



# 2021 Denver Police Sergeant Candidate Orientation Packet

**CONFIDENTIAL**

Prepared for:



Prepared by:  
FirstIdea, Inc.  
June 2021

# CONTENTS

INTRODUCTION	3
CANDIDATE ORIENTATION SESSIONS	3
WRITTEN EXAMINATION PROCESS	4
Introduction to the Written Examination	4
Structure	4
Administrative Procedures	5
General Exam Considerations	5
Exam Difficulty	5
Exam Content	6
Scoring	6
Exam Day Expectations	7
Exam Preparation	8
ASSESSMENT CENTER	9
Assessment Center Methodology	9
Assessors	10
Follow-up Questions	10
Candidate Experience	11
Assessment Center Logistics	12
Administrative Summary	13
Assessment Center Preparation	14
Assessment Center Exercises	15
Evaluation	15
Performance Dimensions	16
Candidate Feedback	20
Process Accommodations	21
Conclusion	21

# INTRODUCTION

The promotional processes for the rank of SERGEANT in the DENVER POLICE DEPARTMENT will include a Multiple-Choice Examination, In-Basket Exercise, Writing Exercise, and Tactical Assessment Center.

The exercises in the assessment centers are based on an analysis of the positions. These job analyses considered the tasks; knowledge areas, skills, abilities (KSAs); and performance dimensions needed for success in the position of SERGEANT. Also, and perhaps most importantly, the job analysis focused on the culture and organizational environment in which these positions function.

The following sections of this orientation guide are intended to introduce candidates to this testing process. We realize many candidates experience a high level of anxiety going into a promotional process, and this information is designed to give candidates a better understanding of what to expect.

On the following pages, we present additional information regarding the written test examination and assessment center exercises, including administrative procedures and preparation strategies. We look forward to seeing candidates in the coming months, and good luck!

## CANDIDATE ORIENTATION SESSIONS

Candidates will have the opportunity to attend one of two Candidate Orientation sessions before the promotional process. These orientation sessions will provide candidates with further information on the promotional process. These sessions will also allow candidates to ask a representative of FirstIdea any questions they may have regarding the process.

Date, Time, and Location

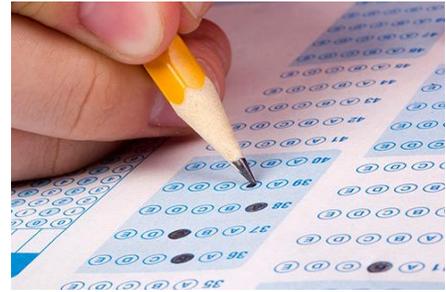
Session 1: Via Teams	DATE: June 15, 2021	TIME: 1300 (MST)
Session 2: Via Teams	DATE: June 16, 2021	TIME: 0900 (MST)

The Candidate Orientation sessions will be Via Teams. Please arrive on time, as the sessions will start promptly as scheduled.

# WRITTEN EXAMINATION PROCESS

The written examination is scheduled for July 26, 2021 at the PPA Event Center, 2105 Decatur Street. Registration will begin at **0800** hours and will close at **0830** hours. Latecomers will not be allowed to participate.

Candidates will have two and one half (2.5) hours to complete the exam.



## ***Introduction to the Written Examination***

From our very first days in school, we have all had to take written exams. While written exams may differ in type, from essay to questionnaire format, most exams tend to be in the “multiple-choice” format.

Because we have all taken exams, the familiarity of this process can be a real asset. However, for some people the experience of taking exams, mainly written exams, has not been a positive one. Some people get excessively nervous or forgetful. Others have a difficult time concentrating, or they are just not motivated to succeed in this type of task.

While we cannot change people’s personalities or their past experiences, we have provided this information to assist candidates in preparing for our written exams. We recommend candidates read through this information and take our advice seriously. We have developed and administered thousands of written exams for hundreds of different positions and organizations. The information contained in this guide and the advice we offer are based upon our experiences with these exams.

To convey much of this information, we have responded to questions and concerns typical of those from individuals who are about to take one of our exams, but first, we will present some basic administrative information.

## ***Structure***

The written examination will be a standard 120-item multiple-choice examination based on the reading list. Each of the items on this exam will have four (4) responses from which to choose. Only one (1) of the four (4) responses to each item, will be the most correct.

## Administrative Procedures

- Candidates should arrive at the testing site before the start of the check-in period to ensure they have enough time to finish all check-in procedures.
- Candidates are **NOT** allowed to have source materials on their desks.
- Candidates will **NOT** be permitted to use their candidate orientation guide or reading list during the written examination.
- Department policies do change. Candidates are responsible for updating their reference materials up to the date specified on the reading list. Candidates are **NOT** responsible for any changes after the reading list was released.
- Candidates are permitted to write in the exam booklet during the examination administration; however, only those answers on the answer sheet will be scored.

## General Exam Considerations

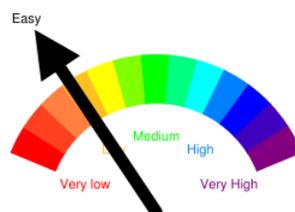
### Exam Difficulty

FirstIdea, Inc. designs each exam for the specific position and organization with which we are working. As a result, no two exams are entirely identical. We, therefore, cannot say our exams have an “average difficulty level” on some sort of difficulty scale.

Another problem is that organizations often use different measures as pass/fail points. One organization may set 75% correct as the “cut off” score, while another may establish that point at 80% correct, and still another organization may set the point based upon a certain number of candidates (e.g., only the highest scoring 30 people pass).

We have found exam difficulty is less a function of exam design than it is the amount of study and dedication of the personnel who take the exam. Consider the following example:

In a recently written examination, one of the candidates scored 100% correct. Another candidate on this same examination scored 37% correct. The candidate who scored 100% told us it was “obvious” we had developed an easy examination. The candidate who scored 37% told us it was “obvious” we had developed a very hard examination. Which did we develop, an easy or a very hard examination?



## Exam Content

For this examination, representatives of the Denver Police Department selected sources to ensure the most relevant and up-to-date materials are used. Candidates are given time to study the material before the exam. Sometimes these materials are distributed, and the exam is given, some changes are made by the organization. If procedures or protocols have changed, making the study material outdated, candidates must still be prepared to answer the items from the study material announced and provided to us at the time of the examination announcement.

The exam items and choices are written from the source material. Usually, the same or very similar language from the source is used. Candidates should be able to go to the source and find the correct choice.

Our exams are designed, so all options appear to be the correct choice. However, candidates are to select the best choice from among the alternatives.

Most candidates will have sufficient time to complete the exam. It is in each candidate's best interest not to "rush" through the exam. On the other hand, candidates must work diligently to ensure that candidates can provide a response to all examination items.

## Scoring

Our exams are machine-scored, with hand verification procedures. We then examine that answer sheet by hand to determine the desired response. The most common problem occurs when a candidate selects one option, changes his or her mind, erases the first selection, and marks another option. If that erasure is incomplete, the machine detects two answers and notifies us. In those cases, the item is scored as incorrect. Therefore, it is essential to make sure all erasures are complete, and candidates have only one answer for each item. The Candidates will not receive a copy of their answer sheet.



## Exam Day Expectations

**DO NOT** bring any of the following items with candidates on the day of the examination:

- Smartwatches, computer, tablet, cell phone, or another communicable device
- Study materials
- Calculators
- Notebooks
- Reading material

We will supply candidates with the exams, answer sheets, scratch paper, pencils, and any other materials appropriate for the exam. On the day of the written examination candidates are permitted to bring a basic (analog) wristwatch, since this may assist candidates in keeping track of time and pacing their presentation. However, candidates **MAY NOT** use a cell phone as a watch.

If candidates need to use the restroom or have some other emergency, please inform one of the exam monitors. Any time candidates take using the restroom or away from the exam itself is lost. Candidates will not be given any extra time should candidates need to use the restroom or have any other type of emergency. Should candidates need to leave their desk or table, they should turn their answer sheet over and place the closed exam booklet on top of the answer sheet.

Unless otherwise stated during the exam instructions, candidates will visit the restroom one person at a time. Under no circumstances will candidates be allowed to speak to one another once the testing process has begun. This includes **all** areas of the testing facility, including the restrooms, testing room, and registration areas. This also means even if candidates have completed the exam and candidates are in or around the testing facility, candidates may not speak to another candidate.



**YOU ARE NOW UNDER  
EXAM CONDITIONS**

**NO PHONES, TABLETS, IPODS  
OR ANY OTHER ELECTRONIC  
EQUIPMENT PERMITTED**

## Exam Preparation

Those who perform well generally get started early. They make up their minds quickly they will take the exam, and they will dedicate themselves to putting in the necessary time and effort to study effectively. This

is a significant step that is often overlooked. It is our firm belief that a considerable difference between successful and unsuccessful candidates is their dedication and motivation to succeed in this endeavor.

SUCCESS NEEDS  
PREPARATION



Another significant, distinguishing characteristic between successful and unsuccessful candidates concerns study habits. It is an unfortunate truth that many of us have not learned sound study habits. We would like to share with you as candidates some of the most effective study habits.

First, candidates need to find a quiet area where candidates can study undisturbed. It is interesting, however, that candidates can take what appears to be a disadvantage (such as a spouse or children who necessarily require time) and turn it into an advantage. Candidates should let their family members and friends know that they are about to take a critical exam that will have a significant impact on their life. By telling others about their effort and dedication, they can join in the process of helping candidates. Instead of seeing those around candidates as a hindrance, use them as a resource.

Another important study habit is to set aside specific time for study. If candidates go about their normal, daily activities hoping for some “spare” time to study, it will not appear. Candidates generally cannot “find” time; candidates must “make” time. Candidates should change habits and dedicate some time each day to studying. This will require some sacrifice on their part. But remember, it is our experience after having conducted exams on many thousands of people, one of the most important factors separating the good performers from the poor ones is this:

### **DEDICATION TO STUDYING.**

There are as many study techniques as there are people. It is important to identify and utilize a study technique that is most effective for candidates. Many successful candidates compare their mindset when taking an exam to when they get an emergency call at work. On their way to the scene, they are excited, yet they are also focused. They channel their excitement, so it assists them in performing their functions, rather than interfering with their abilities.

## Test Taking Technique

The fact of the matter is there are no tricks to taking exams.

Do not look for “tricks” or easy solutions to doing well on the written exam. There are no easy ways to be successful on a written exam. Candidates who study hard and effectively can increase their chances of doing well.



On the day of the examination candidates should be sure to:

- Check that any/all erasures are clean.
- On the written exam, ensure only one answer for each item has been answered.
- Periodically check to make certain the number on the answer sheet corresponds to the number of the item in the examination booklet.

## ASSESSMENT CENTER

The selection process for the open position within the department includes an Assessment Center (AC). Should candidates choose not to participate, candidates will no longer be considered eligible for the promotion. This section is intended to familiarize candidates with the AC process and help candidates do their best when testing begins.



### ***Assessment Center Methodology***

As an AC participant, candidates are required to perform a comprehensive series of standardized behavioral exercises (e.g., oral presentation, written case analysis, in-basket exercise, role play). The exercises present issues representative of those likely encountered while working in that promotable position within the candidate’s agency.

While the exercises may refer to a simulated agency and people, the agency structure and issues will be relevant to the candidate’s organization. As such, assume the policies, protocols, procedures, rules, regulations, and related directives with which candidates are most familiar are those which are relevant to the simulated agency.

For each exercise, the same issues and materials will be administered to all candidates. Always assume the exercises are as they appear. For example, if the exercise states candidates will be in a meeting with one other person and candidates will not be disturbed, assume such conditions will exist. Should something like a fire alarm go off or a telephone ring in the room during the candidate’s presentation, the assessors will handle it, and candidates will not be evaluated on any reaction to such an unlikely interruption.

As candidates work through each exercise, a panel of assessors will observe and document the candidate's behavior and responses. Their observations and notes will be used to rate the candidate's performance on a set of pre-defined performance dimensions.

## ***Assessors***

Each assessor is familiar with the position at hand and the candidate's agency's particular needs and concerns. To recruit assessors, FirstIdea contacts regional and/or national departments and asks them to allocate sworn Police Department Personnel (at the rank being tested or higher). Selected assessors complete extensive training in which they learn about the position and the department, how to objectively observe and document candidate behaviors, and how to rate performance. They also learn about the specific exercises and performance dimensions.

Multiple assessor panels are often required, mainly when there is a large number of candidates. When numerous assessor panels are used, each panel is generally assigned to manage a particular exercise. Thus, each panel will assess every candidate in one specific exercise. For example, one panel will evaluate all candidates in the In-Basket exercise, while another panel will evaluate all candidates in the Tactical exercise.

## ***Follow-up Questions***

For many exercises, assessors are encouraged to ask follow-up questions. Most of these follow-up questions have been scripted for the assessors. The assessors have reviewed the questions, as well as the answers that would indicate exceptional, minimally acceptable, or poor responses. Additionally, assessors often ask probing questions such as "Why," "How," "What," and "Please explain that further."

Sometimes the same question may be perceived by one candidate as a "trick" question, while not perceived as such by others. For example, the assessors may ask a candidate to further explain their decision. This may be to see if the candidate recognizes he or she has made a poor decision; or, maybe to see if the candidate is willing to defend the decision. While some may regard this as a "trick" question, others recognize it as an opportunity to provide additional insight into their response.

Generally, candidates are asked the same follow-up questions. However, there are three (3) conditions under which one candidate may be asked a question and another candidate is not.

1. Sometimes candidates anticipate questions from the assessors; and during their initial presentation, answer a follow-up question the assessors were prepared to ask. If a candidate has already answered such a question, the assessors will not ask it.
2. Most exercises allow for a variety of responses. One candidate's response might head in one direction while another candidate might go in another. These candidate responses would likely require different follow-up questions as the same follow-up question may not be relevant to both responses.

3. Keep in mind the assessors are trying to evaluate candidates on a variety of performance dimensions. When the assessors need additional information to fairly evaluate an individual candidate on one of the dimensions, we permit the assessors to ask a question to gain that additional information.



### ***Candidate Experience***

Candidates and assessors have been very consistent in their comments regarding our Assessment Centers (AC)'s. They tell us our AC's are challenging, fair, and relevant. With that in mind, we believe candidates can expect a process that thoroughly examines job-relevant characteristics and identifies those most likely to successfully perform post-promotion.

As in life, candidates may discover issues in the AC with no clear-cut solutions. For some problems, it is not so much which choice candidates make, but instead, whether candidates understand and are prepared to handle the consequences of the choice's candidates make. We find those individuals who know and understand themselves and who understand their value systems are the individuals who tend to perform better in our AC's and on the job.

Candidates should look upon the AC as an opportunity to demonstrate knowledge, skills, and abilities and learn something. Do not get discouraged should candidates experience difficulty in one or more exercise(s); instead, focus on performing better on the next one. Don't try to "guess" the purpose of the exercises.



## ***Assessment Center Logistics***

Candidates will participate in three different AC exercises. Because the AC will likely occur over multiple days, candidates are reminded that disclosing or discussing any information related to the AC can result in legal or disciplinary action being taken against them.



Exercises are scheduled, so the majority of the population has enough time to complete them. Some exercises require more reading and writing than others. For each exercise, candidates will have a preparation period and a presentation period. Based on type and content, the time allotted for each exercise preparation and presentation period may vary.

Plan to be on-site all day. There will be breaks of varying lengths between each exercise. Since we typically use individual exercises, the assessors evaluate each candidate one at a time. Therefore, when one candidate is being assessed, another is preparing for the exercise, and other candidates are experiencing some "down time" or "free time." While these downtimes may be seen as unfortunate to some candidates, the overall AC result regarding fairness and accuracy is improved.

Further, all candidates must show up to each exercise on time as the schedule will be very tight. Arriving late to any exercise could result in forfeiting the opportunity to be considered for the position. While candidates will be responsible for monitoring their own time during their "free time," it is essential candidates do not discuss the content of the exercises with one another until the entire testing process is completed for all candidates. Also, we require the testing areas (e.g., candidate preparation rooms, presentation rooms, adjacent hallways) remain quiet and free of distractions.

*Check-in:* All candidates must show up at the facility on time for their registration. If candidates are late or absent at the scheduled registration time, they may forfeit their opportunity to be considered for the position.

During the registration period, candidates will receive a copy of their schedule and information about the general process. Not all candidates will go through the AC exercises in the same order. At this time, candidates will also sign a confidentiality agreement and a request for feedback. Analog watches, pens/pencils, food, and beverages, and reading materials (e.g., magazines, books) are allowed on site; however, test reference materials are **NOT** allowed. All materials are subject to search.

*Preparation period:* During the preparation period, candidates will be given the applicable exercise instructions, general office supplies, and time to prepare for their presentation. Candidates are not evaluated during the preparation period. Candidates will prepare alone, but administrators will keep track of the time and be available for general questions. Once the preparation time has elapsed, candidates will be escorted to the presentation room to perform the exercise.

*Presentation period:* Once in the presentation room, the administrator will introduce candidates to the assessor panel. Candidates may introduce themselves by name. Assessors will present the same information and ask the same questions of each candidate. Follow-up questions may be asked based on individual responses. Expect assessors to take notes during the presentation. The notes will help them provide an objective rating of each candidate's performance once the candidate has left the room. Assessors will let candidates know when the allotted presentation time is up. If candidates leave the room before the allotted time is up, candidates may not return. All materials must be left in the room when candidates leave.

Once candidates have completed their final exercise, they will follow the check-out procedures and be permitted to leave the testing site. The results of the AC will be used to create an eligibility list for the position. FirstIdea provides the information on the promotional process to appointed representatives from the candidate's agency and/or Human Resources. They are ultimately responsible for maintaining these records. FirstIdea typically maintains AC data for not less than three years; however, the candidate's organization may keep these data for a shorter or longer duration.

### ***Administrative Summary***

- Candidates are encouraged to bring basic watches for time-pacing purposes. Occasional glances at a watch will **NOT** affect candidate evaluations. Candidates **MAY NOT** use smart devices, tablets, or cell phones to monitor time.
- Candidates are permitted to bring pens/pencils, food, beverages, and reading material (e.g., magazines, books) to the testing site.
- Candidates **MAY NOT** bring reference materials (e.g., general orders, criminal code, textbooks) to the testing site.
- Candidate reading materials are subject to search at the testing site.
- Candidates are **NOT** permitted to bring prepared notes or resumes to the testing site.
- Candidates will prepare for exercises in a designated "preparation room." Assessors will not be in these preparation rooms, and candidates will not be evaluated during their preparation time.
- Preparation rooms at the testing site will have various office supplies (e.g., easel paper, markers, pens, pencils, pads of paper) available. These materials are provided to assist candidate preparation. Any materials developed during the preparation period may be brought to the presentation room.
- Candidates are permitted to write on exercise instructions.
- Candidates are encouraged to take notes during the preparation time, and any notes made during this time can be brought to the presentation room. However, these notes will not be evaluated by assessors. Assessors will only evaluate information conveyed through behavior and oral response during the presentation period.
- Test administrators and assessors are the official timekeepers throughout the process. However, candidates are responsible for monitoring their own time for pacing purposes.

## ***Assessment Center Preparation***

We recommend three general steps for candidates in preparing for an Assessment Center.

1. Learn as much about the position as possible.
2. Learn about the City's and agency's needs and concerns.
3. Candidates should examine their strengths and weaknesses as they relate to the position and the agency's needs.



First, it is critical to fully understand the position for which candidates are applying. This document is too brief to go into detail about the position, but we recommend candidates give some thought to the types of problems likely faced by someone who holds the position within their city. Further, candidates should speak to as many people as job incumbents as candidates can. This will allow candidates to discover both the conventional and unique aspects of this particular position.

It is also vital to speak with leaders within the organization. Keep in mind how we develop the AC exercises is to talk to incumbents in the position, their supervisors, and the leaders of the organization. They are the best source of information regarding the demands of the job, and the direction, needs, and concerns of the agency.

Second, we recommend exploring or investigating the external environment. What are the problems facing the City, and how will those problems impact the agency? What does the future hold, what are the citizens' concerns, what is the predominant management style of the organization? Seek the answers to these and other questions to help candidates understand what will be expected of this position in this particular environment.

Finally, candidates should do some identification and self-examination of their strengths and weaknesses. Perhaps candidates have excellent speaking skills when candidates deal with individuals in a one-on-one setting, but candidates need to work on speaking to groups; or. Maybe their supervisory skills are strong, but their tactical skills need improvement.

Once candidates have identified their strengths and weaknesses, work on them as they relate to the job in question. If there is any "secret" to preparing for ACs, it is to practice those skills required for the position. The more candidates' practice, the better-prepared candidates will be when candidates are tested both during the AC and in life.

## **Assessment Center Exercises**

Candidates can expect to be evaluated on three (3) exercises. As a general rule, it is not particularly useful to prepare for specific exercises. Instead, prepare for the job itself. If candidates have done well at preparing for the role, candidates should do well in the AC. That being said, we will present candidates with information regarding exercise types.

These are the three (3) exercises you will have:



**Tactical:** The Tactical exercise is designed to assess candidate understanding of tactical and incident management situations and decisions. There are two primary methods we use to evaluate these skills: 1) the Evolving Incident and 2) the Incident Critique. The Evolving Incident requires candidates to review information of the type typically received on the way to an incident. Candidates are required to present their initial impressions and actions. Assessors would then offer new information on the evolving scenario. This form of tactical exercise requires candidates to react step-by-step to an incident as if it were occurring in real-time.

**Written Exercise:** In the Written exercise, candidates will be given information about a topic or topics and asked to write about the topic in a specific format. Candidates will be assessed on writing and content.

**In-Basket Exercise:** The In-Basket exercise requires candidates to prioritize and address a series of memos, letters, phone messages, and/or emails. This exercise is designed to examine comprehension and judgment, supervisory and administrative skills, managerial and organizational talents, and customer service skills. Various problems and complex issues requiring decision-making and problem solving will be presented in the materials.

## **Evaluation**

Assessors are trained on the requirements of the position, the unique problems and issues facing the department, and similar information. Therefore, they are generally looking for candidates with the knowledge, skills, abilities, and other characteristics that match up with those conditions or demands. We have helped the assessors by providing exercises in which realistic job and environmental issues and problems are presented, and the relevant behaviors can be exhibited and evaluated. We also thoroughly train them to objectively observe behaviors, take notes, and rate performance.

While performing their duties, assessors rely on categories of behavior called performance dimensions. These dimensions vary across position, department, and exercise. However, the following list represents the performance dimensions assessed by the exercises above:



## Performance Dimensions

*Classification of*  
**Performance Dimensions**  
 (A dimension is a measurable extent of any kind i.e. shape, size, quality, quantity, etc.)

DIMENSION	DESCRIPTION
ADAPTABILITY FLEXIBILITY	The extent to which a candidate can adapt to changing environments and conditions. This includes a willingness to change approaches or beliefs to accommodate new information or conditions. This dimension includes the ability to modify one's approach to meet the needs of changing circumstances most effectively and to modify one's behavior to suit different individuals or situations. Related to this is an openness to change and the ability to incorporate new ideas, even when those ideas may conflict with previously held ideas. Candidates who are strong on this dimension are often comfortable simultaneously holding and dealing with conflicting ideas.
CONFLICT RESOLUTION	The extent to which a candidate can identify both individual and organizational conflicts, and effectively work toward resolving those conflicts. Supervisors and managers must handle all kinds of conflict, from a disagreement between two subordinates to the conflict between organizational divisions, within the community at large, or even between expressed values and organizational or personal demands. This dimension does not suggest the avoidance of conflict (although in some occasions that may be appropriate), but rather, the ability to anticipate, confront, and resolve the variety of conflicts that can occur.
CREATIVITY	The extent to which a candidate looks for innovative alternatives explores new methods and ideas and develops new combinations of existing knowledge when problem-solving. This is a vital quality in today's supervisors, managers, and executives. This performance dimension includes the ability to find creative solutions to the problems. Strong candidates can see things from new perspectives and give a fair hearing to the ideas of others. Candidates who are strong in creativity are also typically willing to take risks and try new ideas.
CUSTOMER SERVICE	The extent to which a candidate can identify who the customer is, identify what that customer needs and desires, determine their role in meeting those needs and desires, and, if unable to meet particular customer needs, seek others who can. Members of effective organizations are expected to take a customer service attitude toward individuals and organizations in the community, and toward individuals and divisions within the organization itself.
DECISION-MAKING & DECISIVENESS	The extent to which a candidate does not shy away from making decisions and demonstrates an understanding of when to make decisions alone, when to collaborate with peers, and when to pass decisions on to someone else. Strong candidates have the self-confidence to defend good decisions and abandon poor ones, taking ownership of their decisions and accepting accountability. The decision-making process should be timely, relevant, logical, and using data gathering and analysis techniques.

<p>EMOTIONAL MATURITY</p>	<p>The extent to which a candidate exhibits the ability to cope with unexpected change, recognize his or her feelings and express them appropriately, control strong emotional responses, and respond reasonably under stressful conditions. Both recognition and control factors are at play with this dimension. A candidate needs to recognize their own emotions and feelings, the situational factors that are influencing those emotions, including the detection of the emotions and feelings of others. Furthermore, a candidate needs to be able to control their own emotions to most effectively handle stressful situations.</p>
<p>ETHICS, INTEGRITY, CREDIBILITY, AND HONESTY</p>	<p>The extent to which an applicant exhibits a commitment to maintaining high standards of ethical conduct, the ability to hold others accountable to appropriate standards, and displaying behaviors that are consistent with the values of the organization. Applicants should demonstrate the ability to: (1) accept the consequences of their actions, (2) maintain confidentiality, and (3) demonstrate a willingness to report unethical or illegal conduct.</p>
<p>INDEPENDENT THINKING</p>	<p>The extent to which a candidate can present unique ideas and offer independent views and solutions. A good organization desires to have people who can provide other points of view. In today's world, it is too risky for an organization to have only people who will agree with the people who are unwilling to support the organization's decisions should those decisions differ from their own. Better candidates demonstrate the willingness to express their own beliefs and opinions. However, better candidates also stand by the organization's decisions, regardless of whether the final decision is their own or not. Independent thinking should not be confused with stubborn thinking. This dimension also frequently encompasses administrative courage, integrity, and honesty.</p>
<p>INTERPERSONAL SKILLS</p>	<p>The extent to which a candidate can establish and maintain cooperative and constructive relationships on an individual and group basis, consider the feelings and needs of others, and respect the views of others. Interpersonal skills include the ability to communicate and listen to others, disarm and set others at ease, consider multiple viewpoints, and express sensitivity and concerns for others.</p>
<p>JOB KNOWLEDGE</p>	<p>The extent to which a candidate demonstrates an appropriate knowledge level of policies, procedures, and practices of the organization and position. Job knowledge includes displaying an understanding of administrative procedures, mission and vision statements, tactics and strategies for emergency scenes, and supervisory and management theories and practices.</p>

JOB PREPARATION	The extent to which a candidate has prepared for the job in question. Such preparation may entail participation in classes or seminars, activities outside the normal work environment, professional affiliations, the obtaining of college degrees, and so forth. Job preparation also entails the candidate having an understanding of the requirements and demands of the position. Such preparation is demonstrated when the candidate identifies what is needed to assume the position and what actions he/she has taken toward attaining those needs.
JUDGMENT	The extent to which a candidate weighs alternatives, including the costs and benefits of potential actions, and chooses the most appropriate alternative. Judgment should be logical and orderly.
LEADERSHIP	The extent to which the candidate inspires others to accomplish and achieve. It can be seen as a process of social influence to get others to achieve a common task. Leadership techniques may vary but will always include keeping the mission of the organization as well as the overall goal in front of the followers. For supervisors, leadership by example is an essential element to success in that role.
ORAL COMMUNICATION SKILLS	The extent to which a candidate can organize thoughts and express them clearly and logically. Oral communication includes the organization, clarity, and conciseness of ideas and thoughts and the appropriate use of language. Also, paralanguage (pitch, volume, and tempo of speech) and nonverbal communication (posture, eye contact, and body movement) can influence the effectiveness of oral communication.
ORGANIZING & PLANNING	The extent to which a candidate defines the tasks and/or goals that must be accomplished provides a framework or strategy for accomplishing these tasks/goals and establishes a timeline for completion. Whereas problem-solving entails the identification and selection of a course of action, organizing and planning involve the means of actually putting the solution into action. Organizing and planning include the prioritization of tasks, delegation, and coordination of assignments, setting task goals and timelines, and ensuring objectives are met. These skills can often be seen in presentations that are well organized and logically communicated.
PERSONNEL & RESOURCE MANAGEMENT	The extent to which the candidate managed the resources available. The candidate identified what resources would be needed and utilized them for the greatest efficiency and effectiveness.
PERSUASIVENESS	The extent to which a candidate can communicate ideas convincingly, especially regarding obtaining buy-in from others. Supervisors, managers, and others are frequently called upon to sell ideas to others. Employees, often those at the middle levels of organizations, are frequently called upon to sell management's perspectives and ideas, even when they do not personally agree with such perspectives, and when they know that others will not agree. Being convincing takes perceptiveness, organization, conviction, and tact.

<p>PROBLEM-SOLVING</p>	<p>The extent to which a candidate analyzes problems and considers a variety of approaches to solving them. Understanding whether the problem is a symptom of a deeper problem is often important as is the ability to think of multiple solutions. Candidates should recognize the consequences of the solutions that are proposed. Problems can vary in scope and complexity from day-to-day problems to organization-wide issues to even more broad concerns.</p>
<p>SELF-CONFIDENCE</p>	<p>The extent to which the applicant demonstrated a belief in himself or herself. The candidate demonstrates an understanding of his or her strengths without being arrogant.</p>
<p>SELF-MOTIVATION, WORK ETHIC, INITIATIVE, AND DELIVERING RESULTS</p>	<p>The extent to which an applicant is interested in self-improvement, and further, the extent to which he or she takes action rather than simply being a passive observer of events. This performance dimension is also demonstrated by an applicant's interest in self-advancement, willingness to take on extra work, and striving to achieve goals and objectives.</p>
<p>SENSITIVITY</p>	<p>The extent to which a candidate is perceptive to the needs, concerns, and perspectives of others and effectively integrates those perceptions in both thought and action. Sensitivity is a perceptual and cognitive process that entails understanding the perspectives of others. This is often revealed in a person keeping others informed, understanding and genuinely appreciating the input of others, and being able to see things from other people's perspectives. Sensitivity to minority and gender issues, as well as customer service, are important elements included in this performance dimension. Empathy is a significant part of this dimension.</p>
<p>SUPERVISORY SKILLS AND ADMINISTRATIVE ABILITIES</p>	<p>The extent to which a candidate provides guidance and direction for subordinates and ensures high-performance standards. Supervision is distinct from leadership in that supervision primarily entails the direct administrative oversight of employees. Supervision includes setting goals for employees and evaluating performance, providing documentation, coaching and counseling employees, setting expectations, holding people accountable, and utilizing discipline and praise where appropriate.</p>
<p>TEAMWORK AND COOPERATION</p>	<p>The extent to which a candidate can present unique ideas and offer independent views and solutions. A good organization desires to have people who can provide other points of view. In today's world, it is too risky for an organization to have only people who will agree with the conventional thinking on issues and never consider alternatives. This does not mean, however, that these are people who are unwilling to support the organization's decisions should those decisions differ from their own. Better candidates demonstrate the willingness to express their own beliefs and opinions. However, better candidates also stand by the organization's decisions, regardless of whether the final decision is their own or not. Independent thinking should not be confused with stubborn thinking. This dimension also frequently encompasses administrative courage, integrity, and honesty.</p>

<p>WRITTEN COMMUNICATION SKILLS</p>	<p>The extent to which a candidate conveys written information clearly and effectively, including effectively organizing his/her ideas, using proper writing mechanics (e.g., grammar and spelling), and using an appropriate writing style. Written communication skills do not include the substance of the written document per se, but rather how the information is conveyed. So, a candidate can present an inappropriate or incorrect argument in a document and still display strong written communication if the argument is clearly written.</p>
---	--

Candidates will be evaluated on a pre-determined subset of the above performance dimensions; each subset is unique to each exercise. These performance dimensions will be rated on a 5-point scale, where 1 indicates very poor performance and 5 indicates exceptional performance. Assessors will make independent preliminary ratings for each candidate on each performance dimension; then assessors will disclose and discuss their independent ratings (and observations) to reach a consensus on final performance dimension ratings. The final performance dimension ratings will be used to calculate an overall exercise score for each exercise. Finally, the exercise scores will be used to derive a candidate’s overall AC score.

***Candidate Feedback***

Each candidate will receive individual scores on the various performance dimensions and each exercise, as well as an overall AC score. Further, assessors will provide FirstIdea with comments regarding each candidate’s strengths and opportunities for improvement. FirstIdea will aggregate the feedback and provide candidates with a summary for each exercise.



## Process Accommodations

**IF A CANDIDATE HAS A DISABILITY THAT REQUIRES ACCOMMODATIONS FOR TESTING, THEY MUST IMMEDIATELY CONTACT Jeannette Giron.**

## Conclusion

The information provided in this document is intended to alleviate the anxiety often experienced during a testing process. While we have attempted to inform all candidates about the Written Examination and Assessment Center process, unforeseen events may force changes. We will keep candidates informed should any changes occur.

We look forward to seeing candidates in the coming months!

