

User's Manual for The Bookmark Selection Assessment for Library Staff Positions

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INTRODUCTION

This manual is designed as a guide for administering, scoring, and interpreting *The Bookmark* selection assessment. The manual is divided into the following sections for easy reference:

- Description of *The Bookmark*
- Competency Glossary
- Administration and Scoring
- Score Reports and Interpretation
- Norms



DESCRIPTION OF THE BOOKMARK

The Bookmark is a pre-hire screening assessment designed to assist libraries in identifying candidates who demonstrate qualities, characteristics, and competencies most likely to lead to success and retention in public-facing library staff roles in a modern library environment. The assessment is appropriate for use in selecting candidates into any public-facing library staff role, including, but not limited to, Librarian, Circulation Assistant, and Paraprofessional roles.

The Bookmark was developed and validated by PSI Services LLC (hereafter "PSI") and Kent District Libraries (hereafter "KDL") in Kent County, Michigan. KDL sought a solution that would help streamline and improve their hiring process for library staff across Michigan branches. Specifically, KDL was interested in developing a pre-hire screening tool that could be used early in the hiring process to help differentiate between candidates who are most and least likely to succeed in library staff roles. As such, PSI and KDL partnered to develop a selection system for KDL's library staff roles. The selection system includes a custom-developed assessment with the purpose of identifying candidates who possess the characteristics and competencies required to successfully perform the job.

Rigorous methodology was applied to develop and validate *The Bookmark* in accordance with best professional practices outlined in the *Principles for the Validation and Use of Employee Selection Procedures* (SIOP, 2003) and *Standards for Educational and Psychological Testing* (American Educational Research Association, American Psychological Association, and the National Council on Measurement in Education, 2014), and in compliance with the *Uniform Guidelines on Employee Selection Procedures* (Equal Employment Opportunity Commission, Civil Service Commission, Department of Labor, & Department of Justice, 1978).

To ensure *The Bookmark* would be appropriate for use in virtually any library setting, information and data used to develop and validate *The Bookmark* was gathered from more than 400 library staff members from libraries of varying sizes across the United States (and one in Canada). For more information on the development and validation of *The Bookmark*, refer to the *Technical Report for the Job Analysis, Development, and Validation of The Bookmark Selection Assessment for Kent District Libraries Staff Roles* (PSI, 2018). For ease of reference, the overall validity and reliability evidence for *The Bookmark* total score and competency scales is presented in Appendix A.



The Bookmark assessment contains two sections containing different item types:

1. Situational Judgment items present respondents with 18 job-related scenarios that represent situations one might encounter while working in a library staff role. Respondents read each scenario and then rate the effectiveness (Ineffective, Average, or Effective) or 3 to 4 possible responses to that scenario (for a total of 60 response options across the 18 scenarios). Situational Judgment items are designed to offer insight into a candidate's likely on-the-job behaviors by asking candidates to indicate how effective they believe different possible responses would be to each scenario.

An example item is displayed below.

INSTRUCTIONS:
In this section, you will be presented with several situations, and a list of potential actions you could take in reaction to each situation. Please rate the effectiveness of each action in response to the situation.

As a five-year veteran at your library, you have become an expert, both about the topics in your field and about your library. As the organization grows, a handful of new employees have been hired. Your newly hired peers are frequently mentioning new ways to go about conducting the work. Rate the effectiveness of the following actions:

	Ineffective	Average	Effective
Continue working as you have been, as you are the most experienced.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ask the others why they think a change is needed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Request that your supervisor hold a meeting with the whole team to discuss the ideas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Listen to the others' ideas and provide your own feedback.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tell the others that their plan would not be more effective.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. Behavioral items present respondents with 100 brief statements relevant to critical library staff competencies. For example, an Adaptability item on a might read "I love hearing new ideas" (positively keyed) or "I dislike the unknown" (negatively keyed). Candidates are asked to indicate, on a scale from 1 (*Strongly disagree*) to 5 (*Strongly agree*), the extent to which they believe each item describes them. These items provide insight into a candidate's typical behaviors, tendencies, and preferences as they relate to competencies critical for success in a library staff role.

The Bookmark contains 160 total items and takes approximately 30-35 minutes to complete. This assessment represents an objective, job-relevant, defensible method of identifying candidates likely to demonstrate the competencies critical for successful performance in library staff role.



COMPETENCY GLOSSARY

The Bookmark was developed to assess 12 distinct competencies identified, via a thorough and extensive job analysis process, as critical to the successful performance of public-facing library staff. For quick reference, Table 1 provides the label and definition of each competency, along with behavioral examples that might illustrate each competency.

Table 1. The Bookmark Competencies

Competency/Definition	Behavioral Descriptors
1. Adaptability: <i>Able to adjust oneself to different conditions</i>	<ul style="list-style-type: none">• Demonstrates Versatility-Draws from an array of skill sets or approaches, applying each as needed to match work requirements• Adjusts to Changing Demands-Changes behavior or approach as work requirements change• Remains Open to Change-Demonstrates capacity to entertain new or different ideas and approaches• Deals with Ambiguity-Decides, acts, adjusts, and copes appropriately in the absence of clear directions or information
2. Basic Computer Literacy	<ul style="list-style-type: none">• Performs basic computer functions and processes efficiently and appropriately (e.g., password usage, using a mouse, navigating, typing)
3. Building Relationships: <i>Effectively builds professional relationships with others</i>	<ul style="list-style-type: none">• Builds Networks-Seeks and cultivates effective professional relationships• Establishes Rapport-Politely communicates and behaves in a way that garners affinity and respect from others• Shows Empathy-Identifies and vicariously experiences others' feelings, thoughts, or attitudes• Understands Social Politics-Grasps the dynamics of interpersonal relationships in an organization, especially in regard to power and authority• Serves Others-Seeks opportunities to assist others and exhibits a genuine desire to be helpful
4. Communication: <i>Exchanges information in an effective manner</i>	<ul style="list-style-type: none">• Listens Actively-Actively listens to what someone is saying and paraphrases the conversation to confirm understanding• Asks Probing Questions-Asks questions in order to uncover details and relevant information• Communicates Clearly-Imparts knowledge, thoughts, ideas, feelings, or information in an understandable manner• Communicates Confidently-Expresses oneself with self-assurance and conviction• Writes Clearly-Expresses information in written form that is easily understood by others



Competency/Definition	Behavioral Descriptors
<p>5. Customer Focus: <i>Possesses a desire to meet the needs of customers by considering the customers' needs and satisfaction</i></p>	<ul style="list-style-type: none"> • Monitors Customer Behavior-Studies the processes individuals, groups, and organizations use to select, use, and dispose of products, services, experiences, or ideas • Identifies Emerging Customer Needs-Conducts market research to identify unmet or unsatisfied needs that consumers will likely solve by purchasing a product or service • Aligns Customer Needs-Examines the extent to which a product or service aligns with customer expectations • Measures Customer Satisfaction-Sets up feedback loops to measure customer satisfaction
<p>6. Ensures Quality and Compliance: <i>Makes certain products, goods, and services are of high-quality and meet the company's policies</i></p>	<ul style="list-style-type: none"> • Sets Quality Standards-Establishes acceptable and desirable specifications for products or services • Monitors Quality-Tracks error and defect rates in a thorough and systematic fashion • Enforces Company Policies-Communicates company guidelines to others and addresses violations to maintain compliance
<p>7. Innovation: <i>Generates and expresses novel ideas and creative solutions</i></p>	<ul style="list-style-type: none"> • Introduces Change-Identifies opportunities and incorporates new approaches, systems, tools, and reward structures • Embraces Creativity-Generates new ideas, products, methods, and approaches for completing work • Focuses on Continuous Improvement-Continuously improves products, services or processes
<p>8. Learning Orientation: <i>Has an aptitude to seek out information and to learn easily</i></p>	<ul style="list-style-type: none"> • Learns Willingly-Demonstrates personal motivation to acquire knowledge or skills • Works to Improve-Puts forth effort to advance or enhance performance • Learns Quickly-Masters new information or skills rapidly • Keeps Informed-Stays abreast of professional skills and technological developments
<p>9. Personal Development: <i>Has a desire to grow, develop, and achieve personal goals</i></p>	<ul style="list-style-type: none"> • Finds Growth Experiences-Seeks out professional experiences to advance one's career • Sets Personal Goals-Establishes personal objectives to achieve • Aspires to Develop-Strives to acquire new knowledge and skills for professional advancement



Competency/Definition	Behavioral Descriptors
<p>10. Problem Solving: <i>Analyzes information to identify and solve problems</i></p>	<ul style="list-style-type: none"> • Thinks Analytically and Critically-Attempts to understand a situation, problem or opportunity by evaluating it in terms of its basic parts • Recognizes Trends-Identifies meaningful trends in behavior, information or data • Identifies Problems-Recognizes issues or opportunities that require resolution • Examines Information-Inspects and scrutinizes information or data carefully • Generates Solutions-Considers own and others experience along with sound judgment to create solutions to a problem
<p>11. Social Perceptiveness: <i>Able to form rewarding relationships with other people, both personally and professionally</i></p>	<ul style="list-style-type: none"> • Perceives Social Cues-Identifies an individual's or group's mindset and intention(s) accurately • Expresses Emotions Appropriately-Communicates feelings in a manner that is consistent with a professional working environment • Adapts to Different People-Recognizes the needs or preferences of others and adjusts own interaction style as a result • Displays Humility-Remains modest in the face of success • Exhibits Professionalism-Conducts oneself in a polished and competent manner
<p>12. Teamwork: <i>Collaborates well with others to achieve common goals</i></p>	<ul style="list-style-type: none"> • Works as Part of a Team-Coordinates and cooperates with others to achieve objectives • Resolves Conflicts-Brings about successful conclusions to disputes or disagreements • Shares Information-Proactively communicates key information to relevant team members • Puts the Team First-Considers team goals over personal objectives • Shares Credit-Gives credit to other team members as appropriate



ADMINISTRATION AND SCORING

The Bookmark is an online assessment that can be administered in a proctored or un-proctored setting. Administration takes place via PSI's Performance Assessment Network (PAN) platform. Upon candidate completion of the assessment, the PAN platform automatically scores *The Bookmark* and produces a candidate score report.



SCORE REPORTS AND INTERPRETATION

The score report produced for each candidate is designed to be intuitive and easy to read, and requires no special training or certification to interpret. The report cover displays the candidate's identifying information and overall candidate recommendation.

Candidates with overall scores on The Bookmark falling below the 35th percentile are considered Not Recommended, and this recommendation is accompanied by a stoplight image displaying a red light. These candidates are considered unlikely to demonstrate the competencies required to succeed in a library staff role.

Candidates with overall scores falling between the 35th and 75th percentile are considered Recommended with Caution, and this recommendation is accompanied by a stoplight image displaying a yellow light. These candidates are thought to have the potential to success in a library staff role, but may require additional development in some key competency areas.

Candidates with overall scores falling above the 75th percentile are considered Recommended, and this recommendation is accompanied by a stoplight image displaying a green light. These candidates are considered likely or very likely to demonstrate the competencies required to succeed in a library staff role.

Subsequent pages of the report provide percentile scores and red/yellow/green stoplight images for each competency. Narrative text is also provided for each competency to describe likely candidate behaviors in that competency area, based on the score band in which the candidate falls. A sample score report is displayed in Appendix B.



NORMS

Normative data used to compute percentile scores was based on a sample of 429 library staff members from libraries of various sizes across the country. Norms for each competency scale and for the Total Score are presented in Table 2 below.

Table 2. The Bookmark Norms

%ile Score	Adaptability	Basic Computer Literacy	Building Relationships	Communication	Customer Focus	Ensures Q&C	Innovation	Learning Orientation	Problem-Solving	Social Perceptiveness	Teamwork	Adaptability	Total Score	%ile Score
99	2.22	0.94	1.88	1.55	1.82	1.64	1.45	1.61	1.61	2.06	1.95	1.89	1.62	99
95	1.46		1.49	1.18	1.35	1.22	1.15	1.25	1.35	1.66	1.38	1.29	1.20	95
90	1.20		1.01	0.95	1.11	0.88			0.95	1.26		1.08	0.96	90
85	0.90		0.81	0.80	0.66	0.73			0.82	0.97		0.86	0.86	85
80	0.67						0.57	0.67		0.69			0.68	80
75	0.54			0.58	0.53		0.47	0.46		0.53		0.48	0.60	75
70					0.42	0.40			0.42		0.46		0.51	70
65			0.32	0.36	0.41					0.29			0.42	65
60			0.22	0.28		0.18			0.16	0.17			0.34	60
55			0.13	0.13								0.07	0.23	55
50			0.02	0.06	-0.04				0.03	-0.03	0.02		0.08	50
45			-0.09	-0.08		-0.06		-0.08	-0.10				-0.01	45
40	-0.19			-0.16	-0.27		-0.14		-0.23				-0.14	40
35	-0.32	-0.42	-0.32	-0.24	-0.29			-0.28		-0.34		-0.35	-0.27	35
30				-0.38	-0.51	-0.40	-0.36		-0.37		-0.43		-0.38	30
25	-0.55		-0.57	-0.50		-0.52	-0.52			-0.54	-0.60		-0.47	25
20				-0.68	-0.75	-0.65	-0.63		-0.63	-0.71			-0.61	20
15	-0.91		-0.88	-0.83	-0.76	-0.76	-0.75	-0.70	-0.77	-0.94	-0.87	-0.88	-0.86	15
10	-1.18		-1.08	-1.06	-0.99	-0.97	-0.92	-1.06	-1.03	-1.14	-1.09	-1.16	-1.13	10
5	-1.51		-1.52	-1.35	-1.34	-1.19	-1.34	-1.43	-1.43	-1.50	-1.48	-1.39	-1.63	5
1	-2.43	-3.61	-2.15	-1.92	-1.93	-1.68	-2.02	-1.89	-2.04	-2.20	-2.22	-2.32	-2.13	1



REFERENCES

- American Educational Research Association, American Psychological Association, National Council on Measurement in Education, & Joint Committee on Standards for Educational and Psychological Testing (2014). *Standards for educational and psychological testing*. Washington, DC: AERA.
- Equal Employment Opportunity Commission, Civil Service Commission, Department of Labor, Department of Justice (1978). Adoption by four agencies of uniform guidelines on employee selection procedures. *Federal Register*, August 25, 1978, 43, 166, 38290-38315.
- PSI (2018). *Job analysis, development, and validation of The Bookmark selection assessment for Kent District Libraries staff roles*. Glendale, CA: PSI.
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APPENDIX A

The Bookmark Reliability and Validity

Assessment Scores	Validity in Relation to Rated Job Performance	Reliability (alpha)
Total Score	.28**	.89
Adaptability	.17**	.81
Basic Computer Literacy	.20**	.80
Building Relationships	.17**	.72
Communication	.23**	.79
Customer Focus	.25**	.72
Ensures Quality & Compliance	.14**	.75
Innovation	.17**	.80
Learning Orientation	.17**	.82
Personal Development	.22**	.81
Problem-Solving	.17**	.78
Social Perceptiveness	.18**	.77
Teamwork	.18**	.81

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APPENDIX B

Sample Score Report



Selection Report

Candidate Name: **Lisa Amore**

Candidate Login ID: **lamore@panpowered.com**

Candidate Email: **lamore@panpowered.com**

Overall Recommendation:

Recommend



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Competency Scores:

Adaptability

- This candidate prefers old ways of doing things, and may be reluctant to try out new ideas.
- If this candidate's work requirements were to change, they would likely have difficulty adjusting their behavior or approach.
- It is unlikely that this candidate would work well in a changing or ambiguous environment.

Percentile:

27



Basic Computer Literacy

- This candidate will likely display an average ability to perform basic computer functions and processes efficiently and appropriately.
- When encountering a technology-related issue, this candidate may either seek help from others or learn how to deal with the issue on their own.

Percentile:

36



Building Relationships

- It is unlikely that this candidate will seek out new relationships with others.
- He or she may struggle to build strong connections or establish rapport with those around them.
- It is possible that this candidate lacks sufficient empathy, and may have little desire to serve others.

Percentile:

27



Communication

- You can expect this candidate to effectively communicate his or her ideas to others.
- This candidate understands the importance of active listening and asking clarifying questions.
- When communicating with others, this person is able to adapt their language and vocabulary to ensure the receivers are understanding what is being communicated.

Percentile:

99



Competency Scores:

Customer Focus

- This candidate may sometimes succeed in aligning customer needs with a library product or service.
- Occasionally, this candidate may monitor customer behavior in order to identify any needs that may arise.

Percentile:

54



Ensures Quality and Compliance

- This candidate likely sets high standards for themselves in terms of quality work.
- Being more detail-oriented than most, this candidate is likely to monitor the quality of his or her work, as well as the work of others.
- You can expect this candidate to follow closely to company rules and policies.

Percentile:

78



Innovation

- Though it may not happen frequently, there may be times when this candidate introduces change in their library or identifies new approaches to doing things.
- This person will likely strike a balance between using traditional methods and thinking up new and innovative solutions for doing things.
- At times, he or she may think about ways to improve upon existing ideas.

Percentile:

63



Learning Orientation

- This person will sometimes wish to seek out learning opportunities, but at other times they will be content with what they already know.
- You can expect that this candidate will pick up new concepts or skills about as quickly as the average person.
- This candidate will occasionally stay abreast of professional skills and trends in the library industry.

Percentile:

75



Competency Scores:

Personal Development

- This candidate may shy away from challenging assignments that would aid in their professional development.
- It is unlikely that this person will set ambitious goals for themselves.
- This person will rarely take initiative to acquire new knowledge and skills that will help them achieve their goals.

Percentile:

33



Problem-Solving

- If something is not working, this candidate may try to either fix the problem, or instead pass it on to someone else.
- This person will show average proficiency in their ability to recognize trends, identify problems, examine information, and generate solutions.

Percentile:

48



Social Perceptiveness

- This person may typically express emotions in a professional manner, but at times may have difficulty regulating emotions in the workplace.
- This person may be able to understand others' emotions and social cues with some effort.
- The candidate may sometimes display humility in the face of success, but may also display a sense of superiority at times.

Percentile:

71



Teamwork

- This person's level of communication with team members is usually satisfactory.
- The candidate sometimes cooperates with team members, but may not always work well with them in completing tasks.
- This person typically keeps the team's goals in mind, but may sometimes let personal goals get in the way of team objectives.

Percentile:

44

