HR AVATAR™
EMPLOYMENT TESTS

| | |
|---|---|
| Candidate: | **Betty Penske** |
| Assessment: | Airline Pilot, Copilot, or Flight Engineer |
| Completed: | April 24, 2024 |
| Prepared for: | Susan Bookman |
| | HR Avatar Data Collection Account |

# Test Results and Interview Guide

The Airline Pilot, Copilot, or Flight Engineer 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.

Proprietary and Confidential

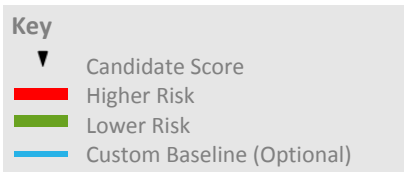
## Overall

| Candidate | Score | Interpretation |
|---|---|---|
| Betty Penske<br>bettypenske@yourcompany.org<br>Airline Pilot, Copilot, or Flight Engineer<br>April 24, 2024 | 96 | |

Summary: High Performance Potential

**Potential Risk Areas**

- Low corporate citizenship score could indicate potential for questionable behavior.




## Competency Summary

| Competency | Score | Interpretation |
|---|---|---|
| **Cognitive Abilities (relates to job performance, problem-solving, ability to learn, etc.)** | | |
| Analytical Thinking | 66 | |
| Attention to Detail | 73 | |
| Multitasking | 74 | |
| **Personality Characteristics (relates to fit with the job/team environment)** | | |
| Adaptable | 68 | |
| Competitive | 64 | |
| Corporate Citizenship | 10 | |
| Develops Relationships | 96 | |
| Enjoys Problem-Solving | 91 | |
| Exhibits a Positive Work Attitude | 87 | |
| Expressive and Outgoing | 73 | |
| Innovative and Creative | 65 | |
| Needs Structure | 93 | |
| Seeks Perfection | 73 | |
| **Behavioral History (relates to performance and turnover)** | | |
| History Survey - Performance | 64 | |
| History Survey - Tenure | 96 | |
| **Emotional Intelligence (relates to situational judgment, performance and teamwork)** | | |
| Emotional Self-Awareness | 78 | |

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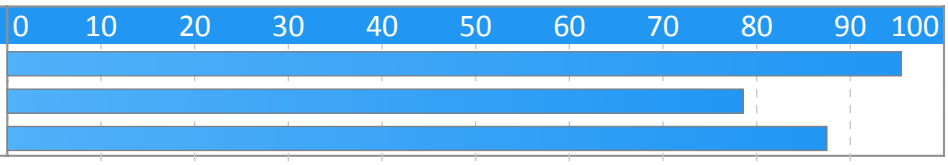
| | | |
|---|---|---|
| Emotional Self-Control | 85 | |
| Empathy | 98 | |



## 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 |
|---|---|
| Global | 96th |
| United States | 79th |
| HR Avatar Data | 88th |





Importance to Job

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## 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: | Airline Pilot, Copilot, or Flight Engineer |
| Authorized: | April 24, 2024, by Susan Bookman, HR Avatar Data Collection Account, sue.bookman@richardson.biz |
| Started: | April 24, 2024, 8:53:59AM EST |
| Completed: | April 24, 2024, 8:53:59AM EST |
| Overall Score: | 96 |

## 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 |
|---|---|
| **Analytical Thinking**<br>Score: 66<br> <br><br>*Description:*<br>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.<br>*Interpretation:*<br>Strong scores in this area correlate with above average performance for many jobs.<br><br>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. | Tell me about a complex problem, situation, or planning task you had to deal with. What were the challenges, and how did you overcome them?<br><br>1 Example lacks complexity. Data seeking is limited, analysis may be lacking, actions unclear, not relevant, or ineffective.<br><br>2 3 Example is moderately complex. Shows some analytical thinking and problem solving. Actions have mixed or limited effectiveness.<br><br>4 5 Example shows complexity. Thorough investigation of all areas that might affect the decision. Actions are clear, relevant, and effective. |

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| Detail | Interview Guide |
|---|---|
| **Attention to Detail**<br>Score: 73<br> <br><br>*Description:*<br>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.<br>*Interpretation:*<br>Strong scores in this area correlate with above average performance for many jobs.<br><br>Usually able to achieve a high degree of thoroughness and accuracy in a work task. Concerned for most areas involved. Requires only occasional oversight and checking. | Give me an example of a time you discovered an error that had been overlooked by either you or someone you were working with. What did you do? What was the outcome?<br><br>1 Unclear or careless example. Can't describe what was overlooked. No action.<br>2<br>3 Moderately clear example. Some concern for details. Direct but passive action.<br>4<br>5 Very detailed. Concern for all relevant components. Clear, proactive actions. |
| **Multitasking**<br>Score: 74<br> <br><br>*Description:*<br>The ability to rapidly shift focus mentally from one task or issue to another while maintaining quality and attention to detail.<br>*Interpretation:*<br>Strong scores in this area correlate with above average performance for many jobs.<br><br>Exhibits a moderate capacity to change between areas of mental focus without sacrificing responsiveness, quality and attention to detail. | Tell me about a time when you had a large number of things going on at the same time, and you needed to quickly shift your attention between them.<br><br>1 Unable to shift focus effectively. Became frustrated or had to slow down.<br>2<br>3 Some ability to juggle between activities.<br>4<br>5 Managed multiple independent activities effectively |

## 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.

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| Detail | Interview Guide |
|---|---|
| **Adaptable**<br>Score: 68<br> <br><br>*Description:*<br>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.<br>*Interpretation:*<br>The candidate's score in this area should contribute to enhanced overall job performance.<br><br>Prefers a dynamic work environment. Able to remain focused and positive in times of significant workplace change. Fairly easy-going and relaxed. | Would you rather work in a job where the work is predictable or one where activities are constantly changing? Why?<br><br>1 Becomes paralyzed by change. Or disregards the change and continues same path.<br>2<br>3 Resistant and fearful of change, or appears to live for change.<br>4<br>5 Comfortable with change, though feels some stress or anxiety. Usually able to stay focused.<br><br>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?<br><br>1 Enjoyed the chaos of fast change. Became disinterested or negative and waited for things to calm down.<br>2<br>3 Did best but felt paralyzed and unable to work effectively.<br>4<br>5 Experienced higher anxiety but tried to deal with changes in a positive way. Stayed focused. |
| **Competitive**<br>Score: 64<br> <br><br>*Description:*<br>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.<br>*Interpretation:*<br>The candidate's score in this area indicates neither a positive nor a negative impact on performance.<br><br>Motivated by somewhat challenging goals, financial rewards, and/or recognition, but may not be motivated by stretch goals or other highly challenging goals. Willing to work moderately hard to succeed. Somewhat interested in personal achievement. | Would you describe yourself as competitive? Can you give me an example?<br><br>1 Non-competitive example, or doesn't show any consideration for others.<br>2<br>3 Example unclear. Doesn't address impact on others.<br>4<br>5 Competitive example that demonstrates drive and shows consideration of others.<br><br>Describe a time when you had to place accomplishing your objectives above supporting your team. Why do you think it was justified?<br><br>1 Justified for selfish or personal reasons. Shows little remorse for failing to support team.<br>2<br>3 Shows remorse and feels action was a mistake.<br>4<br>5 Clearly justified or was forced to do so by superiors. Strongly regrets and wishes could change. |

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| Detail | Interview Guide |
|---|---|
| **Corporate Citizenship**<br>Score: 10<br> <br><br>*Description:*<br>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.<br>*Interpretation:*<br>The candidate's score in this area indicates risk of a negative impact on performance for some jobs. Additional probing is strongly recommended.<br><br>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. | 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?<br><br>1 Distrusts organizational motives. Feels the need to look out for self.<br>2<br>3 Supports organization but is wary of being taken advantage of.<br>4<br>5 Embraces organizational membership. Believes in organizational mission. |
| **Develops Relationships**<br>Score: 96<br> <br><br>*Description:*<br>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.<br>*Interpretation:*<br>The candidate's score in this area should contribute to enhanced overall job performance.<br><br>Actively cultivates and maintains relationships. Able to quickly establish rapport with new acquaintances and accurately sense others' feelings. Maintains a broad social network and uses it to achieve work objectives. | Describe your ideal job. Would it include working closely with others or would you prefer working mostly by yourself?<br><br>1 Prefers to work alone.<br>2<br>3 Cultivates relationships when opportunity arises or is necessary.<br>4<br>5 Enjoys cultivating relationships. Finds teamwork constructive.<br><br>---<br><br>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?<br><br>1 Places relationship above the work objectives in all or most cases.<br>2<br>3 Sometimes struggles between work and relationships, but usually balances well.<br>4<br>5 Focuses on getting the job done but makes an effort not to hurt relationships. |

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| Detail | Interview Guide |
|---|---|
| **Enjoys Problem-Solving**<br>Score: 91<br> <br><br>*Description:*<br>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.<br>*Interpretation:*<br>The candidate's score in this area should contribute to enhanced overall job performance.<br><br>Likes to analyze and formulate solutions to problems as a part of his or her daily work. Confidently accepts mental challenges. Optimistic that most problems can be resolved with effort and application. | Describe some of the biggest on-the-job problems you have faced. How did you overcome them? How did you know they were solved?<br><br>1 Problems poorly described and actions taken unclear.<br>2<br>3 Moderately complex problems. Simple or obvious actions taken.<br>4<br>5 Described one or more complex problems. Actions taken are clear and relevant. |
| **Exhibits a Positive Work Attitude**<br>Score: 87<br> <br><br>*Description:*<br>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.<br>*Interpretation:*<br>The candidate's score in this area should contribute to enhanced overall job performance.<br><br>Expects to receive both financial and personal rewards in exchange for applying his or her best energies to the job. Enjoys working. Trusts the organization to help career. | How do you feel having a regular job and going to work? Is it something you enjoy? Why or why not?<br><br>1 Views work as a means of income only. Does not enjoy. Does not care about professional reputation.<br>2<br>3 Likes work but doesn't truly enjoy it. Balances priority and energy with other obligations.<br>4<br>5 Considers work a key priority in life. Enjoys working and always applies best energy. Takes pride in work reputation. |

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| Detail | Interview Guide |
|---|---|
| **Expressive and Outgoing**<br>Score: 73<br> <br><br>*Description:*<br>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.<br>*Interpretation:*<br>The candidate's score in this area should contribute to enhanced overall job performance.<br><br>Likes to speak up in group meetings to insert or advocate new ideas. Enjoys asserting his or her own ideas among others. | 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?<br>1 Passive in actions with others. Timidly speaks when addressed. Prefers listening.<br>2<br>3 Speaks up and speaks out but doesn't need to be center of attention.<br>4<br>5 Likes to be center of attention. Speaks confidently and volunteers opinions constructively.<br><br>Can you describe a time when you worried you were being too forthright or outspoken during a discussion among your friends or co-workers?<br>1 Frequently worries because always seems to be the most active.<br>2<br>3 Occasionally worries but not very often.<br>4<br>5 Rarely worries because knows when to back off beforehand. |
| **Innovative and Creative**<br>Score: 65<br> <br><br>*Description:*<br>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.<br>*Interpretation:*<br>The candidate's score in this area should contribute to enhanced overall job performance.<br><br>Sees him or herself as moderately creative. Capable of generating novel or original solutions to issues or problems with a small amount of prompting. Confident in the use of his or her imagination. | What is the most creative solution you have ever come up with? What were the circumstances, and why do you think it was creative?<br>1 Idea does not demonstrate creativity or is not related to the problem. No problem described.<br>2<br>3 Moderately creative idea or only partially related to problem.<br>4<br>5 Both problem and use of creativity well described and related to one another. |

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| Detail | Interview Guide |
|---|---|
| **Needs Structure**<br>Score: 93<br> <br><br>*Description:*<br>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.<br>*Interpretation:*<br>The candidate's score in this area should contribute to enhanced overall job performance.<br><br>Follows rules closely and consistently. Makes decisions carefully and thoughtfully. Follows through on commitments. Able to create and/or follow detailed plans. | 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?<br>1 Prefers a dynamic, changing work environment.<br>2<br>3 Equally comfortable with well-defined and dynamic work environments.<br>4<br>5 Clear preference for defined tasks and activities.<br><br>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?<br>1 Large mismatch between comfort with structure and structure level of intended job.<br>2<br>3 Some mismatch between comfort with structure and structure level of intended job.<br>4<br>5 Comfort with structure matches the structure level of the intended job. |
| **Seeks Perfection**<br>Score: 73<br> <br><br>*Description:*<br>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.<br>*Interpretation:*<br>The candidate's score in this area should contribute to enhanced overall job performance.<br><br>Seeks the highest possible quality in almost every task. Willing to put in extra effort or resources to ensure a task is done correctly. Takes pride in producing work that is virtually perfect every time. | When you perform a task, how do you decide when it's good enough to consider it completed or 'ready' for the customer?<br>1 No emphasis on quality.<br>2<br>3 Balances quality with other constraints.<br>4<br>5 Insists on a high degree of quality before releasing work.<br><br>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?<br>1 Frequently cut short by boss because standards are too high.<br>2<br>3 Sometimes cut short but not often.<br>4<br>5 Rarely cut off because has a good sense of what is good enough. |

## 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.

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| Detail | Interview Guide |
|---|---|
| **History Survey - Performance**<br>Score: 64<br> <br><br>*Description:*<br>Evaluates elements of the candidate's past work and education history to identify indications of high or low performance potential.<br>*Interpretation:*<br>The candidate's score indicates past behaviors that neither detract from nor enhance job performance.<br><br>Exhibits past behaviors and achievements that are likely to result in average job performance.<br><br>The following potential performance risk areas were identified:<br><br>• Below average productivity history<br>• Below average performance reviews<br>Further probing is recommended for each of these items. | How does your work compare with your peers? Do you produce more or less? How do you know?<br>1 2 3 4 5<br><br>What kind of feedback have you received about your performance from your managers and your peers?<br>1 2 3 4 5 |
| **History Survey - Tenure**<br>Score: 96<br> <br><br>*Description:*<br>Evaluates a candidate's past employment history and related factors for indications of potentially low job tenure.<br>*Interpretation:*<br>The candidate's score indicates past behaviors that contribute to high job performance.<br><br>Exhibits behaviors likely to result in longer than average job tenure.<br><br>The following potential performance risk areas were identified:<br><br>• Frequent job changes<br>• Potential long commute<br>Further probing is recommended for each of these items. | Review your last few jobs with me, explaining why you left the old job and what attracted you to the new one.<br>1 2 3 4 5<br><br>What is the longest distance you have had to commute to work? What did you do during the commute? How long did you keep that job?<br>1 2 3 4 5 |

## 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.

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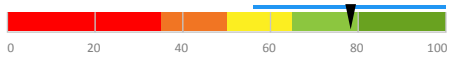
| Detail | Interview Guide |
|---|---|
| **Emotional Self-Awareness**<br>Score: 78<br>  <br><br>*Description:*<br>The ability to pay attention to, monitor, and understand how and why one reacts a particular way in different situations, and to know how to conduct oneself appropriately and effectively in social situations.<br>*Interpretation:*<br>The candidate's score in this area should contribute to enhanced overall job performance.<br><br>Demonstrates strengths in maintaining awareness of his or her emotional reactions and behaviors and the potential impact of those behaviors on others, and a high level of knowledge of what behaviors are appropriate for different situations. Likely to be effective at identifying how his or her feelings may affect his or her behaviors and ensuring those behaviors stay focused and conform to social norms, enabling appropriate, measured interactions with customers and coworkers. | How aware are you of your own emotions? Can you describe a time when your awareness helped you make a better decision?<br><br>1 — Not in tune with own emotions. Unable to improve decisions through awareness.<br>2<br>3 — Some ability to sense own emotions and control decision-making.<br>4<br>5 — Very in tune with own emotions. Able to improve decisions through awareness. |
| **Emotional Self-Control**<br>Score: 85<br> <br><br>*Description:*<br>The ability to manage the desire to satisfy urges or impulses, showing restraint and managing behaviors to ensure appropriate and effective interactions with others.<br>*Interpretation:*<br>The candidate's score in this area should contribute to enhanced overall job performance.<br><br>Demonstrates exceptional strengths in self control and impulse control, enabling very strong ability to employ a balanced approach to managing risk, maintain composure during stressful times, and calmly relate to others at work. Likely to be very effective at prioritizing and staying focused on long-term goals, and to interact with others in a way that helps build lasting relationships. | Are you able to control your own actions when you become emotional? Can you give me an example of how using self-control helped at work or school?<br><br>1 — Unable to control self when emotions kick in.<br>2<br>3 — Some ability to resist impulses caused by emotions and apply to work situations.<br>4<br>5 — Able to detect own emotions and control reactions in work or business situations. |

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## Detail

### Empathy

Score: 98

*Description:*

The ability to sense and understand other people's feelings, feel sympathy for others, and see things from other people's point of view.

*Interpretation:*

The candidate's score in this area should contribute to enhanced overall job performance.

Demonstrates exceptional strengths in sensing the emotional needs of others, sympathizing with other people's problems, and seeing things from other people's point of view. Likely to be very effective at demonstrating to customers or coworkers that they understand and care about them, resulting in significantly improved customer loyalty, much stronger work relationships, and noticeably reduced levels of conflict in the workplace.

## Interview Guide

Are you good at relating to the feelings of others? Can you give me an example of how this helped you navigate a difficult situation at work or at school?

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| Not able to sense how others feel. Unable to provide example. | | Some ability to sense how others feel. Example shows some ability to use senses at work. | | Able to relate to others and sense how they feel. Example shows can easily apply senses at work. |

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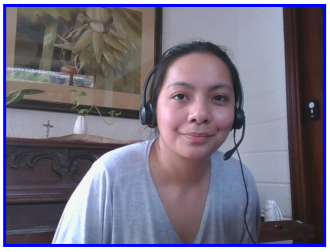
## Identity Confirmation Photos

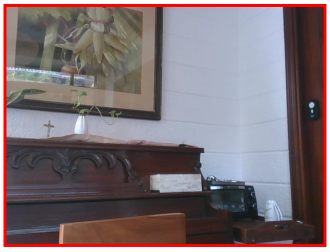
The following photos of the candidate and any identification were uploaded during the assessment session.

| 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*



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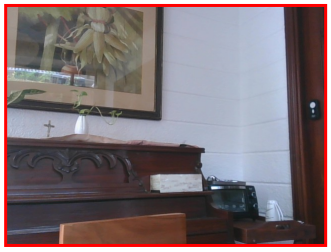

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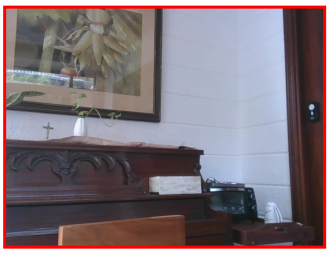
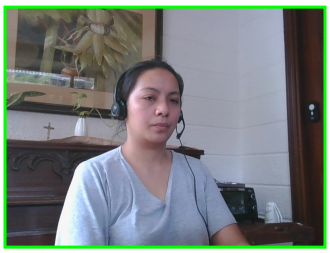
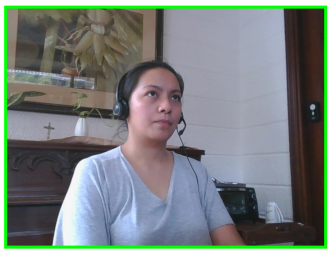


*In-Test Error Detected (No Face Detected)*

*In-Test Photo*



*In-Test Photo*



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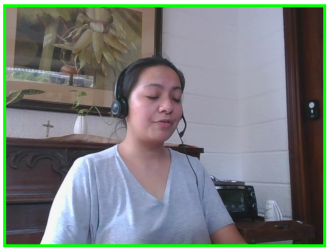
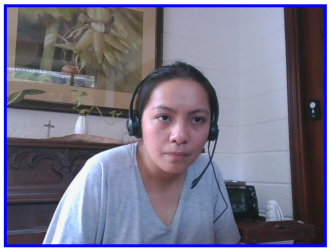


*In-Test Photo*



*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 | Less than 6 Months |
| Job-Related Experience | Less Than 1 Year |

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## 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: 53-2011.00
- O*Net Version: 26.3
- Sim ID: 1818-13, Key: 0-0, Rpt: 13, Prd: 1254, Created: 2024-04-24 13:54 UTC
- UA: Mozilla/5.0 (Windows NT 6.3; Trident/7.0; Touch; rv:11.0) like Gecko

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## 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 | 68.7883 | Z-Statistic | 0.2526 | 3.6084 |
| Analytical Thinking | 66.4964 | Z-Statistic | 0.0998 | 13.5670 |
| Attention to Detail | 73.6802 | Z-Statistic | 0.5787 | 14.0101 |
| Competitive | 64.1926 | Z-Statistic | -0.0538 | 3.0105 |
| Corporate Citizenship | 10.0000 | Z-Statistic | -3.6667 | 3.5059 |
| Develops Relationships | 96.4304 | Z-Statistic | 2.0954 | 2.4113 |
| Emotional Self-Awareness | 78.4785 | Z-Statistic | 0.8986 | 3.4952 |
| Emotional Self-Control | 85.8650 | Z-Statistic | 1.3910 | 3.4952 |
| Empathy | 98.8694 | Z-Statistic | 2.2580 | 2.4115 |
| Enjoys Problem-Solving | 91.0679 | Z-Statistic | 1.7379 | 3.0754 |
| Exhibits a Positive Work Attitude | 87.2943 | Z-Statistic | 1.4863 | 3.6512 |
| Expressive and Outgoing | 73.9090 | Z-Statistic | 0.5939 | 2.2621 |
| History Survey - Performance | 64.9807 | Z-Statistic | -0.0013 | 9.3726 |
| History Survey - Tenure | 96.9591 | Z-Statistic | 2.1306 | 9.3726 |
| Innovative and Creative | 65.5803 | Z-Statistic | 0.0387 | 1.8384 |
| Multitasking | 74.4832 | Z-Statistic | 0.6322 | 14.3518 |
| Needs Structure | 93.6465 | Z-Statistic | 1.9098 | 3.2804 |
| Seeks Perfection | 73.0017 | Z-Statistic | 0.5334 | 3.2804 |
| Weighted Average of Competency Z-Scores: | | | | 0.6509 |
| Mean applied to Raw Weighted Avg: | | | | -0.6110 |
| Standard Deviation applied to Raw Weighted Avg: | | | | 0.6102 |
| Normalized Raw Score: | | | | 2.0681 |
| Mean: | | | | 65.0000 |
| Standard Deviation Used: | | | | 15.0000 |
| Final Overall Score: | | | | 96.0215 |

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## Notes

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