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# PRINCE GEORGE'S COUNTY POLICE DEPARTMENT

## CANDIDATE ORIENTATION PACKET AND STUDY GUIDE

### 2020 CAPTAIN SKILLS ASSESSMENT

Prepared by:  
ESCI - Human Capital Division

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## **Introduction**

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*ESCI - Human Capital Division* is the contractor that has been selected to develop, validate and administer the 2020 Prince George's County Police Department promotional processes. *ESCI* prepared this manual in order to provide candidates with an orientation for the 2020 Skills Assessment. In it, you will read about:

- ✿ General Information about the Skills Assessment
- ✿ Overview of the Oral Presentation Exercise
- ✿ Overview of the Briefing Exercise
- ✿ Overview of the Written Exercise
- ✿ Tips for Achieving High Levels of Performance in the Skills Assessment
- ✿ Scoring of the Skills Assessment
- ✿ Skills Assessment Logistics
- ✿ Preparing for the Skills Assessment

**THE VIDEO CANDIDATE ORIENTATION CAN BE ACCESSED USING THE FOLLOWING LINK:**

<https://vimeo.com/473594289>

**PASSWORD: PGPDCAPT2020**

**QUESTIONS REGARDING VIDEO CONTENT CAN BE SUBMITTED BY EMAILING: [OHRMEXAMINATION@CO.PG.MD.US](mailto:OHRMEXAMINATION@CO.PG.MD.US)**

**QUESTIONS MUST BE SUBMITTED BY 11/5/2020 AT 5 P.M.**

**You may not audio or video record this orientation or any of its contents.**

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## **General Information about the Skills Assessment**

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A Skills Assessment is a method of evaluating candidates for promotion. *ESCI* will administer the Skills Assessment. Prince George's County personnel will perform registration and monitoring tasks, but will not be directly involved in assessment activities. All evaluations will be performed by police officials from other jurisdictions at the rank of Captain or higher.

The 2020 Captain Skills Assessment consists of three exercises. These exercises will be:

- Oral Presentation Exercise
- Briefing Exercise
- Written Exercise

The Skills Assessment is based on a job analysis. A job analysis is the specific and systematic analysis of the tasks associated with a job, as well as the Knowledge, Skills, Abilities, and Other Characteristics (KSAOs) required to successfully perform the job. *ESCI* conducted a comprehensive job analysis for all ranks in 2015.

The Skills Assessment exercises were designed to measure the critical skills and abilities for promotion to Captain. On the next page you will find the critical skills and abilities that were identified as important. Only a subset of these skills and abilities will be measured in the 2020 Captain Skills Assessment.

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## **Skills and Abilities**

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### **Ability to Apply Knowledge of the Organization and Resources of the Department/County -**

Knowledge of the organization of the Prince George's County Police Department. Knowledge of the Prince George's County Police Department's authority and jurisdiction. Knowledge of the general services and resources provided by the Prince George's County Police Department. Knowledge of employee wellness programs (e.g., physical fitness, life skills, emotional survival). Knowledge of the geographic layout of the County. Ability to apply this knowledge in situations.

### **Ability to Apply Knowledge of Administrative and Personnel Policies and Procedures -**

Knowledge of the correct documentation for a given situation (e.g., After-action Report, Injury Report). Knowledge of the Report Writing Manual (e.g., incident reports, accident reports, productivity reports). Knowledge of training and certification policies and guidelines. Knowledge of grooming and uniform policies and guidelines. Knowledge of Department-issued equipment policies and guidelines. Knowledge of equipment and vehicle maintenance policies and procedures. Knowledge of employee accident and injury policies and procedures. Knowledge of internal complaint investigation policies and procedures. Knowledge of employment policies and guidelines (e.g., promotion, EEO). Knowledge of performance management policies and procedures (e.g., performance evaluation, career development). Knowledge of secondary employment policies and procedure. Knowledge of conduct policies and procedures. Knowledge of discipline policies and procedures. Knowledge of attendance and leave policies and procedures. Knowledge of grievance procedures. Knowledge of budgeting procedures. Ability to apply this knowledge in situations.

### **Ability to Apply Knowledge of Departmental Communication Policies and Procedures -**

Knowledge of internal communication procedures (e.g., chain of command,). Knowledge of the routine and emergency notification process. Knowledge of external communication procedures. Knowledge of policies and procedures guiding media relations. Knowledge of policies and procedures pertaining to communications and radio use. Knowledge of policies and procedures for the use of law enforcement databases (e.g., MILES/METERS, NCIC). Knowledge of policies and guidelines for the use of Mobile Data Terminals (MDTs). Knowledge of policies and procedures pertaining to the CAD system. Ability to apply this knowledge in situations.

### **Ability to Apply Knowledge of Department Operational Policies and Procedures -**

Knowledge of policies and procedures pertaining to patrol situations (e.g., stop/contact, frisk, arrest, use of force, search and seizure, traffic enforcement). Knowledge of policies and procedures related to criminal investigations (e.g., crime scene protection, victim/witness assistance). Knowledge of policies and procedures related to major emergency incidents (e.g., hostage situations, bomb incidents). Knowledge of policies and procedures for on-scene communications (e.g., radio use, use of law enforcement databases, use of in-vehicle computers, relaying information through Chain of Command, releasing information to the public). Knowledge of court procedures. Knowledge of State Code and applicable federal/constitutional law. Ability to apply this knowledge appropriately in relevant situations.

**Ability to Apply Knowledge of Community Oriented Policing Policies and Procedures -**

Knowledge of non-biased policing policies and procedures. Knowledge of community-based policing procedures and techniques. Knowledge of how to approach citizens with appropriate professionalism and courtesy. Knowledge of how to interact with the community, including potential difficulties when interacting with citizens. Knowledge of policies and procedures guiding community relations and community policing. Knowledge of crime prevention techniques (e.g., monitoring high crime areas). Ability to apply this knowledge in situations.

**Problem Analysis** - Ability to apply judgment, and deductive and inductive reasoning to information and facts about police situations. Ability to recognize the relevance or lack of relevance of each item of information and to reach logical conclusions from the reasoning process. Ability to pick out important and/or inconsistent information from what is said and how it is said. Ability to identify primary and contributory causes of problems and to identify patterns of events or characteristics that may indicate criminal activity. Ability to evaluate and choose between conflicting alternatives based on partial or incomplete information. Ability to generate and/or recognize imaginative and novel solutions in work-related situations. Ability to evaluate solutions, strategies, or approaches (this includes identifying strengths, weaknesses, and opportunities for improvement).

**Strategic Thinking** – Ability to proactively analyze emerging trends and anticipate related Department needs. Ability to formulate effective strategies consistent with the strategy of the Department. Understands the big picture and aligns priorities with Department goals. Ability to examine policy issues and plans with a long-term perspective. Ability to determine objectives. Ability to set long-range priorities. Ability to anticipate potential challenges or opportunities.

**Ability to Manage Change** - Ability to identify opportunities for positive change. Ability to facilitate and implement lasting cultural and adaptive change. Ability to develop, communicate, and ultimately achieve a clear change vision and initiative. Ability to maintain focus upon goals, vision, and change. Ability to create communication channels for participants to express concerns. Ability to manage follower emotions and tempers during change initiatives. Ability to deal with resistance to change, unpopularity, and negativity. Ability to implement unpopular action(s) in the best interest of the group. Ability to optimize the pace of change initiatives so they are neither too fast, nor too slow.

**Decisiveness** - Ability to choose the most appropriate course of action. Ability to anticipate consequences to actions. Ability to recognize implications of actions. Ability to choose among several conflicting priorities. Ability to quickly make sense of information that initially appears to be without meaning or organization. Ability to combine separate pieces of information to form conclusions. Ability to use judgment in a situation in which there is incomplete information or no established rules to arrive at a conclusion.

**Research Skills** - Ability to identify what data is needed to solve a problem or problems. Ability to gather and interpret facts and information from various sources. Ability to identify if, or what, additional information is needed when solving a problem. Ability to integrate information from several sources to formulate recommendations. Ability to know where to look to find answers to questions from the public, subordinates, superiors, and others.

**Planning and Organizing** - Ability to develop a course of action for oneself and others, to establish priorities and shift priorities when needed, and to plan, schedule, and coordinate work. Ability to delegate in order to manage one's activities and assignments. Ability to follow up to ensure that work is accomplished. Ability to use effective time management skills to handle multiple tasks at one time with numerous interruptions.

**Ability to Manage Personnel Resources** – Ability to assess current and future staffing needs based on Department goals and budget realities. Knowledge of procedures for resource management, including personnel and non-personnel resources. Knowledge of basic business math. Ability to oversee the allocation of financial resources, including the ability to identify cost-effective approaches and establish an internal system of controls. Skill in preparing and justifying a budget. Ability to operate and manage a budget according to Department and County procedures.

**Ability to Manage Operational Resources** - Ability to determine the need for and to request the necessary equipment, personnel, and/or resources for a situation. Ability to utilize available resources to accomplish necessary tasks.

**Supervisory Skills** - Skill in providing feedback, explaining rules and regulations, and communicating performance expectations to subordinates. Skill in assessing subordinate performance relative to Department goals and objectives. Skill in recognizing and evaluating training needs of subordinates. Skill in counseling, coaching and developing subordinates.

**Interpersonal Skills** - Ability to interact with individuals and teams in a considerate, respectful manner, and to engage others in a constructive two-way conversation. Ability to interact effectively with the public in both enforcement and non-enforcement situations, with subordinates, peers, and supervisors, and with other members of the criminal justice system, including prosecutors and members of the judiciary. Ability to demonstrate patience, tact, courtesy, empathy, discretion and tolerance. Ability to calm distraught people in emergency situations. Ability to establish and maintain effective work relationships.

**Sensitivity** - Ability to interact with others in a positive, professional, and respectful manner which demonstrates consideration for their needs and feelings. Ability to establish and maintain effective working relationships with a wide variety of persons, both internal and external to the Department, particularly in situations where competing and conflicting concerns, interests, goals, and/or objectives require understanding and resolution. Ability to demonstrate awareness and understanding of different cultures and appreciation for the benefits diversity can bring.

**Customer Service Orientation** - Ability to provide customers with clear explanations and directions. Ability to understand the needs, requirements and constraints of customers. Ability to respond to customer inquiries and requests to ensure customer satisfaction and resolve issues at the lowest organizational level. Knowledge of community policing philosophies, policies and practices. Ability to use community policing knowledge in making decisions and working with Departmental personnel, the community and other government agencies and in providing police services. Knowledge of diversity issues in community policing.

**Partnering/Networking** - Ability to develop networks and build alliances. Willingness to engage in cross-functional activities to achieve a common goal such as working with municipalities, neighboring jurisdictions, community leaders, and faith-based leaders. Ability to collaborate across boundaries. Ability to identify the internal and external politics that impact the work of the organization. Ability to approach each problem situation with a clear perception of organizational and political reality. Tendency to consider the needs of internal/external customers when making decisions. Ability to find common ground with a widening range of stakeholders. Ability to utilize contacts to build and strengthen internal and external support bases.

**Leadership Ability** - Ability to maintain good morale and motivate employees and teams. Ability to set a positive tone for citizens, employees, and teams. The psychological and emotional maturity, self-confidence, and willingness to assume responsibility for subordinates'/teams' efforts and actions, and consequences of those actions. Ability to justify actions and to defend own point of view. Ability to serve as a mentor for others. Willingness to make difficult decisions and take necessary actions. Ability to demonstrate commitment to the Department through actions and words.

**Command Presence** - Ability to carry oneself with authority and confidence. Ability to take and remain in command of emergency and non-emergency situations. Ability to lead and direct others in situations that require authority. Ability to take necessary actions when in command.

**Ability to Negotiate with and Persuade Others** - Ability to persuade and influence others. Ability to negotiate to find mutually acceptable solutions. Ability to mediate compromises for disputing parties.

**Political Awareness** - Ability to take multiple perspectives into account when making a decision. Ability to identify the internal and external politics that impact one's work. Ability to approach each problem with a clear perception of political reality. Ability to understand the implications of a decision on others, the Department, and those outside the Department with a stake in the decision. Ability to exercise discretion.

**Oral Communication Ability** – Ability to speak clearly, concisely, and in an organized manner, which includes using the proper pace, volume, and grammar. Ability to verbally transmit accurate information and facts using the proper level of detail to ensure understanding by others. Ability to speak to coworkers and the public. Ability to use appropriate non-verbal gestures that enhance communication. Ability to listen, which includes assessing others' understanding of the communications and modifying one's communications to the audience. Ability to speak English.

**Written Communication Ability** – Ability to write in a clear, concise, and organized manner, using the most suitable format for the material/information. Ability to write legibly, and use correct spelling and proper grammar. Ability to write accurate information and facts using the proper level of detail to ensure understanding by others. Ability to edit others' writing to ensure correct spelling, grammar, and format. Ability to edit others' writing to ensure clarity, accuracy and completeness. Ability to read and write in English.

**Ability to Use Computers and Software** - Ability to operate computer equipment and use software programs to complete routine and emergency incident paperwork, reports, email correspondence, conduct research on the Internet, and perform other administrative tasks.

**Ability to Function Under Stress** - Ability to retain composure in difficult or stressful situations requiring emergency action and to make sound emergency incident decisions under emergency conditions where significant outcomes and consequences rest upon those decisions. Ability to use common sense and judgment in stressful situations.

**Initiative** – Ability to demonstrate energy and aptitude displayed by beginning action and forward thinking. Ability to demonstrate resourcefulness in conducting/managing investigations. Ability to anticipate work to be accomplished, and initiate proper and acceptable action for the completion of work with a minimum of supervision and instruction. Ability to seek and recommend alternative methods for enhancing the performance of job-related duties and functions. Tendency to support change that reinforces achievement of goals and objectives.

**Dependability** - Ability to assume responsibility for completing assigned work. Ability to complete assigned work within deadlines in accordance with directives, policy, standards and prescribed procedures. Ability to maintain accountability for assigned responsibilities in the technical, human and conceptual areas. Ability to respond to law enforcement calls promptly and reliably. Ability to request emergency assistance for accidents and calls for service.

**Flexibility** - Ability to adjust to changing circumstances, remaining flexible when scheduling conflicts occur, taking on other roles when short-staffed and adapting or changing priorities as the situation requires. Ability to be flexible when warranted and firm when necessary. Ability to adjust and alter one's decisions or subordinates' decisions when warranted.

**Creativity/Innovation** - Ability to find new solutions to problems that may not have been tried or tested in the past. Ability to develop new insights into situations. Ability to apply innovative solutions to make organizational improvements. Ability to create a work environment that encourages creative thinking.

**Integrity** - Ability to behave truthfully in representing information and be trustworthy in performance of duties; this includes acting without regard to personal preference or bias. Ability to act impartially and consistently after having gathered all relevant facts. Ability to demonstrate just and proper actions that have a basis in fact or reason, as derived from law, policy or Department protocols. Ability to act consistently with regard to professional standards according to the Department's rules of conduct.

**Preparation tip:**

Understanding the definition of each skill and ability can help you target how to prepare for the Skills Assessment. For example, consider the skill 'Ability to Negotiate with and Persuade Others.' The definition includes the ability to:

- persuade and influence others;
- negotiate to find mutually acceptable solutions;
- mediate compromises for disputing parties.

Think about how you could demonstrate these specific behaviors in the Skills Assessment.

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## Overview of the Oral Presentation Exercise

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The Oral Presentation Exercise is a video-based exercise. You will learn about an issue or topic that you must address in a presentation to an audience. You will assume the role of a Captain as you take this exercise.

When it is time to begin the Oral Presentation Exercise, you will be given the exercise instructions and time to prepare. The instructions will provide you with specific information about your audience and the issue/topic you will address. You may be given background material (e.g., statistics, maps) to assist you in completing the assignment. You will then be given time to prepare your presentation before presenting it to the group.

Once the preparation time has expired, you give your presentation to the group. You will be allowed to use your instructions and any notes you made during the preparation time during the presentation. During your presentation, you will be seated at a table or desk. Writing utensils will be at your workspace; however, you will not receive additional notepaper.

You will face a television screen. There will be two video cameras in the room to record your performance.

The test proctor will start the cameras, give you brief instructions, begin the video and then leave the room.

***After the video has started, it is your responsibility to leave the room and notify test personnel if you encounter a technical problem with the equipment or if you are missing materials. Otherwise, do not leave the room until instructed.***

The video will instruct you when to begin your presentation. Do not begin your oral presentation until the video instructs you to do so. You will make your oral presentation to an audience on the TV screen. You should expect to have a time limit of approximately 5 to 15 minutes.

As part of the exercise, the audience members will ask you questions. The questions will be asked one at a time. Each question will be asked ONCE, so be sure to pay close attention. It is a good idea to take notes while the information is being presented.

You should expect that the audience members will ask you between three to six questions. Each question from the audience will have its own time limit. A timer will be shown on the screen during the presentation and question and answer portions of the exercise. You must complete your verbal responses before the timer reaches zero.

Common Oral Presentation scenarios may include speaking to a community group about:

- a plan to address crime;
- the reasons surrounding recent police action;
- a new police program that may affect the community.

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## Overview of the Briefing Exercise

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The Briefing Exercise is a video-based exercise. You will learn about an issue occurring in your district. You will prepare a response and then you will brief the Command Staff on your plan. You will assume the role of a Captain as you take the Briefing Exercise.

When it is time for you to begin the Briefing Exercise, you will be given the exercise instructions and time to prepare. The instructions will provide you with specific information about the issue affecting your district. You may be given background material (e.g., statistics, maps) to assist you in completing the assignment. You will then be given time to prepare your response before briefing the Command Staff.

Once the preparation time has expired, you will give your briefing. You will be allowed to use your instructions and any notes you made during the preparation time during the briefing. During the briefing, you will be instructed to sit at a table or desk. Writing utensils will be at your workspace; however, you will not receive additional notepaper.

You will face a television screen. There will be two video cameras in the room to record your performance.

The test proctor will start the cameras, give you brief instructions, begin the video and then leave the room.

***After the video has started, it is your responsibility to leave the room and notify test personnel if you encounter a technical problem with the equipment or if you are missing materials. Otherwise, do not leave the room until instructed.***

The video will instruct you when to begin your briefing. Do not begin your briefing until the video instructs you to do so. You will give your briefing to the Command Staff, who will appear on the TV screen. You should expect to have a time limit of approximately 10 to 20 minutes.

As part of the exercise, the Command Staff will ask you questions. Each question will be asked ONCE, so be sure to pay close attention. It is a good idea to take notes while the information is being presented.

You should expect that the Command Staff will ask you between one to four questions. Each question from the Command Staff will have its own time limit. A timer will be shown on the screen during the presentation and question and answer portions of the exercise. You must complete your verbal responses before the timer reaches zero.

Common Briefing scenarios may include speaking to the Command Staff about:

- major incidents or crime trends in the District;
- plans for a special event;
- personnel problems or staffing concerns.

**Tips for Taking the Oral Presentation Exercise and the Briefing Exercise**

- ✓ Make sure to speak loudly, clearly, and at a conversational pace.
- ✓ You must complete your presentation before the timer reaches zero. You will not receive credit for what you say after the timer reaches zero.
- ✓ You must respond to each question in the order presented. You cannot go back and answer questions that were asked earlier.
- ✓ Pay attention to the videos and the questions that are being asked – be sure to answer what is being asked.
- ✓ You will not receive any feedback from the audience. For example, you can ask the audience a question, but you will not receive a response.
- ✓ The time limits are strict, but they are not unrealistic. Do not feel as though you have to rush; there is plenty of time.
- ✓ Your responses will be recorded by cameras. It is not required that you look directly into the cameras while you are speaking.

**Examples of the video exercises and sample responses will be presented during the Candidate Orientation Training.**

**Questions regarding the Candidate Orientation can be submitted by emailing [OHRMExamination@co.pg.md.us](mailto:OHRMExamination@co.pg.md.us). Questions must be submitted by 11/5 at 5 p.m.**

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## Overview of the Written Exercise

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You will use a computer to complete the Written Exercise. Your response will be typed. You will assume the role of a Captain as you take this exercise.

You will be given information to review and analyze. You will use the information to solve a problem, develop a plan, or offer recommendations that are appropriate at the Captain level.

When it is time for you to begin the Written Exercise, a test proctor will lead you and several other candidates to a large administration room. You will take this exercise in a group setting. Once in the room, you will be instructed to sit at a computer. You will be required to use Microsoft Word to type your response. Note paper and writing utensils will be at your workspace.

A test proctor will read you some general instructions and will hand you the Written Exercise. The instructions will provide you with specific direction on what to include in your written response. You will also be provided with background information to assist you in completing the assignment.

Once all candidates have received the Written Exercise, the test proctor will instruct you to begin and time will start. The time limit for this exercise can range from about 2 to 4 hours.

Your response will be read and evaluated for content as well as Written Communication ability. Therefore, it is essential that:

- your response is thorough and fully justified, AND
- you write in complete sentences and use proper grammar and spelling.

When you are budgeting your time for this exercise, you should make sure you leave time to proofread your work. Proofreading must occur before time is called. Also, proofreading must occur from the computer screen. No drafts may be printed.

Once time has expired, you will be given instructions on how to print your final document. You will be given an opportunity to confirm that all the pages are present in your final printed document; however, no changes may be made once the time has expired.

### **Tips for Taking the Written Exercise**

- ✓ Read the instructions and understand what is expected of you.
- ✓ Be sure to follow the instructions. The instructions are straight-forward and identify the areas you should address in your typed response.
- ✓ After you have read the instructions, draft a brief outline of ideas and points you plan to cover. This will help you to keep your response organized.
- ✓ As you begin to write, follow your outline and make sure to include all relevant information. Be thorough and complete your thoughts.
- ✓ When developing your plan, be sure to provide solutions that are fully justified. Be careful about offering too many solutions that lack detail or providing too few solutions that will not adequately address the problem.
- ✓ Only responses typed into the Word document will be scored by assessors. Any notes taken on the instruction packet will not be scored.
- ✓ Practice using Microsoft Word so you are familiar with it on the day of the test.
- ✓ The assessors will only have your typed response to judge; therefore, you must type everything that you are thinking in the Word document in order to receive credit.

**Strategies for time management will be presented during the Candidate Orientation Training.**

**Questions regarding the Candidate Orientation can be submitted by emailing [OHRMExamination@co.pg.md.us](mailto:OHRMExamination@co.pg.md.us). Questions must be submitted by 11/5 at 5 p.m.**

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## Tips for Achieving High Levels of Performance in the Skills Assessment

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The first step in performing well in a Skills Assessment is understanding that assessors will ***only give credit for behaviors***. Behaviors are what you say, do, or write. For example, in order to receive credit for developing a relationship with a citizen you must clearly identify the steps you would take to develop the relationship. Stating that you would “meet with the citizens” may not be specific enough to receive credit for developing relationships.

The next step in performing well in a Skills Assessment is ***demonstrating the skills and abilities being measured in the exercise***. The skills and abilities that are being measured in each exercise will be listed in the exercise instructions. Consider these when you are preparing your response and tailor your response so that your answers demonstrate the skills and abilities being measured in the exercise.

Finally, in order to perform well in a Skills Assessment, you must ***give responses that are high-quality and high-quantity***. A high-quality response is one that is correct and appropriate for the given situation. A high-quantity response is one that goes into a great level of detail.

The more detail you provide, the better you demonstrate exceptional levels of the skills and abilities that are critical to the Captain’s job. Assessors are trained not to read into or try to interpret what you say or write; more detail is best. Vague or general responses will result in low to moderate scores. High scores are given for responses that are thoroughly described and justified.

For example, assume you are asked to analyze crime data. Here are examples of varying levels of performance:

Low-Quality Response:

Candidate does not identify or address significant incidents or crime trends.

High-Quality, Low-Quantity Response:

Candidate analyzes the crime data to find that theft has increased over the past week.

High-Quality, Medium-Quantity Response:

Candidate analyzes the crime data to find that theft has increased by 100%.

High-Quality, High-Quantity Response:

Candidate analyzes crime data to find that theft has increased by 100% and most thefts are occurring on the weekends between 1900 and 2300 hours with the highest spike on Saturday.

Your score is determined by the *quality* and *quantity* of your response. Your score is not determined by how much time you use. If you only need one minute to present your answer, you may remain silent until the timer reaches zero. There is no penalty for finishing your answer before time runs out.

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## Scoring of the Skills Assessment

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All evaluations will be performed by police officials from other jurisdictions at the rank of Captain or higher. These assessors will be thoroughly trained by *ESCI* staff. Candidates will only be identified to the assessors by their Candidate Identification Number.

Candidates will be evaluated using a 5-point behaviorally-based rating scale. The scales are the same for every candidate. The rating scale is as follows:

- 5 - Exceptional
- 4 - Effective
- 3 - Minimally Effective
- 2 - Ineffective
- 1 - Unacceptable

The assessors will watch your video or read your Written Exercise response and they will compare what you said or typed to the behaviorally-based rating scale.

Each assessor in the panel will make an individual rating for each skill and ability measured in the exercise. Then, the assessors will have a discussion to reach a final score for each skill and ability. Your raw exercise score will be an average of the skill and ability scores.

### Calculating Transformed Exercise Scores

The raw exercise score will then be converted from the five-point scale to a transformed score on a 100 point scale using the following formula:

$$\text{Transformed Exercise Score} = ((\text{Raw Exercise Score} - 3) * 15) + 70$$

### Calculating the Skills Assessment Score

Once the transformed exercise scores are calculated, they will be averaged into a Skills Assessment score using the following formula:

$$\text{Skills Assessment} = \frac{(\text{Transformed Oral Presentation Exercise Score} + \text{Transformed Briefing Exercise} + \text{Transformed Written Exercise Score})}{3}$$

### Calculating the Final Score

The final step is combining the Multiple-Choice test score with the Skills Assessment score. The Multiple-Choice test is worth 40% of the final score and the Skills Assessment is worth 60% of the final score.

$$\text{Final Score} = (\text{MC} * .40) + (\text{SA} * .60)$$

### **Example:**

Candidate 999 received:

- a Multiple-Choice Exam score of 77%
- a Raw Oral Presentation Exercise Score of 4.0
- a Raw Briefing Exercise Score of 2.8
- and a Raw Written Exercise Score of 3.4

Candidate 999's *Transformed Exercise Scores* would be:

$$\text{Transformed Oral Presentation Exercise Score} = ((4.0 - 3) * 15) + 70 = \underline{85}$$

$$\text{Transformed Briefing Exercise Score} = ((2.8 - 3) * 15) + 70 = \underline{67}$$

$$\text{Transformed Written Exercise Score} = ((3.4 - 3) * 15) + 70 = \underline{76}$$

Candidate 999's *Skills Assessment Score* would be:

$$\text{Skills Assessment Score} = (85 + 67 + 76) / 3 = \underline{76}$$

Candidate 999's *Final Score* would be:

$$\text{Final Score} = (77 * .40) + (76 * .60) = \underline{76.40}$$

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## **Skills Assessment Logistics**

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### **Report Time and Location**

You will receive an email from OHRM with your report time and the location of the Skills Assessment.

### **Registration**

Be prompt. Late arrivals will not be permitted without authorization from the Chief or his designee. You must have your police credentials for registration.

You must wear the uniform of the day, utility uniform, or business attire. Each is defined below. You will not be permitted to enter the test site if you are not in proper attire.

**Uniform of the Day:** The traditional uniform comprised of the gray or white uniform shirt, and French blue trousers with black mohair stripe

**Utility Uniform:** The navy blue basic duty uniform or the green basic duty uniform that is used by Emergency Services Team/SOD

**Business Attire (Male):** A conservative suit or sports coat with complementary slacks, dress shirt, and a tie

**Business Attire (Female):** A conservative suit, dress, skirt, and blouse, or a slacks outfit with or without a complementary jacket

*(From Volume 1, Chapter 36 Uniform & Grooming Regulations, Section III, per Definitions)*

### **What to Bring**

You may bring reading material, but it is only allowable in the registration room or waiting room. You may bring a snack, but you may not eat or drink once you begin testing. Be sure you have your police credentials. All testing supplies will be provided.

### **Prohibited Materials**

Candidates will only be permitted to wear a non-digital (analog) wristwatch with no audible alarm. Candidates will not be permitted into the Skills Assessment with digital watches, stopwatches, clocks, or any other digital devices.

Candidates may not bring personal digital assistants, cell phones, two-way radios, pagers, cameras, imaging devices, or any other electronic device to the Skills Assessment.

Candidates may not bring any writing materials, source materials, texts, notebooks, paper, folders, notes or reference material of any description into the Skills Assessment.

Backpacks, briefcases, carry bags, and luggage of any description are prohibited at the Skills Assessment. You may bring a wallet or purse (neither of which may contain prohibited test items).

### **Anonymity**

When you arrive at the Skills Assessment, you will be assigned a Candidate Identification Number. You should use this number instead of your name to refer to yourself in the exercises, both when speaking and when typing. If you use your name in an exercise, anonymity cannot be guaranteed. Assessors will only be given your Candidate Identification Number.

### **Skills Assessment Duration**

You will participate in all exercises in one day. You should expect to be at the test site for approximately 5 to 6 hours. You will spend some of the time waiting. You will be given a short break during the day.

### **Skills Assessment Results**

Scores for the Skills Assessment are not provided on test day. No Skills Assessment scores will be provided to the County until all data have been verified by *ESCI*. *ESCI* will prepare and send a list of candidate scores to the Office of Human Resources Management (OHRM). OHRM will then send individual candidate scores to his/her email address on record.

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## **Preparing for the Skills Assessment**

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### **Starting Now**

The Skills Assessment is designed to measure skills and abilities. Although there is no specific source material for this phase of the process, you are expected to demonstrate an understanding of the General Orders.

Prior to the Skills Assessment you should review and become familiar with the definitions of the skills and abilities listed in the beginning of this manual. Each set of instructions you receive will contain a list of the skills and abilities that are measured in the exercise. Therefore, if you are familiar with the definition, then you will understand what it is the assessors will be looking for when they score the exercise.

Another step you can take to prepare yourself for the Skills Assessment is to practice taking exercises that are similar to the ones described in this manual. Generate scenarios based on actual events that happen while on the job, or have happened in the past.

Once you have a scenario in mind, practice giving your response to the scenario in a manner that mimics the format of the Skills Assessment. Give yourself a strict time limit in which to respond to a scenario. If you are practicing for the Briefing Exercise, then practice by giving a verbal response. If you are practicing for the Written Exercise, then practice by typing your response on a computer.

After you have formulated and delivered your response, compare it to the list of skills and abilities and critique your response. It is helpful if you can receive constructive criticism from someone else at this point. Another person can offer a fresh perspective on your performance by letting you know how well you demonstrated the skills and abilities, and if there were any aspects of the scenario that you ignored in your response. Some people like to form a study group in order to receive this feedback. If you choose to do this, form a group of 3-4 people and be sure that all members of the group are willing to give and receive constructive criticism.

### **The Day of the Skills Assessment**

Set yourself up for success on the day of the Skills Assessment. Do what you have to do in order to feel your best - make sure you are well-rested and you have eaten a proper meal. You do not want to lose your concentration during the test because you are hungry or tired. Remember, since you will be at the test site for a while, you are allowed to bring a snack with you. You will be given a short break, during which you will have access to any snacks you bring with you.

Once you are at the Skills Assessment, do your best to relax. Try not to over-analyze any of the scenarios. Instead, pay careful attention to each scenario and what is being asked of you, and do your best to demonstrate the skills and abilities that are being measured in the exercise.

***Good Luck!***