

Lieutenant & Captain Candidate Orientation: Written Exam & Assessment Center



Industrial/Organizational Solutions, Inc.

July 2013

Illinois State Police Department

Background on Industrial/Organizational Solutions

- ◆ Public Safety Consulting Firm
- ◆ I/O Psychologists
 - Expertise in test development, performance measurement, assessment/measurement, psychometrics, and HR-related legal issues
 - Experience with Fire & Law Enforcement
- ◆ Clients: Houston; Austin; Dallas; San Antonio; San Diego; Denver; Aurora CO; City of Chicago; Cook County SO; Milwaukee; Minneapolis; Indianapolis; Tulsa; Atlanta; Jacksonville SO; Washington D.C.; Baltimore; Buffalo; Massachusetts State Police; New York State Police; Oklahoma Highway Patrol; Missouri Highway Patrol; Pennsylvania State Police
- ◆ Project Team & Experience



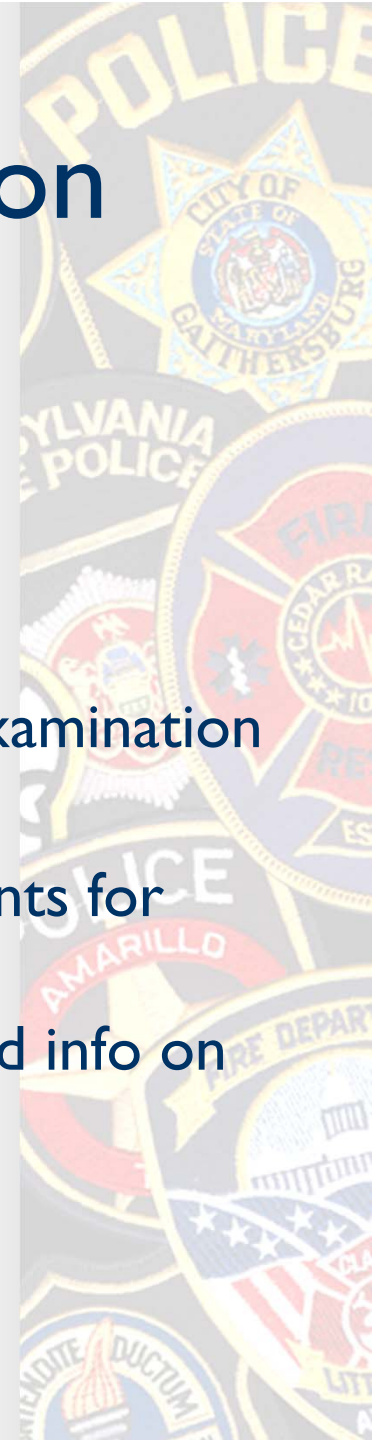
Written Exam Orientation Agenda

- ◆ Examination Basics
- ◆ Test Development Process
- ◆ Test Specifications
 - Our approach
 - Item writing Style
 - Rules examination operates under
- ◆ Tips on preparing for this examination
- ◆ SQ3R approach to exam preparation



The Written Examination

- ◆ Check ISPMB website at www.illinoistrooper.com for:
 - Promotional process announcement
 - Reading list
 - A written study guide for the written examination
 - Test declaration
 - Information about education requirements for promotion
 - The promotional policy with weights and info on list compilation



Examination Basics

- 50 item job knowledge examination (NOT an SJT where SMEs determine correct answer)
- Computer administered
- Timed examination- 90 minutes
- Written test will be administered in conjunction with the assessment center
- Test Date(s): Between September 23rd and September 27th, 2013
 - Location: ISP Merit Board Headquarters in Springfield (531 Sangamon Avenue East)
 - You will be scheduled for one particular day during this time period and notified after all applications have been collected and reviewed
 - Arrive on time!
- You will likely either be scheduled for a morning administration or an afternoon administration and you **WILL** take the assessment center that same day



Test Development Process

- ◆ Based on job analysis
- ◆ Full job analysis conducted
- ◆ I/O evaluated job analysis information in making recommendations regarding reading list
- ◆ Allocations of reading material determined through input of committee
- ◆ Study guide released based on this information
- ◆ I/O writes examination items- ALL items are custom
- ◆ Item review with Executive SMEs prior to exam



Test Specifications

- ◆ Items and correct answers drawn from pre-specified source material
 - Implication: Source is the “governing body of knowledge”
 - NOT SMEs, NOT I/O, NOT candidates
 - Item correct according to the SOURCE!
- ◆ Items are organized by source, often in the order they appear in the source
- ◆ Item stems, correct answers and often, incorrect answers are taken from source
 - Those who don’t read “think all answers came from source”- this is often correct!
 - Material may “look familiar”



Information Conflicts

- ◆ Dealing with “Information Conflicts”
 - Item is written from a specific source & indicated so on examination
 - Item is correct according to a source regardless of conflict with another source
- ◆ Conflict between a textbook and department practice- determine where item was written from and answer according to that source!
- ◆ Information conflict between two books (ex: text)- again, determine where item was written from
- ◆ Conflict between a policy & practice- Items derived from a written policy, not practices



Information Conflicts cont.

- ◆ KEEP IN MIND: WE DO ATTEMPT TO REMOVE PROBLEMATIC & CONFLICTING ITEMS!
- ◆ Good conflicts will remain
 - Example: Item written from policy; policy not adhered to, but department intends for employees to adhere to policy vs. a situation where the policy is outdated or irrelevant!



Item Writing Style

- ◆ Customize exams to client- do NOT write generic examinations
- ◆ SME review ensures relevance and appropriateness
- ◆ Mix of scenario-based questions and factual-based questions directly from text
 - Scenario questions ideal, though more difficult to defend and thus more factual-based questions are utilized
 - Avoid trivial questions where memorization of unimportant facts is needed
 - No equivalent of sentencing questions, which color form is sent to which particular division, what is the name of a particular document, etc.



Fact-Based Question “Style”

Any classified employee seeking to work extra employment at an alcoholic beverage establishment must fulfill which of the following requirements?

- a. The employee must successfully complete a training course as designated by the department, and the employee must attend this training only in an on-duty status.
- b. The address of the location must be outside of the city limits of Bigcity.
- c. The employee must be a supervisory member of the rank of sergeant or higher.
- d. The employee must be in possession of a current EECC card while working extra employment at an approved alcoholic beverage establishment.



Scenario-Based Question “Style”

Sergeant Rizzo has been monitoring the daily activities of his subordinates with particular attention given to standards of productivity. He realizes that one officer has been meeting the standards of productivity within the first few hours of his shift but fails to provide any evidence of documentation of activities for the remaining hours of the shift. Is this officer in violation of the General Orders of the Bigcity Police Department?

- a. Yes, but only if it can be determined that the performance standards were met in a shoddy or unsatisfactory manner.
- b. Yes, because officers are expected to ensure that each hour of their shifts is accounted for and that their job duties and responsibilities are completed throughout the entire shift.
- c. No, because the officer has met the standards of productivity quickly and efficiently; such behavior should be encouraged among officers.
- d. No, because officers are only expected to meet performance standards on a daily basis; supervisors are responsible for documenting the activities of subordinates during their shifts.



Examination Preparation

- ◆ Must read ALL study material (text AND internal materials)
- ◆ Those who do not read material fail at an exceptionally high rate on I/O's exams
 - Previous research on study habits
- ◆ Question?: What is the ISP culture regarding examination preparation & how much do candidates prepare?



Examination Preparation

- ◆ SQ3R Method
 - Survey
 - Question
 - Read
 - Review
 - Recite



SQ3R - Survey

- ◆ Determine amount of material to read
- ◆ Develop study plan from timeline and amount of study material
- ◆ Determine monthly & weekly plans
 - What days will you study, what sacrifices will you make?
 - At onset of a study session- set goals and plan what material you will cover



SQ3R – Survey & Question

- ◆ Survey reading material before reading
 - Read questions for review
 - Read chapter summary BEFORE you read chapter
 - Review chapter table of contents OR subject headings
- ◆ Question
 - Develop meaningful questions you wish to answer while reading to make material more engaging
 - Questions will help you focus your reading and recall key points

SQ3R - Read

- ◆ Must read to succeed
- ◆ Ensure you plan well and can read all sources
- ◆ Can't skip textbooks- you **WILL** perform poorly if you do this
- ◆ Can't skip internal sources (“I should know that material”)



SQ3R - Read

- ◆ More than just reading
- ◆ Need to either:
 - Take notes (adds 2 to 2.5 times that of reading)
 - Make note cards (see above)
 - Highlight material (adds marginal time)
 - Or re-read the source material



SQ3R - Review

- Studying involves more than just reading the source material- you must read or “study” the material as well
- Ensure you leave time to review at the end of the study process
 - Especially true if you took great pains to take notes or make note cards- **MUST** allow time to digest information
- Read through highlighted material, summaries, etc.
- Reserve last 2+ weeks to “review”



SQ3R - Recite

- ◆ Will have to memorize some information
- ◆ Recitation of information can aid memory
 - Read material, close book and recite in mind
 - Read material, ask question about material & attempt answer
- ◆ You will have to memorize certain factual information!
- ◆ Use of mnemonic devices





Objectives - Assessment Center

- ◆ Development Process
- ◆ Types of Exercises
- ◆ Rating Criteria and Scales
- ◆ Dimensions and Criteria
- ◆ Role of the Assessors and Candidates
- ◆ Preparation and Recommendations
- ◆ Rules
- ◆ Schedule
- ◆ Scoring



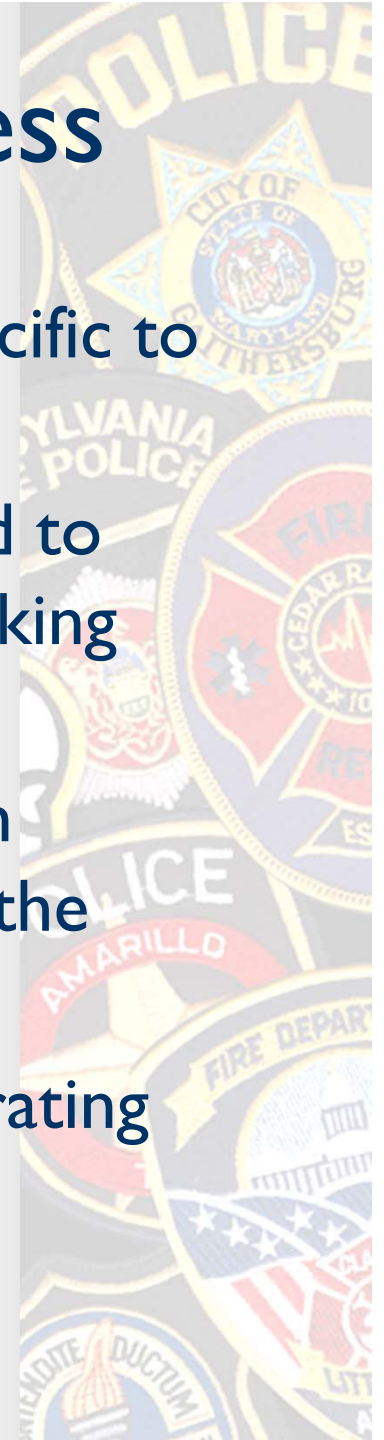
History and Usefulness

- ◆ Assessment center origins
- ◆ Advantage of assessment centers versus other conventional selection tools (including interviews)
- ◆ Critical components
 - Multiple job-related exercises
 - One or more realistic simulations
 - Skilled assessors



AC Development Process

- ◆ Developed based on information specific to the Illinois State Police Department
- ◆ SMEs within the department are used to assist in developing exercises and making exercises as job-related as possible
- ◆ Rating criteria are identified based on critical skills and abilities required in the rank of either Lieutenant or Captain
- ◆ SME panel reviews all exercises and rating criteria for exercises



Overview of the AC

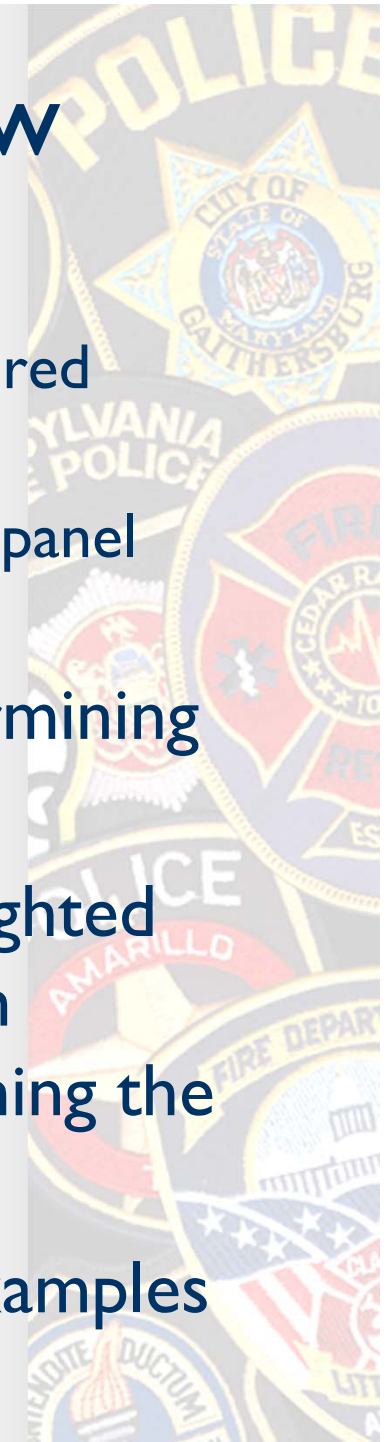
- ◆ Brief orientation upon arrival
 - Formal sign-in & completion of key documents (confidentiality agreement)
 - Procedures, rules, schedule explained in writing
- ◆ Preparation period given before exercises
- ◆ Candidates will have different waiting periods, please be patient during the process





Process – AC Overview

- Three separate exercises
 - Role plays, written exercises, structured interview exercises
 - Meet with three panels (likely), each panel handles separate exercise in AC
- Each exercise is weighted in determining the final AC score
- Within each exercise you are weighted and a variety of dimensions – each dimension is weighted in determining the exercise score
- The next slides will go through examples of possible exercises



Types of Exercises: Structured Oral Interview

- ◆ Exercise:
 - Requires the candidate to consider how he/she would respond to a variety of situations that he/she might encounter on the job
 - You will be asked a variety of job-related scenarios (community relations, personnel issues, tactical situations, etc.)
 - This exercise is not a role-play. You will simply respond to how you would answer each scenario.
 - Each scenario will be timed separately.



Types of Exercises: Structured Oral Interview

- ◆ Dimensions that you *may* be assessed on:
 - Oral Communication
 - Depends on the questions that will be developed, any performance dimension can be assessed in this format



Types of Exercises: Citizen Complaint

- ◆ Exercise:
 - Involves a discussion with a ‘citizen’ regarding a problem
 - An assessor or actor plays the citizen
 - The problems vary greatly and include specific issues related to general police service, inappropriate behavior by officers during days-off, citizen complaints against officers, etc.

Types of Exercises: Citizen Complaint

- ◆ Dimensions that you *may* be assessed on:

- Problem Analysis/Problem Solving
- Management and Supervisory Skills
- Interpersonal Ability
- Community and Public Relations
- Decision-Making Ability



Types of Exercises: Subordinate Meeting

- ◆ Exercise:
 - Involves discussing a particular work-related problem with a subordinate employee
 - An assessor or actor plays the subordinate employee
 - This may involve a problem with work performance, a problematic incident that occurred on-duty, or other related issues



Types of Exercises: Subordinate Meeting

◆ Dimensions that you *may* be assessed on:

- Problem Analysis/Problem Solving
- Management and Supervisory Skills
- Interpersonal Ability
- Leadership Ability
- Oral Communication



Types of Exercises: Written Problem Solving

- ◆ Exercise
 - Your task in a written exercise can vary greatly based on the content of the exercise
 - In general you are required to analyze a particular problem and/or provide a solution in writing
 - In addition to being assessed on the content of your message you are often evaluated based on grammar, punctuation and the clarity of your written material



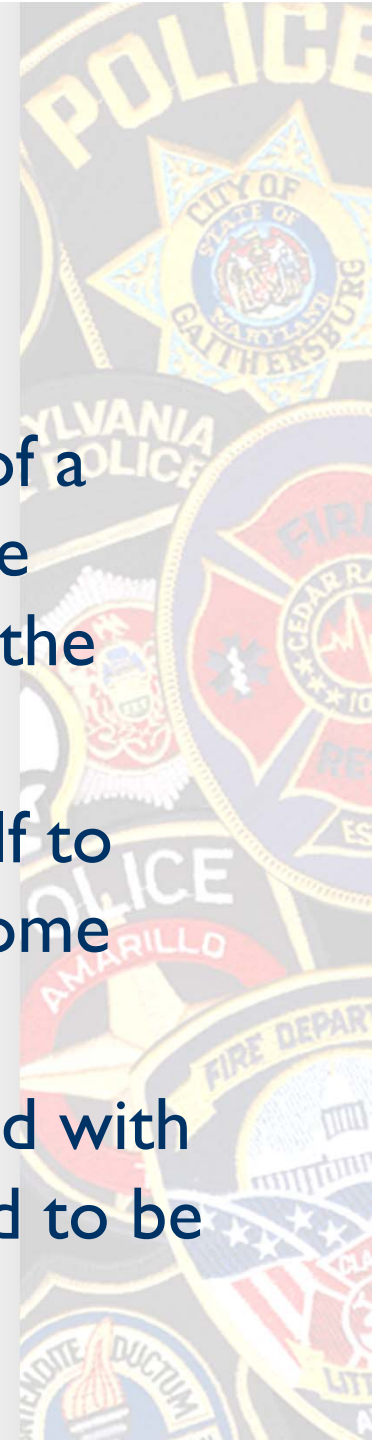
Types of Exercises: Written Problem Solving

- ◆ Dimensions that you *may* be assessed on:
 - Judgment and Decision Making
 - Written Communication
 - Organization
 - Problem Analysis/Problem Solving



Types of Exercises: Staff Meeting

- ◆ Exercise:
 - You are asked to assume the role of a newly promoted Lt/Cpt and you are requested to conduct a meeting at the start of your shift
 - You are asked to introduce yourself to your subordinates and to discuss some relevant issues
 - In the instructions, you are provided with several items of relevance that need to be discussed



Types of Exercises: Staff Meeting

- ◆ Dimensions that you *may* be assessed on:
 - Management, Supervision and Leadership
 - Planning and Organization
 - Oral Communication





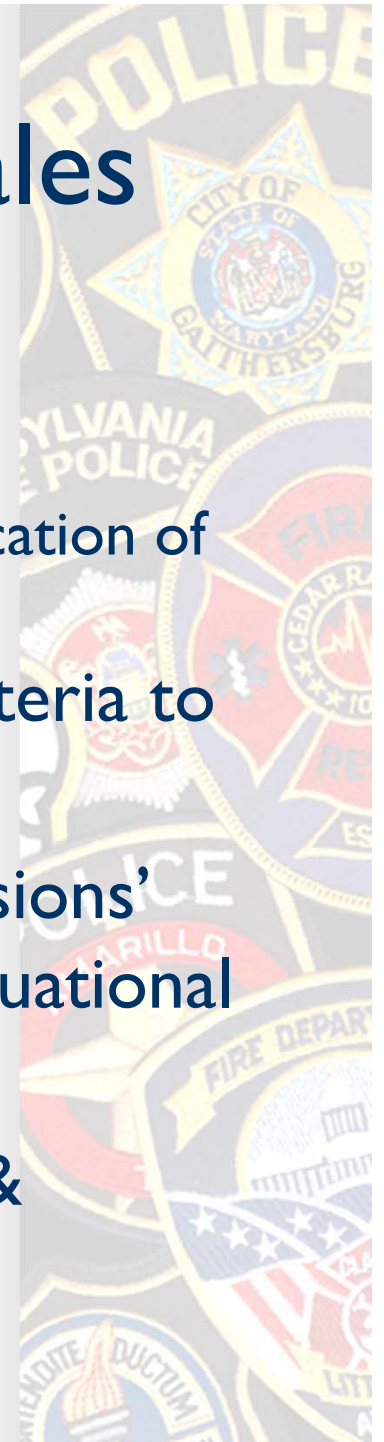
Other Types of Exercises

- Background Qualifications presentation
- Community Meeting
- In-Basket Exercise
- “Other” written exercise
- Topical presentation
- Press Briefing or Press Conference exercise



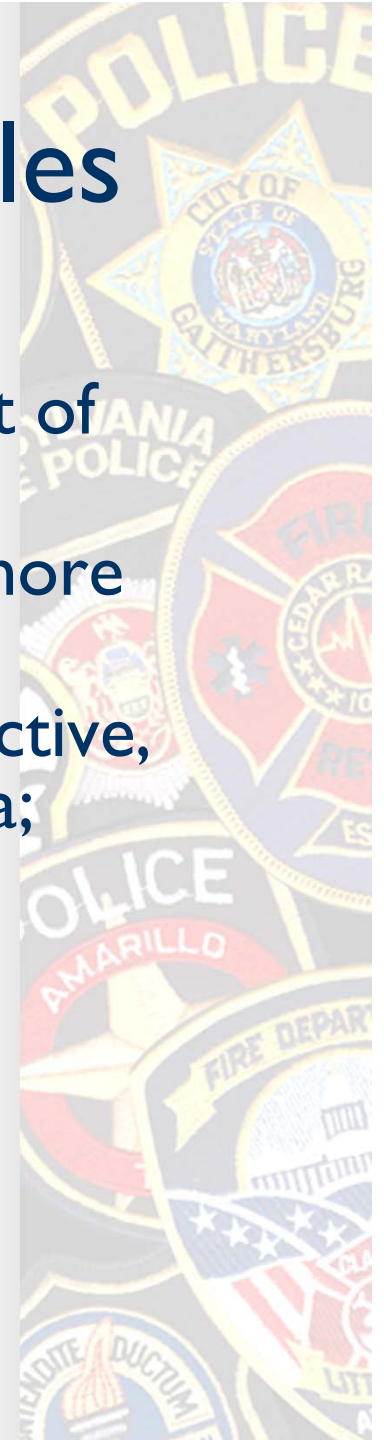
Rating Criteria and Scales

- ◆ Knowledge, skill and ability based assessment
 - Mostly skill and ability based with application of knowledge
- ◆ Specific behavioral (step-by-step) criteria to guide assessor judgments
- ◆ Criteria grouped by relevant ‘dimensions’ such as Decision-making; Tactics; Situational Judgment & Command
- ◆ Separate rating on Communication & Presentation



Rating Criteria and Scales

- ◆ Each exercise measures a specific set of dimensions (skills and abilities)
- ◆ Often dimensions are measured in more than one exercise
- ◆ Dimensions are rated based on objective, pre-determined performance criteria; behaviors/actions you take



Rating Criteria and Scales

- ◆ Problem Analysis and Problem Solving
- ◆ Judgment & Reasoning
- ◆ Decision Making
- ◆ Management and Supervision
- ◆ Leadership Skill
- ◆ Interpersonal Skill
- ◆ Oral Communication and Presentation
- ◆ Written Communication Skill
- ◆ Administrative Skill (including planning, organization, delegation and related sub factors)
- ◆ Tactical Knowledge and Application



Rating Criteria and Scales

- ◆ **Problem Analysis/Problem Solving**
 - Ability to quickly perceive problem areas, identify options and the potential impact of various solutions.
 - Ability to determine courses of action/solutions to problems, determine priorities and ability to implement targeted solutions.



Rating Criteria and Scales

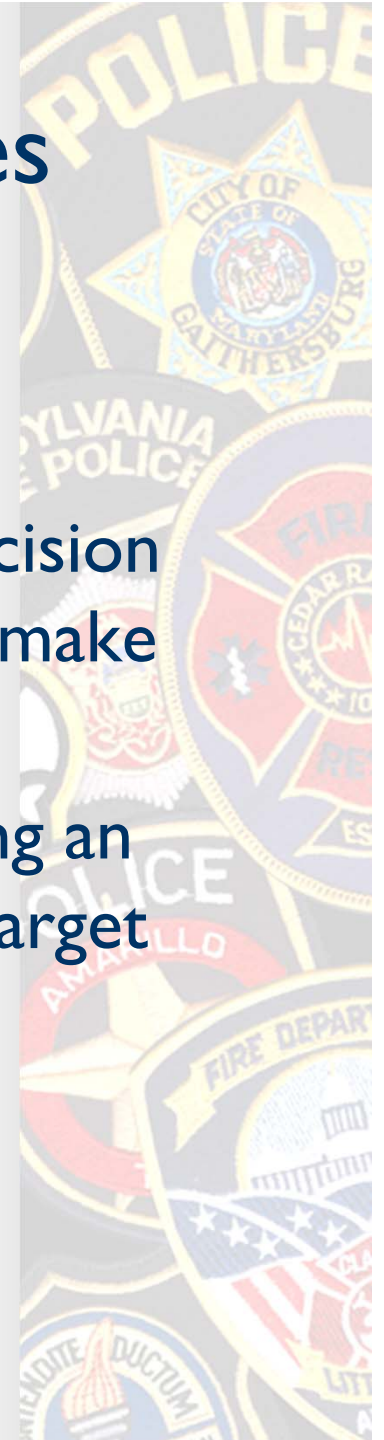
- ◆ Judgment & Reasoning
 - Ability to accurately perceive the important elements of a situation, evaluate the situation, and determine plausible courses of action that would bring about a desirable result.
 - Ability to reason through a particular problem and decipher a logical course of action.
 - Use of common sense and intelligence in handling day-to-day activities, problems, and decisions.



Rating Criteria and Scales

◆ Decision-Making

- Ability to understand when a decision must be made and willingness to make a decision.
- Quickly and efficiently determining an appropriate course of action to target a particular situation.



Rating Criteria and Scales

- ◆ **Management & Supervision**
 - Ability to direct and guide personnel in the accomplishment of goals and tasks.
 - Includes skill in monitoring activities and evaluating results.
 - Expectations and standards are clearly communicated and consequences exist for insufficient performance.



Rating Criteria and Scales

- ◆ Leadership Skill
 - Ability to set a proper tone for the functioning of the organization.
 - Serve as a role model in behavior, practice and word.
 - Ability to motivate the organization as a whole to achieve greater efficiency and a higher-level purpose.



Rating Criteria and Scales

◆ Interpersonal Skill

- Ability to listen to others and be considerate to the concern of others.
- Ability to successfully and appropriately handle interpersonal interactions with others to gain trust, respect and mutual understanding.
- Act with tact and diplomacy in dealings with the public; developing solid community relations.
- Ability to maintain positive work relations with others and interact with people of diverse backgrounds.



Rating Criteria and Scales

- ◆ Oral Communication & Presentation
 - Ability to speak in a clear, concise, understandable and appropriate manner.
 - Ability to deliver a message in such a way that others clearly understand the meaning of an intended message.
 - Appropriate use of non-verbal cues such as good eye contact, posture, etc.



Rating Criteria and Scales

- ◆ **Written Communication Skill**
 - Ability to convey written messages in a clear, concise and easy to read format.
 - Clear organization and presentation of ideas in writing.
 - Use of correct spelling and grammar.



Rating Criteria and Scales

- ◆ **Planning & Organization**
 - Skill in establishing a course of action for self and others to accomplish goals.
 - Skill in properly planning and prioritizing assignments, work duties and tasks.
 - Ability to anticipate future needs and plan for the allocation of resources to meet those needs.



Rating Criteria and Scales

- ◆ **Composure & Stress Tolerance**
 - Ability to work under stress and perform in unpleasant or traumatic circumstances.
 - Ability to remain calm in stressful situations.
 - Ability to handle stressful situations appropriately, remain poised and professional.
 - Ability to maintain emotional control in stressful situations.



Rating Criteria and Scales

- ◆ Teamwork Orientation
 - Ability to work with others effectively.
 - Successfully accomplishing one's role within the organization.
 - Ability to support and enforce the goals of the organization.



Rating Criteria and Scales

◆ Ethics & Integrity

- Ability to act in an honest and fair manner.
- Willingness to accept responsibility for actions when things go wrong.
- Demonstration of a high degree of integrity and professionalism in action and word.



Rating Criteria and Scales

- ◆ Tactics / Incident Command
 - Knowledge of tactics and departmental tactical policies
 - Skill in identifying and employing appropriate tactics based on situation
 - Ability to modify tactical approach based on situational feedback
 - Ability to successfully coordinate numerous resources and to manage, assign, and monitor these resources over extended periods of time



Example Interview Question

You have been promoted to lieutenant with the Illinois State Police and have been serving in this rank now for six months. During the past few months you have become friends with another lieutenant in your district. You and this other lieutenant bounce ideas off each other and discuss various issues that you both are dealing with at work. Yesterday, you and this lieutenant were engaged in a conversation and the lieutenant let it slip that he uses his squad car to drive to Indiana every week after work to purchase cigarettes and alcohol since it is much less expensive over the border. The lieutenant asks you not to say anything about this to anyone. What steps would you take to manage this situation? Please be detailed in your response. You will have 3 minutes to provide your response.



Example Criteria



Behavioral Anchor	+ / -	Comment
Identifies that state of Illinois vehicles are to be used only during the course of official state business		
Identifies that the lieutenant is taking the vehicle outside of the state and that this is against policy		
Identifies that the lieutenant is transporting alcohol in a state of Illinois vehicle and that this is against policy		
Identifies the severity of the lieutenant transporting alcohol in a state of Illinois vehicle as this is a Level 7 Misconduct		
Identifies that what the lieutenant is doing is a serious offense that must be dealt with immediately		
Discusses talking with the lieutenant about improperly using the state vehicle to go outside of the state to purchase and transport alcohol and cigarettes		
Discusses working with the lieutenant to ensure that this practice stops immediately		
Discusses trying to reach an agreement with the lieutenant to ensure that he does not continue to improperly use the state vehicle		
Explains to the lieutenant that he/she will speak to the captain about this issue		
Gives the lieutenant an opportunity to come forward and turn self into the captain		
Talks to friend about whether he has a substance abuse problem		
Suggests the use of EAP, if the friend is experiencing a substance abuse problem		
PRELIMINARY RATING:		

Role of the Assessors

- ◆ Who are they?
 - OUTSIDE assessors from agencies around the region and nationwide (mostly from state police agencies)
 - Diverse in race and gender
 - Thoroughly trained
- ◆ Interact with you and administer the process
- ◆ Observe and rate your performance in an objective manner using performance criteria and specific rating scales.



Role of the Assessors

- ◆ Assessors that will be rating your performance are:
 - Experienced professionals who perform their jobs at a high level.
 - Diverse in gender and race to the extent possible.
 - From outside of state and from agencies that serve similar populations
 - Highly trained for this particular assessment center.
 - Not personally familiar with employees. No former employees may be used.
 - Monitored to ensure fair objective rating according to the performance guidelines.



Preparation Guidelines

- Read your departmental policies and procedures so that you will know the proper way to respond to various situations.
- Understand what dimensions you might be evaluated on
- Map out potential rating criteria



Preparation Guidelines

- ◆ Conduct an interview session with a study partner. You can practice by answering your partner's questions
- ◆ Make and audio and/or video tape of your practice session or watch yourself practice in a mirror. Identify any distracting mannerisms that you may have and try to correct them
- ◆ Think through your response to the supervisory scenarios presented: problems with employees, manpower allocation problems, impromptu presentations, community meeting with concerned citizens, training sessions with subordinate employees, shift meetings, etc.



Recommendations for the Day of the Assessment Center

- Manage your time within the exercise effectively
- Use what you know about the dimensions - you don't know the specific criteria but you can surmise the dimensions based on the exercise
- Provide comprehensive (but organized & concise) responses that meet all criteria
- Remember your assigned role
- Keep positive throughout the assessment- doing poorly on one part does not affect your entire performance.



Common Mistakes

- ◆ Lack detail – you can only be rated on what you present
- ◆ Disorganized/no outline
- ◆ Misses point – does not address each and every issue
- ◆ Breaks role
- ◆ Time management – too short/too long
- ◆ Written communication is poor



Rules Governing the AC

- ◆ You must arrive on time
- ◆ Bring identification
- ◆ Bring snacks if you wish
- ◆ Do not bring “outside materials” with you (i.e., notes)
- ◆ We will ban ALL electronic devices from the AC
- ◆ Be available in the candidate holding room
- ◆ **KEEP WHAT YOU LEARN CONFIDENTIAL**



Scoring

- ◆ Assessors take notes during interview and/or mark rating forms while observing your performance
- ◆ Criteria/check-marks translate into an assigned rating
- ◆ Assessors make preliminary ratings upon conclusion of the exercise
- ◆ Private review of notes
- ◆ Assessor conference to confer on ratings; your performance is discussed in detail; assessors are forced to agree within a specific range to ensure accuracy
- ◆ Final assignment of rating(s)
- ◆ Exercises may be weighted differentially- Dimensions will be weighted based on importance to exercise and job



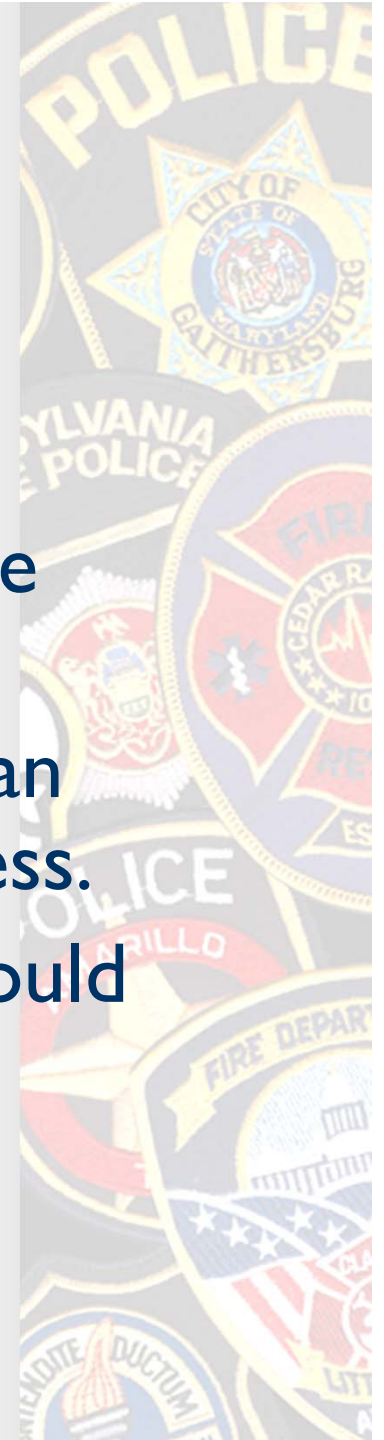
Feedback Reports

- ◆ Direct comments from the assessors who witnessed your performance.
- ◆ Correspond to your numeric scores on dimensions of the AC.
- ◆ Strengths and developmental weaknesses.
- ◆ Suggestions for improvement in the future- but **ONLY** related to exercises and KSAs measured in exercises.
- ◆ I/O responsible for integrity of the assessment - **NOT** for preparing candidates for promotion.



Security

- ◆ You will sign a confidentiality agreement.
- ◆ Do not talk to anyone about the assessment.
- ◆ Talking about the assessment can reduce YOUR chances of success.
- ◆ Disclosing assessment details could result in elimination from this process.



We wish you success!

