

Candidate: **Betty Penske**  
Assessment: Specialist - Office and Administrative Support  
Completed: December 1, 2020  
Prepared for: Susan Bookman



# Test Results and Interview Guide

The Specialist - Office and Administrative Support assessment measures key factors related to high performance and tenure in this job. Attribute types measured include cognitive ability, skills, knowledge, personality characteristics, emotional intelligence, and past behavioral history. This report includes a one page summary, followed by detailed results with an embedded interview guide. Note that these results should always be used as a part of a balanced candidate selection process that includes independent evaluation steps, such as interviews and reference checks.

## Overall

| Candidate  | Score | Interpretation  |
|--|-------|---|
| <b>Betty Penske</b><br>bettypenske@yourcompany.org<br>Specialist - Office and Administrative Support<br>December 1, 2020<br><br>Summary: Moderate to 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> | 69    | <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  | 64    |                |
| <b>Skills/Knowledge (relates to immediate readiness)</b>   |       |                |
| Data Entry   | 70    |                |
| MS Word (2019)   | 89    |                |
| Typing Speed & Accuracy  | 75    |                |
| <b>Personality Characteristics (relates to fit with the job/team environment)</b>                |       |                |
| Adaptability   | 87    |                |
| Drive  | 80    |                |
| Integrity  | 10    |                |
| Teamwork   | 72    |                |
| <b>Behavioral History (relates to performance and turnover)</b>                                  |       |                |
| History Survey - Performance   | 71    |                |
| History Survey - Tenure  | 81    |                |

↑ 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           | 69th       |   |    |    |    |    |    |    |    |    |    |     |  |
| United States    | 57th       |   |    |    |    |    |    |    |    |    |    |     |  |
| HR Avatar Data   | 64th       |   |    |    |    |    |    |    |    |    |    |     |  |

## 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: Specialist - Office and Administrative Support  
 Authorized: December 1, 2020, by Susan Bookman, HR Avatar Data Collection Account, [sue.bookman@richardson.biz](mailto:sue.bookman@richardson.biz)  
 Started: December 1, 2020 at 4:30:49 AM EST  
 Completed: December 1, 2020 at 4:30:49 AM EST  
 Overall Score: 69

## 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: 64</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/>Scores in this area correlate with average performance for many jobs.</p> <p>Sometimes able to achieve thoroughness and accuracy in a work task, but occasionally overlooks important or meaningful information that can impact quality. Requires a moderate amount of oversight and 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;"> <span style="margin-right: 20px;">★</span> <span style="margin-right: 20px;">★</span> <span style="margin-right: 20px;">★</span> <span style="margin-right: 20px;">★</span> <span>★</span> </p> <p style="text-align: center;"> <span style="margin-right: 20px;">1</span> <span style="margin-right: 20px;">2</span> <span style="margin-right: 20px;">3</span> <span style="margin-right: 20px;">4</span> <span>5</span> </p> <p>Poor example. Does not show attention to detail or analytical ability.</p> <p>Moderately relevant or impactful example.</p> <p>Strongly relevant and clear example.</p> |



## Knowledge and Skills Detail

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

| Detail   | Interview Guide   |
|--|---|
| <p><b>Data Entry</b><br/>Score: 70</p> <p><i>Description:</i><br/>The ability to accurately enter information into computer-based forms.</p> <p><i>Interpretation:</i><br/>Candidate should achieve above average job performance in this area with little or no training.</p> <p>Usually enters data into computer forms reliably and accurately. However, occasional mistakes indicate that regular reviews may be required to ensure accuracy.</p>  | <p>How do you typically ensure that you enter data correctly into web or computer-based forms?</p> <p style="text-align: center;">★      ★      ★      ★      ★<br/>1      2      3      4      5</p> <p>Does not check work carefully. Unable to answer question.</p> <p>Occasional spot checking of work with limited structure.</p> <p>Indicates care and frequent checking of work. May have an informal process.</p>                                 |
| <p><b>MS Word (2019)</b><br/>Score: 89</p> <p><i>Description:</i><br/>Evaluates the candidate's MS Word (2019) skills, with an aim to determine the degree of training and/or practice that will be required before the candidate can be expected to become productive.</p> <p><i>Interpretation:</i><br/>Candidate should achieve superior job performance in this area with little or no training.</p> <p>Scores indicate solid MS Word (2019) skills. Candidate is likely ready to be productive without basic training or with immediate entry into advanced training.</p>   | <p>Tell me about a project or task where you had to use your MS Word (2019) skills.</p> <p style="text-align: center;">★      ★      ★      ★      ★<br/>1      2      3      4      5</p> <p>Example didn't require or demonstrate skills.</p> <p>Skills only moderately relevant or demonstrated.</p> <p>Clearly relevant use and demonstration of skills.</p>  |
| <p><b>Typing Speed &amp; Accuracy</b><br/>Score: 75</p> <p><i>Description:</i><br/>Evaluates a candidate's ability to enter data into a computer screen using a keyboard at both an acceptable rate of speed and degree of accuracy.</p> <p><i>Interpretation:</i><br/>Candidate should achieve above average job performance in this area with little or no training.</p> <p>Above average. Types information quickly and accurately compared to peers. Submitted work typically requires only light review prior to sending to end users or customers.</p> <ul style="list-style-type: none"> <li>• Speed: 60 Words/Min</li> <li>• Accuracy-Adjusted Speed: 50 Words/Min</li> <li>• Accuracy: 85%</li> </ul> | <p>Can you tell me about a time when your ability to type quickly and accurately helped you achieve a goal or objective?</p> <p style="text-align: center;">★      ★      ★      ★      ★<br/>1      2      3      4      5</p> <p>Typing or data entry is not relevant to example.</p> <p>Example is somewhat related to typing or data entry speed and accuracy.</p> <p>Example demonstrates fast and accurate data entry or typing under pressure.</p> |

## Personality Characteristics Detail



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

| Detail   | Interview Guide   |
|--|---|
| <p><b>Adaptability</b><br/>Score: 87</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: center;"> <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/>Resistant and fearful of change, or appears to live for change.</div> <div style="text-align: center;">★<br/>3<br/>Comfortable with change, though feels some stress or anxiety. Usually able to stay focused.</div> <div style="text-align: center;">★<br/>4</div> <div style="text-align: center;">★<br/>5</div> </div> |
| <p><b>Drive</b><br/>Score: 80</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: center;"> <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/>Moderate example. Some extra effort evident.</div> <div style="text-align: center;">★<br/>3<br/>Strong example. Clearly applied extra effort. Well organized in approach.</div> <div style="text-align: center;">★<br/>4</div> <div style="text-align: center;">★<br/>5</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?</p> <p style="text-align: center;">★      ★      ★      ★      ★<br/>1      2      3      4      5</p> <p>Shows willingness to cut corners. Would require heavy quality assurance.</p> <p>Some balance between quality and speed. Would require moderate quality assurance.</p> <p>Clear emphasis on doing things correctly the first time.</p> |
| <p><b>Teamwork</b><br/>Score: 72</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> <p style="text-align: center;">★      ★      ★      ★      ★<br/>1      2      3      4      5</p> <p>No such experience. Example irrelevant.</p> <p>Moderately relevant example and role.</p> <p>Strong example and strong role.</p>          |

## Behavioral History Detail

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

| Detail   | Interview Guide   |
|--|---|
| <p><b>History Survey - Performance</b><br/>Score: 71</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 above average job performance.</p> <p>Exhibits past behaviors and achievements that are likely to result in above average job performance.</p> <p>The following potential performance risk areas were identified:</p> <ul style="list-style-type: none"> <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: 81</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 contribute to high job performance.</p> <p>Exhibits behaviors likely to result in longer than average job tenure.</p> <p>The following potential performance risk areas were identified:</p> <ul style="list-style-type: none"> <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

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

### Photo Analysis Results

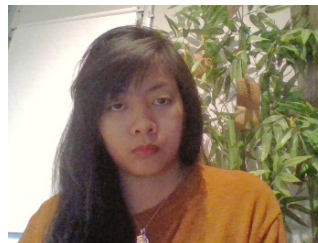
|                                       |  |
|---------------------------------------|--|
| - Risk:                               | Medium risk of cheating based on image inconsistencies |
| - Valid Images Captured:              | 5  |
| - Images used for Facial Comparison:  | 4  |
| - Image Timeouts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



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



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



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



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



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



## Top Job Title Matches

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

| Rank | Job Title  | Interests Match | Competencies Match | Education and Experience Match | Overall Match |
|------|--|-----------------|--------------------|--------------------------------|---------------|
| 1    | Web Developer  | 72%             | 86%                | 99%                            | Strong        |
| 2    | Bookkeeping, Accounting, and Auditing Clerk                  | 69%             | 83%                | 71%                            | Medium        |
| 3    | Brokerage Clerk  | 69%             | 83%                | 72%                            | Medium        |
| 4    | Executive Secretaries and Executive Administrative Assistant | 67%             | 86%                | 72%                            | Medium        |
| 5    | Loan Officer   | 67%             | 83%                | 72%                            | Medium        |
| 6    | Mapping Technician   | 69%             | 88%                | 58%                            | Medium        |
| 7    | Social Science Research Assistant                            | 69%             | 86%                | 59%                            | Medium        |
| 8    | Paralegals and Legal Assistant                               | 68%             | 82%                | 69%                            | Medium        |

## Minimum Qualification Guidelines - from O\*Net

The following are suggestions from O\*Net, the United States government's occupational information network, regarding prerequisites for this job type.

| Item                    |                    |
|-------------------------|--------------------|
| Educational Achievement | Bachelor's Degree  |
| Job-Related Training    | Less than 6 Months |
| Job-Related Experience  | Less Than 1 Year   |

## Report Preparation Notes

- Hiring decisions should never be based on a single source of information. The most effective use of this assessment report is as a part of a multi-faceted program of candidate evaluation that includes resume review, interviews, and reference checks.
- Overall vs Percentiles Scores: The overall score reflects the success in the test, based on the mean (average) and standard deviation of the test scores. The percentile score reflects the percentage of test-takers who scored equal or below this overall score. We recommend you use the Overall Score as your primary evaluation criteria. However, percentile scores can often be useful in comparing specific candidates against one another and with a group, such as for test takers in a certain organization or within a certain account.
- Note that comparison information is calculated based on completed instances of this assessment at that time the assessment is scored. As additional instances are completed, the comparative data may change. You can always update a report to the current values by clicking on "Recalculate Percentiles" within the online results viewing pages at [www.hravatar.com](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: 43-9111.00
- O\*Net Version: 24.0
- Sim ID: 7948-2, Key: 0-0, Rpt: 13, Prd: 3000, Created: 2020-12-01 09:30 GMT
- 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                                    | 87.2873 | Z-Statistic            | 1.4858           | 4.9381     |
| Analytical Thinking and Attention to Detail     | 64.3949 | Z-Statistic            | -0.0403          | 38.1239    |
| Data Entry                                      | 70.0607 | Z-Statistic            | 0.3374           | 0.3202     |
| Drive   | 80.7389 | Z-Statistic            | 1.0493           | 6.0062     |
| History Survey - Performance                    | 71.4566 | Z-Statistic            | 0.4304           | 6.4040     |
| History Survey - Tenure                         | 81.9036 | Z-Statistic            | 1.1269           | 6.4040     |
| Integrity                                       | 10.0000 | Z-Statistic            | -3.6667          | 6.6717     |
| MS Word (2019)                                  | 89.7766 | Z-Statistic            | 1.6518           | 12.8080    |
| Teamwork  | 72.0984 | Z-Statistic            | 0.4732           | 5.5159     |
| Typing Speed & Accuracy                         | 75.8970 | Z-Statistic            | 0.7265           | 12.8080    |
| Weighted Average of Competency Z-Scores:        |         |                        |                  | 0.3079     |
| Mean applied to Raw Weighted Avg:               |         |                        |                  | 0.0000     |
| Standard Deviation applied to Raw Weighted Avg: |         |                        |                  | 1.0000     |
| Normalized Raw Score:                           |         |                        |                  | 0.3079     |
| Mean:   |         |                        |                  | 65.0000    |
| Standard Deviation Used:                        |         |                        |                  | 15.0000    |
| Final Overall Score:                            |         |                        |                  | 69.6186    |

## Notes

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