

eSkill Behavioral Profile (eBP) User Guide

INTRODUCTION

This User Guide introduces the eSkill Behavioral Profile (eBP) and how to use it effectively in your organization. A team functions smoothly and accomplishes objectives more easily when team members are competent, engaged, and behave as expected within their role.

Certain skills, behaviors, and interests correlate to a greater chance of success in many jobs. This makes understanding a candidate's skills, behavioral traits, and interests extremely important so you can determine if they are a good fit for your positions and culture.

The eSkill Behavioral Profile (eBP) is a configurable behavioral assessment tool comprised of 13 dimensions (10 behaviors and 3 interests) that can be used alongside our skills testing content to help identify the best fit assessment takers for wide varieties of positions.

Assessment takers may use a laptop, desktop, tablet, or cell phone for responding to eSkill Behavioral Profile (eBP) assessment questions. After the assessment has been submitted, responses are automatically processed by the eSkill Talent Assessment Platform™ and easy-to-read reports are generated.



BEHAVIORAL TRAIT DESCRIPTIONS

Within the eSkill Behavioral Profile (eBP) product, behavioral traits are individually selectable components of a behavioral assessment. A description of each behavioral trait is included below.

It's important to note that falling into a specific behavioral scale shouldn't be considered good or bad. Observing assessment taker results should be done in the context of the requirements of the position.

For example, being highly extroverted may be considered a positive trait in a sales role but considered less desirable in an accounting position.

Dimension: Extroversion

Definition: A measure of how sociable, outgoing, and energetic an individual is. Typically characterized by excitability, sociability, talkativeness, assertiveness, and emotional expressiveness.

| Low (Reserved) | Low Average | High Average | High (Extraverted) |
|---|--|---|--|
| Prefers to observe others quietly rather than share their own perspective. May be uncomfortable when called upon in front of a group. | If their opinion seems unpopular, they may keep their ideas to themselves. | Enjoys interacting with coworkers but can defer to others who take a stronger lead. | Feels at ease in a group, sharing their ideas or being the leader. Comfortable defending an unpopular opinion. |

Dimension: Agreeableness

Definition: A measure of an individual's tendencies with respect to social harmony. This characteristic reflects how well the individual gets along with others, how cooperative they are, and how they might interact within a team.

| Low (Competitive) | Low Average | High Average | High (Agreeable) |
|---|--|---|---|
| Often may feel too busy to help others. Approaches goals competitively. | When feeling strongly about something, is not afraid to challenge the status quo or even the group leader. | May enjoy easy-going competition, but as soon as things get cut-throat, the game is over. Team-players always come first. | Noted for getting along well with others. Is approachable and avoids interpersonal conflicts. |

Dimension: Conscientiousness

Definition: A measure of how careful, deliberate, self-disciplined, and organized an individual is, often predictive of employee productivity

| Low (Laidback) | Low Average | High Average | High (Conscientiousness) |
|--|--|---|---|
| Has a spontaneous, less procedural work style. Prefers to approach work using own ideas while avoiding being tied down by obligations. | May respond to problems using own solutions rather than following established rules. Is more diligent about the rules that "make sense." | Prefers to follow the guidelines with only few exceptions. Is generally dutiful and conscientious concerning obligations. | Is typically seen as orderly and exacting in their work. Abhors a mess or shoddy workmanship. Will make sacrifices to keep obligations. |

Dimension: Stability

Definition: Reflects the ways in which individuals react to stress. Those high in this characteristic tend to be stable and not prone to wild fluctuations in emotion.

| Low (Expressive) | Low Average | High Average | High (Stable) |
|--|--|--|---|
| Can have difficulty keeping a cool head when problems develop. Not afraid to express emotions, especially if pressed by another's hostility. | Level for tolerating stress may be limited. Responds calmly in most familiar situations. | Can perform adequately when moderately stressed. Typically, is calm unless under extreme pressure. | Can be counted on to stay on track when a job seems out of control. Well suited for roles in which other people and their emotions are erratic or over the top. |

Dimension: Openness

Definition: Measures the extent to which an individual is imaginative and creative, as opposed to down-to-earth and conventional, generally open to new experiences.

| Low (Cautious) | Low Average | High Average | High (Open-minded) |
|---|---|---|---|
| Unlikely to embrace novel approaches and familiar methods. Tradition is their go-to approach. | Will accept new approaches but needs to clearly understand the reason for a change. Will consider changes to guidelines that seem outdated. | Tends to accept innovation but does not reject traditional plans that work. May be bored by conventional approaches, but recognizes they are sometimes necessary. | Embraces necessary changes, even if the reasons for change are not immediately apparent. Open-minded. |

Dimension: Work Ethic

Definition: Doing what is expected of you.

| Low (Cavalier) | Low Average | High Average | High (Ethical) |
|---|---|--|--|
| Occasionally may not finish a job when expected or by the time it should be done. | May sometimes miss deadlines or overlook agreed- upon expectations. | Typically accepts supervision without complaint and is a hard worker most of the time. | Is motivated to produce results consistently with a focus on delivering on promises, even if extra work is required. |

Dimension: Integrity

Definition: A key component of workplace ethics and behavior; being honest and always doing the right things. Displays integrity

| Low (Shrewd) | Low Average | High Average | High (Forthright) |
|--|---|--|--|
| May have a somewhat casual or guarded attitude toward being totally forthright or "telling it like it is." | May sometimes bend the truth to save face. May seem a little guarded in their communications. | Can be counted on to be forthright except in cases of extreme personal risk to reputation. | Highly forthright; seen as honest, even candid; trustworthy and willing to trust others. |

Dimension: Tenacity

Definition: The quality of being very determined; able to grip something firmly; quality displayed by someone who just won't quit but keeps trying until they achieve their goal.

| Low (Present-centered) | Low Average | High Average | High (Tenacious) |
|--|--|--|---|
| Can be easily discouraged if expectations aren't met with ease. Likes "here-and-now" successes with few expected roadblocks. | May find it hard to maintain focus when there are obstacles to completing a very long-term goal. | Will appreciate the opportunity to complete a long-term task with a number of objectives. Rarely wants support with unexpected challenges. | Can be very persistent on a task, working through any difficulties to complete a project. |

Dimension: Resilience

Definition: Able to utilize their skills and strengths to cope and recover from problems and challenges.

| Low (Skeptical) | Low Average | High Average | High (Resilient) |
|--|---|---|--|
| Can readily cast doubt on the feasibility of a difficult project; can seem rather cynical. | Tends to avoid goals that seem unattainable at first but can respond well to a motivational leader. | Generally capable of bouncing back after confronting routine problems; not often hindered with doubt. | Not easily discouraged by new challenges. Able to adapt to a difficult situation in their own way. |

Dimension: Grit

Definition: The ability to persist in something when you are facing obstacles.

| Low (Flexible) | Low Average | High Average | High (Single-minded) |
|--|---|---|--|
| Prefers to freely move from one objective to another, unhindered by project schedules. Thrives on inspiration. | While attempting to meet planned objectives as required, is very open to starting new projects; never lets a current plan prevent getting started on a new one. | While preferring to meet all planned objectives systematically, is open to new projects within reason; never lets a new plan disrupt a current one. | Once an objective is targeted, will focus on attainment in a single-minded fashion, not a multitasker. |

AVAILABLE INTEREST GROUP DIMENSIONS

Within the eSkill Behavioral Profile (eBP) product, interests are included as a single selectable group and will generate results for each respective interest dimension. A description for each interest dimension is included below.

It's important to note that falling into a specific behavioral scale shouldn't be considered good or bad. Observing assessment taker results should be done in the context of the requirements of the position.

For example, being data oriented may be considered positive in an accounting role but less desirable in a sales position.

Dimension: People

| Low | Low Average | High Average | High |
|---|--|--|---|
| Unlikely to enjoy tasks associated with interpersonal skills. | Would rather find things to do that don't involve people skills. | Is generally happy to help or guide others on the job. | Is likely seen as a real "people person." |

Dimension: Data

| Low | Low Average | High Average | High |
|--|--|---|---|
| Unlikely to enjoy tasks associated with collecting or processing data. | Would rather find things to do that don't involve math or information gathering. | Enjoys tasks that require some information gathering or analyzing data. | Is likely seen as a real "data cruncher." |

Dimension: Things

| Low | Low Average | High Average | High |
|--|--|---|---|
| Unlikely to pursue tasks associated with building, fixing, or repairing something. | Would rather find things to do that don't involve working with tools or machinery. | Likes work that requires some mechanical knowledge. | Is likely seen as a real "hands-on" kind of worker. |

DISTORTION SCALE

The distortion scale evaluates the consistency of the individual's responses on the assessment. Too many inconsistent or statistically unusual responses can lead to an unacceptable rating and raise concern that the results may have been distorted and may not be truly representative of the individual.

The distortion scale refers to the reliability of the results, not the honesty of the person. An acceptable distortion results can reflect several possible situations. Some examples include a misinterpretation of the question(s), an attempt to portray a picture of how they would like to be seen rather than an accurate picture of who they are, or a very casual and inconsistent approach to answering the questions. Any, or all, of these situations could affect the individual's distortion results.

The distortion scale should not be used as a basis for disqualifying an individual.

Should the distortion results fail to meet the guidelines, the following cautionary statement will appear on the report:

"Based on the answers provided, the results and interpretations within this report should be regarded cautiously and are best used in conjunction with other assessment tools to provide a more complete candidate profile."

Should this cautionary statement appear in a report, it indicates the individual answered with an unusual pattern of responses. This tells you the report may not reflect an accurate view of the individual. You should keep this in mind as you interview the candidate for a position.

IMPORTANT INFORMATION

- ➔ The eSkill Behavioral Profile (eBP) is a pre-employment assessment tool.
- ➔ eSkill Behavioral Profile reports should not be used as the sole source of information when making selection decisions. Employers must also evaluate personal and business references, educational qualifications, previous education, and skills.
- ➔ eSkill Behavioral Profile (eBP) is not a pass/fail instrument. No reference to passing or failing is appropriate when discussing results.
- ➔ Never violate the privacy rights of job applicants. Federal, and many State laws, require the eSkill Behavioral Profile (eBP) reports and results be retained and protected in a confidential and proprietary manner. Results and reports for all applicants must be kept confidential. Only those directly involved in hiring decisions may see them.

eSkill Behavioral Profile does not detect or measure mental disorders, mental impairment, sexual deviance, or tendencies to commit violent acts. It will not identify or predict these types of behavior or conditions.

- ➔ Assessment results will be available in the eSkill Talent Assessment Platform™ throughout your tenure as a client.

If you have questions about the eSkill Behavioral Profile, please contact your eSkill representative.

GUIDELINES AND STEPS FOR ADMINISTRATION

The following information will help you use eSkill Behavioral Profile (eBP) effectively. Follow these basic guidelines when working directly with assessment takers and administering the eBP.

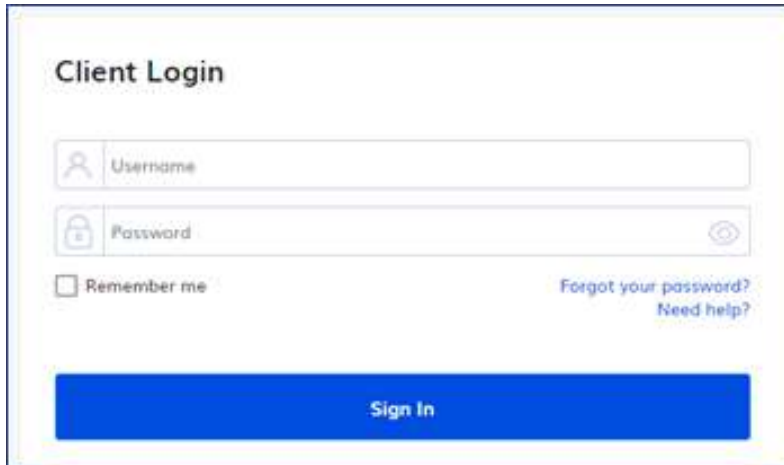
- ➔ Read this entire guide before using the eSkill Behavioral Profile (eBP) assessment.
- ➔ Provide equitable communication and conditions during the assessment process.
- ➔ Provide candidates the guidance to be in a comfortable testing area that is quiet, well lit, and free from distractions.
- ➔ Candidates should be prepared for the assessment (wearing glasses if required, etc.) and feeling well, not overly tired, or under unusual stress.
- ➔ Ask whether they have special requirements or need assistance to complete the assessment.
- ➔ This assessment should take approximately 5-25 minutes, depending on the number of traits and interests selected upon assessment configuration and the speed at which the candidate works. A time limit can be imposed at your discretion.

Please consult the [eSkill User Guide](#) for steps on administering any eSkill product.

CREATING ESKILL BEHAVIORAL PROFILE ASSESSMENTS

The eSkill Talent Assessment Platform™ is used to administer any of eSkill's assessment products to assessment takers online. Please consult the [eSkill User Guide](#) for steps on creating eSkill's other available products.

1. Log into eSkill from app.eskill.com.



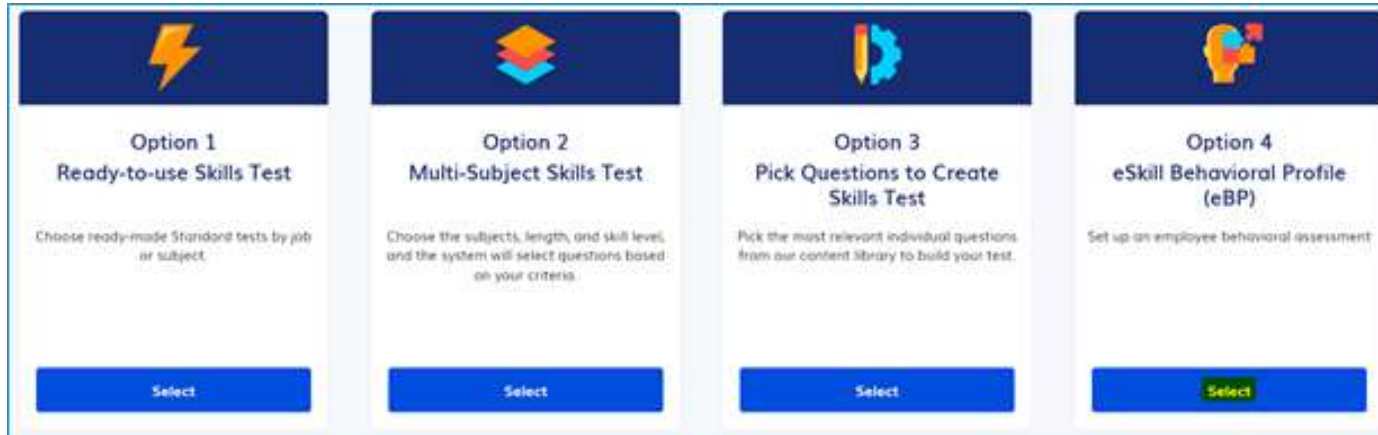
The screenshot shows a 'Client Login' form with the following elements:

- Client Login** (Section Header)
- Username (with a person icon on the left)
- Password (with a lock icon on the left and an eye icon on the right for toggling visibility)
- Remember me
- [Forgot your password?](#)
- [Need help?](#)
- (A large blue button)

2. Select the “Create” icon from the “Home” page.



3. Select “Option 4 - eSkill Behavioral Profile (eBP)”.



4. Type a name for the assessment.

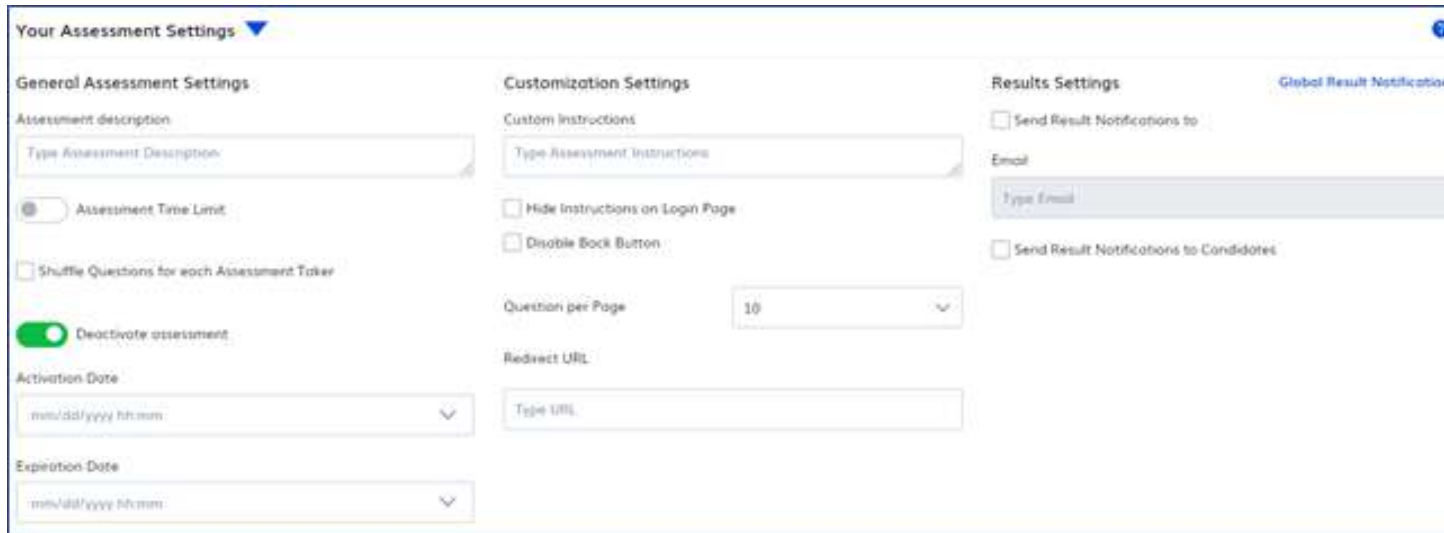
Note: This is typically the name of the position.



A screenshot of a form field for entering an assessment name. The field is titled "Assessment Name" and contains the text "Sample Behavioral Assessment".

5. Configure desired settings.

Settings allow the configuration of parameters such as assessment time limits, custom instructions displayed before starting an assessment, and the email address(es) in which results notifications should be sent.



A screenshot of the "Your Assessment Settings" configuration page, divided into three main sections: General Assessment Settings, Customization Settings, and Results Settings.

- General Assessment Settings:** Includes a text input for "Assessment description" (placeholder: "Type Assessment Description"), a toggle for "Assessment Time Limit" (checked), a checkbox for "Shuffle Questions for each Assessment Taker", a toggle for "Deactivate assessment" (checked), and dropdown menus for "Activation Date" and "Expiration Date" (placeholder: "mm/dd/yyyy hh:mm").
- Customization Settings:** Includes a text input for "Custom Instructions" (placeholder: "Type Assessment Instructions"), checkboxes for "Hide Instructions on Login Page" and "Disable Back Button", a dropdown for "Question per Page" (set to 10), and a "Redirect URL" section with a "Type URL" input field.
- Results Settings:** Includes a checkbox for "Send Result Notifications to" (unchecked), an "Email" section with a "Type Email" input field, and a checkbox for "Send Result Notifications to Candidates" (unchecked). A link for "Global Result Notification" is also present.

6. Select a minimum of four (4) dimensions.

Interests are comprised of three (3) dimensions (people, data, and things), while all behavioral dimensions are simply comprised of the listed dimension. You can use any combination of dimensions to reach this minimum.

The screenshot displays a user interface for selecting traits and interests. It is divided into two main sections: 'Traits and Interests' on the left and 'Added Traits and Interests' on the right.

Traits and Interests (Left Panel):

- Agreeableness - 9 Questions [Add]
- Stability - 9 Questions [Add]
- Openness - 9 Questions [Add]
- Tenacity - 8 Questions [Add]
- Resilience - 7 Questions [Add]
- Grit - 7 Questions [Add]
- Extraversion - 10 Questions [Add]

Added Traits and Interests (Right Panel):

Total questions: 51

- Interests - 24 Questions [Remove]
- Conscientiousness - 10 Questions [Remove]
- Integrity - 7 Questions [Remove]
- Work Ethic - 10 Questions [Remove]

7. Review the assessment as configured, by selecting the “Preview Button”.

Traits and Interests Add All

- Extraversion - 10 Questions Add
- Conscientiousness - 10 Questions Add
- Openness - 9 Questions Add
- Integrity - 7 Questions Add
- Tenacity - 8 Questions Add
- Resilience - 7 Questions Add

Added Traits and Interests Remove All

Total questions: 52

- Interests - 24 Questions Remove
- Agreeableness - 9 Questions Remove
- Stability - 9 Questions Remove
- Work Ethic - 10 Questions Remove

Preview Save

This allows you to see the assessment questions as they will be presented to assessment takers in a new window.

The screenshot displays the eSkill Talent Assessment Platform interface. At the top left is the eSkill logo with the tagline "Talent Assessment Platform™". The main content area is divided into three rows, each representing a question. Each question is followed by two possible activities, each in a light blue box with a radio button. The activities are: 1. Analyzing numerical data vs. Coaching baseball team; 2. Counseling people with personal problems vs. Building a model airplane; 3. Building a model airplane vs. Writing a novel. On the right side, there is a "Page Navigator" panel with a "Legend" icon and a grid of six numbered buttons (1-6), where button 1 is highlighted.

eSkill
Talent Assessment Platform™

1. The following items present two activities you might do at work. Which of the two activities interests you more, even if only by a little? Please consider whether you would enjoy the work, regardless of how well it pays or how much prestige it offers.

Analyzing numerical data or Coaching baseball team

2. The following items present two activities you might do at work. Which of the two activities interests you more, even if only by a little? Please consider whether you would enjoy the work, regardless of how well it pays or how much prestige it offers.

Counseling people with personal problems or Building a model airplane

3. The following items present two activities you might do at work. Which of the two activities interests you more, even if only by a little? Please consider whether you would enjoy the work, regardless of how well it pays or how much prestige it offers.

Building a model airplane or Writing a novel

Page Navigator

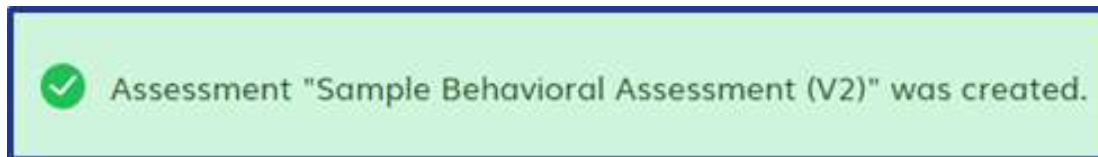
Legend

1 2 3
4 5 6

8. Save the assessment, by selecting the "Save" button.

The screenshot displays a web interface for configuring an assessment. It is divided into two main sections: 'Traits and Interests' on the left and 'Added Traits and Interests' on the right. The 'Traits and Interests' section has an 'Add All' button and lists six traits, each with an 'Add' button: Extraversion (10 Questions), Conscientiousness (10 Questions), Openness (9 Questions), Integrity (7 Questions), Tenacity (8 Questions), and Resilience (7 Questions). The 'Added Traits and Interests' section has a 'Remove All' button and shows a total of 52 questions. It lists five items, each with a 'Remove' button: Interests (24 Questions), Agreeableness (9 Questions), Stability (8 Questions), and Work Ethic (10 Questions). At the bottom of the interface are 'Preview' and 'Save' buttons.

This will present a message confirming the assessment has been created and saved to your account for immediate and future use.



After saving, you will be redirected to the “Assessments” page, which displays a list of all assessments created with your eSkill account.

| Nr. | Name | Type | Date Created | ID | Results | Actions |
|-----|-----------------------------------|------------|--------------|--|---------|---|
| 1 | Sample Behavioral Assessment (V2) | Behavioral | 01/10/2022 | YmjYTA2OTQtZWJhNS00Mzgx LWISY2MtMjRlQWQ5N2Y3ZlWQ x | 0 |      |

9. The “Assessments” page will allow several options for managing existing assessments.

| Nr. | Name | Type | Date Created | ID | Results | Actions |
|-----|--------------------------|------------|--------------|---|---------|---|
| 1 | Sydney - Behavioral Demo | Behavioral | 12/06/2021 | NzM5OTYyNWQzMjUxZC00ZDg 5LWEYzAtMGQzMDE4ODAxM TjI | 0 |      |

- » Preview (eye icon): Reviewing the questions within the assessment as they are going to be presented to candidates.
- » Edit (paper and pencil icon): Editing the assessment to adjust the assessment’s name, settings, and add or delete dimensions included in the assessment.
- » Take (assessment icon): Completing the assessment from an assessment taker’s perspective.
- » View Invitations (mail icon): Viewing all invitations to complete the assessment that have been deployed directly through eSkill.
- » Copy (duplicate pages icon): Replicate the assessment’s content and settings in a new assessment for use within other positions.

From this page, you may also (1) search, (2) select, (3) send (after selecting), or (4) delete (after selecting) assessments from your list.

As always, if you have questions regarding this or any of eSkill's assessment tools, please contact your eSkill representative.

INTERPRETING ESKILL BEHAVIORAL PROFILE REPORTS

INDIVIDUAL REPORT

The eSkill Behavioral Profile report presents clearly and requires no interpretation. The use of business language helps provide a clear understanding for the reader and is designed to describe the individual in a positive manner. This report presents the results for each selected behavioral trait of interest in graphic and narrative form, as shown below.

Personality Traits



1. Extraversion: Is a measure of how sociable, outgoing, and energetic an individual is. Typically characterized by excitability, sociability, talkativeness, assertiveness, and emotional expressiveness.

This Candidate:

Prefers to observe others quietly rather than share their own perspective.
May be uncomfortable when called upon in front of a group.

Interests



1. People: Individuals who enjoy working with people sharing ideas and concepts.

This Candidate:

Unlikely to enjoy tasks associated with interpersonal skills.

By using the eSkill Behavioral Profile to evaluate job candidates, you will gain information essential to making effective hiring decisions.

Please consult the [eSkill User Guide](#) for steps on receiving reports for any eSkill product.