

“Can-Do” Attitude Test

C.D.A.T.

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 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 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.



A Positive Attitude Makes the Difference

Employee attitude is as critical to your business as the quality of your product or service. Positive employee morale promotes a better working environment, increases customer loyalty, and is repeatedly ranked as the No. 1 trait by employers nationwide.

The HR•Assessments® “Can-Do” Attitude Test (C.D.A.T.) was developed to assist companies by selecting those individuals who are upbeat, energetic and willing to do whatever it takes to get the job done. As a reliable indicator of future performance, the C.D.A.T. can be vital in selecting applicants with a confident, optimistic approach that will show in their work.

Selecting a “Can-Do” Applicant

Unfortunately, not everyone has the “can-do” attitude that makes a great employee. The C.D.A.T. gives you the ability to objectively assess an individual’s attitude and can indicate whether an applicant has the confident outlook necessary to succeed.

In addition to providing an objective measure of an individual’s attitude, this assessment is also an effective interviewing device. It allows you to use follow-up interview questions to evaluate an applicant’s responses to specific questions. This will help you uncover hidden behavioral tendencies.

Research has consistently shown that the C.D.A.T. is an accurate predictor of an individual’s attitude, flexibility, willingness to listen, service skills, ability to work within a team and overall job performance (see Validity and Reliability section).

Adding the C.D.A.T. to your current hiring process should significantly increase the accuracy of your personnel decisions and provide a cost-effective way of finding employees who will go that extra mile for your organization.

Obtaining and keeping positive employees is crucial for your business to prosper. The C.D.A.T. is an easy, economical means of meeting this goal.



Description of the C.D.A.T.

The C.D.A.T. is an untimed assessment that consists of 40 attitudinal and behavioral statements. The examinee is asked to read each statement and choose the extent to which he/she agrees or disagrees with each. These statements were derived from an extensive review of the psychological literature that focuses on those personality characteristics that have been found to be related to a positive working attitude. In addition, managers and supervisors in a wide variety of functional areas (i.e., customer service, sales, warehouse, manufacturing, marketing, accounting and human resources) were asked to list those attributes they felt best defined a positive attitude. The information compiled as a result of this research was used to design each test question. The resulting assessment consists of questions that are predictive of a positive “can-do” attitude (e.g., taking on additional responsibilities when needed with little resistance, willingness to go the “extra mile” to get the job done, working well with others to achieve a common goal, adapting well to change, willingness to listen and being service oriented). Each statement was written specifically with the employment environment in mind. Therefore, this assessment is perfectly suited for the employment setting, unlike other “clinically based” psychological instruments.

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

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.

I am willing to try new things, even if I am unsure of the outcome.	SA	A	N	D	SD
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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 extent to which you agree or disagree with each statement.

Do you have any questions?

This questionnaire contains 40 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 carefully documented 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	C.D.A.T. Skill
Cooperates with all team members to accomplish a common goal.	Team Player
Coordinates multiple projects concurrently and ensures all projects are completed in a timely fashion.	Flexibility
Communicates effectively with employees to promote an efficient and productive working environment.	Listening
Interacts with customers in a friendly manner to resolve customer service issues.	Service Orientation
Uses appropriate techniques to overcome obstacles and rejections during sales attempts.	Resilience



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 carefully identifying 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 “Can-Do” Attitude Test.

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. You should 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 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. 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 every question is answered. 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. The applicant's/employee's answers should appear as circles on the carbonless copy. There are no "correct" or "incorrect" answers. Each answer choice under each situation has a point value assigned to it. The score is determined by adding up all of the point values for each answer circled. If an applicant/employee circles two answers for the same question, count the answer with the lower value. If a checkmark is not placed next to any alternative, assign a score of 1 for that question. If an answer choice is marked with an **X**, this indicates a mistake was made by the applicant/employee and should not be counted.
3. For each column of questions, total the point values of each answer circled and write this number in the space provided at the bottom of each column. Add the total of the two columns and write it in the score box on the front page. This is the applicant's/employee's test score.



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.

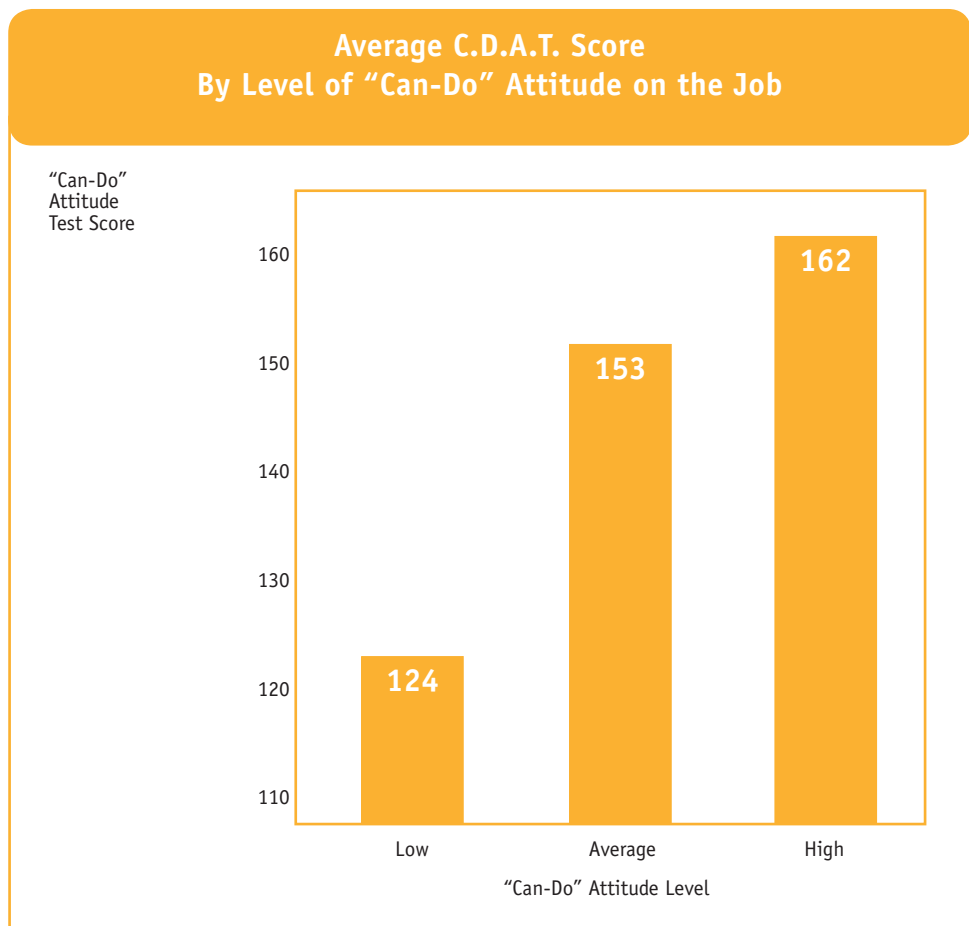


Interpretation of C.D.A.T. Scores

Use the test score to evaluate the applicant/employee. A low score indicates that there is a strong probability the applicant/employee does not have a positive “can-do” attitude. A high score indicates that there is a strong probability the applicant/employee does have a positive “can-do” attitude.

For example, the bar graph below presents the average scores by performance level for the validity study participants who were rated low, average or high by their supervisors with respect to having a positive attitude on the job. The average score presented here is based on the two studies combined.

These results indicate that, in general, the higher the score, the more likely the individual will have a positive “can-do” attitude. The lower the score, the less likely the individual will have a positive disposition.





Norms

When evaluating applicants, norms provide a point of reference regarding the relative assessment performance 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’ scores to better define their performance on the C.D.A.T.

Table 1 on the next page presents the distribution of scores and their associated percentile rank for over 1,800 applicants who have taken the C.D.A.T. The percentile rank is the percentage of applicants 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 obtaining a score of 161 scored in the 70th percentile. This means the applicant scored higher than 70% of the applicants in the norm sample.



Table 1
C.D.A.T. Score
and Corresponding Percentile

Scale Score	Corresponding Percentile
187+	100
182-186	99
179-181	98
178	97
177	96
175-176	95
174	93
173	92
172	91
171	90
170	89
169	88
168	86
167	84
166	82
165	80
164	77
163	75
162	73
161	70
160	67
159	64
158	61
157	59
156	56
155	53
154	51
153	47
152	44
151	40
150	37

Continued on next page



Table 1
C.D.A.T. Score and
Corresponding Percentile (continued)

Scale Score	Corresponding Percentile
149	34
148	32
147	29
146	26
145	24
144	21
143	19
142	17
141	16
140	14
139	13
138	11
137	10
136	9
135	8
133-134	7
132	6
131	5
129-130	4
125-128	3
115-124	2
114 or less	1

Average Score	154
Standard Deviation	15
Number of Participants	1846



You can use the information from the bar graph and Table 1 as a guide when evaluating job candidates; however, we strongly recommend that you collect and validate your own 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 C.D.A.T. 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 are also your better-performing employees, this can serve as an initial step in establishing the validity of the C.D.A.T. within your organization.

If you administer the C.D.A.T. 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 Equal Employment Opportunity Commission 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.



Interviewing with the C.D.A.T.

In addition to providing an objective measure of an applicant's/employee's level of a "can-do" attitude, this assessment also can serve as a useful tool during the interviewing process. Responses to the assessment 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

Before you interview the job applicant, carefully review his/her answers to the C.D.A.T. questions. Select several questions that were answered appropriately. 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 agreed with the statement that said, 'In general, I believe that the only way to get ahead is to play fair' (Question #8). I agree with your response. Can 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 also should 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 behavior 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, 'The importance of having a positive attitude is overemphasized. Competence is the most important factor in determining work success' (Question #6). 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 the ideal employee. This information is extremely valuable in determining an individual's fit into the organization.



Discussing the Results of the C.D.A.T.

Your company should develop a procedure for telling the applicant what the next step in the hiring process is, regardless of his/her score on the C.D.A.T. or any other assessment. Emphasize that this assessment 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 way 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.D.A.T. 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 resources 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.D.A.T. as mentioned in this manual. This includes establishing its job relatedness to the position in question through job analysis and validation. If you have any questions about the proper use of employment tests, contact HR•Assessments or an employment testing specialist.



Validity and Reliability

To be effective, selection procedures need to be valid and reliable. Research has been conducted to determine the validity and reliability of the C.D.A.T. The research method used in these analyses is referred to as Concurrent Validation Methodology. This validation method complies with the Uniform Guidelines on Employee Selection Procedures. Basically, the approach requires that the assessment be administered to existing employees and, concurrently, performance data be collected. The relationship between assessment scores and performance ratings is then examined to determine the assessment's ability to predict performance. If an assessment is valid, and positively correlated with performance, you would expect that, in general, those individuals scoring highly on the assessment would receive high performance ratings, while those who do poorly on the assessment would receive poor performance ratings.

Validity Study #1

Based on the test development research mentioned, 155 questions were designed to assess the degree to which an individual had a positive “can-do” attitude. This original pool of questions was administered to 100 employees (including sales personnel, software developers, training personnel, various clerical staff and managers). Concurrently, job performance data was collected for 81 of the study participants. This data consisted of supervisory ratings of the degree to which each employee had a positive attitude; was a team player; was flexible and adapted well to change; listened and was open to others' ideas; was willing to help staff, coworkers and customers; and was able to bounce back from defeat (resilience). Employees were also rated on overall job performance.

Analyses were conducted to identify the 40 questions that best predicted ratings of a positive “can-do” attitude. These questions were chosen to make up the C.D.A.T. Validity coefficients were then computed between the C.D.A.T. and each of the supervisory ratings. The results indicated a high degree of relationship between the assessment and these ratings of on-the-job behavior (i.e., individuals with high test scores received high ratings and those with low scores received low ratings). The results of this analysis are presented below.

Table 2
Correlation Between C.D.A.T. Score
and Job Performance Ratings

Job Performance Dimension	Validity Coefficient	Significance Level	N
Positive “Can-Do” Attitude	.43	$p < .001$	81
Team Player	.28	$p < .013$	81
Flexibility	.34	$p < .003$	81
Willingness to Listen	.27	$p < .014$	81
Service Ability	.32	$p < .004$	81
Resilience	.25	$p < .03$	81
Overall Job Performance	.39	$p < .001$	81

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



Validity Study #2

In an effort to cross-validate the C.D.A.T., the assessment was administered to 68 employees of a marketing company. Cross-validation provides evidence for the generalization of results to populations different from those used in the original study. The positions tested included customer service representatives, telemarketing representatives, warehouse personnel, clerical staff, staff professionals, supervisors and managers. Each study participant was rated by his/her supervisor on the same job behavior discussed in Validity Study #1. Validity coefficients then were computed between assessment scores and the supervisory ratings. The results of this analysis indicated a significant relationship between the C.D.A.T. scores and critical job behavior. That is, the higher the assessment score, the higher the individual was rated by his/her supervisor on job performance. Table 3 presents the significant validity coefficients obtained between assessment scores and supervisory ratings.

Table 3
Correlation Between C.D.A.T. Score
and Job Performance Ratings

Job Performance Dimension	Validity Coefficient	Significance Level	N
Positive “Can-Do” Attitude	.30	p<.02	68
Team Player	.38	p<.002	68
Flexibility	.30	p<.02	68
Willingness to Listen	.29	p<.02	68
Service Ability	.40	p<.002	68
Resilience	.24	p<.05	62
Overall Job Performance	.39	p<.003	62

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 assessment. That is, how consistent is the instrument in assessing whether or not an applicant/employee has a positive “can-do” attitude? Reliability coefficients have ranged from .80 to .89, suggesting that the assessment is a highly reliable instrument.

The research presented above strongly suggests that the C.D.A.T. is a valid and reliable assessment in predicting the degree to which an applicant/employee has a positive working attitude. Employees/applicants who score highly on the assessment are more likely to take on additional work when needed with little resistance; work well with others to achieve a common goal; adapt well to change; listen; help staff, coworkers and customers; be resilient; and rate high on overall job performance.

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.

To order the “Can-Do” Attitude Test or any other HR•Assessments® product, or if you have any questions, call toll-free 800-264-0074.