CHAPTER 1

INTRODUCTION

1.1 INTRODUCTION

Understanding appropriate training in an organization is critical to design high-quality outcomes. A topic that are discussed is a study on assessor training strategies and their effects on accuracy, discriminant validity, and interrater reliability. This research explores and compares the assessor training strategies in University Malaysia Pahang (UMP). The purpose of this chapter is to outline the background and rationale of the study, describe its significance, and provide an overview of the objective and research questions.

An introduction of what is the overall content of this research are shown in Chapter 1. It includes an introduction, the background of study, problem statement, research objectives, research questions, the scope of study, expected outcomes, significance of the study, theoretical framework, and lastly operational definition.

The second chapter outlines the most important part that shall address the answer to research questions. That is literature review which combining of an introduction of overall Human Resource Management (HRM) process, understanding where employee selection is needed, what was meaning of the assessor, the assessor training strategies, accuracy, interrater reliability, discriminant validity, research gap, and hypothesized model. This chapter discussed the independent and dependent variables. Chapter 3 in this study comprising of the methodologies which explained more about research method that are used in this study. Fourth chapter comprising all findings and research analysis. And the last chapter illustrates how the researcher would like to conclude and outlined some recommendations to next research related to this topic.
1.2 BACKGROUND OF STUDY

Assessor training is too frequently mentioned as Rater Training Programs in performance management context. In general, this research explores for assessor training strategies practices in the selection process of UMP. This research was to outline which assessor training strategies needed to train selected employees as trained assessors. In human resource, selection process is located in the assessment center. The assessment center methods involved several activities using multiple evaluation techniques (Byham, 1992). The effectiveness of assessor training was measured by its accuracy, discriminant validity and interrater reliability (Lievens, 2001). The major point of this research is, conducting own assessor training is crucial in order to have effective rating accuracy, discriminant validity, and interrater reliability. It may influence largely to the ambiance of selection process (Maimunah, 2011).

As early as the year 1948, the potential measure of assessor training was recognized Bittner (1948). Nevertheless, previous reviews of this training results of various assessor training strategies. According to Spool (1978), it is concluded that assessor training is generally effective. Hence, it shows the need of implementation of assessor training to ensure the selection process are effective for the organization.

The term assessor training indicates the exercise to a person who conducting an assessment. Assessor training is too frequently being mentioned by the professional and managerial level but too little understanding for its importance (Lievens, 2001). These training are not only provided the assessors with needed skills and tools to give a good result but also helps increase satisfaction with the results of employee selection. Assessor training strategies offers people the chance to learn the knowledge and skills required to conduct outcomes-based assessments in their fields of expertise. Completion of this assessor training also signifies that the assessor is able to complete assessments without bias, lending the assessor credibility and legitimacy as a fair practitioner.
A general framework for the study of assessor training strategies is represented in term of two common assessor training strategies (frame-of-reference training and rater error training) and three dependent variables (accuracy, discriminant validity and, interrater reliability). Frame-of-reference training helps improve rating accuracy by familiarizing the raters with various performance dimensions to be assessed. Its goal is to give assessor skills so that they can provide accurate ratings. Meanwhile, the rater error include the most common error that assessors usually did. It can be in two form; intentionally and unintentionally. Thus, rater error training should be conducted to reduce all those errors. This study compares the effects of frame-of-reference training and rater error training towards the three facets.

There a significant difference between recruitment and selection as according to (Maimunah, 2011). Recruitment are occur at the early stage, but selection occur when potential candidates are chosen. Thus, the selection also becomes the most important stage to hire the right person for organization. It is related directly to who will assess the potential candidates. It is the assessor. Despite, this research was to outline the importance of training to the assessors in UMP. To identify effects of implementation of the strategies, a study on effectiveness of assessor training strategies towards the accuracy, inter-reliability, and discriminant validity will be conducted by the researcher.

This comparative research is importance in both practical and conceptual as Lievens (2001) said. Conceptual view stressed on the importance to understand which training serves as the best foot of assessor training while it is pivotal to identify which training strategy contributed to more accurate, valid and reliable ratings during selection process.