



# ***National Academy of Psychology (NAOP)***

## **Announces**

### **Level 1 & Level 2 Qualifications in Occupational Testing and Assessment**

#### **Information Kit**

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## Table of Contents

Introduction.....	3
Committee on Accreditation and Psychological Testing (CAPT).....	3
Vision, Mission and the Values of CAPT.....	5
Vision.....	5
Mission.....	5
Values.....	5
NAOP Level 1 and Level 2 Qualifications in Occupational Testing.....	5
Objectives .....	7
Coverage and Approach.....	7
Training Methods.....	9
Certification Assessment .....	9
Benefits .....	9
Recognition of NAOP qualifications.....	10
Appendix 1. Recommended Programme Outline .....	12
Appendix 2. Sample Design.....	13
Appendix 3. Participant Checklist for Self Assessment linked to learning goals .....	15

## **Introduction**

The National Academy of Psychology (NAOP), India is a Non-profit professional organization founded in 1987 that includes scientists, practitioners, and researchers in the field of psychology. The NAOP was registered at Bhubneshwar bearing the No. 2939 188 of 1990-91 on July 31, 1990. Today NAOP publishes "Psychological Studies" which has been in existence for about five decades and has got an active and committed group of members representing the psychologists in India. NAOP members meet regularly once in a year through a National Level conference which is held in different locations in India every year. NAOP is also the only Indian organisation having a membership in the International Union of Psychological Science (IUPsyS). NAOP represents India in the International Test Commission (ITC). NAOP works closely with the various professional bodies of psychologists at the International level. NAOP is dedicated to the advancement of knowledge in the field of psychology. In addition, the organization seeks to provide leadership in the continued development of psychology as a discipline and promoting human welfare. NAOP also aims to prescribe and reinforce National level ethical and competence standards required for psychological practice in India.

## **Committee on Accreditation and Psychological Testing (CAPT)**

The executive committee of National Academy of Psychology (NAOP) during its 2008 conference in Gawhati, reflected about the various problems that the psychological testing industry is facing in India. It was noted that countries such as USA, U.K., and South Africa have well designed legal, social and professional mechanisms to regulate the use of psychological testing. Unfortunately India has been lagging behind in enforcing the professional standards and accreditation. The need for enforcing professional standards and regulating the use of psychological testing has become an urgency with the recent surge in the commercial applications of the psychological testing and related methods. Given these deliberations, National Academy of Psychology (NAOP) constituted a Committee on Accreditation and Psychological Testing(CAPT), during 1st Quarter of 2009 in order to move towards establishing national levels standards, certifications and accreditations related to psychological testing. CAPT will be a committee of NAOP and therefore will have to seek approvals from NAOP executive committee for making any major decisions.

The details of the CAPT structure and members are detailed below.

### ***Special NAOP Advisors to CAPT***

1. Anand Prakash, University of Delhi, Delhi
2. Prof. Damodar Suar, IIT Kharagpur

### ***Convenors of CAPT***

1. Dr.P. Sethu Madhavan , Larsen and Tubro, Mumbai(Convenor, Dec 2008- Dec 2009)
2. Dr. Mahesh Deshmukh, Maruma Consultancy,Mumbai (Convener, Dec 2009- Dec 2010)

### ***Members of CAPT***

1. Prof. Meenakshi Gupta, IIT, Mumbai.
2. Prof.H.S. Ashok, Bangalore University, Bangalore.
3. Dr.P. Sethu Madhavan , Offset/ Tawazun, Abu Dhabi
4. Prof.Premarajan, XLRI, Jamshedpur

### ***Advisory Board***

The following eminent HR professionals and academicians have confirmed to contribute as members of the leadership committee of CAPT

1. Dr. Santrupt Mishra, CEO, Carbon Black Business & Director, Group H.R. Aditya Birla Management Corporation Pvt. Ltd, Mumbai
2. Prof Janak Pandey, Vice Chancellor, Bihar Central University

3. Mr. N.S. Rajan National President, NHRDN and Partner, Human Capital, Ernst & Young (To be confirmed)
4. Prof. R.C. Tripathi, HR Consultant and Researcher, Former Professor and Chair, Dean, Pro V.C at University of Allahabad
5. Dr.Saths Cooper, Chairman of the Psychological Society of South Africa and Deputy Chairman of the Health Professions Council of South Africa South Africa
6. Prof. T.V.Rao, Chairman(TVRLS)
7. Mr Neville Lobo, Director, Management Development Centre, Larsen and Toubro, Mumbai
8. Prof. Girishwar Mishra,Delhi University

### ***Level 1 and 2 Certification in Occupational Testing-Pilot Faculty Team***

The following members have volunteered to act as honorary faculty members to design and pilot a National level qualification in Occupational Testing during 2009(The pilot was conducted as planned in 2009 for a group of employees in Larsen and Toubro).

1. Prof.Premarajan, XLRI, Jamshedpur
2. Prof.Udai Pareek, Indian Health Management Research Institute, Jaipur
3. Dr. Mahesh Deshmukh, Maruma Consultancy,Mumbai

4. Anand Prakash, University of Delhi, Delhi
5. Dr.P. Sethu Madhavan , Larsen and Tubro, Mumbai

3. Share credit with all those contributed and work as one team to deliver the mission
4. Learn together by taking the agreed process through various pilots and actions as needed.

## **Vision, Mission and the Values of CAPT**

### ***Vision***

To establish NAOP as the apex professional body responsible for guarding and driving the professional standards and ethics related to psychological testing in India.

### ***Mission***

The CAPT vision is to design and deliver and maintain a practical, efficient and cost effective model of certifications and accreditations for promoting competent and ethical use of tests and for enforcing professional standards in psychological testing and allied activities in India.

### ***Values***

While delivering the above mission, CAPT team will adhere to the following values

1. Adhere to professional ethics and standards all the time while remaining open to learn from the psychological testing market in the country.
2. Ensure that CAPT activities, associations and accounts are 100% transparent and known to all NAOP members

## **NAOP Level 1 and Level 2 Qualifications in Occupational Testing**

Today business organisations, use psychometric tests in an effort to improve human resource decisions and to support the various organisational development activities such as organisational culture building, improvement of job satisfaction and so forth. The psychometric tests are complex measuring instruments which, if used incorrectly, can negatively impact the employees and the organisations. The ethical codes of psychological testing as prescribed by the professional bodies in most countries including India insists that only qualified users should be given access to psychometric test materials. Unfortunately, many of the HR professionals and test users expected to use the psychometric tools even if they do not have the necessary background in psychology required for competent and ethical use if the psychometric tools. As stated before, National Academy of Psychology (NAOP), which is the internationally recognised professional body of Psychologists in India therefore,

constituted a Committee on Accreditation and Psychological Testing (CAPT) in order to move towards establishing national levels standards, certifications and accreditations related to psychological testing. Based on an in depth analysis of the issues and the international best practices, the CAPT has initiated the Level 1 and Level 2 certification in occupational testing in India to encourage ethical and competent use of psychometric tests in organisational and occupational testing.

The level 1 and Level 2 NAOP qualifications aims at providing the expertise required for the competent and ethical use of tests which include expertise in test selection, administration, scoring and the underlying population statistics and measurement theory, corroboration, interpretation and feedback of the results within the assessment context. The ability of the users to develop and implement company-wide policies to ensure consistent and fair assessment practices is also an essential indicator of responsible and ethical use of tests. Level 1 covers general foundations of testing, and the expertise and skills associated with test administration and the interpretation of ability and aptitude tests. Level 2 which complements Level 1 covers the more complex topic of personality assessment, and the interpretation and use of personality tests. Level 1 and Level 2 together covers the

skills and expertise required for competent and ethical use of psychometric tests in occupational settings as defined and prescribed by NAOP. These qualifications will be therefore useful for human resource professionals, line managers and psychologists who wish to use tests in occupational and organisational settings to aid selection, development, leadership development, career counselling and so forth.

NAOP aims to encourage organisations to recognise NAOP certification as the minimum qualification required for the use of psychological testing. If organisations can be encouraged to stipulate that testing may only be carried under the direction of suitably qualified people, there should be significant improvements in professional standards in testing. Such a professional system will minimise the wide spread misuse of psychological tests in India and prevent the unethical and incorrect use of tests by incompetent people. NAOP as an apex body of psychologists in India and also as a member of International Union of Psychological Science (IUPsyS) and International test Commission(ITC) will work toward establishing the national level standards in occupational testing within this broad framework. NAOP will not be having any commercial interest in the process and will be only charging a nominal certification fee (Rs 2000 per head) to cover its administration

overheads. However, the NAOP approved trainers and training institutions will be allowed to provide their services at their cost without sharing any of the commercial details or benefits with NAOP. NAOP will be directly involved only in the following activities:

- ❖ Prescription of competency requirements and the resultant syllabus for the training courses
- ❖ Verification and approval of Trainers based on their qualification and experience
- ❖ Supervision of the training courses through feedback data and occasional audits
- ❖ Verification of the portfolio of evidences submitted through approved trainers and issue of final certificates to the successful candidates
- ❖ Maintenance and publication of the directory of competent professionals in Occupational Testing in India.

The approved trainers and the institutions are free to advertise the programme and use NAOP logo to promote the same. The course may be promoted as *'training workshop leading to partial fulfilment of the requirements for the National Academy of Psychology (NAOP) level 1 and 2 certification'*.

## Objectives

The comprehensive 4 day program would aim at providing line managers, HR professionals and psychologists who are involved in occupational testing for various processes like recruitment, assessment, leadership

development, counselling, performance management etc. with specific and clear directions required for ethical and competent use of psychological tests.

**The Level 1 certification** would cover the first two days of the program and provide a general foundation of testing and the knowledge and skills associated with the test administration and use of Ability and Aptitude tests.

**The Level 2 certification** would cover the next two days of the program and would aim at providing knowledge and skills associated with administration and interpretation of Personality Tests apart from covering the use of personality tests in organisational and occupational settings. While Level 1 covers only the administration of tests, Level 2 covers administration, Interpretation of scores and also the issues involved in providing feedback to test takers.

Together, the entire course would provide training for certification of the participants as competent users of psychological tests in occupational settings.

## Coverage and Approach

The programme will adopt a competency based approach where the applicants will have to go through the required training and

work based assignments and demonstrate their level of competencies by submitting a required portfolio of evidences through an NAOP approved trainer/verifier to establish their competence levels. The training, assignments and the assessment will focus on the following list specifies competencies, which are, critical for competent and ethical use of tests.

- **Essential Knowledge** (Theoretical knowledge of ability testing, personality, psychometrics and psychometric testing)
- **Testing skills** (Test administration skills, Scoring and Interpretation Skills, Feedback Report Writing Skills, Corroboration Skills, Skills for giving feedback, counselling skills)
- **Testing Procedures and Ethics of Testing** (Assessment process, control, recording and security of materials, dealing with problems and breakdowns, dealing with candidate's questions, evaluation of tests from psychometric and ethical point of views, rights of the candidates and the ethical issues).
- **Assessment in the Organisational Context** (Developing and implementing assessment procedures and policies, selection of appropriate tests to fit the purpose, competent and ethical uses of test results, handling post-test counselling and development sessions, uses and misuses of organisational profiling)

The minimum number of instructor led training hours required for Level 1 and Level 2 certifications is 16 hours each. The training will not promote or recommend any specific tests but will be focussing on the underlying

knowledge and expertise. Actual training on some of the popular tests would be only one aspect of the program and would be taken up only to illustrate and demonstrate the skill requirements. It is a must that the trainer must be a NAOP member and is approved by NAOP executive committee or the NAOP Committee on Accreditation and Psychological Testing (CAPT). The NAOP will approve trainers based on their qualifications and experience. Minimum qualifications required for a NAOP trainer include a degree in Psychology and experience in use of tests for occupational purposes. There will be no automatic grant of the Certificate solely on the basis of attending the training course.

The portfolio of evidences submitted by the candidates through the approved trainer should have the following:

1. The Verification of required competence completed and signed by the approved trainer
2. End of the course quiz sheets signed off by the trainer with marks
3. All the materials related to the work based assignments ( Copies of the three tests administered along with scoring sheets, feedback report before corroboration, final feedback report after corroboration and so forth)
4. A reflective report on the problems and issues faced during the work based assignment
5. The verification of the work based assignment by the approved trainer



## Training Methods

Considering the fact that the participants of this certification programme will be mostly mature adults with considerable experience, a highly participant centred training method is strongly suggested. All sessions should be highly interactive to encourage learning from faculty as well as learning from each other. Lecture sessions ideally, should not exceed 30 minutes and should be used only to summarise or to share key concepts and issues. It should be used to complete the cycle of experiential learning rather than as a primary teaching method. Topics such as Statistics should be explained by encouraging participants to actually do the calculations using simple data. Sessions should be built in to help participants practice the key skills of administering, scoring and interpreting the tests. Towards the end of the programme an exercise should be introduced to integrate the learning and to bring in applied focus at work.

Use of ice breakers and fun energizers are recommended. It is also important to reinforce and articulate the learning of each session and each day through quizzes, games etc as possible.

## Certification Assessment

The final assessment will be made as per the following scheme and the pass mark required will be 60%. All components will be converted into a 1-10 point score for

computing the final score using the weightages as shown below

Portfolio of Evidences and Marking Scheme				
No	Components	Weightage	Minimum	Maximum
1	The verification of required competence completed and signed by the approved trainer	Must	NA	NA
1	Attendance and Class Participation as rated by the trainers	20%		
2	Level 1/2 Test as applicable	30%	1	10
3	Self assessment	10%	1	10
4	Project	40%	1	10
	Total	100%		

## Benefits

The main benefits of the certification process include the following

- provides the potential test user with the knowledge and skills required for the competent and ethical use of tests
- enhances the confidence and decision making abilities of the test users due to the clarity and understanding of the complicated issues involved in testing
- provides the holder better access to the tests from various test providers and vendors
- will get trained in the use of a series of specific tests which will be used in the certification training session for demonstration purposes

- Certification can be used as evidence of competence for people wishing to use or purchase test materials

## Recognition of NAOP qualifications

While NAOP will approach and encourage the leading test suppliers and publishers in the country to consider the NAOP certification as the sufficient qualification for accessing and using many of the ability, aptitude and personality tests, the same cannot be guaranteed for all tests and with all test publishers and suppliers. In other words, NAOP certification aims at enhancing the competence and credibility of test users rather than preparing them for any specific tests. In other words, in some cases the certification of competency by NAOP will however will be only the necessary (but not sufficient) condition for access to test materials as the Independent test publishers will be free to enforce their own additional requirements for the use of tests. However, the NAOP certified professionals will be in a better position to negotiate with the test publishers and suppliers and will be in a position to select better tests as many of the test publishers do not insist on additional training if a prospective user has been certified by a national level professional agency.

While publishers and suppliers of test materials cannot be bound by the NAOP rules, NAOP encourages them to accept the NAOP certificate as a basis for use of their tests. Suppliers of some tests may, of course, require evidence of additional areas of competence or may require users to have additional specialist training in the use of particular instruments. Though NAOP appreciates the need for such additional training where it is required, will encourage such suppliers to reduce the training hours required to get certified on such tools. Since most NAOP certified people will be competent on areas such as basic theory and practice of assessment, the test suppliers and publishers need not repeat the same modules in their training. NAOP believes that additional training of one day will be sufficient to make any NAOP Level certified person competent in the specific use of a standard aptitude/ability or personality test. Suppliers and test publishers who would like to collaborate are encouraged to approach the NAOP approved trainers/training institutions in order to “plug in” the training for their specific test through additional one day training as applicable. Under this model, the NAOP approved trainers can collaborate with specific test publishers and suppliers to have a five day training workshop to be jointly conducted by the NAOP approved trainers and the test publishers/suppliers as needed. *(It should be noted that the NAOP level 1 and*

*2 certifications does not make a candidate eligible to access the psychometric tools classified for clinical use or as Level 3 tools, either by the publishers, suppliers or NAOP).*

## Appendix 1. Recommended Programme Outline

Pre-course	Introductory reading, revision of basic algebra, pre-course assignments.
Day 1	Introduction to testing(Basic theory, scaling, test construction, item analysis, types of tests, properties of tests, selecting tests, standardization, prediction, test administration and scoring and basic statistics) Practical exercises
Day 2	Practical ability and Aptitude Testing Uses of test scores Professional and ethical issues in testing (Test bias, Methods for ensuring test fairness, Confidentiality, equal opportunities) Assessment of underlying knowledge
Day 3	Personality Theories and Tests Practicals ( focussing on tests like 16 PF, MBTI type, NEI-PIR, Eysenck Personality Test and any one of the measures of EQ)
Day 4	Interpretation and report writing Decision making using test scores in occupational and organisational settings Developing and implementing policies and procedures on testing Post assessment feedback and counselling Overview of the principles and practice of feedback Practice sessions
Post Workshop	Work based assignments and case-study presentations by delegates. The follow-up day will be arranged one month after the completion of the course.

## Appendix 2. Sample Design

### NAOP Course Macro Design

No	Time	Pre-course	Introductory readings, pre-course assignments (Complete Life Style Inventory).
<b>Day 1</b>			
Introduction to testing(Basic theory, scaling, test construction, item analysis, types of tests, properties of tests, selecting tests, standardization, prediction, test administration and scoring and basic statistics)			
1	9.00-10.15	Opening, introduction, articulation of expectations and ice breaking	
	10.15-10.30	Break	
2	10.30-11.30	Fundamentals of Testing (History, Evolution, Definition, Properties of tests, Types, Basic theory, scaling, test construction, item analysis, test administration, scoring)	
3	11.30-12.30	Introduction to aptitude testing and Test administration (Practicum in pairs using any established occupational aptitude test-eg., DAT for Sele)	
	12.30-13.30	Lunch	
4	13.30-14.15	Aptitude Test Scoring and interpretation (Group Exercise with occupational aptitude test)	
5	14.15-15.30	Introduction to basic statistics (Mean, SD, NPC) and exercises	
	15.15-15.30	Tea	
6	15.30-17.30	Overview of Standard Scores and SEM (Z Scores, Stens, Stanine, T Score, IQ Score, SEM etc) and Group Exercise	
	17.30-18.00	Recap fun and briefing for home work: Readings on Ethical issues and International Standards from BPS, ITC etc	
<b>Day 2</b>			
Practical ability and aptitude testing, Uses of test scores, Professional and ethical issues in testing (Test bias, Methods for ensuring test fairness, Confidentiality, equal opportunities), Assessment of underlying knowledge, Developing and implementing policies and procedures on testing.			
8	9.00-10.45	Understanding Test properties (reliability, validity and norms) and Exercise using test manuals	
	10.45-11.00	Break	
9	11-12.30	Group presentations summarising the key readings	
	12.30-13.30	Lunch	
10	13.30-15.00	Use of reasoning and intelligence Tests (e.g., <b>Ravens SPM</b> )	
	15.00-15.15	Tea Break	
12	15.15-16.30	Testing of Interests and Values (Group exercise using Occupational interest instrument e.g. Vocational Preference Inventory)	
	16.30-16.45	Tea Break	
	16.45-17.45	Level 1 assessment	
	17.45-18.30	Recap Fun and Briefing for factor personality tests (e.g., NEO-PIR,16.PF )	
<b>Day 3</b>			
Personality theories and tests, practicals, post assessment feedback			
13	9.00-10.30	Overview of Personality Theories	
	10.30-10.45	Break	
7	10.45-12.30	Introduction to Correlation, Scatter Gram and Logic of Factor Analysis followed by group exercise	
	12.30-13.30	Lunch	

14	13.30-15.00	Use of Factor Questionnaires(Test administration, scoring, Interpretation of test results –Norms, social desirability, faking etc, Interpreting NEO-PIR or 16 PF Scale combinations, Mapping multiple scales issues)
	15.00-15.15	Break
16	15.15-17.00	Brief on post assessment feedback and use of automated reports (Group Exercise using 16.PF/NEO PIR report and interview schedule in pairs)
	17.30-18.00	Recap Fun and briefing for <b>EQ and MBTI type</b> Test
<b>Day 4</b>		
Interpretation and report writing, Decision making using test scores in occupational and organisational settings, Overview of the principles and practice of feedback, Practice sessions		
17	8.30-10.00	Scoring and use of instruments based on Jung’s Personality Theory (Preview of JPI, Scoring and interpretation of any MBTI type)
	10.00-10.15	Break
18	10.15-11.15	Use of EQ type tests (Preview of choice of tests, Use of 7 S EQ test)
19	11.15-12.15	Occupational Decision Making using tests (Profile Creation, Triangulation, Combination Scores, Weighing etc)
	12.15-13.00	Lunch
20	13.00-14.30	Presentations
	14.30-15.30	Level 2 assessment
	15.30-16.00	Closing and briefing for the post workshop projects
<b>Post Workshop</b>		
Work based assignments and case-study presentations by delegates. The follow-up day will be arranged one month after the completion of the course.		

### Appendix 3. Participant Checklist for Self Assessment linked to learning goals

Module ID	Learning Goals	Level	Achieved?
0= Did not understand 1=Understood to some extent 2= Understood 3=Understood very well			
1.Basic theory of testing	Uses of psychological tests	1	
1.Basic theory of testing	Different types of tests	1	
1.Basic theory of testing	Principles of test administration and test security	1	
1.Basic theory of testing	Rules of test briefing	1	
1.Basic theory of testing	Ethical and social considerations in testing	1	
1.Basic theory of testing	Computerised testing	1	
2.Statistical and Psychometric Concepts	Calculate mean and the standard deviation	1	
2.Statistical and Psychometric Concepts	Calculate /explain Standard Error of the mean	1	
2.Statistical and Psychometric Concepts	Raw scores, percentiles, stens, stanines and Z scores	1	
2.Statistical and Psychometric Concepts	Use of norm tables, Z score - percentile rank tables, test of significance tables	1	
2.Statistical and Psychometric Concepts	Correlation and able to understand scatter diagram.	1	
2.Statistical and Psychometric Concepts	Types of reliability measures	1	
2.Statistical and Psychometric Concepts	Determinants of reliability	1	
2.Statistical and Psychometric Concepts	Types of validity measures	1	
2.Statistical and Psychometric Concepts	Determinants of validity	1	
2.Statistical and Psychometric Concepts	Norms, norm-referenced and criterion-referenced tests.	1	
3.Selecting and using Ability Testing	Use of test properties to evaluate tests	1	
3.Selecting and using Ability Testing	Famous ability (aptitude, intelligence) tests	1	
3.Selecting and using Ability Testing	Demonstrate the use of one ability test	1	
3.Selecting and using Ability Testing	Scoring and use of norm tables	1	
3.Selecting and using Ability Testing	Genetic and environmental influences on test results	1	
3.Selecting and using Ability	Criteria for evaluating and selecting	1	

Testing	tests		
3. Selecting and using Ability Testing	Use of one cognitive (intelligence or reasoning) test.		
4. Use of test results and feedback	Principles of pre-feedback interviews and diagnosis of disagreements	1	
4. Use of test results and feedback	Arriving at composite scores using multiple tests	1	
4. Use of test results and feedback	Principles of interpreting test scores	1	
4. Use of test results and feedback	Meanings of scale scores and norms in lay man's language	1	
5. Personality Theories	Definition of 'personality'	2	
5. Personality Theories	Personality (temperament) tests Vs interests, attitudes and values tests	2	
5. Personality Theories	Effect of genetic and environmental factors on personality	2	
5. Personality Theories	Personality-Trait, Type, Psychoanalytic, Behavioural, social cognitive and humanistic theories	2	
6. Personality Testing approaches	Dangers of popular and pseudo-scientific tests	2	
6. Personality Testing approaches	Factor analysis and its uses in testing	2	
6. Personality Testing approaches	Ipsative and normative approaches to testing.	2	
6. Personality Testing approaches	Mapping of other tests to five factor model	2	
6. Personality Testing approaches	Approaches to assessing personality	2	
6. Personality Testing approaches	Advantages and disadvantages of the different personality assessment methods	2	
6. Personality Testing approaches	Trait and type measures of personality	2	
6. Personality Testing approaches	Administer, score and interpret any three types of personality tests	2	
6. Personality Testing approaches	Evolution of 16 Personality factor model and the 'Big Five' factor model	2	
6. Personality Testing approaches	Different methods of tests administration	2	
7. Issues in Personality Testing	Steps to ensure data protection and confidentiality	2	
7. Issues in Personality Testing	Key ethical issues in personality testing	2	
7. Issues in Personality Testing	List down the principles of personality test administration	2	
7. Issues in Personality Testing	List down and describe the range of applications of personality testing	2	
7. Issues in Personality Testing	Controlling 'faking' or 'distortion' effects in personality assessment	2	



8. Interpretation, Corroboration and Feedback (Personality)	Principles of providing non judgemental corroborated feedback to participants	2	
8. Interpretation, Corroboration and Feedback (Personality)	Principles of interpreting personality test scores	2	
8. Interpretation, Corroboration and Feedback (Personality)	Methods for corroborating pre-feedback test results and interpretation	2	
8. Interpretation, Corroboration and Feedback (Personality)	Diagnosis and interpretation of conflicting results	2	
8. Interpretation, Corroboration and Feedback (Personality)	Developing composite scores based on weighted combinations of scales	2	
8. Interpretation, Corroboration and Feedback (Personality)	Principles of writing feedback reports for the candidate	2	
8. Interpretation, Corroboration and Feedback (Personality)	Combining information from a variety of tests and other sources in reports	2	
9.Organisational and Occupational Context	Objectives of occupational and organisational testing	1	
9.Organisational and Occupational Context	Use of person profile, position profile and selection criteria	1	
9.Organisational and Occupational Context	'Triangulation' of various other information in organisational setting	1	
9.Organisational and Occupational Context	Policies and procedures manual on psychological testing in your company.	1	
9.Organisational and Occupational Context	Use of tests in assessment centres and development centres	1	

## Post- Workshop Project

### Criteria for Evaluation of Projects (Design)

(To be used for Self Evaluation as well as for Evaluation by the Trainers)

1. To review two personality instruments namely XYZ and ABC and critically evaluate them using a set of criteria as per your understanding and compare the two instruments. (Report should not exceed 2 to 3 A4 size pages).

No	Evaluation Criteria	Remarks
1	Identified and listed a minimum of 7-8 criteria for evaluating and comparing the tests.	Y/N
2	Used different types (e.g., psychometric, cost, convenience, time etc) of criteria which are relevant to real life decision making situation.	Y/N
3	Used the technical terms (e.g. reliability, validity etc) correctly.	Y/N
4	Arrived at clear conclusions, either favouring one of the tests , or both of them or neither of them as the case may be. (Normally there is no right or wrong conclusion as the decision depends on the test user's choices and preferences regarding a number of issues such as cost, test length, user friendliness and so forth).	Y/N
5	There are no factual mistakes in the reported properties of the tests	Y/ N

2. Administer, score and write initial feedback report and final corroborated report using a Big Five personality questionnaire and a Vocational Preference assessment tool

No	Evaluation Criteria	Remarks
1	Administered and scored the questionnaires correctly and ensured that there are no mistakes in totalling etc	Y/N
2	Used the correct set of norms/profile sheet depending on the gender, age etc	Y/N
3	Wrote the initial 'descriptive' feedback report avoiding use of jargons, prescriptions, use of evaluative/judgemental statements, guessing and making assumptions. The language used in the report is probabilistic	Y/N

	rather than confirmatory.	
4	Conducted the corroboration interview to confirm the results and collect additional data (e.g., behavioural preferences and tendencies of the candidate in certain situations) to support the results.	Y/N
5	Wrote the final feedback report with the corroborated data. Interpreted any conflicting data collected through the corroboration interview properly. Avoided use of jargons, prescriptions, use of evaluative/judgemental statements, guessing and making assumptions in the report. The language used in the report is in general probabilistic rather than confirmatory. Wherever confirmatory statements are made, they should be supported by data from corroboration interview or by indicating the confirmation by the candidate.	Y/N
6	Conducted a feedback session with the candidate using the final report	Y/N
7	Documented the experience of giving feedback giving the details such as principles you followed and the reactions of the candidate.	Y/N

3. Select a job of your choice and draw up the competency profile required for that job. Match the interests and the personality of the above person to this competency profile and submit a report on the same. (Report should not exceed 2 to 3 A4 size pages).

No	Evaluation Criteria	Remarks
1	The competency profile is logically sound and supports the role/job description for the position	Y/N
2	The NEO and VPI scores have been linked or mapped to the competency profile as needed in a logically coherent manner	Y/N
3	Adopted triangulating techniques such as use of derived scores(e.g., composite scores, weighted scores etc)	Y/N
4	Ensured that there are no calculation errors in the report	Y/N
5	The language used in the recommendations are probabilistic and not confirmatory(In exceptional cases, one may make near-confirmatory remarks where the extreme scores are also supported by other data such as track record, candidate's own confirmation etc)	Y/N

