

MAPAC NEWS

Mid-Atlantic Personnel Assessment Consortium, Inc.
Winter/Spring 1997

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President's Message

For the past 20 years, MAPAC has served as a regional forum for the exchange of selection-related information among member agencies, a source of high quality practical training for staff, and a vehicle to promote personal development among those participating in its activities. From my perspective as incoming President, it seems that building on MAPAC's tradition of excellence gets tougher each year. We have been fortunate to have had a succession of good leaders, and they are tough acts to follow. I've been told by several MAPAC past-presidents that the secret to success is empowering good people and then getting out of their way. I think that's good advice, and I look forward to spending the year staying out of people's way.

Those of you who attended the January conference in Harrisburg already know that 1997 will be an exciting and, I believe, a rewarding year for MAPAC. At the January meeting, we welcomed the state of Ohio, ably represented by Shelley Canello and Kathy Hill, as our newest member agency. David Hamill (President-Elect) produced an excellent series of speakers for the January conference and is already hard at work developing equally good programs for the May and September meetings. Through the efforts of Robyn Kohen (Training), and the cooperation of Paul Kaiser (IPMAAC President) and Kristine Smith (IPMAAC Training Chair), it appears likely that MAPAC will be able to offer IPMAAC's Examination Planning course later this spring and the never-before-presented, long-awaited Oral

Examination Development course in the fall. Thanks to Jill Campbell and Betsy Kaido (Publications), we can look forward to receiving regular updates through the *MAPAC News*. Meanwhile, Beth Risser (Membership) is busily updating our list of addresses for MAPAC members and friends so the *News* gets to the people who need it.

But if any of you feel left out, don't worry, there are plenty of things left to do . . .

Those of you who have visited IPMAAC's home page at www.ipmaac.org know it contains a hypertext link to another page listing information about MAPAC and upcoming MAPAC activities. I am very grateful to IPMAAC, and its' web page administrator Bill Waldron, for giving MAPAC space on IPMAAC's web site. But I'd like to see MAPAC create and maintain its own web page. We need volunteers to help develop a web page, find it a "home on the web" and then create a mechanism for periodically updating material to be posted to the net. Another worthwhile initiative would be the conversion of existing MAPAC training course materials to computer file format. Such a conversion would simplify future revisions to course materials and facilitate the transfer of training manuals among member agencies. It would be great to find a member with access to a good quality flat bed scanner and perhaps the capability of writing information to CD ROM disks. Finally, those with an entrepreneurial bent might be inclined to help identify ways to use MAPAC resources to generate additional income. Although MAPAC

will regain some "economic breathing room" when the recently approved dues increase takes effect next year, there are some things we can't do with dues alone. If MAPAC can market some of its materials, it will be possible to provide even better program and training offerings in the future.

You'll be hearing more about these and other initiatives in the coming months. So stay tuned.

Bob Schneider

MAPAC Spring 1997 Conference

MAPAC's spring conference is scheduled for May 15 and 16, 1997 at the DoubleTree Hotel in Philadelphia, PA. In addition to providing a stimulating program, MAPAC is pairing with IPMAAC to deliver the Examination Planning course on May 13 and 14, 1997. The course will cover topics ranging from determining appropriate types of assessments to documenting the examination plan. Because examination planning is the cornerstone of any good assessment, this course will give practitioners at all levels the tools to develop a strategic assessment process.

Our thanks to IPMAAC not only for furnishing us with the course materials, but also for all of their help and guidance along the way. Thanks IPMAAC!!

Program and registration information will be distributed in the early part of April. Registration early-birds can reserve their rooms by calling the Philadelphia DoubleTree at (215) 893-

1600. Please direct any questions regarding the Examination Planning course to Robyn Kohen at (410) 545-5630, and questions pertaining to the meeting program to David Hamill at (410) 545-5574.

Hope to see you there!



MAPAC Winter Business Meeting

January 23 & 24, 1997
Harrisburg, Pennsylvania

The meeting was called to order by President Robert Schneider.

Roll Call: Ten member jurisdictions were represented. Rochester, South Carolina, Maryland and Metropolitan Washington Airports Authority voted by proxy for membership.

Announcements

Representatives from the States of Ohio and Alabama were welcomed.

MAPAC has an information area included as part of the IPMAAC web site (WWW.IPMAAC.ORG). MAPAC meeting and training dates, agendas and other information will be provided.

Reports

Secretary: The minutes were approved as presented in the *Fall 1996 MAPAC News*.

Treasurer: We have \$2304.32 in the treasury. Dave Hamill will again contact the Virgin Islands for fees owed from the 1996 Item Writing course.

Membership: Beth Risser is preparing a current Members and Friends list. OPM and the New York Transit Authority have indicated interest in membership.

Training: The Exam Planning course will be offered in the spring and the Oral Examination Development course will be offered in the fall. The Training Committee is also interested in revising/updating course manuals and would like help in scanning current manuals onto disks and reviewing them for content.

Old Business

Dues: The mail vote to raise the 1998 dues to \$400.00 was carried (14 approved, 4 disapproved, 1 no response).

IPMAAC speaker: Dr. Linda Gottfredson (University of Delaware) will be the 1997 MAPAC sponsored speaker. She will present "The Flight from G - Effects on Selection Resulting from the Elimination of Cognitive Abilities Tests." She will also participate in a moderated forum on the Nassau County Police Test controversy and be a presenter at the next MAPAC meeting.

New Business

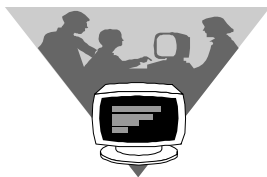
Consideration for membership - Ohio: After a presentation from the representatives from Ohio, current members voted unanimously to accept the State of Ohio as a MAPAC member.

Consideration for membership - Virgin Islands: There has been no contact from the Virgin Islands since they sent their application for membership. The vote for membership was tabled.

Calls for Information

Lynn Dunn [City University of New York, (212) 794-5672] requested information on packaged, computerized applicant tracking programs that would allow them to follow information from receipt of application to item analysis and certification.

Doug Beyer [Delaware, (302) 739-5458] requested information about pre-employment physical testing, the use of polygraphs and police promotional exams.



M APA C "On-Line"

In his President's Message, Bob Schneider talked about his vision for MAPAC's web page. But in the very near future, with help from IPMAAC and Bill Waldron, MAPAC will have its own little corner on IPMAAC's www home page (<http://www/ipmaac.org>). The MAPAC page will contain information regarding membership, publications, conferences, resources, and other interesting documents. Visitors will also be able to join the MAPAC e-mail list. The MAPAC list is a great way for assessment professionals to discuss current issues, ask questions, participate in lively debate, and just "listen-in" on the discussions. To subscribe to the list, just send an e-mail message to LISTSERV@UBE.UBALT.EDU and type in the body of the message "Subscribe MAPAC YOUR NAME". As

the list grows in size, so does the usage, which makes for an invaluable resource. If you have any questions regarding the MAPAC list, please give David Hamill a call at (410) 545-5574 or send him an e-mail at HAMILLS@EROLS.COM.

Winter Meeting Presentations

Integrity Testing Workshop

Paul Mastrangelo Ph.D.

Assistant Professor

Division of Psychology & Quantitative
Methods

University of Baltimore

The morning portion of this workshop centered on attempting to define integrity, discussing the tools available to employers to use in the selection of employees with integrity, and the feasibility of using a written integrity test.

Agreeing on a single definition of integrity is a difficult matter. Integrity is synonymous with many things such as morals, honesty, values, character, fairness, truthfulness, standards, principles, knowing and doing what's right, etc. All of these concepts mean different things to different people. In addition to attempting to define integrity, selection specialists must also determine if integrity is a characteristic of a person, a situation, or both, and if employers are seeking to hire employees with integrity or really just trying to avoid hiring people who lack integrity. Taking this a step further, selection specialists need to determine which employee behaviors employers are really seeking and which they are trying to avoid before developing an integrity test to measure the desired behaviors.

There are three basic methods of

assessing integrity, and all have good and bad points:

1. Investigative methods One of these methods is the interview, which provides personal impressions of the job applicant. Because of its subjectivity, it is a weak measure of integrity. Reference checks are also commonly used, but they are often not accurate because the references are likely to fear being sued if they provide any negative information. A third tool, the criminal history check, is necessary for certain jobs but can be misleading and may sometimes be prohibited.

2. Physiological methods Polygraphs measure physiological changes that occur when someone is not being "truthful" in response to a question. There is little evidence of polygraphs' validity, especially for "event-free" situations. Voice analysis measures micro-tremors in the voice, but there is little evidence for its validity. Polygraph and voice analysis may be prohibited by legal limits. Urinalysis/hair analysis measures the presence of certain chemicals in the body. This type of test shows virtually no false positives, and there is increasing evidence of its validity and utility.

3. Written methods These include honesty tests, personal inventories, biographical questionnaires (based on the premise that what you have done is a predictor of your future behavior), and personality tests. These tests are all based on self-reported information from applicants, and may be suspect for this reason.

Dr. Mastrangelo went on to discuss what written integrity tests look like, perceptions of what they are like, and their psychometric properties. Integrity items can take several different forms. They can be overt, asking directly about

behavior (i.e., “*Do you gamble?*”). The basic assumption underlying overt items is that people will admit to a behavior because they think it is normal. Another form of written integrity item asks about perceptions of others. This type of item assumes that people will be a part of and do what they think the majority of people will do. A third item form is the “hidden purpose” item, which asks such things as, “*Would you rather go to a party than read a newspaper?*” or “*Do you almost always make your bed?*”. This type seeks to paint a picture of the test taker based on responses to many items designed to assess behavior indirectly. All of these item types show evidence of incremental validity over cognitive ability tests, and show no evidence of adverse impact. Other psychometric properties of these item types, according to comprehensive meta-analysis, include: a mean coefficient alpha of .81; a mean validity of $r = .55$ for counterproductive behaviors and of $r = .33$ for job performance. Hidden purpose tests have a mean validity of $r = .32$ for counterproductive behaviors and of $r = .35$ for job performance.

It appears that integrity tests are general predictors of the following five personality traits: 1) conscientiousness, 2) extroversion, 3) emotional stability, 4) agreeableness, and 5) openness of experience. Of these five traits, the scores on integrity tests are most highly correlated with conscientiousness (defined as dependability, carefulness, thoroughness, responsibility, perseverance, and dedication to working hard). In summary, it would appear that integrity testing can be a viable tool for employee selection and may become a more widely used and accepted form of testing in the future. The afternoon portion of the workshop concentrated on a comparison of the strengths and weakness of urinalysis

testing and written integrity testing. Urinalysis is the drug test of choice for many in business and industry. It is used by 24% of companies surveyed in a recent study. However, there are a number of problems with this technique:

- It is expensive (up to \$75 per test).
- It is susceptible to faking. People can plan their drug usage around test dates, dilute their urine samples or buy another person's urine.
- It is impractical for detecting alcohol, which is by far the most prevalent drug used.
- It is based on a narrow operational definition of drug abuse.

Dr. Mastrangelo then covered his research on written integrity testing. In one study, he asked if self-reported on-the-job abuse is related to three groups of behaviors as measured by his written integrity test: 1) rule breaking, 2) poor corporate citizenship, and 3) helping (e.g. willingness to help customers). The sample consisted of 201 undergraduate students, 20% of whom were abusers. The results showed that abusers, in contrast to non-abusers, reported engaging in more rule breaking and poor citizenship behaviors, but that there was no difference between the two groups in helping behaviors.

Dr. Mastrangelo also reported on a second study, which had 372 undergraduate student subjects. These results indicated that the written integrity test was particularly successful in predicting alcohol use. It was Dr. Mastrangelo's position that the written integrity test could be useful in determining a person's predisposition to drug abuse. The written test could be used as a preliminary screen for determining who should have urinalysis,

thereby significantly reducing drug testing costs.

The session concluded with a discussion of the use of biographical questionnaires to predict on-the-job drug abuse. A question central to this discussion is whether past behavior can predict future behavior. The answer appears to be “yes,” but the longer ago the past behavior occurred, the weaker the link.

*Submitted By: Jim Frankart & Beth Risser
Pennsylvania Civil Service Commission*

**Promotion Test Batteries:
A New Approach to Selecting
Supervisors and Managers in New
York State**

Betsy Kaido, Ph.D.
Principal Personnel Examiner
New York State Department of Civil
Service

The New York State Department of Civil Service (NYSDCS) implemented a new strategy to alleviate the persistent problems that plagued their selection program. These problems included: lack of flexibility for the hiring agencies, long delays in test scoring, and the large backlog of state job titles filled by provisionals without any test being held. Governor George Pataki convened a Task Force on Civil Service Reform that issued a report with the following four initiatives:

1. Test all provisionals. This involved approximately 3,000 employees many of whom were in supervisory and managerial positions.
2. Develop a more efficient state promotion process. The task force decided that NYSDCS needed a more efficient approach that did not sacrifice job relatedness or validity because of

the large number of job titles.

3. Increase the use of score banding to give managers more hiring flexibility within the Civil Service Law's rule-of-three requirement.

4. Get examination results out more quickly. NYSDCS realized that a better system was needed to organize the work so that results could be reported to candidates within 60 days (shortening the delay that was taking an average of 150 days.)

In order to address all four initiatives, NYSDCS decided to use the test battery approach. They started this process by conducting a new job analysis and identifying the core competencies to be assessed in the battery. They studied exams for supervisors and managers held over the last several years and noted that most of the tests included analysis of written material for proper reasoning and conclusions, writing, supervision, and management. Their new job analysis was based on a federal job analysis of executives, managers and supervisors that was completed within the last five years. Subject matter experts (SMEs) rated the list of these activities and competencies. The testing staff used this information to develop, with the help of the SMEs, two promotional batteries. Each battery consisted of multiple-choice questions covering writing and analysis of information, and latent image simulation problems covering supervision and management.

There is a Level 1 battery for the first line supervisors and a Level 2 for mid to high level managers. SMEs, other than those who developed the tests, also reviewed the test material for sensitivity, and changes were made based on their concerns and comments. Approximately 20,000

candidates took the Level 1 battery, and 10,000 took the Level 2. Candidates were given study guides well before the test that explained the selection process and gave examples of the simulation test format and score notices. Candidates can take the battery every year and their scores will be banked for ten years. When there is a need for an examination for a particular job, the staff will determine whether the battery is an appropriate selection instrument. If it is, candidates' highest banked scores will be used to compute the examination scores, either alone or in combination with other tests that may be needed to assess critical technical areas of the job.

Overall, New York State feels that this test battery approach was very successful. They conducted several studies of the tests' results, including review of the item analysis by SMEs and Mantel-Haenszel DIF analysis, yet succeeded in getting the scores out within 60 days. They will continue to analyze the batteries for criterion and construct validity evidence. The battery approach has already proven more efficient. In many cases, the battery and minimum qualifications will be all that is needed for an examination, so an eligible list can be produced immediately. The battery approach has fulfilled all four initiatives.

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



Administrative Issues in Conducting Oral Examinations

Kristine Smith

Manager, Western Region Item Bank
County of San Bernardino

Ms. Smith's presentation served as a brief overview of the material included in the IPMAAC Oral Examination training course, which will be available later this year. The presentation covered six topics:

1. Considerations for Selecting Raters covered the factors to consider in selecting raters, the sources of (or where to find) raters, how to obtain rater cooperation, and the various types of information that should be provided to raters prior to an examination.
2. Rater Training included the reasons why it is important to train raters, the topics to be covered in training raters, the common errors in rating, and the various types of information that can be provided to raters to familiarize them with both the job and the test content.
3. Scheduling and Facility Considerations covered planning the schedule, preparing the candidates, determining what information to provide to candidates when scheduling an exam, determining what information to provide to candidates at the test site prior to their taking the exam, and handling the multitude of facility considerations regarding candidates, raters and administrative staff.
4. Rating Process covered what constitutes appropriate as well as inappropriate discussion of candidates by the raters, the purpose of note taking and documentation and the guidelines for both, and the duties of monitors in the rating process.

5. Test Security centered around test security as it pertains to test materials, the test environment, the raters and the candidates.

6. Evaluating Exam Effectiveness included a discussion of the statistical measures which should be considered in evaluating exam effectiveness and detecting rater errors, and the need to solicit feedback from candidates, raters and customers (user agencies).

Submitted By:

*Theresa Neverosky & John Orth
Pennsylvania Civil Service Commission*

An Update on the New Special Agent Selection System at the FBI

Elizabeth Kolmstetter, Ph.D.
Elaine Engle, Ph.D.
Federal Bureau of Investigation

A new Special Agent selection system, implemented at the FBI in 1994, was designed to screen the applicants who meet the extremely high minimum requirements for the Special Agent job title. The minimum requirements include: US citizenship, age between 23 and 36 years, availability for assignment anywhere in the FBI's jurisdiction, corrected vision of 20/20 in one eye and not worse than 20/40 in the other eye, normal color vision, a valid driver's license, and a bachelor's degree. The FBI is very actively recruiting for Special Agent, especially among minorities and women, and their very-successful campaign has generated large numbers of applicants.

The test battery uses a multiple hurdle approach. All eligible applicants have their qualifications rated holistically. Applicants whose backgrounds are rated as competitive and most competitive take the pass/fail Hurdle I written instrument, which covers mathematics, judgment and problem

solving, and biodata. Applicants failing this battery may be retested after a one year waiting period. The qualifications of applicants passing Hurdle I testing are reviewed more exhaustively, and only those with the most competitive qualifications go on to Hurdle II testing. Hurdle II consists of a structured interview and a written exercise covering a fraud simulation. People who pass go on to a background investigation, polygraph, drug test, and a medical examination. Final hiring decisions and final processing then occur. The candidates who have made it through the selection process report to the FBI Training Academy at Quantico, Virginia.

Competition is extreme, as evidenced by Fiscal Year 1995 statistics: 38,000 persons applied and met the minimum requirements, 28,000 (74%) passed Hurdle I, 4,000 continued as candidates after the qualification review, 2,500 of these passed Hurdle II, and 758 actual hires were made. During the past two years, over 60,000 applicants have been screened nationwide with the new system.

Some of the lessons Dr. Kolmstetter and Dr. Engle learned from their experiences with the new selection system follow:

1. Continue to educate yourself, especially on legal implications, and seek assistance as necessary from experts in your organization.
2. Obtain senior management commitment and financial support.
3. Be practical. A textbook approach may not be appropriate or possible, especially when time is of the essence.
4. Flexibility is critical, both on your and your boss' part. Be prepared to

compromise.

5. Be aware of "big picture" issues that may affect your project.
6. Introduce, sell, and increase awareness of your project among people at all levels in your organization using multiple channels of communication.
7. Remember that while your project is important to you, it may not be viewed as so important by everyone else.
8. Develop and apply appropriate measures of change to monitor the project.

Submitted By:

*John Bechtel & John Hampton
Pennsylvania Civil Service Commission*

Selecting Entry-Level Corrections Officers

C. Stephen Berkley
Personnel Analyst
Pennsylvania State Civil Service
Commission

The Pennsylvania State Civil Service Commission has completed a validation study of the examination used to assess candidates for Corrections Officer Trainee (COT) positions. The examination, which was developed in the early 1990s in cooperation with the Pennsylvania Department of Corrections (DOC), consists of a written test and writing exercise, both video-based, and an oral examination. Since its initial use in the fall of 1992, the COT examination has been administered to over 15,000 candidates.

To assess the validity of the COT examination, the Civil Service Commission compared the

examination scores (Final Earned Ratings) of over 500 Corrections Officers with two measures of job success: Training Academy test scores and job performance ratings. The job performance ratings were obtained from Institutional Training Officers using a special research questionnaire. The special questionnaire was developed to avoid use of the DOC performance ratings which become part of each employee's permanent record. Examination scores correlated highly with both of these criterion measures. About 81% of persons with Final Earned Ratings of 94 and above were high performers (above average test scores) at the Training Academy. An equal percentage (81%) of this group were rated as high performers (above average ratings) on the job as well. In contrast, only 11% of those with Final Earned Ratings in the interval between 65 and 75 had above average Training Academy test scores, while 13% of this group were rated as above average performers on the job.

As a result of the validation study, the examination is being restructured. The oral examination and the writing exercise will be eliminated. The revised video-based written test will include an additional section designed to assess judgment and problem-solving skills. A multiple-choice section which indirectly assesses writing skills will also be added to the written test.

This validation study is the latest in a long list of efforts by the Pennsylvania State Civil Service Commission to evaluate and improve the COT selection process. For more information, contact Steve Berkley at (717) 787-5974 extension 3535.

*Submitted By: Bob Schneider
Pennsylvania Civil Service Commission*

Artificial Intelligent Database System

Fred Confer
Resumix Company

Resumix provides its customers with a knowledge-based, image processing database system that reads resumés from prospective employees. Resumés can be uploaded to the database system via scanning equipment, fax machine, electronic mail, or kiosk system. Applications can also be entered into the database using a forms reader. It is possible for the database system to read handwritten papers outlining an applicant's background; however, the error rate is high (approximately 25% for handwritten papers, compared to 2% for typed copy). Pictures or text surrounded by boxes or lines cannot be read by the scanning equipment and must be entered manually.

If the system encounters a word, phrase or abbreviation with which it is unfamiliar, it will read the surrounding text, make a "best guess" as to contextual meaning, and assign an "equivalent word". The system can also assign points to certain skill or knowledge areas, and it can merge with testing databases.

One goal of an intelligent database system, such as Resumix, is to provide employers with a cost-effective, human resource tool. A database sort can be performed on various key information such as experience, education, or skill and knowledge areas. Sorts can also be performed by resumé responses to specific recruitment efforts. Duplicate resumés can be merged or kept as separate files. With the database system, employers will require fewer personnel to process resumés and will incur lower costs for paper and processing. According to Mr. Confer, many employers have found that the system will pay for itself in two years.

Another goal of an intelligent database system is to provide employers with a competitive edge in the human resource market. The database gives employers the chance to offer highly qualified people jobs more quickly than is possible with a paper-based system.

Submitted By:

*Richard J. Eisenhart & Michele Gross
Pennsylvania Civil Service Commission*

Applicant Perceptions of Personnel Tests

David Hamill, Chief
Recruitment & Examination Division
Maryland State Highway Administration

Why be concerned with applicants' perceptions? These perceptions influence applicants' motivation to give a test their best effort (thereby possibly affecting test validity), and to accept a job offer. If a test is perceived as unfair, the result might be litigation. Finally, positively perceived tests are related to improved customer service. The hypothesis for Mr. Hamill's research was that perceptions of the test's face validity and fairness, and realistic performance expectations will positively influence applicants' intentions to pursue a job.

The first part of the study was a review of the literature on eight different types of personnel tests: interviews, drug tests, cognitive ability tests, personality inventories, biographical data blanks, work samples, self-assessment ratings, and integrity estimates. The literature shows that interviews, work samples, cognitive ability tests and biographical information have acceptable validity and reliability.

Mr. Hamill designed a 112-item research questionnaire to gather information on attitudes and perceptions of test face validity, fairness,

and performance expectation, and on inclination to apply for a job from applicants for highway engineering jobs. The results showed that applicants felt the drug tests, work sample tests and self-assessments were most fair. Drug tests, interviews and self-assessments would be less likely than the other test types to discourage applicants from applying. Applicants expected to perform better on drug tests, integrity tests and work samples, and they thought that work samples, interviews and self-assessments were the most face valid.

The study's four main conclusions were these:

1. Applicants have different perceptions and attitudes toward various selection tests.
2. Perceptions of fairness are important considerations for most tests.
3. Special consideration should be given to choosing assessment tools.
4. Communication and specific surroundings influence perceptions of personnel tests.

Submitted By:

*Linda Coover & Brenda Kates
Pennsylvania Civil Service Commission*

Simulation-Based Assessment of Managerial Competency

Todd Greenberg, Ph.D.
President, Prescience Inc.

The Strategic Management Simulation examines multidimensional thinking in complex, uncertain and fluid task settings, and is designed to reflect what top-level managers experience in managerial/organizational life: volatility, uncertainty, complexity and ambiguity. The Simulation looks at the process (rather than the content) of thinking. Says Greenberg, "It questions not what you are thinking, but how you are

thinking."

The Simulation uses 25 quantifiable measures to assess how candidates connect variables, plan for goals, and put together events-in-time to get to their goals. There are several different variations of the exercise, including one which involves a corporation that operates four businesses (a central bank, a market, a hotel, and a china manufacturing company) in a fictitious country beset with geographic, political, and economic problems. Test takers play the role of newly-hired corporate managers having responsibility for those businesses. Prior to the exercise, each participant is given detailed written briefing materials describing the situation and operational constraints such as budget, resources, staff, and the company's expectations (e.g., training, productivity, etc.).

During the exercise, an emergency (in this case, a coup by separatists who take control of the province where the china factory is located) is introduced which must be managed. The purpose of the emergency is to determine the extent to which participants can adapt to rapidly changing circumstances, become more decisive and then return to a strategizing mode when the crisis ends. Because the simulation is intended to evaluate processes, the scenario doesn't change based on participant responses. Says Greenberg, "There are no 'tricks' in the program."

Within each of the exercise's six 30-minute segments, participants are provided opportunities to demonstrate ability to strategize and plan, and to manage an emergency. Participants may ask for information or may question the validity of information. During the simulation, participants' behaviors are recorded and the computer then categorizes them. The

resulting color-coded "time-event matrices" show how the participants integrate information, both backward and forward in time, and how multidimensional they are in their thinking.

Two debriefings occur. The first one covers content and participant interaction (e.g., cooperation, dialogue, learning, etc.). The second covers the impact of individual managerial style on executive performance. Results are reported separately to participant and employer.

The Simulation can be used to identify candidates for top-level positions (paying \$200,000 or more annually), to create or to develop management teams, and to develop strategic thinking skills in senior executives and managers. When used for selection, the Simulation is combined with a battery of tests. Sometimes client companies request that another Simulation be administered to an executive/manager after the person receives management training to evaluate the training's effectiveness.

Submitted By:

*Jeanie Rogers & Philip M. Stutzman
Pennsylvania Civil Service Commission*



What Does the Literature Say?



Guidelines Proposed for Test-Taker Rights and Responsibilities

By Lance W. Seberhagen
Seberhagen & Associates
[Reprinted from the *PTC/MW Newsletter*]

The Joint Committee on Testing Practices (JCTP) has drafted new professional standards on "The Rights and Responsibilities of Test-Takers" for review and comment. The most recent draft is dated August 1996, and the JCTP held an Invitational Forum to discuss this draft on October 11-12, 1996, in Rockville, MD. The official overview of "The Rights and Responsibilities of Test-Takers" follows this article. To get a copy of the complete draft, contact:

Dr. Heather Roberts
American Psychological Association,
Science Directorate
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Washington, DC 20002-4242
Tel. (202) 336-6000

The JCTP was established in 1985 to provide "a means by which professional organizations and test publishers can work together to improve, in the public interest, the quality of testing." The JCTP was founded by the American Educational Research Association (AERA), American Psychological Association (APA), and National Council on Measurement in Education (NCME). Since then, AERA has dropped out, but the JCTP has added the American Counseling Association (ACA), American Speech-Language Hearing Association (ASHA), and the National

Association of School Psychologists (NASP). The JCTP's Working Group for Test-Taker Rights and Responsibilities has 14 members, two of whom (Kurt Geisinger and Esther Diamond) are listed in the 1995 Directory of the Society for Industrial and Organizational Psychology.

According to JCTP representatives at the Rockville Forum, the proposed "Test-Taker Rights and Responsibilities" are meant to be guidelines for ideal practice, with no enforcement. Essentially the guidelines would be an extension of the *Standards for Educational and Psychological Testing* (AERA/APA/NCME, 1985 as revised). The JCTP admits that much work is needed on the current draft, and no timetable has been set for completion of the final guidelines.

"The Rights and Responsibilities of Test-Takers" is a significant document because even if it is not enforced by professional associations, federal and state courts might still use the "guidelines" as a basis for deciding court cases whenever compliance with "generally accepted professional standards" is an issue. Arbitrators might also use the "guidelines" to interpret labor agreements.

Major problems in the current draft are vague terms (e.g., "test," "appropriately trained individuals") and requirements that are often burdensome, excessive, and/or unnecessary. The current draft also makes no distinctions among different forms of testing (e.g., educational, employment, clinical, counseling), except to exempt tests made by individual teachers for their classrooms. (By coincidence, five members of the Working Group are university professors.) Most employers would object to the current draft because it requires them to give test-

takers extensive information about tests, testing staff, scoring procedures, and test results. These provisions are impractical and could undermine the usefulness of tests, not to mention create a major new category of employment litigation.

THE RIGHTS AND RESPONSIBILITIES OF TEST TAKERS

Test-Taker Rights and Responsibilities
Working Group of the Joint
Committee on Testing Practices
(Conference Draft — August 1996)

AS A TEST TAKER, YOU HAVE THE RIGHT TO:

1. Be informed of your rights and responsibilities as a test taker.
2. Be treated with courtesy, respect, and fairness, regardless of your race, gender, age, social status, disability, religion, ethnicity, national origin, and sexual orientation.
3. Be tested with measures appropriate for you, given the manner in which the test results will be used.
4. Be informed prior to testing about the test's purposes, a description of the test, whether test results will be reported to you, and the planned use of the results.
5. Know, in advance, when the test will be administered and test results will be available, as well as what fees (if any) will be required.
6. Have your test administered and your test results interpreted by appropriately trained individuals.
7. Know if a test is optional and to learn the consequences of taking or not taking the test.
8. Have any test results that are explained to you done so in terms that are understandable to you as soon as possible after taking the test.

9. Confidentiality to the extent allowed by law.
10. Present concerns about the testing process and receive information about procedures that will be used to resolve them.

AS A TEST-TAKER, YOU HAVE THE RESPONSIBILITY TO:

1. Read and/or listen to your rights and responsibilities as a test-taker.
2. Treat others with courtesy and respect during the testing process.
3. Ask questions, if you are uncertain about why the test is being given, how it will be given, what you will be asked to do, and what will be done with the results.
4. Inform an examiner about any condition that you believe will cause your test results to be an inaccurate representation of yourself (e.g., disability, medical condition, or comprehension skills in the language of the test).
5. Know when and where the test will be given and appear on time, with any required materials, ready to be tested.
6. Follow the instructions of the examiner(s).
7. Be familiar with and accept the consequences of not taking the test, should you choose not to take the test.
8. Represent yourself honestly during the test.
9. Inform appropriate persons if you believe your test results do not accurately reflect you.
10. Assure that payment is made for any testing service that you receive by the date specified (if you are required to pay for the testing).

[NOTE: The complete document provides further details on each of the above points.]

Upcoming Events...

By Lance W. Seberhagen, Seberhagen & Associates

[Reprinted from the PTC/MW Newsletter]

April 2 PTC/MW LUNCHEON MEETING. Pier 7 Restaurant, Washington, DC. Dane Broach, FAA Civil Aeromedical Institute. "Analyzing the Future Air Traffic Controller Job." Contact: Dianne Brown, APA, Washington, DC, (202) 336-6000.

April 3-4 Southeastern I/O Psychological Association Annual Convention, Atlanta, GA. Contact: Michael Hein, MTSU, (615) 898-2127.

April 9-11 Institute for Professional Education. Seminar. "Categorical Data Analysis." Washington, DC. Contact: IPE, (703) 527-8700.

April 10-13 Eastern Psychological Association. Annual Convention. Washington, DC. Contact: Dr. Gary Brosvic, (609) 895-5437.

April 10-13 Society for Industrial and Organizational Psychology. Annual Conference & Workshops. St. Louis, MO. Contact: SIOP (419) 353-0032.

April 15-16 James Madison University. Seminar. Hemdon, VA. "Leadership: The Critical Difference." Contact: JMU/RDC, (540) 568-3249.

April 21 Metropolitan New York Association for Applied Psychology. Dinner Meeting. New York, NY. Paul Squires. "Educational Technology: What is it, and Why Don't I/O Psychologists Care?" Contact: Dr. Pat Marshall, Sirota & Assoc., (212) 539-7593.

April 28-29 George Mason University. Seminar. Hemdon, VA. "Successful Program/Project Management: The Key to Profitability and Performance in Government Contracting." Contact: GMU/OPTD, (703) 733-2800.

April 30 - May 2 Employment Management Association. Annual Conference. Arlington, VA. Contact: SHRM, (703) 548-3440.

May 14 PTC/MW LUNCHEON MEETING. Pier 7 Restaurant, Washington, DC. Dr. Ruth Childs, American Institutes for Research, Washington, DC. "Working the Web: Tips for Personnel Testing Professionals on Using the Internet for Networking and Research." Contact: Dianne Brown, APA, Washington,

DC., (202) 336-6000.

May 13-14 MAPAC/IPMAAC. Examination Planning Course. Philadelphia, PA. Call Robyn Kohen at (410) 545-5630 for more information.

May 15-16 MAPAC Spring Meeting!! Philadelphia, PA. Call David Hamill at (410) 545-5574 for more information.

May 18-22 American Society for Training and Development. Annual Convention. Washington, DC. Contact: ASTD, (703) 683-8100.

May 23-26 American Psychological Society. Annual Convention, Washington, DC. Contact: APA (202) 783-2077.

June 11 PTC/MW LUNCHEON MEETING. Pier 7 Restaurant, Washington, DC. Dr. Heather Roberts, APA, Washington, DC. "Rights and Responsibilities of Test-Takers: Implications for Personnel Assessment." Contact: Dianne Brown, APA, Washington, DC., (202) 336-6000.

June 17 Behavioral Technology, Inc. Seminar. "Behavioral Interviewing." Arlington, VA. Contact: (800) 227-6855.

June 19-20 SEAK, Inc. National Expert Witness and Litigation Seminar. Hyannis, MA. Contact: SEAK. (508) 457-1111.

June 22-26 IPMA Assessment Council. Annual Convention. Newport Beach, CA. Contact: IPMA, (703) 549-7100.

June 22-25 SHRM 49th Annual Conference & Exposition: Racing into the Future. San Diego, CA, Call SHRM (800) 283-SHRM or e-mail: meetings@shrm.org. WWW address: <http://www.shrm.org>

July 19 PTC/MW SPECIAL EVENT! LUNCHEON WORKSHOP (11:30 am - 3:45 pm). Pier 7 Restaurant, Washington, DC. Dr. Ronald Berk, Johns Hopkins University, Baltimore, MD. "Using Humor in Professional Presentations." Contact: Dianne Brown, APA, Washington, DC., (202) 336-6000.

Job Openings:

**Personnel Analyst/Selection Specialist
Philadelphia, PA**

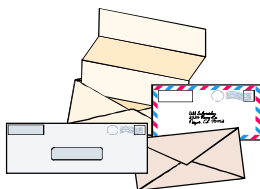
The Examinations Division is looking for professional selection specialists with knowledge and skills in developing and administering selection instruments, job analysis and statistical analysis. Personal Computer skills are desirable. The City of Philadelphia uses Sigma Data Systems, Inc. applicant tracking and item banking software.

Requires bachelor's degree and two years experience in personnel selection. A master's degree in a related area may be substituted for one year of the required experience. Salary starts at \$33,427 per year and goes to \$47,420 per year after four years with generous benefits. Opportunities for further advancement are possible after two years experience with the City of Philadelphia. Residency required within one year of appointment.

Send resume by April 30, 1997 to:
City of Philadelphia Personnel Dept.
Municipal Services Building, Rm. 1530
1401 J. F. Kennedy Boulevard
Philadelphia, PA 19102-1675
Attention: Linda A. Robinson
Telephone: (215) 686-2388
FAX: (215) 686-2317

Publication Note:

The deadline for submission in the next (Summer) MAPAC News is June 30, 1997. Please forward to either of the committee chairs, Betsy Kaido or Jill Campbell. Thank you!!



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Please contact any of the committee chairs if you would like to serve on a committee or if you have comments and suggestions about the committees' work.

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