

# MAPAC NEWS

Mid-Atlantic Personnel Assessment Consortium, Inc.  
Summer, 1997

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## President's Message

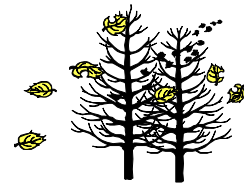
It seems way too early to be thinking about fall . . . as I'm writing this, it hasn't really begun to feel like spring here in Harrisburg, much less summer! But, by the time you read this in the summer issue of the MAPAC newsletter, our next meeting will be a little more than one month away. I hope you are all planning to attend the fall meeting in Baltimore.

You won't want to miss the presentation by Dr. Linda Gottfredson, who has graciously consented to give an encore of her remarks as MAPAC's invited speaker for the 1997 IPMAAC conference. At this point, I don't know what else your President-Elect and Program Chair **Dave Hamill** has up his sleeve. But, judging from the track record he has already established, I am certain the fall meeting will be informative, thought provoking, useful and fun; all in a congenial city on the Chesapeake Bay!

I'd also like to remind you that the election of new officers takes place during the fall meeting. As I reflect on the history of the organization, I realize that MAPAC has not only survived some truly difficult times, but has continued to grow and prosper. For the most part, this has been possible because of your commitment to our profession and our organization. But leadership is also needed to organize and focus that commitment to a purpose. Now, when there is no immediate pressure, is a good time to consider who in MAPAC should be asked to begin a leadership role next year. Enough said.

Enjoy the rest of your summer, and plan on joining us in Baltimore in September. I look forward to seeing you there!

*Bob Schneider*



## MAPAC Fall 1997 Conference

MAPAC's Fall Meeting will be September 24 - 26, 1997 at the Baltimore Maryland Omni Inner Harbor Hotel.

On September 24, 1997 there will be a day-long workshop presented by Mike Aamodt covering police testing strategies and legal ramifications of alternative assessment methodologies. The two-day program will cover: Rater Cognitive Processes & Effects on Rater Training (by David Day, Pennsylvania State University); Physical Ability and Performance Testing (by Debbie Gebhardt, Human Performance Systems); Cognitive Ability Testing (by Linda Gottfredson, University of Delaware); Supervisory and Leadership Assessment (by Tressie Multrow, Office of Personnel Management); Validation of Personality Tests (by Anne Quigley, US Postal Service); Competency-Based Promotional Assessment Systems (by David Pollack, Immigration and Naturalization Service); and Police Ethics Testing (by Stephen Vicchio, College of Notre Dame of Maryland).

To register for either the workshop or the program, contact Robyn Kohen, MAPAC Training Committee, Maryland State Highway Administration at (410) 545-5630 or fax (410) 209-5019. Registration is limited, so please register as soon as possible. You can make your hotel reservations by calling the Omni Inner Harbor Hotel at (410) 752-1100.



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## PAC Spring Business Meeting

May 15 & 16, 1997  
Philadelphia, Pennsylvania

The spring 1997 Mid-Atlantic Personnel Assessment Consortium (MAPAC) business meeting was called to order by President, Bob Schneider on May 15, 1997. The roll was called, with twelve jurisdictions present.

Minutes of the Winter meeting were accepted as published in the MAPAC Newsletter.

### TREASURER'S REPORT:

Balance reported: \$4001.37.

### ANNOUNCEMENTS & REQUESTS FOR INFORMATION:

- Internet - Volunteers are still needed to assist David Hamill in establishing a WEB page, and to assist in converting a large volume of MAPAC material to computerized format.

The Internet is an excellent mode of exchanging information, solving assessment problems, etc. MAPAC members can now send and receive Internet mail. The MAPAC address is:

**listserv@ube.ubalt.edu**

To subscribe, send an e-mail message to the above address. In the message area, indicate "Subscribe MAPAC". You need an Internet account with a service provider to subscribe.

- The Ohio Bureau of Workers Compensation would like information regarding job classification and salary plans used in other jurisdictions. Contact Shelly Canello, State of Ohio Human Resource Division, (614) 728-7818.
- The Pennsylvania Department of Transportation is developing a central training facility for employees working in all aspects of transportation. The Department would appreciate information from anyone with knowledge of similar programs in place in other jurisdictions. Contact Beth Risser, Pennsylvania State Civil Service Commission, (717) 787-1878.

### COMMITTEE REPORTS:

- **Membership Committee:** The membership committee has a list of seven "Friends of MAPAC" for which current addresses are not recorded. The list was distributed to members attending the meeting. Additional copies are available from Membership Chair Beth Risser (717) 787-1878 if anyone wishes to assist in correcting addresses.

- **Publications Committee:** The next deadline for the MAPAC News is June 30, 1997. Please send all submissions to Publications Co-Chair **Betsy Kaido**.
- **Training Committee:** The IPMAAC Examination Planning Course presented in conjunction with the spring meeting was very successful. There were 27 participants in the two-day course. Bob Schneider and Dave Hamill were the course instructors.
- The new IPMAAC Oral Examination Course is planned for this fall. **Christine Smith**, San Bernardino County, will be one of the instructors. The three-day course will not be presented in conjunction with the fall meeting. Rather, it will be scheduled for October or early November. Anyone planning to attend or send staff should contact Training Chair **Robyn Kohen**, (410) 545-5630 as soon as possible. This will facilitate determining the most centrally located site for the training.
- **Program Committee:** Members are requested to communicate their needs or what they would like to see in future programs. Some suggested issues include: computerized testing, assessment centers, use of "generic" eligibility lists, comparative assessments, and biodata. In order to insure that the program reflects the interests and needs of the membership, contact Program Chair **Dave Hamill**, (410) 545-5574, e-mail: dhamill@ubmail.ubalt.edu, or fax: (414) 333-6023 with your program and presenter suggestions.

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The business meeting was adjourned by President, Bob Schneider.

*Lois Christensen  
Prince George's County, MD*

## Nassau County Police Test

Dr. Gottfredson is certain to feature the Nassau County Police Test in her presentation at MAPAC's fall meeting. There has been a lively exchange of opinion about the test between Gottfredson and others, and the test's developers. Some of this material has been posted on IPMAAC ON-LINE! and you may want to check it out. A summary of some of the major issues follows.

### Background

Under a 1990 consent decree, Nassau County was to administer an entry-level police test that either had no adverse impact or that had been validated according to the *Uniform Guidelines*. Nassau engaged a group (the Technical Development Advisory Committee [TDAC], consisting of Marvin Dunnette, Irwin Goldstein, Leaetta Hough, David Jones, James Outtz, Erich Prien, Neal Schmitt, Bernard Siskin, and Sheldon Zedeck ) to develop the test. The test included 25 measures covering a range of cognitive skills and personality characteristics. The complete battery was administered to the 25,000 applicants and to 500 incumbent police officers (this group formed the validation sample). The TDAC also gathered several performance measures on the validation sample and used this criterion information to select a subset of the 25 measures to be the

operational test. The resulting test consisted of nine of the original 25 measures: eight of the personality measures and a pass/fail scoring of the reading comprehension test with the passing standard set at the one percentile level.

### Criticisms of the Test and Responses to those Criticisms

*Criticism:* The job analysis indicated that reasoning/judgment and inferential thinking were critical for good job performance, but the resulting test did not include measures of these skills.

*Response:* The final test was the most valid (correlated highest with job performance) subset of tests in the original battery.

*Criticism:* The passing standard for the one cognitive test used in the final test was set so low that it provides no real standard at all, and the "dichotomizing" of the test to a pass/fail score throws away useful information.

*Response:* Dichotomizing scores on a test does reduce the amount of useful information derived from the measure, but in the case of the Nassau test, the validity of the pass/fail version was only negligibly reduced from what it would otherwise have been, while the adverse impact was greatly reduced.

*Criticism:* The measures were first assessed for adverse impact. Those with impact were dropped.

*Response:* Three criteria were used to assess the measures for inclusion in the final test. All three relate to the validity of the measure, and none have to do with impact.

*Criticism:* The zero-order correlations of the battery tests with the criterion were not reported; instead, coefficients corrected for tenure (amount of police experience in the validation sample) were given. Also, the correction was inappropriate.

*Response:* The correction was appropriate, and in fact did not change the size of the coefficients to any appreciable degree. The zero-order correlations have now been reported.

*Criticism:* One of the cognitive tests was based on written materials made available to candidates 30 days prior to the test. The validation sample received these materials only one week before the test. The test task was not standardized since not everyone had to same exposure to the study materials.

*Response:* The test task reflected on-the-job operations and was a good job sample. Differences between the applicant and validation groups in the timing of the distribution of the study materials were not important.

*Criticism:* The test was administered to the candidates before it was given to the validation sample.

*Response:* It was necessary to do so for test security reasons, and everyone was given the same test.

*Criticism:* Candidates may have "faked good" on the personality tests.

*Response:* Research indicates that faking good (as measured by social desirability scales) does not affect the relationship between job performance and personality measures to any appreciable extent.

*Criticism:* Incorrect and inappropriate statistical corrections were made that resulted in inflated validities.

*Response:* Correct procedures and formulas were used. But application of the formula that others say is the correct one would have resulted in figures not substantially different from those originally reported.

## Spring Meeting Presentations

### Conducting Job Analysis with No Job Incumbents

Nancy Abrams Ph.D.  
Consultant  
Fairport, NY

There are broad implications for job analysis and test validation when there are no job incumbents. In some situations, even when there are incumbents, they are not job experts.

Job-expert incumbents are not available when:

- The job class is newly created.
- The position(s) are vacant.
- The job has been changed by external forces such as equipment and regulation changes. For example, garbage collectors now have equipment that relieves them from much of their physical labor, but they also now have complex recycling information to read, understand and communicate to the public.
- The job has been re-engineered to meet the employer's business needs. For example, a retailer's buyer job required that buyers maintain a very controlling

relationship with vendors. The retailer determined that this type of relationship was no longer good for business and had a re-engineering consultant redesign the job to emphasize a teamwork approach with vendors. Many incumbent buyers who did well in the old job structure did not transition well into the new job and in fact were no longer job experts.

- Organizational philosophy changes. The specific job tasks don't change, but the time allocation, skills needed and importance of tasks change. For example, a new police chief initiates a program of "community policing", or a retailer wants greater emphasis on people and customer satisfaction. The cognitive demands of these policing and selling jobs wouldn't change; however, personality characteristics and attitudes required would change.

In situations like this, job analysis is more complicated. When there are no job incumbents, there is no one to detail the job tasks and their criticality for the job analyst. Similarly, when the jobs change and the incumbents don't know what the new skills and duties of their own positions are or should be, there is also no one to provide detailed job task information. The consultants who redesigned the job or the managers who have the vision for how the work is to be done are possible sources of information. Where consultants are used, they generally have detailed work process maps and functional work areas identified that the job analyst can use. However, job analysis that has to be done without a sample of job-expert incumbents is difficult to defend.

Another problem for job analysis stems

from the trend for organizations to expect their workers to move from job to job or project to project depending on where the work demands are. As a result, jobs are less permanent and structured. In these cases, the traditional "micro-oriented" job analysis approach focusing on specific tasks of a particular job is not terribly useful. What is needed in this situation is a more "macro-assessment" of skills and functions required to perform the range of work an incumbent will be doing. Content validity is difficult to establish using this type of broad-based approach because no specific job-related tasks are collected.

Setting pass points on tests for jobs with no job-expert incumbents is also problematic. Cut scores can't be set based on incumbent test performance distributions nor on relationships between test and job performance, since either there are no incumbents or the current incumbents aren't performing the work being test for.

Criterion-related predictive validity studies of tests administered where there are no job-expert incumbents have the potential to yield very good results. Because poor performers have not been screened out prior to taking the test, the test score and criterion ranges are not restricted, variance is greater, and the size of the validity coefficients is likely to be larger. Other kinds of validity evidence, however, are nearly impossible to obtain. This will make it very difficult to meet the new *Standards for Educational and Psychological Testing* that are likely to require multiple evidence of validity.

*Submitted By: Mike Barbier  
MD Department of Transportation*

**Automated Training &**

### Experience Evaluations

Kathryn Niles-Jolly  
Personnel Research Psychologist  
US Office of Personnel Management  
Washington, DC

The Office of Personnel Management (OPM) undertook this project to develop an alternative assessment system to replace examination programs for entry level professional/administrative job titles. Previously, the selection process consisted of written cognitive abilities tests and behavioral consistency ratings of training and experience. The project's objective was to create a mechanism through which biodata and behavioral consistency T&E ratings could be gathered and rated using OPM's Microcomputer Assisted Rating System (MARS). Using this mechanism, data could be read directly into a computer by a mark sensing scanner, and examination scores calculated automatically. If practical, such a system could yield substantial increases in examination scoring speed and accuracy as well as reduce costs by eliminating the need for the rating panels traditionally used to review and score achievements reported by candidates in behavioral consistency T&Es.

The project team first developed a master list of tasks and associated accomplishments gleaned from reviewing prior job studies and from existing OPM data banks. Approximately 3,500 tasks, related to 110 separate occupational titles were identified and sorted to generate general task and competency lists. A panel of subject matter experts (SMEs) then rated the tasks on importance and derived task-competency linkages for 31 separate "competencies" such as *Leadership, Teamwork, Customer Service and Communications*. Next, project staff edited the task statements

to eliminate job-specific terminology, and organized the statements into an occupational analysis survey form, which was administered to first-line supervisors of the target job titles. The purpose of the survey was to identify the competencies relevant to each occupation.

Based on the survey results, project staff created a rating form that included 17 of the 31 competencies. Fourteen accomplishments (indicators that a person has a competency) were retained under each competency. Each accomplishment was edited to eliminate job-specific language, structured in a YES/NO format, and assigned a rating value (1, 2 or 3) based on level of competency demonstrated by the accomplishment. T&E rating scores are derived by summing the values of all affirmative responses to accomplishments across relevant competencies.

Because the rating form is a self-rating instrument, precautions are taken to reduce the potential for faking. Applicants are required to submit resumés or similar documentation as an aid to verification, and responses are to be reviewed by selecting officials during the selection interview. Applicants are also warned that misrepresentation can lead to dismissal.

At present, the examination is supported with content validity evidence. Studies to collect evidence of criterion-related and construct validity are planned for the future.

*Submitted By: Bob Schneider  
PA State Civil Service Commission*



**Re-Engineering Assessment**

### Centers:

#### What do you really need?

Cathie Murensky, Consultant  
Hay Management Consultants  
Arlington, VA

The assessment center concept enjoyed much popularity in the 1970's and early 1980's. However, its popularity died off because many employers were downsizing and did not want to incur the costs associated with conducting assessment centers. But recent research indicates that there is a resurgence in the use of assessment centers, particularly in the private sector. The AT&T Management Progress Study, a private sector validated study, indicated that assessment centers were a good predictor of successful employees, supporting the use of assessment centers for employee selection and promotion. But now employers are realizing that they can also use assessment centers for development of current employees and for de-selection and downsizing decisions.

There is a wealth of literature available on assessment centers, but much in the area of different approaches to and challenges faced in running an effective assessment center is learned through trial and error. Ms. Murensky's presentation was from the perspective of a practitioner, and incorporated many tips she learned in her experience with assessment centers. Her presentation covered the following:

#### Assessment Center Advantages

1. They offer face and construct validity.
2. They generally use assessors who are incumbents and supervisors, and therefore credible.
3. They offer a look and feel much like the job itself.

4. They provide candidates with good feedback so they know how they stood among other candidates.

#### Assessment Center Disadvantages

1. They are very resource intensive and usually costly to develop and implement.
2. There may be a candidate perception of bias when internal assessors are utilized.

#### Assessment Center Exercises

1. Role-plays
2. Group Discussions
3. Individual Written Exercises
4. Interviews
5. Group Exercises
6. Peer/Self Assessments
7. Management Games/Simulations

#### Issues to Consider

1. Confidentiality
2. Assessor Overload
3. Assessor Training
4. Location (on-site or off-site)
5. Overload on Candidates
6. Scoring Procedures
7. Feedback (who, when, where)

The presentation concluded with recommendations covering: the number of dimensions to assess, developing a trained assessor pool, orienting candidates, and giving candidates timely feedback/results.

*Submitted By: Doug Beyer  
DE State Personnel Office*



**Intelligence,  
Abilities**

### **and the Prediction of Performance**

Bert Green Ph.D.  
Professor of Psychology  
Johns Hopkins University

The military assess basic abilities using its Armed Services Vocational Aptitude Test Battery (ASVAB). The ASVAB consists of ten rather highly correlated subtests covering: word knowledge, paragraph comprehension, arithmetic reasoning, mathematics knowledge, numerical operations, coding speed, auto/shop information, mechanical comprehension, electronic information, and general science. The first six of these subtests cover verbal, math and clerical skills, all of which are important in the military, although their relative importance varies across the different services and the different jobs within each service.

Dr. Green covered highlights from a validation study of the ASVAB by Campbell and associates that studied a wide range of military jobs. This Job Performance Measurement Project (JMP) used several performance measures: job sample tests, job knowledge tests, simulations, and supervisors' ratings. The JMP found that in general, ASVAB scores do correlate with job performance measures and that the ASVAB correlates higher with job knowledge tests (which are also written tests) than with job sample tests or supervisors' evaluations.

Various writers say the test is a measure of general intelligence ("g"). Herrnstein and Murray used a transformed version of the AFQT portion of the ASVAB as their measure of "g" in their 1994 book The Bell Curve. But one person's "g" is not another person's "g". To some it is the first principal component of the ASVAB, to others it is the first principal

component of any well-chosen test battery. Dr. Green concluded, "The general factor is a point of view. It is useful to assess many abilities to predict performance."

*Submitted By: Pat Zarro  
School District of Philadelphia*

### **Using Employee Surveys to Improve Performance-Related Outcomes**

David Dye, Ph.D., Senior Associate  
Eric Whipkey, Senior Consultant  
Booz, Allen & Hamilton, Inc.

Dr. Dye and Mr. Whipkey presented results from a study that explored the relationships between employee perceptions of their organization and key aspects of their organization unit's performance. Survey data can be extremely useful to an organization which is willing to put the information to work. The linkages between survey results and measures of performance allow an organization to prioritize issues and focus strategic planning. The literature has shown that employee perceptions have been linked to customer satisfaction, turnover and business performance.

The Organizational Assessment Survey (OAS) was administered in April/May of 1996 to employees of a government agency. Only responses from the 4,426 employees who had their organization unit's performance data available were used in the analysis. The OAS measured 16 dimensions using 108 individual items which were rated on a five-point Likert-type scale. The performance data covered the core processes of compliance, customer processing, regulation, and financial management. Each dimension was measured objectively based on data such as the number of transactions and

number of unresolved complaints.

Data analysis involved the following three steps:

1. Merge the OAS data and performance measure databases. The 42 organization units were used as the unit of analysis.
2. Compute descriptive statistics: mean, standard deviation, range, quality check.
3. Examine the OAS and performance measure relationships through scatter-plot diagrams and correlation coefficients.

Results of the study show that employee perceptions do relate to some aspects of organizational performance. Although relatively few significant correlations were found, the pattern of relationships was consistent and logical. For example, the OAS dimension *Work Environment and Quality of Worklife* was significantly related to the performance measures of *Compliance Rate*, *Non-compliance Rate*, and *Total Number of Customers Processed per Employee*. Also, one of the measures of employee workload, *Total Number of Customers Processed*, correlated with numerous dimensions from the OAS. In general, the more favorable employee perceptions coincided with a lower workload, better customer service and greater financial controls. These results provided an opportunity for internal benchmarking among the 42 organizational units, so that each may share the best practices of the others.

There is evidence to support the use of dimension-linked item content for employee surveys versus the traditional attitude item content (i.e., job satisfaction). It is important to identify

the survey issues that have the greatest potential for impact on improving specific areas of performance, and then follow through with tracking incremental improvements. Future research should focus on testing specific models of employee perceptions of organizational performance to support possible causal interpretations.

*Submitted By: Rose M. Arble  
MD State Highway Administration*

### **Leadership Competencies for Assessment**

Deborah Arcoleo, Practice Leader  
Integrated Human Solutions, Inc.  
Parsippany, NJ

Ms. Arcoleo's presentation included an overview of leadership and some interesting research findings on the most important leadership characteristics. Ms. Arcoleo also discussed how organizations today are approaching the process of building competency models for leaders and managers, and the tools available on the market for assessing those competencies.

Leadership is less about personal qualities and more about commitment. This commitment is visible and focuses on action. Leaders see possibilities and enroll others to join their commitment to implementing the possibilities. Successful leaders focus their attention on both people and results. Leaders are not born naturally, gifted with a rare skill. Nor are they always at the top of an organization and the sole key to a group's success. Leadership is not effortless -- it involves the difficult task of influencing and motivating others.

Leadership needs to be integrated throughout an organization in order to make it successful. This should begin

with a shared vision and a commitment to that vision. Leaders in an organization are not always the top managers. Below are some differences among managers and leaders:

<u>Managers</u>	<u>Leaders</u>
1. Plan and budget	1. Set a direction
2. Organize and staff	2. Align people
3. Control and problem-solve	3. Motivate people
4. Cope with complexity	4. Cope with change
5. Do things right	5. Do the right thing

People are willing to change (implement those possibilities) as long as the ideas for change are aligned with the organization's structure and systems. Before building a leadership competency model and implementing a leadership assessment instrument, an organization should address the following questions:

- What is going on in your industry and in your organization? What will change?
- What knowledge, skills and abilities will be required for world-class performance?
- What is your current culture and organizational climate?
- Will your organization design their own model or use a fixed model?
- Do you need validation and buy-in?
- How will your organization administer the instrument?
- How many people will be assessed?

There are many leadership assessment instruments on the market and Ms. Arcoleo suggested that organizations conduct a thorough research to select one of them instead of developing their own.

Ms. Arcoleo turned to two other sources for opinions on leadership characteristics. First, she asked her

MAPAC audience. They listed the following characteristics:

- Competent
- Forward-looking
- Honest
- Inspiring
- Intelligent

She then provided the following quote:

“A leader is a (wo)man who has the ability to get other people to do what they don’t want to do, and like it.”

-Harry S. Truman

*Submitted By: Shelley Canello  
Ohio Department of Administrative Services*

**Re-Engineering the Selection Process:  
The Hiring Improvement Project**  
Milou Carolan  
City of Philadelphia  
Personnel Department

Philadelphia’s civil service was created under the city charter in 1955. The city has around 28,000 employees and a \$3.5 billion budget. About 25,000 employees are under civil service. The workforce is heavily unionized. Central Personnel does hiring lists and examinations, with a \$4 million budget and over 100 people, many of whom are clerical. In fiscal year 1996, Personnel handled 6,000 requests for hires and promotions, 80,000 applicants, 390 lists, and 3,400 hires and promotions. Median time from exam request to list was 173 days, but that expanded to 300 days for new or revised job classifications. From job specification development to a job appointment took an average of 18.5 months. Central Personnel had to deliver quicker service to the city

managers without sacrificing quality, and they are going through a re-engineering process (the Hiring Improvement Project) to achieve that goal.

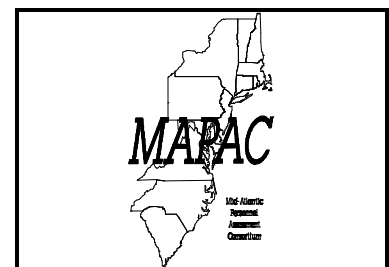
While exams are a visible part of the hiring process, it also includes workforce planning, recruitment (not much targeted recruitment is currently conducted), job design, and retention and development (training, compensation, and performance evaluation). The Hiring Improvement Project follows the Value Driven Reengineering methodology. Processes and people are aligned with the organization’s strategies to achieve change and customer focus. Current employees are invaluable sources for answers to the hiring process problems. These employees are given permission to “think out of the box,” something that often seems to be discouraged. Success in the reengineering process is determined by timeliness, quality, consistency, cost-effectiveness, and support for city service goals (particularly important, since the reason for the city workforce is to deliver services to the citizens of Philadelphia).

The “enabling change” phase of the project (creating a shared vision; assessing and aligning people, processes, technology, and infrastructure; developing a master plan) uncovered a number of problems with the “as is” process. The existing process had these problems: limited workforce planning and targeted recruitment, an overburdened selection process that responded to ad hoc requests, proliferation of job classifications, lack of training opportunities and performance management, and lack of reliable information. A more strategic approach, based on workforce planning and tied to the budgetary process, was needed.

Efforts are now being directed to restructuring Central Personnel and redesigning the selection process. Organizational redesign efforts feature organization around outcomes and processes (rather than transactions or procedures), collaboration with other city agencies (cross-trained teams, possibly organized around departments, are being considered), and role definition that emphasizes facilitator, advisor, and policymaker (rather than “gatekeeper”). Selection process improvement is in the conceptualization stage now, with attention given to “strategic selection tracks” (skill categories from low skilled to managerial) where a smaller number of tests can be used to assess critical skills and abilities for more jobs.

Philadelphia’s Central Personnel staff have learned that it is necessary to set ambitious goals to improve the whole process. It is not enough to change pieces of the process or to just tell people to work harder. Staff need to be empowered to think of what they can do. It is important to “think win-win” and to focus on outcomes that are valued by key stakeholders. Finally, reengineering is a roller coaster ride -- and it gets wilder as it goes on.

*Submitted By: Rich Tonowski  
US Postal Service*



## What Does the Literature Say?



Bert Green's presentation at the spring meeting focused on the relationship between general abilities and performance on a variety of military jobs. The following article summary presents an additional perspective on this issue.

Gottfredson, L. S. (1986). Societal consequences of the *g* factor in employment. Journal of Vocational Behavior, 29(3), 379-410.

Meta-analytic studies show that the mean corrected validity of mental tests for predicting job performance is about .5. Little "g" is the single most useful worker attribute for predicting job performance in all types of jobs, especially for complex, higher level jobs. Gottfredson presents and then refutes seven common arguments against the importance of "g" for job performance.

1. Educational level doesn't predict differences in performance within jobs, so "g" doesn't either. Gottfredson says that "g" does in fact predict job performance moderately well, regardless of what some studies may show concerning the predictive utility of education level.
2. Differences in "g" above required minimums don't correlate with improved job performance. Validity studies done on the General Aptitude Test Battery (GATB) dispute this claim. There is a positive linear relationship between "g" and job performance.
3. Differences in job performance

depend more on training than on intelligence. Meta-analyses of the predictive validity of ratings of training and experience have shown low to moderate correlations with job performance, but the size of this relationship drops for workers with higher levels of job experience. On the other hand, the predictive validity of cognitive ability tests remains high among highly experienced people. Also, when differences in amount of job experience are controlled, the impact of cognitive ability on job knowledge and work performance rises.

4. Many different worker characteristics affect performance and productivity. But, Gottfredson argues, "g" is still very important for success in most higher-level jobs, and other talents (e.g., psychomotor) do not compensate for lower levels of "g" in most jobs.
5. Higher level jobs do not really require higher levels of intelligence than do lower level jobs for satisfactory performance. Gottfredson refers to job analyses for titles in the Dictionary of Occupational Titles showing that higher level jobs do require higher level cognitive tasks (e.g., reasoning, decision making, analyzing information, and advising).
6. Differences among occupations in their "g" loadings and in their consequent levels could be much reduced at no cost. Because people's levels of intelligence do differ, they influence people's likelihood of performing various jobs well. Assigning people at random to jobs that demand different levels of intelligence is wasteful because smarter people doing less demanding jobs well does not

balance out less smart people trying (and not succeeding very well) to do the more demanding jobs.

7. Worker productivity is only one of the social outcomes that our society values. But it is a very important one because it translates into our overall economic position in the world and determines what we are able to do for all our citizens.

Gottfredson says that there are differences in both the intellectual demands of occupations and in the working population's intellectual abilities, and that it would be better to try to match the two than to flatten them both.

## Upcoming Events...

By Lance W. Seberhagen  
Seberhagen & Associates  
with additions from other sources

Sept. 7-11 International Personnel Management Association. Annual Conference. Minneapolis, MN. Contact: IPMA, (703) 549-7100.

Sept. 10 PTC/MW. SPECIAL EVENT! 20TH ANNIVERSARY SYMPOSIUM. (Event, 1:30-4:00pm; Cocktails, 4:00-8:00pm). Pier 7 Restaurant, Washington, DC. Dr. Rich Kitmosky, George Mason Univ.; Larry Lorber, Esq., Washington, DC; and Dr. Paul Sackett, Univ. of Minnesota. "Nassau County Police Test: Legal and Psychological Implications." Contact Dianne Brown, APA, Washington, DC., (202) 336-6000.

Sept. 15-17 Institute for Professional Education. Seminar. "Analysis of Messy Data: Mixed Models." Washington, DC. Contact IPE, (703) 527-8700.

Sept. 23 Behavioral Technology, Inc. Seminar. "Behavioral Interviewing." Arlington, VA. Contact (800) 227-6855.

## 10 MAPAC NEWS

**Oct. 2-3** Roundtable Conference: Discussions for H.R. & O.D. Practitioners. The River Club at Confluence Park, Columbus, Ohio. Discussions cover: Organizational Assessment; Pre-Employment Training; Building Culture through Selection; Legal "Hot Topics" in H.R.; Operational Integration of Competitors; Approaches to Employee Involvement; Performance Management; Employee Benefit Programs. Contact Amy Garvick, Gehlauf & Associates, 601 Underwood Street, Zanesville, OH 43701, (614) 455-9930.

**Oct. 8** PTC/MW. Luncheon Meeting. Pier 7 Restaurant, Washington, DC. Dr. Ken Wexley, Human Resource Decisions, Annapolis, MD. "Performance Appraisal and Management." Contact Dianne Brown, APA, Washington, DC., (202) 336-6000.

**Oct. 8-10** Institute for Professional Education. Seminar. "Applied Statistics." Washington, DC. Contact IPE, (703) 527-8700.

**Nov. 12** PTC/MW. Luncheon Meeting. Pier 7 Restaurant, Washington, DC. Dr. Paul Sackett, University of Minnesota. "Revision of the AERA/APA/NCME Test Standards." Contact Dianne Brown, APA, Washington, DC., (202) 336-6000.

**Nov. 17-18** IPMA Federal Section. Annual Conference. Washington, DC. Contact IPMA, (703) 549-7100.

**Nov. 12-14** Institute for Professional Education. Seminar. "Resampling: The New Statistics." Washington, DC. Contact IPE (703) 527-8700.

**Dec. 8-10** Institute for Professional Education. Seminar. "Applied Multivariate Methods Using Popular Statistical Computing Packages." Washington, DC. Contact IPE, (703) 527-8700.

**Dec. 17-19** Institute for Professional Education. Seminar. "Methods of Categorical Data Analysis." Washington, DC. Contact IPE, (703) 527-8700.

## Job Openings:

I/O Psychology Internship  
Dearborn, Michigan

Ford Motor Company has an immediate opening for a pre-doctoral internship in industrial/organizational psychology. Ford is a worldwide leader in automotive products and financial services with 325,000 employees, including 143,000 employees in US automotive operations.

This internship is full-time and will last 12 months. The intern will be working with I/O psychologists and HR professionals on a variety of projects most of which are international in scope. The current position will focus on selection research activities such as selection tool development, validation, and implementation.

Applicants must be enrolled in an I/O doctoral program and have completed a Master's degree or be admitted to doctoral candidacy. Candidates should have experience in the following areas:

- selection research
- construction of tests/surveys
- statistical analysis

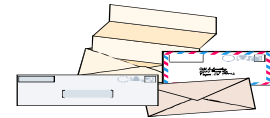
Familiarity with SPSS is preferred but not required. Experience with web authoring (e.g., HTML) or foreign language skills, such as German, Spanish, or French are not required but would be a definite plus. Ford is an Equal Employment Opportunity Employer committed to a culturally diverse workforce.

Interested applicants should submit a resumé and cover letter to:

Michele Jayne, Ph.D.  
Ford Motor Company  
Personnel Research Services  
World Headquarters Room 710  
Dearborn, MI 48121-1899  
FAX: (313) 323-8531  
E-mail: mjayne @ e-mail.com

## Publication Note:

The deadline for submission in the next (Fall/Winter) MAPAC News is October 31, 1997. Please forward to either of the committee chairs, Betsy Kaido or Jill Campbell. Thank you!!



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