

TRAINING NEWS

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QUOTE OF THE MONTH

"Discipline is a refined fire that turns talent into ability."

Anonymous.

TESTING

Why Test For Merit System Jobs?

Examinations, the largest and most important of State Civil Service Commission functions, encompass complex and detailed operations. A look at the philosophy and purpose of tests may shed a little light on this comprehensive program.

Civil service or merit system agencies utilize tests to predict the job-efficiency of candidates. They are a means of differentiating between candidates unlikely to be successful.

Since examinations must contribute to the prediction of candidates' job-success or efficiency, the nature and content of tests must be related to job duties and responsibilities. To be valid, a test must predict what it is designed to predict.

Inter-departmental cooperation is critically important, particularly when an occupational specialty is limited to one agency. Agency personnel familiar with specialized job requirements contribute materially to test validity. They are consulted regularly on the nature, scope, level of difficulty, and subject matter of tests. They review or draft specific examination materials, suggest names of qualified oral examiners, and provide guidance on the scope and criteria of oral examinations.

Tests to select people for a specific job must relate to that job in such a way that those who score well are more likely to be successful than those who attain low scores. Whether written, oral, performance, a rating of experience and training, or some combination, a test is based on the qualifications to do the work.

Written tests are chosen when there is a measurable body of

knowledge required to perform the work, or when required job aptitudes can be measured through the medium of written tests. The type of written test used may be multiple choice, true-false, essay, short answer, or another variety, depending upon what is to be measured and how it can best be measured.

An oral examination is used primarily for the selection of professionals, supervisors, administrators or others who perform considerable public contact work. For these candidates, some appraisal must be made of their personal and personality characteristics. Oral examinations usually supplement written tests, and evaluate factors which cannot be adequately covered by a written test.

The rating of experience and training is another type of test in common use. Ratings are based on the theory that past performance can predict future performance.

The assignment of quantitative scores to particular kinds and patterns of experience and training indicates that persons with higher scores are more likely to be successful than those with lower scores. A quantitative rating of experience and training presupposes that there are differences in the patterns of experience and training presented by the applicant-group.

Moreover, these differences are significant. Some patterns are more characteristic of successful employes than others. Hence, applicants with certain types of experience or training are better qualified than applicants with other types of experience or training.

Experience and training ratings are normally used to supplement the results of written, oral or performance tests. They have not proved to be sufficiently valid or reliable to be used as the sole selection device. However, when an acute shortage of applicants exists, these ratings are considered an acceptable means of ranking the few who apply.

In summary, examinations must select the best qualified applicants by the most objective means possible. They must provide a practical, competitive, impartial, and valid measurement of the qualities of mind and character required to perform the duties and responsibilities of civil service positions. The ultimate test of any civil service examination is its ability to select successful employes.

HUMAN RELATIONS

For High Productivity, Be 'Employee-Centered'

Supervisors who are "employee-centered" (that is, psychologically close to their employees, willing to go to bat for them) get high productivity from their people, according to studies

made by Dr. Rensis Likert of the University of Michigan's Institute for Social Research.

Likert found that subordinates of such supervisors took pride in their work, and that high achievers in their groups were admired, not resented.

These characteristics were most often found in "employee-centered" supervisors:

Sincere interest in employees' problems, on and off the job

Interest in developing subordinates' job satisfactions

Giving general, rather than close, supervision; setting goals, but allowing some discretion as to how the job is done

Emphasis on downward communication and team spirit

Efforts to develop a sense of participation and contribution

Willingness to hear employees' complaints and suggestions

Interest in seeing employees promoted and earning pay increases

Coaching employees to prepare for better jobs and encouraging improvement in their present jobs.

TRAINING NOTES

1. The Psychological Training Group met March 23 and 30 to discuss hearing impairment and hearing evaluation of the mentally retarded. It was conducted by Mr. Paul Efros, Audiologist of the Speech and Hearing Services.

On April 6, Miss Cynthia Neuder, Acting Director of Speech and Hearing Services, discussed Evaluation and Therapy relating to speech disorders as well as Diagnosis of Speech Pathology and rehabilitative measures involving surgery and/or prostheses.

On April 13, Mrs. Tincher, LPN, explained the equipment used in eye examinations and the points used in testing mentally retarded residents at all levels. On Monday, April 19, Dr. Ferretti discussed evaluation testing, diagnosis and treatment of eye defects.

2. Dr. Marshall, Dr. Robles and Dr. Wilton attended a session on family care services at EPPI in March.

3. A weekly in-service training is being given to Psychological Services personnel under the direction of Miss Edith I Head, Director of Psychological Services and Dr. William Reed, Acting Director of Research Services.

Dr. Butterworth conducted a symposium on March 31 and April 7 concerning some abnormalities and syndromes which are often present in institutions populated by retarded residents.

4. Congratulations to Ann Fronheiser, Dolores Frick, and Donald DiGuissepe on passing the high school equivalency test.

5. Special Lectures conducted by Nursing Education:

April 28(I) and May 10(I), 1:00 P.M. Multiple Sensory Deprivation.

May 7 and 11 Safety and Protection, 1:00 P.M. - 3:00 P.M. Mrs. Wagner.

May 12(I), 13(II), and 14(III), 1:00 P.M. Growth and Development.

June 9, 1:00 - 3:00 P.M. Physical Handicaps (Hospital Conf. Rm.)

MENTAL HEALTH CURRICULUM

The next course offered in the Mental Health Curriculum is Psychology 13, Developmental Psychology. The Penn State bulletin describes this course as "Developmental principles; physical growth; linguistic, intellectual, emotional, and social development from infancy to maturity. Prerequisite: Psy. 2".

Psychology 13 will be scheduled Tuesday and Thursday from 1:00 - 3:00 P.M. for ten weeks beginning April 27. This course will be held in the Hospital Conference Room. It earns three credits and costs \$69.00. Tuition reimbursement is available based upon your supervisor's approval and a final grade of C or better.

MANAGEMENT REVIEWS

The Training Department concluded April 25 the 3rd part of a 3 phase program dealing with job descriptions, standards and performance evaluation that has been given on each unit to supervisory personnel. Comments received from participants in this program indicate that as a whole it has been successful. The information given will be put to good use during the coming months.

A program in basic supervisory techniques is being given on Units 7 and 8 to Child Care Aide Supervisory personnel.

The Unit Leaders' Training Program will conclude on May 11. This program has been designed to give the participants a working knowledge of some basic supervisory techniques and principles.

GUIDED DEVELOPMENT CHART

ON-THE JOB ACTIVITIES	BROADENED COMPANY EXPERIENCE	COMPANY TRAINING PROGRAMS	OUTSIDE EDUCATIONAL COURSES	PROFESSIONAL ACTIVITIES	COMMUNITY ACTIVITIES	POTENTIAL APPRAISAL
Coaching ✓	Special Assignments	Supervisory Conferences	Night School Courses ✓	Professional Society Memberships ✓	Civic Organizations	Annual Evaluation ✓
Guided Experience ✓	Job Rotation	Technical Discussion Groups ✓	Adult Education Programs ✓	Program Participation	Business Organizations	Appraisal Interview ✓
Delegation of Responsibility	Temporary Staff Assignments	Special Training Conferences ✓	Correspondence Courses ✓	Committee Work	Civic Affairs	Manpower Planning ✓
Special Assignments	Permanent Committee Membership ✓	Departmental Training Courses: Examples: a. Developing Supervisory Leadership Skills ✓	University Management Courses	Selected Reading	Public Speaking	
Job Rotation	Special Committee Membership ✓	b. Management Development, Basic	Seminars and Workshops ✓	Conventions ✓	Service Clubs	
Assistant-to-Positions	Inter-Department Meetings ✓	c. Management Development, Advanced	Special Technical Courses ✓			
Temporary Replacement of Supervisor	Conference Leading	Reading Programs	Professional Education Program ✓			
Work Group Meetings	Visitation to other Departments	Orientation Training	Tuition Reimbursement ✓			
	Company Clubs and Activities	Institutional Training Programs ✓				

MOTIVATION

The most effective employee is one who combines his physical skills with a high degree of motivation. He is enthused and interested in his job and sincerely believes his work is important. Motivation is a state of mind, changing even from one minute to the next. Pride plays a part in this motivation - pride in being a member of an organization that plays an important part at Pennhurst State School and Hospital. The employee should feel that he is fulfilling his part of the Institution's mission. He must understand this mission and its' relation to the Institution affairs; the mission of his own unit in relation to the total mission, and his mission as it relates to the unit mission.