



**Strategic People Development
And Y•M•I Assessments**
*Designing Strategies for
Personal and Professional Development*



**Statistical Analysis of the Strategic People Development (SPD)
Y•M•I Assessment System**

Studies involving hundreds of people have shown that the most successful and fulfilled employees are those whose jobs are consistent with a well-defined range of persistence in each area tested. These ranges, in turn, tend to correlate with clearly and specifically defined expectations of job tasks as identified by supervisors and co-workers using an Ideal Candidate Profile. Such ranges have shown to be relatively valid predictors of employee success and employer/employee satisfaction.

The Seven (7) Construct/Scales assessed in the Y•M•I Assessment System:

Job Depth Items:

- Temperament dynamics: How individuals prefer to approach life, relationships, and work.
- Impact Style: How individuals prefer to impact or shape their environment.
- Motivated Role: The phase of a project or task that individuals most desire to function within.

Job Scope items:

- Values: Work and life outcomes that individuals deem most important.
- Interests: Areas of life or work that captures one's attention.
- Talents: Areas of life or work in which an individual displays natural abilities.
- Work sectors and job types: Specific Industry types and Careers that an individual is drawn toward.

To test the reliability of the assessment system, 700 subjects participated in Three (3) test/re-test procedures, with the retests occurring at 8 months and 15 months after the original testing. The assessment testing was composed of seven (7) constructs or scales. Subjects were chosen from 5 United States geographical regions (Northwest, Northeast, Southwest, Southeast, and Central). One hundred forty (140) subjects were chosen in each of the geographical areas. In addition, the 700 subjects were comprised of 50% male and 50% female. Age groups were divided as follows:

- 12 -17: 100 (50 male/50 female)
- 18-25: 150 (75 male/75 female)
- 26-35: 200 (100 male/100 female)
- 36-50: 150 (75 male/75 female)
- 51-65: 100 (50 male/50 female)

Total number of Assessment Items Assessed:

Each assessment scale had different numbers of items, as follows:

- Temperament: 8
- Impact Styles: 4
- Motivated Role: 5
- Interests: 20
- Natural Talents / Abilities: 32
- Values: 25
- Work Sector choices: 104
- Career (job) choices: 350

These scales were assessed independently and in combination with each other. Patterns or themes that emerged in the choices of scale combinations were noted. Raw scores were converted to standard scores and percentile ranks. Additionally, score-descriptive classifications became available based on the degree of positive and/or negative internal validation that the subject expressed in each of the eight content-specific scales and in the total scale.

Observations

After final retests and scale choices were tabulated, clear patterns of voluntary behavior emerged in the results of every individual evaluated. More than that, we could see that the pattern remained consistent throughout the 15 month assessment period. This was true in each age group and in both genders, in all scales.

Subjects were encouraged to comment on their results, the exception being that we included parental observations for subjects fifteen years and younger. We discovered that subjects in age groups twenty six and older indicated that the patterns discovered remained consistent throughout the individual's life. What was of specific interest was that increased experience, additional education, and maturing processes of all kinds only served useful when they enabled the individual to fulfill, in one way or another, what he or she identified as the pattern (s) revealed in the assessments. There was not one exception in all subject responses in all of those twenty six and older. Of those fifteen and under, parents indicated that they could validate observations of the revealed patterns in their children. These observations were extraordinary in view of the stance taken by most social scientists and educators.

Commonly held views that one can be successful in any endeavor by just obtaining the right amount of accurate education and training, and having the willingness to practice hard enough at it ran counter to what this research discovered. Based on this research and thousands of subsequent individual coaching clients, we discovered that people will experience significantly higher levels of success if their education, training, and experience were in harmony with their personal patterns or individual design.

The Y•M•I Assessment System—A Reliable, Proven Tool

The Y•M•I Assessment System is a positive addition to the field of human resources. It makes possible the accurate assessment of multiple, individual dynamics in order to help people focus on their most fulfilling and productive careers. In addition, the System helps people understand how their personality characteristics impact their relationships, both on and off the job.

The strength is its strong internal consistency and stability. The reliabilities reported above provide a statistical basis in areas such as student career guidance, adult career guidance, employee selection, and group redirecting. Furthermore, the ceiling, floor, and item gradient of the constructs are quite sufficient and evenly distributed. And the system has correlated strongly with single-construct assessment tools that attempt to measure individual areas also measured. However, the multi-dimensional aspects of the system and its current standardization set it apart from its single-construct competitors. It merits use by those who want a formidable "world-view" of a subject.

Unbiased and In Full Compliance with the Law

Recent developments in civil rights law affecting employment and promotion have placed two burdens of proof on employers regarding their employment practices. They must show that: (1) their hiring is unbiased because it creates no "disparate impact" upon a protected minority group; and (2) where their hiring practices are biased, the biases are good predictors of job success, and that no less-discriminatory options are available. The first case to identify these requirements was *Griggs v. Duke Power*, in which the United States Supreme Court held that the employer, Duke Power, had established unlawful racially discriminatory criteria for employment and advancement, including testing and educational requirements.

According to *Griggs* and subsequent cases, in addition to the requirements stated above, all employment testing must comply with the following guidelines:

1. Only job-specific inferences from tests—not tests in the abstract—can be validated.
2. A "disparate impact" occurs when a minority group is selected less than 80 percent as frequently as the most frequent group selected.
3. Criterion-based tests are generally preferred to other forms of employment testing, although content and construct testing may be validated.
4. Employers must keep records of testing and must prove no disparate impact or "job-relatedness," "business necessity," and lack of viable alternatives to a biased selection practice.
5. When distinguishable, specific employment or testing practices, rather than the entire selection or classification process, are subject to review.
6. Neither testing, nor any other process of selecting or classifying may be differentially normed for race or other protected category.

When job or role clarification has taken place, the Y•M•I Assessment System can be used to teach employers to develop an Ideal Candidate Profile and use the Y•M•I Assessment System to help identify those individuals who are potentially good candidates for specific jobs. It is important for an employer to validate any testing results before using them as hiring criteria.

The questions utilized in the assessment system make no reference to age, gender, race, or religion. The intent and design behind each question is to assess information about an individual's personality, interests, values, and abilities in order to better enable the person to make informed decisions regarding their future.