

Abstract of thesis entitled:

Assessor Training: Influence of Training Strategy and Perceived Purpose of the Assessment on Overall Rating Accuracy

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The present study examined the effects of assessor training strategy and the perceived purpose of the assessment on overall rating accuracy (i.e., inter-rater reliability, correlation accuracy and deviation accuracy). Assessor training strategy was manipulated with four conditions: behavioral observation training strategy (BOT), frame-of-reference training strategy (FOR), combination training strategy (BOT & FOR) and no-training condition. The perceived purpose of the assessment was manipulated in three conditions: personnel selection, developmental feedback and a research-only condition. Two hundred forty university students in Hong Kong were randomly assigned to one of the experimental conditions, and rated two hypothetical videotaped interviews. The expert panel consisted of four experienced human resources practitioners, whose ratings were used as the “standard scores” to compare with the participants’ ratings and generate the participants’ accuracy indices. Only the

assessor training strategy was found to be significant factor; specifically, FOR and the combined approach significantly outperformed the BOT and no-training conditions across the three dependent variables; and the combined approach slightly outperformed FOR on the variables of inter-rater reliability and correlation accuracy. The results implied that assessor training is essential to the assessment center process, with the components of FOR being incorporated into the training design, and as long as the assessors are trained with an effective strategy, regardless of the perceived purpose of the assessment (i.e., selection or development) reliable and accurate ratings can be obtained.

摘要

本研究旨在探討評估培訓方法 [assessor training strategy] 與評估目的 [perceived purpose of the assessment] 對總體行為表現評估準確性 [overall rating accuracy] (即評估師之間的信度 [inter-rater reliability], 關聯精度 [correlation accuracy] 和離差精度 [deviation accuracy]) 的影響。評估培訓方法 [assessor training strategy] 分為四個組別：行為觀察培訓 [behavioral observation training], 基準參考培訓 [frame-of-reference training], 綜合培訓 [behavioral observation training 和 frame-of-reference training] 及對照組 [no-training]; 而評估目的 [perceived purpose of the assessment] 分為三個組別：人事遴選 [personnel selection], 反饋 [developmental feedback] 及實驗研究 / 對照組 [research-only / control condition]。

二百四十位香港大學生分別隨機分到共十二個實驗組與對照組，並對兩段錄製面談作出評估。是次研究亦邀請四名資深人力資源從業者為專家小組，其評估會用作為“標準分” [standard score] 去比較實驗參與者的評估，從而產生實驗參與者的三個總體行為表現評估準確性 [overall rating accuracy] 的指標。

實驗分析結果顯示只有評估培訓方法 [assessor training strategy] 對總體行為表現評估準確性 [overall rating accuracy] 的影響有達到顯著差異，而主要差異出現在基準參考培訓 [frame-of-reference training] 及綜合培訓 [behavioral observation training 和 frame-of-reference training] 的總體行為表現評估準確性

[overall rating accuracy] 分別顯著地優於行為觀察培訓 [behavioral observation training] 和對照組 [no-training]。另外，綜合培訓 [behavioral observation training] 和 frame-of-reference training] 在評估師之間的信度 [inter-rater reliability] 及關聯精度 [correlation accuracy]稍為優於基準參考培訓 [frame-of-reference training]。

研究結果意味著評估培訓 [assessor training] 對評價中心 [assessment centre] 是必不可少的，並且應採用基準參考培訓 [frame-of-reference training] 的要素作為設計基礎以提升總體行為表現評估準確性 [overall rating accuracy]。此外，研究結果亦提出無論是基於什麼評估目的 [perceived purpose of the assessment]，只要評估師 [assessor] 是接受有效的評估培訓 [assessor training]，評定出來的行為表現評估是可以說是可靠及準確的。