

Candidate: **Betty Penske**
Assessment: Executive Secretary / Administrative Assistant
Completed: December 17, 2018
Prepared for: Susan Bookman



Test Results and Interview Guide

The Executive Secretary / Administrative Assistant 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
Betty Penske bettypenske@yourcompany.org Executive Secretary / Administrative Assistant December 17, 2018 Summary: High Performance Potential Potential Risk Areas <ul style="list-style-type: none"> Low corporate citizenship score could indicate potential for questionable behavior. 	87	 Key ▼ Candidate Score ■ Higher Risk ■ Lower Risk — Custom Baseline (Optional)

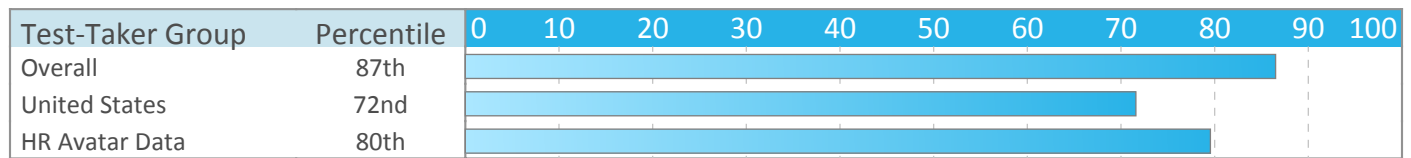
Competency Summary

Competency	Score	Interpretation
Cognitive Abilities (relates to job performance, problem-solving, ability to learn, etc.)		
Analytical Thinking	83	
Attention to Detail	78	
Multitasking	65	
Skills/Knowledge (relates to immediate readiness)		
Data Entry	78	
Typing Speed & Accuracy	93	
Writing	71	
Personality Characteristics (relates to fit with the job/team environment)		
Adaptable	44	
Competitive	65	
Corporate Citizenship	10	
Develops Relationships	79	
Enjoys Problem-Solving	84	
Exhibits a Positive Work Attitude	98	
Expressive and Outgoing	44	
Innovative and Creative	89	
Needs Structure	78	
Seeks Perfection	66	
Behavioral History (relates to performance and turnover)		
History Survey - Performance	64	
History Survey - Tenure	90	
Emotional Intelligence (relates to situational judgment, performance and teamwork)		
Emotional Self-Awareness	65	
Emotional Self-Control	96	
Empathy	67	

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.



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: Executive Secretary / Administrative Assistant
 Authorized: December 17, 2018, by Susan Bookman, HR Avatar Data Collection Account, sue.bookman@richardson.biz
 Started: December 17, 2018 3:25:58 PM EST
 Completed: December 17, 2018 3:25:58 PM EST
 Overall Score: 87

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>Analytical Thinking Score: 83</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: center;"> <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>

Detail	Interview Guide
<p>Attention to Detail Score: 78</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> Strong scores in this area correlate with above average performance for many jobs.</p> <p>Usually able to achieve a high degree of thoroughness and accuracy in a work task. Concerned for most areas involved. Requires only occasional oversight and checking.</p>	<p>Give me an example of a time you discovered an error that had been overlooked by either you or someone you were working with. What did you do? What was the outcome?</p> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;">  1 Unclear or careless example. Can't describe what was overlooked. No action. </div> <div style="text-align: center;">  2 Moderately clear example. Some concern for details. Direct but passive action. </div> <div style="text-align: center;">  3 Very detailed. Concern for all relevant components. Clear, proactive actions. </div> <div style="text-align: center;">  4 </div> <div style="text-align: center;">  5 </div> </div>
<p>Multitasking Score: 65</p>  <p><i>Description:</i> The ability to rapidly shift focus mentally from one task or issue to another while maintaining quality and attention to detail.</p> <p><i>Interpretation:</i> Strong scores in this area correlate with above average performance for many jobs.</p> <p>Exhibits a moderate capacity to change between areas of mental focus without sacrificing responsiveness, quality and attention to detail.</p>	<p>Tell me about a time when you had a large number of things going on at the same time, and you needed to quickly shift your attention between them.</p> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;">  1 Unable to shift focus effectively. Became frustrated or had to slow down. </div> <div style="text-align: center;">  2 Some ability to juggle between activities. </div> <div style="text-align: center;">  3 Managed multiple independent activities effectively </div> <div style="text-align: center;">  4 </div> <div style="text-align: center;">  5 </div> </div>

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>Data Entry Score: 78</p>  <p><i>Description:</i> The ability to accurately enter information into computer-based forms.</p> <p><i>Interpretation:</i> 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> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;">  1 Does not check work carefully. Unable to answer question. </div> <div style="text-align: center;">  2 Occasional spot checking of work with limited structure. </div> <div style="text-align: center;">  3 Indicates care and frequent checking of work. May have an informal process. </div> <div style="text-align: center;">  4 </div> <div style="text-align: center;">  5 </div> </div>













Detail	Interview Guide
<p>Typing Speed & Accuracy Score: 93</p>  <p><i>Description:</i> 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> Candidate should achieve superior job performance in this area with little or no training.</p> <p>Significantly above average. Consistently types information both quickly and accurately. Submitted work typically requires little or no review prior to sending to end users or customers.</p> <ul style="list-style-type: none"> • Speed: 60 Words/Min • Accuracy-Adjusted Speed: 50 Words/Min • Accuracy: 85% 	<p>Can you tell me about a time when your ability to type quickly and accurately helped you achieve a goal or objective?</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  1 Typing or data entry is not relevant to example. </div> <div style="text-align: center;">  2 Example is somewhat related to typing or data entry speed and accuracy. </div> <div style="text-align: center;">  3 Example demonstrates fast and accurate data entry or typing under pressure. </div> <div style="text-align: center;">  4 </div> <div style="text-align: center;">  5 </div> </div>
<p>Writing Score: 71</p>  <p><i>Description:</i> The ability to concisely and succinctly convey ideas and information via written text.</p> <p><i>Interpretation:</i> Above-average writing skills can positively impact performance in many jobs.</p> <p>Above average. Conveys ideas in a concise and succinct format. See writing sample section of report for raw essay(s) submitted.</p> <ul style="list-style-type: none"> • Raw computed score: 80 • Computed score confidence: 75 • Approximate Word Count: 247 <p>Please see below to view the essay submitted.</p>	<p>Are you comfortable when you need to express yourself through writing? Do you feel confident you can get the right message across?</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  1 Not confident in own writing ability. Prefers speaking. </div> <div style="text-align: center;">  2 Somewhat confident in own writing ability. Writes frequently. </div> <div style="text-align: center;">  3 </div> <div style="text-align: center;">  4 </div> <div style="text-align: center;">  5 Very confident in ability to write. Has received compliments on clarity of written correspondences. </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>Adaptable Score: 44</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. In more stable job circumstances, high scorers may become bored, while low scorers would remain satisfied.</p> <p><i>Interpretation:</i> The candidate's score in this area indicates neither a positive nor a negative impact on performance.</p> <p>Prefers a mostly stable work environment, but can tolerate small amounts of workplace change without becoming anxious and losing focus. May require additional supervision and assistance to navigate new processes and procedures.</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> <p style="text-align: center;">★ ★ ★ ★ ★</p> <p style="text-align: center;">1 2 3 4 5</p> <p>1: Enjoyed the chaos of fast change. Became disinterested or negative and waited for things to calm down.</p> <p>2: Did best but felt paralyzed and unable to work effectively.</p> <p>3: Experienced higher anxiety but tried to deal with changes in a positive way. Stayed focused.</p>
<p>Competitive Score: 65</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> <p style="text-align: center;">★ ★ ★ ★ ★</p> <p style="text-align: center;">1 2 3 4 5</p> <p>1: Justified for selfish or personal reasons. Shows little remorse for failing to support team.</p> <p>2: Shows remorse and feels action was a mistake.</p> <p>3: Clearly justified or was forced to do so by superiors. Strongly regrets and wishes could change.</p>

Detail	Interview Guide
<p>Corporate Citizenship Score: 10</p> <p><i>Description:</i> This scale indicates the degree to which an individual's behavior embraces the spirit of an organization's mission, objectives, and strategy. High scorers project an attitude characterized by cooperation, trust, and openness. Low scorers often question the motives behind decisions. They may withhold information, display hostility, be defensive, or do just enough to get by.</p> <p><i>Interpretation:</i> 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.</p>	<p>How do you feel about being part of an organization? Do you think most organizations have their employees' best interests at heart or do you have to always watch out for yourself?</p> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;"> 1 Distrusts organizational motives. Feels the need to look out for self. </div> <div style="text-align: center;"> 2 Supports organization but is wary of being taken advantage of. </div> <div style="text-align: center;"> 3 Supports organization but is wary of being taken advantage of. </div> <div style="text-align: center;"> 4 Embraces organizational membership. Believes in organizational mission. </div> <div style="text-align: center;"> 5 Embraces organizational membership. Believes in organizational mission. </div> </div>
<p>Develops Relationships Score: 79</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. Individuals with exceptionally high scores may be distracted by interpersonal problems, while those with exceptionally low scores may be seen as insensitive. When jobs require cooperation among team members, it may be best to select people who do not fall into either extreme.</p> <p><i>Interpretation:</i> 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. Maintains a broad social network, and uses it to achieve work objectives. Balances relationship-building with work objectives and priorities.</p>	<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> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;"> 1 Places relationship above the work objectives in all or most cases. </div> <div style="text-align: center;"> 2 Sometimes struggles between work and relationships, but usually balances well. </div> <div style="text-align: center;"> 3 Sometimes struggles between work and relationships, but usually balances well. </div> <div style="text-align: center;"> 4 Focuses on getting the job done but makes an effort not to hurt relationships. </div> <div style="text-align: center;"> 5 Focuses on getting the job done but makes an effort not to hurt relationships. </div> </div>























Detail	Interview Guide
<p>Enjoys Problem-Solving Score: 84</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>Likes to analyze and formulate solutions to problems as a part of his or her daily work. Confidently accepts mental challenges. Optimistic that most problems can be resolved with effort and application.</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> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;">  1 Problems poorly described and actions taken unclear. </div> <div style="text-align: center;">  2 Moderately complex problems. Simple or obvious actions taken. </div> <div style="text-align: center;">  3 Described one or more complex problems. Actions taken are clear and relevant. </div> <div style="text-align: center;">  4 </div> <div style="text-align: center;">  5 </div> </div>
<p>Exhibits a Positive Work Attitude Score: 98</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. Sample item: It is OK to take long lunches and breaks if you are underpaid.</p> <p><i>Interpretation:</i> The candidate's score in this area should contribute to enhanced overall job performance.</p> <p>Expects to receive both financial and personal rewards in exchange for applying his or her best energies to the job. Enjoys working. Trusts the organization to help career.</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: flex-start;"> <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 Considers work a key priority in life. Enjoys working and always applies best energy. Takes pride in work reputation. </div> <div style="text-align: center;">  4 </div> <div style="text-align: center;">  5 </div> </div>

Detail	Interview Guide
<p>Expressive and Outgoing Score: 44</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. Sample item: It is easy for me to start a conversation with a stranger.</p> <p><i>Interpretation:</i> The candidate's score in this area indicates neither a positive nor a negative impact on performance.</p> <p>Tends to avoid asserting his or her own ideas unless strongly prompted. Likes to keep thoughts and feelings inside, though willing to voice when necessary. Participates in group activities in a passive manner. Invests minimal time to keep abreast of general office activities.</p>	<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> <p style="text-align: center;">★ ★ ★ ★ ★</p> <p style="text-align: center;">1 2 3 4 5</p> <p>1: Frequently worries because always seems to be the most active.</p> <p>2: Occasionally worries but not very often.</p> <p>3: Rarely worries because knows when to back off beforehand.</p>
<p>Innovative and Creative Score: 89</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> <p style="text-align: center;">★ ★ ★ ★ ★</p> <p style="text-align: center;">1 2 3 4 5</p> <p>1: Idea does not demonstrate creativity or is not related to the problem. No problem described.</p> <p>2: Moderately creative idea or only partially related to problem.</p> <p>3: Both problem and use of creativity well described and related to one another.</p>

Detail	Interview Guide
<p>Needs Structure Score: 78</p> <p><i>Description:</i> This scale indicates the degree to which a person prefers to work within an ordered environment, with well-defined tasks, activities, rules, processes and expectations. There are many jobs that require methodical administration and follow-through. For example, traditional middle management positions require maintenance and oversight of systems, as do administrative processing and book-keeping.</p> <p><i>Interpretation:</i> The candidate's score in this area should contribute to enhanced overall job performance.</p> <p>Is comfortable with both the routine as well as dynamic aspects of a job and appears to prefer a mix of both. Typically follows rules unless circumstances justify deviation.</p>	<p>Have you ever had to work in a job that had little or no structure or where no one told you what to do? What did or didn't you like about it?</p> <p style="text-align: center;">★ ★ ★ ★ ★</p> <p style="text-align: center;">1 2 3 4 5</p> <p>Large mismatch between comfort with structure and structure level of intended job.</p> <p>Some mismatch between comfort with structure and structure level of intended job.</p> <p>Comfort with structure matches the structure level of the intended job.</p>
<p>Seeks Perfection Score: 66</p> <p><i>Description:</i> A small amount of perfectionism goes a long way. People with high perfectionism scores may never be satisfied enough with the final product causing unnecessary delays and reductions in output. People with too little perfectionism may be sloppy and unconcerned with quality. Sample item: I insist on taking time to perfect a project.</p> <p><i>Interpretation:</i> The candidate's score in this area should contribute to enhanced overall job performance.</p> <p>Maintains high standards of quality but understands the need to work within schedule and resource constraints. While willing to compromise in order to balance these constraints, almost never allows quality to fall below an acceptable level.</p>	<p>Can you describe a time when you were trying to finish a project or task but your boss made you stop before you felt it was ready?</p> <p style="text-align: center;">★ ★ ★ ★ ★</p> <p style="text-align: center;">1 2 3 4 5</p> <p>Frequently cut short by boss because standards are too high.</p> <p>Sometimes cut short but not often.</p> <p>Rarely cut off because has a good sense of what is good enough.</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>History Survey - Performance Score: 64</p>  <p><i>Description:</i> 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> The candidate's score indicates past behaviors that neither detract from nor enhance job performance.</p> <p>Exhibits past behaviors and achievements that are likely to result in average job performance.</p> <p>The following potential performance risk areas were identified:</p> <ul style="list-style-type: none"> • Below average productivity history • Below average performance reviews <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 style="text-align: center;">      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 style="text-align: center;">      1 2 3 4 5 </p>
<p>History Survey - Tenure Score: 90</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>The following potential performance risk areas were identified:</p> <ul style="list-style-type: none"> • Frequent job changes • Potential long commute <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 style="text-align: center;">      1 2 3 4 5 </p> <hr/> <p>What is the longest distance you have had to commute to work? What do you do during the commute? How long did you keep that job?</p> <p style="text-align: center;">      1 2 3 4 5 </p>

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>Emotional Self-Awareness Score: 65</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: center;"> <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>
<p>Emotional Self-Control Score: 96</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 exceptional strengths in self control and impulse control, enabling very strong ability to employ a balanced approach to managing risk, maintain composure during stressful times, and calmly relate to others at work. Likely to be very 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>

Detail	Interview Guide
<p>Empathy Score: 67</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: flex-start;"> <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>

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
<p>Please write an essay describing the HR Avatar essay feature.</p>	<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

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

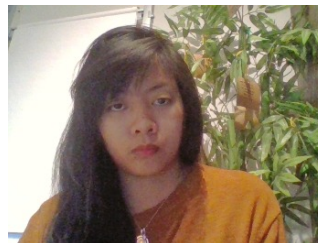
- Risk:	Medium risk of cheating based on image inconsistencies
- Valid Images Captured:	5
- Images used for Facial Comparison:	4
- Image Timeouts (no image captured):	1
- Unannounced Images Captured:	2
- Facial Comparison Average Match:	99%
- Matches:	6 strong vs 0 weak matches
- Detected Emotions:	Calm, 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	Physical Therapists	72%	86%	99%	Strong
2	Special Education Teachers, Kindergarten and Elementary School	69%	83%	71%	Medium
3	Elementary School Teachers, Except Special Education	69%	83%	72%	Medium
4	Social and Human Service Assistants	67%	86%	72%	Medium
5	Secondary School Teachers, Except Special and Career/Technical Education	67%	83%	72%	Medium
6	Medical and Clinical Laboratory Technologists	69%	88%	58%	Medium
7	Child, Family, and School Social Workers	69%	86%	59%	Medium
8	Middle School Teachers, Except Special and Career/Technical Education	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	Some College or Associate'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.
- 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: 43-6011.00
- O*Net Version: 22.3
- Sim ID: 203-20, Key: 0-0, Rpt: 13, Prd: 49, Created: 2018-12-17 20:25 GMT

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 (%)
Data Entry	78.4733	Z-Statistic	0.8982	0.3706
Innovative and Creative	89.1853	Z-Statistic	1.6124	1.7590
Empathy	67.3076	Z-Statistic	0.1538	1.9796
Expressive and Outgoing	43.8818	Modified Z-Statistic	-1.4079	2.0291
Develops Relationships	79.0606	Modified Z-Statistic	-0.9374	2.0337
Enjoys Problem-Solving	83.5539	Z-Statistic	1.2369	2.0913
Emotional Self-Awareness	65.2588	Z-Statistic	0.0173	2.2928
Emotional Self-Control	95.7359	Z-Statistic	2.0491	2.2928
Competitive	65.0457	Z-Statistic	0.0030	2.3075
Adaptable	43.8785	Modified Z-Statistic	-1.4081	2.4588
Needs Structure	78.0173	Modified Z-Statistic	-0.8678	2.5939
Seeks Perfection	66.2269	Modified Z-Statistic	-0.0818	2.5939
Exhibits a Positive Work Attitude	97.6399	Z-Statistic	2.1760	2.6790
Corporate Citizenship	10.0000	Z-Statistic	-3.6667	2.7499
History Survey - Performance	64.0241	Z-Statistic	-0.0651	7.4110
History Survey - Tenure	90.2858	Z-Statistic	1.6857	7.4110
Multitasking	65.3340	Z-Statistic	0.0223	7.9707
Analytical Thinking	82.5421	Z-Statistic	1.1695	8.0197
Attention to Detail	78.1135	Z-Statistic	0.8742	10.2384
Writing	70.6879	Z-Statistic	0.3792	13.8956
Typing Speed & Accuracy	92.6658	Z-Statistic	1.8444	14.8220
Weighted Average of Competency Z-Scores:				0.5899
Mean applied to Raw Weighted Avg:				-0.1709
Standard Deviation applied to Raw Weighted Avg:				0.5121
Normalized Raw Score:				1.4856
Mean:				65.0000
Standard Deviation Used:				15.0000
Final Overall Score:				87.2845

Notes

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