



Retail Skills Test

R.S.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 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 prohibiting discrimination in employment practices on the grounds of race, color, religion, sex or national origin, and applies to all public and private employers covered by Title VII, Executive Order 11246, the State and Local Fiscal Assistance Act of 1972, the Omnibus Crime Control and Safe Streets Act of 1968, and the Intergovernmental Personnel Act of 1970.



Highlights of the Guidelines include:

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

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

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

The Americans with Disabilities Act

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

Recordkeeping Requirements

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

State and Local Laws

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



Assessment Selection and Follow-Up Procedures

Selection

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

Monitoring

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

Validation

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

Scoring

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



The Importance of Identifying Retail Skills

Success in the retail industry revolves around healthy consumer sales. From timely restocking to accurate inventories and helpful, reliable floor people, everyone on your staff ultimately affects the point-of-purchase and influences your customers' buying decisions. You can encourage retail success by identifying and hiring employees who are dependable and have superior customer relations skills.

The Retail Skills Test (R.S.T.) is designed to help companies select individuals they can count on to perform tasks competently and who will treat customers with care and consideration. Your applicants are tested in four critical areas:

- 1. Attention to Detail** – measures the ability to compare inventory lists and shipping receipts, match model numbers to display units, and accurately transfer product names and descriptions.
- 2. Math Skills** – tests basic skills required for restocking, making change, calculating discounts, projecting inventory, and writing purchase orders.
- 3. Customer Relations** – measures “people skills” and tells how effectively your applicants will handle sales and service opportunities, customer complaints, and work as team players.
- 4. Dependability** – shows how conscientious your applicants are in following rules, attendance, reliability and trustworthiness.

Your company's success depends largely on the soundness of your hiring decisions. Incorporating the R.S.T. into your application process for sales associates, assistant managers, cashiers, warehouse workers and all other retail personnel should significantly increase your hiring accuracy and ultimately increase your company's bottom line.



Description of the R.S.T.

The R.S.T. provides a reliable measurement of the basic skills and workplace attitudes essential for most retail employees (i.e., attention to detail, basic math, customer relations skills and dependability). Administration of the entire test should take less than 30 minutes.

One of the primary advantages of the R.S.T. is its ease of administration and scoring. Quick and clear scoring procedures make the assessment accessible to all retail establishments, regardless of the size. Assessment administration is accomplished in a short time without sacrificing the test's technical qualities (e.g., reliability, validity).

The R.S.T. should provide a significant return on investment for its users. A comparison of the cost of this assessment and the hidden costs associated with the recruitment and promotion of ability-deficient applicants will reveal that personnel testing is cost-effective. The training and time investments in employees who turn out to be unqualified represent a very significant hidden cost.

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

From a legal standpoint, it is important that users of this test take the necessary steps to establish a clear connection between the job tasks and the skills and attitudes measured by the R.S.T. 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 Americans with Disabilities Act of 1990.

The tasks that are crucial or essential to the job in question should be identified first. This process should reveal the skills that are relevant to the job in question and should guide your selection of the assessment sections you will administer. You should administer only those sections that measure skills and attitudes found to be important for successful job performance. This process should be documented carefully to justify the appropriateness of the R.S.T. in the employee selection process. The following are examples of job tasks that require the skills or attitudes measured by the R.S.T.

Task	Section
Performs basic mathematical computations when assessing inventory needs.	Math Skills
Compares existing inventory records to projected needs.	Attention to Detail
Interacts with customers in a friendly, service-oriented manner.	Customer Relations
Completes assignments as scheduled with little supervision.	Dependability
Balances and closes cash register at the end of the business day.	Math Skills



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 sections measuring proficiency in the English language should also 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 results in those areas. Requiring employers or applicants to be fluent in English may constitute national origin discrimination in violation of 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 communications 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 with 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 R.S.T.

1. Decide on the number and kinds of assessment instruments to be used in evaluating applicants or employees. The R.S.T. may be one of them. Other valuable evaluation instruments may be the application form, an employment interview, reference checks and other assessments.
2. Decide beforehand on the sections that will be administered. Make sure to select only job-related sections as described in the previous section of this manual titled, *Using Job Analysis to Justify Use of Test and Its Sections* (page 9).
3. Before administering, be familiar with the assessment and its instructions. Be prepared to answer any questions that may be asked.
4. The assessment should be administered in a quiet room, free from distractions and interruptions.
5. Provide to each assessment taker (applicant or employee) a ballpoint pen to ensure clear markings on the answer sheets. Instruct takers to press firmly when marking their answers.
6. Distribute the assessment and have the assessment taker complete the information on the front cover (i.e., name, Social Security number and date).
7. Introduce the assessment to the assessment taker. Say, “This questionnaire is designed to evaluate the basic skills required for the job. There are three sections, each concerned with a different job-related skill or behavior. The assessment sections are titled Attention to Detail, Math Skills and Workplace Attitudes.” If the assessment taker is not taking all of the sections of the assessment, point out to him/her the sections to be taken.
8. Have the assessment taker (applicant or employee) read the instructions for the first section you are going to administer (e.g., Attention to Detail). The assessment taker should read only the instructions. Do not let the assessment taker read any of the other sections’ actual questions!
9. Time the Attention to Detail and Math Skills sections according to the time specified in the assessment instructions. When an assessment taker’s time for a section is up, say, “Stop!” Do not let the assessment taker answer any more questions in that section. After these timed sections have been completed, they then can proceed to answer the questions in the Workplace Attitudes section. Although the Workplace Attitudes section, which includes the Customer Relations and Dependability Scales, is not timed, most applicants should be able to complete it within 15 minutes. Applicants should not be allowed to go back to the timed sections and complete unanswered questions or make changes to answers in these sections.
10. When they are done with all sections, ask assessment takers to turn in their tests and say, “Thank you. We appreciate your time.”



Scoring Instructions for Paper Tests

Scoring the R.S.T. is straightforward and time-efficient. Follow the steps listed below:

1. Open the assessment and tear off the perforated tab on the right side. Carefully separate the assessment cover from the answer sheet.
2. For the Attention to Detail and Math Skills sections, the applicant's answers should appear as checkmarks on the carbonless copy. An answer is correct when it appears inside the correct answer box preprinted on the key. If an applicant checks off two answers to the same question, these should be counted as incorrect. Add the number of correct responses for each section and write each total in the score box provided.
3. Notice that the Workplace Attitudes section is divided into two parts. The top part (questions 1-15) corresponds to the Customer Relations Scale. The second part (questions 16-30) corresponds to the Dependability Scale.

The applicant's answers for this section should appear as circles on the carbonless key. There are no "correct" or "incorrect" answers for this section of the R.S.T. The score for each Scale is determined by adding up all the point values circled by the applicant for the items within each Scale.

For example, to determine an individual's score on the Customer Relations Scale, add the circled numbers to items 1-15 and write this number in the box along the right side of the key marked with a CR. Use the same process to obtain the score for the Dependability Scale. Adding the Customer Relations and Dependability Scale scores together results in the total score for the Workplace Attitudes section.

If an applicant 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 made a mistake, and it should not be counted. One point should be given for each unanswered question.

4. To calculate the total R.S.T. score, multiply the Attention to Detail and Math Skills section scores by three (3) and add them to the Workplace Attitudes section total score. Write this score in the Total Score box on the front of the test.



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 their 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.

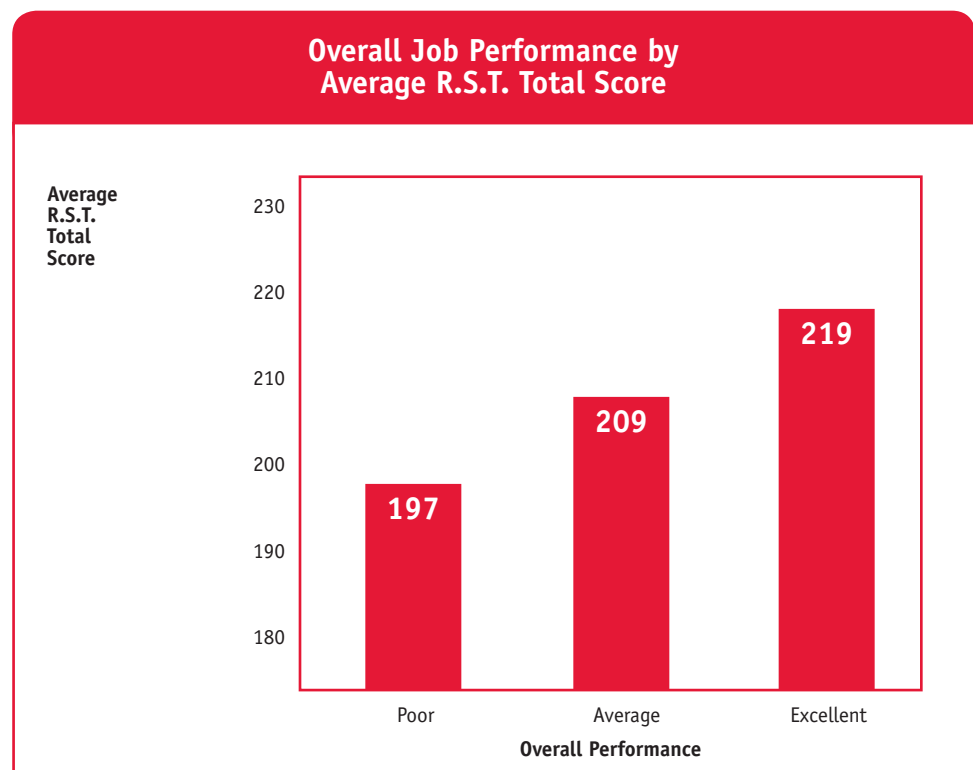
Utilities: Allows you to change your online testing password and print the various test result sections.



Interpretation and Use of Scores

To help you hire the best individuals for your organization, the R.S.T. scores should be used in conjunction with other applicant information (e.g., the applicant's work history, references and skills assessments).

In general, a high score on a particular section indicates a strong probability that the applicant will do well when performing job tasks that require that particular skill or attitude. Therefore, the higher the score, the higher the chances of hiring a top-performing employee. Based on the data collected and analyzed for the research effort presented in the Validity and Reliability section of this manual, average scores associated with various performance levels have been identified and are presented below for the R.S.T. total score.



Remember that the total R.S.T. score is calculated by multiplying the Attention to Detail and Math Skills section scores by three (3), then adding them to the Workplace Attitudes section total.



Norms

When evaluating applicants, norms provide a point of reference regarding the relative assessment 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 applicants’ or employees’ scores to better define their performance on the R.S.T.

Tables 1 to 5 on the following pages present the distribution of scores and associated percentile rank for the total R.S.T. score and for each R.S.T. section for the employees who have participated in validity and norm studies. The percentile rank is the percentage of applicants/employees in the sample who obtained scores lower than the corresponding test score. For example, when reviewing Table 1, it can be said that an applicant/employee obtaining a score of 225 scored in the 83rd percentile. This means the applicant/employee scored higher than 83% of the applicants/employees in the norm sample.



Table 1
R.S.T. Total Score

Test Score	Corresponding Percentile
244+	99
241-243	98
238-240	97
237	96
235-236	95
234	94
233	93
232	92
231	90
230	89
229	88
228	87
227	86
226	84
225	83
224	81
223	80
222	79
221	78
220	76
219	74
218	72
217	70
216	69
215	67
214	65
213	64
212	62
211	60
210	59
209	57
208	55
207	53
206	50
205	49
204	47
203	45
202	42
201	40

Continued on next page



Table 1 (continued)

R.S.T. Total Score

Test Score	Corresponding Percentile
200	39
199	36
198	34
197	33
196	31
195	30
194	29
193	28
192	26
191	25
190	24
189	23
188	22
187	21
186	20
185	18
184	17
183	16
182	15
181	14
180	13
179	12
177-178	11
175-176	10
173-174	9
172	8
170-171	7
168-169	6
165-167	5
160-164	4
155-159	3
149-154	2
148 or less	1

Average Score	205
Standard Deviation	21.76
Number of Participants	1,013



Table 2
Attention to Detail

Test Score	Corresponding Percentile
20	99
19	90
18	73
17	61
16	48
15	39
14	29
13	20
12	13
11	9
10	5
9	4
8	2
7 or less	1

Average Score	16
Standard Deviation	3.10
Number of Participants	1,013



Table 3
Math Skills

Test Score	Corresponding Percentile
20	99
19	98
18	94
17	89
16	83
15	74
14	64
13	54
12	43
11	34
10	28
9	21
8	15
7	11
6	7
5	4
4	2
3 or less	1

Average Score	13
Standard Deviation	3.86
Number of Participants	1,013



Table 4
Customer Relations Scale

Test Score	Corresponding Percentile
71+	99
69-70	98
68	97
67	96
66	94
65	92
64	90
63	87
62	84
61	78
60	71
59	65
58	59
57	51
56	43
55	37
54	30
53	23
52	18
51	13
50	9
49	7
48	5
47	3
46	2
45	1

Average Score 58
Standard Deviation 5.55
Number of Participants 1,013



Table 5
Dependability Scale

Test Score	Corresponding Percentile
74+	99
73	98
72	97
71	95
70	92
69	90
68	86
67	83
66	79
65	75
64	69
63	66
62	61
61	56
60	50
59	44
58	37
57	30
56	26
55	21
54	17
53	13
52	11
51	8
50	6
49	5
48	4
47	3
46	2
45	1

Average Score	61
Standard Deviation	6.96
Number of Participants	1,013



Developing Company-Specific Norms

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 test 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 R.S.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 on specific sections are also your better-performing employees, this can serve as an initial step in establishing the validity of the R.S.T. within your organization.

If you do administer the R.S.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 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.



Interviewing with the R.S.T.

In addition to providing an objective measure of critical skills and attitudes, the Customer Relations and Dependability scales of the R.S.T. also can serve as useful tools during the interviewing process. Responses to the questions can be addressed during the interview, and the applicant may have the opportunity to explain his/her answer. This approach may reveal some interesting insights into the applicant's unique style or tendencies.

Appropriate Responses

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

Before you interview the job applicant, carefully review his/her answers to the R.S.T. questions. Responses to the Customer Relations and Dependability questions can reveal important information that otherwise may have been overlooked. 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 a rapport with the applicant.

Here is an example of a follow-up question to an appropriate response:

“You strongly disagreed with the statement that said, ‘Employers should not expect all employees to be hard-working and dependable’ (Question #16). 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 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.

Here is an example of a follow-up question to an inappropriate response:

“You agreed with the statement, ‘Control is something we all have little of.’ (Question #21). Can you elaborate on this? What specifically do you mean? Can you give me some examples?”

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



Discussing the Results of the R.S.T.

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 R.S.T. or any other assessment tool. Emphasize that the R.S.T. is only one of the criteria used to determine whether the applicant is a good match for the position. Remind the applicant that there are many people applying for the same position, and that each applicant will be considered based on how all of his/her qualifications and experience match the position's requirements.

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

The issue is, and always should be, whether there is an appropriate job fit between position and applicant. Using the R.S.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 R.S.T. as mentioned in this manual. This includes establishing its job-relatedness to the position in question. If you have any questions about the proper use of employment tests, contact HR•Assessments or an employment testing specialist.



Validity and Reliability

Effective applicant/employee evaluation procedures need to be valid and reliable. Validity can be defined as the extent to which the instrument measures what it is supposed to measure. In other words, validity can be conceptualized as 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 R.S.T.

The validation design conducted here is known as concurrent validation. A professionally conducted concurrent validation study is acknowledged to be an acceptable means of assessment validation as described by the federal government's Uniform Guidelines on Employee Selection Procedures. Essentially, this approach requires that the assessment be administered to current employees and, concurrently, data on the performance of these employees be gathered. If the assessment is valid, one would expect a statistically significant correlation between individual test scores and job performance. In other words, those employees who score highly on the test would be those who also perform best on the job; those who do poorly on the test would be likely to receive poor performance evaluations.

Validity Study #1

The R.S.T. was administered to 104 retail employees employed in retail establishments throughout the United States. The sample included 66 sales associates, 21 assistant managers and 17 managers. Supervisors were asked to rate the study participants on 13 aspects of job performance. These 13 performance measures are presented below:

	Very Low Level		Average Level			Very High Level	
1. Math Skills Ability to perform basic math computations required of the job. This may include giving out correct change, adding, subtracting, multiplying, dividing, and using decimals and percentages.	1	2	3	4	5	6	7
2. Logic and Reasoning Ability to think clearly and logically during day-to-day working assignments.	1	2	3	4	5	6	7
3. Attention to Detail/Proofing Ability to verify and/or match letters and/or numbers (e.g., addresses, account numbers, invoices, purchase orders) quickly and accurately. Makes few mistakes when working with numbers and/or letters.	1	2	3	4	5	6	7
4. Analyzing Skills Ability to read and interpret information presented in the form of tables and spreadsheets quickly and accurately.	1	2	3	4	5	6	7



	Very Low Level		Average Level			Very High Level	
5. Attendance and Punctuality Has a good attendance and punctuality record.	1	2	3	4	5	6	7
6. Reliability Can be counted on to get the job done. Requires little follow-up when assigned to a project or task. Is thoughtful and consistent. Is organized.	1	2	3	4	5	6	7
7. Service Ability Is more than willing to help staff, coworkers and/or customers. Is very service-oriented. Enjoys being around and interacting with people.	1	2	3	4	5	6	7
8. Team Player Works well with others to achieve a common goal. Cooperates in all phases of work relationships.	1	2	3	4	5	6	7
9. Sales Ability Has the ability to sell products/services. Is able to overcome objections and close the sale. Does not let rejection get in the way of success.	1	2	3	4	5	6	7
10. Achievement Driven Motivated, driven to be the best at his/her job. Has a strong desire to succeed.	1	2	3	4	5	6	7
11. Self-Confidence Believes in self and in his/her actions. Not afraid to make decisions.	1	2	3	4	5	6	7
12. Trustworthiness Can be trusted. Is always candid. Does not try to deceive.	1	2	3	4	5	6	7
13. Policy Compliance Follows established departmental and/or company policies and procedures.	1	2	3	4	5	6	7



A factor analysis was performed on the 13 performance dimensions to determine which ones could be combined to form composite performance ratings. The results of this analysis produced three factors. These three factors and the corresponding performance ratings that were averaged to produce three new composite criteria follow: (1) Cognitive Ability – average of Attention to Detail/Proofing, Analyzing Skills, Math Skills, and Logic and Reasoning ratings, (2) Customer Relations – average of Sales Ability, Service Ability, Achievement Drive, Self-Confidence and Team Orientation ratings, and (3) Dependability – average rating of Attendance and Punctuality, Reliability, Trustworthiness and Policy Compliance ratings. An Overall Performance criteria also was calculated by averaging the 13 performance ratings.

Correlation analyses then were conducted among test scores and the 13 job performance ratings, the three new composite criteria and the Overall Performance criteria. These analyses determined the extent to which the four subtests that make up the R.S.T. predicted various aspects of job performance.

Table 6 provides the significant ($p < .05$) correlations among the R.S.T. section scores and total score and the performance criteria collected. As a point of reference, the average correlation coefficient for the standard interview has been found to be .14.²

² Hunter, J.E., & Hunter, R.F. (1984). "Validity and Utility of Alternative Predictors of Job Performance." *Psychological Bulletin*, Vol. 96, No. 1, 72-96.



Table 6
Correlation Between the R.S.T. and
Job Performance Ratings – Validity Study #1

R.S.T. Sections	Job Performance Dimension	Validity Coefficient	Significance Level	N
Attention to Detail	Math Skills	.21	p<.041	101
	Attention to Detail	.18	p<.074*	101
	Cognitive Ability	.18	p<.095*	92
Math Skills	Math Skills	.49	p<.001	102
	Logic and Reasoning	.43	p<.001	102
	Attention to Detail	.40	p<.001	102
	Analyzing Skills	.38	p<.001	93
	Reliability	.18	p<.074*	102
	Service Ability	.30	p<.003	102
	Team Orientation	.30	p<.003	100
	Sales Ability	.36	p<.001	100
	Achievement Drive	.28	p<.005	102
	Self-Confidence	.45	p<.001	102
	Trustworthiness	.23	p<.024	101
	Policy Compliance	.25	p<.013	101
	Cognitive Ability	.46	p<.001	93
	Customer Relations	.41	p<.001	98
	Dependability	.25	p<.014	99
	Overall Performance	.42	p<.001	87
Customer Relations	Service Ability	.25	p<.015	100
	Team Orientation	.21	p<.036	98
	Sales Ability	.35	p<.001	97
	Achievement Drive	.18	p<.076*	100
	Self-Confidence	.18	p<.082*	100
	Customer Relations	.33	p<.002	95
Dependability	Logic and Reasoning	.23	p<.022	99
	Attendance/Punctuality	.28	p<.077	98
	Team Orientation	.18	p<.074*	97
	Sales Ability	.27	p<.010	96
	Achievement Drive	.21	p<.037	99
	Customer Relations	.22	p<.038	94
	Dependability	.25	p<.036	97
	Overall Performance	.22	p<.042	84

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Table 6 (continued)
Correlation Between the R.S.T. and
Job Performance Ratings – Validity Study #1

R.S.T. Sections	Job Performance Dimension	Validity Coefficient	Significance Level	N
R.S.T. Total Score	Math Skills	.36	p<.001	94
	Logic and Reasoning	.39	p<.001	94
	Attention to Detail	.34	p<.001	94
	Analyzing Skills	.28	p<.012	85
	Attendance/Punctuality	.26	p<.011	93
	Reliability	.26	p<.012	94
	Service Ability	.33	p<.002	94
	Team Orientation	.32	p<.003	92
	Sales Ability	.38	p<.001	92
	Achievement Drive	.30	p<.003	94
	Self-Confidence	.37	p<.001	94
	Policy Compliance	.23	p<.025	93
	Cognitive Ability	.37	p<.002	85
	Customer Relations	.41	p<.001	90
	Dependability	.29	p<.006	92
	Overall Performance	.43	p<.001	80

Note: N equals the number of participants in the analysis.
 *Correlation coefficient approaches .05 level of statistical significance.

These correlations indicated that, in general, those individuals who scored highly on the four tests that make up the R.S.T. received high ratings by their supervisors on numerous, important job-related attitudes and behaviors. Those employees who scored poorly on the tests received lower performance ratings. Test scores also were found to be predictive of overall job performance.



Validity Study #2

The R.S.T. was administered to another sample of 170 retail employees employed in retail establishments throughout the United States. Supervisors were asked to rate the study participants on the same rating form used in Validity Study #1. Performance ratings were obtained for 112 of the study participants (75 sales associates, 16 assistant managers and 21 managers). Table 7 presents the significant correlation coefficients between test scores and performance measures.

Table 7
Correlation Between the R.S.T. and
Job Performance Ratings – Validity Study #2

R.S.T. Sections	Job Performance Dimension	Validity Coefficient	Significance Level	N
Attention to Detail	Math Skills	.24	p<.014	103
	Logic and Reasoning	.21	p<.035	101
	Attention to Detail	.22	p<.024	103
	Analyzing Skills	.30	p<.005	91
	Reliability	.19	p<.052	102
	Achievement Drive	.18	p<.071	101
	Cognitive Ability	.28	p<.008	90
	Overall Performance	.22	p<.039	87
Math Skills	Math Skills	.45	p<.001	104
	Logic and Reasoning	.30	p<.003	102
	Attention to Detail	.26	p<.008	104
	Analyzing Skills	.31	p<.004	92
	Reliability	.19	p<.055*	103
	Sales Ability	.25	p<.015	100
	Achievement Drive	.27	p<.008	102
	Self-Confidence	.25	p<.013	102
	Cognitive Ability	.35	p<.002	91
	Customer Relations	.23	p<.025	99
	Dependability	.19	p<.060*	102
	Overall Performance	.28	p<.010	88
Customer Relations	Service Ability	.27	p<.005	113
	Team Orientation	.16	p<.095*	112
	Sales Ability	.22	p<.025	110
	Achievement Drive	.20	p<.032	112
	Customer Relations	.22	p<.021	109
Dependability	Attention to Detail	.17	p<.069*	112
	Policy Compliance	.16	p<.089*	110

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Table 7(continued)
Correlation Between the R.S.T. and
Job Performance Ratings – Validity Study #2

R.S.T. Sections	Job Performance Dimension	Validity Coefficient	Significance Level	N
R.S.T. Total Score	Math Skills	.40	p<.001	95
	Logic and Reasoning	.33	p<.002	93
	Attention to Detail	.35	p<.002	95
	Analyzing Skills	.31	p<.006	84
	Reliability	.25	p<.018	94
	Service Ability	.25	p<.015	94
	Sales Ability	.25	p<.016	91
	Achievement Drive	.28	p<.007	93
	Self-Confidence	.24	p<.024	93
	Policy Compliance	.29	p<.006	93
	Cognitive Ability	.41	p<.001	83
	Customer Relations	.27	p<.010	90
	Dependability	.24	p<.022	93
	Overall Performance	.37	p<.002	80

Note: N equals the number of participants in the analysis.
 *Correlation coefficient approaches .05 level of statistical significance.

The results obtained in Validity Study #2 were consistent with the results of Validity Study #1. That is, in general, those individuals who scored highly on the four tests that make up the R.S.T. were rated highly by their supervisors on numerous, important job-related skills and attitudes. Those individuals who scored poorly on the tests had low ratings on performance. Test scores again were related to overall job performance.



Validity Study #3

To determine the ability of the R.S.T. to predict performance across retail job groups, the data obtained in Validity Study #1 and #2 for sales associates, assistant managers and managers were combined. Correlation analyses then were conducted between the R.S.T. Total Score and performance measures for these three job groups. Table 8 presents the results of analysis. Correlations above .20 are presented.

Table 8
Correlation Between the R.S.T. and Job Performance
Ratings Across Job Groups – Validity Study #3

R.S.T. Sections	Job Performance Dimension	Validity Coefficient	Significance Level	N
Sales Associate	Math Skills	.36	p<.001	123
	Logic and Reasoning	.34	p<.001	121
	Attention to Detail	.36	p<.001	123
	Analyzing Skills	.31	p<.002	106
	Reliability	.21	p<.022	122
	Service Ability	.31	p<.001	122
	Sales Ability	.35	p<.001	118
	Achievement Drive	.28	p<.003	121
	Self-Confidence	.32	p<.001	121
	Policy Compliance	.22	p<.018	120
	Cognitive Ability	.38	p<.001	105
	Customer Relations	.35	p<.001	115
	Dependability	.22	p<.016	120
	Overall Performance	.38	p<.001	99
Assistant Manager	Math Skills	.33	p<.070	32
	Logic and Reasoning	.37	p<.040	32
	Attention to Detail	.20	p<.266	32
	Attendance/Punctuality	.21	p<.260	32
	Reliability	.35	p<.052	32
	Service Ability	.25	p<.162	32
	Team Orientation	.27	p<.140	32
	Sales Ability	.29	p<.122	31
	Achievement Drive	.23	p<.214	32
	Self-Confidence	.39	p<.030	32
	Trustworthiness	.32	p<.074	32
	Policy Compliance	.60	p<.001	32
	Cognitive Ability	.31	p<.010	30
	Customer Relations	.39	p<.030	31
	Dependability	.47	p<.007	32
	Overall Performance	.45	p<.016	29

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Table 8 (continued)
Correlation Between the R.S.T. and Job Performance
Ratings Across Job Groups – Validity Study #3

Retail Job Sections	Job Performance Dimension	Validity Coefficient	Significance Level	N
Manager	Math Skills	.51	p<.003	34
	Logic and Reasoning	.35	p<.046	34
	Attention to Detail	.36	p<.037	34
	Analyzing Skills	.31	p<.084	33
	Reliability	.30	p<.091	34
	Service Ability	.24	p<.176	34
	Team Orientation	.21	p<.230	34
	Achievement Drive	.35	p<.043	34
	Cognitive Ability	.52	p<.003	33
	Customer Relations	.26	p<.132	34
	Dependability	.24	p<.188	33
	Overall Performance	.42	p<.019	32

Note: N equals the number of participants in the analysis.
 *Correlation coefficient approaches .05 level of statistical significance.

The results of Validity Study #3 strongly suggest that the R.S.T. is a valid predictor of performance for the three retail job groups examined (i.e., sales associate, assistant manager and manager). Employees who scored highly on the R.S.T. were more likely to be rated higher by their supervisors in terms of job performance than those employees who scored poorly on the test.



Reliability

In addition to validity research, various analyses have been conducted to determine the reliability of the Customer Relations and Dependability Scales that are included in the R.S.T.; that is, to what extent do the items in these Scales measure the same thing? Reliability coefficients for each Scale are presented in Table 9.

Table 9
Reliability Coefficients
for the R.S.T. Scales

R.S.T. Scale	Reliability Coefficients
Customer Relations	.70
Dependability	.74

The results obtained in the validity studies and the reliability research conducted for the R.S.T. offer strong evidence that the R.S.T. is a valid and reliable predictor of various critical, work-related skills and attitudes.

Once you have established that attention to detail, math skills, logic and reasoning, customer relations skills and dependability are important for performing the essential functions of the job, incorporating the R.S.T. into your selection process should significantly help you identify the best person for the job. Understanding an applicant's skills and personality as they relate 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.

To order the Retail Skills Test or any other HR•Assessments® product, or if you have any questions, call toll-free 800-264-0074.