

Candidate: **Betty Penske** Assessment: Restaurant Waiter / Waitress (Short plus Video Interview) Completed: May 10, 2024 Prepared for: Susan Bookman HR Avatar Data Collection Account

Test Results and Interview Guide

The Restaurant Waiter / Waitress (Short plus Video Interview) assessment measures key factors related to high performance and tenure in this job. Attribute types measured vary by test, but can include cognitive ability, skills, knowledge, personality characteristics, emotional intelligence, and past behavioral history. This report includes a one page summary, followed by detailed results with an embedded interview guide. Note that these results should always be used as a part of a balanced candidate selection process that includes independent evaluation steps, such as interviews and reference checks.

Proprietary and Confidential

Overall

Candidate	Score	Interpretation
Betty Penske	79	
bettypenske@yourcompany.org Restaurant Waiter / Waitress (Short plus Video Interview) May 10, 2024		
Summary: Moderate to High Performance Potential		Key Candidate Score Higher Risk Lower Risk Custom Baseline (Optional)

Competency Summary

Competency	Score			Interpr	etatior	ı	
Cognitive Abilities (relates to job performance, problem-solving,	, ability to learn, etc.)						
Analytical Thinking and Attention to Detail	70						
		0	20	40	60	80	100
Skills/Knowledge (relates to immediate readiness)							
Interview Questions	95						V
		0	20	40	60	80	100
Personality Characteristics (relates to fit with the job/team envi	ronment)						
Adaptability	65						
		0	20	40	60	80	100
Customer Service Mindset	84					T	
		0	20	40	60	80	100
Drive	70					V	
		0	20	40	60	80	100
Integrity	10						
		0	20	40	60	80	100
Resilience	66						
		0	20	40	60	80	100
Teamwork	75	_					
- Curriwonk	73	0	20	40	60	80	100
Behavioral History (relates to performance and turnover)							
History Survey - Performance	83	_				T	
notory survey renormance	00	0	20	40	60	80	100
History Survey - Tenure	80	_				V	
	00	0	20	40	60	80	100
motional Intelligence (relates to situational judgment, perform	ance and teamwork)						
Empathy and Emotional Self-Control	69	_					_
Emparty and Emotional Sen Control	00	0	20	40	60	80	100

Comparison

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

Test-Taker Group	Percentile	0	10	20	30	40	50	60	70	80	90	100
Global	79th											
United States	65th									l	l l	
HR Avatar Data	73rd			I	l.	1	l			I	l	

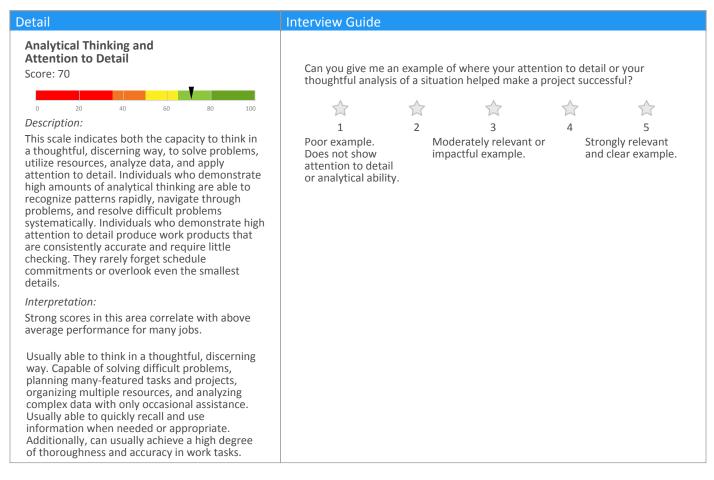


Detail

Candidate:	Betty Penske, bettypenske@yourcompany.org
Assessment:	Restaurant Waiter / Waitress (Short plus Video Interview)
Authorized:	May 10, 2024, by Susan Bookman, HR Avatar Data Collection Account, sue.bookman@richardson.biz
Started:	May 10, 2024, 9:17:46AM EST
Completed:	May 10, 2024, 9:17:46AM EST
Overall Score:	79

Cognitive Abilities Detail

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



Knowledge and Skills Detail

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

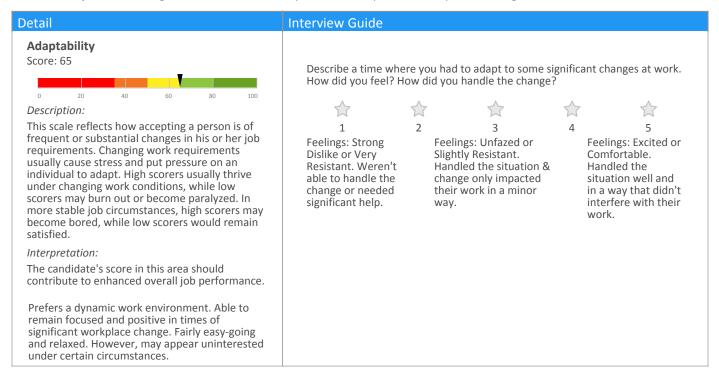
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Detail					
Inter Score	view Que : 95	stions			
0	20	40	60	80	100
Descr	iption:	-10	55	50	100
respo the vi well a analy gram	tomized ser nse questic deo respon is transcrip sis. Text an mar. Voice ation and o	ons were uses then its, text a alysis inc analysis	asked. F nselves f nalysis, ludes vo includes	Results in or viewir and voice cabulary perceive	clude ag, as and d voice
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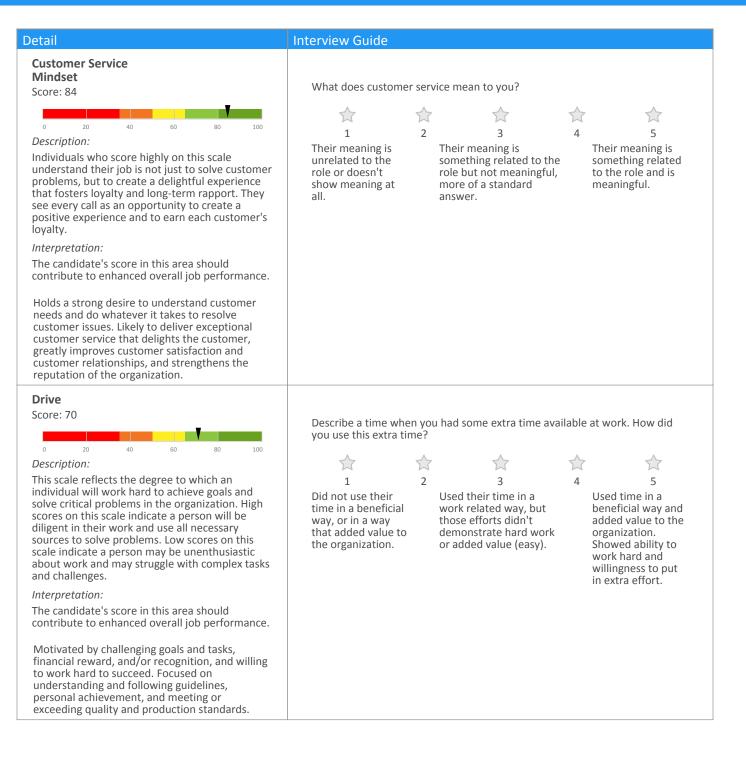
Personality Characteristics Detail

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

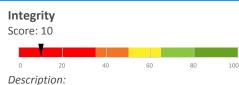




Test Results and Interview Guide



Detail



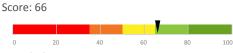
This scale reflects the degree to which an individual acts positively towards the organization, avoids unnecessary risk, and, simply put, does the right thing. High scores on this scale indicate a person will act in the organization's best interest, follow the rules, and work hard under limited supervision. 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.

Resilience



Description:

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

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

Interpretation:

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

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

Interview Guide

Do you think it's ever okay to withhold information from your supervisor? How would you judge whether doing so is okay or not?

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2

1 Answer shows that they are not concerned about ethics or organizational values/rules.

3 Explains only situational circumstances. Judgement does not stem from an ethical standpoint.

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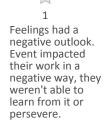


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4

Explains only situational circumstances, or no circumstances. Judgement stems from ethical standards.

Describe a time when something at work/school didn't go as planned. How did you feel? How did it impact your work moving forward?



Feelings are true to the situation. Event impacted their work in a negative way but were able to learn from it and persevere.

3



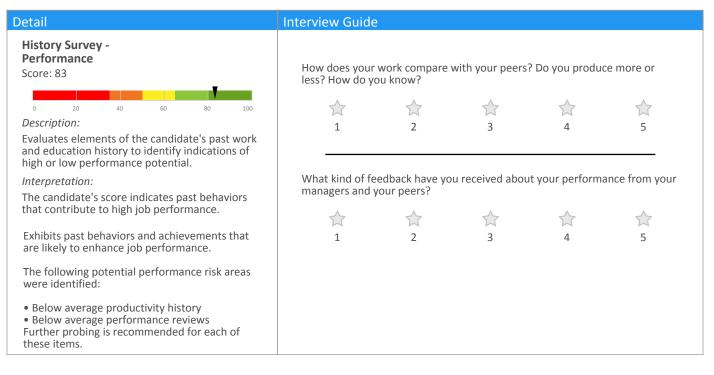
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Feelings are true to the situation but with a positive outlook. The event impacted their work in a positive way or didn't impact their work at all.

etail	Interview Guide				
Core: 75			worked in a team. What ne other team members?	was y	rour role? How did
Description:	$\stackrel{\frown}{\frown}$				$\stackrel{\frown}{\frown}$
This scale reflects the degree to which an ndividual 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.	1 They describe their role in a way that does not show significance. Delegation tactics were not efficient or helpful.	2	3 They describe their role in a way that doesn't show significance. Delegation tactics were efficient and helpful.	4	5 They describe their role in a way that shows significance. Delegation tactics were efficient and helpful.
nterpretation: 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.					

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

Score: 80

Description:

low job tenure. Interpretation:

average job tenure.

Frequent job changesPotential long commute

were identified:

these items.

0

History Survey - Tenure

40

Evaluates a candidate's past employment history

and related factors for indications of potentially

The candidate's score indicates past behaviors

Exhibits behaviors likely to result in longer than

The following potential performance risk areas

Further probing is recommended for each of

that contribute to high job performance.

60

100

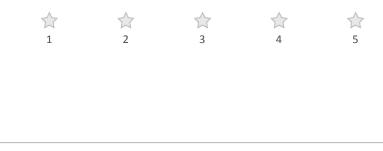
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Review your last few jobs with me, explaining why you left the old job and what attracted you to the new one.

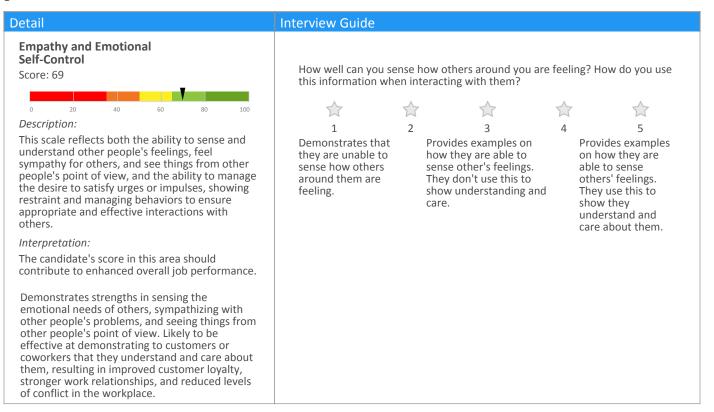


What is the longest distance you have had to commute to work? What did you do during the commute? How long did you keep that job?



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.





Audio/Video Responses

During the assessment, the candidate was asked to answer open-ended answer to one or more questions by either audio or video. If the candidate did not have the ability to upload audio or video they were asked to write their responses. The text of their responses as well as any included analysis of their speaking or text is provided below. Additionally, you can click on the links below (or cut and past into a web browser) to view or listen to their response directly.

Question	Response
Please describe something you like to do during your free time.	Hello, my name is Sandy. Something that I like to do during my free time is play music. I think it is a great escape. I think it's very relaxing. I think it helps grow your mind as you age. Uh, everyone in my family plays music. So it's a highlight of my day if I get to pick up an instrument and play as well as sing, whether that be in the car or at home. I also like to spend a lot of time with family and friends. They're very important to me. They support me a lot. So spending time with them provides me with a lot of happiness. View this video recording:
Talk about yourself. Start with your name, then add	Oh, goodness, where to start. There's a lot that I could say about myself. I feel
whatever you want.	what's more important to this interview is my education. Um, I had my undergraduate in psychology, just a bachelor's in science and then moving on to my master's degree. I have a master's in science, in industrial organizational psychology. Uh, a lot of my free time is spent with friends and family. I love to play sports. I love musical instruments. I love going on adventures. I love staying healthy when I can as well, both mentally and physically. And I would say that's, that's the best start to me. Oh, I also have a dog. His name is Sammy and he is an absolute sweetie. He is my life.
	View this video recording:
What are your biggest strengths and weaknesses?	So to start with my biggest strengths, I would say I have a lot of leadership skills. I have been in leadership positions all of my life, even from elementary school, moving all the way through college and even now in the workplace, uh I love, you know, leading others and, and having that role, I'm a very strong communicator. I believe communication is very um a lot of my peers and coworkers have, have talked about that as well that I'm very, I'm almost an over communicator not to bleed too much into the weaknesses, but I am very high on the communication side. I'm very creative. I, I have had creativity throughout my life with, with music and art. Um and that has bled into uh psychology as well. I am very good with time management. I'm very organized, it comes with the, the position as well. Uh I'm very curious, I love growing my, my learning ability as far as weaknesses. I, I could say in part that over communication could be a weakness. I notice that sometimes in emails, my emails are, are very lengthy for certain things because I feel that I have to over communicate to make sure that everything is clear to all different types of parties as well as a weakness being that I always put my health first before my job. So if necessary, if needed, I put my health and the health of my closest family members first.
	View this video recording:



Question	Response
How does your experience relate to the job you are applying for?	Both my job experience and my education experience relate to the job that I'm applying for. I have had over five years of job experience directly related to the same task expected on this job. And my degrees, both my bachelor's and my master's applied directly to the job that I'm applying for.
	View this video recording:
Why do you think you would succeed in the job you are applying for?	I believe that I will succeed in this job because of my education and my job experience previously talked about in the last question. Um that and just my dedication to what this company stands for. I, I really do believe in this company. I think that I am a good fit for what is being asked of me. And I think that I will also be able to expand the scope of the job even further, hopefully helping the company more than it has already been helped.
	View this video recording:
What would your most recent or current manager say about your performance?	My current manager would say that I have pretty high level performance more likely in the top 5% of the people in our current company. I remember in my last annual review with him, uh He mentioned that my only fault was that I was too organized, um almost intimidatingly. So, um so I believe that my manager would say that my performance is really good. Um We haven't had any issues in the past um recent managers before that would say the same. I've always gone above and beyond with my performance as doing more of what was asked of me.
	View this video recording:
Talk about where you see yourself five years from now.	I plan on continue working in my field. Hopefully at a more senior level, more gained experience, more leadership responsibility, maybe even going to a few conferences, maybe speaking at conferences. I I plan to really hone in on this field and take it above and beyond. Um and hopefully be working for your company.
	View this video recording:
Why is the human resources function so critical to most organizations?	Human resources is critical for many reasons. Uh It provides structured methods to address and resolve conflicts within the workplace. It creates a harmonious work environment. It maximizes employee productivity in some cases and overall, it protects the company uh with any issues that may arise within the workforce.
	View this video recording:



Question	Response
How did you develop your human resources knowledge and how do you keep it up-to-date?	I initially developed my human resources knowledge by going to school in the fields that I went through. Um As far as keeping it up to date, I am a part of many newsletters. I keep up to date with all the laws and changes, with hiring and, and development and training, as well as attending conferences and being a part of newsletters.
Is there anything you want to tell the company that you haven't had a chance to say yet?	I am just very excited for this opportunity. I hope I get moved to the next step so I can get to know you all a little bit better if an assessment is given, I can't wait to take it to show you my level of skills. And um that is it. View this video recording:

Voice Analysis Information

Spoken voice samples are processed through an artificial intelligence-based algorithm to determine how the speakers voice and speaking style is perceived by others. The following statistics and ratings were collected as part of this analysis and these were used in calculating the related competency scores.

General Speaking Features			
Strength of Opening	37	Weak	Strong
Clarity	90	Muffled	Clear
Расе	Good	Too Slow	Too Fast
Pause to Talk Ratio	Too Little	Too Few/Short	Too Many/Long
Variety Features			
Volume Variety	Very Good	Too Little	Too Much
Pace Variety	Very Good	Too Little	Too Much
Pitch Variety	Too Little	Too Little	Too Much
Positive Vibes			
Assertive	37	Low	High (good)
Authentic	50	Low	High (good)
Captivating	34	Low	High (good)
Clear	49	Low	High (good)
Confident	44	Low	High (good)
Energetic	41	Low	High (good)
Organized	46	Low	High (good)
Personable	47	Low	High (good)
Persuasive	37	Low	High (good)
Negative Vibes			
Arrogant	14	Low (good)	High
Belligerent	14	Low (good)	High
Boring	49	Low (good)	High
Condescending	13	Low (good)	High
Confusing	33	Low (good)	High
Detached	40	Low (good)	High
Ditsy	22	Low (good)	High
Nervous	35	Low (good)	High
Pushy	16	Low (good)	High
Timid	32	Low (good)	High
Unapproachable	29	Low (good)	High



Identity Confirmation Photos

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

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



Pre/Post-Test Photo



ID Photo



In-Test Error Detected (No Face Detected)



In-Test Error Detected (No Face Detected)



In-Test Error Detected (No Face Detected)



In-Test Photo



In-Test Photo



In-Test Photo



In-Test Photo



Pre/Post-Test Photo

Report Preparation Notes

- Hiring decisions should never be based on a single source of information. The most effective use of this assessment report is as a part of a multi-faceted program of candidate evaluation that includes resume review, interviews, and reference checks.
- Overall vs Percentiles Scores: The overall score reflects the success in the test, based on the mean (average) and standard deviation of the test scores. The percentile score reflects the percentage of test-takers who scored equal or below this overall score. We recommend you use the Overall Score as your primary evaluation criteria. However, percentile scores can often be useful in comparing specific candidates against one another and with a group, such as for test takers in a certain organization or within a certain account.
- Note that comparison information is calculated based on completed instances of this assessment at that time the
 assessment is scored. As additional instances are completed, the comparative data may change. You can always update a
 report to the current values by clicking on "Recalculate Percentiles" within the online results viewing pages at
 www.hravatar.com.
- Most competency scores are norm-based, which means that they can be interpreted in terms of their distance from the average or mean score. For all scales, a score equal to the mean receives a score of 65 and scores above and below this value are set so that a score change of 15 equals one standard deviation.
- For linear competencies, higher is better across the entire scale. For these scales a score between 65 and 80 (light green) represents 0 to 1 standard deviation above the mean and a score above 80 (dark green) represents more than one standard deviation above the mean. Similarly, a score of 50 65 (yellow) represents 0 to 1 standard deviation below the mean, while a score of 35 50 (orange) equates to 1 to 2 standard deviations below the mean, and a score below 35 represents more than 2 standard deviations below the mean.
- This assessment makes use of data from the Occupational Information Network (O*NET), which is funded by the U.S.
 Federal Government U.S. Department of Labor/Employment and Training Administration (USDOL/ETA) as a primary source of occupational information. The O*NET database contains information on hundreds of standardized and occupation-specific descriptors that are continually updated by ongoing research. These data are used in preparing descriptive information as well as setting relative weights between competencies used in calculating the overall score. For additional information about O*NET, visit http://www.onetcenter.org.
- O*Net Standard Occupational Code (SOC) Used: 35-3031.00
- O*Net Version: 26.3
- Sim ID: 14973-1, Key: 0-0, Rpt: 70, Prd: 5817, Created: 2024-05-10 14:17 UTC
- UA: Mozilla/5.0 (Windows NT 6.3; Trident/7.0; Touch; rv:11.0) like Gecko

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1.0000

43.4956

65.0000

15.0000

100.0000

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	65.1783	Z-Statistic	0.0119	4.2379
Analytical Thinking and Attention to Detail	70.7496	Z-Statistic	0.3833	21.8688
Customer Service Mindset	84.3535	Z-Statistic	1.2902	4.0652
Drive	70.8727	Z-Statistic	0.3915	4.2778
Empathy and Emotional Self-Control	69.8062	Z-Statistic	0.3204	7.2878
Integrity	10.0000	Z-Statistic	-3.6667	4.2778
Interview Questions	95.3791	Z-Statistic	95.3791	45.5487
Resilience	66.2492	Z-Statistic	0.0833	4.2778
Teamwork	75.1137	Z-Statistic	0.6742	4.1582
Weighted Average of Cor	mpetency Z-Scores:			43.4956

Weighted Average of Competency Z-Scores:

Mean applied to Raw Weighted Avg:

Standard Deviation applied to Raw Weighted Avg:

Normalized Raw Score:

Mean:

Standard Deviation Used:

Final Overall Score:



Notes

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