

Test Results and Interview Guide

Candidate: **Richard Wantsajob**
Assessment: Chief Executive (Spanish)
Completed: January 16, 2025
Prepared for: Sara Maple
Example Company

What's Included

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

Important Note: The Chief Executive (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 |
|--|---|----------------|
| Richard Wantsajob rich.wantsajob@gmail.com Chief Executive (Spanish) January 16, 2025 Summary: Moderate to High Performance Potential | 76 | |

Potential Risk Areas

- Low Integrity score could indicate potential issues with reliability.

Key

- █ Candidate Score
- █ Higher Risk
- █ Lower Risk

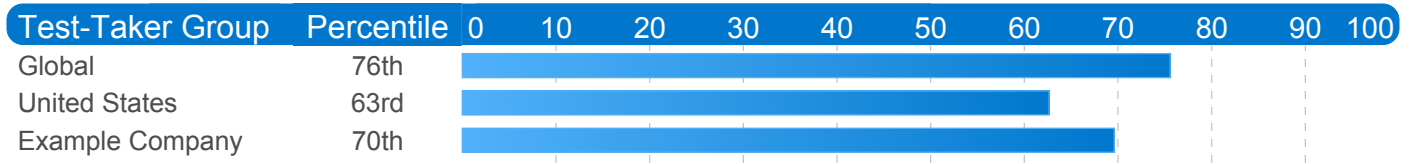
Competency Summary

| Competency | Score | Interpretation |
|--|-------|----------------|
| Cognitive Abilities (relates to job performance, problem-solving, ability to learn, etc.) | | |
| Analytical Thinking and Attention to Detail | 75 | |
| Skills/Knowledge (relates to immediate readiness) | | |
| Writing | 88 | |
| Personality Characteristics (relates to fit with the job/team environment) | | |
| Adaptability | 97 | |
| Competitive Spirit | 75 | |
| Integrity | 10 | |
| Leader Mindset | 79 | |
| Drive | 71 | |
| Resilience | 66 | |
| Teamwork | 63 | |
| Emotional Intelligence (relates to situational judgment, performance and teamwork) | | |
| Empathy and Emotional Self-Control | 67 | |
| Behavioral History (relates to performance and turnover) | | |
| History Survey - Performance | 83 | |
| History Survey - Tenure | 78 | |

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.



Detail

Candidate: **Richard Wantsajob**, rich.wantsajob@gmail.com
 Assessment: Chief Executive (Spanish)
 Authorized: January 16, 2025, by Sara Maple, Example Company, qamailsaram.mike@hravatar.com
 Started: January 16, 2025, 4:30:08 PM EST
 Completed: January 16, 2025, 4:30:08 PM EST
 Overall Score: 76

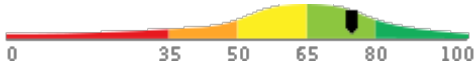
Cognitive Abilities Detail

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

Detail
Interview Guide

Analytical Thinking and Attention to Detail

Score: 75



Description:

This scale indicates both the capacity to think in a thoughtful, discerning way, to solve problems, utilize resources, analyze data, and apply attention to detail. Individuals who demonstrate high amounts of analytical thinking are able to recognize patterns rapidly, navigate through problems, and resolve difficult problems systematically. Individuals who demonstrate high attention to detail produce work products that are consistently accurate and require little checking. They rarely forget schedule commitments or overlook even the smallest details.

Interpretation:

Strong scores in this area correlate with above average performance for many jobs.

Usually able to think in a thoughtful, discerning way. Capable of solving difficult problems, planning many-featured tasks and projects, organizing multiple resources, and analyzing complex data with only occasional assistance. Usually able to quickly recall and use information when needed or appropriate. Additionally, can usually achieve a high degree of thoroughness and accuracy in work tasks.

Can you give me an example of where your attention to detail or your thoughtful analysis of a situation helped make a project successful?



1: Poor example. Does not show attention to detail or analytical ability.
 2: Moderately relevant or impactful example.
 3: Moderately relevant or impactful example.
 4: Moderately relevant or impactful example.
 5: Strongly relevant and clear example.

How do you handle a situation when you've messed up due to overlooking an important detail?



1: Is unable to handle the situation.
 2: Demonstrates the ability to admit to their error and quickly fix the error, but didn't put preventative systems in place.
 3: Demonstrates the ability to admit to their error and quickly fix the error, but didn't put preventative systems in place.
 4: Demonstrates the ability to admit to their error and quickly fix the error, but didn't put preventative systems in place.
 5: Demonstrates the ability to admit to their error and quickly fix the error, but didn't put preventative systems in place.

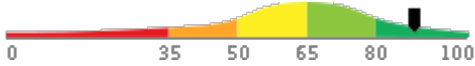
Knowledge and Skills Detail

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

Writing

Score: 88



Description:

The ability to be concise, friendly, and accurate when drafting written communications.

Interpretation:

Superior writing skills can positively impact performance in many jobs.

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

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

Please see below to view the essay submitted.

Are you comfortable when you need to express yourself through writing? Do you feel confident you can get the right message across? Tell me about a project or task where your writing skills were required for success. How did it go?



1

Not confident in own writing ability. Prefers speaking.



2

Somewhat confident in own writing ability. Writes frequently.



3



4

Very confident in ability to write. Has received compliments on clarity of written correspondences.



5

Personality Characteristics Detail

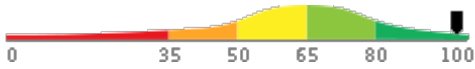
This section contains a list of personality characteristics that are frequently associated with job performance. Remember, these are not skills and do not indicate the ability to do a job. Rather, they can be used to evaluate the candidate's fit with the general needs of the job and the organizational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

Detail

Interview Guide

Adaptability

Score: 97



Description:

This scale reflects how accepting a person is of frequent or substantial changes in his or her job requirements. Changing work requirements usually cause stress and put pressure on an individual to adapt. High scorers usually thrive under changing work conditions, while low scorers may burn out or become paralyzed. In more stable job circumstances, high scorers may become bored, while low scorers would remain satisfied.

Interpretation:

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

Thrives on change. Sees self as very flexible and easy-going. However, he or she may often be perceived as disinterested, unmotivated, or too easy-going in times of upheaval.

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



1

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



2

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



3



4

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



5

Even in a fast-changing environment there can be periods of relative calm and stability. How do you keep from getting bored during these slower times?



1

Candidate has no effective technique to keep them from getting bored.



2

Candidate can explain one effective technique to keep them from getting bored.



3



4

Candidate explains multiple effective techniques to keep them from getting bored. Shows they enjoy stability too.



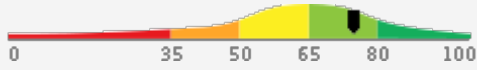
5

Detail

Interview Guide

Competitive Spirit

Score: 75



Description:

This scale indicates the degree to which an individual is driven by a desire to win, to achieve objectives, and to outperform their peers. Competitiveness is the tendency to evaluate one's performance in comparison to others. It is characterized by a desire to do better than others, enjoying situations that can lead to a clear winner, and thriving in an environment where people are differentiated by accomplishments.

Interpretation:

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

Likes to compete. Derives self-esteem from winning and will spend extra effort to succeed. Comfortable competing with peers.

When was the last time you were in a competitive situation, like a contest, at work? How did it go?



1

Explains a time they were competitive, but story does not demonstrate a desire to compete.



2

Explains a time they were competitive. Story shows an average desire to compete.



3



4

Explains a recent time they were competitive. Story demonstrates high healthy levels of competitiveness.



5

Tell me about a highly competitive situation you have experienced. How did you handle it?



1

Describes a competitive situation, they did not handle it well or with ease.



2

Describes a competitive situation, they handled it in a decent manor but did not show ease in competitive situations.



3



4

Describes a highly competitive situation, they handled it well demonstrating their drive, desire, and ease in competitive situations.

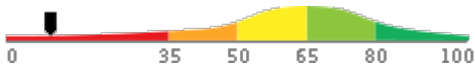


5

Detail Interview Guide

Integrity

Score: 10



Description:

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

Interpretation:

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

Distrusts the organization and management. Frequently assumes new ideas or changes will have a negative individual impact. Can be defensive regarding his or her own work, or show hostility towards management or company policies. May take unnecessary risks on the job.

What circumstance(s) might cause you to withhold information from your supervisor? How would you judge whether doing so would be justified?

- | | | | | |
|--|--------|--|--------|---|
| ★ 1 | ★ 2 | ★ 3 | ★ 4 | ★ 5 |
| Shows that they are not concerned about ethics or organizational values/rules. | | Explains only situational circumstances. Judgement does not stem from an ethical standpoint. | | Explains only situational circumstances, or no circumstances. Judgement stems from ethical standards. |

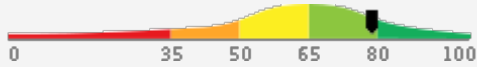
Describe an ideal person who has high integrity. What traits does that person have that set them apart?

- | | | | | |
|---|--------|---|--------|--|
| ★ 1 | ★ 2 | ★ 3 | ★ 4 | ★ 5 |
| The person: (1) does the right thing even under challenging circumstances | | The person: (1) does the right thing even under challenging circumstances, (2) is honest OR has strong principles | | The person:(1) does the right thing even under challenging circumstances, is (2) honest, and (3) has strong principles |

Detail Interview Guide

Leader Mindset

Score: 79



Description:

Individuals scoring highly in Leadership Mindset want to be in charge. They confidently take responsibility for their team and expect to be held accountable for results. They understand the importance of trust in both directions and they delegate appropriately. They also know how to motivate individuals to contribute unselfishly to group goals.

Interpretation:

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

Generally prefers to be in charge. Feels that others usually accept their leadership. Has an above average degree of confidence in his or her own leadership ability.

How would you describe your leadership style? What values are most important to you as a leader?



1

Their leadership style doesn't fit well with the organization; style only shows 1 key leadership skill.



2

Their leadership style represents one that fits well into the organization; style shows 2 key leadership skills.



3



4

Their leadership style represents one that fits well into the organization; style shows multiple leadership skills.



5

Who is your favorite leader? Why?



1

Their favorite leader is not described in a way that shows leadership skills.



2

Their favorite leader is described as someone who has a couple key leadership skills and does not relate those skills to themselves.



3



4

Their favorite leader is described as someone who has multiple key leadership skills and is able to relate those skills to themselves.



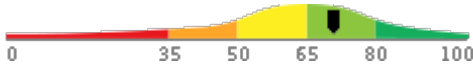
5

Detail

Interview Guide

Drive

Score: 71



Description:

This scale reflects the degree to which an individual will work hard to achieve goals and solve critical problems in the organization. High scores on this scale indicate a person will be diligent in their work and use all necessary sources to solve problems. Low scores on this scale indicate a person may be unenthusiastic about work and may struggle with complex tasks and challenges.

Interpretation:

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

Motivated by challenging goals and tasks, financial reward, and/or recognition, and willing to work hard to succeed. Focused on understanding and following guidelines, personal achievement, and meeting or exceeding quality and production standards.

Describe a time when you had some extra time available at work. How did you use this extra time?



1

Did not use their time in a beneficial way, or in a way that added value to the organization.



2

Used their time in a work related way, but those efforts didn't demonstrate hard work or added value (easy).



3



4

Used time in a beneficial way and added value to the organization. Showed ability to work hard and willingness to put in extra effort.



5

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



1

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



2

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



3



4

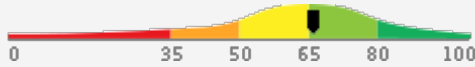
They are enthusiastic. They respond by working hard to achieve the goal and by using all necessary sources.



5

Detail
Interview Guide
Resilience

Score: 66


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.

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?



1

Feelings had a negative outlook. Event impacted their work in a negative way, they weren't able to learn from it or persevere.



2

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



3



4

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.



5

How do you normally react to bad news?



1

They get upset and don't know how to work through the challenges.



2

They get upset, however they see the positive outlook and have a plan to fix the challenges.



3



4

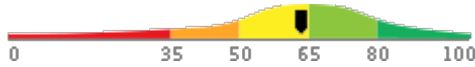
They are able to see the positive outlook in the long run and it doesn't impact their work.



5

Detail
Interview Guide
Teamwork

Score: 63


Description:

This scale reflects the degree to which an individual works well with teams and maintains positive interpersonal relationships. High scores on this scale indicate a person will thrive in collaborative team settings and maintain high-quality relationships with coworkers. Low scores on this scale indicate a person will prefer working on individual projects and may struggle to maintain close working relationships with colleagues.

Interpretation:

The candidate's score in this area indicates neither a positive nor a negative impact on performance.

Occasionally cultivates relationships. Comfortable meeting new people and sensitive to how others feel. Interested in balancing relationship-building with work objectives and priorities.

Do you prefer working in teams or by yourself? Why?



1

They choose teams or individual and feel they would be incapable of working in the opposite environment.



2

They feel they would work well in either environment but are unable to back that up with rational reasons.



3



4

Response reflects rational reasons for why they prefer teams, individual, or both. They feel they would work well in either environment.



5

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



1

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



2

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



3



4

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



5

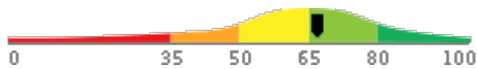
Emotional Intelligence Detail

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

Detail Interview Guide

Empathy and Emotional Self-Control

Score: 67



Description:

This scale reflects both the ability to sense and understand other people's feelings, feel sympathy for others, and see things from other people's point of view, and the ability to manage the desire to satisfy urges or impulses, showing restraint and managing behaviors to ensure appropriate and effective interactions with others.

Interpretation:

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

Demonstrates strengths in sensing the emotional needs of others, sympathizing with other people's problems, and seeing things from other people's point of view. Likely to be effective at demonstrating to customers or coworkers that they understand and care about them, resulting in improved customer loyalty, stronger work relationships, and reduced levels of conflict in the workplace.

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



1

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



2

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



3



4

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



5

How important is it to sense what others you are working with are feeling? How do you adapt when you can tell a coworker is upset or excited?



1

Not important to them. Unable to adapt.



2

Important to them. Adapt by regulating their emotions to be either professional, caring, OR understanding.



3



4

Very important to them. Adapt by regulating their emotions to be professional, caring, AND understanding.



5

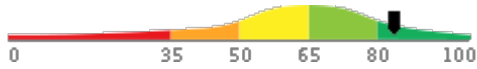
Behavioral History Detail

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

Detail Interview Guide

History Survey - Performance

Score: 83



Description:

Evaluates elements of the candidate's past work and education history to identify indications of high or low performance potential.

Interpretation:

The candidate's score indicates past behaviors that contribute to high job performance.

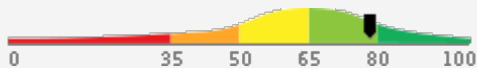
Exhibits past behaviors and achievements that are likely to enhance job performance.

Exhibits past behaviors and achievements that are likely to result in significantly below average job performance. Additional probing in this area is highly recommended.

- ★
1
No examples or rationale given.
- ★
2
Weak connection between past and future.
- ★
3
- ★
4
- ★
5
Clear connection between past and future.

History Survey - Tenure

Score: 78



Description:

Evaluates a candidate's past employment history and related factors for indications of potentially low job tenure.

Interpretation:

The candidate's score indicates past behaviors that contribute to above average job performance.

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

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

- ★
1
Many different reasons. Blames employer.
- ★
2
Circumstances for leaving generally credible or somewhat outside control.
- ★
3
- ★
4
- ★
5
Reasonable rationale or circumstances clearly outside control.

Writing Sample(s)

During the assessment, the candidate was asked to write one or more passages. The text they wrote is included in the table below for review.

Writing Sample - Question Response

Please write an essay describing the keys to creative writing.

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.

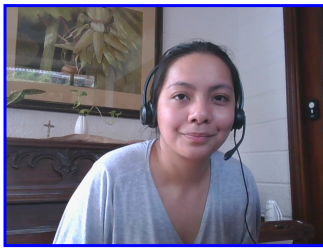
Essay typically are from 150 to 600 words. They can be written in response to an explicit question, or they can be free-form responses to general questions.

Identity Confirmation Photos

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

Photo Analysis Results

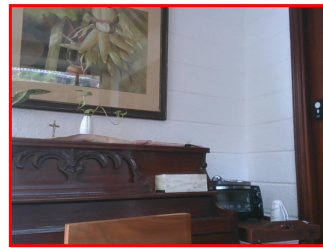
| | |
|---------------------------------------|---|
| - Risk: | Medium risk of cheating based on image inconsistencies |
| - Percent match among processed faces | 100% |
| - Total images processed | 17 |
| - Total images with valid faces | 14 (82%) |
| - Total pairs of faces compared | 13 |
| - Pairs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



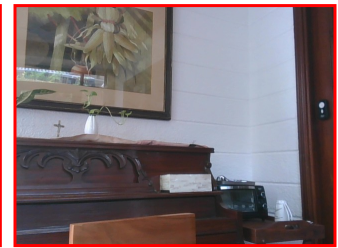
Pre/Post-Test Photo



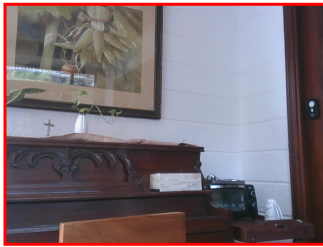
ID Photo



In-Test Error Detected (No Face Detected)



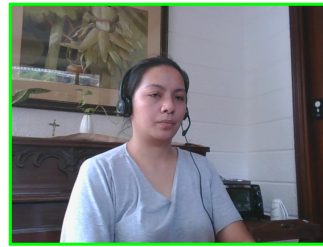
In-Test Error Detected (No Face Detected)



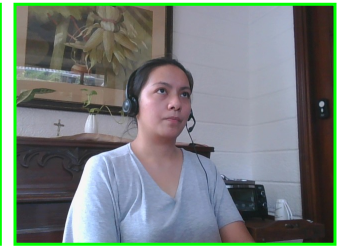
In-Test Error Detected (No Face Detected)



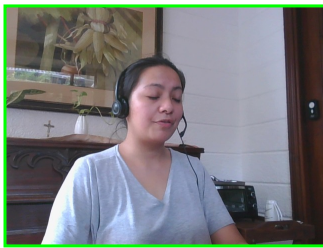
In-Test Photo



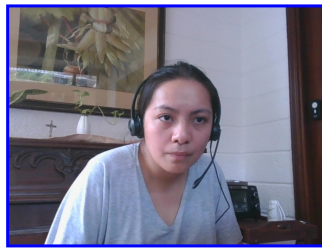
In-Test Photo



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: 11-1011.00
- O*Net Version: 26.3
- Sim ID: 16274-1, Key: 0-0, Rpt: 13, Prd: 7275, Created: 2025-01-16 21:30 UTC
- UA: Mozilla/5.0 (Windows NT 6.3; Trident/7.0; Touch; rv:11.0) like Gecko

Score Calculation Detail

The following table provides a summary of how the overall score was calculated from the individual competency scores. Competency scores are calculated on a 0-100 scale by first calculating a Z statistic based on test-taker responses and then transforming the Z value to a scale with target mean and standard deviation. Certain competencies have a normal score distribution where it is best to be closest to the mean. For these competencies we modify the Z statistic by multiplying its absolute value by minus 1 for the overall score calculation. Next, to calculate the overall score, a weighted average of all modified competency Z statistics is computed and this weighted average is itself transformed to a Z statistic, which is then transformed to a score with the same target mean and standard deviation. Finally outlier scores are adjusted if they are below 0 or above 100.

| Competency | Score | How applied to overall | Score Value Used | Weight (%) |
|---|---------|------------------------|------------------|------------|
| Adaptability | 97.9970 | Z-Statistic | 2.1998 | 3.7631 |
| Empathy and Emotional Self-Control | 67.4077 | Z-Statistic | 0.1605 | 6.4223 |
| History Survey - Performance | 83.8958 | Z-Statistic | 1.2597 | 6.4223 |
| History Survey - Tenure | 78.7851 | Z-Statistic | 0.9190 | 6.4223 |
| Competitive Spirit | 75.0520 | Z-Statistic | 0.6701 | 3.7631 |
| Integrity | 10.0000 | Z-Statistic | -3.6667 | 3.8132 |
| Leader Mindset | 79.0473 | Z-Statistic | 0.9365 | 3.9838 |
| Drive | 71.1054 | Z-Statistic | 0.4070 | 3.9838 |
| Analytical Thinking and Attention to Detail | 75.0756 | Z-Statistic | 0.6717 | 28.9433 |
| Writing | 88.7966 | Z-Statistic | 1.5864 | 25.0470 |
| Resilience | 66.5610 | Z-Statistic | 0.1041 | 3.9838 |
| Teamwork | 63.9579 | Z-Statistic | -0.0695 | 3.4520 |
| Weighted Average of Competency Z-Scores: | | | | 0.7655 |
| Mean applied to Raw Weighted Avg: | | | | 0.0000 |
| Standard Deviation applied to Raw Weighted Avg: | | | | 1.0000 |
| Normalized Raw Score: | | | | 0.7655 |
| Mean: | | | | 65.0000 |
| Standard Deviation Used: | | | | 15.0000 |
| Final Overall Score: | | | | 76.4818 |

Notes

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