






Candidate: **Betty Penske**
Assessment: Aide - Personal Care (Spanish)
Completed: April 30, 2024
Prepared for: Susan Bookman
HR Avatar Data Collection Account
















Test Results and Interview Guide

The Aide - Personal Care (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>Aide - Personal Care (Spanish)</div> <div>April 30, 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>

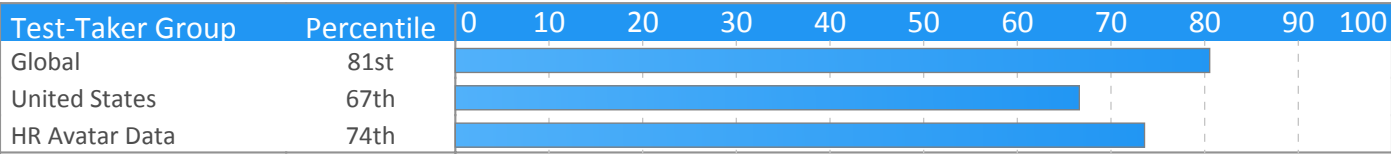
Competency Summary


Competency	Score	Interpretation
Cognitive Abilities (relates to job performance, problem-solving, ability to learn, etc.)		
Attention to Detail	77	
Analytical Thinking	94	
Personality Characteristics (relates to fit with the job/team environment)		
Adaptable	82	
Seeks Perfection	84	
Corporate Citizenship	10	
Competitive	69	
Develops Relationships	97	
Enjoys Problem-Solving	63	
Exhibits a Positive Work Attitude	64	
Needs Structure	95	
Behavioral History (relates to performance and turnover)		
History Survey - Performance	98	
History Survey - Tenure	78	
Emotional Intelligence (relates to situational judgment, performance and teamwork)		
Emotional Self-Awareness	91	
Emotional Self-Control	94	
Empathy	84	

Importance to Job

Comparison


Percentile scores indicate how the candidate compares to other test-takers within various groups. The candidate scored equal to or better than the fraction of test-takers indicated by the percentile.



Detail	Interview Guide
<p>Analytical Thinking</p> <p>Score: 94</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>★ 1</div><div>★ 2</div><div>★ 3</div><div>★ 4</div><div>★ 5</div></div> <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> <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> <p>El ejemplo muestra complejidad. Investigación meticulosa de todas las áreas que pudiesen afectar la decisión. Las acciones son claras, relevantes y eficaces.</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: 82</p> 	<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> <hr/> <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>

[illegible]


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Detail	Interview Guide
<p>Enjoys Problem-Solving</p> <p>Score: 63</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 indicates neither a positive nor a negative impact on performance.</p> <p>Usually willing, when prompted, to accept the mental challenge associated with solving a complex or difficult problem, but sees this as an infrequent or occasional part of his or her job responsibilities. Confident in ability to develop solutions, but sometimes needs reassurance or support.</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: 64</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 indicates neither a positive nor a negative impact on performance.</p> <p>Dedicates a medium level of effort to his or her work but is willing to allocate extra effort when asked and rewarded for doing so. Typically neutral regarding job satisfaction and/or enjoyment. Usually trusts management, but can become skeptical when prompted by unexpected circumstances.</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	Interview Guide
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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: 98</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: 78</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 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>★ 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: 91</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</div><div>★ 4</div><div>★ 5 Very in tune with own emotions. Able to improve decisions through awareness.</div></div>

Detail	Interview Guide
<p>Emotional Self-Control</p> <p>Score: 94</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 exceptional strengths in self control and impulse control, enabling very strong ability to employ a balanced approach to managing risk, maintain composure during stressful times, and calmly relate to others at work. Likely to be very 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>★</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>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>
<p>Empathy</p> <p>Score: 84</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>★</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>Not able to sense how others feel. Unable to provide example.</div> <div>Some ability to sense how others feel. Example shows some ability to use senses at work.</div> <div>Able to relate to others and sense how they feel. Example shows can easily apply senses at work.</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: 31-1122.00
- O*Net Version: 26.3
- Sim ID: 931-8, Key: 0-0, Rpt: 13, Prd: 391, Created: 2024-04-30 17:45 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	82.6065	Z-Statistic	1.1738	4.8645
Attention to Detail	77.7000	Z-Statistic	0.8467	17.8757
Emotional Self-Awareness	91.0038	Z-Statistic	1.7336	3.7775
Emotional Self-Control	94.9317	Z-Statistic	1.9954	3.7775
Seeks Perfection	84.5691	Z-Statistic	1.3046	4.7219
Corporate Citizenship	10.0000	Z-Statistic	-3.6667	4.8510
Competitive	69.7233	Z-Statistic	0.3149	4.1464
Develops Relationships	97.1452	Z-Statistic	2.1430	3.5349
Enjoys Problem-Solving	63.5473	Z-Statistic	-0.0968	3.6705
Empathy	84.9355	Z-Statistic	1.3290	2.6790
History Survey - Performance	98.2559	Z-Statistic	2.2171	10.7929
History Survey - Tenure	78.9211	Z-Statistic	0.9281	10.7929
Exhibits a Positive Work Attitude	64.7707	Z-Statistic	-0.0153	4.9531
Analytical Thinking	94.7163	Z-Statistic	1.9811	14.8402
Needs Structure	95.6926	Z-Statistic	2.0462	4.7219
Weighted Average of Competency Z-Scores:				1.0832
Mean applied to Raw Weighted Avg:				0.0000
Standard Deviation applied to Raw Weighted Avg:				1.0000
Normalized Raw Score:				1.0832
Mean:				65.0000
Standard Deviation Used:				15.0000
Final Overall Score:				81.2482

Notes

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