

ACN

Assessment Council News

Newsletter of the IPMA-HR Assessment Council

October 2004

Inside:

Validating the new Entry-Level
Correctional Officer Examination 3

Technical Affairs: Can Turnover Be
Reduced? 5

IPMAAC Assessment and Selection
Seminar for Personnel Selection 8

Practice Exchange:
Public Safety Assessment:
A Pioneering Use of Technology 11

IPMAAC Across the Nation –
News of the Councils 14

Upcoming International, National,
and Regional Conferences and
Workshops 15

2004 IPMAAC Officers and Board
Members 17

2004 IPMAAC Committee Chairs 18

About the ACN 20

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Presidential News and Views

By Ilene Gast

As I prepare this column, summer is conceptually—although not meteorologically—over and it's back to work after the long Labor Day Weekend. I hope all of you had some time to take part in your favorite summer pastimes. Things have been relatively on the quiet IPMAAC front since our hugely successful conference in Seattle in June. However, there has been some noteworthy activity.

- IPMAAC's work on a second parallel form (Form B) of IPMA-HR Behavioral Competencies Examination is nearing completion. This examination is required for IPMA-CP and IPMA-CS Certification. Under **Dave Dye's** leadership, an IPMAAC team developed the first version of this examination (Form A) and began work on its' replacement. Dave has since become the President of IPMA-HR's Public Human Resource Certification Council. The team, now led by **Jennifer French**, has concluded with item development and plans are underway to equate the two forms of the examination.
- IPMAAC's training efforts continue to gain momentum. Three course offerings have been scheduled for September and October. Also under consideration are audio conferences. IPMA-HR has had a great deal of success with them. Sites pay a reasonable flat fee to

gain access to a presentation by an expert on a pertinent topic. The presentation is broadcast to subscribing topics. This seems to be a resource-efficient means to update critical skills and knowledges. If you have ideas for topics or speakers, please contact Training Committee Chairs **Mabel Miramon** or **Kristine Smith**.

In August, I attended IPMA-HR's annual leadership conference. I learned a lot about IPMA-HR's branding effort and encourage everyone to check out the visual impact of their recent branding efforts. A lot of credit is due to IPMA-HR staff person, **Jamie DeSimone**. I also got a chance to experience IPMA-HR's certification module on leadership first hand (well done by master trainer **Richard Stokes!**) The Leadership Conference also provided a wonderful opportunity to spend time with IPMA-HR Chapter, Regional, and Federal Section leaders. I was buoyed by the great deal of interest that existed in assessment related topics—no doubt, IPMAAC will be receiving many requests for speakers at chapter meetings and regional conferences this year. In a similar vein, IPMAAC will be well represented at the IPMA-HR International Training Conference (October 17-20) in Phoenix. **Inés Fraenkel**, **Dennis Doverspike** and **Harry Brull** will be presenting on behalf of IPMAAC.

(continued on next page)

Entry-Level Testing in the Military

This month, I want to highlight a major public sector testing program that has had a relatively low profile in the ACN and at IPMAAC conferences. I am speaking of the Department of Defense's Armed Services Vocational Aptitude Battery (ASVAB). Early in my career, I worked as a Personnel Psychologist at the Army Research Institute. Though no longer intimately involved with the issues faced by the military, I am still in touch with several of my colleagues and recognize that IPMAAC could benefit from a continuing dialog with the assessment professionals in APA's Division 19 (Military Psychology). As you will see, our military counterparts have a great deal of information and experience to share.

I spoke with **Dr. Jane Arabian**, who is Assistant Director for Enlistment Standards in the Accession Policy Directorate, Office of the Under Secretary of Defense (Personnel and Readiness). In this capacity, she plans and formulates policy on military enlistment standards for the Department of Defense pertaining to aptitude and education standards and provides policy oversight for the DoD Career Exploration Program. Dr. Arabian was kind enough to give me a thorough briefing on how the Department of Defense accomplishes assessment for its future enlisted personnel.

The ASVAB. Each year, the ASVAB is administered to hundreds of thousands of individuals. This battery of nine tests is designed to measure a youth's readiness to succeed in training for and performance of a wide range of entry-level occupations. The table below lists these tests grouped by the four general ability factors that they measure.

Quantitative Knowledge and Skills

- Arithmetic Reasoning (AR)
- Mathematics Knowledge (MK)

Verbal Knowledge and Skills

- Word Knowledge (WK)
- Paragraph Comprehension (PC)

Science and Technical Knowledge and Skills

- General Science (GS)
- Mechanical Comprehension (MC)
- Auto & Shop Information (AS)
- Auto Information (SI) *
- Shop Information (AI) *
- Electronics Information (EI)

Spatial Ability

- Assembling Objects

*The CAT-ASVAB has two separate scales that are combined to form AS composite

There are two formats of the ASVAB. The paper-and-pencil version has over 300 multiple-choice items and requires about 3 hours, including instructions, distribution and collection of materials. The Computer Adaptive Test version (CAT-ASVAB) has the same time limits for each test in the battery, but on average examinees complete it in about half the time (1½ hours.)

Military Testing Programs. The ASVAB is used in three different military testing programs. The **Enlistment Testing Program** screens applicants for enlisted positions in each of the Services. Each year the ASVAB is used to evaluate approximately 700,000 applicants for military service. About 60% take the ASVAB at 65 Military Processing Stations (MEPS). The others are tested at approximately 517 Mobile Examining Team (MET) sites, which are temporary sites serviced by MEPS. U.S. Military Entrance Processing Command (USMEPCOM) personnel administer the ASVAB at the MEPS and handle all administration and scoring of the ASVAB. Contractors from the U.S. Office of Personnel Management manage administration at the remote MET sites.

A composite of the ASVAB verbal and quantitative tests, the Armed Forces Qualification Test, (AFQT), is the primary measure used by all of the Services to determine general enlistment eligibility. The AFQT is used in conjunction with several other screens to determine eligibility for military service. These screens include educational credential, age, citizenship, physical standards, and moral character standards. In all, about 180,000 enter each year enter military service.

The AFQT also serves to monitor and report overall recruit quality. Quality is monitored by tracking the proportion of new recruits who score at or above the 50th percentile and are high school diploma graduates (HSDGs). Current enlistment standards require at least 60 percent of recruits per year have an AFQT score at or above 50 and 90 percent be HSDGs. All the Services have met or exceeded these standards since they were formally established in 1993. Elements of the ASVAB battery are combined into occupational composites and also used to determine eligibility for specific occupational specialties within the military. Each of the Services has tailored its own distinct set of occupational composites.

The **DoD Student Testing Program** uses the ASVAB to provide students with information about themselves for use in career exploration and counseling. In schools, this program is known as the DoD Career Exploration Program (CEP). About 700,000 students in about 13,000 schools participate in the CEP. Participating students may use their ASVAB scores to qualify for enlistment for up to two years after testing. Roughly 15% of those joining the military use student ASVAB scores to qualify for enlistment.

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President continued

The DoD Student Testing Program also includes an interest inventory, Interest-Finder, that is based on Holland's theory of vocational preference. Unlike the ASVAB, the Interest-Finder is self-administered and self-scored. It is included in a workbook provided to students to help them understand their ASVAB results, assess their abilities and interests, and identify personal preferences. The workbook also includes an exercise, the OCCU-FIND, that links feedback from the tests to appropriate occupations so that students may explore career choices further. The DoD Student Testing Program also provides supporting materials for counselors and parents. For more information about the CEP, go to www.asvabprogram.com.

In the **In-Service Testing Program**, each of the Military Services uses the ASVAB for evaluating individual skill development and for program evaluation. Retired forms of the ASVAB are re-covered and issued as the Armed Forces Classification Test (AFCT). The AFCT is administered to approximately 100,000 military personnel.

Within each Service, test control officers or education and training personnel administer the AFCT. The Services use AFCT scores for personnel decisions involving reclassification and retraining. At least one of the services uses the AFCT for re-enlistment decisions. In addition, some of the services use the AFQT score from the AFCT as a prescreen for officer qualification. Reclassification and retraining decisions are based on the same standards as the occupational standards for enlistment.

The Future. As the Defense Department looks to the future, they are examining the feasibility of offering ASVAB testing via the internet. Given that this is a high stakes testing program, the security of the test is a primary concern. The Department's testing experts are evaluating various approaches for safeguarding the integrity of the program while making it more accessible to youth considering military service.—ACN

Validating the New Entry-Level Correctional Officer Examination

The International Public Management Association for Human Resources (IPMA-HR) is currently in the process of validating the new Entry-Level Correctional Officer Examination (C-3) and looking for departments interested in participating.

The validation study includes two phases: 1) administering the new Correctional Officer Examination to current Correctional Officers, and 2) having supervisors evaluate the correctional officer's job performance. Data from correctional facilities around the country will be combined with the data you provide and will be used to conduct the statistical analysis to ensure that exam performance predicts job performance.

Agencies that participate will receive a 10% discount on your next several orders up until 500 tests have been ordered. Also, you will receive a free technical report when the study is completed. If there are any barriers to participation, we would be open to discussing other types of incentives.

If you would like to participate, please complete the following:

Agency: _____

Contact Name: _____

Title: _____

Telephone number: _____

Email address: _____

Please indicate the number of correctional officers that would be participating: _____

Thank you very much for your time,

Kathleen Pierce
IPMA-HR Assessment Services Coordinator
1617 Duke Street
Alexandria, VA 22314
Phone: 703-549-7100 ext. 252
Email: kpierce@ipma-hr.org —ACN

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Technical Affairs

By Mike Aamodt, Associate Editor

Can Turnover Be Reduced?

Because of the high cost of turnover, as well as its negative effect on organizational performance, organizations make tremendous efforts to reduce the number of quality employees that quit their jobs. Given that the best estimate of the cost of turnover is 1.5 times an employee's salary (see the April 2000 edition of the *ACN*), an organization reducing the number of employees leaving by one per month will save \$360,000 a year for a \$20,000 job (12 x \$30,000) and \$720,000 a year for jobs with a \$40,000 annual salary (12 x \$40,000).

The first step in reducing turnover is to find out why employees are leaving. The two most common ways of doing this are administering attitude surveys to current employees and conducting exit interviews with employees who are leaving. Without knowing why employees are leaving, it is difficult to determine the best intervention to use.

Without specific information about why employees are leaving, an organization can assume that its employees are leaving for one of five reasons: unavoidable reasons, advancement, unmet needs, escape, and unmet expectations.

Unavoidable Reasons

Unavoidable turnover includes such things as employees quitting a summer job to return to school, employees quitting a job to go to school full-time, the job transfer of a spouse, employee illness or death, or family issues (e.g., employees staying home to raise their children or take care of their parents). Though, turnover due to family issues can be reduced through such means as company-sponsored child care or elder care, there is little an organization can do to prevent most turnover in this category.

Advancement

Employees often leave organizations to pursue promotions or better pay. When an organization has few promotion opportunities or lacks the financial resources to increase pay, there is little it can do to reduce turnover for those employees seeking advancement. This is especially unfortunate when an organization has spent considerable money to reimburse an employee for tuition, only to lose that employee to an organization willing to pay for the employee's new skills.

A solution used by an increasing number of police departments who have limited promotion opportunities is to

allow officers with extensive experience and skills to advance to positions called something such as Master Officer or Senior Officer. Such positions have no supervisory responsibility but do bring an increase in pay and status.

At times, employers can reduce turnover by offering more pay; however this will only work if a low compensation or an inadequate benefits package is the prime reason for employees leaving the organization. Furthermore, any increase in pay must be a meaningful amount. That is, if an organization increases pay by \$2,000, yet other organizations are paying \$7,000 more, the increase in pay most probably will not decrease turnover.

Unmet Needs

Employees whose needs are unmet will become dissatisfied and perhaps leave the organization. For example, if an employee has high social needs and the job involves little contact with people, or if an employee has a need for appreciation and recognition that is not being met by the organization, the employee might leave to find a job in which her social needs can be met. To reduce turnover caused by unmet needs, it is important that an organization consider the person-organization fit when selecting employees. If an applicant has a need for structure and close supervision, but the culture of the organization is one of independence full of "free spirits," the applicant should not be hired because there would be a poor fit between the employee's needs and the organization.

Escape

A common reason employees leave an organization is to escape from people, working conditions, and stress. When conflict between an employee and her supervisor, a coworker, or customers becomes unbearable, the employee may see no option other than to leave the organization. Therefore, it is important to effectively deal with conflict when it occurs, in part by using mediation and in part by providing employees and supervisors with training in conflict management. Organizational efforts to eliminate discrimination and harassment are also essential. If working conditions are unsafe, dirty, boring, too strenuous, or too stressful, there is an increased likelihood that the employee will seek employment in an organization with better working conditions.

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Unmet Expectations

Employees come to an organization with certain expectations about a variety of issues such as pay, working conditions, opportunity for advancement, and organizational culture. When reality does not match these expectations, employees become less satisfied, and as a result, are more likely to leave the organization. Turnover due to unmet expectations can be reduced by providing applicants with copies of job descriptions, offering realistic job previews, having applicants complete “willingness checklists” (e.g., Are you willing to work overtime without notice? Are you willing to provide first aid to a citizen who might have AIDS?), and allowing applicants the opportunity to “shadow” a current employee.

To summarize, organizations can reduce turnover in these ways:

- Conduct realistic job previews or allow job shadowing during the recruitment stage
- Have applicants complete “willingness checklists”
- Look for a good person-organization fit during the selection interview
- Meet employee needs (e.g., safety, social, growth)
- Mediate conflicts between employees and their peers, supervisors, and customers
- Provide a good work environment
- Provide a competitive pay and benefits package
- Provide opportunities for advancement and growth.

HR Humor

Updated Employee Handbook

Dress Code

It is advised that you come to work dressed according to your salary. If we see you wearing \$350 Prada sneakers, and carrying a \$600 Gucci Bag, we assume you are doing well financially and therefore you do not need a raise. If you dress poorly, you need to learn to manage your money better, so that you may buy nicer clothes, and therefore you do not need a raise. If you dress in-between, you are right where you need to be and therefore you do not need a raise.

Sick Days

We will no longer accept a doctor’s statement as proof of sickness. If you are able to go to the doctor, you are able to come to work.

Personal Days

Each employee will receive 104 personal days a year. They are called Saturday & Sunday.

Bereavement Leave

This is no excuse for missing work. There is nothing you can do for dead friends, relatives or coworkers. Every effort should be made to have non-employees attend to the arrangements. In rare cases where employee involvement is necessary, the funeral should be scheduled in the late afternoon. We will be glad to

allow you to work through your lunch hour and subsequently leave one hour early.

Restroom Use

Entirely too much time is being spent in the restroom. There is now a strict 3 minute time limit in the stalls. At the end of three minutes, an alarm will sound, the toilet paper roll will retract, the stall door will open and a picture will be taken. After your second offense, your picture will be posted on the company bulletin board under the “Chronic Offenders” category.

Lunch Break

Skinny people get 30 minutes for lunch as they need to eat more, so that they can look healthy. Normal size people get 15 minutes for lunch to get a balanced meal to maintain their average figure. Fat people get 5 minutes for lunch, because that’s all the time needed to drink a Slim Fast.

Thank you for your loyalty to our company. We are here to provide a positive employment experience. Therefore, all questions, comments, concerns, complaints, frustrations, irritations, aggravations, insinuations, allegations, accusations, contemplations, consternation, and input should be directed elsewhere.

Have a nice week!

— THE MANAGEMENT—ACN

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William E. Knoop, Fire Chief
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IPMAAC Assessment and Selection Seminar for Personnel Selection

**Training and Experience Rating
October 18-20, 2004 — 8:30-4:30 pm
Lakeland Electric Airside Center, Lakeland, FL**

The Center for Personnel Assessment and Selection (CPAS) of Penn State University and the City of Lakeland, Florida are pleased to announce an educational opportunity for personnel specialists. This three-day seminar will focus on Training and Experience Rating.

Training and Experience Rating covers the use of T & E, the "point" and "improved point," group, self-report and self-rating methods of rating training and experience. Special attention will be paid to Minimum Qualifications (MQ) Requirements.

Developed by IPMAAC (International Public Management Association Assessment Council) and taught by IPMAAC approved instructors, James Johnson and Charles Sproule, this seminar is being offered through a partnership of Penn State University, IPMAAC and MAPAC (Mid-Atlantic Personnel Assessment Consortium) and hosted by the City of Lakeland.

The CPA brochure and website detail our complete series of training offerings.

Register Now! Complete the attached registration form and return with payment to Penn State.

Cost: \$915 per person

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About our instructors:

James Johnson specializes in employee selection and promotion processes, assessment of competencies, validity research, employee performance appraisal and management systems. He currently serves as the Director of Personnel Research for the State of Tennessee. He is a former President of IPMAAC and has been published in several professional journals.

Charles Sproule is the owner and director of Sproule & Associates, which conducts professional training in personnel assessment and provides consulting assistance to public sector organizations. He has over 30 years of experience with the Bureau of Personnel Assessment in Pennsylvania, and has served as President for both IPMAAC and MAPAC.

www.outreach.psu.edu/cpas

Registration Form

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Training and Experience Rating
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Practice Exchange

By **Bridget Styers and Kathryn Singh, Associate Editors**

This month, the ACN features an article by the winners of IPMAAC's 2004 Innovations in Assessment Award. Congratulations to all the team members at the Columbus Civil Service Commission.

If you are conducting a project that would interest the ACN readers, or if you know someone who is, please contact one of us. Bridget can be reached by e-mail at bstyers@hr.sbcounty.gov or by phone at (909) 387- 5575. Kathryn can be reached by e-mail at ksingh@hr.sbcounty.gov or by phone at (909) 387-5583.

Public Safety Assessment: A Pioneering Use of Technology

Elizabeth Reed, Columbus Civil Service Commission
Richard Cherry, Columbus Civil Service Commission
John Swinger, Columbus Civil Service Commission
Gloria Urban, Columbus Civil Service Commission
Laura Wright, Columbus Civil Service Commission

Members of Columbus Civil Service Commission staff successfully developed and administered a myriad of video-based, digitally-generated examinations for entry-level and promotional fire examinations. These computer-generated video exams, produced “in-house,” enabled the Commission to have greater control of the test product, simulate exercises that more closely mirrored the jobs, and cost effectively edit the exams based upon pilot tests and subject matter expert feedback – all at a significant cost savings over “professionally” produced products. This breakthrough may allow agencies hesitant to consider administering video-based examinations, due to cost restrictions and editing restrictions, to implement such testing.

As with most fire agencies, the job analysis for the various ranks within the fire services revealed that fire personnel rely heavily on visual and auditory cues to successfully perform their most critical job functions. Therefore, as early as 1997, the Commission began to utilize video-testing formats by creating them with the aid of hired videographers or purchasing pre-packaged exams from various test companies. Using videographers cost the city on average \$8,000 per test administration and purchased exams cost up to \$11,000. Due to severe budget cuts the Commission sought a more cost-effective approach to video-based testing. Our team of dedicated and innovative staff analysts sought to create video exams in-house by utilizing digital technology.

Starting in 2002, utilizing common software programs and current technology, our team developed video-based examinations, without the use of a videographer or a video camera. A digital camera was the tool needed to get the desired images. The digital pictures taken by team mem-

bers were uploaded into computers. Staff primarily used PowerPoint to time the pictures in a “slide show” format, add timings for sound files, and include candidate response times, time remaining markers, and stop times. In addition, the Commission purchased a software program, which enabled team members to add realistic fire, smoke, and sounds of crackling fire, gas leaks and explosions. Team members recorded sounds such as narrator voices, alarms, sirens, and radio dispatches and placed them into the slide presentations. To ensure every inserted file sounded as designed during actual test administration the team recorded the final productions onto videotapes.

Aside from the costs associated with staff time the expenses were minimal. Like most agencies, computers with PowerPoint and sound recorders, a digital camera, televisions, VCRs, and overhead projectors were already available. The only tool purchased was a software program, Fire Studio, costing about \$500. Putting it all together required staff time, creativity, finding the right images, consultation with subject matter experts, and a willingness to get through the trials and tribulations of putting it all together with no instruction manual.

Video exams reduce the reliance on the written word that is common in many examinations, but not always reflective of the reading and writing demands of the job. Video and auditory stimulus cannot be duplicated in purely written formats. Visual cues such as the color and location of smoke, utilities, and entry doors must be expressed directly in a written format. These types of cues on a real emergency scene may be more obscure and may take the insight of the individuals at the scene to notice the cues and

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respond appropriately. Video exams allow for less evident visuals and auditory cues to be provided to candidates, more accurately reflecting the demands of the job.

For video-based exams that are purchased or developed with the use of paid videographers, a subject matter expert's recommendation to make a change to the video can be costly and cumbersome. In-house digitally-generated exams enable staff to edit the test stimulus as easily as they edit other test materials. Prior to making exercises using digital technology, a pilot tester describing a fire in a video as, "nothing to get worked up over," was disconcerting when it was designed to be a major fire. The costs and time needed to make the fire larger in the video at such a late date in the process could be insurmountable. With this new development, changes can be made with no direct cost and can occur within minutes.

With the assistance of subject matter experts, our team used digital-based examinations with three different response options and two different scoring models. For the fire battalion chief and fire deputy chief tactical exercises, interactive oral response scenarios were developed, while for the fire lieutenant's and captain's exams, video stimulus with a written response format was created and used. Finally, for the firefighter exam, a non-interactive oral

response exercise was produced and administered. Each response format was selected for the various ranks based upon the nature of the job, number of anticipated candidates, and the grading options available.

For the battalion chief and deputy chief tactical exercises, less than twenty candidates individually viewed, heard, and orally responded to video-based emergency scenes. During the exercises, tactical experts were in the room to provide scripted responses based upon the verbal responses from the candidate. This type of interaction allowed for scripted changes to occur in which candidates were required to respond quickly and make decisions based upon new information. In addition, the video may have provided additional visual and/or auditory cues during the candidates' response time. Assessors, also subject matter experts, were in the room and utilized a check-off list to score candidates based upon the verbal responses and orders provided by the candidates. The energy and anxiety level experienced during the exercises simulated real emergency incidents.

A written response format was utilized for the promotional ranks of fire lieutenant and fire captain. Utilizing several projection and television screens over 350 candidates viewed the emergency scene scenarios that our team devel-

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oped. Half of the candidates viewed and responded to scenarios in the morning while the other half took the test in the afternoon. Candidates from the morning were sequestered until the arrival of afternoon candidates to ensure information sharing between the groups regarding the test could not occur. During the exam, candidates viewed several scenarios and, within a timed response period, they provided written responses to several questions relating to each scenario. The video continued to show various views of the incident as candidates responded. These responses were scored utilizing carefully constructed check-off keys. Candidates could easily identify with the scenarios. The visual and auditory cues also allowed for the real emotional responses that can typically occur on the job.

Finally, the digital-test format was implemented for the job of firefighter. Our team created scenarios utilizing job analysis results and subject matter expert input to focus on the interpersonal skills needed on the job. During test administration over 800 candidates were scheduled, about 10 per 1/2-hour time slot, and were escorted into separate rooms. Each candidate viewed and responded to several scenarios from the pre-recorded video-tapes developed. The candidate responses were videotaped and scored at a later date by panels of assessors utilizing behaviorally-anchored rating scales (BARS). With these scenarios candidates could

see the types of issues they may be faced with on the job. Some of the scenes simulated the interpersonal skills needed with co-workers, while others focused on the interpersonal skill needed during medical or other emergencies. For all of the scenarios, previous firefighting experience was unnecessary to successfully respond to the situations. Prior to the development of this test, Fire Division personnel informed us that new fire recruits often come in with the misconception that they will be fighting fires, while in fact 80% of emergency fire runs in the City of Columbus are medical runs. Advantageously, this video format also served to provide a job preview to inform candidates that “fire-fighting” is often about responding to medical emergencies.

The lack of funding and the desire to maintain high-quality tests prompted our team to pursue the in-house development of digitally-generated video exams. This team knew that if successful, the risk, time, and effort would result in effective and high-quality testing mechanisms. The resulting scenarios were realistic, tapped various aspects of the jobs critical to adequate performance on the jobs, and allowed for changes from the input of subject matter experts at the pilot test stage of development. We encourage other agencies to try this type of test format. We hope to provide a “how to” workshop during the next IPMAAC conference in Orlando. We encourage your attendance.—ACN


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IPMAAC Across the Nation – News of the Councils

By Kristine Smith, Associate Editor

American Psychological Association (APA)

Future conferences will be in Washington, D.C. from August 18-21, 2005; in New Orleans, Louisiana from August 10-13, 2006; and San Francisco, California from August 16-19, 2007. For more information, visit their website at www.apa.org as it is updated.

Bay Area Applied Psychologists (BAAP)

The BAAP sponsors a speaker once a quarter. The location varies, but the format involves networking from 6-7 p.m., followed by the speaker's presentation at 7 p.m. BAAP speakers are typically leaders in the field and deliver interactive presentations with plenty of group discussion. Check their website at www.baaponline.org for the most current information on upcoming events, speakers, and topics.

Chicago Industrial/Organizational Psychologists (CI/OP)

CI/OP is a society of human resources professionals from the Greater Chicago area who meet to discuss current issues in I/O psychology. CI/OP generally has Friday afternoon sessions from 1:00 p.m. to 5:00 p.m. featuring several speakers addressing a topic. For more information and to confirm meeting dates and topics visit their website at www.iit.edu/~ciop/

Gateway Industrial-Organizational Psychologists (GIOP)

GIOP is a group of psychologists and human resources professions in the metropolitan St. Louis area. The group consists of over 150 members and offers programs and conferences on a wide range of topics. For more information, visit the GIOP website at www.giop.org

International Public Management Association – Human Resources (IPMA-HR)

The 28th Annual IPMAAC Conference, "Moving from Valleys to Vistas: Discovering Creative Solutions to Assessment Challenges." was a tremendous success. Many thanks to Program Committee Co-chairs Jeanne Makiney and Julia McElreath and to Host Committee Co-chairs Oscar Spurlin and Carla Swander. Presentation materials are made available at ipmaac online so check for the latest updates!

Mid-Atlantic Personnel Assessment Consortium (MAPAC)

MAPAC is chartered as a non-profit organization of public sector personnel agencies involved and concerned with testing and personnel selection issues. For details on MAPAC, contact Amy Bauer at 410-545-5609, or visit the MAPAC website at www.ipmaac.org/mapac/

Metropolitan New York Association for Applied Psychology (METRO)

For more information, call the MetroLine at (212) 539-7593 or visit METRO's website at www.metroapppsy.com.

Minnesota Professionals for Psychology Applied to Work (MPPAW)

MPPAW is an organization consisting of a broad range of practitioners, consultants and professors. Information on MPPAW programs may be obtained from Sidney Teske at Sid.Teske@co.hennepin.mn.us

Personnel Testing Council of Arizona (PTC/AZ)

PTC-AZ serves as a forum for the discussion of current issues on personnel selection and testing. It encourages education and professional development in the field of personnel selection and testing and advocates the understanding and use of fair and professionally sound testing practices. For more information about PTC-AZ, contact Vicki Packman, Salt River Project at 602-236-4595 or vspackma@srpnet.com or visit the PTC/AZ website accessible through the IPMAAC website at www.ipmaac.org/ptcaz

Personnel Testing Council of Northern California (PTC/NC)

PTC/NC offers monthly training programs addressing topics and issues that are useful and relevant to personnel practitioners of all levels of expertise. The monthly programs are typically scheduled for the second Friday of each month and alternate between Sacramento and the Bay area. The monthly programs feature speakers who are active contributors to the personnel assessment field. For more information regarding PTC/NC programs, visit the PTC/NC website accessible through the IPMAAC website at www.ipmaac.org/ptcnc

Personnel Testing Council of Metropolitan Washington (PTC/MW)

PTC/MW offers monthly luncheon programs and publishes an informative newsletter. See the 2004 calendar for scheduled luncheon speakers or visit the PTC/MW website accessible through the IPMAAC website at www.ipmaac.org

Personnel Testing Council of Southern California (PTC/SC)

PTC/SC serves as a forum for the discussion of current issues in personnel selection and testing; encourages education and professional development in the field of personnel selection and testing; advocates the understanding and use of fair and non-discriminatory employment practices; and

(continued on next page)

encourages the use of professionally sound selection and testing practices. For more information regarding luncheon meetings, workshops, upcoming conferences, or membership, please contact Mike Wheeler at mwheeler@per.lacity.org or visit the PTC/SC website accessible through the IPMAAC website at www.ipmaac.org/ptcsc

Society of Human Resource Management (SHRM)

Contact www.shrm.org/education/ for a current listing of seminars and conferences.

Society of Industrial/Organizational Psychology (SIOP)

The 2005 conference is scheduled for April 15 -17, 2005 in Los Angeles, California at The Westin Bonaventure.

Western Region Intergovernmental Personnel Assessment Council (WRIPAC)

WRIPAC is comprised of public agencies from the western region of the United States who have joined together to promote excellence in personnel selection practices. WRIPAC has three meetings each year that are typically preceded by a training offering. Additionally, WRIPAC has published a monograph series and job analysis manual. Additional information may be obtained by visiting WRIPAC's website accessible via the IPMAAC's website at www.ipmaac.org

Western Region Item Bank (WRIB)

WRIB is a cooperative organization of public agencies using a computerized test item bank. Services include draft test questions with complete item history, preparation of "printer ready" exams, and exam scoring and item analysis. Membership includes 190 agencies nationwide. For more information, contact Bridget Styers at (909) 387-5575 or bstyers@hr.co.san-bernardino.ca.us

Upcoming International, National, and Regional Conferences and Workshops

OCTOBER

- 5-8: Development Dimensions International. International Congress on Assessment Center Methods. Las Vegas, NV. Contact: www.assessmentcenters.org
- 7-10: International Test Commission. Annual Conference. "Equitable Assessment Practices: Building Guidelines for Best Practices" Williamsburg, VA. Contact: www.intestcom.org
- 13: PTC/MW Breakfast Workshop. Dr. Wanda Campbell & Dr. Hilary Weiner, "Practical and Legal Considerations in Using Selection Procedures"
- 15: PTC/NC Training Workshop. "The Utility of Job Analysis: An Integrated Approach for Organizations to Meet Their Selection Needs." Berkeley, CA.
- 16-20: IPMA-HR Annual Conference. Phoenix, AZ. Contact: www.ipma-hr.org
- 18-20: IPMAAC/CPAS Seminar. "Training and Experience Rating" Lakeland, FL.
- 20-22: MAPAC Meeting. New York, NY
- 25-27: Society for Human Resource Management Conference. "Workforce Diversity: New Challenges, New Opportunities" Contact: www.shrm.org/conferences
- 28-30: PTC/SC Fall Conference.

NOVEMBER

- 4: BAAP Meeting. Jamie Dupree, J.D., Dodd, Futterman & Dupree. "Current Developments in Employment Law"

- 9: METRO Meeting. Dr. Richard Boyatzis
- 10: PTC/MW Luncheon Meeting. Dr. David Morris, Morris & McDaniel
- 18-19: IPMA-HR Federal Section Conference. Washington, D.C.
- 19: PTC/NC Luncheon meeting. Dr. David L. Friedland, "Your Role as an Expert Witness in Employment Discrimination Litigation" Sacramento, CA

DECEMBER

- 17: PTC/NC Annual Holiday Program. Donna Terrazas, "Workforce Planning Results"

JANUARY

- 25-26: WRIPAC Job Analysis Training Workshop. Santa Barbara, CA
- 27-28: WRIPAC Meeting. Santa Barbara, CA

(Some of the information in this calendar was reprinted with permission from the PTC/MW Newsletter which was compiled by Lance W. Seberhagen, Seberhagen & Associates.)

Kristine Smith is a Senior Associate with Darany and Associates in Redlands, California. If you have regional organization news or an item to add to the calendar, please contact her by e-mail at smithk1@earthlink.net or by telephone at (909) 798-4475.—ACN



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- **Entry-level Oral Board Interview Programs**
- **Mechanical Reasoning Ability Test**
- **Personnel Report (Integrity/Ethics)**
- **In-depth Law Enforcement and Firefighter Personality Examinations**
- **Physical Ability Testing Programs**
- **Law Enforcement Supervisor I and II**
- **Law Enforcement Investigator**
- **Fire Service Supervisor I and II**
- **Firefighter Driver/Engineer**
- **Promotional Oral Board Interview Programs**
- **Assessment Centers or 'Standalone' AC Components**
- **EMT Basic**
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- **Paramedic**
- **Online Exam Purchase, Administration, and Scoring**
- **Online Employment Applications**
- **Online Public Safety Morale and Community Surveys**
- **Job Analysis and Customized Exam Programs**

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P-RCE
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About the *ACN*

The *ACN* is the official newsletter of the International Public Management Association Assessment Council, an association of individuals actively engaged in or contributing to the professional, academic and practical field of personnel research and assessment. The Council has approximately 700 members.

The *ACN* is published six times a year during the even months of the year. It serves as a source of information about significant activities of the council, a medium of dialogue and information exchange among members, a method for dissemination of research findings and a forum for the publication of letters and articles of general interest.

Submissions for Publication: Assessment Council members and others with letters or articles of interest are encouraged to submit materials for review and publication. Submission deadlines for 2004 are:

December issue is due on November 5

Articles and information for inclusion in the sections (*News of the Councils, Technical Affairs, Public Sector Practice Exchange*) should be submitted directly to the Associate Editor responsible for the appropriate section. Submissions may also be made to the Editor.

If you have questions or need further information please contact the Editor, Associate Editors, or IPMA-HR.

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