

Bennett Mechanical Comprehension Test® (BMCT®)

Author(s): George K. Bennett

Place Knowledgeable, Capable Employees in Manufacturing, Industrial, and Repair Positions

The Bennett Mechanical Comprehension Test (BMCT) is the most widely used and trusted assessment of mechanical aptitude. This instrument has demonstrated consistent reliability and validity in helping organizations select the best candidates for mechanical, technical and industrial occupations for over 50 years.

The BMCT helps you quickly and effectively:

- Identify candidates with good spatial perception and mechanical reasoning ability
- Assess a candidate's working knowledge of basic mechanical operations and physical laws
- Recognize an aptitude for learning mechanical processes and tasks
- Predict employee success and appropriately align your workforce
- Industry Norms For: Manufacturing/Production, Energy/Utilities
- Occupational Norms For: Automotive and Aircraft Mechanics, Engineers, Installation/Maintenance/Repairpersons, Industrial/Technical (Non-Retail) Sales Representatives, Skilled Tradespersons such as Electricians, Welders, and Carpenters; Transportation Trades/Equipment Operators such as Truck Drivers and Heavy Equipment Operators

Features & Benefits

The Bennett Mechanical Comprehension Test has been improved with:

- New industry and occupational norms
- An enhanced score report that includes useful narrative along with scoring for fast, easy, interpretation (see sample report link)
- Updated item artwork that is more relevant to today's work settings

- New reliability and validity information

New industry-specific and occupational norm groups include:

Industries

- Manufacturing/Production
- Energy/Utilities

Occupations

- Automotive Mechanic
- Engineer Installation/Maintenance/Repair
- Industrial/Technical Sales Representatives
- Skilled Tradesperson (e.g., electrician, welder, carpenter)
- Transportation Trades/Equipment Operator (e.g., truck driver, heavy equipment operator)

Combined Occupations

- Mechanical Trades (e.g., mechanic, installation/maintenance/repair, electrician, welder, carpenter)
- Automotive and Aircraft Mechanic

The BMCT has 68 multiple choice items that present simple, frequently encountered mechanisms and situations. While not based on specific training, the BMCT does require a working knowledge of basic mechanical operations and the application of physical laws. It is a timed test to be completed in 30 minutes or less.

Combine administration of the BMCT with the Bennett Hand-Tool Dexterity Test for an in-depth assessment of an applicant's mechanical knowledge and skills.

Customer Testimonials

Corrugated Services LP is the largest independent producer of recycled containerboard in the United States and has used pre-employment assessments for over 20 years. Kristi Schmidlap, Human Resources Manager for Corrugated Services, says that a high performance workforce is critical to their organizations. "In our business, equipment utilization is critical to maintain margins. Our plant maintenance personnel's problem solving skills and the ability to think outside the box are keys to maximizing utilization. The Bennett Mechanical assessment is essential in our hiring process to ensure we select the right candidates with these abilities. Our proactive approach to hiring has enabled us to select the right people for the right job helping reduce voluntary and involuntary turnover."

— Kristi Schmidlap, HR Manager, Corrugated Services

Areas of Assessment

- With a focus on spatial perception and tool knowledge rather than manual dexterity, the BMCT is especially well-suited for assessing job candidates for positions that require a grasp of the principles underlying the operation and repair of mechanical devices.
- An individual who scores well on the BMCT demonstrates an aptitude for learning mechanical skills.
- The ability to apply mechanical information, spatial visualization, and mechanical reasoning in answering BMCT questions is a predictor of employee success.

Quick Facts

Range: Grades 6-12, college and adult
Norms: Middle, high school and college

Administration Time

5 minutes for each of the eight tests
50 minutes to complete the entire battery



A Time-Efficient Measure of Vocationally Relevant Abilities

- Help students develop abilities and plan for the future
- Use with adults in vocational training programs
- Place employees to maximize talent and well-being

The Career Ability Placement Survey (CAPS) is a comprehensive, multi-dimensional battery designed to measure vocationally relevant abilities. Each of the eight ability dimensions is keyed to entry requirements for the majority of occupations in each of the 14 COPSsystem Career Clusters. CAPS scores are interpreted in terms of examinees' abilities relative to others at the same educational level. Scores are also interpreted in terms of each of the 14 COPSsystem Career Clusters. Examinees learn which occupational areas are most suited to present abilities and which areas might require a bit more training if examinees are interested in pursuing related occupations.

The Career Ability Placement Survey (CAPS) Tests

Mechanical Reasoning (MR) measures how well a person can understand mechanical principles and devices and the laws of physics. This ability is especially important in courses in industrial arts and occupations in Technology as well as Science.

Spatial Relations (SR) measures how well a person can visualize or think in three dimensions and can mentally picture the position of objects from a diagram or picture. This ability is important in courses in arts and industrial arts and jobs in Science, Technology and Arts.

Verbal Reasoning (VR) measures how well a person can reason with words and has the facility for understanding and using concepts expressed in words. This ability is important in general academic success and in jobs requiring written or oral communication, especially those Professional level occupations in Communication, Science, Business and Service involving high levels of responsibility and decision-making.

Numerical Ability (NA) measures how well a person can reason with and use numbers and work with quantitative materials and ideas. This ability is important in school courses and jobs in the fields of Science, Service and Technology involving mathematics, chemistry, physics, or engineering and in the Business and Clerical fields.

Language Usage (LU) measures how well a person can recognize and use correct grammar, punctuation and capitalization. This ability is especially important in jobs requiring written or oral communication and in Clerical jobs as well as Professional level occupations in Science, and in all levels of Business and Service.

Word Knowledge (WK) measures how well a person can understand the meaning and precise use of words. This is important in Communication and all Professional level occupations involving high levels of responsibility and decision-making.

Perceptual Speed and Accuracy (PSA) measures how well a person can perceive small details rapidly and accurately within a mass of letters, numbers and symbols. This ability is important in Clerical office work, and other jobs requiring fine visual discrimination.

Manual Speed and Dexterity (MSD) measures how well a person can make rapid and accurate movements with their hands. This ability is important in Arts, Skilled and Technology, Skilled occupations and other jobs requiring use of the hands.

Career Attitudes and Strategies Inventory™ (CASI™)

John L. Holland, PhD and Gary D. Gottfredson, PhD

Counselors describe the CASI as a career checkup that surveys beliefs, events, and forces affecting an individual's career as well as a way to identify influences or problems requiring further discussion and exploration. In individual or group settings, the instrument helps to identify and clarify career problems and stimulates constructive discussion of these areas. Potential uses include a general assessment of a

company's work environment, sources of worker dissatisfaction, degree of interpersonal abuse, etc. The CASI provides a comprehensive inventory of a person's current work situation that includes common attitudes and beliefs as well as strategies for coping with job, family, coworkers, and supervisors. This inventory assesses the likelihood of job stability and helps to clarify situations the individual may perceive as career obstacles.

Description

The CASI is a time-saver for clinicians because it is self-administered, self-scored, profiled, and interpreted. It surveys nine aspects of career or work adaptation:

- Job Satisfaction
- Interpersonal Abuse
- Work Involvement
- Family Commitment
- Skill Development
- Risk-Taking Style
- Dominant Style
- Geographical Barriers
- Career Worries

These scales provide a brief survey of attitudes, barriers, experiences, or strategies that may merit further exploration. In addition to the nine CASI scales, a special section on the answer sheet allows clients to check specific areas of concern from a list of 21 potential career obstacles (e.g., health or emotional problems, financial worries, education).

Administration/Scoring

The CASI can be administered, scored, and profiled in about 35 minutes. The Inventory Booklet contains 130 items. Test-takers mark their answers on the top part of a carbonless answer sheet. The bottom part of the answer sheet contains directions for scoring. Raw scale scores are then transferred to the Interpretive Summary booklet, which provides three score ranges with easy-to-understand interpretation for each scale. For a graphic picture of results, test-takers can plot their raw scores on the profile sheet on the last page of this Summary booklet.

The CASI manual describes the development of the instrument and discusses the typical characteristics of high and low scorers on each of the nine scales. Sixteen individual cases are profiled to illustrate the use of this instrument. Normative data and correlations with other career instruments are also presented. A self-test for test administrators is provided in the Appendix.

Career Decision Scale (CDS)

Samuel H. Osipow, PhD

The CDS provides an estimate of career indecision and its antecedents, as well as an outcome measure to determine the effects of relevant interventions. The 4-page Test Booklet contains all items and ratings, as well as space for scoring and recording. Students indicate on a scale of 1 to 4 how closely each statement describes their own thinking process regarding their educational and occupational plans. The CDS is composed of 19 items. The Certainty scale (items 1 and 2) measures the degree of a certainty a student feels about his/her decision about a college major and/or a career. The Indecision scale (items 3-18) provides a measure of career indecision. Item 19 is open-ended, allowing the student to clarify or provide additional information about his or her career decision making.

The CDS manual provides normative data for high school and college students, as well as limited norms for adult college women and continuing education students.

The logo for the COPS Interest Inventory features the word "COPS" in a large, bold, blue, stylized font. To the right of "COPS", the words "Interest Inventory" are written in a smaller, blue, sans-serif font.

Range: Grades 7-12, college and adult
Length: 168 items
Norms: High school and college

Administration Time
20-30 minutes
Scoring Options
Self-scoring in 15-20 minutes

Interest Inventory Assessment for Career Exploration and Counseling
Promote career exploration in middle school, high school, and college courses
Provide individual career counseling with students and adults
Deliver occupational counseling in business and industry

The COPS Interest Inventory consists of 168 items, providing job activity interest scores related to 14 different career clusters. Each cluster corresponds to both high school and college curriculum, as well as current sources of occupational information. The COPS interpretive material emphasizes a "hands-on" approach to career exploration, featuring career and educational planning worksheets, along with a listing of suggested activities to gain experience.

The COPS System Career Clusters

Science, Professional occupations involve responsibility for the planning and conducting of research. They include collecting and applying systematic accumulation of knowledge in the related branches of mathematical, medical, life and physical sciences.

Science, Skilled occupations involve observing and classifying facts in assisting in laboratory research and applying this information in the fields of medicine and life and physical sciences.

Technology, Professional occupations involve responsibility for engineering and structural design in the manufacture, construction, or transportation of products or utilities.

Technology, Skilled occupations involve working with one's hands in a skilled trade concerned with construction, manufacture, installation, or repair of products in related fields of construction, electronics, and mechanics.

Consumer Economics occupations involve the preparation and packaging of foods and beverages. They also include the production and care of clothing and textile products.

Outdoor occupations involve activities performed primarily out-of-doors. They include the growing and tending of plants and animals and the cultivation and gathering of crops and natural resources in the areas of agriculture and nature as in forestry, park service, fishing, and mining.

Business, Professional occupations include positions of high responsibility in the organization, administration, and efficient functioning of businesses and governmental bureaus. They involve finance and accounting, management, and business promotion.

Business, Skilled occupations involve sales, promotion, and marketing. They also include financial and organizational activities of businesses in regard to promotion of business.

Clerical occupations involve recording, posting, and filing of business records requiring great attention to detail, accuracy, neatness, orderliness, and speed. They include office work and contact with customers in keeping records.

Communication occupations involve language skill in the creation or interpretation of literature, or in the written and oral communication of knowledge and ideas.

Arts, Professional occupations involve individualized expression of creative or musical talent. They include the fields of design, fine arts, and performing arts.

Arts, Skilled occupations involve application of artistic skill in the fields of photography, graphic arts, and design.

Service, Professional occupations include positions of high responsibility in caring for the personal needs and welfare of others in fields of social service, health, and education.

Service, Skilled occupations involve providing services to persons and catering to the tastes, desires, and welfare of others in fields of personal service, social and health related services, and protection and transportation.



Quick Facts

Range: Grades 6-12, college and adult

Length: 128 items

Norms: High school and college combined

Administration Time 20-30 minutes

Benefits

- Explore the importance of personal values for occupational choices
- Identify how your work values relate to career choice
- Compare your personality with important job characteristics to learn where you are most compatible

Personal values play an important part in occupational selection and job satisfaction. The Career Orientation Placement and Evaluation Survey (COPEs) provides a measure of values to supplement

programs in educational and industrial career counseling. COPES scores are keyed to the 14 COPS System Career Clusters, enabling examinees to discover which occupational areas match their personal values.

(A) Investigative vs. (I) Accepting

Satisfying intellectual curiosity and solving complex problems are activities valued by those individuals at the *Investigative* end of this scale. Such people exhibit a strong desire for knowledge and mastery of information. In the workplace, they enjoy solving complicated problems and working with complex ideas. By contrast, people whose scores fall at the *Accepting* end of the scale value clear-cut activities that do not involve too much complexity. These people prefer to follow proven workplace procedures rather than have the responsibility for developing new methods.

(B) Practical vs. (J) Carefree

Interest in the details of day-to-day operations is the hallmark of people who score toward the *Practical* end of this scale. Such persons value activities that focus on maintaining equipment and developing personal abilities to maximize efficiency in the work environment. People who score toward the *Carefree* end of the scale are more likely to be concerned with the creative aspects of projects and to enjoy activities requiring imagination. They are more likely to focus on present enjoyment rather than plan for the future.

(C) Independence vs. (K) Conformity

A desire to be independent from rules and social conventions is the mark of a person scoring at the *Independence* end of this scale. Such people value self-direction and prefer to work in areas where they will not be restricted by outside regulations, or much influenced by social custom. Persons scoring toward the *Conformity* end of the scale prefer to work under close supervision where directions are clear and a proven method is in place. Such persons prefer structured rules.

(D) Leadership vs. (L) Supportive

Making decisions, directing others and speaking for the group, are the activities valued by people scoring toward the *Leadership* side of this scale. Such people prefer to play a primary role in workplace activity and enjoy being viewed as important. People scoring toward the *Supportive* end of this scale prefer to follow the lead of others and are most comfortable when they do not have the responsibility of directing or representing anyone else.

(E) Orderliness vs. (M) Flexibility

Keeping things tidy and in the proper place, are major concerns for individuals scoring at the *Orderliness* end of this scale. Such persons value activities that involve maintaining order and proceeding according to a well conceived plan. People scoring toward the *Flexibility* end of the scale prefer not to concern themselves with being orderly and enjoy being able to deal with things as needed rather than conforming to a predetermined plan.

(F) Recognition vs. (N) Privacy

To become famous and to know important people are major values of persons scoring toward the *Recognition* end of this scale. Such persons seek the admiration of others as well as the rewards of honorary degrees. Persons scoring toward the *Privacy* end of this scale value keeping their activities private and are not concerned with being considered a famous person.

(G) Aesthetic vs. (O) Realistic

Appreciation of artistic expression is of great importance to persons scoring at the *Aesthetic* end of this scale. Such persons enjoy approaching work activities with artistic and emotional sensitivity. Persons scoring toward the *Realistic* end of the scale prefer activities that do not involve artistic expression or appreciation.

(H) Social vs. (P) Reserved

Working with and helping others are important values of persons scoring toward the *Social* end of this scale. Such people prefer to be in a friendly, social work environment. People scoring toward the *Reserved* end of this scale prefer to work alone, concentrating on their own projects without being required to help or work with others.

Differential Aptitude Tests®[®], Fifth Edition (DAT®[®])

Author(s): G.K. Bennett, H.G. Seashore, A.G. Wesman

Use the *Differential Aptitude Tests®[®] for Personnel and Career Assessment* to identify candidates for hiring, training and career development in any organizational setting.

From corporations to nonprofits, the skills measured in these tests offer clear indications of a candidate's strengths and weaknesses. The *Differential Aptitude Tests®[®] for Personnel and Career Assessment* tests applicants in key areas directly related to successful job performance.

General Cognitive Abilities - Contains Verbal Reasoning and Numerical Ability. These tests measure the ability to learn in either an occupational or training setting, and specifically the ability to learn from books and manuals, self instruction, trainers, teachers, or mentors.

Perceptual Abilities - Abstract Reasoning, Mechanical Reasoning, and Space Relations. Tests abilities that are important when dealing with things, rather than people or words.

Clerical and Language Skills - Spelling, Language Usage, and Clerical Speed and Accuracy. Tests skills necessary to perform various types.

Areas of Assessment

Subtests Help Measure Aptitude for Success

- Verbal Reasoning - is appropriate for measuring general cognitive ability and for placing employees in professional, managerial, and other positions of responsibility requiring higher order thinking skills.
- Numerical Ability - test the understanding of numerical relationships and facility in handling numerical concepts. Good prediction of success of applicants in such fields as mathematics, physics, chemistry, engineering, and in occupations such as laboratory assistant, bookkeeper, statistician, shipping clerk, carpenter, tool-making, and other professions related to the physical sciences.
- Abstract Reasoning - is a nonverbal measure of the ability to perceive relationships in abstract figure patterns. Useful in selection when the job requires perception of relationships among things rather than among words or numbers, such as mathematics, computer programming, drafting, and automobile repair.
- Clerical Speed and Accuracy Paper Administration Only- measures the speed of response in a simple perceptual task. This is important for jobs such as filing and coding, and for jobs involving technical and scientific data.
- Mechanical Reasoning - closely parallels the Bennett Mechanical Comprehension Test and measures the ability to understand basic mechanical principles of machinery, tools, and motion. It is useful in selection decisions about applicants for jobs such as carpenter, mechanic, maintenance worker, and assembler.
- Space Relations - measures the ability to visualize a three dimensional object from a two dimensional pattern, and how this object would look if rotated in space. This ability is important in fields such as drafting, clothing design, architecture, art, die making, decorating, carpentry, and dentistry.
- Spelling Paper Administration Only - measures an applicant's ability to spell common English words, a basic skill necessary for success in a wide range of jobs including business, journalism, proofreading, advertising, or any occupation involving written language.
- Language Usage - measures the ability to detect errors in grammar, punctuation, and capitalization. When Language Usage and Spelling are both administered, they provide a good estimate of the ability to distinguish correct from incorrect English usage, which is important in business communication.

- Use this flexible tool to identify candidates for hiring, training, and career development.

- Gives clear indications of a candidate's strengths and weaknesses.

Quick Facts

Forms: Standard

Range: Adult

Length: 90 items

Norms: Adult

Administration Time: 15-35 minutes. Total administration time should not exceed 55 minutes.



Self-Concept Diagnostic for Workers in Business and Industry

The Dimensions of Self-Concept, Form W (DOSC-W) was created to extend self-concept assessment to the adult worker. This form of the instrument includes the scales from the original versions as well as an additional scale to assess job stress.

Assess self-esteem in employed adults

Promote self-awareness

Help individuals improve job performance

The DOSC-W Scales:

1. Level of Aspiration
2. Anxiety
3. Job Interest and Satisfaction
4. Leadership and Initiative
5. Identification vs. Alienation
6. Level of Job Stress

Employee Aptitude Survey (EAS)

The Employee Aptitude Survey (EAS) consists of 10 tests specifically designed to measure cognitive, perceptual, and psychomotor abilities required for successful performance in a wide variety of occupations. The tests are published separately and can be selected to form custom batteries.

Skills and Abilities Assessed

Verbal Ability – measures the ability to understand written words and the ideas associated with them. It includes the ability to read, understand, and interpret written materials.
 Numerical Ability – measures the ability to perform mathematical calculations quickly and accurately. It includes adding, subtracting, multiplying, and dividing integers, decimals, and fractions.
 Perceptual Ability – measures the ability to perceive detailed information quickly and accurately including both verbal and numerical material.
 Reasoning – measures the ability to analyze and evaluate information and to arrive at correct conclusions.
 Space Visualization – measures the ability to visualize forms in space and manipulate objects mentally. Space Visualization is a strong component of “mechanical aptitude.”
 Word Fluency – measures the ability to use words with flexibility and ease.
 Manual Dexterity – measures the ability to make repetitive, fine finger movements rapidly and accurately.

Target Population/Types of Jobs

Applicants and employees for most positions; useful for employee selection, placement, promotion, training and development, and more.

Test Titles

Verbal Comprehension	Numerical Ability	Visual Pursuit	Space
Visualization	Word Fluency	Verbal Reasoning	
Symbolic Reasoning	Manual Speed and Accuracy	Visual Speed and Accuracy	
Numerical Reasoning			

The EAS is proven to help hire top performers who exhibit:

- Increased Productivity
- Higher Quality Work
- Fewer Mistakes
- Less Supervision Required
- Less Training Time Required

Employee Assistance Program Inventory®(EAPI®)

William D. Anton, PhD and James R. Reed, PhD

Purpose: Screen for common psychological problems in individuals ages 18 years and older in 10 different areas

Age range: 18 to 76 years

Admin: Individual or group

Admin time: 20 minutes

Scoring time: 5 minutes

The EAPI was designed as an intake and screening device for professionals who provide counseling and other services to working adults. It enhances the understanding of presenting problems when used as part of the intake process. It is appropriate for guiding referrals or for use in short-term interventions.

Facilitates the rapid identification of common problems in working adults

- The EAPI assesses problems in 10 areas: anxiety, work adjustment, external stressors, depression, marital problems, effects of substance abuse, interpersonal conflict, problem minimization, self-esteem problems, and family problems.
- Responses to critical items may indicate suicidal ideation.
- Normative data were derived from 1,266 employed adults.

Geist Picture Interest Inventory

by Harold Geist, Ph.D.

This test is widely used (nearly a million administered), especially with culturally different and educationally deprived individuals, to identify vocational and avocational interests. It requires a minimum of language because items ask the examinee to simply circle the one picture in a series of three that depicts the vocational or avocational scene he or she prefers.

Extensively researched with high reliability and validity, the inventory can be used from grade 8 through high school, college, and adulthood. (Occupational norms are provided.) A Motivation Questionnaire can be administered separately to explore the motivation behind occupational choices. The scale is easy to administer individually or to groups, and it can be scored in only a few minutes.

Job Stress Survey™ (JSS™)

Charles D. Spielberger, PhD and Peter R. Vagg, PhD

Purpose: Identify sources of stress in the workplace in individuals ages 18 and older

Age range: 18 to 65 years

Admin: Individual or group

Admin time: 10-15 minutes

Scoring 20 minutes
time:

The JSS was developed to assess sources of work-related stress. It provides valuable information about the specific aspects of a particular job or work environment that may be good targets for job redesign, organizational change, or other interventions. The client indicates on a scale of 0 to 9+ days how often each JSS stressor event has occurred during the preceding 6 months.

Appropriate for individuals in a wide variety of business, industrial, and educational settings

- Severity and Frequency scales provide information on the average level of perceived severity and frequency of occurrence.
- The Stress Index assesses the client's overall level of stress based on the combined severity and frequency ratings.
- The 10-item JSS subscales measure components of occupational stress associated with the job itself (i.e., Job Pressure) and with supervisors, coworkers, or the policies and procedures of the organization (i.e., Lack of Organizational Support).

Management Development Questionnaire (MDQ)

Authors: Cameron,A

Duration: Untimed (approx 25 minutes)

Languages: English

Suitable For: Managers and leaders.

Used For: Management Assessment.

Quick Overview

The MDQ is an inventory of management competencies, based on a concept model, which examines 20 key competencies most often encountered in management and work-place settings. It examines 20 competency dimensions across five broad domains:

- Managing Change

- Initiative – Shows Initiative, has positive attitude, self-starter.
 - Risk Taking – Takes risks, challenges accepted practice bends rules to make progress.
 - Innovation - Originates change, makes things better, produces creative ideas and solutions.
 - Flexibility/Adaptability - Adapts quickly to change, responds flexible to people and situations.
- Planning and Organizing
 - Analytical thinking - Analyses situations carefully, makes rational judgements and logical decisions.
 - Decision Making - Decides quickly, displays confidence, acts independently when necessary.
 - Planning - Plans and prioritises work activities, manages time efficiently.
 - Quality Focus – Takes Pride in Work, Does Job well, gets the detail correct
- Interpersonal Skills
 - Oral Communication - Expresses views clearly, makes impact with presentations.
 - Sensitivity - Sensitive to people`s needs, involves people in plans and decisions.
 - Relationships - Develops strong working relationships, builds rapport quickly.
 - Teamwork - Strong team player, works effectively with people.
- Results Orientation
 - Achievement - Self-motivated, driven to get ahead, prepared to do whatever it takes.
 - Customer Focus - Applies customer concepts, focuses on quality and service.
 - Business Awareness - Focuses on bottom line, controls costs, sets ambitious targets.
 - Learning Orientation - Exploits opportunities for self-development, energetic, self aware.
- Leadership
 - Authority/Presence - Has presence and authority, enjoys being in charge, takes lead.
 - Motivating Others - Empowers and motivates team members, delegates tasks effectively.

- Developing People - Coaches and develops team, gives regular feedback
- Resilience - Handles pressure and stress, stays calm and in control.

Manchester Personality Questionnaire 14.2

The MPQ was developed to provide an occupational test, which focuses on traits relevant to creative and innovative behavior. The MPQ provides an assessment of personality based on occupationally relevant personality factors. It can be used in two ways: First, it can be used as part of a selection battery for predicting job performance provided that the personality predictors have been established from job analysis and validation research. Second, the MPQ can be used as an enabling tool to help explore candidate suitability.

MPQ personality dimensions are based on a factor model of personality that is both the personality scales and the Big Five factors. The primary factors are: Originality, Rule Consciousness, Openness to change, Assertiveness, Social Confidence, Empathy, Communicativeness, Competitiveness, Conscientiousness, Independence, Rationality, Decisiveness, Perfectionism, and Apprehension. The Big Five Factors are: Creativity, Agreeableness, Achievement, Extroversion and Resilience.

Factors	Low Score Description	High Score Description
Originality	Implements ideas and changes	Originates Action, Invents
Rule consciousness	Keeps to rules, reduces risk	Challenges assumptions, takes risk
Openness to change	Practical, grounded, task oriented	Imaginative, change oriented, experimental
Assertiveness	Holds back ideas, gives way to others	Assertive, persuasive, convincing
Social confidence	Less comfortable in social situation	Fits in quickly interacts effectively
Empathy	Individualistic, self-reliant	Supportive, sensitive, considerate
Communicativeness	Reserved, quiet, distant from people	Communicative, open, expressive
Independence	Sociable, group oriented	Self-contained, works well alone

Rationality	Intuitive, spontaneous	Logical, reflective, systematic
Competitiveness	Accommodating, less committed to career	Committed to career, contesting
Conscientiousness	Radical, challenging, expedient	Conscientious, preserving
Perfectionism	Less methodical, less detail oriented	Quality driven, detail oriented, methodical
Decisiveness	Cautious, slower to take initiative	Decisive, controlling
Apprehension	Calm, relaxed	Apprehensive, worried
Big Five Factors		
Creativity	Adaptive, pragmatic, implementation focused	Innovative, change oriented, non-conformist
Agreeableness	Individualistic, self-reliant, independent	Participative, rational, team player
Achievement	Accommodating, expedient	Quality driven, achieving, conscientious
Extroversion	Reserved, socially inhibited, introvert	Communicative, outgoing, extrovert
Resilience	Apprehensive, worried, anxious	Calm, stable, decisive

MD5 Mental Ability

PURPOSE

The MD5 Mental Ability Testing is designed to assess mental ability quickly and easily over a wide range of educational and ability levels, in staff selection, placement and counselling.

DESCRIPTION

The test consists of 57 items in a non reusable booklet, and involves finding missing letters, numbers or words, represented by the corresponding number of asterisks. Either pencil-and-paper or computer- based versions are available.

The MD5 is easy to administer as the instructions are clearly given in the Technical Manual or on-screen for the computer-based version.

Normative Data exists for several different groups ranging from job applicants with no GCSE qualifications to middle level managers in employment. The manual also gives details of the test's reliability and validity together with correlations with other mental ability tests.

VALIDITY

Construct Validity comparing the MD5 with a variety of ability tests can be found in the Technical Manual.

DURATION

15 minutes

NEO-4™

Paul T. Costa, Jr., PhD and Robert R.
McCrae, PhD

The NEO-4 provides information on four personality domains: Extraversion, Openness to Experience, Agreeableness, and Conscientiousness. It is designed for use in employment and personal counseling settings involving activities such as career counseling, career development, and employee training, where these four domains are the main focus. Three brief validity checks are provided on the answer sheet to alert the test administrator that an individual's responses should be viewed with caution. The 192 NEO-4 questionnaire items and the scoring keys are identical to those of the E, O, A, and C factors of the NEO PI-R™. Norms for the NEO-4 are based on the NEO PI-R combined-gender normative sample. Detailed information about the rationale, development, reliability, factor structure, and validity of these four factors is available in the NEO PI-R Professional Manual.

Each of the NEO-4 domains provides information on many aspects of an individual's personality. Each of the domains can be interpreted at the global factor level; interpretation at the level of the 24 facet scales (six for each domain) facilitates a more detailed analysis. The NEO-4 Manual Supplement presents a new way to interpret the four domains in terms of six personal styles: Interests, Interactions, Activity, Attitudes, Learning, and Character. Each style is defined by a graphic circumplex that combines two of the four factors. Interpretation of these six personal style graphs supplements the interpretation of the four domains and 24 facets. Because the NEO-4 is multifaceted, it is possible to describe the many positive characteristics along with the less desirable qualities in a way that is readily acceptable to the individual.

The NEO-4 materials include a reusable item booklet for self-reports (Form S) or for ratings by another individual (Form R), a hand-scorable carbonless answer sheet, a profile form for plotting raw scores to yield T scores, a booklet containing the six personal style graphs, and a summary form for the client that

provides feedback on the four domain scores as well as the respondent's personal styles. A set of overhead transparencies is also available for use in workshops or other group settings.

OASIS-3:IS - Occupational Aptitude Survey and Interest Schedule — Third Edition

The Occupational Aptitude Survey and Interest Schedule-Third Edition (OASIS-3) consists of two related tests: the OASIS-3 Aptitude Survey and the OASIS-3 Interest Schedule. The tests were normed on the same national sample of 2,005 individuals from 20 states. Teachers, counselors, and other professionals can easily use the OASIS-3 to assist in the career development of students in Grades 8 through 12 and adults. The OASIS-3 can be administered individually or in groups. Each test takes from 30 to 45 minutes to administer and can be hand scored or machine scored.

Aptitude Survey

The OASIS-3 Aptitude Survey measures six broad aptitude factors that are directly related to skills and abilities required in more than 20,000 jobs listed in the Dictionary of Occupational Titles. The Aptitude Survey yields six scores: General Ability, Verbal Aptitude, Numerical Aptitude, Spatial Aptitude, Perceptual Aptitude, and Manual Dexterity. Validity coefficients with similar subtests of the General Aptitude Battery range from .60 to .80. Median alpha reliabilities range from .70 to .91. Each Aptitude Survey kit can test up to 50 students in groups of 10.

OASIS-3:IS - Occupational Aptitude Survey and Interest Schedule — Third Edition

The Occupational Aptitude Survey and Interest Schedule-Third Edition (OASIS-3) consists of two related tests: the OASIS-3 Aptitude Survey and the OASIS-3 Interest Schedule. The tests were normed on the same national sample of 2,005 individuals from 20 states. Teachers, counselors, and other professionals can easily use the OASIS-3 to assist in the career development of students in Grades 8 through 12 and adults. The OASIS-3 can be administered individually or in groups. Each test takes from 30 to 45 minutes to administer and can be hand scored or machine scored.

Interest Schedule

The OASIS-3 Interest Schedule measures 12 interest factors directly related to the occupations listed in the Guide of Occupational Exploration. The factors are Artistic, Scientific, Nature, Protective, Mechanical, Industrial, Business Detail, Selling, Accommodating, Humanitarian, Leading-Influencing, and Physical Performing. The Interest Schedule contains 240 items scored as Like, Neutral, or Dislike. Alpha reliabilities range from .83 to .96. Construct validity was determined through principal components analysis and empirical research.

Occupational Stress Inventory-Revised

Samuel H. Osipow, Ph.D. & Arnold R. Spokane, Ph.D.

© 1981, 1998

The Occupational Stress Inventory-Revised (OSI-R) is a concise measure of three domains of occupational adjustment: occupational stress, psychological strain, and coping resources. The original research edition of the OSI was designed to (a) develop an integrated theoretical model to link these three important dimensions, and (b) develop generic occupational stress measures that would apply across different occupational levels and environments.

Applications

- Employee selection and placement.
- Work attitudes, turnover, and absenteeism.
- Work-related stress.
- Behavioral correlates of coronary diseases.
- Managerial counseling and development.

Description

The OSI-R is a battery composed of three questionnaires which measure occupational stress, psychological strain and coping resources. The instrument yields scores on 14 different scales ranging from "Role Overload" and "Interpersonal Strain" to "Self-Care". The OSI-R is comprised of 140 items in total, written at a seventh grade reading level. Respondents indicate on a 5-point rating scale the frequency of a stress-related event. Total administration time for the OSI-R is 30 minutes. The OSI-R was normed on more than 900 adults in 130 different occupations.

Reliability and Validity

The revised version of the OSI-R manual and several research studies provide strong support for the reliability and validity of this carefully constructed assessment.

Position Classification Inventory™ (PCI)

Gary D. Gottfredson, PhD and John L. Holland,
PhD

The Position Classification Inventory (PCI) lets you assign Holland Summary Codes to any position or job class in your organization. The PCI enables employees to use their SDS results to locate and explore matching current and future openings within their firm; analyzes positions within an existing job classification system to determine whether different positions belong in the same job class; assesses the degree of match between worker and job; and provides an understanding of employee and supervisor perceptions of a specific position. The PCI also helps counselors to analyze a client's current job, assess person-job match, and clarify vocational problems; increase a client's understanding of his or her current job situation; and provide a structure for locating future career possibilities.

Administration/Scoring

A worker, supervisor, or job analyst can complete this 84-item inventory in 10 minutes. He or she describes the demands, skills, and personal styles and characteristics required in a position by rating each item on a 3-point scale. Respondents record their answers on a separate 2-part carbonless answer sheet, which incorporates the scoring key and profile grid. You can score the PCI in approximately 2 minutes and then plot the scores to obtain a RIASEC profile of the job.

R-FVII:2 – Reading-Free Vocational Interest Inventory: 2

The newly revised R-FVII:2 measures the vocational interests of special populations. It uses pictures of individuals engaged in different occupations to measure the vocational likes and dislikes of students and adults who are intellectually disabled, learning disabled, adult disadvantaged, or enrolled in alternative or vocational/career training programs. No reading or writing is required.

The R-FVII:2 is easy to administer and score. It can be administered in about 20 minutes to groups or individuals. It is self-administered and has no time limits. Consisting of a series of 55 sets of three drawings, each depicting different job tasks, the R-FVII:2 explores a wide range of jobs at the unskilled, semiskilled, and skilled levels.

The R-FVII:2 has separate norms for people who are intellectually disabled, learning disabled, and adult disadvantaged/work sheltered. The manual provides T scores, percentiles, and ratings for 11 areas of interest: automotive, building trades, clerical, animal care, food service, patient care, horticulture, housekeeping, personal service, laundry service, and materials handling.

The R-FVII:2 is for individuals 13 years and older. It is appropriate for use by teachers, psychologists, counselors, or other vocational and educational personnel in junior high, senior high, vocational/technical schools, sheltered work centers, and other job training and work placement career centers. This test has proven reliability (intellectually disabled individuals' range = .72 to .95). Test-retest reliability ranges from .70 to .97 across all groups. The R-FVII:2 complies with Title IX (prohibiting sex discrimination in education) by using a single Inventory Booklet for both men and women; both genders respond to the same illustrated job tasks in each of the occupational categories.

The revised edition includes improvements such as:

Drawings have been refined and modified to include a more identifiable target figure

Contains norms for general education classroom students not presented in the original version

Clusters have been developed that combine interest areas to provide another way of looking at the measure's intent

Includes more extensive normative tables

Scholastic Abilities Test for Adults (SATA)

Ages: 16 through 70

Testing Time: 1 to 2 hours

Administration: Individual or group

The SATA measures the scholastic competence of persons from the ages of 16 through 70. Subtest raw scores are converted to estimated grade equivalents, standard scores ($M = 10$, $SD = 3$), and percentiles. The SATA's aptitude and achievement components can provide an aptitude-achievement discrepancy analysis needed for LD placement. The SATA was normed on 1,005 persons residing in 17 states, and the sample is representative of the nation as a whole with regard to gender, race, ethnicity, urban/rural residence, and geographic region. The SATA is technically sound, with reliabilities generally in the .80s and .90s.

Study Attitudes and Methods Survey (SAMS)

Quick Facts

Range: Junior high, high school, and college

Length: 90 items

Norms: High school, college

Administration Time: 20-30 minutes

Scoring Options: Hand-scoring with overlay keys;

- Explore students' attitudes, motivation, and study habits
- Diagnose non-academic obstacles to school success
- Promote student growth in areas vital for future success

Improve Study Habits

SAMS was developed to explore students' motivation, study habits and attitudes toward school. The SAMS usefulness in determining non-academic obstacles to school success makes it a valuable preparation for college entrance as well as a counseling tool at the high school level. The results of the SAMS (in conjunction with an ability test) can be used to advise students of the probability of school success and point out areas that need improvement. Use the SAMS to help students improve study habits and replace non-productive attitudes with a more positive approach.

The Study Attitudes and Methods Survey (SAMS) Scales

Academic Interest- Love of Learning

The sheer pleasure gained by students in studying and in doing academic work, much like that experienced by the dedicated scholar who gains great satisfaction in working in the library, in writing papers, and in reading the great books - an intrinsic motivation involving love of learning for its own sake.

Academic Drive - Conformity

A combination of both persistence, involving a high level of determination to succeed in academic work regardless of the amount of effort and time required and; a high degree of conformity insofar as it

involves meeting institutional requirements and teachers' expectations. A form of extrinsic motivation that will enhance the status and prestige of the student in academically oriented activities.

Study Methods

A systematic, organized, methodical, and well-planned set of working habits and procedures in meeting assignments and in taking examinations; effective study skills and techniques resulting in the optimal use of time and ability.

Study Anxiety

A marked concern over doing well in school assignments and examinations that reflects a lack of self-confidence and self-assurance; a tendency to be fearful that one's level of competence in academic endeavors is not high enough, and to experience feelings of panic or even terror in taking examinations and in meeting the expectations of teachers and significant others in the academic setting.

Manipulation

An inclination to use power and influence to achieve one's goals and to enhance one's status even at the expense of the teacher to gain favorable treatment or special consideration.

Alienation Toward Authority

A feeling of being isolated or rejected in the academic environment manifested by hostility toward the academic institution and its members - teachers, administrators, and significant others as well as resentment and even defiance of rules and regulations.

Test of General Reasoning Ability™ (TOGRA™)

Cecil R. Reynolds, PhD

Purpose: Screen for reasoning and problem solving skills

Age range: 10 to 75 years

Admin: Individual or group

Admin time: 16 minutes

The TOGRA is a speeded measure of reasoning ability and problem-solving skills that is designed for individual or group administration.

Features and benefits

- Offers a wider variety of item content and greater test score stability than competing measures.
- Yields a General Reasoning Index (GRI), a highly reliable score that reflects overall measurement of the general factor of reasoning and problem-solving skill.
- Consists of items that assess verbal, nonverbal, and quantitative reasoning and problem-solving skills through tasks that are inductive as well as deductive in nature.
- Requires only 16 minutes for administration and 2-3 minutes for scoring.
- Administration and scoring will be available through PARiConnect.
- Appropriate in many settings whenever a speeded measure of reasoning ability and problem solving under pressure is considered useful, including in the evaluation of students for giftedness, athletes, managerial and executive-level staff, or public safety officer candidates.

Test structure

- Two equivalent alternate forms (Blue and Green) enable you to retest and monitor progress while reducing practice effects
- Can be administered to groups or individuals and using a computer or traditional paper and pencil. This flexibility makes the TOGRA a viable option for use in human resource and related industrial settings, schools, juvenile and adult justice systems, and clinical settings.

Technical information

- As a result of extensive expert review and statistical analysis, the TOGRA's racial, gender, and religious bias is minimal—ideal for any measure used for selection purposes.
- Standardized on a 2010-Census-matched sample of 3,013 individuals.
- The GRI is scaled to a mean of 100 and a standard deviation of 15. Other forms of derived scores, including z scores, normal curve equivalents, stanines, percentiles, and, for the younger ages, age equivalents, are provided.
- An investigation of TOGRA scores' relationship to examinees' occupational data revealed expected patterns, with median GRI scores increasing as examinees' industries moved from physically-oriented occupations to business- and science-oriented occupations. Occupational data were derived using Occupational Information Network (O*NET) information.

Wagner Enneagram Personality Style Scales™ (WEPSS™)

By Jerome P. Wagner, PhD

BENEFITS

Offers an engaging way to identify interpersonal dynamics, work preferences, coping styles, values, and learning styles

AGES

18 years and up

ADMIN TIME

20-40 minutes

FORMAT

Self-report

NORMS

Based on a sample of 1,500 individuals from 18 to 83 years of age

PUBLISH DATE

1999

The Enneagram model of personality posits nine personality styles, each with a distinctive way of viewing and responding to the world. For each person, one style stands out, characterizing his or her personality. The Wagner Enneagram Personality Style Scales apply this theory in assessing personality type. These versatile self-report scales measure both adaptive and maladaptive characteristics of each of nine personality types. Used in business, counseling, and educational settings, the WEPSS is a useful and engaging way to identify interpersonal dynamics, work preferences, coping styles, values, and teaching/learning styles. Its applications are almost unlimited. 9 Types The WEPSS is composed of 200 items covering nine scales, which represent the following personality types: The Good Person The Loving Person The Effective Person The Original Person The Wise Person The Loyal Person The Joyful Person The Powerful Person The Peaceful Person Each of these types is characterized by a specific outlook and response style. And each encompasses both “positive” and “negative” (or “resourceful” and “non-resourceful”) reactions and attitudes. 20 Minutes Items are simple words or phrases. The respondent merely rates each item on a 5-point scale, indicating the extent to which it “fits” him or her. The inventory takes 20 to 40 minutes to complete, and it can be hand or computer scored. (Computer scoring gives you a complete interpretive report.) The WEPSS generates a Total Score, a Resourceful Characteristics Score, and a Non-Resourceful Characteristics Score for each of the nine scales. Norms are based on a sample of nearly 1,500 individuals ranging in age from 18 to 83. 100 Uses In business settings, the WEPSS is an ideal way to explore communication patterns, decision-making styles, and conflict resolution methods. It helps explain interaction between colleagues and supervisors who have the same or different personality styles. And it also helps employees and managers make more informed choices about job preferences, career decisions, and work environments. In counseling, the WEPSS can be used to help clients identify their coping strategies—and alternatives that they tend to ignore. In couple, family, and group therapy, the scales shed light on interpersonal dynamics and differing values. Used in schools, the WEPSS reveals useful information about teaching and learning styles, helping instructors identify optimal learning strategies for each of the nine personality types. Employees, clients, and students typically find the

WEPSS an interesting and enlightening exercise. WEPSS results have the ring of “common sense,” which makes them easy for people to accept and apply in their lives.

Watson-Glaser Critical Thinking Appraisal®

Author(s): Goodwin Watson, Edward M. Glaser

Measure the ability to think critically and problem solve

- **Administration:** Standard version: 40-60 minutes Short Form: 30-45 minutes
- **Test Setting:** Individual or Group
- **Qualification level:** A-Level
- **Ages / Grades:** 9th grade reading level
- **Norms:** Occupational Percentiles

Identify High-Potential Performers and Assess Critical Thinking Skills for Sound Decision-Making

The most widely used assessment of critical thinking in business today, the Watson-Glaser Critical Thinking Appraisal is ideal for hiring, promotion, development and succession planning for management and other roles requiring an individual to work with business information to answer questions, determine strategy, reduce risk, and maximize organizational performance.

Watson-Glaser helps your organization:

- Predict how well an applicant will make accurate inferences, recognize assumptions, properly deduce, interpret information, and evaluate arguments – 5 skills crucial to enhancing organizational performance
- Make smarter hiring choices when you can identify the strongest candidates based on critical thinking ability
- Learn whether a candidate possesses the ability to apply the reasoning skills essential to making better business decisions
- Reduce costs and increase efficiency in assessing future leaders
- Gain a precise understanding of the individual by viewing their score relative to over 40 popular industry and occupation norm groups.

Features & Benefits

Go beyond the candidate interview— assess critical thinking abilities essential for making sound business decisions

- Predict how well an applicant will perform in a managerial and professional position by assessing the ability to define problems, formulate hypotheses, and obtain solutions.
- Make smarter hiring choices when you can identify the strongest candidates based on critical thinking ability, sometimes referred to as “executive intelligence.”
- Learn whether a candidate possesses the ability to apply the reasoning skills essential to making better business decisions.
- Reduce costs and increase efficiency in assessing potential employees.

New norms for industries include:

- Financial Services
- Banking
- Insurance
- Manufacturing/Production
- Retail/Wholesale
- Health Care
- Information Technology
- High-Tech Industries
- Telecommunications
- Education
- Government/Public Service/Defense

New norms for professional positions include:

- Director
- Executive
- Manager

- Professional*
- Sales
- Supervisor

* those that typically require a college degree at a minimum, are salaried not hourly, and require personal accountability for results

Areas of Assessment

Five subtests measure critical thinking as a composite of attitudes, knowledge, and skills:

- Inference
- Recognition of Assumptions
- Deduction
- Interpretation
- Evaluation of Arguments

Working Styles Assessment™ (WSA™)

Melissa A. Messer, MHS and Heather Ureksoy,
PhD

Purpose: Assesses workplace personality traits
in adults

Age range: 17 to 70 years

Admin: Self-report; individual or group

Admin time: 25 minutes to administer; 10 minutes
to score

The WSA assesses a person's work-related personality traits—the traits that are related to effective job performance.

Features and benefits

- The only workplace personality assessment that uses the current Occupational Information Network (O*NET) terminology—The personality traits measured by the WSA can be compared to the traits associated with hundreds of current occupations listed in the O*NET database.
- Measures 18 constructs, including all 16 working styles defined by the O*NET. These constructs are grouped in five general categories: drive, interpersonal skill, adjustment, responsibility, and problem-solving

skill.

Drive	
Achievement	Sets challenging goals and works hard toward their completion; goes beyond expectations; excels at multi-tasking.
Initiative	Identifies opportunities to learn and advance; displays willingness to engage in new activities, responsibilities, and challenges.
Persistence	Sees tasks through to completion despite frustrations or problems that may occur; rarely leaves tasks incomplete.
Confidence	Possesses self-assurance; clearly articulates ideas and opinions; acts decisively and without undue hesitation.
Interpersonal Skill	
Leadership	Succeeds at leading groups and managing others; takes charge and leads the efforts of others.
Cooperation	Acts as a team player; enjoys helping others succeed; resolves conflicts between coworkers.
Concern for Others	Shows care and empathy; is sensitive to the feelings of others.
Social Orientation	Is friendly and outgoing; enjoys working in a group.
Adjustment	
Self-Control	Shows patience and controls emotions; performs well despite a negative mood.
Stress Tolerance	Remains calm in stressful situations; accepts criticism with poise.
Adaptability	Enjoys engaging in a variety of different tasks; is comfortable with changes to the work environment.
Responsibility	
Dependability	Is punctual and responsible; fulfills commitments.
Attention to Detail	Is detail oriented, precise, and organized; checks work for errors.
Integrity	Follows the rules; is truthful and ethical.
Conscientiousness	Possesses self-discipline; is deliberate, organized, and thoughtful.
Problem-Solving Skill	
Independence	Remains self-reliant; makes decisions and completes tasks without supervision.
Innovation	Is creative and original; produces alternative solutions and new ways of doing things.
Analytical Thinking	Approaches problems in a methodical manner; solves problems logically by analyzing relevant information.

Figure 1.3. Working Styles Assessment global constructs and scales.

Applications and settings

- Helps individuals gain a better understanding of their personal work preferences and how they approach a variety of situations in the workplace, allowing them to identify potentially satisfying occupations and providing the foundation for work with a career counselor.
- Aids hiring managers in identifying the working styles they value in employees and selecting applicants based on the degree to which they possess those working styles.
- Guides developmental discussions between a manager and an employee who may be struggling in a certain area of his or her job by highlighting the employee's strengths and weaknesses.

Test structure

- The Assessment Booklet includes 14 agree-or-disagree statements for each of the 18 constructs measured.
- The User's Workbook helps examinees organize their results, generate a list of their own top ten working styles, and match those styles to potential occupations. A "Next Steps" section and a resource section provide further help with the career exploration process.
- For the counselor or HR professional, the Score Summary Sheet provides a fast way to score and organize the working styles of a client or job seeker.
- A Fast Guide is included with your purchase of the Professional Manual.
- Availability on PARiConnect, our online assessment platform, is coming later this year.

Technical information

- Standardization sample consisted of 739 individuals ages 17-70 years; the sample was closely matched to the U.S. population according to gender, race/ethnicity, and education level.
- Internal consistency coefficients were generally high, ranging from .61 to .92 across all age groups; test-retest reliability ranged from .71 to .88. High inter-scorer agreement was found.
- Face validity was strong, and intercorrelations were strong between constructs within each category (i.e., drive, interpersonal skill, adjustment, responsibility, and problem-solving skill).

