
Development of a Universal Job Experience Measure

David Hamill, M.S.
Ilene Gast, Ph.D.
Paul Usala, Ph.D.



*Research & Development Branch, HQ-HRD
US Immigration and Naturalization Service*



Session Goals

- Provide the background of the Universal Job Experience Measure (JEM)
- Describe the JEM's features and how the JEM works
- Discuss some of the challenges in scoring work experience
- Discuss future plans for the JEM



Initial Border Patrol Assessment Strategy

Competency Area	Decision Making	In-Basket	Writing	Past Achievement Record
Thinking Skills	X			
Administrative Skills		X		
Writing Skills			X	
Personal Attributes				X
Technical Skills				X



Initial Border Patrol Assessment Weighting Scheme

Assessment	<u>Weight</u>	
	Managers	Supervisors
Decision Making	30	50
Past Achievement Record	20	30
In-Basket	30	--
Managerial Writing	20	20



Rumblings from the Field



Concerns About the PAR

- Candidate Concerns

- » Inadequate portrayal of the breadth and depth of experience
- » Time required to complete the form
- » Potential for rater judgments to introduce bias

- R&D Concerns

- » Time required to score the PAR
- » Difficulty in obtaining behavioral descriptions of relevant competencies



Recommendations

- Discontinue the use of the Past Achievement Record for Promotional Assessments
- Replace it with a more direct measure of job experience
 - » score based on the length of job experience
 - » position, grade, and supervisory status considered in scoring the length of job experience
- Solicit input from the Border Patrol in developing scoring protocols for the job experience measure



Requirements for the New JEM

The new Job Experience Measure (JEM) must be:

- Valid and reliable
- Objective and easily verifiable
- Flexible, covering a range of relevant work experiences
- Computer scored
- Perceived as fair and balanced by candidates and hiring managers



Developing the JEM

- Review the research literature to guide our development of a measure of job experience
- Develop a model for the new job experience measure
- Work with Senior Border Patrol staff to develop the new job experience measure



Research Findings

- Substantial support exists for the use of an objective measure of job experience
 - » *Experience provides an indirect measure of job knowledge*
- Research supports the validity of this measure of job experience in predicting job performance ($r = .32$)
- As the length of job experience increases, each additional year contributes less to validity
- Also important is the specificity, or correspondence of the experience to tasks in the target position



The JEM Model

- The JEM collects two kinds of job experience
 - » Overall Work Experience – Part I (80%)
 - » Specific Assignments – Part II (20%)



Part I: Scoring Assumptions

1. The most learning at a position occurs in the first few years it is held
2. In general, positions in the same occupation as the target position are more valuable than positions in a different occupation
3. The most valuable experience for the target position is experience gained at the level just below target position



Part I: Scoring Model

Job Title and Grade	<u>Length of Experience</u>		
	1 – 3 years	4 – 6 years	7 – 10 years
Highly Related	Full credit	2/3 credit	1/3 credit
Moderately Related	2/3 credit	4/9 credit	2/9 credit
Somewhat Related	1/3 credit	2/9 credit	1/9 credit



Part I: Scoring Rules

- Candidates will receive credit for full-time positions
- Candidates can only receive credit for one full-time position at a time
- Points will be credited by:
 - » Title
 - » Grade
 - » Length of time



Part II: Scoring Rules

- Any specific assignment listed can only receive credit once
- All assignments receive a “flat point value” for all assignments
 - » *except Acting Supervisor, which has a sliding value based on length of time*
- Candidates have an opportunity to receive credit for one assignment that is not listed
- Candidates must perform an assignment for a minimum of two full-time months before credit is awarded



Universal JEM Form Requirements

The Universal JEM form must be:

- Flexible--allows reporting from a variety of backgrounds and experiences
- Simple to complete
- Easy to review
- Intuitive and logical
- Scored by computer
- Able to shift review responsibility to candidates
- Able to minimize candidate entry errors



Universal JEM Layout

- Instruction Booklet
- Universal JEM Form
 - » General Information
 - » Part I: Work Experience
 - » Part II: Specific Assignments



Part I: Work Experience Blocks

Work Experience Block #: <input type="text" value="1"/> Most Recent		14. Dates of Experience			
12. Work Experience Code <input type="text" value="1"/> <input type="text" value="0"/> <input type="text" value="7"/>	13. Grade Level <input type="text" value="1"/> <input type="text" value="3"/>	From <input type="text" value="1"/> <input type="text" value="0"/> / <input type="text" value="1"/> <input type="text" value="9"/> <input type="text" value="9"/> <input type="text" value="8"/> Month Year		To <input type="text" value="1"/> <input type="text" value="2"/> / <input type="text" value="2"/> <input type="text" value="0"/> <input type="text" value="0"/> <input type="text" value="0"/> Month Year	
15. Print the name, address, and phone number of the supervisor who can verify this work experience:					

Work Experience Block #: <input type="text" value="2"/>		14. Dates of Experience			
12. Work Experience Code <input type="text" value="1"/> <input type="text" value="0"/> <input type="text" value="3"/>	13. Grade Level <input type="text" value="1"/> <input type="text" value="2"/>	From <input type="text" value="1"/> <input type="text" value="2"/> / <input type="text" value="1"/> <input type="text" value="9"/> <input type="text" value="9"/> <input type="text" value="5"/> Month Year		To <input type="text" value="1"/> <input type="text" value="0"/> / <input type="text" value="1"/> <input type="text" value="9"/> <input type="text" value="9"/> <input type="text" value="8"/> Month Year	
15. Print the name, address, and phone number of the supervisor who can verify this work experience:					

Work Experience Block #: <input type="text" value="3"/>		14. Dates of Experience			
12. Work Experience Code <input type="text" value="1"/> <input type="text" value="0"/> <input type="text" value="7"/>	13. Grade Level <input type="text" value="1"/> <input type="text" value="3"/>	From <input type="text" value="0"/> <input type="text" value="5"/> / <input type="text" value="1"/> <input type="text" value="9"/> <input type="text" value="9"/> <input type="text" value="5"/> Month Year		To <input type="text" value="1"/> <input type="text" value="2"/> / <input type="text" value="1"/> <input type="text" value="9"/> <input type="text" value="9"/> <input type="text" value="5"/> Month Year	
15. Print the name, address, and phone number of the supervisor who can verify this work experience:					



Part I: Data Quality Checks

Check for:

- » missing data
- » logical dates
- » overlapping dates
- » invalid codes
- » invalid title/grade combinations
- » titles that need substantiation
- » last data reported does not exceed cut-off period (e.g., 12/2000)



Part II: Specific Assignments

Specific Assignment Block #: <input type="text" value="1"/>		
16. Assignment Code	17. Dates of Experience	18. Number of Full Workdays Performing this Assignment
<input type="text" value="G"/> — <input type="text" value="0"/> <input type="text" value="2"/> Letter Number	From To <input type="text" value="1"/> <input type="text" value="0"/> / <input type="text" value="1"/> <input type="text" value="9"/> <input type="text" value="9"/> <input type="text" value="3"/> <input type="text" value="0"/> <input type="text" value="2"/> / <input type="text" value="2"/> <input type="text" value="0"/> <input type="text" value="0"/> <input type="text" value="0"/> Month Year Month Year	<input type="text" value="88"/> workdays
19. Print the name, address, and phone number of the supervisor who can verify this work experience:		

Specific Assignment Block #: <input type="text" value="2"/>		
16. Assignment Code	17. Dates of Experience	18. Number of Full Workdays Performing this Assignment
<input type="text" value="G"/> — <input type="text" value="0"/> <input type="text" value="5"/> Letter Number	From To <input type="text" value="0"/> <input type="text" value="9"/> / <input type="text" value="1"/> <input type="text" value="9"/> <input type="text" value="9"/> <input type="text" value="5"/> <input type="text" value="0"/> <input type="text" value="9"/> / <input type="text" value="1"/> <input type="text" value="9"/> <input type="text" value="9"/> <input type="text" value="8"/> Month Year Month Year	<input type="text" value="72"/> workdays
19. Print the name, address, and phone number of the supervisor who can verify this work experience:		

Specific Assignment Block #: <input type="text" value="3"/>		
16. Assignment Code	17. Dates of Experience	18. Number of Full Workdays Performing this Assignment
<input type="text" value="C"/> — <input type="text" value="0"/> <input type="text" value="3"/> Letter Number	From To <input type="text" value="0"/> <input type="text" value="6"/> / <input type="text" value="1"/> <input type="text" value="9"/> <input type="text" value="9"/> <input type="text" value="1"/> <input type="text" value="0"/> <input type="text" value="9"/> / <input type="text" value="1"/> <input type="text" value="9"/> <input type="text" value="9"/> <input type="text" value="1"/> Month Year Month Year	<input type="text" value="60"/> workdays
19. Print the name, address, and phone number of the supervisor who can verify this work experience:		



Part II: Data Quality Checks

Check for:

- » missing data
- » logical dates
- » invalid codes or dates
- » impossible number of workdays given the time period reported
- » an end date that does not exceed the cut-off period (e.g., 12/2000)



Database/Technical Challenges

- Programming challenges
 - » Table structures
 - » Data checks
 - » Scoring procedures
- Integrating Challenges
- Expansion/Enhancement Challenges



Lessons Learned

- The devil is in the details
- The more you can standardize, the more reliable and accurate the information
- Start small and grow
- Separate the instructions from the form
- Allow ample time for reviewing and scoring
- Think big!



Future Direction for the JEM

- Web-based entry
- E-mail submission process
- Candidate retrieval process
- Instant scoring and feedback
- Linked HR system for verification



So, do you really want to do this???

- Challenges

- » Errors in reporting work experience
- » Evaluating qualitative differences of experience
- » Scaling differing types of experience
- » Time to rate experience if reported in narrative format
- » Developing a meaningful key for different positions



So, do you really want to do this???

- Benefits

- » Validly predicts future job performance
- » Highly reliable, if standardized
- » Verifiable
- » Adds balance to testing strategy
- » Perceived as fair and intuitive
- » Flexibly to assess different kinds of experiences in multiple ways



Contact Information

Ilene Gast

(202) 305-0590

Ilene.F.Gast@usdoj.gov

David Hamill

(202) 305-1746

David.G.Hamill@usdoj.gov

