

Candidate: **Betty Penske**
Assessment: First-Line Supervisor - Housekeeping and Janitorial (Spanish)
Completed: April 27, 2024
Prepared for: Susan Bookman
HR Avatar Data Collection Account

Test Results and Interview Guide

The First-Line Supervisor - Housekeeping and Janitorial (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 bettypenske@yourcompany.org First-Line Supervisor - Housekeeping and Janitorial (Spanish) April 27, 2024 Summary: Moderate to High Performance Potential Potential Risk Areas<ul style="list-style-type: none">Low corporate citizenship score could indicate potential for questionable behavior.</div>	76	<div><div>020406080100</div></div> <div>Key<ul style="list-style-type: none">▼ Candidate ScoreHigher RiskLower RiskCustom Baseline (Optional)</div>

Competency Summary

Competency	Score	Interpretation
Cognitive Abilities (relates to job performance, problem-solving, ability to learn, etc.)		
Attention to Detail	77	<div><div>020406080100</div></div>
Analytical Thinking	65	<div><div>020406080100</div></div>
Personality Characteristics (relates to fit with the job/team environment)		
Adaptable	78	<div><div>020406080100</div></div>
Seeks Perfection	83	<div><div>020406080100</div></div>
Corporate Citizenship	10	<div><div>020406080100</div></div>
Competitive	98	<div><div>020406080100</div></div>
Develops Relationships	83	<div><div>020406080100</div></div>
Enjoys Problem-Solving	97	<div><div>020406080100</div></div>
Expressive and Outgoing	71	<div><div>020406080100</div></div>
Innovative and Creative	98	<div><div>020406080100</div></div>
Exhibits a Positive Work Attitude	97	<div><div>020406080100</div></div>
Needs Structure	94	<div><div>020406080100</div></div>
Behavioral History (relates to performance and turnover)		
History Survey - Performance	72	<div><div>020406080100</div></div>
History Survey - Tenure	73	<div><div>020406080100</div></div>
Emotional Intelligence (relates to situational judgment, performance and teamwork)		
Emotional Self-Awareness	96	<div><div>020406080100</div></div>
Emotional Self-Control	70	<div><div>020406080100</div></div>

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.

Test-Taker Group	Percentile	0	10	20	30	40	50	60	70	80	90	100
Global	76th											
United States	62nd											
HR Avatar Data	69th											

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:	First-Line Supervisor - Housekeeping and Janitorial (Spanish)
Authorized:	April 27, 2024, by Susan Bookman, HR Avatar Data Collection Account, sue.bookman@richardson.biz
Started:	April 27, 2024, 1:45:19PM EST
Completed:	April 27, 2024, 1:45:19PM EST
Overall Score:	76

Cognitive Abilities Detail

This section contains a list of job-related cognitive abilities that have been evaluated in a job-like context using HR Avatar's simulation technology. Studies have demonstrated that cognitive abilities are highly correlated with job performance for many jobs. Abilities also correlate with problem-solving and the ability to learn quickly.


Detail

Interview Guide

Attention to Detail


Score: 77

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Detail	Interview Guide
<p>Analytical Thinking Score: 65</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> Strong scores in this area correlate with above average performance for many jobs.</p> <p>Usually able to think in a thoughtful, discerning way. Capable of solving difficult problems, planning many-featured tasks and projects, organizing multiple resources, and analyzing complex data with only occasional assistance. Usually able to quickly recall and use information when needed or appropriate.</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>

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 Score: 78</p>  <p><i>Description:</i> 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> The candidate's score in this area should contribute to enhanced overall job performance.</p> <p>Prefers a dynamic work environment. Able to remain focused and positive in times of significant workplace change. Fairly easy-going and relaxed.</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><p>★ 1</p><p>Enjoyed the chaos of fast change. Became disinterested or negative and waited for things to calm down.</p></div><div><p>★ 2</p><p></p></div><div><p>★ 3</p><p>Did best but felt paralyzed and unable to work effectively.</p></div><div><p>★ 4</p><p></p></div><div><p>★ 5</p><p>Experienced higher anxiety but tried to deal with changes in a positive way. Stayed focused.</p></div></div> <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><p>★ 1</p><p>Becomes paralyzed by change. Or disregards the change and continues same path.</p></div><div><p>★ 2</p><p></p></div><div><p>★ 3</p><p>Resistant and fearful of change, or appears to live for change.</p></div><div><p>★ 4</p><p></p></div><div><p>★ 5</p><p>Comfortable with change, though feels some stress or anxiety. Usually able to stay focused.</p></div></div>

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Detail	Interview Guide
<p>Innovative and Creative</p> <p>Score: 98</p>  <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>	<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>★</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>Idea does not demonstrate creativity or is not related to the problem. No problem described.</div> <div>Moderately creative idea or only partially related to problem.</div> <div>Both problem and use of creativity well described and related to one another.</div> </div>
<p>Exhibits a Positive Work Attitude</p> <p>Score: 97</p>  <p><i>Description:</i></p> <p>For some people, work is a second-place activity. That is, given a decision to take either personal time or go to work, low scorers will choose time off. Low job priority could indicate a 9 to 5 mentality.</p> <p><i>Interpretation:</i></p> <p>The candidate's score in this area should contribute to enhanced overall job performance.</p> <p>Expects to receive both financial and personal rewards in exchange for applying his or her best energies to the job. Enjoys working. Trusts the organization to help career.</p>	<p>How do you feel having a regular job and going to work? Is it something you enjoy? Why or why not?</p> <div> <div>★</div> <div>★</div> <div>★</div> <div>★</div> <div>★</div> </div> <div> <div>1</div> <div>2</div> <div>3</div> <div>4</div> <div>5</div> </div> <div> <div>Views work as a means of income only. Does not enjoy. Does not care about professional reputation.</div> <div>Likes work but doesn't truly enjoy it. Balances priority and energy with other obligations.</div> <div>Considers work a key priority in life. Enjoys working and always applies best energy. Takes pride in work reputation.</div> </div>







Detail


Needs Structure

Score: 94

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: 72</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 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>  <p>1</p> <p>No examples or rationale given.</p> </div> <div>  <p>2</p> <p>Weak connection between past and future.</p> </div> <div>  <p>3</p> </div> <div>  <p>4</p> </div> <div>  <p>5</p> <p>Clear connection between past and future.</p> </div> </div>

Detail	Interview Guide
<p>History Survey - Tenure</p> <p>Score: 73</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





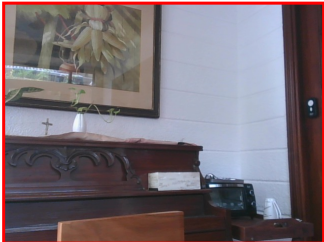



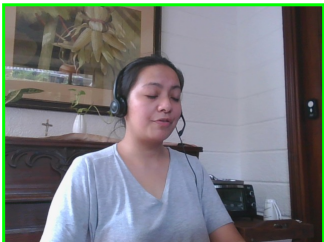
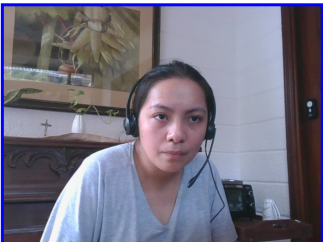
This section contains a list of emotional intelligence characteristics that indicate how tuned in a candidate is to his or her own emotions, and those of others, as well as the candidate's ability to control his or her behavior in light of the emotions he or she is experiencing. These traits can often 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: 96</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: 70</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>★</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: 80</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
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.
- 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: 37-1011.00
- O*Net Version: 26.3
- Sim ID: 939-6, Key: 0-0, Rpt: 13, Prd: 400, Created: 2024-04-27 18:45 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	78.4005	Z-Statistic	0.8934	3.8619
Attention to Detail	77.1352	Z-Statistic	0.8090	17.8657
Emotional Self-Awareness	96.3397	Z-Statistic	2.0893	3.7698
Emotional Self-Control	70.6895	Z-Statistic	0.3793	3.7698
Seeks Perfection	83.5830	Z-Statistic	1.2389	3.7754
Corporate Citizenship	10.0000	Z-Statistic	-3.6667	4.0261
Competitive	98.4186	Z-Statistic	2.2279	3.5001
Develops Relationships	83.8833	Z-Statistic	1.2589	2.9443
Enjoys Problem-Solving	97.5588	Z-Statistic	2.1706	3.1678
Empathy	80.0647	Z-Statistic	1.0043	2.9246
History Survey - Performance	72.7777	Z-Statistic	0.5185	10.7868
History Survey - Tenure	73.9232	Z-Statistic	0.5949	10.7868
Expressive and Outgoing	71.1104	Z-Statistic	0.4074	2.3635
Innovative and Creative	98.9764	Z-Statistic	2.2651	2.3399
Exhibits a Positive Work Attitude	97.4715	Z-Statistic	2.1648	3.9740
Analytical Thinking	65.6324	Z-Statistic	0.0422	16.3682
Needs Structure	94.6019	Z-Statistic	1.9735	3.7754
Weighted Average of Competency Z-Scores:				0.7346
Mean applied to Raw Weighted Avg:				0.0000
Standard Deviation applied to Raw Weighted Avg:				1.0000
Normalized Raw Score:				0.7346
Mean:				65.0000
Standard Deviation Used:				15.0000
Final Overall Score:				76.0188

Notes

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