

Candidate: **Betty Penske**
Assessment: Specialist - Office and Administrative Support
Completed: December 10, 2018
Prepared for: Susan Bookman



Test Results and Interview Guide

The Specialist - Office and Administrative Support assessment measures key factors related to high performance and tenure in this job. Attribute types measured 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 Specialist - Office and Administrative Support December 10, 2018 Summary: High Performance Potential Potential Risk Areas <ul style="list-style-type: none"> Low corporate citizenship score could indicate potential for questionable behavior. 	83	 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	92	
Skills/Knowledge (relates to immediate readiness)		
Data Entry	77	
MS Word (2019)	99	
Typing Speed & Accuracy	77	
Personality Characteristics (relates to fit with the job/team environment)		
Adaptable	62	
Competitive	89	
Corporate Citizenship	10	
Develops Relationships	49	
Enjoys Problem-Solving	92	
Exhibits a Positive Work Attitude	98	
Needs Structure	56	
Seeks Perfection	66	
Behavioral History (relates to performance and turnover)		
History Survey - Performance	75	
History Survey - Tenure	87	

Importance to Job ↑

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	
Overall	82nd												
United States	68th												
HR Avatar Data	76th												

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: Specialist - Office and Administrative Support
 Authorized: December 10, 2018, by Susan Bookman, HR Avatar Data Collection Account, sue.bookman@richardson.biz
 Started: December 10, 2018 4:47:10 PM EST
 Completed: December 10, 2018 4:47:10 PM EST
 Overall Score: 83

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: 92</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>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?</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  1 Unclear or careless example. Can't describe what was overlooked. No action. </div> <div style="text-align: center;">  2 Moderately clear example. Some concern for details. Direct but passive action. </div> <div style="text-align: center;">  3 Very detailed. Concern for all relevant components. Clear, proactive actions. </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>Data Entry Score: 77</p>  <p><i>Description:</i> The ability to accurately enter information into computer-based forms.</p> <p><i>Interpretation:</i> Candidate should achieve above average job performance in this area with little or no training.</p> <p>Usually enters data into computer forms reliably and accurately. However, occasional mistakes indicate that regular reviews may be required to ensure accuracy.</p>	<p>How do you typically ensure that you enter data correctly into web or computer-based forms?</p> <p>★ 1 ★ 2 ★ 3 ★ 4 ★ 5</p> <p>Does not check work carefully. Unable to answer question.</p> <p>Occasional spot checking of work with limited structure.</p> <p>Indicates care and frequent checking of work. May have an informal process.</p>
<p>MS Word (2019) Score: 99</p>  <p><i>Description:</i> Evaluates the candidate's MS Word (2019) skills, with an aim to determine the degree of training and/or practice that will be required before the candidate can be expected to become productive.</p> <p><i>Interpretation:</i> Candidate should achieve superior job performance in this area with little or no training.</p> <p>Scores indicate solid MS Word (2019) skills. Candidate is likely ready to be productive without basic training or with immediate entry into advanced training.</p>	<p>Tell me about a project or task where you had to use your MS Word (2019) skills.</p> <p>★ 1 ★ 2 ★ 3 ★ 4 ★ 5</p> <p>Example didn't require or demonstrate skills.</p> <p>Skills only moderately relevant or demonstrated.</p> <p>Clearly relevant use and demonstration of skills.</p>
<p>Typing Speed & Accuracy Score: 77</p>  <p><i>Description:</i> Evaluates a candidate's ability to enter data into a computer screen using a keyboard at both an acceptable rate of speed and degree of accuracy.</p> <p><i>Interpretation:</i> Candidate should achieve above average job performance in this area with little or no training.</p> <p>Above average. Types information quickly and accurately compared to peers. Submitted work typically requires only light review prior to sending to end users or customers.</p> <ul style="list-style-type: none"> • Speed: 60 Words/Min • Accuracy-Adjusted Speed: 50 Words/Min • Accuracy: 85% 	<p>Can you tell me about a time when your ability to type quickly and accurately helped you achieve a goal or objective?</p> <p>★ 1 ★ 2 ★ 3 ★ 4 ★ 5</p> <p>Typing or data entry is not relevant to example.</p> <p>Example is somewhat related to typing or data entry speed and accuracy.</p> <p>Example demonstrates fast and accurate data entry or typing under pressure.</p>

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.

Detail	Interview Guide
<p>Adaptable Score: 62</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. In more stable job circumstances, high scorers may become bored, while low scorers would remain satisfied.</p> <p><i>Interpretation:</i> The candidate's score in this area should contribute to enhanced overall job performance.</p> <p>Prefers a moderate amount of change in order to make progress. Feels too much change can be disruptive and undesirable. With coaching and reassurance is capable of remaining focused and positive throughout most change processes.</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> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;">  1 Enjoyed the chaos of fast change. Became disinterested or negative and waited for things to calm down. </div> <div style="text-align: center;">  2 Did best but felt paralyzed and unable to work effectively. </div> <div style="text-align: center;">  3 Experienced higher anxiety but tried to deal with changes in a positive way. Stayed focused. </div> <div style="text-align: center;">  4 </div> <div style="text-align: center;">  5 </div> </div>
<p>Competitive Score: 89</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>Highly motivated by challenging goals, financial rewards, and/or recognition, and willing to work very hard to succeed. Very 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> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;">  1 Justified for selfish or personal reasons. Shows little remorse for failing to support team. </div> <div style="text-align: center;">  2 Shows remorse and feels action was a mistake. </div> <div style="text-align: center;">  3 Clearly justified or was forced to do so by superiors. Strongly regrets and wishes could change. </div> <div style="text-align: center;">  4 </div> <div style="text-align: center;">  5 </div> </div>

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> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;">  1 Distrusts organizational motives. Feels the need to look out for self. </div> <div style="text-align: center;">  2 Supports organization but is wary of being taken advantage of. </div> <div style="text-align: center;">  3 </div> <div style="text-align: center;">  4 </div> <div style="text-align: center;">  5 Embraces organizational membership. Believes in organizational mission. </div> </div>
<p>Develops Relationships Score: 49</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. Individuals with exceptionally high scores may be distracted by interpersonal problems, while those with exceptionally low scores may be seen as insensitive. When jobs require cooperation among team members, it may be best to select people who do not fall into either extreme.</p> <p><i>Interpretation:</i> The candidate's score in this area indicates neither a positive nor a negative impact on performance.</p> <p>Prefers to work alone, but can work effectively in a group with supervision and/or prompting. Has difficulty or lack of interest in sensing how others feel.</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;">  1 Places relationship above the work objectives in all or most cases. </div> <div style="text-align: center;">  2 </div> <div style="text-align: center;">  3 Sometimes struggles between work and relationships, but usually balances well. </div> <div style="text-align: center;">  4 </div> <div style="text-align: center;">  5 Focuses on getting the job done but makes an effort not to hurt relationships. </div> </div>

Detail	Interview Guide
<p>Enjoys Problem-Solving Score: 92</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>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.</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> <p style="text-align: center;">★ ★ ★ ★ ★</p> <p style="text-align: center;">1 2 3 4 5</p> <p>Problems poorly described and actions taken unclear.</p> <p>Moderately complex problems. Simple or obvious actions taken.</p> <p>Described one or more complex problems. Actions taken are clear and relevant.</p>
<p>Exhibits a Positive Work Attitude Score: 98</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. Sample item: It is OK to take long lunches and breaks if you are underpaid.</p> <p><i>Interpretation:</i> The candidate's score in this area should contribute to enhanced overall job performance.</p> <p>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.</p>	<p>How do you feel having a regular job and going to work? Is it something you enjoy? Why or why not?</p> <p style="text-align: center;">★ ★ ★ ★ ★</p> <p style="text-align: center;">1 2 3 4 5</p> <p>Views work as a means of income only. Does not enjoy. Does not care about professional reputation.</p> <p>Likes work but doesn't truly enjoy it. Balances priority and energy with other obligations.</p> <p>Considers work a key priority in life. Enjoys working and always applies best energy. Takes pride in work reputation.</p>
<p>Needs Structure Score: 56</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. There are many jobs that require methodical administration and follow-through. For example, traditional middle management positions require maintenance and oversight of systems, as do administrative processing and book-keeping.</p> <p><i>Interpretation:</i> The candidate's score in this area should contribute to enhanced overall job performance.</p> <p>Is comfortable with both the routine as well as dynamic aspects of a job and appears to prefer a mix of both. Typically follows rules unless circumstances justify deviation.</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> <p style="text-align: center;">★ ★ ★ ★ ★</p> <p style="text-align: center;">1 2 3 4 5</p> <p>Large mismatch between comfort with structure and structure level of intended job.</p> <p>Some mismatch between comfort with structure and structure level of intended job.</p> <p>Comfort with structure matches the structure level of the intended job.</p>

Detail	Interview Guide
<p>Seeks Perfection Score: 66</p>  <p><i>Description:</i> A small amount of perfectionism goes a long way. People with high perfectionism scores may never be satisfied enough with the final product causing unnecessary delays and reductions in output. People with too little perfectionism may be sloppy and unconcerned with quality. Sample item: I insist on taking time to perfect a project.</p> <p><i>Interpretation:</i> The candidate's score in this area should contribute to enhanced overall job performance.</p> <p>Maintains high standards of quality but understands the need to work within schedule and resource constraints. While willing to compromise in order to balance these constraints, almost never allows quality to fall below an acceptable level.</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> <p style="text-align: center;"> ★ ★ ★ ★ ★ </p> <p style="text-align: center;"> 1 2 3 4 5 </p> <p>Frequently cut short by boss because standards are too high.</p> <p>Sometimes cut short but not often.</p> <p>Rarely cut off because has a good sense of what is good enough.</p>

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.

Detail	Interview Guide
<p>History Survey - Performance Score: 75</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 above average job performance.</p> <p>Exhibits past behaviors and achievements that are likely to result in above average job performance.</p> <p>The following potential performance risk areas were identified:</p> <ul style="list-style-type: none"> • Below average productivity history • Below average performance reviews <p>Further probing is recommended for each of these items.</p>	<p>How does your work compare with your peers? Do you produce more or less? How do you know?</p> <p style="text-align: center;"> ★ ★ ★ ★ ★ </p> <p style="text-align: center;"> 1 2 3 4 5 </p> <hr/> <p>What kind of feedback have you received about your performance from your managers and your peers?</p> <p style="text-align: center;"> ★ ★ ★ ★ ★ </p> <p style="text-align: center;"> 1 2 3 4 5 </p>

Detail	Interview Guide
<p>History Survey - Tenure Score: 87</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 high job performance.</p> <p>Exhibits behaviors likely to result in longer than average job tenure.</p> <p>The following potential performance risk areas were identified:</p> <ul style="list-style-type: none"> • Frequent job changes • Potential long commute <p>Further probing is recommended for each of these items.</p>	<p>Review your last few jobs with me, explaining why you left the old job and what attracted you to the new one.</p> <p style="text-align: center;">      1 2 3 4 5 </p> <hr/> <p>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?</p> <p style="text-align: center;">      1 2 3 4 5 </p>

Identity Confirmation Photos

During the assessment the candidate was asked to photograph himself or herself for identity confirmation purposes. These photos and any analysis conducted are provided below.

Photo Analysis Results

- Risk:	Medium risk of cheating based on image inconsistencies
- Valid Images Captured:	5
- Images used for Facial Comparison:	4
- Image Timeouts (no image captured):	1
- Unannounced Images Captured:	2
- Facial Comparison Average Match:	99%
- Matches:	6 strong vs 0 weak matches
- Detected Emotions:	Calm, Happy



Candidate Image Capture
April 19, 2018 8:40:25 AM BNT



Candidate ID Card
April 19, 2018 8:42:45 AM BNT



Un-announced Candidate Image Capture
April 19, 2018 8:44:27 AM BNT



Un-announced Candidate Image Capture
April 19, 2018 8:45:24 AM BNT



Candidate Image Capture
April 19, 2018 8:46:42 AM BNT
Timeout

Top Job Title Matches

The candidate also completed an interest/experience survey. The results from this survey were used in conjunction with the competency scores in this assessment to generate a report of jobs that best match this candidate's unique blend of abilities, interests, education, and experience. The results are summarized in the table below. These results were used to prepare a separate report that was sent to the candidate.

Rank	Job Title	Interests Match	Competencies Match	Education and Experience Match	Overall Match
1	Physical Therapists	72%	86%	99%	Strong
2	Special Education Teachers, Kindergarten and Elementary School	69%	83%	71%	Medium
3	Elementary School Teachers, Except Special Education	69%	83%	72%	Medium
4	Social and Human Service Assistants	67%	86%	72%	Medium
5	Secondary School Teachers, Except Special and Career/Technical Education	67%	83%	72%	Medium
6	Medical and Clinical Laboratory Technologists	69%	88%	58%	Medium
7	Child, Family, and School Social Workers	69%	86%	59%	Medium
8	Middle School Teachers, Except Special and Career/Technical Education	68%	82%	69%	Medium

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

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.
- For non-linear competencies, scores in the middle are more desirable. For these scales a score between 50 and 80 (dark green) represents scores that are within 1 standard deviation of the mean, scores between 80 and 95 and scores between 35 and 50 (yellow) represent scores that are 1 to 2 standard deviations above or below the mean, and scores above 95 or below 35 (red) represent scores that are more than 2 standard deviations above or 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: 43-9111.00
- O*Net Version: 22.3
- Sim ID: 299-19, Key: 0-0, Rpt: 13, Prd: 132, Created: 2018-12-10 21:47 GMT

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 (%)
Data Entry	77.0159	Z-Statistic	0.8011	0.3760
Develops Relationships	48.9941	Modified Z-Statistic	-1.0671	2.1307
Adaptable	61.7195	Modified Z-Statistic	-0.2187	2.7899
Competitive	88.9173	Z-Statistic	1.5945	2.9065
Enjoys Problem-Solving	91.9063	Z-Statistic	1.7938	3.0282
Exhibits a Positive Work Attitude	98.4614	Z-Statistic	2.2308	3.2012
Corporate Citizenship	10.0000	Z-Statistic	-3.6667	3.2646
Needs Structure	55.7017	Modified Z-Statistic	-0.6199	3.2903
Seeks Perfection	66.4032	Modified Z-Statistic	-0.0935	3.2903
History Survey - Performance	74.6832	Z-Statistic	0.6455	7.5208
History Survey - Tenure	87.2228	Z-Statistic	1.4815	7.5208
MS Word (2019)	98.9813	Z-Statistic	2.2654	15.0416
Typing Speed & Accuracy	76.9999	Z-Statistic	0.8000	15.0416
Attention to Detail	92.2671	Z-Statistic	1.8178	30.5973
Weighted Average of Competency Z-Scores:				1.1803
Mean applied to Raw Weighted Avg:				0.0000
Standard Deviation applied to Raw Weighted Avg:				1.0000
Normalized Raw Score:				1.1803
Mean:				65.0000
Standard Deviation Used:				15.0000
Final Overall Score:				82.7049

Notes

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