



Service Ability Inventory

S.A.I.-H.C.



for the Healthcare Industry

HR•Assessments®

Developed by J. M. Llobet, Ph.D.

Administrator's Manual



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To ensure that you are obtaining the full benefits available to you from the use of HR•Assessments® products, please read all information contained in this manual carefully. By using this assessment product, you are acknowledging that you have read and understand the general guidelines provided in this manual, and that if you have any specific questions, you have referred them to a competent testing and/or legal expert for advice. The test developer and publisher do not assume liability for any unlawful use of this product.

The test developer and publisher do not assume any responsibility for the employer's use of this test or any decision the employer makes which may violate local, state or federal law. By selling this test, the publisher is not giving legal advice.

While HR•Assessments® are designed to help predict various aspects of human behavior, score results are presented in terms of probabilities. False Positives and False Negatives are expected. EDI and the test developer are not liable for test taker, applicant or employee behaviors.



HR•Assessments® Products: An Investment in Your Company's Future

The decision to use assessment products in the employment process is one that can be very beneficial to your company in many ways. A well-designed, properly validated assessment, when used in conjunction with other employment screening tools, can save your company from investing training resources in an applicant who is not suited to perform the job for which he or she was hired, and, as a consequence, can help protect your company from negligent-hiring lawsuits.

Each HR•Assessments product has been researched and developed by our in-house staff of testing professionals, which includes experienced industrial psychologists.

Use of Assessment Products as “Tools”

Validity studies of the assessment products we offer have shown them to be predictive of job performance and therefore quite useful during the selection process. It is important to remember that assessments should be used in conjunction with other, equally important employment screening tools – such as criminal background checks, work histories and employer references – to present a balanced picture of the particular job candidate. Only when used in coordination with one another will you be able to truly determine a “fit” between the candidate and the particular job for which he or she is applying.

Employment assessments, as defined in this manual, can be of several different varieties, including trustworthiness or integrity assessments, skills-oriented assessments and personality assessments. Each assessment can center on one of these elements, or may include several different components, assessing a variety of factors. Choosing the proper assessment product for your needs is a key factor in making your selection process more effective.

Legal Aspects of Assessment Use and Administration

Although employment assessments have been in use for more than 40 years, their use became more prevalent after the passage of the Employee Polygraph Protection Act (EPPA) of 1988, which made it illegal for most private employers to use polygraph examinations as a routine pre-employment screening tool. Employment assessments that are not prohibited by the EPPA are designed to give the employer a legal way to gauge an employee's job-related skills and personality traits as an alternative to the polygraph test. Whereas the polygraph test is designed to monitor an applicant's physiological reactions to certain questions, the employment assessments seek to gain information on the job candidate through a series of questions designed to measure job-related attributes.

Today, the use of employment assessments continues to increase. Many of the country's largest corporations use such screening devices on a regular basis, and have found great success in using them to hire and promote the best candidates.



Assessment Products and “Adverse Impact”

A common misperception of these assessments is that they all tend to discriminate against certain classes of applicants, in violation of state and federal laws against discrimination in employment decisions. In fact, this is not the case. Although there is evidence of poorer performance by some members of protected classes on some skills tests that include language and mathematical components, the use of such tests is still justified, so long as the skills assessed by the test are essential for the successful performance of one or more of the job’s key functions. In addition, researchers have found no evidence that well-constructed personality assessments discriminate on any unlawful basis.

However, it is incumbent upon employers who use assessment products to continually monitor selection procedures to ensure that no “adverse impact” is occurring in the overall selection process. Adverse impact is defined as a situation in which there is a substantially different rate of selection in hiring, promoting or other employment decisions that works to the disadvantage of members of a race, sex or ethnic group. If adverse impact does occur, the employer needs to be able to demonstrate the job-relatedness of the selection process. For further guidance in this area, read the *Assessment Selection and Follow-Up Procedures* section of this manual.

Federal Laws

There are federal laws and regulations governing the use of “selection” tools, such as employment assessments, insofar as they have any “adverse impact” on the employment opportunities of protected classes of individuals. Some of the more subtle aspects of these laws as they apply to the selection process are discussed in the section of this manual titled, *Using Job Analysis to Justify Use of Assessment and Its Sections (Legal Implications)*.

Title VII

Title VII of the Civil Rights Act of 1964 (Title VII), covering employers with 15 or more employees, prohibits discrimination in employment decisions on the basis of race, sex, color, religion and national origin. Title VII 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 1971, the U.S. Supreme Court, in *Griggs v. Duke Power Co.* (401 U.S. 424), adopted the standard that employer practices that had an adverse impact on minorities and were not justified by a business necessity violated Title VII. Congress amended Title VII in 1972, adopting this legal standard.

As a result of these developments, the government sought to produce a unified governmental standard on the regulation of employee selection procedures because the separate government agencies had enforcement powers over private employers, and each used different standards. This resulted in the adoption of the Uniform Guidelines on Employee Selection Procedures (Guidelines), codified at 29 CFR Part 1607, which established a uniform federal position in the area of prohibiting discrimination in employment practices on the grounds of race, color, religion, sex or national origin, and applies to all public and private employers covered by Title VII, Executive Order 11246, the State and Local Fiscal Assistance Act of 1972, the Omnibus Crime Control and Safe Streets Act of 1968, and the Intergovernmental Personnel Act of 1970.



Highlights of the Guidelines include:

Provision of a uniform set of principles governing the use of employee selection procedures that is consistent with applicable legal standards.

Setting out validation standards for employee selection procedures that are generally accepted by the psychological profession.

The Guidelines do not require a validation of the selection device unless evidence of adverse impact exists. It is important to note also that compliance with the Guidelines does not remove the affirmative action obligations for assessment users, including federal contractors and subcontractors.

The Americans with Disabilities Act

The Americans with Disabilities Act (ADA) provides that an employer “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.” (42 USC Sec. 12112(d)(2)(A); see also 29 CFR Sec. 1630.13.) Inquiries into a person’s disabilities are prohibited at the pre-offer employment stage, except in a very narrowly defined situation when the applicant has *voluntarily* disclosed a medical condition requiring accommodation. The ADA protects disabilities, not a characteristic that an employer may consider to be a personal flaw or undesirable aspect of an applicant’s personality. The ADA does not prohibit inquiries into such personality attributes as propensity for honesty, ability to get along with others, organizational skills or management skills, to cite a few examples. No question or series of questions designed to elicit information about a person’s mental impairment (as defined by the ADA), or questions that even would tend to elicit such information, should appear on an assessment product. Each HR•Assessments product has been carefully reviewed under this standard to avoid any conflict with ADA guidelines.

Recordkeeping Requirements

Various federal laws require employers to retain tests and test results for at least one year from the date the test is administered or from the date of any personnel action relating to the testing, whichever is later.

State and Local Laws

Due to the wide variety, complexity and ever-changing nature of state laws, it is impossible to summarize each state’s requirements in this brief overview. If you are unfamiliar with the state and local laws governing the use of screening devices applicable in your locale, consult a qualified labor law attorney or testing specialist who may provide competent guidance on this topic.



Assessment Selection and Follow-Up Procedures

Selection

Generally, when selecting an assessment or any other selection tool, you should choose one that has been designed specifically to measure the skills or traits necessary for the position in question. It is recommended that a thorough job analysis be performed to determine the connections between job functions and the attributes the assessment product is designed to measure.

Monitoring

Monitor your selection process to ensure compliance with all applicable federal, state and local laws, checking your selection process for evidence of adverse impact. This should be conducted on a continual basis. HR•Assessments products include testing logs that can be used to record each assessment taker's scores, as well as other important data that may be used to compute your own norms and adverse impact statistics.

Validation

Should your monitoring results indicate that adverse impact is occurring in the selection procedures, you should determine in which component of the selection process it is happening. If the use of a certain assessment product is found to be the cause, you will need to conduct a validation study of the assessment. Qualified testing professionals may be contacted to help in conducting a validity study. These professionals will be able to help determine whether the assessment is the cause of the adverse impact and whether the assessment is emphasizing a bona-fide occupational qualification for the job. In some instances, assessments that in some context may be considered discriminatory may be lawful to use in others, so long as the assessment is centered on a bona-fide occupational qualification.

Scoring

Cutoffs and suggested “pass” or “fail” scores are not provided with these assessments. Instead, norms and, in some instances, average assessment scores for various levels of job performance are provided. This information is provided for the elements the assessment is designed to measure. This information is a result of the testing universe used in the validation studies performed by HR•Assessments, and is for demonstrative purposes only. Assessment results always should be interpreted, along with other information gathered through your selection process, to ensure that you get a complete picture of the job candidate or employee. It is recommended that you administer the assessment to your current employees so you may develop your own company-specific norms for assessment performance. These norms then can be used as benchmarks during your assessing and selection process.



The Importance of Service Skills in Healthcare

In few occupations are people skills so critical to job success as they are in the healthcare professions. Compassionate personal service is the hallmark of quality healthcare. Unfortunately, this field, like many other “people care” industries, is also associated with high occupational “burnout” rates. Further, sensitive patient care often takes place in environments that contribute higher than average amounts of stress. Performing tasks that cause patients discomfort, making decisions that have critical consequences, interaction with high-level professionals, and long or abnormal shift hours all contribute to a stress-producing work environment.

Given the importance of responsive, quality healthcare, organizations need to employ individuals who possess excellent service skills, and who can apply those skills consistently and under stressful conditions.

The Service Ability Inventory – for the Healthcare Industry (S.A.I.–H.C.) was developed to assist organizations in identifying individuals who have a strong service orientation and demonstrate the skills necessary to provide excellent service. Specifically, the S.A.I.–H.C. measures the following service-related traits and abilities:

Patient Care Ability: The extent to which a person deals effectively with patients, showing empathy when appropriate and making every effort to comfort the patient.

Stress Management: The ability to work effectively under stressful, work-related situations.

Team Skills: The ability to work well with others to achieve a common goal.

Interpersonal Skills: The extent to which an individual gets along well with others and has great people skills.

Selecting Service-Oriented Job Applicants

Some individuals are more service-oriented than others and, therefore, are more suited for positions that require service skills. The S.A.I.–H.C. provides the opportunity for you to objectively assess the service orientation of job applicants.

In addition to providing an objective measure of service ability, this assessment also can be used as an interviewing tool. Specifically, you can use follow-up interview questions to assess the applicant’s responses to specific test questions. This will help you uncover hidden behavioral tendencies.

Research has consistently shown that the S.A.I.–H.C. is an accurate predictor of an individual’s service orientation (see Validity and Reliability section). Incorporating this assessment into your hiring process should significantly increase the accuracy of your hiring decisions and, therefore, provide an effective and cost-efficient means of building your customer-oriented team.



Determining Employee Service Skill Levels

In addition to assisting you in hiring service-oriented individuals, the S.A.I.–H.C. also can help you identify your current employees' service skill levels.

The S.A.I.–H.C. may be administered to current employees whose jobs require service skills in patient care. Based upon the test scores, you can identify strengths and weaknesses within your current employee group. Those employees scoring poorly on the S.A.I.–H.C. could get coaching or training to help increase service awareness and help develop service skills.

Selecting service-oriented job applicants and identifying the strengths and weaknesses of your current workforce with regard to service skills are essential elements for an organization to survive and prosper. The S.A.I.–H.C. can help you accomplish both goals, with little cost or effort.



Description of the S.A.I.–H.C.

The Service Ability Test – for the Healthcare Industry (S.A.I.–H.C.) provides a reliable measurement of an individual’s ability to be service-oriented within the healthcare environment. The assessment consists of 40 questions in the areas of patient care, stress management, teamwork and interpersonal skills. The question format is based on a 5-point scale ranging from strongly agree to strongly disagree, as well as situational questions. Although the assessment is untimed, most people complete it in less than 30 minutes.

The questions that make up the S.A.I.–H.C. were developed based on information gathered from interviews with healthcare professionals, patients, human resources professionals, and from an extensive review of the psychological literature on service orientation and the prediction of job performance. Each question was written specifically with the employment setting in mind, unlike most other “clinically based” personality assessment instruments. Assessments designed specifically for the employment setting are viewed by applicants as more job relevant (face valid) than those developed for clinical assessment and therefore are less likely to be questioned in terms of their relevance to the position in question.

Below are the test instructions and an example of a test item.

Directions

The purpose of this questionnaire is to see how you handle different work-related situations. Each individual has a unique style of dealing with different situations. Therefore, there are no right or wrong answers to the questions. Your response to each question will depend upon your individual style. You are to place a **checkmark** in front of the response that best describes you or what you would do if confronted with that situation. Here is a sample question similar to those found in the questionnaire:

A patient begins to insult you personally in front of other patients for having to wait too long for his/her appointment. What would you do?

- ☐ Attempt to calm down the patient myself and apologize for the inconvenience.
- ☐ Have one of my staff members handle the situation. I need to attend to my other patients.
- ☐ Reschedule the patient’s appointment for a time when he/she is less upset.
- ☐ Ask the patient to leave because he/she is beginning to upset the other patients.

Do you have any questions?

This questionnaire contains 40 questions similar to the one presented above. There is no set time limit for completing this questionnaire, so please take your time and answer each question carefully and honestly. You should use a ballpoint pen when taking the test. If you make a mistake, **DO NOT ERASE** your mark. Draw a circle around the ✓ like this: (✓). Then place a **checkmark** in front of the desired response. Please make sure you answer every question.

The examiner will not answer any questions once you have started.



Using Job Analysis to Justify Use of Assessment and Its Sections (Legal Implications)

From a legal standpoint, if a test is to be used for selection or promotion purposes, it is important that users of the test take the necessary steps to establish a clear linkage between the job tasks and the occupational environments measured by the test. This relevance should exist to meet the principles outlined in 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 tasks that are crucial or essential to the job in question should be identified first. Then, the occupational environment that matches the job in question can be determined. This process should be documented carefully to justify the appropriateness of the test administered in the employee selection process.

The following are examples that indicate the relationship between job tasks and the occupational environments described in this manual:

Task
Attends to the needs of patients, ensuring their comfort and satisfaction.
Schedules appointments for patients by telephone or face to face.
Provides medical care to patients consistent with their needs.
Assists physicians with patient care in a professional, responsible and service-oriented manner.



As a general guideline for compliance with federal discrimination and disability laws, test users should not subject test takers to any adverse employment decision based on a test result, unless the test result and other factors considered in the decision-making process reveal that the person does not possess qualifications that are crucial or essential to the job in question. To illustrate, if a test taker performs poorly on a test section designed to measure inspection skills, and inspection skills are not crucial or essential to the position for which the test taker is being considered, the test result should not serve as a basis for excluding the test taker from the position. Similarly, if a test result indicates that a test taker is unable to perform certain physical tasks that are not crucial or essential to the job position at issue, the test taker should not be excluded from that position on the basis of the test result.¹ Test users can avoid such a scenario altogether by identifying carefully the tasks that are essential to the job position at issue, and administering only those tests or test sections that are appropriate and relevant to the position's requirements.

Test sections measuring proficiency in the English language also should be administered in accordance with these principles. Thus, if spelling, grammar, vocabulary or reading comprehension skills are not essential to a job position, a test taker should not be subjected to an adverse employment decision based on poor test results in those areas. Requiring employees or applicants to be fluent in English may constitute national origin discrimination in violation Title VII of the Civil Rights Act, if the requirement is not justified by business necessity or directly related to job performance. There are some limited exceptions to this rule for jobs involving dangerous work requiring a heightened understanding of written or verbal safety instructions in English, or service positions that require significant communication in English with the public. Test users should consult with an attorney before subjecting any test taker to an adverse employment decision on the basis of English language deficiencies.

¹ If the test taker's ability to perform a particular physical task is essential to the job position at issue, the Americans with Disabilities Act may require the test user to provide certain accommodations to facilitate the test taker's performance of the task at issue. Test users should consult an attorney before making any adverse employment decision based upon a test taker's physical inability to perform a task measured by a test result.



Administration Instructions for Paper Tests

Please read these instructions before administering the S.A.I.–H.C.:

1. Before administering, you should be familiar with the assessment and its instructions. Be prepared to answer any questions that may be raised.
2. The assessment should be administered in a quiet room, free from distractions and interruptions.
3. Provide to each applicant/employee a ballpoint pen to ensure clear markings on the answer sheets.
4. Distribute the assessment and have the applicant/employee complete the information on the front page (i.e., name, Social Security number and date).
5. Introduce the assessment to the applicant/employee. Say, “This questionnaire is designed to assess your opinion of different work-related behaviors and attitudes. There are no right or wrong answers. Responses will vary, depending on each individual’s personal beliefs.”
6. Have the applicant/employee read the directions. You should say, “Read the directions on the front cover. Remember there are no right or wrong answers, so please be as honest as possible. Your unique style of thinking about or handling various work-related situations may be exactly what the job requires. Remember, your first response is often your most candid and honest response.”
7. After the applicant/employee has read the directions, ask, “Are there any questions?” If there are no questions, state, “There is no time limit, so please take your time and make sure you answer every question. Remember to think about the questions as they relate to your day-to-day work situations and not to situations outside of the working environment. You may begin.”

Test users who are subject to the Americans with Disabilities Act of 1990 may be required to provide accommodations to disabled test takers who need assistance during the testing process. This may include, for example, relaxing the time limitations of timed tests, offering visual or audio assistance, or providing special lighting or seating arrangements. Test users who are uncertain of their obligations under the Americans with Disabilities Act should consult an attorney if an accommodation is requested in the testing process.
8. Once the applicant/employee completes the test, ask him/her to make sure he/she has answered every question. When the assessment is turned in, say, “Thank you. We appreciate your time.”



Scoring Instructions for Paper Tests

1. Open the assessment and tear off the perforated tab on the right side. Carefully separate the assessment cover from the answer key.

2. Notice that the key is separated into four parts by horizontal lines. Each part corresponds to one of the four service-related areas measured by the S.A.I.–H.C.

Items 1-4, 14-16, 23-24 and 32 measure Patient Care Ability.

Items 5-7, 17-18, 25-26, 33-35 measure Stress Management.

Items 8-11, 19-20, 27-28, 36-37 measure Team Skills.

Items 12-13, 21-22, 29-31, 38-40 measure Interpersonal Skills.

The applicant's/employee's answers should appear as checks on the carbonless key next to a corresponding point value. There are no "correct" or "incorrect" answers.

3. The scores are determined by adding up all the point values for all the items within each test section.

For example, to determine an individual's score on the Patient Care Ability Section, add the point values checked for items 1-4, 14-16, 23-24 and 32. Write this number in the box along the right side of the key titled Patient Care Ability. Use the same procedure to obtain the scores for each of the remaining three sections. If an applicant/employee checks two answers for the same question, count the answer with the lower value. If an answer choice is marked with an X, this indicates the applicant/employee made a mistake, and it should not be counted. One point should be given for questions left unanswered.



Administration Instructions for Web-based Tests

Please read the following instructions before administering this test.

To access the Online Testing website:

Make sure to be using Internet Explorer to access the site

1. Open your web browser and go to <http://www.mytests.hrdirect.com>
2. Click **Administrator Login**
3. Enter the user name and password we've provided you via e-mail.

Step 1 – Create applicant(s)

It is important that you complete this step first as most of the other screens will not be functional until applicant names have been entered into the system.

In the Applicant Setup tab, fill out the form with the applicants information and click the **Save** button at the bottom left of the page. You should receive the message “You have successfully created a new applicant.” If you wish to create more applicants, click on the **Create New Applicant** button at the bottom of the page for a blank form and don't forget to click the **Save** button after entering each applicant.

Step 2 – Assign a test to an applicant

Click the “Assign Test” tab and select the applicant you would like to assign a test to from the drop-down list. Below you will see a list of tests that are available to the selected applicant. To the right of each test is a link to view his/her respective Administrator's Manuals. Click the checkbox next to the test you wish to assign, then click the **Assign Test** button at the bottom of the page.

Step 3 – Administer a test

Please inform your applicants:

1. Take the test using **only** Internet Explorer.
2. Make sure pop-up blockers are inactivated as the system will open a new screen.
3. Do not use the back button on the task bar during the test, as this will kick the applicant out of the test.

Click the “Administer Test” tab. Select an applicant, with previously assigned tests, from the drop-down list. Select the test that you want to administer. You may administer the test in one of three formats:

The **Begin Test Now** button will start the test immediately.

The **Send Email** button will e-mail an applicant the URL to our testing site along with a unique Session ID for them to enter to take the test.

The **Print Access Info** button will print out the URL to our testing site along with a unique Session ID, for the applicant, to enter to take the test.



Scoring Instructions for Web-based Tests

All web-based tests are scored automatically. Please read the following instructions to view the scores of a test.

View Test Results

Once a test has been completed, log in as an administrator and click the “Test Results” tab. You may view test results in one of two ways:

1. Select the applicant’s name from the “Applicant Name:” drop-down list and click the **Show Tests for Applicant** button. This presents all tests taken by the selected applicant. Click on one of the tests to present its results.

-or-

2. Select the test from the “Test Name:” drop-down list and click the **Show Applicants for Test** button. This presents all applicants who have taken the selected test. Click on the applicant’s name to present test results.

At any time in the future you may go back and view past applicants’ test results. They are saved in our system indefinitely.

Interpreting the Test Results

There are five tabs on a test’s results page:

Test Scores: Presents raw score, corresponding percentile with interpretive text and the average score for each test scale.

Test Score Graphs: Presents the same information as Test Scores along with the graphical view of the corresponding percentile score.

Interview Questions: Presents suggested follow-up questions to help you further evaluate the candidate’s responses to particular test items. If the test does not include this feature, clicking on this tab will result in the following message: “There are no follow-up interview questions for this test.”

Candidate Responses: Lists each test question along with the applicant’s response. If a test includes multiple scales, the test questions and applicants’ responses are separated by Scale.

Utilities: Allows you to change your online testing password and print the various test result sections.



Interpretation and Use of Scores

To help you hire the best individual for your organization, the S.A.I.–H.C. scores should be used in conjunction with other applicant information (e.g., the applicant's work history, references, skills assessments). A high score indicates that the applicant/employee is likely to demonstrate behaviors indicative of a service-oriented individual.

Patient Care Ability: The extent to which a person deals effectively with patients, showing empathy when appropriate and making every effort to comfort the patient.

Stress Management: The ability to work effectively under stressful, work-related situations.

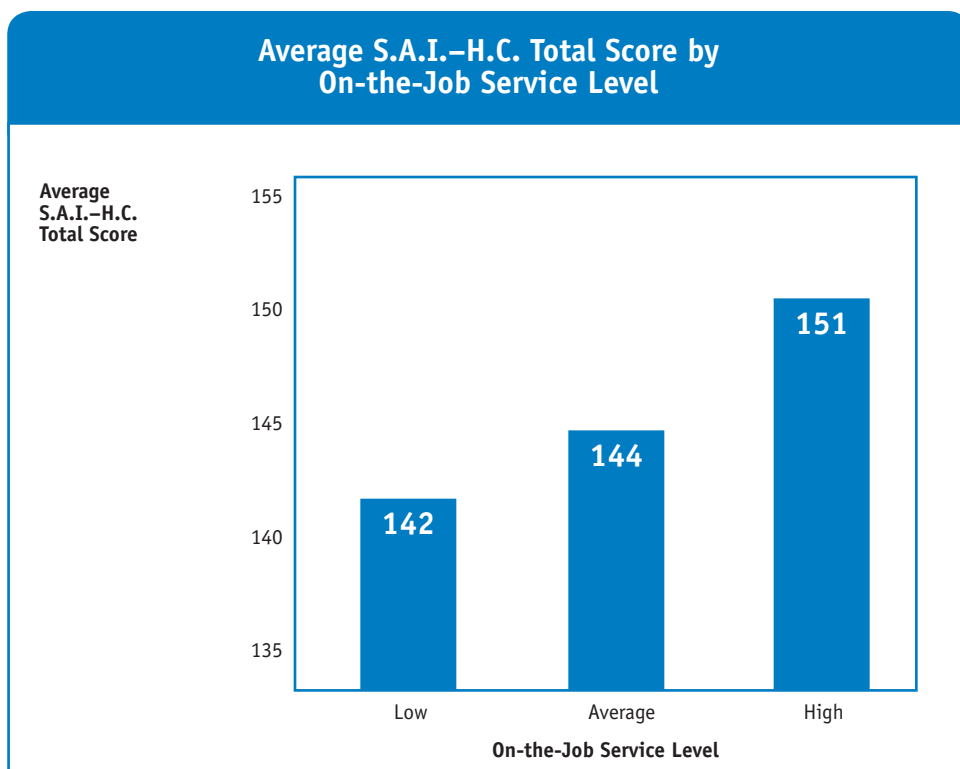
Team Skills: The ability to work well with others to achieve a common goal.

Interpersonal Skills: The extent to which an individual gets along well with others and has great people skills.

When interpreting scores, examining each section score may reveal the applicant's strengths or potential weaknesses.

The bar graph below presents the average S.A.I.–H.C. total scores (i.e., adding the response values of the four sections together) by job performance level for healthcare employees who participated in the validity studies presented in this manual.

The results presented here indicate that, in general, the higher the S.A.I.–H.C. total score, the likelier it is that an individual is a service-oriented healthcare professional (i.e., the individual has excellent relations with patients, has good interpersonal skills, manages stress effectively, is flexible, has a helping disposition, and is team-oriented). The lower the score, the less likely it is that the individual possesses these characteristics.





Norms

When evaluating applicants, norms provide a point of reference regarding the relative score of each applicant/employee. Norms are the average scores or distribution of scores obtained from the study sample. These score “patterns” can be compared to your own applicants’ and employees’ scores to better define their performance on the S.A.I.–H.C.

Tables 1 to 5 on the following pages present the distribution of scores for each test section and the associated percentile rank for the employees who have participated in S.A.I.–H.C. validity and norm studies. The percentile rank is the percentage of applicants/employees in the sample who obtained scores lower than the corresponding test score. For example, when reviewing Table 1, it can be said that an applicant/employee obtaining a score of 155 scored in the 87th percentile. This means the applicant/employee scored higher than 87% of the applicants/employees in the norm sample.



Table 1
S.A.I.–H.C. Total Score

Raw Score	Corresponding Percentile
175 +	100
170 - 174	99
167 - 169	98
165 - 166	97
163 - 164	96
161 - 162	95
160	94
159	93
158	92
157	90
156	89
155	87
154	86
153	84
152	82
151	80
150	77
149	73
148	69
147	66
146	63
145	59
144	56
143	51
142	46
141	43
140	39
139	36
138	33
137	29

Continued on next page



Table 1 (continued)

S.A.I.–H.C. Total Score

Raw Score	Corresponding Percentile
136	28
135	25
134	23
133	21
132	18
131	16
130	15
129	14
128	12
127	11
126	10
124 - 125	9
123	8
122	7
121	6
119 - 120	5
117 - 118	4
115 - 116	3
112 - 114	2
111 or less	1

Average Score	142
Standard Deviation	12.32
Number of Participants	831



Table 2
Patient Care Ability Section

Raw Score	Corresponding Percentile
44 +	100
43	99
42	98
41	95
40	91
39	86
38	78
37	68
36	55
35	43
34	31
33	20
32	13
31	9
30	7
29	4
28	3
27 or less	1

Average Score	36
Standard Deviation	3.42
Number of Participants	934



Table 3

Stress Management Section

Raw Score	Corresponding Percentile
45 +	100
43 - 44	99
42	98
41	97
40	96
39	94
38	91
37	87
36	82
35	75
34	67
33	57
32	49
31	39
30	29
29	20
28	15
27	9
26	6
25	4
24	2
23 or less	1

Average Score	33
Standard Deviation	4.28
Number of Participants	985



Table 4
Team Skills Section

Raw Score	Corresponding Percentile
45 +	100
44	99
43	98
42	96
41	93
40	89
39	83
38	79
37	70
36	64
35	53
34	44
33	36
32	28
31	22
30	16
29	13
28	8
27	5
26 or less	3

Average Score	37
Standard Deviation	4.02
Number of Participants	954



Table 5
Interpersonal Skills Section

Raw Score	Corresponding Percentile
46 +	100
45	99
44	98
43	96
42	93
41	88
40	80
39	70
38	61
37	51
36	41
35	32
34	24
33	18
32	12
31	10
30	7
29	5
28	4
27	3
26	2
25 or less	1

Average Score	37
Standard Deviation	4.21
Number of Participants	936



You can use the information in Tables 1 to 5 and the bar graph on page 11 as a guide when evaluating job candidates; however, it is strongly recommended that you collect and validate your own test data. The applicant/employee pool in your organization may differ from the study sample presented in this manual. Factors such as geographic location, business category and job responsibilities may have a significant effect on assessment scores.

One way to develop your own norms and benchmarks is to administer the S.A.I.–H.C. to your current employees. This will allow you to compare the scores of your top performers with those of your less-productive employees. The information then can serve as a guide during your applicant evaluation process.

In addition, if you can establish and document that, in general, high scorers on the test are also your more service-oriented employees, this can serve as an initial step in establishing the validity of the S.A.I.–H.C. within your organization.

If you do administer the S.A.I.–H.C. to your employees for establishing company-specific norms, make sure your employees understand that the results of your study will be used for norm development only and that their employment status will in no way be affected by their scores.

The EEOC and the Uniform Guidelines on Employee Selection Procedures recommend that job analyses be performed in conjunction with validation studies to determine the job-relatedness of each assessment and other selection tools used throughout the hiring process. It is the employer's responsibility to periodically monitor the employment screening process to ensure that it is fair and valid.



Interviewing with the S.A.I.–H.C.

In addition to providing an objective measure of service orientation within the healthcare environment, the S.A.I.–H.C. also can serve as a useful tool during the interviewing process. Responses to the questions can be addressed during the interview, and the applicant may have the opportunity to explain his/her answer. This approach may reveal some interesting insights into the applicant's unique style or tendencies.

Appropriate Responses

As has been described previously in this manual, the essential functions of the job(s) for which the applicant is being evaluated should be identified through job analysis. The interview process can then be structured to center on those personality characteristics or skill sets that are essential for effective job performance.

Before you interview the job applicant, carefully review his/her answers to the S.A.I.–H.C. items. Select several questions that were answered appropriately relative to the requirements of the job. Follow up during the interview with reinforcing/positive questions to “break the ice” and establish rapport with the applicant.

Below is an example of a follow-up question to an appropriate response.

“You strongly disagreed with the statement that said, ‘On the whole, patients tend to complain about matters that are insignificant.’ (Question #1). I feel the same way. Can you tell me specifically why you disagree with this statement?”

Asking follow-up questions to positive responses helps ease some of the tension inherent in the interviewing process. Positive feedback encourages the applicant to open up and share more potentially critical information.

Inappropriate Responses

Questions answered inappropriately relative to the requirements of the job should also be analyzed. Inappropriate responses should be followed up with questions to clarify the reasons for the response. Clarification is important in helping to understand the applicant's thoughts and potential behaviors as they pertain to the “negative” answer.

Below is an example of a follow-up question to an inappropriate response.

“You agreed with the statement, ‘Dealing with work-related pressure is easier said than done.’ (Question #18). Can you elaborate on this? What specifically do you mean? Can you give me some examples?”

Follow-up questions to inappropriate responses can be used to better understand the opinions or thoughts of the applicant that may be contrary to those of the ideal employee. This information is extremely valuable in determining an individual's fit into the organization.



Discussing the Results of the S.A.I.–H.C.

Your company should develop a procedure so the applicant can be told what the next step in the hiring process is, regardless of his/her score on the S.A.I.–H.C. or any other assessment tool. Emphasize that the S.A.I.–H.C. is only one of the criteria used to determine whether the applicant is a good match for the position. Remind the applicant that there are many people applying for the same position, and that each applicant will be considered based on how all of his/her qualifications and experience match the position's requirements.

Some interviewers may be tempted to look for a quick or easy reason to tell the applicant why he/she was not selected. "Blaming" an assessment may seem like a plausible reason, but it is no comfort to the rejected applicant and should not occur. The fact is, the reason to hire or not to hire should never be based solely on any single assessment score. It is the interviewer's responsibility to review all of the information gathered from the various tools used during the hiring process – such as the job application, the interview, reference checks and other assessments – to form the decision on the applicant's appropriateness for the position.

The issue is, and always should be, whether there is an appropriate job fit between a position and the applicant. Using the S.A.I.–H.C. is only one part of the information you need to make a decision. The other important part is knowing what else is required and desired in the employee filling the position, and effectively using all the sources available to you to make the best decision. This will ensure an effective selection process that offers a more comprehensive view of the applicant and results in hiring the best employee for your organization.

The employer assumes full responsibility for the proper use of the S.A.I.–H.C. as mentioned in this manual. This includes establishing its job-relatedness to the position in question. If you have any questions about the proper use of employment tests, contact HR•Assessments or an employment testing specialist.



Validity and Reliability

Effective applicant/employee evaluation procedures need to be valid and reliable.

Validity can be defined as the extent to which the instrument measures what it is supposed to measure. In other words, validity can be conceptualized as to whether there is a relationship between assessment scores and job performance. Reliability refers to how consistent the test is at measuring what it is supposed to measure.

The research studies described next have been conducted to demonstrate the validity and reliability of the S.A.I.–H.C.

The validation method used to examine the S.A.I.–H.C.’s predictive validity is known as the concurrent, criterion-related validation methodology. A professionally conducted, concurrent, criterion-related validation study is an appropriate means of assessment validation, as described by the federal government’s Uniform Guidelines on Employee Selection Procedures. Essentially, this approach requires that the assessment be administered to current employees and, concurrently, data on the job performance of these employees be gathered. If an assessment is valid, one would expect a statistically significant correlation between individual assessment scores and job performance. In other words, those employees scoring highly on the assessment would be those who also perform best on the job; those who do poorly on the assessment also would be those likely to receive poor performance evaluations.



Validity

The S.A.I.–H.C. was administered to 1,022 healthcare employees from different healthcare facilities. Nine hundred and eighty-five tests were completed and returned. The facilities included hospitals, family practices, eye centers and chiropractors' offices. Examples of jobs included in the study are medical clerical staff (e.g., secretaries, administrative assistants, receptionists, file clerks, accounting clerks, admitting clerk), nurses (e.g., LPNs, RNs, social workers, therapists), technicians (e.g., OR, EKG, X-ray, lab), assistants (e.g., medical, optical, dental, nursing, home health) and office managers. The supervisors of these employees were asked to rate the study participants on six work-related behaviors. These six work behaviors are presented below:

	Very Low Level		Average Level			Very High Level	
1. Patient Relations Deals effectively with patients, showing empathy when appropriate. Makes every effort to comfort patients. Is well liked by patients.	1	2	3	4	5	6	7
2. Interpersonal Skills Gets along well with others. Has great people skills.	1	2	3	4	5	6	7
3. Stress Management Works effectively under stressful, work-related situations. Demonstrates patience and stress tolerance during times of conflict.	1	2	3	4	5	6	7
4. Flexibility Adapts well to change. Has little trouble reprioritizing tasks when necessary.	1	2	3	4	5	6	7
5. Helping Disposition Is more than willing to help staff, coworkers and/or patients. Goes out of his/her way to help those in need.	1	2	3	4	5	6	7
6. Team Player Works well with others to achieve a common goal. Cooperates in all phases of work relationships.	1	2	3	4	5	6	7

Five hundred and eighty-four performance rating forms were returned. Factor analysis of these six dimensions resulted in one service-related factor. Therefore, an overall performance rating was calculated for each study participant by adding the performance ratings of these six dimensions and dividing by six. This average rating will be referred to as the Overall Performance Rating and served as the criterion for the validation research.



Table 6 provides the correlations between the S.A.I.–H.C. total score and the Overall Performance Rating for specific job groups.

Table 6
Correlation Between S.A.I.–H.C. Score
and Service Ability Demonstrated on the Job

Job Group	Validity Coefficient	Significance Level	N
Medical Clerical Staff	.36	p<.001	94
Nurses and Therapists	.26	p<.001	170
Technicians	.25	p<.062	57
Assistants	.20	p<.228	38
Office Managers	.39	p<.059	24

Note: N equals the number of participants in the analysis.

As a point of reference, the average correlation coefficient for the standard job interview has been found to be .14.²

These correlations indicated that, in general, those individuals who scored highly on the S.A.I.–H.C. received high ratings by their supervisors on numerous important, job-related attitudes and behaviors, as well as on overall job performance. Those employees who scored poorly on the test received lower performance ratings.

Reliability

In addition to validity research, studies have been conducted to assess the internal consistency or reliability for the S.A.I.–H.C. That is, to what extent do the items in the assessment measure the same construct? The reliability coefficient obtained in this effort was .83, which indicates a high level of test item consistency.

The results obtained in the validity and reliability studies presented in this manual offer strong evidence that the S.A.I.–H.C. is a valid and reliable predictor of service-related behaviors and attitudes for a wide range of jobs found in the healthcare industry.

Once you have established the requirements of the job, incorporating the S.A.I.–H.C. into your selection process should help you find the best person-job match. Understanding an applicant's personality and how it relates to the job in question is critical to finding the right fit and enhancing the effectiveness of your selection process.

² Hunter, J. E. & Hunter, R. F. (1984). "Validity and Utility of Alternative Predictors of Job Performance." *Psychological Bulletin*, 96, 72-96.



Adverse Impact

To determine whether the S.A.I.–H.C. could have an adverse effect on members of a protected class (e.g., minorities), the average scores for 148 black and 611 white study participants were examined.

The results of these comparisons revealed that the average score obtained for the black sample was 141.37. The average score for the white sample was 143.81. Given the relatively small difference in test scores between these two groups, it is unlikely that, if this test were to be used as intended (i.e., in conjunction with other screening tools, e.g., interviews, references, past performance, other tests), there would be any adverse impact. This notion is consistent with the review of the personality testing literature that concludes, “There is no evidence that well-constructed personality inventories systematically discriminate against any ethnic or national group.”³

Even though these results suggest that the use of the S.A.I.–H.C. would not be likely to have an adverse effect on the hiring rates of minorities versus nonminorities, it is always recommended that you periodically monitor your selection process to ensure that it continues to be fair and valid.

Based on the research presented in this manual, it appears that, in addition to providing a sound, reliable and job-related basis for making employment decisions, the S.A.I.–H.C. also can enhance equal employment opportunities by increasing the objectivity, standardization and job-relatedness of the selection process.

³ Hogan, H., Hogan, J. & B. W. Roberts (1996). “Personality Measurement and Employment Decisions.” *American Psychologist*, Vol. 51, No. 5, 469-477.

While HR•Assessments were designed to help predict various aspects of human behavior, score results are presented in terms of probabilities. False Positives and False Negatives are expected. EDI and the test developer are not liable for test taker, applicant or employee behaviors.

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