

# ACN

## Assessment Council News

### Newsletter of the IPMA-HR Assessment Council

April 2005

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## Presidential Message

*David Hamill*

It is now officially spring with warmer weather and noticeably longer days. This means only one thing, and I'm not referring to tax day: the 2005 IPMAAC conference is developing nicely. Program Chairs, **Christine Parker** and **Inés Fraenkel** have done an extraordinary job in assembling a fantastic program. Submission numbers were up this year reflecting the high level of interest assessment professionals have in sharing their work, research and experiences, and learning the same from their peers. Conference highlights include addresses from **R.J. Harvey**, **Ann Marie Ryan**, and **Ted Darany**. Pre-conference workshops cover a wide spectrum of topics including developing video-based tests, test validation, developing minimum qualifications, and defensible employment interviews. In fact, there will be over 40 hours of presentations, plus workshops and plenary speakers rolled up into a cohesive 2 1/2-day conference. Anyway you slice it, this year's conference will provide ample opportunity to learn new assessment techniques, interact with colleagues, and make new professional contacts all while enjoying Orlando in early summer.

By now, you should have received a conference brochure containing registration information and an outline of the program. We have also developed a

conference page on the web. Simply visit [www.ipmaac.org](http://www.ipmaac.org) and click on "2005 Conference" for essential information on the registration process, program schedule, hotel and travel (including discounts), and of course information on the social activities. Speaking of which, **Déonda Scott** and the host committee have put together a fantastic package of social events, including dinner with Shamu at SeaWorld (sorry, no sushi), a poolside bash replete with food and libation, and a welcome reception on Sunday night. Preliminary indications suggest that this will be a heavily attended conference, so plan to make your reservations soon. Come early, stay late!

### The Stephen E. Bemis Memorial Award

**Howard Fortson** has graciously agreed to represent IPMAAC on the "Bemis Board" again this year. In this capacity, he will vote (along with representatives from other Bemis sponsoring agencies) for the 2005 award recipient. As in the past, the award will be presented at the IPMAAC conference. I am honored to announce that **David A. Dye** will be IPMAAC's official nomination for the Stephen E. Bemis Memorial award this year. For more information about this award, please visit the IPMAAC web site.

*(continued on next page)*

## **Membership Advisory Committee**

IPMA-HR has recently formed a Membership Advisory Committee (MAC) to examine the membership structure. IPMA-HR is comprised of national/international members, regional members, chapter members, and section members. IPMAAC members are section members. The purpose of the MAC is to simplify the membership structure and establish a foundation for a strong and enduring membership base. Since any changes to IPMA-HR's membership structure may affect IPMAAC members, we will keep you posted with the latest information on this initiative. I am an active member of the MAC, so rest assured that IPMAAC's interests will be well represented. IPMA-HR will be posting more information about the MAC and its activities on its website ([www.ipma-hr.org](http://www.ipma-hr.org)) in the very near future.

## **Adding Value to Your IPMAAC Membership**

One of my key initiatives this year is to grow IPMAAC membership, and improve and expand membership benefits. As organizations and individuals tighten their budgets, training conferences and professional memberships are often among the first items to get scaled back. This underscores the need to make IPMAAC membership as valuable

and professionally useful as possible. The Board and Committees are carefully examining how IPMAAC can accomplish this continuous endeavor. Ideas that we are currently pursuing include broadcasting selected IPMAAC conference sessions across the web (Webinar) and providing free training for IPMAAC members.

Webinar? What in the world is a Webinar? A Webinar, or web-based seminar, is essentially a presentation transmitted over the Internet and telephone lines. However, it is different from a Webcast in that information can be exchanged in both directions. In other words, the presenter and audience can speak to each other like on a conference call and the audience can see the presentation in real-time over an Internet connection. I am thrilled to share that we are currently working out the details of providing selected presentations at the conference this year as Webinars. This is very exciting news because we can reach out to those individuals who are not able to physically join us in Orlando this year. This is a first for an IPMAAC conference, and a significant step in adding value to IPMAAC membership. More information about the Webinar presentations, including registration information, will be sent to you in the near future.

*(continued on next page)*

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Another way we are looking to increase the value of IPMAAC membership is through free, high-quality, and relevant training. Providing training is a core purpose of IPMAAC. We also understand that many agencies' training dollars are tight. By providing free training to IPMAAC members, we satisfy a foundational goal of IPMAAC at no cost to members, and may be able to increase our membership base in the process. Details about this unique endeavor should be ironed out in the near future.

Finally, other ideas being considered that will increase the value of IPMAAC membership include expanding the content in the Assessment Council News (ACN), and publishing new monographs in personnel assessment and selection. If you have additional ideas on how IPMAAC can increase its value to you, or would like to join an IPMAAC committee, please let me know – I would love to hear from you.

I look forward to hearing from you about how IPMAAC can better serve you and look forward to seeing you all at the welcoming reception at this year's conference in Orlando.—ACN

## Monograph Authors Needed


IPMAAC is currently working to reintroduce our monograph series. The purpose of the IPMAAC Monograph series is to create documents that serve as an educational tool for use by the membership. A major role of IPMAAC is education and the monographs serve as one mechanism for achieving this goal.

At this point, we have one in the editing stage and would like to get others started. We are particularly interested in monographs related to the use of technology in assessment. If you are interested in possibly authoring a monograph, email Dennis Doverspike (at [ddl@uakron.edu](mailto:ddl@uakron.edu)) and he will send you information on submitting a proposal. —ACN

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# Technical Affairs

By Mike Aamodt, Associate Editor

## Coding Education Levels: Degrees or Years?

It is common to consider applicants' and incumbents' educational backgrounds when making a variety of human resource decisions. For example,

- In hiring, education levels are considered when screening applicants or conducting validity studies.
- In recruitment, it is common to consider education when negotiating starting salaries.
- In compensation, the education requirements of a job are often given a heavy weight as a compensable factor.
- In OFCCP compliance, incumbent education levels are often considered when running regression analyses trying to explain sex or race differences in salaries.

In making such HR decisions, the difficult first step is determining how to categorize levels of education. That is, how do we rate or rank an applicant with an associate's degree versus an applicant with 72 college credits but no formal degree? There appear to be two approaches to doing this: Years of education and degrees.

As shown in Table 1, in the *years of education approach*, individuals are assigned points on the basis of the number of years of education they have obtained. Such an approach gives credit for attending college even though the individual may not have actually obtained a degree. Notice that people with GEDs or who did not graduate high school would be assigned the number of years of formal schooling they completed (ranging from 0 to 11). As shown in Table 1, the *degree approach* ignores any education that has not resulted in a terminal degree.

Which approach is best? The answer would depend on your reason for considering education in the first place. The years of education approach is best if you are interested in tapping an individual's amount of

formal training or combined learning. The degree approach is best if you are interested in tapping a level of accomplishment.

### Common Coding Difficulties

#### Certifications

An educational aspect that is difficult to code is such certifications as a Certified Public Accountant (CPA), the Professional in Human Resources (PHR) from SHRM, and the Certified Professional from IPMA-HR. If one were to use the *years of education approach*, certifications would not receive credit because formal classroom training is not involved.

**Table 1. Comparison of ratings given by two approaches for categorizing education levels**

Years	Education	Years of Education Approach	Degree Approach
0-11	No high school diploma	0-11	0
0-11	GED	0-11	1
12	High school diploma	12	1
13	0-30 college credits	13	1
13	Career certificate/Diploma	13	2
13	Licensed Practical Nurse (LPN)	13	2
14	31-60 college credits	14	1
14	Associate's degree	14	3
14	Registered Nurse (RN)	14	3
15	61-90 college credits	15	1
16	91-120 college credits	16	1
16	Bachelor's degree	16	4
17	Certified public accountant	16	5
18	Master's degree	18	6
19	Ed.S., Master's + LPC, Law degree	19	7
21	Doctorate	21	8

(continued on next page)



Using the *degree approach*, certifications are difficult to quantify because they must be considered in light of a person's college education. That is, would a person with a bachelor's degree and the IPMA-CP certification get a score of 5 but a person with a master's degree and the IPMA-CP certification get a score of 7?

When conducting salary equity analyses, the certification problem is usually handled by treating certifications as a separate variable from education and scoring them with a simple yes (1) or no (0) system. However, some certifications are more valued than others and a simple yes or no system would not account for such value differences.

### GEDs

There is considerable debate about whether a GED should be considered the equivalent of a high school diploma. For those of you involved with law enforcement selection, you have probably noticed that your police chief has a strong opinion on the topic! Though the common belief is probably that a GED is not as desirable as a high school diploma, there is surprisingly little research on the topic. In a 2003 *ACN* Technical Affairs Column, I summarized the research comparing people with GEDs and high school graduates and concluded that, based on limited research, people with GEDs do not perform as well on the job as high school graduates. Thus, from a coding perspective, it may not be a good idea to put GEDs and high school diplomas on the same level.

### College Credits

Many people have taken college courses beyond high school yet have not actually received a college certificate or degree. As discussed previously, a *years of education approach* would assign credit for these courses, but a *degree approach* would not. What might also be considered is whether an individual is making progress toward a degree and how recently the credits were received. That is, there may be a difference between a person with 39 college credits who dropped out of college and a person with 39 credits who is working toward a degree one course at a time. Though the actual level of accumulated education is the same, there may well be differences in motivation or conscientiousness. Or, the difference in the two people could be something as simple as health conditions or family obligations that indicate nothing about their motivation or personality.

### Multiple Degrees

Using the *years of education approach*, people earning two bachelor's degrees or two separate master's degrees would

receive more credit than people earning one degree. In the *degree approach*, multiple bachelor's degrees would receive the same credit as one degree. Again, I have not seen any research looking at whether people with multiple bachelor's or master's degrees are different (e.g., talent, motivation, personality) than people with one degree.

### When the Degree was Earned

Though this is not a factor I ever thought of considering, a police chief I encountered looked at when a college degree was earned. His thinking was that a degree earned the "traditional" way when an individual is 21 or 22 is more impressive than a degree earned later in life. He had all sorts of interesting hypotheses about what degrees in later life meant in terms of motivation and character, most of which did not make much sense to me. However, to my knowledge, there is no research that addresses this issue (personally, I would put more value on a degree earned by a working adult but I'm not really sure my rationale is any better than the police chief's rationale).

### Does the Coding Approach Matter?

Does the coding approach really matter? It probably depends on how the educational information is to be used. To briefly explore this issue, I took an old dataset and used both a *years of education approach* and a *degree approach* to code education. I then correlated education with supervisor ratings of police officer performance and performance of cadets in the police academy. As shown in Table 2, the *years of education approach* yields slightly higher (but not significantly so) validities than the *degree approach*. However, in a proprietary data set I have for production workers, the *degree approach* had higher validities than the *years of education approach*.

**Table 2. Correlations between education and academy grades and supervisor ratings**

Approach	Academy Grades		Supervisor Ratings	
	N	r	N	r
Years of education approach	1,369	.22	894	.14
Degree approach		.17		.10

Clearly, more research is needed to determine if one approach is better than another. If any readers have education data and can separate education into years of education versus degree, e-mail me your results and I will include them in the next Technical Affairs column. Or, if you have some thoughts on the topic, I would be happy to include them as well.

## HR HUMOR

These puns almost don't deserve to be called humor, but here they are anyway!

- I got a job at a zoo feeding giraffes but I was fired because I wasn't up to it.
- I found being an electrician interesting but the work was shocking.
- I wanted to be a barber but I just couldn't cut it.
- I worked as an accountant but had to quit because the work was too taxing.
- I studied a long time to become a doctor but I didn't have any patience.
- I once worked as a lumberjack but I just couldn't hack it, so they gave me the axe.
- I tried to work in a shoe factory but my boss was too much of a heel.
- I became a professional fisherman but discovered that I couldn't live on my net income.
- I applied for a job as a chef – figured it would add a little spice to my life – but I just didn't have the thyme.
- I tried to be a tailor but I just wasn't suited for it. Mainly because it was a sew-sew job.
- After many years of trying to find steady work I finally got a job as a historian until I realized there was no future in it.
- I got a job in a gym but they said I wasn't fit for the job.
- I quit my job as a plumber because the work was too draining.
- I loved my job installing windows but my boss was such a pane.
- I quit my job as a personnel analyst because I felt I was always being tested.
- I quit my job as an affirmative action officer because everything was black and white to my boss.—ACN

## IPMA-HR Developing Generic First-Line Supervisory Exam for the Public Sector

The International Public Management Association for Human Resources (IPMA-HR) is currently in the process of developing a generic first-line supervisory exam for the public sector. This multiple-choice exam will assess supervisory-based competencies needed for effective performance as an entry-level supervisor across various public sector departments; the **public safety field will be excluded** from this study.

The first phase of development will be the completion of Job Analysis Questionnaires (JAQ) by first-line supervisors in spring 2005. First-line supervisors are considered the first line of management and are responsible for the direct supervision of a group of personnel (two or more) and have been on the job a minimum of 6 months. The JAQ will require first line supervisors to rate critical job tasks carried out by first-line supervisors and

the knowledge, skills and abilities (KSAs) needed to complete those tasks.

The second phase of development will include a Subject Matter Expert (SME) review of the actual exam questions, which will take place in summer 2005. This review will be completed by a group of both first-and second-line supervisors. Each SME will be asked to complete an evaluation form with questions about the clarity of each question, the importance of the knowledge assessed by each question and the appropriateness for its inclusion on the exam.

As a thank you for participating, IPMA-HR is offering a discount on any participating agencies first test order of the Generic First Line Supervisory exam.

For additional information, please contact **Kathleen Pierce** at (703) 549-7100 or email [kpierce@ipma-hr.org](mailto:kpierce@ipma-hr.org).

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# Protecting Employees

By Jeffrey P. Feuquay, Ph.D., Esq.

**B**y now, most employers should have developed policies and procedures to insure a safe work environment for their employees. The most complex issues generally involve protecting employees not from equipment but from each other and from non-employees – customers, clients and vendors. One supervisor at Security, USA, Inc. recently did almost everything wrong in protecting an employee that could be done wrong, resulting in a \$2.25 million dollar judgment against her employer for intentional infliction of emotional distress.

Dominique Gantt was a guard with Security, USA, Inc., a private security firm with contracts to guard federal buildings. After being repeatedly injured by her boyfriend Gary Sheppard, a “weapon qualified” security officer at another security company, Gantt sought, and was granted, a protective order that barred Sheppard from abusing, threatening, or contacting her anywhere – including her home or place of employment – and by any means – in person, on the telephone, or in writing.

The next day, Gantt took a copy of the protective order to work and Security, USA, Project Manager Earl Wood then notified all Security, USA supervisors that Gantt should only be assigned to secured inside posts so Sheppard could not gain access to her at work. So far, the actions of the employer were right on target. The Project Manager took prompt, appropriate action to protect Ms. Gantt.

Unfortunately, Gantt’s supervisor, Sgt. Claggett, worked with the perpetrator at the other security firm on weekdays and was, as she said, on good terms with him. Although Claggett was aware of the history of abuse and death threats, she decided the couple needed to talk and sort out their differences. Toward that end, she transferred two calls from Sheppard to Gantt, the second one after a distressed Gantt had already reported Sgt. Claggett’s conduct to the Project Manager.

A month after the protective order was granted, Sgt. Claggett was the senior officer-in-charge when Gantt reported for work. Despite being reminded by another sergeant of the Project Manager’s directive and over Gantt’s protests, Sgt. Claggett ordered Gantt to assume an

unsecured post outside the building. Within 15 minutes, Claggett transferred a call from the perpetrator to Gantt’s location. Although Gantt again begged to be moved inside, Sgt. Claggett refused. Approximately 45 minutes later, Sheppard arrived at the federal building and chased Gantt with a shotgun, finally catching her and putting the gun to her throat while dragging her away. The abduction occurred within view of two other security guards who were ordered by Claggett not to call police because, “he just wants to talk to her.” After being raped and physically and verbally terrorized for six hours, Gantt was finally able to convince Sheppard that she would reconcile with him, at which point he surrendered to the police. He was convicted in state court of kidnapping, first degree rape, and violation of the protective order, and sentenced to twenty years in prison.

The behavior of Sgt. Claggett is so horrifyingly ludicrous that it is tempting to believe that nothing remotely like it could ever happen in one of our organizations. Resist that temptation. It can. On one occasion, I had the opportunity (?) to hide an employee while I talked down his gun-toting girlfriend. On another, I received a call from a friend, the Chief of Police, who could not stop chuckling after his officers arrested a person across the street from my office loading a shotgun. *Gantt v. Security, USA*, 356 F.3d 547 (4th Cir. 2004), 125 S.Ct. 51 (2004) (cert. denied) teaches us several things:

1. The conduct of supervisors can be imputed to the employer. So, train those supervisors.
2. Develop policies and procedures that tell all employees exactly what to do when faced with a protective order or a potentially explosive situation.
3. Respond immediately and appropriately to all legitimate employee safety concerns.
4. If nothing else, do not aid and abet violence, or put employees at greater risk by ill-conceived efforts to fix their problems.

That’s all I know for now. See you in court.—ACN



## IPMAAC 29th Annual Conference

**M**ark your calendar and plan to join your colleagues in beautiful Orlando, Florida, for the 29th Annual Conference on Personnel Assessment. Plans are well underway for this extraordinary event. This year's conference will be held at the Hilton (in the Walt Disney World® Resort), June 19-22, 2005.

This year's conference will kick off on Monday, June 20, 2005, with a keynote address from **R.J. Harvey**, author of the *Common-Metric Questionnaire (CMQ)*. Other invited presenters include **Ted Darany**, CEO of Darany & Associates, and **Ann Marie Ryan**, Ph.D., Professor at Michigan State University.

The IPMAAC Annual Conference will also feature over 40 presentations showcasing state-of-the-art information on trends, techniques, and technologies for using and applying assessment methods. Make the most of your conference experience by adding one or more of the seven pre-conference workshops to your schedule. The pre-conference workshops are held on Sunday, June 19.

### Full-Day Workshops

- Selecting the Best and the Brightest Using Legally Defensible Interviews

### Half-Day Workshops

- How to Create Video Tests Using Readily Available Digital Technology
- Practical Procedures for Content Validation
- Passing Scores, Weighting and Combining Test Scores, and Converting Scores to Final Grades
- Unlocking the Secrets of Selection: A Hiring Manager's Guide to Effective Staffing Decisions
- Use of Minimum Qualifications in the Employment Process

To find a complete list and description of the scheduled sessions, as well as registration information, please visit the IPMAAC website at: [www.ipmaac.org](http://www.ipmaac.org).

For more information on the IPMAAC conference, contact Shannon Nicko Adaway at (703) 549-7100 or [sadaway@ipma-hr.org](mailto:sadaway@ipma-hr.org).

### The Orlando Experience

There is so much to do and see in Orlando, and our Host Committee, chaired by **Deonda Scott**, will be on hand to provide you with the information you need to get started. Whether it's theme parks, restaurants, shows, shopping, or nightspots, Orlando has something to offer everyone.

Orlando is one of the top tourist destinations in the world and here are just a few of the reasons:

**Theme Parks** – Walt Disney World's Magic Kingdom, Epcot, MGM Studios, Animal Kingdom; Universal Studios and Islands of Adventure, SeaWorld, need I go on?

**Arts and Sciences** – The Orlando Science Center is top-notch as is the Orlando Museum of Art. There are many art galleries and even an antique district.

**Nightlife** – Disney's Pleasure Island, Universal's CityWalk, and the House of Blues offer you the option of many different types of music and dancing. There are wonderful comedy clubs such as SAK Theatre and the IMPROV and several excellent theater venues.

**Dining** – There's everything from restaurants with famous-name chefs, every chain you can imagine, and even a few excellent local restaurants.

**Miscellaneous** – A short drive lets you leave the theme park atmosphere and get to know more of Florida. You can roam Harry P. Leu Gardens, play one of our world famous golf courses, spot blue herons and bald eagles on Orlando's lakes, or shop at the outlet malls or Mall at Millennia.

Oh yeah; and we've got beautiful weather, just remember your sunscreen and shorts!

For more information on things to do in and around Orlando, visit [www.orlandoinfo.com](http://www.orlandoinfo.com).—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 held 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](http://www.apa.org) as it is updated.

## **Bay Area Applied Psychologists (BAAP)**

The BAAP sponsors a speaker once each 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](http://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/](http://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](http://www.giop.org).

## **International Public Management Association for Human Resources (IPMA-HR)**

The 29th Annual IPMAAC Conference is scheduled for June 19-22 in Orlando, FL. Check the IPMAAC website for the conference program and hotel information.

## **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.metroapppsych.com](http://www.metroapppsych.com).

## **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 Bob Carroll at (518) 457-8630, or visit the MAPAC website at [www.ipmaac.org/mapac/](http://www.ipmaac.org/mapac/).

## **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](mailto: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](mailto:vspackma@srpnet.com), or visit the PTC/AZ website which is accessible through the IPMAAC website at [www.ipmaac.org/ptcaz](http://www.ipmaac.org/ptcaz).

## **Personnel Testing Council of Metropolitan Washington (PTC/MW)**

PTC/MW offers monthly luncheon programs and publishes an informative newsletter. See the 2005 calendar for scheduled luncheon speakers or visit the PTC/MW website which is accessible through the IPMAAC website at [www.ipmaac.org](http://www.ipmaac.org).

*(continued on next page)*

### **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 which is accessible through the IPMAAC website at [www.ipmaac.org/ptcnc](http://www.ipmaac.org/ptcnc).

### **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 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](mailto:MWheeler@per.lacity.org) or visit the PTC/SC website which is accessible through the IPMAAC website at [www.ipmaac.org/ptcsc](http://www.ipmaac.org/ptcsc).

### **Society for Human Resource Management (SHRM)**

Contact [www.shrm.org/education/](http://www.shrm.org/education/) for a current listing of seminars and conferences.

### **Society for Industrial and Organizational Psychology (SIOP)**

The 2005 conference is scheduled for April 15-17, 2005, in Los Angeles, California, at The Westin Bonaventure. Contact [www.siop.org/](http://www.siop.org/) for more information.

### **Western Region Intergovernmental Personnel Assessment Council (WRIPAC)**

WRIPAC comprises 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 a job analysis manual. Additional information may be obtained by visiting WRIPAC's website which is accessible via the IPMAAC website at [www.ipmaac.org](http://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.sbcounty.gov](mailto:bstyers@hr.sbcounty.gov).

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## **Upcoming International, National, and Regional Conferences and Workshops**

### **APRIL**

- 2-5: American Society for Public Administration. Portland, OR. Contact: [www.aspanet.org](http://www.aspanet.org)
- 6: IPMA-HR Oregon Chapter Spring Conference. Wilsonville, OR.
- 6: PTC/MW Luncheon Meeting. Washington, DC.
- 8: PTC/NC Meeting. Berkeley, CA.

- 11-15: SHRM Global Forum. Annual Conference. Chicago, IL. Contact: [www.shrm.org](http://www.shrm.org)

- 11-15: American Educational Research Association. Annual Meeting. Montreal, Canada. Contact: [www.aera.net](http://www.aera.net)

- 12-14: National Council on Measurement in Education. Annual Meeting. Montreal, Canada. Contact: [www.ncme.org](http://www.ncme.org)

*(continued on next page)*

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## *Conferences and Workshops continued*

14-17: SIOP Annual Conference. Los Angeles, CA.  
Contact: [www.siop.org](http://www.siop.org)

20-22: SHRM Employment Management Association.  
Annual Conference. Chicago, IL. Contact:  
[www.shrm.org](http://www.shrm.org)

24-27: IPMA-HR Southern Region Training Conference.  
Charlotte, NC.

28: PTC/SC Spring Conference. Covina, CA.

### **MAY**

1-4: Southern California Personnel Management  
Association & IPMA-HR Western Region  
Conference. Long Beach, CA.

11: PTC/MW Luncheon Meeting. Speaker: Dr. James  
Sharf, Sharf & Associates.

11: WRIPAC Training. "Training and Experience  
Evaluations" Yosemite, CA.

12-13: WRIPAC Meeting. Yosemite, CA.

18-20: MAPAC Meeting. Philadelphia, PA.

20: PTC/NC Meeting. Sacramento, CA.

26-29: American Psychological Society. Annual  
Convention. Los Angeles, CA. Contact: [www.psychologicalscience.org](http://www.psychologicalscience.org)

### **JUNE**

2-4: Society for Vocational Psychology. Biennial  
Conference. Vancouver, Canada. Contact:  
<http://edu.ubc.ca/vpco>

4-9: American Society for Training and Development.  
Annual Conference. Orlando, FL. Contact:  
[www.astd.org](http://www.astd.org)

12-15: IPMA-HR Eastern Region Conference.  
Harrisburg, PA. Contact: [www.haipma.org](http://www.haipma.org)

17: PTC/NC Meeting. Berkeley, CA.

19-22: IPMAAC Annual Conference. Orlando, FL.

19-22: IPMA-HR Central Region Conference. Dayton,  
OH.

22: METRO Dinner Meeting. Speaker: Dr. Wanda  
Campbell, Edison Electric Institute.

22: PTC/SC Luncheon Meeting. Monterey Park, CA.

### **JULY**

13: PTC/MW Luncheon Meeting.

27: PTC/SC Luncheon Meeting. Monterey Park, CA.

### **AUGUST**

5-10: Academy of Management. Annual Meeting.  
Honolulu, HI. Contact: [www.aomonline.org](http://www.aomonline.org)

7-11: American Statistical Association. Annual  
Convention. Minneapolis, MN. Contact:  
[www.amstat.org](http://www.amstat.org)

12-14: Association of Management. Annual Conference.  
Norfolk, VA. Contact: [www.aom-iaom.org](http://www.aom-iaom.org)

18-21: American Psychological Association. Annual  
Convention. Washington, DC. Contact:  
[www.apa.org](http://www.apa.org)

24: PTC/SC Luncheon Meeting. Monterey Park, CA.

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(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](mailto:smithk1@earthlink.net) or by telephone at (909) 798-4475.—ACN

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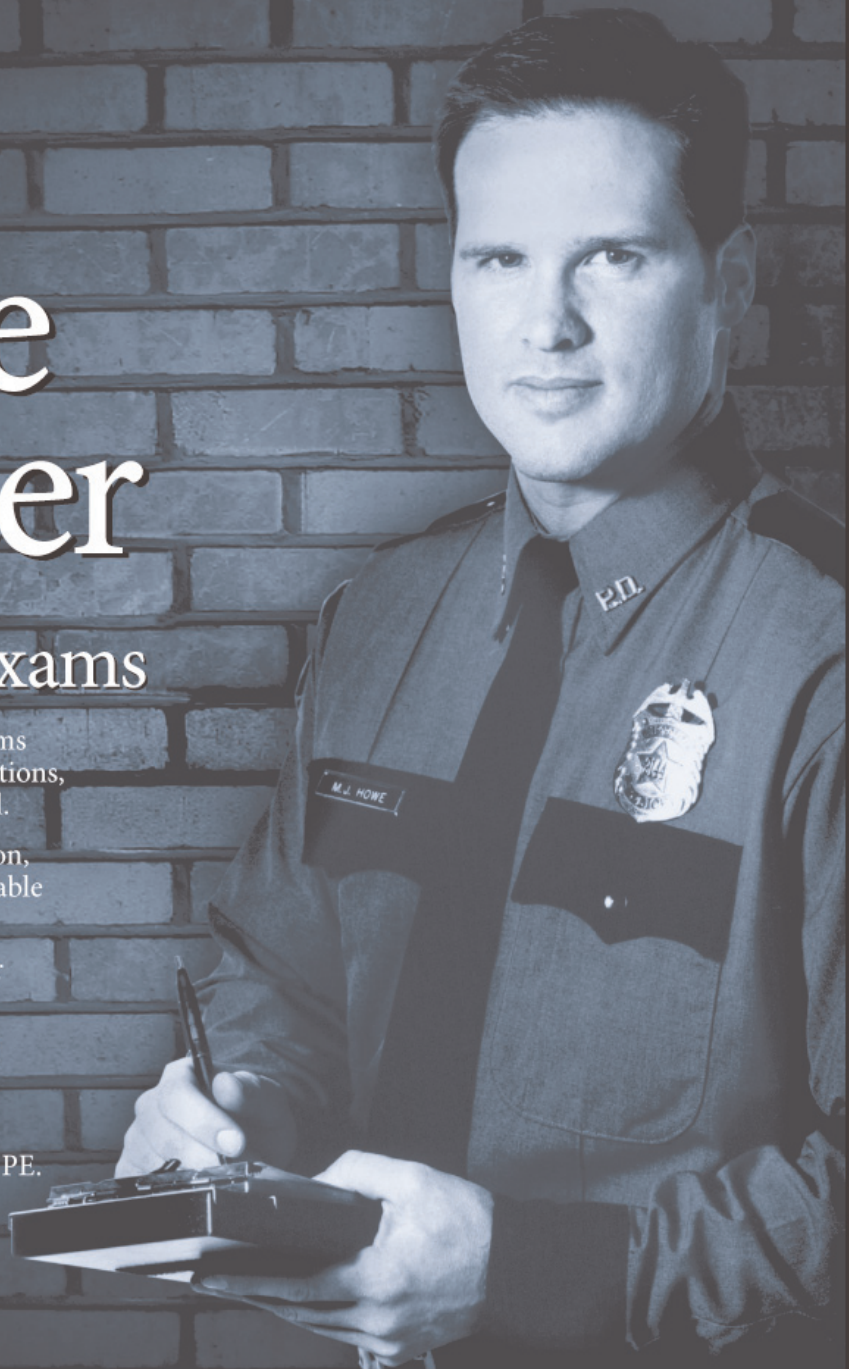
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# About the ACN

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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 2005 are:

June issue due on May 6

August issue due on July 1

October issue due on September 2

December issue due on November 4

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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