

Candidate: **Betty Penske**
Assessment: Computer Programmer (Spanish)
Completed: April 25, 2024
Prepared for: Susan Bookman
HR Avatar Data Collection Account

Test Results and Interview Guide

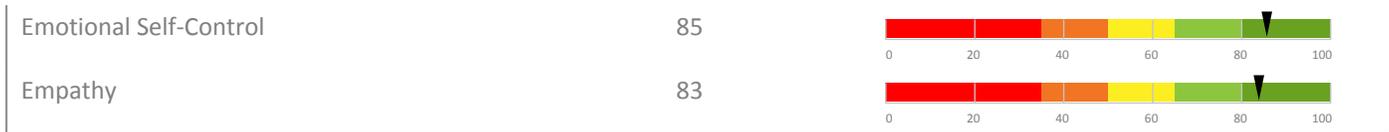
The Computer Programmer (Spanish) assessment measures key factors related to high performance and tenure in this job. Attribute types measured vary by test, but can include cognitive ability, skills, knowledge, personality characteristics, emotional intelligence, and past behavioral history. This report includes a one page summary, followed by detailed results with an embedded interview guide. Note that these results should always be used as a part of a balanced candidate selection process that includes independent evaluation steps, such as interviews and reference checks.

Overall

| Candidate | Score | Interpretation |
|---|-----------|--|
| Betty Penske bettypenske@yourcompany.org Computer Programmer (Spanish) April 25, 2024 Summary: Moderate to High Performance Potential Potential Risk Areas <ul style="list-style-type: none"> Low corporate citizenship score could indicate potential for questionable behavior. | 78 | |
| | | Key ▼ Candidate Score ■ Higher Risk ■ Lower Risk — Custom Baseline (Optional) |

Competency Summary

| Competency | Score | Interpretation |
|--|-------|----------------|
| Cognitive Abilities (relates to job performance, problem-solving, ability to learn, etc.) | | |
| Attention to Detail | 90 | |
| Analytical Thinking | 77 | |
| Skills/Knowledge (relates to immediate readiness) | | |
| Writing | 86 | |
| Personality Characteristics (relates to fit with the job/team environment) | | |
| Adaptable | 70 | |
| Seeks Perfection | 96 | |
| Corporate Citizenship | 10 | |
| Competitive | 78 | |
| Develops Relationships | 65 | |
| Enjoys Problem-Solving | 79 | |
| Expressive and Outgoing | 80 | |
| Innovative and Creative | 94 | |
| Exhibits a Positive Work Attitude | 68 | |
| Needs Structure | 70 | |
| Behavioral History (relates to performance and turnover) | | |
| History Survey - Performance | 86 | |
| History Survey - Tenure | 68 | |
| Emotional Intelligence (relates to situational judgment, performance and teamwork) | | |
| Emotional Self-Awareness | 85 | |



Comparison

Percentile scores indicate how the candidate compares to other test-takers within various groups. The candidate scored equal to or better than the fraction of test-takers indicated by the percentile.

| Test-Taker Group | Percentile | 0 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 | |
|------------------|------------|---|----|----|----|----|----|----|----|----|----|-----|--|
| Global | 78th | | | | | | | | | | | | |
| United States | 64th | | | | | | | | | | | | |
| HR Avatar Data | 72nd | | | | | | | | | | | | |

Importance to Job ↑

Assessment Overview

This assessment provides scores for a number of important factors and competencies that are related to success on the job. Scores are presented based on their potential impact on job performance.

Scores are presented individually on a scale of 0-100. In most cases, including the overall score, higher scores represent higher expected job performance. However, for some competencies, either extreme low or extreme high scores indicate a risk of lower performance. Refer to the interpretation section of each competency for additional information.

Individual competency scores are also combined into a single overall score. Please note that individual competencies are weighted differently, depending on their type, and on fine adjustments based on data from the US Government's Occupational Data Network (O*Net).

Each competency measured includes one or more suggested interview questions, in an easy-to-use format. These questions should be used for additional probing, especially when the score shows an area of relative weakness.

Some of the competencies measured evaluate preferences for doing (or not doing) specific activities. Scores for these competencies can be used to evaluate job-fit.

We wish to emphasize that the data contained in this report should be used as part of a comprehensive process for evaluating job candidates. Additional data should include in-person interviews, job tryouts, resume review, and background checks.

Detail

Candidate: **Betty Penske**, bettypenske@yourcompany.org
 Assessment: Computer Programmer (Spanish)
 Authorized: April 25, 2024, by Susan Bookman, HR Avatar Data Collection Account, sue.bookman@richardson.biz
 Started: April 25, 2024, 5:51:05PM EST
 Completed: April 25, 2024, 5:51:05PM EST
 Overall Score: 78

Cognitive Abilities Detail

This section contains a list of job-related cognitive abilities that have been evaluated in a job-like context using HR Avatar's simulation technology. Studies have demonstrated that cognitive abilities are highly correlated with job performance for many jobs. Abilities also correlate with problem-solving and the ability to learn quickly.

| Detail | Interview Guide |
|---|--|
| <p>Attention to Detail Score: 90</p> <p><i>Description:</i> This scale represents thoroughness, accuracy, and being concerned for all areas involved no matter how insignificant. Individuals who demonstrate high Attention to Detail produce work products that are consistently accurate and require little checking. They rarely forget schedule commitments or overlook even the smallest details.</p> <p><i>Interpretation:</i> High scores in this area correlate with superior performance for many jobs.</p> <p>Able to achieve a high degree of thoroughness and accuracy in a work task. Concerned for all areas involved. Work products require little or no review or checking to maintain consistency.</p> | <p>Deme un ejemplo de alguna ocasión en que haya descubierto un error que se pasó por alto, ya sea por usted mismo o por alguna otra persona que estaba trabajando con usted. ¿Qué hizo? ¿Cuál fue el resultado?</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> 1 Ejemplo poco claro o inconsistente. No es capaz de describir qué fue lo que se pasó por alto. Sin acción alguna. </div> <div style="text-align: center;"> 2 Ejemplo moderadamente claro. Cierta interés por los detalles. Acción directa pero pasiva. </div> <div style="text-align: center;"> 3 Muy detallado. Interés por todos los componentes relevantes. Acciones claras y proactivas. </div> <div style="text-align: center;"> 4 </div> <div style="text-align: center;"> 5 </div> </div> |

| Detail | Interview Guide |
|---|---|
| <p>Analytical Thinking Score: 77</p>  <p><i>Description:</i> This scale indicates the capacity to think in a thoughtful, discerning way, to solve problems, utilize resources, and analyze data. Individuals who demonstrate high amounts of analytical thinking are able to recognize patterns rapidly, navigate through problems, and resolve difficult problems systematically.</p> <p><i>Interpretation:</i> Strong scores in this area correlate with above average performance for many jobs.</p> <p>Usually able to think in a thoughtful, discerning way. Capable of solving difficult problems, planning many-featured tasks and projects, organizing multiple resources, and analyzing complex data with only occasional assistance. Usually able to quickly recall and use information when needed or appropriate.</p> | <p>Hábleme de algún problema, situación o tarea de planeación compleja que haya tenido que enfrentar. ¿Cuáles fueron los retos y cómo los superó?</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  1 El ejemplo carece de complejidad. La búsqueda de información es limitada, quizás falte análisis, las acciones no son claras, no son relevantes o son banales. </div> <div style="text-align: center;">  2 El ejemplo es moderadamente complejo. Muestra algo de pensamiento analítico y resolución de problemas. Las acciones pueden estar mezcladas o tener una efectividad limitada. </div> <div style="text-align: center;">  3 El ejemplo muestra complejidad. Investigación meticulosa de todas las áreas que pudiesen afectar la decisión. Las acciones son claras, relevantes y eficaces. </div> <div style="text-align: center;">  4 </div> <div style="text-align: center;">  5 </div> </div> |

Knowledge and Skills Detail

This section contains a list of job-related knowledge areas and skills that have been evaluated. Low scores in these areas often indicate that additional learning may be required before top performance can be achieved.

| Detail | Interview Guide |
|--|--|
| <p>Writing Score: 86</p>  <p><i>Description:</i> The ability to concisely and succinctly convey ideas and information via written text.</p> <p><i>Interpretation:</i> Superior writing skills can positively impact performance in many jobs.</p> <p>Significantly above average. Conveys ideas accurately in a clear, concise and succinct format. See writing sample section of report for raw essay(s) submitted.</p> <ul style="list-style-type: none"> • Raw computed score: 80 • Computed score confidence: 75 • Approximate Word Count: 247 <p>Please see below to view the essay submitted.</p> | <p>Are you comfortable when you need to express yourself through writing? Do you feel confident you can get the right message across?</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  1 Not confident in own writing ability. Prefers speaking. </div> <div style="text-align: center;">  2 Somewhat confident in own writing ability. Writes frequently. </div> <div style="text-align: center;">  3 </div> <div style="text-align: center;">  4 </div> <div style="text-align: center;">  5 Very confident in ability to write. Has received compliments on clarity of written correspondences. </div> </div> |

Personality Characteristics Detail

This section contains a list of personality characteristics that are frequently associated with job performance. Remember, these are not skills and do not indicate the ability to do a job. Rather, they can be used to evaluate the candidate's fit with the general needs of the job and the organizational culture. Sample interview questions are provided to gather more information.

Continued on next page.

| Detail | Interview Guide | | | | | | | | | | | | | | | | | | | | |
|--|--|---|--------|--|--------|--------|--|--|---|--|--|--------|--------|--------|--------|--------|--|--|---|--|---|
| <p>Adaptable Score: 70</p>  <p><i>Description:</i> This scale reflects how accepting a person is of frequent or substantial changes in his or her job requirements. Changing work requirements usually cause stress and put pressure on an individual to adapt. High scorers usually thrive under changing work conditions, while low scorers may burn out or become paralyzed.</p> <p><i>Interpretation:</i> The candidate's score in this area should contribute to enhanced overall job performance.</p> <p>Prefers a dynamic work environment. Able to remain focused and positive in times of significant workplace change. Fairly easy-going and relaxed.</p> | <p>Describe a time at work or school when things were changing so fast it was hard to stay focused. How did you adjust to it?</p> <table style="width: 100%; text-align: center;"> <tr> <td>★ 1</td> <td>★ 2</td> <td>★ 3</td> <td>★ 4</td> <td>★ 5</td> </tr> <tr> <td>Enjoyed the chaos of fast change. Became disinterested or negative and waited for things to calm down.</td> <td></td> <td>Did best but felt paralyzed and unable to work effectively.</td> <td></td> <td>Experienced higher anxiety but tried to deal with changes in a positive way. Stayed focused.</td> </tr> </table> <hr/> <p>Would you rather work in a job where the work is predictable or one where activities are constantly changing? Why?</p> <table style="width: 100%; text-align: center;"> <tr> <td>★ 1</td> <td>★ 2</td> <td>★ 3</td> <td>★ 4</td> <td>★ 5</td> </tr> <tr> <td>Becomes paralyzed by change. Or disregards the change and continues same path.</td> <td></td> <td>Resistant and fearful of change, or appears to live for change.</td> <td></td> <td>Comfortable with change, though feels some stress or anxiety. Usually able to stay focused.</td> </tr> </table> | ★ 1 | ★ 2 | ★ 3 | ★ 4 | ★ 5 | Enjoyed the chaos of fast change. Became disinterested or negative and waited for things to calm down. | | Did best but felt paralyzed and unable to work effectively. | | Experienced higher anxiety but tried to deal with changes in a positive way. Stayed focused. | ★ 1 | ★ 2 | ★ 3 | ★ 4 | ★ 5 | Becomes paralyzed by change. Or disregards the change and continues same path. | | Resistant and fearful of change, or appears to live for change. | | Comfortable with change, though feels some stress or anxiety. Usually able to stay focused. |
| ★ 1 | ★ 2 | ★ 3 | ★ 4 | ★ 5 | | | | | | | | | | | | | | | | | |
| Enjoyed the chaos of fast change. Became disinterested or negative and waited for things to calm down. | | Did best but felt paralyzed and unable to work effectively. | | Experienced higher anxiety but tried to deal with changes in a positive way. Stayed focused. | | | | | | | | | | | | | | | | | |
| ★ 1 | ★ 2 | ★ 3 | ★ 4 | ★ 5 | | | | | | | | | | | | | | | | | |
| Becomes paralyzed by change. Or disregards the change and continues same path. | | Resistant and fearful of change, or appears to live for change. | | Comfortable with change, though feels some stress or anxiety. Usually able to stay focused. | | | | | | | | | | | | | | | | | |
| <p>Seeks Perfection Score: 96</p>  <p><i>Description:</i> This scale indicates a person's desire for accuracy. People with high perfection scores are committed to meeting or exceeding standards for quality and take pride in the accuracy of their work. People with too little perfectionism may be sloppy and unconcerned with quality.</p> <p><i>Interpretation:</i> The candidate's score in this area should contribute to enhanced overall job performance.</p> <p>Highly intent on achieving perfection in work products and commitments. Willing to do whatever it takes to achieve the desired standard of excellence. Takes pride in having a reputation for quality.</p> | <p>Can you describe a time when you were trying to finish a project or task but your boss made you stop before you felt it was ready?</p> <table style="width: 100%; text-align: center;"> <tr> <td>★ 1</td> <td>★ 2</td> <td>★ 3</td> <td>★ 4</td> <td>★ 5</td> </tr> <tr> <td>Frequently cut short by boss because standards are too high.</td> <td></td> <td>Sometimes cut short but not often.</td> <td></td> <td>Rarely cut off because has a good sense of what is good enough.</td> </tr> </table> <hr/> <p>When you perform a task, how do you decide when it's good enough to consider it completed or 'ready' for the customer?</p> <table style="width: 100%; text-align: center;"> <tr> <td>★ 1</td> <td>★ 2</td> <td>★ 3</td> <td>★ 4</td> <td>★ 5</td> </tr> <tr> <td>No emphasis on quality.</td> <td></td> <td>Balances quality with other constraints.</td> <td></td> <td>Insists on a high degree of quality before releasing work.</td> </tr> </table> | ★ 1 | ★ 2 | ★ 3 | ★ 4 | ★ 5 | Frequently cut short by boss because standards are too high. | | Sometimes cut short but not often. | | Rarely cut off because has a good sense of what is good enough. | ★ 1 | ★ 2 | ★ 3 | ★ 4 | ★ 5 | No emphasis on quality. | | Balances quality with other constraints. | | Insists on a high degree of quality before releasing work. |
| ★ 1 | ★ 2 | ★ 3 | ★ 4 | ★ 5 | | | | | | | | | | | | | | | | | |
| Frequently cut short by boss because standards are too high. | | Sometimes cut short but not often. | | Rarely cut off because has a good sense of what is good enough. | | | | | | | | | | | | | | | | | |
| ★ 1 | ★ 2 | ★ 3 | ★ 4 | ★ 5 | | | | | | | | | | | | | | | | | |
| No emphasis on quality. | | Balances quality with other constraints. | | Insists on a high degree of quality before releasing work. | | | | | | | | | | | | | | | | | |

| Detail | Interview Guide |
|--|---|
| <p>Corporate Citizenship Score: 10</p> <p><i>Description:</i> This scale indicates the degree to which an individual's behavior embraces the spirit of an organization's mission, objectives, and strategy. High scorers project an attitude characterized by cooperation, trust, and openness. Low scorers often question the motives behind decisions. They may withhold information, display hostility, be defensive, or do just enough to get by.</p> <p><i>Interpretation:</i> The candidate's score in this area indicates risk of a negative impact on performance for some jobs. Additional probing is strongly recommended.</p> <p>Distrusts the organization and management. Frequently assumes new ideas or changes will have a negative individual impact. Can be defensive regarding his or her own work, or show hostility towards management or company policies.</p> | <p>How do you feel about being part of an organization? Do you think most organizations have their employees' best interests at heart or do you have to always watch out for yourself?</p> <p style="text-align: center;">★ ★ ★ ★ ★ 1 2 3 4 5</p> <p>Distrusts organizational motives. Feels the need to look out for self.</p> <p>Supports organization but is wary of being taken advantage of.</p> <p>Embraces organizational membership. Believes in organizational mission.</p> |
| <p>Competitive Score: 78</p> <p><i>Description:</i> This scale indicates the degree to which an individual is driven by a desire to impress their leaders and exceed their peers. Being competitive can either be damaging or useful, depending on the job. Competitive people spend much of their time thinking about themselves and the impact decisions may have on them, and their actions are often guided by these thoughts, which can either provide the drive needed to achieve a goal, or can damage the ability of a team to work together. In general, high scorers perform well in sales and related jobs.</p> <p><i>Interpretation:</i> The candidate's score in this area should contribute to enhanced overall job performance.</p> <p>Motivated by challenging goals, financial reward, and/or recognition, and willing to work hard to succeed. Focused on personal achievement.</p> | <p>Describe a time when you had to place accomplishing your objectives above supporting your team. Why do you think it was justified?</p> <p style="text-align: center;">★ ★ ★ ★ ★ 1 2 3 4 5</p> <p>Justified for selfish or personal reasons. Shows little remorse for failing to support team.</p> <p>Shows remorse and feels action was a mistake.</p> <p>Clearly justified or was forced to do so by superiors. Strongly regrets and wishes could change.</p> <hr/> <p>Would you describe yourself as competitive? Can you give me an example?</p> <p style="text-align: center;">★ ★ ★ ★ ★ 1 2 3 4 5</p> <p>Non-competitive example, or doesn't show any consideration for others.</p> <p>Example unclear. Doesn't address impact on others.</p> <p>Competitive example that demonstrates drive and shows consideration of others.</p> |

| Detail | Interview Guide |
|--|--|
| <p>Develops Relationships Score: 65</p>  <p><i>Description:</i> This scale indicates a person's desire to cultivate relationships. High scorers seek opportunities to meet new people and get to know them well enough to form a lasting relationship. Low scorers tend to minimize interacting with people they don't know.</p> <p><i>Interpretation:</i> The candidate's score in this area should contribute to enhanced overall job performance.</p> <p>Actively cultivates relationships. Comfortable meeting new people and sensitive to how others feel. Maintains a broad social network, and uses it to achieve work objectives.</p> | <p>Can you describe a time when you had to choose between getting the job done or preserving a relationship with a friend or co-worker?</p> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;"> <p>★ 1</p> <p>Places relationship above the work objectives in all or most cases.</p> </div> <div style="text-align: center;"> <p>★ 2</p> <p>Sometimes struggles between work and relationships, but usually balances well.</p> </div> <div style="text-align: center;"> <p>★ 3</p> <p>Focuses on getting the job done but makes an effort not to hurt relationships.</p> </div> <div style="text-align: center;"> <p>★ 4</p> </div> <div style="text-align: center;"> <p>★ 5</p> </div> </div> <hr/> <p>Describe your ideal job. Would it include working closely with others or would you prefer working mostly by yourself?</p> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;"> <p>★ 1</p> <p>Prefers to work alone.</p> </div> <div style="text-align: center;"> <p>★ 2</p> <p>Cultivates relationships when opportunity arises or is necessary.</p> </div> <div style="text-align: center;"> <p>★ 3</p> <p>Enjoys cultivating relationships. Finds teamwork constructive.</p> </div> <div style="text-align: center;"> <p>★ 4</p> </div> <div style="text-align: center;"> <p>★ 5</p> </div> </div> |
| <p>Enjoys Problem-Solving Score: 79</p>  <p><i>Description:</i> This scales represents a person's willingness to deal with complicated problems on a frequent or recurring basis. People with high scores prefer jobs that require mental challenge. Individuals with low scores may be intimidated when faced with complex or even simple issues on a regular basis. When jobs are routine or repetitive, people with low scores are usually a better fit.</p> <p><i>Interpretation:</i> The candidate's score in this area should contribute to enhanced overall job performance.</p> <p>Usually willing to analyze and formulate solutions to complex problems. Fairly confident in own ability to develop effective solutions. Sees frequent problem-solving as a core part of his or her job description, though may require prompting to take on a particularly difficult issue.</p> | <p>Describe some of the biggest on-the-job problems you have faced. How did you overcome them? How did you know they were solved?</p> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;"> <p>★ 1</p> <p>Problems poorly described and actions taken unclear.</p> </div> <div style="text-align: center;"> <p>★ 2</p> <p>Moderately complex problems. Simple or obvious actions taken.</p> </div> <div style="text-align: center;"> <p>★ 3</p> <p>Described one or more complex problems. Actions taken are clear and relevant.</p> </div> <div style="text-align: center;"> <p>★ 4</p> </div> <div style="text-align: center;"> <p>★ 5</p> </div> </div> |

| Detail | Interview Guide |
|---|---|
| <p>Expressive and Outgoing Score: 80</p>  <p><i>Description:</i> There are many jobs that require outgoing personalities, such as selling, management, public relations, or jobs that require positive public contact. People who score high on expressiveness label themselves as outgoing and have many social contacts. Low scores indicate the person may not have the interest or willingness to assert themselves in social settings.</p> <p><i>Interpretation:</i> The candidate's score in this area should contribute to enhanced overall job performance.</p> <p>Likes to be the center of attention and freely asserts thoughts, ideas, and opinions among friends and strangers alike.</p> | <p>Can you describe a time when you worried you were being too forthright or outspoken during a discussion among your friends or co-workers?</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">★ 1 Frequently worries because always seems to be the most active.</div> <div style="text-align: center;">★ 2 Occasionally worries but not very often.</div> <div style="text-align: center;">★ 3</div> <div style="text-align: center;">★ 4</div> <div style="text-align: center;">★ 5 Rarely worries because knows when to back off beforehand.</div> </div> <hr style="border: 1px solid black;"/> <p>Tell me how you've acted in group meetings when you're discussing an important issue. Do you participate in the discussion, lead it, or wait until someone asks for your opinion?</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">★ 1 Passive in actions with others. Timidly speaks when addressed. Prefers listening.</div> <div style="text-align: center;">★ 2</div> <div style="text-align: center;">★ 3 Speaks up and speaks out but doesn't need to be center of attention.</div> <div style="text-align: center;">★ 4</div> <div style="text-align: center;">★ 5 Likes to be center of attention. Speaks confidently and volunteers opinions constructively.</div> </div> |
| <p>Innovative and Creative Score: 94</p>  <p><i>Description:</i> This scale indicates the degree to which the person considers themselves capable of formulating original approaches to problems and other work challenges. Individuals who score high on this scale are comfortable with jobs that require them to analyze situations and/or data, and use their imagination to identify alternative approaches to evaluate each to select the most effective solution. Lower scoring individuals prefer to follow a more cookie-cutter or pre-defined approach to dealing with a specific problem. When organizations expect their people to continually generate new and better ways of producing work, it is a good idea to hire people who share this interest.</p> <p><i>Interpretation:</i> The candidate's score in this area should contribute to enhanced overall job performance.</p> <p>Sees him or herself as creative and capable of generating novel or original solutions to issues or problems. Open to free-form discussion of different ideas.</p> | <p>What is the most creative solution you have ever come up with? What were the circumstances, and why do you think it was creative?</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">★ 1 Idea does not demonstrate creativity or is not related to the problem. No problem described.</div> <div style="text-align: center;">★ 2</div> <div style="text-align: center;">★ 3 Moderately creative idea or only partially related to problem.</div> <div style="text-align: center;">★ 4</div> <div style="text-align: center;">★ 5 Both problem and use of creativity well described and related to one another.</div> </div> |

| Detail | Interview Guide |
|---|--|
| <p>Exhibits a Positive Work Attitude Score: 68</p>  <p><i>Description:</i> For some people, work is a second-place activity. That is, given a decision to take either personal time or go to work, low scorers will choose time off. Low job priority could indicate a 9 to 5 mentality.</p> <p><i>Interpretation:</i> The candidate's score in this area should contribute to enhanced overall job performance.</p> <p>Usually expects to receive both financial and personal rewards in exchange for solid and consistent effort on the job. Enjoys most work activities and is willing to put in extra effort when warranted or requested.</p> | <p>How do you feel having a regular job and going to work? Is it something you enjoy? Why or why not?</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">★ 1 Views work as a means of income only. Does not enjoy. Does not care about professional reputation.</div> <div style="text-align: center;">★ 2 Likes work but doesn't truly enjoy it. Balances priority and energy with other obligations.</div> <div style="text-align: center;">★ 3 Considers work a key priority in life. Enjoys working and always applies best energy. Takes pride in work reputation.</div> <div style="text-align: center;">★ 4</div> <div style="text-align: center;">★ 5</div> </div> |
| <p>Needs Structure Score: 70</p>  <p><i>Description:</i> This scale indicates the degree to which a person prefers to work within an ordered environment, with well-defined tasks, activities, rules, processes and expectations. It also reflects the general thoroughness and care applied by the candidate when performing work tasks.</p> <p><i>Interpretation:</i> The candidate's score in this area should contribute to enhanced overall job performance.</p> <p>Follows rules consistently. Makes decisions thoughtfully. Usually follows through on commitments. Usually able to create and/or follow detailed plans.</p> | <p>Have you ever had to work in a job that had little or no structure or where no one told you what to do? What did or didn't you like about it?</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">★ 1 Large mismatch between comfort with structure and structure level of intended job.</div> <div style="text-align: center;">★ 2 Some mismatch between comfort with structure and structure level of intended job.</div> <div style="text-align: center;">★ 3 Comfort with structure matches the structure level of the intended job.</div> <div style="text-align: center;">★ 4</div> <div style="text-align: center;">★ 5</div> </div> <hr style="width: 50%; margin: 20px auto;"/> <p>What kind of job would you prefer: one in which you know exactly what you need to do each day or one in which you start each day with a blank slate and have to decide what to do based on circumstances? Why?</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">★ 1 Prefers a dynamic, changing work environment.</div> <div style="text-align: center;">★ 2 Equally comfortable with well-defined and dynamic work environments.</div> <div style="text-align: center;">★ 3 Clear preference for defined tasks and activities.</div> <div style="text-align: center;">★ 4</div> <div style="text-align: center;">★ 5</div> </div> |

Behavioral History Detail

This section evaluates answers the candidate gave concerning his or her work-related history. Studies often show that a candidate's past behavior often indicates his or her future behavior. Potential caution areas (if any) are specified in each detail section.

Continued on next page.

| Detail | Interview Guide |
|---|---|
| <p>History Survey - Performance Score: 86</p>  <p><i>Description:</i> Evaluates elements of the candidate's past work and education history to identify indications of high or low performance potential.</p> <p><i>Interpretation:</i> The candidate's score indicates past behaviors that contribute to high job performance.</p> <p>Exhibits past behaviors and achievements that are likely to enhance job performance.</p> | <p>Describe how your past performance makes you a good candidate for this job.</p> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;">  1 No examples or rationale given. </div> <div style="text-align: center;">  2 Weak connection between past and future. </div> <div style="text-align: center;">  3 Clear connection between past and future. </div> <div style="text-align: center;">  4 Clear connection between past and future. </div> <div style="text-align: center;">  5 Clear connection between past and future. </div> </div> |
| <p>History Survey - Tenure Score: 68</p>  <p><i>Description:</i> Evaluates a candidate's past employment history and related factors for indications of potentially low job tenure.</p> <p><i>Interpretation:</i> The candidate's score indicates past behaviors that contribute to above average job performance.</p> <p>Exhibits behaviors likely to result in slightly longer than average job tenure.</p> | <p>What are some of the reasons you have left previous jobs?</p> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;">  1 Many different reasons. Blames employer. </div> <div style="text-align: center;">  2 Circumstances for leaving generally credible or somewhat outside control. </div> <div style="text-align: center;">  3 Reasonable rationale or circumstances clearly outside control. </div> <div style="text-align: center;">  4 Reasonable rationale or circumstances clearly outside control. </div> <div style="text-align: center;">  5 Reasonable rationale or circumstances clearly outside control. </div> </div> |

Emotional Intelligence Detail

This section contains a list of emotional intelligence characteristics that indicate how tuned in a candidate is to his or her own emotions, and those of others, as well as the candidate's ability to control his or her behavior in light of the emotions he or she is experiencing. These traits can often impact performance in groups or teams. Sample interview questions are provided to gather more information.

Continued on next page.

| Detail | Interview Guide |
|---|---|
| <p>Emotional Self-Awareness Score: 85</p>  <p><i>Description:</i> Capacidad de identificar las reacciones de las personas en diversas situaciones, monitorear dichas reacciones e interpretarlas. Asimismo, capacidad de saber cómo actuar correcta y eficazmente en situaciones sociales.</p> <p><i>Interpretation:</i> The candidate's score in this area should contribute to enhanced overall job performance.</p> <p>Muestra un nivel muy alto de conciencia sobre sus propias reacciones emocionales, y entiende el efecto que éstas tienen sobre quienes le rodean. De igual manera, muestra un nivel muy alto de conciencia sobre lo que son los comportamientos adecuados en diversas situaciones. Es probable que sea muy eficaz para identificar sus emociones y adaptarlas a las normas sociales, lo que le facilita tener excelentes interacciones con clientes y compañeros de trabajo.</p> | <p>¿Qué tan consciente está usted de sus emociones? ¿Puede describir alguna situación en que esta característica le haya ayudado a tomar una mejor decisión?</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  1 No está en sintonía con sus propias emociones. Incapaz de mejorar sus decisiones mediante la concientización. </div> <div style="text-align: center;">  2 Cierta capacidad de sentir sus propias emociones y controlar sus decisiones. </div> <div style="text-align: center;">  3 Muy en sintonía con sus propias emociones. Capaz de mejorar sus decisiones mediante la concientización. </div> <div style="text-align: center;">  4 </div> <div style="text-align: center;">  5 </div> </div> |
| <p>Emotional Self-Control Score: 85</p>  <p><i>Description:</i> Capacidad de manejar la necesidad de satisfacer los anhelos y deseos propios, y de comportarse de manera restringida y controlada para garantizar que se dé una interacción agradable y eficaz con los demás.</p> <p><i>Interpretation:</i> The candidate's score in this area should contribute to enhanced overall job performance.</p> <p>Muestra una capacidad muy alta para autocontrolar sus deseos, lo que le permite permanecer en calma bajo presión e interactuar imparcial y tranquilamente con los demás. Es probable que sea muy eficaz para establecer prioridades y mantenerse enfocado en sus metas a largo plazo, y que se relacione con los demás hasta el punto de que ello contribuya a construir relaciones de trabajo duraderas.</p> | <p>¿Es usted capaz de controlar sus propias acciones cuando se pone sensible? ¿Puede darme un ejemplo de cómo le ha ayudado tener autocontrol en el trabajo o en la escuela?</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  1 Incapaz de autocontrolarse ante emociones. </div> <div style="text-align: center;">  2 Cierta capacidad de resistir los impulsos ocasionados por las emociones y aplicar esta característica en situaciones laborales. </div> <div style="text-align: center;">  3 Capaz de detectar sus propias emociones y controlar sus reacciones en situaciones laborales o de negocios. </div> <div style="text-align: center;">  4 </div> <div style="text-align: center;">  5 </div> </div> |

| Detail | Interview Guide |
|--|---|
| <p>Empathy Score: 83</p> <p><i>Description:</i> Capacidad de sentir y comprender las emociones de los demás, identificarse con dichas emociones y ver las cosas desde la perspectiva de otras personas.</p> <p><i>Interpretation:</i> The candidate's score in this area should contribute to enhanced overall job performance.</p> <p>Muestra una capacidad muy alta para entender las necesidades emocionales de otras personas, solidarizándose con sus problemas y viendo las cosas desde la perspectiva de los demás. Es probable que muestre un nivel muy alto de comprensión y empatía para con clientes y compañeros de trabajo. Esta notable habilidad puede contribuir a fomentar la lealtad de los clientes, fortalecer las relaciones de trabajo y reducir los conflictos en el lugar de trabajo.</p> | <p>¿Se le facilita a usted identificarse con los sentimientos de los demás? ¿Podría darme un ejemplo de cómo le ha ayudado esta característica a superar una situación difícil en el trabajo o en la escuela?</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> 1 Incapaz de sentir lo que sienten los demás. Incapaz de dar un ejemplo. </div> <div style="text-align: center;"> 2 Cierta capacidad de sentir lo que sienten los demás. Su ejemplo muestra cierta capacidad de usar sus sentidos en el trabajo. </div> <div style="text-align: center;"> 3 Capaz de relacionarse con otros y sentir lo que sienten los demás. Su ejemplo muestra que puede usar fácilmente sus sentidos en el trabajo. </div> <div style="text-align: center;"> 4 </div> <div style="text-align: center;"> 5 </div> </div> |

Writing Sample(s)

During the assessment, the candidate was asked to write one or more passages. The text they wrote is included in the table below for review.

| Writing Sample - Question | Response |
|--|---|
| <p>Please write an essay describing the HR Avatar essay feature.</p> | <p>This is a sample essay. In a real test situation, the candidate or test taker would write an essay as a part of their assessment, in response to the question associated with this entry. All reports will share their writing as received. In some cases, our artificial intelligence engine will process their response to create a numerical score. Our system also checks for plagiarism, both among previously submitted essays, and the broader Internet. Additionally, spelling, grammar, and style checks are performed.</p> <p>Essay typically are from 150 to 600 words. They can be written in response to an explicit question, or they can be free-form responses to general questions.</p> |

Identity Confirmation Photos

The following photos of the candidate and any identification were uploaded during the assessment session.

Photo Analysis Results

| | |
|---------------------------------------|--|
| - Risk: | Medium risk of cheating based on image inconsistencies |
| - Percent match among processed faces | 100% |
| - Total images processed | 17 |
| - Total images with valid faces | 14 (82%) |
| - Total pairs of faces compared | 13 |
| - Pairs in which faces matched | 13 (100%) |



Pre/Post-Test Photo



ID Photo



In-Test Error Detected (No Face Detected)



In-Test Error Detected (No Face Detected)



In-Test Error Detected (No Face Detected)



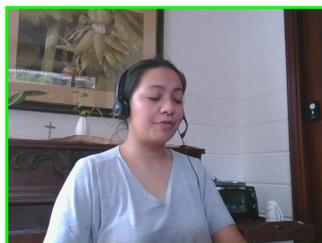
In-Test Photo



In-Test Photo



In-Test Photo



In-Test Photo



Pre/Post-Test Photo

Minimum Qualification Guidelines - from O*Net

The following are suggestions from O*Net, the United States government's occupational information network, regarding prerequisites for this job type.

| Item | |
|-------------------------|-------------------|
| Educational Achievement | Bachelor's Degree |
| Job-Related Training | 6 Months - 1 Year |
| Job-Related Experience | 1 - 2 Years |

Report Preparation Notes

- Hiring decisions should never be based on a single source of information. The most effective use of this assessment report is as a part of a multi-faceted program of candidate evaluation that includes resume review, interviews, and reference checks.
- Overall vs Percentiles Scores: The overall score reflects the success in the test, based on the mean (average) and standard deviation of the test scores. The percentile score reflects the percentage of test-takers who scored equal or below this overall score. We recommend you use the Overall Score as your primary evaluation criteria. However, percentile scores can often be useful in comparing specific candidates against one another and with a group, such as for test takers in a certain organization or within a certain account.
- Note that comparison information is calculated based on completed instances of this assessment at that time the assessment is scored. As additional instances are completed, the comparative data may change. You can always update a report to the current values by clicking on "Recalculate Percentiles" within the online results viewing pages at www.hravatar.com.
- Most competency scores are norm-based, which means that they can be interpreted in terms of their distance from the average or mean score. For all scales, a score equal to the mean receives a score of 65 and scores above and below this value are set so that a score change of 15 equals one standard deviation.
- For linear competencies, higher is better across the entire scale. For these scales a score between 65 and 80 (light green) represents 0 to 1 standard deviation above the mean and a score above 80 (dark green) represents more than one standard deviation above the mean. Similarly, a score of 50 - 65 (yellow) represents 0 to 1 standard deviation below the mean, while a score of 35 - 50 (orange) equates to 1 to 2 standard deviations below the mean, and a score below 35 represents more than 2 standard deviations below the mean.
- This assessment makes use of data from the Occupational Information Network (O*NET), which is funded by the U.S. Federal Government - U.S. Department of Labor/Employment and Training Administration (USDOL/ETA) - as a primary source of occupational information. The O*NET database contains information on hundreds of standardized and occupation-specific descriptors that are continually updated by ongoing research. These data are used in preparing descriptive information as well as setting relative weights between competencies used in calculating the overall score. For additional information about O*NET, visit <http://www.onetcenter.org>.
- O*Net Standard Occupational Code (SOC) Used: 15-1251.00
- O*Net Version: 26.3
- Sim ID: 1600-5, Key: 0-0, Rpt: 13, Prd: 1152, Created: 2024-04-25 22:51 UTC
- UA: Mozilla/5.0 (Windows NT 6.3; Trident/7.0; Touch; rv:11.0) like Gecko

Score Calculation Detail

The following table provides a summary of how the overall score was calculated from the individual competency scores. Competency scores are calculated on a 0-100 scale by first calculating a Z statistic based on test-taker responses and then transforming the Z value to a scale with target mean and standard deviation. Certain competencies have a normal score distribution where it is best to be closest to the mean. For these competencies we modify the Z statistic by multiplying its absolute value by minus 1 for the overall score calculation. Next, to calculate the overall score, a weighted average of all modified competency Z statistics is computed and this weighted average is itself transformed to a Z statistic, which is then transformed to a score with the same target mean and standard deviation. Finally outlier scores are adjusted if they are below 0 or above 100.

| Competency | Score | How applied to overall | Score Value Used | Weight (%) |
|-----------------------------------|---------|------------------------|------------------|------------|
| Adaptable | 70.3085 | Z-Statistic | 0.3539 | 3.3408 |
| Attention to Detail | 90.5848 | Z-Statistic | 1.7057 | 18.9624 |
| Emotional Self-Awareness | 85.6096 | Z-Statistic | 1.3740 | 3.1676 |
| Emotional Self-Control | 85.6777 | Z-Statistic | 1.3785 | 3.1676 |
| Seeks Perfection | 96.8029 | Z-Statistic | 2.1202 | 3.5360 |
| Corporate Citizenship | 10.0000 | Z-Statistic | -3.6667 | 3.6216 |
| Competitive | 78.1575 | Z-Statistic | 0.8772 | 3.7828 |
| Develops Relationships | 65.2271 | Z-Statistic | 0.0151 | 2.2210 |
| Enjoys Problem-Solving | 79.8981 | Z-Statistic | 0.9932 | 3.6824 |
| Empathy | 83.6340 | Z-Statistic | 1.2423 | 2.3062 |
| History Survey - Performance | 86.5254 | Z-Statistic | 1.4350 | 10.1028 |
| History Survey - Tenure | 68.7918 | Z-Statistic | 0.2528 | 10.1028 |
| Expressive and Outgoing | 80.8315 | Z-Statistic | 1.0554 | 2.2063 |
| Innovative and Creative | 94.8261 | Z-Statistic | 1.9884 | 2.5783 |
| Exhibits a Positive Work Attitude | 68.6138 | Z-Statistic | 0.2409 | 3.6778 |
| Analytical Thinking | 77.6949 | Z-Statistic | 0.8463 | 19.9445 |
| Writing | 86.7925 | Z-Statistic | 1.4528 | 0.0631 |
| Needs Structure | 70.5280 | Z-Statistic | 0.3685 | 3.5360 |

| | |
|---|---------|
| Weighted Average of Competency Z-Scores: | 0.9000 |
| Mean applied to Raw Weighted Avg: | 0.0000 |
| Standard Deviation applied to Raw Weighted Avg: | 1.0000 |
| Normalized Raw Score: | 0.9000 |
| Mean: | 65.0000 |
| Standard Deviation Used: | 15.0000 |
| Final Overall Score: | 78.5006 |

Notes

(This area is intentionally blank - it's reserved as space for your notes.)