

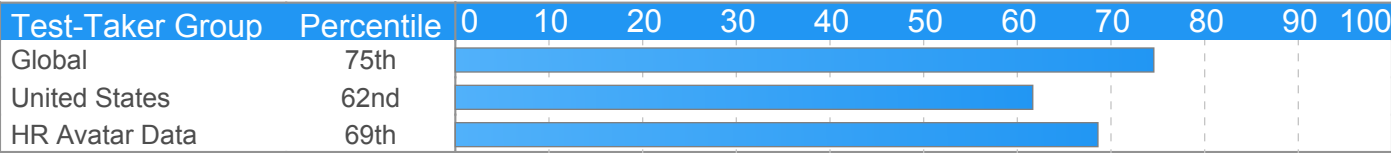
Candidate: **Betty Penske**
Assessment: Manager - Real Estate and Community Association (Chinese)
Completed: April 10, 2024
Prepared for: Susan Bookman
HR Avatar Data Collection Account

Test Results and Interview Guide

The Manager - Real Estate and Community Association (Chinese) 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.

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: **Manager - Real Estate and Community Association (Chinese)**
Authorized: **April 10, 2024**, by Susan Bookman, HR Avatar Data Collection Account, sue.bookman@richardson.biz
Started: **April 10, 2024, 3:52:11 PM EST**
Completed: **April 10, 2024, 3:52:11 PM EST**
Overall Score: **75**

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>Writing Score: 83</p>  <p><i>Description:</i> The ability to concisely and succinctly convey ideas and information via written text.</p> <p><i>Interpretation:</i> Superior writing skills can positively impact performance in many jobs.</p> <p>Significantly above average. Conveys ideas accurately in a clear, 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><div>★ 1 Not confident in own writing ability. Prefers speaking.</div><div>★ 2 Somewhat confident in own writing ability. Writes frequently.</div><div>★ 3</div><div>★ 4</div><div>★ 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
<div><p>Corporate Citizenship</p><p>Score: 10</p><div><div></div></div><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></div>	<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>
<div><p>Innovative and Creative</p><p>Score: 88</p><div><div></div></div><p><i>Description:</i></p><p>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></p><p>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></div>	<p>What is the most creative solution you have ever come up with? What were the circumstances, and why do you think it was creative?</p> <div><div>★ 1 Idea does not demonstrate creativity or is not related to the problem. No problem described.</div><div>★ 2</div><div>★ 3 Moderately creative idea or only partially related to problem.</div><div>★ 4</div><div>★ 5 Both problem and use of creativity well described and related to one another.</div></div>

<div data-bbox="147 170 631 195"><h3>Detail</h3></div> <div data-bbox="147 216 631 1058"><div data-bbox="147 216 631 361"><h4>Expressive and Outgoing</h4><p>Score: 94</p><div data-bbox="167 310 610 361"><div></div></div></div><div data-bbox="147 373 631 1058"><p>Description:</p><p>There are many jobs that require outgoing personalities, such as selling, management, public relations, or jobs that require positive public contact. People who score high on expressiveness label themselves as outgoing and have many social contacts. Low scores indicate the person may not have the interest or willingness to assert themselves in social settings.</p><p>Interpretation:</p><p>The candidate's score in this area should contribute to enhanced overall job performance.</p><p>Likes to be the center of attention and freely asserts thoughts, ideas, and opinions among friends and strangers alike.</p></div></div>	<div data-bbox="669 170 1485 195"><h3>Interview Guide</h3></div> <div data-bbox="669 216 1485 1058"><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><div data-bbox="704 361 1450 560"><div>1</div><div>2</div><div>3</div><div>4</div><div>5</div><div>1</div><div>Frequently worries because always seems to be the most active.</div><div>2</div><div>Occasionally worries but not very often.</div><div>3</div><div>Rarely worries because knows when to back off beforehand.</div><div>4</div><div></div><div>5</div><div></div></div><hr/><p>Tell me how you've acted in group meetings when you're discussing an important issue. Do you participate in the discussion, lead it, or wait until someone asks for your opinion?</p><div data-bbox="704 760 1450 1008"><div>1</div><div>2</div><div>3</div><div>4</div><div>5</div><div>1</div><div>Passive in actions with others. Timidly speaks when addressed. Prefers listening.</div><div>2</div><div>Speaks up and speaks out but doesn't need to be center of attention.</div><div>3</div><div>Likes to be center of attention. Speaks confidently and volunteers opinions constructively.</div><div>4</div><div></div><div>5</div><div></div></div></div>
<div data-bbox="147 1083 631 1440"><div data-bbox="147 1083 631 1226"><h4>Seeks Perfection</h4><p>Score: 86</p><div data-bbox="167 1157 610 1207"><div></div></div></div><div data-bbox="147 1222 631 1440"><p>Description:</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></div></div> <div data-bbox="147 1440 631 1795"><p>Interpretation:</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></div>	<div data-bbox="669 1083 1485 1440"><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 data-bbox="704 1207 1450 1390"><div>1</div><div>2</div><div>3</div><div>4</div><div>5</div><div>1</div><div>No emphasis on quality.</div><div>2</div><div>Balances quality with other constraints.</div><div>3</div><div>Insists on a high degree of quality before releasing work.</div><div>4</div><div></div><div>5</div><div></div></div><hr/></div> <div data-bbox="669 1440 1485 1795"><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 data-bbox="704 1556 1450 1755"><div>1</div><div>2</div><div>3</div><div>4</div><div>5</div><div>1</div><div>Frequently cut short by boss because standards are too high.</div><div>2</div><div>Sometimes cut short but not often.</div><div>3</div><div>Rarely cut off because has a good sense of what is good enough.</div><div>4</div><div></div><div>5</div><div></div></div></div>

Detail	Interview Guide
<p>Competitive Score: 64</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 indicates neither a positive nor a negative impact on performance.</p> <p>Motivated by somewhat challenging goals, financial rewards, and/or recognition, but may not be motivated by stretch goals or other highly challenging goals. Willing to work moderately hard to succeed. Somewhat interested in personal achievement.</p>	<p>Would you describe yourself as competitive? Can you give me an example?</p> <div> <div>★ 1 Non-competitive example, or doesn't show any consideration for others.</div> <div>★ 2 Example unclear. Doesn't address impact on others.</div> <div>★ 3 Competitive example that demonstrates drive and shows consideration of others.</div> <div>★ 4</div> <div>★ 5</div> </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> <div>★ 1 Justified for selfish or personal reasons. Shows little remorse for failing to support team.</div> <div>★ 2 Shows remorse and feels action was a mistake.</div> <div>★ 3 Clearly justified or was forced to do so by superiors. Strongly regrets and wishes could change.</div> <div>★ 4</div> <div>★ 5</div> </div>
<p>Exhibits a Positive Work Attitude Score: 93</p>  <p><i>Description:</i> For some people, work is a second-place activity. That is, given a decision to take either personal time or go to work, low scorers will choose time off. Low job priority could indicate a 9 to 5 mentality.</p> <p><i>Interpretation:</i> The candidate's score in this area should contribute to enhanced overall job performance.</p> <p>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>★ 1 Views work as a means of income only. Does not enjoy. Does not care about professional reputation.</div> <div>★ 2 Likes work but doesn't truly enjoy it. Balances priority and energy with other obligations.</div> <div>★ 3 Considers work a key priority in life. Enjoys working and always applies best energy. Takes pride in work reputation.</div> <div>★ 4</div> <div>★ 5</div> </div>

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 - Tenure Score: 93</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 Reasonable rationale or circumstances clearly outside control.</div><div>★ 4</div><div>★ 5</div></div>
<p>History Survey - Performance Score: 65</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 above average job performance.</p> <p>Exhibits past behaviors and achievements that are likely to result in above average 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</div><div>★ 5</div></div>

Emotional Intelligence Detail

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

Continued on next page.

Detail	Interview Guide
<p>Empathy Score: 63</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 indicates neither a positive nor a negative impact on performance.</p> <p>Demonstrates moderate strength 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 generally be effective at demonstrating to customers or coworkers that they understand and care about them, maintaining current levels of customer loyalty, work relationships, and 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> <div>  1 Not able to sense how others feel. Unable to provide example. </div> <div>  2 Some ability to sense how others feel. Example shows some ability to use senses at work. </div> <div>  3 Able to relate to others and sense how they feel. Example shows can easily apply senses at work. </div> <div>  4 </div> <div>  5 </div> </div>
<p>Emotional Self-Awareness Score: 86</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 exceptional strengths in maintaining awareness of his or her emotional reactions and behaviors and the potential impact of those behaviors on others, and an extremely high level of knowledge of what behaviors are appropriate for different situations. Likely to be very 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 extremely 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> <div>  1 Not in tune with own emotions. Unable to improve decisions through awareness. </div> <div>  2 Some ability to sense own emotions and control decision-making. </div> <div>  3 Very in tune with own emotions. Able to improve decisions through awareness. </div> <div>  4 </div> <div>  5 </div> </div>

Detail	Interview Guide
<p>Emotional Self-Control</p> <p>Score: 75</p>  <p><i>Description:</i></p> <p>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></p> <p>The candidate's score in this area should contribute to enhanced overall job performance.</p> <p>Demonstrates strengths in self control and impulse control, enabling the ability to employ a balanced approach to managing risk, maintain composure during stressful times, and calmly relate to others at work. Likely to be effective at prioritizing and staying focused on long-term goals, and to interact with others in a way that helps build lasting relationships.</p>	<p>Are you able to control your own actions when you become emotional? Can you give me an example of how using self-control helped at work or school?</p> <div><div>★ 1 Unable to control self when emotions kick in.</div><div>★ 2 Some ability to resist impulses caused by emotions and apply to work situations.</div><div>★ 3 Able to detect own emotions and control reactions in work or business situations.</div><div>★ 4</div><div>★ 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

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

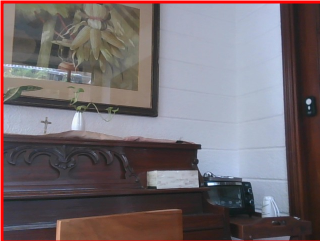
13 (100%)




Pre/Post-Test Photo



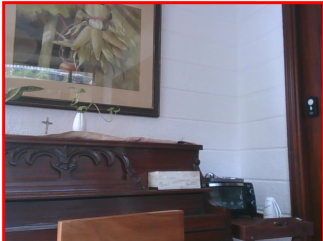
ID Photo




In-Test Error Detected (No Face Detected)



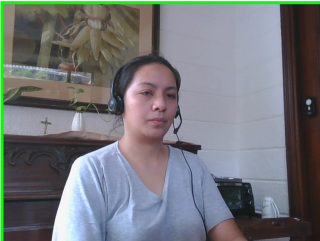
In-Test Error Detected (No Face Detected)




In-Test Error Detected (No Face Detected)



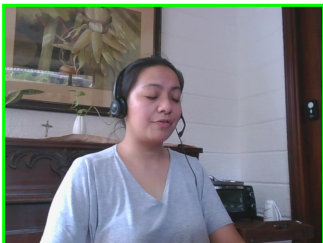
In-Test Photo



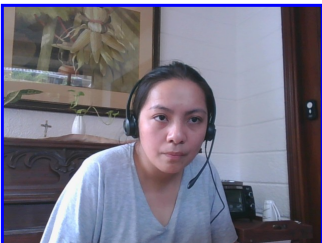
In-Test Photo



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	Bachelor's Degree
Job-Related Training	6 Months - 1 Year
Job-Related Experience	1 - 2 Years

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: 11-9141.00
- O*Net Version: 24.0
- Sim ID: 5893-2, Key: 0-0, Rpt: 13, Prd: 2158, Created: 2024-04-10 20:52 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 (%)
Corporate Citizenship	10.0000	Z-Statistic	-3.6667	5.8072
Writing	83.6955	Not used in Overall	0.0000	0.0000
Innovative and Creative	88.6358	Z-Statistic	1.5757	3.5206
History Survey - Tenure	93.9346	Z-Statistic	1.9290	16.5919
History Survey - Performance	65.1775	Z-Statistic	0.0118	16.5919
Develops Relationships	87.7964	Z-Statistic	1.5198	4.3856
Empathy	63.5464	Z-Statistic	-0.0969	4.5369
Enjoys Problem-Solving	85.4588	Z-Statistic	1.3639	3.6295
Expressive and Outgoing	94.5924	Z-Statistic	1.9728	4.8393
Seeks Perfection	86.3497	Z-Statistic	1.4233	5.8072
Emotional Self-Awareness	86.3341	Z-Statistic	1.4223	5.5306
Emotional Self-Control	75.1713	Z-Statistic	0.6781	5.5306
Competitive	64.4343	Z-Statistic	-0.0377	5.8072
Exhibits a Positive Work Attitude	93.1279	Z-Statistic	1.8752	5.8072
Adaptable	78.4453	Z-Statistic	0.8964	5.8072
Needs Structure	64.6408	Z-Statistic	-0.0239	5.8072
Weighted Average of Competency Z-Scores:				0.7280
Mean applied to Raw Weighted Avg:				0.0000
Standard Deviation applied to Raw Weighted Avg:				1.0000
Normalized Raw Score:				0.7280
Mean:				65.0000
Standard Deviation Used:				15.0000
Final Overall Score:				75.9197

Notes

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