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# *International* HR Survey Report

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## Introduction

This research report describes the results of a collaborative study between Michigan State University and SHL. It provides an overview of current hiring trends, based on responses of over one thousand HR professionals from companies headquartered in more than 25 countries.

Hiring practices have changed dramatically since the mid-1990s. A number of social, economic, scientific, and technological trends have contributed to these changes:

- Skill and demographic shifts among labor market occupants and changes in job and occupational requirements
- Increasing emphasis on outsourcing and efficiency
- Continued development of a scientific foundation for staffing practices
- Technological developments that facilitate and accelerate staffing processes

Technology, in particular, has fundamentally changed how organizations approach staffing strategy and the goals associated with staffing speed, efficiency, and quality<sup>1</sup>. Greater use of computer - and Internet-based - testing provides organizations with a number of benefits, including:

- Higher efficiency in terms of resources HR allocates toward staffing and/or the amount of time applicants must spend being processed
- Access to a larger labor market than was previously available

However, technology developments have also made salient or otherwise changed a number of issues associated with staffing<sup>2</sup>. These include:

- The role of hardware and software in test administration and data storage
- Quality control as it relates to testing material and practices
- Test security and data protection
- Control (e.g., standardization in test administration, conforming to legal and professional guidelines, adhering to hardware and software requirements, controlling cheating)

In addition, technology is changing the way organizations and applicants interact with one another. Organizations now have the opportunity to move beyond traditional means of collecting information from applicants (e.g., résumés, interviews). Today's assessment procedures can incorporate video, animation, and multimedia in test instructions and content, or permit applicants to represent their professional identities using avatars.

Given the trends that have reshaped hiring and staffing over the past 20 years, this report provides an updated look at the practices and policies used by organizations around the world. It details the results of a collaborative study between Michigan State University and SHL, which is a follow-up on a previous survey conducted in the mid 1990s<sup>3</sup>. We provide a glimpse at how organizations of varying sizes and from different countries and industries have adopted computer-based and Internet-based testing in the second decade of the new millennium.

<sup>1</sup> Reynolds & Weiner (2010)

<sup>2</sup> International Testing Council Guidelines on Computer/Internet based Testing (2005)

<sup>3</sup> Details of this survey are documented in Ryan, McFarland, Baron, & Page (1999).

## About the survey

A total of 1,197 HR professionals completed an online questionnaire about HR practices and policies. Respondents represented companies headquartered in more than 25 countries around the globe and across a broad range of public and private sector industries. Questions addressed several areas:

1. **Decisions to use tests and future plans:** Reasons why organizations elect to use or not use tests and plans for developing, purchasing, or implementing tests in the future.
2. **Test program description:** How tests are created and used in the hiring process, average time to hire and time applicants spend taking tests, characteristics assessed by tests, and test format used.
3. **Test security:** Use of supervision and other security measures when testing applicants, reasons for choosing to administer tests without supervision, differences in supervision practices by test type, estimates of cheating and of disqualification of applicants for cheating, and data protection practices.
4. **Use of computerized tests:** Use of technology to enhance the applicant's experience (e.g., video, multimedia, animation), use of adaptive testing, strategies used and use of test scores from computerized tests.
5. **Test policies:** Frequency and type of feedback provided to applicants, reasons for not providing feedback, and retesting policies.
6. **Global testing practices:** Use of standardized testing practices across countries and practices associated with administering tests in multiple languages (e.g., translation, psychometric adequacy, evaluation).
7. **Post-hire practices:** Metrics used to monitor the effectiveness of tests (e.g., job performance, attrition, hiring process efficiency, return on investment) and use of tests for post-hire purposes such as development.

1,197 HR professionals from companies headquartered in more than 25 countries took part in this study.

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## Participating countries

Respondents represented a variety of countries but the United States, Belgium, and China were best represented.

**Table 1: Respondents by country**

	Percentage of respondents
United States	22.9%
Belgium	19.4%
China	15.4%
Sweden	8.2%
Netherlands	6.5%
Greece	4.3%
Portugal	3.4%
France	3.0%
United Kingdom	2.0%
Italy	1.9%
Russia	1.9%
Australia	1.8%
India	1.8%
Germany	1.6%
Hong Kong	1.2%
Indonesia, Turkey, Brazil, New Zealand, Saudi Arabia, Singapore, Spain, Denmark, and South Africa	< 1.0% each
Other	2.6%

Respondents = 1,191

## Participating organizations

Approximately 81% of respondents said their organizations are in the private (as opposed to public) sector<sup>4</sup>. In the private sector, the professional services and manufacturing industries were best represented.

**Table 2: Industry in which the organization primarily operates**

	Percentage of respondents
Professional services	21.2%
Manufacturing	17.9%
Financial	8.4%
Retail	7.1%
Health care	6.5%
Telecommunications	3.8%
Transportation	3.0%
Construction	2.7%
Information	2.4%
Utilities	2.3%
Insurance	1.8%
Educational services	1.6%
Hospitality	1.4%
All of the above/combination of the above	1.1%
Management/business consulting	1.0%
Chemical/Pharmaceutical, Mining/Energy, Recruitment/Staffing, Tourism, Media, Information Technology, Nutrition, Distribution, Oil and Gas, Engineering, Agriculture, and Food/Beverages	< 1% each
Other	10.6%

Respondents = 888

<sup>4</sup> Respondents = 1,174



Most respondents were in an HR function in their organizations but held different types of roles (e.g., HR manager, HR executive, HR consultant).

**Table 3: Role of respondents**

	Percentage of respondents
Human resources manager	29.8%
Human resources executive (e.g., director, vice president)	26.3%
Consultant/Advisor/Counselor/Psychologist	8.7%
Line manager	8.0%
Executive (not of Human Resources) (e.g., CEO, COO, CFO, CTO, managing partner)	3.2%
Recruiter	2.7%
Human resources specialist (e.g., in selection, recruitment)	1.5%
Human resources officer	1.2%
Recruitment manager or coordinator, human resources business partner, human resources analyst, assistant, and trainee/intern	< 1% each
Other	14.9%

Respondents = 1,122

## Decisions to use tests and future plans

About 64% of respondents said their organizations typically use tests for selecting entry-level management employees<sup>5</sup>.

A majority of companies that do not use tests (60.4%) prefer methods such as interviews and résumés.

**Table 4: Reasons for not using tests**

	Percentage of respondents
Prefer own methods of testing (e.g., interviewing, résumé or CV sifting)	60.4%
Too expensive	37.7%
Too uncommon a practice for this type of job	30.3%
Inability to obtain internal buy-in or support to use testing	30.3%
Unable to effectively implement (e.g., lack technology or personnel to administer)	28.4%
Unaware of tests that would assess what we are looking for	27.0%
Not enough candidates to justify cost	26.8%
Adds too much to total time-to-hire	25.1%
Unable to calculate ROI of using tests	23.5%
Too uncommon a practice in locations where we hire	19.9%
Overlaps too much with other methods of assessing candidates	15.0%
Prior negative experiences with testing	13.4%
Applicants can cheat or fake answers too easily	11.7%
Poses too great a legal risk to use	10.4%
Insufficient support/training from vendor/provider	5.2%
Other	18.3%

Respondents = 366

Note: Respondents could select more than one answer

About 64% of respondents said their organizations typically use tests for selecting entry-level management employees.



<sup>5</sup> Respondents = 1,197

Below are the top three reasons for companies choosing to not use particular tests (as opposed to tests in general):

**Cognitive ability test** (respondents = 219)

- Not needed for job (19.6%)
- Uncommon practice for job (18.3%)
- Uncommon practice in our location (14.6%)

**Language capability test** (respondents = 359)

- Not needed for job (38.4%)
- Overlaps with other assessments (19.5%)
- Uncommon practice in our location (16.2%)

**Job knowledge test** (respondents = 335)

- Overlaps with other assessments (25.1%)
- Unable to effectively implement (21.8%)
- Not needed for job (19.4%)

**Personality assessment** (work styles) (respondents = 132)

- Unable to effectively implement (17.4%)
- Too expensive (15.9%)
- Overlaps with other assessments (15.9%)

**Interests inventory** (respondents = 486)

- Not needed for job (34.6%)
- Overlaps with other assessments (17.9%)
- Uncommon practice for job (16.3%)

**Simulation test** (in-basket, role play) (respondents = 354)

- Not needed for job (19.5%)
- Too expensive (19.5%)
- Add too much time (19.5%)

**Integrity test** (respondents = 533)

- Unaware of test (23.1%)
- Not needed for job (13.3%)
- Uncommon practice in our location (13.1%)
- Applicants can cheat or fake too easily (13.1%)

**Situational judgment** (respondents = 422)

- Unaware of test (22.3%)
- Not needed for job (16.6%)
- Overlaps with other assessments (14.5%)

**Background data** (respondents = 402)

- Overlaps with other assessments (24.9%)
- Not needed for job (21.9%)
- Unaware of test (15.9%)

Across test types, the most common reasons for not using particular tests were that they are not needed for the job and that they overlap with other assessments. The least common reasons for not using a particular test were negative experience with the test in the past, and that it poses a legal risk.

Among respondents whose companies do not currently use tests, approximately 40% indicated that they do plan on developing, purchasing or implementing tests for hiring in the next three years<sup>6</sup>.

Validity/effectiveness, fairness, and perceived value are the top three factors that influence companies' decisions to use tests. Legal/political considerations, reducing time required of applicants, and reinforcing the employer brand were the top three reasons "not important" for decisions to test.

**Table 5: Factors influencing decisions to test**

	Very important
Validity/effectiveness	82.9%
Fairness	67.9%
Perceived value	61.7%
Ease of use by organization	55.5%
Prior positive experience	54.5%
Ease of use by applicants	34.5%
Ability to reduce applicant pool	32.6%
To reduce time required of hiring managers	31.4%
To reduce time to hire	30.4%
Reinforces employer brand	24.8%
Legal/political considerations	21.9%
To reduce time required of applicants	17.9%

Respondents = 725-738

Note: Respondents rated different reasons on importance



<sup>6</sup> Respondents = 417

## Overview of organizations' test programs

Approximately half (50.8%) of the respondents indicated that the tests being used were created solely by individuals external to the organization<sup>7</sup>. It is relatively less common for organizations to create tests on their own (19.8%). Note that some respondents indicated more than one response for this question (e.g., some of the organization's tests were created externally while others were created collaboratively).

**Table 6: How tests in use were created**

	Percentage of respondents
Solely by individuals external to our organization	50.8%
Through collaboration between individuals in our organization and by individuals external to our organization	41.8%
Solely by individuals in our organization	19.8%

Respondents = 754

Note: Respondents could select more than one answer

Companies use tests at different stages of the selection process (beginning, middle, end); tests are typically used along with other tools to make selection decisions.

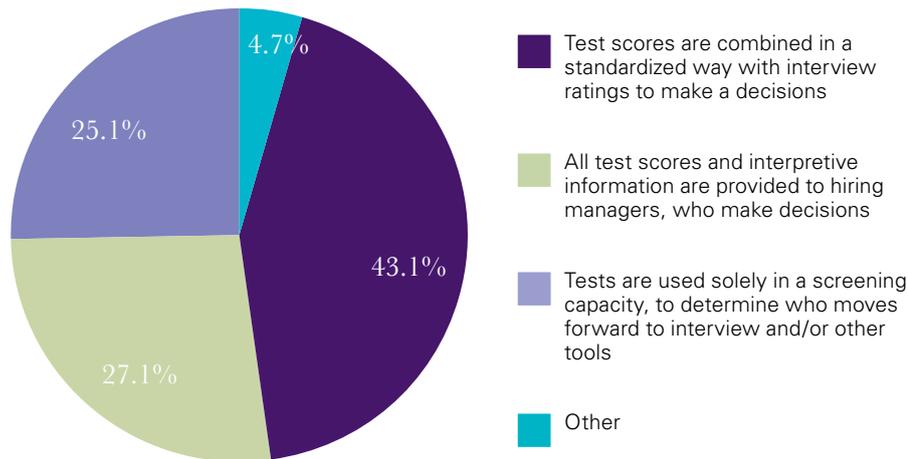
**Table 7: How tests are used in the selection process**

	Percentage of respondents
Tests are used at one or more intermediate stages in the selection process	50.7%
Tests are only used at the final stage in the selection process	23.3%
Tests are only used at the beginning stage in the selection process	20.9%
Tests are used as the only tool for selecting applicants	2.0%
Other	3.2%

Respondents = 756

<sup>7</sup> Respondents = 754

**Figure 1: How tests are combined/used in decision making**



Respondents = 745

Respondents<sup>8</sup> said that on average, the entire application process (from application to when an offer is made) takes about 38 days for the typical applicant but there was substantial variability in time estimates (from 1 to 360 days). They indicated that applicants spend an average of 98 minutes taking tests. These estimates varied from 1 to 600 minutes. Note that respondents who indicated that their companies do not use tests for entry-level management employees did **not** answer the questions about length of the application process and length of testing.

Personality, abilities, and leadership competencies are the most common characteristics assessed by tests. Interests are least commonly assessed.

On average, the entire application process takes about 38 days for the typical applicant.

<sup>8</sup> Respondents = 732



**Table 8: Characteristics assessed by tests**

	Percentage of respondents
Personality (e.g., conscientiousness, adaptability, work styles)	84.5%
Abilities (e.g., math, verbal, language)	81.6%
Leadership competencies	65.3%
Social skills (e.g., interpersonal skill, social perceptiveness)	59.6%
Motivation (e.g., achievement orientation)	57.7%
Administrative skills (e.g., planning, organizing)	53.8%
Knowledge (e.g., job specific technical knowledge)	51.8%
Work values (e.g., autonomy)	48.9%
Experience (e.g., background)	22.5%
Interests	18.9%
Other	5.6%

Respondents = 755

Note: Respondents could select more than one answer

The following tests are more frequently computerized than paper & pencil<sup>9</sup>:

- Cognitive ability test
- Language capability test
- Personality assessment (work styles)
- Interests assessment
- Integrity test
- Situational judgment test

Certain tests are still more frequently administered in a paper & pencil format. Specifically, the following tests are more frequently paper & pencil than computerized<sup>10</sup>:

- Job knowledge test
- Simulation test (in-basket, role play)
- Background data

An average of 14% of respondents indicated that their organizations administer tests in both paper & pencil and computerized formats.

Approximately 87% of respondents have considered or are currently considering using computerized tests in their organizations<sup>11</sup>.

<sup>9</sup> Respondents = 120 - 610

<sup>10</sup> Respondents = 262 - 340

<sup>11</sup> Respondents = 542

## Test security

About 64% of respondents said their companies have considered or are currently considering using computerized tests in unsupervised settings<sup>12</sup>.

The primary reason driving decisions to administer computerized tests in unsupervised settings appears to be the desire to make the process convenient for applicants. Other frequently stated reasons are cost effectiveness and convenience for hiring managers.

**Table 9: Reasons for choosing to administer all/some computerized tests in unsupervised settings**

	Percentage of respondents
Convenience for applicants	65.9%
Cost effectiveness	54.4%
Convenience for hiring managers	53.9%
Allows easier assessment of larger applicant pool	51.8%
Reduction in time-to-hire	51.8%
Provides easy-to-track metrics	24.7%
Provides a consistent candidate experience	24.3%
Ensures more quality applicants go on to the next stage of hiring process	22.4%
Lack of sufficient on-site computer testing facilities	21.1%
Standardizes our internal hiring processes more	21.1%
Forms an integral part of our employer brand	12.6%
Increases diversity of applicant pool	11.7%
Industry standard	10.0%
Other	7.0%

Respondents = 531

Note: Respondents could select more than one answer

Companies' practices of unsupervised testing vary somewhat by type of test. Personality and background data assessments are most frequently administered unsupervised, while situational judgment, job knowledge, and simulation tests are least frequently administered unsupervised.

About 64% of respondents said their companies have considered or are currently considering using computerized tests in unsupervised settings.



<sup>12</sup> Respondents = 385

**Table 10: Use of unsupervised tests**

	Unsupervised paper & pencil	Unsupervised computerized
Personality assessment (work styles)	40.2%	79.7%
Background data	49.4%	61.2%
Cognitive ability test	20.3%	59.8%
Interests assessment	36.7%	56.1%
Integrity test	33.3%	54.2%
Language capability test	26.4%	50.9%
Situational judgment test	23.7%	46.8%
Job knowledge test	25.8%	45.9%
Simulation test (in-basket, role play)	25.2%	40.5%

Respondents = 39 – 531

Note: Respondents could select more than one answer

Companies follow certain security measures when administering paper & pencil tests. The most frequently used security measure is following test procedures and adhering to time limits for tests. Companies seem least concerned with test materials going missing (only 31% count and keep track of test materials).

**Table 11: Security measures used when administering paper & pencil tests**

	Percentage of respondents
Strictly follow test procedures and adhere to administration time limits	71.8%
Prohibit copying or reproducing test materials	59.8%
Allow access to tests only to personnel with a legitimate need	54.9%
Always use properly trained test administrators and proctors	53.1%
Never leave applicants unsupervised with access to secure test materials	49.6%
Provide testing accommodations only to those eligible to receive them	46.3%
Store test materials in a secure, locked area	44.1%
Count and keep track of the number of secure test materials	31.0%

Respondents = 510

Note: Respondents could select more than one answer

The majority (60.3%) of respondents indicated that their companies administer all computerized tests in either supervised or unsupervised settings. A minority (39.7%) make the choice of whether or not to supervise computerized tests depending on the context (e.g., stage of the hiring process, geographic location).

**Table 12: Supervision of computerized tests**

	Percentage of respondents
All computerized testing is administered in unsupervised settings	40.2%
Some computerized testing is done in supervised settings and some in unsupervised settings depending on the stage of the hiring process	23.6%
All computerized testing is administered in supervised settings	20.1%
Some computerized testing is done in supervised settings and some in unsupervised settings depending on the geographic location of the job/applicant	16.1%

Respondents = 691

Companies choose to supervise computerized tests primarily to minimize the risk that applicants will cheat.

**Table 13: Reasons for choosing to administer computerized tests in supervised settings**

	Percentage of respondents
Risk of cheating too great	51.6%
Lack of control over test content dissemination	36.5%
Applicants may not feel comfortable with the technology	33.3%
Access to internet not universally available in our applicant pool	29.1%
Other	10.1%

Respondents = 378

Note: Respondents could select more than one answer

As with paper & pencil tests, the most frequently used security measure with supervised computerized tests is following test procedures and adhering to time limits (65.9%). Time limits are strictly adhered to by the majority of companies (59.3%) for unsupervised computerized tests as well.



**Table 14: Security measures used when administering supervised computerized tests**

	Percentage of respondents
Strictly follow test procedures and adhere to administration time limits	65.9%
Password protect test materials	57.7%
Always use properly trained test administrators and proctors	56.2%
Allow access to tests only to personnel with a legitimate need	55.1%
Prohibit copying or reproducing test materials	54.6%
Never leave applicants unsupervised with access to secure test materials	46.5%
None of the above/Other	3.1%

Respondents = 381

Note: Respondents could select more than one answer

**Table 15: Security measures used when administering unsupervised computerized tests**

	Percentage of respondents
Strict time limits	59.3%
Use of warnings regarding cheating	40.0%
No backtracking	32.1%
Disabling other applications on the computer	19.5%
Use of supervised confirmation or verification testing	18.3%
Use of honesty certificates that require examinees to certify they will not cheat	13.6%
Use of webcams	6.7%
Use of keystroke analyses	4.7%
Other	7.7%

Respondents = 405

Note: Respondents could select more than one answer

Approximately half of the respondents believe that somewhere between 1 and 20% of applicants cheat or misrepresent themselves on their organizations' tests, regardless of the test format (paper & pencil, supervised computerized, unsupervised computerized). However, unsupervised computerized tests were associated with the highest uncertainty among respondents about the amount of cheating that happens, and this format is seen as presenting most risk (only 9.3% of respondents thought applicants could not cheat).

**Table 16: Beliefs about the percentage of applicants who engage in some form of cheating or misrepresentation on the organization's tests**

	Paper & pencil tests	Supervised computerized tests	Unsupervised computerized tests
Do not know	24.6%	29.0%	35.1%
0% (Not possible for applicants to cheat)	16.4%	19.3%	9.3%
1-5%	25.5%	28.0%	31.4%
6-10%	14.9%	13.5%	12.3%
11-20%	10.2%	7.1%	7.3%
21-30%	6.9%	2.5%	3.7%
More than 30%	1.5%	0.5%	0.7%

Respondents = 393 - 549

Respondents indicated similar attitudes about cheating regardless of method of test administration<sup>13</sup>.

The majority of respondents were willing to tolerate up to 20% of applicants cheating on a:

- Paper & pencil test (67.4% indicated the organization would not stop using the test for selection)
- Supervised computerized test (76.8% indicated the organization would not stop using the test for selection)
- Unsupervised computerized test (71.9% indicated the organization would not stop using the test for selection)



<sup>13</sup> Respondents = 393 - 549

The majority of respondents said that their organizations either never or very rarely had to disqualify applicants for cheating on<sup>14</sup>:

- Paper & pencil tests (85% of respondents indicated never or very rarely)
- Supervised computerized tests (90% of respondents indicated never or very rarely)
- Unsupervised computerized tests (93% of respondents indicated never or very rarely)

The most common data protection strategy was allowing only relevant staff to access test data. Respondents also seemed to be most familiar with this data protection strategy relative to the other ones. For example, about 43% of respondents were not aware of whether their organizations have disaster recovery plans.

**Table 17: Steps the organization and/or its test vendor take to protect data**

	Yes	Don't know
Ensure that test data is accessed only by relevant staff	93.1%	5.5%
Use firewalls and password protections	81.7%	13.6%
Have physical security where data is stored	66.2%	23.0%
Have regular data backups	65.8%	24.0%
Ensure data is protected in electronic transit (e.g. , by encryption)	55.0%	29.6%
Have disaster recovery plans in place	37.8%	42.9%

Respondents = 664 - 729

<sup>14</sup> Respondents = 389 - 538

## Use of computerized tests

Drag-and-drop items and video/multimedia are more commonly used elements in computerized testing than animation, interactive voice response, and avatars.

**Table 18: Elements used in computerized testing**

	Already use	Intend to use
Drag-and-drop items	46.3%	32.2%
Video/multimedia in test item content	44.2%	51.0%
Video/multimedia images in test instructions	41.7%	49.8%
Audio	30.4%	31.4%
Animation in test content	26.9%	32.9%
Interactive voice response	9.9%	25.5%
Avatars (computer generated visual representation of the candidate)	8.1%	21.6%

Respondents = 283

Note: Respondents could select more than one answer

About 36% of respondents said their organizations use adaptive computerized tests (44% said they did not use adaptive tests and 20% said they did not know)<sup>15</sup>.

Varying test content (e.g., using different items or different forms) is a relatively uncommon practice. About 54% of respondents indicated their companies use fixed tests.

**Table 19: Strategies used when administering unsupervised computerized tests**

	Percentage of respondents
Use a fixed test that does not change	53.9%
Randomize order of items for each test administration	30.2%
Restrict when participants can take the computerized test (e.g., a specific date, time, place, etc )	23.7%
Periodically refresh item content (i.e., replace items with similarly calibrated ones from an item bank, replace the entire test with an alternate version)	20.4%
Create a unique version of the test for each applicant based on responses to each item (computer adaptive testing)	17.6%
Create a unique version of the test for each applicant using randomly selected items from a large item bank	17.0%
Create a new version of the test for a job opening using randomly selected items from a large item bank	14.6%
Rotate among several different forms of the test across applicants	11.7%

Respondents = 460

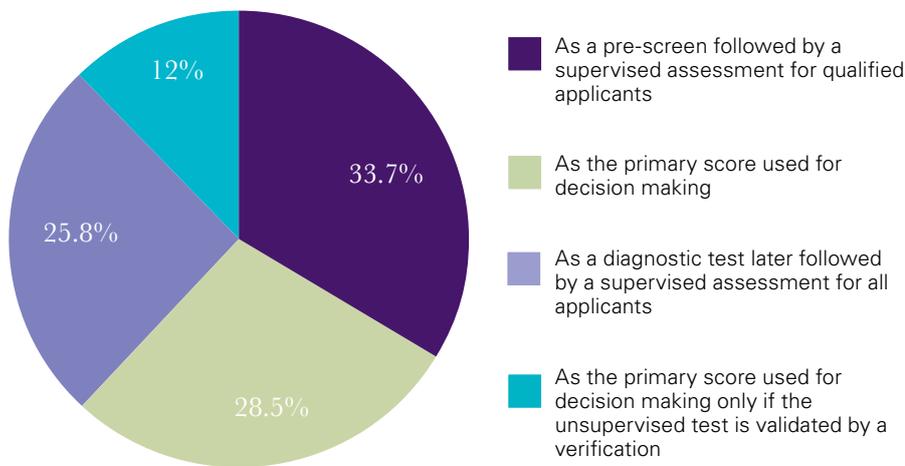
Note: Respondents could select more than one answer



<sup>15</sup> Respondents = 666

Administering unsupervised computerized tests before allowing applicants (either all or just qualified applicants) to go on to supervised assessment is fairly common among companies that use unsupervised computerized tests (59.5%).

**Figure 2: Use of scores from unsupervised computerized tests**



Respondents = 484

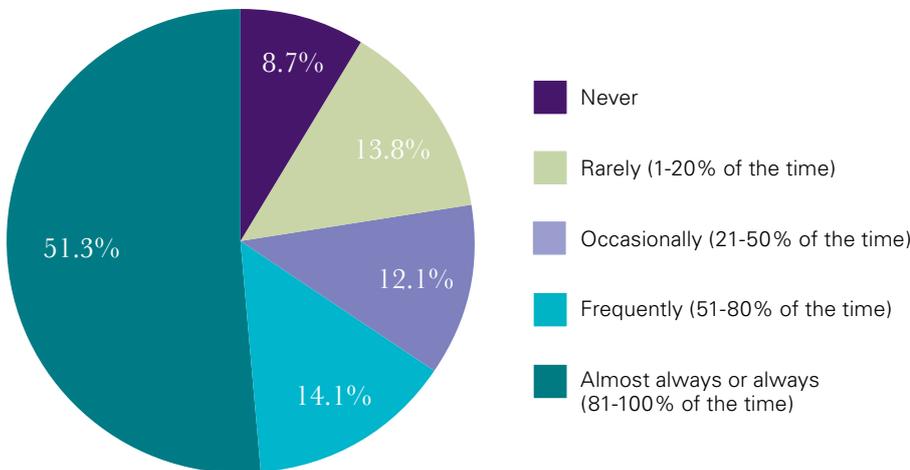
Many organizations use unsupervised computerized tests on a pre-screen, followed by a supervised assessment.

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## Test policies

About half of the respondents (51.3%) said their companies almost always or always provide applicants with feedback on test results. A minority (8.7%) of respondents indicated that their companies never provide feedback to applicants on test results.

**Figure 3: Frequency with which feedback on test results is provided to applicants**



Respondents = 484

About 65% of respondents indicated that their companies explain to applicants how they did and about 50% at least provide applicants with their test scores. Letting applicants know how they did relative to others is relatively uncommon.

**Table 20: Type of feedback applicants are given regarding their results**

	Percentage of respondents
Meaning/interpretation of the applicant's test score	64.9%
Applicant's own test score	50.7%
Pass/fail feedback	45.9%
Information on normative scores/standards for the test	33.1%
Applicant's standing relative to other applicants	23.7%
Other	4.6%

Respondents = 676

Note: Respondents could select more than one answer

The most common reason for not providing feedback to applicants is time constraints. Cost is typically not a factor.



**Table 21: Reasons for not providing feedback to applicants on their test results**

	Percentage of respondents
Time constraints	20.3%
It doesn't benefit our organization	18.6%
Concerns about legal liabilities	18.6%
Applicants don't ask for feedback	16.9%
Cost	5.1%
Other	20.3%

Respondents = 59

77% of respondents said their companies do not allow job applicants to retake assessments if they initially failed or were not hired<sup>16</sup>.

Applicants are most often allowed to retake cognitive ability tests. Retesting is rare for integrity tests and interest assessments.

**Table 22: Tests applicants are allowed to retake**

	Yes
Cognitive ability test	58.2%
Personality assessment (work styles)	46.8%
Job knowledge test	36.7%
Simulation test (in-basket, role play)	34.8%
Language capability test	31.0%
Situational judgment test	27.2%
Bio or background data	21.5%
Integrity test	13.9%
Interests assessment	12.7%

Respondents = 20 – 92

Note: Respondents could select more than one answer

<sup>16</sup> Respondents = 739

When companies allow retesting, applicants are more likely to take the same exact test than a different version of the test for the following assessments<sup>17</sup>:

- Background data
- Interests assessment
- Personality assessment
- Situational judgment test

Applicants are more likely to take a different version of the same test than the same exact test for the following assessments<sup>18</sup>:

- Cognitive ability test
- Integrity test
- Language capability test

Applicants are about equally likely to take the same exact test and a different version of the same test for the following assessments<sup>19</sup>:

- Job knowledge test
- Simulation test

Note though, that few respondents actually answered the question about retesting opportunities.

<sup>17</sup> Respondents = 17 - 64

<sup>18</sup> Respondents = 18 - 81

<sup>19</sup> Respondents = 51



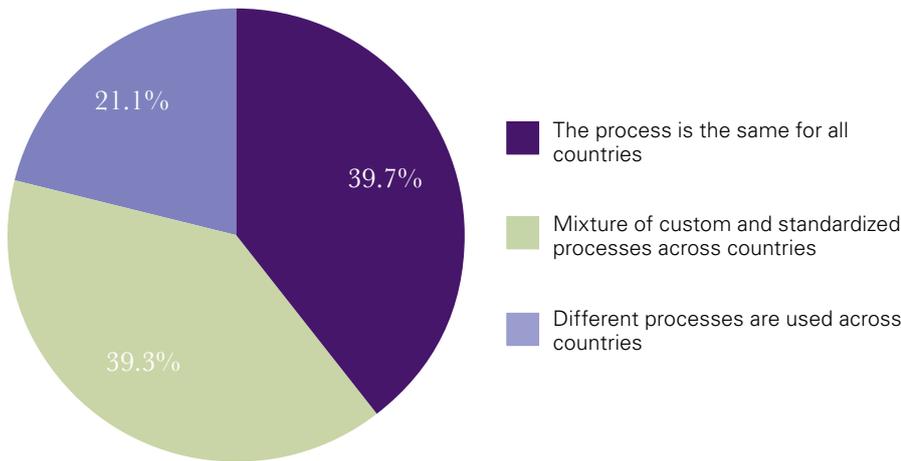
## Global Testing Practices

The majority (66%) of respondents said their organizations do not administer tests globally<sup>20</sup>.

The majority (71%) of respondents whose organizations do administer tests globally said they test in more than one language<sup>21</sup>.

It is typical for multinational testing practices to either be the same across countries or to include a combination of custom and standardized processes.

**Figure 4: Standardization of multinational testing practices**



Respondents = 247

Most companies (62.2%) that administer tests in multiple languages let their assessment vendors handle matters pertaining to translation.

**Table 23: Practices used when dealing with tests that are administered in multiple languages**

	Percentage of respondents
Our assessment vendor handles all matters pertaining to translation	62.2%
Review by end users in countries of use	35.4%
Back translation procedures to ensure accuracy	29.3%
Development of separate norms for different country/language groups	29.3%
Revision beyond translation to accommodate cultural differences/nuances	24.4%
Psychometric assessments of measurement equivalence	21.3%
Separate validation studies for each translation	14.0%
Other	4.3%

Respondents = 164

Note: Respondents could select more than one answer

<sup>20</sup> Respondents = 759

<sup>21</sup> Respondents = 250

## Post-Hire Practices

The most frequently monitored metric is job performance of those hired (70.6%). Return on investment for tests is calculated relatively infrequently (19.2%).

**Table 24: Regularly monitored metrics**

	Percentage of respondents
Job performance of those hired	70.6%
Attrition rates of those hired	45.3%
Opinions of key internal stakeholders on effectiveness of selection tools	41.7%
Process efficiency (e.g. , cost pre-hire, time to hire)	39.0%
Views of applicants on our selection process	37.4%
Pass/fail rates	35.5%
Return on investment for testing	19.2%
Other	2.7%

Respondents = 677

Note: Respondents could select more than one answer

Less than half (40%) of the respondents said their companies assess employees post hire (e.g., using development tools like multisource feedback)<sup>22</sup>.

In post hire the most frequently monitored metric is job performance.



<sup>22</sup> Respondents = 1,175

## Summary

The majority of respondents said their organizations typically use tests for selecting entry-level management employees. Tests are typically used in combination with other tools to make selection decisions.

Companies appreciate tests mainly for the validity/effectiveness and fairness they provide. Typical reasons for not using particular tests are that they are seen as not needed for the job or overlap with other assessments in use.

With the increased prevalence of computerized and internet-based testing companies are faced with the question of whether or not to supervise their tests. Companies choose to administer computerized tests in unsupervised settings mainly to make the process convenient for applicants. Companies choose to supervise computerized tests primarily to minimize the risk that applicants will cheat. Approximately half of the respondents believe that somewhere between 1 and 20% of applicants cheat or misrepresent themselves on their organizations' tests. However, the majority of respondents were willing to tolerate this level of risk, and in practice, few applicants ever get disqualified for cheating. In light of concerns over test security, the most frequently used security and data protection measures are following test procedures and adhering to time limits for tests, and ensuring that test data is accessed only by relevant staff.

Companies have taken advantage of the availability of technology to move away from using a paper & pencil format for most types of tests. However, companies do not seem to be using the capabilities provided by recent technological advancements to the extent possible, in that less than half of respondents indicated using various elements made possible by computerized tests (e.g., video/multimedia, avatars, adaptive testing).

If you would like more information about the findings presented in this report, or would like to provide any comments, please contact one of the collaborators involved in the effort:

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