

Test Results and Interview Guide

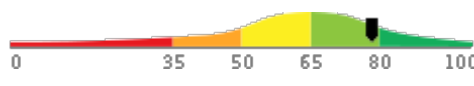
Candidate: **Richard Wantsajob**
Assessment: Customer Service Representative (with Email and Calls)
(Indonesian)
Completed: May 22, 2025
Prepared for: Sara Maple
Example Company

What's Included

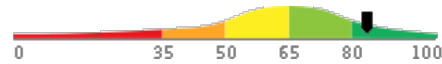
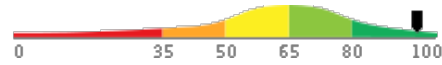
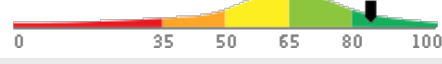
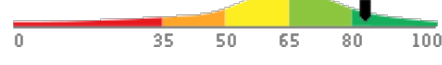
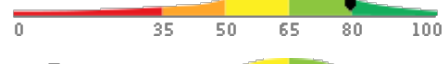



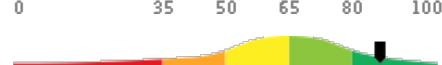
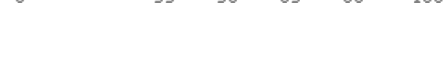
- Overall Score
- Competency Summary Table
- Comparison Matrix
- Detailed Competency Results with Interview Guide

Important Note: The Customer Service Representative (with Email and Calls) (Indonesian) 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 | 78 |  |
| <p>rich.wantsajob@gmail.com Customer Service Representative (with Email and Calls) (Indonesian) May 22, 2025</p> <p>Summary: Moderate to High Performance Potential</p> <p>Potential Risk Areas</p> <ul style="list-style-type: none"> Low Integrity score could indicate potential issues with reliability. | | |
| | | <p>Key</p> <ul style="list-style-type: none"> Candidate Score Higher Risk Lower Risk |


Competency Summary

| Competency | Score | Interpretation |
|--|-------|--|
| Cognitive Abilities (relates to job performance, problem-solving, ability to learn, etc.) | | |
| Analytical Thinking and Attention to Detail | 83 |  |
| Skills/Knowledge (relates to immediate readiness) | | |
| Customer Service Fundamentals | 95 |  |
| Writing | 84 |  |
| Personality Characteristics (relates to fit with the job/team environment) | | |
| Adaptability | 83 |  |
| Drive | 80 |  |
| Integrity | 10 |  |
| Teamwork | 66 |  |
| Emotional Intelligence (relates to situational judgment, performance and teamwork) | | |
| Empathy and Emotional Self-Control | 75 |  |
| Behavioral History (relates to performance and turnover) | | |
| History Survey - Performance | 84 |  |
| History Survey - Tenure | 87 |  |

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 | 78th |  | | | | | | | | | | | |
| United States | 65th | | | | | | | | | | | | |
| Example Company | 72nd | | | | | | | | | | | | |

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: Customer Service Representative (with Email and Calls) (Indonesian)
Authorized: May 22, 2025, by Sara Maple, Example Company, qamailsaram.mike@hravatar.com
Started: May 22, 2025, 6:40:29AM EDT
Completed: May 22, 2025, 6:40:29AM EDT
Overall Score: 78

Cognitive Abilities Detail

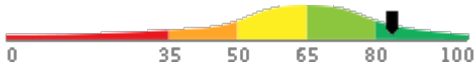
This section contains a list of job-related cognitive abilities that have been evaluated in a job-like context using simulation technology. Studies have demonstrated that cognitive abilities are highly correlated with job performance for many jobs. Abilities also correlate with problem-solving and the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

Detail

Interview Guide

Analytical Thinking and Attention to Detail

Score: 83



Description:

This scale indicates both the capacity to think in a thoughtful, discerning way, to solve problems, utilize resources, analyze data, and apply attention to detail. Individuals who demonstrate 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:

High scores in this area correlate with superior performance for many jobs.

Able to think in a thoughtful, discerning way. Can often solve difficult problems, plan many-featured tasks and projects, organize multiple resources, and analyze complex data. Able to quickly recall and use information when needed or appropriate. Additionally, able to achieve a high degree of thoroughness and accuracy in a work task. Concerned for all areas involved. Work products require little or no review or checking to maintain consistency.

What do you think are the most important characteristics for a detail-oriented person to have?



1

Very limited answer, doesn't explain much. (OR) Answer doesn't match org definition.



2

Characteristics: (1) organized, (2) notices mistakes or productive. Doesn't relate those characteristics to themselves.



3



4

Characteristics: (1) organized, (2) notices mistakes, and (3) productive. Relates those characteristics to themselves.



5

Describe a time when you were given a problem without a lot of guidance or information. How did you handle that situation?



1

Unable to problem solve with ease, use a systematic approach, or utilize resources. Was not thoughtful.



2

Demonstrates the ability to (1) problem solve with ease and (2) utilize resources. Doesn't do so systematically. Was thoughtful.



3



4

Demonstrates the ability to (1) problem solve with ease, (2) use a systematic approach, and (3) utilize resources. Was thoughtful.



5

Knowledge and Skills Detail

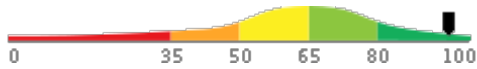
This section contains a list of job-related knowledge areas and skills that have been evaluated. Low scores in these areas often indicate that additional learning may be required before top performance can be achieved.

Detail

Interview Guide

Customer Service Fundamentals

Score: 95



Description:

Evaluates the candidate's knowledge of Customer Service Fundamentals with an aim to determine the degree of training that will be required before the candidate can be expected to become productive.

Interpretation:

Candidate should achieve superior job performance in this area with little or no training.

Scores indicate a solid working knowledge of Customer Service 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.

Tell me about a project or task where you had to use your knowledge of Customer Service Fundamentals.



1

Example didn't require or demonstrate knowledge.



2

Knowledge was only moderately important or moderately demonstrated in example.



3



4

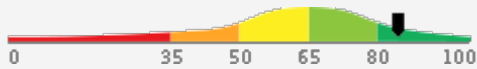
Clearly relevant application and demonstration of knowledge.



5

Writing

Score: 84



Description:

The ability to concisely and succinctly convey ideas and information via written text.

Interpretation:

Superior writing skills can positively impact performance in many jobs.

Significantly above average. Conveys ideas accurately in a clear, concise and succinct format. See writing sample section of report for raw essay(s) submitted.

- Raw computed score: 80
- Computed score confidence: 75
- Approximate Word Count: 247

Please see below to view the essay submitted.

How do you feel your writing skills will best benefit your role in this organization?



1

Acknowledges their high skillset. Explanation of their skillset does not relate at all to their role.



2

Acknowledges their high skillset. Explanation of their skillset adequately relates to their role.



3



4

Acknowledges their high skillset. Explanation of their skills shows great understanding of their role.



5

Do you think writing is important to the role you are applying for? How would you rate yourself as a writer?



1

Rating doesn't correspond well with their score. Does not think writing is important to the role.



2

Rating doesn't correspond well with their score. Acknowledges the importance of writing in the role.



3



4

Rating corresponds well with their score. Acknowledges the importance of writing in the role.



5

Personality Characteristics Detail

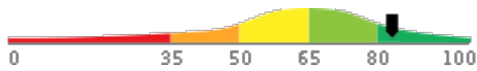
This section contains a list of personality characteristics that are frequently associated with job performance. Remember, these are not skills and do not indicate the ability to do a job. Rather, they can be used to evaluate the candidate's fit with the general needs of the job and the organizational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

Detail

Interview Guide

Adaptability

Score: 83



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 satisfied.

Interpretation:

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

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.

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



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



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



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



What are some of the techniques you use to keep yourself from getting burnt out when faced with ever-changing conditions?



Candidate doesn't have an effective technique to keep them from getting burnt out.



Candidate is only able to explain one effective technique to keep them from getting burnt out.

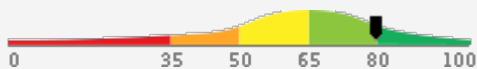


Candidate explains multiple effective techniques allowing themselves to not get burnt out.



Drive

Score: 80



Description:

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.

Interpretation:

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

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.

How do you respond when the going gets tough and it seems like you and your team are facing a nearly impossible task?



They are unenthusiastic. They respond by working to their expectations or less due to being overwhelmed.



Their feelings are neutral. They respond by working hard to achieve the goal.



They are enthusiastic. They respond by working hard to achieve the goal and by using all necessary sources.



Describe a project or idea (doesn't have to be your own) that was implemented and carried out successfully because of your efforts.



Success was due to them doing their job. Doesn't show strong work ethic or ability to put in extra effort.



Success was due to adequate work ethic or putting in minimal extra effort.



Success was due to their hard work ethic, extra effort, and ability to use all necessary sources.

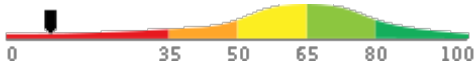


Detail

Interview Guide

Integrity

Score: 10



Description:

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.

Interpretation:

The candidate's score in this area indicates risk of a negative impact on performance for some jobs. Additional probing is strongly recommended.

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.

Describe an ideal person who has high integrity. What traits does that person have that set them apart?



1

The person: (1) does the right thing even under challenging circumstances



2

The person: (1) does the right thing even under challenging circumstances, (2) is honest OR has strong principles



3



4

The person: (1) does the right thing even under challenging circumstances, is (2) honest, and (3) has strong principles



5

What is more important: doing things right or meeting time commitments? Why?



1

Shows willingness to cut corners. Would require heavy quality assurance.



2

Some balance between quality and speed. Would require moderate quality assurance.



3



4

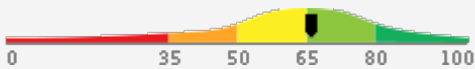
Clear emphasis on doing things correctly the first time.



5

Teamwork

Score: 66



Description:

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.

Interpretation:

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

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.

Describe a time when you were faced with a conflict while working on a team. How did you handle it?



1

They are unable to appropriately handle conflicting circumstances while working on a team.



2

They are able to handle conflicting circumstances by being a team player, showing empathy, OR problem solving as a group.



3



4

They are able to handle conflicting circumstances by being a team player, showing empathy, AND problem solving as a group.



5

Describe a time when you worked in a team. What was your role? How did you delegate tasks with the other team members?



1

They describe their role in a way that does not show significance. Delegation tactics were not efficient or helpful.



2

They describe their role in a way that doesn't show significance. Delegation tactics were efficient and helpful.



3



4

They describe their role in a way that shows significance. Delegation tactics were efficient and helpful.



5

Emotional Intelligence Detail

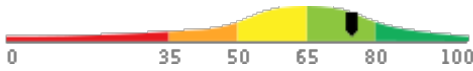
This section contains a list of emotional intelligence characteristics that indicate how tuned in a candidate is to his or her own emotions, and those of others, as well as the candidate's ability to control his or her behavior in light of the emotions he or she is experiencing. These traits can often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

Detail

Interview Guide

Empathy and Emotional Self-Control

Score: 75



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 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.

Describe a time when a coworker or customer came to you with a difficult situation, how did you demonstrate that you understood and cared about them?



1

They did not show they cared or understood the person, by demonstrating sympathy or seeing the other person's point of view.



2

They showed they understood and demonstrated care. They were sympathetic but unable to see the other person's point of view.



3



4

They understood and demonstrated care. They were sympathetic by seeing the other person's point of view.



5

How well can you sense how others around you are feeling? How do you use this information when interacting with them?



1

Demonstrates that they are unable to sense how others around them are feeling.



2

Provides examples on how they are able to sense other's feelings. They don't use this to show understanding and care.



3



4

Provides examples on how they are able to sense others' feelings. They use this to show they understand and care about them.



5

Behavioral History Detail

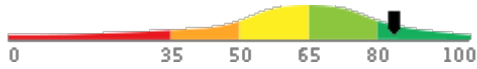
This section evaluates answers the candidate gave concerning his or her work-related history. Studies often show that a candidate's past behavior often indicates his or her future behavior. Potential caution areas (if any) are specified in each detail section.

Detail

Interview Guide

History Survey - Performance

Score: 84



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 contribute to high job performance.

Exhibits past behaviors and achievements that are likely to enhance job performance.

Describe how your past performance makes you a good candidate for this job.



1

No examples or rationale given.



2

Weak connection between past and future.



3



4

Clear connection between past and future.



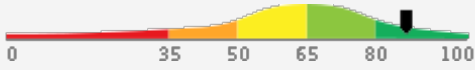
5

Detail

Interview Guide

History Survey - Tenure

Score: 87



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 high job performance.

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

What are some reasons you would stay with a job for a long time?



1

Candidate struggles to find appropriate reasoning for staying or explains that they don't plan to stay a long time with a job.



2

Candidate's reasoning to stay are focused on personal gain and not with the organization.



3



4

Candidate's reasoning to stay is a nice balance between personal focus and organizational focus.



5

Go through the last few jobs you've had, what were the reasons for your departure?



1

Reasons demonstrate that they don't stay in a job long due to boredom, indecision, or unprofessional behavior.



2

Reasons are valid but are more personally related not professional.



3



4

Reasons are related to career growth, change in location, or end of contract (seasonal work).



5

What are some reasons you would leave a job after a short period of time?



1

Reasons do not seem justified or professional. (OR) Their reasoning is related to boredom and indecision.



2

Reasons seem justified but are more personally related not professional.



3



4

Reasons are focused on ethical reasons. (OR) Their definition of short period of time is equated to multiple years.



5

What are some of the reasons you have left previous jobs?



1

Many different reasons. Blames employer.



2

Circumstances for leaving generally credible or somewhat outside control.



3



4

Reasonable rationale or circumstances clearly outside control.



5

Writing Sample(s)

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 keys to creative writing. | <p>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.</p> <p>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.</p> |

Identity Confirmation Photos

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

Photo Analysis Results

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



Pre/Post-Test Photo



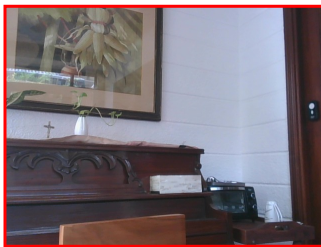
ID Photo



In-Test Error Detected (No Face Detected)



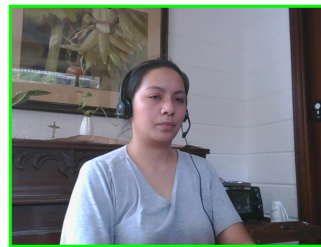
In-Test Error Detected (No Face Detected)



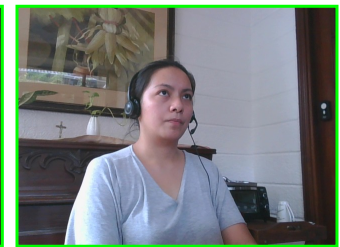
In-Test Error Detected (No Face Detected)



In-Test Photo



In-Test Photo



In-Test Photo



In-Test Photo



Pre/Post-Test Photo

Minimum Qualification Guidelines - from O*Net

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

Item

| | |
|-------------------------|--------------------|
| Educational Achievement | High School |
| Job-Related Training | 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.
- 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: 43-4051.00
- O*Net Version: 26.3
- Sim ID: 9177-8, Key: 0-0, Rpt: 13, Prd: 3411, Created: 2025-05-22 10:40 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 | 83.6296 | Z-Statistic | 1.2420 | 5.9649 |
| Analytical Thinking and Attention to Detail | 83.9711 | Z-Statistic | 1.2647 | 38.8285 |
| Customer Service Fundamentals | 95.9109 | Z-Statistic | 2.0607 | 14.1195 |
| Drive | 80.1264 | Z-Statistic | 1.0084 | 6.2931 |
| Integrity | 10.0000 | Z-Statistic | -3.6667 | 6.7950 |
| Empathy and Emotional Self-Control | 75.3770 | Z-Statistic | 0.6918 | 7.0597 |
| Teamwork | 66.5827 | Z-Statistic | 0.1055 | 6.7757 |
| Writing | 84.7999 | Z-Statistic | 1.3200 | 0.0441 |
| History Survey - Performance | 84.0582 | Z-Statistic | 1.2705 | 7.0597 |
| History Survey - Tenure | 87.1540 | Z-Statistic | 1.4769 | 7.0597 |
| Weighted Average of Competency Z-Scores: | | | | 0.9210 |
| Mean applied to Raw Weighted Avg: | | | | 0.0000 |
| Standard Deviation applied to Raw Weighted Avg: | | | | 1.0000 |
| Normalized Raw Score: | | | | 0.9210 |
| Mean: | | | | 65.0000 |
| Standard Deviation Used: | | | | 15.0000 |
| Final Overall Score: | | | | 78.8146 |

Notes

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