

**PERSONNEL ASSESSMENT SPECIALIST JOB ANALYSIS:
INTERPRETATION AND USE REPORT**

**Prepared by the IPMAAC Ad Hoc Committee on Use of
the Personnel Assessment Specialist Job Analysis:**

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ABSTRACT

In the 1980's, IPMAAC conducted a comprehensive Personnel Assessment Specialist job analysis in order to develop information about the variety of tasks we perform and the competencies needed in our profession. Many different applications and uses were envisioned for the resulting report. In a subsequent survey, the IPMAAC membership reported their belief that the job-analysis results would be useful to organizations for a variety of personnel activities including job design, job classification, employee selection, employee training and development, and employee performance appraisal.

The purpose of the project that led to this report has been to provide the IPMAAC membership with as much information from the job analysis as possible, in as user-friendly a format as possible, for such organizational use. To facilitate use of these materials, examples of application for three different personnel activities have been developed and are included in this report. Applications of the job analysis results are presented for job description/classification, for employee selection, and for employee performance appraisal. The job analysis project approach and research results are also summarized.

Personnel Assessment Specialist Job Analysis Project

Introduction and Background

The International Personnel Management Association Assessment Council (IPMAAC) is a specialized professional section of the International Personnel Management Association (IPMA). IPMA, the non-profit parent organization, represents the interests of all personnel professionals in local, state and federal governments as well as private enterprise. IPMA objectives include the development of sound personnel administration policies and practices, and the encouragement of programs that guarantee equal employment opportunity and merit-based selection. While IPMAAC objectives support those of its parent organization, the focus of IPMAAC is more specific. Membership in IPMAAC is open to all who actively engage in or contribute to personnel assessment, including personnel directors, personnel analysts, personnel psychologists, personnel specialists, psychometricians, personnel management consultants, career development specialists, personnel examiners, recruiters, and other assessment professionals. In short, IPMAAC is a professional organization for personnel assessment specialists (PAS).

Realizing that effective human resource management practice is dependent upon the possession of adequate information about the nature of work performed by people, and motivated by the desire to "practice the preach" of its profession, the IPMAAC Board of Directors and then IPMAAC President, Barbara Showers, established the IPMAAC Job Analysis Task Force in June of 1983. The task force was charged with conducting a job-component job analysis (Ash, 1982) for the set of functions falling under the generic title, "personnel assessment specialist." This set of functions included personnel assessment in general, including maintenance and improvement efforts in the areas of job analysis, selection,

training needs assessment, performance appraisal, program evaluation, and organizational effectiveness. The primary product is a set of tasks (organized into job dimensions) for the occupation of personnel assessment specialist, and the specification of requisite knowledge, skills, and abilities (KSA's) for journey level performance of the tasks in each respective job dimension.

This information has continuing utility with regard to the types of jobs studied for such personnel activities as job design, job description/classification, staff selection/promotion, staff training/development, and performance appraisal. This report provides illustration of three possible management uses. First, however, a description of the original Task Force work and the results derived from it will be provided.

Task Analysis

Task Inventory Development

During its first year of existence, the Job Analysis Task Force developed the IPMAAC Personnel Assessment Specialist Task Inventory. After compiling over 1,000 task statements, developing an organizing scheme, integrating and eliminating redundant task statements, and pilot testing, the final inventory emerged.

This inventory contained 214 task statements to be rated on four scales. The tasks were organized into the following ten activity areas:

- (1) litigation and compliance.
- (2) job analysis/ description/classification.
- (3) personnel recruitment.
- (4) development of personnel selection procedures.
- (5) administration/implementation of personnel selection procedures.
- (6) empirical validation research.
- (7) training program development and evaluation.
- (8) general supervisory/management.
- (9) personal/ professional growth/development/service/continuing education.
- (10) general activities applying to multiple categories.

The four task rating scales included one dichotomous rating of whether or not the task is performed, and three nine-point rating scales to be completed for each task that is performed. These included (1) a "Part of the Job" scale; (2) a "Level of Difficulty" scale, and; (3) a "Consequence of Error" scale. Pilot testing indicated that the inventory (see Appendix A) required approximately two hours of concentrated effort to complete.

Task Inventory Data Collection

During the period of October 1984 through January 1985, approximately 800 to 1,000 task inventories were distributed, primarily to public sector personnel assessment professionals. This included approximately 500 mailed directly to all IPMAAC members, and some 300 to 500 inventories reproduced and distributed in various local, state, and federal agencies by a nationwide network of 11 principal contact persons and their respective subcontract persons. From all of the inventories distributed, a total of 435 usable task inventories were returned.

Task Cluster Development

In analysis of the task data, the dichotomous performed/not performed rating and the nine-point "Part of the Job" scale were combined into a ten-point part of the job scale. (NOTE: These two scales are collapsed in the current version of the inventory.) That is, not performing a task resulted in a value of "0" for the "Part of the Job" scale, while performing the task resulted in a value of "1" to "9" on that scale. This "Part of the Job" index was converted to a proportion of the job index by summing the 214 "Part of the Job" ratings for each individual respondent, and dividing each of the 214 part of the job ratings by that sum for each of the respondents. This proportion of the job index was used as the basis for performing an average linkage within cluster analysis. (See SPSS-X User's Guide and Advanced Statistics Guide). The fifteen task clusters are listed and described briefly in Table 1, with the of tasks included in each cluster also included.

Derivation of Personnel Assessment Specialist Job Types

Job Group (Person Cluster) Development

Task cluster proportion of job scores were computed for each of the 435 respondents by summing the proportion of job ratings for the tasks within each cluster. These fifteen cluster scores per respondent were then assigned to person clusters on the basis of an algorithm equivalent to McQueen's K-means clustering method (see SPSS-X User's Guide). Seven job groups emerged in this analysis.

In the top row of Table 2 at the end of this report, the seven job groups are listed. The names of each job group were derived on the basis of the task clusters with the highest proportion of the job indices for that job group, and the number of respondents assigned to each. Two hundred five respondents were assigned to the *PA Generalist* group, eighty-three to the *Personnel Selection Specialist* group, eighty to the *PA Function Manager/ Supervisor* group, thirty-five to the *Job Analyst Generalist* group, seventeen to the *Training Specialist* group, ten to the *Classification Specialist* group, and five to the *EEO/AA Specialist* group.

Task Cluster Profiles for Seven Personnel Assessment Job Types

Table 2 also presents the fifteen task cluster mean proportion of job ratings for the total sample and each of the seven job groups. The task clusters in each column with the highest values indicate the primary activities which characterize the work of each group.

KSA's for Task-Based Job Dimensions

During the third year of the project the IPMAAC Job Analysis Task Force developed, pilot tested, and finalized a knowledge, skills, and abilities (KSA) inventory, which also contained background data items. The one hundred and four KSA's in the inventory were rated on three scales by job incumbents: (1) Level/degree of KSA Needed; (2) When KSA is Needed; and (3) Usefulness/importance of KSA). A second KSA instrument was also developed which required subject matter experts (SME's) to rate the KSA's on two scales in terms of their applicability to each of the fifteen task-based job dimensions.

During the fourth year of the study, two sets of KSA data were collected. Approximately 125 personnel assessment specialists (mostly IPMAAC members) from across the country provided the first set by completing the KSA inventory for their respective jobs. The second set of data collected during the fourth year permitted the determination of which of the one hundred and four KSA's are necessary and useful for performance of activities covered within each of the fifteen task-based job dimensions. Specifically, the SME's used two scales to rate each of the KSA's for each of the job dimensions. Mean SME ratings on Scale 1 indicate whether or not and at what level (basic, intermediate, or advanced) each KSA is required for each job dimension. Mean ratings on Scale 2 indicate the relative usefulness or importance of each KSA for turning barely acceptable performance into much better performance on the respective job dimension.

As a final step in the study, 27 experienced personnel assessment practitioners were asked to rate the hundred and four KSA's in terms of their applicability to each of the fifteen task-oriented job dimensions. Sixty-three percent of them (or 17) agreed to do so.

Applicability of KSA's to Job Dimensions

Table 1 also includes a listing, by KSA number, of the KSA's that are necessary for performance of the tasks within each of the fifteen job dimensions. The decision rule used to determine which KSA's to list for a particular job dimension was conservative. Specifically, a KSA was included if its mean Usefulness/Importance rating for a particular job dimension was greater than or equal to 2.0 (moderate). This is viewed as conservative since one could argue that KSA's with mean values 1.5 or greater (which would round to 2) should have been included.

References

- Ash, R. A. (1982). Job elements for task clusters: Arguments for using multi-methodological approaches to job analysis and a demonstration of their utility. *Public Personnel Management*, 11 (1), 80-90.
- Ash, R. A. (June 1985). *Report on the IPMAAC Job Analysis Project: Summary of Cluster Analysis Results of the IPMAAC Personnel Assessment Specialist Task Inventory Data*. Data Tables presented at the Annual Conference of the International Personnel Management Association Assessment Council, New Orleans, Louisiana.
- SPSS-X *Advanced Statistics Guide* New York: McGraw-Hill, 1985.
- SPSS-X *User's Guide* (2nd Edition). New York: McGraw-Hill, 1986.

Use of Personnel Assessment Specialist Job Analysis

In the following sections of this report, three examples of use of the Personnel Assessment Specialist Job Analysis are presented - Job Description/Classification, Employee Selection, and Employee Performance Appraisal. The specific approach taken in each example is used for purposes of illustration only. As each example was developed and provided by a different Ad Hoc committee member, individual differences in author presentation exist. Note, however, that each application example begins with an evaluation of the Personnel Assessment Job Analysis as it relates to the class or position at hand.

JOB DESCRIPTION/CLASSIFICATION EXAMPLE

Three types of information provided by the job analysis are particularly useful in the description and classification of a job: the cluster analysis of personnel assessment specialist jobs, the listing of job tasks linked to dimensions (duties), and the listing of KSA's (competencies) linked to duties. This information is provided in Tables 1 and 2. The task numbers and competency numbers shown in Table 1 for each cluster may be cross referenced directly to the task and KSA item numbers in the job analysis questionnaire provided in Appendix A.

The job analysis provides information on the universe of work done by personnel assessment specialists (PAS). This can be used in a variety of ways to help describe and classify PAS jobs. A manager creating a new PAS job can select from this universe, using the job types as a guide. A manager revising an existing job description can use the extensive listings of tasks and knowledges, skills, and abilities to develop statements that better describe the work being done.

Additionally, the PAS job analysis questionnaire (Appendix A) can be a useful tool in collecting job analysis data. This is a particularly practical approach if there is a large group of job incumbents about whom job analysis information is desired. Finally, the cluster analysis of job types may be a useful aid to management in restructuring jobs to develop career ladders.

The following is an example of use and interpretation of the job analysis in creating a new Personnel Assessment Generalist job:

1. An initial review of the job analysis helps to provide a better understanding of the variety of activities that might be involved.
2. In the third column of Table 2, labeled "PA Generalist", the mean relative proportion of the job ratings are presented for each of the task clusters. Task clusters 7, 1, 6, 5, 12, 4, and 2 represent the largest portion of this job group, 73%. In this example, assume that these are sufficient to cover the job being created.
3. The tasks included in the identified clusters are reviewed for appropriateness. Table A contains an example of such a review. Based on the review, appropriate tasks would be identified and then listed in the job description.
4. Knowledge, skills, and abilities related to each of the task clusters are reviewed in a similar manner and an evaluation of the KSA's is made to determine those that will be required at entry to the job and which will be developed after hire. The result of this type of analysis appears in Table B.
5. Data on the entry-level KSA's can be used to prepare the minimum qualification requirement statement for the job. The sample job description in Table C indicates the entry and full performance KSA's for the example presented here.

TABLE A

**Selected Tasks with High Proportion of Job Ratings
Linked to the Seven Task Clusters**

Clusters/Tasks	Manager Comments
<u>Selection Procedure Development Activities</u>	
-Develop paper-and-pencil job knowledge tests.	OK
-Develop paper-and-pencil performance or proficiency tests.	OK
-Perform content validation research using subject matter experts to produce/evaluate the content.	OK
-Set passing points for assessment procedures.	OK
-Develop tests of cognitive ability.	OK
-Develop benchmark or rating level definitions.	OK
-Develop procedures for assessing education, training, and experience of applicants.	OK
-Develop work-sample/simulation selection procedures.	OK
-Develop interview or oral examination procedures.	OK
-Develop physical performance tests.	No, will contract.
-Develop performance tests involving the use of machines, tools, or equipment.	No, will contract.
-Evaluate potential methods of assessment.	OK
-Determine assessment procedure administration procedures.	OK
<u>General Personnel Assessment Management and Supervisory Activities</u>	
-Review work products, correspondence, recommendations, and other written materials prepared by staff to insure that the quality is satisfactory, that policy is being followed or interpreted correctly, that they are technically correct, etc.	No, not supervisor.
-Assign or adjust work responsibilities to employees based on organizational needs, experience and competency of staff, developmental needs of staff, emergencies, and other factors.	No, not supervisor.

- -CONTINUE FOR ALL SELECTED TASKS- -

TABLE B

Selected KSA's Related to Seven Task Clusters

KSA's	Manager Comments
-Knowledge of job analysis principles, methods and uses.	entry
-Knowledge of what job information must be collected to develop a defensible, job-related selection procedure.	entry
-Knowledge of principles and methods involved in developing job-related tests (written, oral E&T, work sample, etc.).	entry
-Knowledge of how to use job analysis data to develop a sound examination plan.	entry
-Knowledge of written test development procedures, including test item development and editing, appropriate reading level, etc.	entry
-Knowledge of procedures and techniques involved in developing job-related oral examinations or structured interviews.	entry
-Knowledge of procedures and techniques for developing job-related unassembled examinations (E&T evaluations).	entry
-Knowledge of how to develop job-related work sample tests.	entry
-Knowledge of test theory (reliability, validity, measurement error, etc.)	learned
-Knowledge of the pros and cons of various testing techniques (multiple choice, essay, oral, experience/training, work samples, etc.).	entry
-Knowledge of non-cognitive test procedures (biodata, personality and interest tests, etc.)	learned
-Knowledge of how to design, sequence and weight the parts of a selection procedure.	entry
-Knowledge of procedures involved in entry test administration.	entry
-Knowledge of the range of human entry abilities that can be measured.	entry
-Knowledge of test validation entry requirements and methods (e.g., content, construct, criterion-related).	entry
-Knowledge of content validation principles and methods.	entry
-Knowledge of criterion-related validation principles and methods.	entry

- -CONTINUE FOR ALL SELECTED KSA'S- -

TABLE C

PERSONNEL ASSESSMENT SPECIALIST JOB DESCRIPTION

DISTINGUISHING FEATURES OF THE CLASS This is a staff position in the Department of Human Resources involving the development and validation of testing procedures for the selection and promotion of employees. The employee works independently under the general supervision of the Manager of Human Resources.

TYPICAL WORK ACTIVITIES

Develop paper-and-pencil job knowledge tests;
Develop paper-and-pencil performance or proficiency tests;
Perform content validation research using subject matter experts to produce/evaluate the content;
Set passing points for assessment procedures; Develop tests of cognitive ability;
Develop benchmark or rating level definitions;
Develop procedures for assessing education, training, and experience of applicants;
Develop work-sample/simulation selection procedures; Develop interview or oral examination procedures;
Evaluate potential methods of assessment;
Determine assessment procedure administration procedures.
Serve as a primary representative and communication link between work unit and other work units outside of the organization;
Serve as a primary representative and communication link between the work unit and other work units in the organization;
Prepare reports detailing work unit activities, program status, or reportable statistics for other work units, outside agencies, or management information;
Propose changes in programs or practices to management;
Provide advice to others regarding problems in areas other than personnel assessment;
Identify behaviors, knowledge, skills or abilities to be assessed; Analyze collected job information;
Collect job information through face-to-face contacts, such as interviews, panels, and brainstorming sessions;
Develop or revise minimum job qualifications;
Analyze organization configurations and evaluate the effects of structure on job functions, tasks and worker requirements;
Prepare validation research reports;
Respond orally to questions, complaints, etc. from applicants, employees, or officials;
Investigate complaints or protests;
Write response to complaints, protests, or inquiries;
Interpret professional standards, government guidelines, or legal decisions related to personnel assessment;
Evaluate the effectiveness of personnel assessment programs;
Recommend actions to management related to personnel assessment; Plan and budget personnel assessment projects and programs;
Provide advice to others regarding problems in personnel assessment.

ENTRY LEVEL KNOWLEDGES, SKILLS AND ABILITIES

Knowledge of job analysis principles, methods and uses;
Knowledge of principles and methods involved in developing job-related tests (written, oral E&T, work sample, etc.);
Knowledge of the pros and cons of various testing techniques (multiple-choice, essay, oral, experience/training, work samples, etc.);
Knowledge of how to design, sequence and weight the parts of a selection procedure;
Knowledge of procedures involved in test administration;
Knowledge of test validation requirements and methods (e.g., content, construct, criterion-related);
Knowledge of the legal and social issues impacting on testing, personnel assessment and selection (EEO, affirmative action, truth in testing, etc.);
Knowledge of how to interpret basic test statistics (item analysis statistics, item-total correlations, reliability);
Knowledge of survey principles and methods (questionnaire construction and analysis, rating scale design, sampling, etc.);
Ability to read, interpret and understand written materials (such as reports, memos, legislation, etc.);
Written communication skills (ability to clearly and effectively put thoughts into writing);
Ability in oral expression (ability to orally express oneself clearly and effectively);
Analytical ability (ability to size up and evaluate problems using sound judgment and logic);
Problem solving ability (ability to develop effective solutions to work problems);
Learning ability (ability to absorb and retain facts and information, and to quickly learn and properly apply new methods);
Ability to reason in mathematical terms and come to correct conclusions;
Ability to read, interpret, understand and use charts, graphs and tables;
Creativity (ability to develop new, original, imaginative ways to do things);
Decisiveness (ability and willingness to make decisions without undue deliberation);
Planning ability (ability to plan the steps of a project, anticipate and plan for problems, identify resources needed, etc.);
Ability to develop effective working relationship with wide variety of people (co-workers, superiors, the public, etc.);
Persuasiveness (ability to influence others to a particular point of view or to follow a course of action);
Assertiveness (willingness to confront others, defend one's position, stand up for one's rights);
Leadership (ability to get things done through others, to get others to follow one's lead or instructions).

FULL PERFORMANCE KNOWLEDGES. SKILLS AND ABILITIES

Knowledge of test theory (reliability, validity, measurement error, etc.);
Knowledge of non-cognitive test procedures (biodata, personality and interest tests, etc.);
Knowledge of criterion-related validation principles and methods;
Knowledge of performance evaluation principles, methods and purposes;
Knowledge of the Uniform Guidelines on Employee Selection Procedures;

Knowledge of professional standards, laws, regulations and guidelines related to personnel assessment;
Knowledge of professional literature sources for articles on personnel assessment;
Knowledge of professional ethics and standards for professional practices and conduct;
Knowledge of inferential statistics (significance testing, hypothesis testing);
Knowledge of the principles and methods of correlation and regression;
Knowledge of the principles of technical research reports; things).
Knowledge of administrative principles and methods (planning, budgeting, organizing, prioritizing, program evaluation and monitoring, etc.);
Knowledge of the uses of job analysis data (validation, MQ's salary-setting, classification, performance evaluation, etc.);
Knowledge of construct validation principles and methods;
Knowledge of how to use a statistical program package such as SPSS, SAS, BioMed, MICROSTAT, etc.;
Knowledge of personnel selection other than testing (recruiting, setting minimum qualifications, interviewing, hiring, etc.);
Knowledge of procedures for setting job-related minimum qualifications.

MINIMUM QUALIFICATIONS

2 years of professional experience in personnel assessment, including conducting and analyzing job analysis data, developing a variety of types of tests, including written, oral and performance test, based on content validation.

OR

Masters degree or two years of graduate level coursework in Industrial Psychology, Psychometrics, or an equivalent field.

EMPLOYEE SELECTION EXAMPLE

To apply the Personnel Assessment Specialist Job Analysis to the development of employee selection procedures, evaluations of the job analysis must be made by appropriate SME's (subject matter experts) to provide an accurate description of the given position or job/class.

For this illustration, the author served as a single SME for both a Personnel Selection Specialist and a Personnel Selection Generalist job class. Two examples are provided to illustrate contrasting results. In these examples, evaluations were made at the cluster level only (see Table I). In practice, it is likely to be preferable to make evaluations at the individual task/competency level.

Each cluster was evaluated as follows: Not Part of the Job; Part of the Job at Entry; Part of the Job - Will Be Learned. A task cluster that is not part of the job (*) is simply not necessary for performance. One that is necessary, but can be learned once on the job (**) is also deleted from examination for entry into the job, leaving only those required at entry for examining.

All materials for Personnel Assessment Specialist are presented first (*Task Cluster Evaluation*, *KSA Cluster Evaluation*, *Selection Procedure Description*), followed by comparable materials for Personnel Assessment Generalist.

TASK CLUSTERS- PERSONNEL ASSESSMENT (SELECTION) SPECIALIST

- * 1. General personnel management and supervisory activities
- * 2. Technical personnel assessment management and supervisory activities.
- * 3. Non-personnel assessment management and supervisory activities
- 4. Information exchange and communication activities
- 5. Training and education activities
- 6. Job analysis description and classification activities
- 7. Selection procedure development activities
- 8. Recruitment and preliminary screening activities
- 9. Applicant evaluation and screening activities
- 10. Basic test/assessment procedure administration activities
- *11. Assessment center development and management activities
- 12. Selection procedure validation research activities
- 13. General personnel research activities
- 14. General data analysis activities
- 15. Equal employment opportunity, affirmative action, and related activities

* = Deleted; not part of job

KNOWLEDGE, SKILL AND ABILITY CLUSTERS

PERSONNEL ASSESSMENT (SELECTION) SPECIALIST

- A. Knowledge of job analysis
- B. Knowledge of test construction
- C. Knowledge of test validation
- D. Knowledge of personnel selection other than testing
- E. Knowledge of performance measurement
- F. Knowledge of legal and social influences related to personnel assessment
- G. Knowledge of professional context/standards
- **H. Knowledge of public personnel context
 - I. Knowledge of personnel functions other than assessment
- J. Knowledge of statistics and research methods
- K. Knowledge of data processing
 - L. Knowledge of other principles of psychology applied to the work setting
- * M. Knowledge of supervisory principles and methods
- * N. Knowledge of administrative principles and methods
- O. Verbal ability
- P. Reasoning ability/comprehension
- Q. Quantitative ability
- R. Other cognitive traits
- S. Interpersonal effectiveness

* = Deleted; not part of job

** = Deleted; to be learned on job

PERSONNEL ASSESSMENT (SELECTION) SPECIALIST

SELECTION PROCEDURES

Minimum Qualifications

A Masters degree or higher is required in Psychology, Business, or a highly related field. Coursework must include a minimum of one course in each of the following areas: Tests and measurement; statistics; research design; computer applications; and human resource management. Multiple courses in any/all of these areas are desired but not required.

Examination

The examination will consist of a 50% weighted written test and a 50% weighted interview.

In the written test, candidates may be examined for their knowledge of personnel selection including job analysis, test construction and validation, and alternatives to written test use; performance measurement; statistics and research methods; principles of psychology applied to the work setting; and reasoning ability including the ability to comprehend and apply verbal and quantitative information.

In the interview, candidates may be examined for their knowledge of personnel functions other than assessment; legal and social influences related to personnel assessment including professional standards and ethics; and data processing concepts and techniques; oral communication skill; interpersonal effectiveness; and other necessary traits.

TASK CLUSTERS- PERSONNEL ASSESSMENT (SELECTION) GENERALIST

- * 1. General personnel management and supervisory activities
- * 2. Technical personnel assessment management and supervisory activities
- * 3. Non-personnel assessment management and supervisory activities
- 4. Information exchange and communication activities
- * 5. Training and education activities
- 6. Job analysis description and classification activities
- 7. Selection procedure development activities
- 8. Recruitment and preliminary screening activities
- 10. Basic test/assessment procedure administration activities
- *11. Assessment center development and management activities
- 12. Selection procedure validation research activities
- *13. General personnel research activities
- *14. General data analysis activities
- 15. Equal employment opportunity, affirmative action, and related activities

* = Deleted; not part of job

KNOWLEDGE, SKILL, AND ABILITY CLUSTERS
PERSONNEL ASSESSMENT (SELECTION) GENERALIST

- ** A. Knowledge of job analysis
- ** B. Knowledge of test construction
- ** C. Knowledge of test validation
- ** D. Knowledge of personnel selection other than testing
- ** E. Knowledge of performance measurement
- ** F. Knowledge of legal and social influences related to personnel assessment
- ** G. Knowledge of professional context/standards
- ** H. Knowledge of public personnel context
- * I. Knowledge of personnel functions other than assessment
- J. Knowledge of statistics and research methods
- ** K. Knowledge of data processing
- ** L. Knowledge of the principles of psychology applied to the work setting
- * M. Knowledge of supervisory principles and methods
- * N. Knowledge of administrative principles and methods
- O. Verbal ability
- P. Reasoning ability/comprehension
- Q. Quantitative ability
- R. Other cognitive traits
- S. Interpersonal effectiveness

* = Deleted; not part of job

**= Deleted; to be learned on job

PERSONNEL ASSESSMENT (SELECTION) GENERALIST

SELECTION PROCEDURES

Minimum Qualifications

A bachelor's degree. Coursework in psychology, business, and/or public administration, including statistics, research methods, computer use, and English composition are desired but not required.

Examination

The examination will consist of a 50% weighted multiple choice written test and a 50% weighted interview.

In the written test, candidates will be examined for their ability to read, comprehend, interpret, and apply verbal and quantitative information including the ability to draw sound conclusion from information provided.

In the interview, candidates will be examined for their knowledge of statistics and research methods, oral communication skill, interpersonal effectiveness, and other necessary traits.

EMPLOYEE PERFORMANCE APPRAISAL EXAMPLE

As in the selection and job description/classification applications previously described, use of the Personnel Assessment Specialist Job Analysis for employee performance appraisal begins with consideration of the class or job at hand as it relates to the job analysis data. In Steps 1 and 2, task and KSA content of the job/class of concern is defined. The next step needed to develop an appropriate performance appraisal measure is the determination of what format the performance metrics will take. After this, the performance appraisal dimensions may be written. In this example, three different performance appraisal approaches will be illustrated, using these three format options: *performance results*, *observed job behavior*, and *personal traits*.

STEP 1: Define the job content, drawing on task data.

- A. Refer to the data on mean relative proportion of the job for each task cluster that is contained in Table 2. For example, for the PA Generalist job these are the major areas of task responsibility:

Cluster 7 = 15%
Cluster 1 = 13%
Cluster 6 = 11%
Cluster 5 = 9%
Cluster 12 = 9%
Cluster 4 = 8%
Cluster 2 = 8%
TOTAL = 73%

- B. Using Table 1 and Appendix A, identify the specific tasks associated with each cluster identified above. SME's (subject matter experts) should then analyze these and identify those tasks that represent the most important performance aspects of the job or class of concern.

STEP 2: Define the knowledge, skill and ability requirements for the job, drawing on KSA data.

- A. Review the KSA's associated with the task clusters and tasks identified in Step 1 to identify those that are most important to job success. KSA's associated with each task cluster are listed in Table 1.
- B. Data on the level of required mastery of each KSA identified in Step 2. are needed in order to establish reasonable job performance evaluation criteria.

Within each job dimension, level/degree (L/D) ratings must be provided for each associated KSA. The rating scale used is as follows:

- 0= Not required or needed in the performance of this job dimension.
- 1= Basic/required to some extent in the performance of this job dimension. For knowledge, able to recall common principles and terms; able to apply basic procedures.
- 2= Intermediate/required to a considerable extent in the performance of this job dimension. For knowledge, able to recall a variety of facts, terms, principles and methods; able to apply methods independently except where complex and unusual problems occur.
- 3= Advanced/required to a great extent in the performance of this job dimension. For knowledge, thorough knowledge of philosophy, principles and methods; able to handle even the most complex and unusual problems.

The level ratings for the KSA's of interest should be used in establishing specific performance evaluation criteria.

STEP 3: Determine what type(s) of performance evaluation criteria is/are most appropriate for the job of concern.

- A. There are three basic format options for performance dimensions (i.e., the aspects of performance that a supervisor will be asked to evaluate):
 - 1. *Performance results*- with focus on quantity and quality of outputs, objective measures of success or failure of work
 - 2. *Observed job behaviors*- with focus on patterns of behavior and the circumstances under which they occur
 - 3. *Personal traits*- with focus on personality attributes or broad cognitive abilities of the employee as they impact on performance

If important required tasks are production related, the *performance results format* might be utilized. Rating criteria for results-oriented performance standards are based upon the extent to which an employee meets, does not meet or exceeds specified, expected performance results (e.g., deadlines, quantity of output, etc.).

A *job behavior dimension format* is suitable for any kind of tasks and KSA's. Job activity statements in this format typically begin with a broad activity statement and then are further defined with specific sub-activities and KSA requirements. This type of format calls for evaluation of the degree to which specified job activities are performed satisfactorily.

A *personal trait performance dimension format* is most suitable for use in assessing performance in more subjective aspects of jobs (e.g., "creativity", "persuasiveness", "initiative", or "decisiveness"). The rating scale for a personal trait dimension usually calls for assessment of the degree to which the employee has demonstrated an excellent, acceptable or unacceptable level of performance, in terms of this trait.

Step 3.A. requires the job analysis user to decide which overall performance dimension format is most suitable, given the specific tasks and KSA's of highest importance on the job. Mixed formats may be determined to be the best approach (e.g., with performance on some job requirements to be evaluated through use of personal trait dimensions and performance on others to be evaluated through use of job behavior dimensions).

STEP 4. Write the performance evaluation dimensions for the most important tasks and KSA's of the job, based upon the format decision made in Step 3.

Examples of use of each format for a personnel assessment job follow:

A. Examples of use of the Performance Results Format

For the task, "Write responses to complaints, protests, or inquiries":

- Expected results: All letters of complaint, protest and inquiry on testing are acknowledged within 5 work days of receipt and answered within 15 work days of receipt.

For the task, "Develop paper-and-pencil job knowledge tests":

- Expected results: 95% of all new paper-and-pencil job knowledge tests are developed and administered on schedule.

For the task, "Prepare reports detailing work unit activities, program status or reportable statistics for other work units, outside agencies, or management information":

- Expected results: Biannual affirmative action report prepared and submitted on time, with no errors.

The rating scale for these would be based upon the extent to which the employee meets, does not meet or exceeds the expected performance results. Specific statements of "results achieved" should be required of the rater.

B. Example of use of the Observed Job Performance Format:

For the task cluster, "Selection Procedure Development Activities", a rating item in this format might be as follows:

Selection Procedure Development: Independently developing sound examination plans from job analysis data, selecting appropriate testing techniques, and preparing a variety of types of job related examinations within needed time frames.

- Selecting appropriate testing strategies considering job content; EEO issues and principles; and laws, regulations and court decisions affecting recruitment and selection.
- Developing written tests, using knowledge of test item development and editing and appropriate reading level.
- Developing oral examinations or structured interviews.
- Developing job related work sample tests.
- Developing unassembled examinations of experience and training (E&T's).
- Validating tests, using knowledge of content, construct and criterion-related validation requirements and methods.
- Designing multi-part selection procedures with appropriate sequencing and weighting of parts and consideration of test administration procedures.

For this type of item, a rating format might be:

Not				
Satisfactory		Satisfactory		Superior
(1)	(2)	(3)	(4)	(5)

The rater should also be asked to document specific examples of the employees performance to support the rating. An alternative would be to develop behaviorally anchored rating scales (BARS).

C. Examples of use of aPersonal Trait Format:

For the KSA's "Creativity" and "Problem Solving Ability", the following item could be used:

PROBLEM SOLVING AND CREATIVITY

Ability to independently define problem areas and develop innovative solutions

For the KSA's "Ability to reason in mathematical terms and come to correct conclusions" and "Decisiveness (ability and willingness to make decisions without undue deliberation)", a rating item could be:

JUDGMENT/DECISION MAKING

Effectiveness in analyzing quantitative data and determining courses of action which result in sound decisions in a timely fashion.

The rating scale for this type of item might be as follows:

- 1 = unacceptable
- 2 = needs improvement
- 3 = good
- 4 = very good
- 5 = excellent

The rater should also be asked to document specific examples of the employee's performance to support the rating. Again, behaviorally anchored rating scales (BARS) could be developed and used as an alternative.

TABLE 1

**TASK CLUSTERS DERIVED FROM CLUSTER ANALYSIS OF
IPMAAC PERSONNEL ASSESSMENT SPECIALIST TASK INVENTORY DATA**

1. GENERAL PERSONNEL ASSESSMENT MANAGEMENT & SUPERVISORY ACTIVITIES

Managing a work unit: setting unit goals and objectives, assigning responsibilities, monitoring progress, evaluating performance of staff, providing feedback and counseling, serving as liaison with other organizational work units, etc. (23 tasks)

TASK IN CLUSTER: 162, 160, 171, 159, 161, 163, 170, 164, 167, 165, 166, 172, 212, 207, 168, 101, 156, 169, 184, 102, 211, 104, 189.

COMPETENCY NEEDED: 1, 2, 3, 4, 8, 9, 10, 11, 12, 13, 14, 15, 16, 18, 19, 20, 21, 22, 23, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 55, 56, 57, 58, 59, 61, 62, 63, 65, 66, 71, 72, 74, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 94, 95, 96, 98, 99, 100, 101, 102, 103, 104.

2. TECHNICAL PERSONNEL ASSESSMENT MANAGEMENT & SUPERVISORY ACTIVITIES

Supervising the development and use of personnel assessment tools, and monitoring their effectiveness from a technical/managerial standpoint; supervising personnel assessment research; evaluating compliance of personnel assessment program with laws and regulations; making recommendations as required. (13 tasks)

TASK IN CLUSTER: 145, 148, 216, 149, 208, 147, 143, 206, 146, 183, 153, 152, 154.

COMPETENCY NEEDED: 1, 2, 3, 4, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 54, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 98, 99, 100, 101, 102, 103, 104.

3. NON-PERSONNEL ASSESSMENT MANAGEMENT AND SUPERVISORY ACTIVITIES

Supervising programs or projects in areas other than personnel assessment: planning, budgeting and evaluating programs in general personnel or other areas; supervising areas such as payroll, staffing, classification, etc. (8 tasks)

TASK IN CLUSTER: 150, 151, 144, 158, 155, 157, 182, 180.

COMPETENCY NEEDED: 47, 48, 50, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104.

4. INFORMATION EXCHANGE AND COMMUNICATION ACTIVITIES

Engaging in general information exchange, whether orally or in writing: responding to letters, questions, complaints, phone calls, attending informational meetings, writing routine correspondence, making requests for information, etc. (11 tasks)

TASK IN CLUSTER: 100, 98, 99, 204, 205, 196, 202, 210, 203, 209.

COMPETENCY NEEDED: 47, 48, 49, 86, 87, 89, 90, 91, 92, 97, 98, 100, 101, 102., 103.

5. TRAINING AND EDUCATION ACTIVITIES

Developing and implementing training programs: assessing training needs and designing programs in response to them; conducting training programs in personnel/human resource management or other areas. (34 tasks)

TASK IN CLUSTER: 137, 123, 136, 130, 215, 121, 133, 134, 124, 188, 177, 135, 129, 140, 128, 142, 141, 125, 186, 131, 178, 126, 122, 181, 127, 132, 138, 139, 190, 173, 174, 175, 176, 179.

COMPETENCY NEEDED: 1, 2, 3, 4, 7, 8, 10, 14, 15, 16, 21, 22, 23, 31, 32, 33, 34, 35, 36, 37, 38, 39, 41, 44, 45, 46, 47, 49, 50, 51, 54, 55, 56, 57, 58, 59, 61, 62, 63, 64, 65, 71, 72, 73, 74, 81, 82, 85, 86, 87, 88, 89, 90, 91, 92, 94, 95, 96, 98, 99, 100, 101, 102, 103, 104.

6. JOB ANALYSIS DESCRIPTION AND CLASSIFICATION ACTIVITIES

Collecting and analyzing job information through a wide variety of job analysis techniques (interviews, panels, brainstorming sessions, questionnaires, etc.); using job information to write job descriptions and make classification decisions. (17 tasks)

TASK IN CLUSTER: 23, 22, 17, 29, 50, 30, 28, 19, 18, 21, 25, 20, 38, 3, 24, 26.27.

COMPETENCY NEEDED: 1, 2, 3, 4, 5, 6, 7, 9, 21, 22, 27, 35, 36, 38, 39, 41, 42, 43, 44, 45, 50, 51, 52, 56, 57, 60, 65, 66, 68, 70, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104.

7. SELECTION PROCEDURE DEVELOPMENT ACTIVITIES

Developing job-related testing devices (written, oral, interview, evaluations of training/experience, performance tests, etc.); performing content validation research; administering tests and analyzing their results. (21 tasks)

TASK IN CLUSTER: 60, 53, 61, 72, 66, 49, 48, 52, 45, 55, 54, 43, 73, 71, 74, 12, 65, 64, 44, 68, 70.

COMPETENCY NEEDED: 1, 2, 3, 4, 5, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 27, 29, 30, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 47, 48, 49, 56, 57, 58, 59, 60, 61, 62, 64, 65, 66, 68, 70, 86, 87, 88 89, 90, 91, 92, 93, 94, 95, 96, 98, 99, 100, 101, 102, 103, 104.

8. RECRUITMENT AND PRELIMINARY SCREENING ACTIVITIES

Planning, developing and implementing recruiting programs: defining labor market, selecting advertising media, preparing and/or reviewing recruiting materials, writing ads, communicating with job applicants directly, etc. (10 tasks)

TASK IN CLUSTER: 33, 42, 51, 32, 40, 34, 35, 39, 36, 37.

COMPETENCY NEEDED: 5, 6, 25, 26, 27, 28, 29, 30, 35, 36, 39, 46, 47, 48, 49, 86, 87, 89, 90, 91, 92, 96, 97, 98, 99, 100, 101, 102, 103, 104.

9. APPLICANT EVALUATION AND SCREENING ACTIVITIES

Reviewing and screening basic applicant data (application, resume, interview form, background data) and using these data to make basic decisions such as applicant's eligibility, qualifications or rating. (7 tasks)

TASK IN CLUSTER: 82, 96, 94, 81, 83, 95, 79.

COMPETENCY NEEDED: 5, 25, 27, 29, 30, 46, 47, 48, 49, 86, 87, 89, 90, 92, 97, 98, 100, 101, 103.

10. BASIC TEST/ASSESSMENT PROCEDURE ADMINISTRATION ACTIVITIES

Coordinating the administration and scoring of tests: making arrangements for test scheduling and administration, and scoring/tabulating and/or reporting results. (10 tasks)

TASK IN CLUSTER: 80, 89, 91, 88, 86, 93, 90, 87, 92, 84.

COMPETENCY NEEDED: 19, 57, 86, 89, 90, 91, 93, 95, 97, 99, 100, 101, 103.

11. ASSESSMENT CENTER DEVELOPMENT AND MANAGEMENT ACTIVITIES

Planning and organizing assessment center activities: developing assessment center exercises or procedures: selecting, instructing, training and/or briefing test administrators, raters, participants and/or candidates. (6 tasks)

TASK IN CLUSTER: 56,76, 77, 85, 75, 78.

COMPETENCY NEEDED: 1, 2, 4, 8, 9, 11, 13, 14, 15, 16, 18, 19, 20, 21, 22, 23, 24, 29, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 54, 56, 71, 72, 74, 77, 81, 85, 86, 87, 88, 89, 90, 91, 92, 95, 96, 98, 99, 100, 101, 102, 103, 104.

12. SELECTION PROCEDURE VALIDATION RESEARCH ACTIVITIES

Conducting empirical validation research activities; reviewing research literature and job analysis data; selecting predictor and criterion measures and sample to be studied; conducting statistical analysis to determine validity; writing research reports to document validity. utility etc, (22 tasks)

TASK IN CLUSTER: 119, 117, 57, 116, 103, 108, 120, 112, 118, 62, 113, 69, 114, 106, 67, 115, 111, 107, 109, 110, 47, 105.

COMPETENCY NEEDED: 1, 2, 3, 4, 5, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 31, 32, 33, 34, 35, 36, 37, 38, 39, 41, 42, 43, 44, 45, 49, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 98, 99, 100, 101, 102, 103.

13. GENERAL PERSONNEL RESEARCH ACTIVITIES

Performing activities related to personnel research, other than the research itself: identifying research topics; writing research proposals; discussing projects and/or findings with colleagues, clients or managers; implementing findings. (4 tasks)

TASK IN CLUSTER: 213, 200, 199, 214.

COMPETENCY NEEDED: 1, 2, 4, 7, 21, 25, 35, 41, 45, 46, 56, 58, 59, 62, 63, 64, 65, 66, 76, 84, 85, 86, 87, 88, 89, 90, 91, 92, 95, 96, 98, 99, 100, 101, 102, 103, 104.

14. GENERAL DATA ANALYSIS ACTIVITIES

Performing statistical analyses on research data: designing forms to collect, code or tabulate data; applying computer programs or other means for analyzing the data; and interpreting the results. (8 tasks)

TASK IN CLUSTER: 198, 192, 193, 197, 195, 191, 194, 63.

COMPETENCY NEEDED: 15, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 86, 87, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99 .

15. EQUAL EMPLOYMENT OPPORTUNITY. AFFIRMATIVE ACTION AND RELATED ACTIVITIES

Reviewing assessment procedures for compliance with the laws, regulations and principles of affirmative action and EEO: reviewing recruitment and testing practices for EEO/AA compliance; investigating or responding to complaints; developing or monitoring EEO/AA plans; counseling supervisors and employees on EEO/AA matters. (17 tasks)

TASK IN CLUSTER: 5, 9, 14, 2, 16, 1, 8, 13, 6, 4, 7, 15, 31, 10, 46, 11, 41

COMPETENCY NEEDED: 1, 2, 4, 8, 9, 21, 22, 23, 25, 26, 27, 29, 30, 35, 36, 37, 38, 39, 41, 42, 43, 45, 46, 47, 48, 49, 50, 57, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 97, 98, 99, 100, 101, 102, 103, 104.

TABLE 2

**MEAN CLUSTER RELATIVE PROPORTION RATINGS BY JOB GROUP
Seven Primary Job Groups**

Task Cluster (Dimension)	Total	P.A. Generalists N = 205	P. Select Special N = 83	P.A. Function Mgr./Spvsr. N = 80	Job Analyst Generalists N = 35	Training Specialist N = 17	Classificati on Specialist N = 10	EEO/AA Specialist N = 5
1. Gen. Personnel Assessment Mgmt. & Sup. Activities (CL3)	13	13	03	29	06	06	00	04
2. Technical Personnel Assessment Mgmt. & Sup. Activities (CL6)	06	08	03	09	04	02	00	01
3. Non-Personnel Assessment Mgmt. & Sup. Activities (CL14)	02	02	00	05	01	01	00	09
4. Information Exchange & Communication Activities (CL5)	11	08	12	13	20	07	05	06
5. Training & Education Activities (CL4)	11	09	07	12	07	79	03	12
6. Job Analysis, Description & Classification Activities (CL1)	16	11	18	07	42	01	87	06
7. Selection Procedure Development Activities (CL2)	13	15	28	03	04	01	00	02
8. Recruitment & Preliminary Screening Activities (CL12)	02	03	02	02	01	00	02	02
9. Applicant Evaluation & Screening Activities (CL11)	03	04	03	02	02	00	00	00
10. Basic Test/Assessment Procedure Administration Activities (CL9)	04	03	08	02	03	00	00	00
11. Assessment Center Development & Management Activities (CL13)	02	03	02	01	00	01	00	01
12. Selection Procedure Validation Research Activities (CL8)	06	09	06	02	01	00	01	00
13. General Personnel Research Activities (CL15)	02	02	01	03	02	01	00	01
14. General Data Analysis Activities (CL10)	03	06	04	03	03	00	00	02
15. Equal Employment Opportunity, Affirmation, Action & Related Activities (CL7)	06	07	03	08	03	00	01	53

APPENDIX A

**PERSONNEL ASSESSMENT SPECIALIST
JOB ANALYSIS QUESTIONNAIRE**

SCALE I. Part of the Job

Indicate what part of the job this task is relative to other tasks performed in your present job.

Record response in the PART column on the task inventory answer sheet.

- 1 = An Extremely small part of my job.
- 2 = A Very small part of my job.
- 3 = A Small part of my job.
- 4 = A Somewhat smaller than average part of my job.
- 5 = An Average part of my job.
- 6 = A Somewhat larger than average part of my job.
- 7 = A Large part of my job.
- 8 = A Very large part of my job.
- 9 = An Extremely large part of my job.

SCALE II. Level of Difficulty

Indicate the level of difficulty in doing this task correctly relative to other tasks in your present job.

Record response in the DIFF column on the task inventory answer sheet.

- 1 = An Extremely easy task.
- 2 = A Very easy task.
- 3 = an Easy task.
- 4 = A Somewhat less difficult than average task.
- 5 = Average difficulty.
- 6 = A Somewhat more difficult than average task.
- 7 = A Difficult task.
- 8 = A Very difficult task.
- 9 = An Extremely difficult task.

SCALE III. Consequence of Error

Indicate the seriousness of consequences which may result from inadequate or incorrect performance of this task relative to other tasks performed in your present job.

Record response in the ERROR column on the task inventory answer sheet.

- 1 = Minimal or Neqligible financial loss.
- 2 = Very slight financial loss.
- 3 = Slight financial loss or potential injury.
- 4 = Some financial loss or potential injury.
- 5 = Average financial loss or potential injury.
- 6 = Somewhat serious financial loss or potential injury.
- 7 = Considerable financial loss or potential injury.
- 8 = Very serious financial loss or potential injury.
- 9 = Disastrous/Life-Threatening.

PART DIFF ERROR TASKS

Litigation and Compliance Activities

In my position, I . . .

- | | | | |
|-------|-------|-------|--|
| _____ | _____ | _____ | 1. Consult with legal counsel on matters related to EEO/AA and/or affirmative action. |
| _____ | _____ | _____ | 2. Analyze or evaluate recruiting and assessment procedures for compliance with EEO/AA requirements or goals. |
| _____ | _____ | _____ | 3. Testify as an expert witness in court or deposition regarding personnel research and practices. |
| _____ | _____ | _____ | 4. Identify problem areas in affirmative action. |
| _____ | _____ | _____ | 5. Review assessment procedures to determine compliance with policy or civil service regulations (other than EEO/AA). |
| _____ | _____ | _____ | 6. Write reports on EEO/AA matters. |
| _____ | _____ | _____ | 7. Write/rewrite personnel policies or procedures or suggestions for changes related to EEO/AA. |
| _____ | _____ | _____ | 8. Collect and analyze data related to EEO/AA, such as adverse impact computations related to hiring, promotion, or pay. |
| _____ | _____ | _____ | 9. Assess impact of EEO/AA laws, regulations and guidelines on policies and procedures. |
| _____ | _____ | _____ | 10. Communicate with employee organizations on EEO/AA matters. |
| _____ | _____ | _____ | 11. Communicate with outside agencies on EEO/AA matters. |
| _____ | _____ | _____ | 12. Conduct statistical analyses of items or assessment procedures related to "fairness" of assessment procedures. |
| _____ | _____ | _____ | 13. Develop or monitor EEO/AA plans. |
| _____ | _____ | _____ | 14. Investigate EEO complaints. |
| _____ | _____ | _____ | 15. Counsel employees on EEO matters. |
| _____ | _____ | _____ | 16. Counsel supervisors on EEO matters. |

JOB ANALYSIS DESCRIPTION & CLASSIFICATION ACTIVITIES

In my position, I . . .

- _____ 17. Collect job information through face-to-face contacts, such as interviews, panels, and brainstorming sessions.
- _____ 18. Plan job analysis surveys.
- _____ 19. Develop job/task inventories.
- _____ 20. Develop job analysis instruments other than job/task inventories.
- _____ 21. Administer structured job analysis instruments.
- _____ 22. Analyze collected job information.
- _____ 23. Identify behaviors, knowledge, skills or abilities to be assessed.
- _____ 24. Conduct human factors analyses related to personmachine relationships.
- _____ 25. Redesign jobs.
- _____ 26. Evaluate alternative job analysis methodologies in order to identify a method geared toward the specific purpose of the analyses (such as selection, training, job evaluation, etc.).
- _____ 27. Collect and review available data on the job class(es) to be studied.
- _____ 28. Write or revise job descriptions and/or class specifications.
- _____ 29. Review requests for reclassification.
- _____ 30. Analyze organization configurations and evaluate the effects of structure on job functions, tasks and worker requirements.

PERSONNEL RECRUITMENT ACTIVITIES

- _____ 31. Conduct recruiting including locating applicants, screening by review of dossier and telephone interview, conducting site visits, etc.
- _____ 32. Evaluate information collected to determine an employee's/applicant's vocational interests, aptitudes and skills.

PART DIFF ERROR

TASKS

- | | | | |
|-------|-------|-------|---|
| _____ | _____ | _____ | 33. Plan and develop recruiting programs including defining the labor market, selecting media, recruiting materials, BFOQ's, screening procedures, etc. |
| _____ | _____ | _____ | 34. Write advertising for various media (e.g., newspapers, radio, T.V., leaflets, job vacancy announcements, etc.). |
| _____ | _____ | _____ | 35. Give presentations before groups of potential applicants to explain job opportunities, requirements, procedures, etc. |
| _____ | _____ | _____ | 36. Counsel individual job applicants about job opportunities best suited to their backgrounds. |
| _____ | _____ | _____ | 37. Visit various agencies in the community in order to present job opportunity information. |
| _____ | _____ | _____ | 38. Obtain information from department supervisors to clarify minimum skills required, investigate possible accommodation for the handicapped, plan for the best recruiting methods for a particular opening, etc. |
| _____ | _____ | _____ | 39. Instruct potential applicants on such topics as completing an application form, preparing for an interview or test, etc. |
| _____ | _____ | _____ | 40. Write informational literature explaining selection procedures, employment conditions, benefits, etc. |
| _____ | _____ | _____ | 41. Interview handicapped and disabled employees to determine job limitations and advise as to appropriate job placement (using medical evaluations, past training and experience, and knowledge of current vacancies). |
| _____ | _____ | _____ | 42. Edit public information materials prior to publication and distribution for accuracy and grammatical correctness (e.g., job ads, announcement of vacancies, news releases, etc.) |

DEVELOPMENT OF PERSONNEL SELECTION PROCEDURES

(Note: The term "develop" means "design, develop, or revise.")

In my position, I . . .

- | | | | |
|-------|-------|-------|--|
| _____ | _____ | _____ | 43. Evaluate potential methods of assessment. |
| _____ | _____ | _____ | 44. Select assessment procedures from commercial or other sources. |

<u>PART</u>	<u>DIFF</u>	<u>ERROR</u>	<u>TASKS</u>
_____	_____	_____	45. Develop interview or oral examination procedures.
_____	_____	_____	46. Develop application forms.
_____	_____	_____	47. Develop biodata assessment instruments.
_____	_____	_____	48. Develop procedures for assessing education, training, and experience of applicants.
_____	_____	_____	49. Develop benchmark or rating level definitions.
_____	_____	_____	50. Develop or revise minimum job qualifications.
_____	_____	_____	51. Develop procedures for reference checks.
_____	_____	_____	52. Develop "miniature training and evaluation" selection procedures.
_____	_____	_____	53. Develop paper-and-pencil performance or proficiency tests.
_____	_____	_____	54. Develop performance tests involving the use of machines, tools, or equipment.
_____	_____	_____	55. Develop physical performance tests.
_____	_____	_____	56. Develop assessment center exercises.
_____	_____	_____	57. Develop employee performance appraisal procedures to gather selection/promotion related information.
_____	_____	_____	58. Develop applicant supervisory appraisal procedures to gather selection/promotion related information.
_____	_____	_____	59. Develop peer-rating appraisal procedures to gather selection/promotion related information.
_____	_____	_____	60. Develop paper-and-pencil job knowledge tests.
_____	_____	_____	61. Perform content validation research using subject matter experts to produce/evaluate the content.
_____	_____	_____	62. Design and conduct pilot tests of assessment procedures.
_____	_____	_____	63. Make test=retest reliability estimates.
_____	_____	_____	64. Estimate internal consistency reliability through item analysis.

PART DIFF ERROR

TASKS

- | | | | |
|-------|-------|-------|---|
| _____ | _____ | _____ | 65. Determine item difficulty levels. |
| _____ | _____ | _____ | 66. Develop tests of cognitive ability. |
| _____ | _____ | _____ | 67. Interpret data from construct validation studies. |
| _____ | _____ | _____ | 68. Document validity based on analysis of the research literature on construct measurement. |
| _____ | _____ | _____ | 69. Document validity based on validity generalization studies conducted by others. |
| _____ | _____ | _____ | 70. Analyze "readability" level appropriate to the job; write or revise test content and instructions according to results of the analysis. |
| _____ | _____ | _____ | 71. Set wights for examination subparts. |
| _____ | _____ | _____ | 72. Set passing points for assessment procedures. |
| _____ | _____ | _____ | 73. Determine assessment procedure administration procedures. |
| _____ | _____ | _____ | 74. Write test manuals outlining test development, normative data/test administration in order to report test information to users. |

ADMINISTRATION/IMPLEMENTATION OF SELECTION PROCEDURES

In my position, I . . .

- | | | | |
|-------|-------|-------|--|
| _____ | _____ | _____ | 75. Develop training programs for test administrators, raters, evaluators, interviewers, etc. |
| _____ | _____ | _____ | 76. Instruct or train test administrators, raters, evaluators, or interviewers. |
| _____ | _____ | _____ | 77. Plan and organize assessment center operations. |
| _____ | _____ | _____ | 78. Conduct debriefing or counseling of assessment center participants. |
| _____ | _____ | _____ | 79. Obtain assessments from procedures conducted via mail or telephone (e.g., reference checks, resume reviews). |
| _____ | _____ | _____ | 80. Administer tests or other assessment procedures where applicants assemble for formal administration. |

PART DIFF ERROR

TASKS

- | | | | |
|-------|-------|-------|---|
| _____ | _____ | _____ | 81. Rate or evaluate applicants in interviews or assessment center settings. |
| _____ | _____ | _____ | 82. Rate or evaluate applicants on the basis of written responses to application or assessment materials. |
| _____ | _____ | _____ | 83. Evaluate applicants on the basis of existing records, such as police, medical, school, driving, or employment records. |
| _____ | _____ | _____ | 84. Administer alternative selection devices/tests to handicapped applicants. |
| _____ | _____ | _____ | 85. Select participants such as oral board members, interviewers, and assessors. |
| _____ | _____ | _____ | 86. Coordinate testing arrangements, including scheduling rooms, insuring equipment and supplies availability, etc. |
| _____ | _____ | _____ | 87. Coordinate printing/copying of exam materials, answer sheets, etc. |
| _____ | _____ | _____ | 88. Score and/or tabulate results of assessment procedures where judgments are not required (e.g., machine scored exams). |
| _____ | _____ | _____ | 89. Check test scoring procedures to insure quality control. |
| _____ | _____ | _____ | 90. Calculate mathematical sums, averages, or percentages. |
| _____ | _____ | _____ | 91. Calculate statistics such as variance, standard deviation, or correlation. |
| _____ | _____ | _____ | 92. Calculate special credits, such as veteran's preference points or seniority points. |
| _____ | _____ | _____ | 93. Record and/or summarize information from test scores, application, etc. onto other documents or reports. |
| _____ | _____ | _____ | 94. Rank order or categorize applicants by test scores or other factors. |
| _____ | _____ | _____ | 95. Discuss the qualifications and/or suitability of candidates for positions to be filled with hiring managers or supervisors. |
| _____ | _____ | _____ | 96. Screen applicants to refer best candidates for interview. |
| _____ | _____ | _____ | 97. Schedule and arrange interviews with hiring supervisors. |
| _____ | _____ | _____ | 98. Investigate complaints or protests. |

PART DIFF ERROR

TASKS

- _____ 99. Write responses to complaints, protests, or inquiries.
- _____ 100. Respond orally to questions, complaints, etc. from applicants, employees, or officials.
- _____ 101. Write procedural manuals.
- _____ 102. Design new or modify existing records management systems.
- _____ 103. Develop or administer assessment procedure security procedures.
- _____ 104. Recommend or determine organizational or geographical area of competition or promotional field.

EMPIRICAL SELECTION PROCEDURE VALIDATION RESEARCH

(Including Criterion Development)

In my position, I . . .

- _____ 105. Collect and review literature on relevant test validation or validity generalization projects.
- _____ 106. Evaluate alternative methodology from research and theoretical literature in order to choose a methodology that is applicable to the research at hand.
- _____ 107. Evaluate the technical feasibility of criterion related validation, based on available sample sizes or other constrains.
- _____ 108. Consult or brief organizational representatives to obtain cooperation.
- _____ 109. Write proposals or plans for criterion-related validation studies.
- _____ 110. Coordinate participation in cooperative criterion-related validation studies with other organization or agencies.
- _____ 111. Select/determine representative samples for criterion-related validation studies.
- _____ 112. Conduct special job analyses geared to developing/identifying criterion measures.
- _____ 113. Develop/select performance effectiveness or other criterion measures.

PART DIFF ERROR

TASKS

- | | | | |
|-------|-------|-------|--|
| _____ | _____ | _____ | 114. Obtain data on criterion measures. |
| _____ | _____ | _____ | 115. Obtain data on predictor measures. |
| _____ | _____ | _____ | 116. Select statistical tests and analyses to perform on data. |
| _____ | _____ | _____ | 117. Conduct statistical analyses to determine criterion-related validity. |
| _____ | _____ | _____ | 118. Determine the utility (cost-benefits) of alternative/improved selection procedures. |
| _____ | _____ | _____ | 119. Prepare validation research reports. |
| _____ | _____ | _____ | 120. Write technical reports related to criterion-related validation which go beyond descriptions of single studies. |

TRAINING PROGRAM DEVELOPMENT & EVALUATION ACTIVITIES

- | | | | |
|-------|-------|-------|--|
| _____ | _____ | _____ | 121. Conduct training needs assessments at an organizational level (i.e., to determine the content of training programs). |
| _____ | _____ | _____ | 122. Conduct training needs assessments at the individual employee level (i.e., to determine who should be sent to which training programs). |
| _____ | _____ | _____ | 123. Develop training program objectives. |
| _____ | _____ | _____ | 124. Determine optimal training modes or media (e.g., lecture, discussion, films, participation, behavioral modeling, etc.). |
| _____ | _____ | _____ | 125. Coordinate internal and external training programs and activities. |
| _____ | _____ | _____ | 126. Evaluate potential alternative training programs. |
| _____ | _____ | _____ | 127. Select external training programs for purchase. |
| _____ | _____ | _____ | 128. Develop training programs, lesson plans, or materials on personnel assessment. |
| _____ | _____ | _____ | 129. Develop training programs, lesson plans, or materials on personnel matters other than personnel assessment. |
| _____ | _____ | _____ | 130. Develop training programs, lesson plans, or materials for content areas other than personnel/human resource management. |

PART DIFF ERROR

TASKS

- | | | | |
|-------|-------|-------|---|
| _____ | _____ | _____ | 131. Publicize training programs or training opportunities. |
| _____ | _____ | _____ | 132. Coordinate the physical arrangements for training programs. |
| _____ | _____ | _____ | 133. Evaluate or select potential trainers or instructors. |
| _____ | _____ | _____ | 134. Conduct training gin personnel assessment. |
| _____ | _____ | _____ | 135. Conduct training in various aspects of personnel and/or civil service administration other than personnel assessment. |
| _____ | _____ | _____ | 136. Conduct training in content areas other than personnel/human resource management. |
| _____ | _____ | _____ | 137. Train organization managers in the use and understanding of proposed or adopted systems in order to provide skills and knowledge necessary for the administration of those programs. |
| _____ | _____ | _____ | 138. Conduct orientation sessions for new employees. |
| _____ | _____ | _____ | 139. Evaluate training programs/instruction by measuring trainee reactions (e.g., "smile sheets"). |
| _____ | _____ | _____ | 140. Evaluate training programs/instruction by measuring amount of trainee learning (e.g., by using pre-post skills or knowledge tests). |
| _____ | _____ | _____ | 141. Evaluate training programs/instruction by measuring changes in trainee on-the-job behaviors. |
| _____ | _____ | _____ | 142. Evaluate training programs/instruction by measuring changes in organizational outcomes (e.g., efficiency, service delivery, profits, production, etc.). |

GENERAL SUPERVISORY/MANAGEMENT ACTIVITIES

In my position, I . . .

Plan and budget personnel assessment projects and programs.

- | | | | |
|-------|-------|-------|--|
| _____ | _____ | _____ | 143. Plan and budget projects and programs in areas other than personnel assessment. |
| _____ | _____ | _____ | 144. Supervise the development of personnel assessment procedures. |
| _____ | _____ | _____ | 145. Supervise criterion-related validation research on personnel assessment procedures. |

<u>PART</u>	<u>DIFF</u>	<u>ERROR</u>	<u>TASKS</u>
_____	_____	_____	146. Supervise general personnel assessment research.
_____	_____	_____	147. Supervise the application and use of personnel assessment procedures.
_____	_____	_____	148. Evaluate the effectiveness of personnel assessment programs.
_____	_____	_____	149. Supervise programs or projects in areas other than personnel assessment.
_____	_____	_____	150. Evaluate the effectiveness of programs in areas other than personnel assessment.
_____	_____	_____	151. Supervise the preparation of or prepare requests for proposals relating to consultant services, equipment, supplies, etc.
_____	_____	_____	152. Evaluate proposals and specifications from vendors of consulting services, equipment, supplies, etc.
_____	_____	_____	153. Plan or monitor contracts related to personnel assessment.
_____	_____	_____	154. Plan or monitor contracts related to areas other than personnel assessment.
_____	_____	_____	155. Monitor work unit expenditures to insure overall compliance with budget.
_____	_____	_____	156. Supervise or otherwise participate in payroll preparation for the work unit.
_____	_____	_____	157. Supervise preparation of or prepare personnel documents such as requisitions, appointments, layoff lists, termination papers, accident reports, benefits, etc.
_____	_____	_____	158. Set goals and objectives for employees in the work unit.
_____	_____	_____	159. Assign or adjust work responsibilities to employees based on organizational needs, experience and competency of staff, developmental needs of staff, emergencies, and other factors.
_____	_____	_____	160. Check (monitor) the progress of work assignments periodically or at critical points to insure objectives and timetables are being met.
_____	_____	_____	161. Review work products, correspondence, recommendations, and other written materials prepared by staff to insure that the quality is satisfactory, that policy is being followed or interpreted correctly, that they are technically correct, etc.

PART DIFF ERROR

TASKS

- | | | | |
|-------|-------|-------|---|
| _____ | _____ | _____ | 162. Evaluate work of employees against criteria identifying strengths and deficiencies in produce, performance, or other dimensions of importance to the unit or organization. |
| _____ | _____ | _____ | 163. Observe and evaluate employee performance for administrative (salary review, retention, promotion, demotion, transfer) and management purposes. |
| _____ | _____ | _____ | 164. Identify and/or assist employees in identifying their own performance deficiencies. |
| _____ | _____ | _____ | 165. Define and/or assist employees in defining courses of action to correct deficiencies in performance. |
| _____ | _____ | _____ | 166. Provide positive feedback and reinforcement for successful employee performance. |
| _____ | _____ | _____ | 167. Counsel employees with regard to developmental objectives, career plans, promotional opportunities, etc. |
| _____ | _____ | _____ | 168. Counsel or assist employees with personal problems. |
| _____ | _____ | _____ | 169. Serve as a primary representative and communication link between the work unit and other work units in the organization. |
| _____ | _____ | _____ | 170. Serve as a primary representative and communication link between the work unit and other work unit outside of the organization. |
| _____ | _____ | _____ | 171. Prepare reports detailing work unit activities, program status, or reportable statistics for other work units, outside agencies, or management information. |

PERSONAL/PROFESSIONAL GROWTH, DEVELOPMENT, SERVICE, & CONTINUING EDUCATION ACTIVITIES

- | | | | |
|-------|-------|-------|---|
| _____ | _____ | _____ | 172. Read materials related to personnel measurement, such as books, journals, and periodicals. |
| _____ | _____ | _____ | 173. Read materials related to areas other than personnel assessment. |
| _____ | _____ | _____ | 174. Attend seminars or workshops dealing with special topics in personnel assessment. |
| _____ | _____ | _____ | 175. Attend seminars or workshops in areas other than personnel assessment. |

PART DIFF ERROR

TASKS

- | | | | |
|-------|-------|-------|--|
| _____ | _____ | _____ | 176. Write materials on personnel assessment for publication in books or journals. |
| _____ | _____ | _____ | 177. Write materials for publication other than materials related to personnel assessment. |
| _____ | _____ | _____ | 178. Attend professional meetings or conferences related to personnel assessment. |
| _____ | _____ | _____ | 179. Attend conferences related to areas other than personnel assessment. |
| _____ | _____ | _____ | 180. Present or discuss papers on issues related to personnel assessment at professional meetings. |
| _____ | _____ | _____ | 181. Present or discuss papers on matters other than personnel assessment at professional meetings. |
| _____ | _____ | _____ | 182. Make presentations related to personnel assessment before boards, commissions, or other groups other than professional organizations. |
| _____ | _____ | _____ | 183. Make presentations related to matters other than personnel assessment before various groups such as boards or commissions. |
| _____ | _____ | _____ | 184. Teach courses related to personnel assessment at a college or university. |
| _____ | _____ | _____ | 185. Conduct seminars or workshops related to personnel assessment. |
| _____ | _____ | _____ | 186. Teach courses related to subjects other than personnel assessment at a college or university. |
| _____ | _____ | _____ | 187. Conduct seminars or workshops on subjects other than personnel assessment. |
| _____ | _____ | _____ | 188. Represent jurisdiction on intergovernmental concerned with personnel assessment. |
| _____ | _____ | _____ | 189. Serve as an officer or committee member of professional organizations. |

GENERAL ACTIVITIES APPLYING TO MULTIPLE CATEGORIES

- | | | | |
|-------|-------|-------|--|
| _____ | _____ | _____ | 190. Develop systems to code raw data for computer analysis. |
|-------|-------|-------|--|

PART DIFF ERROR

TASKS

- | | | | |
|-------|-------|-------|---|
| _____ | _____ | _____ | 191. Devise/develop computer programs to analyze/evaluate coded data. |
| _____ | _____ | _____ | 192. Apply computer programs to analyze data. |
| _____ | _____ | _____ | 193. Design forms for collecting, tabulating, and recording data. |
| _____ | _____ | _____ | 194. Code, tabulate, or otherwise prepare data for analysis. |
| _____ | _____ | _____ | 195. Request information/data from others in person or by phone. |
| _____ | _____ | _____ | 196. Verify the accuracy of numerical data. |
| _____ | _____ | _____ | 197. Select, apply, and interpret statistical indices appropriate to the research design and situation. |
| _____ | _____ | _____ | 198. Identify specific topics for research. |
| _____ | _____ | _____ | 199. Write research proposals. |
| _____ | _____ | _____ | 200. Write grant applications. |
| _____ | _____ | _____ | 201. Write routine correspondence, such as informational letters or requests for information. |
| _____ | _____ | _____ | 202. Develop forms, questionnaires, or form letters. |
| _____ | _____ | _____ | 203. Proof-read materials. |
| _____ | _____ | _____ | 204. Participate in meetings with personnel from other areas of the organization. |
| _____ | _____ | _____ | 205. Provide advice to others regarding problems in personnel assessment. |
| _____ | _____ | _____ | 206. Provide advice to others regarding problems in areas other than personnel assessment. |
| _____ | _____ | _____ | 207. Recommend actions to management related to personnel assessment. |
| _____ | _____ | _____ | 208. Attend informational staff meetings. |
| _____ | _____ | _____ | 209. Discuss activities, problems, or issues at staff meetings. |
| _____ | _____ | _____ | 210. Serve on committees in own organization to improve personnel procedures or systems. |

PART DIFF ERROR

TASKS

- | | | | |
|-------|-------|-------|---|
| _____ | _____ | _____ | 211. Propose changes in programs or practices to management. |
| _____ | _____ | _____ | 212. Implement findings of personnel research in operational programs. |
| _____ | _____ | _____ | 213. Discuss findings of personnel research with colleagues, clients or managers. |
| _____ | _____ | _____ | 214. Fill out structured job analysis questionnaires (like this one). |

KNOWLEDGE, SKILL AND ABILITY (KSA) RATING SCALES

SCALE I. Level/Degree of KSA Needed

- 1 = Not required or needed in the performance of my job. (Go to next KSA.)
- 2 = Basic/required to some extent in the performance of my job. For knowledge, able to recall common principles and terms; able to apply basic procedures.
- 3 = Intermediate/required to a considerable extent in the performance of my job. For knowledge, able to recall a variety of facts, terms, principles and methods; able to apply methods independently except where complex and unusual problems occur.
- 4 = Advanced/required to a great extent in the performance to my job. For knowledge, thorough knowledge of philosophy, principles and methods; able to handle even the most complex and unusual problems.

SCALE II. When KSA is Needed

- 1 = Can be learned on the job.
- 2 = Desirable upon entry into the job, but employee could perform important parts of the job without it.
- 3 = Must have upon entry into the job--ESSENTIAL.

SCALE III. Usefulness/Importance of KSA

- 1 = Low. Having more of this KSA does not help turn barely acceptable performance into much better performance.
- 2 = Moderate. Having more of this KSA helps to some extent in turning barely acceptable performance into much better performance.
- 3 = High. Having more of this KSA helps substantially in turning barely acceptable performance into much better performance.

LEVEL WHEN IMP

COMPETENCIES

Ratings of knowledge, skills, and abilities for task dimensions

A. knowledge of job analysis

- | | | | |
|-------|-------|-------|--|
| _____ | _____ | _____ | 1. Knowledge of job analysis principles, methods and uses. |
| _____ | _____ | _____ | 2. Knowledge of various methods of job analysis (desk audits, group meetings, brainstorming, narrative questionnaires, tailored structured questionnaires, predeveloped structured questionnaires, etc.) and the advantages and disadvantages of each. |
| _____ | _____ | _____ | 3. Knowledge of how to write effective task statements and KSA statements. |
| _____ | _____ | _____ | 4. Knowledge of what job information must be collected to develop a defensible, job-related selection procedures. |
| _____ | _____ | _____ | 5. Knowledge of the requirements and general scope of duties for a wide range of jobs. |
| _____ | _____ | _____ | 6. Knowledge of sources of occupational information (DOT, Occupational Outlook Handbook, etc.). |
| _____ | _____ | _____ | 7. Knowledge of the uses of job analysis data (validation, MQ's, salary-settings, classification, performance evaluation, etc.). |

B. knowledge of test construction

- | | | | |
|-------|-------|-------|--|
| _____ | _____ | _____ | 8. Knowledge of principles and methods involved in developing job-related tests (written, oral, E & T, work sample, etc.). |
| _____ | _____ | _____ | 9. Knowledge of how to use job analysis data to develop a sound examination plan. |
| _____ | _____ | _____ | 10. Knowledge of written test development procedures, including test item development and editing, appropriate reading level, etc. |
| _____ | _____ | _____ | 11. Knowledge of procedures and techniques involved in developing job-related oral examinations or structured interviews. |
| _____ | _____ | _____ | 12. Knowledge of procedures and techniques for developing job-related unassembled examinations (E & T evaluations). |

<u>LEVEL</u>	<u>WHEN</u>	<u>IMP</u>	<u>COMPETENCIES</u>
_____	_____	_____	13. Knowledge of assessment center methodology, techniques and procedures.
_____	_____	_____	14. Knowledge of how to develop job-related work sample tests.
_____	_____	_____	15. Knowledge of test theory (reliability, validity, measurement error, etc.).
_____	_____	_____	16. Knowledge of the pros and cons of various testing techniques (multiple choices, essay, oral, experience/training, work samples, etc.).
_____	_____	_____	17. Knowledge of non-cognitive test procedures (biodata, personality and interest tests, etc.)
_____	_____	_____	18. Knowledge of how to design, sequence and weight the parts of a selection procedure.
_____	_____	_____	19. Knowledge of procedures involved in test administration.
_____	_____	_____	20. Knowledge of the range of human abilities that can be measured.

C. Knowledge of test validation

Knowledge of test validation requirements and methods (e.g., content construct, criterion-related).

_____	_____	_____	21. Knowledge of content validation principles and methods.
_____	_____	_____	22. Knowledge of criterion-related validation principles and methods.
_____	_____	_____	23. Knowledge of construct validation principles and methods.

D. Knowledge of personnel selection other than testing

_____	_____	_____	24. Knowledge of personnel selection other than testing (recruiting, setting minimum qualifications, interviewing, hiring, etc.).
_____	_____	_____	25. Knowledge of recruitment principles, methods and sources.
_____	_____	_____	26. Knowledge of procedures for setting job-related minimum qualifications.
_____	_____	_____	27. Knowledge of the principles and methods of human resource planning.

<u>LEVEL</u>	<u>WHEN</u>	<u>IMP</u>	<u>COMPETENCIES</u>
_____	_____	_____	28. Knowledge of employment interview procedures and principles.
_____	_____	_____	29. Knowledge of a variety of non-testing personnel selection procedures (interviews, reference checks, application review, resume review, etc.)

E. Knowledge of performance Measurement

_____	_____	_____	30. Knowledge of performance evaluation principles, methods and purposes.
_____	_____	_____	31. Knowledge of performance evaluation methods and their advantages and disadvantages.
_____	_____	_____	32. Knowledge of the purposes of performance evaluation (feedback, appraisal, intervention, compensation, etc.).
_____	_____	_____	33. Knowledge of the methods and problems of performance measurement-criterion development.

F. Knowledge of legal and social influences related to personnel assessment.

Knowledge of legal and social issues impacting on testing, personnel assessment and selection (EEO, affirmative action, truth-in-testing, etc.).

_____	_____	_____	34. Knowledge of EEO issues and principles (what constitutes adverse impact; how to measure adverse impact; how to minimize it; etc.).
_____	_____	_____	35. Knowledge of the impact of tests on minority groups.
_____	_____	_____	36. Knowledge of the uniform Guidelines on Employee Selection Procedures.
_____	_____	_____	37. Knowledge of laws, regulations and court decisions affecting recruitment and selection.
_____	_____	_____	38. Knowledge of the truth-in testing movement and the issues involved.

G. Knowledge of professional context/standards

_____	_____	_____	39. Knowledge of professional standards, laws, regulations and guidelines related to personnel assessment.
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<u>LEVEL</u>	<u>WHEN</u>	<u>IMP</u>	<u>COMPETENCIES</u>
_____	_____	_____	40. Knowledge of APA standards for Educational and Psychological Tests.
_____	_____	_____	41. Knowledge of Division 14 Principles for the Validation and Use of Personnel Selection Procedures.
_____	_____	_____	42. Knowledge of the professional literature sources for articles on personnel assessment.
_____	_____	_____	43. Knowledge of professional ethics and standards for professional practices and conduct.

H. Knowledge of Public Personnel Context

_____	_____	_____	44. Knowledge of the public personnel context ("goldfish bowl," freedom of information, political influence, etc.).
_____	_____	_____	45. Knowledge of merit system principles and procedures.
_____	_____	_____	46. Knowledge of public sector context, constraints, etc.
_____	_____	_____	47. Knowledge of local laws, regulations and guidelines affecting personnel assessment.

I. Knowledge of Personnel Functions other than Assessment

_____	_____	_____	48. Knowledge of personnel functions other than assessment (classification, compensation, training, labor relations, etc.).
_____	_____	_____	49. Knowledge of job classification principles and methods (job class descriptions, position allocation, career ladders, salary setting, etc.).
_____	_____	_____	50. Knowledge of job evaluation/compensation principles and methods.
_____	_____	_____	51. Knowledge of labor relations functions, issues and practices.
_____	_____	_____	52. Knowledge of training principles and methods.
_____	_____	_____	53. Knowledge of methods for motivating employees (incentive plans, award programs, internal promotion, benefits, flexible hours, working conditions, etc.).

LEVEL WHEN IMP

COMPETENCIES

J. Knowledge of Statistics and Research Methods

- | | | | |
|-------|-------|-------|--|
| _____ | _____ | _____ | 54. Knowledge of the application of statistical/research methods to personnel assessment problems and data. |
| _____ | _____ | _____ | 55. Knowledge of basic descriptive statistics (mean, standard deviation, frequency distribution, histogram, etc.). |
| _____ | _____ | _____ | 56. Knowledge of inferential statistics (significance testing, hypothesis testing). |
| _____ | _____ | _____ | 57. Knowledge of the principles and methods of correlation and regression. |
| _____ | _____ | _____ | 58. Knowledge of statistical grouping methods (factor analysis, cluster analysis, etc.). |
| _____ | _____ | _____ | 59. Knowledge of how to interpret basic test statistics (item analysis statistics, item-total correlations, reliability). |
| _____ | _____ | _____ | 60. Knowledge of measurement theory (true score, measurement error, underlying factors, effects of range restriction, etc.). |
| _____ | _____ | _____ | 61. Knowledge of experimental/research designs including strengths and weaknesses. |
| _____ | _____ | _____ | 62. Knowledge of statistical techniques used in experimental/research designs (ANOVA, Chi Square, multiple regression, etc.). |
| _____ | _____ | _____ | 63. Knowledge of survey principles and methods (questionnaire construction and analysis, rating scale design, sampling, etc.). |
| _____ | _____ | _____ | 64. Knowledge of the principles of technical research reports. |

K. Knowledge of Data Processing

- | | | | |
|-------|-------|-------|--|
| _____ | _____ | _____ | 65. Knowledge of the range of data processing applications to personnel work. |
| _____ | _____ | _____ | 66. Knowledge of methods of data collection, coding, storage and retrieval. |
| _____ | _____ | _____ | 67. Knowledge of the general capabilities and limitations of computer systems. |

<u>LEVEL</u>	<u>WHEN</u>	<u>IMP</u>	<u>COMPETENCIES</u>
_____	_____	_____	68. Knowledge of how to use a statistical program package such as SPSS, SAS, Bio-Med, MICROSTAT, etc.
L. Knowledge of the Principles of Psychology Applied to the Work Setting			
_____	_____	_____	69. Knowledge of the principles of psychology as they apply to the work setting (motivation, group dynamics, individual and organizational behavior, etc.).
_____	_____	_____	70. Knowledge of the basis principles of individual and group behavior.
_____	_____	_____	71. Knowledge of the principles of human learning.
_____	_____	_____	72. Knowledge of group dynamics and group interaction.
_____	_____	_____	73. Knowledge of personality theory.
_____	_____	_____	74. Knowledge of commonly occurring organizational problems and the techniques used in analyzing and addressing them.
_____	_____	_____	75. Knowledge of the principles of organizational behavior.
M. Knowledge of Supervisory Principles and Methods			
Knowledge of supervisory principles and methods.			
_____	_____	_____	76. Knowledge of supervisory principles involved in workload management (prioritizing, delegating, building in accountability, monitoring, etc.)
_____	_____	_____	77. Knowledge of basic principles and methods involved in supervising people (motivating, evaluating, discipline, etc.).
_____	_____	_____	78. Knowledge of employee training principles and methods.
N. Knowledge of Administrative Principles and Methods			
_____	_____	_____	79. Knowledge of administrative principles and methods (planning, budgeting, organizing, prioritizing, program evaluation and monitoring, etc.).
_____	_____	_____	80. Knowledge of how to plan, organize and prioritize work on a departmental or organizational scale.

<u>LEVEL</u>	<u>WHEN</u>	<u>IMP</u>	<u>COMPETENCIES</u>
_____	_____	_____	81. Knowledge of how to establish, monitor and work within a budget.
_____	_____	_____	82. Knowledge of how to plan, monitor and evaluate programs and projects.

O. Verbal Ability

_____	_____	_____	83. Ability to read, interpret and understand written materials (such as reports, memos, legislation, etc.).
_____	_____	_____	84. Written communication skills (ability to clearly and effectively put thoughts into writing).
_____	_____	_____	85. Ability to write technical reports.
_____	_____	_____	86. Ability in oral expression (ability to orally express oneself clearly and effectively).

P. Reasoning Ability/Comprehension

_____	_____	_____	87. Analytical ability (ability to size up and evaluate problems using sound judgment and logic).
_____	_____	_____	88. Problem-solving ability (ability to develop effective solutions to work problems).
_____	_____	_____	89. Learning ability (ability to absorb and retain facts and information, and to quickly learn and properly apply new methods).

Q. Quantitative Ability

_____	_____	_____	90. Ability to perform basic mathematical computations (add, subtract, multiply, divide, do fractions, percentages and decimals).
_____	_____	_____	91. Ability to reason in mathematical terms and come to correct conclusions.
_____	_____	_____	92. Ability to read, interpret, understand and use charts, graphs and tables.

R. Other Cognitive Traits

_____	_____	_____	93. Creativity (ability to develop new, original, imaginative ways to do thing).
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<u>LEVEL</u>	<u>WHEN</u>	<u>IMP</u>	<u>COMPETENCIES</u>
_____	_____	_____	94. Ability to fill out forms and paper work accurately.
_____	_____	_____	95. Decisiveness (ability and willingness to make decisions without undue deliberation).
_____	_____	_____	96. Planning ability (ability to plan the steps of a project, anticipate and plan for problems, identify resources needed, etc.).

S. Interpersonal Effectiveness

_____	_____	_____	97. Ability to develop effective working relationships with a wide variety of people (co-workers, superiors, the public, etc.)
_____	_____	_____	98. Tactfulness (ability to be polite, courteous and nonconfrontive when dealing with others in situations requiring tact).
_____	_____	_____	99. Persuasiveness (ability to influence others to a particular point of view or to follow a course of action).
_____	_____	_____	100. Assertiveness (willingness to confront others, defend one's position, stand up for one's rights).
_____	_____	_____	101. Leadership (ability to get things done through others, to get others to follow one's lead or instructions).