






Candidate: **Betty Penske**
Assessment: Helper - Production (Spanish)
Completed: May 2, 2024
Prepared for: Susan Bookman
HR Avatar Data Collection Account
















Test Results and Interview Guide

The Helper - Production (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
<div>Betty Penske</div> <div>bettypenske@yourcompany.org</div> <div>Helper - Production (Spanish)</div> <div>May 2, 2024</div> <div>Summary: High Performance Potential</div> <div>Potential Risk Areas<ul style="list-style-type: none">Low corporate citizenship score could indicate potential for questionable behavior.</div>	81	<div></div> <div><div>Key</div><div> Candidate Score</div><div> Higher Risk</div><div> Lower Risk</div><div> Custom Baseline (Optional)</div></div>

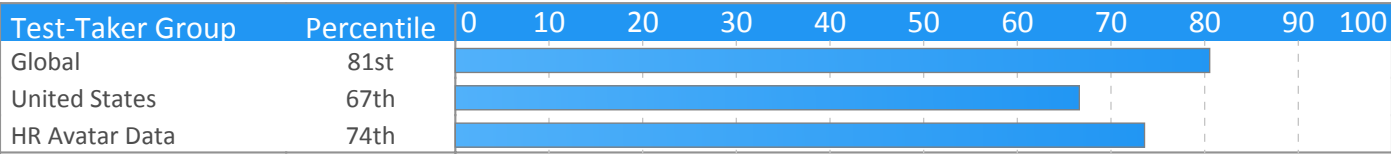
Competency Summary

Competency	Score	Interpretation
Cognitive Abilities (relates to job performance, problem-solving, ability to learn, etc.)		
Attention to Detail	83	
Analytical Thinking	93	
Personality Characteristics (relates to fit with the job/team environment)		
Adaptable	70	
Seeks Perfection	94	
Corporate Citizenship	10	
Competitive	83	
Develops Relationships	64	
Enjoys Problem-Solving	70	
Exhibits a Positive Work Attitude	83	
Needs Structure	79	
Behavioral History (relates to performance and turnover)		
History Survey - Performance	94	
History Survey - Tenure	85	
Emotional Intelligence (relates to situational judgment, performance and teamwork)		
Emotional Self-Awareness	64	
Emotional Self-Control	72	
Empathy	86	

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:	Helper - Production (Spanish)
Authorized:	May 2, 2024, by Susan Bookman, HR Avatar Data Collection Account, sue.bookman@richardson.biz
Started:	May 1, 2024, 9:26:38PM EST
Completed:	May 1, 2024, 9:26:38PM EST
Overall Score:	81

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
<div><h3>Attention to Detail</h3><p>Score: 83</p><p><i>Description:</i></p><p>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></p><p>High scores in this area correlate with superior performance for many jobs.</p><p>Able to achieve a high degree of thoroughness and accuracy in a work task. Concerned for all areas involved. Work products require little or no review or checking to maintain consistency.</p></div>	<p>Deme un ejemplo de alguna ocasión en que haya descubierto un error que se pasó por alto, ya sea por usted mismo o por alguna otra persona que estaba trabajando con usted. ¿Qué hizo? ¿Cuál fue el resultado?</p> <div><div><p>1</p><p>Ejemplo poco claro o inconsistente. No es capaz de describir qué fue lo que se pasó por alto. Sin acción alguna.</p></div><div><p>2</p><p>Ejemplo moderadamente claro. Cierta interés por los detalles. Acción directa pero pasiva.</p></div><div><p>3</p></div><div><p>4</p></div><div><p>5</p><p>Muy detallado. Interés por todos los componentes relevantes. Acciones claras y proactivas.</p></div></div>



Detail	Interview Guide
<p>Analytical Thinking</p> <p>Score: 93</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><div>★ 1</div><div>★ 2</div><div>★ 3</div><div>★ 4</div><div>★ 5</div></div> <p>Example lacks complexity. Data seeking is limited, analysis may be lacking, actions unclear, not relevant, or ineffective.</p> <p>Example is moderately complex. Shows some analytical thinking and problem solving. Actions have mixed or limited effectiveness.</p> <p>Example shows complexity. Thorough investigation of all areas that might affect the decision. Actions are clear, relevant, and effective.</p>



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</p> <p>Score: 70</p> 	<p>Would you rather work in a job where the work is predictable or one where activities are constantly changing? Why?</p> <div><div>★ 1</div><div>★ 2</div><div>★ 3</div><div>★ 4</div><div>★ 5</div></div> <p>Becomes paralyzed by change. Or disregards the change and continues same path.</p> <p>Resistant and fearful of change, or appears to live for change.</p> <p>Comfortable with change, though feels some stress or anxiety. Usually able to stay focused.</p> <hr/> <p>Describe a time at work or school when things were changing so fast it was hard to stay focused. How did you adjust to it?</p> <div><div>★ 1</div><div>★ 2</div><div>★ 3</div><div>★ 4</div><div>★ 5</div></div> <p>Enjoyed the chaos of fast change. Became disinterested or negative and waited for things to calm down.</p> <p>Did best but felt paralyzed and unable to work effectively.</p> <p>Experienced higher anxiety but tried to deal with changes in a positive way. Stayed focused.</p>

Detail	Interview Guide
<p>Seeks Perfection</p> <p>Score: 94</p>  <p><i>Description:</i></p> <p>This scale indicates a person's desire for accuracy. People with high perfection scores are committed to meeting or exceeding standards for quality and take pride in the accuracy of their work. People with too little perfectionism may be sloppy and unconcerned with quality.</p> <p><i>Interpretation:</i></p> <p>The candidate's score in this area should contribute to enhanced overall job performance.</p> <p>Highly intent on achieving perfection in work products and commitments. Willing to do whatever it takes to achieve the desired standard of excellence. Takes pride in having a reputation for quality.</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> <div><div>★ 1 Frequently cut short by boss because standards are too high.</div><div>★ 2 Sometimes cut short but not often.</div><div>★ 3</div><div>★ 4</div><div>★ 5 Rarely cut off because has a good sense of what is good enough.</div></div> <hr/> <p>When you perform a task, how do you decide when it's good enough to consider it completed or 'ready' for the customer?</p> <div><div>★ 1 No emphasis on quality.</div><div>★ 2 Balances quality with other constraints.</div><div>★ 3</div><div>★ 4</div><div>★ 5 Insists on a high degree of quality before releasing work.</div></div>
<p>Corporate Citizenship</p> <p>Score: 10</p>  <p><i>Description:</i></p> <p>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></p> <p>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><div>★ 1 Distrusts organizational motives. Feels the need to look out for self.</div><div>★ 2</div><div>★ 3 Supports organization but is wary of being taken advantage of.</div><div>★ 4</div><div>★ 5 Embraces organizational membership. Believes in organizational mission.</div></div>

Detail	Interview Guide
<p>Competitive Score: 83</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>Highly motivated by challenging goals, financial rewards, and/or recognition, and willing to work very hard to succeed. Very focused on personal achievement.</p>	<p>Would you describe yourself as competitive? Can you give me an example?</p> <div> ★ 1 Non-competitive example, or doesn't show any consideration for others. ★ 2 Example unclear. Doesn't address impact on others. ★ 3 Competitive example that demonstrates drive and shows consideration of others. </div> <hr/> <p>Describe a time when you had to place accomplishing your objectives above supporting your team. Why do you think it was justified?</p> <div> ★ 1 Justified for selfish or personal reasons. Shows little remorse for failing to support team. ★ 2 Shows remorse and feels action was a mistake. ★ 3 Clearly justified or was forced to do so by superiors. Strongly regrets and wishes could change. </div>
<p>Develops Relationships Score: 64</p>  <p><i>Description:</i> This scale indicates a person's desire to cultivate relationships. High scorers seek opportunities to meet new people and get to know them well enough to form a lasting relationship. Low scorers tend to minimize interacting with people they don't know.</p> <p><i>Interpretation:</i> The candidate's score in this area indicates neither a positive nor a negative impact on 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>Describe your ideal job. Would it include working closely with others or would you prefer working mostly by yourself?</p> <div> ★ 1 Prefers to work alone. ★ 2 Cultivates relationships when opportunity arises or is necessary. ★ 3 Enjoys cultivating relationships. Finds teamwork constructive. </div> <hr/> <p>Can you describe a time when you had to choose between getting the job done or preserving a relationship with a friend or co-worker?</p> <div> ★ 1 Places relationship above the work objectives in all or most cases. ★ 2 Sometimes struggles between work and relationships, but usually balances well. ★ 3 Focuses on getting the job done but makes an effort not to hurt relationships. </div>

Detail	Interview Guide
<p>Enjoys Problem-Solving</p> <p>Score: 70</p>  <p><i>Description:</i></p> <p>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></p> <p>The candidate's score in this area should contribute to enhanced overall job performance.</p> <p>Usually willing to analyze and formulate solutions to complex problems. Fairly confident in own ability to develop effective solutions. Sees frequent problem-solving as a core part of his or her job description, though may require prompting to take on a particularly difficult issue.</p>	<p>Describe some of the biggest on-the-job problems you have faced. How did you overcome them? How did you know they were solved?</p> <div> <div>★</div> <div>★</div> <div>★</div> <div>★</div> <div>★</div> </div> <div> <div>1</div> <div>2</div> <div>3</div> <div>4</div> <div>5</div> </div> <div> <div>Problems poorly described and actions taken unclear.</div> <div>Moderately complex problems. Simple or obvious actions taken.</div> <div>Described one or more complex problems. Actions taken are clear and relevant.</div> </div>
<p>Exhibits a Positive Work Attitude</p> <p>Score: 83</p>  <p><i>Description:</i></p> <p>For some people, work is a second-place activity. That is, given a decision to take either personal time or go to work, low scorers will choose time off. Low job priority could indicate a 9 to 5 mentality.</p> <p><i>Interpretation:</i></p> <p>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> <div>★</div> <div>★</div> <div>★</div> <div>★</div> <div>★</div> </div> <div> <div>1</div> <div>2</div> <div>3</div> <div>4</div> <div>5</div> </div> <div> <div>Views work as a means of income only. Does not enjoy. Does not care about professional reputation.</div> <div>Likes work but doesn't truly enjoy it. Balances priority and energy with other obligations.</div> <div>Considers work a key priority in life. Enjoys working and always applies best energy. Takes pride in work reputation.</div> </div>

Detail

Needs Structure

Score: 79

0

20

40


60


80

100

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</p> <p>Score: 94</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 contribute to high job performance.</p> <p>Exhibits past behaviors and achievements that are likely to enhance job performance.</p>	<p>Describe how your past performance makes you a good candidate for this job.</p> <div><div>★ 1 No examples or rationale given.</div><div>★ 2 Weak connection between past and future.</div><div>★ 3 Clear connection between past and future.</div><div>★ 4 Clear connection between past and future.</div><div>★ 5 Clear connection between past and future.</div></div>

Detail	Interview Guide
<p>History Survey - Tenure</p> <p>Score: 85</p>  <p><i>Description:</i> Evaluates a candidate's past employment history and related factors for indications of potentially low job tenure.</p> <p><i>Interpretation:</i> The candidate's score indicates past behaviors that contribute to high job performance.</p> <p>Exhibits behaviors likely to result in longer than average job tenure.</p>	<p>What are some of the reasons you have left previous jobs?</p> <div><div>★ 1 Many different reasons. Blames employer.</div><div>★ 2 Circumstances for leaving generally credible or somewhat outside control.</div><div>★ 3</div><div>★ 4</div><div>★ 5 Reasonable rationale or circumstances clearly outside control.</div></div>

Emotional Intelligence Detail

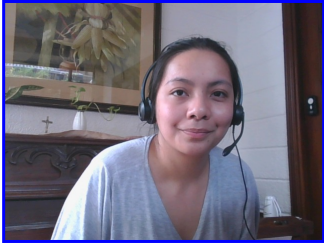



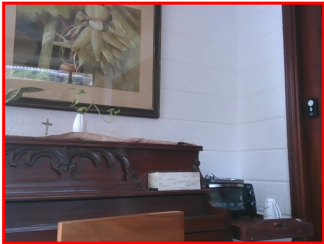



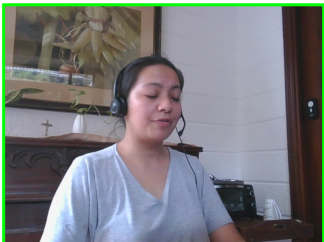
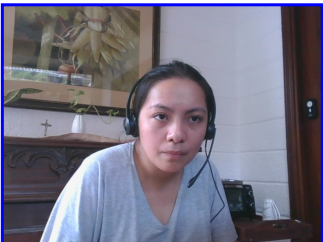
This section contains a list of emotional intelligence characteristics that indicate how tuned in a candidate is to his or her own emotions, and those of others, as well as the candidate's ability to control his or her behavior in light of the emotions he or she is experiencing. These traits can often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

Detail	Interview Guide
<p>Emotional Self-Awareness</p> <p>Score: 64</p>  <p><i>Description:</i> Capacidad de identificar las reacciones de las personas en diversas situaciones, monitorear dichas reacciones e interpretarlas. Asimismo, capacidad de saber cómo actuar correcta y eficazmente en situaciones sociales.</p> <p><i>Interpretation:</i> The candidate's score in this area indicates neither a positive nor a negative impact on performance.</p> <p>Muestra un nivel promedio de conciencia sobre sus propias reacciones emocionales, y entiende el efecto que éstas tienen sobre quienes le rodean. De igual manera, muestra un nivel promedio de conciencia sobre lo que son los comportamientos adecuados en diversas situaciones. Es probable que sea razonablemente eficaz para identificar sus emociones y adaptarlas a las normas sociales, lo que le facilita tener una interacción razonablemente buena con clientes y compañeros de trabajo.</p>	<p>¿Qué tan consciente está usted de sus emociones? ¿Puede describir alguna situación en que esta característica le haya ayudado a tomar una mejor decisión?</p> <div><div>★ 1 No está en sintonía con sus propias emociones. Incapaz de mejorar sus decisiones mediante la concientización.</div><div>★ 2 Cierta capacidad de sentir sus propias emociones y controlar sus decisiones.</div><div>★ 3</div><div>★ 4</div><div>★ 5 Muy en sintonía con sus propias emociones. Capaz de mejorar sus decisiones mediante la concientización.</div></div>

[illegible]

Identity Confirmation Photos

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

Photo Analysis Results			
- Risk:		Medium risk of cheating based on image inconsistencies	
- Percent match among processed faces		100%	
- Total images processed		17	
- Total images with valid faces		14 (82%)	
- Total pairs of faces compared		13	
- Pairs in which faces matched		13 (100%)	
			
Pre/Post-Test Photo	ID Photo	In-Test Error Detected (No Face Detected)	In-Test Error Detected (No Face Detected)
			
In-Test Error Detected (No Face Detected)	In-Test Photo	In-Test Photo	In-Test Photo
			
In-Test Photo	Pre/Post-Test Photo		

Minimum Qualification Guidelines - from O*Net

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

Item	
Educational Achievement	High School
Job-Related Training	Less than 6 Months

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: 51-9198.00
- O*Net Version: 25.1
- Sim ID: 3360-4, Key: 0-0, Rpt: 13, Prd: 1598, Created: 2024-05-02 02:26 UTC
- UA: Mozilla/5.0 (Windows NT 6.3; Trident/7.0; Touch; rv:11.0) like Gecko

Score Calculation Detail

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

Competency	Score	How applied to overall	Score Value Used	Weight (%)
Adaptable	70.0272	Z-Statistic	0.3351	4.4355
Attention to Detail	83.2056	Z-Statistic	1.2137	17.1302
Emotional Self-Awareness	64.4468	Z-Statistic	-0.0369	3.4010
Emotional Self-Control	72.9592	Z-Statistic	0.5306	3.4010
Seeks Perfection	94.9420	Z-Statistic	1.9961	5.4312
Corporate Citizenship	10.0000	Z-Statistic	-3.6667	4.4553
Competitive	83.1477	Z-Statistic	1.2098	3.8415
Develops Relationships	64.6750	Z-Statistic	-0.0217	2.7156
Enjoys Problem-Solving	70.2027	Z-Statistic	0.3468	3.2545
Empathy	86.2889	Z-Statistic	1.4193	2.2686
History Survey - Performance	94.0051	Z-Statistic	1.9337	12.4142
History Survey - Tenure	85.4438	Z-Statistic	1.3629	12.4142
Exhibits a Positive Work Attitude	83.5482	Z-Statistic	1.2365	4.6194
Analytical Thinking	93.3516	Z-Statistic	1.8901	14.7867
Needs Structure	79.8607	Z-Statistic	0.9907	5.4312
Weighted Average of Competency Z-Scores:				1.0737
Mean applied to Raw Weighted Avg:				0.0000
Standard Deviation applied to Raw Weighted Avg:				1.0000
Normalized Raw Score:				1.0737
Mean:				65.0000
Standard Deviation Used:				15.0000
Final Overall Score:				81.1048

Notes

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