

Clerical Test Battery for Clerical Positions

Test Information & Implementation

Union Pacific has partnered with Aon Hewitt to develop the Clerical Test Battery (CTB). The CTB assesses a candidate's ability to perform required clerical job tasks such as responding to work situations, solving business-related math problems, checking information for accuracy, and demonstrating a level of customer service orientation.

Candidates applying for Agreement clerical positions in the following departments will be required to take and pass the CTB in order to be considered further:

- CMS
- Finance (Accounting and Real Estate)
- HR
- Intermodal Operations
- Mechanical
- NCSC
- Supply

Test Policy

All clerical job candidates are subject to the same re-test and test result periods as outlined below:

Candidate Type	Re-Test Policy	'Pass' Test Result Period
External <i>("off the street")</i>	<ul style="list-style-type: none">• Must wait six months from date of failed test date to take test again	<ul style="list-style-type: none">• If hired - good indefinitely or until test version is replaced or employee leaves the Company• If not hired - good for two years from date of test
Internal <i>(current employee)</i>	<ul style="list-style-type: none">• Must wait six months from date of failed test date to take test again	<ul style="list-style-type: none">• Good indefinitely or until the test version is replaced or employee leaves the Company

Test Design

The CTB is a two-hour proctored, online test. There are four components in the CTB:

- **Component One – Interpreting Business Situations:** Candidates are asked to read several situations that are similar to those that employees may face. Each situation is followed by additional information and options that describe how the situations could be handled. You will be asked to rate the effectiveness of each of the various options.
- **Component Two – Practical Quantitative Reasoning:** This is a test of a candidate's ability to analyze numerical information to solve practical problems using a calculator. The items are representative of problems and situations that might be faced by people in clerical-type positions. The items require candidates to compute appropriate answers or draw logical conclusions based on the information provided. Items will be presented in two formats, and candidates should use the information presented to choose the best answer for each question.

- **Component Three – Comparing and Checking:** This is a test of a candidate’s ability to compare words and numbers to detect errors. There are two sections in this test component. Candidates should carefully read through the instructions for both sections before beginning the test component.
- **Component Four – Work Preferences:** This test asks candidates about their experiences and preferences in work situations. Candidates are provided with items describing situations and will be asked to give their opinions regarding those situations. Candidate will also be asked about their previous experiences. Candidates are instructed to answer these questions honestly.

How to Prepare for the Test

This document contains sample items for the CTB. The items contained in this document are meant to provide candidates with an idea of the content they can expect to see during the test. Answers for the sample items are listed on the last page.

It is highly encouraged to review the sample items prior to taking the CTB.

In addition to these sample items, employees can brush up on their math skills by accessing ***Everyday Math Fundamentals***, an online tutorial via Lynda.com. Section two of the tutorial, “Math Foundations: Part One and Two”, as well as section four, “Shopping and Cooking Math”, review areas similar to the problems candidates may encounter during the test.

Employees can access the tutorial by going to [Lynda.com](http://www.lynda.com) and typing ***Everyday Math Tutorials*** into the search bar. The tutorial is taught by Vince Kotchian.

Employees who already have an account on Lynda.com can click here: <http://www.lynda.com/>

Employees who need to set up an account must:

- 1) Go to Union Pacific’s Employee Home Page and click on ‘Training & Testing’ in the left-hand navigation menu
- 2) Sign in using the employee’s user name and password to access the Learning Management System (LMS).
- 3) Click on ‘eLearning Courses’ in the ‘Easy Links’ menu on the right side of the page.
- 4) Follow the instructions to set up an account on the ‘How to Register with Lynda.com’ page.

Please note that the tutorials and content provided on Lynda.com are not designed by Aon Hewitt or Union Pacific. The tutorial should be used as a tool to reinforce math skills. Viewing the tutorial on Lynda.com does not guarantee a passing test result on the Clerical Test Battery or any other Union Pacific pre-employment test / assessment.

Test Scoring and Results

Candidates will be told whether they did or did not qualify on the CTB. Candidates need to successfully pass all four test components in order to receive a qualifying test result.

Individual test component scores will not be shared with the candidates. Furthermore, raw test data will be held by Aon Hewitt and will only be given to Union Pacific if there is a legitimate business need.

Sample Clerical Test Battery Instructions & Items

Component One – Interpreting Business Situations

You are asked to read situations that are similar to those that employees face. Each situation is followed by sets of additional information. Each set of additional information contains responses that describe how the situation could be handled. You will be asked to rate the effectiveness of each of the various responses.

- The SITUATION provides you with an overview of the basic situation you are placed in.
- The SET OF ADDITIONAL INFORMATION about the situation more clearly defines the problem you are faced with. For each situation, you will read up to five additional sets of information.
- The RESPONSES are listed next and should be rated on a scale of A to F.

The options range from *Very Ineffective* to *Very Effective*. For each set of ADDITIONAL INFORMATION, you will rate several OPTIONS.

Please note: You should rate each OPTION independently of the others. You may use the same effectiveness rating for more than one OPTION. For example, two or more options in the same set of ADDITIONAL INFORMATION can be given the same effectiveness rating. Every time you read a new set of ADDITIONAL INFORMATION about a SITUATION, remember that it is separate and distinct from earlier sets of ADDITIONAL INFORMATION.

SITUATION

You are responsible for completing more work than you have time to finish.

ADDITIONAL INFORMATION

You have numerous tasks to complete before the end of the day. You receive a memo from your manager outlining a project that also needs to be completed by the end of the day.

Indicate the effectiveness of the following to this problem:

1. Create a list that prioritizes tasks and discuss it with your manager.
 - A. Very Ineffective
 - B. Ineffective
 - C. Somewhat Ineffective
 - D. Somewhat Effective
 - E. Effective
 - F. Very Effective

2. Work hard throughout the day.
- A. Very Ineffective
 - B. Ineffective
 - C. Somewhat Ineffective
 - D. Somewhat Effective
 - E. Effective
 - F. Very Effective

SITUATION

You are responsible for completing more work than you have time to finish.

**ADDITIONAL
INFORMATION**

You are supposed to attend a mandatory five hour training today.

Indicate the effectiveness of the following to this problem:

3. Ask John, who sits next to you, if he can complete your work so you can go to the training.
- A. Very Ineffective
 - B. Ineffective
 - C. Somewhat Ineffective
 - D. Somewhat Effective
 - E. Effective
 - F. Very Effective
4. Do not attend the training and complete as much work as you can.
- A. Very Ineffective
 - B. Ineffective
 - C. Somewhat Ineffective
 - D. Somewhat Effective
 - E. Effective
 - F. Very Effective
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Component Two – Practical Quantitative Reasoning

This test is designed to measure your ability to analyze numerical information to solve practical problems using a calculator. The questions are representative of problems and situations that might be faced by people in the position(s) for which you are applying.

The questions require you to compute appropriate answers or draw logical conclusions based on the information provided. The questions will be presented in one of two formats.

The first type of question involves information in the form of a graph, chart, or table. An example of this type of question is shown below.

PERFORMANCE VARIABLES				
Employee	Projects	Efficiency	Utilization	Attendance
A	4	5	60%	4
B	1	1	90%	4
C	3	4	60%	3
D	2	3	60%	4
E	2	2	70%	2

5. If a utilization rating of 70% or higher is considered to be minimally acceptable, what employees have less than minimally acceptable utilization?
- A. Employees A and B
 - B. Employees B and E
 - C. Employees A, C, D, and E
 - D. Employees A, C, and D
 - E. None of the above
6. What employee has the largest number of projects?
- A. Employee A
 - B. Employee B
 - C. Employee C
 - D. Employee D
 - E. Employee E
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The second type of question presents information in the form of a short paragraph. Examples of the types of questions are shown below.

7. The company auditor was quoted as saying that profits would go down 10% next quarter because of an increase in the cost of shipping most products. In the total profit was \$1.5 million this quarter, what will profit be next quarter?
- A. \$150,000
 - B. \$1,350,000
 - C. \$1,500,000
 - D. \$1,650,000
 - E. None of the above
8. You need to order 150 boxes of pink paper priced at \$50.30 each. When you order more than 100 boxes of white paper you receive a 10% discount. Orders of more than 100 boxes of color paper receive a 5% discount. How much will your order cost?
- A. \$7,419.25
 - B. \$6,790.50
 - C. \$7,167.75
 - D. \$7,545.00
 - E. None of the above
9. Your manager has asked that you restructure the way you spend your time. She recommended you spend 25% of your time on billing related issues, 15% of your time on developing your skills, and the remaining time on attending to customer questions. How much of your time should be spent answering customer questions?
- A. $\frac{3}{4}$
 - B. $\frac{2}{5}$
 - C. $\frac{1}{2}$
 - D. $\frac{3}{20}$
 - E. None of the above
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Component Three – Comparing and Checking

This is a test of your ability to compare words and numbers to detect errors. There are two sections in this test. Before you begin you will go through the instructions for both sections.

Directions for Section 1:

In Section 1 you are given a “Correct List” containing typed names, addresses, and dollar amounts. You are to compare a “List to Be Checked” to the “Correct List” line by line to detect any differences, and then indicate the number of differences or errors by selection the correct number of errors.

CORRECT LIST			LIST TO BE CHECKED			NUMBER OF ERRORS			
Name	Address	Amount	Name	Address	Amount	0	1	2	3
10. Mr. John Smith	New York, N.Y.	127.32	10. Mrs. John Smythe	New York, N.J.	127.32				
11. Dr. Jane Dunn	Moline, Ill.	2437.16	11. Dr. John Dunn	Moline, Ill.	2374.16				

Directions for Section 2:

In Section 2 there are also two lists to be compared. One is an alphabetically sorted “Correct List” and the other is an unsorted “List to Be Checked”. You are to compare each entry in the “List to Be Checked” to the appropriate entry in the “Correct List”, count the number of errors, and select the correct answer. Each word in the name of the business could be an error, and there could be an error in the number for each business. Read the examples below, compare the “List to Be Checked” to the “Correct List”, and select the Number of Errors.

CORRECT LIST	LIST TO BE CHECKED	NUMBER OF ERRORS			
		0	1	2	3
Alignment Services, Inc, 41-003 Bicycle Recovery Ctr., 10-1212 Czek’s Sausage Shop, 14-10-1	12. Dyad Consultants, 99-101				
Dyad Consulting, 99-110 Everlasting Floral, 81-10-1	13. Bicycle Recovery Center, 01-2121				

Component Four – Work Preferences

These questions will ask about your work experiences and your tendencies at work. Please answer these questions honestly.

14. When I am unexpectedly absent, I try...

- A. not to get noticed.
- B. to explain and apologize.
- C. to work harder the next day.
- D. to get someone to do my work.
- E. to let someone know as soon as I can.

15. My coworkers (or peers) would say that I am good at negotiation.

- A. Strongly Agree
- B. Agree
- C. Neutral
- D. Disagree
- E. Strongly Disagree

16. When I approach tasks, I...

- A. do my very best on them but know that sometimes you can't get a task done.
 - B. evaluate my progress in the middle and decide if I should finish it.
 - C. always finish a task, no matter what the problems are.
 - D. always finish the ones that are interesting but not the ones that aren't.
 - E. always finish a task but realize when I need help from others.
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Answers

Component One – Interpreting Business Situations

1. F = full credit; D or E = partial credit
2. D = full credit; C or E partial credit
3. A = full credit; B or C partial credit
4. A = full credit; B or C = partial credit

Practical Quantitative Reasoning

5. D
6. A
7. B
8. C
9. E

Comparing and Checking

10. 3
11. 2
12. 2
13. 3

Work Preferences

14. to 16. – These responses are based on your preferences. Please answer these questions honestly.