

# CODESP

Cooperative Organization for the Development of Employee Selection Procedures

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## CUSTOMER RENEWAL NOTICE!!

It is the first of the new fiscal year and you know what that means....we need your renewal paperwork! Click on **Join CODESP** on the website for more Invoices

**Welcome returning and new  
CODESP Customers!!!!**

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## What is CODESP?

What is CODESP, who are our customers, and what do we provide? These are three of the most common questions we receive. First, CODESP is a public agency and all CODESP employees are public employees. CODESP began in the late '70s as a consortium of schools who needed a central resource for test development. Job related testing requirements came to the forefront after the creation of the Uniform Guidelines and several famous court cases. A consortium approach was selected because it was the most efficient method to develop a multiple choice item bank. Instead of hiring expensive consultants or more staff, CODESP customers have access to employee selection materials and training for a low yearly fee.

Who are our customers? Although CODESP began as a public education consortium it has grown into a nationwide HR products and services provider. Our customers represent school districts (including charter schools); colleges; afterschool programs (that support public schools); cities; counties; and special districts (e.g. sanitation, water, utilities).

Finally, what does CODESP provide? Customers of CODESP have access to the secure areas of our website. An online request form can be submitted to receive multiple choice test items and other custom selection materials. Customers include a copy of their job description with their requests which allows us to search through our item bank of over 25,000 items to find job-related questions. For example, if an agency wants a 75 item test we will typically send 150 questions for them to choose from. The final test is created by the customer in online or paper format and is then stored on the customer's secure CATS website for future use. The tests can be edited at any time. Online tests allow for instant scoring and item analysis. Generic test materials such as interviews, supplemental applications, writing exercises, and performance tests are posted on the site and can be customized by request. By providing our customers with the ability to customize and generate job-related selection materials they have the necessary tools to efficiently hire the most qualified employees.

CODESP also provides webinars and live training and a job description builder and job analysis questionnaires. Contact us for an online demonstration of our products and services.

## Generational Differences

There has been a variety of research focused on the differences in generations as they relate to the workplace. Currently CODESP is involved in analyzing the results of an IPAC survey regarding this issue. Our focus was to examine the differences between employer expectations of master's level graduates entering the field of HR with recent master's level graduates' expectations of their first professional level positions. We will be highlighting and discussing the results at the IPAC Annual Conference in Washington D.C. this month. If you are new to the idea or just need a refresher on generational differences, here are some explanations of the currently defined generations.

There are currently four different generations in the workplace: The Traditional Generation, The Baby Boomers, Generation X, and Generation Y.

### **The Traditional Generation:**

Born 1922-1945 - This group is generally retired from the workforce or working in a volunteer or senior consulting/advising role. They are characterized by their strong work ethic, conservative values, desire for traditional structure and cost savings. This generation was deeply influenced by the Great Depression and World War II. They are considered responsible, loyal and dedicated. Often referred to as the Silent Generation, this generation has strong connections to the military because either they or someone they knew served. Higher education was thought of as a dream for a select few. They are bound by rules, duty, and willing to make a sacrifice. They value the collective, may struggle with diversity, and have strong interpersonal skills.

### **The Baby Boomers:**

Born 1943-1965 - These individuals are now the leaders and top management of most organizations. They are characterized by their competitive, individualistic, and productive attitudes that have led them to be referred to as "workaholics". They were influenced by the political and social turmoil of the human rights movement and the Vietnam War. They believe in "paying your dues" and "working your way to the top." Although they value individualism, they desire to work in teams and there is always a reason to have a meeting. This generation still values loyalty to the company, and many have worked for the same company for their entire careers. Higher education is thought of as a right. They are defined by their work and will sacrifice their personal life to succeed professionally.

### **Generation X:**

Born 1963-1982 - This generation is the smallest of the four. They are characterized as independent, self reliant, skeptical, and results focused. They were influenced by the economic turmoil that left many of their parents jobless. They saw the worldwide market emerge, the introduction of AIDS and MTV, and were considered the latchkey kids. Generation X saw education as a way to get ahead in the job market. They are not impressed by job titles, often see corporations as the enemy, and thus have developed the slogan, "prove it". They value a healthy work/life balance - work hard/play hard. They value excitement, humor, and flexibility in the office.

**Generation Y:**

Born 1982-2002 - This group is also referred to as the Echo Boomers or the Millennials. They are just entering the professional workforce, and are characterized as optimistic, impatient, confident multi-taskers. They were influenced by technology and terrorism along with parents who were actively involved in their lives flooding them with support and positive reinforcement. For them, respect is earned, feedback is necessary and should be instantaneous, and technology is just a regular part of life. This group is always ready for something new, they are open to diversity, and do well with goal setting and deadlines. They will ask "why" and are not afraid to give their opinions. Higher education is seen as a huge financial decision and investment. They value constant communication and information from multiple streams such as social network sites, instant messages, and texting.

Each generation brings certain strengths to the workplace. The difficulty for managers and leaders is to find a way to bring out each and create a workplace with harmonious teamwork. As recruitment and selection professionals, our job is to be cognizant of these differences as they will affect how we recruit and select for certain positions. Improved job descriptions and realistic job previews will certainly help in ensuring that there is a strong candidate job fit. Moreover it will help us to communicate the expectations of the employer to the candidates as well as the expectations of the candidates to the employer.



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Overwhelmed by too many applicants?

## Reducing Large Candidate Pools

*Dr. Howard Fortson of CPS Human Resource Services*

### CSPCA & CODESP Joint Webinar Training



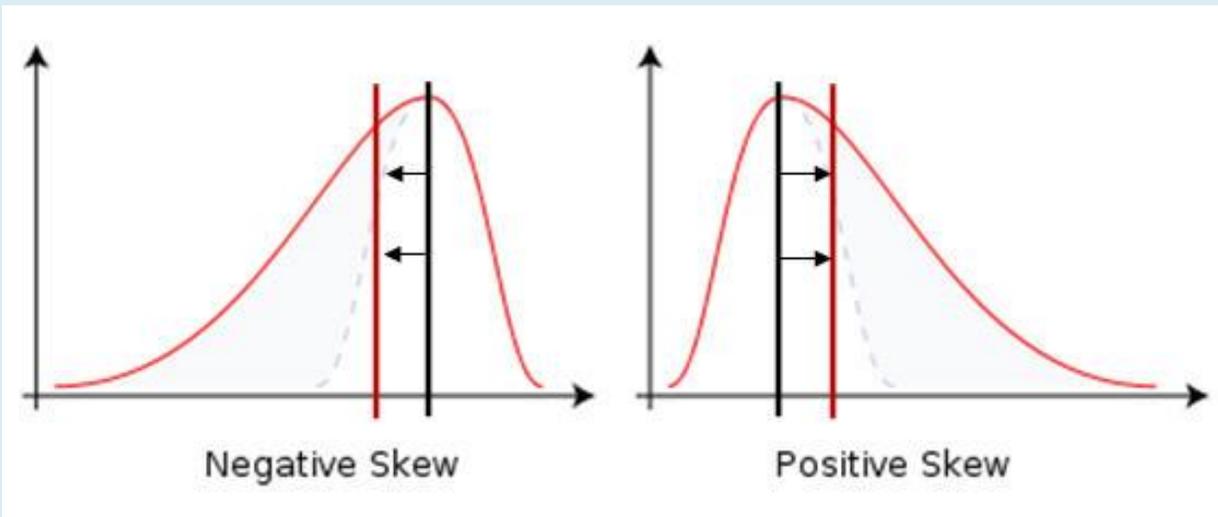
#### Training Outline

- . Defining the Issues
- . Recruitment Based Solutions
- . Application Based Solutions
- . Testing Based Solutions
- . Workforce Planning Based Solutions

This webinar is offered to members/subscribers of CODESP as well as all Merit System School Districts. Visit our website or contact us for information on how to join or subscribe

Register at [www.codesp.com](http://www.codesp.com) **July 27th 10:00 a.m. - 11:15 a.m. PDT**

## Statistics 101



### Skewed Data

#### *What do we do with it, and how do we interpret it?*

Data in the real world is never as neatly organized as the data in theoretical plots. This can often make our jobs much more difficult when we are using pure statistical theory to interpret "messy" real world data. Skewed data is one of these examples. Much of our understanding of central tendency (mean, median, and mode) is based on the assumption that our data is in a perfect "normal" or "bell" curve, but often our samples do not yield "normal" data. Often our data are "skewed" either negatively or positively. I will walk you through an example.

We have just tested 100 candidates for an accounting position. Our results indicated that 90 candidates scored between 60% and 100% on the test. But 10 candidates scored below 20%. Now when we examine our central tendency statistics, we will notice some issues. For instance, if the average score of the top 90 candidates was 80% and the average score of the bottom 10 candidates was 10%, our overall average score would be 73%. Thus if I was trying to use the mean to determine a cut off score, I would be using a deflated value. What do I mean?

What has probably happened is that 10 of the candidates (those who scored below 20%) were probably not qualified to begin with. And now these candidates have negatively skewed your data and lowered the mean from roughly 80% to 73%. Thus adjustments should be made before using the data for further calculations. There are a variety of ways to handle such data, and we should be aware of such factors before interpreting any sample of data we have collected. Positively skewed data will follow the same principles by inflating the mean.

Awareness of "messy" data is the first step in ensuring that the statistics we calculate are meaningful and helpful in making appropriate selection decisions. Call or email CODESP for more information on how to handle skewed data.

## More Training Opportunities

### Managing Marginal Employees

#### Eileen O'Hare-Anderson attorney with Liebert Cassidy Whitmore

The workshop will interactively address the characteristics of the Marginal Employee; the Marginal Employee's Impact on the Workforce; and motivating, evaluating and disciplining the Marginal Employee.

#### Two Dates and 2 Onsite-Training Locations

**Fresno City College, Fresno, CA** **Kern County SoS - Bakersfield, CA**  
**7/13/11** **7/14/11**

9:30 am to 11:30 am

The training is free to all interested public agencies. Register at [www.codesp.com](http://www.codesp.com)

### Brown Act - Special Districts & Merit

#### Kristine Kwong attorney for Musick, Peeler & Garrett LLP

These training sessions are open to all public agencies but will target information relevant to Special Districts in the first session and Merit Systems in the second.

#### **Free Webinar**

**8/2/11-Special Districts** **8/16/11-Merit Districts**

10:00 am to 11:15 am

Register at [www.codesp.com](http://www.codesp.com)



### IPAC 2011 Conference

International Personnel Assessment Council  
*Washington DC*

**Pre-conference Workshops: Sunday, July 17, 2011**

**Concurrent Sessions: Monday, July 18 – Wednesday, July 20, 2011**

[www.ipacweb.org](http://www.ipacweb.org)

IPAC Conference Promotional Video:

<http://my.brainshark.com/IPAC-Conference-138938889>

## Job Analysis

**Mike Willihnganz, Ph.D., Karen Coffee, MPA**  
**Orange County**

### Two-Day Job Analysis Workshop

This interactive two-day workshop will focus on the WRIPAC Job Analysis Method. This comprehensive method is designed to identify the essential job tasks and associated knowledge, skills and abilities (KSAs) required to satisfactorily perform those tasks.

Aug. 8 & 9 - 8:30 - 4:30 pm

Location: Superior Court of California, County of Orange

WRIPAC [www.wripac.org](http://www.wripac.org)

To register email: [aaguilar@occourts.org](mailto:aaguilar@occourts.org)

## Job Opening

### ***Senior Human Resources Analyst***

Employment Opportunity at Glendale CCD

For more information: Visit:

<http://agency.governmentjobs.com/gccedu/default.cfm>

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- Recruitment services\*
- Job description assistance
- Low-cost HR consulting for special recruitments, classification and job analysis studies

**Join CODESP**

Public educational agencies are eligible for consortium membership. All other public agencies, afterschool programs and other non-profits can subscribe to CODESP. Visit our website and click on Products in the toolbar at the top of the page to learn how we can make your HR processes more efficient through our **low-cost** services. Invoices and other registration materials are found under "Join CODESP". **2011 fees = \$1,850/year\*\***

\*Extra services beyond those provided in membership/subscribership are available by separate contract.

\*\*Online testing may require additional fees. Contact us for a demonstration or more information.