

Candidate:Betty PenskeAssessment:First-Line Supervisor - Office and Administrative SupportCompleted:April 20, 2024Prepared for:Susan BookmanHR Avatar Data Collection Account

Test Results and Interview Guide

The First-Line Supervisor - Office and Administrative Support 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

| Score | | | Interpretation | | | | | |
|--|----|------|-------------------------|----------------------------|-------------------------------|---|--|--|
| 80 | | 20 | 40 | 60 | V | 100 | | |
| | U | 20 | 40 | DU | 80 | 100 | | |
| | K | ey | | | | | | |
| Summary: High Performance Potential Potential Risk Areas Low Integrity score could indicate potential issues with reliability. | | | gher Risk wer Risk | | | | | |
| | 80 | 80 o | 80 0 20 reliability. | 80 0 20 40 reliability. | 80 0 20 40 60 reliability. | 80 0 20 40 60 80 Key Candidate Score Higher Risk | | |

Competency Summary

| Competency | Score | | | Interpr | etation | 1 | |
|---|------------------------|---|----|---------|---------|--|-----|
| Cognitive Abilities (relates to job performance, problem-solving, a | bility to learn, etc.) | | | | | | |
| Analytical Thinking and Attention to Detail | 83 | | | | | | |
| | | 0 | 20 | 40 | 60 | 80 | 100 |
| kills/Knowledge (relates to immediate readiness) | | | | | | _ | _ |
| First-Line Supervisory Fundamentals | 87 | | | | | | |
| | | 0 | 20 | 40 | 60 | 80 | 100 |
| Writing | 87 | | | | | | |
| | .1 | 0 | 20 | 40 | 60 | 80 | 100 |
| Personality Characteristics (relates to fit with the job/team environ | | | | | | v | |
| Adaptability | 74 | 0 | 20 | 40 | 60 | 80 | 100 |
| Drive | 94 | 0 | 20 | 40 | 00 | 80 | 100 |
| Drive | 94 | 0 | 20 | 40 | 60 | 80 | 100 |
| Integrity | 10 | | | | | | |
| integrity | | 0 | 20 | 40 | 60 | 80 | 100 |
| Maintaining Awareness of Team Member Needs | s 80 | | | | | T | |
| | | 0 | 20 | 40 | 60 | 80 | 100 |
| Managing Resources & Balancing Priorities | 73 | | | | | | |
| | | 0 | 20 | 40 | 60 | 80 | 100 |
| Resilience | 72 | | | | | T and the second | |
| | | 0 | 20 | 40 | 60 | 80 | 100 |
| Teamwork | 90 | | | | | | |
| | | 0 | 20 | 40 | 60 | 80 | 100 |
| Behavioral History (relates to performance and turnover) | | | | | | - | |
| History Survey - Performance | 74 | | | | | | |
| | | 0 | 20 | 40 | 60 | 80 | 100 |
| History Survey - Tenure | 65 | 0 | 20 | 40 | 60 | | 100 |
| motional Intelligence (relates to situational judgment, performar | ice and teamwork) | U | 20 | 40 | 60 | 80 | 100 |
| Empathy and Emotional Self-Control | 97 | _ | | | | | T |
| Linpathy and Emotional Self-Control | וכ | 0 | 20 | 40 | 60 | 80 | 100 |



Comparison

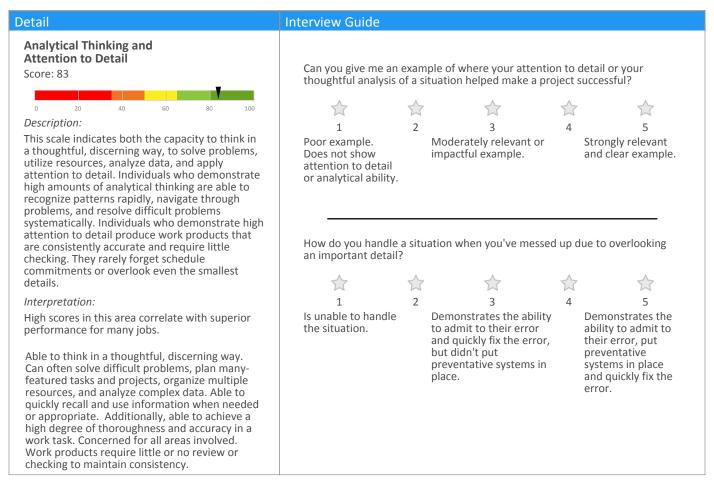
Percentile scores indicate how the candidate compares to other test-takers within various groups. The candidate scored equal to or better than the fraction of test-takers indicated by the percentile.

| Test-Taker Group | Percentile | 0 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 |
|------------------|------------|---|----|----|----|----|----|----|----|----|----|-----|
| Global | 80th | | | | | | | | | | | |
| United States | 66th | | | | | | | | | l | | |
| HR Avatar Data | 74th | | | | | | | | | 1 | | |



Cognitive Abilities Detail

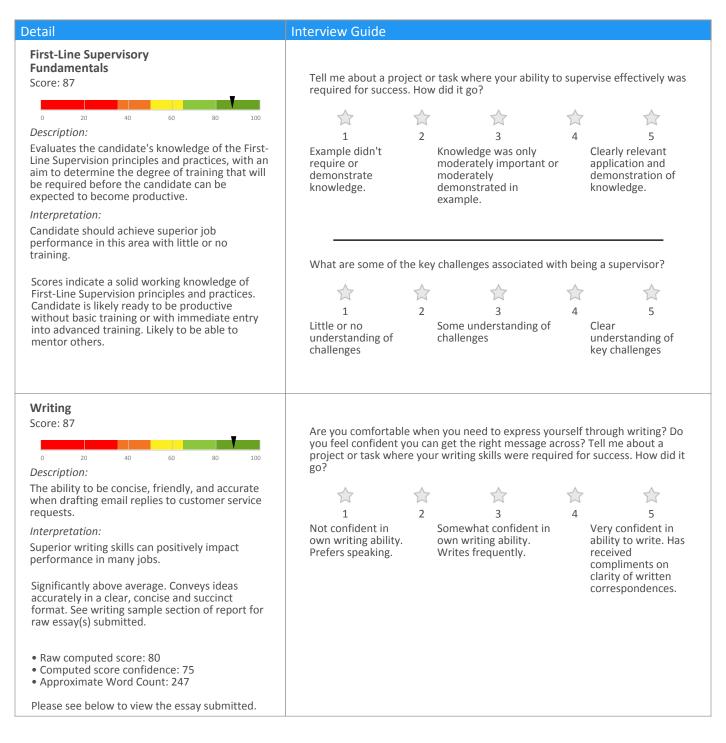
This section contains a list of job-related cognitive abilities that have been evaluated in a job-like context using HR Avatar's simulation technology. Studies have demonstrated that cognitive abilities are highly correlated with job performance for many jobs. Abilities also correlate with problem-solving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



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.

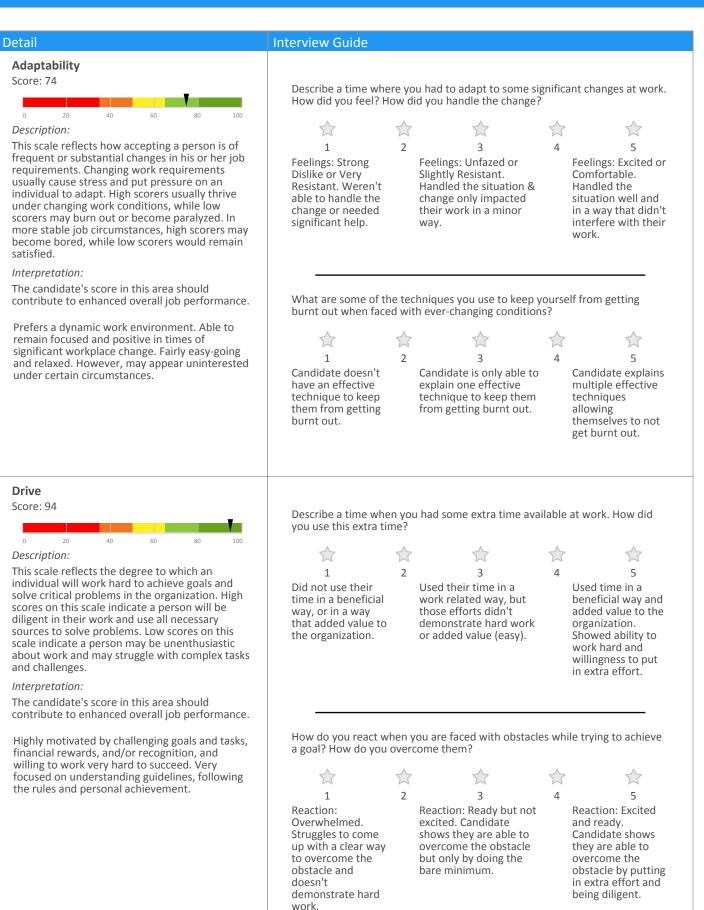
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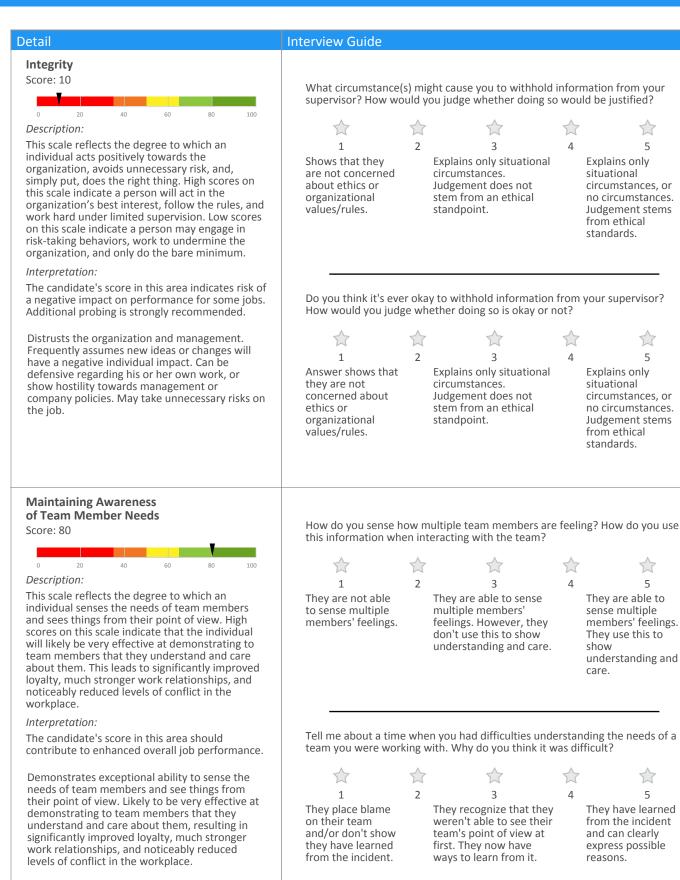


Personality Characteristics Detail

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

Continued on next page.





Managing Resources & Balancing Priorities Score: 73

0 20 40 60 80 100

Description:

Evaluates a candidate's ability to not only manage resources provided but to balance priorities within a team. High scores on this scale indicate that the individual will likely fulfill goals in a timely manner, have the ability to say "no" 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, over-commit, and not give priority to demands that need the most attention.

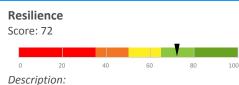
Interpretation:

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

Above-average scores in the scale indicate that the candidate has the ability to fulfill goals in a timely manor, say "no" when it is appropriate, and determine which demands are important. This usually means the candidate is likely to give priority to demands that need the most attention and will not likely feel overwhelmed or over-commit.

Interview Guide

Describe a situation where you successfully demonstrated your ability to say no. Why was that important? $\widehat{\mathbf{A}}$ $\widehat{\mathbf{A}}$ $\widehat{\mathbf{x}}$ $\widehat{\mathbf{x}}$ Ŵ 2 3 5 1 4 Is unable to clearly Describes a clear time Describes a clear describe a time when they had to say time when saying when they had to no, but it is unclear on no was important say no. Or they why it was important. because it don't see the prioritized importance in demands that were saying no. more important. How do you handle an overwhelming situation due to over-committing yourself or your team? Ŷ Ŷ Ŷ Ŵ T 1 2 3 4 5 Explains they do Demonstrates the ability Demonstrates the not work well with to admit to and quickly ability to admit to competitive people fix their error but didn't their error, put and it leaves them put preventative preventative systems in place, unmotivated. systems in place. and quickly fix the error.



This scale reflects the degree to which an individual can withstand adversity, bounce back from difficult events, and be persistent in doing work tasks despite difficulties that come their way. High scores on this scale indicate a person will likely be able to deal with difficult situations with ease, perceive they have control over events in their life, and continue to push forward to achieve goals. Low scores on this scale indicate a person may claim that mistakes/failures were out of their control. Low scorers tend to not cope well with on-the-job stress and don't put in the extra effort to achieve success when obstacles come their way.

Please note that resilience is not a fixed trait. Unlike many other personality characteristics, resilience can be developed over time. Additionally, multiple factors can influence how resilient a person is within a specific situation. In recognition of these features, additional probing using suggested interview questions is strongly recommended.

Interpretation:

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

Responses indicate that the candidate can effectively work through difficulties at work by exhibiting positive emotions and the ability to take control of events. Candidate can likely push forward to achieve their goals, even when obstacles come their way.

Interview Guide

did you feel? How did it impact your work moving forward? $\widehat{\mathbf{v}}$ $\widehat{\mathbf{A}}$ $\widehat{\mathbf{A}}$ Ŵ Ŵ 2 1 3 4 5 Feelings had a Feelings are true to the Feelings are true to negative outlook. situation. Event the situation but Event impacted impacted their work in a with a positive their work in a negative way but were outlook. The event negative way, they able to learn from it and impacted their weren't able to persevere. work in a positive way or didn't learn from it or impact their work persevere. at all. How do you normally react to bad news? T T T T 1 2 3 Δ 5 They get upset and They get upset, however They are able to don't know how to they see the positive see the positive work through the outlook and have a plan outlook in the long challenges. to fix the challenges. run and it doesn't impact their work.

Describe a time when something at work/school didn't go as planned. How

Detail **Interview Guide** Teamwork Score: 90 Describe a time when you worked in a team. What was your role? How did you delegate tasks with the other team members? 20 40 60 0 100 $\widehat{\mathbf{v}}$ $\widehat{\mathbf{v}}$ $\widehat{\mathbf{A}}$ $\widehat{\mathbf{x}}$ Ŵ Description: This scale reflects the degree to which an 3 5 1 2 4 individual works well with teams and maintains They describe their role They describe their They describe their positive interpersonal relationships. High scores role in a way that in a way that doesn't role in a way that on this scale indicate a person will thrive in does not show show significance. shows significance. collaborative team settings and maintain highsignificance. Delegation tactics were Delegation tactics quality relationships with coworkers. Low scores Delegation tactics efficient and helpful. were efficient and on this scale indicate a person will prefer working were not efficient helpful. on individual projects and may struggle to or helpful. maintain close working relationships with colleagues. Interpretation: The candidate's score in this area should Do you prefer working in teams or by yourself? Why? contribute to enhanced overall job performance. Actively cultivates and maintains relationships. T T Able to quickly establish rapport with new 2 3 1 5 4 acquaintances and accurately sense others' They choose teams They feel they would **Response reflects** feelings. Maintains positive relationships with or individual and work well in either rational reasons for colleagues and uses them to achieve work feel they would be environment but are why they prefer outcomes and meet goals. incapable of unable to back that up teams, individual, working in the with rational reasons. or both. They feel opposite they would work environment. well in either environment.

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 Guid | е | | | |
|--|--------------------------------|--------------------------------|------------------------|-----------------|----------------|
| History Survey - Performance Score: 74 | How does you less? How do y | r work compare ou know? | with your peers | ? Do you produ | ce more or |
| 0 20 40 60 80 100 | | $\widehat{\mathbf{x}}$ | Σ | | \Rightarrow |
| <i>Description:</i> Evaluates elements of the candidate's past work | 1 | 2 | 3 | 4 | 5 |
| and education history to identify indications of high or low performance potential. | | | | | |
| Interpretation: | What kind of formanagers and | eedback have yo your peers? | ou received abou | ut your perform | ance from your |
| The candidate's score indicates past behaviors that contribute to above average job performance. | | $\widehat{\nabla}$ | $\widehat{\mathbf{A}}$ | | \Rightarrow |
| Exhibits past behaviors and achievements that are likely to result in above average 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. | | | | | |



Score: 65

Description:

low job tenure. Interpretation:

performance.

0

Evaluates a candidate's past employment history

and related factors for indications of potentially

The candidate's score indicates past behaviors

that contribute to above average job

60

40

History Survey - Tenure

20



100

80

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?

| \checkmark | \checkmark | | | Δ |
|--------------|--------------|---|---|----------|
| 1 | 2 | 3 | 4 | 5 |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

longer than average job tenure. The following potential performance risk areas

Exhibits behaviors likely to result in slightly

were identified:

• Frequent job changes

Potential long commute

Further probing is recommended for each of these items.

Emotional Intelligence Detail

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

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0

others.

Interpretation:

Description:

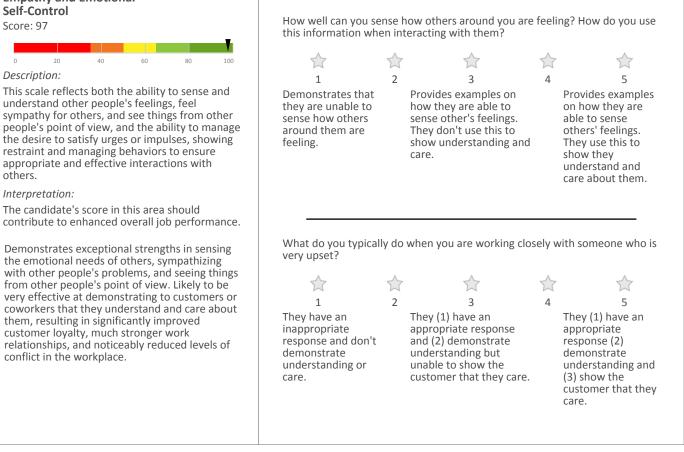


40

60

20

Interview Guide



Writing Sample(s)

conflict in the workplace.

During the assessment, the candidate was asked to write one or more passages. The text they wrote is included in the table below for review.

| Writing Sample - Question | Response |
|---|--|
| Please write an essay describing the HR Avatar essay feature. | This is a sample essay. In a real test situation, the candidate or test taker would write an essay as a part of their assessment, in response to the question associated with this entry. All reports will share their writing as received. In some cases, our artificial intelligence engine will process their response to create a numerical score. Our system also checks for plagiarism, both among previously submitted essays, and the broader Internet. Additionally, spelling, grammar, and style checks are performed. Essay typically are from 150 to 600 words. They can be written in response to an explicit question, or they can be free-form responses to general questions. |



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: 43-1011.00
- O*Net Version: 26.3
- Sim ID: 15307-2, Key: 0-0, Rpt: 13, Prd: 2993, Created: 2024-04-20 11:49 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 | 74.5904 | Z-Statistic | 0.6394 | 3.3552 |
| Analytical Thinking and Attention to Detail | 83.6865 | Z-Statistic | 1.2458 | 33.0546 |
| Drive | 94.7080 | Z-Statistic | 1.9805 | 3.3951 |
| Empathy and Emotional Self-Control | 97.9947 | Z-Statistic | 2.1996 | 6.3720 |
| First-Line Supervisory Fundamentals | 87.1942 | Z-Statistic | 1.4796 | 12.7439 |
| History Survey - Performance | 74.9240 | Z-Statistic | 0.6616 | 6.3720 |
| History Survey - Tenure | 65.4476 | Z-Statistic | 0.0298 | 6.3720 |
| Integrity | 10.0000 | Z-Statistic | -3.6667 | 3.4747 |
| Maintaining Awareness of Team Member Needs | 80.1234 | Z-Statistic | 1.0082 | 3.3552 |
| Managing Resources & Balancing Priorities | 73.9447 | Z-Statistic | 0.5963 | 3.3552 |
| Resilience | 72.0492 | Z-Statistic | 0.4699 | 3.3951 |
| Teamwork | 90.5852 | Z-Statistic | 1.7057 | 3.2855 |
| Writing | 87.9086 | Z-Statistic | 1.5272 | 11.4695 |
| Weighted Average of Cor | npetency Z-Scores: | | | 1.0468 |
| Mean applied to Raw We | eighted Avg: | | | 0.0000 |
| Standard Deviation appli | | 1.0000 | | |
| Normalized Raw Score: | | 1.0468 | | |
| Mean: | | | | 65.0000 |
| Standard Deviation Used | : | | | 15.0000 |
| Final Overall Score: | | | | 80.7027 |



Notes

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