

# PERSONNEL SELECTION AND ASSESSMENT TRAINING NEEDS SURVEY

**INTERNATIONAL PERSONNEL MANAGEMENT ASSOCIATION ASSESSMENT COUNCIL  
ANNUAL CONFERENCE, BALTIMORE, JUNE, 2003**

This survey is designed to accomplish several goals. First, recognizing the continuing need for training of persons responsible for assessing candidates for selection and promotion evident in the results of past surveys, you'll find descriptions of several training programs developed by the International Personnel Management Association (IPMAAC) and the Mid-Atlantic Personnel Assessment Consortium (MAPAC). We ask about interest by you or your organization in these programs. Second, in partnership with Penn State University, training programs can be planned at locations throughout the United States and Canada. The training is open to individuals from any organization. We ask for your input about desirable locations. Finally, we list a number of topics for which training programs could be developed in the future. What topics would be of interest to you or your organization? THANK YOU FOR YOUR HELP!

Which of the following best describes your organization?

- U.S. local government or quasi-government body (e.g., county, city, utility district)*
- U.S. state government agency (e.g., department of human resources, department of transportation)*
- U.S. Federal agency (e.g., OPM, USPS)*
- Canadian Federal government agency*
- Canadian provincial government agency*
- Private business*
- Non-Profit organization*
- HR Consulting firm*
- Other (Please describe: \_\_\_\_\_)*

Approximately how many employees are responsible for developing, choosing, or using employee assessment procedures in your organization?

\_\_\_\_\_

## **EXISTING TRAINING PROGRAMS**

### ***Examination Planning***

This course provides the foundation for developing sound employment and promotion processes. Topics include basic concepts underlying HR systems and personnel assessment, uses of job analyses, deciding what and how to measure relevant applicant competencies, required documentation, and case studies.

*Are you or your organization interested in participating in this program?*

- No, probably not.*
- Possibly.*
- Yes, definitely.*

*If so, approximately how many persons in your organization might attend?*

\_\_\_\_\_

### ***Training And Experience Ratings***

This course provides complete coverage and hands-on exercises for developing minimum qualifications of education and experience, improved point methods, grouping methods, behavioral consistency methods, self-report and self-rating methods, and practical guides for allocating resources and when to use these methods

*Are you or your organization interested in participating in this program?*

- No, probably not.*
- Possibly.*
- Yes, definitely.*

*If so, approximately how many persons in your organization might attend?*

\_\_\_\_\_

### ***Structured Employment and Promotion Interviews (Oral Examinations)***

This course covers job analysis required for oral examination development, question development, rating scales and scoring, selecting and training oral examiners, oral examination administration, and evaluating the oral examination.

*Are you or your organization interested in participating in this program?*

- No, probably not.*
- Possibly.*
- Yes, definitely.*

*If so, approximately how many persons in your organization might attend?*

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### ***Job Analysis***

This course provides a model of job analysis that is fully consistent with the requirements of the Federal Uniform Guidelines on Employee Selection Procedures for content-oriented validation, including review of relevant legal findings, job analysis and data collection methods, writing task statements, conducting workshops to define and develop relevant knowledges, skills, and abilities, and verification and documentation of job analysis results.

*Are you or your organization interested in participating in this program?*

- No, probably not.*
- Possibly.*
- Yes, definitely.*

*If so, approximately how many persons in your organization might attend?*

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### ***Item Writing for Selection Specialists***

This course covers all aspects of developing sound multiple choice tests, including test planning, job analysis, best use of multiple-choice items, item writing and reviewing, different levels of items, and statistical item analysis. Practical considerations covered include, preparing the test for use, planning for test administration, evaluation of the examination, and project documentation.

*Are you or your organization interested in participating in this program?*

- No, probably not.*
- Possibly.*
- Yes, definitely.*

*If so, approximately how many persons in your organization might attend?*

\_\_\_\_\_

### ***Essential Statistics for Selection Specialists***

This course covers basic statistical concepts such as frequency distributions, percentiles and percentile ranks, the normal curve, central tendency, variability, derived scores, correlation, test theory, reliability, validity, passing scores, weighting and combining test scores, converting scores to “final” scores or “grades,” fairness, and adverse impact.

*Are you or your organization interested in participating in this program?*

- No, probably not.*
- Possibly.*
- Yes, definitely.*

*If so, approximately how many persons in your organization might attend?*

\_\_\_\_\_

Listed below are topics for which training programs could be developed in the future. Please indicate the degree of interest you or others in your organization might have in each topic.

None	Some	Considerable	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<i>Legal Issues in Employee Selection/Promotion</i>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<i>Conduct of Criterion-Related Validity Studies</i>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<i>Use of Construct Validation Evidence in Assessment</i>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<i>Development of Measures of Employee Performance (for research purposes)</i>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<i>Employee Performance Appraisal Processes</i>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<i>The Prediction and Measurement of Turnover</i>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<i>Psychopathology Screening for Public Safety Positions</i>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<i>Use of Background Investigations</i>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<i>Training Managers to Conduct Interviews and Make Final Hiring Decisions</i>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<i>Job Simulations and Performance Tests</i>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<i>Test Fairness and Adverse Impact</i>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<i>Setting Passing Scores</i>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<i>Test Transportability</i>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<i>Developing and Administering Assessment Centers</i>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<i>Test Score Banding</i>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<i>Determining the Utility of Assessment Processes</i>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<i>Psychological Inventories in Examinations for Public Safety Positions</i>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<i>Assessing Non-Cognitive Attributes of Candidates</i>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<i>Developing, Conducting, and Interpreting Surveys of Applicants, Employees, or Customers</i>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<i>Other(s) [Please Describe]:</i>

Which of the following would be convenient sites for conduct of training programs?

*West Coast*

- San Diego
- Los Angeles
- San Jose
- San Francisco
- Sacramento
- Las Vegas
- Seattle
- Other: \_\_\_\_\_

*Southeast*

- Atlanta
- New Orleans
- Nashville
- Orlando
- Miami
- Charlotte
- Tampa/St. Petersburg
- Other: \_\_\_\_\_

*Southwest*

- Dallas
- Phoenix
- San Antonio
- Other: \_\_\_\_\_

*East Coast*

- Boston
- Washington, D.C.
- Baltimore
- New York City
- Philadelphia
- Hartford
- Other: \_\_\_\_\_

*Midwest*

- Chicago
- Minneapolis
- Saint Louis
- Detroit
- Other: \_\_\_\_\_

*Canada*

- Toronto
- Ottawa
- Vancouver
- Quebec
- Montreal
- Other: \_\_\_\_\_

Your Name: \_\_\_\_\_ Title: \_\_\_\_\_

Organization: \_\_\_\_\_

If you would like more information, please provide contact information:

Email: \_\_\_\_\_ Telephone: \_\_\_\_\_

**THANK YOU FOR YOUR PARTICIPATION IN THIS SURVEY**

Please drop off your completed survey at the registration desk or mail to James C. Johnson, Department of Personnel, State of Tennessee, 505 Deaderick Street, Nashville TN 37243-0635