CODESP

Cooperative Organization for the Development of Employee Selection Procedures

CODESP Online Training
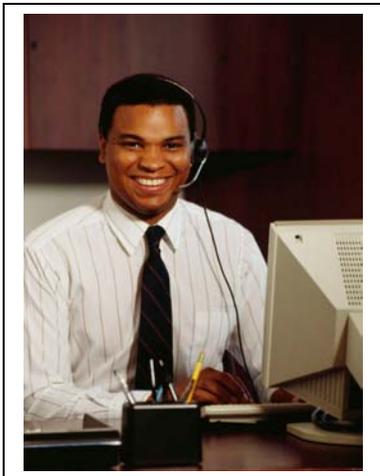
CODESP members completed a survey in September 2008, indicating that most would be interested in attending online trainings from the convenience of their workspaces. In an effort to meet members' needs and to reduce travel costs, we will begin offering online trainings in late February. Training dates and times will continue to be posted on the CODESP website. To register for online trainings, click on the orange highlighted section that reads "register at this site."

When registering via email, you will be asked to give us your basic information and to download a small program on your computer enabling you to see CODESP PowerPoint presentations. A reminder email will also be provided as the training date grows closer. You will connect to the training by clicking the "JOIN WEBINAR" link provided in the email. At that time, you can choose to call in using your telephone or use your computer speakers in order to hear the presentation. We recommend putting your work aside and finding a quiet workspace where you will not be distracted so you can get the most out of these trainings.

In order to keep meetings interactive, we will have polls and there will be checks for understanding throughout each session. You will also be given the opportunity to ask the presenter any questions you may have during the trainings by typing them via computer. If your questions are not addressed by the end of the presentation, a record of your questions will be kept so that we can call or email you back and address them.

These trainings will also let us know who attended and how long the attendee was present, so we will still continue to award training certificates for those who complete all four components of the training series.

Training Topics for 2009!

We are half way through our four-part advanced training series and would like to thank all who have attended our trainings so far.

The next training that we will offer will be **Workforce Planning**. This class will focus on planning for district workforce needs to ensure that talent is present in the district when and where it is needed. Succession planning formulas and techniques to address this need will be discussed, as well as how the results can be used to identify workforce needs, to assess current workforce skills and/or competencies, and to design strategies to ensure a quality workforce. We will also be examining how current market conditions will affect hiring. Look for this class to become available on a computer screen near you soon.

Our final training for the series will be **Advanced Interviews**. This class is aimed at providing human resource personnel with an in-depth and applied training in interview development, rater training, and scoring. Participants will learn best practices for developing rating scales and matching job needs to appropriate interview questions and techniques.

New Multiple Choice Test Items

Test takers often make judgments about the tests they take. They perceive tests as being fair to the extent they understand the direct application of the test content to the knowledge required to perform the job. Whether they know it or not, they make inferences about a test's "face validity." Face validity refers to the overall appearance of the test; it is the extent to which a test appears to be job related.

Higher perceptions of face validity can decrease the chance of applicant test complaints and the possibility of litigation. Increasing face validity not only benefits school districts, but also test takers. Research indicates that test takers' perceptions regarding a test, including face validity, can influence their motivation and performance (Shultz and Whitney, 2005).

To increase a test's face validity, it is important to use the same terminology as used on the job. It is also essential to use only figures or graphics on the test that are directly related to the job. To accomplish the goals of increasing face validity and selecting qualified applicants, CODESP has done the latter. We have continued to update and create multiple choice test items using the same terminology and information used in school districts. Recently we have added interview questions and enhanced our multiple choice test item bank by creating new items in the following job areas:

Clerical figures and items on
- expenditure codes based on standardized account code structures
- electronic filing
- email protocol
- Microsoft Outlook

Health figures and items assessing knowledge of
- gastrostomy procedures
- tracheostomy procedures
- distribution of medication to students
- testing for blood sugar
- administering first aid

Food Service items based on
- recipes
- inventory forms used by the California Department of Education

Crossing Guard items assessing
- safety procedures
- the ability to interpret STOP sign paddle guidelines

Information Technology items assessing knowledge of
- Windows
- Unix
- Cisco networks

**Reading and Comprehension** passages on
- interpreting money handing policies
- County Board of Education meetings
- ASB Internal Controls
- purchasing procedures

Math items on budget allocations

Maintenance figure on tools and equipment inventory

Instructional Aide coordinates and graph figure
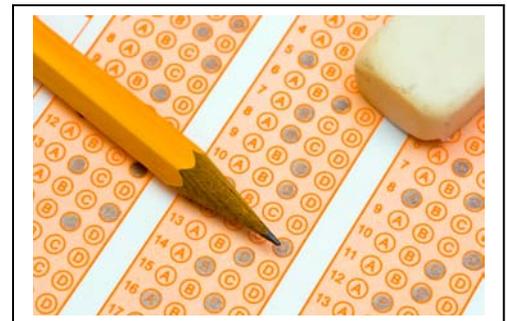
Resources for More Effective New Employee Orientation: Get a Great Return on Your Investment with Onboarding

So you've hired a new employee. You've issued the employee handbook, informed the new person about pay, benefits and basic workplace policies, and the paperwork is all filled out. What steps can your district take to integrate new hires into your organization, and help make new employees feel a part of their unit or department?

Orientation often consists merely of showing new hires the breakroom, their parking spots and their desks. Your district may feel that under the pressures of work, there isn't enough time to do more. But investing a little more time into your district's new employee orientation program can yield benefits well worth the effort. The *Partnership for Public Service* calls effective employee orientation "one of the easiest and most cost-effective ways to enhance employee performance and improve retention". Consider adding elements of the enhanced orientation process called "onboarding" to your district's orientation plan.

Onboarding adds a strategic focus and goals to typical orientation activities. New employees become active participants in a process that addresses not only what they need to know, but also what equipment they need to work, assessments and plans for their future training and introductions that establish them in workplace networks.   Effective onboarding can improve employee performance by up to 11.3 % (StaffingAdvisors.com, *Get 'Em Started Right: Enhancing Performance and Retention through Effective Onboarding*) and can improve retention of new hires by 25% (LaShawn Thompson, "On-Boarding: Maximizing Productivity and Retention", *PM Boulevard*, June 2007).

The Partnership for Public Service looked at how the Federal government was doing in this area, resulting in the publication *Getting On Board: A Model for Integrating and Engaging New Employees*. It contains a model for a strategic onboarding process, recommendations for implementing it, and useful tools for implementation including a sample onboarding checklist and a sample Toolkit for Managers that suggests the essential "tools, resources and consistency of approach to ensure the employee has a positive and meaningful onboarding experience". The model and the tools are flexible, and adopting even some of these procedures can improve your orientation program and help increase employee productivity and retention. You can download this publication in PDF form at:
http://www.ourpublicservice.org/OPS/publications/download.php?id=128

Is the Poor Economy Causing Too Many Applications from Unqualified Applicants?

During economic downturns applicants flock to public agencies in search of jobs. Processing the increase in applications from unqualified applicants can strain already over-worked human resource departments.

What can the district do to reduce the numbers of unqualified applicants?
1. Attach Supplemental Application Forms to each online or hard-copy application to screen for job-related minimum qualifications (based on job analysis)
2. Use check-list formats on Supplementals to speed up process
3. Improve advertising and online postings so that they emphasize the minimum qualifications and test requirements
4. Post specific time frames to apply
5. Do not accept unsolicited resumes or applications

How can CODESP help?
1. Use Supplementals available at www.codesp.com after log-in
2. Request custom supplemental applications by completing a CATS Request Form

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