

Section of 6/24/03 IPMAAC Conference Session on:

“Development and Use of a Practical Training Curriculum for Personnel Assessment Professionals“

Training Development History, Training Content, and Format

- IPMAAC Seminars
 - Examination Planning (Planning Hiring and Promotional Assessments)
 - Ratings of Training and Experience (T&Es)
 - Oral Examinations (Structured Employment and Promotion Interviews)
- MAPAC Courses
 - Job Analysis for Content Validation
 - Item Writing for Selection Specialists
 - Essential Statistics for Selection Specialists

Notes: Review what will be covered in this section of the session:

- a brief history of the development of the seminars and courses, with a few examples
- an overview of the contents of the training
- an overview of the training format
- much more detail is available in written reports which I can be emailed to anyone who wants more information than we can provide in this session

Development History

- Most seminars and courses are based upon the results of training needs surveys of the USCSC, IPMAAC, or MAPAC
- Most involved developers from multiple organizations and jurisdictions, with committee oversight and review
- The initial 2 courses were planned or developed in the late 1970's, with IPA funding support. The most recent courses were developed in the past three years.
- All courses have been updated and revised since their initial development; all were updated in the last three years.
- Examples. Four pages of details are available.

6/19/03 File name: CFS Notes for slides.doc

Notes: Development History:

Most seminars and courses are based on the results of training needs surveys, and included multiple developers. Jim Johnson will tell you more about the training needs surveys later in this session.

I have some personal knowledge of the development history, as I was involved in the development or update of all six courses. For IPMAAC, I led the development of two of them (Exam Planning & Oral Exams), and led the update of the T&E seminar. For MAPAC, I was a volunteer member of the course development or update teams for all three MAPAC courses.

When I took an early retirement from the Commonwealth of PA over three years ago, I decided to establish a consulting service. I also decided to specialize in training, since that is what I enjoy and do well. I decided not to compete with existing training, but to support and improve existing training efforts by our professional organizations. That way, IPMAAC and MAPAC would benefit from my efforts.

Two methods were used for developing the courses. IPMAAC courses were generally developed by a team of three developers, to whom IPMAAC paid a nominal fee (\$500 each - which amounted to a few dollars per hour worked). The fee was a way of committing the developers to the work, and helped assure that the work got done. One IPMAAC seminar (Oral Examinations) was started by a group of volunteers, primarily IPMAAC Training Committee members, and was completed by me, under contract to IPMAAC.

Generally, for each IPMAAC seminar, a call for information was sent to IPMAAC members in *Assessment Council News*. Information was also gathered by direct telephone requests, literature searches, and email requests.

MAPAC courses were developed by committees of volunteers from multiple jurisdictions. For the first course, job analysis, IPA funding supported the initial effort (e.g., travel costs for development and instruction). For the other two MAPAC courses, the employers of the volunteers paid their normal salary and authorized time and expenses for the developmental effort, and I helped as an unpaid volunteer.

There were a number of other previous and simultaneous efforts to provide practical training in personnel assessment. These included the training

offered free to merit systems by the State and Local Section of the U.S. Civil Service Commission (i.e., Ken Millard, Lori Eyed, and others), GLAC (Training Manuals, Chicago courses), IPMA seminars (Selection – Grace Wright, Uniform Guidelines, Job Analysis – Marilyn Quaintance [now Gowing]) , WRIPAC training, and training offered by the State of California and others.

Details about the development and update of the IPMAAC seminars are shown in articles on each seminar on the training pages of the IPMAAC web site www.ipmaac.org and in the Instructor Manuals for the seminars.

Examples: Information on the development of all six courses follows.

Advise audience to ask (later in the Q&A section) if they want details on the development of any course – I can provide a copy of a written four page history of the development of each of the six courses.

IPMAAC - Examination Planning – Initially developed based on 1977 US Civil Service Commission, Personnel Research and Development Center (PRDC) “Survey of State and Local Training Needs in Technical Areas of Personnel Selection.” After the survey was completed, I was working as a part-time Personnel Research Psychologist in the State and Local Section of PRDC, and was assigned to develop the instructional objectives and content outline, which I completed. The course development was then assigned to another PRDC staff member. PRDC never completed the course, but Ken Millard provided the PRDC work to IPMAAC. In 1984 IPMAAC (Barbara Showers – Training Committee Chair) contracted me, and I worked with Nancy Abrams and Bruce Davey to develop the course (fee of \$500 each – we made a dollar or two an hour). I updated the course in 1990. Bruce, Nancy and I updated it again in 2002. The 2002 update was done based on what was learned in offering the seminar in New Jersey and Maryland. A nominal fee (\$500) was paid to each of those who did the course update. Students of Mike Aamodt at Radnor University contributed materials used in the 2002 seminar update.

Mike Willihnganz served as IPMAAC Training Committee Chairman during the initiation of this seminar update, arranged for the update with the IPMAAC Board of Directors, IPMA and Charley, and made the arrangements with New Jersey and Maryland for the conduct of this and two other IPMAAC seminars (Examination Planning, and Oral Examinations). Charley initiated the work with New Jersey and Maryland, which also made use of three MAPAC seminars (Job Analysis, Item Writing, and Statistics) in the six-course personnel assessment curriculum. In 2002, Mabel Miramon served as IPMAAC Training Committee Chairperson during the time when the seminar update was completed.

MAPAC - Job Analysis – Initially (1977) this was a five day course, which included a day on legal requirements, three days on job analysis, and one day on test planning and content validation. The initial course was developed by a team of MAPAC members after a MAPAC training needs survey identified this as a high priority training need. Development was supported by IPA grant monies, such as to pay for instructor travel to meetings on development and review of the training materials, and try-out of the training. Regional USCSC Psychologists (Nancy Abrams and Louis LaGuardia) were members of the developmental and try-out team. Jurisdictions which supplied staff for the development included:

Educational Testing Service, Center for Occupational and Professional Assessment (ETS – COPA) Dick Thornton & Mike Rosenfeld (developers & instructors)
Pennsylvania (Charley Sproule) (developer & instructor)
Port Authority of NY & NJ - Roscoe Wisner (developer & instructor), Peter Giovanni
US CSC & OPM – Nancy Abrams, Louis LaGuardia (NY Regional Office),
(both were developers & instructors)
NY State – Grace Wright (developer & instructor), Jerry Durovic
There may have also been others involved in the development of the training from the State of New Jersey, the State of New York, and possibly others.

The job analysis course was updated in 1999 - 2000 by a MAPAC team which included:
Greg Beatty, US INS
Amy Torres (now Amy Bauer), Chris Connelly & Robyn Talesnik, MD SHA
Charley Sproule (PA)
Kathy Morris & Amanda Prince (Ohio)

All of the developmental and update work was done on a volunteer basis, with the employers of the volunteers providing some support (e.g., travel, duplication, etc.).

The **MAPAC Item Writing** course was developed and updated by the MAPAC training committee in the 80's and 90's. Some of those involved in the initial development, all of whom worked on a volunteer basis, included Pat Zarro and Charles Dougherty, City of Phila.; Ray Feith, PA., Emily Kolanowski, City of Rochester, NY; Robert Wendland, City of Baltimore; and others. The course was updated for the first time in about 1996 by Ray Feith and Robert Schneider of PA, Pat Zarro of Philadelphia, and Robyn Talesnik of MD. Charles Dougherty of Phila provided administrative support. (Note: This developmental history information was provided by Pasquale Zarro and Bob Schneider in May of 2003.)

The course was updated for the second time in 2001. Those who did the major 2001 update, as volunteers, included:
Chris Connelly, Robyn Talesnik, Amy Torres - MD State Hwy. Adm.
Brian Jeran – Port Auth of NY & NJ
Manjeet Kaur – NJ Dept. of Personnel
Gwen Schindler – MD Dept. of Budget and Adm. (DAM)
Charley Sproule – Sproule & Associates

IPMAAC T&E Seminar – Doctors Ron Ash, Nancy Abrams, and James Johnson initially developed this seminar in 1985-86. Nancy Abrams proposed development of this course to IPMAAC, based on teaching sessions on this topic at IPMAAC conferences with Ron Ash & Jim Johnson. Jim Johnson updated the seminar in 1991. In 2001, the current version of the seminar was prepared. All seminar materials were placed in electronic format in 2001 to facilitate future revisions and updates.

The update of the 2001 version of the seminar was done on a contract basis for IPMAAC by a three-person team of Doctor Nancy Abrams, Doctor James Johnson, and Charley Sproule. Charley led the team and coordinated the update. The update was done in conjunction with offering the seminar to the State of New Jersey and the State of Maryland as part of a curriculum of six courses on personnel assessment. This allowed the updated materials and instructional methods to be tried out while the course was being updated. During the previous year (2000), students of Radnor University, supervised by Mike Aamodt, prepared some of the materials used for the 2001 update.

IPMAAC paid the developers and the persons who did the update \$500 each as a nominal fee for their work.

Mike Willihnganz served as IPMAAC Training Committee Chairman during the 2001 seminar update, arranged for the update with the IPMAAC Board of Directors, IPMA and Charley, and made the arrangements with New Jersey and Maryland for the conduct of this and two other IPMAAC seminars (Examination Planning, and Oral Examinations). Charley initiated the work with New Jersey and Maryland, which also made use of three MAPAC seminars (Job Analysis, Item Writing, and Statistics) in the six-course personnel assessment curriculum. (Note: The statistics course was not completed in time for use by NJ.)

IPMAAC Oral Examinations Seminar - In 1993, Charles Sproule, as IPMAAC Training Committee Chairman, initiated the development of a seminar on Oral Examinations. Doctor Nancy Abrams was appointed to lead a sub-committee to develop the seminar. The following individuals contributed to the development of the materials that led to the current set of training materials. The individuals are listed along with the topics on which they developed materials.

Pat Maher – CA (consultant) - Background

Sue Christopher – Wisconsin - Job Analysis

Robert (Bob) Schneider – PA - chaired a MAPAC sub-committee on “Developing Stimulus Materials”

Joel Wiesen – MA (consultant) - Scoring

Mabel Miramon and Kristine Smith – San Bernardino CA - Selecting and Training Raters and Administrative concerns

The following persons served on a review committee or provided feedback and comment on initial draft materials:

Nancy Abrams – Fairport NY (consultant)
James Johnson – State of TN
Charles Sproule – State of PA
Paul Kaiser – NY State
Judy Trabert – City of Rochester, NY

The training materials developed were used periodically from the time they were initially developed until 2001. However, a complete course was not assembled until 2001. For example, MAPAC used some of the materials in a workshop on oral examinations in Baltimore in 1997. Kristine Smith, IPMAAC Training Committee Chairperson, conducted a one-day workshop on “Administrative Issues in Conducting Oral Examinations” on 10/27/1996 at the IPMA Annual Conference. A one-half day workshop was offered at the 1998 IPMAAC conference using course materials. The training materials were held by Kris Smith, IPMAAC Training Committee chair.

Not paying the people who volunteered to complete the seminar may have resulted in the work never being completed. Nancy Abrams, who chaired the initial committee who developed some of the training materials, said that not paying the developers and making the work all volunteer “was a disaster” (5/29/03 personal correspondence).

In the fall of 2000, the New Jersey Department of Personnel obtained permission from IPMAAC (via Mike Willihnganz, the year 2000 IPMAAC Training Committee Chairman) to use the materials, on a fee basis, for a three-day workshop on Oral Examinations. Kris Smith provided the previously developed training materials to Charles F. Sproule, Director of Sproule & Associates, who led the workshop in NJ. IPMAAC Oral Examination training materials were used by Charley, and updated to incorporate more recent materials, and to prepare a Participant Manual and slides for use in the New Jersey training. New Jersey provided a co-instructor for the 1/2001 workshop, Roy Fales, who had responsibility for sections III, V, and VII of the workshop. Bruce Davey contributed a variety of materials to the seminar, based upon an oral examinations seminar he conducted for MAPAC.

In the spring of 2001 sections III, V., & VII were added to the course materials, based on previously developed IPMAAC materials, materials developed by MAPAC, the section VII materials developed by Roy Fales, and materials developed by Charley Sproule. The seminar materials were edited, expanded and placed in their present form in June of 2001 in preparation for teaching seminars requested by the State of Maryland. Charley Sproule completed the work on the seminar materials, under contract to IPMAAC, in coordination with Mike Willihnganz, IPMAAC Training Committee Chairman. The seminar materials were finalized in October 2001, after Doctor Nancy Abrams and Charley Sproule tried out the seminar by conducting it twice for the State of Maryland. IPMAAC paid Charley Sproule a nominal fee for the developmental work he did in preparing the three-day seminar materials.

MAPAC – Statistics

The MAPAC Statistics course was developed in 2001 by a volunteer committee of MAPAC members and one volunteer consultant consisting of:

David Hamill, US INS

Amy Bauer, Jeffery Holden, Robyn Talesnic, Melanie Pursel
MD State Highway Administration

Joseph Eduardo, NJ Dept of Personnel

Elliot Lasson, MD Dept. of Budget and Administration

Charles Sproule, Sproule & Associates

The course was first conducted as part of the State of Maryland Personnel Assessment Certification program in 2001.

Training Content

IPMAAC

- Examination Planning
(Planning Hiring and Promotional Assessments)
- Ratings of Training and experience (T&Es)
- Oral Examinations
(Structured Employment and Promotion Interviews)

Details on the three IPMAAC seminars and the three MAPAC courses are available on the IPMAAC and MAPAC web sites (see training web pages under <http://www.ipmaac.org/> and <http://www.ipmaac.org/mapac/>). The Penn State CPAS web site is <http://www.outreach.psu.edu/cpas>. Brochures on the seminars are available from CPAS and IPMAAC. A detailed (37 page) handout with the objectives, agenda, and detailed outline for each seminar and course is available on request. A few copies of the detailed handout are available today. If anyone needs it, see me after this session for a paper copy or a copy can be emailed to you.

Notes – Training Content:

Distribute “Course Outlines” from the Maryland “Personnel Assessment Certification Program.” Briefly walk through the outlines of the IPMAAC seminars, giving examples of the activities and exercises in some of the courses. Following are a few notes on the workshop and information sharing aspects of the IPMAAC seminars.

Exam Planning – Time is spent on efficient methods as well as more extensive assessment methods. A full day is spent on reviewing alternative measurement methods. Case studies include evaluation job analysis information for adequacy, and developing examination plans given situational and job analysis information for different jobs.

T&E's – Participants develop an assessment plan and an MQ for a job. They score candidate using the grouping method. They develop grouping method T&Es for four different jobs. They write and scale achievements for KSAs as part of learning the Behavioral Consistency method. They apply the different T&E methods to a variety of different jobs, and determine which method is most appropriate for different jobs, and if a T&E is appropriate or not.

Oral Exams – Participants learn how to write, collect and use critical incidents for the development of situational items, or rating scale anchors. They develop different types of questions for the job of a Personnel Assessment Specialist (PAS). They develop rating factors and scales. They design a rater training program. They conduct a portion of an oral exam, or critique the exam or rate the candidate responses. Note: The PAS job is also used in other courses, such as the MAPAC item writing course. A summary of the IPMAAC PAS job analysis is provided to participants.

Training Content

Mid-Atlantic Personnel Assessment Consortium

- Job Analysis for Content Validation
- Item Writing for Selection Specialists
- Essential Statistics for Selection Specialists

Notes: Briefly walk through the outlines of the MAPAC courses, giving examples of the activities and exercises in some of the courses. Following are some comments relating to each course. Also see the content outlines.

Job Analysis – A variety of JA methods are reviewed and discussed. Criteria for an adequate JA are given. Participants compare their current practices to the criteria. About half of the course is devoted to workshops. Participants learn how to write adequate descriptions of work (task statements) and derive KSA's. Participants plan job analysis studies given contextual information. They choose a job analysis strategy and data collection methods. This course does not teach just one JA method or one data collection method. Participants use JA rating scales and interpret the data collected.

Item Writing – focuses on the development of multiple-choice test items. Participants write and critique items for the job of Personnel Assessment Specialist. They are provided with job analysis information, and bring references to the course as item sources. The interpret item analysis information, and identify problems with items.

Statistics – Participants learn much of what is covered in an introductory statistics course. Some personnel assessment specific topics include how to calculate and interpret adverse impact, procedures for weighting test parts, and procedures for calculating final grades.

Training Format

- All are three days in length (about 20 class hours)
- All include lecture; discussion and information sharing
- All include multiple small group exercises and case problems
- All include an extensive Participant Manual, Instructor Manual, and set of PowerPoint slides
- Example – IPMAAC T&E Seminar
- IPMA-HR has developed one-day summary training sessions on four of the topics as part of the IPMA-HR professional development program. At present, the plans for the use of these courses are yet to be determined.

Notes: Training Format

Normal schedule 8:30 am to 4:30 pm. Normal class size: about 20 – 25, with a recommended maximum of 25.

Except for the first morning, most instructional days include case studies, exercises or group discussions each morning and afternoon.

The Participant Manual materials include examples of a variety of relevant procedures, forms, etc., from a variety of jurisdictions, organizations and consulting firms. All summarize relevant research and include an extensive bibliography. The amount of materials for each IPMAAC seminar and MAPAC course is extensive.

Example - the T&E seminar has:

A 316 page Participant Manual, which includes 6 job analysis reports which are used in class exercises, multiple examples of the different T&E methods, research reviews, bibliographies, forms, procedures, and other materials. All of the course Participant Manuals include a course evaluation form, which is completed at the end of the course and used to help learn how to further improve the courses.

137 PowerPoint slides. Participants in all seminars and courses receive a paper copy of the slides in “handout” format.

A **101 page Instructor Manual**, which provides consistency in how the courses are taught, and helps assure that the materials are covered appropriately.

IPMAAC has established a set of **criteria for instructors**. Normally, new instructors first teach with a course developer before leading a seminar.

Hold up and **show examples of the seminar materials**. The copies are available for brief review after this session.

From Single Courses to a Curriculum

- 80' & 90's - both IPMAAC and MAPAC offered each course on an “as needed” basis.
- 2001 - State of New Jersey – assembled the training into a curriculum
- 2001 – 2003 State of Maryland - offers all six courses as part of a certificate program
- 2003 – Penn State CPAS offers all courses

Notes: From Single Courses to a Curriculum

Typically, during the 1970's through the 1990's, MAPAC periodically scheduled each course once every few years and opened the courses to all MAPAC members at no charge, as well as to others for a fee. At times, MAPAC contracted with IPMAAC and offered IPMAAC seminars to MAPAC members.

IPMAAC, during the 1980's periodically scheduled the Exam Planning and T&E seminars at different locations throughout the US. During the 90's and for the past few years, IPMAAC courses have not been scheduled in locations where they are open to all interested parties. IPMAAC has offered one-day summary sessions on some of the seminars at annual IPMA-HR and IPMAAC conferences. IPMAAC has conducted the seminars for jurisdictions which request them (e.g., City of Minneapolis).

In 2001, Linda Robinson of the State of New Jersey packaged IPMAAC and MAPAC courses (five courses at the time, statistics was not yet developed)

into a staff development program. This was the first time the courses were assembled into a curriculum. In 2002 the State of Maryland began a certification program, which includes all six courses. Steve Serra will tell you about that program next.

To put the courses into a curriculum, they were placed in a logical order. The order is shown in your handout. The order relates to the sequence a selection specialist should perform their work (i.e., conduct a job analysis prior to developing a test plan; develop assessment devices after developing an examination plan), and the typical frequency of use of the assessment procedures. In addition, many of the workshops in the courses were related to one another by use of a common job (Personnel Assessment Specialist) in many workshop exercises.

The Penn State Center for Personnel Assessment and Selection (CPAS) will offer all six courses. Avis Kunz of Penn State will tell you about CPAS later in this session.

Our next presenter is Steve Serra – from the State of Maryland.

Development and Use of a Practical Training Curriculum for Personnel Assessment Professionals

27th Annual IPMAAC Conference

Baltimore, Maryland

June 24, 2003 10:30am - Noon

Session Content

- Review of the development, history, content and format of practical personnel assessment training offered by IPMAAC, MAPAC, IPMA and Penn State
- Share the experience of the State of Maryland in using the training
- Provide information on the Penn State University Center for Personnel Assessment and Selection
- Share information on training needs
- Provide a forum for an open discussion on the future direction of IPMAAC training

Presenters

- Chairperson: Mabel Miramon
IPMAAC Training Committee Chair
- Charles F. Sproule, Director
Sproule & Associates
- Steven D. Serra, Director
Recruitment & Examinations, State of Maryland
- Avis Kunz, D.Ed., Program Resource Manager
Penn State University
- James C. Johnson, Ph.D., Director of Research,
State of Tennessee

Charles F. Sproule, Director



Telephone: 717 564-7018

Email: sproule@sprouleandassociates.com
or sproule@att.net

Internet: www.sprouleandassociates.com

Training Development History

Training Content and Format

- IPMAAC Seminars
 - Examination Planning (Planning Hiring and Promotional Assessments)
 - Ratings of Training and Experience (T&Es)
 - Oral Examinations (Structured Employment and Promotion Interviews)
- MAPAC Courses
 - Job Analysis for Content Validation
 - Item Writing for Selection Specialists
 - Essential Statistics for Selection Specialists

Development History

- Most seminars and courses are based upon the results of training needs surveys of the USCSC, IPMAAC or MAPAC
- Most involved developers from multiple organizations, with committee oversight and review
- The initial 2 courses were planned or developed in the 70's with some IPA funding support. The most recent courses were developed in the past three years
- All courses have been updated and revised since their initial development. Most courses were updated in the last three years.
- Examples. Four pages of details are available.

Training Content

IPMIA Assessment Council

- Examination Planning
(Planning Hiring and Promotional Assessments)
- Ratings of Training and experience (T&Es)
- Oral Examinations
(Structured Employment and Promotion Interviews)

Training Content

Mid-Atlantic Personnel Assessment Consortium



- Job Analysis for Content Validation
- Item Writing
- Statistics for Personnel Assessment Specialists

Training Format

- All are three days in length (about 20 hours)
- All include lecture, discussion and information sharing
- All include multiple small group exercises and case problems
- All include an extensive Participant Manual, Instructor Manual, and PowerPoint slides
- Example – IPMAAC T&E seminar
- IPMA-HR has developed one-day summary training sessions on four of the topics as part of the professional development program

From Single Courses to a Curriculum

- 80' & 90's - both IPMAAC and MAPAC offered each course on an “as needed” basis.
- 2001 - State of New Jersey – assembled the training into a curriculum
- 2001 – 2003 State of Maryland - offers all six courses as part of a certificate program
- 2003 – Penn State CPAS offers all courses

Steven D. Serra, Director
Recruitment and Examinations
Maryland Department of
Budget and Administration

State of Maryland Experience

- Maryland's organization and personnel system
- The Personnel Assessment Certificate Training Program (PACTP)
- Obtaining management support, funding, contractual agreements, implementation
- Results of the training
- Audit to verify application of the training

Maryland's Organization and Personnel System

- Maryland Government
- Personnel Reform Legislation 1996
- A combined centralized and decentralized approach

Recruitment and Examination Division

- Recruitment Services
- Application Evaluation
- Job Analysis & Exam Development
- Eligible Lists/Scoring
- Statewide Test Administration
- Agency Consultation & Training

Personnel Reform Highlights

- Employee Categories - skilled and professional service, management service, executive service & special appointment
- Integration of Position Descriptions and Performance Management (PEP)
- Role of the Position Selection Plan.

A Combined Centralized - Decentralized Approach

- Implementation of Personnel Reform
- Audit of RED activities
- Recommendations/follow-up survey
- Consultation/agency projects
- Training (Recruitment 101)
- Audits programs

Personnel Assessment Certificate Training Program (PACTP)

- Management support & funding
- Initial concept
- Contractual agreements
- PACTP implementation

PACTP Results

- Agency participation
- Training participant evaluations
- Agency feedback & specific projects
- New audit program to verify application of training

Avis Kunz, D.Ed.

Program Resource Manager
Outreach Office of Program Resources
Pennsylvania State University

**Center for Personnel
Assessment and Selection**

cpas

Penn State Center for Personnel Assessment and Selection (CPAS)

- Organization and structure of the Center
- Promoting professional development:
 - course offerings
 - current schedule
 - future plans
- Continuing Education Unit (CEU) credits

James C. Johnson, Ph.D.

Director of Research
Department of Personnel
State of Tennessee

Mabel Miramon

Training Committee Chair

IPMAA Assessment
Council

&

Personnel Selection Consultant
California State Personnel Board²²

Questions, comments, and
open discussion of future
IPMAAC training directions

TRAINING NEEDS AND SURVEYS

James C. Johnson, Ph.D.

Department of Personnel

State of Tennessee

TRAINING NEEDS

- Formal training of HR staff often limited
- Modern assessment methods and underlying research is complex
- The field is constantly changing and expanding
- Knowledge affects quality of HR assessment decisions (Tepstra and Rozell, 1997)
- Quality of assessment practices affects both credibility and litigation risk

USE OF TRAINING NEEDS SURVEYS

- To provide information useful to potential trainees, employers, authors of training programs, and trainers.
- To identify training subject matter necessary for assessment specialist professionals.
- To identify prospective trainees.
- To identify need for new training programs

SUBJECT MATTER NEEDED BY ALL PROFESSIONALS

- In Medicine: All physicians should be trained in anatomy?
- All assessment specialists should be trained in job analysis methods?

IDENTIFYING TOPICS FOR WHICH TRAINING SHOULD BE DEVELOPED

- In Medicine: A training program is needed in cold laser retina surgery?.
- A training program is needed in development and use of situational judgment tests?

IDENTIFYING PROSPECTIVE TRAINEES

- In Medicine: Attending physicians in the ER should all be trained in head trauma care?
- Entry HR assessment specialists in the HR Department should be trained in critical incident methodology?

IPMAAC Personnel Assessment Job Analysis Report

- Available at www.ipmaac.org
- Defines tasks and competencies needed for performance of assessment functions across many different organization.
- Excellent starting point to help identify possible training needs in your organization.

PAST TRAINING NEEDS SURVEYS

- USCSC (Harmon and Owen, 1977)
 - 453 large and medium state and local governments.
 - Few reported level of training “generally adequate” for 25 areas listed
 - “High priority” ranged from 58% for job analysis to 5% for assessment centers

PAST TRAINING NEEDS SURVEYS

- Percentage responding “most” or “all” staff needed priority training ranged from 38% for “legal regulations” to 15% for reference checks.
- Highest needs among the high priority topics were T&E Ratings, legal regulations, and oral examining

PAST TRAINING NEEDS SURVEYS

■ MAPAC (1976)

- Thirteen Mid-Atlantic organizations
- Identified the following as highest priorities:
 - Job analysis for selection
 - Content validation
 - Training and experience ratings
 - Examination planning
 - Criterion development
 - Criterion-related validation

PAST TRAINING NEEDS SURVEYS

■ MAPAC (1984)

Identified the following as highest priorities:

- Basic psychometrics
- Management of the selection function
- Work sample exercises
- Behavioral consistency supplemental application
- Utility of selection procedures
- Advanced psychometrics
- Performance appraisal development and implementation

PAST TRAINING NEEDS SURVEYS

■ State of Tennessee (Perry, 1979)

- Surveyed all states, 55 cities, 34 large counties
- Majority of respondents had multiple HR responsibilities
 - e.g., exam administration and scoring, recruitment, classification
- Primary deficiencies:
 - Data analysis and interpretation
 - Validation strategy
 - Job analysis techniques
 - Technical report writing
 - Computer utilization
 - Scheduling/use of time

PAST TRAINING NEEDS SURVEYS

■ State of Tennessee (Perry, 1979)

■ **Other Findings -**

- Most organizations had difficulty filling assessment specialist positions
- Most assessment specialists know “basics,” but not more advanced topics
- OJT not very useful
- Insufficient numbers of students graduating with needed training

CURRENT SURVEY OF TRAINING NEEDS

- Who seeks and would benefit from an existing training program?
- Where are potential sites for public training programs?
- What new training programs should be developed?
- Even if you are not interested in existing training programs, your input is valued.