

Hiring Employees that Fit with a Proactive Approach

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Abstract

In competitive business environments, low employee dependability and high attrition can reduce profitability. Researchers have shown that personality fit can have a significant impact on employee longevity and productivity. Personality assessments can assist interviewers to identify job applicants who have a good personality fit. Inadequate fit often leads to poor attendance. In our study, we sought to identify universal personality traits that were common in predicting lateness and absenteeism among the groups studied. We found that each group presented a unique personality profile which had bearing on attendance. Our findings present a strong case for assessing satisfied, productive employees to identify personality traits that can be explored during the interview process to establish good fit.

KeyWords: Personality, Interview, Hiring, Fit, Turnover, Absenteeism, Retention

Introduction

High employee turnover is costly. Fortunately, there is a solution. Researchers have found that good personality fit leads to job satisfaction and increases retention. We aimed to expand on their research by attempting to identify specific personality traits that explain excessive tardiness and absenteeism which eventually lead to terminations.

We felt it important to conduct our study in different work environments to determine if there are personality traits that make the employees who possess them more likely to be tardy or miss work irrespective of the jobs they do, company culture, employee policies, management styles or supervisory practices.

Participating in the study were caregivers at an assisted living facility (APL), students enrolled in Sales and Supervision classes at Weber State University (WSU), contact center employees in sales (CBR), and customer service and technical support specialists (MS).

We found that 17 of the 35 personality traits explored were significantly related to tardiness and absenteeism. However, no single trait was shared by more than two of the four groups studied. This is an important finding. Hiring for longevity would surely be simpler if absenteeism traits were universal. In fact, personality traits impacting attendance appear to be organization specific.

Businesses that use personality assessments in the hiring process often develop personality profiles by polling management for desirable personality traits. Few businesses do this based on actual performance. Fewer yet incorporate company culture and compatibility with the management style of the assigned supervisor. Results from our study suggest that developing truly comprehensive personality profiles cannot be avoided if businesses want to reduce the high cost of excessive tardiness and absenteeism.

The Case for Examining Personality

Studies have found personality fit to have a significant impact on job satisfaction and longevity. The results make sense psychologically. Poor fit means stepping out of our comfort zone to do things that do not come naturally. We may sustain behaviors out of our zone for a period of time but it takes extra energy. If the energy is not replenished we eventually burn out. Consider two examples.

First, desired in Sales are employees who are confident, proactive, build relationships quickly and accept rejection. New hires lacking these traits are not likely to meet sales targets. Many will experience stress and require time off to recharge. In time, absences accumulate and trigger involuntary terminations.

Second, customer service employees need to be good listeners and problem solvers. They have to be detail-oriented, comfortable with conflict and able to handle the stress that comes from dealing with customer issues throughout the day. Again, employees who do not possess these personality traits in sufficient amounts require extra recovery time which can easily cause violations of attendance policies.

These examples illustrate how employee retention is more about personality fit than skills. Having the requisite skills allows employees to complete specific tasks. However, the energy to sustain a workload over time and stay motivated comes from good fit. That is why personality assessments can be valid predictors of long-term workplace performance. Personality is a crucial consideration for employers looking for employees who will be content and productive over time. (Neubert, 2004)

Personality Assessments

Human Resources professionals are not always fond of personality assessments because of validity and liability concerns. However, these concerns need not be obstacles if assessments are properly used. Personality assessments are not meant to exclude individuals from opportunity but to help interviewers ask the right questions.

Validity and liability concerns are more likely to arise from interviewer bias. Smart applicants who are articulate, personable and well prepared to answer the behavioral questions typically asked during interviews can easily impress. Charm, verbal agility and the ability for easy recall can blind questioners to personality traits that impact long-term fit.

Assessments help overcome interviewer bias by opening a window into applicant personalities. The ability to ask questions designed to explore specific aspects of personality that are known to be critical to job success helps to correct the imbalance created by likeability bias. Even the best applicants rarely prepare for questions that comprehensively explore personality fit.

Assessment Instruments

There are many good personality assessments available. The International Personality Item Pool (IPIP) was the instrument chosen for this study. Based on the Five Factor Model of Personality, it was created at Penn State University. The Five Factors include: Extraversion, Agreeableness, Conscientiousness, Neuroticism (emotional instability), and Openness.

Each of the 5 main factors in the model has 6 sub-factors. In total, 35 personality traits are evaluated and scored on a scale of 0 to 100. The IPIP was used because its comprehensiveness provides the opportunity to assemble detailed and easy to interpret profiles of high performing employees. It has been validated and resides in the public domain so it can be administered at no cost.

A number of personality assessments are commercially available. Many are either derivatives or closely related to The Five Factor model. They address the same personality traits by different names. For example, the **Cooperation** sub-trait under **Agreeableness** in the IPIP is very similar to what other assessments call Teamwork. The ability to handle stress measured by a number of assessments is evaluated in the IPIP with results from the **Untroubled**, **Calm** and **Controlled** sub-factors.

Table 1 – IPIP FACTORS AND SUB-FACTORS	
TRAIT	DESCRIPTION
EXTRAVERT	ENGAGEMENT WITH THE EXTERNAL WORLD
Friendly	Easily forms close relationships. Openly demonstrates positive feelings.
Gregarious	Finds company stimulating and rewarding. Enjoys crowds.
Assertive	Speaks out, takes charge, directs activities and leads groups.
Active	Leads fast-paced, busy life. Moves quickly, energetically and vigorously.
Excitement Seeking	Easily bored without high stimulation. Takes risks and seeks thrills.
Cheerful	Experiences positive feelings. Holds optimistic view of human nature.
AGREEABLE	DESIRE FOR SOCIAL HARMONY
Trusting	Assumes most people are fair, honest and have good intentions.
Moral	Unpretentious, candid and sincere.
Altruistic	Finds helping others genuinely rewarding and fulfilling.
Cooperative	Dislikes confrontation. Willing to compromise to get along with others.
Modest	No sense of being better than others.
Sympathetic	Tenderhearted and compassionate. Feels the pain of others.
CONSCIENTIOUS	CONTROL, REGULATION AND DIRECTION OF IMPULSES
Efficacious	Confident in having the intelligence, drive and self-control to succeed.
Orderly	Well-organized, likes to follow routines and schedules.
Dutiful	Possesses strong sense of moral obligation.
Achiever	Strives to achieve excellence. Strong sense of direction.
Disciplined	Persists at difficult tasks until done. Stays on track despite distractions.
Cautious	Thinks through possibilities before acting; takes time making decisions.
STABLE	ABILITY TO REGULATE EMOTIONS
Untroubled	Controls reactions to emotions. Relaxed and fearless.
Calm	Does not get angry often or easily.
Impervious	Free from depressive feelings.
Comfortable	Does not feel watched or judged. Not nervous in social situations.
Elated	Does not feel strong/irresistible cravings. Low tendency to self-indulge.
Controlled	Poised, confident and clear thinking when facing adverse situations.
OPEN	INDIVIDUALISTICAL, NON-COMFORMING
Imaginative	Uses fantasy to create a richer, more interesting world.
Artistic	Interested in and appreciative of natural and artificial beauty.
Emotional	Good access and awareness of own feelings.
Adventuresome	Eager to try new experiences. Finds routine boring.
Intellectual	Loves to play with ideas. Likes to debate intellectual issues.
Liberal	Ready to challenge authority, convention and traditional values.

Note that for the study we changed trait names for one of the main factors and its sub-factors. The fourth factor, Neuroticism, we call Stable. We learned that, when viewing results, assessment takers accept Emotional Stability terminology much easier than terminology relating to Neuroticism.

Research Review

A review of research done over the last 20 years using The Five Factor Model reveals that personality fit has a definite impact on job satisfaction and employee turnover. Specifically, findings indicate that two of The Five Factors, Conscientiousness and Neuroticism (emotional instability), are the most highly correlated with employee attendance.

Employees who score high in conscientiousness and low in neuroticism are not as likely to be absent from work. Those who score high in excitement-seeking are found to be absent more frequently and are at greater risk of termination than dutiful employees who score low in excitement-seeking. (Judge & Martocchio, 1997) Other personality traits in The Five Factor model have also been found to impact job satisfaction. Being outgoing, socially adept and accepted by co-workers relates to positive performance in the workplace. The willingness to cooperate and compromise is another factor that influences job satisfaction and long term success. (Neubert, 2004)

Emotional stability has also been shown to have an impact. The behavior of employees who demonstrate feelings of frustration, nervousness and anger is fueled by emotions that can affect co-workers and clients. Conversely, emotionally stable employees are more impervious to external events. They are composed, peaceful and steady with their feelings. In stressful work situations, these individuals are more comfortable. (Holtom, et al, 2008)

Personality assessments collect detailed information about job appropriate characteristics from applicants. Using the results to frame interview questions and establish the presence or absence of traits that drive success ensures good employee fit. The result is greater job satisfaction, productivity and employee retention. (Stomer, and Fahr, 2012)

Focus and Methodology

Our study focused on attendance because violations of attendance policies are a major driver of involuntary employee turnover. Supervisors at participating companies rated attendance for their direct reports on a scale of 1 to 10. Obtaining ratings was not difficult because attendance records were kept at all the facilities. The United States has for the most part a sales and service economy. An increasing number of workers are employed in these sectors, which is why we chose employees and students preparing to work in sales and service for our study. A total of 128 subjects were evaluated.

Thirty-three subjects were universal call center agents handling sales and customer service calls (CBR). At a different facility, we studied 20 specialists handling technical sales for a variety of customers (MS). We also enrolled an assisted living facility (APL) in the study. Thirty-three caregivers were evaluated. The final group consisted of 41 students in Sales and Supervision courses at Weber State University's Professional Sales Program.

Correlation coefficients were calculated for each of the personality factors assessed using trait scores and the attendance ratings supplied by supervisors and course instructors. Those that were found to be significant at a 95% or greater confidence level ($p < .05$) are highlighted in the tables below. No more than 20% of the data points in any of the groups studied were winsorized to account for outliers.

Results

Earlier researchers have established links between personality fit, job satisfaction and employee retention. Concerned about the high cost of employee attrition, we hoped to find universal personality traits associated with tardiness and absenteeism in most workplaces. We did not. Instead, we found evidence supporting the unique fit required by each work environment and the importance of developing comprehensive personality profiles. Employer training, supervision, cultures and policies create environments where good fitting personalities can flourish or ill-fitting personalities can flounder.

For hiring professionals who deem exploring personality fit prejudicial, consider that the personality traits found in employees with good attendance are precisely those that are wanted in new hires simply because they are intuitively desirable and have been found to be assets from experience. Who would not want to hire applicants who are cheerful, conscientious, confident, disciplined achievers? What recruiting professional would recommend applicants who seek excitement so much as to need constant stimulation to stay motivated, who are so individualistic and ready to challenge authority that management and fellow employees find them difficult to work with in the employment arena?

Table 2 shows the results. Pearson correlations of \geq or \leq ± 0.50 were considered strong at 97.5%+ confidence levels. Moving to the practical application of the results, interviewers at APL should ask questions specifically designed to evaluate applicant assertiveness, sincerity, tendency to indulge, and preference for following routines and schedules.

Priority traits for interviewers to explore at CBR are the extent to which applicants think about all the possibilities before acting and take the time necessary to make decisions, have confidence, exhibit the drive and self-control to succeed, show readiness to challenge authority, convention and traditional values, and have the tendency to indulge. The most significant Pearson correlations among employees, as well as the strongest, were found at MS, with 5 of 7 exceeding ± 0.60 . The likelihood that excitement-seekers who are individualistic, act in non-conforming ways and challenge authority are more likely to be tardy or absent from work is fairly high. On the other hand, dutiful achievers are the most likely to have good attendance. Exploring these traits in interviews and hiring applicants who are the best fit could significantly improve employee retention at this facility.

Examining attendance ratings and assessment scores for the student group yielded one very interesting observation; there were no negative correlations of any strength or significance. The student group also had the highest number of significant personality traits impacting attendance. It appears that students with good attendance records are likely to be assertive, altruistic, disciplined, confident and conscientious. They strive to excel, have a strong sense of direction, experience positive feelings and hold an optimistic view of human nature.

Perhaps the profiles of students who participated in the study offer a clearer view of personality factors that influence attendance. There is no attendance policy at WSU to trigger steps of discipline and the impact of institutional culture is minimal. Left are student personalities and how well they fit with the teaching styles of course instructors.

Table 2–Correlation Coefficients for All IPIP Trait Scores and Attendance Ratings

TRAIT	DESCRIPTION	Correlation Coefficients 97.5+% Confidence (p<.025)			
		APL (N=33)	CBR (N=34)	MS (N=20)	WSU (N=41)
EXTRAVERT	ENGAGEMENT WITH THE EXTERNAL WORLD	0.12	-0.11	-0.35	0.22
Friendly	Easily forms close relationships. Openly demonstrates positive feelings.	0.01	-0.13	-0.20	0.11
Gregarious	Finds company stimulating and rewarding. Enjoys crowds.	0.15	-0.13	-0.27	-0.03
Assertive	Speaks out, takes charge, directs activities and leads groups.	0.60	0.05	-0.23	0.56
Active	Leads fast-paced, busy life. Moves quickly, energetically and vigorously.	0.10	0.02	-0.02	0.13
Excitement Seeking	Easily bored without high stimulation. Takes risks and seeks thrills.	0.02	-0.04	-0.68	0.08
Cheerful	Experiences positive feelings. Holds optimistic view of human nature.	-0.05	-0.10	-0.11	0.50
AGREEABLE	DESIRE FOR SOCIAL HARMONY	-0.18	-0.04	0.06	0.11
Trusting	Assumes most people are fair, honest and have good intentions.	0.20	-0.08	0.04	-0.01
Moral	Sees no need for pretense when dealing with others. Candid and sincere.	-0.51	0.19	0.15	-0.03
Altruistic	Finds helping others genuinely rewarding and fulfilling.	-0.10	-0.12	-0.04	0.48
Cooperative	Dislikes confrontation. Willing to compromise to get along with others.	-0.26	0.01	0.23	0.16
Modest	No sense of being better than others.	-0.18	-0.20	0.15	0.16
Sympathetic	Tenderhearted and compassionate. Feels the pain of others.	0.08	0.09	-0.28	0.14
CONSCIENTIOUS	CONTROL, REGULATION AND DIRECTION OF IMPULSES	-0.15	0.25	0.48	0.60
Efficacious	Confident in having the intelligence, drive and self-control to succeed.	-0.05	0.64	0.32	0.52
Orderly	Well-organized, likes to follow routines and schedules.	-0.50	0.00	0.08	0.12
Dutiful	Possesses strong sense of moral obligation.	0.19	0.19	0.63	0.06
Achiever	Strives to achieve excellence. Strong sense of direction.	0.00	0.20	0.62	0.66
Disciplined	Persists at difficult tasks until done. Stays on track despite distractions.	-0.28	0.17	0.12	0.57
Cautious	Thinks through possibilities before acting; takes time making decisions.	0.03	0.50	0.27	0.04
STABLE	ABILITY TO REGULATE EMOTIONS	0.03	-0.09	0.08	0.05
Untroubled	Controls reactions to emotions. Relaxed and fearless.	0.03	-0.05	0.07	-0.12
Calm	Does not get angry often or easily.	-0.02	-0.07	0.08	-0.06
Impervious	Free from depressive feelings.	-0.04	-0.13	0.10	0.58
Comfortable	Does not feel watched or judged. Not nervous in social situations.	0.21	-0.03	-0.14	-0.07
Elated	Does not feel strong/irresistible cravings. Low tendency to self-indulge.	-0.49	-0.54	-0.20	0.00
Controlled	Poised, confident and clear thinking when facing adverse situations.	0.21	-0.14	0.35	0.00
OPEN	THINKS/ACTS INDIVIDUALISTICALLY AND IN NON-COMFORMING WAYS	-0.20	-0.13	-0.67	-0.14
Imaginative	Uses fantasy to create a richer, more interesting world.	-0.25	-0.23	-0.50	-0.11
Artistic	Interested in and appreciative of natural and artificial beauty.	-0.15	0.16	-0.01	0.17
Emotional	Good access and awareness of own feelings.	0.11	-0.05	-0.13	0.18
Adventuresome	Eager to try new experiences. Finds routine boring.	-0.10	0.04	-0.27	0.09
Intellectual	Loves to play with ideas. Likes to debate intellectual issues.	0.11	-0.08	-0.31	0.01
Liberal	Ready to challenge authority, convention and traditional values.	-0.21	-0.51	-0.69	-0.03

Let's look at our findings for each of the factors found to significantly impact attendance.

Assertive

Assertiveness is a sub-factor of Extroversion. We found assertiveness to be significantly correlated with attendance among caregivers at APL and students at WSU. Correlation coefficients of 0.60 and 0.56 respectively are not surprising considering the roles involved.

Working with seniors needing help with basic tasks can be challenging. Naturally assertive employees are not stressed by their demands and can be assertive when required. Students participating in the study attended classes where participation and critical thinking were highly encouraged. Assertive students had an outlet for this personality trait and rarely missed classes.

Table 3 – Assertive Correlation Coefficients 99.5% Confidence (p<.005)			
APL (N=33)	CBR (N=34)	MS (N=20)	WSU (N=41)
0.60	0.05	-0.23	0.56

Excitement Seeker

Excitement-seeking is also a sub-factor of Extraversion within The Five Factor Model of personality. We found Excitement-Seeking to have a statistically significant negative impact on attendance only at the MS call center (CC= -0.68). Most employees and students at APL, CBR and WSU likely found work or school exciting enough.

Excitement seekers are easily bored without high stimulation. They take risks and seek thrills. It is understandable that for these individuals, going to work in an un-stimulating environment does not carry a high priority, particularly when presented with more exciting ways to spend their time.

High excitement seekers need stimulation and their supervisors have to creatively make use of their talent with suitable assignments. If the role makes that impossible, or if the supervisor cannot manage creatively, the best option is to choose candidates who do not require as much stimulation to gain job satisfaction.

Table 4 – Excitement Seeker Correlation Coefficients 99.5% Confidence (p<.005)			
APL (N=33)	CBR (N=34)	MS (N=20)	WSU (N=41)
0.02	-0.04	-0.68	0.08

Cheerful

Experiencing positive feelings and holding an optimistic view of human nature was a significant driver of good attendance only in the student group (correlation coefficient of 0.50). The supportive nature of academic environments along with a relative lack of exposure to the realities of the working world (many students work part-time) may account for this finding.

Table 5 – Cheerful Correlation Coefficients 99.5% Confidence (p<.005)			
APL (N=33)	CBR (N=34)	MS (N=20)	WSU (N=41)
-0.05	-0.10	-0.11	0.50

Moral

We found that being candid, frank and sincere did not have a significant impact on attendance except at the APL assisted living facility, where employees scoring higher in this trait were more likely to be absent from work (CC - 0.51). Poor fit could be the reason. Working with seniors who cannot live on their own without help requires tact and discretion. Highly sincere employees may find holding back stressful in this work environment.

Table 6 – Moral Correlation Coefficients 99.5% Confidence (p<.005)			
APL (N=33)	CBR (N=34)	MS (N=20)	WSU (N=41)
-0.51	0.19	0.15	-0.03

Altruistic

We would expect to see individuals who find helping others genuinely rewarding and a form of self-fulfillment to be employed in venues like the assisted living facility and have excellent attendance. In fact, we found no significant relationship between altruism and attendance at APL or the two call centers studied. However, we did find a significant relationship in the student group.

Table 7 – Altruistic Correlation Coefficients 99.5% Confidence (p<.005)			
APL (N=33)	CBR (N=34)	MS (N=20)	WSU (N=41)
-0.10	-0.12	-0.04	0.48

With a correlation coefficient of 0.48, the more altruistic students were found to have better attendance records. The result might be explained by the nature of the courses, which required students to solve problems through teamwork and provided leadership outlets for those with a strong desire to help their peers.

Conscientious

We expected conscientiousness to be associated with good attendance, and we did, but only in 2 of the 4 groups studied. Employees at MS and WSU students scoring high in Conscientiousness were more likely to have good attendance records (correlation coefficients of 0.48 and 0.60 respectively).

Table 8 – Conscientious Correlation Coefficients 97.5% Confidence (p<.025)			
APL (N=33)	CBR (N=34)	MS (N=20)	WSU (N=41)
-0.15	0.25	0.48	0.60

Efficacious

Looking at Conscientiousness sub-factors, **Confident** students at WSU as well as employees at the CBR call center were more likely to have good attendance (CCs of 0.64 and 0.52 respectively).

Table 9 – Efficacious Correlation Coefficients 99.5% Confidence (p<.005)			
APL (N=33)	CBR (N=34)	MS (N=20)	WSU (N=41)
-0.05	0.64	0.32	0.52

Orderly

Caregivers at APL were the only group where well organized individuals who like to follow routines and schedules were more likely to be tardy or absent from work. There are routine aspects to working with seniors who need assistance. However, the possibility of something going wrong, including sudden illness and death, is ever present. Individuals who need a great deal of predictability in their lives may not be the best candidates for caretaking roles.

Table 10 – Orderly Correlation Coefficients 97.5+% Confidence (p<.025)			
APL (N=33)	CBR (N=34)	MS (N=20)	WSU (N=41)
-0.50	0.00	0.08	0.12

Achiever

High achievers at the MS call center and high achieving WSU students were also more likely to have good attendance (CCs of 0.62 and 0.66). It makes logical sense. Fulfilling the need to achieve is difficult when absent from work or school.

Table 11 – Achiever Correlation Coefficients 99.5% Confidence (p<.005)			
APL (N=33)	CBR (N=34)	MS (N=20)	WSU (N=41)
0.00	0.20	0.62	0.66

Dutiful

The highest correlation coefficient between attendance and a personality trait was 0.63 for dutifulness at the CBR call center. On a subject population of 34 participants, this means that we can be 99.5% certain that employees at the CBR facility who possess a strong sense of moral obligation are likely to have good attendance.

Table 12 – DutifulCorrelation Coefficients 99.5% Confidence (p<.005)			
APL (N=33)	CBR (N=34)	MS (N=20)	WSU (N=41)
0.19	0.19	0.63	0.06

Disciplined

We expected disciplineto have a significant impact on attendance. It did not in any of the three workplaces studied. Only WSU students who persisted at difficult tasks and stayed on track despite distractions were likely to have good attendance (CC 0.57). The finding is understandable, considering that students are not required to attend class and that so much of their time is self-managed. It takes discipline to maintain good attendance in an academic environment.

Table 13 – DisciplinedCorrelation Coefficients 99.5% Confidence (p<.005)			
APL (N=33)	CBR (N=34)	MS (N=20)	WSU (N=41)
-0.28	0.17	0.12	0.57

Cautious

Being cautiousmight be considered to be an asset in most environments. In our study, it only had a significant impact on attendance at the CBR call center (CC 0.50). Perhaps supervisors at that facility placeda great deal of emphasis on thinking through possibilities before acting. Cautious employees would enjoy going to work in an environment wheremanagement expectations in this regard match their personality-traits.

Table 14 – CautiousCorrelation Coefficients 99.5% Confidence (p<.005)			
APL (N=33)	CBR (N=34)	MS (N=20)	WS (N=41)
0.03	0.50	0.27	0.04

Emotionally Stability

Most ads for sales and service jobs include “must be able to work in a fast-paced environment.” The phrase is code for saying that the work and/or the company are stressful. Accordingly, we would expect to see a strong relationship between emotional stabilityfactors and attendance.We only found two sub-factors to have a significant impact. Students who are free from depressive feelings were more likely to have good attendance (CC 0.58). Contrary to expectations, employees at APL and CBR who do not feel strong or irresistible cravings and have a low tendency to self-indulge are more likely to have poor attendance (CCs of -0.49 and -0.54). This is a finding for which we can find no plausible explanation.

Table 15 – Impervious and ElatedCorrelation Coefficients 99.5% Confidence (p<.005)			
APL (N=33)	CBR (N=34)	MS (N=20)	WS (N=41)
-0.04	-0.13	0.10	0.58
-0.49	-0.54	-0.20	0.00

Open

This major factor refers to thinking and acting individualistically and in non-conforming ways. Sub-factors include being imaginative, appreciative of beauty, self-aware, finding routine boring, feeling joy at playing with ideasand readiness to challenge authority.

Our expectations were not far off the mark. Most openness factors did not have a significant impact on attendance. However, at the MS call center, we found that imaginative employees who acted in non-conforming ways and challenged convention were the most likely to be tardy and miss work (CCs of-0.67, -0.50 and -0.69).Employees at the CBR call center who challenge traditional values (Liberalism)were the only other group likely to have poor attendance(CC -0.51).

Table 16 – Open, Imaginative, LiberalCorrelation Coefficients 97.5% Confidence (p<.025)			
APL (N=33)	CBR (N=34)	MS (N=20)	WS (N=41)
-0.20	-0.13	-0.67	-0.14
-0.25	-0.23	-0.50	-0.11
-0.21	-0.51	-0.69	-0.03

Conclusion

Replicating the study in a greater variety of business and academic environments would expand our understanding of how personality traits relate to attendance. In light of our findings to date, it seems reasonable to conclude that personality assessments can help to identify traits that impact tardiness and absenteeism.

However, improving attendance requires a great deal of hard work. Hiring professionals must do a thorough analysis of attendance and the impact of all influencing environmental factors. Furthermore, using assessments to quickly screen out applicants is not proper protocol and should not be done. It is an unfair practice that can keep skilled employees with good fit who do not excel at assessment taking from being hired.

Personality assessments are invaluable instruments to develop profiles that guide the design of behavioral interview questions. Interviewers can review the results of assessments administered to applicants and ask specific questions to verify the presence or absence of traits that lead to successful performance within the organization.

In brief, the interview process can be guided by the results of personality assessments. Assessments play a key role in securing talent that fits roles, company culture and policies, and the management styles of the supervisors to whom applicants would report.

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