

*Utilizing Non-Assessment Personnel  
as Assessors: Training Others in the  
Art of Assessment*



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International Personnel Management Association -

Assessment Council Conference 2002

New Orleans, LA

# *Assessment v. Administration*



The role of assessor includes administration of the selection system:

- Obtaining test materials
- Conducting the assessment
- Evaluating the applicant's performance on the assessment
- Communicating results to the applicant
- Ensuring security of all test materials

# *Why Train Non-Assessment Personnel?*

- Limited number of assessment personnel available for multiple assessment programs
- Create self-sufficiency within programs
- Add to the ‘face validity’ of selection systems
- Applicants meet their future colleagues and supervisors
- Assessors become advocates for the selection systems



# *Who Can Be Trained?*

Assessors should have:


- Intimate familiarity with the job
- Ability to perform and/or supervise the target job at a superior level
- Excellent communication skills
- Time and motivation to serve as assessors

# *Who Trains Assessors?*



- Ideally, those who designed the selection system should deliver the training to assessors and/or trainers
- Selection system developers are familiar with:
  - the job
  - the development process
  - all aspects of the selection system
  - details of assessment (e.g., rating errors, test security, fairness)

# *What Kinds of Assessments?*



Several kinds of tests lend themselves to having trained, non-assessment personnel serve as assessors:

- Assessment Centers
- Structured Interviews
- Physical Abilities
- Work Samples/Simulations

# *Examples from Our Work*



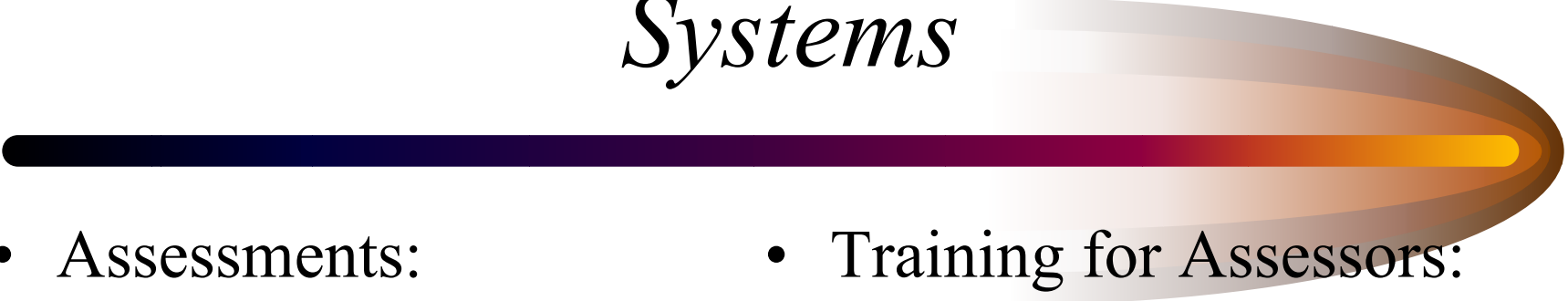
- Structured Interview for a law enforcement occupation responsible for inspecting those entering the U.S.
- Work Simulation for a customer service occupation responsible for answering immigration-related questions from the general public

# *The Assessments*



- Structured Interview:
  - applicants respond to three situational questions; interviewers choose from a bank of structured questions
  - applicants are evaluated on four competencies
  - interview is scored pass/fail
- Customer Service Work Simulation:
  - applicants review a set of reference materials, then respond to a series of ‘customer’ phone calls
  - applicants are evaluated on behavior checklists for the phone calls and on overall competency rating scales
  - work simulation is scored pass/fail

# *Characteristics of the Selection Systems*



- Assessments:
  - Part of multiple hurdle systems
  - Structured
  - Competency-based
  - Interaction with and evaluation of the applicant
  - Panel of assessors (2 or 3) and consensus ratings
  - Materials not maintained by assessors
- Training for Assessors:
  - Two-day training sessions by test developers
  - Role plays during training
  - Resources for assessors after training
  - Same key elements emphasized in training sessions for both systems

# *Key Elements in Training*



- TEST SECURITY
- Documentation
- Fairness and standardization
- Development and structure of the assessments
- The role of the assessor in the selection process
- Details of the assessment process
- Evaluation of and feedback to applicants
- Language of training: NOT statistics, jargon, I/O-ese
- Feedback from trainees

# *Effectiveness of Training*

<b>Session</b>	<b>Number of Sessions</b>	<b>N</b>	<b>Average Effectiveness Rating</b>
Interviewer Training	3	72	4.65
Train-the-Trainer	3	57	4.70
Work Simulation Assessor Training	2	11	4.82

- Ratings on exercises conducting during training all rated, on average, over 4.2 on a 5-point scale
- Participants indicated that training was appropriate length of time (average ratings 3.01, 3.12, and 3.18, respectively, with 3=length of training just about right)

# *Effectiveness of Assessors*



- Customer Service work simulation is just now being implemented; no data to report yet
  - pilot test with ‘live’ applicants
  - strong advocates among assessors
- Structured Interview
  - Pass Rate = 91% as expected
  - n = 1,490 (from March 1, 2002 to June 1, 2002)
  - No complaints from interviewers or applicants

# *Effectiveness of Assessors Cont'd*



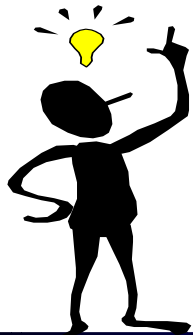
- Follow-up survey with interviewers:
  - n=127; 29.5% response rate
  - 78.6% of respondents trained via the train-the-trainer model
  - 31.5% have not conducted the interview since being trained
  - 54.8% have conducted less than 10 interviews
  - 8.0% have conducted 11-20 interviews
  - 5.6% have conducted more than 20 interviews

# *Effectiveness of Assessors Cont'd*



Of those reporting that they've conducted the interview:

- 83.9% reported their expectations have been met with regard to identifying highly qualified candidates for the position (rating of 3 or above on 5-point scale)
- Average rating of expectations being met = 3.56 (5-point scale)
- Average rating of training preparing the individual to conduct the interview = 4.37 (5-point scale; 1=not at all, 5=very much so)



# *Lessons Learned*


- Role plays are key to knowing (as the trainer and test developer) whether or not your assessors ‘got it’
  - Increase comprehension of the training materials and confidence level of interviewers
  - Raise issues and questions that may not have arisen otherwise
- Cannot over-emphasize the importance of test security and documentation

# *Lessons Learned Cont'd*



- Availability of resources is crucial to the comfort level of the assessors
  - access to the test developers after training
  - training manuals
  - contact information for other assessors
  - contact information for other entities associated with the selection process
- Quality control of assessment process - need to follow up with assessors and ensure the assessment process is running as trained

# *What's Next?*



- Follow-up with work simulation assessors once it is implemented and data are available
  - gather feedback from assessors
  - make revisions to operating procedures as needed

# *What's Next? Cont'd*



- Address issues arising from follow-up with structured interviewers
  - monitor quality of documentation and provide feedback to the interviewers and trainers
  - reiterate key issues: proper procedures for administration and documentation
  - ensure that as training is distributed, the message is not lost
  - resources for non-interview issues (e.g., scheduling)