



CANDIDATE ORIENTATION PACKET AND STUDY GUIDE

2020 SERGEANT SKILLS ASSESSMENT

Prepared by:
ESCI - Human Capital Division

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Introduction

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 Incident Supervision Exercise
- ✿ Overview of the In-Basket 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/473842596/ee18e312a1>

PASSWORD: PGPDSGT2020

**QUESTIONS REGARDING VIDEO CONTENT CAN BE
SUBMITTED BY EMAILING: 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.

General Information about the Skills Assessment

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 Sergeant or higher.

The 2020 Sergeant Skills Assessment consists of two exercises. These exercises will be:

- Incident Supervision Exercise
- In-Basket 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 that 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 Sergeant. 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 Sergeant Skills Assessment.

Skills and Abilities

Ability to Apply Knowledge of Administrative and Personnel Policies and Procedures –

Ability to apply knowledge of administrative policies and procedures. Ability to apply knowledge of the Departmental Policy System. Ability to apply knowledge of personnel policies and procedures. Ability to apply knowledge of policies and procedures related to conduct.

Ability to Apply Knowledge of Departmental Communication Policies and Procedures –

Ability to apply knowledge of Departmental communication policies and procedures; this includes policies and procedures pertaining to internal and external communication, the routine and emergency notification process, the Department's social media policy, media relations, communications and radio use, law enforcement databases, police-related records, Departmental software, Mobile Data Computers (MDC), Mobile Video Systems (MVS), and the Computer-Aided Dispatch (CAD) system.

Ability to Apply Knowledge of 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 investigations procedures including processing evidence. Knowledge of emergency scenes such as hostage situations, bomb incidents, etc. Knowledge of court procedures. Ability to implement this knowledge in relevant situations.

Ability to Apply Knowledge of Laws and Prosecution –

Ability to apply knowledge of laws and prosecution; this includes the Constitution and Constitutional safeguards, case law, applicable governing legislation for the State of Maryland, and Code enforcement. Ability to apply knowledge of laws pertaining to motor vehicle code, crimes against persons and property, crimes involving fraud, crimes involving health and safety, crimes involving morals and decency, crimes against peace and order, and crimes against the administration of justice.

Ability to Apply Knowledge of Community Oriented Policing Policies and Procedures –

Ability to apply knowledge of community-oriented policing policies and procedures; this includes policies and procedures pertaining to community-based policing, community partnerships, non-biased policing, the Department's citizen complaint process, approaching citizens with appropriate professionalism and courtesy, interacting with the community, and crime prevention. Knowledge of current events and the ability to apply this knowledge to community policing actions.

Analytical Ability – Ability to gather information and evaluate information for relevancy, trends or possible inter-relationships. Ability to define problems, determine the probable cause(s) of a problem and devise multiple solutions/contingencies. Ability to evaluate and prioritize between conflicting alternatives. Ability to develop alternative courses of actions. Ability to anticipate potential problems and be proactive in addressing issues before they become problems; this includes the ability to recognize, evaluate, and mitigate hazards. Ability to anticipate consequences and implications to actions.

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.

Information Gathering Ability – Ability to identify what information is needed to solve a problem(s). Ability to determine relevant sources from which or whom to gather information. Ability to gather and interpret facts and information from various sources through questioning, interviewing, interrogation, or observing; this includes the ability to phrase or sequence questions to solicit information or clarify issues. 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 shift back and forth between two or more sources of information. The information can be in the form of speech, signal, sounds, touch or other sources.

Ability to Manage 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. Knowledge of the chain of command and notification procedures. Knowledge of capabilities of equipment, personnel, and resources on scene. Knowledge of services provided by other divisions, departments or agencies, such as the fire department, animal control, utility companies, public works, social services, etc.

Ability to Coordinate, Delegate, and Plan Work – Ability to define tasks to be completed. Ability to develop procedures to establish a course of action for oneself or others to accomplish tasks. Ability to schedule work activities. Ability to delegate work; this includes the ability to follow-up on delegated tasks to ensure the timely completion of assignments and quality of work products.

Supervisory Skills – Skill in assessing subordinate performance relative to Department goals and objectives. Skill in counseling, coaching, and mentoring subordinates; this includes the ability to discipline and commend fairly and objectively. Skill in addressing and managing conflicts among subordinates and resolving performance problems. Skill in providing feedback and communicating performance expectations to subordinates. Skill in developing the careers of subordinates. Skill in directing others that may not be under your direct supervision.

Leadership Ability – Ability to persuade others to accomplish a desired objective. Ability to select and apply the most appropriate leadership style for a given situation. Ability to select and apply various leadership principles. Ability to maintain good morale and motivate employees and teams. Ability to set a positive tone for employees/teams to achieve goals and objectives. 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. The willingness to make difficult and ethical decisions and take necessary actions. Ability to demonstrate commitment to the Department through actions and words. Ability to create and develop a team. Ability to establish an atmosphere that encourages and supports teamwork.

Interpersonal Skills – Skill in interacting with individuals and teams in a considerate, respectful manner, and to engage others in a constructive two-way conversation. Skill in functioning within a team and work with team members to accomplish goals. Skill in establishing and maintaining working relationships with all levels within the workforce, other agencies' personnel, volunteers, and/or the community/general public. Skill in demonstrating patience, tact, courtesy, empathy, discretion and tolerance.

Customer Service Orientation – Ability to understand the needs, requirements and constraints of the public. Ability to provide customers with clear explanations and directions. Ability to respond to citizen inquiries and requests to ensure satisfaction and resolve issues at the lowest organizational level. Ability to respond to customer inquiries and requests in a timely and complete manner, and resolve issues at the lowest organizational level. Ability to represent the Department in the best possible light. Ability to approach each citizen problem and/or situation with a clear perception of organizational and political reality. Tendency to consider the needs of the public when making decisions.

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.

Integrity – Ability to behave truthfully in representing information and be trustworthy in performance of duties. Ability to act 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 protocol. Ability to act consistently with regard to professional standards according to the Department Protocol.

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 Function Under Pressure – Ability to retain composure in difficult or stressful situations and to make sound decisions under emergency conditions where significant outcomes and consequences rest upon those decisions. Ability to use common sense and judgment in stressful situations. Ability to demonstrate emotional detachment (objectivity). Tendency to remain calm in a given situation. Ability to complete duties and tasks during stressful situations. Ability to calm distraught people in emergency situations.

Initiative and Enthusiasm – Ability to maintain an enthusiastic, self-reliant and self-starting approach to meet job responsibilities and accountabilities. 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.

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.

Skill in Using Computers and Software – Skill in using software to complete administrative tasks (e.g., Microsoft Word, Excel, Outlook). Skill in navigating law enforcement databases and the Internet to research information (e.g., MILES, NCIC, MVA, Delta-plus). Ability to demonstrate an understanding of County computer programs and skill in reporting issues within the system.

Ability to Memorize Information – Ability to remember detailed information that has been presented. The information may have been presented verbally, in writing, or in graphic form. The ability to associate and remember multiple pieces of information that may or may not be related.

Skill in Training – Skill in developing and delivering training to a given audience (e.g., subordinates, the public). Skill in setting training objectives. Skill in applying training and instructional techniques. Ability to demonstrate technical skills and proper use of equipment. Skill in adjusting instruction based on the characteristics and needs of the audience. Skill in evaluating one's own training programs for effectiveness.

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 Coordinate, Delegate, and Plan Work.' The definition includes the ability to:

- define tasks to be completed.
- develop procedures to establish a course of action for oneself or others to accomplish tasks.
- schedule work activities.
- delegate work; this includes the ability to follow-up on delegated tasks to ensure the timely completion of assignments and quality of work products.

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

Overview of the Incident Supervision Exercise

The Incident Supervision Exercise is a video-based exercise and will require a verbal response. You will assume the role of a Sergeant as you take this exercise.

When it is time for you to begin the Incident Supervision Exercise, a test proctor will lead you to the exercise room. Once in the room, you will be instructed to sit at a table or desk. Note paper and writing utensils will be at your workspace.

Once seated, 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 Incident Supervision Exercise will begin with administrative instructions. Then, you will be presented with the first part of the exercise. The information will only be presented ONCE, so be sure to pay close attention. It is a good idea to take notes while the information is being presented.

After the first part has been shown, you will be asked and shown one or more questions about the first part. A timer will appear on the video screen and begin to count down. You must verbally present your answers to the questions before the timer reaches zero. The questions will remain on the video screen until the timer reaches zero; you do not need to write them down.

After the timer reaches zero, you will then be presented with the next part of the exercise, which will be a situation update. Once the situation update has been presented, you will be asked and shown one or more questions about it. Just as before, a timer will appear on the video screen and begin to count down, and the questions will remain on the video screen until the timer reaches zero. You must verbally present your answers to the questions before the timer reaches zero.

You should expect the Incident Supervision Exercise to have between two to six parts. You should expect to have a time limit of approximately two to ten minutes to answer the questions for each part.

Tips for Taking the Incident Supervision Exercise

- ✓ You must respond to each part in the order presented. For example, once the second part begins, you cannot go back and answer questions from the first part.
- ✓ Pay attention to the videos and the questions that are being asked – be sure to answer what is being asked.
- ✓ Take notes as the information is presented.
- ✓ Once the timer begins, do not feel pressured to speak immediately. You may take a few seconds to organize your response before you speak. However, you must monitor your own time. Make sure you do not spend so much time taking notes that you have insufficient time to present your response.
- ✓ The time limit is the amount of time you have to answer *all* of the questions that are on the screen. Budget your time so you have enough time to answer all of the questions.
- ✓ You must provide your verbal response before the timer reaches zero. You will not receive credit for what you say after the timer reaches zero.
- ✓ The time limits are strict, but they are not unrealistic. Do not feel as though you have to rush through your answer; 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.
- ✓ Some parts of the Incident Supervision Exercise may instruct you to assume you are speaking directly *to* one or more subordinates. Pretend you are talking to the subordinate(s) and tailor your responses accordingly.
- ✓ Your Oral Communication Ability may be evaluated. Make sure to speak loudly, clearly, and at a conversational pace.

Examples of this exercise and sample responses will be presented during the Candidate Orientation Training.

Questions regarding video content can be submitted by emailing OHRMExamination@co.pg.md.us by November 5th, 2020 at 5:00PM.

Overview of the In-Basket Exercise

The In-Basket exercise is a paper-based exercise and will require a written response. You will assume the role of a Sergeant as you take this exercise.

When it is time for you to begin the In-Basket Exercise, a test proctor will lead you and several other candidates to a large administration room. You will take this exercise in a room with other candidates. Once in the room, you will be instructed to sit at a table or desk. Writing utensils will be at your workspace.

A test proctor will read you some general instructions and will hand you an In-Basket packet. The In-Basket packet contains:

- **Instructions** - specific information about taking the In-Basket, along with a calendar and a roster.
- **In-Basket items** - a number of items that might be found in a Sergeant's in-basket, including, but not limited to: memos, letters, phone messages, e-mails, and reports. Some items may require a formal written response.
- **In-Basket response sheets** - pages labeled with an item number that you will use to write your response to the corresponding item.

You will not have access to other individuals, the phone, or any other resources. Therefore, you must write *exactly* how you would handle each item. It is important to be clear, specific, and detailed in your responses. For example, if you would:

- **schedule a meeting**, then describe with whom you would meet and what would be discussed.
- **delegate a task**, then describe to whom you would delegate the task, why you would delegate it to that person, and what you expect to be accomplished.
- **make a telephone call**, then identify who you would call and what you intend to say.
- **write an email**, then identify to whom you would send the email and what information the email would contain.
- **postpone handling an item**, then indicate when you would complete the item, and what actions you would take at that time.

The In-Basket is designed so that, if you manage your time appropriately, you should be able to provide responses for every item. Keep in mind that some items may require more actions than others and you may have to spend more time on those items.

You should expect the In-Basket exercise contain anywhere between 6 and 12 items. The time limit for this exercise can range from about 1.5 to 3 hours.

Notes About Writing Your Responses

In most of the In-Basket items, your Written Communication Ability is NOT being measured. Therefore, you are encouraged to write your responses in lists, bullet points, or use incomplete sentences. You do not need to worry about spelling or grammatical errors in your response to these items.

Take your time so that your handwriting is legible and can be read by the assessors.

Formal Written Response Items

The In-Basket will contain one or two items that require you to write a formal response such as an e-mail, memo, or report. If an item requires a written response in sentence format, there will be a note at the bottom of the item directing you to do so. This is the only part of the In-Basket where Written Communication Ability is scored. Therefore, it is essential to write in complete sentences, and use proper grammar and spelling. It is a good idea to proofread your work. Proofreading must occur before time is called.

Example Item

The following is an example of an In-Basket item:

ITEM 1	
<p>Sergeant Candidate</p> <hr style="border: 0.5px solid black; margin: 5px 0;"/> <p>From: LTSmith@co.pg.md.us Sent: Tuesday, December 1, 2020 4:00 PM To: SergeantCandidate@co.pg.md.us Subject: Incomplete Reports</p> <p>Officers on your squad are turning in reports that are incomplete. I have received a complaint from Records that required blocks are not completed and the narratives lack sufficient detail. Please handle this issue.</p>	

Example Response #1:

- I would tell Lieutenant Smith that I will look into the matter.
- Meet with officers individually to advise of the complaint.
- Let them know reports must be error-free.

Example Response #2:

- Email LT Smith
- Advise LT Smith I will handle
- Begin by immediately conducting roll call training on report writing
- What is the specific problem? Contact Records for additional info and specific reports
- Determine if this is a problem with all officers or just some
- Meet with any officer who is having problems individually with examples of the reports
- Ask for their side of the story
- Advise them that it is their responsibility to ensure reports are error-free and thorough
- Show them an example of a complete report, have them use as a go-by
- Discuss consequences of errors and poor narratives when in court
- Document the meetings (consider informal counseling)
- Spot-check reports for the next month
- Advise LT of actions taken

Assume for a moment that you are an assessor. Which example response would earn a higher rating? Example Response #2 would receive a higher score because there is more detail and the actions are more thoroughly described.

Think about how you would respond to this item response to ensure that you would get a higher rating than both of the examples? Consider the following questions when preparing your response to this item.

- What knowledge, skills, and abilities are being measured in the exercise?
- Who is involved in this problem? If you do not know, how can you find out?
- What additional information do you need to handle this problem effectively?
- What is the specific problem and what are your expectations for future performance?
- Who needs to be involved in solving this problem?
- What short-term solutions could you develop to handle this problem?
- What long-term solutions could you develop to prevent this problem from occurring in the future?
- What do the General Orders say about this particular issue?
- Who else needs to be notified that this problem is occurring? Who needs to be notified of the solutions?
- How will you evaluate if your solutions are effective?
- How will you monitor this issue to ensure performance improvement?

Tips for Taking the In-Basket Exercise

- ✓ You will assume the role of a Sergeant as you take this exercise.
- ✓ Read the instructions and understand what is expected of you.
- ✓ Read all of the items before writing your responses. Items may be related; therefore, an item that comes up later in the In-Basket may change or influence your responses to earlier items.
- ✓ The In-Basket exercise requires you to write the actions you would take for each item.
- ✓ Assessors must be able to read your response and understand the intent or meaning of your response. Be sure to write legibly.
- ✓ Identify those items that will be used to score your Written Communication Ability. You should complete these early in the allotted time to avoid being rushed, which may lead to spelling and grammatical mistakes.
- ✓ Write down everything. The assessors will only have your written responses to judge; therefore, you must write down everything that you are thinking in order to receive credit. For example, if you notice that “Item 2” is related to “Item 8”, then write that down on your response sheet.
- ✓ You may write on any item in the In-Basket; however, you will *only* be given credit for what you write on the item response sheet.
- ✓ You should budget your time so that you respond to all of the items within the time limit. Your score is highly dependent on your ability to complete the entire In-Basket. In order to do this, you may write a brief response to each item, and then, as time allows, go back and add details to your responses.

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

Examples of this exercise and sample responses will be presented during the Candidate Orientation Training.

Questions regarding video content can be submitted by emailing OHRMExamination@co.pg.md.us by November 5th, 2020 at 5:00PM.

Tips for Achieving High Levels of Performance in the Skills Assessment

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 disciplining a subordinate in the In-Basket you must clearly write that you would discipline the subordinate. Writing that you would “take appropriate action against the subordinate” may not be specific enough to receive credit for administering discipline.

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 Sergeant’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 on the scene of an incident that includes a crime scene. Here are examples of varying levels of performance:

<u>Low-Quality Response:</u>	Candidate says nothing about setting up perimeters.
<u>High-Quality, Low-Quantity Response:</u>	Candidate says, “I would instruct my officers to establish perimeters.”
<u>High-Quality, Medium-Quantity Response:</u>	Candidate says, “I would instruct my officers to establish an inner perimeter around the crime scene. Additional officers will establish the outer perimeter.”
<u>High-Quality, High-Quantity Response:</u>	Candidate says, “I would instruct two officers to use tape to establish an inner perimeter around the crime scene. I would post one officer at the entrance of the inner perimeter and ensure that he established an entry/exit log. I would also instruct that officer to ensure only crime scene investigators were allowed access to the inner perimeter. I would instruct additional officers to set up an outer perimeter.”

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.

Scoring of the Skills Assessment

All evaluations will be performed by police officials from other jurisdictions at the rank of Sergeant 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 Incident Supervision video or read your responses to the items in your In-Basket. Then they will compare what you said or wrote 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:

$$\text{Skills Assessment} = \frac{(\text{Transformed Incident Supervision Score} + \text{Transformed In-Basket Score})}{2}$$

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 48% of the final score and the Skills Assessment is worth 52% of the final score.

$$\text{Final Score} = (\text{MC} * .48) + (\text{SA} * .52)$$

Example:

Candidate 999 received:

- a Multiple-Choice Exam score of 77%
- a Raw Incident Supervision Score of 4.0
- and a Raw In-Basket Score of 2.8

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

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

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

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

$$\text{Skills Assessment Score} = (85 + 67) / 2 = \underline{76}$$

Candidate 999's *Final Score* would be:

$$\text{Final Score} = (77 * .48) + (76 * .52) = \underline{76.48}$$

Skills Assessment Logistics

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.

Dress Code

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 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 writing. 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 both exercises in one day. You will spend some of the time waiting.

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.

Preparing for the Skills Assessment

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. You can also review the sample exercise videos.

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 the scenario. If you are practicing an Incident Supervision scenario, then practice by giving a verbal response. If you are practicing an In-Basket scenario, then practice by writing out your response.

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.

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!