

Candidate: **Betty Penske**  
Assessment: Driver - Sales and Delivery (Spanish)  
Completed: September 19, 2024  
Prepared for: Susan Bookman  
HR Avatar Data Collection Account

## Test Results and Interview Guide

The Driver - Sales and Delivery (Spanish) 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

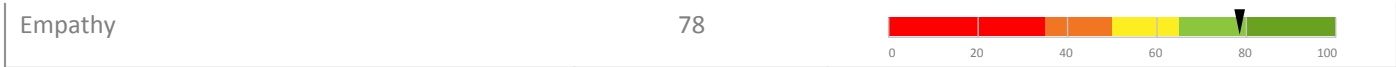
Candidate	Score	Interpretation
<b>Betty Penske</b> bettypenske@yourcompany.org Driver - Sales and Delivery (Spanish) September 19, 2024  Summary: High Performance Potential  <b>Potential Risk Areas</b> <ul style="list-style-type: none"> <li>Low corporate citizenship score could indicate potential for questionable behavior.</li> </ul>	<b>82</b>	

**Key**

- ▼ Candidate Score
- Higher Risk
- Lower Risk
- Custom Baseline (Optional)

## Competency Summary

Competency	Score	Interpretation
<b>Cognitive Abilities (relates to job performance, problem-solving, ability to learn, etc.)</b>		
Attention to Detail	93	
Analytical Thinking	90	
<b>Personality Characteristics (relates to fit with the job/team environment)</b>		
Adaptable	86	
Seeks Perfection	89	
Corporate Citizenship	10	
Competitive	75	
Develops Relationships	95	
Enjoys Problem-Solving	66	
Expressive and Outgoing	66	
Innovative and Creative	92	
Exhibits a Positive Work Attitude	74	
Needs Structure	82	
<b>Behavioral History (relates to performance and turnover)</b>		
History Survey - Performance	73	
History Survey - Tenure	95	
<b>Emotional Intelligence (relates to situational judgment, performance and teamwork)</b>		
Emotional Self-Awareness	73	
Emotional Self-Control	71	



### 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	82nd												
United States	68th												
HR Avatar Data	75th												

Importance to Job ↑

## 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: Driver - Sales and Delivery (Spanish)  
 Authorized: September 19, 2024, by Susan Bookman, HR Avatar Data Collection Account, sue.bookman@richardson.biz  
 Started: September 19, 2024, 5:40:45AM EST  
 Completed: September 19, 2024, 5:40:45AM EST  
 Overall Score: 82

## 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
<p><b>Attention to Detail</b> Score: 93</p>  <p><i>Description:</i> 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> High scores in this area correlate with superior performance for many jobs.</p> <p>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.</p>	<p>Deme un ejemplo de alguna ocasión en que haya descubierto un error que se pasó por alto, ya sea por usted mismo o por alguna otra persona que estaba trabajando con usted. ¿Qué hizo? ¿Cuál fue el resultado?</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  1 Ejemplo poco claro o inconsistente. No es capaz de describir qué fue lo que se pasó por alto. Sin acción alguna.                 </div> <div style="text-align: center;">  2 Ejemplo moderadamente claro. Cierta interés por los detalles. Acción directa pero pasiva.                 </div> <div style="text-align: center;">  3  </div> <div style="text-align: center;">  4  </div> <div style="text-align: center;">  5 Muy detallado. Interés por todos los componentes relevantes. Acciones claras y proactivas.                 </div> </div>



Detail	Interview Guide
<p><b>Analytical Thinking</b> Score: 90</p> <p><i>Description:</i> This scale indicates the capacity to think in a thoughtful, discerning way, to solve problems, utilize resources, and analyze data. Individuals who demonstrate high amounts of analytical thinking are able to recognize patterns rapidly, navigate through problems, and resolve difficult problems systematically.</p> <p><i>Interpretation:</i> High scores in this area correlate with superior performance for many jobs.</p> <p>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.</p>	<p>Tell me about a complex problem, situation, or planning task you had to deal with. What were the challenges, and how did you overcome them?</p> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;">  1 Example lacks complexity. Data seeking is limited, analysis may be lacking, actions unclear, not relevant, or ineffective.         </div> <div style="text-align: center;">  2 Example is moderately complex. Shows some analytical thinking and problem solving. Actions have mixed or limited effectiveness.         </div> <div style="text-align: center;">  3 Example shows complexity. Thorough investigation of all areas that might affect the decision. Actions are clear, relevant, and effective.         </div> <div style="text-align: center;">  4  </div> <div style="text-align: center;">  5  </div> </div>



## 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>Adaptable</b> Score: 86</p> <p><i>Description:</i> 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.</p> <p><i>Interpretation:</i> 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. Able to roll with the punches during periods of unexpected organizational change.</p>	<p>Describe a time at work or school when things were changing so fast it was hard to stay focused. How did you adjust to it?</p> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;">  1 Enjoyed the chaos of fast change. Became disinterested or negative and waited for things to calm down.         </div> <div style="text-align: center;">  2 Did best but felt paralyzed and unable to work effectively.         </div> <div style="text-align: center;">  3  </div> <div style="text-align: center;">  4  </div> <div style="text-align: center;">  5 Experienced higher anxiety but tried to deal with changes in a positive way. Stayed focused.         </div> </div> <hr/> <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: flex-start;"> <div style="text-align: center;">  1 Becomes paralyzed by change. Or disregards the change and continues same path.         </div> <div style="text-align: center;">  2 Resistant and fearful of change, or appears to live for change.         </div> <div style="text-align: center;">  3  </div> <div style="text-align: center;">  4  </div> <div style="text-align: center;">  5 Comfortable with change, though feels some stress or anxiety. Usually able to stay focused.         </div> </div>







Detail	Interview Guide																				
<p><b>Competitive</b> Score: 75</p>  <p><i>Description:</i> This scale indicates the degree to which an individual is driven by a desire to impress their leaders and exceed their peers. Being competitive can either be damaging or useful, depending on the job. Competitive people spend much of their time thinking about themselves and the impact decisions may have on them, and their actions are often guided by these thoughts, which can either provide the drive needed to achieve a goal, or can damage the ability of a team to work together. In general, high scorers perform well in sales and related jobs.</p> <p><i>Interpretation:</i> The candidate's score in this area should contribute to enhanced overall job performance.</p> <p>Motivated by challenging goals, financial reward, and/or recognition, and willing to work hard to succeed. Focused on personal achievement.</p>	<p>Describe a time when you had to place accomplishing your objectives above supporting your team. Why do you think it was justified?</p> <table style="width: 100%; text-align: center;"> <tr> <td>★ 1</td> <td>★ 2</td> <td>★ 3</td> <td>★ 4</td> <td>★ 5</td> </tr> <tr> <td>Justified for selfish or personal reasons. Shows little remorse for failing to support team.</td> <td></td> <td>Shows remorse and feels action was a mistake.</td> <td></td> <td>Clearly justified or was forced to do so by superiors. Strongly regrets and wishes could change.</td> </tr> </table> <hr/> <p>Would you describe yourself as competitive? Can you give me an example?</p> <table style="width: 100%; text-align: center;"> <tr> <td>★ 1</td> <td>★ 2</td> <td>★ 3</td> <td>★ 4</td> <td>★ 5</td> </tr> <tr> <td>Non-competitive example, or doesn't show any consideration for others.</td> <td></td> <td>Example unclear. Doesn't address impact on others.</td> <td></td> <td>Competitive example that demonstrates drive and shows consideration of others.</td> </tr> </table>	★ 1	★ 2	★ 3	★ 4	★ 5	Justified for selfish or personal reasons. Shows little remorse for failing to support team.		Shows remorse and feels action was a mistake.		Clearly justified or was forced to do so by superiors. Strongly regrets and wishes could change.	★ 1	★ 2	★ 3	★ 4	★ 5	Non-competitive example, or doesn't show any consideration for others.		Example unclear. Doesn't address impact on others.		Competitive example that demonstrates drive and shows consideration of others.
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<p><b>Develops Relationships</b> Score: 95</p>  <p><i>Description:</i> This scale indicates a person's desire to cultivate relationships. High scorers seek opportunities to meet new people and get to know them well enough to form a lasting relationship. Low scorers tend to minimize interacting with people they don't know.</p> <p><i>Interpretation:</i> The candidate's score in this area should contribute to enhanced overall job performance.</p> <p>Actively cultivates and maintains relationships. Able to quickly establish rapport with new acquaintances and accurately sense others' feelings. Maintains a broad social network and uses it to achieve work objectives.</p>	<p>Describe your ideal job. Would it include working closely with others or would you prefer working mostly by yourself?</p> <table style="width: 100%; text-align: center;"> <tr> <td>★ 1</td> <td>★ 2</td> <td>★ 3</td> <td>★ 4</td> <td>★ 5</td> </tr> <tr> <td>Prefers to work alone.</td> <td></td> <td>Cultivates relationships when opportunity arises or is necessary.</td> <td></td> <td>Enjoys cultivating relationships. Finds teamwork constructive.</td> </tr> </table> <hr/> <p>Can you describe a time when you had to choose between getting the job done or preserving a relationship with a friend or co-worker?</p> <table style="width: 100%; text-align: center;"> <tr> <td>★ 1</td> <td>★ 2</td> <td>★ 3</td> <td>★ 4</td> <td>★ 5</td> </tr> <tr> <td>Places relationship above the work objectives in all or most cases.</td> <td></td> <td>Sometimes struggles between work and relationships, but usually balances well.</td> <td></td> <td>Focuses on getting the job done but makes an effort not to hurt relationships.</td> </tr> </table>	★ 1	★ 2	★ 3	★ 4	★ 5	Prefers to work alone.		Cultivates relationships when opportunity arises or is necessary.		Enjoys cultivating relationships. Finds teamwork constructive.	★ 1	★ 2	★ 3	★ 4	★ 5	Places relationship above the work objectives in all or most cases.		Sometimes struggles between work and relationships, but usually balances well.		Focuses on getting the job done but makes an effort not to hurt relationships.
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<p><b>Enjoys Problem-Solving</b> Score: 66</p>  <p><i>Description:</i> This scales represents a person's willingness to deal with complicated problems on a frequent or recurring basis. People with high scores prefer jobs that require mental challenge. Individuals with low scores may be intimidated when faced with complex or even simple issues on a regular basis. When jobs are routine or repetitive, people with low scores are usually a better fit.</p> <p><i>Interpretation:</i> The candidate's score in this area should contribute to enhanced overall job performance.</p> <p>Usually willing to analyze and formulate solutions to complex problems. Fairly confident in own ability to develop effective solutions. Sees frequent problem-solving as a core part of his or her job description, though may require prompting to take on a particularly difficult issue.</p>	<p>Describe some of the biggest on-the-job problems you have faced. How did you overcome them? How did you know they were solved?</p> <table border="0"> <tr> <td style="text-align: center;">★ 1</td> <td style="text-align: center;">★ 2</td> <td style="text-align: center;">★ 3</td> <td style="text-align: center;">★ 4</td> <td style="text-align: center;">★ 5</td> </tr> <tr> <td style="vertical-align: top;">Problems poorly described and actions taken unclear.</td> <td></td> <td style="vertical-align: top;">Moderately complex problems. Simple or obvious actions taken.</td> <td></td> <td style="vertical-align: top;">Described one or more complex problems. Actions taken are clear and relevant.</td> </tr> </table>	★ 1	★ 2	★ 3	★ 4	★ 5	Problems poorly described and actions taken unclear.		Moderately complex problems. Simple or obvious actions taken.		Described one or more complex problems. Actions taken are clear and relevant.										
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<p><b>Expressive and Outgoing</b> Score: 66</p>  <p><i>Description:</i> There are many jobs that require outgoing personalities, such as selling, management, public relations, or jobs that require positive public contact. People who score high on expressiveness label themselves as outgoing and have many social contacts. Low scores indicate the person may not have the interest or willingness to assert themselves in social settings.</p> <p><i>Interpretation:</i> The candidate's score in this area should contribute to enhanced overall job performance.</p> <p>Likes to speak up in group meetings to insert or advocate new ideas. Enjoys asserting his or her own ideas among others.</p>	<p>Tell me how you've acted in group meetings when you're discussing an important issue. Do you participate in the discussion, lead it, or wait until someone asks for your opinion?</p> <table border="0"> <tr> <td style="text-align: center;">★ 1</td> <td style="text-align: center;">★ 2</td> <td style="text-align: center;">★ 3</td> <td style="text-align: center;">★ 4</td> <td style="text-align: center;">★ 5</td> </tr> <tr> <td style="vertical-align: top;">Passive in actions with others. Timidly speaks when addressed. Prefers listening.</td> <td></td> <td style="vertical-align: top;">Speaks up and speaks out but doesn't need to be center of attention.</td> <td></td> <td style="vertical-align: top;">Likes to be center of attention. Speaks confidently and volunteers opinions constructively.</td> </tr> </table> <hr/> <p>Can you describe a time when you worried you were being too forthright or outspoken during a discussion among your friends or co-workers?</p> <table border="0"> <tr> <td style="text-align: center;">★ 1</td> <td style="text-align: center;">★ 2</td> <td style="text-align: center;">★ 3</td> <td style="text-align: center;">★ 4</td> <td style="text-align: center;">★ 5</td> </tr> <tr> <td style="vertical-align: top;">Frequently worries because always seems to be the most active.</td> <td></td> <td style="vertical-align: top;">Occasionally worries but not very often.</td> <td></td> <td style="vertical-align: top;">Rarely worries because knows when to back off beforehand.</td> </tr> </table>	★ 1	★ 2	★ 3	★ 4	★ 5	Passive in actions with others. Timidly speaks when addressed. Prefers listening.		Speaks up and speaks out but doesn't need to be center of attention.		Likes to be center of attention. Speaks confidently and volunteers opinions constructively.	★ 1	★ 2	★ 3	★ 4	★ 5	Frequently worries because always seems to be the most active.		Occasionally worries but not very often.		Rarely worries because knows when to back off beforehand.
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Detail	Interview Guide
<p><b>Innovative and Creative</b> Score: 92</p> <p><i>Description:</i> This scale indicates the degree to which the person considers themselves capable of formulating original approaches to problems and other work challenges. Individuals who score high on this scale are comfortable with jobs that require them to analyze situations and/or data, and use their imagination to identify alternative approaches to evaluate each to select the most effective solution. Lower scoring individuals prefer to follow a more cookie-cutter or pre-defined approach to dealing with a specific problem. When organizations expect their people to continually generate new and better ways of producing work, it is a good idea to hire people who share this interest.</p> <p><i>Interpretation:</i> The candidate's score in this area should contribute to enhanced overall job performance.</p> <p>Sees him or herself as creative and capable of generating novel or original solutions to issues or problems. Open to free-form discussion of different ideas.</p>	<p>What is the most creative solution you have ever come up with? What were the circumstances, and why do you think it was creative?</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">★ 1 Idea does not demonstrate creativity or is not related to the problem. No problem described.</div> <div style="text-align: center;">★ 2 Moderately creative idea or only partially related to problem.</div> <div style="text-align: center;">★ 3</div> <div style="text-align: center;">★ 4</div> <div style="text-align: center;">★ 5 Both problem and use of creativity well described and related to one another.</div> </div>
<p><b>Exhibits a Positive Work Attitude</b> Score: 74</p> <p><i>Description:</i> For some people, work is a second-place activity. That is, given a decision to take either personal time or go to work, low scorers will choose time off. Low job priority could indicate a 9 to 5 mentality.</p> <p><i>Interpretation:</i> The candidate's score in this area should contribute to enhanced overall job performance.</p> <p>Usually expects to receive both financial and personal rewards in exchange for solid and consistent effort on the job. Enjoys most work activities and is willing to put in extra effort when warranted or requested.</p>	<p>How do you feel having a regular job and going to work? Is it something you enjoy? Why or why not?</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">★ 1 Views work as a means of income only. Does not enjoy. Does not care about professional reputation.</div> <div style="text-align: center;">★ 2 Likes work but doesn't truly enjoy it. Balances priority and energy with other obligations.</div> <div style="text-align: center;">★ 3</div> <div style="text-align: center;">★ 4</div> <div style="text-align: center;">★ 5 Considers work a key priority in life. Enjoys working and always applies best energy. Takes pride in work reputation.</div> </div>



Detail	Interview Guide
<p><b>History Survey - Tenure</b> Score: 95</p>  <p><i>Description:</i> Evaluates a candidate's past employment history and related factors for indications of potentially low job tenure.</p> <p><i>Interpretation:</i> 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>What are some of the reasons you have left previous jobs?</p> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;">  1 Many different reasons. Blames employer.         </div> <div style="text-align: center;">  2 Circumstances for leaving generally credible or somewhat outside control.         </div> <div style="text-align: center;">  3 Reasonable rationale or circumstances clearly outside control.         </div> <div style="text-align: center;">  4         </div> <div style="text-align: center;">  5         </div> </div>

## 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
<p><b>Emotional Self-Awareness</b> Score: 73</p>  <p><i>Description:</i> The ability to pay attention to, monitor, and understand how and why one reacts a particular way in different situations, and to know how to conduct oneself appropriately and effectively in social situations.</p> <p><i>Interpretation:</i> The candidate's score in this area should contribute to enhanced overall job performance.</p> <p>Demonstrates strengths in maintaining awareness of his or her emotional reactions and behaviors and the potential impact of those behaviors on others, and a high level of knowledge of what behaviors are appropriate for different situations. Likely to be effective at identifying how his or her feelings may affect his or her behaviors and ensuring those behaviors stay focused and conform to social norms, enabling appropriate, measured interactions with customers and coworkers.</p>	<p>How aware are you of your own emotions? Can you describe a time when your awareness helped you make a better decision?</p> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;">  1 Not in tune with own emotions. Unable to improve decisions through awareness.         </div> <div style="text-align: center;">  2 Some ability to sense own emotions and control decision-making.         </div> <div style="text-align: center;">  3 Very in tune with own emotions. Able to improve decisions through awareness.         </div> <div style="text-align: center;">  4         </div> <div style="text-align: center;">  5         </div> </div>

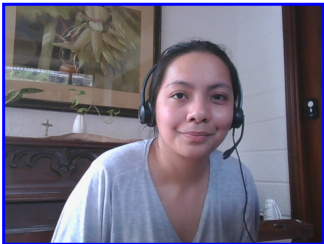

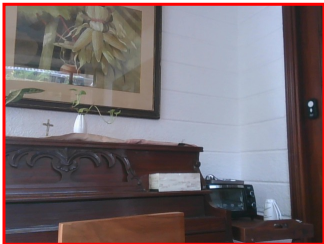
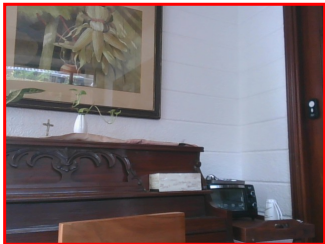
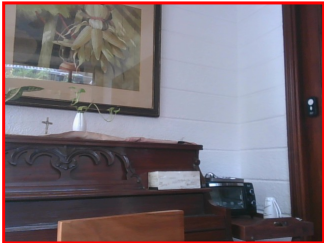

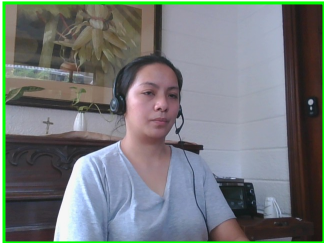

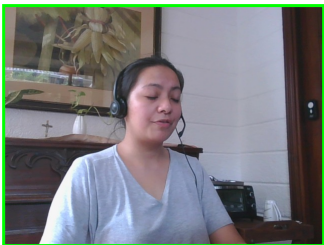
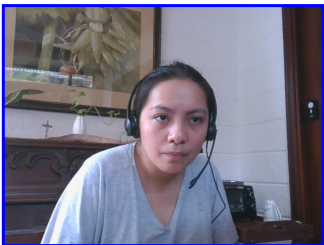
Detail	Interview Guide
<p><b>Emotional Self-Control</b> Score: 71</p> <p><i>Description:</i> The ability to manage the desire to satisfy urges or impulses, showing restraint and managing behaviors to ensure appropriate and effective interactions with others.</p> <p><i>Interpretation:</i> The candidate's score in this area should contribute to enhanced overall job performance.</p> <p>Demonstrates strengths in self control and impulse control, enabling the ability to employ a balanced approach to managing risk, maintain composure during stressful times, and calmly relate to others at work. Likely to be effective at prioritizing and staying focused on long-term goals, and to interact with others in a way that helps build lasting relationships.</p>	<p>Are you able to control your own actions when you become emotional? Can you give me an example of how using self-control helped at work or school?</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  1 Unable to control self when emotions kick in.         </div> <div style="text-align: center;">  2 Some ability to resist impulses caused by emotions and apply to work situations.         </div> <div style="text-align: center;">  3 Able to detect own emotions and control reactions in work or business situations.         </div> <div style="text-align: center;">  4         </div> <div style="text-align: center;">  5         </div> </div>
<p><b>Empathy</b> Score: 78</p> <p><i>Description:</i> The ability to sense and understand other people's feelings, feel sympathy for others, and see things from other people's point of view.</p> <p><i>Interpretation:</i> The candidate's score in this area should contribute to enhanced overall job performance.</p> <p>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.</p>	<p>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?</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  1 Not able to sense how others feel. Unable to provide example.         </div> <div style="text-align: center;">  2 Some ability to sense how others feel. Example shows some ability to use senses at work.         </div> <div style="text-align: center;">  3 Able to relate to others and sense how they feel. Example shows can easily apply senses at work.         </div> <div style="text-align: center;">  4         </div> <div style="text-align: center;">  5         </div> </div>

## 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%)

			
<i>Pre/Post-Test Photo</i>	<i>ID Photo</i>	<i>In-Test Error Detected (No Face Detected)</i>	<i>In-Test Error Detected (No Face Detected)</i>
			
<i>In-Test Error Detected (No Face Detected)</i>	<i>In-Test Photo</i>	<i>In-Test Photo</i>	<i>In-Test Photo</i>
			
<i>In-Test Photo</i>	<i>Pre/Post-Test Photo</i>		

## 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

## 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.
- This assessment makes use of data from the Occupational Information Network (O\*NET), which is funded by the U.S. Federal Government - U.S. Department of Labor/Employment and Training Administration (USDOL/ETA) - as a primary source of occupational information. The O\*NET database contains information on hundreds of standardized and occupation-specific descriptors that are continually updated by ongoing research. These data are used in preparing descriptive information as well as setting relative weights between competencies used in calculating the overall score. For additional information about O\*NET, visit <http://www.onetcenter.org>.
- O\*Net Standard Occupational Code (SOC) Used: 53-3031.00
- O\*Net Version: 26.3
- Sim ID: 935-5, Key: 0-0, Rpt: 13, Prd: 396, Created: 2024-09-19 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 (%)
Adaptable	86.5885	Z-Statistic	1.4392	3.7862
Attention to Detail	93.8567	Z-Statistic	1.9238	18.7717
Emotional Self-Awareness	73.8549	Z-Statistic	0.5903	3.6390
Emotional Self-Control	71.1680	Z-Statistic	0.4112	3.6390
Seeks Perfection	89.0108	Z-Statistic	1.6007	3.9252
Corporate Citizenship	10.0000	Z-Statistic	-3.6667	3.8608
Competitive	75.7631	Z-Statistic	0.7175	3.1361
Develops Relationships	95.8129	Z-Statistic	2.0542	2.6222
Enjoys Problem-Solving	66.4981	Z-Statistic	0.0999	2.7722
Empathy	78.4184	Z-Statistic	0.8946	2.6702
History Survey - Performance	73.2661	Z-Statistic	0.5511	11.2148
History Survey - Tenure	95.4490	Z-Statistic	2.0299	11.2148
Expressive and Outgoing	66.6171	Z-Statistic	0.1078	2.5555
Innovative and Creative	92.1795	Z-Statistic	1.8120	1.8522
Exhibits a Positive Work Attitude	74.8551	Z-Statistic	0.6570	3.9231
Analytical Thinking	90.3197	Z-Statistic	1.6880	16.4919
Needs Structure	82.5678	Z-Statistic	1.1712	3.9252

Weighted Average of Competency Z-Scores:	1.1523
Mean applied to Raw Weighted Avg:	0.0000
Standard Deviation applied to Raw Weighted Avg:	1.0000
Normalized Raw Score:	1.1523
Mean:	65.0000
Standard Deviation Used:	15.0000
Final Overall Score:	82.2838

## Notes

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