Seliant Work Inventory of Personality (SWIP)

Technical Manual and User Guide

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Introduction

The Seliant Work Inventory of Personality (SWIP) is a personality inventory designed to assess key personality traits in job candidates for the purposes of Personnel Selection. The SWIP was developed with the goal of providing a reliable and valid assessment of personality traits relevant to workplace performance. The SWIP uses the SCIAM Personality Model, which measures the traits: **S**teadiness, **C**ooperativeness, **I**maginativeness, **A**ssertiveness, and **M**ethodicalness.

The test is intended for use in a variety of personnel selection contexts, including hiring and promotion decisions. This manual serves as a guide for individuals administering and interpreting the SWIP. It also provides a summary of its psychometric properties and nature and relevant information that you should consider when working with tests for personnel selection.

Purpose of this Manual

The primary purpose of this manual is to offer comprehensive guidance for understanding, interpreting, and utilizing the SWIP and the Candidate Report it generates through our psychometric testing system, cSelect.

Target Audience

This manual is primarily designed for professionals involved in the recruitment and selection of personnel. This encompasses a wide range of roles and industries, given the universal application of personality traits in predicting job performance and team dynamics. Specifically, the target audience for this manual includes, but is not limited to:

- **Human Resources Professionals:** This includes HR managers, recruitment officers, talent acquisition specialists, and HR consultants who are regularly involved in sourcing, assessing, and selecting candidates. The SWIP and this manual provides these professionals with a scientific, objective method to supplement their selection processes.
- **Organizational Psychologists:** Professionals working in the field of organizational psychology will find this manual a valuable tool for understanding personality traits and how they interact with job performance and organizational culture.
- **Line Managers and Team Leaders:** These individuals often have a direct interest in the selection and development of their team members. Understanding the psychometric test results aids them in building balanced teams, managing interpersonal dynamics, and identifying potential leaders.

Understanding the Seliant Work Inventory of Personality

This chapter begins with some basic concepts regarding personality tests for personnel selection uses. It explains essential concepts and ideas that must be considered and integrated in the selection process.

Then the chapter continues with an overview of SCIAM, the personality model used in the Seliant Work Inventory of Personality. It describes the personality traits and facets assessed by the SWIP and why they may be relevant for a specific job to assess them.

Basics of Personality Inventories for Personnel selection

To properly understand what the SWIP is, one must first understand four essential concepts: *Personality Inventories, Personality Traits, Personality Models, and How Personality Inventories can be used in Personnel Selection.*

Personality Inventories

Personality Inventories, also known as Personality Tests, are psychological evaluations designed to quantify specific aspects of an individual's personality. These assessments consist of a series of questions or statements to which the person being evaluated responds. Each response is scored and analyzed to derive the final results of the Inventory.

These results present scores that reflect the standing of an individual in comparison to a broader population group. Alongside the scores, a qualitative interpretation of the results provides additional context and insight. This information can be instrumental in decision-making processes related to personnel selection.

It is crucial that the suggested interpretations of these results are supported by evidence of validity. This validation process underscores the importance of having robust reasons to trust the interpretations of the scores.

Personality Traits

A personality trait is defined as a stable, enduring characteristic or pattern of thought, emotion, or behavior that distinguishes one individual from another. These traits remain relatively consistent over time and across a variety of situations, serving as a benchmark for a person's typical way of acting or reacting.

For practical purposes, traits are conceptualized as bipolar continuums on which individuals are placed. These continuums represent the range of possible values a specific trait takes, from one extreme to another. Percentile Scores are utilized to quantitatively evaluate these continuums and accurately determine an individual's position on them. These scores rank individuals based on the extent to which they exhibit a specific trait.

For instance, individuals with higher scores or levels of Extraversion are expected to be more outgoing than those with lower scores for this trait, demonstrating the practical applicability of this approach to understanding personality traits.

For example, consider the following case where two people with different Extraversion scores are compared (see Figure 1):
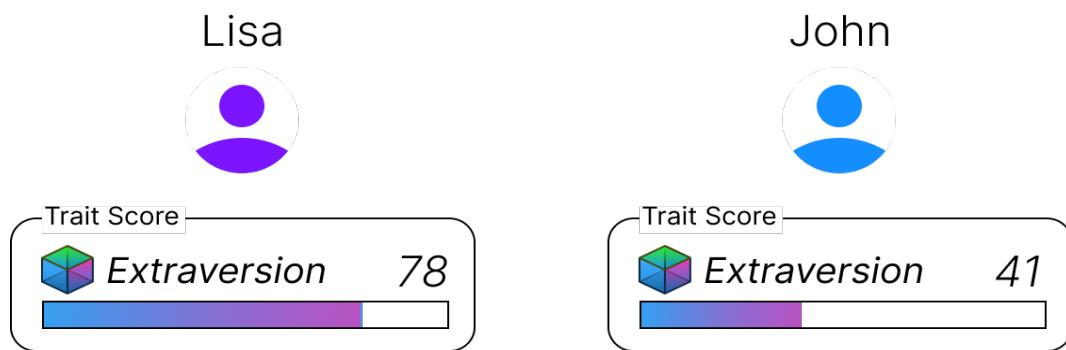

Figure 1: Example of personality score comparison between two persons.

In this particular case, we would anticipate Lisa to be more outgoing and talkative than John, as indicated by her higher Extraversion trait score. However, it's crucial to understand that this doesn't mean Lisa will always be more extroverted than John in every situation. These scores reflect a propensity or tendency to behave in a certain way across a variety of situations. Hence, while Lisa and John might exhibit varying levels of Extraversion in different situations, on average, and considering a range of situations, Lisa is likely to be more outgoing than John.

Personality Models

A Personality Model is a theoretical framework that seeks to explain the diverse aspects of an individual's behavior by conceptualizing them as personality traits. These models are composed of interrelated personality traits. A prominent example is the Five-Factor Model of personality, colloquially known as the "Big Five" or "OCEAN" model, comprising the following traits:

- Openness to Experience: Tendency to curiosity and trying new things.
- Conscientiousness: How organized and self-disciplined one is.
- Extraversion: How outgoing and sociable a person is.
- Agreeableness: Tendency to be considerate of others.
- Neuroticism: How easily a person feels stressful emotions.

This model is among the most extensively researched in Personality Psychology. It encompasses five traits that collectively account for many relevant facets of an individual's overall behavior. Based on the research literature, it offers the broadest perspective in describing personality (Alik, Realo, and McCrae, 2013).

Personality models provide a structured conceptual framework, serving as an abstract representation of human personality. They are not intended to describe or predict personality perfectly; instead, they simplify the immense complexity of human nature for the purpose of study. Based on these studies, tools such as personality inventories are developed to provide practical, actionable insights.

The Seliant Work Inventory of Personality uses its own personality model: The SCIAM, which main traits are **S**teadiness, **C**ooperativeness, **I**maginativeness, **A**ssertiveness, and **M**ethodicalness. It is a model of personality intended to capture the most relevant human behaviors related to the workplace. The details of this model can be found in the Role of Personality Inventories in Personnel Selection Processes.

Role of Personality Inventories in Personnel Selection Processes

Personality Inventories, Models, and Traits serve as essential tools to assess, understand, and predict individual behaviors across various contexts. The SWIP, in this context, is a tool used to evaluate the level of work-related traits in job candidates for personnel selection purposes. The differences in scores between various candidates can assist the decision-making process, guiding the selection of candidates for subsequent stages of the selection process or final job offer.

However, users of the SWIP must understand that relying solely on one tool for personnel selection, such as the SWIP, is not the best practice. The hiring decision should be based on multiple sources of information, including structured interviews, job knowledge tests, and cognitive ability tests.

To fully comprehend the information provided by the SWIP, users need to have a basic understanding of the SCIAM model. This prerequisite knowledge ensures that the results are interpreted correctly, further enhancing the value of the SWIP in the personnel selection process.

The SCIAM Personality Model

The SCIAM Personality Model was specifically designed for personnel selection purposes. It is meant to assess differences in the behaviors that are relevant to the successful performance of various job tasks across various job types. Its structure is as follows:

The SCIAM Personality Model *(trait level)*

Steadiness: An individual's ability to remain calm, composed, and in control of their emotions.
Cooperativeness: Refers to an individual's inclination to work well with others, work in group settings, and be considerate of others' needs and opinions.
Imaginativeness: Reflects an individual's ability to think creatively and generate novel ideas.
Assertiveness: Refers to an individual's ability to communicate confidently and effectively.
Methodicalness: Reflects an individual's tendency to approach tasks and problems in an organized, systematic, and structured manner.

Table 1: Traits of the SCIAM Personality Model.

Traits and Facets Measured in the SCIAM Model

The SCIAM Model is composed of five main personality Traits: **S**teadiness, **C**ooperativeness, **I**maginativeness, **A**ssertiveness, and **M**ethodicalness. Each trait represents a different work-relevant aspect of an individual's personality, which may be relevant to their job performance. Four of the five traits are further divided into personality Facets, which provide a more nuanced assessment regarding specific aspects of a trait. The traits and their facets are described as follows:

> - *Steadiness:* A personality trait that reflects an individual's ability to remain calm, composed, and in control of their emotions. It reflects a sense of emotional resilience, even-temperedness, and adaptability in the face of stress or difficult situations.

High scorers of steadiness are typically able to maintain a positive and optimistic outlook even when facing challenging circumstances. They are known for their ability to regulate their emotions, manage stress effectively, and bounce back from setbacks or failures quickly.

Low scorers of steadiness may have trouble managing their emotions and may become easily overwhelmed, anxious, or reactive. They may struggle with regulating their emotions, managing stress, or adapting to change.

Steadiness is divided into two facets:

- **Stress-Tolerance:** Refers to an individual's ability to cope with stress and handle pressure in a constructive and effective manner. It reflects an individual's capacity to manage stress without experiencing significant negative effects on their physical or mental health.

High scorers of stress tolerance are typically able to remain calm and focused in high-pressure situations. They can handle stressors with a sense of resilience, adaptability, and composure without becoming overwhelmed or reactive.

Low scorers of stress tolerance may have trouble managing stress and may become overwhelmed, anxious, or reactive. They may struggle with decision-making or problem-solving under pressure and may find it challenging to balance competing demands.

- **Self-Assurance:** Refers to an individual's confidence in their own abilities, decisions, and judgments. It reflects a sense of self-belief and a positive self-image, allowing individuals to trust their own opinions and navigate various situations with assurance.

High scorers of self-assurance are typically resilient and adaptable in the face of challenges or setbacks. They have a strong belief in their capabilities and are more likely to persevere through obstacles. Their self-assured nature helps them handle criticism or rejection constructively, using feedback as an opportunity for growth rather than internalizing it negatively.

Low scorers of self-assurance may experience self-doubt and insecurity regarding their abilities and decisions. These individuals may be more hesitant to take on leadership roles or voice their opinions openly, often deferring to others' judgments and decisions.

- *Cooperativeness:* A personality trait that refers to an individual's inclination to work well with others, work in group settings, and be considerate of others' needs and opinions. It is a key aspect of social functioning and plays an important role in building positive relationships with others.

High scorers of cooperativeness tend to be empathetic and considerate of others' needs and feelings. They are often described as being warm, friendly, and approachable and tend to be skilled at managing conflict and resolving interpersonal issues. They are able to work well in teams and collaborate effectively with others, and are often effective at building and maintaining positive relationships.

On the other hand, low scorers of cooperativeness tend to be more competitive and self-focused and may be less considerate of others' needs and feelings. They may be less skilled at managing interpersonal conflict and may struggle to work effectively in group settings. Low scorers of cooperativeness may also be less attuned to the needs of others and may have difficulty building positive relationships with others.

- *Imaginativeness:* A personality trait that refers to an individual's ability to think creatively and generate novel ideas. It is often associated with creativity and originality and plays an important role in a variety of domains, including the arts, sciences, and business.

High scorers of imaginativeness in the workplace tend to be innovative and open-minded and may be able to generate new ideas and solutions to problems that others may overlook. They may be able to think outside the box and envision possibilities beyond what is immediately apparent, which can be particularly valuable in fast-paced, dynamic work environments.

Low scorers of imaginativeness in the workplace may struggle to generate new ideas or think creatively. They may be more focused on established ways of doing things and may have difficulty envisioning possibilities beyond what is immediately apparent. This may limit their ability to innovate and adapt to changing circumstances, which can be a disadvantage in rapidly evolving industries.

- Abstractness: Refers to an individual's preference for thinking in abstract or concrete terms. Individuals with high scores on abstractness tend to think in more theoretical and conceptual terms, focusing on big-picture ideas and overarching themes.

Individuals with high scores on abstractness may possess strong critical thinking skills, enabling them to analyze complex information and draw insightful conclusions. They may be skilled at identifying patterns and trends, making connections between seemingly unrelated ideas, and generating new and innovative solutions to problems.

Low scorers of abstractness may struggle with conceptual thinking, preferring instead to focus on tangible, concrete details. They may find it challenging to identify patterns or make connections between different pieces of information. In the workplace, they may be more comfortable in roles that require a high level of structure and routine, such as administrative or technical roles.

- Creativeness: Refers to an individual's ability to produce original and imaginative ideas, products, or solutions. It is often associated with innovation, artistic expression, and entrepreneurialism and plays an important role in a variety of work contexts.

High scorers of creativeness tend to be imaginative, innovative, and original in their thinking. They may have a passion for the arts, sciences, or business and may be drawn to activities that allow them to express their creativity. They are often described as being unconventional and may be comfortable taking risks or pursuing unconventional ideas or approaches.

Low scorers of creativeness in the workplace may struggle to think creatively or generate original ideas. They may be more focused on established ways of doing things and may have difficulty taking risks or pursuing unconventional approaches.

- *Assertiveness:* This is a personality trait that reflects an individual's ability to communicate their needs, opinions, and feelings confidently and effectively while also respecting the rights and boundaries of others.

High scorers of assertiveness are typically comfortable expressing their opinions and ideas, advocating for their needs and interests, and taking charge of situations when necessary. They are often perceived as confident, persuasive, and influential communicators and may excel in leadership roles or other positions that require effective communication and interpersonal skills.

Low scorers of assertiveness may struggle with expressing their opinions, asserting themselves in social situations, or advocating for their needs and interests. They may experience difficulty setting boundaries or standing up for themselves.

- Gregariousness: Refers to an individual's tendency to enjoy and seek out social interactions, to be outgoing, and to thrive in social settings. It reflects a preference for being around others, engaging in conversation, and establishing connections with different individuals.

High scorers of gregariousness are typically sociable, outgoing, and energized by social interactions. They enjoy being in the company of others, actively participate in group activities, and often take the initiative in engaging with people around them. They may possess strong communication skills and enjoy meeting new people, making friends, and expanding their social network.

Low scorers of gregariousness may prefer solitude or have a more introverted nature. They may find social interactions draining or overwhelming and may need time alone to recharge their energy. These individuals may be more selective in their social engagements and prefer smaller, intimate gatherings or one-on-one interactions.

- Leadership: Reflects an individual's ability to influence and guide others towards a shared goal or vision. It involves a combination of social, emotional, and cognitive skills that enable an individual to inspire and motivate others to achieve their potential and to work together effectively towards a common purpose.

High scorers of leadership are often characterized by a strong sense of self-confidence, initiative, and strategic thinking. They possess the ability to communicate their vision and goals effectively, inspire and motivate others, and create a sense of shared purpose and direction.

Low scorers of leadership may struggle with inspiring and guiding others towards a shared goal or vision. They may lack the confidence, strategic thinking, or interpersonal skills needed to build relationships, inspire trust, and communicate effectively with others. They may be more comfortable in roles that require routine or solitary work rather than leading a team or managing complex projects.

- **Persuasion:** Reflects an individual's ability to influence and convince others to change their attitudes, beliefs, or behaviors. It involves a combination of communication, interpersonal, and social skills that enable an individual to present compelling arguments, build relationships, and create a sense of trust and credibility with others.

High scorers of persuasion are often skilled at understanding the perspectives and needs of their audience and are adept at tailoring their messages to resonate with different individuals or groups. They possess strong communication skills, including the ability to articulate their ideas clearly and concisely and to deliver their messages with confidence and conviction.

Low scorers of persuasion may struggle with communicating their ideas effectively or building relationships with others. They may lack the confidence, communication skills, or social intuition needed to persuade others to adopt their ideas or behaviors. They may also struggle with adapting their messages to different audiences or responding to objections and challenges from others.

- *Methodicalness:* A trait that reflects an individual's tendency to approach tasks and problems in an organized, systematic, and structured manner. It involves a combination of cognitive, behavioral, and emotional skills that enable an individual to plan, organize, and execute tasks effectively and efficiently.

High scorers of methodicalness are often characterized by their attention to detail, their ability to plan and prioritize tasks effectively, and their proficiency in following established procedures and protocols.

Low scorers of methodicalness may struggle with managing their time and resources effectively or with executing tasks in a systematic and structured manner. They may be more inclined to take shortcuts or overlook details, which can result in errors or oversights.

- **Orderliness:** Reflects an individual's tendency to prioritize and maintain a sense of organization, tidiness, and cleanliness in their environment and activities. It involves a combination of cognitive, behavioral, and emotional skills that enable an individual to establish and maintain routines, systems, and structures that promote a sense of order and control.

High scorers of orderliness are often characterized by their attention to detail, their ability to plan and prioritize tasks effectively, and their proficiency in organizing their environment and possessions. They possess strong time management and decision-making skills, which enable them to establish clear priorities, minimize distractions, and maintain focus on their goals.

Low scorers of orderliness may struggle with establishing and maintaining routines, systems, and structures that promote a sense of organization and control. They may be more inclined to tolerate clutter, disorganization, or chaos in their environment, which can lead to inefficiency, distraction, or stress. They may also be more prone to

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impulsive or reactive behavior, which can interfere with their ability to achieve their goals or meet their obligations.

> • Focus: A trait that reflects an individual's ability to concentrate and maintain attention on a specific task or goal despite distractions or interruptions. It involves a combination of cognitive, behavioral, and emotional skills that enable an individual to remain attentive, engaged, and persistent in the pursuit of their objectives.

High scorers of focus are often characterized by their ability to set clear goals, prioritize tasks effectively, and maintain a strong sense of purpose and motivation. They possess strong attentional control and working memory capacity, which enables them to filter out distractions and maintain a high level of concentration over an extended period of time.

Low scorers of focus may struggle with maintaining attention and staying on task, especially in the face of distractions or interruptions. They may be more prone to procrastination, mind-wandering, or impulsive behavior, which can interfere with their ability to achieve their goals or meet their obligations.

The Development of the Seliant Work Personality Inventory and Its Psychometric Properties

This chapter describes the technical aspects of the Seliant Work Inventory of Personality (SWIP), specifically how it was developed and its psychometric properties. The Development section indicates the steps and considerations taken to develop the SWIP. The Psychometric Properties section indicates which analyses were conducted to estimate a specific aspect of the quality of the SWIP.

Development of the Seliant Work Inventory of Personality

This section indicates what issues were considered for the design and development of the SWIP. It explains in a simple manner what was done and why.

Considerations for Development

To develop the personality model which would come to be known as SCIAM, the following was considered:

- **Assessing behaviors pertinent to the traits in the Five Factor model:** The Five Factor model (FFM) is the most widely used personality model because it does a good job of capturing the many complexities of human behavior so it is easier to understand. Therefore, for purposes of *breadth and content*, behaviors related to such traits were considered for the item generation phase. Purpose of consideration: **Breadth**.

- **Exclude traits that are known to be unrelated to job performance:** The trait Openness to Experience was excluded from consideration in the item generation phase because evidence indicates it is not a good predictor of job performance (Sackett et al., 2021). In its place, the trait Intellect was used. Intellect is usually considered a related but different trait to Openness to Experience, so it still represents an appropriate fifth trait within the Five-Factor model. Purpose of consideration: **Efficiency**.

- **Use of work-related behaviors:** Specific behaviors related to the successful execution of job tasks were considered as long as they properly reflect the manifestation of a personality trait. Purpose of consideration: **Prediction of Job Performance**.

- **Exclude behaviors related to clinical aspects of personality or mental health:** For compliance with Standards and Ethical Guidelines, concepts related to mental health issues were excluded. Behaviors related to depression, self-esteem issues, chronic anxiety, or sensitive private issues were explicitly avoided. Purpose of consideration: **Fairness and compliance with regulations**.

Pilot Version of the Inventory

The technical and theoretical considerations previously mentioned were used when creating the items for the pilot version of the inventory. A pilot version is a form of the inventory which is administered to a sample of people in a pilot study, and the scores of the answers are analyzed to understand which items in the pilot version are suitable for a definitive version of the inventory. The pilot version is not meant to yield a reliable or valid score or be used in any other way beyond the research needed to develop the SCIAM model and the SWIP.

Item Generation

For the pilot inventory, 200 items were generated by the author of the SWIP—40 items for each of the five major dimensions of personality. In addition, to improve the quality of the data gathered in the pilot study, four items intended to screen out inattentive respondents were included. The items consist of statements that can be agreed upon by the test-takers in the pilot study. The response format was a 6-option Likert scale.

Pilot Study

The pilot study consisted of the administration of the pilot inventory to a sample of 935 workers in the United States. The sample characteristics can be observed in *Appendix A*. The sample consisted of 601 females and 318 males. The sample properly represents the population of the United States regarding the distribution of race. The sample was also used as a basis for the Norms of the SWIP.

Psychometric Properties of the Seliant Work Inventory of Personality

After the data from the sample was collected in the pilot study, it was cleaned and prepared for analysis. These analyses yielded relevant information regarding the validity, reliability, and fairness of the SWIP. These analyses are somewhat technical in nature and are better understood by people with expertise in psychometrics, statistics, or organizational psychology.

Construct Validity: Determination of Factor Structure

An Exploratory Factor Analysis was conducted to determine the factor structure of the Inventory. In other words, this analysis allows us to know which specific item belongs to a specific trait, how many traits can be observed influencing the dataset, and the relationship between each trait.

So basically, this analysis allows us to determine how many aspects of personality (factors) can be considered as a source of influence in the responses to the test, and which items belong to each personality aspect.

The analysis uses a Maximum Likelihood extraction method. The number of factors was determined by using Parallel Analysis and then were rotated using an Oblimin rotation method (Fabrigar and Wegener, 2012). This yielded 10 factors, which explained 54.8 of the total variance in the data. The model fit measures are shown in the table on the next page:

Model Fit Measures

	RMSEA 90% CI				Model Test		
RMSEA	Lower	Upper	TLI	BIC	χ^2	df	p
0.0400	0.0390	0.0410	0.877	-17360	9968	3995	< .001

Table 2: Model Fit Measures of the 10 Personality Facets in the SWIP.

These Model Fit Measures indicate a good fit for the model. Indicated by the fact that the root mean square error of approximation (RMSEA) is below 0.05 (), and the TLI is of good quality. These factors were considered the facet components of the proper traits. By reading the content of the items in each of the 10 factors, a label describing its underlying nature was assigned to each, thus establishing the facet level of the factor structure.

Names of facets in the SCIAM model
Stress Tolerance
Self-Assurance
Cooperativeness
Abstractness
Creativeness
Gregariousness
Leadership
Persuasion
Orderliness
Focus

Table 3: Names of the Personality Facets in the SWIP.

To integrate each facet into a proper trait, a similar exploratory factor analysis was conducted on the total scores of each facet. It generated a Five-Factor model which explained 75.7% of the variance in the data and its indices:

Model Fit Measures

	RMSEA 90% CI				Model Test		
RMSEA	Lower	Upper	TLI	BIC	χ^2	df	p
0.0643	0.0402	0.0910	0.965	-9.86	24.3	5	< .001

Table 4: Model Fit Measures of the 5 Personality Traits in the SWIP.

The Model Fit Measures now indicate a somewhat higher RMSEA and an improved TLI. This is evidence of the quality of the 5-factor model structure for the items used in the SWIP.

The facet Cooperativeness is at the same time a major trait, due to the homogeneity between its items being stronger than those found between the items of other Traits. Therefore, Cooperativeness is not divided into smaller facets. Thus, the factor structure of the SCIAM model emerged, with four new labels established to name the four composite traits, as shown in the table on the following page:

Factor Structure of the SCIAM

Trait	Facets
Steadiness	Stress Tolerance
	Self-Assurance
Cooperativeness	N/A
Imaginativeness	Abstractness
	Creativeness
Assertiveness	Gregariousness
	Leadership
	Persuasion
Methodicalness	Orderliness
	Focus

Table 5: Personality Traits and Facets in the SWIP.

This analysis details the evidence of construct validity for the SWIP by describing the process to analyze how many facets and traits are manifested through the items in the inventory and which item belongs to each trait or facet.

Reliability: Internal Consistency of Each Score

The reliability of a score can indicate how free of error the score is. It is expressed with a coefficient ranging from 0 to 1. The closer to 1, the more reliable the score. The reliability coefficient for each score is the Alpha coefficient, better known as Cronbach's Alpha. The coefficient for each score of a Trait or a Facet is as follows:

Trait	Reliability Coefficient (α)
Steadiness	.95
Cooperativeness	.94
Imaginativeness	.93
Assertiveness	.95
Methodicalness	.94

Table 6: Reliability coefficients of Personality Traits.

Facet	Reliability Coefficient (α)
Stress Tolerance	.91
Self-Assurance	.92
Abstractness	.92
Creativeness	.80
Gregariousness	.94
Leadership	.91
Persuasion	.86
Orderliness	.88
Focus	.89

Table 7: Reliability coefficients of the Personality Facets.

As observed in the tables, all the reliability coefficients of the Trait scores are as good as it gets (over .90), while the Facet scores are all excellent, with all of them being at least .80 and most of them being over .90. Thus, there is solid evidence of the reliability of the scores provided in the reports of the results of the SWIP.

Fairness

The Fairness of a test refers to the extent to which the test treats all individuals or groups fairly and without bias. It implies that the test should provide an equal opportunity for all test-takers to demonstrate their knowledge, skills, or abilities, regardless of their personal characteristics, such as gender or ethnicity. Fairness ensures that test scores accurately reflect the construct being measured and are not influenced by irrelevant factors. To assess the fairness of the SWIP scores, the mean scores of different groups according to Gender and Ethnicity are considered.

Differences According to Gender

As observed in the table below, there are no considerable differences regarding the mean scores of the SWIP according to gender. This indicates that the scores and interpretations of the SWIP are not biased against any gender group.
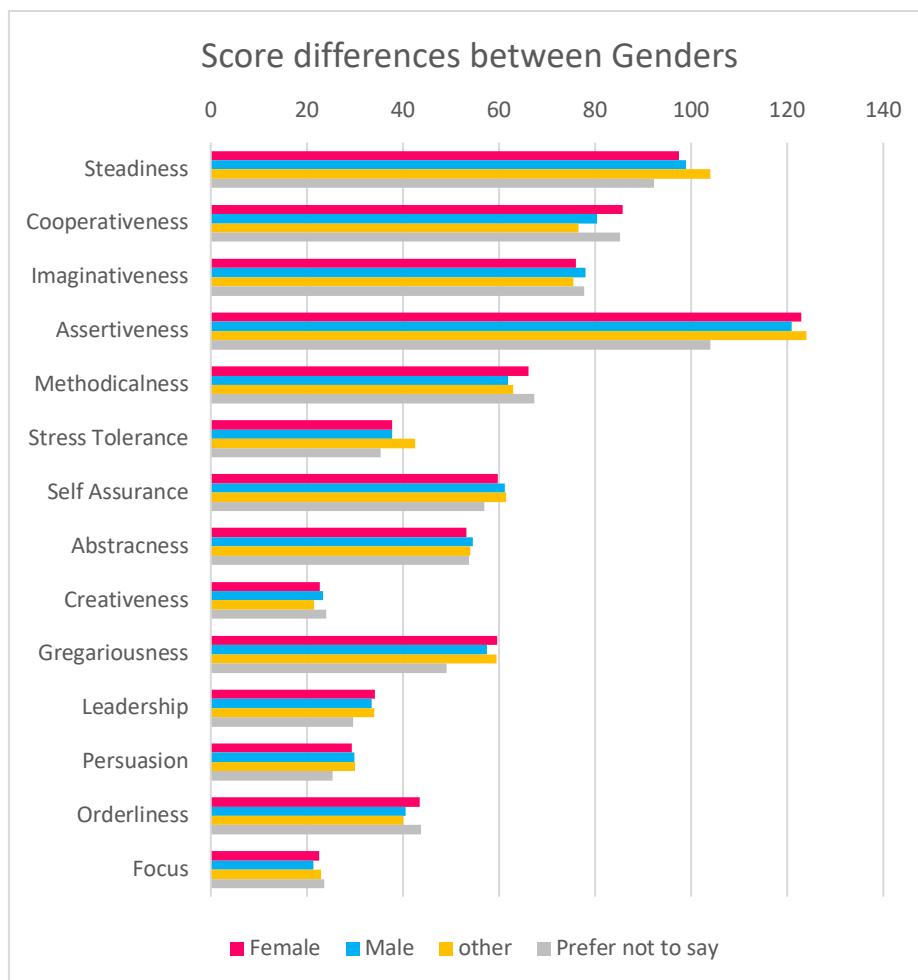
Figure 2: Differences in scores depending on Gender

Differences According to Ethnicity

As observed in the table below, there are no considerable differences regarding the mean SWIP scores according to ethnicity. This indicates that the SWIP scores and interpretations are not biased against any ethnic group.
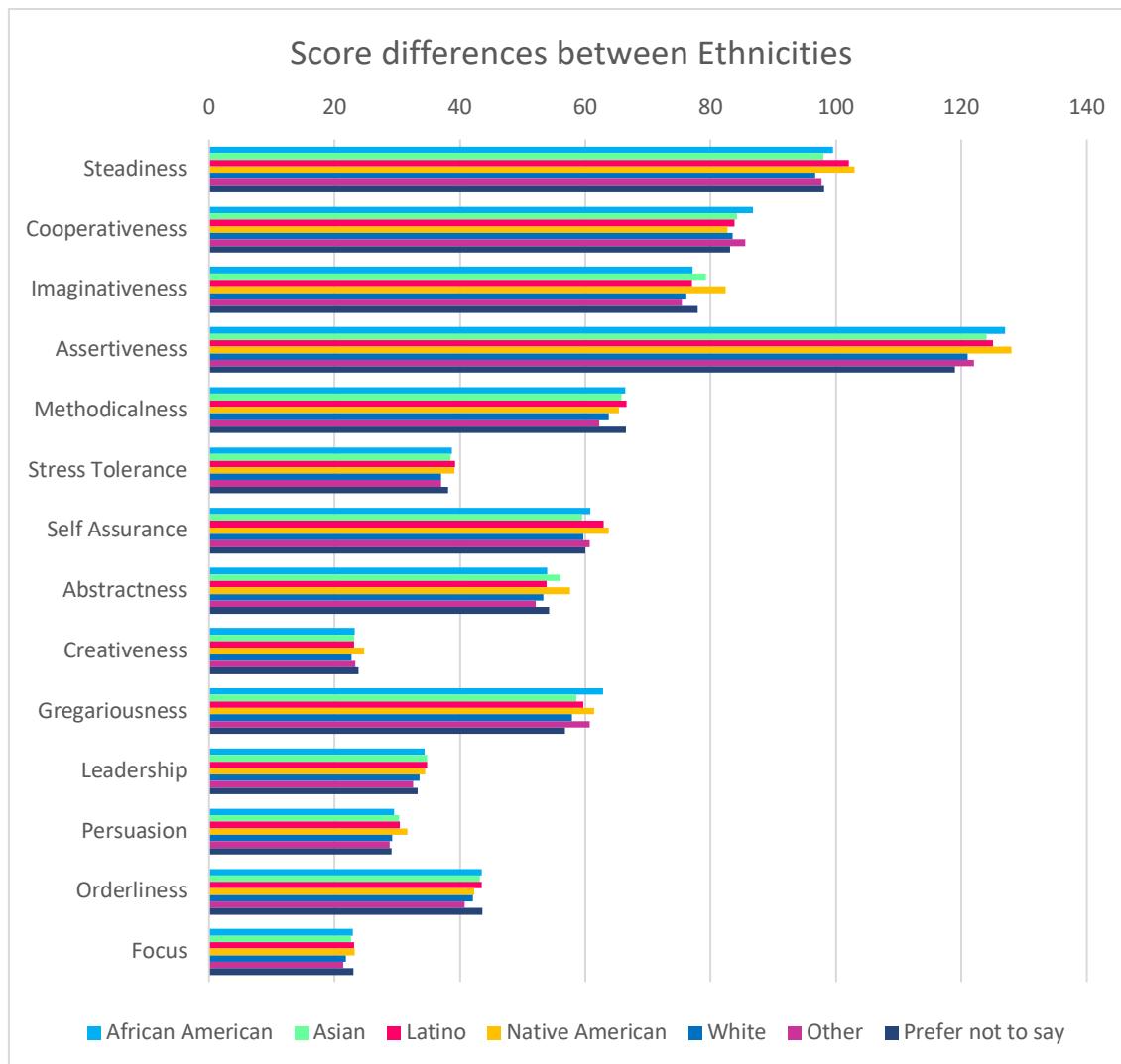
Figure 3: Differences in scores depending on Ethnicity.

Norms

The Norms used for transforming the raw scores to percentile scores were obtained from the validation sample. Its characteristics can be observed in Appendix A: Demographics of Sample.

Using the Seliant Work Inventory of Personality

This chapter explains how to use the Seliant Work Inventory of Personality for Personnel Selection purposes. It indicates how to administer the test (meaning the delivery of invitations to candidates to take the test), some considerations that must be taken, and how to interpret the information obtained by the SWIP and use it to make a hiring decision.

Administration of the SWIP

To administer the SWIP, please follow the instructions in the cSelect Administrator Guide. You can find it in this link:

www.sotserver.com/admin/resources/guide/admin_guide.pdf

You can also watch our video explaining how to use the cSelect platform here: www.sotserver.com/video/intro.mp4

Preparing for Administration

Administrating the SWIP should comply with the pertinent laws and regulations of the country of the Organization using it and relevant professional practice standards of Personnel Selection. Before individuals take the SWIP, they should be informed about the nature of the assessment and why they are being asked to take it. The administrator must confirm that the individuals can read English at least an 8th-grade level and that they have some work experience so they can properly respond to the questions.

Administering the SWIP

Individuals taking the SWIP can take it from any location provided they have access to an internet connection. The inventory is not timed. Individuals typically need around 15 minutes to complete the inventory.

Scoring and Reporting

The scoring of the SWIP is done automatically in the cSelect platform, and the Test Report of the test-taker is available within a minute after they complete it. You can access and download the report through the cSelect platform.

Data Security

The SWIP scores are confidential and should be stored in a secure location accessible only to authorized individuals. It is bad practice and unethical to allow access to the data by individuals or entities that don't have a legitimate interest or need for the information. Data security can be improved by storing it in folders protected by passwords or locked cabinets for hard copies that can only be accessed by designated individuals. The security of the results and the protection of the copyright of the test content must be maintained by customers and test-takers.

Using the Seliant Work Inventory of Personality for Personnel Selection

This section provides general guidelines for using the SWIP for employee selection purposes. Please consult with a Human Resources expert in your organization to determine how to integrate the SWIP into the overall selection process used by your organization.

Utility of the SWIP for Personnel Selection

The SWIP was developed for use in Personnel Selection. It measures behavioral manifestations of personality traits and facets relevant to Job Tasks and other important aspects of work, such as communication, getting along with others, and leadership. It avoids using clinical items and is related to the Big Five model of personality.

Guidelines for the Use of the SWIP for Personnel Selection

It is standard practice for many organizations to use testing as a component of their personnel selection process. These selection processes typically use Cognitive Ability, Aptitude, Skills, and Personality tests (like the SWIP) to screen out unqualified candidates, categorize prospective employees according to the likelihood of them performing well in their job, or rank a group of candidates according to qualifications relevant for the job.

The Seliant Work Inventory of Personality was created to assist in the selection of employees for jobs based on the relevant behavioral and personality requirements of the specific job for which the selection process is designed. To determine which behaviors and personality traits are relevant, it is important to conduct a job analysis and, when possible, a local validation study. Both of these procedures should follow human resources research guidelines and comply with the pertinent laws and regulations to ensure the fairness and utility of the selection process.

The following guidelines indicate standard practice for how to use the SWIP for personnel selection.

1. Define the characteristics of the job for which you want to select one or more employees. This can be done by conducting a Job Analysis or by creating a simple job description based on the manager's/HR department's needs.
   It is recommended to perform a personality-based job analysis to determine the work-related personality traits or aspects necessary or desirable for successful performance on various job aspects for which you are hiring. You can use the following questions to get that information:

   A. What are the specific tasks that the worker must perform?
   B. What are the behaviors that a worker has to do to perform the relevant tasks properly?
   C. What would be the typical behaviors of an employee that fits the organization?

2. Determine the Knowledge, Skills, Abilities, and other characteristics (KSAOs) that are required from the worker to do their job well. The personality-based requirements for the job are considered as an "Other" types of requirements.

3. Based on the gathered information by following the previous steps and your KSAO requirements, select the Traits and Facets assessed by the SWIP relevant to the job. Candidates with higher scores of the desired traits should be considered as being a better fit for the job than candidates with lower scores.

4. Document which traits and facets you will use in the hiring decision. This documentation is crucial to ensure the fairness and structure of the selection process.

5. Decide when the SWIP will be administered to the candidates (before or after other selection tools such as Cognitive Ability tests or Structured Interviews).

6. Decide how you will combine the scores of the selected SWIP facets and traits with other information obtained during the selection process. It is standard practice to use a holistic approach where the results of Tests are considered together with interview results and other selection tools to generate a comprehensive overview of the candidates being considered. The advantage of this approach is that it considers various aspects of the possible talents that the candidates may bring to the organization, and a better understanding of how they affect job performance can be achieved.

7. Faking answers is usually not an issue that meaningfully affects the scores of personality traits. A warning to the candidates about the consequences of faking is enough to deter this behavior. Tools that claim to be able to detect faking may not do so properly, and they present a risk of legal consequences due to the unfairness it may bring into the selection process.

8. It is crucial that once you have defined how you will use the SWIP in the selection process, you follow the procedure in a consistent manner with all the candidates for the job to ensure the effectiveness and legal defensibility of the selection process.

Considering the results of the SWIP in a Hiring Decision

The person who has the power to decide which candidate(s) will be hired is responsible for determining how to use the SWIP scores. One way of using the SWIP results is by establishing cut-off scores for specific traits or facets and screening out candidates whose scores are insufficient. Another way to interpret the scores is by ranking the candidates according to the scores and considering the top scorer(s) as the most suitable candidate(s).

In any case, the method for determining how the scores influence the Hiring Decision should be documented and followed properly. This will help ensure the fairness and validity of the selection process.

Remember that personnel selection decisions should be based on multiple methods and tools instead of relying on only one method, such as the SWIP. Tools such as Cognitive Ability tests and Structured Interviews are very useful for Personnel Selection. When making the Hiring Decision, be sure the process to make the decision is transparent, structured, and explainable. This can be very useful when faced with claims of discrimination by disgruntled candidates.

Interpreting Candidate Test Reports

The Candidate Report is a 3-page PDF document that contains information regarding the test results. The first page contains the following: the test-taker's name, the name of the associated project, the country and language of the norms used for the scores, and a quick overview of the test-taker's percentile scores for each trait or facet. Percentile scores indicate the test-taker's standing in a hypothetical group of 99 people based on the Norms.

For example, a person with an Assertiveness score of 67 indicates that they are likely to be more assertive than 66% of the people in the group but less assertive than 32% of people in the group. You can use this overview to quickly understand the relative levels of each trait (from low to high).

The second and third pages contain the qualitative textual interpretations of each percentile score. The behaviors shown in the interpretations are the behavioral patterns that can be expected from a test-taker. You can use this information, along with the test-taker's ranking, to make a hiring decision. Remember that the decision should be made according to a documented and fair selection process based on a Job Analysis.

Relevant Information

This section details important information that the users of the test must know to use the Seliant Work Inventory of Personality properly, and understand the possible consequences of such use.

Ethical Guidelines

Before administering the SWIP, it is very important that whoever administers the tests and uses the Test Reports to make hiring decisions is familiar with the Ethical Guidelines when using Psychometric Tests for Personnel Selection.

The ethical guidelines outlined here serve as a framework for ensuring the responsible and ethical administration of the SWIP. These guidelines promote fairness, respect for individuals' rights, and the integrity of the assessment process. Adhering to these ethical principles is essential for upholding professional standards and ensuring the validity, reliability, and fairness of the test results.

Consent and Voluntary Participation

Before administering the test, inform the candidate about the purpose of the test, the type of information that will be collected, and how this information will be used. It is crucial to obtain informed consent from the candidates. Participation should be voluntary, and candidates should have the right to withdraw at any point without any negative consequences.

When a candidate takes a test on our cSelect system, they are asked to provide their consent to taking the tests. So there cannot be an instance where a person takes a test without providing explicit consent, which will be recorded electronically.

Use of Results

The results of the test should only be used for the purpose stated at the outset. In the case of the Seliant Work Inventory of Personality, this will be for personnel selection. Test results should not be used to stereotype, unfairly discriminate, or make inappropriate decisions about

a candidate's employment suitability. Use of results must always adhere to relevant laws and guidelines, such as those indicated in the Standards section of the manual.

Contextualized Interpretation:

Emphasize that test results should be considered alongside other relevant information in personnel selection decisions, such as interviews, and cognitive ability tests. The Users of the SWIP must not make any interpretation beyond what is indicated in the Interpretation section in this manual.

Protection of Test Content

Safeguard the confidentiality and security of the SWIP contents to prevent unauthorized access or distribution. Implement access controls to restrict access to the test content and ensure that only authorized personnel can view or modify it. Define user roles and permissions to limit access to specific functions and data based on the administrator's responsibilities. Data should be handled in accordance with relevant data protection laws and guidelines, such as the General Data Protection Regulation (GDPR) or similar regulations depending on the country in which the Company/Organization is conducting business.

Respect for People

Respect for a people's dignity is paramount. Administrators should be aware of and sensitive to individual differences, including cultural and linguistic differences, that might affect the interpretation of test results.

Qualifications of Test Administrators

The test should ideally be administered by individuals who have appropriate training and qualifications in psychometric testing and interpretation. This includes understanding the statistical basis of the tests, the psychological constructs being measured, the HR-related aspects, and the ethical issues related to testing.

Relevant Technical, Legal, and Regulatory Standards

This section specifies the institutional standards used in the development of the SWIP to ensure its compliance with relevant regulations.

Standards for Educational and Psychological Testing

Developed by the American Educational Research Association (AERA) in collaboration with the American Psychological Association (APA) and the National Council on Measurement in Education (NCME). The most recent edition was published in 2014.

The Standards are a set of guidelines designed to ensure that tests are developed and used in a responsible and scientifically sound manner. They are widely considered to be the authoritative source of best practices in test development and administration in the United States. The document containing the Standards can be found at: https://www.testingstandards.net/open-access-files.html

Principles for the Validation and Use of Personnel Selection Procedures

The Society for Industrial and Organizational Psychology (SIOP) provides a set of principles that offer guidance on the development and use of selection procedures in employment contexts. These principles were developed in concert with the American Psychological Association (APA).

They aim to promote best practices within the realm of personnel selection and assessment, contributing to effective and fair employment decisions. You can find the document containing the Principles on the American Psychological Association's website: https://www.apa.org/ed/accreditation/about/policies/personnel-selection-procedures.pdf

Uniform Guidelines on Employee Selection Procedures (UGESP)

The Uniform Guidelines on Employee Selection Procedures (UGESP) provides a framework for employers to use when making personnel decisions to ensure that those processes comply with federal laws that prohibit employment discrimination. The guidelines were issued jointly by the U.S. Equal Employment Opportunity Commission (EEOC), the Civil Service Commission, the Department of Labor, and the Department of Justice. The Guidelines can be found on the United States Government website at: https://www.govinfo.gov/content/pkg/CFR-2011-title29-vol4/xml/CFR-2011-title29-vol4-part1607.xml

Americans with Disabilities Act of 1990 (ADA)

The ADA prohibits the use of selection procedures that discriminate against individuals with disabilities. Employers should ensure that the tests they use do not unfairly disadvantage individuals with disabilities. In the case of the SWIP, items related to clinical conditions such as depression or severe anxiety are not included to avoid collecting information regarding disabilities related to mental health conditions. More information about the ADA can be found on the United States Government website at: https://www.ada.gov/law-and-regs/ada/

Job-Relatedness of the SWIP Trait and Facet Scores

When it comes to personnel selection, considering the links between personality scores on a test and specific job tasks can provide valuable insights. Personality assessments are commonly used in the hiring process to assess candidates' traits and characteristics relevant to job performance and success. By examining the relationship between personality scores and job tasks, organizations can make more informed decisions when selecting the right individuals for specific roles. You can see which job tasks may be associated with each facet of the SWIP in the table below:

Personality facets and associated job tasks

Facet	Associated Job Tasks
Stress Tolerance	- Remaining calm and composed in high-pressure situations and when making critical decisions. - Adapting to unexpected changes or setbacks and adjusting plans accordingly. - Resolving conflicts or difficult situations with professionalism and composure. - Working effectively under high-stress conditions, such as in emergency or crisis response roles. - Dealing with demanding or difficult clients/customers and providing excellent service. - Maintaining composure and focus during challenging or high-stress interactions or negotiations.

Table 8: Personality Facets and their associated Job Tasks.

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Self-Assurance	• Presenting ideas or proposals confidently in meetings or presentations. • Making decisions and taking action with conviction and without excessive doubt or second-guessing. • Handling criticism or feedback without becoming overly defensive or doubting one's abilities. • Leading a team or project with confidence, providing guidance and direction to team members. • Advocating for oneself or others in negotiations or discussions.
Cooperativeness	• Collaborating with team members to achieve common goals and objectives. • Actively listening to others' perspectives and incorporating their ideas into group discussions or projects. • Sharing information, resources, and knowledge with colleagues to facilitate teamwork and mutual success. • Supporting and assisting team members when they need help or guidance. • Resolving conflicts or disagreements by finding mutually agreeable solutions and promoting a harmonious work environment. • Participating in group decision-making processes and considering diverse viewpoints before reaching a consensus. • Contributing to a positive and harmonious work culture by promoting collaboration, kindness, and mutual respect.
Abstractness	• Conceptualizing and developing innovative ideas, products, or services based on abstract or theoretical concepts. • Conducting research and analysis to identify patterns, trends, or abstract relationships in data or information. • Developing and implementing mathematical models or algorithms for data analysis or optimization. • Continuously expanding intellectual capacity through lifelong learning, professional development, and staying abreast of industry trends. • Analyzing and evaluating abstract concepts, theories, or philosophical ideas.
Creativeness	• Generating original and innovative ideas or concepts to solve problems or address challenges. • Applying creative problem-solving techniques to overcome obstacles and find alternative solutions. • Creating and implementing new processes or methodologies to improve efficiency or productivity. • Collaborating with interdisciplinary teams to infuse creativity and fresh perspectives into projects or initiatives. • Developing unique and inventive packaging or product designs.

Table 8 (continuation): Personality Facets and their associated Job Tasks.

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Gregariousness	• Demonstrating interpersonal skills and the ability to connect with people from diverse backgrounds. • Providing quality customer service by being friendly, approachable, and attentive. • Actively seeking feedback and input from others, valuing their perspectives and ideas. • Engaging in active and effective communication during client meetings, negotiations, or sales presentations. • Building rapport and maintaining positive relationships with key stakeholders, such as investors or business partners. • Representing the organization at industry conferences, trade shows, or exhibitions, engaging in conversations and promoting the company's products or services.
Leadership	• Setting clear goals, vision, and direction for the team or organization. • Making strategic decisions that align with the organization's mission and objectives. • Providing guidance, support, and mentorship to team members to foster their professional growth and development. • Delegating tasks and responsibilities effectively, considering individuals' strengths and growth opportunities. • Inspiring and motivating team members to achieve their best performance and reach their full potential.
Persuasion	• Convincing clients or customers to purchase products or services through effective sales techniques. • Negotiating and influencing outcomes in business deals, contracts, or partnerships. • Advocating for a particular position or idea and gaining buy-in from others. • Tailoring communication strategies to persuade different audiences effectively.
Orderliness	• Maintaining accurate and up-to-date records, files, or databases. • Creating and managing schedules, timelines, and task lists to ensure timely project completion. • Prioritizing and organizing work tasks to optimize workflow and meet deadlines. • Creating and maintaining a clean and organized work environment for optimal productivity.
Focus	• Concentrating on tasks and projects without being easily distracted or losing track of priorities. • Setting clear objectives and goals for oneself or the team and staying focused on achieving them. • Managing time effectively and adhering to deadlines to ensure timely completion of tasks. • Prioritizing tasks based on importance and urgency, focusing on high-priority items first. • Maintaining attention to detail and ensuring accuracy in work output.

Table 8 (continuation): Personality Facets and their associated Job Tasks.

Technical Support and Troubleshooting

If you need any help with the SWIP or any other test that we offer, please contact us at contact@seliant.com.

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References

Appendices

Appendix A: Demographics of Sample

Frequencies of Gender in the sample

Levels		Counts	% of Total	Cumulative %
Female		601	64.3 %	64.3 %
Male		318	34.0 %	98.3 %
other		2	0.2 %	98.5 %
Prefer not	To say	14	1.5 %	100.0 %

Frequencies of Age Group in the sample

Levels	Counts	% of Total	Cumulative %
18-24	229	24.5 %	24.5 %
25-29	145	15.5 %	40.0 %
30-34	131	14.0 %	54.0 %
35-39	113	12.1 %	66.1 %
40-44	92	9.8 %	75.9 %
45-49	72	7.7 %	83.6 %
50-54	51	5.5 %	89.1 %
55-59	49	5.2 %	94.3 %
60-64	32	3.4 %	97.8 %
65+	21	2.2 %	100.0 %

Frequencies of Education

Levels	Counts	% of Total	Cumulative %
Associate degree (2 years)	109	11.7 %	11.7 %
College/University degree (4 years)	216	23.1 %	34.8 %
Currently in Graduate School	33	3.5 %	38.3 %
Currently in college/university	84	9.0 %	47.3 %
Doctorate Degree	12	1.3 %	48.6 %
Graduate School Degree	53	5.7 %	54.2 %
High School Graduate	205	21.9 %	76.1 %
Less than 12 years of education	30	3.2 %	79.4 %
Other Education	17	1.8 %	81.2 %
Prefer not to answer	15	1.6 %	82.8 %
Some college/university but did not graduate	161	17.2 %	100.0 %

Frequencies of Gender in the sample

Levels	Counts	% of Total	Cumulative %

Frequencies of Employment

Levels	Counts	% of Total	Cumulative %
Currently a student	101	10.8 %	10.8 %
Employed	578	61.8 %	72.6 %
Homemaker	19	2.0 %	74.7 %
Not employed	84	9.0 %	83.6 %
Not employed seeking work	106	11.3 %	95.0 %
Prefer not to answer	30	3.2 %	98.2 %
Retired	17	1.8 %	100.0 %

Frequencies of Race/Ethnicity

Levels	Counts	% of Total	Cumulative %
African American	101	10.8 %	10.8 %
Asian	48	5.1 %	15.9 %
Latino	106	11.3 %	27.3 %
Native American	19	2.0 %	29.3 %
White	571	61.1 %	90.4 %
other	24	2.6 %	92.9 %
prefernot	66	7.1 %	100.0 %

Frequencies of Race/Ethnicity by gender

Simplified Ethnicity	Gender			
	Female	Male	Other	Prefer not to say
African American	88	13	0	0
Asian	36	11	1	0
Latino	68	37	0	1
Native American	10	9	0	0
White	352	217	0	2
other	13	10	0	1
Prefer not to say	34	21	1	10

Frequencies of Job Category

Levels	Counts	% of Total	Cumulative %
Admin and Clerical	125	13.4 %	13.4 %
Automotive	12	1.3 %	14.7 %
Banking and Finance	35	3.7 %	18.4 %
Construction	32	3.4 %	21.8 %
Customer Service	59	6.3 %	28.1 %
Education - Teaching	54	5.8 %	33.9 %
Engineering	31	3.3 %	37.2 %
Health Care	103	11.0 %	48.2 %
Human Resources	22	2.4 %	50.6 %
Information Technology	39	4.2 %	54.8 %
Law Enforcement and Legal	34	3.6 %	58.4 %
Management	60	6.4 %	64.8 %
Manufacturing	33	3.5 %	68.3 %
Other	215	23.0 %	91.3 %
Pharmaceutical	2	0.2 %	91.6 %
Retail	17	1.8 %	93.4 %
Sales and Marketing	32	3.4 %	96.8 %
Science and Biotech	18	1.9 %	98.7 %
Transportation	12	1.3 %	100.0 %