Workplace Essentials Profile

W.E.P

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HR•Assessments®

Administrator's Manual

T2001DL

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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.

Assessment 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 assessment has been researched and developed by our staff of testing professionals, which includes experienced industrial psychologists.

Use of Assessment Products as "Tools"

Validity studies of the assessment products we offer have shown them to be predictive of job performance and therefore quite useful during the selection process. It is important to remember that assessments should be utilized 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 each other 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 tests and personality assessments. Each assessment can focus on one of these elements, or may include several different components, measuring 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 which 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 reaction to certain questions, the employment assessments seek to gain information on the job candidate through a series of questions designed to measure certain job-related attributes.

Today, the use of employment assessments continues to increase. Many of the country's largest corporations use these types of 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. While there is evidence of poorer test 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 as 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 constantly 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 entitled *Using Job Analysis to Justify Use of Test 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 United States 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 establishes 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 there exists evidence of adverse impact. It is important to note also that compliance with the Guidelines does not remove the affirmative action obligations for test 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 of employment stage, except in a very narrowly defined situation where the applicant has *voluntarily* disclosed a medical condition requiring accommodation. The ADA protects disabilities, not a characteristic which 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 name a few. No question or series of questions designed to elicit information about a person's mental impairment (as defined by the ADA), or questions which would even tend to elicit such information, should appear on an assessment product. Each of the assessment products has been carefully reviewed under this standard, in order to avoid any conflict with the ADA guidelines.

Record-Keeping 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 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 specifically designed 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 links 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. Assessment 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 assessment 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 this is happening. If the use of a particular assessment product is found to be the cause, you will need to conduct a validation study. Qualified testing professionals may be contacted to help in conducting a validity study. These professionals will be able to help determine if the assessment is the cause of the adverse impact and whether or not the assessment is focusing on a bona fide occupational qualification for the job. In some instances, assessments that in some contexts may be considered discriminatory may be lawful to use in others, as long as the assessment is focusing on a bona fide occupational qualification.

Scoring

Cut-offs 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 assessment universe used in the validation studies performed by and is for demonstrative purposes only. Assessment results should always 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 that you may develop your own company-specific norms for assessment performance. These norms can then be used as benchmarks during your assessment and selection process.

The Importance of Choosing the Best Employees

Your staff is your company's lifeline. They handle your products and serve your customers daily. Some employees even handle your money. That's why it is so important for them to have a firm grasp of crucial workplace skills, to show up for work each day and to put forth their best effort. And, you must feel confident that they can be trusted and will not steal from you or engage in deceptive workplace behaviors.

The HR•Assessments® Workplace Essentials Profile (W.E.P.) was designed to help companies select individuals with the required skills, a reliable and dependable work ethic and trustworthiness. The "5" denotes that this assessment measures five critical characteristics:

1. **Writing Skills –** Helps you determine the level of your applicants' writing ability; e.g., can they express their thoughts clearly, neatly and specifically?

2. **Math Skills –** Measures their ability to perform necessary computations, including addition, subtraction, multiplication, division, the use of decimals and percentages.

3. **Reading Comprehension –** Measures their ability to understand written information and follow written instructions.

4. **Reliability –** Measures the likelihood that your applicants can be counted on to get the job done while requiring little supervision. Helps determine if your applicants are thoughtful, organized and consistent. Also predicts attendance, punctuality and overall job performance.

5. **Trustworthiness –** Captures your applicants' attitudes towards unproductive workplace behaviors. Has been proven to predict the likelihood that they will steal or engage in deceptive behaviors.

The W.E.P. is also a powerful interviewing tool. You can use applicant responses to specific assessment questions to develop follow-up interview questions that further assess their abilities and behavioral tendencies.

Your company's success depends largely on the soundness of your hiring decisions. Incorporating the W.E.P. into your selection process for jobs that require writing, reading and math skills and dependable, trustworthy employees, should significantly increase the accuracy of your hiring and ultimately, your company's bottom line.

Description of the W.E.P.

The W.E.P. provides a reliable measurement of the crucial skills and workplace attitudes required of most entry level and support staff positions (i.e., writing, math, reading, reliability and trustworthiness). Administration of the entire assessment will usually take less than 30 minutes. The assessment is broken down into five sections as follows:

1. **Writing Skills –** In this section applicants are asked to explain what makes them an asset to your company and what characteristics they possess that sets them apart from other applicants. Time: 5 minutes.

2. **Math Skills –** 20 multiple-choice questions include required math computations – addition, subtraction, multiplication and division. Time: 4 minutes.

3. **Reading Comprehension –** Applicants are given a memo and a letter, similar to what they would normally encounter daily on the job, and are asked a series of questions pertaining to the readings. Time: 4 minutes.

4. **Reliability –** 20 attitude-based and behavioral statements. The applicant is asked to choose the extent to which he/she agrees or disagrees with each statement. Not timed.*

5. **Trustworthiness –** 20 attitude-based and behavioral statements. The applicant is asked to choose the extent to which he/she agrees or disagrees with each statement. Not timed.*

   *Although these two sections are not timed, they can usually be completed in 15 minutes or less.

One of the primary advantages of the W.E.P. is its ease of administration and scoring. Quick and clear scoring procedures make the assessment accessible to all types of businesses regardless of the size or the industry. Assessment administration is accomplished in a short period of time without sacrificing the assessment's technical qualities (e.g., reliability, validity).

The W.E.P. 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 investment in employees who turn out to be unqualified represent a very significant hidden cost.

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

From a legal standpoint, if a test is to be used for selection or promotion purposes, it is important that users of the test take the necessary steps to establish a clear linkage between the job tasks and the occupational environments measured by the test. This relevancy 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 first be identified. 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	Section
Writes letters to customers summarizing their telephone interactions and answering their inquiries.	Writing Skills
Performs basic mathematical computations when completing financial reports.	Math Skills
Reads customer correspondence and takes necessary actions.	Reading Comprehension
Completes assignments as scheduled with little supervision.	Reliability
Balances and closes cash register at the end of the business day.	Trustworthiness

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 this type of 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 W.E.P.

If you are using the software version of this assessment, please refer to the software's technical manual for complete administration and scoring instructions.

1. Decide on the number and kinds of assessment instruments to be used in evaluating applicants or employees. The W.E.P. 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 entitled *Using Job Analysis to Justify Use of Assessment and Its Sections.*

3. Before administering, be familiar with the assessment and assessment 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 each assessment taker (applicant or employee) with a ballpoint pen to ensure clear markings on the answer sheets. Instruct them 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 assessment is designed to evaluate the basic skills required by the job. There are four sections, each concerned with a different type of job-related skill or behavior. The assessment sections are titled Writing Skills, Math Skills, Reading Comprehension and Workplace Attitudes."
   If the assessment taker is not taking all of the sections of the assessment, point out the sections to be taken.

   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.	Have the assessment taker (applicant or employee) read the instructions for the first section you are going to administer (e.g., Writing Sample). 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 Math Skills and Reading Comprehension sections according to the time specified in the assessment instructions. When a 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, have the applicant fold the assessment so that only the Workplace Attitudes section is showing. They can then proceed to answer the questions in this section. Although the Workplace Attitudes section, which includes the Reliability and Trustworthiness 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 the sections, ask assessment takers to turn in their assessments and say, "Thank you. We appreciate your time."

Scoring Instructions for Paper Tests

Scoring the W.E.P. is straightforward and time-efficient. Simply follow the steps listed below:

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

2. The first section of the assessment ("Writing Sample") is intended to provide you with a sampling of the assessment taker's writing ability and style. You can evaluate this section according to the requirements of the position being applied for.

3. For the Math Skills and Reading Comprehension 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.

4. Notice that the Workplace Attitudes section is divided into four parts. The top part (questions 1 to 10) and the third part (questions 21 to 30) correspond to the Reliability Scale. The second part (questions 11 to 20) and the last part (questions 31 to 40) correspond to the Trustworthiness 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 W.E.P.. 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 Reliability Scale, add the circled numbers to items 1-10 and write this number in the box along the right side of the key marked with an R_1. Then add the circled numbers to items 21 to 30 and write this number in the box marked with an R_2. Follow the instructions at the bottom of the page and add boxes R_1 and R_2 to obtain the Reliability Score. Write this number in the space provided. Use the same process to obtain the score for the Trustworthiness Scale.

   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 questions unanswered.

Administration Instructions for Web-based Tests

Please read the following instructions before administering this test.

To access the Online Testing website:
Make sure to be using Internet Explorer to access the site

1. Open your web browser and go to **http://www.mytests.hrdirect.com**

2. Click **Administrator Login**

3. Enter the user name and password we've provided you via e-mail.

Step 1 – Create applicant(s)
It is important that you complete this step first as most of the other screens will not be functional until applicant names have been entered into the system.

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

Step 2 – Assign a test to an applicant
Click the "Assign Test" tab and select the applicant you would like to assign a test to from the drop-down list. Below you will see a list of tests that are available to the selected applicant. To the right of each test is a link to view his/her respective Administrator's Manuals. Click the checkbox next to the test you wish to assign, then click the **Assign Test** button at the bottom of the page.

Step 3 – Administer a test
Please inform your applicants:

1. Take the test using **only** Internet Explorer.

2. Make sure pop-up blockers are inactivated as the system will open a new screen.

3. Do not use the back button on the task bar during the test, as this will kick the applicant out of the test.

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

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

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

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

Scoring Instructions for Web-based Tests

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

View Test Results

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

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

   -or-

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

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

Interpreting the Test Results

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

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

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

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

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

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

Interpretation and Use of Scores

To help you hire the best individuals for your organization, the W.E.P. 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 that there is 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 or score ranges associated with various performance levels have been identified and are presented below for the Math Skills Assessment, the Reading Comprehension Assessment, the Reliability Scale and the Trustworthiness Scale.

Math Skills Assessment: Measures the ability to perform basic computations, including addition, subtraction, multiplication, division, use of decimals and percentages.

On-The-Job Math Skills by Average Math Skills Assessment Scores

Math Skills demonstrated on-the-job.

Excellent	
Average	
Poor	

Average W.E.P. Math Skills Assessment Scores: 9, 13, 14
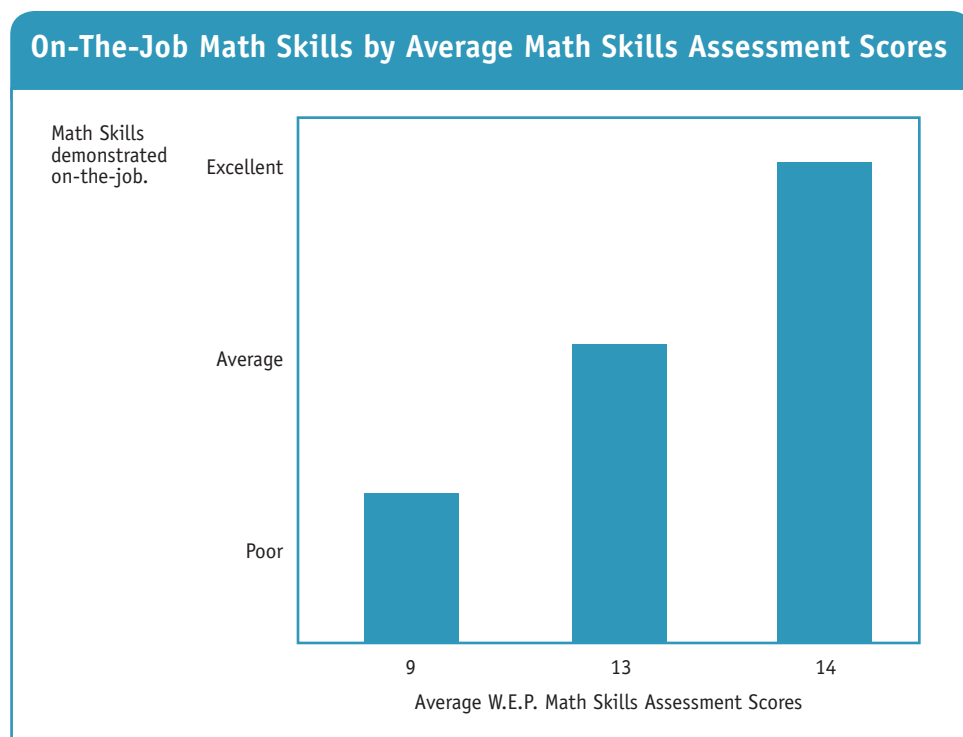
Reading Comprehension Assessment: Measures the ability to understand written information and follow written instructions.

On-The-Job Reading Skills by Average Reading Comprehension Assessment Scores

Reading Skills demonstrated on-the-job.

Excellent

Average

Poor

7   8   9

Average W.E.P. Reading Comprehension Assessment Scores
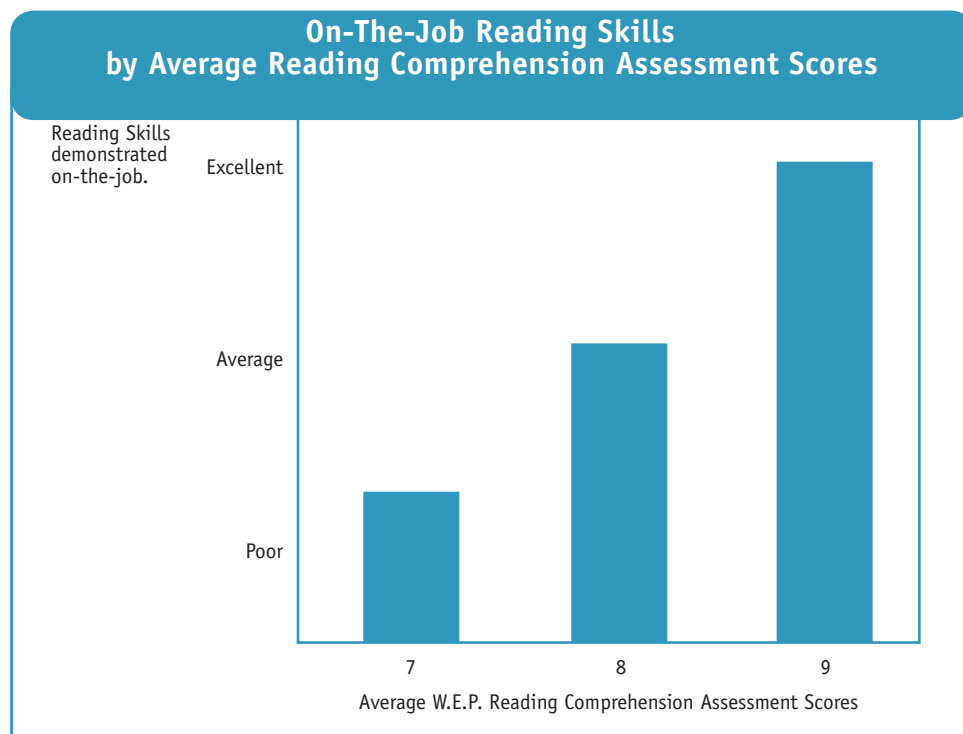
Reliability Scale: Measures the likelihood that an individual can be counted on to get the job done while requiring little follow-up. Is the individual thoughtful, organized and consistent?

On-The-Job Reliability by Average Reliability Assessment Scores

Reliability demonstrated on-the-job

| Excellent |
| Average |
| Poor |

72   78   82

Average W.E.P. Reliability Scale Scores
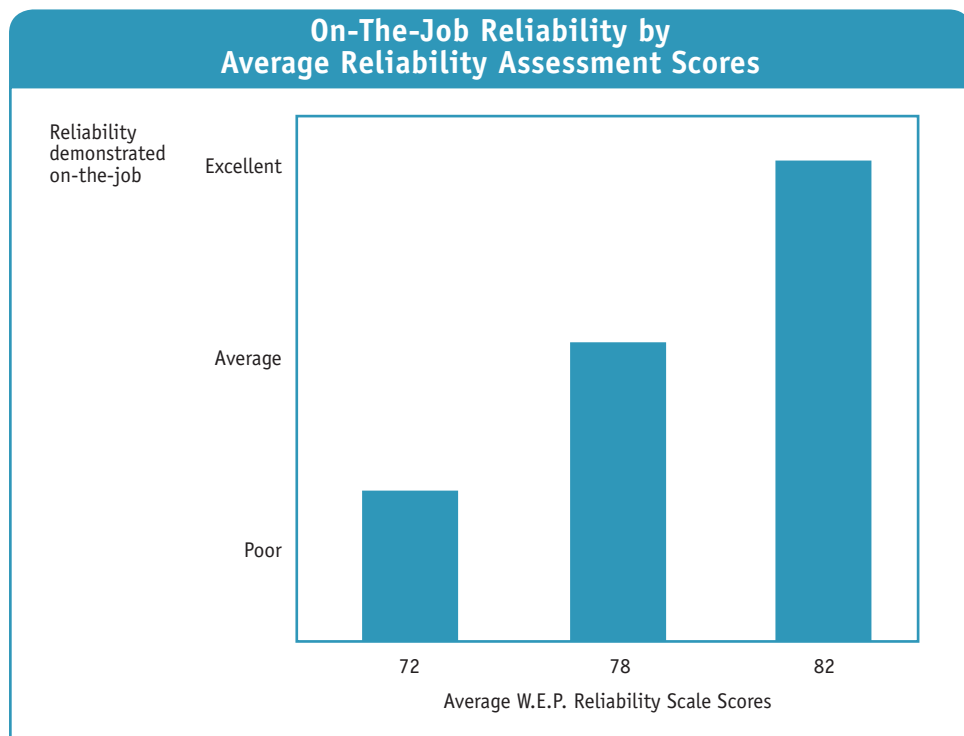
Trustworthiness Scale: Measures the likelihood that an individual will steal from his/her employer and/or will do something behind a coworker's or supervisor's back that would be disapproved of.

Employee Trustworthiness by Trustworthiness Scale Scores

% of Employees Engaging in Stealing and/ or Deceptive Behavior

Score Range	%
20-54	76%
55-62	48%
63-71	32%
72-100	12%

Trustworthiness Scale Score Ranges
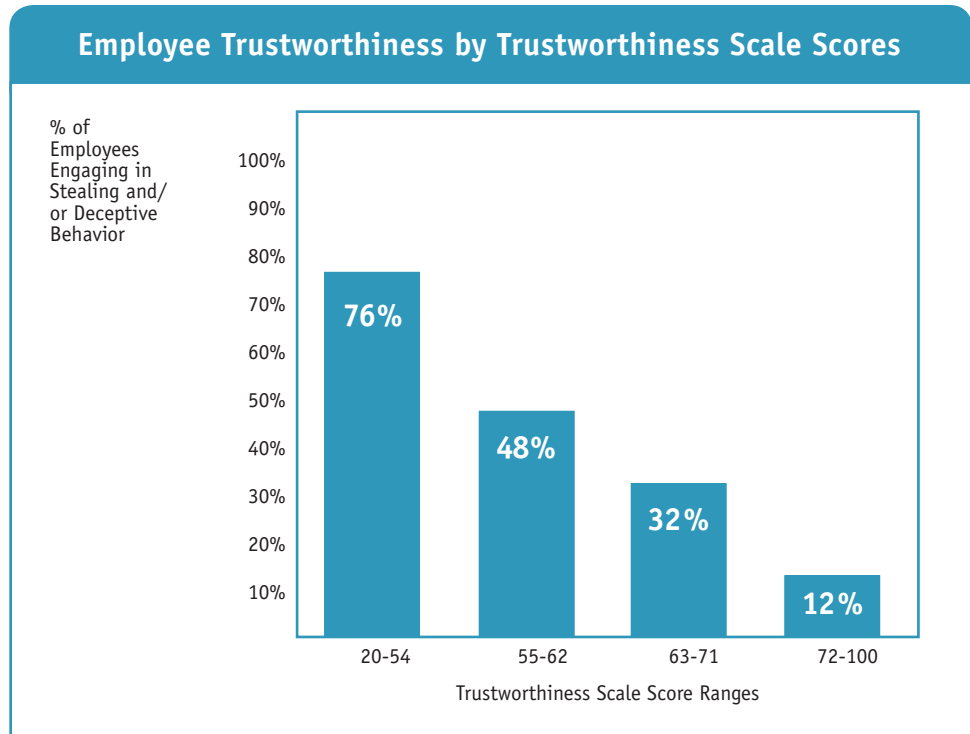
Based on the Validity Study samples discussed earlier in this manual, a score range of 72-100 indicated that 12% of the participants engaged in stealing or deceptive behaviors at work at least once in the past year (Low Risk); a score range of 63-71 indicated 32% (Low/ Moderate Risk); a score range of 55-62 indicated 48% (Moderate Risk); and a score range of 20-54 indicated 76% (High Risk).

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 own applicants'/employees' assessment scores to better define their performance on the W.E.P.

Tables 1 to 4 on the following pages present the distribution of scores for each section of the W.E.P. for applicants who have taken this assessment. The percentile rank is the percentage of applicants in the sample who obtained scores lower than the corresponding assessment score. For example, when reviewing Table 1, it can be said that an applicant obtaining a score of 15 scored in the 84th percentile. This means the applicant scored higher than 84% of the applicants in the norm sample.

If you are interested in comparing each applicant to one overall score and assuming each assessment section carries the same weight relative to the job requirements, add the applicant's percentile rank for each assessment section. Then calculate the average ranking for each applicant. This average percentile rank score can then serve as one of your guidelines by which to compare job applicants.

Table 1

Math Skills Assessment Scale

Assessment Score	Corresponding Percentile
20	100
19	98
18	94
17	92
16	89
15	84
14	75
13	68
12	61
11	54
10	46
9	38
8	30
7	23
6	16
5	10
4	5
3	3
2	2
1	1

Average Score   11
Standard Deviation   4.35
Number of Participants   533

Table 2

Reading Comprehension Assessment Scale

Assessment Score	Corresponding Percentile
10	100
9	91
8	77
7	57
6	41
5	29
4	19
3	10
2	5
1	2
0	1

Average Score   7
Standard Deviation   2.29
Number of Participants   507

Table 3
Reliability Scale

Assessment Score	Corresponding Percentile
99+	100
98	99
97	98
96	97
94-95	96
93	94
92	93
91	90
90	87
89	84
88	81
87	77
86	73
85	68
84	63
83	59
82	54
81	48
80	42
79	36
78	29
77	22
76	17
75	13
74	10
73	8
72	7
70-71	5
67-69	3
64-66	2
63 or less	1

Average Score   82
Standard Deviation   8.42
Number of Participants   490

Table 4
Trustworthiness Scale

Assessment Score	Corresponding Percentile
99+	100
98	99
97	98
95-96	97
94	96
93	95
92	93
91	90
90	88
89	86
88	83
87	81
86	78
85	74
84	70
83	65
82	60
81	55
80	51
79	45
78	41
77	36
76	33
75	28
74	25
73	20
72	17
71	15
70	12
69	11
68	8
67	6
65-66	4
64	3
60-63	2
59 or less	1

Average Score   80
Standard Deviation   9.55
Number of Participants   490

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 assessment data. The applicant pool in your organization may differ from the study sample presented in this manual. Factors such as geographic location, business type and job responsibilities may have a significant effect on assessment scores.

One way to develop your own norms and benchmarks is to administer the W.E.P. 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 can then 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 W.E.P. within your organization.

If you do administer the W.E.P. to your employees for the purpose of 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 W.E.P.

In addition to providing an objective measure of critical skills and attitudes, the W.E.P. Reliability and Trustworthiness Scales can also serve as useful tools during the interviewing process. Responses to the questions can be addressed during the interview and the applicant may be given 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 focus 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 W.E.P. assessment questions. Responses to the Reliability and Trustworthiness questions can reveal important information that may have been otherwise 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 rapport with the applicant.

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

> "You strongly disagreed with the statement that said, 'Employers should not expect all employees to be hardworking and dependable' (Question #1). 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.

Below 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 #26). 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 which may be contrary to the ideal employee. This information is extremely valuable in determining an individual's fit into your organization.

Discussing the Results of the W.E.P.

Your company should develop a procedure so that the applicant can be told what the next step in the hiring process is, regardless of his/her score on the W.E.P. or any other assessment tool. Emphasize that the W.E.P. is only one of the criteria used to determine if 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" a 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 W.E.P. 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 W.E.P. as mentioned in this manual. This includes establishing its job-relatedness to the position in question. If you have any questions about the proper use of employment assessments, contact an employment-testing specialist.

Validity and Reliability

Effective applicant/employee evaluation procedures need to be valid. Validity can be defined as the extent to which the measure helps in predicting job performance. In other words, validity can be conceptualized as to whether or not there is a relationship between assessment scores and job performance. The research studies described next have been conducted to determine the validity of the W.E.P.

The type of 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 assessment scores and job performance. In other words, those employees who score high on the assessment would be those who also perform best on the job; those who do poorly on the assessment would be likely to receive poor performance evaluations.

Validity Study #1

The W.E.P. was administered to 152 employees employed in a variety of positions (e.g., secretary, file clerk, accounting clerk, shipping and receiving clerk, marketing coordinators) in six different organizations. Supervisors were asked to rate the study participants on seven aspects of job performance including overall job performance. These seven performance measures are presented below.

	Very Low Level		Average Level			Very High Level	

1. **Writing Skills**
   Ability to express ideas in a concise and understandable manner in writing .   1   2   3   4   5   6   7

2. **Math Skills**
   Ability to perform basic computations, including adding, subtracting, multiplying, dividing, using decimals and percentages.   1   2   3   4   5   6   7

3. **Reading Comprehension**
   Ability to understand written information. Ability to follow written instructions.   1   2   3   4   5   6   7

4. **Reliability**
   Can be counted on to get the job done. Requires little follow-up when assigned a project or task. Is thoughtful and consistent. Is organized.   1   2   3   4   5   6   7

5. **Attendance and Punctuality**
   Has a good attendance and punctuality record.   1   2   3   4   5   6   7

6. **Trustworthiness**
   Can be trusted. Always candid. Does not try to deceive.   1   2   3   4   5   6   7

7. **Overall Job Performance**
   Performs all aspects of the job effectively and efficiently. This is a great employee.   1   2   3   4   5   6   7

Correlation analyses were conducted between assessment scores and job performance ratings to determine the degree to which the four subtests (excluding the writing sample) that make up the W.E.P. predicted various aspects of job performance. Table 5 shows the significant correlations between individual section scores and supervisor evaluations. These correlations indicate that employees who scored high on the assessment sections also tended to receive high evaluations from his/her supervisor.

Table 5

Correlation Between the W.E.P. and Job Performance Ratings

W.E.P.	Job Performance Rating	Validity Coefficient	Significance Level	N
Math Skills	Writing Skills	.36	p<.001	121
	Math Skills	.24	p<.004	152
	Reading Skills	.33	p<.001	152
Reading Comprehension	Writing Skills	.23	p<.02	152
	Reading Skills	.21	p<.02	152
Reliability	Writing Skills	.33	p<.001	121
	Math Skills	.17	p<.04	152
	Reading Skills	.29	p<.001	152
	Reliability	.24	p<.004	152
	Attendance/Punctuality	.15	p<.07*	152
	Trustworthiness	.18	p<.03	152
	Overall Performance	.27	p<.002	152
Trustworthiness	Writing Skills	.22	p<.09*	121
	Reading Skills	.14	p<.09*	152
	Trustworthiness	.15	p<.07*	152
	Overall Performance	.16	p<.05	152

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

Validity Study #2 – Reliability Scale

In addition to Validity Study #1, the Reliability Scale of the W.E.P. was administered to 142 employees in a variety of positions within a marketing organization (i.e., customer service representatives, telemarketing representatives, clerical staff, supervisors and managers). Each participant's immediate supervisor was asked to rate the individual with regard to various aspects of reliability. The performance measures are presented below.

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

The study participants' Reliability Scale scores were statistically compared to their supervisors' performance ratings using correlation analysis. Table 6 provides the results of this analysis.

Table 6
Correlation Between the Reliability Scale
and Job Performance Ratings

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

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

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

Validity Study #3 – Reliability Scale

In another validity study, the Reliability Scale of the W.E.P. was administered to a group of 83 employees in various jobs (i.e., sales personnel, software developers, training personnel and clerical staff) in an effort to cross-validate the scale. Cross-validation provides evidence for the generalization of results to other individuals not included in the original study. Again, each participant's immediate supervisor was asked to rate the individual with regard to various aspects of reliability. The study participants' Reliability Scale scores were statistically compared to the supervisors' performance ratings using correlation analysis. Table 7 provides the results of this analysis.

Table 7
Correlation Between
the Reliability Scale and Job Performance Ratings

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

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

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

Validity Study #4 – Trustworthiness Scale

In yet another validity study, the Trustworthiness Scale of the W.E.P. was administered to 97 individuals employed currently or within the past year. The jobs held ranged from entry-level through management. These individuals were enrolled in university-level courses and completed the assessment in return for extra-credit points. In conjunction with the assessment, participants answered questions about their past/present workplace behavior relative to trustworthiness. The assessment administrations were totally anonymous to increase the accuracy and candidness of the self-report questions. The participants' professors did not have access to the completed assessments or the self-report measures. The self-report measures collected are presented below.

In the past year, how many
times have you stolen from
your employer?   0   1   2   3   4   5 +
(Specify) _____

In the past year, what was the
approximate dollar value of
merchandise or money you
stole from your employer?
        $ _____

In the past year, how many times
did you do something behind a
supervisor's back that you know
he/she would have disapproved of?   0   1   2   3   4   5 +
(Specify) _____

In the past year, how many times
did you do something behind a
coworker's back that you know
he/she would have disapproved of?   0   1   2   3   4   5 +
(Specify) _____

Overall Trustworthiness Rating: An overall trustworthiness rating was obtained by adding the responses to the self-report measures above. The dollar value response was converted to the following 5-point scale: $1 - $10 = 1, $11 - $25 = 2, $26 - $99 = 3, $100 - $499 = 4 and $500+ = 5.

A correlation analysis between the trustworthiness measure and the self-report behavioral measures was performed to determine the degree to which the W.E.P.'s Trustworthiness Scale predicted past negative workplace activities. Table 8 provides the results of this analysis.

Table 8
Correlation Between the Trustworthiness Scale and Self Report Ratings

Behavioral Criteria	Correlation Coefficient	Significance Level	N
In the past year, how many times have you stolen from your employer?	-.42	p < .001	97
In the past year, what was the approximate dollar value of merchandise or money you stole from your employer?	-.32	p < .003	96
In the past year, how many times did you do something behind a supervisor's back that you know he/she would have disapproved of?	-.41	p < .001	94
In the past year, how many times did you do something behind a coworker's back that you know he/she would have disapproved of?	-.35	p < .001	96
Overall Integrity Rating	-.47	p < .001	92

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

The results presented here suggest that the W.E.P.'s Trustworthiness Scale is a strong predictor of each of the criteria collected. That is, the higher the individual scored on this scale, the less likely it was that the individual had engaged in untrustworthy workplace behaviors. The negative correlations denote this inverse relationship.

Validity Study #5 – Trustworthiness Scale

Data from an additional 65 to 91 employees (the exact number depended on the criteria) were collected and analyzed in order to cross-validate the W.E.P.'s Trustworthiness Scale. Cross-validation provides evidence for the generalization of results to other individuals not included in the original study.

The study sample again included employees from a wide range of jobs including entry level through management positions. The Trustworthiness Scale was administered and anonymous self-report data were collected. Once again, validity coefficients were computed between assessment scores and past behavior. The results of this analysis are presented below.

Table 9
Correlation Between
Trustworthiness Scale and Self-Report Ratings

Behavioral Criteria	Correlation Coefficient	Significance Level	N
In the past year, how many times have you stolen from your employer?	-.28	p < .009	91
In the past year, what was the approximate dollar value of merchandise or money you stole from your employer?	-.36	p < .004	65
In the past year, how many times did you do something behind a supervisor's back that you know he/she would have disapproved of?	-.32	p < .003	89
In the past year, how many times did you do something behind a coworker's back that you know he/she would have disapproved of?	-.21	p < .005	89
Overall Integrity Rating	-.40	p < .002	65

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

The results of the cross-validation study for the W.E.P.'s Trustworthiness Scale offers further support for the Scale's validity. The results again demonstrated that the higher the score on the Scale, the less likely it was that the individual had engaged in counterproductive workplace behaviors.

Reliability

In addition to validity research, various analyses have been conducted to determine the reliability of the Reliability and Trustworthiness Scales of the W.E.P.; that is, to what degree do the items in these Scales measure the same construct. Reliability coefficients for each Scale are presented in Table 10.

Table 10
Reliability Coefficients
for the W.E.P. Scales

Scale	Reliability Coefficient
Reliability	.83
Trustworthiness	.77

The results obtained in the validity studies and the reliability research conducted for the W.E.P. offer strong evidence that this assessment is a valid and reliable predictor of various critical, work-related abilities/behaviors.

Once you have established that writing skills, math skills, reading comprehension, reliability and/or trustworthiness are important for performing the essential functions of the job, incorporating the W.E.P. into your selection process should significantly help you identify the best person for the job. Understanding an applicant's skill level 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.

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