of critical job tasks/duties and competencies
3. Survey SMEs to identify/validate critical tasks and competencies needed for successful job performance
 - Some SMEs may participate in a follow up workshop to confirm survey results
4. Identify a selection competency model as the foundation for test battery development
 - Competencies that are eligible for selection must be 'Important' and 'Needed at Entry'

Develop a Test Battery

- MGS will identify and/or develop online assessments that are best suited to evaluate selection competencies for the targeted job series
 - “Critical” and “Need at Entry” competencies
 - 3-5 selection competencies per series
- Considerations:
 - Type of competency
 - Total administration time
 - Timed vs. un-timed assessments
 - Assessment sequence
 - Scoring



Sample Customized Test Battery

Competency	Occupational Questionnaires Screen	Applicant Assessment	Structured Interview
Interpersonal Skills		Situational Judgment Test	X
Oral Communication			X
Financial Management	X		X
Planning and Evaluating	X	Situational Judgment Test	
Problem Solving	X	Cognitive Test	
Attention to Detail		Skills Test	X
Decision Making	X		X
Writing		Skills Test	

MGS Assessment Validation Methodology

MGS can gather evidence on all three industry-recognized types of validity.

- 1. Content:** the extent to which the assessment overlaps with the domain of job performance.
 - Job analysis is the link between competencies required on the job and those measured by an assessment battery.
- 2. Construct:** the degree of confidence that an assessment is measuring the intended job-related competencies.
 - Face validity
 - Blind item sorting performed by MGS
 - Convergent or divergent studies provided by the test publisher
- 3. Criterion:** the ability of an assessment to statistically predict future job performance.
 - Statistical evidence from previous studies provided by the test publisher

System Demo

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HR View:
Vacancy Builder

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Let's Setup Your Vacancy

Structure Your Vacancy

Do you have anything to link, add, or attach for the case file?

[Attach a File](#)
[Select Transaction](#)
[Manage All Case Files](#)

Case Files Attached



What additional steps will be included in this vacancy?

Please Select

REQUIRED VACANCY QUESTIONS

1720 Entry

Edit Phase - RVQ

Edit REQUIRED VACANCY QUESTIONS

Evaluation Type: Scored

Percentage From Total:

Phase Description: Characters Left: 3974

Maximum Score Value: 100

Hurdle Score Value:

Minimum Eligible Score Value: 70

Edit Phase - Assessment

Edit 1720 Entry

Evaluation Type: Scored

Percentage From Total:

Phase Description:

Characters Left: 4000

Maximum Score Value:

Hurdle Score Value:

Minimum Eligible Score Value:

Assessments: 1720 Entry

Phase Activation: By Hurdle "By Request" Option

Only applicants that are above hurdle for RVQ will be offered this assessment during the apply process.

Applicant View

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Application - Hurdle Determination

Dashboard Return to USAJOBS

Eligibility — Series Grade Location — **Vacancy Questions** — Documents — Demographic Information — Review and Submit — Confirmation

Education Specialist Vacancy Closes on **May 11, 2018** 1
Days

Vacancy Questions

Items marked with * are required.

All Grades Questions

* **1** Which of the following elements of partnerships functions have you performed as a regular part of your job? Check all that apply. (Check all that apply)

Application - External Assessment

[Dashboard](#) [Return to USAJOBS](#)

Eligibility — Series Grade Location — Vacancy Questions — **External Assessment** — Documents — Demographic Information — Review and Submit — Confirmation

Education Specialist Vacancy Closes on **May 11, 2018** 1 Days

External Assessment

The External Assessment is an additional online assessment that is launched in a separate browser window. This External Assessment must be completed by the applicant only. You may not receive help in responding to the assessment questions.

This External Assessment is part of your application and must be completed before 11:59 PM Eastern Time (ET) on **05/11/2018** (MM/DD/YYYY). Your application may be considered incomplete until your score is received. After completing the assessment, you **MUST CLOSE THE ASSESSMENT WINDOW** to return to the application process and submit your application. Once you return to this screen after completing the assessment, click the "Next" button to complete and submit your application.


If you have a disability, you may request a Reasonable Accommodation for this assessment after clicking the "Take Online Assessment" button below. When prompted to provide a reason for your request, do NOT include any Personally Identifiable Information (PII), such as your name or email address. The agency will review each request and contact you directly with further instructions.

After requesting a Reasonable Accommodation, click the "Next" button on this page to complete and submit your application. Your application must be submitted prior to 11:59 PM Eastern Time (ET) on **05/11/2018** (MM/DD/YYYY) to receive consideration, even if you are waiting for the results of an accommodation request. If your accommodation results are provided after the close date, you will be allowed to complete the assessment; however, no other changes can be made to your application.

The External Assessment meets or exceeds the requirements of Section 508 of the Rehabilitation Act.

[TAKE ONLINE ASSESSMENT](#)

Sample Instructions



Progress

Elite Intellect Profile

Sample Assessment

1) What is the capital of the United States

Select your answer to a question by clicking the button next to your responses.

- A) Texas
- B) Washington, D.C.
- C) Baltimore
- D) Los Angeles

Progress

The PROGRESS BAR illustrates how much of the assessment you have completed.

Time Remaining

00:59:58

The time displays how much time remains in the assessment. If the time expires, your answer will be automatically saved.

Review

This check box is used to MARK ITEM FOR REVIEW. If you would like to return to an Item prior to completing the assessment, check this box.

« Previous Page

Next Page »

Clicking the PREVIOUS PAGE BUTTON returns you to the previous screen.

Clicking the NEXT PAGE BUTTON advances you to the next screen.

« Previous Page

Next Page »

Sample Questions

This is a test to determine your ability to solve different types of problems. Please respond by clicking the button next to the appropriate answer. Below are two sample problems for you to try.

1) COWORKER is similar in meaning to:


- A) trainer
- B) manager
- C) team member
- D) supervisor
- E) applicant

2) If a team has played 20 games and has lost 50% of those games, how many games has the team won?

- A) 7
- B) 8
- C) 9
- D) 10
- E) 11




Applicant Dashboard-Assessment Incomplete

Dashboard Return to USAJOBS

Welcome, SHANNON KOBUS 

Applications

All Complete Incomplete

Position Title Announcement Number	Application Status	Comments	Vacancy Status	Actions
Education Specialist OM-2018-0035	Grade 09 Application Received  You have answered all the required questions for this grade.  Online Assessment Incomplete	Grade 09 No Comment	Accepting Applications Vacancy closes in 1 days	 Take Online Assessment Edit Application Update Documents Download Your Application Withdraw Application

HR View: Applicant Listing

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Applicant Listing

SA-ED-0001 Applicant Listing

Announcement Summary



Staging Area #: SA-ED-0001

Status: Open

Refresh Type: Initial Staging Area

Created On: 05/10/2018
2:23:06 PM

Application Limit: Include All Applications

Total Score Transmutation: On
Created By: ZZSKOBUS

09

Showing 1 to 5 of 5 applications

Search by applicant name or email

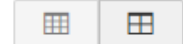


Data Mining ▾

BULK ACTIONS ▾

Sorted By: Score ▾

Display Score: Total Score ▾



<input type="checkbox"/>	Applicant Name	Vet Pref.	Claims	Custom Status	System Status	Docs	Certs	Total Score ▾	Actions
<input type="checkbox"/>	WILLIS, ASHLEY	NV		NEW	WQ	0	0	97.92	Actions ▾
<input type="checkbox"/>	ADAMS, ALICE	NV		NEW	WQ	0	0	94.60	Actions ▾
<input type="checkbox"/>	FRASER, CLAIRE	NV	SPCL	NEW	WQ	0	0	94.35	Actions ▾
<input type="checkbox"/>	KOBUS, SHANNON	NV		NEW	WQ	0	0	25.00	Actions ▾
<input type="checkbox"/>	JONES, JESSICA	NV		NEW	WQ	0	0	20.63	Actions ▾



Didn't complete all phases

Scored Below Hurdle

Applicant Listing – Display RVQ Score

SA-ED-0001 Applicant Listing

Announcement Summary



Staging Area #: SA-ED-0001	Status: Open	Refresh Type: Initial Staging Area
Created On: 05/10/2018 2:23:06 PM	Application Limit: Include All Applications	Total Score Transmutation: On
		Created By: ZZSKOBUS

09

Showing 1 to 5 of 5 applications

Search by applicant name or email



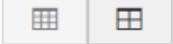
Data Mining

BULK ACTIONS

Sorted By: Score

Display Score:

REQUIRED VACANCY QUESTIONS



<input type="checkbox"/>	Applicant Name	Vet Pref.	Claims	Custom Status	System Status	Docs	Certs	Phase Score	Actions
<input type="checkbox"/>	KOBUS, SHANNON	NV		NEW	WQ	0	0	100.00	Actions
<input type="checkbox"/>	WILLIS, ASHLEY	NV		NEW	WQ	0	0	97.50	Actions
<input type="checkbox"/>	FRASER, CLAIRE	NV	SPCL	NEW	WQ	0	0	92.50	Actions
<input type="checkbox"/>	ADAMS, ALICE	NV		NEW	WQ	0	0	90.00	Actions
<input type="checkbox"/>	JONES, JESSICA	NV		NEW	WQ	0	0	82.50	Actions

Applicant Listing – Display Phase Score

SA-ED-0001 Applicant Listing

Announcement Summary



Staging Area #: SA-ED-0001

Status: Open

Refresh Type: Initial Staging Area

Created On: 05/10/2018
2:23:06 PM

Application Limit: Include All Applications

Total Score Transmutation: On

Created By: ZZSKOBUS

09

Showing 1 to 5 of 5 applications

Search by applicant name or email



Data Mining ▾

BULK ACTIONS ▾

Sorted By: Score ▾

Display Score: 1720 Entry ▾



<input type="checkbox"/>	Applicant Name	Vet Pref.	Claims	Custom Status	System Status	Docs	Certs	Phase Score ⓘ ▾	Actions
<input type="checkbox"/>	WILLIS, ASHLEY	NV		NEW	WQ	0	0	155.00	Actions ▾
<input type="checkbox"/>	ADAMS, ALICE	NV		NEW	WQ	0	0	145.00	Actions ▾
<input type="checkbox"/>	FRASER, CLAIRE	NV	SPCL	NEW	WQ	0	0	139.00	Actions ▾
<input type="checkbox"/>	JONES, JESSICA	NV		NEW	WQ	0	0		Actions ▾
<input type="checkbox"/>	KOBUS, SHANNON	NV		NEW	WQ	0	0		Actions ▾

Applicant Listing – View Phase Results

OM-2018-0035 View Phase Results

Staging Area

Announcement: OM-2018-0035	Position Title: Education Specialist	Staging Area: SA-ED-0001
Total Score Transmutation: On		Grade: 09

[Expand All](#) | [Collapse All](#)

▼ **ASHLEY WILLIS** Grade: 09 System Status: **WQ** Total Score: 97.92 / 100

Phase Name	A.V.	Evaluation Type	Phase Percentage	Phase Score	Phase Date
REQUIRED VACANCY QUESTIONS ⓘ		Scored	25.00%	97.50	05/10/2018
1720 Entry ⓘ	PAN Assessment Provider	Scored	75.00%	155.00	05/10/2018

▼ **CLAIRE FRASER** Grade: 09 System Status: **WQ** Total Score: 94.35 / 100

Phase Name	A.V.	Evaluation Type	Phase Percentage	Phase Score	Phase Date
REQUIRED VACANCY QUESTIONS ⓘ		Scored	25.00%	92.50	05/10/2018
1720 Entry ⓘ	PAN Assessment Provider	Scored	75.00%	139.00	05/10/2018

▼ **JESSICA JONES** ⓘ Grade: 09 System Status: **WQ** Total Score: 20.63 / 100

Phase Name	A.V.	Evaluation Type	Phase Percentage	Phase Score	Phase Date
REQUIRED VACANCY QUESTIONS ⓘ		Scored	25.00%	82.50 ⓘ	05/10/2018
1720 Entry ⓘ		Scored	75.00%		

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