

Candidate: Assessment: Completed: Prepared for: Betty Penske First-Line Supervisor - Food Preparation / Serving (Short plus Video Interview) April 23, 2024 Susan Bookman HR Avatar Data Collection Account

Test Results and Interview Guide

The First-Line Supervisor - Food Preparation / Serving (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.

Proprietary and Confidential

Overall

Candidate	Score			Interpr	retatior	า	
Betty Penske	77	0	20	40	60	80	100
bettypenske@yourcompany.org First-Line Supervisor - Food Preparation / Serving (Short April 23, 2024	plus Video Interview)						
Summary: Moderate to High Performance Potential		Key	Ca Hig Lov	ndidate S gher Risk wer Risk stom Bas		otional)	

Competency Summary

Competency	Score			Interpr	etation	า	
Cognitive Abilities (relates to job performance, problem-solving, a	ability to learn, etc.)						
Analytical Thinking and Attention to Detail	70					V	
		0	20	40	60	80	100
Skills/Knowledge (relates to immediate readiness)							_
Interview Questions	95						
		0	20	40	60	80	100
Food Safety Fundamentals	97						
		0	20	40	60	80	100
Personality Characteristics (relates to fit with the job/team enviro		_					
Adaptability	79	0	20	40	60	80	100
Drive	72	0	20	40	00	T	100
DINE		0	20	40	60	80	100
Integrity	10	_					
incesity .	10	0	20	40	60	80	100
Leader Mindset	96						T
		0	20	40	60	80	100
Maintaining Awareness of Team Member Needs	75						
		0	20	40	60	80	100
Managing Resources & Balancing Priorities	91						
		0	20	40	60	80	100
Teamwork	81						
		0	20	40	60	80	100
Behavioral History (relates to performance and turnover)							
History Survey - Performance	82	0	20	40	60	80	100
Lister Concert Terrore	0.0	U	20	40	ου	00	100
History Survey - Tenure	86	0	20	40	60	80	100
motional Intelligence (relates to situational judgment, performa	ince and teamwork)		20	-10			100
Empathy and Emotional Self-Control	67				T		
	<i>.</i>	0	20	40	60	80	100



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	77th											
United States	63rd								l I	l	I I	
HR Avatar Data	70th									1	1	



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:	First-Line Supervisor - Food Preparation / Serving (Short plus Video Interview)
Authorized:	April 23, 2024, by Susan Bookman, HR Avatar Data Collection Account, sue.bookman@richardson.biz
Started:	April 23, 2024, 12:37:25PM EST
Completed:	April 23, 2024, 12:37:25PM EST
Overall Score:	77

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.

Continued on next page.



Detail **Interview Guide** Analytical Thinking and **Attention to Detail** Can you give me an example of where your attention to detail or your Score: 70 thoughtful analysis of a situation helped make a project successful? $\widehat{\mathbf{A}}$ $\widehat{\mathbf{v}}$ $\widehat{\mathbf{v}}$ $\widehat{\mathbf{x}}$ 0 20 40 100 Ŵ 60 80 Description: 2 3 5 1 4 This scale indicates both the capacity to think in Poor example. Moderately relevant or Strongly relevant a thoughtful, discerning way, to solve problems, Does not show impactful example. and clear example. utilize resources, analyze data, and apply attention to detail attention to detail. Individuals who demonstrate or analytical ability. high amounts of analytical thinking are able to recognize patterns rapidly, navigate through problems, and resolve difficult problems systematically. 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. Interpretation: Strong scores in this area correlate with above average performance for many jobs. Usually able to think in a thoughtful, discerning way. Capable of solving difficult problems, planning many-featured tasks and projects, organizing multiple resources, and analyzing complex data with only occasional assistance. Usually able to quickly recall and use information when needed or appropriate. Additionally, can usually achieve a high degree

Knowledge and Skills Detail

of thoroughness and accuracy in work tasks.

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.

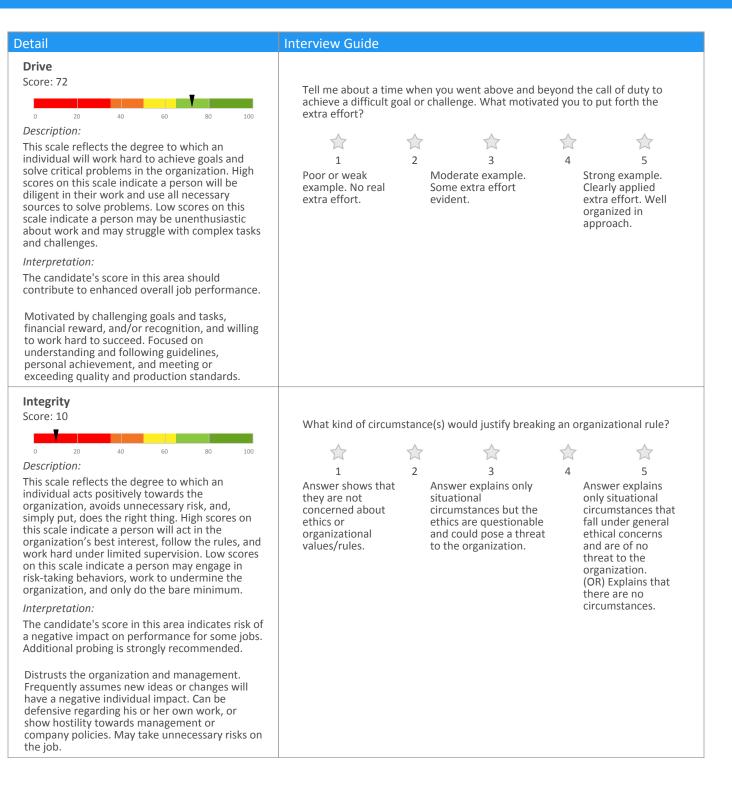
Detail	Interview Guide
Interview Questions Score: 95	
<i>Description:</i>	
A customized series of open-ended video- response questions were asked. Results include the video responses themselves for viewing, as well as transcripts, text analysis, and voice analysis. Text analysis includes vocabulary and 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.	

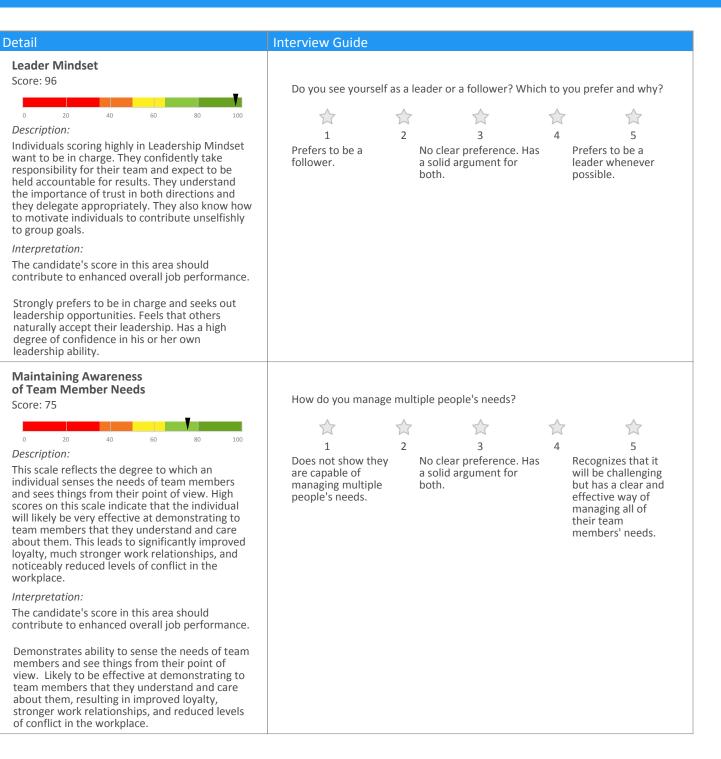
Detail	Interview Guide				
Food Safety Fundamentals Score: 97	Tell me about a pr Food Safety Funda		sk where you had to	use you	ur knowledge of
0 20 40 60 80 100		$\stackrel{\frown}{\simeq}$	\bigtriangleup	$\stackrel{\frown}{\simeq}$	
Description:	1	2	3	4	5
Evaluates the candidate's knowledge of Food Safety Fundamentals with an aim to determine the degree of training that will be required before the candidate can be expected to become productive.	Example didn't require or demonstrate knowledge.	mo mo de	owledge was only oderately important oderately monstrated in ample.	or	Clearly relevant application and demonstration of knowledge.
Interpretation:					
Candidate should achieve superior job performance in this area with little or no training.					
Scores indicate a solid working knowledge of Food Safety Fundamentals. Candidate is likely ready to be productive without basic training or with immediate entry into advanced training. Likely to be able to mentor others.					

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 Score: 79 20 40 60 80 100 Description: 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	Would you rather w activities are consta 1 Becomes paralyzed by change. Or disregards the change and continues same path.	n a job where the work is p changing? Why? 3 Ambivalent to change. Has sound reasoning for falling in the middle.	eredic ${\leftrightarrow}$ 4	table or one where 5 Comfortable with change, though feels some stress or anxiety. Usually able to stay focused.
satisfied. Interpretation: The candidate's score in this area should contribute to enhanced overall job performance. Prefers a dynamic work environment. Able to remain focused and positive in times of significant workplace change. Fairly easy-going and relaxed. However, may appear uninterested under certain circumstances.				







Interview Guide Detail Managing Resources & **Balancing Priorities** Can you provide an example of when your ability to balance priorities within Score: 91 a team helped make a project successful? $\widehat{\mathbf{v}}$ The second 20 T T 23 0 40 60 100 Description: 1 2 3 4 5 Evaluates a candidate's ability to not only Poor example. Moderately relevant or Strongly relevant manage resources provided but to balance Does not show impactful example. and clear example. priorities within a team. High scores on this scale ability to balance indicate that the individual will likely fulfill goals priorities within a in a timely manner, have the ability to say "no" team. when it is appropriate, and be able to determine which demands are important. Low scores on this scale indicate that the individual will likely feel overwhelmed, overcommit, and not give priority to demands that need the most attention. Interpretation: The candidate's score in this area should contribute to enhanced overall job performance. High scores in the scale indicate that the candidate can fulfill goals in a timely manor, say "no" when it is appropriate, and determine which demands are important. This usually means the candidate can be expected to give priority to demands that need the most attention and will not feel overwhelmed or overcommit. Teamwork Score: 81 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? 0 20 40 60 100 Description: Ŵ N This scale reflects the degree to which an individual works well with teams and maintains 2 3 5 1 4 positive interpersonal relationships. High scores No such Moderately relevant Strong example on this scale indicate a person will thrive in experience. example and moderately and strong role. collaborative team settings and maintain high-Example irrelevant. relevant role. 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. Interpretation: The candidate's score in this area should contribute to enhanced overall job performance. Actively cultivates and maintains relationships. Able to quickly establish rapport with new acquaintances and accurately sense others' feelings. Maintains positive relationships with colleagues and uses them to achieve work

Behavioral History Detail

outcomes and meet goals.

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.

etail	Interview Guid	e			
History Survey - Performance Score: 82	How does you less? How do y	r work compare /ou know?	with your peers	? Do you produ	ce more or
	~	~	~	\sim	~
Description:	X	24	24	24	25
Evaluates elements of the candidate's past work and education history to identify indications of high or low performance potential.	1	2	3	4	5
Interpretation:		eedback have yo	ou received abou	it your perform	ance from your
The candidate's score indicates past behaviors	managers and	your peers?			
that contribute to high job performance.	\checkmark	\checkmark	\checkmark	\checkmark	\checkmark
Exhibits past behaviors and achievements that are likely to enhance job performance.	1	2	3	4	5
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. 					
History Survey - Tenure					
Score: 86	Review your la what attracted	st few jobs with I you to the new	me, explaining one.	why you left the	e old job and
0 20 40 60 80 100	A	A	A.		
Description:	T3	23	23	23	23
Evaluates a candidate's past employment history and related factors for indications of potentially ow job tenure.	1	2	3	4	5
Interpretation: The candidate's score indicates past behaviors		ngest distance yo			
that contribute to high job performance.	you do during	the commute? H	low long did you	I keep that Job?	
Exhibits behaviors likely to result in longer than	\checkmark	\checkmark	5	57	5
	1	2	3	4	5
average job tenure.					
average job tenure. The following potential performance risk areas were identified:					

Emotional Intelligence Detail

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

Continued on next page.



Detail

0

Description:

Empathy and Emotional Self-Control Score: 67

40

20

Interview Guide

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

1

Not able to sense

Unable to provide

how others feel.

example.

 $\widehat{\mathbf{v}}$

work.

T

2

3 Some ability to sense how others feel.

Example shows some

ability to use senses at

Ŵ

4

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

Ŵ

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.

60

80

100

Interpretation:

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

Demonstrates 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 effective at demonstrating to customers or coworkers that they understand and care about them, resulting in improved customer loyalty, stronger work relationships, and reduced levels of conflict in the workplace.



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
Please describe something you like to do during your free time.	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. View this video recording:
Talk about yourself. Start with your name, then add	Oh, goodness, where to start. There's a lot that I could say about myself. I feel
whatever you want.	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.
	View this video recording:
What are your biggest strengths and weaknesses?	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.
	View this video recording:



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.
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.
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.
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.



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.
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 speakers 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.

General Speaking Features			
Strength of Opening	37	Weak	Strong
Clarity	90	Muffled	Clear
Расе	Good	Too Slow	Too Fast
Pause to Talk Ratio	Too Little	Too Few/Short	Too Many/Long
/ariety 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.

Item	
Educational Achievement	High School



Item	
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: 35-1012.00
- O*Net Version: 26.3
- Sim ID: 6629-8, Key: 0-0, Rpt: 70, Prd: 2669, Created: 2024-04-23 17:37 UTC
- UA: Mozilla/5.0 (Windows NT 6.3; Trident/7.0; Touch; rv:11.0) like Gecko

100.0000

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	79.1441	Z-Statistic	0.9429	2.4643
Analytical Thinking and Attention to Detail	70.7328	Z-Statistic	0.3822	24.5615
Drive	72.3653	Z-Statistic	0.4910	2.3927
Empathy and Emotional Self-Control	67.4044	Z-Statistic	0.1603	5.2398
Food Safety Fundamentals	97.0532	Z-Statistic	2.1369	10.4796
History Survey - Performance	82.9593	Z-Statistic	1.1973	5.2398
History Survey - Tenure	86.7668	Z-Statistic	1.4511	5.2398
Integrity	10.0000	Z-Statistic	-3.6667	2.3927
Leader Mindset	96.8893	Z-Statistic	2.1260	2.2852
Maintaining Awareness of Team Member Needs	75.0831	Z-Statistic	0.6722	2.2852
Managing Resources & Balancing Priorities	91.6917	Z-Statistic	1.7794	2.2852
Teamwork	81.7238	Z-Statistic	1.1149	2.3855
Interview Questions	95.3791	Z-Statistic	95.3791	32.7486
Weighted Average of Cor		31.7788		
Mean applied to Raw We		0.0000		
Standard Deviation appli		1.0000		
Normalized Raw Score:		31.7788		
Mean:		65.0000		
Standard Deviation Used		15.0000		

Final Overall Score:



Notes

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