

Test Results and Interview Guide

Candidate: **Richard Wantsajob**
Assessment: Driver - School Bus (Short plus Video Interview)
Completed: May 17, 2025
Prepared for: Sara Maple
Example Company

What's Included

- Overall Score
- Competency Summary Table
- Comparison Matrix
- Detailed Competency Results with Interview Guide
- Recorded Audio/Video Results

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

Overall

Candidate	Score	Interpretation
Richard Wantsajob rich.wantsajob@gmail.com Driver - School Bus (Short plus Video Interview) May 17, 2025 Summary: Moderate to High Performance Potential	74	

Key

- Candidate Score
- Higher Risk
- Lower Risk

Competency Summary

Competency	Score	Interpretation
Cognitive Abilities (relates to job performance, problem-solving, ability to learn, etc.)		
Memory / Attention to Detail / Logic & Reasoning	71	
Skills/Knowledge (relates to immediate readiness)		
Interview Questions	95	
Personality Characteristics (relates to fit with the job/team environment)		
Adaptability / Flexibility	88	
Conscientiousness	71	
Empathy & Emotional Self-Control	79	
Reliability	86	
Service Orientation	87	
Behavioral History (relates to performance and turnover)		
History Survey - Performance	63	
History Survey - Tenure	71	

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	
Global	74th												
United States	61st												
Example Company	68th												

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: **Richard Wantsajob**, rich.wantsajob@gmail.com
Assessment: Driver - School Bus (Short plus Video Interview)
Authorized: May 17, 2025, by Sara Maple, Example Company, qamailsaram.mike@hravatar.com
Started: May 17, 2025, 5:25:01AM EDT
Completed: May 17, 2025, 5:25:01AM EDT
Overall Score: 74

Cognitive Abilities Detail

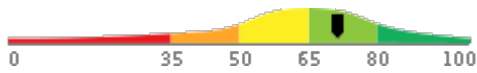
This section contains a list of job-related cognitive abilities that have been evaluated in a job-like context using simulation technology. Studies have demonstrated that cognitive abilities are highly correlated with job performance for many jobs. Abilities also correlate with problem-solving and the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

Detail

Interview Guide

Memory / Attention to Detail / Logic & Reasoning

Score: 71



Description:

This scale reflects how successful a person is at making sense of facts through logical reasoning. High scorers understand causes and consequences by interpreting a given situation and predicting its outcomes. They are able to remember details and take action accordingly. Low scorers may burn out or become paralyzed. In more stable circumstances, high scorers may become bored, while low scorers would remain satisfied. This scale also represents thoroughness, accuracy, and being concerned for all areas involved no matter how insignificant. Individuals who demonstrate high Attention to Detail produce work that is consistently accurate and require little checking. They rarely forget schedule commitments or overlook even the smallest details.

Interpretation:

Strong scores in this area correlate with above average performance for many jobs.

Above-average scores in memory, attention to detail and logic indicate the candidate has the ability to learn quickly, recall information promptly, solve problems, and adapt to changing conditions. This usually means the candidate is likely to respond appropriately to challenging situations with little or no supervision.

Can you give me an example of where your attention to detail or your thoughtful analysis of a situation helped make a project successful?



1

Poor example. Does not show attention to detail or analytical ability.



2

Moderately relevant or impactful example.



3



4

Strongly relevant and clear example.



5

How do you handle a situation when you've messed up due to overlooking an important detail?



1

Is unable to handle the situation.



2

Demonstrates the ability to admit to their error and quickly fix the error but didn't put preventative systems in place.



3



4

Demonstrates the ability to admit to their error, put preventative systems in place, and quickly fix the error.



5

Knowledge and Skills Detail

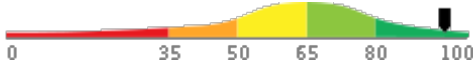
This section contains a list of job-related knowledge areas and skills that have been evaluated. Low scores in these areas often indicate that additional learning may be required before top performance can be achieved.

Detail

Interview Guide

Interview Questions

Score: 95



Description:

A customized series of open-ended video-response questions were asked. Results include the video responses themselves for viewing, as well as transcripts, text analysis, and voice analysis. Text analysis includes vocabulary and grammar. Voice analysis includes perceived voice intonation and other speaking quality factors.

Interpretation:

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

Text and voice analysis indicates significantly above average quality to open-ended responses.

Please see below to view the converted text from the voice sample that was collected.

Personality Characteristics Detail

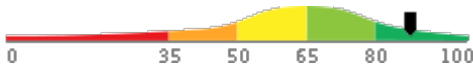
This section contains a list of personality characteristics that are frequently associated with job performance. Remember, these are not skills and do not indicate the ability to do a job. Rather, they can be used to evaluate the candidate's fit with the general needs of the job and the organizational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

Detail

Interview Guide

Adaptability / Flexibility

Score: 88



Description:

This scale reflects how accepting a person is of frequent or substantial changes in his or her job requirements and how they adjust to those changes. Changing work requirements usually causes stress and puts 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.

Interpretation:

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

Thrives on change. Able to remain focused and positive in times of significant change. Sees self as very flexible and easy-going. However, they may often be perceived as too easy-going under certain circumstances.

Would you rather work in a job where the work is predictable or one where activities are constantly changing? Why?



1

Becomes paralyzed by change. Or disregards the change and continues same path.



2

Resistant and fearful of change, or appears to live for change.



3



4

Comfortable with change, though feels some stress or anxiety. Usually able to stay focused.



5

How do you feel when things change at work? How do you cope?



1

Candidate gets frustrated and doesn't have an effective way to cope.



2

Candidate recognizes that they struggle and has one quality way to cope.



3



4

Candidate thrives when things change and has multiple ways to cope.



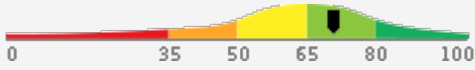
5

Detail

Interview Guide

Conscientiousness

Score: 71



Description:

This scale reflects the amount of pride a person takes in producing quality work products. Additionally, it demonstrates 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.

Interpretation:

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

Takes pride in performing quality work. Motivated by challenging goals and tasks, financial reward, and/or recognition, and willing to work hard to succeed. Focused on understanding and following guidelines, personal achievement, and meeting or exceeding quality and production standards.

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?



1

Poor or weak example. No real extra effort.



2

Moderate example. Some extra effort evident.



3



4

Strong example. Clearly applied extra effort. Well organized in approach.



5

How do you react when you are faced with obstacles while trying to achieve a goal? How do you overcome them?



1

Reaction: Overwhelmed

Struggles to come up with a clear way to overcome the obstacle and doesn't demonstrate hard work.



2

Reaction: ready but not excited

Candidate shows they are able to overcome the obstacle but only by doing the bare minimum.



3



4

Reaction: excited and ready

Candidate shows they are able to overcome the obstacle by putting in extra effort and being diligent.



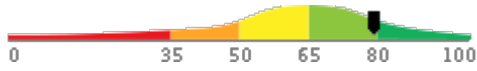
5

Detail

Interview Guide

Empathy & Emotional Self-Control

Score: 79



Description:

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.

Interpretation:

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

Demonstrates ability to sense the emotional needs of others, sympathize with other people's problems, and see things from other people's point of view. Likely to be effective at demonstrating that they understand and care about other people, resulting in improved customer loyalty, stronger work relationships, and reduced levels of conflict in the workplace.

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

Not able to sense how others feel. Unable to provide example.



2

Some ability to sense how others feel. Example shows some ability to use senses at work.



3



4

Able to relate to others and sense how they feel. Example shows can easily apply senses at work.



5

Tell me about a time you got upset at work. How did you handle/deal with your emotions?



1

They had an inappropriate response or placed blame.



2

They (1) had an appropriate response (2) took responsibility but (3) were unable to make the bad situation better.



3



4

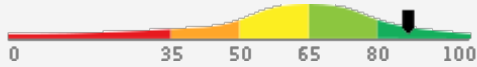
They (1) had an appropriate response (2) took responsibility and (3) worked to make the bad situation better.



5

Detail
Interview Guide
Reliability

Score: 86


Description:

This scale reflects the degree to which an individual is able to be trusted and maintain consistent quality performance. High scores on this scale indicate a person who can be trusted to do what they say, always follows through, and never breaks their promises. Low scores on this scale indicate a person who would likely brush off timelines and responsibilities, and is known for being inconsistent.

Interpretation:

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

Responses indicate the candidate is trustworthy and likely to show consistent high performance. Can be expected to meet commitments regularly and to earn the respect of peers in doing so. Able to form strong, mutually supportive work relationships while reducing potential for workplace conflict.

Describe a time when someone relied on you and you were successful.



1

Candidate has never been in this situation or has never been successful.



2

Candidate describes a time someone relied on them for something easy and they followed through on that commitment.



3



4

Candidate describes a time someone relied on them for something substantial and they followed through on that commitment.



5

Describe a time when you were unable to follow through on a promise. How did you handle that situation? Why didn't you follow through?



1

Candidate was unable to follow through due to circumstances under their control. They did nothing to correct the situation.



2

Candidate was unable to follow through due to circumstances under their control. They apologized and regained the trust back.



3



4

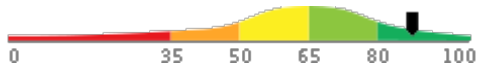
Candidate was unable to follow through due to circumstances out of their control. They apologized and regained the trust back.



5

Service Orientation

Score: 87


Description:

This scale reflects the degree to which an individual recognizes and meets customers' needs. High scores on this scale indicate a person who makes themselves available for others and cares about them. They show a level of understanding, dedication, and the ability to be proactive. Low scores on this scale indicate a person who has difficulty recognizing the needs of others, often preoccupied with their personal needs, and may find some customers to be unreasonable.

Interpretation:

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

Holds a strong desire to understand customer needs and do whatever it takes to resolve customer issues. Likely to deliver exceptional customer service that delights the customer, greatly improves customer satisfaction and customer relationships, and strengthens the reputation of the organization. Demonstrates a strong level of understanding, dedication, and the ability to be proactive.

What appeals to you about being in a customer service role?



1

Doesn't find the role appealing.



2

Has quality reasoning for applying but doesn't show they will enjoy working in a customer service role.



3



4

Ties their passions and skills into why they applied for a customer service role.



5

What is your experience with multitasking? How were you able to handle doing multiple things at once?



1

Has no or minimal multitasking experience. Is unable to handle doing multiple things at once.



2

Has experience multitasking. Uses one quality skill to handle doing multiple things at once.



3



4

Has a lot of experience multitasking. Uses multiple quality skills to handle doing multiple things at once.



5

Behavioral History Detail

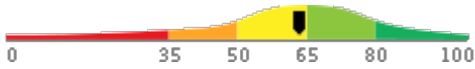
This section evaluates answers the candidate gave concerning his or her work-related history. Studies often show that a candidate's past behavior often indicates his or her future behavior. Potential caution areas (if any) are specified in each detail section.

Detail

Interview Guide

History Survey - Performance

Score: 63



Description:

Evaluates elements of the candidate's past work and education history to identify indications of high or low performance potential.

Interpretation:

The candidate's score indicates past behaviors that neither detract from nor enhance job performance.

Exhibits past behaviors and achievements that are likely to result in average job performance.

The following potential performance risk areas were identified:

- Below average productivity history
 - Below average performance reviews
- 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?

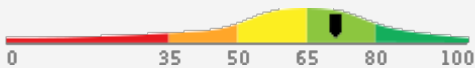


What kind of feedback have you received about your performance from your managers and your peers?



History Survey - Tenure

Score: 71



Description:

Evaluates a candidate's past employment history and related factors for indications of potentially low job tenure.

Interpretation:

The candidate's score indicates past behaviors that contribute to above average job performance.

Exhibits behaviors likely to result in slightly longer than average job tenure.

The following potential performance risk areas were identified:

- Frequent job changes
 - Potential long commute
- 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.

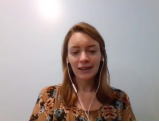




What is the longest distance you have had to commute to work? What did you do during the commute? How long did you keep that job?



Audio/Video Responses

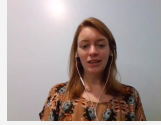
During the assessment, the candidate was asked to answer open-ended answer to one or more questions by either audio or video. If the candidate did not have the ability to upload audio or video they were asked to write their responses. The text of their responses as well as any included analysis of their speaking or text is provided below. Additionally, you can click on the links below (or cut and past into a web browser) to view or listen to their response directly.

Question	Response
<p>Please describe something you like to do during your free time.</p>	<p>Hello, my name is Sandy. Something that I like to do during my free time is play music. I think it is a great escape. I think it's very relaxing. I think it helps grow your mind as you age. Uh, everyone in my family plays music. So it's a highlight of my day if I get to pick up an instrument and play as well as sing, whether that be in the car or at home. I also like to spend a lot of time with family and friends. They're very important to me. They support me a lot. So spending time with them provides me with a lot of happiness.</p> <div style="display: flex; align-items: center; margin-top: 10px;">  <p>View this video recording:</p> </div>
<p>Talk about yourself. Start with your name, then add whatever you want.</p>	<p>Oh, goodness, where to start. There's a lot that I could say about myself. I feel what's more important to this interview is my education. Um, I had my undergraduate in psychology, just a bachelor's in science and then moving on to my master's degree. I have a master's in science, in industrial organizational psychology. Uh, a lot of my free time is spent with friends and family. I love to play sports. I love musical instruments. I love going on adventures. I love staying healthy when I can as well, both mentally and physically. And I would say that's, that's the best start to me. Oh, I also have a dog. His name is Sammy and he is an absolute sweetie. He is my life.</p> <div style="display: flex; align-items: center; margin-top: 10px;">  <p>View this video recording:</p> </div>
<p>What are your biggest strengths and weaknesses?</p>	<p>So to start with my biggest strengths, I would say I have a lot of leadership skills. I have been in leadership positions all of my life, even from elementary school, moving all the way through college and even now in the workplace, uh I love, you know, leading others and, and having that role, I'm a very strong communicator. I believe communication is very um a lot of my peers and coworkers have, have talked about that as well that I'm very, I'm almost an over communicator not to bleed too much into the weaknesses, but I am very high on the communication side. I'm very creative. I, I have had creativity throughout my life with, with music and art. Um and that has bled into uh psychology as well. I am very good with time management. I'm very organized, it comes with the, the position as well. Uh I'm very curious, I love growing my, my learning ability as far as weaknesses. I, I could say in part that over communication could be a weakness. I notice that sometimes in emails, my emails are, are very lengthy for certain things because I feel that I have to over communicate to make sure that everything is clear to all different types of parties as well as a weakness being that I always put my health first before my job. So if necessary, if needed, I put my health and the health of my closest family members first.</p> <div style="display: flex; align-items: center; margin-top: 10px;">  <p>View this video recording:</p> </div>

Question**Response**

How does your experience relate to the job you are applying for?

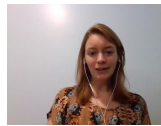
Both my job experience and my education experience relate to the job that I'm applying for. I have had over five years of job experience directly related to the same task expected on this job. And my degrees, both my bachelor's and my master's applied directly to the job that I'm applying for.



[View this video recording:](#)

Why do you think you would succeed in the job you are applying for?

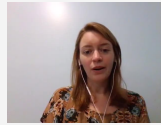
I believe that I will succeed in this job because of my education and my job experience previously talked about in the last question. Um that and just my dedication to what this company stands for. I, I really do believe in this company. I think that I am a good fit for what is being asked of me. And I think that I will also be able to expand the scope of the job even further, hopefully helping the company more than it has already been helped.



[View this video recording:](#)

What would your most recent or current manager say about your performance?

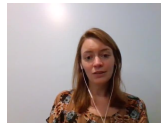
My current manager would say that I have pretty high level performance more likely in the top 5% of the people in our current company. I remember in my last annual review with him, uh He mentioned that my only fault was that I was too organized, um almost intimidatingly. So, um so I believe that my manager would say that my performance is really good. Um We haven't had any issues in the past um recent managers before that would say the same. I've always gone above and beyond with my performance as doing more of what was asked of me.



[View this video recording:](#)

Talk about where you see yourself five years from now.

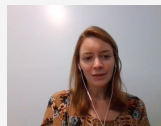
I plan on continue working in my field. Hopefully at a more senior level, more gained experience, more leadership responsibility, maybe even going to a few conferences, maybe speaking at conferences. I I plan to really hone in on this field and take it above and beyond. Um and hopefully be working for your company.



[View this video recording:](#)

Why is the human resources function so critical to most organizations?

Human resources is critical for many reasons. Uh It provides structured methods to address and resolve conflicts within the workplace. It creates a harmonious work environment. It maximizes employee productivity in some cases and overall, it protects the company uh with any issues that may arise within the workforce.



[View this video recording:](#)

Question

Response

How did you develop your human resources knowledge and how do you keep it up-to-date?

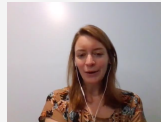
I initially developed my human resources knowledge by going to school in the fields that I went through. Um As far as keeping it up to date, I am a part of many newsletters. I keep up to date with all the laws and changes, with hiring and, and development and training, as well as attending conferences and being a part of newsletters.



[View this video recording:](#)

Is there anything you want to tell the company that you haven't had a chance to say yet?

I am just very excited for this opportunity. I hope I get moved to the next step so I can get to know you all a little bit better if an assessment is given, I can't wait to take it to show you my level of skills. And um that is it.






[View this video recording:](#)

Voice Analysis Information

Spoken voice samples are processed through an artificial intelligence-based algorithm to determine how the speaker's voice and speaking style is perceived by others. The following statistics and ratings were collected as part of this analysis and these were used in calculating the related competency scores.

Voice Analysis Info used in scoring: Interview Questions










General Speaking Features

Strength of Opening	37	Weak		Strong
Clarity	90	Muffled		Clear
Pace	Good	Too Slow		Too Fast
Pause to Talk Ratio	Too Little	Too Few/Short		Too Many/Long

Variety Features

Volume Variety	Very Good	Too Little		Too Much
Pace Variety	Very Good	Too Little		Too Much
Pitch Variety	Too Little	Too Little		Too Much

Positive Vibes

Assertive	37	Low		High (good)
Authentic	50	Low		High (good)
Captivating	34	Low		High (good)
Clear	49	Low		High (good)
Confident	44	Low		High (good)
Energetic	41	Low		High (good)
Organized	46	Low		High (good)
Personable	47	Low		High (good)
Persuasive	37	Low		High (good)

Negative Vibes

Arrogant	14	Low (good)		High
Belligerent	14	Low (good)		High
Boring	49	Low (good)		High
Condescending	13	Low (good)		High
Confusing	33	Low (good)		High
Detached	40	Low (good)		High
Ditsy	22	Low (good)		High
Nervous	35	Low (good)		High
Pushy	16	Low (good)		High
Timid	32	Low (good)		High
Unapproachable	29	Low (good)		High

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.

Continued on next page.

Item

Educational Achievement

High School

Job-Related Training

Less than 6 Months

Identity Confirmation Photos

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

Photo Analysis Results

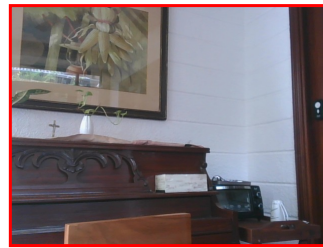
- Risk:	Medium risk of cheating based on image inconsistencies
- Percent match among processed faces	100%
- Total images processed	17
- Total images with valid faces	14 (82%)
- Total pairs of faces compared	13
- Pairs in which faces matched	13 (100%)



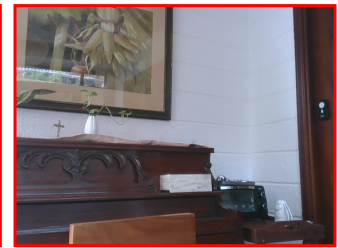
Pre/Post-Test Photo



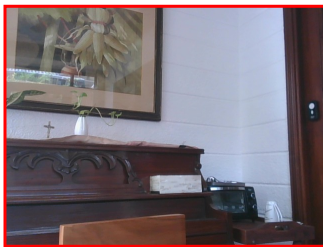
ID Photo



In-Test Error Detected (No Face Detected)



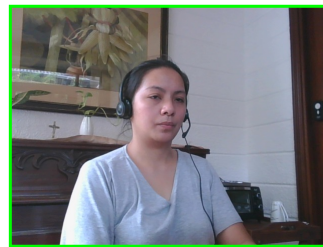
In-Test Error Detected (No Face Detected)



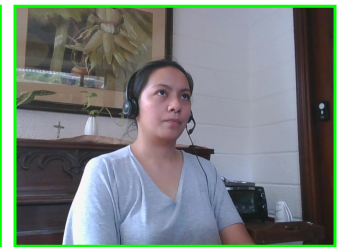
In-Test Error Detected (No Face Detected)



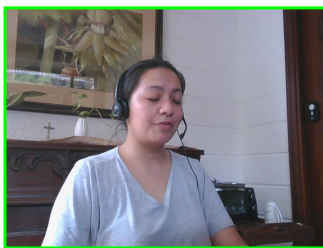
In-Test Photo



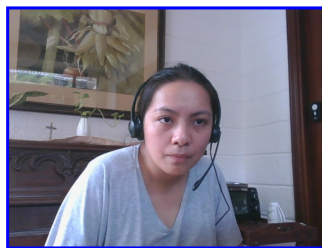
In-Test Photo



In-Test Photo



In-Test Photo



Pre/Post-Test Photo

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: 53-3052.00
- O*Net Version: 26.3
- Sim ID: 6604-8, Key: 0-0, Rpt: 70, Prd: 2643, Created: 2025-05-17 09:25 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 / Flexibility	88.1560	Z-Statistic	1.5437	4.5444
Conscientiousness	71.1884	Z-Statistic	0.4126	4.6220
Empathy & Emotional Self-Control	79.6995	Z-Statistic	0.9800	4.5444
History Survey - Performance	63.8476	Z-Statistic	-0.0768	5.9186
History Survey - Tenure	71.7913	Z-Statistic	0.4528	5.9186
Memory / Attention to Detail / Logic & Reasoning	71.8734	Z-Statistic	0.4582	29.4080
Reliability	86.8803	Z-Statistic	1.4587	4.6220
Service Orientation	87.7577	Z-Statistic	1.5172	3.4309
Interview Questions	95.3791	Z-Statistic	95.3791	36.9911
Weighted Average of Competency Z-Scores:				35.6921
Mean applied to Raw Weighted Avg:				0.0000
Standard Deviation applied to Raw Weighted Avg:				1.0000
Normalized Raw Score:				35.6921
Mean:				65.0000
Standard Deviation Used:				15.0000
Final Overall Score:				100.0000

Notes

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