

Test Results and Interview Guide

The Customer Service Representative - With Sales assessment measures key factors related to high performance and tenure in this job. Attribute types measured 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.

Candidate	Score	Interpretation
	67	
Customer Service Representative - With Sales		
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.)		
Attention to Detail	76	
Following Policies and Procedures	61	
Skills/Knowledge (relates to immediate readiness)		
Fundamental Sales Concepts	58	
Phone Selling	61	
Writing	69	
Personality Characteristics (relates to fit with the job/team environment)		
Adaptability	50	
Customer Service Mindset	99	
Drive	70	
Integrity	78	
Teamwork	75	
Behavioral History (relates to performance and turnover)		
History Survey - Performance	76	
History Survey - Tenure	91	
Emotional Intelligence (relates to situational judgment, performance and teamwork)		
Empathy and Emotional Self-Control	79	

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.

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
<p>Attention to Detail Score: 76</p>  <p><i>Description:</i> This scale represents thoroughness, accuracy, and being concerned for all areas involved no matter how insignificant. 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 achieve a high degree of thoroughness and accuracy in a work task. Concerned for most areas involved. Requires only occasional oversight and checking.</p>	<p>How do you ensure quality when there are tight deadlines?</p> <div> <div>★ 1 Isn't able to demonstrate an appropriate way to ensure quality during a tight deadline.</div> <div>★ 2 Demonstrates organization, thoroughness, OR time management.</div> <div>★ 3 Demonstrates organization, thoroughness, AND time management.</div> <div>★ 4</div> <div>★ 5</div> </div> <hr/> <p>What tools or systems do you have in place that ensure there are no mistakes in your work?</p> <div> <div>★ 1 Has no effective tool/system set in place to ensure no mistakes.</div> <div>★ 2 Has one effective tool/system set in place to ensure no mistakes.</div> <div>★ 3 Has multiple effective tools/systems set in place to ensure no mistakes.</div> <div>★ 4</div> <div>★ 5</div> </div>
<p>Following Policies and Procedures Score: 61</p>  <p><i>Description:</i> Evaluates the candidate's ability in the area of Following Policies and Procedures, with an aim to determine the degree of training and/or practice that will be required before the candidate can be expected to become productive.</p> <p><i>Interpretation:</i> Scores in this area correlate with average performance for many jobs.</p> <p>Scores indicate some Following Policies and Procedures ability. Candidate is likely ready to be productive with a small amount of basic training.</p>	<p>Tell me about a project or task where you had to use your Following Policies and Procedures abilities.</p> <div> <div>★ 1 Example didn't require or demonstrate ability.</div> <div>★ 2 Ability only moderately relevant or demonstrated.</div> <div>★ 3 Clearly relevant use and demonstration of ability.</div> <div>★ 4</div> <div>★ 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.

Detail	Interview Guide
<p>Fundamental Sales Concepts</p> <p>Score: 58</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 appears capable of average job performance in this area with little or no training.</p> <p>Scores indicate a working knowledge of Fundamental Sales Concepts. Candidate is likely ready to be productive with a small amount of basic training.</p> <p>• Correct Count: 2 of 5 Correct (2 Partially Correct)</p>	<p>Tell me about a project or task where you had to use your knowledge of Fundamental Sales Concepts.</p> <div> <div>★ 1 Example didn't require or demonstrate knowledge.</div> <div>★ 2 Knowledge was only moderately important or moderately demonstrated in example.</div> <div>★ 3 Clearly relevant application and demonstration of knowledge.</div> <div>★ 4</div> <div>★ 5</div> </div>
<p>Phone Selling</p> <p>Score: 61</p> <p><i>Description:</i> Evaluates the candidate's Phone Selling skills, with an aim to determine the degree of training and/or practice that will be required before the candidate can be expected to become productive.</p> <p><i>Interpretation:</i> Candidate appears capable of average job performance in this area with little or no training.</p> <p>Scores indicate some Phone Selling skills. Candidate is likely ready to be productive with a small amount of basic training.</p>	<p>Tell me about a project or task where you had to use your Phone Selling skills.</p> <div> <div>★ 1 Example didn't require or demonstrate skills.</div> <div>★ 2 Skills only moderately relevant or demonstrated.</div> <div>★ 3 Clearly relevant use and demonstration of skills.</div> <div>★ 4</div> <div>★ 5</div> </div>

Detail



Writing



Score: 69


<

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>Adaptability Score: 50</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 indicates neither a positive nor a negative impact on performance.</p> <p>Prefers a moderate amount of change in order to make progress. Feels too much change can be disruptive and undesirable. With coaching and reassurance is capable of remaining focused and positive throughout most change processes.</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> <div>★ 1</div> <div>★ 2</div> <div>★ 3</div> <div>★ 4</div> <div>★ 5</div> </div> <div> <p>Feelings: Strong Dislike or Very Resistant. Weren't able to handle the change or needed significant help.</p> <p>Feelings: Unfazed or Slightly Resistant. Handled the situation & change only impacted their work in a minor way.</p> <p>Feelings: Excited or Comfortable. Handled the situation well and in a way that didn't interfere with their work.</p> </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>★ 1</div> <div>★ 2</div> <div>★ 3</div> <div>★ 4</div> <div>★ 5</div> </div> <div> <p>Becomes paralyzed by change. Or disregards the change and continues same path.</p> <p>Ambivalent to change. Has sound reasoning for falling in the middle.</p> <p>Comfortable with change, though feels some stress or anxiety. Usually able to stay focused.</p> </div>
<p>Customer Service Mindset Score: 99</p>  <p><i>Description:</i> Individuals who score highly on this scale understand their job is not just to solve customer problems, but to create a delightful experience that fosters loyalty and long-term rapport. They see every call as an opportunity to create a positive experience and to earn each customer's loyalty.</p> <p><i>Interpretation:</i> The candidate's score in this area should contribute to enhanced overall job performance.</p> <p>Holds a strong desire to understand customer needs and do whatever it takes to resolve customer issues. Likely to deliver exceptional customer service that delights the customer, greatly improves customer satisfaction and customer relationships, and strengthens the reputation of the organization.</p>	<p>Tell me about a time you were proud of the level of service you gave a customer?</p> <div> <div>★ 1</div> <div>★ 2</div> <div>★ 3</div> <div>★ 4</div> <div>★ 5</div> </div> <div> <p>Description is unrelated to their ability to provide quality customer service.</p> <p>Description only demonstrates strong customer service skills.</p> <p>Description demonstrates strong customer service skills, enjoyment in the role, and the ability to go above and beyond.</p> </div> <hr/> <p>How do you keep yourself motivated when people are being mean to you?</p> <div> <div>★ 1</div> <div>★ 2</div> <div>★ 3</div> <div>★ 4</div> <div>★ 5</div> </div> <div> <p>Doesn't have effective ways to take care of themselves, to remain calm and motivated. Doesn't demonstrate being self-aware and patient.</p> <p>Has effective ways to take care of themselves, to remain calm and motivated. Doesn't demonstrate being self-aware and patient.</p> <p>Has effective ways to take care of themselves, to remain calm and motivated. Demonstrates being self-aware and patient.</p> </div>

Detail	Interview Guide
<p>Drive Score: 70</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>Motivated by challenging goals and tasks, financial reward, and/or recognition, and willing to work hard to succeed. Focused on understanding and following guidelines, personal achievement, and meeting or exceeding quality and production standards.</p>	<p>How do you respond when the going gets tough and it seems like you and your team are facing a nearly impossible task?</p> <div> <div>★ 1</div> <div>★ 2</div> <div>★ 3</div> <div>★ 4</div> <div>★ 5</div> </div> <p>They are unenthusiastic. They respond by working to their expectations or less due to being overwhelmed.</p> <p>Their feelings are neutral. They respond by working hard to achieve the goal.</p> <p>They are enthusiastic. They respond by working hard to achieve the goal and by using all necessary sources.</p> <hr/> <p>Describe a project or idea (doesn't have to be your own) that was implemented and carried out successfully because of your efforts.</p> <div> <div>★ 1</div> <div>★ 2</div> <div>★ 3</div> <div>★ 4</div> <div>★ 5</div> </div> <p>Success was due to them doing their job. Doesn't show strong work ethic or ability to put in extra effort.</p> <p>Success was due to adequate work ethic or putting in minimal extra effort.</p> <p>Success was due to their hard work ethic, extra effort, and ability to use all necessary sources.</p>
<p>Integrity Score: 78</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 should contribute to enhanced overall job performance.</p> <p>Usually cooperative and easy to work with. Trusts management and peers to act in the best interests of the organization, but will question actions that don't make sense. Voluntarily participates in corporate initiatives under most circumstances. Usually risk averse.</p>	<p>Describe an ideal person who has high integrity. What traits does that person have that set them apart?</p> <div> <div>★ 1</div> <div>★ 2</div> <div>★ 3</div> <div>★ 4</div> <div>★ 5</div> </div> <p>The person: (1) does the right thing even under challenging circumstances</p> <p>The person: (1) does the right thing even under challenging circumstances, (2) is honest OR has strong principles</p> <p>The person: (1) does the right thing even under challenging circumstances, is (2) honest, and (3) has strong principles</p> <hr/> <p>What is more important: doing things right or meeting time commitments? Why?</p> <div> <div>★ 1</div> <div>★ 2</div> <div>★ 3</div> <div>★ 4</div> <div>★ 5</div> </div> <p>Shows willingness to cut corners. Would require heavy quality assurance.</p> <p>Some balance between quality and speed. Would require moderate quality assurance.</p> <p>Clear emphasis on doing things correctly the first time.</p>
Teamwork	

Detail	Interview Guide
<p>Score: 75</p>  <p>Description: 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>Interpretation: The candidate's score in this area should contribute to enhanced overall job performance.</p> <p>Actively cultivates relationships. Comfortable meeting new people and sensitive to how others feel. Works with colleagues and seeks input to develop friendships and meet goals.</p>	<p>Describe a time when you were faced with a conflict while working on a team. How did you handle it?</p> <div> <div>★ 1</div> <div>★ 2</div> <div>★ 3</div> <div>★ 4</div> <div>★ 5</div> </div> <p>They are unable to appropriately handle conflicting circumstances while working on a team.</p> <p>They are able to handle conflicting circumstances by being a team player, showing empathy, OR problem solving as a group.</p> <p>They are able to handle conflicting circumstances by being a team player, showing empathy, AND problem solving as a group.</p> <hr/> <p>Discuss a time when you were part of a team that accomplished something most people didn't think could be done. What was your role and what made the team so special?</p> <div> <div>★ 1</div> <div>★ 2</div> <div>★ 3</div> <div>★ 4</div> <div>★ 5</div> </div> <p>No such experience. Example irrelevant.</p> <p>Moderately relevant example and moderately relevant role.</p> <p>Strong example and strong role.</p>

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: 76</p>  <p>Description: Evaluates elements of the candidate's past work and education history to identify indications of high or low performance potential.</p> <p>Interpretation: 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"> • Infrequent self-development. Further probing is recommended for each of these items. 	<p>How did you acquire your knowledge in this field? How do you keep up-to-date?</p> <div> <div>★ 1</div> <div>★ 2</div> <div>★ 3</div> <div>★ 4</div> <div>★ 5</div> </div> <hr/> <p>How do you stay up-to-date professionally?</p> <div> <div>★ 1</div> <div>★ 2</div> <div>★ 3</div> <div>★ 4</div> <div>★ 5</div> </div>
<p>History Survey - Tenure</p>	

Detail

Score: 91

0

20

40

60

80

100

Description:

Evaluates a candidate's past employment history and related factors for indications of potentially low job tenure.

Interpretation:

The candidate's score indicates past behaviors that contribute to high job performance.

Exhibits behaviors likely to result in longer than average job tenure.

Interview Guide

What are some of the reasons you have left previous jobs?

★

1

Many different reasons. Blames employer.

★

2

Circumstances for leaving generally credible or somewhat outside control.

★

3

★

4

★

5

Reasonable rationale or circumstances clearly outside control.

What are some reasons you would leave a job after a short period of time?

★

1

Reasons do not seem justified or professional.
(OR)
Their reasoning is related to boredom and indecision.

★

2

Reasons seem justified but are more personally related not professional.

★

3

★

4

★

5

Reasons are focused on ethical reasons.
(OR)
Their definition of short period of time is equated to multiple years.

Go through the last few jobs you've had, what were the reasons for your departure?

★

1

Reasons demonstrate that they don't stay in a job long due to boredom, indecision, or unprofessional behavior.

★

2

Reasons are valid but are more personally related not professional.

★

3

★

4

★

5

Reasons are related to career growth, change in location, or end of contract (seasonal work).

What are some reasons you would stay with a job for a long time?

★

1

Candidate struggles to find appropriate reasoning for staying or explains that they don't plan to stay a long time with a job.

★

2

Candidate's reasoning to stay are focused on personal gain and not with the organization.

★

3

★

4












★

5

Candidate's reasoning to stay is a nice balance between personal focus and organizational focus.

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>Empathy and Emotional Self-Control Score: 79</p>  <p><i>Description:</i> 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><i>Interpretation:</i> The candidate's score in this area should contribute to enhanced overall job performance.</p> <p>Demonstrates 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 effective at demonstrating to customers or coworkers that they understand and care about them, resulting in improved customer loyalty, stronger work relationships, and reduced levels of conflict in the workplace.</p>	<p>Describe a time when a coworker or customer came to you with a difficult situation, how did you demonstrate that you understood and cared about them?</p> <div> <div>  1 They did not show they cared or understood the person, by demonstrating sympathy or seeing the other person's point of view. </div> <div>  2 They showed they understood and demonstrated care. They were sympathetic but unable to see the other person's point of view. </div> <div>  3 They understood and demonstrated care. They were sympathetic by seeing the other person's point of view. </div> <div>  4 </div> <div>  5 </div> </div> <hr/> <p>How important is it to sense what others you are working with are feeling? How do you adapt when you can tell a coworker is upset or excited?</p> <div> <div>  1 Not important to them. Unable to adapt. </div> <div>  2 Important to them. Adapt by regulating their emotions to be either professional, caring, OR understanding. </div> <div>  3 </div> <div>  4 </div> <div>  5 Very important to them. Adapt by regulating their emotions to be professional, caring, AND understanding. </div> </div>

Writing Sample(s)

During the assessment, the candidate was asked to write one or more passages. The text they wrote is included in the table below for review.

Writing Sample - Question	Response
Call Result Code	200
Call Description (Unsuccessful)	customer was not home
Call Description (Successful Call with Robert)	Robert purchased a premium plan

Writing Sample - Question	Response
<p>Please write an essay of 100 - 800 words discussing what it means to qualify a prospect and why qualifying is important.</p>	<p>Qualifying as a prospect is of utmost importance to me as i feel i have always been very passionate about offering people reliable products and services that will enhance the quality of their daily lives at the best possible prices.</p> <p>Sales is the backbone and driving force of any business and i feel being a part of the sales team is being an integral part of the company. It all starts and ends with sales for any business as if you are not making enough sales the rest of the functions in a busniess such as marketing, finance and human resources will not have anything to work with and a company which cannot generate enough revenue to sustain its costs and turn a profit can not contunie to exist.</p> <p>I believe if i am given an oppertunity to be an effective part of the sales team I will prove to be an asset to the company because I am not only highly motivated I strongly believe in how important of a function sales inherently is to any business.</p> <p>I hope you will consider all of these points while making your decision and decide to give me a chance to prove my worth as a prospect.</p> <p>Thank you. [Misspelled Words: busniess (1), contunie (1), i (4), oppertunity (1)]</p>

Identity Confirmation Photos

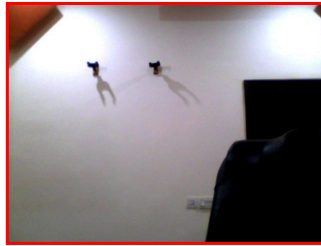
The following photos of the candidate and any identification were uploaded during the assessment session.

Photo Analysis Results

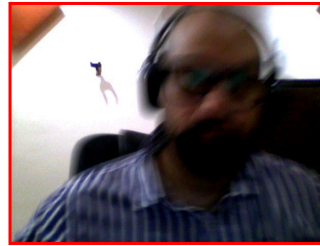
- Risk:	Low risk of cheating based on image inconsistencies
- Percent match among processed faces	94%
- Total images processed	56
- Total images with valid faces	55 (98%)
- Total pairs of faces compared	18
- Pairs in which faces matched	17 (94%)



Pre/Post-Test Photo



In-Test Error Detected (No Face Detected)



In-Test Error Detected (Facial Mismatch)



In-Test Photo



In-Test Photo



In-Test Photo



In-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.
- For non-linear competencies, scores in the middle are more desirable. For these scales a score between 50 and 80 (dark green) represents scores that are within 1 standard deviation of the mean, scores between 80 and 95 and scores between 35 and 50 (yellow) represent scores that are 1 to 2 standard deviations above or below the mean, and scores above 95 or below 35 (red) represent scores that are more than 2 standard deviations above or 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: 41-9041.00
- O*Net Version: 25.1
- Sim ID: 8094-4, Key: 1266441-1108667, Rpt: 13, Prd: 4104, Created: 2021-09-26 10:45 UTC
- UA: Mozilla/5.0 (Windows NT 6.1; Win64; x64) AppleWebKit/537.36 (KHTML, like Gecko) Chrome/94.0.4606.54 Safari/537.36

Notes

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