
QUICK VIEW™ CONTRIBUTOR ASSESSMENT

TECHNICAL MANUAL

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CHAPTER I. INTRODUCTION

Philosophy

PRADCO's assessment philosophy is to capture the behaviors and attitudes that are most frequently demonstrated on the job. As with all of PRADCO's assessments, every effort is made to ensure that statements are behavioral and, therefore, observable. All response options are positively worded so that people are not required to select negative items to describe themselves. This is done deliberately based on findings from studies done on earlier assessments. PRADCO assessments are designed in a forced-choice format, minimizing the occurrence of faking or exaggeration, and allowing for more accurate scores to be generated.

PRADCO believes that the qualities needed to be successful in one organization are different from those that might be needed in another setting. In addition, different roles and positions require different skill sets. Further, organizations have individual cultures and unique circumstances that can influence what type of person will succeed there. To make determinations about these issues, PRADCO utilizes a benchmarking process to tailor The Quick View™ Contributor Assessment to individual roles and organizations. This allows for the identification of behaviors most critical to success in a specific job. When the appropriate work has been done to establish a benchmark, The Quick View™ Contributor Assessment can be used to gain information about people and to compare their scores to those of the most successful incumbents.

About the Quick View™ Contributor Assessment

The Quick View™ Contributor Assessment measures factors critical to success in professional roles across a variety of work settings. Thirty-three behaviors are assessed through a series of 205 pairs of behavioral statements. People complete the measure by selecting the statement in each item pair that best describes their behavior. Since every statement reflects a favorable work behavior, the person must make a choice between equally desirable items. This forced-choice format reveals the behaviors or attitudes that an individual emphasizes most and is likely to display at work.

The Quick View™ Contributor Assessment is used several ways:

- As an interview tool for job applicants
- As part of a larger battery to comprehensively assess job candidates
- As a tool to assess the training needs of current employees
- To identify critical success factors for a job
- As a basis for generating follow up questions to probe job-relevant behaviors
- As a basis for generating developmental suggestions that maximize new-hire success

Scores on each behavior are expressed as percentiles that indicate someone's standing relative to others who have taken the assessment. For example, a candidate who scores at the 94th percentile on *Responsiveness* has scored higher than 93 out of 100 individuals who have taken the assessment. The norms are based on a broad population of individuals who take The Quick View™ Contributor Assessment. Norms are updated on a regular basis to reflect current population trends.

This manual provides an in-depth description of The Quick View™ Contributor Assessment, including behaviors measured, administration and scoring procedures, uses and applications, and further information about the assessment's development and validation.

CHAPTER II. BEHAVIOR DEFINITIONS

Based on years of experience assessing people, previous research studies conducted by PRADCO, and a review of relevant literature, 33 behaviors were identified as being related to successful performance as a skilled professional with expertise in a functional area of the business. These behaviors reflect actions displayed by employees performing at or above expectations in a variety of roles and work settings, and are defined as follows:

Quick View™ Contributor

INDIVIDUAL QUALITIES

Motivation

AMBITION:	Wanting more responsibility and seeking advancement.
IMPROVEMENT:	Developing skills and enhancing how things are done.
GOAL DRIVEN:	Setting and achieving challenging goals.
LOYALTY:	Being committed to and supporting the organization.
OWNERSHIP:	Approaching work with the attitude of an owner.

Work Approach

RESULTS:	Meeting commitments and being personally productive.
QUALITY:	Paying attention to detail and working with accuracy.
PROACTIVE:	Taking independent action to move things forward.

FLEXIBILITY:	Adjusting to change and adapting to different circumstances.
RESPONSIVENESS:	Attending to people's needs in a timely manner.
TIME MANAGEMENT:	Prioritizing and making good use of time.

INTERACTIONS WITH PEOPLE

Building Relationships

ATTITUDE:	Having a positive disposition toward people.
SELF AWARENESS:	Being introspective and aware of own thoughts and feelings.
EVEN TEMPERED:	Maintaining emotions and composure in all situations.
BUILDING TRUST:	Inspiring trust and credibility with others.
RELATING TO OTHERS:	Building and maintaining positive relationships.
VERSATILITY:	Understanding and adapting to different people's styles.
VALUING DIVERSITY:	Embracing and valuing people with different backgrounds.

Supporting Others

INTERPERSONAL AWARENESS:	Being observant and perceiving needs and feelings of others.
EMPATHY:	Identifying with and responding to emotions in others.
COURTESY:	Being considerate and treating people respectfully.
TEAMWORK:	Being cooperative and working closely with others.

Influencing People

COMMUNICATIVE:	Sharing information regularly and in a clear manner.
LISTENING:	Paying attention and really hearing what people say.
ASSERTIVE:	Speaking up and sharing opinions with others.
INSPIRING OTHERS:	Demonstrating a lively and enthusiastic style.

DECISION MAKING

Quality of Decisions

ORGANIZATIONAL AWARENESS:	Identifying interpersonal and cultural dynamics.
OBJECTIVITY:	Evaluating situations from a logical, realistic viewpoint.
CONFIDENCE:	Believing one can master life's challenges.
INTEGRITY:	Being forthright, honest, and demonstrating ethical standards.
LEARNING AGILITY:	Acquiring and understanding new information quickly.
RESOURCEFUL:	Finding solutions and new ways to handle problems.
JUDGMENT:	Analyzing situations effectively and making sound decisions.

CHAPTER III. ADMINISTRATION AND SCORING

Administration

The Quick View™ Contributor Assessment can be taken on a desktop computer or mobile device. Standard instructions are provided. The items consist of two (2) statements describing work-related behaviors. Individuals must select which of the two (2) statements best describes them. There are 205 item pairs, and people work at their own pace. Administration time is approximately 30-45 minutes.

The assessment is available online through our testing site. To maintain security, clients are issued a username and an access code to administer the assessment, and a separate code is issued to the individual authorized to retrieve scores as well as the person taking the assessment.

Once test-takers have completed the assessment, a computerized report containing the results is emailed to the individual(s) designated by the client to receive results. The report includes the candidate's scores on each of the 33 behaviors, their score on a performance benchmark if the organization has established one, a set of 12 computer-generated follow up questions, and a set of six (6) computer-generated developmental suggestions.

Scoring

For each of the 33 behaviors measured by The Quick View™ Contributor Assessment, candidates receive a percentile score, ranging from 1-99, that is derived from a norm base consisting of thousands of people who have taken the assessment previously. Scores are classified into one of three ranges based on previous studies conducted by PRADCO:

- High scores (71st – 99th percentile) are probable strengths and represent behaviors that the person frequently demonstrates on the job.
- Moderate scores (30th – 70th percentile) are typically positive and represent behaviors that the person occasionally demonstrates on the job.
- Low scores (1st – 29th percentile) may indicate developmental needs or represent behaviors that are less relevant to the person's current job.

In many cases, it is useful to develop a benchmark of success for a professional role. Benchmarking is a way to sharpen the focus of Quick View™ Contributor Assessment to make it relevant to a specific job and its unique demands. The benchmarking process yields a subset of ten (10) to 12 behaviors that are most predictive of successful outcomes in the organization. There are three (3) types of benchmarking PRADCO utilizes:

- Full Validation (Recommended option)
 - A work group or large sample of employees in a job is identified to complete the Quick View™ Contributor Assessment
 - The participating organization provides existing performance metrics to indicate the success of job incumbents (rating forms can be provided)
 - Analyses are conducted to show which behaviors are most related to performance
 - Performance on The Quick View™ Contributor Assessment is statistically connected to current employee performance, providing evidence of validity
- Contrast Analysis (When a full validation is not feasible)
 - Top and bottom groups of employees are identified based on performance
 - Employees in these groups complete the Quick View™ Contributor Assessment
 - TalentScan scores are compared for the two groups to identify behaviors that differentiate top and bottom performers in the organization, such that top performers score higher on average than bottom performers
 - Additional behaviors are included in the benchmark when average scores are high for both groups, as this can be indicative of a culture fit characteristic

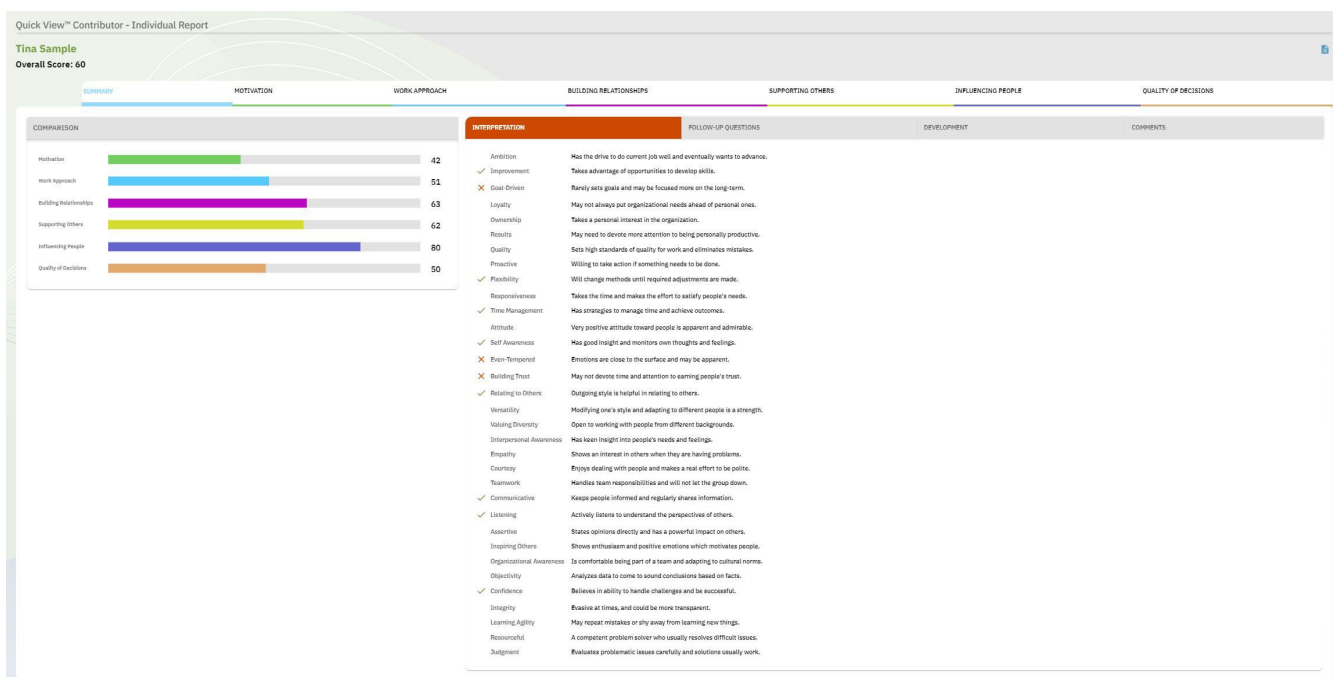
- Focus Group (When a contrast analysis is not feasible)
 - Subject matter experts are identified to discuss important aspects of the job being benchmarked, including key success characteristics and potential de-railers
 - Critical themes from the discussion are linked to PRADCO behaviors

Each behavior chosen for the benchmark is assigned a target range (e.g., 50-99) that constitutes hitting the benchmark for that specific behavior.

Once a benchmark is established, people also receive a score, which typically ranges from 1-100. Each behavior included in the benchmark receives equal weighting toward the overall score. Candidates can:

- Gain points for scoring within the established target range for a given benchmark behavior (maximum points) or for scoring within the moderate range (i.e. 30 and above) but not within the target range (partial points)
- Lose points for scoring especially low on a benchmark behavior (i.e. 15 and below)
- Neither gain nor lose points for scoring outside of the ranges outlined above

A sample Quick View™ Contributor Assessment benchmark page is below:



CHAPTER IV. USES AND APPLICATIONS

As a Screening Tool for Job Applicants

The Quick View™ Contributor Assessment can assist hiring professionals in determining if a candidate merits further consideration in the selection process. The assessment can be used for any professional position, including those with project management responsibilities. Used in this way, The Quick View™ Contributor Assessment provides considerable value in streamlining the selection process. It enables hiring managers to focus their interviewing around candidate strengths and weaknesses. When The Quick View™ Contributor Assessment is used as a screening tool, a benchmark study is recommended.

As Part of a Larger Test Battery

The Quick View™ Contributor Assessment makes an important contribution to a larger battery of tests used for higher-level roles. In combination with personality inventories, questionnaires, specific skill measures, and other assessments, The Quick View™ Contributor Assessment adds information about individual qualities, interactions with people, and decision making. This is helpful in evaluating people for professional and expert roles in all industries by adding critical data about factors that are essential for success on the job.

To Assess Training Needs

The Quick View™ Contributor Assessment provides a variety of scores on individual behaviors. The pattern of scores illustrates an individual's areas of strength and weakness. Knowledge of these patterns will enable supervisory staff to provide the necessary training and coaching to help a person improve. The scores can also be shared with people in structured feedback sessions to provide insight into their behavior and facilitate developmental discussions. The Quick View™ Contributor Assessment can be administered to groups to identify the collective strengths and deficiencies of a department or job-level. The latter has become more prominent as interest in succession planning has grown.

To Identify Critical Success Factors

PRADCO has developed a benchmark-building process to enhance the effectiveness and utility of its assessments. By administering The Quick View™ Contributor Assessment to samples of employees currently working in a job, score patterns can be identified to create a benchmark that characterizes successful performance. Comparing future candidates to this benchmark helps determine which candidates are most likely to meet and exceed expectations.

To Generate Follow Up Questions

Follow up questions are computer generated for every Quick View™ Contributor Assessment report. When a benchmark is established, these questions are pulled from the benchmark behaviors a person scores lowest on. Otherwise, questions are taken from behaviors across the assessment that people gave the least emphasis to. By probing into areas in which individuals score low, the interviewer can gain behavioral incidents that provide evidence for how a person is likely to handle relevant, job-related experiences. In addition to the questions provided, other questions can be easily constructed using the behavioral descriptions provided for each score. We generally recommend a two-fold approach, whereby interviewers probe deeper into behaviors with lower scores while confirming behaviors with higher scores.

To Generate Developmental Suggestions

Developmental suggestions are also provided for every Quick View™ Contributor Assessment report, using the same criteria referenced above with regard to follow-up questions. Each report contains suggestions pertinent to six (6) behaviors on the assessment. For each behavior, a brief description of the behavior's significance to leadership effectiveness is followed by a set of three suggestions that are specific, actionable, and measurable. We recommend providing this portion of the report to newly hired or current employees, as the suggestions are written directly to them.

CHAPTER V. ASSESSMENT DEVELOPMENT AND VALIDATION

Assessment Development Process

The Quick View™ Contributor Assessment was designed to bring together two (2) forced-choice assessments that PRADCO had previously administered to professionals with subject matter expertise: the *Emotional Intelligence Index*, and the *Competency Index*. Combining these measures into a single tool increased its validity as an assessment tool in three (3) ways. First, it enabled us to use a forced-choice format to see whether candidates for professional roles tend to emphasize behaviors that are inward-facing and performance-oriented as opposed to behaviors that are outward-facing and people-oriented. A consistent challenge in selecting strong individual contributors is balancing strong work performance with effective people skills.

Second, combining the measures led to the elimination of redundant behaviors that appeared on both Indexes. For instance, whereas similar items were used to measure *Initiative* on the *Competency Index* and *Proactive* on the *Emotional Intelligence Index*, the two behaviors have now been consolidated into a single *Proactive* behavior on The Quick View™ Contributor Assessment.

Finally, eliminating redundant behaviors created room for the addition of new behaviors that have emerged as essential characteristics of professional effectiveness. Examples of these include *Time Management*, *Valuing Diversity*, and *Learning Agility*.

Item Format

To minimize the risk of bias, a forced-choice format was maintained with The Quick View™ Contributor Assessment. Historically, self-report instruments have been susceptible to several types of bias. First, individuals may consciously attempt to present themselves in an overly positive light to create a good impression. This can lead to impressions about them that are not entirely true. Secondly, candidates may try to sway their responses to create a pattern that they believe the employee desires. For example, if a job requires working at a fast pace, candidates may consistently endorse items that show quick thinking even though this is not an accurate description of their behavior. To address these potential problems, the forced-choice format was used. People evaluate two (2) statements and indicate which is most like them. It is difficult for a person to choose the most desirable response to a question because both alternatives are equally positive. Secondly, statements from one behavior are randomly paired with statements from other behaviors so that it is difficult for people to consistently endorse one behavior they believe the organization values.

Validity Evidence

Multiple studies have been conducted to assess the relationship between Quick View™ Contributor Assessment behaviors and job performance. Several of these studies are outlined below as a means of establishing validity across various types of professional roles.

Retirement Plan Analysts – Financial Services Organization

The Quick View™ Contributor Assessment was administered to 23 Retirement Plan Analysts reporting, monitoring, and responding directly to client requests. Supervisory performance ratings were collected from the direct supervisor of each Retirement Plan Analyst, enabling an analysis of group differences pertaining to the behaviors measured by The Quick View™ Contributor Assessment.

A benchmark was established based on the behaviors that most consistently distinguished the top 20% of performers from the bottom 20%. As **Table 1** illustrates, scores that were calculated from this benchmark were shown to significantly differentiate top performers from bottom performers, such that the average top-performing Retirement Plan Analyst scored nearly 19 points higher on The Quick View™ Contributor Assessment benchmark in comparison to the

average, bottom-performing Retirement Plan Analyst. In addition to these findings, numerous behaviors on The Quick View™ Contributor Assessment were found to be significant differentiators with regard to performance, such that higher Quick View scores were indicative of better performance. These results are outlined in **Table 2**.

Table 1. T-Test for Scores of Top/Bottom-Performing Retirement Plan Analysts

Performance Group	N	Mean	SD	SE of Mean	T-Value	2-Tail Significance
Top Performers	5	75.60	12.12	5.42	2.53	.035
Bottom Performers	5	56.80	11.37	5.08		

Table 2. Quick View™ Contributor Behaviors that Differentiated Top/Bottom Performers

Behavior	Definition	Group Average	
		Top N = 5	Bottom N = 5
	INDIVIDUAL QUALITIES		
	<u>Motivation</u>		
Ambition ☐	Wanting more responsibility and seeking advancement.	79	63
Improvement	Developing skills and enhancing how things are done.	56	87
Goal Driven	Setting and achieving challenging goals.	45	73
Loyalty	Being committed to and supporting the organization.	16	68
Ownership	Approaching work with the attitude of an owner.	45	36
	<u>Work Approach</u>		
Results ☐	Meeting commitments and being personally productive.	70	59
Quality *	Paying attention to detail and working with accuracy.	78	75
Proactive	Taking independent action to move things forward.	47	41
Flexibility ☐	Adjusting to change and adapting to different circumstances.	89	75
Responsiveness ☐	Attending to people's needs in a timely manner.	76	62
Time Management	Prioritizing and making good use of time.	54	89
	INTERACTIONS WITH PEOPLE		
	<u>Building Relationships</u>		
Attitude	Having a positive disposition toward people.	66	61
Self Awareness	Being introspective and aware of own thoughts and feelings.	70	62
Even Tempered ☐	Maintaining emotions and composure in all situations.	64	35
Building Trust ☐	Inspiring trust and credibility with others.	64	41
Relating to Others	Building and maintaining positive relationships.	35	54
Versatility	Understanding and adapting to different people's styles.	60	48
Valuing Diversity	Embracing and valuing people with different backgrounds.	61	41
	<u>Supporting Others</u>		
Inter. Awareness	Being observant and perceiving needs and feelings of others.	77	68
Empathy	Identifying with and responding to emotions in others.	72	64
Courtesy	Being considerate and treating people respectfully.	52	65
Teamwork	Being cooperative and working closely with others.	37	47

Table 2 (continued). Quick View™ Contributor Behaviors that Differentiated Top/Bottom Performers

<u>Influencing People</u>			
Communicative	Sharing information regularly and in a clear manner.	68	72
Listening	Paying attention and really hearing what people say.	32	23
Assertive ☐	Speaking up and sharing opinions with others.	84	55
Inspiring Others ☐	Demonstrating a lively and enthusiastic style.	71	57
DECISION MAKING			
<u>Quality of Decisions</u>			
Org. Awareness	Identifying interpersonal and cultural dynamics.	61	75
Objectivity ☐	Evaluating situations from a logical, realistic viewpoint.	63	49
Confidence	Believing one can master life's challenges.	22	50
Integrity *	Being forthright, honest and demonstrating ethical standards.	42	55
Learning Agility	Acquiring and understanding new information quickly.	67	84
Resourceful	Finding solutions and new ways to handle problems.	63	60
Judgment ☐	Analyzing situations effectively and making sound decisions.	65	32

✓ Recommended Behaviors Based on Top/Bottom Differences

*Recommended Behaviors Based on Overall High Scores or Core Values

Client Service Associates – Financial Services Organization

Within the same organization described above, 31 Client Service Associates were asked to complete The Quick View™ Contributor Assessment so that a separate benchmark could capture the unique characteristics of success in their role.

A performance benchmark was established based on those behaviors that effectively differentiated the top 20% from the bottom 20% of performers, as determined by supervisory performance ratings. Scores were then calculated for each employee. For the overall sample, scores were found to correlate significantly with average performance appraisal rating, such that employees scoring higher on The Quick View™ Contributor Assessment were more likely to receive higher overall performance ratings. **Table 3** reports the correlation that was found, while **Table 4** illustrates significant differentiators of top and bottom Client Service Associates.

Table 3. Correlation of Scores and Performance Ratings

	Correlation	Statistical Significance
Scores and Supervisor Performance Ratings	.605	p = .037

Note. N = 12.

Table 4. Quick View™ Contributor Behaviors that Differentiated Top/Bottom Performers

Behavior		Definition	Group Average	
			Top N = 6	Bottom N = 6
INDIVIDUAL QUALITIES				
<u>Motivation</u>				
Ambition ☐		Wanting more responsibility and seeking advancement.	80	63
Improvement *		Developing skills and enhancing how things are done.	87	87
Goal Driven ☐		Setting and achieving challenging goals.	63	48
Loyalty ☐		Being committed to and supporting the organization.	68	38
Ownership		Approaching work with the attitude of an owner.	55	55
<u>Work Approach</u>				
Results		Meeting commitments and being personally productive.	32	32
Quality		Paying attention to detail and working with accuracy.	61	75
Proactive		Taking independent action to move things forward.	21	25
Flexibility ☐		Adjusting to change and adapting to different circumstances.	59	43
Responsiveness		Attending to people's needs in a timely manner.	62	54
Time Management ☐		Prioritizing and making good use of time.	76	63
INTERACTIONS WITH PEOPLE				
<u>Building Relationships</u>				
Attitude		Having a positive disposition toward people.	39	77
Self Awareness		Being introspective and aware of own thoughts and feelings.	82	85
Even Tempered		Maintaining emotions and composure in all situations.	46	35
Building Trust ☐		Inspiring trust and credibility with others.	49	32
Relating to Others		Building and maintaining positive relationships.	49	59
Versatility		Understanding and adapting to different people's styles.	48	66
Valuing Diversity		Embracing and valuing people with different backgrounds.	41	55
<u>Supporting Others</u>				
Inter. Awareness		Being observant and perceiving needs and feelings of others.	80	84
Empathy		Identifying with and responding to emotions in others.	64	82
Courtesy *		Being considerate and treating people respectfully.	88	88
Teamwork		Being cooperative and working closely with others.	55	47
<u>Influencing People</u>				
Communicative ☐		Sharing information regularly and in a clear manner.	72	60
Listening		Paying attention and really hearing what people say.	71	71
Assertive		Speaking up and sharing opinions with others.	55	63
Inspiring Others		Demonstrating a lively and enthusiastic style.	63	57
DECISION MAKING				
<u>Quality of Decisions</u>				
Org. Awareness		Identifying interpersonal and cultural dynamics.	46	46
Objectivity		Evaluating situations from a logical, realistic viewpoint.	43	43
Confidence ☐		Believing one can master life's challenges.	50	30
Integrity		Being forthright, honest, and demonstrating ethical standards.	32	44
Learning Agility		Acquiring and understanding new information quickly.	66	59
Resourceful ☐		Finding solutions and new ways to handle problems.	60	37
Judgment		Analyzing situations effectively and making sound decisions.	32	32

✓ Recommended Behaviors Based on Top/Bottom Differences

*Recommended Behaviors Based on Overall High Scores or Core Values

Teachers – For-Profit Child Care Business

PRADCO was supplied with performance ratings for 22 existing Teachers within a large, for-profit childcare business. These Teachers then took The Quick View™ Contributor Assessment and scores were calculated for each employee, based on an agreed-upon benchmark. The average top-performing Teacher scored 18 points higher on The Quick View™ Contributor Assessment benchmark in comparison to the average, bottom-performing Teacher. **Table 5** reports mean differences in scores as a function of performance group, while **Table 6** illustrates key differentiators of top and bottom-performing Teachers.

Table 5. T-Test for Scores of Top/Bottom-Performing Teachers

Performance Group	N	Mean	SD	SE of Mean	T-Value	2-Tail Significance
Top Performers	9	84.67	9.11	3.04	3.37	.009
Bottom Performers	8	66.25	15.54	5.50		

Note. N = 17.

Table 6. Quick View™ Contributor Behaviors that Differentiated Top/Bottom Performers

Behavior	Definition	Group Average	
		Top N=9	Bottom N=8
INDIVIDUAL QUALITIES			
<u>Motivation</u>			
Ambition	Wanting more responsibility and seeking advancement.	47	64
Improvement*	Developing skills and enhancing how things are done.	77	77
Goal Driven	Setting and achieving challenging goals.	51	68
Loyalty□	Being committed to and supporting the organization.	76	47
Ownership	Approaching work with the attitude of an owner.	63	63
<u>Work Approach</u>			
Results	Meeting commitments and being personally productive.	31	61
Quality□	Paying attention to detail and working with accuracy.	68	58
Proactive	Taking independent action to move things forward.	47	69
Flexibility□	Adjusting to change and adapting to different circumstances.	68	48
Responsiveness	Attending to people's needs in a timely manner.	55	66
Time Management	Prioritizing and making good use of time.	45	73
INTERACTIONS WITH PEOPLE			
<u>Building Relationships</u>			
Attitude*	Having a positive disposition toward people.	75	75
Self Awareness	Being introspective and aware of own thoughts and feelings.	70	75
Even Tempered	Maintaining emotions and composure in all situations.	71	64
Building Trust	Inspiring trust and credibility with others.	57	57
Relating to Others□	Building and maintaining positive relationships.	73	61
Versatility □	Understanding and adapting to different people's styles.	70	60
Valuing Diversity	Embracing and valuing people with different backgrounds.	34	27

Table 6 (continued). Quick View™ Contributor Behaviors that Differentiated Top/Bottom Performers

Supporting Others			
Inter. Awareness	Being observant and perceiving needs and feelings of others.	56	48
Empathy	Identifying with and responding to emotions in others.	72	82
Courtesy□	Being considerate and treating people respectfully.	82	63
Teamwork	Being cooperative and working closely with others.	71	77
Influencing People			
Communicative	Sharing information regularly and in a clear manner.	24	44
Listening	Paying attention and really hearing what people say.	49	49
Assertive	Speaking up and sharing opinions with others.	77	84
Inspiring Others□	Demonstrating a lively and enthusiastic style.	66	54
DECISION MAKING			
Quality of Decisions			
Org. Awareness□	Identifying interpersonal and cultural dynamics.	78	42
Objectivity	Evaluating situations from a logical, realistic viewpoint.	40	40
Confidence	Believing one can master life's challenges.	47	31
Integrity□	Being forthright, honest, and demonstrating ethical standards.	55	42
Learning Agility	Acquiring and understanding new information quickly.	33	52
Resourceful	Finding solutions and new ways to handle problems.	41	63
Judgment□	Analyzing situations effectively and making sound decisions.	65	53

✓ Recommended Behaviors Based on Top/Bottom Differences

*Recommended Behaviors Based on Overall High Scores or Core Value

Technical Support Workers – Diagnostic Software Organization

Performance ratings were provided to PRADCO for 16 Technical Support Workers who were considered to be amongst the top and bottom 20% of their peers. These Technical Support Workers then took The Quick View™ Contributor Assessment and scores were calculated for each employee, based on an agreed-upon benchmark. The average top-performing Technical Support Worker scored 17 points higher on The Quick View™ Contributor Assessment benchmark in comparison to the average, bottom-performing Technical Support Worker. **Table 7** reports mean differences in scores as a function of performance group, while **Table 8** illustrates key differentiators of top and bottom-performing Technical Support Workers.

Table 7. T-Test for Scores of Top/Bottom-Performing Technical Support Workers

Performance Group	N	Mean	SD	SE of Mean	T-Value	2-Tail Significance
Top Performers	10	85.80	8.56	2.71	3.93	.002
Bottom Performers	6	68.33	8.71	3.56		

Note. N = 16.

Table 8. Quick View™ Contributor Behaviors that Differentiated Top/Bottom Performers

Behavior	Definition	Group Average	
		Top N=10	Bottom N=6
INDIVIDUAL QUALITIES			
Motivation			
Ambition *	Wanting more responsibility and seeking advancement.	72	93
Improvement *	Developing skills and enhancing how things are done.	97	87
Goal Driven	Setting and achieving challenging goals.	56	63
Loyalty	Being committed to and supporting the organization.	30	30
Ownership	Approaching work with the attitude of an owner.	36	55
Work Approach			
Results ☐	Meeting commitments and being personally productive.	77	59
Quality *	Paying attention to detail and working with accuracy.	75	83
Proactive	Taking independent action to move things forward.	61	68
Flexibility ☐	Adjusting to change and adapting to different circumstances.	84	59
Responsiveness	Attending to people's needs in a timely manner.	45	45
Time Management ☐	Prioritizing and making good use of time.	89	63
INTERACTIONS WITH PEOPLE			
Building Relationships			
Attitude	Having a positive disposition toward people.	39	50
Self-Awareness ☐	Being introspective and aware of own thoughts and feelings.	76	62
Even-Tempered ☐	Maintaining emotions and composure in all situations.	46	28
Building Trust ☐	Inspiring trust and credibility with others.	57	17
Relating to Others	Building and maintaining positive relationships.	43	57
Versatility	Understanding and adapting to different people's styles.	48	57
Valuing Diversity	Embracing and valuing people with different backgrounds.	55	48
Supporting Others			
Inter. Awareness	Being observant and perceiving needs and feelings of others.	64	80
Empathy	Identifying with and responding to emotions in others.	64	64
Courtesy	Being considerate and treating people respectfully.	50	50
Teamwork *	Being cooperative and working closely with others.	72	72
Influencing People			
Communicative	Sharing information regularly and in a clear manner.	60	60
Listening	Paying attention and really hearing what people say.	52	64
Assertive *	Speaking up and sharing opinions with others.	71	79
Inspiring Others	Demonstrating a lively and enthusiastic style.	68	84
DECISION MAKING			
Quality of Decisions			
Org. Awareness	Identifying interpersonal and cultural dynamics.	39	27
Objectivity	Evaluating situations from a logical, realistic viewpoint.	34	43
Confidence	Believing one can master life's challenges.	23	63
Integrity	Being forthright, honest, and demonstrating ethical standards.	44	55
Learning Agility ☐	Acquiring and understanding new information quickly.	73	53
Resourceful ☐	Finding solutions and new ways to handle problems.	79	50
Judgment	Analyzing situations effectively and making sound decisions.	32	32

✓ Recommended Based on Top/Bottom Differences

* Recommended Based on Overall High Scores/Core Values

Fairness Evidence

Assessments are determined to be fair when demographic factors such as gender and age are statistically shown to have no bearing on the rate at which people achieve passing scores. The statistical analysis for this is commonly referred to as adverse impact analysis. Several methods for determining the absence or presence of adverse impact have been used in court proceedings where the fairness of an assessment was in question. Thus, a robust analysis whereby several calculations yield a similar finding of no adverse impact is the current industry standard.

To assess The Quick View™ Contributor Assessment for adverse impact, we utilized a spreadsheet from adverseimpact.org that provides the following five calculations for adverse impact:

- The Four-Fifths Rule
 - The simplest and most common way of assessing for adverse impact
 - The group with the lower selection rate (e.g., seven (7) out of 10 passed = 70% selection rate) still has a selection rate that is at least 80% as high as that of the group with the higher selection rate
 - This test has the most likelihood of concluding adverse impact exists when it does not
- The Rule of One
 - Retests the four-fifths rule assuming that one more person from the minority group was hired while one more person from the majority group was not hired
 - When this retest causes the selection rate ratio to cross the 80% threshold, it can be concluded that any adverse impact finding is likely due to small sample sizes
- Fisher's Exact
 - Statistically assesses whether the selection rate difference between the two groups is too large to be due to chance
- Chi Square
 - Determines whether the observed selection rate for a minority group is statistically lower than the expected selection rate, based on how the majority group fared
- Z Ratio
 - Evaluates statistically whether the selection ratios of two groups are similar enough to come from a single group (no adverse impact) or large enough to signify independent groups (adverse impact)

The Quick View™ Contributor Assessment does not independently yield a determination of whether or not a candidate has “passed,” even when a benchmark is being used. Nevertheless, establishing the absence of adverse impact is important from a test fairness standpoint. Thus, for the sake of this analysis, we established a cut score whereby candidates obtaining a Quick View™ Contributor Assessment score of 60 or above were regarded as passing the assessment, while candidates obtaining a score of 59 or below were regarded as failing the assessment. This is in keeping with our general counsel to clients that candidates scoring at or above a 60 on the assessment can be viewed as fitting the benchmark reasonably well relative to those who score below a 60.

Candidates taking our assessments can opt to provide demographic information regarding their gender and/or race, providing us with the data we need to establish test fairness across these categories. As the results in **Table 9** show, there is no evidence of adverse impact on the basis of gender or race for The Quick View™ Contributor Assessment across any of the measures of adverse impact that were deployed. Thus, Quick View™ Contributor Assessment appears to be a fair assessment that does not contain bias on the basis of gender or race.

Table 9. Adverse Impact Results for Quick View™ Contributor Assessment

	Contributor TalentScan		Evidence of Adverse Impact				
	60 or Above	Below 60	4/5 Rule	Rule of 1	Fisher’s Exact	X ²	Z Ratio
Gender							
Male	524	247	----	----	----	----	----
Female	1110	544	NO	NO	NO	NO	NO
Race							
White	1092	535	----	----	----	----	----
African American	315	183	NO	NO	NO	NO	NO
Hispanic	119	34	NO	NO	NO	NO	NO
Asian	61	20	NO	NO	NO	NO	NO

[†] Based on 2,425 candidates who completed the Contributor TalentScan assessment and opted to identify gender/race

Summary

The research studies presented above provide support for the reliability, validity, and fairness of The Quick View™ Contributor Assessment can be used as a measure of an individual's ability to perform as a professional subject-matter expert in a broad range of organizations. Once an effort is made to understand the competencies required to perform any given job well, a specific subset of behaviors can be used from The Quick View™ Contributor Assessment to identify those who are most likely to perform best on the job.