

Index

Page references followed by *t* indicate a table or tool; followed by *e* indicate an exhibit; followed by *fig* indicate an illustrated figure.

A

- ABB (formerly Asea, Brown, Bovari), 19, 25
- Academic curricula influence, 18
- Accreditation, 7–8
- Administration: additional print resources on, 190; checklist for, 188*t*; computer technology role in, 176–177, 186*e*–187*e*; definition of, 163; missteps and oversights in, 178–179; tips on designing, 179–181. *See also* Governance; Test administration
- Administrative errors: description of, 91, 109; distractions, 110–111; environmental influences, 110; group dynamics, 111; inconsistency, 109–110; lack of privacy, 111; rigor and validity and, 136–137
- Administrative practices: beta (or Type II) errors related to, 91, 109–111; definition of, 2
- Affective domain, 134, 136*t*
- Alcohol and Gaming Commission of Ontario, 12
- Alpha (or Type I) errors: definition of, 91; sampling errors, 91, 92–95*t*, 130–131
- American Architectural Manufacturer's Association, 38
- American Bar Association, 8
- American Board of Industrial Hygiene, 11
- American Board of Oral and Maxillofacial Surgery (ABOMS), 13, 65, 71, 140, 197*e*–198*e*
- American Dental Association, 13
- American Medical Association, 8
- American National Standards Institute (ANSI), 6, 39, 111
- American Society for Quality Control (ASQC), 6
- Americans with Disabilities Act, 164
- Amway, 38, 109
- Amway China, 223–224
- Amway India, 223
- Amway Latin America, 224
- Amway North America, 224
- Angoff-Nedelsky (conjectural) method, 145–146

- Appeals and exemptions: board policies on, 164, 167–169, 185*e*; global and international programs and, 225–226
- Applicant sponsors, 23
- Application requirements, 60*e*
- Appointed representatives, 93–94
- Approvals and endorsements, 8
- ARCH Development Corporation, 7
- Argonne National Laboratories, 7
- Assessment-based certificate: description of, 7; rigor and validity of, 130–137. *See also* Tests
- Assessments: adequate time and resources for, 147; calculating costs of, 150; checklist for, 155*t*–156*t*; common pitfalls to avoid, 149–150; documentation issue of, 148; face validity of, 147–148; missteps and oversights, 148–149; opportunity to learn issue of, 146–147; rigor and validity of, 130–137. *See also* Tests
- Association for Worksite Health Promotion, 38
- B**
- Beta (or Type II) errors: administrative or management errors, 91, 109–111; design errors, 91, 95–109, 134–136*t*
- Bias: administrative or management errors, 91, 109–111; description and types of, 97; design errors, 91, 95–109, 134–136*t*; sampling errors, 91, 92–95*t*, 130–131; ways to control sources of, 91–92. *See also* Data analysis; Data collection
- Board of Certification in Professional Ergonomics, 11–12
- Board of Certified Safety Professionals, 11
- Board of Registered Polysomnographic Technologists, Inc. (BRPT), 13–14
- Branching testing, 141
- Brand name protection, 19–20
- Branding. *See* Credential brand
- Business case: checklist for evaluating a, 49*t*–50*t*; guidelines for building a, 47*t*–48*t*; using hypotheses, premises, and best guesses for, 36–37; importance and functions of the, 33–34; including alternatives in your, 45; including certification requirements in, 43; including metrics or key success indicators in, 37–43; items to include in a, 35–36; missteps and oversights of, 43–44; resources to use for building, 50–51; sample cost breakout for certification program, 49*t*; simple language, visuals, and delivery of, 45–46
- Business metrics: description and examples of, 37–39; economic, 39–42; noneconomic, 42–43
- Business process improvement, 16–18
- C**
- Candidate rights, 165, 166*e*–167*e*, 183*e*–184*e*
- Candidate sponsors, 23
- Candidates: appeals and exemptions, 164, 167–169, 185*e*, 225–226; celebrating success of, 215–216; ethics violations by, 164, 170, 171*e*–173*e*, 186*e*; extraneous abilities of, 132–133;

- governance protecting rights of, 165, 166*e*–167*e*, 183*e*–184*e*;
policies on preparation and remediation of, 169–170;
prerequisites required of, 75*t*;
qualifying jurors judging performance of, 152*t*–153*t*; status of, 58; under-representation of, 131–132
- Caterpillar, 228–229
- Caterpillar Fundamental English, 228–229
- CD-ROM. *See* Web resources
- Celebrating success, 215–216
- Center for Environmental Innovation in Roofing (Center), 15
- Center for Quality Assurance in International Education, 233
- Certificate programs: National Council for Interior Design Qualification (NCIDQ), 114; Property Technical Certification (PTC), 112–113; sample design for, 116*fig*
- Certificates: assessment-based, 7, 130–137; certification versus, 111–114; definition of, 7
- Certification: benefits of, 25–26; celebrating success of, 215–216; certificates versus, 111–114; definitions related to, 1, 6; distinctions among eligibility, qualification, and, 53–54; flow chart of process of, 4*t*; misstep of avoiding the word certification, 74; motivations driving, 11–21; Red Cross CPR, 8; roles played by, 54–58, 79–81; success measures of, 21; taking ownership of, 178; trademarking, 218. *See also* Recertification
- Certification players: stakeholders as, 22–25; target audience as, 22
- Certification program missteps: failure to appreciate level of discipline required, 26; failure to establish reasonable expectations, 26–27; failure to identify business driver, 26; guidelines to avoid, 28*t*–29*t*; tips to avoid, 27–28
- Certification programs: business case for, 33–51; certificates versus, 111–114; checklist for, 31*t*; defining customers of, 28; developing effective materials for, 214–215; distribution channels for, 217; educate the team, 28; elements of, 2; global, national, international, and multi-national, 221–233; guidelines for effective, 28*t*–29; implementation of, 207–220; questions to address when finalizing design of, 119; requirements for creating, 5; resources on how to justify a, 50–51; safeguarding against fraud or misrepresentation, 226–227; sample cost breakout for, 49*t*; sample design of, 116*fig*; set standards for process of, 28; three common mistakes made in, 26–27; tips for avoiding pitfalls in, 27–28; trademarking, 218; traditional approach to, 1–2; two design samples for, 115*fig*. *See also* Job analysis; Requirements; Standards; Task analysis
- Certification roles: gatekeeping or screening, 54–57; recognizing demonstrated performance, 57; recognizing different levels of accomplishments or capabilities, 57–58; standards in context of, 79–81

- Certified Financial Planner (CFP), 224
- Certified Management Consultant (CMC), 59, 60*e*
- Certified Performance Technologists (CPT), 80
- Certified Polysomnographic Technician (CPSGT), 14
- Certified School Improvement Specialist (CSIS), 68, 80, 214
- Champions: over-reliance on one, 43–44; rewarding, 217
- Change planning, 74
- Checklists: administration, 189*t*; assessment, 155*t*–156*t*; business case, 49*t*–50*t*; certification program, 31*t*; evaluating standards, 121*t*; evaluation, 251*t*; global certification, 232*t*; governance, 188*t*; job or task analysis, 120*t*; juried items, 158*t*–159*t*; matching items, 160*t*; multiple-choice items, 159*t*–160*t*; performance items, 157*t*–158*t*; recertification and maintenance, 204*t*; requirements, 76*t*–77*t*; test administration, 189*t*–190*t*; test analysis, 157*t*
- Chili mine cave-in (2010), 80
- Civil Rights Act (1964), 89
- Cleanliness, 133
- Code of conduct: acceptance of, 61; as credential element, 114; establishing requirement for, 58; IMC USA's code of ethics, 62*e*–63*e*. *See also* Ethics
- Cognitive domain, 134, 135
- Commission on Dental Accreditation, 65
- Communication plans: definition of, 2; marketing to the target audience with, 213–214
- Compensation. *See* Fees and compensation
- Competencies: certification to prepare for, 14; certification to raise level of core, 20–21; Certified Management Consultant (CMC) requirements on, 60*e*; defining standards for, 81–82; examples of certification preparation for, 14–15; outcome-based data on, 98–101*t*, 123*t*–124. *See also* Knowledge; Proficiency; Skills
- Computer adaptive testing, 141
- Computer technology: computer-based testing using, 141–142; continually reassessing capabilities of, 149; distribution channels available through, 217; test administration and use of, 176–177, 186*e*–187*e*; using tools of, 117
- Conditions: performance standard: ethical conduct, 84; performance standard: hydraulic pump technician, 82, 83; performance standard: planning a product launch, 83; as proficiency element, 81
- Conjectural (Angoff-Nedelsky) method, 145–146
- Consumer Reports* product ratings, 8
- Consumers, 23. *See also* Customers
- Contracted support staff, 24–25
- Contrasting group method, 143–145
- Convenience sample, 95
- Convening groups, 95
- Costs: business case inclusion of information on, 39–40*t*; calculating test and assessment, 150; factoring in disengagement, 45; learning about, 45; sample breakout for certification

- program, 49*t*. *See also* Fees and compensation
- Council on Dental Education and Licensure, 13
- CPR recertification, 73
- Credential brands: failing to test the, 216–217; marketing strategy of developing, 210–211
- Credentials: branding the, 210–211; celebrating success of earned, 215–216; definition of, 1, 6; design of the, 111–115*fig*; different types of, 8, 9*t*; don't assume the target audience will relate to, 216; external, 69; guidelines for designing global, 231*t*–232*t*; launching the, 211–212; number of players involved in, 21–25; penetrating the market and rolling out the, 212–213
- Credibility, 18
- Criteria: developing maintenance, 202; performance standard: ethical conduct, 84; performance standard: hydraulic pump technician, 82–83; performance standard: planning a product launch, 84; as proficiency element, 82
- Critical-incident interview technique: description of, 103–104; management skills example of, 104–105; sales skills example of, 105
- Customer confidence metric, 43
- Customers: as certification stakeholders, 23; identifying target audience, 28. *See also* Consumers
- D**
- DACUM (Developing A CurriculUM): description and use of, 108–109; sample DACUM chart, 109*t*
- Data: different methods for collecting, 92, 94–109, 121–122; evaluation, 244–247
- Data analysis: Delphi technique, 100, 102, 124–125; nominal Group Technique (NGT), 91, 97–100, 122–123; statistics used for evaluation, 247–248. *See also* Bias
- Data collection: document and literature searches, 109; focus groups, 92, 95–102, 121–122; interviews, 102–105; observations, 105–106*e*; samples used for, 94–95*t*; surveys, 106–108*e*. *See also* Bias
- Delphi technique, 100, 102, 124–125
- Design errors: convening groups, 95; DACUM process, 108–109*t*; Delphi technique, 100, 102; description of, 91; document and literature searches, 109; domains of knowledge or ability issues of, 134–135; focus group, 95–96; interviews, observations, surveys, 102–108; levels of knowledge or ability issues of, 135*t*–136*t*; nominal group technique (NGT), 97–98, 99*t*; outcome-based competencies, 98–100, 101*t*
- Development: establishing requirement for, 58–59; requirements for, 65–66. *See also* Job training
- Dichotomous test items, 149
- Disclosure policies, 164, 165, 167, 184*e*–185*e*
- Discounted cash flow (DCF), 40
- Disengagement cost, 45
- Dispute policies, 179
- Distractions, 110–111

- Distribution channels, 217
- Document searches, 109
- Documentation: assessment and testing, 148; searches using, 109
- Drivers: defined as problem worth solving, 11; establishing professional credibility/influencing academic curricula, 18; establishing uniform performance standards, 18–19; failure to identify, 26; improving business processes, 16–18; preparing for job competence, 14–15; protecting brand name, 19–20; protecting jobs and enhancing professional stature, 15–16; protecting the public, 12–13; raising level of core competencies, 20–21; reinforcing professional stature/promoting universal standards, 13–14
- E**
- Economic metrics: costs, 39–40*t*; discounted cash flow (DCF), 40; learning about activity-based costing and cost drivers, 45; return on investment (ROI), 41–42
- Educational degrees: Certified Management Consultant (CMC) requirements on, 60*e*; as credential element, 114; definition of, 6; establishing international equivalency of, 230; establishing requirement for, 58–59; guidelines for assessing, 150*t*–151; requirements for, 65–66
- Electronic support systems, 176–177, 186*e*–187*e*
- Electronic surveys, 106–108*e*
- Electronic tools, 117
- Eligibility: description of, 54; distinctions of qualification, certification, and, 53–54; guidelines for establishing, 75*t*; requirements for, 55–57, 58, 61, 63–65
- Endorsements: description of, 8; establishing requirement for, 59; requirement for, 67
- Engagements (CMC requirement on), 60*e*
- Environmental influences, 110
- Equivalency, 225–226
- Errors. *See* Bias
- Essay test items, 139
- Ethics: board policies on violations of, 164, 170, 171*e*–173*e*, 186*e*;
 Certified Management Consultant (CMC) requirements on, 60*e*; as credential element, 114; IMC USA's code of, 62*e*–63*e*; as performance standard, 84. *See also* Code of conduct
- Ethics violations: filing procedures for, 171*e*; guidelines on, 186*e*; levels of censorship and examples of, 171*e*–173*e*
- Evaluation: additional print resources on, 251; checklist for, 251*t*; clarifying purpose of, 242–244; defining processes of, 236–237; definition of, 236; determining what to measure during, 237–238; determining where to start, 238–242; developing an agenda for, 244; developing a strategy for, 235–236; guidelines for, 249*t*–250; missteps and oversights of, 246–247; presenting data, 244–246, 248*t*; tips for a successful, 247–248
- Evaluation data: automobile manufacturer's, 245–246; done to

- date, 245*t*; presenting your, 244–245; statistics used to analyze, 247–248; tips on validating your, 247; two different ways to present, 248*t*
- Evaluation strategy: definition of, 235; developing an, 235–236
- Exemptions and appeals: board policies related to, 164, 167–169, 185*e*; international and global programs and, 225–226
- Experience: board policies on facilitating candidate, 165; Certified Management Consultant (CMC) requirements on, 60*e*; establishing requirement for, 59; grandfathering (or grand-parenting) using, 67–68; guidelines for assessing, 150*t*–151; RISE Certified Solar Roofing Professionals (CSRPs) requirement for, 64
- External credentials: establishing requirement for, 59; as requirement, 69
- Extraneous abilities, 132–133
- F**
- Federal Drug Agency (FDA) approval, 17
- Fees and compensation: board policies on, 164, 170, 173–174; establishing requirements for, 59. *See also* Costs
- Fill-in test items, 139
- Finance department: building an effective business case with, 44; failure to involve, 44
- Financial evaluation, 241
- Financial Planning Standards Board (FPSB), 224
- Focus groups: Delphi technique used with, 100, 102, 124–125; description of, 95–96; nominal group technique (NGT) used with, 92, 97–100, 122–123; outcome-based competency data collected from, 98–101*t*, 123*t*–124; procedures for, 121–122; process and questions used for, 96*e*. *See also* Interviews
- Fraud safeguards, 226–227
- Frequently asked questions (FAQs), 217
- G**
- Gatekeeping certifications, 54–57
- Global certification programs: additional print resources on, 233; checklist for, 232*t*; comparing benefits of international versus, 224–225; cultural issues to consider, 227; description of, 222; determining reciprocity, equivalency, and exemptions of, 225–226; distinctions among national, international, multi-national, and, 221–224; global credential design guidelines, 231*t*–232*t*; guidelines for designing a credential, 231*t*–232*t*; International Facility Management Association (IFMA), 222–223; language and translations during, 165, 227–229, 230; missteps and oversights in, 229–230; safeguarding against fraud or misrepresentation, 226–227; tips for successful, 230
- Governance: additional print resources on, 190; board policies used for, 164–165; candidate preparation and remediation policies, 169–170; candidate rights, 165, 166*e*–167*e*, 183*e*–184*e*; checklist for, 188*t*;

- definition of, 2, 163; disclosure policies, 164, 165, 167, 184e–185e; ethics policies, 164, 170, 171e–173e, 186e; fees and compensation policies, 164, 170, 173–174; guidelines when designing, 182t–187t; major responsibilities of, 163; missteps and oversights in, 178–179; policies on determining passing score for tests, 142–146, 164; policies on testing, 164, 165, 167, 174–178; tips on designing, 179–181. *See also* Administration
- Government regulations: Americans with Disabilities Act, 164; board policies on, 164; Civil Rights Act (1964), 89; Uniform Guidelines on Employee Selection Procedures, 89
- Grandfathering (or grandparenting), 67–68
- Group dynamics bias, 111
- Groupthink, 122
- H**
- Hamburger U (McDonald's), 8
- Health Communication, Inc., 13
- Hoffman Estates Athletic Department (Illinois), 56
- Hot spot identification, 141–142
- Human resources (HR): business case integration with needs of, 37; as certification stakeholders, 24; evaluation of your, 242
- HVAC system certification: administrative support systems for, 176; celebrating successful, 216; education, training, and development requirements of, 66; establishing uniform performance standards, 19; experience role in gaining, 68; informed judgment method of testing, 143; proficiency-based assessment used for, 71; raising level of core competencies, 20–21; recertification following, 73–74; recertification and maintenance process, 198–199; recognizing demonstrated performance, 57; standardized learning material format used for, 229; under-representation when testing for, 132; U.S. standards used for, 224
- Hydraulic pump technician performance standard, 82–83, 91
- I**
- Illinois Occupational Skills Standards and Credentialing Council (IOSSCC), 8
- IMC USA code of ethics, 62e–63e
- Implementation: additional print resources on, 220; checklist for, 219t; guidelines for, 218t–219t; importance and challenges of, 207–208; marketing strategy for, 208–216; missteps and oversights of, 216–217; outsourcing tasks for, 218; seven clear steps for successful, 208; tips for successful, 217–218
- Inconsistency, 100–101
- Informed judgment method, 143
- Institute for Credentialing Excellence (ICE), 28, 111, 178, 233
- Insurance industry certificate program, 112–113
- Internal auditors, 24
- Internal support staff, 24–25
- International Association for Amusement Parks and Attractions (IAAPA), 18

- International Association for Lighting Designers (IALD), 16, 63
- International Board of Standards for Training, Performance, and Instruction (ibstpi), 223
- International certification programs: additional print resources on, 234; checklist for, 232*t*; comparing benefits of global versus, 224–225; cultural issues of, 227; description of, 222; determining reciprocity, equivalency, and exemptions of, 225–226; distinctions among national, global, multi-national, and, 221–224; guidelines for designing a credential, 231*t*–232*t*; language and translations issues of, 165, 227–229, 230; missteps and oversights in, 229–230; safeguarding against fraud or misrepresentation, 226–227; tips for successful, 230
- International Facility Management Association (IFMA), 38–39, 67, 68, 92, 103, 110, 129, 145, 222–223
- International Society for Performance Improvement (ISPI), 68, 80, 214, 215
- International Standards Organization (ISO), 8, 39
- Interpersonal skills: description of, 86*fig*, 87; developing standards for, 85–89; as extraneous ability, 133
- Interpreter policies, 165
- Interviews: critical-incident technique for, 103–105; open, 102–103; structured, 103, 104*t*. *See also* Focus groups
- J**
- Job analysis: additional print resources on, 125–126; checklist for, 120*t*; conducting, 89–91; controlling basis during, 91–111; DACUM process for, 108–109*t*; failure to conduct thorough, 115; guidelines for, 117*t*–118*t*; redone for maintenance and recertification, 199–200; tips for conducting, 116–117. *See also* Certification programs
- Job testing: additional print resources on, 125–126; credential, 114, 129–130; description of, 129
- Job training: evaluation of your, 242; HVAC system certification requirements on, 66; policies on, 169–170; providers as certification stakeholders, 24; requirements for, 58–59, 65–66. *See also* Development
- Jobs: certification to ensure competence in, 14–15; certification to prevent loss of, 15–16; raising level of core competencies, 20–21
- Joint Committee on Testing Practices (JCTP), 165, 166*e*–167*e*
- Judging or problem solving testing, 142
- Jurors: board policies on, 164; juried items checklist on, 158*t*–159*t*; qualifying, 152*t*–153*t*
- K**
- Key performance indicators (KPIs), 42–43
- Knowledge: assessment based on, 70, 71*fig*; board policies on facilitating candidate, 165; design

errors and domains of, 134–135;
 design errors and levels of,
 135*t*–136*t*; distinguishing
 between evolution and atrophy
 of, 195–196; recertification and
 maintenance for stability of
 enabling, 194–196. *See also*
 Competencies; Skills
 Knowledge-based assessment, 70,
 71*fig*

L

Lack of privacy, 111
 Language issues: “Caterpillar
 Fundamental English” solution
 for, 228–229; fraud and
 misrepresentation related to,
 226–227; hiring professional
 translators, 230; translation/
 interpreters policies, 165,
 227–229
 Learning opportunities policies,
 165
 Legal personnel, 24
 Licensure: definition of, 7;
 Microsoft software, 7
 Literature searches, 109

M

Maintenance: ABOMS certification,
 197*e*–198*e*; additional print
 resources on, 205; checklist for,
 204*t*; defining the purpose of,
 198–199; definition of, 193;
 developing criteria for, 202;
 guidelines for, 202*t*–203*t*;
 missteps and oversights of, 201;
 redoing the job/task analysis for,
 199–200; requirements for, 59,
 73–74, 193–194; stability of
 enabling knowledge through,
 194–196; timing of, 200; tips on

effective, 201–202. *See also*
 Recertification
 Marketing: definition of, 208;
 evaluation measures for, 238–239
 Marketing strategy: branding the
 credential, 210–211; celebrating
 success as part of, 215–216;
 communication plan as part of,
 213–214; defining the market,
 209–210; definition of, 208–209;
 developing effective program
 materials, 214–215; launching
 the credential, 211–212; rolling
 out the credential and
 penetrating a market, 212–213
 Markets: defining the, 209–210;
 penetrating the, 212–213
 Matching test items, 138*t*, 160*t*
 Microsoft: certification by, 20;
 software licenses of, 7
 Minimum standards, 85
 Misrepresentation safeguards,
 226–227
 Multi-national certification
 programs: additional print
 resources on, 234; Amway’s
 approach to, 223–224; checklist
 for, 232*t*; cultural issues of, 227;
 description of, 222; determining
 reciprocity, equivalency, and
 exemptions of, 225–226;
 distinctions among international,
 global, national, and, 221–224;
 guidelines for designing a
 credential, 231*t*–232*t*; language
 and translations issues of, 165,
 227–229, 230; missteps and
 oversights in, 229–230;
 safeguarding against fraud or
 misrepresentation, 226–227; tips
 for successful, 230
 Multiple-choice test items: checklist
 for, 159*t*–160*t*; description of,
 137–138*t*

N

National Board of Certified Counselors (NBCC), 170

National certification programs:
additional print resources on, 234; checklist for going global, 232*t*; cultural issues of, 227; description of, 221–222; determining reciprocity, equivalency, and exemptions of, 225–226; distinctions among international, global, multi-national, and, 221–224; guidelines for designing a credential, 231*t*–232*t*; language and translations issues of, 165, 227–229, 230; missteps and oversights in, 229–230; safeguarding against fraud or misrepresentation, 226–227; tips for successful, 230

National Council for Interior Design Qualification (NCIDQ), 67, 98, 114, 128, 168–169

National Organization for Competency Assurance, 28

National Restaurant Association's Education Foundation, 12

National Roofing Contractors Association (NRCA), 15–16

Nominal Group Technique (NGT):
description of, 92, 97; procedures for, 122–123; steps and implementation of, 97–100

Noneconomic metrics, 42–43

North Central Association for Colleges and Schools, 7–8

O

Observations: description of, 105–106; sample observation log, 106*e*

On the Web. *See* Web resources

Open interviews, 102–103

Outcome-based competency data, 98–101*t*, 123*t*–124

Outsourcing implementation tasks, 218

Ownership: external certification, 178; internal certification, 178

P

Passing scores. *See* Test scoring

Performance: certification for recognizing demonstrated, 57; checklist for items related to, 157*t*–158*t*; evaluating improvement in, 242; hydraulic pump technician performance standard, 82, 91; as noneconomic metric, 42; as proficiency element, 81–82; qualifying jurors judging the, 152*t*–153*t*; time to proficiency metric of, 43

Performance standard: ethical conduct, 84; hydraulic pump technician, 82–83; planning a product launch, 83–84

Performance test items, 139–141

Performance-based assessment, 70, 71*fig*

Personnel records: establishing requirement for, 59; requirement of, 72–73

Phone surveys, 106–108*e*

Pre-assessment, 114

Preparation: board policies on candidate, 169–170; definition of, 2; examples of certification, 14–15

Prerequisites, 75*t*

Print resources: on business cases, 50–51; on certification program drivers, 31; on evaluation, 251; on global,

- international, multi-national certification, 233; on governance and administration, 190; on implementation, 220; on job or task analyses and job testing, 125–126; on recertification and maintenance, 205; on requirements, 77–78; on tests, 161
- Print surveys, 106–108e
- Privacy-related bias, 111
- Problem solving or judgment testing, 142
- Productivity metric, 42
- Professional credibility, 18
- Professional skills. *See* Skills
- Professional stature reinforcement, 13–14
- Proficiency: testing assessment based on, 70–71*fig*; three part definition of, 81–82. *See also* Competencies
- Proficiency-based assessment, 70–71*fig*
- Program standards. *See* Standards
- Program tests. *See* Tests
- Property Advisory Committee (PAC), 112–113
- Property Technical Certification (PTC), 112–113
- Providers of educational/training programs, 24
- Prudence metric, 42
- Psychomotor domain, 134, 136
- Public agencies, 24
- Public relations: definition of, 2; evaluating your, 241
- Q**
- Qualification: description of, 54; distinctions of eligibility, certification, and, 53–54
- Quality assurance evaluation, 240–241
- R**
- Random sample, 94
- Recertification: additional print resources on, 205; board policies on, 164; checklist for, 204*t*; defining the purpose of, 198–199; definition of, 193; establishing requirements for, 59; guidelines for, 202*t*–203*t*; missteps and oversights of, 201; problems related to, 193; redoing the job/task analysis for, 199–200; requirement of, 73–74; stability of enabling knowledge through, 194–196; timing of, 200; tips on effective, 201–202. *See also* Certification; Maintenance
- Reciprocity, 225–226
- Red Cross CPR certification, 8
- References (CMC requirements on), 60e
- Registered Polysomnographic Technologist (RPSGT), 14
- Registered trademark, 218
- Regulatory agencies, 24
- Remediation, 2
- Requirements: acceptance of code of conduct and, 61; board policies on, 164; Certified Management Consultant (CMC), 59, 60e; comparing certificate programs and certification, 111–114; definition of, 2; education, training, and development to fulfill, 65–66; eligibility, 61, 63–65; endorsements to fulfill, 67; establishing certification, 1;

- experience or grandfathering to fulfill, 67–69; guidelines for, 75*t*; maintenance, 59, 73–74, 193–194; missteps and oversights related to, 74; recertification, 73–74; target audience role in defining, 76; tests to fulfill, 69–71; tips for deciding on, 74, 76; typical certification, 58–60; work or personnel records to fulfill, 72–73; work samples to fulfill, 72. *See also* Certification programs
- Resources. *See* Print resources; Web resources
- Response-not-supplied test items: description of, 138; essay questions, 139; performance, 139–141; short answer and fill-in, 139
- Response-supplied items: description of, 137; matching questions, 138*t*, 160*t*; multiple-choice questions, 137–138*t*, 159*t*–160*t*
- Return on investment (ROI), 41–42
- Rewarding: by celebrating successful candidates, 215–216; supporters and champions, 217
- Rigor: administrative error and, 91, 109–111, 136–137; description of, 130; design errors and, 91, 95–109, 134–136; extraneous abilities and, 132–133; sampling error and, 91, 92–95*t*, 130–131; test specifications and, 133–134; under-representation and, 131–132. *See also* Validity
- RISE Certified Solar Roofing Professionals (CSRPs), 16, 64, 80
- Roof Integrated Solar Energy, Inc. (RISE), 15, 64
- ## S
- Sales evaluation, 238–239
- Samples: convenience, 95; random, 94; stratified, 94–95; stratified random, 95*t*; suggested sizes of, 94*t*
- Sampling errors, 91, 92–95*t*, 130–131
- Scenario testing, 142
- Screening certifications, 54–57
- ServSafe Alcohol, 12
- ServSafe Food Protection Manager Certification, 12
- Short answer test items, 139
- Simulate assembly testing, 142
- Skill-based assessment, 70, 71*fig*
- Skills: analysis of job and task, 89–91; board policies on facilitating candidate, 165; description of, 86*fig*, 87; developing standards for, 85–89; exercise on developing standards for specific, 85–89; interpersonal, 86*fig*, 87; outcome-based competency data on, 98–101*t*, 123*t*–124; technical or professional, 85–89; work, project, self-management, organizational, 86*fig*, 87. *See also* Competencies; Knowledge
- Smart Serve Ontario program, 12
- Stakeholders: applicant or candidate sponsors, 23; business case involvement of, 45; customers and consumers, 23; gathering information about and communicating with, 29*t*; human resources staff, legal personnel,

and internal auditors, 24;
 identifying the certification,
 22–23; internal or contracted
 support staff, 24–25; program
 sponsors, 23; providers of
 educational and training
 programs, 24; public and
 regulatory agencies, 24;
 supervisors, 23–24. *See also*
 Target audience

Standards: certification and role of,
 1; checklist to evaluate, 121*t*;
 controlling bias through, 91–111;
 defining competencies through,
 81–82; defining scope of the
 effort through, 85–89; definition
 of, 2; design of the credential,
 111–115*fig*; establishing uniform,
 18–19; exercise on developing
 specific skills, 85–89; global,
 international, multi-national
 certification and, 229–236; job or
 task analysis in order to establish,
 89–91; minimum versus
 universal, 85; missteps and
 oversights related to, 115;
 performance, 82–85; process for
 developing and describing,
 118–119; selecting test items,
 149–150; set certification
 program, 28. *See also*
 Certification programs; Universal
 standards

Stratified random sample, 95*t*

Stratified sample, 94–95

Structured interviews, 103, 104*t*

Success measure of certification,
 21

Supervisors: ABB (formerly Asea,
 Brown, Bovari), 25; as
 certification stakeholders, 23–24;
 rewarding supportive, 217

Surveys: sections of a, 107*e*–108*e*;
 types of, 106–107

T

Target audience: certification, 22;
 communication plan to market to
 the, 213–214; designing
 governance and administration
 for, 180–181; don't assume
 that they will relate to the
 credential, 216; gathering
 information about, 29*t*;
 identifying customers among, 28;
 marketing to, 208–216; role in
 defining requirements, 76;
 testing the credential "brand"
 with, 216–217. *See also*
 Stakeholders

Task analysis: additional print
 resources on, 125–126; checklist
 for, 120*t*; conducting, 89–91;
 controlling bias during, 91–111;
 DACUM process for, 108–109*t*;
 failure to conduct thorough, 115;
 guidelines for, 117*t*–118*t*; redone
 for maintenance and
 recertification, 199–200; tips for
 conducting, 116–117. *See also*
 Certification programs

Technical skills: description of,
 86*fig*, 87; developing standards
 for, 85–89

Technology. *See* Computer
 technology

Test administration: additional print
 resources on, 190; board policies
 on, 164, 165, 167, 174–178;
 checklist for, 189*t*–190*t*;
 computer technology role in,
 176–177, 176*e*–177*e*; determining
 passing score, 142–146, 164;
 guidelines for, 153*t*–155*t*;
 handling disputes over, 179; Joint
 Committee on Testing Practices
 (JCTP) governance of, 165,
 166*e*–167*e*; process to handle

- exceptions, 179. *See also*
Administration
- Test administration policies:
analyzing test items, 177–178;
disclosure, 164, 165, 167, 184e–
185e; establishing administrative
support systems, 176–177,
186e–187e; responsibilities of the
program administrator, 175–176
- Test analysis checklist, 157t
- Test items: dichotomous, 149;
guidelines for selecting, 151t;
handling incorrect or poorly
worded, 179; response-not-
supplied, 138–141; response-
supplied, 137–138t, 159t–160t;
selecting standards for, 149–150;
test administration policies on
analyzing, 177–178
- Test scoring: board policies on, 164;
conjectural (Angoff-Nedelsky)
method, 145–146; contrasting
group method, 143–145;
handling disputes over, 179;
informed judgment method, 143
- Test specifications (“spec”):
building a, 150; description of,
133; example of, 152t; examples
of, 133–134; guidelines for
building, 152t
- Testing issues: adequate time and
resources, 147; documentation,
148; face validity, 147–148;
missteps and oversights, 148–
149; opportunity to learn,
146–147
- Tests: additional print resources on,
161; benefits of using required,
69–70; common pitfalls to avoid,
149–150; computer-based,
141–142; as credential element,
114, 129–130; definition of, 2,
129; establishing requirement
for, 59; guidelines for using,
153t–155t; knowledge-based
assessment using, 70, 71fig;
performance-based assessment
using, 70, 71fig; proficiency-
based assessment using, 70–71fig;
rigor and validity of, 130–137;
skill-based assessment using, 70,
71fig. *See also* Assessment-based
certificate; Assessments
- Time to proficiency metric, 43
- TIPS (Training for Intervention
Procedures) certification, 13
- Trademarking certification, 218
- Training. *See* Job training
- Type I (or alpha) errors: definition
of, 91; sampling errors, 91,
92–95t, 130–131
- Type I work, 80
- Type II (or beta) errors:
administrative or management
errors, 91, 109–111; design
errors, 91, 95–109, 134–136t
- Type II work, 80
- Type III work, 80
- Type IV work, 80
- ## U
- Under-representation, 131–132
- Underwriter’s Laboratories, 8, 10
- Uniform Guidelines on Employee
Selection Procedures, 89
- Uniform performance standards,
18–19
- Universal standards: globalizing
programs through, 229–230;
minimum versus, 85; promoting,
13–14. *See also* Standards
- University of Chicago, 7
- U.S. certification programs:
Americans with Disabilities Act
governing, 164; Civil Rights Act
(1964) governing, 89;
determining reciprocity,

equivalency, and exemptions to, 225–226; Uniform Guidelines on Employee Selection Procedures governing, 89

V

Validity: administrative error and, 91, 109–111, 136–137; assessment, 130–131; design errors and, 134–136, 134–136*t*; extraneous abilities and, 132–133; sampling error and, 91, 92–95*t*, 130–131; test specifications and, 133–134; testing and face, 147–148; under-representation and, 131–132. *See also* Rigor

W

Web resources: administration checklist, 189*t*; assessing education and experience guidelines, 150*t*–151*t*; assessment checklist, 155*t*–156*t*; business case checklist, 49*t*–50*t*; business case guidelines, 47*t*–48*t*; certification program checklist, 31*t*; certification program guidelines, 28*t*–29*t*; evaluating standards checklist, 121*t*; evaluation checklist, 251*t*; evaluation guidelines, 249*t*–250*t*;

global certification checklist, 232*t*; governance and administration design guidelines, 182*t*–187*t*; governance checklist, 188*t*; guidelines and checklists included on CD, 5; implementation checklist, 219*t*; implementation guidelines, 218*t*–219*t*; job or task analysis checklist, 120*t*; Job or task analysis guidelines, 117*t*–118*t*; performance items checklist, 157*t*–158*t*; qualifying performance jurors guidelines, 152*t*–153*t*; recertification and maintenance checklist, 204*t*; recertification and maintenance guidelines, 202*t*–203*t*; requirement checklist, 76*t*–77; requirement guidelines, 75*t*; test administration checklist, 189*t*–190*t*; test analysis checklist, 157*t*; test item guidelines, 151*t*; test spec guidelines, 152*t*. *See also* Print resources

Work management skills:

description of, 86*fig*, 87; developing standards for, 85–89

Work records: establishing requirement for, 59; requirement of, 72–73

Work samples: establishing requirement for, 59; requirement of, 72