

Project 3  
Assignment Description

The purpose of the assignment is for students to gain facility at using theories of selection, validity, reliability, psychometrics, and laws to design a selection process that will be used to hire new employees. Within the assignment, students will use *Tests in Print* and the *Mental Measurements Yearbook* to identify psychometric measures that would be appropriate for use in an employment setting when making hiring decisions.

In Part One of the project, students are required to use *Tests in Print* to identify tests that could be used to measure a job-related knowledge, skill, or ability of their choosing. This step of the project is designed to familiarize students with the contents of *Tests in Print* and to learn that there are thousands of tests available that measure hundreds of constructs.

Next, the students are required to read the reviews of the tests in *MMY*, to choose two tests, and to summarize the contents of the test reviews for the two tests with the following information: (a) Purpose; (b) Population; (c) Publication Date; (d) Abilities Measured; (e) Administration: individual or group; (f) Price; (g) Time to administer in minutes; (h) Impact on race and gender; (i) Reliability and Validity; (j) Publisher. This section of the project is designed to teach students to think critically and methodically about measurement tools, and to be intentional about matching measurement tools with job task requirements. Students learn that there are well-defined methodologies they can use to choose measurement tools.

Next, the students are required to use their understanding of theories of selection, validity, reliability, and employment laws to choose which of the two tests they would use in a selection process. In this step, the students must refer to the material in *MMY* that they described for their answers to the questions about “(h) Impact on race and gender and (i) Reliability and Validity” to describe the utility (i.e., costs and benefits) of the tests, and to choose the test which has the most effective combination of appropriate skill measurement, high validity, and low adverse impact by race and gender.

In Part Two of the project, students are required to use their skills of discernment to design a more in-depth selection procedure for an occupation of their choosing. In this part of the project, students apply specific labor laws (e.g., Americans with Disabilities Act) and also make use of U.S. Government data on occupational knowledge, skills, and abilities (i.e., O\*Net, <https://www.onetonline.org/>). Combining the disparate bodies of knowledge and informational resources gives the students the expertise they will need to be effective managers.

Carter, S. (2020). Project 3 assignment description. [Assignment description]. Staten Island, NY. Nicholas School of Business, Wagner College.

**Project 3**

**Due November 4**

**Fall 2019**

**Ability, Selection**

**Your name:** \_\_\_\_\_

## Ability

Analyze the advantages and disadvantages of using different tests to measure a psychometric (i.e., brain-based) ability.

(1) Choose **two** tests that measure the same construct (e.g., verbal comprehension; personality)

For each test, discuss:

- (a) Purpose.
- (b) Population.
- (c) Publication Date.
- (d) Abilities Measured.
- (e) Administration: individual or group.
- (f) Price.
- (g) Time to administer in minutes.
- (h) Impact on race and gender.
- (i) Reliability and Validity.
- (j) Publisher.

(2) Choose which test you would administer to job applicants to measure and defend your choice based on the advantages and disadvantages of the two tests.

### **References**

- (a) Use “Tests in Print” and “The Mental Measurements Yearbook” which are available only in paper form in the Wagner Library.
- (b) You may also use journal articles as part of your discussion.
- (c) References I have used to justify using these tests in my publications include following:  
Quereshi, M.Y. (1978). Test review of the DAT. In The Eighth Mental Measurements Yearbook (pp. 665-667). Highland Park, NJ: Gryphon Press.  
Ross, P.F. (1972). Test review of the EAS. In The Sixth Mental Measurements Yearbook (pp. 1008-1011) Highland Park, NJ: Gryphon Press.  
Bouchard, T.J. (1978). Test review of the DAT. In The Eighth Mental Measurements Yearbook (pp. 655-658). Highland Park, NJ: Gryphon Press.

Laws and Selection
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This section requires you to create an entire selection process and to evaluate the legality of your process.

(1) Based on the job tasks and the knowledge of your job from Project 2, design a selection process by answering the following questions.

	(a) Name 2 selection methods from the notes or book (besides interview) you will use to measure <b><i>fit with the job</i></b> (task or KSA).	(b) Discuss how these selection methods measure an applicant's knowledge or ability to perform a task.
1		
2		

	(c) Name 2 selection methods from the notes or book (besides interview) you will use to measure <b><i>fit with the organization</i></b> (interpersonal / culture / goals).	(d) Discuss how these selection methods measure an applicant's fit with the culture.
1		
2		

	(e) Name one type of interview from the notes or book you will use to evaluate applicants.	(f) Discuss why you chose this type of interview.
1		

(2) Discuss why your entire selection process in (a) is legally defensible under EEO laws:

(a) Title VII CRA 1964 / 1991.

(i) Briefly define the law.

(ii) State whether you violated the law and why or why not.

(b) ADA.

(i) Briefly define the law.

(ii) State whether you violated the law and why or why not.

(c) ADEA.

(i) Briefly define the law.

(ii) State whether you violated the law and why or why not.