






Candidate: **Betty Penske**  
Assessment: Customer Service Representative (with Online Chat)  
Completed: April 27, 2024  
Prepared for: Susan Bookman  
HR Avatar Data Collection Account










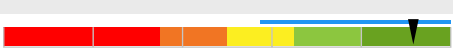

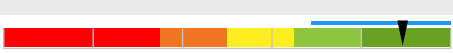
## Test Results and Interview Guide

The Customer Service Representative (with Online Chat) 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>Customer Service Representative (with Online Chat)</div> <div>April 27, 2024</div> <div>Summary: High Performance Potential</div> <div>Potential Risk Areas<ul style="list-style-type: none"><li>Low Integrity score could indicate potential issues with reliability.</li></ul></div> | 83    | <div></div> <div><div>Key</div><div> Candidate Score</div><div> Higher Risk</div><div> Lower Risk</div><div> Custom Baseline (Optional)</div></div> |

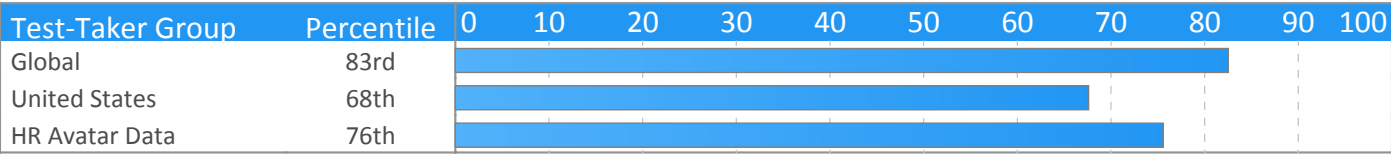
Competency Summary

| Competency  | Score | Interpretation   |
|---|-------|--|
| Cognitive Abilities (relates to job performance, problem-solving, ability to learn, etc.) |       |  |
| Analytical Thinking and Attention to Detail   | 96    |    |
| Skills/Knowledge (relates to immediate readiness)   |       |  |
| Chat-Based Customer Service   | 32    |   |
| Customer Service Fundamentals   | 92    |  |
| Writing   | 82    |  |
| Personality Characteristics (relates to fit with the job/team environment)                |       |  |
| Adaptability  | 84    |  |
| Customer Service Mindset  | 70    |  |
| Drive   | 85    |  |
| Integrity   | 10    |  |
| Teamwork  | 87    |  |
| Behavioral History (relates to performance and turnover)                                  |       |  |
| History Survey - Performance  | 91    |  |
| History Survey - Tenure   | 97    |  |
| Emotional Intelligence (relates to situational judgment, performance and teamwork)        |       |  |
| Empathy and Emotional Self-Control  | 89    |  |

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.

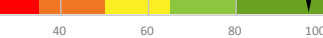
Detail

Candidate: Betty Penske, bettypenske@yourcompany.org  
Assessment: Customer Service Representative (with Online Chat)  
Authorized: April 27, 2024, by Susan Bookman, HR Avatar Data Collection Account, sue.bookman@richardson.biz  
Started: April 27, 2024, 12:14:45PM EST  
Completed: April 27, 2024, 12:14:45PM EST  
Overall Score: 83

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.



Continued on next page.

| Detail   | Interview Guide   |
|--|---|
| <p><b>Analytical Thinking and Attention to Detail</b></p> <p>Score: 96</p>  <p><i>Description:</i></p> <p>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.</p> <p><i>Interpretation:</i></p> <p>High scores in this area correlate with superior performance for many jobs.</p> <p>Able to think in a thoughtful, discerning way. Can often solve difficult problems, plan many-featured tasks and projects, organize multiple resources, and analyze complex data. Able to quickly recall and use information when needed or appropriate. Additionally, 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> | <p>Can you give me an example of where your attention to detail or your thoughtful analysis of a situation helped make a project successful?</p> <div><div>★<br/>1</div><div>★<br/>2</div><div>★<br/>3</div><div>★<br/>4</div><div>★<br/>5</div></div> <p>Poor example. Does not show attention to detail or analytical ability.</p> <p>Moderately relevant or impactful example.</p> <p>Strongly relevant and clear example.</p> <hr/> <p>How do you handle a situation when you've messed up due to overlooking an important detail?</p> <div><div>★<br/>1</div><div>★<br/>2</div><div>★<br/>3</div><div>★<br/>4</div><div>★<br/>5</div></div> <p>Is unable to handle the situation.</p> <p>Demonstrates the ability to admit to their error and quickly fix the error, but didn't put preventative systems in place.</p> <p>Demonstrates the ability to admit to their error, put preventative systems in place and quickly fix the error.</p> |

## 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.

Continued on next page.

| Detail   | Interview Guide   |
|--|---|
| <p><b>Chat-Based Customer Service</b></p> <p>Score: 32</p>  <p><i>Description:</i></p> <p>An overall evaluation of the candidate's ability to deliver chat-based customer service in a reliable and professional manner.</p> <p><i>Interpretation:</i></p> <p>Candidate may require significant training in this area in order to achieve satisfactory job performance. Additional probing is strongly recommended.</p> <p>Demonstrates weak level of ability to deliver chat-based customer service in a reliable and professional manner. Significant training and supervision may be necessary to achieve desired proficiency.</p> <ul style="list-style-type: none"> <li>• Avg Response Time: 15.02 sec</li> <li>• Rapport/Empathy Expressions: 0.5 /session</li> <li>• Negative Expressions: 0.0 /session</li> <li>• Spelling/Grammar errors: 6.80 /100 words</li> </ul> | <p>Please describe a time where you had to serve a customer or client via chat. How did it go? How did you do?</p> <div> <div>★</div> <div>1</div> <div>Didn't enjoy chat mode or helping customer</div> </div> <div> <div>★</div> <div>2</div> <div>Ambivalent to chat mode and customer support</div> </div> <div> <div>★</div> <div>3</div> <div></div> </div> <div> <div>★</div> <div>4</div> <div></div> </div> <div> <div>★</div> <div>5</div> <div>Enjoyed chat-based mode and helping customer</div> </div>   |
| <p><b>Results by Topic for Chat-Based Customer Service</b></p> <ul style="list-style-type: none"> <li>• Following Policies and Procedures: 23 of 100</li> <li>• Rapport and Empathy: 76 of 100</li> <li>• Spelling and Grammar: 55 of 100</li> </ul>   |   |
| <p><b>Customer Service Fundamentals</b></p> <p>Score: 92</p>  <p><i>Description:</i></p> <p>Evaluates the candidate's knowledge of Customer Service Fundamentals with an aim to determine the degree of training that will be required before the candidate can be expected to become productive.</p> <p><i>Interpretation:</i></p> <p>Candidate should achieve superior job performance in this area with little or no training.</p> <p>Scores indicate a solid working knowledge of Customer Service Fundamentals. Candidate is likely ready to be productive without basic training or with immediate entry into advanced training. Likely to be able to mentor others.</p>  | <p>Tell me about a project or task where you had to use your knowledge of Customer Service Fundamentals.</p> <div> <div>★</div> <div>1</div> <div>Example didn't require or demonstrate knowledge.</div> </div> <div> <div>★</div> <div>2</div> <div>Knowledge was only moderately important or moderately demonstrated in example.</div> </div> <div> <div>★</div> <div>3</div> <div></div> </div> <div> <div>★</div> <div>4</div> <div></div> </div> <div> <div>★</div> <div>5</div> <div>Clearly relevant application and demonstration of knowledge.</div> </div> |

Detail

Writing

Score: 82

## Make Doctors Appointment Scenario C

Hello. Is anyone there?

Hi, can you help me?

Hi my name is Lorraine, how can I help you today (33.0 seconds)

My name is Kim Nash.

Hi Kim, how can I help you today? (33.8 seconds)

I think I need to come in and see a doctor.

I'm happy to help you with that (22.6 seconds)

Thank you.

Which Doctor would you like to see (16.4 seconds)

Dr. Eckert.

Tomorrow at 2:00PM I have an appt (11.8 seconds)

I don't understand. Can you please just help me make an appointment for tomorrow afternoon?

Are you a new or existing patient? (32.4 seconds)

I don't understand. Can you please just help me make an appointment for tomorrow afternoon?

Tomorrow at 2:00PM I have an appt (24.4 seconds)

I don't understand. Can you please just help me make an appointment for tomorrow afternoon?

I have an appointment 3/23 at 2:00pm (47.6 seconds)

That would be perfect.

Are you a new or existing patient? (38.0 seconds)

I am a new patient.

what is the reason for your visit ? (30.0 seconds)

I have been experiencing sharp pains in my lower back.

Do you need the address? (62.6 seconds)

I don't understand what you are saying or asking for. Can you say it again in a different way?

Do you need the address to the office (19.9 seconds)

I have your address and know how to get there.

Would you like a reminder call ? (33.5 seconds)

Yes please.

Great I have set up a reminder call for you (20.3 seconds)

Yes please.

i have you all set to see Dr Eckert 3/23 at 2pm (39.2 seconds)

Thank you.

please remember to bring your insurance card (15.1 seconds)



Thank you. Good bye.

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><b>Adaptability</b></p><p>Score: 84</p><div><div></div></div><p>020406080100</p><p><i>Description:</i></p><p>This scale reflects how accepting a person is of frequent or substantial changes in his or her job requirements. Changing work requirements usually cause stress and put pressure on an individual to adapt. High scorers usually thrive under changing work conditions, while low scorers may burn out or become paralyzed. In more stable job circumstances, high scorers may become bored, while low scorers would remain satisfied.</p><p><i>Interpretation:</i></p><p>The candidate's score in this area should contribute to enhanced overall job performance.</p><p>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.</p></div> | <div><p>Would you rather work in a job where the work is predictable or one where activities are constantly changing? Why?</p><div><div>☆</div><div>1</div><div>Becomes paralyzed by change. Or disregards the change and continues same path.</div></div><div><div>☆</div><div>2</div><div></div></div><div><div>☆</div><div>3</div><div>Ambivalent to change. Has sound reasoning for falling in the middle.</div></div><div><div>☆</div><div>4</div><div></div></div><div><div>☆</div><div>5</div><div>Comfortable with change, though feels some stress or anxiety. Usually able to stay focused.</div></div></div> <div><p>How do you feel when things change at work? How do you cope?</p><div><div>☆</div><div>1</div><div>Candidate gets frustrated and doesn't have an effective way to cope.</div></div><div><div>☆</div><div>2</div><div></div></div><div><div>☆</div><div>3</div><div>Candidate recognizes that they struggle and has one effective way to cope.</div></div><div><div>☆</div><div>4</div><div></div></div><div><div>☆</div><div>5</div><div>Candidate thrives when things change and has multiple ways to cope.</div></div></div> |

Page 10 of 16

| Detail  | Interview Guide   |
|---|---|
| <p><b>Integrity</b><br/>Score: 10</p>  <p><i>Description:</i><br/>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.</p> <p><i>Interpretation:</i><br/>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. May take unnecessary risks on the job.</p> | <p>What is more important: doing things right or meeting time commitments? Why?</p> <div> <div>★<br/>1</div> <div>★<br/>2</div> <div>★<br/>3</div> <div>★<br/>4</div> <div>★<br/>5</div> </div> <p>Shows willingness to cut corners. Would require heavy quality assurance.</p> <p>Some balance between quality and speed. Would require moderate quality assurance.</p> <p>Clear emphasis on doing things correctly the first time.</p> <hr/> <p>What kind of circumstance(s) would justify breaking an organizational rule?</p> <div> <div>★<br/>1</div> <div>★<br/>2</div> <div>★<br/>3</div> <div>★<br/>4</div> <div>★<br/>5</div> </div> <p>Answer shows that they are not concerned about ethics or organizational values/rules.</p> <p>Answer explains only situational circumstances but the ethics are questionable and could pose a threat to the organization.</p> <p>Answer explains only situational circumstances that fall under general ethical concerns and are of no threat to the organization. (OR) Explains that there are no circumstances.</p> |
| <p><b>Teamwork</b><br/>Score: 87</p>  <p><i>Description:</i><br/>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.</p> <p><i>Interpretation:</i><br/>The candidate's score in this area should contribute to enhanced overall job performance.</p> <p>Actively cultivates and maintains relationships. Able to quickly establish rapport with new acquaintances and accurately sense others' feelings. Maintains positive relationships with colleagues and uses them to achieve work outcomes and meet goals.</p>  | <p>Discuss a time when you were part of a team that accomplished something most people didn't think could be done. What was your role and what made the team so special?</p> <div> <div>★<br/>1</div> <div>★<br/>2</div> <div>★<br/>3</div> <div>★<br/>4</div> <div>★<br/>5</div> </div> <p>No such experience. Example irrelevant.</p> <p>Moderately relevant example and moderately relevant role.</p> <p>Strong example and strong role.</p> <hr/> <p>Do you prefer working in teams or by yourself? Why?</p> <div> <div>★<br/>1</div> <div>★<br/>2</div> <div>★<br/>3</div> <div>★<br/>4</div> <div>★<br/>5</div> </div> <p>They choose teams or individual and feel they would be incapable of working in the opposite environment.</p> <p>They feel they would work well in either environment but are unable to back that up with rational reasons.</p> <p>Response reflects rational reasons for why they prefer teams, individual, or both. They feel they would work well in either environment.</p>  |

Behavioral History Detail

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

| Detail  | Interview Guide   |
|---|---|
| <p><b>History Survey - Performance</b></p> <p>Score: 91</p>  <p><i>Description:</i><br/>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><br/>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>The following potential performance risk areas were identified:</p> <ul style="list-style-type: none"><li>• Below average productivity history</li><li>• Below average performance reviews</li></ul> <p>Further probing is recommended for each of these items.</p> | <p>How does your work compare with your peers? Do you produce more or less? How do you know?</p> <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> <p>What kind of feedback have you received about your performance from your managers and your peers?</p> <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>   |
| <p><b>History Survey - Tenure</b></p> <p>Score: 97</p>  <p><i>Description:</i><br/>Evaluates a candidate's past employment history and related factors for indications of potentially low job tenure.</p> <p><i>Interpretation:</i><br/>The candidate's score indicates past behaviors that contribute to high job performance.</p> <p>Exhibits behaviors likely to result in longer than average job tenure.</p> <p>The following potential performance risk areas were identified:</p> <ul style="list-style-type: none"><li>• Frequent job changes</li><li>• Potential long commute</li></ul> <p>Further probing is recommended for each of these items.</p>  | <p>Review your last few jobs with me, explaining why you left the old job and what attracted you to the new one.</p> <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> <p>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?</p> <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> |

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.





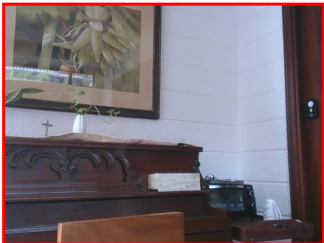

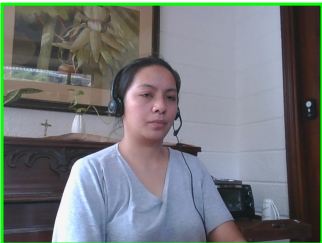

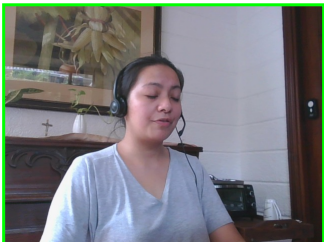
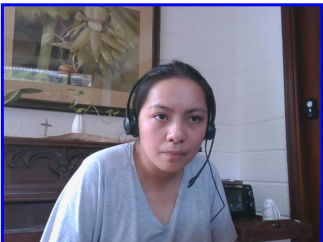
### Writing Sample(s)

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 HR Avatar essay feature. | <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 | High School        |
| Job-Related Training    | Less than 6 Months |
| Job-Related Experience  | Less Than 1 Year   |

## Report Preparation Notes

- Hiring decisions should never be based on a single source of information. The most effective use of this assessment report is as a part of a multi-faceted program of candidate evaluation that includes resume review, interviews, and reference checks.
- Overall vs Percentiles Scores: The overall score reflects the success in the test, based on the mean (average) and standard deviation of the test scores. The percentile score reflects the percentage of test-takers who scored equal or below this overall score. We recommend you use the Overall Score as your primary evaluation criteria. However, percentile scores can often be useful in comparing specific candidates against one another and with a group, such as for test takers in a certain organization or within a certain account.
- Note that comparison information is calculated based on completed instances of this assessment at that time the assessment is scored. As additional instances are completed, the comparative data may change. You can always update a report to the current values by clicking on "Recalculate Percentiles" within the online results viewing pages at [www.hravatar.com](http://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: 43-4051.00
- O\*Net Version: 26.3
- Sim ID: 8098-12, Key: 0-0, Rpt: 13, Prd: 3150, Created: 2024-04-27 17:14 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                                    | 84.4631 | Z-Statistic            | 1.2975           | 2.7978     |
| Analytical Thinking and Attention to Detail     | 96.7831 | Z-Statistic            | 2.1189           | 27.3186    |
| Chat-Based Customer Service                     | 32.8170 | Z-Statistic            | 32.8170          | 31.0438    |
| Customer Service Fundamentals                   | 92.5806 | Z-Statistic            | 1.8387           | 6.6227     |
| Customer Service Mindset                        | 70.5203 | Z-Statistic            | 0.3680           | 2.8250     |
| Drive   | 85.6156 | Z-Statistic            | 1.3744           | 2.9518     |
| Empathy and Emotional Self-Control              | 89.3267 | Z-Statistic            | 1.6218           | 4.9670     |
| History Survey - Performance                    | 91.8309 | Z-Statistic            | 1.7887           | 4.9670     |
| History Survey - Tenure                         | 97.8412 | Z-Statistic            | 2.1894           | 4.9670     |
| Integrity                                       | 10.0000 | Z-Statistic            | -3.6667          | 3.1872     |
| Teamwork  | 87.6408 | Z-Statistic            | 1.5094           | 3.1781     |
| Writing   | 82.7990 | Z-Statistic            | 1.1866           | 5.1740     |
| Weighted Average of Competency Z-Scores:        |         |                        |                  | 11.2462    |
| Mean applied to Raw Weighted Avg:               |         |                        |                  | 0.0000     |
| Standard Deviation applied to Raw Weighted Avg: |         |                        |                  | 1.0000     |
| Normalized Raw Score:                           |         |                        |                  | 11.2462    |
| Mean:   |         |                        |                  | 65.0000    |
| Standard Deviation Used:                        |         |                        |                  | 15.0000    |
| Final Overall Score:                            |         |                        |                  | 100.0000   |

**Notes**

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