General Questions

What is the PI Learning Indicator™?

The PI Learning Indicator™ is a scientific tool, designed to indicate general cognitive ability, also known as general mental ability, or "g".

What does the PI Learning Indicator measure?

The PI Learning Indicator is a proven, practical, and reliable assessment of general cognitive ability that predicts a person's capacity to learn quickly, absorb new knowledge, understand and process complex information, identify and solve problems, make short-and long-term plans, think strategically, and adapt to changing demands or unexpected situations.

Do I need to be trained to use the PI Learning Indicator?

No, however, we recommend that you review the administrative information and videos available in the PI Learning Indicator software. This will provide insight into the scientific background of the assessment and guidance on administering the assessment and communicating its results.

Who in the company should be in charge of the PI Learning Indicator?

The PI Learning Indicator should be used primarily by HR or Talent Management professionals. Knowledgeable business users may be in charge of the PI Learning Indicator, provided they have sufficient experience and training in the responsible use of this type of assessment.

Is the PI Learning Indicator designed for any particular profession or work 'level'?

No, the assessment is applicable to all jobs and job levels because there is a need for cognitive ability for nearly every task that a person completes on a job.

How can the PI Learning Indicator improve my business?

Information from the PI Learning Indicator will strengthen talent decisions by identifying people who have a propensity to learn quickly, figure things out, process complex information, and adapt to changing work demands.

Does the PI Learning Indicator provide cut-off scores for certain jobs?

The Predictive Index believes that the PI Learning Indicator should only be used as one data point in the decision-making process and therefore doesn't recommend using cut-off scores relative to the results. The PI Learning Indicator, like other selection tools, must be used in a standardized way. For that reason, it is strongly recommended that you identify a target score as a starting point when evaluating candidates or employees using the PI Learning Indicator. This target score will not serve as a minimum cut-off, but instead serve as a number that represents a good fit with the cognitive demands of the job and work environment. Scores lower than the target score should be evaluated as decreasing levels of fit to the cognitive needs of the job. Any scores above the target score should be considered a good cognitive fit for the role.

The target score should be used consistently with all candidates being evaluated for a specified position and should only be changed if data suggests that the target score is too high or low based on the applicant pool or employee population.

PI will provide guidance for setting a target score that will combine global job norms (e.g., the average for applicants in various job functions) with direction on job and environmental characteristics that may influence the final target score.

In how many languages is the PI Learning Indicator available?

The PI Learning Indicator is available in 70+ languages. More languages will be added on a regular basis. Please contact The Predictive Index if a specific language is needed.

What does it cost to use the PI Learning Indicator?

Contact your Certified PI Partner to learn about pricing options.

Administering The PI Learning Indicator

How is the PI Learning Indicator administered?

The PI Learning Indicator Administrator sends an email containing instructions and a link to the assessment. Each link is unique and can only be used once. Alternatively, the PI Learning Indicator can be opened in the Kiosk Mode allowing companies to assess candidates on an on-site computer.

Can a candidate be 'reassessed'?

Yes. The Learning Indicator is a dynamic assessment system, so a second and third assessment can be issued online.

When should I reassess a candidate by issuing a second or third survey?

Generally, we recommend that your company follow a standardized approach for how the PI Learning Indicator is used for any one job. In most cases, you should only need to assess a candidate one time. However, there are circumstances that may require a second administration, such as technical difficulties or interruptions during administration. In addition, if there is a belief that the candidate may have "cheated" by having someone else complete the assessment for him/her then a second administration of the assessment may be appropriate. If someone is suspected of cheating, it is highly advisable to have them take the second administration in a proctored environment (e.g. on-site or with some other supervision). Finally, if your company does want to test candidates more than once, the practice should be standard for all candidates applying to a given role.

When reassessing a candidate, will some of the questions from the first assessment be repeated?

No, the system will recognize a second administration and ensure that no question from the first assessment is repeated in the second. The raw score is the number of correct answers, and is not affected by incorrect answers. As such, a score of 20/25 reflects the same result as a 20/35.

Do incorrect answers count towards the final score?

Research suggests that there are a number of reasons for why a person may have a high number of wrong guesses, including test anxiety, preference for guessing, familiarity with timed cognitive tests, etc. Because there is no clear reason why someone may have guessed or answered multiple items incorrectly, the interpretation of this number is not recommended.

How should I use the sub-scores?

The sub-scores provide a breakdown of the raw score into the three main question type categories.

They are simply an indication of the items that candidates got wrong and right. The sub-scores should never be used during interpretation, as they aren't standalone measures of verbal, numerical, or abstract reasoning ability. However, the results can be useful when providing candidates with feedback about how they scored and the types of questions they got right or wrong.

Is it important if the PI Learning Indicator is taken by the candidate at home or on site?

As with any assessment that is used to make talent decisions, there are always concerns about the possibilities of cheating.

In most cases, the base rate of cheating is low and it is perfectly acceptable for candidates to complete the PI Learning Indicator online.

If cheating is of major concern to your organization, or if you are using the PI Learning Indicator for high-stakes decision-making, you may wish to consider one of the following options:

Conduct all pre-employment assessments on-site or in a proctored environment. This approach has some downsides: it requires time and resources to proctor every candidate assessment and is likely to be an unfavorable experience for candidates who find this to be impractical in an online world.

Use a standardized two-assessment approach, in which candidates are initially assessed off-site, and those results are used to help narrow down the final candidate pool (in conjunction with other information). Next, when the candidate has been selected to move onto the interview stage, the candidate is asked to complete the PI Learning Indicator again while on-site. In this way, you can use the initial assessment to help identify top talent, but use the second assessment to verify the integrity of the initial PI Learning Indicator results.

Note: no matter what approach you use, it should be standard for all candidates applying for the same job.

What is the recommended approach for incorporating the PI Learning Indicator into HR processes?

There is no single right or wrong way to use the PI Learning Indicator. Some companies will use the tool earlier in the selection process to help them identify the best candidates for interviewing. In other cases, it may be given later in the process to help make decisions among similarly experienced

candidates. For other talent decisions, similar options are available. For example, in trying to identify high potential talent, it may be advisable to assess many employees up front so that the data can be used to help narrow the high potential candidate pool. If it is necessary to further differentiate among a handful of candidates who are being considered for promotion, then it may be appropriate to only assess those candidates towards the end of the identification process.

Note: The use of the PI Learning Indicator should be standard across all candidates applying for a job; the results should be used only as one data point in any talent decision process

Is the PI Learning Indicator only available in the language of the country the client operates in?

No, the assessment is available in the entire portfolio of languages to all clients, regardless of the country in which they operate. The assessment results will be more accurate when the candidate takes the assessment in his/her native language.

Why must I enter demographic details about the candidate?

Some users have access to the feature that allows administrators of the PI Learning Indicator to enter demographic details about candidates. For those users, the details they are asked to enter are for your own statistics. By entering them, they will get a more complete picture of how people score on the PI Learning Indicator.

In some countries, such as the United States, this feature is not available. This is because it is considered improper and legally risky to ask candidates about their ethnicity, age, or gender prior to making an employment offer.

Who is responsible for proper assessment and feedback process?

PI is fully committed to achieving and maintaining the highest standards at all times. Most of our recommendations comply with legislative requirements in many countries. However, end users of the PI Learning Indicator are ultimately responsible for legal compliance for the appropriate use of any assessment tool in the talent decision-making as well as their overall selection process. It is important that client organizations understand their local employment laws, train employees properly, and follow standardized procedures. PI and PI Certified Partners are responsible for monitoring whether clients are using the PI Learning Indicator appropriately, and in extreme cases have the full authority to immediately suspend any client agreement if it is concluded that these standards are not being met.

Will the 12-minute time differ on faster or slower computers or internet connections?

No. A unique programming procedure has been developed that eliminates this risk.

All questions are downloaded at once to the 'assessment computer' before the assessment begins and the clock starts counting down. In addition, the computer time is repeatedly validated against the server time.

Can you complete the assessment on a mobile phone?

Technically, it is possible to complete the assessment on a mobile phone, but we advise against it as it could cost valuable time due to the lack of capacity in terms of processing power and screen size.

Can you complete the assessment on an iPad?

Yes, the PI Learning Indicator has been optimized to work on an iPad, and that format is thus very well suited for the assessment.

Which browsers are compatible with / support the PI Learning Indicator system?

Recommended browsers are Internet Explorer, Firefox, Safari, and Chrome.

Where is the data stored?

Data is stored both in the US and in Europe.

Can more than one person access the same client account?

Yes.

Could a person "train" himself/herself in these types of questions or assessments to increase his/her score?

Experience shows that if someone is used to these types of assessments, he or she will be able to get consistently closer to his or her 'capacity' or maximum score. In other words, it is actually ideal when an assessment taker is trained or familiar with the PI Learning Indicator item types, as it gives the company the best possible insight into the candidate's true potential.

In some countries, assessments and quizzes are used more in the school system than they are in others. Do people from these countries have an advantage?

In relative terms, yes, but it should not significantly impact the scoring. It only means that very 'quiz savvy' individuals come closer to their potential (max) in terms of their respective cognitive ability – never above.

How do you ensure that the assessment is culturally neutral?

The assessment contains no questions that require knowledge that is specific to a certain culture or a certain part of the world. The questions in the assessment are thus culturally neutral and relate to the logical ability of an individual, not to specific knowledge and/or wisdom.

Is the result valid if the Learning Indicator is taken in a language other than the candidate's mother tongue?

The assessment result is valid, but the result might not reveal the true potential of the candidate. It is highly recommended that every candidate take the PI Learning Indicator in his/her native language in order to get the most valid result.

Is there an 'Age Handicap' built into the PI Learning Indicator?

Studies conclude that IQ does not increase or decrease between the age of 20 and 60, so there is no need for differential scoring based on age.

Is a high score more important in some jobs than in others?

It is best to think of high and low scores relative to the cognitive demands of the job. Some jobs require more strategic thinking, rapid learning, and long-term planning. As a result, these jobs may require a higher score in order to be successful. Research shows that cognitive ability assessments predict performance in jobs of all levels of complexity, however, they tend to be a better predictor for of job performance in jobs of high complexity (e.g. business executive) than jobs of low complexity (e.g. laborer).

What is a good PI Learning Indicator score?

While there is no "good score" on the PI Learning Indicator, there is certainly a recommended target of cognitive ability that will increase the likelihood of successful performance in a specific job function and work environment.

Different types of job functions and work environments have different cognitive demands. This means that some roles have more routine and structure than others and therefore less of a need to learn quickly, deal with complex information, or adapt to changing environments. Other roles have intense learning requirements (e.g. rapid learning from unstructured sources) and require the capacity to deal with frequent changes in demand, high degrees of complexity, long-term planning, and intensive problem solving.

For these reasons, a "good score" will vary based on the complexity of the role and work environment. Generally, jobs of lower complexity (laborers, administrative roles, etc.) have lower cognitive demands, while jobs with higher complexity (scientists, doctors, executives, etc.) have higher cognitive demands. Additionally, organizational factors and the speed of business within an organization can affect the environmental demands. For example, a start-up might have

higher cognitive demands due to the speed and changing nature of the business, whereas an established organization may be relatively stable, structured, and slow-paced.

In conclusion, the ideal score for a job role will be based on the cognitive demands of the job and the work environment.

Is the use of psychometric assessments valid on teenagers?

According to scientific research literature, the constructs "Personality" and the "General Cognitive Ability" are partly inherited and developed from birth to adulthood. However, the constructs show a fair degree of stability as people enter the adult work world at around age 18.

As such, we generally recommend using the PI Learning Indicator only with candidates who are 18 or older.

If the need to assess younger candidates arises, (e.g. trainee or intern programs) we advise you use the PI Learning Indicator only in an exploratory way and to contact the PI research department so it can be monitored for research purposes.