

Candidate: **Fabio Ferraro**
Assessment: Manager - Computer and Information Systems
Completed: April 22, 2017
Prepared for: Antonio Gabriele
Antonio

Test Results and Interview Guide

The Manager - Computer and Information Systems 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.

Overall

Candidate	Score	Interpretation
Fabio Ferraro fabio.ferraro.75@gmail.com Manager - Computer and Information Systems April 22, 2017 Summary: Moderate Performance Potential Potential Risk Areas <ul style="list-style-type: none"> Low corporate citizenship score could indicate potential for questionable behavior. 	48	 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	38	
Attention to Detail	44	
Multitasking	40	
Skills/Knowledge (relates to immediate readiness)		
Writing	58	
Personality Characteristics (relates to fit with the job/team environment)		
Adaptable	35	
Competitive	75	
Corporate Citizenship	30	
Develops Relationships	70	
Enjoys Problem-Solving	75	
Exhibits a Positive Work Attitude	90	
Expressive and Outgoing	90	
Innovative and Creative	90	
Needs Structure	95	
Seeks Perfection	100	
Behavioral History (relates to performance and turnover)		
History Survey - Performance	90	
History Survey - Tenure	75	
Emotional IQ (relates to situational judgment, performance and teamwork)		
Emotional Self-Awareness	55	
Emotional Self-Control	50	
Empathy	35	

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	
Overall	44th												

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: **Fabio Ferraro**, fabio.ferraro.75@gmail.com
 Assessment: Manager - Computer and Information Systems
 Authorized: April 20, 2017, by Antonio Gabriele, Antonio, antonio.gabriele@calio.it
 Started: April 22, 2017 10:59:29 AM CET
 Completed: April 22, 2017 2:17:04 PM CET
 Overall Score: 48

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>Analytical Thinking Score: 38</p> <p><i>Interpretation:</i> Low scores in this area correlate with below-average performance in many jobs. Additional probing recommended.</p> <p>Sometimes unable to sort through the details and issues related to situations or problems of moderate complexity or higher. May have some difficulty planning and organizing people or resources, analyzing data, or recalling appropriate facts and information for many situations without assistance but can sometimes operate independently.</p>	<p>Tell me about a complex problem, situation, or planning task you had to deal with. What were the challenges, and how did you overcome them?</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> 1 Example lacks complexity. Data seeking is limited, analysis may be lacking, actions unclear, not relevant, or ineffective. </div> <div style="text-align: center;"> 2 Example is moderately complex. Shows some analytical thinking and problem solving. Actions have mixed or limited effectiveness. </div> <div style="text-align: center;"> 3 Example shows complexity. Thorough investigation of all areas that might affect the decision. Actions are clear, relevant, and effective. </div> </div>

Detail	Interview Guide
<p>Attention to Detail Score: 44</p> <p><i>Interpretation:</i> Scores in this area correlate with average performance for many jobs.</p> <p>Sometimes able to achieve thoroughness and accuracy in a work task, but occasionally overlooks important or meaningful information that can impact quality. Requires a moderate amount of oversight and checking to maintain consistency.</p>	<p>Give me an example of a time you discovered an error that had been overlooked by either you or someone you were working with. What did you do? What was the outcome?</p> <p style="text-align: center;">★ ★ ★ ★ ★ 1 2 3 4 5</p> <p>Unclear or careless example. Can't describe what was overlooked. No action.</p> <p>Moderately clear example. Some concern for details. Direct but passive action.</p> <p>Very detailed. Concern for all relevant components. Clear, proactive actions.</p>
<p>Multitasking Score: 40</p> <p><i>Interpretation:</i> Scores in this area correlate with average performance for many jobs.</p> <p>Exhibits some capacity to change between areas of mental focus without sacrificing responsiveness, quality and attention to detail.</p>	<p>Tell me about a time when you had a large number of things going on at the same time, and you needed to quickly shift your attention between them.</p> <p style="text-align: center;">★ ★ ★ ★ ★ 1 2 3 4 5</p> <p>Unable to shift focus effectively. Became frustrated or had to slow down.</p> <p>Some ability to juggle between activities.</p> <p>Managed multiple independent activities effectively</p>

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>Writing Score: 58</p> <p><i>Interpretation:</i> The candidate exhibits average writing skills, which can hinder high performance in some jobs.</p> <p>Average writing style. Usually gets point across but may use extra words or inconsistent sentence structure. See writing sample section of report for raw essay(s) submitted.</p> <ul style="list-style-type: none"> • Raw computed score: 58 • Computed score confidence: 70 • Spelling errors per 100 words: 0 • Other errors per 100 words: 1 <p>Please see below to view the essay submitted.</p>	<p>Are you comfortable when you need to express yourself through writing? Do you feel confident you can get the right message across?</p> <p style="text-align: center;">★ ★ ★ ★ ★ 1 2 3 4 5</p> <p>Not confident in own writing ability. Prefers speaking.</p> <p>Somewhat confident in own writing ability. Writes frequently.</p> <p>Very confident in ability to write. Has received compliments on clarity of written correspondences.</p>

Personality Characteristics Detail

This section contains a list of personality characteristics that are frequently associated with job performance. Remember, these are not skills and do not indicate the ability to do a job. Rather, they can be used to evaluate the candidate's fit with the general needs of the job and the organizational culture. Sample interview questions are provided to gather more information.

Detail	Interview Guide
<p>Adaptable Score: 35</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 mostly stable work environment, but can tolerate small amounts of workplace change without becoming anxious and losing focus. May require additional supervision and assistance to navigate new processes and procedures.</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> <p style="text-align: center;">★ ★ ★ ★ ★ 1 2 3 4 5</p> <p>Enjoyed the chaos of fast change. Became disinterested or negative and waited for things to calm down.</p> <p>Did best but felt paralyzed and unable to work effectively.</p> <p>Experienced higher anxiety but tried to deal with changes in a positive way. Stayed focused.</p>
<p>Competitive Score: 75</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, financial reward, and/or recognition, and willing to work hard to succeed. Focused on personal achievement.</p>	<p>Describe a time when you had to place accomplishing your objectives above supporting your team. Why do you think it was justified?</p> <p style="text-align: center;">★ ★ ★ ★ ★ 1 2 3 4 5</p> <p>Justified for selfish or personal reasons. Shows little remorse for failing to support team.</p> <p>Shows remorse and feels action was a mistake.</p> <p>Clearly justified or was forced to do so by superiors. Strongly regrets and wishes could change.</p>
<p>Corporate Citizenship Score: 30</p>  <p><i>Interpretation:</i> The candidate's score in this area indicates some risk of a negative impact on performance for some jobs. Additional probing is recommended.</p> <p>Cooperative at times, but tends to distrust the organization and management, unless convinced otherwise. Can be defensive regarding his or her own work, or express moderate hostility towards company policies or management direction.</p>	<p>How do you feel about being part of an organization? Do you think most organizations have their employees' best interests at heart or do you have to always watch out for yourself?</p> <p style="text-align: center;">★ ★ ★ ★ ★ 1 2 3 4 5</p> <p>Distrusts organizational motives. Feels the need to look out for self.</p> <p>Supports organization but is wary of being taken advantage of.</p> <p>Embraces organizational membership. Believes in organizational mission.</p>
<p>Develops Relationships Score: 70</p>  <p><i>Interpretation:</i> The candidate's score in this area indicates neither a positive nor a negative impact on performance.</p> <p>Actively cultivates relationships. Comfortable meeting new people and sensitive to how others feel. Maintains a broad social network, and uses it to achieve work objectives. May have occasional difficulty balancing relationships with work objectives and priorities.</p>	<p>Can you describe a time when you had to choose between getting the job done or preserving a relationship with a friend or co-worker?</p> <p style="text-align: center;">★ ★ ★ ★ ★ 1 2 3 4 5</p> <p>Places relationship above the work objectives in all or most cases.</p> <p>Sometimes struggles between work and relationships, but usually balances well.</p> <p>Focuses on getting the job done but makes an effort not to hurt relationships.</p>

Detail	Interview Guide
<p>Enjoys Problem-Solving Score: 75</p> <p><i>Interpretation:</i> The candidate's score in this area should contribute to enhanced overall job performance.</p> <p>Usually willing to analyze and formulate solutions to complex problems. Fairly confident in own ability to develop effective solutions. Sees frequent problem-solving as a core part of his or her job description, though may require prompting to take on a particularly difficult issue.</p>	<p>Describe some of the biggest on-the-job problems you have faced. How did you overcome them? How did you know they were solved?</p> <p style="text-align: center;">★ ★ ★ ★ ★</p> <p style="text-align: center;">1 2 3 4 5</p> <p>Problems poorly described and actions taken unclear.</p> <p>Moderately complex problems. Simple or obvious actions taken.</p> <p>Described one or more complex problems. Actions taken are clear and relevant.</p>
<p>Exhibits a Positive Work Attitude Score: 90</p> <p><i>Interpretation:</i> 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> <p style="text-align: center;">★ ★ ★ ★ ★</p> <p style="text-align: center;">1 2 3 4 5</p> <p>Views work as a means of income only. Does not enjoy. Does not care about professional reputation.</p> <p>Likes work but doesn't truly enjoy it. Balances priority and energy with other obligations.</p> <p>Considers work a key priority in life. Enjoys working and always applies best energy. Takes pride in work reputation.</p>
<p>Expressive and Outgoing Score: 90</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>Likes to be the center of attention and freely asserts thoughts and opinions among friends and strangers alike. However, can sometimes come across so strongly that he or she appears manipulative or insincere, or may hold the floor so long that others are unable to share what they think.</p>	<p>Can you describe a time when you worried you were being too forthright or outspoken during a discussion among your friends or co-workers?</p> <p style="text-align: center;">★ ★ ★ ★ ★</p> <p style="text-align: center;">1 2 3 4 5</p> <p>Frequently worries because always seems to be the most active.</p> <p>Occasionally worries but not very often.</p> <p>Rarely worries because knows when to back off beforehand.</p>
<p>Innovative and Creative Score: 90</p> <p><i>Interpretation:</i> 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> <p style="text-align: center;">★ ★ ★ ★ ★</p> <p style="text-align: center;">1 2 3 4 5</p> <p>Idea does not demonstrate creativity or is not related to the problem. No problem described.</p> <p>Moderately creative idea or only partially related to problem.</p> <p>Both problem and use of creativity well described and related to one another.</p>

Detail	Interview Guide
<p>Needs Structure Score: 95</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>Follows rules rigidly and consistently. Makes decisions carefully. May come across as rule-bound and inflexible. Easily agitated when unexpected changes impact the daily work routine.</p>	<p>Have you ever had to work in a job that had little or no structure or where no one told you what to do? What did or didn't you like about it?</p> <p style="text-align: center;">★ ★ ★ ★ ★ 1 2 3 4 5</p> <p>Large mismatch between comfort with structure and structure level of intended job.</p> <p>Some mismatch between comfort with structure and structure level of intended job.</p> <p>Comfort with structure matches the structure level of the intended job.</p>
<p>Seeks Perfection Score: 100</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>So intent on achieving perfection in work products that he or she can become paralyzed or unnecessarily delay schedules under some circumstances. Additional probing during interview recommended.</p>	<p>Can you describe a time when you were trying to finish a project or task but your boss made you stop before you felt it was ready?</p> <p style="text-align: center;">★ ★ ★ ★ ★ 1 2 3 4 5</p> <p>Frequently cut short by boss because standards are too high.</p> <p>Sometimes cut short but not often.</p> <p>Rarely cut off because has a good sense of what is good enough.</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 Score: 90</p> <p><i>Interpretation:</i> The candidate's score indicates past behaviors that contribute to high job performance.</p> <p>Exhibits past behaviors and achievements that are likely to enhance job performance.</p>	<p>Describe a complicated project or activity you had to manage. What did you do to ensure it was successful? What was the result?</p> <p style="text-align: center;">★ ★ ★ ★ ★ 1 2 3 4 5</p> <hr/> <p>What were your favorite and least favorite subjects in school? What were your grades?</p> <p style="text-align: center;">★ ★ ★ ★ ★ 1 2 3 4 5</p>
<p>History Survey - Tenure Score: 75</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>Not all rules make sense at all times. Tell me about a time when you were faced with a rule you didn't agree with. What did you do?</p> <p style="text-align: center;">★ ★ ★ ★ ★ 1 2 3 4 5</p>

Emotional IQ 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 Score: 55</p>  <p><i>Interpretation:</i> The candidate's score in this area indicates neither a positive nor a negative impact on performance.</p> <p>Demonstrates moderate strength in maintaining awareness of his or her emotional reactions and behaviors and the potential impact of those behaviors on others, and a moderate level of knowledge of what behaviors are appropriate for different situations. Likely to be somewhat 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 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> <p style="text-align: center;">  1  2  3  4  5 </p> <p>Not in tune with own emotions. Unable to improve decisions through awareness.</p> <p>Some ability to sense own emotions and control decision-making.</p> <p>Very in tune with own emotions. Able to improve decisions through awareness.</p>
<p>Emotional Self-Control Score: 50</p>  <p><i>Interpretation:</i> The candidate's score in this area indicates neither a positive nor a negative impact on performance.</p> <p>Demonstrates moderate strength in self control and impulse control, enabling the ability to employ a somewhat balanced approach to managing risk, maintain a reasonable amount of composure during stressful times, and generally be calm when relating 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> <p style="text-align: center;">  1  2  3  4  5 </p> <p>Unable to control self when emotions kick in.</p> <p>Some ability to resist impulses caused by emotions and apply to work situations.</p> <p>Able to detect own emotions and control reactions in work or business situations.</p>
<p>Empathy Score: 35</p>  <p><i>Interpretation:</i> The candidate's score in this area indicates some risk of a negative impact on performance for some jobs. Additional probing is recommended.</p> <p>Has potential challenges in sensing the emotional needs of others, sympathizing with other people's problems, and seeing things from other people's point of view. May be slightly ineffective at demonstrating to customers or coworkers that they understand and care about them, resulting in a slight risk to levels of customer loyalty, work relationships, and 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> <p style="text-align: center;">  1  2  3  4  5 </p> <p>Not able to sense how others feel. Unable to provide example.</p> <p>Some ability to sense how others feel. Example shows some ability to use senses at work.</p> <p>Able to relate to others and sense how they feel. Example shows can easily apply senses at work.</p>

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
Email message subject (Question)	for resolve the most significant issue
Email message content (Question)	<p>Good evening To improve the current situation we will have to give some provisional results based on the results for our employees and career opportunities. For current managers it is possible to improve through courses</p> <p>thanks and good job</p>
Please write an essay of 100 - 800 words describing the pros and cons of living in a large city.	<p>We begin by expanding what is meant by big city and what for small reality (or town). Much depends on where it is born and where it grows, but generally a small town</p> <p>Encompasses less than 50000 people, then begins to glimpse a city, reaching real metropolises such as New York, Paris, Rome, and so on. Living in a big city allows you to have many opportunities, both in terms of work and knowledge of people and therefore different cultures. Shops and services will also be varied and varied, with the option of choosing different solutions. Transport services are also more developed and easily manageable. Career opportunities are bigger and it's easy to find palaces that represent big corporations. However, compared to small villages, they do not properly know the neighbors of the palace, even the apartment as the frenetic life of the big cities eliminates the social factor almost entirely. Food products, even though they are immediately recieved from all over the world, and any type of membership will never be the same as those sold in small villages where, in some cases, come from the grower's shop. This in quality is a big problem. Even our children will not have a campaign to play with animals, milk a cow or pick up eggs, but they will surely have the latest generation technology. As far as the school is concerned, the opportunities offered by big cities are far superior to those of small realities, in terms of number of students, laboratory equipment, internships, cultural, sports or music groups. As far as religion is bigger a city more it contains various ethnic groups of people with different types of religious culture. Even football, rugby and so on have a much larger dimension, as teams are supported by a large number of supporters over small countries where in some cases the number of inhabitants is less than the capacity of a city stadium. If we want to go to a restaurant, in a large city there is the embarrassment of choice. Inviting your own girlfriend or bringing her family to eat out will be simple but complex at the same time, as the choice must be made based on a myriad of possibilities of the same category (Italian, Mexican, Chinese and so on) . Surely in a large city, a variety of solutions will be available between museums, libraries, cinemas (in terms of film types), theaters, and so on. If you need the help of a relative or a friend, for any kind of need, the ideal place is absolutely a small village of up to 20000 people. Unlike the time it takes to move from one neighborhood to another, the non-real knowledge of the neighbors as well as a more hostile social environment (compared to small country realities, see neighborhoods with economic problems and more)</p> <p>Moves the hook of balance to small towns. If we want to find some extinction craft or see some traditional culinary preparation the little country does for us. But in an increasingly digital world, where technology is masterful and is absolutely necessary to be time-consuming, the city, the big city has no equal. All kinds of transport in the big cities (taxi, tram, metro and bus) will help us easily reach any destination, and uman can select tha max amount of spend. In small towns there are only a few ways to reach major cities, and are limited over a period of time; internally, in most cases, there are very few ways to move around.</p> <p>You need to find the right compromise between living well in qualitative terms and being in step with the times.</p>

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	Bachelor's Degree
Job-Related Training	6 Months - 1 Year
Job-Related Experience	1 - 2 Years

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.
- Country-level normative data was omitted because there is insufficient data available for this assessment. As additional test takers from the same country complete this assessment, comparative information will become available, and this report can be regenerated to incorporate it.
- Account-level normative data was omitted because there is insufficient data available for this assessment. As additional test takers from the same account complete this assessment, comparative information will become available and this report can be re-generated to incorporate it.
- 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.
- 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: 11-3021.00
- O*Net Version: 20.3
- Sim ID: 251-10, Key: 98115-81995, Rpt: 13, Prd: 83

Notes

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