

Candidate: **Betty Penske**
Assessment: First-Line Supervisor - Production / Operations (Short plus Video Interview)
Completed: July 27, 2024
Prepared for: Susan Bookman
HR Avatar Data Collection Account

Test Results and Interview Guide

The First-Line Supervisor - Production / Operations (Short plus Video Interview) 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 |
|--|-----------|----------------|
| Betty Penske bettypenske@yourcompany.org First-Line Supervisor - Production / Operations (Short plus Video Interview) July 27, 2024 Summary: High Performance Potential | 84 | |

Key

- ▼ Candidate Score
- Higher Risk
- Lower Risk
- Custom Baseline (Optional)




Competency Summary

| Competency | Score | Interpretation |
|--|-------|----------------|
| Cognitive Abilities (relates to job performance, problem-solving, ability to learn, etc.) | | |
| Analytical Thinking and Attention to Detail | 72 | |
| Skills/Knowledge (relates to immediate readiness) | | |
| Interview Questions | 95 | |
| First-Line Supervisory Fundamentals | 83 | |
| Personality Characteristics (relates to fit with the job/team environment) | | |
| Adaptability | 92 | |
| Drive | 94 | |
| Integrity | 10 | |
| Maintaining Awareness of Team Member Needs | 82 | |
| Managing Resources & Balancing Priorities | 78 | |
| Resilience | 88 | |
| Teamwork | 82 | |
| Behavioral History (relates to performance and turnover) | | |
| History Survey - Performance | 74 | |
| History Survey - Tenure | 66 | |
| Emotional Intelligence (relates to situational judgment, performance and teamwork) | | |
| Empathy and Emotional Self-Control | 93 | |

↑ 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.







| Test-Taker Group | Percentile | 0 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 |
|------------------|------------|--|----|----|----|----|----|----|----|----|----|-----|
| Global | 84th |  | | | | | | | | | | |
| United States | 69th |  | | | | | | | | | | |
| HR Avatar Data | 77th |  | | | | | | | | | | |

Detail

Candidate: **Betty Penske**, bettypenske@yourcompany.org
 Assessment: First-Line Supervisor - Production / Operations (Short plus Video Interview)
 Authorized: July 27, 2024, by Susan Bookman, HR Avatar Data Collection Account, sue.bookman@richardson.biz
 Started: July 27, 2024, 6:14:32AM EST
 Completed: July 27, 2024, 6:14:32AM 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 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 |
|---|---|
| <p>Analytical Thinking and Attention to Detail Score: 72</p>  <p><i>Description:</i> 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> 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. Additionally, can usually achieve a high degree of thoroughness and accuracy in work tasks.</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 style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  1 Poor example. Does not show attention to detail or analytical ability. </div> <div style="text-align: center;">  2 Moderately relevant or impactful example. </div> <div style="text-align: center;">  3 </div> <div style="text-align: center;">  4 Strongly relevant and clear example. </div> <div style="text-align: center;">  5 </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.



Continued on next page.

| Detail | Interview Guide |
|---|---|
| <p>Interview Questions Score: 95</p>  <p><i>Description:</i> A customized series of open-ended video-response questions were asked. Results include the video responses themselves for viewing, as well as transcripts, text analysis, and voice analysis. Text analysis includes vocabulary and grammar. Voice analysis includes perceived voice intonation and other speaking quality factors.</p> <p><i>Interpretation:</i> The candidate's score in this area should contribute to enhanced overall job performance.</p> <p>Text and voice analysis indicates significantly above average quality to open-ended responses.</p> <p>Please see below to view the converted text from the voice sample that was collected.</p> | |
| <p>First-Line Supervisory Fundamentals Score: 83</p>  <p><i>Description:</i> Evaluates the candidate's knowledge of the First-Line Supervision principles and practices, 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 First-Line Supervision principles and practices. 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 your ability to supervise effectively was required for success. How did it go?</p> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;">  1 Example didn't require or demonstrate knowledge. </div> <div style="text-align: center;">  2 Knowledge was only moderately important or moderately demonstrated in example. </div> <div style="text-align: center;">  3 Clearly relevant application and demonstration of knowledge. </div> <div style="text-align: center;">  4 </div> <div style="text-align: center;">  5 </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>Adaptability Score: 92</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. In more stable job circumstances, high scorers may become bored, while low scorers would remain satisfied.</p> <p><i>Interpretation:</i> 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> | <p>Describe a time where you had to adapt to some significant changes at work. How did you feel? How did you handle the change?</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">★ 1 Feelings: Strong Dislike or Very Resistant. Weren't able to handle the change or needed significant help.</div> <div style="text-align: center;">★ 2 Feelings: Unfazed or Slightly Resistant. Handled the situation & change only impacted their work in a minor way.</div> <div style="text-align: center;">★ 3 Feelings: Excited or Comfortable. Handled the situation well and in a way that didn't interfere with their work.</div> <div style="text-align: center;">★ 4</div> <div style="text-align: center;">★ 5</div> </div> |
| <p>Drive Score: 94</p>  <p><i>Description:</i> This scale reflects the degree to which an individual will work hard to achieve goals and solve critical problems in the organization. High scores on this scale indicate a person will be diligent in their work and use all necessary sources to solve problems. Low scores on this scale indicate a person may be unenthusiastic about work and may struggle with complex tasks and challenges.</p> <p><i>Interpretation:</i> The candidate's score in this area should contribute to enhanced overall job performance.</p> <p>Highly motivated by challenging goals and tasks, financial rewards, and/or recognition, and willing to work very hard to succeed. Very focused on understanding guidelines, following the rules and personal achievement.</p> | <p>Describe a time when you had some extra time available at work. How did you use this extra time?</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">★ 1 Did not use their time in a beneficial way, or in a way that added value to the organization.</div> <div style="text-align: center;">★ 2 Used their time in a work related way, but those efforts didn't demonstrate hard work or added value (easy).</div> <div style="text-align: center;">★ 3 Used time in a beneficial way and added value to the organization. Showed ability to work hard and willingness to put in extra effort.</div> <div style="text-align: center;">★ 4</div> <div style="text-align: center;">★ 5</div> </div> |



| Detail | Interview Guide |
|--|---|
| <p>Integrity Score: 10</p> <p><i>Description:</i> 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> 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>Do you think it's ever okay to withhold information from your supervisor? How would you judge whether doing so is okay or not?</p> <p style="text-align: center;"> ★ ★ ★ ★ ★ </p> <p style="text-align: center;"> 1 2 3 4 5 </p> <p>Answer shows that they are not concerned about ethics or organizational values/rules.</p> <p>Explains only situational circumstances. Judgement does not stem from an ethical standpoint.</p> <p>Explains only situational circumstances, or no circumstances. Judgement stems from ethical standards.</p> |
| <p>Maintaining Awareness of Team Member Needs Score: 82</p> <p><i>Description:</i> This scale reflects the degree to which an individual senses the needs of team members and sees things from their point of view. High scores on this scale indicate that the individual will likely be very effective at demonstrating to team members that they understand and care about them. This leads to significantly improved loyalty, much stronger work relationships, and noticeably reduced levels of conflict in the workplace.</p> <p><i>Interpretation:</i> The candidate's score in this area should contribute to enhanced overall job performance.</p> <p>Demonstrates exceptional ability to sense the needs of team members and see things from their point of view. Likely to be very effective at demonstrating to team members that they understand and care about them, resulting in significantly improved loyalty, much stronger work relationships, and noticeably reduced levels of conflict in the workplace.</p> | <p>How do you sense how multiple team members are feeling? How do you use this information when interacting with the team?</p> <p style="text-align: center;"> ★ ★ ★ ★ ★ </p> <p style="text-align: center;"> 1 2 3 4 5 </p> <p>They are not able to sense multiple members' feelings.</p> <p>They are able to sense multiple members' feelings. However, they don't use this to show understanding and care.</p> <p>They are able to sense multiple members' feelings. They use this to show understanding and care.</p> |

| Detail | Interview Guide |
|---|---|
| <p>Managing Resources & Balancing Priorities Score: 78</p>  <p><i>Description:</i> Evaluates a candidate's ability to not only manage resources provided but to balance priorities within a team. High scores on this scale indicate that the individual will likely fulfill goals in a timely manner, have the ability to say "no" when it is appropriate, and be able to determine which demands are important. Low scores on this scale indicate that the individual will likely feel overwhelmed, over-commit, and not give priority to demands that need the most attention.</p> <p><i>Interpretation:</i> The candidate's score in this area should contribute to enhanced overall job performance.</p> <p>Above-average scores in the scale indicate that the candidate has the ability to fulfill goals in a timely manor, say "no" when it is appropriate, and determine which demands are important. This usually means the candidate is likely to give priority to demands that need the most attention and will not likely feel overwhelmed or over-commit.</p> | <p>Describe a situation where you successfully demonstrated your ability to say no. Why was that important?</p> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;">  1 Is unable to clearly describe a time when they had to say no. Or they don't see the importance in saying no. </div> <div style="text-align: center;">  2 Describes a clear time when they had to say no, but it is unclear on why it was important. </div> <div style="text-align: center;">  3 Describes a clear time when they had to say no, but it is unclear on why it was important. </div> <div style="text-align: center;">  4 Describes a clear time when saying no was important because it prioritized demands that were more important. </div> <div style="text-align: center;">  5 Describes a clear time when saying no was important because it prioritized demands that were more important. </div> </div> |

| Detail | Interview Guide |
|---|--|
| <p>Resilience Score: 88</p>  <p><i>Description:</i> This scale reflects the degree to which an individual can withstand adversity, bounce back from difficult events, and be persistent in doing work tasks despite difficulties that come their way. High scores on this scale indicate a person will likely be able to deal with difficult situations with ease, perceive they have control over events in their life, and continue to push forward to achieve goals. Low scores on this scale indicate a person may claim that mistakes/failures were out of their control. Low scorers tend to not cope well with on-the-job stress and don't put in the extra effort to achieve success when obstacles come their way.</p> <p>Please note that resilience is not a fixed trait. Unlike many other personality characteristics, resilience can be developed over time. Additionally, multiple factors can influence how resilient a person is within a specific situation. In recognition of these features, additional probing using suggested interview questions is strongly recommended.</p> <p><i>Interpretation:</i> The candidate's score in this area should contribute to enhanced overall job performance.</p> <p>Responses indicate that the candidate can effectively work through difficulties at work by exhibiting positive emotions, having control over the events, being proactive, remaining hopeful, and learning from the experience. Candidate can always be expected to push forward to achieve their goals, even when obstacles come their way.</p> | <p>Describe a time when something at work/school didn't go as planned. How did you feel? How did it impact your work moving forward?</p> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;"> <p>★ 1</p> <p>Feelings had a negative outlook. Event impacted their work in a negative way, they weren't able to learn from it or persevere.</p> </div> <div style="text-align: center;"> <p>★ 2</p> <p>Feelings are true to the situation. Event impacted their work in a negative way but were able to learn from it and persevere.</p> </div> <div style="text-align: center;"> <p>★ 3</p> <p>Feelings are true to the situation but with a positive outlook. The event impacted their work in a positive way or didn't impact their work at all.</p> </div> <div style="text-align: center;"> <p>★ 4</p> </div> <div style="text-align: center;"> <p>★ 5</p> </div> </div> |
| <p>Teamwork Score: 82</p>  <p><i>Description:</i> 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> 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>Describe a time when you worked in a team. What was your role? How did you delegate tasks with the other team members?</p> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;"> <p>★ 1</p> <p>They describe their role in a way that does not show significance. Delegation tactics were not efficient or helpful.</p> </div> <div style="text-align: center;"> <p>★ 2</p> <p>They describe their role in a way that doesn't show significance. Delegation tactics were efficient and helpful.</p> </div> <div style="text-align: center;"> <p>★ 3</p> <p>They describe their role in a way that shows significance. Delegation tactics were efficient and helpful.</p> </div> <div style="text-align: center;"> <p>★ 4</p> </div> <div style="text-align: center;"> <p>★ 5</p> </div> </div> |

Behavioral History Detail

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

| Detail | Interview Guide |
|--|--|
| <p>History Survey - Performance Score: 74</p>  <p><i>Description:</i> Evaluates elements of the candidate's past work and education history to identify indications of high or low performance potential.</p> <p><i>Interpretation:</i> The candidate's score indicates past behaviors that contribute to above average job performance.</p> <p>Exhibits past behaviors and achievements that are likely to result in above average job performance.</p> <p>The following potential performance risk areas were identified:</p> <ul style="list-style-type: none"> • Below average productivity history • Below average performance reviews <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> <p>★ 1 ★ 2 ★ 3 ★ 4 ★ 5</p> <hr/> <p>What kind of feedback have you received about your performance from your managers and your peers?</p> <p>★ 1 ★ 2 ★ 3 ★ 4 ★ 5</p> |
| <p>History Survey - Tenure Score: 66</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>The following potential performance risk areas were identified:</p> <ul style="list-style-type: none"> • Frequent job changes • Potential long commute <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> <p>★ 1 ★ 2 ★ 3 ★ 4 ★ 5</p> <hr/> <p>What is the longest distance you have had to commute to work? What do you do during the commute? How long did you keep that job?</p> <p>★ 1 ★ 2 ★ 3 ★ 4 ★ 5</p> |

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.

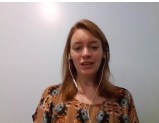

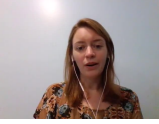
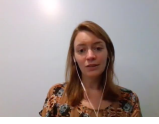
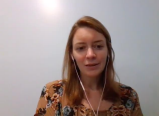
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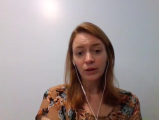
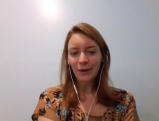
| Detail | Interview Guide |
|--|--|
| <p>Empathy and Emotional Self-Control Score: 93</p> <p><i>Description:</i> This scale reflects both the ability to sense and understand other people's feelings, feel sympathy for others, and see things from other people's point of view, and the ability to manage 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> 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>How well can you sense how others around you are feeling? How do you use this information when interacting with them?</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> 1 Demonstrates that they are unable to sense how others around them are feeling. </div> <div style="text-align: center;"> 2 Provides examples on how they are able to sense other's feelings. They don't use this to show understanding and care. </div> <div style="text-align: center;"> 3 Provides examples on how they are able to sense others' feelings. They use this to show they understand and care about them. </div> <div style="text-align: center;"> 4 </div> <div style="text-align: center;"> 5 </div> </div> |

Audio/Video Responses

During the assessment, the candidate was asked to answer open-ended answer to one or more questions by either audio or video. If the candidate did not have the ability to upload audio or video they were asked to write their responses. The text of their responses as well as any included analysis of their speaking or text is provided below. Additionally, you can click on the links below (or cut and past into a web browser) to view or listen to their response directly.

| Question | Response |
|---|---|
| <p>Please describe something you like to do during your free time.</p> | <p>Hello, my name is Sandy. Something that I like to do during my free time is play music. I think it is a great escape. I think it's very relaxing. I think it helps grow your mind as you age. Uh, everyone in my family plays music. So it's a highlight of my day if I get to pick up an instrument and play as well as sing, whether that be in the car or at home. I also like to spend a lot of time with family and friends. They're very important to me. They support me a lot. So spending time with them provides me with a lot of happiness.</p> <div style="display: flex; align-items: center; margin-top: 10px;">  <p>View this video recording:</p> </div> |
| <p>Talk about yourself. Start with your name, then add whatever you want.</p> | <p>Oh, goodness, where to start. There's a lot that I could say about myself. I feel what's more important to this interview is my education. Um, I had my undergraduate in psychology, just a bachelor's in science and then moving on to my master's degree. I have a master's in science, in industrial organizational psychology. Uh, a lot of my free time is spent with friends and family. I love to play sports. I love musical instruments. I love going on adventures. I love staying healthy when I can as well, both mentally and physically. And I would say that's, that's the best start to me. Oh, I also have a dog. His name is Sammy and he is an absolute sweetie. He is my life.</p> <div style="display: flex; align-items: center; margin-top: 10px;">  <p>View this video recording:</p> </div> |
| <p>What are your biggest strengths and weaknesses?</p> | <p>So to start with my biggest strengths, I would say I have a lot of leadership skills. I have been in leadership positions all of my life, even from elementary school, moving all the way through college and even now in the workplace, uh I love, you know, leading others and, and having that role, I'm a very strong communicator. I believe communication is very um a lot of my peers and coworkers have, have talked about that as well that I'm very, I'm almost an over communicator not to bleed too much into the weaknesses, but I am very high on the communication side. I'm very creative. I, I have had creativity throughout my life with, with music and art. Um and that has bled into uh psychology as well. I am very good with time management. I'm very organized, it comes with the, the position as well. Uh I'm very curious, I love growing my, my learning ability as far as weaknesses. I, I could say in part that over communication could be a weakness. I notice that sometimes in emails, my emails are, are very lengthy for certain things because I feel that I have to over communicate to make sure that everything is clear to all different types of parties as well as a weakness being that I always put my health first before my job. So if necessary, if needed, I put my health and the health of my closest family members first.</p> <div style="display: flex; align-items: center; margin-top: 10px;">  <p>View this video recording:</p> </div> |

| Question | Response |
|---|---|
| <p>How does your experience relate to the job you are applying for?</p> | <p>Both my job experience and my education experience relate to the job that I'm applying for. I have had over five years of job experience directly related to the same task expected on this job. And my degrees, both my bachelor's and my master's applied directly to the job that I'm applying for.</p> <div data-bbox="711 352 868 474">  </div> <p data-bbox="914 394 1166 422">View this video recording:</p> |
| <p>Why do you think you would succeed in the job you are applying for?</p> | <p>I believe that I will succeed in this job because of my education and my job experience previously talked about in the last question. Um that and just my dedication to what this company stands for. I, I really do believe in this company. I think that I am a good fit for what is being asked of me. And I think that I will also be able to expand the scope of the job even further, hopefully helping the company more than it has already been helped.</p> <div data-bbox="711 695 868 816">  </div> <p data-bbox="914 737 1166 764">View this video recording:</p> |
| <p>What would your most recent or current manager say about your performance?</p> | <p>My current manager would say that I have pretty high level performance more likely in the top 5% of the people in our current company. I remember in my last annual review with him, uh He mentioned that my only fault was that I was too organized, um almost intimidatingly. So, um so I believe that my manager would say that my performance is really good. Um We haven't had any issues in the past um recent managers before that would say the same. I've always gone above and beyond with my performance as doing more of what was asked of me.</p> <div data-bbox="711 1058 868 1180">  </div> <p data-bbox="914 1100 1166 1127">View this video recording:</p> |
| <p>Talk about where you see yourself five years from now.</p> | <p>I plan on continue working in my field. Hopefully at a more senior level, more gained experience, more leadership responsibility, maybe even going to a few conferences, maybe speaking at conferences. I I plan to really hone in on this field and take it above and beyond. Um and hopefully be working for your company.</p> <div data-bbox="711 1352 868 1474">  </div> <p data-bbox="914 1394 1166 1421">View this video recording:</p> |
| <p>Why is the human resources function so critical to most organizations?</p> | <p>Human resources is critical for many reasons. Uh It provides structured methods to address and resolve conflicts within the workplace. It creates a harmonious work environment. It maximizes employee productivity in some cases and overall, it protects the company uh with any issues that may arise within the workforce.</p> <div data-bbox="711 1644 868 1766">  </div> <p data-bbox="914 1686 1166 1713">View this video recording:</p> |

| Question | Response |
|---|--|
| <p>How did you develop your human resources knowledge and how do you keep it up-to-date?</p> | <p>I initially developed my human resources knowledge by going to school in the fields that I went through. Um As far as keeping it up to date, I am a part of many newsletters. I keep up to date with all the laws and changes, with hiring and, and development and training, as well as attending conferences and being a part of newsletters.</p> <div data-bbox="711 380 870 499"></div> <p data-bbox="914 415 1166 443">View this video recording:</p> |
| <p>Is there anything you want to tell the company that you haven't had a chance to say yet?</p> | <p>I am just very excited for this opportunity. I hope I get moved to the next step so I can get to know you all a little bit better if an assessment is given, I can't wait to take it to show you my level of skills. And um that is it.</p> <div data-bbox="711 646 870 766"></div> <p data-bbox="914 682 1166 709">View this video recording:</p> |

Voice Analysis Information

Spoken voice samples are processed through an artificial intelligence-based algorithm to determine how the speakers voice and speaking style is perceived by others. The following statistics and ratings were collected as part of this analysis and these were used in calculating the related competency scores.

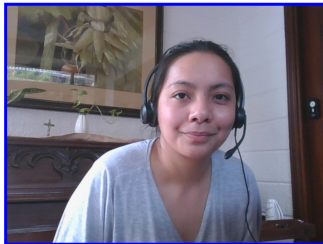
| Voice Analysis Info used in scoring: Interview Questions | | | | |
|--|------------|---------------|--|---------------|
| General Speaking Features | | | | |
| Strength of Opening | 37 | Weak | | Strong |
| Clarity | 90 | Muffled | | Clear |
| Pace | Good | Too Slow | | Too Fast |
| Pause to Talk Ratio | Too Little | Too Few/Short | | Too Many/Long |
| Variety Features | | | | |
| Volume Variety | Very Good | Too Little | | Too Much |
| Pace Variety | Very Good | Too Little | | Too Much |
| Pitch Variety | Too Little | Too Little | | Too Much |
| Positive Vibes | | | | |
| Assertive | 37 | Low | | High (good) |
| Authentic | 50 | Low | | High (good) |
| Captivating | 34 | Low | | High (good) |
| Clear | 49 | Low | | High (good) |
| Confident | 44 | Low | | High (good) |
| Energetic | 41 | Low | | High (good) |
| Organized | 46 | Low | | High (good) |
| Personable | 47 | Low | | High (good) |
| Persuasive | 37 | Low | | High (good) |
| Negative Vibes | | | | |
| Arrogant | 14 | Low (good) | | High |
| Belligerent | 14 | Low (good) | | High |
| Boring | 49 | Low (good) | | High |
| Condescending | 13 | Low (good) | | High |
| Confusing | 33 | Low (good) | | High |
| Detached | 40 | Low (good) | | High |
| Ditsy | 22 | Low (good) | | High |
| Nervous | 35 | Low (good) | | High |
| Pushy | 16 | Low (good) | | High |
| Timid | 32 | Low (good) | | High |
| Unapproachable | 29 | Low (good) | | High |

Identity Confirmation Photos

The following photos of the candidate and any identification were uploaded during the assessment session.

Photo Analysis Results

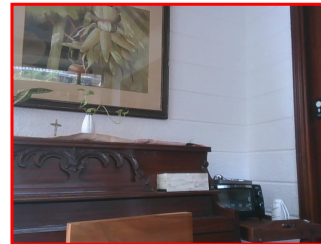
| | |
|---------------------------------------|--|
| - Risk: | Medium risk of cheating based on image inconsistencies |
| - Percent match among processed faces | 100% |
| - Total images processed | 17 |
| - Total images with valid faces | 14 (82%) |
| - Total pairs of faces compared | 13 |
| - Pairs in which faces matched | 13 (100%) |



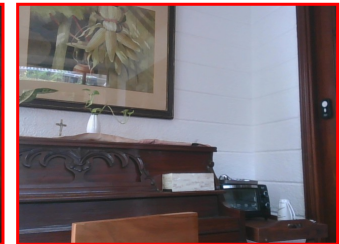
Pre/Post-Test Photo



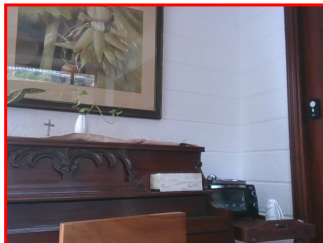
ID Photo



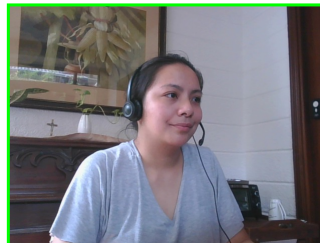
In-Test Error Detected (No Face Detected)



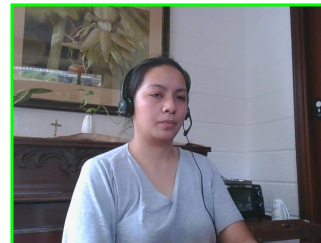
In-Test Error Detected (No Face Detected)



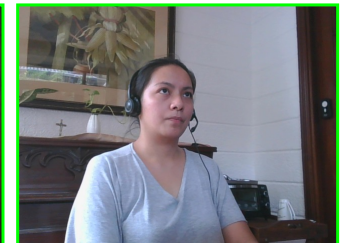
In-Test Error Detected (No Face Detected)



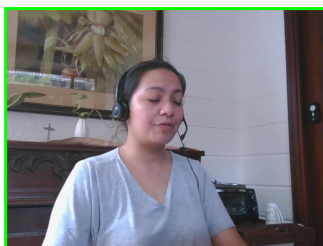
In-Test Photo



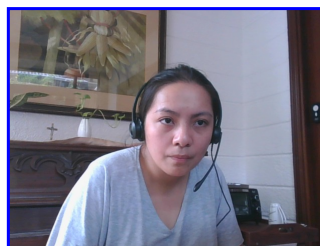
In-Test Photo



In-Test Photo



In-Test Photo



Pre/Post-Test Photo

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: 51-1011.00
- O*Net Version: 26.3
- Sim ID: 15276-1, Key: 0-0, Rpt: 70, Prd: 6124, Created: 2024-07-27 11:14 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 | 92.3041 | Z-Statistic | 1.8203 | 3.0720 |
| Analytical Thinking and Attention to Detail | 72.1910 | Z-Statistic | 0.4794 | 22.4809 |
| Drive | 94.0449 | Z-Statistic | 1.9363 | 3.2214 |
| Empathy and Emotional Self-Control | 93.9231 | Z-Statistic | 1.9282 | 5.9759 |
| First-Line Supervisory Fundamentals | 83.3389 | Z-Statistic | 1.2226 | 11.9519 |
| Integrity | 10.0000 | Z-Statistic | -3.6667 | 3.2494 |
| Interview Questions | 95.3791 | Z-Statistic | 95.3791 | 37.3496 |
| Maintaining Awareness of Team Member Needs | 82.2598 | Z-Statistic | 1.1507 | 3.2121 |
| Managing Resources & Balancing Priorities | 78.8828 | Z-Statistic | 0.9255 | 3.2121 |
| Resilience | 88.1744 | Z-Statistic | 1.5450 | 3.2214 |
| Teamwork | 82.5130 | Z-Statistic | 1.1675 | 3.0533 |
| Weighted Average of Competency Z-Scores: | | | | 36.1441 |
| Mean applied to Raw Weighted Avg: | | | | 0.0000 |
| Standard Deviation applied to Raw Weighted Avg: | | | | 1.0000 |
| Normalized Raw Score: | | | | 36.1441 |
| 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.)