






Candidate: **Betty Penske**
Assessment: Retail Salesperson (Spanish)
Completed: April 27, 2024
Prepared for: Susan Bookman
HR Avatar Data Collection Account











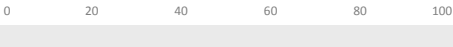

Test Results and Interview Guide

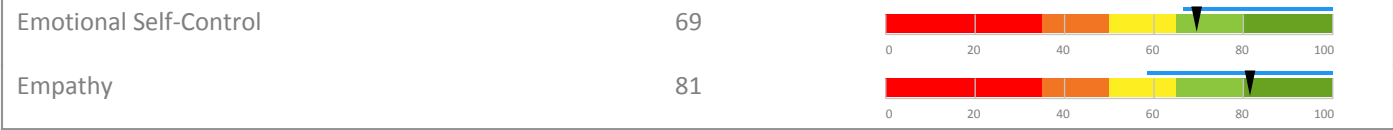
The Retail Salesperson (Spanish) assessment measures key factors related to high performance and tenure in this job. Attribute types measured vary by test, but can include cognitive ability, skills, knowledge, personality characteristics, emotional intelligence, and past behavioral history. This report 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>Retail Salesperson (Spanish)</div> <div>April 27, 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>	84	<div></div> <div><div>Key</div><div> Candidate Score</div><div> Higher Risk</div><div> Lower Risk</div><div> Custom Baseline (Optional)</div></div>

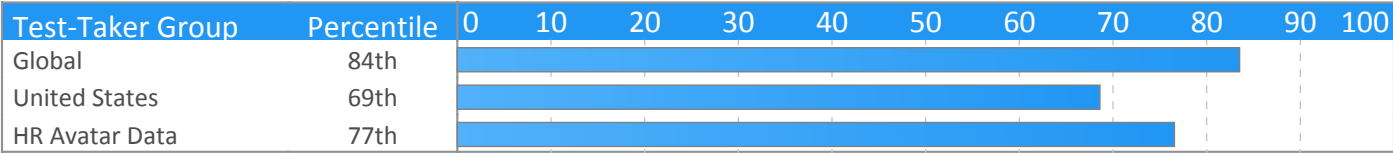
Competency Summary

Competency	Score	Interpretation
Cognitive Abilities (relates to job performance, problem-solving, ability to learn, etc.)		
Attention to Detail	97	
Analytical Thinking	62	
Skills/Knowledge (relates to immediate readiness)		
Fundamental Sales Concepts	96	
Personality Characteristics (relates to fit with the job/team environment)		
Adaptable	96	
Seeks Perfection	77	
Corporate Citizenship	10	
Competitive	78	
Develops Relationships	73	
Enjoys Problem-Solving	93	
Expressive and Outgoing	91	
Innovative and Creative	93	
Exhibits a Positive Work Attitude	66	
Needs Structure	83	
Behavioral History (relates to performance and turnover)		
History Survey - Performance	88	
History Survey - Tenure	66	
Emotional Intelligence (relates to situational judgment, performance and teamwork)		
Emotional Self-Awareness	97	



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.



Importance to Job ↑

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:	Retail Salesperson (Spanish)
Authorized:	April 27, 2024, by Susan Bookman, HR Avatar Data Collection Account, sue.bookman@richardson.biz
Started:	April 27, 2024, 10:26:05AM EST
Completed:	April 27, 2024, 10:26:05AM EST
Overall Score:	84

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

Attention to Detail


Score: 97

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Detail	Interview Guide
<p>Analytical Thinking Score: 62</p>  <p><i>Description:</i> This scale indicates the capacity to think in a thoughtful, discerning way, to solve problems, utilize resources, and analyze data. Individuals who demonstrate high amounts of analytical thinking are able to recognize patterns rapidly, navigate through problems, and resolve difficult problems systematically.</p> <p><i>Interpretation:</i> Scores in this area correlate with average performance for many jobs.</p> <p>Sometimes able to think in a thoughtful, discerning way, though may require significant assistance in certain circumstances. Capable of solving moderate problems, planning moderately-featured tasks and projects, organizing resources, and analyzing moderately complex data. Can sometimes recall and use information when needed or appropriate, but may need prompting in some cases.</p>	<p>Hábleme de algún problema, situación o tarea de planeación compleja que haya tenido que enfrentar. ¿Cuáles fueron los retos y cómo los superó?</p> <div><div><p>★ 1</p><p>El ejemplo carece de complejidad. La búsqueda de información es limitada, quizás falte análisis, las acciones no son claras, no son relevantes o son banales.</p></div><div><p>★ 2</p><p>El ejemplo es moderadamente complejo. Muestra algo de pensamiento analítico y resolución de problemas. Las acciones pueden estar mezcladas o tener una efectividad limitada.</p></div><div><p>★ 3</p><p></p></div><div><p>★ 4</p><p></p></div><div><p>★ 5</p><p>El ejemplo muestra complejidad. Investigación meticulosa de todas las áreas que pudiesen afectar la decisión. Las acciones son claras, relevantes y eficaces.</p></div></div>

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>Fundamental Sales Concepts Score: 96</p>  <p><i>Description:</i> Evaluates the candidate's knowledge of Fundamental Sales Concepts 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> Candidate should achieve superior job performance in this area with little or no training.</p> <p>Scores indicate a solid working knowledge of Fundamental Sales Concepts. 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 sale or customer's business you earned that you are proud of. How did you qualify the customer and how did you win their business?</p> <div><div><p>★ 1</p><p>Does not have an example of a sale.</p></div><div><p>★ 2</p><p></p></div><div><p>★ 3</p><p>Example is vague. Sale appears to be transaction oriented and involved limited interaction.</p></div><div><p>★ 4</p><p></p></div><div><p>★ 5</p><p>Detailed example that involves understanding the customer's needs, empathizing and providing value.</p></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.

Continued on next page.

Detail	Interview Guide
<p>Adaptable</p> <p>Score: 96</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.</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. Able to roll with the punches during periods of unexpected organizational change.</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 Becomes paralyzed by change. Or disregards the change and continues same path.</div> <div>★ 2 Resistant and fearful of change, or appears to live for change.</div> <div>★ 3</div> <div>★ 4</div> <div>★ 5 Comfortable with change, though feels some stress or anxiety. Usually able to stay focused.</div> </div> <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 Enjoyed the chaos of fast change. Became disinterested or negative and waited for things to calm down.</div> <div>★ 2</div> <div>★ 3 Did best but felt paralyzed and unable to work effectively.</div> <div>★ 4</div> <div>★ 5 Experienced higher anxiety but tried to deal with changes in a positive way. Stayed focused.</div> </div>
<p>Seeks Perfection</p> <p>Score: 77</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>Seeks the highest possible quality in almost every task. Willing to put in extra effort or resources to ensure a task is done correctly. Takes pride in producing work that is virtually perfect every time.</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</div> <div>★ 3 Sometimes cut short but not often.</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</div> <div>★ 3 Balances quality with other constraints.</div> <div>★ 4</div> <div>★ 5 Insists on a high degree of quality before releasing work.</div> </div>

Page 7 of 16

Page 8 of 16



Page 9 of 16

Detail	Interview Guide
<div><div>Exhibits a Positive Work Attitude</div><div>Score: 66</div><div><div></div></div><div><div>Description:</div><div>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.</div><div>Interpretation:</div><div>The candidate's score in this area should contribute to enhanced overall job performance.</div><div>Usually expects to receive both financial and personal rewards in exchange for solid and consistent effort on the job. Enjoys most work activities and is willing to put in extra effort when warranted or requested.</div></div></div>	<div><div>How do you feel having a regular job and going to work? Is it something you enjoy? Why or why not?</div><div><div>★</div><div>1</div><div>Views work as a means of income only. Does not enjoy. Does not care about professional reputation.</div></div><div><div>★</div><div>2</div><div></div></div><div><div>★</div><div>3</div><div>Likes work but doesn't truly enjoy it. Balances priority and energy with other obligations.</div></div><div><div>★</div><div>4</div><div></div></div><div><div>★</div><div>5</div><div>Considers work a key priority in life. Enjoys working and always applies best energy. Takes pride in work reputation.</div></div></div>
<div><div>Needs Structure</div><div>Score: 83</div><div><div></div></div><div><div>Description:</div><div>This scale indicates the degree to which a person prefers to work within an ordered environment, with well-defined tasks, activities, rules, processes and expectations. It also reflects the general thoroughness and care applied by the candidate when performing work tasks.</div><div>Interpretation:</div><div>The candidate's score in this area should contribute to enhanced overall job performance.</div><div>Follows rules closely and consistently. Makes decisions carefully and thoughtfully. Follows through on commitments. Able to create and/or follow detailed plans.</div></div></div>	<div><div>What kind of job would you prefer: one in which you know exactly what you need to do each day or one in which you start each day with a blank slate and have to decide what to do based on circumstances? Why?</div><div><div>★</div><div>1</div><div>Prefers a dynamic, changing work environment.</div></div><div><div>★</div><div>2</div><div></div></div><div><div>★</div><div>3</div><div>Equally comfortable with well-defined and dynamic work environments.</div></div><div><div>★</div><div>4</div><div></div></div><div><div>★</div><div>5</div><div>Clear preference for defined tasks and activities.</div></div></div> <div><div>Have you ever had to work in a job that had little or no structure or where no one told you what to do? What did or didn't you like about it?</div><div><div>★</div><div>1</div><div>Large mismatch between comfort with structure and structure level of intended job.</div></div><div><div>★</div><div>2</div><div></div></div><div><div>★</div><div>3</div><div>Some mismatch between comfort with structure and structure level of intended job.</div></div><div><div>★</div><div>4</div><div></div></div><div><div>★</div><div>5</div><div>Comfort with structure matches the structure level of the intended job.</div></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.



Continued on next page.


Detail	Interview Guide
<p>History Survey - Performance</p> <p>Score: 88</p>  <p><i>Description:</i></p> <p>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></p> <p>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>★</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>No examples or rationale given.</div> <div>Weak connection between past and future.</div> <div>Clear connection between past and future.</div> </div>
<p>History Survey - Tenure</p> <p>Score: 66</p>  <p><i>Description:</i></p> <p>Evaluates a candidate's past employment history and related factors for indications of potentially low job tenure.</p> <p><i>Interpretation:</i></p> <p>The candidate's score indicates past behaviors that contribute to above average job performance.</p> <p>Exhibits behaviors likely to result in slightly longer than average job tenure.</p>	<p>What are some of the reasons you have left previous jobs?</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>Many different reasons. Blames employer.</div> <div>Circumstances for leaving generally credible or somewhat outside control.</div> <div>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.





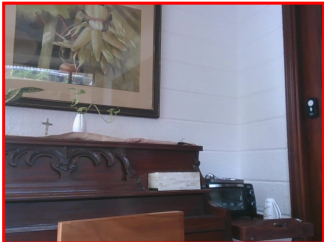



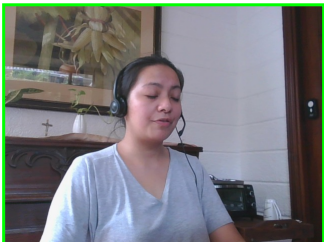
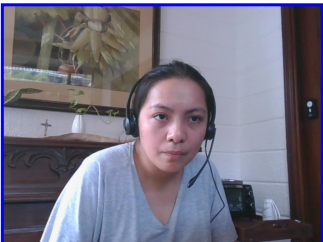
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Detail	Interview Guide
<p>Emotional Self-Awareness</p> <p>Score: 97</p>  <p><i>Description:</i></p> <p>The ability to pay attention to, monitor, and understand how and why one reacts a particular way in different situations, and to know how to conduct oneself appropriately and effectively in social situations.</p> <p><i>Interpretation:</i></p> <p>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</div><div>★ 2</div><div>★ 3</div><div>★ 4</div><div>★ 5</div></div> <div><div>Not in tune with own emotions. Unable to improve decisions through awareness.</div><div>Some ability to sense own emotions and control decision-making.</div><div>Very in tune with own emotions. Able to improve decisions through awareness.</div></div>
<p>Emotional Self-Control</p> <p>Score: 69</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</div><div>★ 2</div><div>★ 3</div><div>★ 4</div><div>★ 5</div></div> <div><div>Unable to control self when emotions kick in.</div><div>Some ability to resist impulses caused by emotions and apply to work situations.</div><div>Able to detect own emotions and control reactions in work or business situations.</div></div>

Detail	Interview Guide
<p>Empathy</p> <p>Score: 81</p>  <p><i>Description:</i></p> <p>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></p> <p>The candidate's score in this area should contribute to enhanced overall job performance.</p> <p>Demonstrates exceptional 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 very effective at demonstrating to customers or coworkers that they understand and care about them, resulting in significantly improved customer loyalty, much stronger work relationships, and noticeably reduced levels of 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>

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: 41-2031.00
- O*Net Version: 25.1
- Sim ID: 924-8, Key: 0-0, Rpt: 13, Prd: 386, Created: 2024-04-27 15:26 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	96.3561	Z-Statistic	2.0904	2.4404
Attention to Detail	97.6077	Z-Statistic	2.1738	13.6366
Emotional Self-Awareness	97.7460	Z-Statistic	2.1831	2.3202
Emotional Self-Control	69.7132	Z-Statistic	0.3142	2.3202
Seeks Perfection	77.7627	Z-Statistic	0.8508	2.6562
Corporate Citizenship	10.0000	Z-Statistic	-3.6667	2.5856
Competitive	78.9092	Z-Statistic	0.9273	2.2328
Fundamental Sales Concepts	96.8293	Z-Statistic	2.1220	30.3562
Develops Relationships	73.0773	Z-Statistic	0.5385	2.1351
Enjoys Problem-Solving	93.2082	Z-Statistic	1.8805	1.9382
Empathy	81.5092	Z-Statistic	1.1006	2.0915
History Survey - Performance	88.1600	Z-Statistic	1.5440	7.5890
History Survey - Tenure	66.3913	Z-Statistic	0.0928	7.5890
Expressive and Outgoing	91.0119	Z-Statistic	1.7341	2.1111
Innovative and Creative	93.3795	Z-Statistic	1.8920	1.6131
Exhibits a Positive Work Attitude	66.5308	Z-Statistic	0.1021	2.5413
Analytical Thinking	62.9267	Z-Statistic	-0.1382	11.1874
Needs Structure	83.5614	Z-Statistic	1.2374	2.6562
Weighted Average of Competency Z-Scores:				1.2803
Mean applied to Raw Weighted Avg:				0.0000
Standard Deviation applied to Raw Weighted Avg:				1.0000
Normalized Raw Score:				1.2803
Mean:				65.0000
Standard Deviation Used:				15.0000
Final Overall Score:				84.2051

Notes

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