

Candidate: **Betty Penske**  
Assessment: Technician - General Maintenance and Repair (Short)  
Completed: January 16, 2022  
Prepared for: Susan Bookman



## Test Results and Interview Guide

The Technician - General Maintenance and Repair (Short) 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  |
|---|-------|---|
| <b>Betty Penske</b><br>bettypenske@yourcompany.org<br>Technician - General Maintenance and Repair (Short)<br>January 16, 2022<br><br>Summary: High Performance Potential<br><br><b>Potential Risk Areas</b> <ul style="list-style-type: none"> <li>Low Integrity score could indicate potential issues with reliability.</li> </ul> | 80    | <br><b>Key</b> <ul style="list-style-type: none"> <li>▼ Candidate Score</li> <li>Higher Risk</li> <li>Lower Risk</li> <li>Custom Baseline (Optional)</li> </ul> |

## Competency Summary

| Competency   | Score | Interpretation |
|--|-------|----------------|
| <b>Cognitive Abilities (relates to job performance, problem-solving, ability to learn, etc.)</b> |       |                |
| Analytical Thinking and Attention to Detail  | 98    |                |
| Mechanical Aptitude  | 87    |                |
| <b>Personality Characteristics (relates to fit with the job/team environment)</b>                |       |                |
| Adaptability   | 80    |                |
| Drive  | 97    |                |
| Integrity  | 10    |                |
| Teamwork   | 67    |                |
| <b>Behavioral History (relates to performance and turnover)</b>                                  |       |                |
| History Survey - Performance   | 88    |                |
| History Survey - Tenure  | 62    |                |

## 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           | 80th       |   |    |    |    |    |    |    |    |    |    |     |  |
| United States    | 66th       |   |    |    |    |    |    |    |    |    |    |     |  |
| HR Avatar Data   | 74th       |   |    |    |    |    |    |    |    |    |    |     |  |

## 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](mailto:bettypenske@yourcompany.org)  
Assessment: Technician - General Maintenance and Repair (Short)  
Authorized: January 16, 2022, by Susan Bookman, HR Avatar Data Collection Account, [sue.bookman@richardson.biz](mailto:sue.bookman@richardson.biz)  
Started: January 16, 2022 at 5:33:38 PM EST  
Completed: January 16, 2022 at 5:33:38 PM EST  
Overall Score: 80























## 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><b>Analytical Thinking and Attention to Detail</b><br/>Score: 98</p>  <p><i>Description:</i><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.</p> <p><i>Interpretation:</i><br/>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>Can you give me an example of where your attention to detail or your thoughtful analysis of a situation helped make a project successful?</p> <p style="text-align: center;">★ 1      ★ 2      ★ 3      ★ 4      ★ 5</p> <p>Poor example. Does not show attention to detail or analytical ability.      Moderately relevant or impactful example.      Strongly relevant and clear example.</p> <hr/> <p>How do you handle a situation when you've messed up due to overlooking an important detail?</p> <p style="text-align: center;">★ 1      ★ 2      ★ 3      ★ 4      ★ 5</p> <p>Is unable to handle the situation.      Demonstrates the ability to admit to their error and quickly fix the error, but didn't put preventative systems in place.      Demonstrates the ability to admit to their error, put preventative systems in place and quickly fix the error.</p> |
| <p><b>Mechanical Aptitude</b><br/>Score: 87</p>  <p><i>Description:</i><br/>Mechanical aptitude is a measure of a candidate's ability to learn production and maintenance job-related tasks.</p> <p><i>Interpretation:</i><br/>High scores in this area correlate with superior performance for many jobs.</p> <p>Demonstrates a high degree of mechanical aptitude. Likely be comfortable with mechanically challenging tasks.</p>  | <p>Tell me about a time when your ability to take things apart and fix them helped you to solve a problem either at home or at work.</p> <p style="text-align: center;">★ 1      ★ 2      ★ 3      ★ 4      ★ 5</p> <p>Unable to do this. Not interested in taking things apart.      Moderate example. Willing to take things apart when needed.      Strong example. Appears to like taking things apart when necessary.</p> <hr/> <p>What do you find appealing about having to work in a role that requires mechanical aptitude?</p> <p style="text-align: center;">★ 1      ★ 2      ★ 3      ★ 4      ★ 5</p> <p>This role is not appealing to them.      Demonstrates excitement/enjoyment for the role. Doesn't relate the role to their unique skillset.      Demonstrates excitement/enjoyment for the role and is able to relate the role to their unique skillset.</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><b>Adaptability</b><br/>Score: 80</p>  <p><i>Description:</i><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. In more stable job circumstances, high scorers may become bored, while low scorers would remain satisfied.</p> <p><i>Interpretation:</i><br/>The candidate's score in this area should contribute to enhanced overall job performance.</p> <p>Thrives on change. Sees self as very flexible and easy-going. However, he or she may often be perceived as disinterested, unmotivated, or too easy-going in times of upheaval.</p>  | <p>Would you rather work in a job where the work is predictable or one where activities are constantly changing? Why?</p> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;"> <br/>1<br/>Becomes paralyzed by change. Or disregards the change and continues same path.         </div> <div style="text-align: center;"> <br/>2<br/>Ambivalent to change. Has sound reasoning for falling in the middle.         </div> <div style="text-align: center;"> <br/>3<br/> </div> <div style="text-align: center;"> <br/>4<br/> </div> <div style="text-align: center;"> <br/>5<br/>Comfortable with change, though feels some stress or anxiety. Usually able to stay focused.         </div> </div> <hr style="border: 1px solid black;"/> <p>How do you feel when things change at work? How do you cope?</p> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;"> <br/>1<br/>Candidate gets frustrated and doesn't have an effective way to cope.         </div> <div style="text-align: center;"> <br/>2<br/> </div> <div style="text-align: center;"> <br/>3<br/>Candidate recognizes that they struggle and has one effective way to cope.         </div> <div style="text-align: center;"> <br/>4<br/> </div> <div style="text-align: center;"> <br/>5<br/>Candidate thrives when things change and has multiple ways to cope.         </div> </div>   |
| <p><b>Drive</b><br/>Score: 97</p>  <p><i>Description:</i><br/>This scale reflects the degree to which an individual will work hard to achieve goals and solve critical problems in the organization. High scores on this scale indicate a person will be diligent in their work and use all necessary sources to solve problems. Low scores on this scale indicate a person may be unenthusiastic about work and may struggle with complex tasks and challenges.</p> <p><i>Interpretation:</i><br/>The candidate's score in this area should contribute to enhanced overall job performance.</p> <p>Highly motivated by challenging goals and tasks, financial rewards, and/or recognition, and willing to work very hard to succeed. Very focused on understanding guidelines, following the rules and personal achievement.</p> | <p>Tell me about a time when you went above and beyond the call of duty to achieve a difficult goal or challenge. What motivated you to put forth the extra effort?</p> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;"> <br/>1<br/>Poor or weak example. No real extra effort.         </div> <div style="text-align: center;"> <br/>2<br/> </div> <div style="text-align: center;"> <br/>3<br/>Moderate example. Some extra effort evident.         </div> <div style="text-align: center;"> <br/>4<br/> </div> <div style="text-align: center;"> <br/>5<br/>Strong example. Clearly applied extra effort. Well organized in approach.         </div> </div> <hr style="border: 1px solid black;"/> <p>What would you say were some of the most difficult challenges about your last job? How were you able to cope with those challenges?</p> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;"> <br/>1<br/>Description of challenge and how they cope shows that they struggle with complex tasks.         </div> <div style="text-align: center;"> <br/>2<br/> </div> <div style="text-align: center;"> <br/>3<br/>Describes a reasonable challenge. Shows ability to cope but doesn't demonstrate diligence.         </div> <div style="text-align: center;"> <br/>4<br/> </div> <div style="text-align: center;"> <br/>5<br/>Describes a reasonable challenge. Demonstrates effective coping skills that address using multiple resources to solve the challenge.         </div> </div> |

| Detail  | Interview Guide   |
|---|---|
| <p><b>Integrity</b><br/>Score: 10</p>  <p><i>Description:</i><br/>This scale reflects the degree to which an individual acts positively towards the organization, avoids unnecessary risk, and, simply put, does the right thing. High scores on this scale indicate a person will act in the organization's best interest, follow the rules, and work hard under limited supervision. Low scores on this scale indicate a person may engage in risk-taking behaviors, work to undermine the organization, and only do the bare minimum.</p> <p><i>Interpretation:</i><br/>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. May take unnecessary risks on the job.</p> | <p>What is more important: doing things right or meeting time commitments? Why?</p> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;">★<br/>1<br/>Shows willingness to cut corners. Would require heavy quality assurance.</div> <div style="text-align: center;">★<br/>2<br/>Some balance between quality and speed. Would require moderate quality assurance.</div> <div style="text-align: center;">★<br/>3<br/>Clear emphasis on doing things correctly the first time.</div> <div style="text-align: center;">★<br/>4</div> <div style="text-align: center;">★<br/>5</div> </div> <hr/> <p>What kind of circumstance(s) would justify breaking an organizational rule?</p> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;">★<br/>1<br/>Answer shows that they are not concerned about ethics or organizational values/rules.</div> <div style="text-align: center;">★<br/>2<br/>Answer explains only situational circumstances but the ethics are questionable and could pose a threat to the organization.</div> <div style="text-align: center;">★<br/>3</div> <div style="text-align: center;">★<br/>4</div> <div style="text-align: center;">★<br/>5<br/>Answer explains only situational circumstances that fall under general ethical concerns and are of no threat to the organization. (OR) Explains that there are no circumstances.</div> </div> |
| <p><b>Teamwork</b><br/>Score: 67</p>  <p><i>Description:</i><br/>This scale reflects the degree to which an individual works well with teams and maintains positive interpersonal relationships. High scores on this scale indicate a person will thrive in collaborative team settings and maintain high-quality relationships with coworkers. Low scores on this scale indicate a person will prefer working on individual projects and may struggle to maintain close working relationships with colleagues.</p> <p><i>Interpretation:</i><br/>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. Works with colleagues and seeks input to develop friendships and meet goals.</p>  | <p>Discuss a time when you were part of a team that accomplished something most people didn't think could be done. What was your role and what made the team so special?</p> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;">★<br/>1<br/>No such experience. Example irrelevant.</div> <div style="text-align: center;">★<br/>2<br/>Moderately relevant example and moderately relevant role.</div> <div style="text-align: center;">★<br/>3</div> <div style="text-align: center;">★<br/>4</div> <div style="text-align: center;">★<br/>5<br/>Strong example and strong role.</div> </div> <hr/> <p>Do you prefer working in teams or by yourself? Why?</p> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;">★<br/>1<br/>They choose teams or individual and feel they would be incapable of working in the opposite environment.</div> <div style="text-align: center;">★<br/>2<br/>They feel they would work well in either environment but are unable to back that up with rational reasons.</div> <div style="text-align: center;">★<br/>3</div> <div style="text-align: center;">★<br/>4</div> <div style="text-align: center;">★<br/>5<br/>Response reflects rational reasons for why they prefer teams, individual, or both. They feel they would work well in either environment.</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.

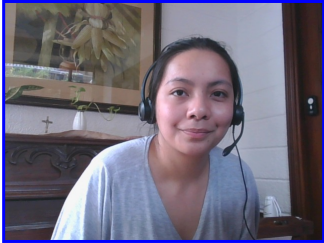



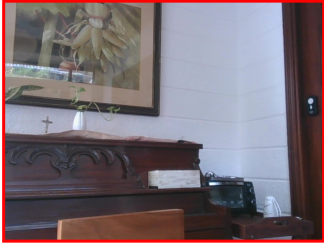

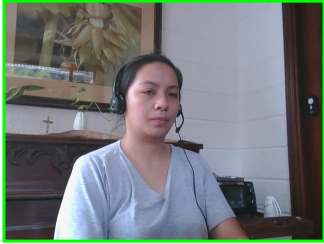
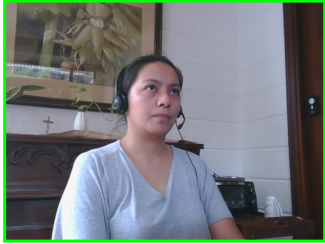
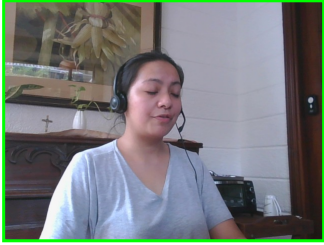

| Detail  | Interview Guide   |
|---|---|
| <p><b>History Survey - Performance</b><br/>Score: 88</p>  <p><i>Description:</i><br/>Evaluates elements of the candidate's past work and education history to identify indications of high or low performance potential.</p> <p><i>Interpretation:</i><br/>The candidate's 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>The following potential performance risk areas were identified:</p> <ul style="list-style-type: none"> <li>• Below average productivity history</li> <li>• Below average performance reviews</li> </ul> <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>★ 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>★ 1      ★ 2      ★ 3      ★ 4      ★ 5</p>   |
| <p><b>History Survey - Tenure</b><br/>Score: 62</p>  <p><i>Description:</i><br/>Evaluates a candidate's past employment history and related factors for indications of potentially low job tenure.</p> <p><i>Interpretation:</i><br/>The candidate's score indicates past behaviors that neither detract from nor enhance job performance.</p> <p>Exhibits behaviors likely to result in average job tenure.</p> <p>The following potential performance risk areas were identified:</p> <ul style="list-style-type: none"> <li>• Frequent job changes</li> <li>• Potential long commute</li> </ul> <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>★ 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>★ 1      ★ 2      ★ 3      ★ 4      ★ 5</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%)  |

|   |   |   |  |
|---|---|---|--|
|    |    |   |   |
| <i>Pre/Post-Test Photo</i>  | <i>ID Photo</i>   | <i>In-Test Error Detected (No Face Detected)</i>                                    | <i>In-Test Error Detected (No Face Detected)</i>                                     |
|   |   |  |  |
| <i>In-Test Error Detected (No Face Detected)</i>                                    | <i>In-Test Photo</i>  | <i>In-Test Photo</i>  | <i>In-Test Photo</i>   |
|  |  |   |  |
| <i>In-Test Photo</i>  | <i>Pre/Post-Test Photo</i>  |   |  |

## Suspicious Activity

During the assessment, the system monitored the candidate for suspicious actions, such as switching to another application, or pressing a suspicious key. Actions detected during the assessment are listed below. However, additional actions may be detected during post assessment processing. Please be sure to visit the online results at [www.hravatar.com](http://www.hravatar.com) for a complete list.

| Date/Time                           | Action                        | Info  |
|-------------------------------------|-------------------------------|---|
| November 14, 2021 at 8:07:04 AM EST | Candidate - ID Card Mismatch. | Candidate face captured by camera did not match ID Card face. (1 Instances) |
| November 14, 2021 at 8:15:15 AM EST | Candidate - ID Card Mismatch. | Candidate face captured by camera did not match ID Card face. (1 Instances) |
| November 14, 2021 at 8:36:18 AM EST | Candidate - ID Card Mismatch. | Candidate face captured by camera did not match ID Card face. (1 Instances) |



| Date/Time                           | Action                        | Info  |
|-------------------------------------|-------------------------------|---|
| November 14, 2021 at 9:01:21 AM EST | Candidate - ID Card Mismatch. | Candidate face captured by camera did not match ID Card face. (1 Instances) |
| November 14, 2021 at 9:06:50 AM EST | Candidate - ID Card Mismatch. | Candidate face captured by camera did not match ID Card face. (1 Instances) |

## 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    | Plumbers, Pipefitters, and Steamfitter                             | 72%             | 86%                | 99%                            | Strong        |
| 2    | Motorboat Mechanics and Service Technician                         | 69%             | 83%                | 71%                            | Medium        |
| 3    | Stationary Engineers and Boiler Operator                           | 69%             | 83%                | 72%                            | Medium        |
| 4    | Industrial Machinery Mechanic                                      | 67%             | 86%                | 72%                            | Medium        |
| 5    | Electric Motor, Power Tool, and Related Repairer                   | 67%             | 83%                | 72%                            | Medium        |
| 6    | Control and Valve Installers and Repairers, Except Mechanical Door | 69%             | 88%                | 58%                            | Medium        |
| 7    | Motorcycle Mechanic  | 69%             | 86%                | 59%                            | Medium        |
| 8    | Millwright   | 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 | High School       |
| 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](http://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: 49-9071.00
- O\*Net Version: 25.1
- Sim ID: 6455-7, Key: 0-0, Rpt: 13, Prd: 2511, Created: 2022-01-16 22:33 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 (%) |
|---|---------|------------------------|------------------|------------|
| Adaptability                                    | 80.7607 | Z-Statistic            | 1.0507           | 6.6414     |
| Analytical Thinking and Attention to Detail     | 98.5689 | Z-Statistic            | 2.2379           | 24.6346    |
| Drive   | 97.3978 | Z-Statistic            | 2.1599           | 6.7579     |
| History Survey - Performance                    | 88.5522 | Z-Statistic            | 1.5701           | 10.6528    |
| History Survey - Tenure                         | 62.9314 | Z-Statistic            | -0.1379          | 10.6528    |
| Integrity                                       | 10.0000 | Z-Statistic            | -3.6667          | 7.2239     |
| Mechanical Aptitude                             | 87.0732 | Z-Statistic            | 1.4715           | 26.6320    |
| Teamwork  | 67.1050 | Z-Statistic            | 0.1403           | 6.8045     |
| Weighted Average of Competency Z-Scores:        |         |                        |                  | 1.0562     |
| Mean applied to Raw Weighted Avg:               |         |                        |                  | 0.0000     |
| Standard Deviation applied to Raw Weighted Avg: |         |                        |                  | 1.0000     |
| Normalized Raw Score:                           |         |                        |                  | 1.0562     |
| Mean:   |         |                        |                  | 65.0000    |
| Standard Deviation Used:                        |         |                        |                  | 15.0000    |
| Final Overall Score:                            |         |                        |                  | 80.8429    |

## Notes

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