

# Customer Service Aptitude

C.S.A.

**HR•Assessments®**

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## 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 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 use of employee selection procedures that is consistent with applicable legal standards.

Setting out validation standards for employee selection procedures 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 would even 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 with 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 Customer Service

Excellent customer relationships are critical to the success of any company. With the increasing number of businesses capable of providing quality products at reasonable prices, outstanding customer service, as well as a knowledgeable, friendly sales team, can make a significant difference in a company's success in years to come.

Building strong customer relationships is so important in today's business world. That is why your staff must be service-oriented, possess strong sales ability and be reliable. Taking proper care of customers requires your employees to be service-oriented, meaning that they must enjoy helping others and be team players and sociable. Your service or sales representatives also must have strong selling skills; that is, the power to persuade and convert prospects into customers, and to effectively cross-sell your company's products and services to those prospects and to existing customers. In addition, all of your employees must be reliable; an inconsistent and short-staffed company drastically reduces its ability to provide the best customer service. That is why the HR•Assessments Customer Service Aptitude (C.S.A.) has been created to predict these three skills – service orientation, sales ability and reliability – all in one assessment.

## Selecting Top Customer Service and Sales Representatives

The C.S.A. was developed to assist organizations in identifying individuals who are (1) service-oriented, (2) effective salespeople and (3) reliable and dependable. This assessment measures a person's ability in the following areas: a helping disposition, sociability, teamwork, drive to achieve, self-confidence, sales ability, dependability, punctuality and pride in quality of work.

In addition to providing an objective measure of service skills, sales ability and reliability, the assessment also can be used as an interviewing tool. Specifically, you can follow up with interview questions to probe the applicant's responses to specific assessment questions. This exercise could help you uncover hidden behavioral tendencies.

Research consistently has shown that the C.S.A. is an accurate predictor of an individual's service skills, sales ability and reliability (see *Validity and Reliability* section). Incorporating this assessment into your hiring process should significantly increase the accuracy of your hiring decisions, and as a result, provide a more effective and cost-efficient way to build your customer-oriented team.



## Description of the C.S.A.

The C.S.A. provides a reliable measurement of three important work-related abilities (i.e., service ability, sales ability and reliability). Research has shown that this assessment should significantly help you identify and hire service-oriented individuals who have the ability to sell your products and services, and can be counted on to get the job done. The C.S.A. consists of 60 questions with a strongly agree/strongly disagree answer format. Although the assessment is untimed, most individuals complete it in less than 20 minutes.

The questions that assess each trait were developed based on information gathered from interviews with human resource professionals and managers in different industries, and from an extensive review of the psychological literature about personality measurement. Each question was written specifically with the employment environment in mind, unlike most other clinically based personality assessment instruments. Assessments designed specifically for the employment setting are generally 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 assessment instructions and an example of an assessment question:

### DIRECTIONS

The following questionnaire consists of statements that describe work-related behaviors and attitudes. Each statement is followed by a rating scale that defines the degree to which you agree or disagree with the statement. The scale ratings are defined as follows:

**SA = Strongly Agree**  
**A = Agree**  
**N = Neutral**  
**D = Disagree**  
**SD = Strongly Disagree**

A sample statement similar to those found in the questionnaire is provided below.

**Most employees accept change  
in the workplace.**

**SA      A      N      D      SD**

As you read each statement, please think of how it applies to you during your day-to-day working situations. Please **circle** the scale rating that best defines the degree to which you agree or disagree with each statement.

### Do you have any questions?

This questionnaire contains 60 statements 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 completing the questionnaire. If you make a mistake, **Do Not Erase** your mark. Draw an **X** over your first answer, then **circle** 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 actions to establish a clear connection 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 abilities measured by the C.S.A.:

Task	Ability
Interacts with customers on a daily basis, solving their problems effectively and efficiently.	Service Ability
Uses various selling techniques in an effort to sell company products and services.	Sales Ability
Performs all aspects of the job in an efficient and consistent manner with little supervision.	Reliability



As a general guideline for compliance with federal discrimination and disability laws, test users should not subject test takers to any adverse employment decisions 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 position at issue, the test taker should not be excluded from that position on the basis of the test result.<sup>1</sup> Test users can avoid such a scenario altogether by carefully identifying the tasks that are essential to the job 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.

<sup>1</sup> 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 C.S.A.

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 each applicant/employee with 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 one.”
7. After the applicant/employee has read the assessment 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 working 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 assessment, ask him/her to make sure he/she has answered every question. When the assessment is turned in, say, “Thank you. We appreciate your taking the time to complete this questionnaire.”



### 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 ten parts by horizontal lines. Each part corresponds to one of the ten personality traits measured by the C.S.A.

Items 1-10 and 31-40 measure Service Ability

Items 11-20 and 41-50 measure Sales Ability

Items 21-30 and 51-60 measure Reliability

The applicant's/employee's answers should appear as circles on the carbonless key. There are no "correct" or "incorrect" answers. The Scale scores are determined by adding up all the point values for the items that correspond to each Personality Scale.

For example, to determine an individual's score on the Service Ability Scale, add the circled numbers to items 1-10 and 31-40. Write this number in the box along the right side of the key titled Service Ability Score. If an applicant/employee circles two answers for the same question, count the answer with the lower value. If an answer choice is marked with an **X**, this indicates that 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 C.S.A. subscale scores should be used in conjunction with other applicant information (e.g., the applicant's work history, references and skills assessments). A high Scale score indicates that the applicant/ employee is likely to demonstrate behaviors the Scale measures. The definition of each Scale is presented below. The average scores obtained for different performance levels are also presented for each Scale as well as for the three Scales combined. These average scores are based on the data collected for the validity and reliability studies presented earlier in this manual.

**Service Ability:** The ability to get along with others, to enjoy helping others, to enjoy being with others (versus being quiet and reserved), and the overall ability to be service-oriented.



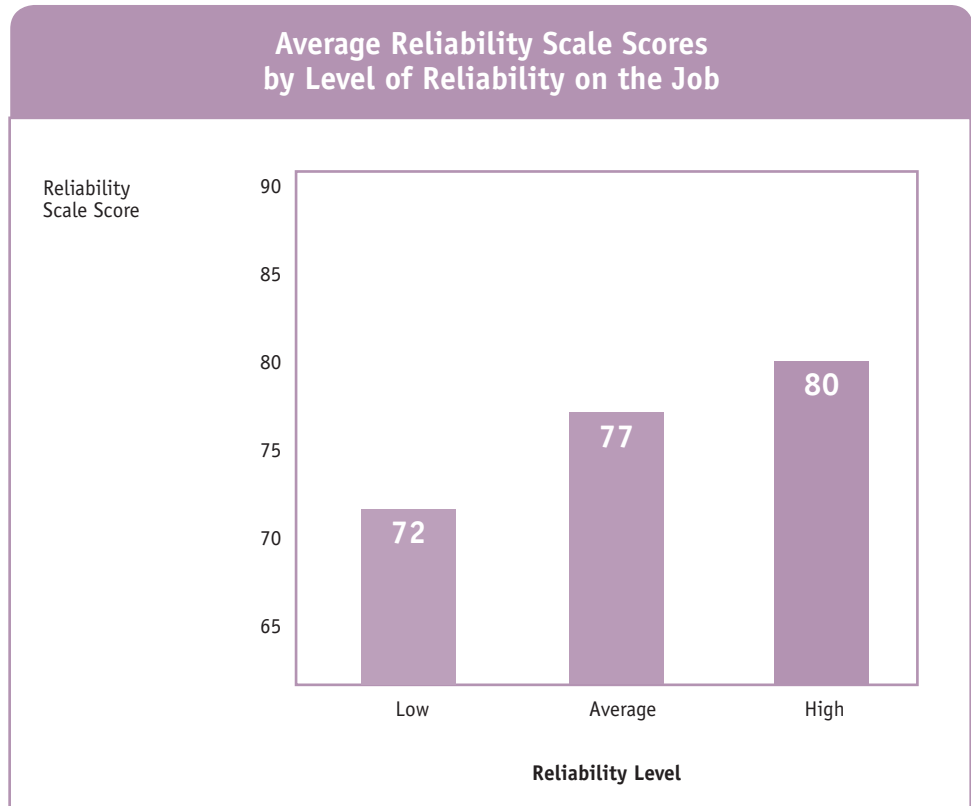


**Sales Ability:** The ability to sell products and/or services by assessing customer needs, effectively presenting the features and benefits of the product and/or service, overcoming objections and closing the sale.



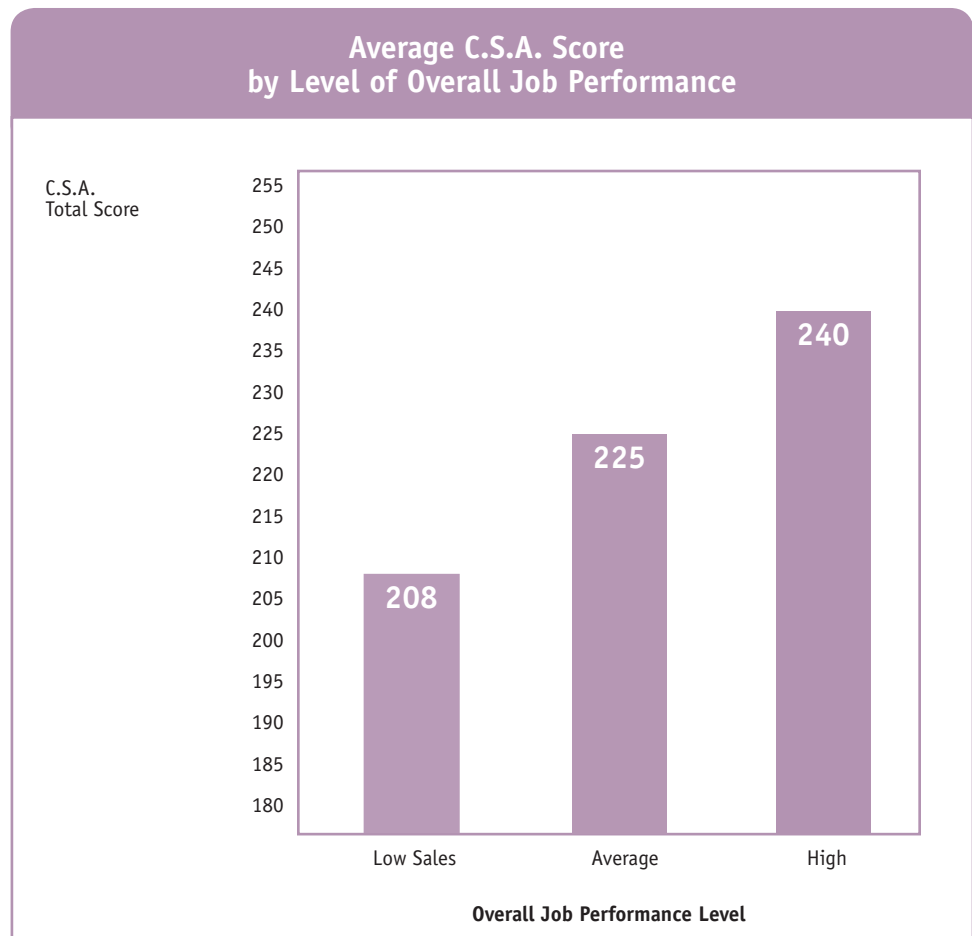


**Reliability:** The degree to which an individual is reliable, dependable, thorough, organized, and thinks before acting.





**Total C.S.A. Score:** The average scores by job performance level for each of the three C.S.A. Scales were added up to obtain an overall average score for individuals identified as low, average or high performers. The graph below presents these scores by performance level.



As a component of the selection process, the job requirements for the position that is being filled should first be identified before using the C.S.A. (or any selection instrument). Once this is done, the C.S.A. Scales can objectively help you identify individuals who have the abilities that are important for success in that particular job.



### **Norms**

When evaluating applicants, norms provide a point of reference regarding the relative Scale 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’/employees’ Scale scores to better define performance on the C.S.A.

Tables 1 to 3 on the following pages present the distribution scores for each Scale and the associated percentile rank for over 3,000 applicants who have taken the C.S.A. Table 4 presents the same information for all scale scores combined. The percentile rank is the percentage of applicants in the sample who obtained scores lower than the corresponding scale score. For example, when reviewing Table 1, it can be said that an applicant obtaining a score of 87 scored in the 90th percentile. This means the applicant scored higher than 90% of the applicants in the norm sample.



**Table 1**  
**Service Ability Scale**

Scale Score	Corresponding Percentile
96+	100
94-95	99
92-93	98
91	97
90	96
89	94
88	92
87	90
86	87
85	84
84	81
83	77
82	72
81	67
80	63
79	58
78	52
77	46
76	40
75	34
74	29
73	25
72	20
71	16
70	12
69	9
68	7
67	5
66	4
65	3
64	2
63 or less	1

Average Score 79  
Standard Deviation 7.32  
Number of Participants 3,332



**Table 2**  
**Sales Ability Scale**

Scale Score	Corresponding Percentile
90+	100
87-89	99
86	98
85	97
83-84	96
82	95
81	93
80	90
79	88
78	85
77	81
76	77
75	73
74	68
73	63
72	57
71	50
70	44
69	38
68	33
67	27
66	22
65	18
64	15
63	11
62	9
61	7
60	5
59	4
58	3
56-57	2
55 or less	1

Average Score	72
Standard Deviation	7.17
Number of Participants	3,331



**Table 3**  
**Reliability Scale**

Scale Score	Corresponding Percentile
99+	100
97-98	99
96	98
95	97
94	95
93	93
92	91
91	88
90	86
89	82
88	78
87	75
86	70
85	66
84	61
83	55
82	50
81	44
80	38
79	32
78	27
77	22
76	18
75	14
74	11
73	8
72	6
71	4
69-70	3
68	2
67 or less	1

Average Score	83
Standard Deviation	7.37
Number of Participants	3,329



**Table 4**  
**C.S.A. Overall Scale**

Scale Score	Corresponding Percentile
277+	100
272-276	99
268-271	98
266-267	97
264-265	96
262-263	95
260-261	94
259	93
257-258	92
256	91
255	90
254	89
253	88
252	87
251	86
250	85
249	83
248	82
247	81
246	79
245	78
244	76
243	75
242	72
241	70
240	68
239	66
238	64
237	62
236	59
235	57
234	55
233	53
232	51
231	49
230	46

Continued on next page



**Table 4 (continued)**  
**C.S.A. Overall Scale**

Scale Score	Corresponding Percentile
229	44
228	41
227	39
226	36
225	34
224	32
223	30
222	28
221	26
220	24
219	22
218	20
217	19
216	17
215	15
214	14
213	13
212	11
211	10
210	9
209	8
208	7
207	6
206	5
203-205	4
200-202	3
196-199	2
195 or less	1

Average Score	233
Standard Deviation	18.31
Number of Participants	3,329



You can use the information presented in the graphs and tables in this section as guides when evaluating job candidates; however, we strongly recommend that you collect and validate your own data. The applicant 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 C.S.A. 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 specific Scales are also your better-performing employees, this can serve as an initial step in establishing the validity of the C.S.A. within your organization.

If you do administer the C.S.A. to your employees to establish 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 its employment-screening process to ensure that it is fair and valid.

Each packet of the C.S.A. includes a testing log that you can use to record each applicant's assessment scores, as well as other important applicant data that may be used to compute your own norms.



## **Interviewing with the C.S.A.**

In addition to providing an objective measure of ten personality characteristics, the C.S.A. scales 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 emphasize 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 C.S.A. scale 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, ‘I don’t believe one ever has to compromise’ (Question #3). I agree with your response. Will you tell me specifically why you feel this way?”

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, ‘Success is more a matter of luck than hard work.’ (Question #11). Would 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 the ideal employee. This information is extremely valuable in determining an individual's fit into the organization.



### **Discussing the Results of the C.S.A.**

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 C.S.A. or any other assessment tool. Emphasize that the C.S.A. 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 should always be, whether there is an appropriate job fit between position and applicant. Using the C.S.A. 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 C.S.A. 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 assessments, contact HR•Assessments or an employment testing specialist.



## **Validity and Reliability**

Effective applicant evaluation procedures need to be valid and reliable. Validity can be defined as the extent to which an 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 assessment 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 C.S.A.

The validation method used to examine the C.S.A.'s predictive validity was the Concurrent Validation Methodology. A professionally conducted concurrent validation study is an acceptable means of test 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 performance of these employees be gathered. If the assessment is valid, one would expect a statistically significant correlation between individual assessment scores and job performance. In other words, those employees scoring higher 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.



### Service Ability Scale – Validity Study #1

The Service Ability Scale of the C.S.A. was administered to 69 employees in a variety of positions within a marketing organization (e.g., customer service representatives, telemarketing representatives, clerical staff, supervisors and managers). Each participant's immediate supervisor was asked to rate the individual with regard to various aspects of job performance (i.e., service ability, team orientation and sociability). The performance rating scales are presented below.

	Very Low Level		Average Level			Very High Level	
<b>1. Service Ability</b> Is more than willing to help staff, coworkers and/or customers. Is very service-oriented.	1	2	3	4	5	6	7
<b>2. Team Player</b> Works well with others to achieve a common goal. Cooperates in all phases of work relationships.	1	2	3	4	5	6	7
<b>3. Sociability</b> Enjoys being around and interacting with people. Is outgoing and talkative. Makes friends easily.	1	2	3	4	5	6	7

The Service Ability Scale scores were statistically compared to the supervisors' performance ratings using correlation analysis. Table 5 provides the results of this analysis.

**Table 5**  
**Correlations Between Service Ability Scale Scores  
and Job Performance Ratings**

Work-related Behavior	Validity Coefficient	Significance Level	N
Service Ability	.51	p < .001	69
Team Orientation	.53	p < .006	69
Sociability	.40	p < .003	69

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

These correlations indicate that, in general, those individuals who scored higher on the Service Ability Scale demonstrated high levels of service on the job, were seen as team players by their supervisors and were sociable employees. Those that scored lower on the scale were rated lower on these important job dimensions.



### Service Ability Scale – Validity Study #2

In an effort to cross-validate the Service Ability Scale of the C.S.A., the Scale was administered to another group, 61 employees in jobs similar to those in the first study (i.e., customer service representatives, telemarketing representatives, clerical staff, supervisors and managers). Cross-validation provides evidence for the generalization to populations different from those used in the original study. Again, each participant's immediate supervisor was asked to rate the individual with regard to service ability, team orientation and sociability. The study participants' Service Ability Scale scores were statistically compared to the supervisors' performance ratings using correlation analysis. Table 6 provides the results of this analysis.

**Table 6**  
**Correlations Between Service Ability Scale Scores and Job Performance Ratings**

Work-related Behavior	Validity Coefficient	Significance Level	N
Service Ability	.35	$p < .007$	61
Team Orientation	.36	$p < .006$	61
Sociability	.40	$p < .003$	61

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

Again, the correlations indicate that, in general, those individuals who scored higher on the Service Ability Scale demonstrated high levels of service on the job, were team players and were sociable individuals. While those who scored lower received lower performance ratings in these areas.

Table 7 below shows the results of combining the data from Service Ability Scale Validity Studies #1 and #2.

**Table 7**  
**Correlations Between Service Ability Scale Scores and Job Performance Ratings**

Work-related Behavior	Validity Coefficient	Significance Level	N
Service Ability	.45	$p < .001$	130
Team Orientation	.34	$p < .001$	130
Sociability	.40	$p < .001$	130

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

The results presented in Tables 5, 6 and 7 strongly suggest that the Service Ability Scale of the C.S.A. is a valid predictor of service-oriented behaviors on the job, and its use should significantly increase your ability to identify individuals with the service disposition, team orientation and social skills needed to effectively service your customers and other employees.



### Sales Ability Scale – Validity Study #1

The Sales Ability Scale of the C.S.A. was administered to 62 employees in sales positions (i.e., customer service representatives with cross-selling responsibilities and telemarketing representatives). Each participant's immediate supervisor was asked to rate the individual with regard to sales ability, achievement drive and self-confidence. The performance rating scales are presented below.

	Very Low Level		Average Level			Very High Level	
<b>1. Sales Ability</b> Has the ability to sell products/services. Is able to overcome objections and close sales. Does not let rejection get in the way of success.	1	2	3	4	5	6	7
<b>2. Achievement Drive</b> Motivated, driven to be the best at his/her job. Has a strong desire to succeed.	1	2	3	4	5	6	7
<b>3. Self-Confidence</b> Believes in self. Not afraid to make decisions. Has a positive outlook.	1	2	3	4	5	6	7

Study participants' Sales Ability Scale scores were statistically compared to their supervisors' performance ratings using correlation analysis. Table 8 provides the results of this analysis.

**Table 8**  
**Correlations Between Sales Ability Scale Scores and Job Performance Ratings**

Work-related Behavior	Validity Coefficient	Significance Level	N
Sales Ability	.48	$p < .001$	50*
Achievement Drive	.22	$p < .09$	62
Self-Confidence	.28	$p < .04$	62

Note: N equals the number of participants in the analysis.  
\*Sales ability ratings were only available for 50 employees.

These correlations indicate that, in general, those individuals who scored higher on the Sales Ability Scale demonstrated a high level of sales skills, achievement drive and self-confidence on the job. Those who scored lower on the scale demonstrated a lower level of these characteristics.



### Sales Ability Scale – Validity Study #2

In an effort to cross-validate the Sales Ability Scale of the C.S.A., the Scale was administered to a group of 67 employees in jobs similar to those in the first study (i.e., customer service representatives with cross-selling responsibilities and telemarketing representatives). Cross-validation provides evidence for the generalization to populations different from those used in the original study. Again, each participant's immediate supervisor was asked to rate the individual with regard to sales ability, achievement drive and self-confidence on the job. The study participants' Sales Ability Scale scores were statistically compared to their supervisors' performance ratings using correlation analysis. Table 9 provides the results of this analysis.

**Table 9**  
**Correlations Between Sales Ability Scale Scores and Job Performance Ratings**

Work-related Behavior	Validity Coefficient	Significance Level	N
Sales Ability	.43	$p < .008$	39*
Achievement Drive	.30	$p < .02$	67
Self-Confidence	.22	$p < .08$	66

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

\*Sales ability ratings were only available for 39 employees.

Again, the correlations indicate that, in general, those individuals who scored higher on the Sales Ability Scale demonstrated high levels of sales skills, achievement drive and self-confidence on the job. Those who scored lower were rated lower on these important job performance areas. Table 10 below shows the results of combining the data from Sales Ability Scale Validity Studies #1 and #2.

**Table 10**  
**Correlations Between Sales Ability Scale Scores and Job Performance Ratings**

Work-related Behavior	Validity Coefficient	Significance Level	N
Sales Ability	.45	$p < .001$	90*
Achievement Drive	.25	$p < .006$	129
Self-Confidence	.24	$p < .008$	128

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

\*Sales ability ratings were only available for 90 employees.

The results presented in Tables 8, 9 and 10 strongly suggest that the Sales Ability Scale of the C.S.A. is a valid predictor of sales-oriented behaviors on the job, and that use of this scale should significantly increase your ability to identify individuals with the sales disposition needed to effectively sell your products and services.



### Reliability Scale – Validity Study #1

The Reliability Scale of the C.S.A. was administered to 142 employees in a variety of positions within a marketing organization (i.e., customer service representatives, telemarketing representatives, clerical staff, supervisors and managers). Each participant's immediate supervisor was asked to rate the individual with regard to various aspects of reliability. The performance measures are presented below.

	Very Low Level		Average Level			Very High Level	
<b>1. Reliability</b> Can be counted on to get the job done. Requires little follow-up when assigned to a project or task.	1	2	3	4	5	6	7
<b>2. Attendance/Punctuality</b> Has excellent attendance. Is punctual and available when needed.	1	2	3	4	5	6	7
<b>3. Organization</b> Works efficiently and in an organized, systematic manner.	1	2	3	4	5	6	7
<b>4. Work Quality</b> Excellent quality of work. This individual is thorough and strives for perfection.	1	2	3	4	5	6	7
<b>5. Logical and Analytical</b> Thinks things through in a logical manner. Does not jump to conclusions. Is very logical and analytical in his/her thinking.	1	2	3	4	5	6	7
<b>6. Overall Job Performance</b> Is able to perform all aspects of the job in an above-satisfactory manner. This is a great employee.	1	2	3	4	5	6	7

The study participants' Reliability Scale scores were statistically compared to their supervisors' performance ratings using correlation analysis. Table 11 provides the results of this analysis.



**Table 11**  
**Correlations Between Reliability Scale Score**  
**and Job Performance Ratings**

Work-related Behavior	Validity Coefficient	Significance Level	N
Reliability	.33	$p < .001$	142
Attendance/Punctuality	.11	$p < .20$	142
Organizational Skills	.35	$p < .001$	142
Quality of Work	.24	$p < .005$	142
Logical/Analytical	.23	$p < .007$	142
Overall Job Performance	.33	$p < .001$	142

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

These correlations indicate that, in general, the individuals who scored higher on the Reliability Scale could be counted on to get the job done, worked in an efficient and organized manner, produced quality work, thought things through carefully, and were considered to be excellent employees. Those who scored lower on the scale were rated lower on all of these performance dimensions.



### Reliability Scale – Validity Study #2

In an effort to cross-validate the Reliability Scale of the C.S.A., the Scale was administered to a group of 83 employees in various jobs (i.e., sales personnel, software developers, training personnel and clerical staff). Cross-validation provides evidence for the generalization to populations different from those used in the original study. Again, each participant's immediate supervisor was asked to rate the individual with regard to various aspects of reliability. The study participants' Reliability Scale scores were statistically compared to the supervisors' performance ratings using correlation analysis. Table 12 provides the results of this analysis.

Again, the correlations indicate that, in general, those individuals who scored higher on the Reliability Scale demonstrated a higher level of reliability on the job than those who scored lower on the scale.

**Table 12**  
**Correlations Between Reliability Scale Score**  
**and Job Performance Ratings**

Work-related Behavior	Validity Coefficient	Significance Level	N
Reliability	.38	$p < .001$	83
Attendance/Punctuality	.40	$p < .001$	83
Organizational Skills	.25	$p < .03$	83
Quality of Work	.37	$p < .001$	83
Logical/Analytical	.39	$p < .001$	83
Overall Job Performance	.40	$p < .001$	83

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



### Reliability

In addition to validity research, internal consistency analyses have been conducted to determine the reliability of the three Ability Scales that make up the C.S.A.; that is, to what degree do the questions in each Scale measure the same thing? Reliability coefficients for each Scale are presented in Table 13.

**Table 13**  
**Reliability Coefficients**  
**for the C.S.A.**

Scale	Reliability Coefficient
Services Ability	.66
Sales Ability	.75
Reliability	.83

The results obtained in the validity studies and the reliability research conducted for the Service Ability Scale, the Sales Ability Scale and the Reliability Scale offer strong evidence that the C.S.A. is a valid and reliable predictor of three critical work-related abilities.

Once you have established that service ability, sales ability and/or reliability are important for performing the essential functions of the job, incorporating the C.S.A. into your selection process should significantly help you identify the best person for the job. 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.

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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