

Assessment Council News

Newsletter of the IPMA-HR Assessment Council

August 2007

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IPMAAssessment Council

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Presidential Message

By Déonda Scott

2007 Conference

Assessment specialists from near and far gathered to learn, teach, and network at this year's conference held June 10-13, in St. Louis, Missouri. Themed "The Gateway to Excellence in Assessment," this conference explored the hottest developments, latest research, and newest techniques in assessment. If you attended, you should have received a survey. When asked, "would you recommend the IPMAAC Annual Conference to a colleague," 97% of the conference attendees said "Yes." Eric Palmer, SPHR, commented, "For anyone in the public sector who cares about employee selection, there's no better resource than IPMAAC. Not just for best practices, but also for new ideas, innovations, and new strategies." I certainly agree!

Here are just a few of the highlights of the conference:

Pre-conference workshops on Logic-Based Testing; Examination Planning; Situational Judgment Tests; and Adverse Impact.

Wayne Cascio, Ph.D., addressed the topic "Do Employee Behaviors Matter? Some Economic Effects." His interesting and informative presentation explored the economic impact of employee behavior in various areas including employee retention, absenteeism, and presenteeism; payoffs in healthy life styles; and payoffs from training and development.

Robert Hogan, Ph.D., spoke on "What We Know About Leadership" by starting with a review of the research on personality, leadership, and organizational effectiveness. Using wit and wisdom, he pointed out how personality predicts leadership and how this information can be used to select future leaders or improve the performance of current incumbents.

Nancy Tippins, Ph.D., presented "Unproctored Testing." She explored the advantages, risks, and some potential solutions of internet-based testing which is increasingly being used to screen candidates for employment.

The conference offered over forty presentations spanning a broad range of topics including legal updates; personalassessments; workforce and itv succession planning; training and experience measures; competency-based pay for performance; minimum qualifications; public safety physical ability testing; measuring the strategic contribuselection; video-based tion on assessment; psychological screening examinations and background investigations; disparate impact; and on-line assessment. Two presentations were also offered as webinars for those who could not attend.

Thanks go out to this year's Conference Program Co-Chairs **Reid Klion** and **Kurt Wilkening** and the members of the Program Committee: **Martin Anderson, Anthony Bayless, Harry Brull, Roxanne Cochran, Jennifer French, David Hamill, Julia McElreath, Terry McKinney, Jalene Meloun, Mabel Miramon, Julia Paholke, Déonda**

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Presidential Message Continued

Scott, Kathryn Singh, Kristine Smith, Oscar Spurlin, Donna Terrazas, Inés Vargas Frankel, Beverly Waldron, and Mike Willihnganz. Their dedication and hard work were evident in the outstanding conference program.

I am so very grateful to all the conference speakers. The majority of our program is comprised of volunteer presenters who give their time, energy, and talent to conduct research and to inform us. The IPMAAC website at www.ipmaac.org provides many presentations from the conference and, as others are received, they're added. If you presented at the conference, and have not yet sent in your presentation, there's no time like the present! To do so, attach the electronic version of your presentation to an e-mail and send it to Bill Waldron at elcomnet@ipmaac.org.

Thanks also go to **Debbie Cranmer**, our Host Committee Chair, and her committee of volunteers from St. Louis Metro Sewer District: **Debbey Greulich**, Sharon **Randle**, Chastity Jackson, Craig Ballentine, and Donna Sisson. Their efforts ensured we all enjoyed St. Louis!

Our sponsors and vendors have always contributed so much to our conference and this year was no exception. WRIPAC and MAPAC each sponsored one of our invited speakers and WRIPAC also sponsored our River Boat Cruise. CPS Human Resource Services sponsored our badge lanyards; pan - A TALX Company provided our conference bags; and Sigma Data Systems were sponsors of our puzzle cards. I hope you had time to visit the booths of these sponsors as well as our vendors in the Personnel Consulting Group; NEOGOV Inc.; JobAps, Inc.; I/O Solutions; HumRRO; and Ergometrics & Applied Personnel Research, Inc. The winner of the puzzle card drawing won an iPod nano. Vendors also drew names for prizes to give those who visited their booths. There were some very nice prizes and lots of smiles all around!

Awards

The IPMAAC conference also provides us with the opportunity for recognition and presentation of awards. As many of you know, we lost one of our friends and colleagues this year, Dr. **James C. Johnson.** Jim was a member of IPMAAC's founding board of directors, was President of IPMAAC in 1994, and received numerous awards for his many contributions. The IPMAAC Board of Directors decided to rename the Student Paper Award in his honor. The award will now be known as the "James C. Johnson Student Paper Award."

Dr. Jeffrey Cucina, who completed his doctoral studies at George Washington Univeristy, was the winner of the 2007 James C. Johnson Student Paper Award competition. His paper was entitled, "A Comparison of Alternative Methods for Scoring a Broad-Bandwidth Personality Inventory to Predict Freshman GPA."

IPMAAC's Clyde J. Lindley Exemplary Service Award was presented to **Kristine Smith** in recognition of outstanding contributions she has made to IPMAAC.

The Stephen E. Bemis Award is traditionally presented at the annual IPMAAC conference. Criteria for nomination for this award include: accomplished personnel measurement practitioners who are recognized for their ongoing commitment to the principles of merit and fairness; professionals who have made an impact in the field by their practical contribution(s) that have either resulted in an improved or a new procedure; and concerned individuals who are recognized for their commitment to assisting fellow practitioners by being available to them. This year's nominees certainly meet the criteria. They were, in alphabetical order: **James Frankart, Deborah Gebhardt, Ed Hane, Kristine Smith,** and **Carla Swander.** We offer our congratulations to all nominees and to this year's worthy recipient, **Carla Swander**.

Business

The Board of Directors met and is working toward making IPMAAC even stronger.

The results of this year's election were announced: President-Elect for 2008 is **Michael Willihnganz**. Our two new board members for 2008 are **Bryan Baldwin** and **Shelley Langan**. I am looking forward to working with them and I invite you to offer them your support.

President-Elect **Inés Vargas Fraenkel** announced that she selected **Bryan Baldwin** and **Carl Swander** as Conference Program Co-Chairs for the 2008 conference in Oakland, CA. The Call for Proposals will be coming out before you know it, so spend some of your summer deciding how you can be involved in next year's conference. You can prepare a presentation, volunteer for a committee, or just plan to attend the conference.

Shortly before our board meeting, the IPMA-HR Executive Council informed the IPMAAC Board that it had decided to allow the IPMA-HR sections (i.e., IPMA-HR Federal Section and IPMAAC) to request IPMA-HR staff to provide services on a 100% cost recovery basis. This decision would require that IPMAAC pay the full amount for any IPMA-HR staff services that are requested and would eliminate the subsidy that has been historically provided by IPMA-HR to the two sections. Originally this change was to be implemented in 2008. The IPMAAC Board of Directors decided to request an extension to allow the Board to budget for and/or consider other options for these services. That request has since been approved by the IPMA-HR Executive Council. The IPMAAC Board will conduct a strategic planning session during our October meeting to consider our future direction. I am confident that the individuals you have elected to the Board will be able to meet this challenge and will develop a plan that will result in IPMAAC's continued success in the coming years.

I hope that those of you who attended the conference enjoyed it as much as I did and those of you who missed it will make plans to attend next year in Oakland, CA!

Technical Affairs

By Mike Aamodt, Associate Editor

A Test! A Test! My Kingdom for a Valid Test!

thought it was going to be an easy task. Two clients wanted to do some employment testing and asked me to find vendors for them who had "good" tests. Previously, both clients had their supervisors create their own tests, and we advised them that this was not a good idea. While most supervisors understand the jobs they are responsible for supervising, they often do not have the technical expertise to develop legally defensible tests. Instead, I recommended that they should purchase "professionally developed" tests. The clients' needs weren't that complicated; they needed tests measuring mechanical ability, SQL, Java, Excel, and one of those strange computer languages that to this day I don't understand.

My plan was to contact vendors – hoping to get a "onestop shopping" vendor – and ask for copies of their validation studies so that I could make a recommendation regarding the vendor(s) that would best meet the clients' needs. Ten vendors later, I began to realize that finding vendors who actually had information on their tests was going to be difficult. They all claimed that their tests were "valid," a few had reliability information, but none had any real evidence of validity other than vague statements about how their tests were content valid. Three of the interesting responses I received from major test vendors were:

- "We don't have any validation reports but our tests are in accordance with the Uniform Guidelines on Employee Selection Procedures (UGESP) section 14(C) of the Technical Standard Section; falling under the Classic Content Validation."
- "We do not have that information at this time. These assessments are taken from our practice test and we feel that they are very good."
- "I'm contacting you on behalf of your request for technical information for the SQL test we have online. Unfortunately, the publisher is getting ready to pull that test from the catalog. It is an older version and they are looking to add additional tests in the future. We currently do not have the Technical Manual online and there are no plans to get it since it will be removed."

A fourth vendor sent me the validity template that it uses for all its tests, describing the process for determining the reliability and content validity of a test, but not actually providing any reliability or validity information for the test itself! One vendor actually told me not to worry because, "Our test is EEOC approved."

As my frustration level increased, I took my wife's advice (always a smart thing) to take a step back and think about what information I actually needed rather than wanted. That is, what information *must* a vendor provide for a client to feel comfortable in purchasing a test? After all, because no test is valid across all jobs and all situations, what type of validity evidence or other psychometric information would one expect from a vendor? Here are the results of my musing.

Prior to using a test to select employees, there are two steps that must be taken: (1) determine if the construct measured by the test is appropriate for the job in question, and (2) determine if the test is a reasonable measure of that construct. It is the organization's responsibility to gather the information in Step 1 and the vendor's responsibility to provide the information needed for Step 2.

STEP I: DETERMINING JOB RELATEDNESS

For a test to be useful for an organization, it must measure one or more competencies that are required to properly perform a given job. The term "properly perform" is a rather general term that includes such behaviors as properly performing tasks, engaging in safe work behaviors, arriving to work ontime and not leaving early, engaging in organizational citizenship behaviors, not engaging in counterproductive work behaviors (e.g., theft, harassment, sabotage), and not prematurely leaving the organization.

The process of determining job relatedness usually begins by conducting a job analysis to determine the tasks performed, the conditions under which the tasks are performed, and the competencies (knowledge, skills, abilities, and other personal characteristics) needed to perform the tasks under the identified conditions. Such a process helps establish the content validity of a competency to be measured, but does not establish the content validity of a given test. That is, a job analysis might indicate that basic math skills are needed for a job (i.e., a content-valid competency), but *Bob's Test of Math* might be so bad that it is not a valid *measure* of the competency. Likewise, the *Do You Excel in Excel?* test might be a valid measure of a competency (Excel knowledge), but the competency might not be needed to perform the job of a tow-truck driver.

Thus, it is important to distinguish the potential validity of a competency from the potential validity of a measure of that construct. As mentioned previously, it is the organization's responsibility to establish the validity of the competency for a given job and the test vendor's responsibility to establish the validity of the test as a measure of that competency.

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Technical Affairs Continued

Once a list of relevant competencies has been established, the next step is to find sound measures (tests) of these competencies. Potential measures might include interview questions, training and experience ratings, work samples, or paper-andpencil tests.

STEP 2: DETERMINING IF THE TEST IS A REASONABLE MEASURE OF A COMPETENCY

Once an organization determines the job-relatedness of a competency, it has two choices: it can create its own measure of the competency, or it can purchase an existing measure. Creating a reliable, valid, and fair measure of a competency is difficult, time consuming, frustrating, costly, and just about any other negative adjective you can conjure up. Think of the frustration that accompanies building or remodeling a home and you will have the appropriate picture. Thus, creating a test internally should only be done if you have the professional resources to do so. In this case, professional resources include, but are not limited to, the technical expertise necessary to develop, implement, evaluate, and update a measure of a construct.

If you are going to purchase the test from a vendor, you should ask the following four questions and expect the vendor to have written documents (i.e., validity studies, technical reports, test manuals) to answer these questions. If you can't find a vendor that has the necessary information, you are better served not testing than to use a poorly documented test. Instead, you may be best served by having an external consultant develop, implement, evaluate, and update a test tailored to the job(s) in question that will be valid for years to come.

I. Is there evidence that the test is tapping what it purports to measure?

This is a question that addresses both the construct and content validity of the test. Let's use a personality inventory as an example to discuss construct validity. If a vendor has a personality inventory measuring the trait of conscientiousness, it is important that the vendor demonstrate that scores on it's inventory correlate highly with scores on other measures of conscientiousness and not as highly with tests of similar, yet different constructs (e.g., integrity, motivation). When a test correlates highly with other tests of the same construct, it is said to have *convergent validity*; and when it correlates less highly with similar constructs, it is said to have *divergent validity*.

Whereas the *construct* validity of a test can be rather straightforward, the content validity of a commercial test can be complicated. If a test is designed for a particular occupation - for example, a math test for law enforcement personnel – the content validity of the test is established by demonstrating that the types of math (e.g., addition, subtraction), types of mathematical measurements (e.g., decimals, fractions, whole numbers), and the object of the math (e.g., time, speed, height) are in fact necessary to properly perform the job in question. This is simply a matter of conducting job analyses and identifying the math needs of the job. Most tests, however, are not designed for a particular occupation and thus establishing content validity becomes more complicated. Let's consider a test of Excel knowledge as an example. Excel is used in many occupations ranging from clerical to human resources to accounting positions. The knowledge level needed to use Excel for a compensation analyst is much greater than the typical clerical job. Thus, a test might actually tap Excel knowledge but might be too difficult for one job and not difficult enough for another job. As a result, vendors should identify the difficulty level of a test (e.g., beginning, intermediate, advanced) and the employer would then determine the test level most appropriate for the job in question.

Another issue that goes to the validity of the test is the passing score. That is, how high does an applicant need to score in order to "pass" the test? Although some vendors provide recommended passing scores with their tests, the passing score should probably be individually set by each organization unless the vendor has a tremendous amount of research to support its recommendation. Perhaps setting passing scores could be a topic for a future ACN column.

2. Is there evidence that the test scores are reliable?

If an applicant took the test a second time (test-retest reliability) or took a different version of the test (alternate forms), is there evidence that the applicant would receive similar scores? If two people scored the test, is there evidence that the applicant would receive similar scores (interrater reliability)? To answer these questions, it is essential that the vendor provide reliability coefficients for the test as a whole as well as any subscales.

If there are alternate forms of the test, the vendor must demonstrate that scores on the two forms are not only highly correlated (parallel forms), but also have similar means and standard deviations (equivalent forms). If reliability information is not available, or if the reliability coefficients are not high enough (in general, reliability coefficients of .70 or higher are considered acceptable), the test should not be purchased.

3. Are there sex or race differences in test scores?

It is essential that vendors provide normative information on the test scores and that this information be broken down by sex and by race (and any other protected classes of interest). It is a fact of life that many types of tests (e.g., cognitive ability, physical ability) are going to have adverse impact, so the proper way to evaluate normative information is not so much whether the test will have sex or race differences, but rather, how these differences compare to similar measures. For example, a meta-analysis by Roth, BeVier, Bobko, Switzer, and Tyler (2001) indicated that on the typical cognitive ability test, whites will score 1.10 standard deviations higher than African Americans and 0.72 standard deviations higher than Hispanics/Latinos. So, if the cognitive ability test you are considering has a white-black difference of 0.80 standard deviations, you might be more likely to adopt it than a test

Technical Affairs Continued

with a difference of 1.20 standard deviations, all other things being equal.

As a contrast to cognitive ability tests, integrity tests show white-black differences of only 0.07 standard deviations and white-Hispanic/Latino differences of -0.05 standard deviations (Ones & Viswesvaran, 1998). As with reliability information, if a vendor does not provide norms broken down by sex and race, you probably don't want to purchase the test. As an aside, it is important that the vendor provide the source of the people used to compute the norms because race and sex differences are greatest in the general population, smaller in job applicants, and smallest in incumbents who have already been screened on some measure.

4. Is there evidence that the test will predict performance in the job in question?

If a test is designed to predict performance in a particular occupation (e.g., law enforcement), the vendor should be able to provide validity studies demonstrating that the test predicts performance in the law enforcement training academy or on some on-the-job measure, such as supervisor ratings, commendations, or discipline problems. Such studies are called criterion validity studies. This may also be a topic for a future ACN column.

For tests that can be used for a variety of occupations, it is difficult for a vendor to demonstrate criterion validity. That is, a vendor can demonstrate that scores on the Excel knowledge test were significantly correlated with performance ratings for accounting clerks, but that does not mean that the same test will significantly predict performance in other jobs such as a compensation analyst or a secretary.

Obviously, the more research a vendor has, the more comfortable the test user will feel. With that said, however, it is essential to remember that no test is valid across all jobs and that criterion validity is established by occupation, and depending on who you talk (argue) with, perhaps by individual location.

In summary, the proper use of a test is the responsibility of both the user and the vendor. It is the vendor's job to ensure that the test itself is psychometrically sound and it is the user's job to ensure that the test measures a relevant competency for the job in question. If a vendor cannot adequately answer the four questions previously discussed, that vendor should not be used.

References

- Ones, D. S., & Viswesvaren, C. (1998). Gender, age, and race differences on overt integrity tests: Results across four large-scale job applicant data sets. *Journal of Applied Psychology*, 83(1), 35-42.
- Roth, P. L., BeVier, C. A., Bobko, P., Switzer, F. S., & Tyler, P. (2001). Ethnic group differences in cognitive ability in employment and educational settings: A meta-analysis. *Personnel Psychology*, 54(2), 297-330.

HR Humor

An efficiency expert concluded his conference presentation with a note of caution. "These methods will work, but you should probably not try them at home."

"Why not?" asked a human resource director from the audience.

"I watched my wife's routine at breakfast for years," the expert explained. "She made lots of trips between the

refrigerator, stove, table, and cabinets, often carrying a single item at a time. One day I asked her, 'Honey, why don't you try carrying several things at once?'"

"Did it save time?" the person in the audience asked.

"It sure did," replied the expert. "It used to take her 20 minutes to make breakfast. Now I do it in seven!"

IPMAAC Across the Nation News of the Councils

By Kristine Smith, Associate Editor

American Psychological Association (APA)

The 2008 conference is scheduled for August 14-17 in Boston, MA. For more information, visit their Web site at www.apa.org.

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 Web site at www.ciop.net.

Gateway Industrial-Organizational Psychologists (GIOP)

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

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

The 2007 IPMA-HR International Training Conference will be held September 29 - October 3 in Chicago, IL. The theme for this conference is, "The Future of HR: Mapping the Course." For more information, visit the IPMA-HR Web site at www.ipma-hr.org.

Metropolitan New York Association for Applied Psychology (METRO)

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

Mid-Atlantic Personnel Assessment Consortium (MAPAC)

MAPAC is a non-profit organization of public sector personnel agencies involved and concerned with testing and personnel selection issues. For details on MAPAC, contact René Shekerjian from the NY State Department of Civil Service at Rene.Shekerjian@cs.state.ny.us, or visit the MAPAC Web site via the IPMAAC Web site at 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 who meet to encourage an open exchange of information relevant to psychology as applied to work and human resources management. For more information, visit the MPPAW Web site at www.mppaw.org.

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 Web site accessible through the IPMAAC Web site at www.ipmaac.org/ptca.

Personnel Testing Council of Metropolitan Washington (PTC/MW)

PTC/MW offers monthly luncheon programs and publishes an informative newsletter. See the 2007 calendar for scheduled luncheon speakers or visit the PTC/MW Web site at www.ptcmw.org.

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 Web site accessible through the IPMAAC Web site at www.ipmaac.org/ptcnc.

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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, visit the PTC/SC Web site accessible through the IPMAAC Web site at www.ipmaac.org/ptcsc.

Society for Human Resource Management (SHRM)

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

Society for Industrial and Organizational Psychology (SIOP)

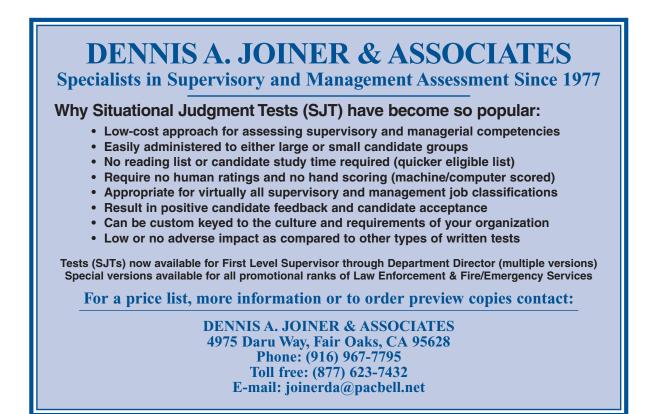
The 2008 conference is scheduled for April 10-12 in San Francisco, CA, with workshops scheduled for April 9. This is a new format for the annual conference with three days of sessions and one day of workshops. For more information, visit the SIOP Web site at www.siop.org.

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 job analysis manual. Additional information may be obtained by visiting WRIPAC's Web site at www.wripac.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 more than 160 agencies nationwide. For more information, call (909) 387-5575 or visit the Web site at www.co.san-bernardino.ca.us/hr/wrib/splash.asp.



Upcoming International, National, and Regional Conferences and Workshops

SEPTEMBER

- 11-12: IPMA-HR. Federal Section Conference. "Federal HR at the Crossroads: Results and Accountability." Washington, DC. Contact: www.ipma-hr.org.
- 12: PTC/MW. Luncheon Meeting.
- 12: WRIPAC. Training Workshop. "Training and Experience Application Evaluation." Pacific Grove, CA. Contact: www.wripac.org.
- 13: IPMA-HR. Webinar. "Recruitment and Selection."
- 13-14: WRIPAC Meeting. Pacific Grove, CA. Contact: www.wripac.org.
- 20-21: Southern California Personnel Management Association (SCPMA). Training Program. "Developing Competencies for HR Success." Anaheim, CA. Contact: Danielle Tellez, dtellez@ci.monrovia.ca.us.
- 27-28: Southern California Personnel Management Association (SCPMA). Training Program. "Developing Competencies for HR Success." Anaheim, CA. Contact: Danielle Tellez, dtellez@ci.monrovia.ca.us.
- 29- IPMA-HR International Training Conference. "The
- 10/3: Future of HR: Mapping the Course." Chicago, IL. Contact: www.ipma-hr.org.

OCTOBER

- 1-5: Human Factors and Ergonomics Society. Annual Conference. Baltimore, MD. Contact: www.hfes.org.
- 10: PTC/MW. 30th Anniversary Gala. Washington, D.C.
- 10-12: SHRM. Strategy Conference. Tampa, FL. Contact: www.shrm.org/conferences.
- 14-16: Human Resources Planning Society. Fall Executive Forum. "Leading the Talent Development Life Cycle: Strategy, Leadership, & Innovation." Chicago, IL. Contact: www.hrps.org.
- 18-20: SHRM. Workplace Diversity Conference & Exposition. Philadelphia, PA. Contact: www.shrm.org/conferences.

- 21-24: OD Network. Annual Conference. Baltimore, MD. Contact: www.odnetwork.org.
- 25-27: SIOP. Fall Consortium. "Enabling Innovation in Organizations: The Leading Edge." Kansas City, MO. Contact: www.siop.org.

NOVEMBER

- 8: IPMA-HR. Webinar. "Compensation: IPMA-HR Benchmarking Survey Results."
- 14: PTC/MW. Luncheon Meeting.
- 15-16: PTC/SC. Fall Conference. Hyatt Regency Orange County. Contact: www.ipmaac.org/ptcsc.

DECEMBER

- 7 PTC/AZ. Training Workshop. "Job Analysis." Contact: Carol Meyer (602) 250-2641.
- 12 PTC/MW. Luncheon Meeting.

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 smithkl@earthlink.net or by telephone at (909) 798-4475.

(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.)

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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 2007 are:

October issue due on September 4

December issue due on November 2

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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