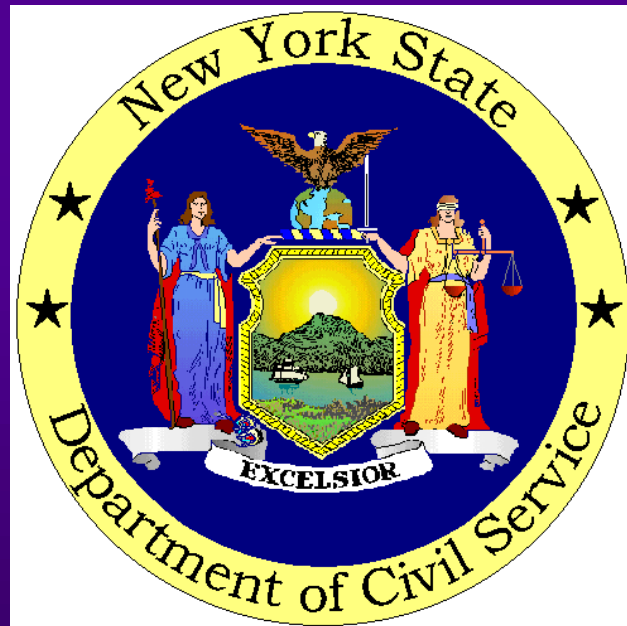


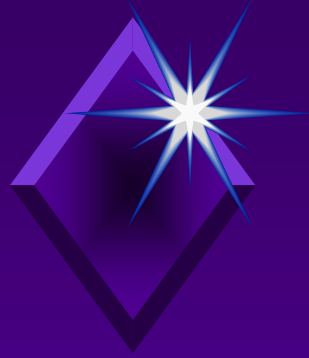
The Promotion Test Battery Program: Assessing Managerial Competencies New York State



Prepared for:
**The IPMA Assessment
Council
Conference on
Personnel Assessment**

**Arlington, Virginia
June 5, 2000**

**Paul D. Kaiser
Chief Examiner**



Why the PTB Program?

Issues Addressed include:

- ◆ **Need to hold more exams**
- ◆ **Need for a more comprehensive measure of managerial and supervisory skills**
- ◆ **Need to address candidate concerns about having to demonstrate their managerial skills repeatedly**
- ◆ **Need to test long term provisionals**
- ◆ **Need to hold exams for jobs in small position classes**
- ◆ **Need to produce lists in a more timely fashion**



Key Features of the PTB Program

- ◆ **Almost all titles in the professional, scientific and technical classes are included.**
- ◆ **A comprehensive test of supervisory and managerial skills**
- ◆ **The Batteries are given annually**
- ◆ **Candidates can take it every year**
- ◆ **Battery scores are banked for up to ten years**
- ◆ **Candidate's highest score is used for subsequent examinations**
- ◆ **A test, not an examination**



Implementation Activities

- ◆DCS conducts job analysis
- ◆DCS identifies core competencies
- ◆DCS determines assessment methodologies
- ◆DCS identifies expert teams of test developers
- ◆DCS institutes sensitivity review process
- ◆DCS determine test administration schedule



Identifying the Supervisory and Managerial Competencies

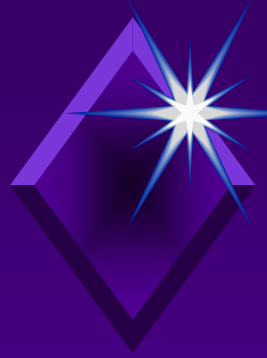
Job Analysis - Tier One

- ◆ **Review of previous examination announcements**
- ◆ **Federal job analysis listing of competencies**
- ◆ **Rating and grouping of competencies by State job experts**



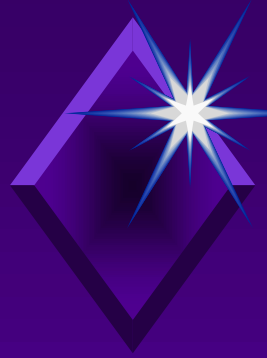
Managerial Competencies

- ◆ **Management and Supervision of Staff Dimensions**
- ◆ **Written Communication and Analysis Dimensions**



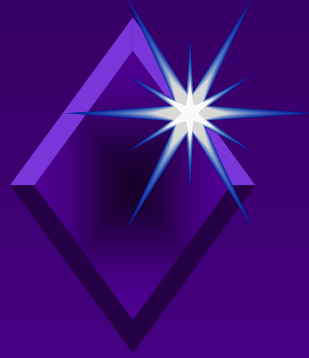
Management and Supervision of Staff Dimensions

- ◆ **Analyzing information for problem solution**
- ◆ **Communicating information**
- ◆ **Interacting with others to accomplish work**
- ◆ **Monitoring quality, quantity and timeliness of work**
- ◆ **Designing and implementing action plans**
- ◆ **Assigning and scheduling work**
- ◆ **Empowering others to act on their own initiative**



Written Communication and Analysis Dimensions

- ◆ **Developing (reviewing) communications which are sound in mechanics and content**
- ◆ **Developing (reviewing) appropriate written communications**
- ◆ **Analyzing information**



Levels of positions included in the batteries

Level One

- ◆ **First line supervisory and ‘higher’ level non-supervisory, technical positions**

Level Two

- ◆ **Mid- and Higher level Managers and Administrators**



Dimensions Assessed by the Batteries

Level One - Supervisors

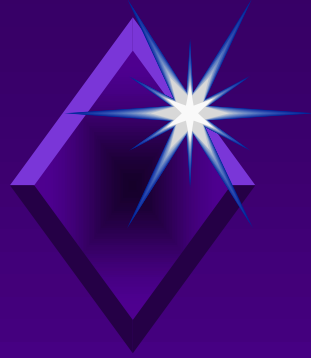
- ◆ **Management and Supervision**
- ◆ **Written Communication**
- ◆ **Problem Analysis**

Level One - Specialists

- ◆ **Written Communication**
- ◆ **Problem Analysis**

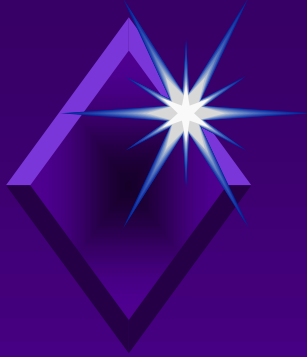
Level Two - Mid-Level Managers and Administrators

- ◆ **Management and Supervision**
- ◆ **Written Communication**



Test Instruments

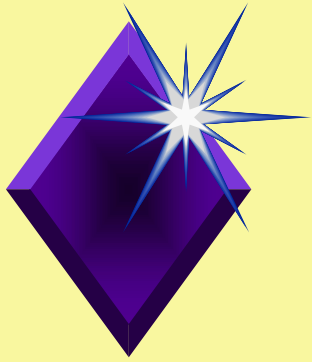
- ◆ *Multiple-choice for Written Communication and Problem Analysis*
- ◆ *Written Simulations for Management and Supervision of Staff*



Written Simulation Tests

Focus of simulations is on information gathering, problem-solving and decision making set within the context of the job

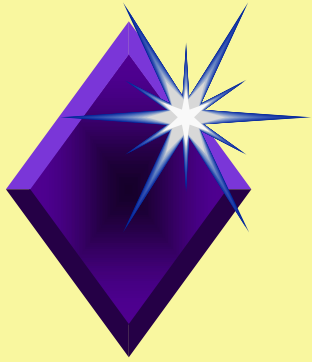
- ◆ **Job situation test consisting of several sections**
- ◆ **Candidates are given an initial setting and then go to the first section and take an action**
- ◆ **Based on their action, they receive feedback and are directed to the next section**
- ◆ **Candidates proceed through the sections gathering information and making decisions**



Opening Scene

You are visiting with your neighbor Alice when you see a bat fly across the living room and land on the drapes.

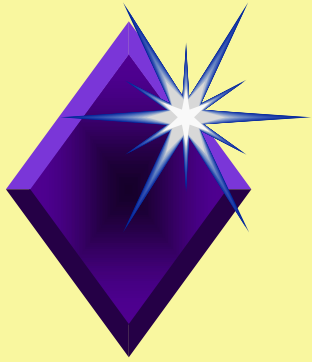
Continue now with Section A.



Section A

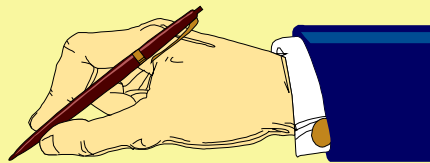
You would now: **(Choose ONLY ONE.)**

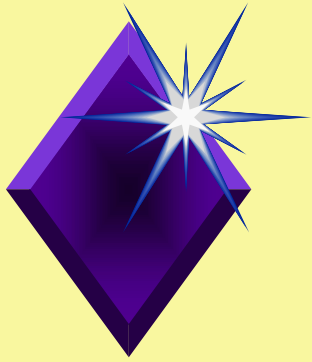
1. Attempt to kill the bat.
2. Ask Alice what to do.
3. Open the windows.



Answer Sheet

1	
2	156
3	



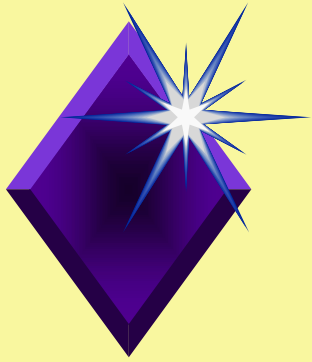


Responses

155. The bat flies away. *Go to Section C.*

156. Alice says, “We should try to catch it without harming it.” *Go to Section E.*

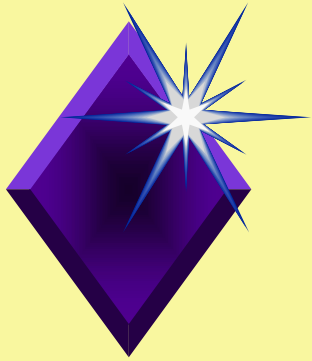
157. Alice screams and falls to the floor. *Go to Section F.*



Section E

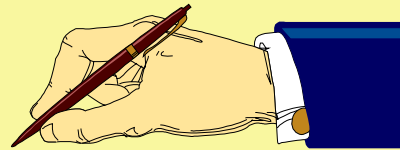
To catch the bat you would use: (Choose UP TO THREE.)

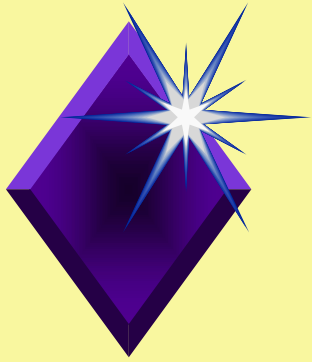
- 22. a piece of cardboard**
- 23. hair spray**
- 24. an empty can**
- 25. a baseball bat**
- 26. a pair of gloves**



Answer Sheet

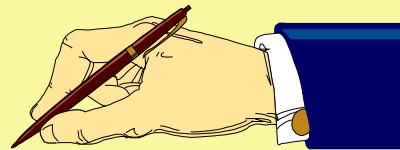
22	<input checked="" type="checkbox"/>
23	<input type="checkbox"/>
24	<input type="checkbox"/>
25	<input type="checkbox"/>
26	<input type="checkbox"/>

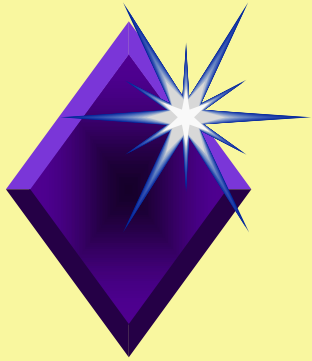




Answer Sheet

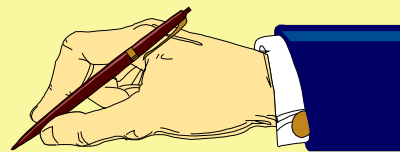
22	<input checked="" type="checkbox"/>
23	<input type="checkbox"/>
24	<input checked="" type="checkbox"/>
25	<input type="checkbox"/>
26	<input type="checkbox"/>





Answer Sheet

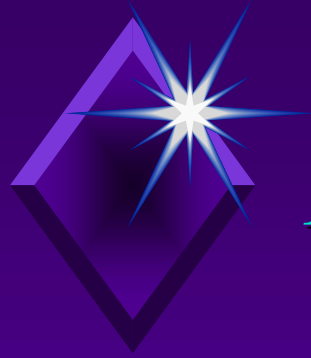
22	✓
23	
24	✓
25	
26	✓





Selection Benefits

- ◆ **The situations evolve as the candidate proceeds.**
- ◆ **The situations the candidate deal with are richer.**
- ◆ **Graded response scoring is used which gives more information.**



Programmatic Benefits

- ◆ **Simulation problems appear very job related.**
- ◆ **Simulation problems are an alternative selection device to multiple choice.**
- ◆ **Appointing agencies have more confidence in the eligible list.**
- ◆ **Candidates accept the test as measuring what they do on the job.**



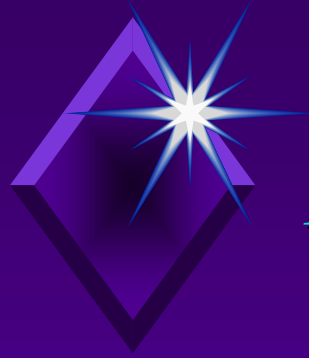
Test Development Processes & Reviews

Job Expert Teams

- ◆ **Third level or higher managers & Executives**
- ◆ **125 experts in first four years**
- ◆ **35 different agencies involved**

Pre-Test Reviews

- ◆ **Top professional and managerial Testing Division staff**
- ◆ **Cross reviews by job expert teams**
- ◆ **Sensitivity review panels**



Post test review of test materials

- ◆ **Internal management review of statistical data**
- ◆ **Reviews by job expert development teams**
- ◆ **Sensitivity Review**



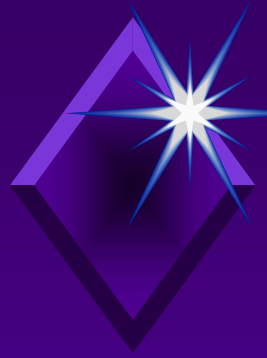
Post test sensitivity reviews

- ◆ **Mantel-Haenszel (MH) differential item functioning procedure (DIF) applied to all items**
- ◆ **Purpose of these reviews is to determine if the review panels can identify possible ethnic/cultural factors which might be responsible for DIF**



The Battery Program

- ◆ **The Battery is given annually**
- ◆ **Candidates can take it every year**
- ◆ **Scores are banked for up to ten years**
- ◆ **Candidate's highest score is used for subsequent examinations**



Going from the battery tests to an examination

- ◆ Candidate takes Battery
- ◆ Score is banked
- ◆ Tier 2 job analysis
- ◆ Examination for specific title is announced
- ◆ Candidates who meet qualifications apply
- ◆ Highest Battery score for each candidate is used



Battery Usage Decision Tree

Issue 1

- ◆ Are the battery competencies relevant to the title being tested for? (Tier 2 Job Analysis)

If No

- ◆ Develop a job-specific or subject matter test.

If Yes

- ◆ Go to next decision point.



Battery Usage Decision Tree

Issue 2

- ◆ Is there a critical job-specific component necessary to the job? (Tier 2 Job Analysis)

If No

- ◆ Score examination using battery only

If Yes

- ◆ Go to next decision point



Battery Usage Decision Tree

Issue 3

- ◆ Have the candidates already demonstrated job-specific competence through prior testing or tight minimum qualifications?

If Yes

- ◆ Score examination using battery only

If No

- ◆ Go to next decision point



Battery Usage Decision Tree

Issue 4

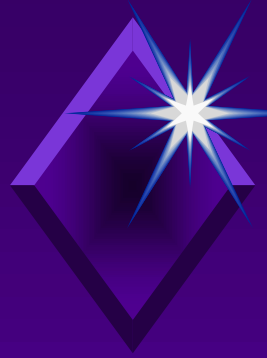
- ◆ Are there sufficient candidates so that a job-specific or subject matter test will have an appreciable effect on who is reachable for appointment?

If No

- ◆ Score examination using battery only

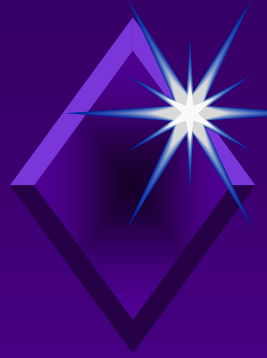
If Yes

- ◆ Develop a job-specific or subject matter test



Scoring Considerations

- ◆ **Band Scoring**
- ◆ **Score Banking**
- ◆ **Candidate Profiles**
- ◆ **Comparability of Tests from Year to Year**
- ◆ **Combining Battery and Technical Component Results**



Study Guide – Contents and Distribution

About the Batteries

- ◆ **What's measured and how**
- ◆ **Job analysis information**
- ◆ **Sample simulation Problem**
- ◆ **How to take a simulation test**
- ◆ **Direct sample simulation problem –with explanation**
- ◆ **Hard copy and internet access**



Study Guide

**A copy of the study guide can be obtained at the
Civil Service Department's Web Site at:**

<http://www.cs.state.ny.us/announ/sched-announcements/battery.htm>

**Note: It's being revised, so look for it in August or
September**



Criterion Validity Evidence

Difficulty in capturing data

- ◆ **Psychometric Issues - Small N's**
- ◆ **'Political' Issues - Union & Management Concerns**

Two small studies conducted thus far

- ◆ **Global Performance Scale**
 - ◆ **100 = Highest,**
 - ◆ **95...75**
 - ◆ **70 = Minimally Acceptable**
 - ◆ **60 = Unsatisfactory**



Criterion Validity Evidence

Study One

N = 19; $R_{yy} = .844$

Multiple Choice

$R_{xy} = .281^*$

Simulation Problems

$R_{xy} = .512^*$

Total Battery Score

$R_{xy} = .484^*$

***Corrected for attenuation in the criterion.**

Study Two

N = 14; $R_{yy} = .861$

Multiple Choice

$R_{xy} = .757^*$

Simulation Problems

$R_{xy} = .767^*$

Total Battery Score

$R_{xy} = .743^*$

***Corrected for attenuation in the criterion.**



Program Results

- ◆ **More comprehensive test of managerial skills**
- ◆ **Provisional reduction**
- ◆ **More efficient use of test development resources**
- ◆ **More examinations held with greater efficiency and timeliness**



Program Results

More comprehensive test of managerial skills

- ◆ **Battery is more comprehensive and reliable demonstration of supervisory, managerial, communication and analytical skills**
- ◆ **Presents opportunity for candidates who have enhanced their training and experience to demonstrate growth**
- ◆ **A single 'bad day' doesn't have to end a career**
- ◆ **Positive feedback from appointing authorities**



Program Results

Provisional Reduction

- ◆ **Number of provisionals in January 1995 was almost 5% of the competitive workforce**
- ◆ **In 1999 the provisional rate is at the lowest level in recorded history in NYS - less than one percent (0.69)**

About 85% of this overall reduction can be attributed to the use of the batteries



Program Results

More Examinations held with Greater Efficiency and Timeliness

- ◆ **Between January 1994 and June 1996, 207 promotion eligible lists were established**
- ◆ **Between January 1997 and June 1999, 423 promotion eligible lists were established**
- ◆ **Prior to the PTB Program it took an average more than five months to establish promotion eligible lists**
- ◆ **The average list is now established in less than 60 days, oftentimes much quicker**



Contact Information

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Chief Examiner

NYS Department of Civil Service

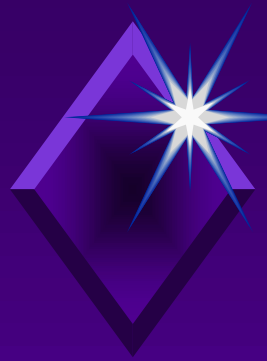
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*On Behalf of Commissioner George Sinnott, the Department, and myself,
Thank you & IPMAAC for the year
2000 IPMAAC Innovations Award*

