

SELECTIVEHIRING

**Pre-Employment Testing Manual
Updated October 2012**

Introduction

No matter how great an applicant looks on paper or how smooth they appear during the job interview, many are experts at fooling the most experienced recruiter. Difficult personality characteristics, low skill levels, and even issues with integrity may not surface until you have made that costly hiring decision. You are then left to deal with the emotional strain and potential legal problems associated with having to terminate a bad hire, not to mention all the hard costs associated with having to recruit again, time spent on interviews, re-training and loss of productivity.

Selective Hiring offers a low cost and effective solution for increasing the accuracy of your hiring decisions. Through the use of our extensive library of professionally developed and validated tests, you have the option of creating your own assessment based on the specific needs of your organization or selecting from our “Out of the Box” assessments that have been built by our staff of I/O psychologists to measure job skills and behavioral characteristics associated with various job titles.

About The Tests' Author

Dr. Jesse Llobet has been in the business of developing and validating tests for over two decades. He received his Ph.D. in Industrial/Organizational psychology from the University of South Florida (consistently ranked as one of the top I/O programs in the country). Dr. Llobet's career has included both being the in-house testing expert for various well-known organizations as well as being an independent consultant and test developer. He has consulted with Fortune 500 companies and test development firms, authoring a number of assessment instruments that are currently being used nationwide and abroad. Dr. Llobet's numerous assessments have been taken by hundreds of thousands of applicants and employees. Having experience as both in-house and external consultant, Dr. Llobet brings a unique set of skill sets, knowledge and perspectives to his test development projects.

Basics

Before we discuss the specifics of our assessments, we would like to explain what we mean by “tests” and “assessments”, address some of the myths surrounding pre-employment testing and discuss some of the legal issues affecting the selection process.

What Is A Test?

A test is a standardized device used to measure skills, abilities, knowledge, competencies, intellectual capacity, personality characteristics, and more. When compared to other selection methods such as the job interview, reference checks, experience and academic achievement, professionally developed and validated tests have been shown to be the best predictors of job performance. More specifically, ability tests have been found to be four times more effective than the typical job interview in predicting future job success.¹

Tests can serve many purposes within today's highly competitive organizations. Those organizations that hire and retain the best individuals will have a marked advantage over the competition and that is why the use of pre-employment testing continues to increase. A 2004 HR Executive Magazine survey found that over 50% of today's organizations utilize pre-employment assessments in making their hiring decisions. And this percentage continues to grow year over year.

Why Should Companies Use Assessments?

The question should be, “How can companies afford not to use pre-employment assessments?” The use of assessments in business has a great deal of advantages over using the traditional job interview alone or other commonly used selection procedures. When you use tests to evaluate applicants, you are comparing “apples to apples.” Tests ask the same questions of everyone. So you can compare each applicant on exactly the same skill sets, dispositions, and behavioral characteristics. The use of tests affords the human resource professional the opportunity to ask a great deal of job-related questions in a relatively short amount of time; making tests much more efficient than any other hiring method.

Our “Out of the Box” or Customizable Assessments allow you to test for skills that cannot be measured during the interview. Appropriately developed tests do not ask biased or illegal questions. Tests allow the applicant's answers to be compared to the responses of hundreds or even thousands of other test takers that have taken

the test under the same standardized conditions. And maybe most importantly, professionally developed tests, like the Selective Hiring Assessments, have been developed based on scientific research that shows they are, in fact, predictive of future job performance. There are no other selection methods that can make these claims. When combined with the job interview, work history, reference checks and other screening methods, tests can significantly increase your ability to identify applicants who will succeed and be top performers within your organization.

Effectively screening potential employees is an organization's ethical responsibility. An effective pre-employment testing program can go a long way in ensuring a safe, productive, and satisfying working environment. Testing is a cost effective and efficient mean of identifying conscientious, top performing employees that will contribute to the safety and productivity of your organization.

How Organizations Today Are Utilizing the Benefits of Assessments

Assessments are being used in all aspects of the business world today. Many companies utilize our assessments in the hiring process to aide in the selection and retention process, while helping drive down the costly expense of the hiring. Pre-Employment Assessments are highly flexible and can be used any where from team building to helping an employee create a custom career path. Our assessments come "out of the box" for easy use or are fully customizable for any area of your business you feel they may help.

Selection

During the selection process, tests can help identify job applicants who have the competencies and dispositions that are required of the position being filled. Pre-employment tests generally focus on three areas:

1. Skills (e.g., math skills, clerical skills, mechanical skills, computer skills, etc.),
2. Job-Related Personality Characteristics and Aptitudes (e.g., sales ability, service disposition, etc.)
3. Integrity (e.g., trustworthiness, rules adherence, illegal drug use attitudes, etc.).

Assessing applicants on only one or two of these areas can lead to an incomplete picture of the applicant. By using tests that measure job-related attributes, employers can assess the applicant's suitability for the job and can then select those who are most likely to result in the best fit for the job, work group and organization.

Retention

Tests are an important component of achieving the proper fit between the job applicant and the job. Matching the right employee to the right job leads to increased employee satisfaction, increased productivity, and reduced employee turnover.

Team Building

Assessments can be used in putting together effective work groups or teams. Understanding personality types and skill levels of team members is essential for helping the team or work group operate effectively and efficiently. Matching the right individual with the appropriate team function is critical to helping the team achieve its maximum potential.

Training

Tests can also be used to determine the training needs of individuals, work groups, departments or the organization as a whole. Assessment results can indicate employee strengths and weaknesses, therefore identifying areas where training may be beneficial. Identifying training needs and providing targeted training in these areas can lead to significant increases in productivity and job satisfaction.

Tests can also be used to measure training effectiveness. Testing trainees on relevant competencies or characteristics before training serves to establish a pre-training baseline of skills, knowledge and/or behavioral traits. Testing them again, post training, will let you determine the degree to which they grasped the training content and will assist you in determining if they are ready to apply what they learned.

Career Path

Tests can be used to assess an employee's interests, skills, and personality characteristics. This information can then be matched to specific jobs or job groups when outlining the employee's career path. When properly

used, organizations that utilize job-related and professionally developed testing instruments benefit from a more satisfied, motivated, and productive work force.

Myths about Pre-Employment Testing

Three of the most common myths surrounding pre-employment testing are: 1) “tests are illegal and those who use them will get sued,” 2) “pre-employment tests cost too much,” 3) “testing takes up too much time.” Each of these will be addressed below in detail.

Myth #1 – “Tests are illegal and those that use them will get sued!”

The Equal Employment Opportunity Commission (EEOC) justifies the use of tests and any other selection procedure as long as they are related to successful job performance. Tests are just another method of gathering employee information in order to make the most educated hiring decision. Look at it as an interview on paper or an online interview (if the test is taken online). Obviously there are certain questions that should not be included in tests intended to be used in the business setting, for example, questions about age, religion, or other private and protected information. But these types of questions should not be used in any hiring method. The same state and federal guidelines that apply to interviews, background checks, and so on, also apply to tests.

If the assessments are developed and used properly, they can actually reduce the likelihood that you will get sued. Tests standardize the applicant data collection process. Every applicant is asked the same questions, in the same format, reducing bias and stereotypes. And given that professionally developed and validated test's increase validity over that of the interview, you are likely to hire less problematic employees.

Hiring less noncompliant employees reduces problems in the workplace that can lead to liability issues such as negligent hiring lawsuits. “Companies that adopt pre-employment integrity tests to screen job applicants can reduce their exposure to negligent hiring claims.”² Simply put, companies that hire the best employees are less likely to get sued over companies that hire problem employees, professionally developed, job-related tests can significantly increase the quality of your hires.

Myth #2 – “Pre-employment testing costs too much.”

The costs associated with a bad hire that leads to turnover are significant. When you factor in additional recruitment costs, training costs, management costs, low productivity and poor morale, most HR professionals would agree that these costs would run at least twice that person's yearly salary.

According to statistics provided from the Saratoga Institute, Kepner Tregoe, Inc. and the Bureau of National Affairs, the average cost of turnover for a 2,000-employee company with an annual turnover rate of 12% (US yearly average) is FOUR MILLION DOLLARS per year! When you compare total testing costs with the very significant costs associated with making a bad hiring decision, it is obvious that the investment made in pre-employment assessments is relatively insignificant.

Selective Hiring offers a low cost solution for increasing the accuracy of your hiring decisions. Investing approximately the cost of a daily lunch in evaluating an applicant today.....can literally save you thousands tomorrow.

Myth #3 – “Testing takes up too much time!”

Our pre-employment assessment options are extremely flexible and efficient. You decide how long the testing portion of your selection process will take. You can start with a couple of pre screen sections that can be administered in less than 6 minutes to eliminate those applicants who do not possess the most basic skills or characteristics required of the job. This step can then be followed up with a more comprehensive approach that tests for additional skills or behaviors.

You simply choose from our extensive library of “Out of the Box” Assessments whose administration times range from 20–45 minutes. These assessments have been assembled by our staff of Industrial Psychologists based on the job requirements of typical organizational jobs or functions or industry types (e.g., Sales, Service, Retail, Banking, etc.). These pre-designed assessments will be addressed in more detail in the Selecting your Assessment section of this manual.

Also available are customizable assessments. When custom building an assessment, you can add behavioral and/or cognitive sections to your assessment until you have satisfied the number of competencies you need to assess while staying within any time restraints you may have. This “mix and match” approach will also be discussed in more detail in the Selecting your Assessment section of this manual.

Legal Issues

Title VII

There are federal laws and regulations that govern the use of employee selection procedures. The Equal Employment Opportunity Commission (EEOC) enforces many of the laws involving personnel actions including hiring. One of the most relevant laws focusing on employment decisions is Title VII of the Civil Rights Act of 1964 (Title VII) which prohibits discrimination based on race, color, religion, sex or national origin for companies with 15 or more employees. Moreover, Title VII also authorizes the use of “any professionally developed ability test provided that such test, its administration or action upon the results is not designed, intended or used to discriminate” on any unlawful basis.

In a 1971 landmark case (Griggs v. Duke Power Co.), The Supreme Court concluded that employment practices that had an adverse impact on minorities but were not proven to have a business necessity were in violation of Title VII. In 1972 Congress amended Title VII to include this legal standard.

As a result of this Supreme Court ruling, the Federal Government set out to unify and standardize the regulation of employee selection procedures. This effort resulted in the adoption of the Uniform Guidelines on Employee Selection Procedures (Guidelines). These Guidelines outlined the government’s position with respect to the prohibition of discrimination in employment practices based on race, color, religion, sex or national origin. These Guidelines apply to all private and public employers that are covered by Title VII.

Key Points of the Uniform Guidelines on Employee Selection Procedures

Title VII and therefore the Guidelines apply to employers with 15 or more employees.

The Guidelines define a selection procedure as:

“Any measure, combination of measures, or procedures used as a basis for any employment decision. Selection procedures include the full range of assessment techniques from traditional paper and pencil tests, performance tests, training programs, or probationary periods and physical, educational, and work experience requirements through informal or casual interviews and un-scored application forms.”

So as one can see, the Guidelines apply not just to tests, but to all selection tools and methods, including the interview, job application, reference checks and more. One of the most misunderstood issues regarding the Guidelines is that of validation. When does a selection procedure need to be validated? The Guidelines state: *“These Guidelines do not require a user to conduct validity studies of selection procedures where no adverse impact results.”*

Therefore, if a company were to periodically examine its hiring process to ensure that it continues to be free from bias and discrimination, chances are that company would never be challenged. It is those organizations that pay little attention to the content and methods used in hiring and the potential adverse effects these procedures could have, particularly on protected groups that can land them in hot water.

Tests and Adverse Impact

The Guidelines define adverse impact as:

“A selection rate for any race, sex, or ethnic group which is less than four-fifths (4/5) (or eighty percent) of the rate for the group with the highest rate...” This definition applies to all selection procedures (e.g., interviews, decisions made from job history, tests, reference checks, etc).

What is important to remember is that as long as the entire selection process does not result in adverse impact, companies are not likely to be challenged. It is when the whole selection process (e.g., interview, reference checks, testing, etc.) results in adverse impact that the individual components of that process are scrutinized. And for each individual method that is found to cause adverse impact, validity evidence is required.

When it comes to tests, some people have the misconception that they are all discriminatory, cause adverse impact and are therefore illegal. This is simply not the case. While some members of protected classes do tend to score lower on cognitive tests that measure verbal and mathematical constructs, the EEOC justifies the use of these tests so long as the constructs they measure are essential for successful job performance. For example, if you are trying to fill an accountant position, you are justified in testing applicants on mathematical concepts that will be required to perform the job. In addition, researchers who focus on personnel selection have consistently found that:

“There is no evidence that well-constructed personality inventories systematically discriminate against any ethnic or national group.”

All the empirical evidence including Federal legal guidelines and standards supports the use of testing in the employment setting as long as the tests have been professionally developed and the skills, competencies and/or behavioral dispositions they measure are essential for successful job performance. And, as always, it is the employer’s responsibility to periodically audit the entire hiring process (e.g., the interview, testing, the job application, and any other selection method used) to ensure that it continues to be fair and free from bias.

The Americans with Disabilities Act (ADA)

The ADA went into effect in July 1992. With respect to employment, it covered employers with 25 or more employees. In July of 1994, it was expanded to include employers with 15 or more employees. The Act states that employers “shall not conduct a medical examination or make inquiries of a job applicant as to whether such applicant is an individual with a disability or as to the nature or severity of such disability.”

The ADA is intended to protect those employees with disabilities from discrimination. Professionally developed, work-related skills, behavioral, and personality tests measure job-related attributes and dispositions. They do not measure, nor are they intended to measure any form of disability. The ADA does not prohibit employers from using tools that assess an applicant’s sales and service ability, their level of trustworthiness, management skills, job-related personality characteristics, for example. The Selective Hiring Assessments have been carefully reviewed to ensure all items comply with the ADA.

This summary was intended to be a brief overview of how “assessments” are defined and used in the employment setting. Some of the most common misconceptions about tests and a couple of the major legal issues affecting not only tests, but the whole selection process in general were also presented. Each State may have its own set of requirements for selection tools and methods. If you are unfamiliar with such requirements, we would urge you to check with a qualified labor law attorney.

The Selective Hiring Assessment Assortment

Development of the Selective Hiring Assessment Assortment

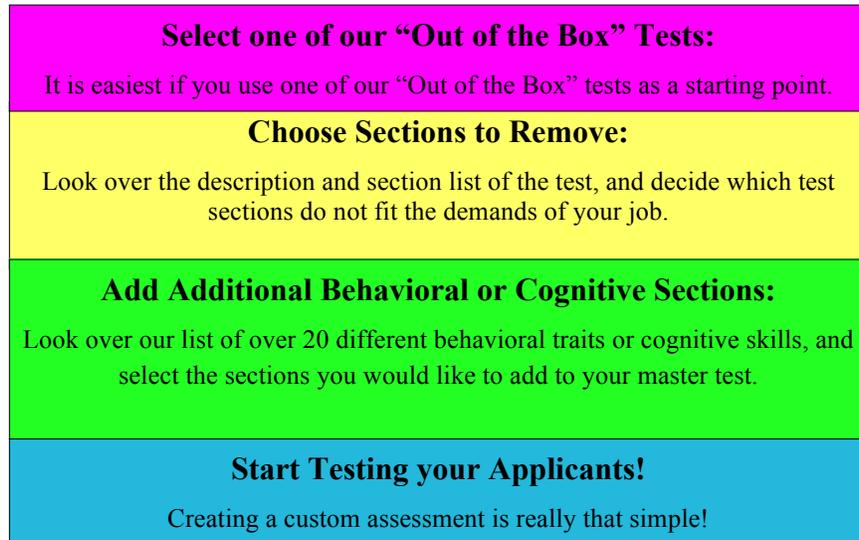
The Selective Hiring assessment assortment developed by Dr. Llobet is based on the culmination of years of research as a scientist and test developer and the author’s experience as an end user of assessment products working within various organizations. Selective Hiring capitalizes on and incorporates “best practices” in test development research while also addressing some of the practical needs of the human resource professional. The development of Selective Hiring assessment assortment is therefore based on specific building blocks that serve as the testing line’s foundation. These building blocks are; flexibility, efficiency, best practices in test development, statistical soundness, and useful and practical score reports. Each will be addressed below.

Flexibility

One of the toughest aspects of implementing a testing program is finding a test or series of tests that meet a company’s specific needs. Each organization has its own set of values and the jobs within those organizations require specific knowledge, skills, and abilities. In many cases companies also have time requirements with respect to the amount of time an applicant will have to take the test(s). In some cases test publishers have pre-designed assessment options that can address the majority of the organization’s assessment needs.

However, there are also many instances where a perfect fit between job requirements, testing content and time limitations is not available. The alternative is an expensive proposal from the test publisher to develop a customized test from scratch.

With Selective Hire, organizations have the option of implementing any of the Selective Hire “Out of the Box” assessments that have been designed to assess the skills and behaviors associated with the most typical jobs, or they can “mix and match” from a comprehensive library of short skills and behavioral tests to create a truly customized solution within the required testing time frame. As the diagram below shows, you can “mix and match” the individual Selective Hiring tests to meet the specific needs of the job you are hiring for:



This “custom” approach to building an assessments ensures organizations are only testing for those skills and behavioral characteristics that are relevant to the job, therefore increasing validity while at the same time reducing test administration time significantly.

Efficiency

Our assessment assortment consists of both behavioral and skills based tests. The behavioral tests include both attitudinal and behavioral statements. Responses are made on a 5-point Likert scale ranging from Strongly Agree to Strongly Disagree. This item format is extremely efficient, allowing applicants to answer a great deal of questions in a very short amount of time.

The Selective Hiring cognitive skills tests were also designed to be completed in a short amount of time. The skills tests include brief questions covering various job-relevant skill sets. The answer format is multiple-choice. The tests are concise, focused and valid predictors of performance. Both our behavioral and cognitive tests are designed as stand alone products with the flexibility and available option of being combined into customized assessments. Combining both skills and behavioral testing has been shown to increase validity above and beyond using one or the other.⁴

With its customizability and efficient item format, our assessment assortment is ideal for seamless integration into any ATS test delivery platform. This enables companies to incorporate an “all-in-one” approach to their applicant recruiting and hiring process.

Best Practices in Test Development

The Selective Hiring scales have been designed to assess a comprehensive list of job-related skills and behavioral characteristics by incorporating the latest research to reduce the likelihood of legal challenges, maximize test validity, and address the issue of test “faking.” Reading level has also been taken into account so that all levels of the organization can benefit from the Selective Hiring scales.

Reducing the Likelihood of Legal Challenges

The behavioral tests include both attitudinal and behavioral items with a work-related frame of reference included in the test instructions and inserted throughout the test items. Incorporating work-related (context-

specific) instructions and behavioral items, and less invasive attitudinal test questions into the assessments are critical in reducing the likelihood your selection process will be challenged. Researchers have found that applicants will have a more negative perception of the testing experience if they do not see a clear relationship between the test and the job or if they find the questions to be excessively invasive.⁵

"If companies are interested in using employment tests that are perceived as being job-relevant, inoffensive, and non-invasive, then they should consider selecting tests that include job-relevant items as opposed to tests that are derivatives of clinical assessment instruments."⁶ Below are examples of a non-context specific test question and an HRTL work-related (context-specific) question.

Non-context specific: *"It is easy for me to manage pressure."*

(Here there is no reference to the job and can seem as somewhat invasive.)

Context-specific: *"It is easy to manage work-related pressures."*

(Here there is a specific reference to the job and is less invasive.)

The behavioral test instructions also include a work frame of reference. For example, the following statement appears as part of the test instructions:

"The following set of statements describes work-related behaviors and attitudes. As you read each one, think of how it relates to you during your day-to-day work situations. Each attitude or behavior is followed by a rating scale that defines the degree to which you agree or disagree with each..."

Incorporating work references throughout the assessment increases the perception that the test is job-relevant and therefore, in the eyes of the applicant, justified.

Maximizing Test Validity

In addition to creating a more positive testing experience, tests that incorporate a work-related context into the instructions and test items have been found to have greater validity than tests that do not include this work frame of reference.⁷ Moreover, these context-specific tests obtain incremental validity above and beyond both non-contextual items and cognitive ability.⁸ As cited above, for behavioral tests, the work-related frame of reference built into the Selective Hiring scale instructions and questions leads to more valid responses than if one were to utilize more general (non-context specific) instructions.

Faking and Test Validity

One of the biggest concerns employers have when using personality or behavioral tests is the ability of the applicant to fake the test and the degree to which the test's validity will be compromised. During the application process of any job, most applicants will do what they can to present themselves in the most favorable light possible. Some may exaggerate on the job application, others may "stretch the truth" during the interview, and still others will attempt to fake themselves through the testing process. While skills and cognitive tests are not conducive to faking, personality or behavioral tests are more susceptible to elevated scores.

Extensive research has been conducted to better understand base rates of faking and the effects on validity. Researchers seem to be split on the frequency to which faking takes place during the testing process. For example, Hough, et. al. (1985) found that during the actual screening process, the base rate for faking was rare.⁹ However, others suggest that as much as 30-50% of the population attempts to elevate their test scores.¹⁰ Assuming there is some evidence for elevated personality test scores, what effects do these elevated scores have on the test's ability to screen out poor performers? Most of the research aimed at answering this question concludes that there is little impact to a test's validity based on the level of response distortion.¹¹ These tests still predict job performance.

While the applicant setting may tend to raise or lower scores on various personality dimensions more so than a non-applicant setting (where an elevated self presentation may not be as critical), the shape of the applicant's personality profile tends to remain the same. For example, an individual who may score as ambitious and outgoing in a non applicant setting would likely score as very ambitious and very outgoing if he/she were to apply for a sales position. The general shape of the profile would be the same but the scale scores would be a

bit elevated.

Even though the testing literature suggests that elevated personality test scores do not seem to affect a test's overall usefulness or validity, the Selective Hiring assessment assortment includes a Candidness scale that identifies individuals who may be trying to "fake" the test or may be attempting to elevate their scores. For those who score "low" on Candidness, more in depth questions should be asked to obtain more insight into the applicant's responses. The score report generates additional interview questions that can be used for this purpose.

Reading Level

When evaluating any testing instrument, particularly for entry-level or lower level positions, it is important to make sure the test questions are not written at a grade level that is too high for the position. For example, if a test is written using college level vocabulary and grammar, someone applying for a low level position that may not require such a high level of reading may not do well on the test simply because of how the questions are worded and not because the individual lacks the motivation or skill to do the job.

During the development of the Selective Hiring scales, every effort was made to keep the reading level of the questions as low as possible without taking away from the face validity or having to modify the job-related context of the questions. As a result of this effort, the reading level of the scales range from the 5th to the 7th grade. This reading level ensures that the questions are applicable for entry level through managerial positions.

Statistical Soundness

The most important aspect of any assessment device is its ability to predict what it is intended to predict, i.e., its validity. As mentioned previously in this manual, the Selective Hiring scales were developed based on years of research using the latest techniques to increase efficiency, job-relatedness, applicant comfort level, and validity. The test items were written based on extensive interviews with job incumbents, supervisors, managers, job observations, a review of training materials, and a review of the psychological and skills testing literature. The original sets of test items were then validated using various validity methods (i.e., criterion-related, construct, and self-report). Through extensive item analysis, the most valid and reliable test items were retained and used to create the Selective Hiring scales. The following summarizes the concept of validity and the various validity methods utilized in validating our scales.

Validity

A test's level of effectiveness is directly related to its validity (the degree to which the test measures what it is supposed to measure) and its reliability (how consistent the test is at measuring what it is supposed to measure). The Selective Hiring scales have undergone significant research across various job categories utilizing several validation strategies. The results of all the research conclude that the tests within Selective Hirings assessment assortment are valid predictors of critical aspects of job performance. The three validation methods used to establish the validity of the assessments are summarized below.

Criterion-Related Validation

The concurrent, criterion-related validation method requires that the test be administered to current employees. Performance data is then gathered on those employees. If the test were a valid predictor of job performance, one would expect a statistically significant correlation between test scores and the performance data collected. In other words, those employees who score high on the test are the same employees who demonstrate high levels of performance. Those employees who do poorly on the test would likely be those who demonstrate poor performance. The correlations obtained throughout all of the criterion-related validity studies that are presented in the Selective Hiring Validation Chart indicate that the tests that make up the our assessments are valid predictors of job performance.

Construct Validation

In addition to the concurrent validation strategy described above, construct validation studies have been performed for many of the Selective Hiring scales. This validation strategy attempts to demonstrate the degree to which the instrument in question actually measures the psychological construct it is intended to measure.

This approach generally involves administering the test in question along with another well-researched and

established instrument that measures the same construct. If the two instruments measure the same construct, one would expect to find a significant correlation between the two. From the construct validation studies presented in the Selective Hiring Validation Chart, we can conclude that our scales measure the construct they were designed to measure and therefore are construct valid.

Self-Report

An additional strategy utilized to establish the validity of the Selective Hiring scales was to compare test scores to anonymous self-reports. Some tests measure behaviors that are not always observable yet could have a serious negative impact to your organization; for example stealing or illegal drug use.

The anonymous self-report validation strategy makes it possible to collect past behavior information (e.g., stealing history, illegal drug use frequency) in a non-threatening manner. Test scores are then compared to the self-report ratings to determine the tests ability to identify those counterproductive behaviors. The results of the validation studies using the self-report data collection method offer strong support for the validity of the Selective Hiring scales intended to predict counterproductive workplace behaviors.

Reliability

In addition to the validity studies described above, reliability analyses have been performed for each our scales. Reliability refers to the degree to which the scale items are consistent in measuring the skill or construct the scale is intended to measure. The results of these analyses are presented in the Selective Hiring Validation Chart. These results do, in fact, show that our scale items are consistent in measuring what they are intended to measure.

The Selective Hiring scales were specifically developed to help today's organizations make the right hiring decisions. Extensive research utilizing various statistical methods all conclude that our scales are valid and reliable tools for predicting a wide range job-related skills and behaviors.

Selecting your Assessment - "Out of the Box" vs. Customizable Tests

As mentioned throughout this document, one of the key advantages of the Selective Hiring assessment approach is the ability to only test for those skills and behavioral characteristics that are required of the job. If an assessment is to be used for selection or promotion purposes, it is the user's responsibility to establish the assessment's relationship to the job requirements. This link between job requirements and the selection tools used in the hiring process should be demonstrated to meet the principles outlined by the Uniform Guidelines on Employee Selection Procedures (1978) and other federal government, employment-related legislation such as Title VII of the Civil Rights Act of 1964, The Civil Rights Act of 1991, and the American with Disabilities Act of 1990.

The first step in this process is to identify the essential job tasks. Then, the knowledge, skills, abilities, and personality characteristics (KSAP) required for successful performance of those tasks should be determined. Once this is accomplished, the appropriate tests that measure those job relevant skills and behaviors are selected. This job/test evaluation phase should be carefully documented to justify the use of the test(s) utilized in the applicant assessment process.

The Selective Hiring assessment assortment includes a comprehensive list of tests that can be matched to most KSAPs, providing an effective and efficient manner of ensuring only job relevant measures are used throughout the testing process. Before discussing the three options available for assessment development, the individual Selective Hiring tests are described below.

Selective Hiring Section Descriptions

Following are the descriptions of the individual Selective Hiring scales. The listings are divided into behavioral, cognitive, and pre-designed "Out of the Box" assessment options.

Selective Hiring Behavioral Section Descriptions

Section:	Assessment Description:	Number of Questions:
Achievement Drive	Achievement Drive measures the degree to which the individual is likely to be competitive and driven to be the best. This characteristic is important for jobs where the attainment of established goals and benchmarks are important (e.g., sales jobs). It is also important for jobs where there may be competition within departments or between coworkers and positions where the individual is expected to grow and advance to higher levels within the organization.	15
Assertiveness	Assertiveness measures the degree to which the individual is likely to assert him/herself, speak his/her mind and enjoy taking control or the lead in group situations. This characteristic is important for jobs where a strong personality is a plus (e.g., most sales jobs and managerial positions).	15
Attendance	Attendance measures the degree to which the individual is likely to be dependable, stable, takes responsibility for his/her actions and as a result, is not likely to have attendance problems. This characteristic is appropriate for all jobs.	15
Candidness	Candidness measures the degree to which the individual is likely to be candid and accurate in his/her responses and is therefore not trying to outsmart the test in an effort to present him/herself in a more favorable light. The results of this scale should be used as a "red flag" to make you aware that some candidates may be trying "fake" the test. For example, if a candidate scores High on the behavioral scales in this assessment and he/she scores Low on Candidness, there is the chance that he was able to elevate his/her scores on the assessment by trying to make him/herself look good. High behavioral scale scores that are accompanied by Low Candidness scores warrants some additional follow-up during the interview or reference checks to confirm the candidate's behavioral scale scores are in line with his/her previous work history.	15

Creativity	Creativity measures the degree to which the individual is inventive and creative in their thoughts and ideas. This characteristic is important for jobs requiring innovative thinking (e.g., creative positions, marketing, product development and some management jobs).	15
Drug Free Attitudes	Drug Free Attitudes measures the degree to which the individual is likely to be free of illegal drug use related problems that will affect his/her work. This characteristic is important for most jobs, but especially those involving the use a machinery or equipment where the safety of the employee and coworkers could be at risk.	15
Extraversion	Extraversion measures the degree to which the individual is likely to be outgoing, sociable and assertive in his/her interactions. This characteristic is important for jobs requiring strong, outgoing personalities and strong social skills (e.g., sales, marketing and some management jobs).	15
Flexibility	Flexibility measures 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.	15
Healthcare - Compassion	Healthcare - Compassion measures the degree to which the individual is caring and is likely to go out of his/her way to assist patients. This characteristic is important for all healthcare-related jobs.	10
Healthcare – Patient Relations	Healthcare - Patient Relations measures the degree to which the individual is friendly, people-oriented and exhibits excellent interpersonal skills when interacting with patients. This characteristic is important for all healthcare-related jobs.	10
Healthcare – Stress Tolerance	Healthcare - Stress Tolerance measures the degree to which the individual is likely to demonstrate patience and calmness during times of conflict and pressure at work. This characteristic is appropriate for most jobs within healthcare.	10

Healthcare - Team Player	Healthcare -Team Player measures the degree to which the individual is likely to cooperate in all aspects of his/her work relationships including working in harmony with others to achieve a common goal. This characteristic is important for healthcare jobs requiring interaction and cooperation among coworkers.	10
Helping Disposition	Helping Disposition measures 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 coworkers. This characteristic is important for most, if not all, jobs.	15
Leadership	Leadership measures the degree to which the individual has the necessary interest, ability and disposition necessary to perform in a leadership capacity. Leadership is important for jobs that require the management of others and/or the coordination of the work of others to accomplish the organization's goals. Supervisors, managers and team or group leaders need leadership characteristics to be successful.	15
Non-Violent Attitudes	Non Violent Attitudes measures the degree to which the individual is likely to respect others and not engage in aggressive workplace behaviors such as intentionally damaging company property or resorting to physical or verbal threats. While only a small percentage of the workforce is ever involved in incidents involving workplace violence, the high cost of incidents resulting from workplace aggression makes this an appropriate characteristic to measure for most, if not all, jobs.	15
Problem Solving Interest	Problem Solving Interest measures the degree to which the individual enjoys working on mentally challenging tasks, enjoys problem solving and utilizes creative thinking when engaged in problem solving activities. Some examples of jobs where this ability would be appropriate would be jobs in product development, marketing or research oriented jobs. Also, jobs that require creativity in decision making or problem solving or jobs that require coming up with enhancements to current processes and procedures.	15

Reliability	Reliability measures the degree to which the individual is likely to be dependable, hardworking and conscientious about the quality of his/her work. This characteristic is appropriate for all jobs.	15
Rules Compliance	Rules Compliance measures 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).	15
Safety	Safety measures the degree to which the individual is likely to follow company safety rules and procedures, and is cautious and vigilant about avoiding workplace accidents. These characteristics are appropriate for jobs that involve the use of equipment (e.g., tools, forklifts, machinery), including jobs in warehouse, production, assembly and other light industrial settings. This characteristic is important for most, if not all, light industrial and manufacturing environments.	15
Self Confidence	Self Confidence measures the degree to which the individual is likely to be self assured, is not overly affected by what others think of him/her, and is confident in his/her decisions and actions. This characteristic is important for jobs that require independent thought, a self-starter attitude, sales and management.	15
Stress Management	Stress Management measures the degree to which the individual is likely to demonstrate patience and stress tolerance during times of conflict with customers, coworkers and other stressful work-related situations. This characteristic is appropriate for jobs requiring interactions with customers, multi tasking and jobs in fast paced organizations to name a few examples.	15

Supervision	<p>Supervision measures two key performance measures: 1). Consideration: The degree to which the individual has rapport with his/her staff, is able to motivate staff and is able to build a team environment, 2). Structure: The degree to which the individual problem solves and initiates ideas and has effective planning and organizing skills. Supervision skills are important for jobs that require the supervision and/or management of others (i.e., supervisory and/or management roles).</p>	15
Team Player	<p>Team Player measures the degree to which the individual is likely to cooperate in all aspects of his/her work relationships including working in harmony with others to achieve a common goal. This characteristic is important for jobs requiring interaction and cooperation among coworkers.</p>	15
Trustworthiness	<p>Trustworthiness measures the degree to which the individual is likely to be honest and trusting of others. This characteristic is important for most, if not all jobs with special emphasis on cash handling jobs and jobs involving confidential or sensitive information.</p>	15

Selective Hiring Cognitive Section Descriptions

Section:	Assessment Description:	Number of Questions:
Assembly	Assembly measures the degree to which the individual can look at a diagram depicting various disassembled parts and then mentally assemble them to match an already assembled object. This ability is important for jobs requiring reading and understanding assembly diagrams and jobs requiring spatial recognition.	15
Attention to Detail	Attention to Detail measures the degree to which the individual can quickly and accurately compare two strings of letters and/or numbers much like tasks that involve verifying information. This ability is important for most clerical jobs. It is also appropriate for jobs that require proofing tasks.	20
Cognitive Ability -Mathematical and Logical Reasoning -Verbal Reasoning	Cognitive Ability is a general indicator of the individual's ability to think quickly and solve problems. It is also a valid predictor of an individual's training potential. This assessment is appropriate for all jobs where training success, problem solving and overall thinking skills are important for job success.	40
Inspection	The Inspection score measures the degree to which an individual can quickly and accurately find errors, defects, and/or dissimilarities when comparing two or more objects. This ability is important for most jobs that require inspecting products for errors and/or jobs requiring attention to small visual details.	15
Language Skills	Language Skills measures the degree to which the individual can quickly and accurately identify errors in word usage, punctuation, spelling and capitalization. This ability is important for most clerical positions, particularly positions requiring writing and/or proofing.	20
Light Industrial Math	Light Industrial Math measures the degree to which this individual has the ability to learn quickly, problem solve and understand basic mathematical concepts. This ability is appropriate for most, if not all, jobs.	20

Math Skills	Math Skills measures 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.).	20
Reasoning	Reasoning measures the degree to which this individual has the ability to learn quickly, problem solve and understand basic mathematical concepts. This ability is appropriate for most, if not all, jobs.	20
Tables	Tables measures the degree to which the individual can quickly and accurately refer to information presented in the form of a table and answer questions related to that information. This characteristic is appropriate for jobs requiring looking up information on computer screens, spreadsheets or charts. Most clerical jobs require some degree of this ability.	20

Selective Hiring “Out of the Box” Section Descriptions

Section:	Section Description:	Number of Questions:
<p>Customer Service</p> <p>Helping Disposition Flexibility Stress Management Team Player Candidness</p>	<p>Customer Service is a general indicator of the individual's ability to engage in service-oriented behaviors as defined by the scales in this battery. This battery is appropriate for all jobs that require service-related interaction with prospects and/or customers</p>	65
<p>Call Center – Customer Service</p> <p>Service Interpersonal Skills Stress Tolerance Team Player Candidness</p>	<p>Call Center – Customer Service is a general indicator of the individual's ability to provide excellent customer service to customers within a call center environment.</p>	45
<p>Call Center - Sales</p> <p>Achievement Drive Assertiveness Self Confidence Stress Management Candidness</p>	<p>Call Center - Sales is a general indicator of the individual's ability to persuade prospects and existing customers to purchase specific products and/or services within a call center environment.</p>	65
<p>Hospitality/Guest Services</p> <p>Math Skills Helping Disposition Self Confidence Flexibility Attendance Reliability Rules Compliance Candidness</p>	<p>Hospitality is a general indicator of the individual's ability to perform the basic functions of entry-level, customer facing hospitality jobs (e.g., front desk personnel, bell hops, food servers, customer service).</p>	115
<p>Retail</p> <p>Math Skills Attendance Reliability Flexibility Helping Disposition Trustworthiness Candidness</p>	<p>Retail is a general indicator of the individual's ability to perform the basic functions of entry-level retail jobs including cashier, stock and customer service personnel. If the job requires sales, see Retail – Sales.</p>	90

<p>Retail - Sales</p> <p>Math Skills Flexibility Self Confidence Achievement Drive Assertiveness Stress Management Candidness</p>	<p>Retail-Sales is a general indicator of the individual's ability to perform the basic functions of entry-level retail jobs with special emphasis on sales.</p>	<p>100</p>
<p>Sales</p> <p>Achievement Drive Assertiveness Self Confidence Stress Management Candidness</p>	<p>Sales is a general indicator of the individual's ability to persuade prospects and existing customers to purchase specific products and/or services. This battery is appropriate for most sales-related jobs.</p>	<p>65</p>
<p>Banking/Teller</p> <p>Attention to Detail Math Skills Helping Disposition Reliability Stress Management Team Player Trustworthiness Candidness</p>	<p>Teller is a general indicator of the individual's ability to perform the basic functions a bank teller in an efficient and effective manner. This battery is appropriate for most banking jobs involving customer service and the handling of money.</p>	<p>80</p>
<p>Risk</p> <p>Drug Free Attitudes Non-Violence Rules Compliance Trustworthiness Attendance Candidness</p>	<p>Risk Free is a general indicator of the individual's propensity to engage in inappropriate workplace behaviors as defined by the scales included in this battery. This battery is appropriate for most jobs, particularly entry level positions.</p>	<p>80</p>
<p>Clerical Skills</p> <p>Tables Attention to Detail Language Skills Math Skills (Writing Sample)</p>	<p>Workplace Skills is a general indicator of the individual's ability to perform the basic skills that underlie most entry level through supervisory positions (i.e., math skills, attention to detail, grammar and basic writing ability).</p>	<p>80</p>

<p>Supervision</p> <p>Supervision Helping Disposition Self Confidence Reliability Team Player Candidness</p> <p>(Reasoning)</p>	<p>Supervision is a general indicator of the individual's ability to mentor and supervise others. Adding the Reasoning component helps identify those who have the ability to learn quickly and problem solve.</p>	<p>80 (100 with Reasoning)</p>
<p>Workplace Personality</p> <p>Achievement Drive Assertiveness Flexibility Helping Disposition Leadership Reliability Self Confidence Stress Management Team Player Trustworthiness Candidness</p>	<p>Workplace Personality is a general indicator of the individual's strength or weakness on ten personality dimensions generally perceived to be important for a wide range of occupations. The individual scale scores offer detailed insights with respect to the applicant's personality and potential job fit.</p>	<p>155</p>
<p>Healthcare-Service</p> <p>HC-Compassion HC-Interpersonal Skills HC-Stress Tolerance HC-Team Player Candidness</p>	<p>Healthcare-Service is a general indicator of the individual's ability to engage in service-oriented behaviors within the Healthcare environment. This battery is appropriate for healthcare professionals who interact with patients (e.g., nurses, doctors, therapists, healthcare technicians, etc.).</p>	<p>45</p>
<p>Light Industrial</p> <p>Assembly Inspection Light Industrial Math Reliability Attendance Safety Candidness</p>	<p>Light Industrial is a general indicator of the individual's ability to perform the basic skills that underlie most entry-level through supervisory positions within a manufacturing or light industrial setting, such as basic math, assembly, and inspection. Other key characteristics assessed are safety and attendance attitudes and reliable work habits.</p>	<p>100</p>
<p>Work Ethic and Integrity</p> <p>Attendance Reliability Rules Compliance Trustworthiness Candidness</p>	<p>Work Ethic is a general indicator of the individual's ability to be dependable, trustworthy and conscious about attendance and rules compliance. These characteristics are essential for most, if not all, entry-level through supervisory positions.</p>	<p>65</p>

Assessment Delivery

Selective Hiring assessments are delivered online, either seamlessly integrated into any ATS platform or on a standalone basis. If implemented on a standalone basis, assessments can be emailed to any location that has an internet connection (e.g., the applicants' home, school, other office locations), saving "in office" administration time.

Useful and Practical Reports

A test is only as good as the information it generates and the degree to which that information helps one make the right hiring decision. The Selective Hiring Score Report was designed to give the HR professional a quick snap shot of the test taker's strengths and weaknesses, yet providing additional features for a more in-depth analysis. The Selective Hiring Score Report is broken down into four sections:

The first section is a graphical presentation of the test taker's performance on each of the sections completed. The scores are presented in the form of a bar graph for easy and quick interpretation. Both percentile and raw score percentages are presented.

Percentile scores allow one to compare how the applicant scored relative to all others who have taken the same assessment. For example, a percentile score of 75 indicates the candidate scored better than 75% of all individuals who have taken the same assessment. Percentile scores are helpful to see where the candidate falls relative to all other test takers.

Alternatively, the raw score percentage shows the total points obtained on the assessment divided by the total possible points. For example, if someone were to obtain a raw score of 50 on an assessment and that assessment had a total possible point score of 75, the candidate's raw score percentage would be 67%. This score is useful to see how the candidate actually scored on the assessment without comparison's to other test takers.

Each bar graph has three color coded score ranges defined as High Performance (Green), Moderate Performance (Yellow) and Low Performance (Red). These score ranges offer guidance as to the level of performance one might observe from the candidate for each of the specific measurement areas.

The second section of the report includes interpretive text. A brief narrative appears more clearly defining what the individual test scores mean (i.e., what the test measures and what can be expected of the applicant with respect to job performance).

Finally, the third section of the report includes follow-up interview questions that focus on the test taker's weaknesses. These questions serve as an excellent guide to further uncover potentially negative behavioral tendencies. See the attached sample score report for bar graph, interpretive text, and follow-up interview questions.

Communicating the Results

Each organization should be responsible for developing standard policies and procedures with respect to communicating job application results with job candidates. Candidates should be informed of what to expect next in the process. It should be emphasized that all phases of the pre-hire evaluation (i.e., job history, application information, interview, assessments, reference checks, etc.) are taken into consideration when making a hiring decision. Explain to the applicant that others are applying for the same position and that each applicant will be evaluated based on the same job-relevant criteria.

Do not point out a specific selection criterion as the reason why an applicant did not get the job. Blaming a test result or a reference, for example, does not give the applicant much comfort and could produce resentment in the applicant. The fact is that the reason to hire or not hire a candidate should never be based solely on any one phase of the pre-employment process. The human resource administrator should carefully examine all of the information gathered about the candidate (e.g., work history, assessment results, reference checks, background checks, etc.) and use this information as a whole to determine the best candidate for the job. The hiring decision should always be based on whether there is a match between a candidate's job relevant skills, abilities and interests and the job itself. Selective Hiring assessments represent one source of critical information in helping

to make that decision. Using all sources of candidate information available to the human resource professional will result in a more comprehensive view of the applicant and the best employee-job fit.

The employer assumes full responsibility for the proper use of the assessments as described in this manual. This includes establishing each scale's job relatedness to the job in question and periodically examining selection rates for minorities and non-minorities to ensure the selection process continues to be fair and free from bias. Human Resource Testing and the test developer do not accept liability for any unlawful use of this product.

While Selective Hiring assessments were designed to help predict various aspects of human behavior, report results are presented in terms of probabilities. False Positives and False Negatives are expected. Human Resource Testing and the test developer are not liable for test taker, applicant or employee behaviors.

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