

NAME: Julie Sample
 CANDIDATE ID: #142454
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 JOB APPLYING FOR: EmployTest
 INVITED BY: EmployTest Team (sales@employtest.com)
 ORGANIZATION: Demo
 TEST VERSION: (v1)
 REPORT VERSION: **SELECTION**
 EXTERNAL CLICKS: **1**



ELITE PROFILING SYSTEM

HOSPITALITY

STARTED:
06/23/25 12:46 PM

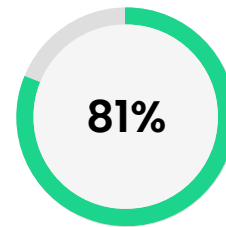
COMPLETED:
06/23/25 01:15 PM

TOTAL TESTING TIME: 29 MIN.

TOTAL SCORE SUMMARY

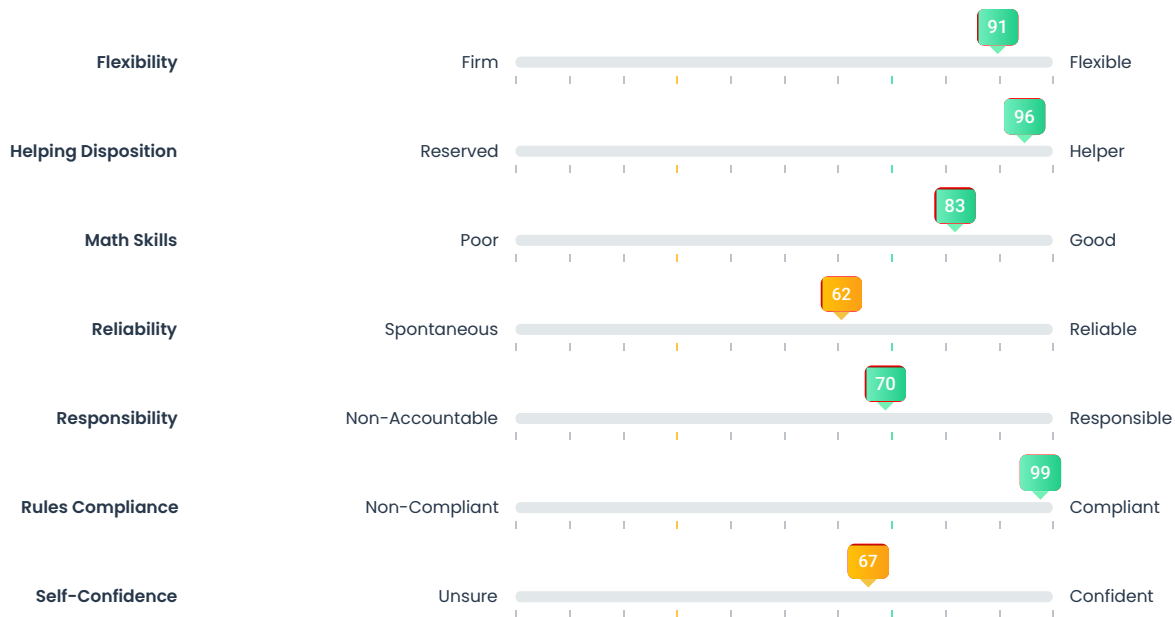
The large circle represents the average of the scale scores included in this profile. This percentile score indicates how the candidate ranks relative to other test takers. Review individual scale details to understand strengths and potential areas for improvement.

Julie Sample scored in the **81st** percentile on the overall score (High), meaning Julie scored higher than 81 percent of the candidates who have completed this assessment.



■ Caution (1-29)
 ■ Moderate (30-69)
 ■ High (70-99)

SCORE DETAILS



SCALE SCORE INTERPRETATIONS

The information that follows offers detailed interpretations for each scale included in this profile. The behavioral scales generate a Strength of Responses graphic. This graphic shows the candidate's response pattern for a particular scale. This illustration is useful for assessing the strength of the candidate's attitudes and behaviors associated with the behavioral dimensions assessed in this profile. The Cognitive scales generate a Skill Level graphic. This graphic shows the percentage of test items the candidate answered correctly compared to those answered incorrectly. This illustration is useful for assessing the degree of skill/knowledge the individual demonstrated.

FLEXIBILITY



The degree to which the individual is likely to be able to adapt to change and is more open minded than stubborn. This characteristic is important for fast paced jobs where priorities often shift. It is also important for organizations that are in transition or are expecting changes that will affect work duties and responsibilities.

Julie Sample scored in the 91st percentile on Flexibility (High), meaning Julie scored higher than 91 percent of other candidates who have completed this assessment.

Strength of Responses



Strong: 74%
Above Average: 13%
Average: 0%
Below Average: 0%
Weak: 13%

Expected Behaviors

- Is willing and able to adapt to change easier than most.
- Is open-minded and cooperative.
- Goes with the flow.
- Changes priorities as needed with little resistance.

Average Time to Complete Each Question **6.38 seconds**

HELPING DISPOSITION



The degree to which an individual is friendly and is likely to go out of his or her way to assist or help customers and/or co-workers. This characteristic is important for most, if not all, jobs.

Julie Sample scored in the 96th percentile on Helping Disposition (High), meaning Julie scored higher than 96 percent of other candidates who have completed this assessment.

Strength of Responses



Strong: 47%
Above Average: 47%
Average: 0%
Below Average: 6%
Weak: 0%

Expected Behaviors

- Is friendly.
- Will go out of his or her way to assist or help customers and/or co-workers.
- Is empathetic and cares about the needs of others.
- Will sacrifice self to help others out.

Average Time to Complete Each Question **6.94 seconds**

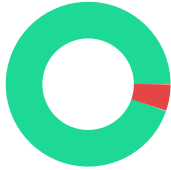
MATH SKILLS



The degree to which the individual has a basic understanding of mathematical computation and concepts (e.g., making change, calculating percentages, applying discounts, basic addition, subtraction, division and multiplication). The ability to solve these types of problems has also been related to speed of learning and general problem solving skills. This test is appropriate for jobs requiring knowledge of basic math functions (e.g., cashiers, tellers, basic accounting, payroll, etc.).

Julie Sample scored in the 83rd percentile on Math Skills (High), meaning Julie scored higher than 83 percent of other candidates who have completed this assessment.

Skill Level



Attempted: 19/20 = 95%

Correct 18/19: 95%
Incorrect 1/19: 5%

Correct/Total Possible: 18/20 = 90%

**Population Avg. Correct/Total Possible:
15/20 = 75%**

Expected Job Behavior

- Is a quick learner.
- Understands basic mathematical concepts.
- Able to solve problems using logic and reasoning.

Average Time to Complete
Each Question **31.58**
seconds

RELIABILITY



The degree to which the individual is likely to be dependable, hardworking and conscientious about the quality of their work.

Julie Sample scored in the 62nd percentile on Reliability (Moderate), meaning Julie scored higher than 62 percent of other candidates who have completed this assessment.

Strength of Responses



Strong: 54%
Above Average: 27%
Average: 7%
Below Average: 6%
Weak: 6%

Expected Behaviors

- Is generally dependable and often plans ahead.
- The quality of their work is satisfactory.
- On occasion, work responsibilities may require some follow-up
- Is moderately organized.
- This score is consistent with most other candidates.

Average Time to Complete Each
Question **7.32** seconds

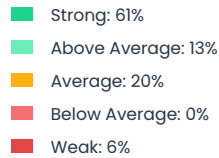
RESPONSIBILITY



The degree to which the individual is likely to be dependable, stable, takes responsibility for their actions and as a result, is not likely to have attendance problems. This characteristic is appropriate for all jobs.

Julie Sample scored in the 70th percentile on Responsibility (High), meaning Julie scored higher than 70 percent of other candidates who have completed this assessment.

Strength of Responses



Expected Behaviors

- Takes responsibility for their actions.
- Works hard to achieve success.
- Believes one is in control of one's actions.
- Is accountable.

Average Time to Complete Each Question **8.28 seconds**

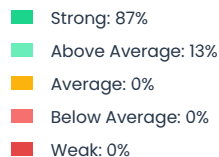
RULES COMPLIANCE



The degree to which the individual is likely to follow company policies and adhere to rules and procedures established by management. This characteristic is appropriate for most, if not all jobs, with special emphasis on jobs requiring much trust (e.g., bank teller, cashier) and positions of authority (security guards, police officers).

Julie Sample scored in the 99th percentile on Rules Compliance (High), meaning Julie scored higher than 99 percent of other candidates who have completed this assessment.

Strength of Responses



Expected Behaviors

- Will adhere to rules and procedures established by management.
- Can be relied upon to enforce assigned policies.
- Is not likely to bend rules to achieve goals.
- Tends to stick to the rules.

Average Time to Complete Each Question **6.63 seconds**

SELF-CONFIDENCE



The degree to which the individual is likely to be self assured, is not overly affected by what others think of them, and is confident in their decisions and actions. This characteristic is important for jobs that require independent thought, a self-starter attitude, sales and management.

Julie Sample scored in the 67th percentile on Self-Confidence (Moderate), meaning Julie scored higher than 67 percent of other candidates who have completed this assessment.

Strength of Responses



Strong: 47%
Above Average: 20%
Average: 13%
Below Average: 0%
Weak: 20%

Average Time to Complete Each Question **7.03 seconds**

Expected Behaviors

- Exhibits some degree of self-assuredness but at times has self-doubt.
- Takes criticism well at times, but tends to personalize some of it.
- Sometimes questions their decisions, but will try not to show it.
- Bouncing back from disappointing situations can be challenging but if they are pushed, it can generally be achieved.
- This score is consistent with most other candidates.

MANAGEMENT STRATEGIES

This section of the report offers suggestions for developing or managing the candidate based on his/her Profile responses.

FLEXIBILITY



- This individual works well in a fast paced, changing environment.
- Recognize when they change priorities for the benefit of the team or department or another individual.

- Their level of flexibility may be ideal for team-oriented tasks and environments where dealing effectively with various personality types is critical.
- Monitor to make sure their flexible demeanor does not result in taking on additional tasks that may get in the way of accomplishing individual goals or objectives.

HELPING DISPOSITION



- This candidate is ideal for working environments where empathy and caring behaviors are important.
- This individual tends to be caring and sensitive. Their feelings tend to be hurt easier than most. Harsh criticism should be avoided.

- Their willingness to help sometimes results in them taking on the work of others or being overly generous with customers.
- Work with the individual to find a balance between being overly helpful and being productive.

MATH SKILLS



- This candidate should be given opportunities to problem solve or use their reasoning skills.
- Give them opportunities to coach or work with others on tasks that involve the use of basic mathematical concepts or problem solving.

- Expect that they will understand basic instructions and training and therefore may be able to train others on these concepts.

RELIABILITY



- This individual may need some supervision and an occasional push to be more organized, and thoughtful about their work.
- They should be guided when developing training plans and setting goals.

- The importance of consistency, punctuality and reliability to be successful need to be stressed and tied into their daily routines.
- When they exhibit reliable, conscientious behaviors, reinforce them through praise and appreciation and other rewards that may motivate the individual.

RESPONSIBILITY



- This individual takes responsibility for their behavior and expects those around them to do the same. When they exhibit responsible and dependable behaviors they should be praised to show appreciation.
- Given their responsible nature, they may have low tolerance for those who do not behave responsibly.

- Some coaching may be required to increase tolerance levels if they are expected to work with less dependable team members.
- When appropriate increase levels of responsibility to show your confidence in their ability to perform.

RULES COMPLIANCE



- This individual can generally be counted on to follow set objectives and directives. Provide them with clear goals and expectations.
- Engage them in tasks where following strict rules and procedures are essential.

- Count on this individual to enforce your direction and objectives with other employees.

SELF-CONFIDENCE



- Candidates who score in this range from time to time may exhibit low levels of confidence. They need to be reassured and should not be overly criticized.
- They should be praised when they make the right decisions.

- They should be offered assistance and support when they show weakness.
- There should be consistency in positive reinforcement when goals are met to build self-confidence.

INTERVIEW GUIDE

This report includes follow-up interview questions that focus on those areas where further development might be needed. These questions serve as an excellent guide during the hiring process, coaching or developmental efforts to further uncover potentially negative behavioral tendencies.

FLEXIBILITY

QUESTION

Describe negative experiences you have had with respect to having to adapt to a changing work environment?

RESPONSE NOTE:

Response Expected of a Poor Performer

Response Expected of a Satisfactory Performer

Response Expected of an Excellent Performer



QUESTION

Would you describe yourself as pretty much "set in your ways?" Is it somewhat difficult for you to change your point of view? Give work examples when you behaved more stubbornly than you should have.

RESPONSE NOTE:

Response Expected of a Poor Performer

Response Expected of a Satisfactory Performer

Response Expected of an Excellent Performer



HELPING DISPOSITION

QUESTION

Give work-related examples of both good and bad customer experiences you have had.

RESPONSE NOTE:

Response Expected of a Poor Performer

Response Expected of a Satisfactory Performer

Response Expected of an Excellent Performer



MATH SKILLS

QUESTION

The candidate demonstrated a high level of skill in this area, therefore follow-up questions are not provided for this dimension. You may ask your own question and rate the response on the rating scale provided.

RESPONSE NOTE:

Response Expected of a Poor Performer

Response Expected of a Satisfactory Performer

Response Expected of an Excellent Performer



QUESTION

Give work related examples of when you were more impulsive than predictable?

RESPONSE NOTE:

Response Expected of a Poor Performer

Response Expected of a Satisfactory Performer

Response Expected of an Excellent Performer

**QUESTION**

What percentage of your objectives must you complete before you consider yourself successful? Give examples from your past work history.

RESPONSE NOTE:

Response Expected of a Poor Performer

Response Expected of a Satisfactory Performer

Response Expected of an Excellent Performer



QUESTION

Give examples of when you have been more impulsive than reliable a work. What was the outcome?

RESPONSE NOTE:

Response Expected of a Poor Performer

Response Expected of a Satisfactory Performer

Response Expected of an Excellent Performer



RESPONSIBILITY

QUESTION

Tell me about a work situation when you behaved in a spontaneous manner rather than planning things out.

RESPONSE NOTE:

Response Expected of a Poor Performer

Response Expected of a Satisfactory Performer

Response Expected of an Excellent Performer



QUESTION

When was the last time you called off because you did not have the energy to go into work? How do you respond when you feel the pressure of work is overwhelming?

RESPONSE NOTE:

Response Expected of a Poor Performer

Response Expected of a Satisfactory Performer

Response Expected of an Excellent Performer



QUESTION

Give examples of how your past employers affected your productivity and general attitude toward your work.

RESPONSE NOTE:

Response Expected of a Poor Performer

Response Expected of a Satisfactory Performer

Response Expected of an Excellent Performer



QUESTION

Give examples of when you have been more impulsive than reliable a work. What was the outcome?

RESPONSE NOTE:

Response Expected of a Poor Performer

Response Expected of a Satisfactory Performer

Response Expected of an Excellent Performer



RULES COMPLIANCE

QUESTION

The candidate demonstrated a high level of skill in this area, therefore follow-up questions are not provided for this dimension. You may ask your own question and rate the response on the rating scale provided.

RESPONSE NOTE:

Response Expected of a Poor Performer

Response Expected of a Satisfactory Performer

Response Expected of an Excellent Performer



QUESTION

How do you deal with managers that constantly criticize your work? Or don't seem to appreciate anything you do?

RESPONSE NOTE:

Response Expected of a Poor Performer

Response Expected of a Satisfactory Performer

Response Expected of an Excellent Performer



QUESTION

What situations have made you feel the most confident and which ones have made you feel least confident?

RESPONSE NOTE:

Response Expected of a Poor Performer

Response Expected of a Satisfactory Performer

Response Expected of an Excellent Performer



QUESTION

Tell me why sometimes it is not best to always think positive? Describe a work situation that influenced you to think this way.

RESPONSE NOTE:

Response Expected of a Poor Performer

Response Expected of a Satisfactory Performer

Response Expected of an Excellent Performer



QUESTION

Describe for me times when you have thought about the possibility of failure when taking on something new? Describe work situations when your confidence has not been at its peak.

RESPONSE NOTE:

Response Expected of a Poor Performer

Response Expected of a Satisfactory Performer

Response Expected of an Excellent Performer



QUESTION

Tell me about a time when you were worried that you would not be able to perform your work as expected? What was the outcome? Do these thoughts occur often?

RESPONSE NOTE:

Response Expected of a Poor Performer

Response Expected of a Satisfactory Performer

Response Expected of an Excellent Performer



SUM OF RATINGS III:

NUMBER OF QUESTIONS RATED:

AVERAGE RATING :

(Sum of all ratings divided by the number of questions rated.)

IMPORTANT NOTICE

The hiring decision should always be based on whether there is a match between a candidate's job relevant skills, abilities and/or interests and the job itself. PsyMetrics' assessments represent one source of information in helping to make that decision. Using all sources of candidate information (e.g., assessments, a structured job interview, references, work history) available to the human resource professional will result in a more comprehensive view of the applicant and the best employee-job fit.

Test users should also remember that tests must not be utilized in any manner that discriminates against individuals with disabilities, including but not limited to mental disabilities and neurodivergent conditions. More specifically, PsyMetrics' tests should not be used to assess or evaluate individuals with mental disabilities or who identify as neurodivergent.

The employer assumes full responsibility for the proper use of the PsyMetrics' assessments. This includes establishing each test's job relatedness and periodically examining selection rates to ensure the hiring process continues to be fair and free from bias.