

Below Statistical Standard
71.43% Reliability

- Questionable

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RELIABILITY REGISTER

03/21

* The Reliability Register is intended to assess what might be called the dependability factor. It is not intended to measure any attribute other than reliability, work - ethic, and integrity.

Examinee: **John Doe**

Company: XYZ Manufacturing

Job: Production/Labor/Driver

Reliability Normal Range with some Negative Reliability Tendencies.

Persons with this score can often be described as, or exhibit the following traits:

Appreciative, moderate, can be moody and temperamental, exhibits positive & negative traits.

Comparative Data: Job Standard/ 78% Examinee/ 71% Shortfall: -6.90

Analyst comment: **Concern - "Trainable" only if strong supervision and monitoring is available.**

Note: Requires supportive supervision, monitoring, & direction until acclimated to the job.

APPLICABLE NORMS:

- | | | |
|-------------------------------|--------------|-------------|
| 1. High School Students | Male: 76% | Female: 82% |
| 2. College Students | Male: 80% | Female: 83% |
| 3. All non-delinquents | Male: 78% | Female: 83% |
| 4. All Delinquents | Male: 60% | Female: 58% |
| 5.> Production & Semi-Skilled | Average: 78% | |

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General Range:	Males	Females
Superior	86 - 100	88 - 100
Above Avg.	79 - 85	81 - 87
Normal	71 - 78	74 - 78
Borderline	61 - 70	63 - 73
Doubtful	60	62

The RR on the basis of present evidence measures a factor more relevant to job performance in routine, non-management situations than in settings where executive decision making, risk taking, and innovation are predominant functions. In such areas the RR should be combined with a behavioral assessment. The RR can be used with literate subjects aged 15 years and over. Scores may be interpreted in two different ways. One emphasizes the negative, asocial pole of the responsibility continuum (low scores on the test) and the other stresses the positive, conforming end (high scores). If the testing problem is to identify a small number of highly conscientious diligent persons, then attention should be centered on the subjects with the highest scores. If the problem is to screen out slipshod, and indifferent persons, emphasis should be on the lowest scores. Results indicate that it is possible for intelligent subjects to increase their scores by faking. Scores for males can rise about 7 percent on the average, and those for females about 5 percent. Norms presented above are based on testing in different cities and states. It can be inferred from these norms that, in work settings, about two-thirds of the male subjects can be expected to score between 74 and 88%, and two-thirds of female subjects between 74 and 90%. It should be noted, any evaluation has a margin for error. Scores should be interpreted in conjunction with other information including biographical data, prior work record, interviewers impressions, etc. Arbitrary rejection of an applicant on the basis of failing by a point or two on a single, specific test is never a justified procedure.