PRE-OFFER PERSONALITY TESTING
in the Selection of Entry-Level California Peace Officers

Technical Report

A REPORT TO THE CALIFORNIA COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

By John G. Berner, Ph.D.

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EXECUTIVE SUMMARY

As a result of several recent developments, there has been a renewed interest in the use of tests of general personality traits to select employees. This report summarizes the findings and recommendations of an 18-month project conducted pursuant to POST Commission Strategic Plan Objective A.1 to "Establish personality assessment for law enforcement selection."

Centering on the types of personality traits that are typically assessed prior to a conditional job offer (i.e., via "pre-offer personality tests"), and in contrast to mental or emotional disorders that are assessed using clinically-oriented psychological tests, the project included the following:

- Reviews of existing research on the job-relatedness (i.e., validity) of general personality traits for entry-level selection (for all occupations and for law enforcement specifically), and the susceptibility of tests of general personality traits to response distortion, or "faking."

- A statewide job analysis of the capabilities or "Competencies" required to perform the job of the entry-level uniformed patrol officer, and the personality traits most closely related to these Competencies.

- A review of state and federal statutes, case law and administrative guidance concerning the use and job-relatedness of pre-offer personality tests.

- Review and analysis of the likely impact of pre-offer personality testing on work force diversity and selection system efficiency.

Extensive use was made of the generally accepted taxonomy of personality traits known as the Big Five. The Big Five traits are Conscientiousness, Agreeableness, Emotional Stability, Extraversion and Openness to Experience. Many other personality traits consist of sub-elements (referred to as facets) of one of the Big Five, or combinations of the Big Five (referred to as compound traits).

Considerable reliance was placed on research findings resulting from the use of an analytic tool known as meta-analysis, which allows one to combine the results of multiple independent studies to derive a best estimate of the job-relatedness (validity) of a given trait, and to evaluate the extent to which that estimate "generalizes" across jobs or job settings.

The major project findings were as follows:

Job-Relatedness Evidence

- Among the Big Five, the job relatedness evidence is extensive and compelling for Conscientiousness. Substantial job-relatedness evidence also exists for Emotional Stability.

- In addition to predicting job performance, general personality traits predict training performance and counterproductive work behavior (theft, absenteeism, etc.). The research findings are strongest for Conscientiousness, Agreeableness and Emotional Stability.

- The job-relatedness evidence for some compound personality traits - especially the compound trait of Integrity - meets or exceeds that for any of the Big Five traits (i.e., the empirical relationships with job criteria are stronger).

- The job-relatedness evidence for law enforcement positions, although based on fewer studies, is generally consistent with the results reported in the larger research literature.

- In addition to being job related, the general research literature indicates that scores on tests of personality traits improve overall validity (i.e., result in incremental validity) when combined with scores on tests of cognitive ability. These findings, which are strongest for Conscientiousness and Integrity, have not been independently confirmed for law enforcement positions. In addition, the estimated gains in validity are based on optimally combining scores on the two types of tests, and will likely be lessened if cognitive ability tests are used to make pass/fail decisions only - as is often the case in law enforcement selection.

Other Research Evidence

- While tests of personality traits are susceptible to response distortion, there is no evidence that response distortion reduces the overall job relatedness of the tests. However, response distortion does alter the rank order of test scores, and thus may affect who will be hired if the scores are used to rank candidates. Corrections for response distortion have generally been ineffective, and some research indicates that response distortion, or impression management, is not a manifestation of simple faking, but rather of a more complex and meaningful personality characteristic. In sum, the debate over response distortion is far from over. Current concerns, however, are not sufficient to preclude the use of pre-offer personality tests – especially if accompanied by admonitions and

warnings about faking - and if scores on the tests are not used exclusively to rank order candidates.

- Initial optimism about the dramatic improvements in workforce diversity that will result from introducing tests of personality traits into employment selection systems has generally not been supported by the research. The issue is very complex and dependent on many variables, and while some gains in workforce diversity may result, the primary benefit that should be expected from using personality traits (tests) is improved job relatedness. Furthermore, there is some evidence that procedures designed to increase workforce diversity (e.g., by differentially weighting personality and cognitive ability) may have a detrimental impact on job relatedness.

- Attempts to estimate whether the introduction of pre-offer personality testing would streamline the hiring process by identifying candidates who would subsequently fail the more costly steps in the process (i.e., background investigation and/or psychological examination) were largely unsuccessful. The only existing data that was found to address this issue was of questionable quality, and the results obtained, while not supportive, are insufficient to draw any conclusions. A current study being conducted elsewhere will result in much more definitive findings. Unfortunately, the study is several months from completion.

Job Analysis

- Results of the statewide job analysis indicate the following 10 personality-oriented Competencies are highly important to the performance of uniformed patrol officer job duties: Social Competence, Teamwork, Assertiveness/Persuasiveness, Service Orientation, Decision Making and Judgment, Adaptability/Flexibility, Conscientiousness/Dependability, Impulse Control/Attention to Safety, Integrity/Ethics, and Emotional Regulation and Stress Tolerance.

- The Competencies are very similar to many of the screening “dimensions” developed as part of the ongoing project to revise the current POST Psychological Screening Manual. Further, many of the same personality traits were identified as being important in both projects. Thus, not only do the results of the current project provide confirmatory evidence of the job-relatedness of the products of the manual revision project, but many of the meta-analysis findings from that project (i.e., identified empirical relationships between personality traits and various job criteria) are directly transferable to the current project.

- The job analysis findings - especially those related to Competencies - also provide strong confirmatory evidence of the job relatedness of other POST selection and training standards and guidelines - including the POST background investigation "Dimensions," the scenario testing competencies in the Regular Basic Course, and the daily observation report evaluation criteria in the POST Field Training Officer Program.

Legal Review[1]

- As long as certain conditions are met with respect to test item content, test use, and test score interpretation, pre-offer personality tests do not appear to violate privacy or handicap discrimination laws. Many test publishers have developed and/or revised their tests in response to these prohibitions.

- There are negligible to nonexistent race/ethnicity and gender differences on general personality traits (and tests thereof), and no court cases could be found alleging discrimination on these grounds. Ironically, however, if such a suit were brought, there is reason to question whether the primary evidence in support of the job relatedness of tests of personality traits - evidence based on meta-analysis - would be accepted by the Court.

Conclusions and Recommendations

On balance, the evidence of job relatedness supports the use of pre-offer personality tests to select entry-level officers - especially tests of those traits enumerated above. Further, much of the information collected as part of this project, and contained in this report, could be incorporated into a POST publication that provides guidance to California law enforcement agencies that are considering pre-offer personality testing. Sufficient funds remain in the current contract to develop such a document.

The larger question is whether the project findings are sufficient to support a POST requirement that all agencies conduct pre-offer personality testing. Based on the Commission's past history with respect to the promulgation of statewide selection standards, the answer to this question is "not without further action."

The two current POST selection standards that involve testing are the reading and writing abilities requirements for entry-level officers (POST Regulation 1002(a)(9)), and the verbal, reasoning, memory, and perceptual abilities requirements for public safety dispatchers (POST Regulation 1018(c)(4)). In both instances, there is a POST-developed test - made available at no charge to member agencies - that may be used to comply with the standard. Assuming the

[1] At the request of the author, the legal review was subsequently reviewed and approved as presented by POST's legal counsel.

same approach was taken with regard to pre-offer personality testing, POST would obviously need to develop its own test prior to promulgating a selection requirement.[2] Further, just as for its other selection tests, POST would need to commit considerable ongoing resources to test maintenance and test administration. Annual costs for each of the other POST selection testing programs currently average approximately $300,000.

If the Commission were to proceed in this regard, there are at least two alternatives that would appear viable. The first would involve the development of test items for inclusion in a POST test that would be administered to job applicants along with an existing "benchmark" test (or tests) that measure the same traits targeted by the POST test. Relationships between responses on the pilot test items and published test(s) would then be analyzed to identify the pilot items for inclusion in the POST developed test. In addition, the applicants' progress through the remainder of the selection process could be tracked to assess the predictive power of the new POST test in identifying candidates who subsequently fail in later phases of the process (i.e., an important assessment that was not possible in the current project, and which would provide definitive information as to the likely efficiencies resulting from using the test as an initial screening device). Such an effort could reasonably be expected to take up to two years at a cost of approximately $150,000.[3]

The second approach would consist of an extension of the first option to permit the collection of subsequent training and job performance information for those who were hired. This approach would allow for the type of criterion-related validity information that has been gathered in conjunction with the development of other POST selection tests. Although the information is less likely to be needed for purposes of responding to a legal challenge (recall that groups defined by race/ethnicity or gender tend to score about the same on tests of general personality), it would nevertheless prove invaluable in providing empirical evidence of the job-relatedness of the POST test for California law enforcement. The time needed to complete this effort would be no less than four years, and the number of job applicants (and agencies) required to participate would be

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[2] It is true that the POST psychological screening requirement also requires the use of tests, and POST neither authors nor pays for the types of tests required. However, this requirement differs in two very important respects from the POST reading and writing testing and dispatcher testing requirements. First, the POST psychological testing requirement is unique in that there is an underlying provision of the California Government Code - Section 1031(f) - which requires that <u>all</u> California peace officers be found to be free of any emotional or mental condition which would adversely impact the performance of peace officer powers as determined by an appropriately credentialed health professional. Thus, the POST requirement simply builds upon a provision of California law that pertains to all California officers in that it requires that certain types of tests be used to guide the required clinical determination of fitness to exercise peace officer powers. Second, the types of tests required as part of the psychological screening requirement - especially the test designed to identify psychopathology - would take innumerable years to develop and norm.

[3] Cost estimates are for contract services. Costs will be less if test publishers provide POST with discounted rates.

considerably larger, owing to the attrition that occurs from selection to completion of probation (and beyond). The costs for this project is more difficult to estimate absent the receipt of competitive bids, but would not be expected to exceed $425,000.

In summary, the information accumulated in this project provides strong support for pre-offer personality testing. Using remaining contract funds, this information could be incorporated into a resource document for use by POST agencies who wish to introduce pre-offer personality testing into their entry-level selection process. Consistent with past practice, establishment of a POST requirement that agencies conduct pre-offer personality testing would require the development of a POST test that would be made available at no cost to member agencies. Two options for developing such a test are briefly described. Rough cost estimates are provided for each; however, neither option should be pursued if the resources needed to maintain the test and administer the resulting testing program are not available. While the job-relatedness evidence supports either approach pursuant to the eventual establishment of a new selection standard, it is also true that the establishment of such a standard would constitute an additional phase in the selection system at a time when agencies are experiencing considerable difficulties in filling job vacancies.

ACKNOWLEDGMENTS

This project would not have been possible without the assistance of countless individuals. First and foremost, many thanks go to the numerous law enforcement personnel from throughout the state who provided invaluable information as part of the statewide job analysis. In total, Patrol Supervisors and Field Training Officers (FTOs) from 96 agencies participated, thanks to the unwavering support of their employing agencies. Also making a significant contribution to the success of the job analysis were the 13 academies that graciously hosted one or more of the job analysis workshops. (See Appendix B for the participating law enforcement agencies and academies.)

Thanks also go out to Dr. Donna Denning, City of Los Angeles, who participated in initial project design meetings, reviewed drafts of various job analysis documents, and was always available to discuss past and present personality research conducted under her direction for the Los Angeles Police Department, as well as her considerable experience and expertise with personality testing.

Dr. Chockalingam Viswesvaran, from the Florida International University, graciously gave of his time to participate in the expert psychologist review of the job analysis findings to identify the personality traits (and some measures thereof) that are important to performance as a California patrol officer (see Appendix C), as did Stephan Dilchert, from the University of Minnesota, who was also the source of many of the published research studies that were included in the literature reviews.

Numerous individuals from within POST also provided invaluable assistance to the project. The POST Consultants in the Training Delivery & Compliance Services Bureau were instrumental in providing agency contact information that fostered agency participation in the job analysis; Vicki Nygren of the Information Services Bureau conducted the database queries to identify the job analysis populations, POST Consultants Kate Singer, Steve Lewis, and Dan Toomey provided valuable information and historical insights with respect to POST academy and field training programs and requirements; and, Phyl Barrus and Patty Noda from the POST library tirelessly located or procured research and other documents for my review.

As Chief of the POST Standards and Evaluation Services Bureau, Paula Burnette's enthusiastic support for the project was matched only by the considerable assistance of her staff. Dr. Bob Holmgren was instrumental in creating a complicated database; Mechelle Schultz performed much of the required key data entry; and Melani Singley played a significant role in obtaining and scheduling agency participation in the job analysis, and in providing other considerable project support, including the final preparation of this report. Special recognition is due Dr. Shelley Spilberg, for her professional advice and assistance as an industrial psychologist familiar with the landscape of California

law enforcement selection practices, and for the countless ways in which she helped expedite the project through her personal knowledge of relevant personality research and the pre-eminent researchers in the field. Also due special recognition is Luella Luke, who assisted in innumerable ways - from helping me navigate through the POST organization, to serving as project liaison with many of the participating agencies, to applying her considerable editorial expertise in the preparation of this document.

Last but not least, the success of this project would not have been possible without the extensive assistance and expertise of Dr. Deniz Ones from the University of Minnesota. As one of the pre-eminent researchers in the field, Dr. Ones contributed substantial personal time to development of the overall project design, expert review of drafts of various job analysis products, and identifying and forwarding research publications pertinent to the project. Furthermore, she took the extraordinary steps of going back and conducting special analyses of some law enforcement data contained within the meta-analytic database that served as the basis of her groundbreaking research on Integrity, and she was instrumental in organizing, participating in, and documenting the expert psychologist review contained in Appendix C. In short, the impact of the enthusiastic and tireless support and assistance of Dr. Ones cannot be overstated.

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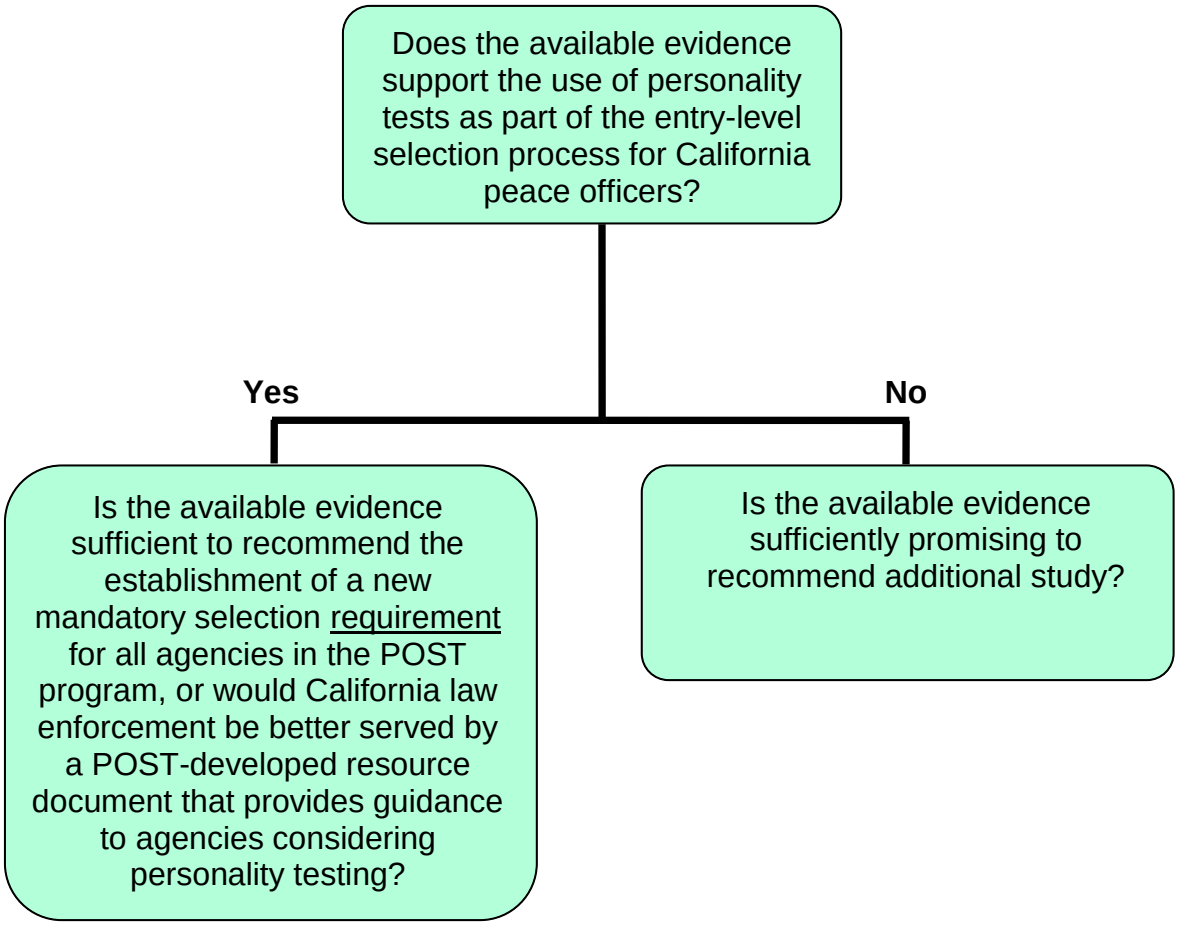
INTRODUCTION

Objective A.1 of the POST Strategic Plan calls for POST to "Establish personality assessment for entry-level selection." Pursuant to this objective, in 2004 the Commission granted approval for the contract services of a project manager to "evaluate existing personality measures of peace officer attributes." Work on the two-year project began in the Spring of 2005. This report describes the steps in the evaluation, and the resulting findings and recommendations.

The focus of the project was on answering the following series of questions:



The project was undertaken in the knowledge that as the sole agency with the authority to set minimum statewide standards for California peace officers, POST has a history of taking such action only if there is compelling evidence of the need for and merits (i.e., job relatedness) of a standard. Further, POST has a track record of ensuring that member agencies are provided with the tools and resources necessary to implement all standards.

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BACKGROUND

How Does Personality Testing Differ From Psychological Screening?

Pursuant to Government Code Section 1031(f), which states that California peace officers must be free from any "…emotional, or mental condition that might adversely affect the exercise of the powers of a peace officer," Commission Regulation C-2 requires that peace officer candidates must be free from job-relevant psychopathology, including personality disorders. The regulation further requires that candidates take a minimum of two objectively scored psychological tests (one of which must be designed to identify patterns of abnormal behavior), and undergo a clinical interview that is conducted by a licensed physician and surgeon or by a licensed psychologist who has a doctoral degree in psychology and at least five years of postgraduate experience in the diagnosis and treatment of emotional and mental disorders. Thus the focus of psychological screening is on identifying individuals who would be ill suited for law enforcement due to psychological conditions as determined by a licensed clinician. As such, psychological screening is considered under federal and state law to constitute a type of medical exam, which can only be conducted after a conditional offer of employment has been made.

Unlike psychological screening, the focus of personality testing is on positive traits or attributes that are typically used to describe a person's reputation; i.e., traits such as dependability, likeability, etc., rather than on underlying psychological conditions. There is no involvement by clinicians, and whereas the focus in psychological screening is on **screening out** undesirable candidates, the focus in personality testing is often on **screening in** the most qualified (e.g., those who are the most conscientious). Due to these differences, personality testing can be conducted before a conditional job offer is made. In recognition of this latter distinction, throughout the remainder of this report personality testing will be referred to as pre-offer personality testing.

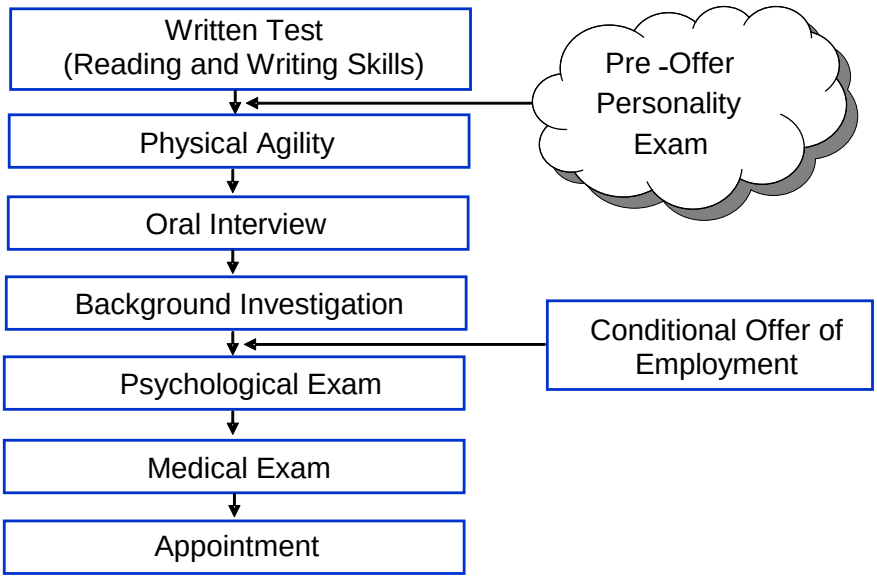
Why the Interest in Pre-Offer Personality Testing for California Peace Officers?

Recently a growing body of evidence has emerged which indicates that there are a set of agreed upon personality traits that characterize people, and that these traits are related to various facets of work-related behavior (job performance, performance in training, citizenship behaviors, etc.). Some of this research has been conducted in law enforcement settings.

What are the Potential Benefits of Including Pre-Offer Personality Testing into the Selection Process for California Law Enforcement Officers?

Figure 1 shows the steps in the typical hiring process for California peace officers. By necessity, the process involves many steps. The associated cost and time commitments are significant. Candidates are typically placed on an

Figure 1: Peace Officer Selection Process



eligibility list based on their scores on a written test of reading and writing skills and/or their scores on an oral interview. Once on the eligibility list they are subject to the most costly and lengthy step in the process – the background investigation - which can take many staff days to complete, and which commonly results in a disqualification rate of approximately 30% (California Commission on Peace Officer Standards and Training, 2001). Those who pass the background investigation are typically offered a conditional job offer, at which time they are subject to the last two hurdles - psychological screening and the medical exam. It is not unusual for the overall selection rate for the entire process to be less than 20%, and for the time to complete the entire process to take several months or longer. Given the considerable recruitment difficulties that almost all California law enforcement agencies are currently experiencing (California Commission on Peace Officer Standards and Training, 2006c), there are significant benefits to be achieved by any changes to the selection system that will either increase overall job relatedness (i.e., result in more accurate identification of those who will succeed on the job), or will result in greater efficiencies with respect to the time and resources necessary to process a candidate.

Within this context the introduction of pre-offer personality testing (as denoted in Figure 1) has several potential advantages. First, as mentioned previously,

research in other occupations has shown that personality tests predict numerous facets of job behavior. In addition, other research indicates that when scores on personality tests and cognitive ability tests are combined, the accuracy of prediction of certain of these job behaviors exceeds that which is achieved through the use of cognitive ability tests alone. Thus, because the steps in the law enforcement selection process that are usually used to place candidates on an eligibility list focus on cognitive abilities (test of reading and writing skills, oral interview), the addition of a pre-offer personality test may improve the overall job-relatedness of the hiring process (i.e., result in better identification of those applicants who are the most likely to succeed on the job).

Second, while there is an impressive body of research which conclusively shows that for virtually all occupations scores on tests of cognitive ability (e.g., reading and writing skills tests) are correlated with job performance, there is an equally extensive body of research which shows that African Americans and Hispanics, on average, score significantly lower on such tests. Consequently, when cognitive abilities tests are used to rank job candidates on an eligibility list, disproportionately smaller percentages of individuals from these groups are "reachable" on the list. By comparison, group differences on tests of pre-offer personality tests are minimal. Thus, if a pre-offer personality test was added to the law enforcement selection process, and scores on the test were combined with scores on the types of cognitive ability tests that are currently used to rank candidates on an eligibility list (e.g., reading and writing skills, oral interview), there is the potential for greater numbers of African Americans and Hispanics to be "reachable" on the resulting eligibility list.

A final potential advantage of introducing pre-offer personality testing into the hiring process is savings in terms of both time and money. It is reasonable to expect that some of the types of attributes measured by pre-offer personality tests would be related to outcomes in the more costly steps in the hiring process - particularly the background investigation. For example, an attribute that is often measured by personality tests is conscientiousness. If candidates were required to achieve a certain threshold on a test of conscientiousness in order to proceed to the background investigation, to the extent that scores on the test of conscientiousness are related to outcomes in the background investigation, a smaller percentage of those who proceed to the background investigation would fail, as compared to a system in which there is no initial screening on a test of conscientiousness. This would translate into fewer background investigations per hire, thus resulting in savings to the agency. It would also benefit job candidates because those likely to fail the background investigation would instead be disqualified at an earlier stage in the selection process, thus sparing the candidates from proceeding through the rest of a very time consuming selection process only to learn that they are not qualified.

All three of these potential benefits of pre-offer personality testing were examined as part of this project.

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PROJECT STEPS

The project consisted of the following major steps or activities:

Literature Review: Reviews were conducted of the research literature pertaining to the history and development of personality testing and theory, the empirical evidence of the job-relatedness of personality tests when used in isolation and in combination with tests of other attributes in the entry-level selection process, and current controversial issues in personality testing - namely, impression management (i.e., faking) and whether the inclusion of personality tests in the hiring process will result in greater workforce diversity.

Legal Review[4]: Reviews were conducted of the applicable federal and state statutes and administrative guidelines pertaining to the use of personality tests prior to a conditional job offer. Case law pertaining to the use of personality tests in the hiring process was also reviewed. Additionally, a review was conducted of case law, administrative guidance, and professional testing standards pertaining to a topic of direct relevance to the legal standing of existing empirical research evidence in support of the job relatedness of pre-offer personality tests - specifically, the extent to which one can generalize such evidence from one job to other jobs and/or job settings.

Job Analysis: A statewide job analysis was conducted to identify those Competencies that are important to the job of an entry-level patrol officer.[5] Using this information, experts in personality testing identified the personality constructs that are most clearly associated with each of the important job competencies - thus allowing for the identification of the personality constructs that are most likely to predict successful performance as a patrol officer.

Review and Conduct of Empirical Research Specific to the Job-Relatedness of Pre-Offer Personality Testing for Law Enforcement Positions: A review was conducted of existing research on the empirical relationships between scores on personality tests and various aspects of peace officer performance (job performance, training performance, counterproductive work behaviors, etc.). Special attention was devoted to the empirical relationships for those personality constructs identified as being most important to the performance of California patrol officers per

[4] The author is not an attorney. To the extent possible, the author relied on documented legal analyses and interpretations from persons within the legal profession. In addition, at the request of the author, the legal review was subsequently reviewed and approved as presented by POST's legal counsel.

[5] For purposes of the job analysis, a Competency was defined as any observable pattern of behavior that accounts for substantial variability in job performance.

the above job analysis. In addition, new research was conducted to investigate the predictive relationships between scores on tests of integrity (a compound personality construct) and job performance as a peace officer.

Analysis of Empirical Relationships Between Pre-Offer Personality Test Scores and Performance in Other Phases of the Law Enforcement Selection System: Using an existing large-scale database, analyses were conducted in an attempt to evaluate the potential utility of adding a pre-offer personality test into the current selection process. Specifically, assessments were made of whether scores on such a test are predictive of success in the subsequent, more costly phases of the selection process (i.e., background investigation and psychological exam), and thus, if introduced, would constitute a relatively inexpensive way of removing job candidates who are likely to be disqualified during the background investigation or the psychological exam.

The specific methods, findings and conclusions of each project step are described in the chapters which follow.

LITERATURE REVIEW

Defining Personality

Hogan, Hogan and Roberts (1996) refer to personality as differences in interpersonal style that are most evident in social interactions with others. Ones, Viswesvaran and Dilchert (2005c) have defined personality as a spectrum of individual attributes that consistently distinguish people from one another in terms of their basic tendencies to think, feel and act in predictable ways across situations and settings. There are countless numbers of personality characteristics that can and have been used to distinguish individuals from one another, as well as fundamental differences in how personality is defined. While some consider personality to reflect underlying predispositions inside people that explain their behavior, others have defined personality in terms of every day language that is used to describe distinctive interpersonal characteristics (Tellegen, 1993). The focus in the first approach is on theoretical personality constructs that aid in the understanding and explanation of human behavior, whereas the second approach is less theoretical and has focused on the analysis of lexical terms (language) that are often used to describe a person's reputation (Hough & Ones, 2001).

The "Big Five"

One of the more significant, recent developments in personality has been the development of a generally accepted taxonomy of personality attributes. Rooted largely in the lexical approach to personality, and confirmed in joint factor analyses of adjective rating scale data and responses to individual personality questionnaire items (McCrae & Costa, 1987), the taxonomy that has emerged is referred to as the Big Five (Goldberg, 1993). While there is far from consensus as to the specific elements of each of the personality constructs that make up the Big Five, and others have called into question the adequacy of the Big Five for describing and explaining behavior (Hough, 1992), the emergence of the Big Five has nevertheless had an immeasurable impact on the value of personality measurement in applied settings. The personality traits that make up the Big Five are Conscientiousness, Emotional Stability, Extraversion, Openness to Experience and Agreeableness. Descriptions of each are provided in Table 1.

The Big Five taxonomy has gained widespread acceptance, in part because research has consistently shown that with few exceptions, the many and varied personality attributes (and personality measures) in existence fall under one or more of the Big Five (i.e., consist of elements of one or more of the Big Five**)** **(**Dilchert, Ones, Van Rooy, & Viswesvaran, 2006**).** The advantages of having such a taxonomy are many, and include not only having a means of bringing some order to the study of personality, but also of providing a way of systematically analyzing whether personality attributes (as opposed to individual personality tests) are related to job behavior.

Table 1: Big Five Personality Traits[6]

Trait	Description
Conscientiousness	Refers to the cluster of traits relating to prudence, achievement, dependability, persistence, and impulse control. Sometimes referred to as Conformity or Dependability (carefulness, thoroughness, responsibility, organization, efficiency). Typical behaviors characterizing individuals high on this personality trait include careful planning, delaying gratification, following rules and norms, being organized, working hard, and persisting in goal-directed behavior. Individuals scoring low are often disorganized, irresponsible, careless, negligent, undependable, and sometimes hedonistic and impulsive.
Emotional Stability	Refers to an individual's tendency to become emotionally upset. Emotionally stable individuals are well adjusted, relaxed, self-assured, even-tempered and calm. Individuals scoring low on this personality trait are described as moody, anxious, worrying, insecure and tense.
Extraversion	Encompasses traits relating to sociability, dominance, energy and positive affect. Individuals scoring high on this dimension are described as energetic, active, vigorous, talkative, assertive, fun loving, gregarious, persuasive and positive. Individuals scoring low are described as introverted, silent, submissive, passive, unenergetic, reserved, or being a loner.
Openness to Experience	The most controversial of the Big Five. Also referred to as Openness to Experience, Intellect and Culture. Traits commonly associated with this dimension include imagination, curiosity, originality, broadmindedness and intelligence. Individuals scoring high are described as having wide interests, being imaginative, curious, creative and insightful. Low scoring individuals are described as shallow, conventional, unanalytical, down to earth and lacking in imagination.
Agreeableness	Includes such characteristics as likeability, kindness, courteousness and nurturance. Individuals scoring high are described as amicable, cooperative, popular, easy to live with, affectionate, sensitive, caring, kind and tender-hearted. Those who score low are described as uncooperative, disagreeable, unfriendly, selfish and hostile.

[6]From Dilchert, Ones, Van Rooy, and Viswesvaran (2006).

Is Personality Related to Job Performance?

Background

The most commonly used empirical method to establish whether scores on a selection test are related to job performance is through the use of a statistic known as the correlation coefficient. The correlation coefficient is an index of the extent of linear relationship between two variables. The value of the correlation coefficient can range from 0 (no linear relationship) to 1 (perfect linear relationship). A correlation coefficient of 1 indicates that if one knows a person's test score, one can predict the person's job performance with 100% accuracy. A correlation coefficient of 0 indicates that knowing a person's test score tells one nothing about the person's likely job performance (because there is no relationship between the two variables).

When used to evaluate job-relatedness, the correlation coefficient is referred to as a validity coefficient, and the type of job-relatedness evidence demonstrated by the validity coefficient is called criterion-related validity. Criterion-related validity coefficients rarely exceed .50, and significant validity coefficients typically range from .10 to .30. For more details concerning criterion-related validity and the other approaches for establishing the job-relatedness of selection procedures, please see Appendix A.

Research Findings

Until as recently as the early 1990s, the widely held belief was that personality was not related to job performance. Several large scale reviews concluded that the empirical relationships between scores on personality tests and job performance were marginal (Guion & Gottier, 1965; Schmitt, Gooding, Noe, & Kirsch, 1984), and that there was no discernable pattern of relationships that would guide future research in this area (Guion & Gottier, 1965). In short, the prevailing sentiment was that scores on tests of personality were poor predictors of job performance.

The ground breaking work of Barrick and Mount (1991) challenged this conclusion. Using the Big Five taxonomy and an analytical tool called meta-analysis, they were able to show that scores on tests of Conscientiousness were related to job proficiency across all jobs (estimated true score correlation coefficient of .23), and that tests of Extraversion were related to various job criteria for two occupations involving interpersonal skills, managers and sales representatives (estimated true score correlations of .18 and .15)[7, 8] Since the

[7] Meta-analysis provides a means for assessing whether relationships between two variables (e.g., Conscientiousness and job performance) are consistent across settings. Using the results of multiple independent studies (some of which may have reported significant validity coefficients, others of which may have reported non-significant validity coefficients), the method combines the results from the various studies, and controlling for different study imperfections or "artifacts"

Barrick and Mount study, over a dozen separate meta-analyses have been conducted to examine the relationships between the Big Five and job performance (supervisor ratings and objective measures of performance) and/or performance in training. Results of these meta-analyses, as summarized in a second-order meta-analysis by Barrick, Mount and Judge (2001), showed that Conscientiousness was related to all job performance and training performance criteria for all jobs studied, and that Emotional Stability was related to overall job performance (but not other criteria) for all jobs studied. In addition, the other three Big Five traits were found to be related to certain criteria. Specifically, Extraversion was found to be consistently related to the criteria of teamwork, training performance and managerial performance; the validity of Agreeableness was found to generalize across jobs for the criterion of teamwork; and Openness to Experience was found to predict training proficiency across all jobs studied. Thus, to date, the strongest evidence that the Big Five traits are job related for all jobs (i.e., are significantly correlated with job performance) exists for Conscientiousness and Emotional Stability.

The use of personality testing to select employees is not without its critics who question whether the strength of the relationships between personality test scores and job behaviors are sufficient to justify the widespread acceptance of personality testing to select employees (Morgeson, et al., 2007; Ones, et al., 2007). Those in support of testing (e.g., Ones, et al., 2007) point to much of the above cited meta-analytic research findings as evidence that personality attribute relationships with job behaviors – especially for the Big Five attributes mentioned above – are sufficiently strong to warrant the use of personality testing in employee selection.

Do The Big Five Add to the Prediction of Job Performance?

A corollary question that has been researched is whether personality traits contribute what is called incremental validity. More specifically, research has

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associated with validity studies, provides an estimate of the "true" validity coefficient across the studies. If the resulting validity coefficient satisfies certain criteria, one concludes that the two variables (e.g., Conscientiousness and job performance) are related across settings, and that any non-significant findings obtained in individual studies of the two variables are due to study artifacts. Thus, Barrick and Mount were able to use the Big Five taxonomy for purposes of categorizing individual studies by personality trait, and then use meta-analysis to assess the generaliziability of the validity of each of the Big Five personality traits across jobs. For details on meta-analytic procedures see Hunter and Schmidt (2004).

[8] The significance of meta-analysis as an analytical tool for assessing test validity first surfaced in 1977 (Schmidt & Hunter), and gained considerable attention several years later when Hunter (1980) and Hunter and Hunter (1984) demonstrated that scores on tests of cognitive ability are significantly correlated with job performance for all jobs. In other words, that the validity of cognitive ability tests "generalized" to all jobs, and that non-significant validity coefficients obtained in individual studies of cognitive ability tests were attributable to study artifacts such as measurement error. Up until that time, it was generally believed that the validity of cognitive ability tests was job specific, and that one must conduct a validity study every time one wanted to verify that a cognitive ability test was valid for a given job.

been conducted to assess whether personality, when combined with general mental ability, improves upon our ability to predict job behavior.

The circumstances leading to this research are threefold. First, beginning with a very large meta-analytic study conducted for the U.S. Department of Labor (Hunter, 1980; J.E. Hunter & R.G. Hunter, 1984), extensive research has shown that cognitive ability (i.e., general mental ability) is related to job performance and training performance for virtually all jobs (Ones, Viswesvaran & Dilchert, 2005a; Once, Viswesvaran & Dilchert, 2005b).[9,10] Second, other research suggests that scores on cognitive ability tests and scores on tests of personality are negligibly correlated (i.e. correlation coefficients between scores on the two types of tests tend to approach zero) (McHenry, Hough, Toquam, Hanson, & Ashworth, 1990; Schmidt & Hunter, 1998). Third, as described previously, meta-analytic findings indicate that personality traits (especially Conscientiousness) also are related to job and training performance across jobs. Thus, it would seem reasonable to expect that scores on personality tests, when combined with scores on cognitive ability tests, would improve upon the validity achieved with cognitive ability tests alone.

While the available research on this topic is less extensive, the results suggest that adding personality tests – especially measures of Conscientiousness – can result in incremental validity. Findings from the U.S. Army's Project A, an extensive seven year investigation to develop an improved selection and classification system for all entry-level positions within the U.S. Army, showed that improvements in the prediction of job performance would result from adding personality predictors to the Army's current battery of cognitive tests (McHenry et al., 1990). The results were the most conclusive for the performance criteria of effort and leadership, and personal discipline. Using meta-analytic and other findings from previous research, Schmidt and Hunter (1998) estimated that for the criterion of overall job performance, adding multiple measures of Conscientiousness to a test of general mental ability results in a gain in predictive validity of .09 (from .51 to .60) - an increase of 18%. Similarly, when success in training was the criterion, they estimated a gain in validity of 16% (from .56 to .65).

Do The Big Five Predict Other Job-Related Behaviors?

In addition to job performance and performance in training, considerable research has been devoted to the understanding and prediction of work behaviors that are considered undesirable. Commonly referred to as counterproductive work behaviors, initial research focused on discreet behaviors (e.g., theft), whereas more recent research has focused on the structure and

[9]For medium complexity jobs, operational validities for cognitive ability tests were found to be .51 for job performance and .56 for training performance (Hunter, 1980).

[10] These findings have been replicated in meta-analyses of validity studies that were conducted exclusively for law enforcement (Hirsch, Northrup, & Schmidt, 1986; Aamodt, 2004).

hierarchy of counterproductive behaviors. Gruys (1999) used a variety of rational and statistical techniques to derive 11 categories of counterproductive behaviors from 87 separate counterproductive behaviors appearing in the literature. The 11 categories are presented in Table 2 to illustrate the types of behaviors that have generally been acknowledged as manifestations of counterproductive behavior on the job.

Table 2: Categories of Counterproductive Work Behavior (Gruys, 1999)

Theft and Related Behavior (theft of cash or property, giving away goods or services, misuse of employee discount)
Destruction of Property (deface, damage, or destroy property, sabotage property)
Misuse of Information (reveal confidential information, falsify records)
Misuse of Time and Resources (waste time, alter time card, conduct personal business during work time)
Unsafe Behavior (fail to follow safety procedures, failure to learn safety procedures)
Poor Attendance (unexcused absence or tardiness, misuse of sick leave)
Poor Quality of Work (intentionally slow or sloppy work)
Alcohol Use (alcohol use on the job, coming to work under the influence of alcohol)
Drug Use (possess, use or sell drugs at work)
Inappropriate Verbal Actions (argue with customers, verbally harass co-workers)
Inappropriate Physical Actions (physically attack co-workers, physical sexual advances toward coworkers)

Evidence from Gruys (1999) and others (Hunt, 1996; Ashton, 1998; Bennett & Robinson, 2000) indicates that counterproductive work behaviors tend to co-occur (i.e., are correlated), suggesting that there is a broad construct of counter-productive behavior. While these findings do not diminish the importance of studying the antecedents of specific counterproductive behaviors, some of the pre-eminent researchers in the field (Sackett & Devore, 2001; Berry, Ones, & Sackett, in press) have subsequently turned their attention to the study of composite measures of counterproductive work behavior.

Support for a broad construct of counterproductive behavior also does not preclude the existence of a hierarchy of such behaviors (Sackett & Devore, 2001), and one such hierarchy that has received considerable attention is the distinction first made by Robinson and Bennett (1995) between interpersonal deviance (ID) or deviant behaviors targeted toward individuals (e.g., violence, gossip, theft from co-workers), and organizational deviance (OD), composed of deviant behaviors directed toward the organization (e.g., intentionally working slowly, damaging company property, sharing confidential company information). While research has shown that these two dimensions of counterproductive behavior are very highly correlated (Ones & Viswesvaran, 2003), others have shown that the distinction is meaningful from the standpoint of predicting and understanding the relationships between personality and counterproductive work behavior.

One large-scale study (McHenry, Hough, Toquam, Hanson, & Ashworth, 1990) and two meta-analytic studies (Hough, 1992; Salgado, 2000) have been conducted of the relationships between personality and counterproductive work behavior As summarized by Sackett and DeVore (2001), the results of these studies show the strongest relationships with the Big Five trait of Conscientiousness. As reported by Cullen and Sackett, (2003), the results of these and other studies also show general support for two other Big Five personality traits as predictors of a broad range of counterproductive work behaviors - namely, Emotional Stability and Agreeableness.

The most recent meta-analysis of counterproductive work behavior and personality provides greater insight into the nature of the relationships between the two (Berry et al., in press). Using the distinction between interpersonal deviance (ID) and organizational deviance (OD) described above, they found that Conscientiousness predicts OD better than it predicts ID, whereas just the opposite was found for Agreeableness. Emotional Stability, on the other hand, was found to be equally predictive of ID and OD.[11] Thus, while measures of OD and ID correlate very highly, the distinction between the two has value from the standpoint that there are differences in the pattern of relationships they have with personality (i.e., the Big Five).

Two other findings of particular significance from the Berry et al. meta-analysis were that: (1) personality better predicts aggregate measures of deviance (as contrasted to individual deviant behaviors such as theft), and (2) personality predicts self-reported deviance better than non self-reported measures of deviance (taken from work records, etc.). Although based on the results of a fairly small number of studies, the latter finding is noteworthy because, by necessity, the bulk of research conducted on the makeup and prediction of counterproductive work behavior is based on self-report data.[12]

Summary

In addition to predicting job performance and training performance, there is evidence that personality predicts behaviors that are detrimental to all organizations. Known collectively as counterproductive work behaviors, they are best predicted by Conscientiousness, Agreeableness and Emotional Stability. Conscientiousness appears to be a better predictor of deviant behaviors directed toward the organization (OD), whereas Agreeableness seems to be more closely related to deviant behaviors directed toward the individual (ID). Prediction is improved when the criterion consists of aggregate rather than individual

[11] Obtained correlations, corrected for study artifacts, were as follows: Conscientiousness: -.42 with OD, -.23 with ID; Agreeableness: -.46 with ID, -.32 with OD; Emotional Stability: -.24 with ID, -.23 with OD.

[12] Objective measurement is made difficult by the fact that while some counterproductive behaviors are public (e.g., absences), others are behaviors that individuals seek to conceal (theft, sabotage, etc.).

indicators of counterproductive behavior. While few studies have been conducted, research evidence to date suggests that non self-reported workplace deviance is less well predicted than self-reported workplace deviance.

Criterion-Focused Occupational Personality Scales

While the Big Five largely emerged from the study of lexical terms used to describe individuals, and resulted in the identification of stable individual differences in interpersonal behavior, other research has focused on the development of personality scales that will maximize overlap with work criteria (e.g., job performance and counterproductive work behaviors). Referred to by Ones and Viswesvaran (2001a) as Criterion-Focused Occupational Personality Scales (COPS), they include measures of Integrity, Customer Service, Stress Tolerance and Violence. The work behaviors targeted by each differ. In the broadest sense, Integrity tests are designed to predict dishonest behaviors at work (Ones & Viswesvaran, 2001a). Tests of Customer Service, on the other hand, are aimed at predicting who will be helpful, thoughtful, considerate and cooperative in serving customers (Hogan, Hogan, & Busch, 1984). Stress Tolerance scales are designed to identify persons who will handle work pressures well, and Violence scales are intended to identify persons with a propensity to become violent on the job.

Integrity Tests

By far the most extensively researched of the COPS are Integrity tests. Tests of Integrity fall into two general categories – overt tests and personality-oriented tests (Sackett, Burris, & Callahan, 1989). Overt Integrity tests are designed to directly assess attitudes regarding theft and dishonesty. Some also ask questions concerning past dishonest and/or illegal acts. Unlike overt Integrity tests, personality-oriented Integrity tests (also known as disguised purpose tests) are designed to predict a wide range of counterproductive work behaviors through the use of composite measures of various personality traits. The popularity of both types of Integrity tests increased exponentially with the passage, beginning in the 1980s, of various state and federal laws prohibiting the use of polygraph exams to screen applicants for many jobs.

Based on the seminal work of Ones (1993), overt and personality-oriented Integrity tests, while appearing to be quite different from each other, overlap to a considerable degree in that they both tap into the same Big Five personality traits of Conscientiousness, Agreeableness and Emotional Stability. Specifically, scores on separate linear composites of overt and personality-oriented Integrity tests were found by Ones to correlate most highly with scores on a linear composite of 3 scales of Conscientiousness (.68 for overt tests and .86 for personality-oriented tests), followed by scores on a composite of 3 scales of Agreeableness (.47 for overt tests; .58 for personality-oriented tests), and then scores on a composite of 3 scales of Emotional Stability (.31 for overt tests; .51

for personality-oriented tests). [13] Further, scores on both types of tests were found to have negligible correlations with scores on measures of the other two Big Five personality traits of Extraversion and Openness to Experience. [14]

Do COPS Scales Work (i.e., Are They Job Related)?

Research from several meta-analyses, as summarized in Ones and Viswesvaran (2001b), has found that scores on Stress Tolerance, Violence, Customer Service, and Integrity scales are all significantly correlated with the criterion of overall job performance. Mean operational validities of approximately .40 were obtained for all four of these COPS. However, the evidence that these findings generalize across all jobs is far more conclusive for Integrity tests, owing to the much larger number of primary studies that have examined Integrity test correlations with overall job performance (i.e., the meta-analysis findings for Integrity tests are based on far more primary studies).

Although based on even fewer primary research studies, meta-analytic studies have shown that scores on these COPS are also related to counterproductive work behaviors. Again, the mean operational validities approximate .40 for each of the COPS, and the number of primary research studies included in the various meta-analyses was far larger for Integrity tests.

A possible explanation of the consistency of these findings is that while each of these COPS is designed to predict different work-related criteria, recent research has shown that all of these measures assess varying combinations of the Big Five personality traits of Conscientiousness, Agreeableness and Emotional Stability (Ones, Viswersvaran, & Schmidt, 1993; Ones & Viswesvaran, 2001a; Ones & Viswesvaran, 2001b).

Considerable additional research has been conducted on the job relatedness of Integrity tests. Based on a meta-analysis of 665 criterion-related validity coefficients, Ones, Viswesvaran, and Schmidt (1993) obtained mean true validities for Integrity tests (that generalized across all jobs studied) of .34 with overall job performance and .47 with counterproductive behaviors. For the criterion of overall job performance only, several additional analyses were conducted to examine the effects of moderator variables. Results of these analyses showed that Integrity tests are related to overall job performance for all

[13] All correlations corrected for unreliability. For all Integrity tests combined (both overt and personality-oriented tests), the correlations were .91 with Conscientiousness, .61 with Agreeableness, and .50 with Emotional Stability.

[14] These findings should not be construed to mean that the constructs measured by overt and personality-oriented Integrity tests are identical. Ones (1993) also obtained a meta-analytically derived mean correlation coefficient between scores on the two types of Integrity tests (corrected for unreliability) of only .39. This compares to mean corrected correlation coefficients of .45 for scores on different overt Integrity tests, and .70 for scores on different personality-oriented tests of Integrity. Thus, there are differences in what the two types of Integrity tests measure (as well as considerable variation in what is measured by different overt Integrity tests).

levels of job complexity; that scores on Integrity tests have similar operational validities for supervisor ratings and objective production records of job performance (.35 versus .28); and that Integrity test scores for job applicants are somewhat more highly correlated with overall job performance than are Integrity test scores for job incumbents (.40 versus .29). The latter finding is important in that it shows that validation research based on job incumbents may underestimate the validity of Integrity tests as predictors of overall job performance among job applicants.[15] Using the most commonly used measure of overall job performance - supervisor ratings - Integrity test scores for job applicants were found to correlate .41. This result is considered by Ones et al. (1993) to be the single best indicator of the validity of Integrity tests in predicting job performance.

Turning to the criterion of counter-productive behavior, Ones et al. obtained estimated true predictive validities of .39 and .29 between applicant scores on overt and personality-based Integrity tests and external measures of overall counterproductivity. In contrast, a significantly smaller validity estimate of .13 was obtained between applicant scores on overt Integrity tests and the external criterion of theft only. Thus, overt Integrity tests appear to be better predictors of general counterproductivity than of theft.[16] Results also indicated that Integrity test scores are somewhat more highly correlated with self-admissions than with external measures of counterproductivity, and that for overt tests, results of concurrent validity studies tend to overestimate the validity of Integrity tests for predicting counterproductive behaviors.[17] Based on the overall pattern of results, Ones et al. conclude that while relationships between Integrity and counterproductive behaviors are moderated by a number of variables, validities are positive and useful for employee selection.

Other meta-analyses (Ones & Viswesvaran, 1998b; Ones, Viswesvaran, & Schmidt, 2003; Schmidt, Viswesvaran, & Ones, 1997) have shown that scores on Integrity tests are also significantly and consistently related to voluntary absenteeism (operational validity of .33); drug and alcohol abuse (operational validity estimate of .30); subjective and objective measures of training performance (operational validities of .38 and .28, respectively); accidents on the job (operational validity of .52); and property damage (operational validity of .69).[18] Except for the criteria of absenteeism and substance abuse, however, the results of these meta-analyses are based on a fairly limited number of primary research studies (from 5 to 14).

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[15] In addition, for the criterion of overall job performance, no significant differences were found in the mean true validities of overt and personality-oriented tests.

[16] Insufficient data were available to examine relationships between external indicators of theft and scores on personality-based Integrity tests.

[17] Concurrent validity studies examine the relationships between test behavior (i.e., test scores) and criterion behavior (e.g., counterproductive behavior) at the same point in time. In contrast, predictive validation studies examine relationships between test behavior and subsequent criterion behavior.

[18] With few exceptions, drug and alcohol abuse were based on self-report.

Do COPS Add to the Prediction of Job Performance?

Two major studies have examined whether criterion-related validity is improved when COPS are combined with other tests. Using findings from various meta-analyses of the operational validities of the different COPS, as well as research on the inter-correlations among scores on the different COPS and other predictors of interest, each of these studies provides estimates of incremental validity. Schmidt and Hunter (1998) estimated that adding an Integrity test to a cognitive ability test increases criterion-related validity from .41 to .65 (27% increase) for the criterion of overall job performance, and increases criterion-related validity from .56 to .67 (20% increase) for the criterion of overall performance in training. For the criterion of overall job performance, Ones and Viswesvaran (2001b) estimated that adding a Customer Service scale to a cognitive ability measure will increase operational validity .16 (from .51 to .67), or 31%; whereas a smaller increase will result from adding a Stress Tolerance scale (.11). They further estimated that for both job performance and counterproductive work behaviors, adding a Customer Service scale or a Stress Tolerance scale will result in significant validity gains when compared to using a test of any one of the individual Big Five traits (.08 to .36).[19] The estimated gains are smallest when the Big Five trait is Conscientiousness and the criterion is overall job performance (.08). Finally, they estimated that adding a scale of Customer Service or Stress Tolerance will also improve validity over-and-above that which is achieved when an Integrity test is used in isolation.[20] As mentioned previously, compared to the other COPS, far more primary criterion-related validity studies are included in the meta-analyses that have been conducted on Integrity scales. Thus, greater confidence can be placed in the incremental validity estimates reported for Integrity tests than for other COPS.

Do Measures of Personality Have Disparate Impact?

Although few would question that cognitive ability tests are job-related (i.e., have criterion-related validity) for virtually all jobs, and while an impressive body of research has also shown that cognitive ability tests are equally valid for all groups as defined by race/ethnicity or gender (J.E. Hunter, Schmidt, & R. Hunter, 1979; Hartigan & Widger, 1989; Hunter & Schmidt, 2000), it is also true that there are significant group differences in test performance on measures of cognitive ability. Ones, Viswesvaran and Dilchert (2005a) report that Black-White mean differences on cognitive ability tests are typically around one standard deviation,

[19] Estimates assume cognitive ability is not assessed.

[20] For the criterion of counterproductive work behavior, the estimated gain in validity is .14 for Customer Services scales and .15 for Stress Tolerance scales; for the criterion of overall job performance, the respective estimated gains are .08 (Customer Service scales) and .10 (Stress Tolerance scales).

and Hispanic-White mean differences are slightly less (.7 standard deviation). In both instances, the mean score for Whites is higher.[21]

The magnitude of group differences on cognitive ability tests is noteworthy for two reasons. First, using cognitive ability tests to make selection decisions, especially if scores on the test are used to rank order candidates, will likely result in smaller percentages of Blacks and Hispanics being hired relative to Whites. Thus, it may be difficult, if not impossible, to hire a diverse, representative workforce.[22] Second, this "Disparate Impact" or "Adverse Impact," resulting from use of a cognitive ability test may trigger litigation in which the employer is required to show that the test is job related (has criterion-related validity) and fair for all affected protected groups.[23, 24] Due to the costs involved in such litigation, irrespective of the outcome, many employers do not use scores on cognitive ability tests as the sole basis for establishing an eligibility list, but rather use the test as a pass/fail instrument (often setting a pass point that will not have adverse impact) and/or combine scores on the test with scores on other selection devices (e.g., oral interview) to arrive at an eligibility list. Unfortunately, either of these steps can diminish the utility (i.e., improvement in work productivity) that would result if the cognitive ability test was used as the sole ranking device.

Compared to cognitive ability tests, group differences on tests of personality are quite small (Hough, Oswald, & Ployhart, 2001; Ones & Viswesvaran, 1998a), although differences of sufficient magnitude to meet the legal definition of adverse impact have been found on occasion (Foldes, Duehr and Ones, 2008). Specifically, Black/White mean differences on the Big Five trait of Openness to Experience have also been detected (Hough, 1998; Hough, Oswald, & Ployhart, 2001; Mount & Barrick, 1995).[25] Gender differences are somewhat more

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[21] Asians tend to score slightly higher than Whites on cognitive ability tests; gender group differences are minimal (Ones et al., 2005a).

[22] To illustrate, when test scores fit under the general bell shaped curve (i.e., are normally distributed), approximately 50% of the scores are at or above the mean. If the scores of each of two groups are approximately equally normally distributed, and the mean score for one group is one standard deviation below the mean score for the other group, then only about 16% of the scores for the lower scoring group will be at or above the mean score for the higher scoring group. Thus, if scores on the test are used to hire job candidates, for any given cut score the percentage of candidates selected from the lower scoring group will be far less than for the higher scoring group. For example, if the cut score corresponds to the mean score for the higher scoring group, only 16% of the lower scoring group will pass (compared to 50% for the higher scoring group). If scores on the test were instead used to rank order candidates (i.e., hire from the top score down until all positions are filed), the disparity in the percentage of candidates hired from the two groups would likely to be even higher.

[23] As a general rule, the legal benchmark for evidence of adverse impact is a selection rate for one group that is less than 4/5ths the selection rate for the group with the highest rate. For example, if the highest selection rate is 50%, adverse impact would be deemed to be present for any group with a selection rate less than 40% (4/5ths of 50% = .8x50% = 40%).

[24] Fairness is essentially demonstrated by showing that that scores on the test do not under-predict job performance (or other work criterion of interest) for any protected group.

[25] Hough, Oswald and Ployhart (2001) report a mean Black/White group difference of .21 standard deviation for Openness to Experience, with Whites scoring higher.

prevalent, although the magnitude of the differences is not great. Hough et al. (2001) found the largest difference for Agreeableness, with women, on average, scoring approximately .4 standard deviation lower than men. And in a large scale study of overt Integrity tests, Ones and Viswesvaran (1998a) concluded that compared to Whites, mean score differences for Blacks, Hispanics, Asians and Native Americans were trivial.[26] Thus, if scores on a personality test were used as the sole basis for ranking job candidates, it would be reasonable to expect all racial and ethnic groups to be approximately equally represented at all ranks. However, given the irrefutable job relatedness of cognitive ability tests, a question of greater interest to researchers has been, To what extent does adding a personality test to a cognitive ability test result in smaller mean group differences, and thus reduce, or even eliminate, adverse impact?

Do Personality Tests Reduce Adverse Impact?

Because race and ethnic mean score differences on personality tests are minimal, there was widespread initial optimism that combining scores on personality tests and cognitive ability tests would substantially reduce or eliminate the adverse impact that results from ranking candidates on the basis of cognitive ability tests alone. Research findings to date, however, have tempered this optimism, and show that real life factors such as the percentage breakdown of the ethnic and racial group members in the applicant group, the percentage of candidates who will be hired (selection ratio), and differences in the variability of test scores achieved by different groups (not just mean scores), all can dramatically influence adverse impact.

Many of the studies that have examined this issue are simulations. One of the more revealing early studies was that of Sackett and Roth (1996). Using the validity and inter-correlation information for cognitive ability and Integrity tests from Ones et al. (1993), and assuming two groups having no difference in mean scores on the Integrity test, and a mean score difference of 1.0 standard deviation on the cognitive ability test (conditions most representative of observed Black and White mean score differences), they examined adverse impact under a variety of different conditions defined by whether the tests were used pass/fail and/or to rank candidates. A portion of their results are shown in Table 3. They assume a final selection ratio of 10% (i.e., 10% of those who apply are ultimately hired), and an applicant group consisting of 20% minority group members (Blacks) and 80% majority group members (Whites). Results are shown under three different pass/fail rates. Cell entries are the proportion of hires who are minority group members.

The first row of the table shows the proportion of hires who will be minority group members if a cognitive ability test alone is used to rank order candidates. In all instances, the proportion is .029, or 2.9% of those who are hired. The different

[26] Ones and Viswesvaran also found that women, on average, scored somewhat higher on overt tests of Integrity than men; however the difference was not great (.16 standard deviation).

“pass/fail” rates are irrelevant because they are greater than the overall selection ratio (10%). The second row shows the proportion of hires who would be minorities if an Integrity test only is used to rank order candidates. In all instances the proportion of minority members (.20) hired is identical to the proportion of minority group members in the applicant group (.20 or 20%). This is the case because the mean scores for the minority and majority groups are the same for the Integrity test. The third row of the table shows the proportion of minority group members hired if candidates are ranked on the basis of scores on the two tests combined. This proportion is also the same across all “pass/fail” rates because the overall selection rate is only 10%. Under this condition, the proportion of minorities hired is approximately twice that of the proportion hired if ranking is based on the cognitive ability test alone (.059 vs. .029), but still far less than the proportion of minority group members in the applicant pool (.20).

Table 3: Proportion of Jobs Filled by Minority Group Members
(from Sackett & Roth, 1996)

Test(s) And Method(s) Used	Pass Rate		
	15%	20%	25%
Rank Order on Cognitive Ability	.029	.029	.029
Rank Order on Integrity	.200	.200	.200
Rank Order on Combined Cognitive Ability and Integrity	.059	.059	.059
P/F on Cognitive Ability; Rank Order on Combined Cognitive Ability and Integrity	.034	.039	.043
P/F on Integrity; Rank Order on Combined Cognitive Ability and Integrity	.115	.092	.081

The fourth row in Table 3 shows what would occur if the cognitive ability test is used pass/fail and those who pass are rank ordered on the basis of their combined scores on the two tests. This scenario most closely represents what would most likely occur if a pre-offer personality test was used in the law enforcement selection process. That is, candidates would still be required to pass a cognitive ability test (i.e., reading and writing test), and those who pass would be ranked on the basis of their scores on this test and a pre-offer personality test. Note that the gains in minority group hires are fairly limited under this scenario, but increase as the overall pass rate on the cognitive ability test increases (i.e., the cut score is lowered). The last row in the table shows the proportion of minority group hires when the Integrity test is used pass/fail and those who pass are ranked on the basis of their combined cognitive ability and Integrity scores. The important trend reflected in this row is that as the pass rate goes up on the Integrity test the proportion of minority hires goes down (although it still exceeds what is achieved when cognitive ability tests alone are used to rank candidates, or when ranking is based on combined cognitive and Integrity tests scores, with no prior pass/fail screen on Integrity).

Although based on assumptions derived from recent meta-analytic findings, the conclusions that can be drawn from the Sackett and Roth results are limited in that their analysis is limited to a two-stage selection process, a single selection ratio, and a comparison of only two groups. Furthermore, their simulations do not reflect prevailing practice in the selection of California peace officers, wherein the pass rates on cognitive ability tests (read/write tests) are typically much higher than depicted in the Table 3 (often approaching 75%), and the proportion of minority group hires is also ultimately dependent on the relative impact (i.e., pass rates) on other, subsequent phases of the selection process (background investigation, psychological, etc.). Nevertheless, their work illustrates the complexities of arriving at meaningful estimates of adverse impact. Further, the trends reflected in Table 3 are noteworthy in that they suggest that, based on the assumptions made: (1) ranking on the basis of combined cognitive ability and Integrity test scores will result in an increase in the proportion of minority group hires (compared to ranking on cognitive ability alone), (2) setting any pass/fail score on the cognitive ability test prior to ranking candidates on the basis of their combined scores on the two tests will result in fewer minority group hires, and (3) as the passing score on the cognitive ability test is lowered (i.e., the passing rate goes up), the proportion of minority group members hired increases.

Using many of the same meta-analytic findings, Schmitt et al. (1997) conducted a larger-scale simulation study designed to examine the effects of adding three additional non-cognitive measures to a cognitive ability measure - a structured interview, a personality measure (Conscientiousness), and biographical data. With ranking based on total scores derived from weighting the measures to optimally predict job performance, they found increases in the adverse impact ratio (minority group hire rate divided by majority group hire rate) compared to ranking based on the cognitive ability measure alone. The increases were greater when the selection ratio (proportion hired) was high. However, the adverse impact ratio exceeded .80, the minimum considered acceptable under federal administrative guidelines, only at selection rates approaching 90%. They also found that the validities and group differences for the individual measures, as well as the inter-correlations among the measures, all influenced adverse impact, with the greatest reductions in adverse impact resulting from adding measures with high validity, high inter-correlations and small group differences. However, increases in the overall validity of the selection decisions were minimal under these conditions, as compared to when the inter-correlations between the measures are small - a condition which results in smaller reductions in adverse impact. Thus, their research not only highlights additional factors that influence adverse impact, but shows that conditions which minimize adverse impact may also result in less than optimal selection from the standpoint of job relatedness (i.e., criterion-related validity).

A non-simulation study by Ryan, Ployhart and Friedel (1998) found that combining personality and cognitive ability tests had little to no effect on reducing adverse impact. Based on test data from 1700 applicants to a metropolitan law

enforcement agency in the Midwest, they examined adverse impact rates for Blacks, Hispanics and females at selection ratios varying from .10 (10% of all applicants hired) to .90. When compared to the adverse impact rates using the cognitive ability test alone (ranking candidates on the basis of cognitive test score), the adverse impact rates for Blacks and Hispanics were little changed at all selection ratios. The only significant finding for females was that at selection ratios below .30, adding a personality test actually increased adverse impact. They also found little evidence that differentially weighting the two predictors (i.e., giving greater weight to scores on the personality measures) had an appreciable impact on adverse impact. While recognizing that their results were based on relatively small minority group samples (420 Blacks, 109 Hispanics, 438 females), the authors conclude that practitioners would be well advised to use personality tests in the interest of increasing validity rather than reducing adverse impact.[27]

Summary

The research evidence concerning whether the introduction of personality testing will reduce adverse impact is far from straightforward. There is little doubt that race/ethic and gender differences on personality tests are minimal compared to such differences on cognitive ability tests - a condition which would suggest that adding scores on personality tests to scores on cognitive ability tests will reduce adverse impact. However, available published simulation research directed toward providing estimates of adverse impact under various conditions, while it has served to highlight the myriad of factors that can influence what occurs when personality testing is "added to the mix," and has been helpful in demonstrating the impact of some of these factors, has not addressed the specific set of circumstances that characterize the "typical" California law enforcement selection process. Further, contrary to the simulation study findings, the results of one study based on actual data for law enforcement applicants (non-simulation data) suggest that it may not be safe to assume even modest reductions in adverse impact when personality test scores are combined with cognitive ability test scores. Considered in total, the available research provides little specific guidance as to what can be expected from the introduction of personality testing into the hiring process for California peace officers. It is clear, however, that one should not assume adverse impact will be reduced significantly. Thus, as concluded by Ryan et al. (1998), for the time being at least, the far more compelling reason for introducing personality testing would be to improve the overall job relatedness of the hiring process.

[27] Ryan et al. also found that contrary to other published findings, there was greater variation in the cognitive ability scores of Blacks compared to other groups, and there were modest correlations between cognitive ability scores and certain personality test scores. These and other findings are cited as reasons to be cautious in relying on simulation studies to assess the likely impact (on adverse impact) of adding personality testing to cognitive ability testing.

Are Personality Tests Susceptible to Intentional Distortion?

The research evidence is clear in showing that when instructed to respond in a socially-desirable manner (i.e., fake good), test takers can dramatically improve their scores on personality tests. Viswesvaran and Ones (1999) conducted a meta-analysis of directed faking studies and found that participants, on average, raised their scores at least one-half standard deviation. The average increase approximated three-quarters of a standard deviation in those studies in which participants were tested twice, and their scores under the directed faking condition were compared to their scores when directed to respond honestly.[28] Similarly, Ones and Viswesvaran (1998c), summarizing the results of over 15 faking studies for Integrity tests, report that on average the difference found in mean scores was greater than one-half standard deviation.

Other research has shown that under conditions of directed faking, the constructs measured by personality tests are significantly different from the constructs intended and purported to be measured by the tests (Ellingson, Sackett, & Hough, 1999), and the criterion-related validities of the tests are significantly lowered (Douglas, McDaniel, & Snell, 1996; Schmitt, Ryan, Stierwalt, & Powell, 1995).

Personality tests frequently include scales that are specifically designed to capture response distortion. Commonly referred to as social desirability scales, scores on these scales are often reported along with scores on the primary personality scales, and may be accompanied by cautionary "flags" regarding an individual's scores on the personality scales, or used to make adjustments to an individual's scores on the primary scales or to designate the scores "invalid."

Do Job Candidates Fake on Personality Tests?

Research evidence on this question confirms that faking also occurs among job applicants, however to a lesser extent than under directed faking conditions (Hough; 1998).[29] Furthermore, other research has found that in applied settings (e.g., research involving job incumbents or job applicants) neither the constructs measured by the tests (Ellingson, Smith, & Sackett, 2001; Ones & Viswesvaran, 1998c), nor the criterion-related validities of the tests, are materially influenced by response distortion (Ones & Viswesvaran, 1998c; Barrick & Mount, 1996; Christiansen, Goffin, Johnston, & Rothstein, 1994**;** Schwab & Packard, 1973)**.**

Findings concerning the negligible impact of faking in applied settings are based on correlation coefficients, which provide a measure of the overall strength of

[28] Other studies have compared the average scores of different groups who are tested under either the directed faking or non-directed faking conditions.

[29] A meta-analytic study by Dwight and Donovan (2003) found that warning job applicants that distorted responses would result in disqualification had the effect of reducing response distortion by approximately one quarter standard deviation.

association between two variables (e.g., personality and job performance). Some authors have noted however, that even if the strength of this overall association is unchanged by faking, it is possible that the rank ordering of candidates may change, thereby leading to persons who fake more (e.g., have higher social desirability scores) being ranked higher than persons who fake less (have lower social desirability scores). In a top down selection system, the result will be that those with higher social desirability scores will more likely be hired than if steps were taken to somehow control for differences in social desirability.

There is some evidence that this occurs, especially when the overall selection ratio is low. Hough (1998), in three separate studies of two different strategies to reduce the effects of intentional distortion, found that results varied considerably as to the percentage overlap of candidates hired with and without the corrections. Both strategies involved the use of a scale to detect intentional distortion. In one strategy scores on this scale were used to "correct" obtained scores on the personality test(s) used to make hiring decisions. In the other strategy persons who scored in the top five percent on the intentional distortion scale were disqualified. All three studies involved job applicants who were advised that detection strategies existed and that there were consequences for distortion. Two of the three studies involved applicants for entry-level law enforcement positions.

In all three studies the criterion-related validities of the tests were unaffected by the corrections. Further, neither correction method was found to have a differential impact by gender or race/ethnicity. The percentage overlap with those who would have been hired without correction was examined under 10% and 20% overall hire rates. For the two law-enforcement studies, the percentage overlap ranged from 38% to 81% when personality scores were "corrected" for distortion; and from 54% to 74% when those who scored in the top five percent on the intentional distortion scale were disqualified. In both studies the percentage overlap was greater under the higher selection rate (i.e., 20% of all candidates were hired). While results of the study confirmed that response distortion can influence the rank ordering of job candidates (and thus who will be hired under conditions of ranking), they also serve to demonstrate that the effects of efforts to correct test scores for detection can vary considerably. Further, Hough provides a number of caveats regarding the use of such corrections. Two of particular significance are: (1) corrections should not be made if the faking scale correlates with job performance (because one might remove applicants whose predicted performance would be quite high), and (2) in order to make corrections for distortion one must assume that the faking scale used actually measures the degree to which applicants distort their responses.

Research by Ellingson, Sackett and Hough (1999) suggests that corrections for distortion are not effective in that they do not to the lead to the identification of an individual's "true" score on personality tests. Based on a within groups research design, subjects completed a variety of primary personality scales and a social

desirability scale under both honest and directed faking conditions. The authors then compared corrected primary scale scores obtained under the directed faking condition (corrected scores) with uncorrected scale scores obtained under the honest condition (honest scores) and uncorrected scale scores obtained under the directed faking condition (fake scores). They then ranked subjects on each of the three scores (honest, corrected and faked) and computed the percent of subjects selected on the basis of honest scores who would have been selected on the basis of each of the other two sets of scores. As with the Hough (1998) study, they found that the percentage overlap between honest and corrected scores was smallest at lower selection rates. However, they also found instances where there was greater overlap between the faked and honest scores than between the corrected and honest scores. Thus, the correction actually resulted in fewer of the honest group being selected than if the fake scores were used - a dramatic indication that the correction procedure was not effective.

Turning to the impact of corrections for distortion on job performance, a recent meta-analysis (Schmitt & Oswald, 2006) estimated that under a variety of scenarios representative of typical selection conditions, corrections for faking will have minimal impact on the average performance levels of those hired (compared to those who would be hired without correction). When candidates were rejected on the basis of social desirability scores, the average reduction in mean performance was approximately .1 standard deviation. Even smaller reductions resulted when primary scale scores were adjusted for social desirability score. Thus, while corrections for distortion may be ineffective from the standpoint of accurately identifying those individuals who should be hired, they do not appear to reduce the mean performance levels of those hired.

Other research (Dilchert & Ones, 2005) has found that Black job applicants score significantly higher on social desirability (on average, approximately .4 standard deviation higher than Whites), and thus corrections involving the disqualification of candidates with extremely high social desirability scores may adversely impact (i.e., disproportionately disqualify) Blacks.

And finally, Ones, Viswesvaran and Reiss (1996), in a meta-analysis of the social desirability literature, found that social desirability is not related to job performance, and in fact, is materially related to real differences in the Big Five traits of Emotional Stability and Conscientiousness. They further found that social desirability does not act as a suppressor or mediator for the criterion of job performance. [30] They also confirmed that corrections for social desirability do not materially impact the criterion-related validities of the Big Five. Of greater significance, they argue that their pattern of results demonstrates that social desirability is not a response bias that attenuates criterion-related validity, but

[30] A suppressor is a variable that is not correlated with the criterion of interest, but through its correlation with the predictor, suppresses invalid predictor-criterion relationships. A mediator is a variable that through its correlation with both the predictor and the criterion, artificially inflates the observed correlation between the predictor and the criterion.

rather is a much more complex phenomenon. Consequently, corrections for social desirability are not only unnecessary, but are likely to remove some true variance from measures of these personality traits They acknowledge, however, that other researchers (Kluger & Colella, 1993; Kluger, Reilly & Russell, 1991), studying biodata tests, have drawn the distinction between socially desirable answers and job desirable answers, and that if further research substantiates this distinction, there will be a need to examine whether job desirable responses influence the predictive validities of personality traits.

Interestingly, although the preponderance of evidence shows that response distortion on personality tests among job candidates (1) does not change the meaning or job-relatedness of the resultant test scores, and (2) is not "correctable," with any degree of certainty, the preponderance of publishers of popular personality tests include scores on "faking scales" and associated cautionary guidance with regard to scores on the primary scales. Further, the tests found to be the most popular based on a survey of practitioners were those that actually provide primary scale score corrections for distortion, and the majority of the same practitioners reported that they rely on the corrected scores (Goffin & Christiansen, 2003).

Summary

Under conditions of directed faking, scores on personality tests change significantly, diminishing both the construct and criterion-related validities of the tests. Faking also occurs among job applicants, although to a lesser extent, and with no significant ramifications for the meaning or overall predictability of the test scores. However, response distortion does alter the rank ordering of test scores, and when the scores are used for ranking, influences which candidates will be hired - especially when the overall selection rate is low. Corrections for response distortion have been researched, and while they do not materially reduce the average performance levels of those hired, they do appear to be flawed with respect to "capturing" a person's "true" (distortion free) personality, and they may adversely impact the employment opportunities of Blacks. Further, as measured by social desirability scales, response distortion does not appear to measure simple response bias, but rather a more complex phenomenon that is related to meaningful differences in the Big Five traits of Emotional Stability and Conscientiousness. Thus corrections for social desirability appear to actually diminish true differences in Emotional Stability and Conscientiousness. Nevertheless, the inclusion of scales to detect distortion continues to be commonplace among major test publishers, and survey evidence indicates that scores on these scales receive careful attention among test users.

Other Research Findings

Differential Prediction

Unlike for cognitive ability tests, little research has been conducted on the differential prediction of personality tests when used for employment purposes. The little research that has been published (Saad & Sackett, 2002) suggests that scores on personality tests do not over or under predict job behavior based on group membership, but more research is needed in this area.

Impact of Combining Scores on Cognitive Ability and Personality Tests on Criterion Performance

As described previously, considerable meta-analytic research has shown that adding a personality measure to a cognitive measure will increase the overall job relatedness (criterion-related validity) of the selection system - and thus increase the average criterion performance of those hired (Ones et al., 1993; Schmidt & Hunter, 1998). These increases are based on the use of a statistical procedure called multiple regression that weights the scores on the two measures so as to optimize the resulting criterion-related validity. However, deviations from this approach, especially approaches that give greater weight to the personality measure, can actually lower criterion-related validity (Ones et al., 1993); Sackett & Roth, 1996). Thus, when considering just these two variables (adding a personality test to a cognitive ability test), actions taken to reduce adverse impact (increasing the weight of the personality test) have the effect of resulting in less than optimal validity, and when taken to an extreme, by giving the personality test a very large weight relative to the cognitive ability test, can actually lower the validity of the overall selection process.

In a somewhat different approach, the Schmitt, Rogers, Chan, Sheppard and Jennings (1997) simulation examined changes in criterion-related validity associated with using multiple regression to add a test of cognitive ability to a personality test and two other predictors (structured interview and biographical data). Using assumptions based on various meta-analytic findings, they concluded that adding the cognitive ability test increased job relatedness. Thus, although they looked at the effects of adding a cognitive ability test to a personality test (and two other measures) - rather than adding a personality test to a cognitive ability test – their results also showed that combining cognitive ability and personality information can result in incremental validity. Their results also confirmed that there is a tradeoff involved in optimizing prediction and reducing adverse impact - i.e., that increased job relatedness is typically associated with greater adverse impact, and vice versa.

Turning to simulations of more complex multi-stage selection systems (i.e., minimum passing scores at each stage), De Corte, Lievens and Sackett (2006) found that changes in the order and pass rates on three predictors (cognitive

ability test, personality test and structured interview) had minimal effect on the average performance levels of those hired. However, as a general rule, higher levels of criterion performance were associated with predictor sequencing and pass/rates that resulted in higher levels of adverse impact. While this research didn't compare average criterion performance levels (i.e., overall validities) with the level achieved when optimally weighting the three predictors using multiple regression, the results nevertheless are consistent with the findings of Ones et al. (1993), Sackett and Roth (1996) and Schmitt et al. (1997), in that they suggest that using the tests in a manner that reduces adverse impact may detract from the overall job-relatedness (validity) of the selection process.

In summary, estimates based on meta-analytic findings clearly show that adding a personality test (especially a test of Conscientiousness or Integrity) to a test of cognitive ability in a manner designed to optimize prediction (using multiple regression) will result in incremental validity - and thus increase the average criterion level of those hired. When used in a multiple hurdle selection process (pass/fail score on each measure), incremental validity may also occur, although with less certainty and to a lesser degree. Under both types of test use, incremental validity will likely be lessened by steps taken to use the tests in a manner that will minimize adverse impact.

Differences in the Job Performance Criteria Predicted by Cognitive Ability and Personality Tests

Researchers interested in the multi-dimensional nature of performance have drawn the distinction, supported by some empirical findings, between task performance and contextual performance (Borman & Motowidlo, 1993; Motowidlo & Van Scotter, 1994). Task performance refers to actions and behaviors that are directed toward an organization's "technical core" (Motowidlo & Van Scotter, 1994), and includes behaviors that bear a direct relation to this technical core, and to activities such as planning, coordination, and supervising in support of the technical core. In contrast, contextual performance behaviors support the broader organizational, social and psychological environment in which the organization functions. Contextual behaviors include being persistent and enthusiastic on the job; helping and cooperating with others; volunteering to perform duties that are not formally required of the job; following rules and regulations; and endorsing, supporting and defending organizational behaviors (Borman & Motowidlo, 1993).

This distinction has received little attention and job performance has been operationalized as the unidimensional construct of overall job performance in the majority of research conducted to evaluate the job relatedness of personality tests when used alone and in combination with cognitive ability tests. Some (Hough, 2002b) have noted that future such research needs to address these distinctions. Others (Hattrup, Rock, & Scalia, 1997) have concluded that the results of the limited job relatedness research that has examined this distinction,

while admittedly mixed, indicate that cognitive ability is a better predictor of task performance and personality is a better predictor of contextual performance. These results are not surprising in that one might reasonably expect personality to be more closely related to the types of interpersonal behaviors reflected in contextual measures of job performance. Hattrup et al. (1997) further argue that the relative value organizations place on task performance and contextual performance should be considered in future research on the job relatedness of cognitive and non-cognitive predictors, and that these considerations can have important implications for conclusions drawn about job relatedness and the tradeoffs in job relatedness that will result from steps taken to reduce adverse impact.

The Debate Over Simple Versus Complex Personality Measures

Some (Hough, 1992**;** Hogan, 1995; Hough & Oswald, 2005) have suggested that overall measures of basic personality traits such as the Big Five are too broad and heterogeneous, and that more narrowly defined personality traits are necessary to predict job behavior. Others (Ones & Viswesvaran, 1996) disagree, pointing to the existing job-relatedness evidence for the Big Five, and the even more impressive empirical evidence (i.e., larger validity coefficients) for compound personality traits such as Integrity. In doing so, they further note that job performance itself has been shown to be a heterogeneous criterion made up of correlated rather than independent components. Based on these findings, they argue that it is more appropriate to try to predict overall job performance than individual facets of performance, and point to other empirical evidence which shows that broadband personality measures better predict overall job performance. While the debate over the relative merits of narrowly and broadly defined personality traits is not likely to subside, from a pragmatic standpoint, at least, the preponderance of evidence suggests that greater validity and utility will result from using broadband personality measures to predict composite rather than individual components of job performance.

Summary and Conclusions

For many years, the general consensus among applied scientists was that personality traits were, at best, weakly related to job behavior. More recently, the emergence of a widely accepted taxonomy of personality traits - consisting of the Big Five traits of Conscientiousness, Emotional Stability, Extraversion, Openness to Experience and Agreeableness - and the use of an analytical technique known as meta-analysis, has shown that personality traits are more job related than was earlier believed. Specifically, meta-analytic findings have shown that Conscientiousness and Emotional Stability are related to (i.e., predictive of) overall job performance for all jobs; that Conscientiousness, Extraversion and Openness to Experience are related to training performance across jobs; and that Extraversion and Agreeableness are related to job performance for specific types of jobs or for specific facets of job performance. In addition, other evidence

shows that scores on tests of personality - especially Conscientiousness - when combined with scores on tests of cognitive ability (like the POST reading and writing test), significantly improve predictions of both overall job performance and training performance. Other meta-analyses have shown that personality traits - in particular, Conscientiousness, Emotional Stability and Extraversion - are predictive of the broad spectrum of behaviors detrimental to organizations (referred to collectively as counterproductive work behaviors).

Evidence has also been found for the job relatedness of personality tests developed for the specific purpose of predicting job behavior. The most widely used and researched of these Criterion-Focused Occupational Personality Tests (COPS) are tests of Integrity. Integrity tests, which may take the form of either overt tests or personality-oriented tests (hidden purpose tests), have been shown to have validity that generalizes across jobs for overall job performance, training performance, and overall counterproductive behavior. They have also been found to add incremental validity when combined with cognitive ability tests, and to be predictive of other more discreet behaviors such as voluntary absenteeism, drug and alcohol abuse, and accidents on the job. The correlations between integrity test scores and job criteria - especially overall job performance and overall counterproductive behavior - tend to be somewhat larger than those for any of the Big Five personality traits - indicating that tests of compound traits such as Integrity have superior predictive power. This finding is not surprising given that most COPS, including Integrity tests, measure combinations of the Big Five traits that have the greatest generalized validity - Conscientiousness, Emotional Stability and Agreeableness.

Unlike for tests of cognitive ability, group differences on personality tests, as defined by race/ethnicity and gender, are relatively minimal. As a result, there was considerable optimism that adding personality tests to the selection process (i.e., combining scores on cognitive ability tests with scores on personality tests) would result in greater diversification in those hired. Research on this topic, in addition to showing that changes in the diversification of those hired is dependent on a myriad of factors that extend beyond simple group differences on the tests, has failed to substantiate this optimism. Further, research findings suggest that there is a tradeoff between using the tests in a manner that will maximize validity and using the tests in a way that will maximize workforce diversification, and that if a cognitive ability test is used in the manner prescribed by POST (i.e., setting a minimum passing score on the POST reading and writing test), any gains in workforce diversity that result from adding a personality test may be minimal. Thus, the addition of a personality test should not be expected to have a dramatic effect on workforce diversity, and the far more compelling reason for adding such a test is to increase job relatedness (i.e., do a better job of identifying those most likely to succeed on the job).

Pre-employment personality testing is not without its critics, and one of the major criticisms is that the tests are susceptible to response distortion (faking). While

the research evidence supports this criticism, it also shows that in applied situations (i.e., when the tests are taken by job applicants), faking does not influence the meaning or job relatedness (i.e., criterion-related validity) of the test scores. Other research shows that while faking does not alter the overall job relatedness of personality tests, it can have a dramatic effect on the rank ordering of candidates - and thus the individuals who are hired. Still other research shows that attempts to prevent this from occurring by making test score "corrections" for faking are not that successful, and, in fact, can make the situation even worse (i.e., resulting in more "fakers" being hired). Others have argued that concerns over response distortion constitute a "red herring," and that response distortion is not simply a manifestation of faking, but rather a complex phenomenon that is meaningfully related to the Big Five traits of Emotional Stability and Conscientiousness. Clearly, this issue is not about to go away soon. In the meantime, the most prudent action appears to be to advise job candidates to respond honestly, to alert them that their responses are subject to verification and that evidence of dishonest responses will result in disqualification - actions that have been found to reduce response distortion.

Overall, the research literature shows that personality traits are related to job performance, training performance, and counterproductive work behaviors. Further, they add value to the hiring process (result in incremental validity) when combined with measures of cognitive ability. Meta-analytic findings are strongest for the Big Five traits of Conscientiousness, Emotional Stability and Agreeableness. Findings for the COPS, especially Integrity tests, are even stronger - suggesting that the greatest gains in validity are likely to result from the use of tests of compound personality traits such as Integrity. Regardless of the type of personality traits assessed, one should not expect the introduction of a personality test in the law enforcement selection process to result in dramatic improvements in workforce diversity - especially under current conditions where candidates are required to demonstrate minimum levels of reading and writing skills. Concerns over the effects of response distortion will likely persist, although the available research evidence, on balance, does not indicate that these concerns are sufficient to preclude the use of pre-employment personality tests.

Intentionally Blank

LEGAL REVIEW[31]

A review was conducted of federal and state statutes, case law and administrative guidance with respect to the use of personality tests for employment. The review focused on protections under the law in three general areas: employment discrimination on the basis of disability; employment discrimination on the basis of race/ethnicity or gender; and privacy rights. Each of the three topics is discussed below.

Employment Discrimination on the Basis of Disability

The Americans with Disabilities Act of 1990 (ADA) provides protections to persons with physical or mental disabilities. Under the ADA, a person has a disability if he or she has a physical or mental condition that substantially limits one or more major life activities; has a record of such impairment, or has been regarded as having such impairment. Major life activities include functions such as caring for oneself, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning and working. Only those persons with disabilities who can perform the essential functions of the job (with or without reasonable accommodation) are protected under the ADA.

The corollary state statute is the Fair Employment and Housing Act (FEHA) (1980). The FEHA provides protections beyond those provided under the ADA in a number of respects. For example, a person need not have a condition that "substantially limits" a major life activity in order to be considered disabled. In addition, a greater number of medical conditions automatically qualify individuals for protection under the Act. Section 12926(i) of the FEHA also provides greater detail as to what is considered a "mental disability," and reads, in part:

> Mental disability includes, but is not limited to, the following:
>
> (1) Having any mental or psychological disorder or condition, such as mental retardation, organic brain syndrome, emotional or mental illness, or specific learning disabilities, that limits a major life activity.
>
> (2) Any other mental or psychological disorder or condition not described in paragraph (1) that requires special education or related services…

Both the ADA and the FEHA prohibit employers from making disability-related or medical inquiries prior to a conditional offer of employment. A question of paramount importance to employers is whether tests that measure general personality traits, as contrasted to tests that measure underlying mental or emotional conditions, are exempt from this prohibition (i.e., may they be used

[31] At the request of the author, the legal review was subsequently reviewed and approved as presented by POST's legal counsel.

pre-offer). At the core of this question is whether the types of traits measured by these tests constitute "mental or emotional conditions" as defined in the statutes.

With respect to the ADA, considerable guidance has been provided on this issue by The U.S. Equal Employment Opportunity Commission (EEOC). In administrative guidance issued in 1995 (EEOC, 1995), the EEOC, while acknowledging that "it is not always easy to determine whether something is a medical exam," listed the following factors as being relevant:

> …The following factors are helpful in determining whether a procedure or test is medical:
>
> > Is it administered by a health care professional or someone trained by a health care professional?
> >
> > Are the results interpreted by a health care professional or someone trained by a health care professional?
> >
> > Is the employer trying to determine the applicant's physical or mental health or impairments?
> >
> > Is it invasive (for example, does it require the drawing of blood, urine or breath)?
> >
> > Does it measure an applicant's performance of a task, or does it measure the applicant's physiological response to performing the task?
> >
> > Is it normally given in a medical setting (for example, a health care professional's office)?
> >
> > Is medical equipment used?

The EEOC further specifies that in some instances any one of the above factors may be enough to determine that a test is medical, while in other instances it may be dependent on a combination of multiple factors. One of the examples given in this regard is the following:

> Example: A psychological test is designed to reveal mental illness, but a particular employer says it does not give the test to disclose mental illness (for example, the employer says it uses the test to disclose just tastes and habits). But, the test also is interpreted by a psychologist, and is routinely used in a clinical setting to provide evidence that would lead to a diagnosis of a mental disorder or impairment (for example whether an applicant has paranoid

> tendencies, or is depressed). **Under these facts, this test is a medical exam** (emphasis added).

In subsequent language, guidance and examples are provided concerning when a psychological examination may be given to job applicants (i.e., prior to a conditional offer of employment).

> May an employer give psychological examinations to applicants?
>
> Yes, unless the particular examination is medical. This determination would be based on some of the factors listed above, such as the purpose of the test and the intent of the employer in giving the test. Psychological examinations are medical if they provide evidence that would lead to identifying a mental disorder or impairment (for example, those listed in the American Psychiatric Association's most recent Diagnostic and Statistical Manual of Mental Disorders (DSM)).
>
> Example: An employer gives applicants the RUOK Test (hypothetical), an examination which reflects whether applicants have characteristics that lead to identifying whether the individual has excessive anxiety, depression, and certain compulsive disorders (DSM-listed conditions). This test is medical.
>
> On the other hand, if a test is designed and used to measure only things such as honesty, tastes, and habits, it is not medical.
>
> Example: An employer gives the IFIB Personality Test (hypothetical), an examination designed and used to reflect only whether an applicant is likely to lie. This test, as used by the employer, is not a medical examination.

In subsequent guidance by the EEOC (1997) quoted below, it is made clear that under the ADA, traits and behaviors are not considered mental impairments.

> Are traits or behaviors in themselves mental impairments?
>
> No. Traits or behaviors are not, in themselves, mental impairments. For example, stress, in itself, is not automatically a mental impairment. Stress, however, may be shown to be related to a mental or physical impairment. Similarly, traits like irritability, chronic lateness, and poor judgment, are not, in themselves, mental impairments, although they may be linked to mental impairments.

Thus, pursuant to administrative guidance from the EEOC, personality tests that meet the criteria enumerated above do not constitute medical exams and thus may be administered pre-offer. Further, the traits they measure do not, per se, constitute qualifying mental or emotional conditions under the ADA.

In contrast to the considerable guidance provided by the EEOC pursuant to the ADA, no guidance has been provided by the California Fair Employment and Housing Commission, the state agency responsible for enforcing the FEHA. Some commentators have concluded that "pre-offer psychological examinations are more likely to be allowed under the ADA than the FEHA" (Center & Kristen, 2005).

State courts interpreting the FEHA rely for guidance upon similar federal statutes, regulations, and administrative interpretations of those statutes and regulations, such as the ADA and EEOC guidelines interpreting the ADA. See *Bagatti v. Department of Rehabilitation* (2002) ["a federal regulation may be 'useful' to guide the construction of the FEHA where the state statute or an interpretive state regulation are modeled on the ADA"]. On the other hand, the Legislature has declared its intent "to strengthen California law in areas where it is weaker than the [Disabilities Act] and to retain California law when it provides more protection for individuals with disabilities with the [Disabilities Act]" (*Colmenares v. Braemar County Club*, *Inc*., 2003). Neither the FEHA nor Commission regulations provide a definition of psychological examination, but if state courts interpreting the FEHA conclude that its definition of "mental disability" is materially similar to the ADA's definition, then likely the courts would rely upon EEOC guidelines to determine whether or not a particular psychological examination is a permissible pre-offer examination.

Relevant Case Law

Two cases were found concerning whether a psychological test constitutes a medical exam. In *Thompson v. Borg-Warner* (1996), the federal district court of Northern California ruled that a 100-item test called the Pass-III survey, which was administered to job applicants for security guard positions and is designed to measure Alienation, Trustworthiness Attitudes, and Drug Attitudes, did not constitute an unlawful pre-offer medical exam under the ADA. In ruling in favor of defendant Borg-Warner, the Court made extensive reference to the portions of the EEOC Guidance Manual cited previously. The Court further stated:

> The ADA ought not to be interpreted to prohibit inquiry into such personality attributes as propensity for honesty, ability to get along with others, etc., because such characteristics are not protected by the plain language or purpose of the statute. The ADA protects disabilities, not any characteristic which an employer may consider to be a personal flaw or undesirable aspect of an applicant's personality.

The Court went on to say:

> Plaintiffs submit no evidence showing that the Pass-III survey is designed or used to elicit information about a mental impairment, as opposed to merely revealing mental or personality characteristics which may be disfavored. Evidence that the test is designed to reveal "behavioral problems" and "emotional instability" is insufficient; there is no evidence in the record that "behavioral problems" and "emotional instability," as those are revealed in the Pass-III survey, are either themselves disabilities, or are characteristics that can lead to identifying whether an applicant has an impairment, whether defined by the DSM or by some other parameter.

In the more recent 2005 *Karaker v. Rent-A-Center* case, the U.S. Court of Appeals for the Seventh Circuit ruled on whether the Minnesota Multiphasic Personality Inventory (MMPI), as used by the defendant employer, constituted a medical exam. In reversing the district court and finding for the plaintiff, the Court of Appeals noted that "…the MMPI is designed, at least in part, to measure mental illness," and thus was illustrative of the hypothetical RUOK exam cited in the EEOC administrative guidelines as constituting a medical examination under the ADA. The Court was not persuaded by the defendant's argument that the test was not interpreted by a psychologist (which is often the case with the MMPI), and that in scoring the test they used a vocational scoring protocol rather than a clinical protocol. In ruling for the plaintiff, the Court went on to say that although the test, as scored, was not used to screen out applicants with disorders, the practical effect was the same:

> …The problem with the district court's analysis is that the practical effect of the use of the MMPI is similar, no matter how the test is used or scored – that is, whether or not RAC used the test to weed out applicants with certain disorders, its use of the MMPI likely had the effect of excluding employees with disorders for promotions.

Thus, based on *Karaker*, psychological tests that may be used to diagnosis persons with mental disorders, even if not used in this manner by an employer, are not permissible under the ADA (i.e., constitute medical examinations that may not be administered prior to a conditional job offer). A significant question posed by the logic of *Karaker* is whether a test of <u>any</u> personality trait may be found impermissible if it can be shown that the use of the test has the effect of disqualifying candidates with underlying disorders. That is, could the logic of *Karaker* be extended to a personality test that has not been developed or used to identify mental or emotional conditions, simply because persons who fail the test are more likely to also have underlying mental or emotional disorders?

Employment Discrimination on the Basis of Race/Ethnicity or Gender

Under Title VII of the Civil Rights Act of 1964, as amended by the Civil Rights Act of 1991, it is illegal to discriminate in employment on the basis of race, color, religion, sex, or national origin. Under the Act, an employment practice may be challenged when it results in disparate treatment or disparate impact. Disparate treatment, as the name implies, consists of treating individuals differently. An example would be to require female but not male job candidates to pass a physical agility exam. Disparate impact, as described previously, consists of an employment practice that while applied equally to all job candidates, has a differential impact on the employment opportunities of members of a protected group. A general rule of thumb for demonstrating disparate or adverse impact is the "four-fifths rule." Under the "four-fifths rule" any employment practice that has the effect of resulting in a selection rate for one group that is less than four fifths the selection rate for another group is said to have adverse impact. Under the Act, the burden of demonstrating disparate treatment or disparate impact falls on the plaintiff. Once demonstrated, the burden shifts to the defendant employer to show that even though the employment practice results in disparate treatment or disparate impact, the practice is job related and consistent with business necessity. Absent this showing, the employer will be ruled to have illegally discriminated. Even if this burden is met the employer may still be found to have illegally discriminated if the plaintiff can demonstrate that an alternative employment practice exists that is equally job related and has less discriminatory impact (i.e., less disparate impact).

The majority of test-related suits brought under Title VII are disparate impact cases. A large number of these cases, many involving law enforcement, have centered on cognitive ability tests. As also discussed earlier, there are typically significant group differences in performance on cognitive ability tests - with African Americans[32] and Hispanics scoring lower than Whites. Consequently, if used to select job candidates, they often result in adverse impact against one or more of these groups, thus accounting for many of the disparate impact court cases that have involved cognitive ability tests.

Because there are small to nonexistent groups differences on personality tests (see Literature Review), such tests will be much less likely to result in adverse impact, and in fact, a search failed to locate any Title VII cases involving personality tests. Thus, there is no Title VII case law that one can refer to for guidance on whether defendant employers have been able to demonstrate the job relatedness and business necessity of personality tests.

Another feature of the current status of Title VII litigation is also worthy of notice. As with the ADA, administrative guidance has been provided in conjunction with Title VII in the form of the *Uniform Guidelines on Employee Selection Procedures* (EEOC et al., 1978). These guidelines, which have been shown great deference

[32] Throughout the report the terms African Americans and Blacks are used interchangeably.

by the courts, were issued at a time when the prevailing view among testing professionals was that the job-relatedness (i.e., validity) of a test was situation specific. That is, that there was no evidence that the validity of tests generalized across jobs, and thus, if challenged, the validity of a test must be demonstrated by a locally conducted validation study. The *Uniform Guidelines* do allow for evidence of job relatedness based on cooperative validation studies involving multiple employers (an approach adopted by POST), or job analysis and other information showing that the validation evidence from a study conducted elsewhere is applicable to the challenged situation due to the comparability of the jobs, job applicants, etc. (evidence collected through what is often called a "transportability study"). Nevertheless, absent a locally conducted validation study, participation in a cooperative validation study, or the conduct of a "transportability study," the *Guidelines* provide little support for defending a selection test that has been found to have disparate impact.

The *Guidelines* also recognize that professional testing standards (American Educational Research Association, American Psychological Association, & National Council on Measurement and Education, 1999; Society for Industrial and Organizational Psychology, 2003) are constantly evolving, and acknowledge that changes in professional standards may necessitate changes in the *Guidelines*. In this regard, a current issue that has generated considerable attention is the call for the need for changes to the *Guidelines* to acknowledge the recent accumulation of considerable evidence of validity generalization, established via meta-analyses, particularly as it applies to cognitive ability tests. The debate has centered not only on the research findings which suggest that validity is not situation specific, but also on the legal acceptance of meta-analysis as a methodology and meta-analytic findings of validity generalization as a means of defending a challenged employment practice.[33] The debate has intensified as the result of a recent request by the Office of Federal Contract Compliance Programs (OFCCP) for input on the adequacy of the current *Guidelines***.** In the meantime, case law, including decisions by the U.S Supreme Court (*Albermarle Paper v. Moody,* 1975; *Griggs v. Duke Power,* 1971), have endorsed the need for the types of validation evidence articulated in the *Guidelines*, and in the only case to rule directly on the acceptability of validity generalization evidence based on meta-analyses, *EEOC v. Atlas Paper* (1989), the Sixth Circuit Court of Appeals cited these cases in un-categorically rejecting meta-analysis and validity generalization evidence based on meta-analysis. Thus, in the unlikely event a personality test was to be challenged under Title VII, there is currently no reason to believe that the extensive meta-analytic evidence

[33] As described in footnote 7, page 11, meta-analysis is a method for assessing whether the relationship between two variables is consistent across settings. It is used in employment selection research to determine whether an attribute such as cognitive ability is consistently related to a job criterion such as job performance. When such evidence is found, the job-relatedness of the attribute is said to "generalize" across employment settings, and thus to constitute evidence of "validity generalization."

in support of personality tests, as detailed in this report, would be accepted by the courts.

Invasion of Privacy

Both the U.S. Constitution and the California State Constitution protect our rights to privacy. The federal constitutional right to privacy applies to public employers only, and Stabile (2002), in her legal analysis of the use of personality tests in the hiring process, concludes that the federal right to privacy has generally not precluded the use of personality tests by public employers.

> Further, the federal constitutional right to privacy has not been held to prohibit the use of personality tests by public employers. Instead, in their attempt to balance the employee's privacy right against the state's interest in testing, courts have imposed a requirement that the questions have some job relationship and not be unreasonably intrusive. This balance has generally weighed in favor of protecting the state interest.

In addition to extending the right of privacy to private employers, under the California State Constitution, as articulated in *Leonel v. United Airlines* (2004), a plaintiff may prevail in a complaint alleging invasion of privacy if each of three conditions is met:

> To prove a claim under the California right to privacy, a plaintiff must first demonstrate three elements: (1) a legally protected privacy right; (2) a reasonable expectation of privacy under the circumstances; and (3) conduct by the defendant that amounts to a serious invasion of the protected privacy interest.

In a federal appeals court decision that predates *Leonel*, but which most directly addresses whether psychological tests administered to job applicants violate privacy rights under the California Constitution, the California Court of Appeals ruled against the use of pre-employment psychological testing by Target department stores (*Soroka v. Dayton Hudson,* 1991). Target was administering the Psychscreen, a test consisting of a combination of the Minnesota Multiphasic Personality Inventory (MMPI) and the California Psychological Inventory (CPI). In ruling for the plaintiff, the Court specifically objected to items on the tests that invaded an applicant's rights because they asked questions about sexual orientation and religious preferences. As stated by Shaffer and Schmidt (1999):

> The court acknowledged that Target had an interest in employing emotionally stable persons as store security officers. However, the court found that Target did not show how information about an applicant's religious beliefs or sexual orientation would have any

bearing on their emotional stability. Hence, the questions were not deemed to be job-related.[34]

As also reported by Shaffer and Schmidt, there is no substantive case law pertaining to privacy rights and overt integrity tests.[35] They attribute this, in part, to the greater face validity of the items that make up overt integrity tests, as well as ongoing research by the publishers of these tests to identify items that are perceived by test takers as being invasive.

Summary and Conclusions

Under current law it appears that tests that measure personality traits may be administered before a conditional job offer (are not medical exams) if they meet the following criteria:

- The test is not used routinely in a clinical setting to provide evidence that would lead to a diagnosis of a mental or psychological disorder or condition.

- The test is not intended or capable of revealing an emotional or psychological disorder or condition (irrespective of whether the test is used in this manner by an employer).

- The test may be administered or interpreted by other than a health care professional.

- The test does not reveal characteristics that lead to identifying candidates with any underlying DSM-IV conditions or disorders (excessive anxiety, depression, compulsive disorders, etc.).

- The test does not contain any items that are prohibited, per se, prior to a conditional job offer (questions about past or current medical or psychological conditions, religious beliefs, sexual orientation, etc.)

As EEOC administrative guidance (see page 36) and case law (*Karaker v. Rent-a-Center*, 2005) provide, failure to satisfy any one of these criteria may be enough to determine that a test is an impermissible medical examination. Thus,

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[34] Current versions of the CPI and the MMPI (MMPI-2) do not contain items that refer to religious beliefs, sexual orientation or other prohibited pre-offer inquiries per statute (e.g., medical condition). Further, in general, publishers of personality tests are well aware of the prohibitions pertaining to item content, and in recent years have taken action to remove any such items from their tests.

[35] As described on page 16, overt integrity tests directly assess attitudes toward theft and dishonesty, as contrasted to personality-oriented integrity tests, which are designed to predict a wide range of undesirable work behaviors through the assessment of composite measures of personality traits.

under current law, tests that measure personality traits likely may be lawfully administered before a conditional job offer if they satisfy *all* of the pertinent criteria, although depending upon the circumstances of the administration of particular tests, they may not necessarily be deemed impermissible if they do not satisfy all of the criteria.

While these conclusions must be tempered by the fact that they are based largely on the ADA, and little guidance exists concerning whether these factors may be interpreted differently under the FEHA, there are many published personality tests that would appear to meet these criteria.

Race/ethnic and gender group differences on personality tests are minimal. No doubt in large part due to this situation, no personality testing court cases were found alleging illegal employment discrimination based of these factors. Further, the probability of such suits seems unlikely in the future. Ironically, however, if such a suit were brought, existing job related evidence based on meta-analytic findings would likely not be acceptable as a defense, and instead the court would require validation evidence based on a locally conducted validation study or on other evidence explicitly acknowledged as acceptable under the *Uniform Guidelines* (i.e., participation in a cooperative validation study, or evidence of the transportability of job-relatedness evidence obtained elsewhere).

JOB ANALYSIS

As part of the project, a statewide job analysis was conducted to identify the Competencies required to perform the uniformed patrol officer job. This information, in turn, was reviewed by an expert panel of psychologists to identify the personality constructs most likely to be related to patrol officer performance. The job analysis also served the secondary purpose of providing confirmatory evidence of the job relatedness of several POST selection and training mandates (POST Background Investigation "Dimensions"; POST Basic Course Scenario Test Competencies, etc.). A complete description of the methods and findings of the job analysis can be found in Appendix B. The full report of the expert psychologist review of the Competencies to identify the underlying personality traits important to patrol officer performance can be found in Appendix C.

For purposes of the job analysis, a Competency was defined as: "Any observable pattern of behavior (whose sources may lie in skills, knowledge, abilities, values or traits) that accounts for substantial variability in job performance." Starting with job analytic information from other POST projects (Kohls, Berner, & Luke, 1979; Weiner & Berner, 1987; California Commission on Peace Officer Standards and Training, 2003a; California Commission on Peace Officer Standards and Training, 2006a) and research conducted elsewhere (Hough, 2002a; Hough, Ones, & Viswesvaran, 2004), the author performed a content analysis to arrive at a set of draft Competencies that were subsequently reviewed by other industrial psychologists from within and outside POST. These draft Competencies were then presented for feedback to a representative group of Patrol Supervisors and patrol field training officers (FTOs) who were convened at a two day meeting held at POST (see Table B1, Appendix B for participants). The final 22 Competencies are shown in Table 4. Full definitions of each Competency are presented in Table B2 in Appendix B. The relationships between the final Competencies and performance criteria information from other POST projects and selection/training mandates (results of prior POST state-wide job analyses, POST oral interview evaluation dimensions, POST Field Training Program daily observation report evaluation factors, etc.) are shown in Appendix E.

The author also reviewed the results of the 1998 POST statewide job task analysis of the uniformed patrol officer position (California Commission on Peace Officer Standards and Training, 1998b). Based on statistical and content analysis of the data from this task analysis, the author made minor revisions to the groupings of job tasks, called Job Functions, which were identified in the 1998 study. The original 11 Functions were slightly modified and an additional Job Function was added. The 12 draft Job Functions were also reviewed by the group of subject matter experts who reviewed the draft Competencies. The final Job Functions are listed in Table 5. Full definitions of the Job Functions are provided in Appendix B (Table B3), as are comparisons of the Job Functions with

findings from previous POST and other large-scale studies of the entry-level patrol position (Table B22).

Table 4: Patrol Officer Competencies

SOCIAL COMPETENCE
TEAMWORK
ASSERTIVENESS/PERSUASIVENESS
SERVICE ORIENTATION
ADAPTABILITY/ FLEXIBILITY
DECISION-MAKING AND JUDGMENT
OBSERVATION SKILLS
LEARNING ABILITY
READING COMPREHENSION
WRITING SKILLS
ORAL EXPRESSION
LISTENING SKILLS
CONSCIENTIOUSNESS/DEPENDABILITY
IMPULSE CONTROL/ATTENTION TO SAFETY
INTEGRITY/ ETHICS
EMOTIONAL REGULATION AND STRESS TOLERANCE
PHYSICAL SKILLS
DRIVING SKILLS
LEGAL KNOWLEDGE
KNOWLEDGE OF DEPARTMENTAL POLICIES AND PROCEDURES
KNOWLEDGE OF PATROL PROCEDURES AND TECHNIQUES
KNOWLEDGE OF INVESTIGATIVE PROCEDURES

Table 5: Patrol Officer Job Functions

DETECTING AND INVESTIGATING CRIMES
APPREHENDING & ARRESTING SUSPECTS
PREPARING FOR & PRESENTING LEGAL TESTIMONY
MANAGING TRAFFIC
DOCUMENTING INVESTIGATIONS, ENFORCEMENT ACTIONS, AND OTHER PATROL CONTACTS/ACTIVITIES
PROVIDING EMERGENCY ASSISTANCE TO THE PUBLIC
MAINTAINING ORDER IN THE COMMUNITY
ADVISING AND ASSISTING THE PUBLIC
WORKING WITH THE COMMUNITY TO REDUCE CRIME AND ADDRESS COMMUNITY CONCERNS
ENHANCING POLICE-COMMUNITY RELATIONS
SERVING THE PUBLIC IN A CONSISTENT, PROFESSIONAL AND LAWFUL MANNER
MAINTAINING AND IMPROVING JOB READINESS

Several sets of ratings were obtained for the Competencies and Job Functions at a series of 29 half-day job analysis workshops held throughout the state. The workshops were attended by representative samples of Patrol Supervisors[36] and patrol FTOs. Participants were asked to rate the importance of each Competency and each Job Function to the overall performance of the uniformed patrol officer job. They also provided ratings of the extent to which each Competency was necessary before hire (as opposed to being developed after hire) and the extent to which differences on each Competency were related to differences in job performance. In addition, they rated the importance of each Competency to the performance of each Job Function. The rating scales that were used are presented in Appendix B.[37] The job analysis questionnaires that were used to collect the ratings are in Appendix D.

The mean importance ratings obtained for the Job Functions are shown in Table 6. The Job Functions are listed from most to least important. A mean rating of 3 corresponds to "Important," 4 to "Very Important," and 5 to "Critically Important." As indicated in the table, the average importance rating for the Job Functions ranged from 4.77 to 3.24, indicating that all Job Functions were rated at least "Important," and most were rated between "Very Important" (4) and "Critically Important" (5).

Table 6: Job Function Importance Ratings[38]

Job Function	Importance Mean[39]	Importance SD[40]
Apprehending and Arresting Suspects	4.77	0.473
Serving the Public in a Consistent, Professional & Lawful Manner	4.70	0.562
Detecting and Investigating Crimes	4.68	0.492
Providing Emergency Assistance to the Public	4.64	0.645
Documenting Investigations, Enforcement Actions, & Other Patrol Contacts/Activities	4.29	0.815
Maintaining and Improving Job Readiness	4.29	0.687
Maintaining Order in the Community	4.11	0.762
Preparing For and Presenting Legal Testimony	3.99	0.827
Advising and Assisting the Public	3.67	0.859
Managing Traffic	3.55	0.908
Enhancing Police-Community Relations	3.39	0.981
Working with the Community to Reduce Crime and Address Community Concerns	3.24	1.067

[36] The vast majority of Patrol Supervisors were Sergeants. Thus, in describing the job analysis participants, the terms Patrol Supervisors and Patrol Sergeants are used interchangeably.
[37] The rating scales were pilot tested by the same group of Patrol Supervisors and FTOs who reviewed the definitions of the draft Competencies and draft Job Functions.
[38] Results for 88 FTOs and 87 Patrol Supervisors from 71 police departments and 25 sheriffs' departments.
[39] 5=Critically Important; 4=Very Important; 3=Important; 2=Of Some Importance; 1=Of Little Importance; 0=Not Part of Job.
[40] The standard deviation (SD) is an index of the variability in the ratings. A SD of 1.0 indicates that roughly two-thirds of the ratings were within +1 or -1 of the mean (average) rating. Thus, the smaller the SD the less the variability in the ratings (i.e., the greater the agreement among the raters).

Results for the three sets of ratings that were obtained for the Competencies are shown in Table 7. Results are reported for the personality-related Competencies only. (See Appendix B for the ratings for all Competencies.) As with the Job Functions, the Competencies are listed from most to least important. All but one of the Competencies received a mean importance rating of at least 4 ("Very Important"), and the lowest mean rating was 3.75 (Service Orientation). Several of the Competencies received mean importance ratings closer to 5 ("Critically Important"), with the highest obtained for Integrity/Ethics (4.86).

Turning to the "Necessary at Job Entry" column in Table 7, all of the Competencies were judged to be necessary at hire (as opposed to being Competencies that could be developed largely after hire through training and/or job experience) by at least the majority of the subject matter experts. Integrity/Ethics received unanimous endorsement as something that must be brought to the job, followed closely by Decision Making and Judgment (94.3% endorsement). In total, these results indicate that all of the personality-related Competencies are appropriate for assessment (if feasible) as part of the entry-level selection process.

As reflected in the last column in Table 7, each of the Competencies was also judged to be related to job performance differences by at least a majority of the subject matter experts, and most of the Competencies were judged to be related to significant job performance differences by between 70% and 80% of the respondents. These results provide further evidence that all of the personality-related Competencies are appropriate for assessment (if feasible) as part of the entry-level selection process in that they distinguish good from poor performers.

Table 7: Ratings of Personality-Related Patrol Officer Competencies[41]

Competency	Importance[42] Mean	SD	Necessary At Job Entry? (Percent Yes)	Impact Performance? (Percent Yes)
Integrity/Ethics	4.86	0.382	100.0%	62.9%
Assertiveness/Persuasiveness	4.77	0.460	61.7%	84.0%
Decision Making and Judgment	4.77	0.460	94.3%	82.9%
Impulse Control/Attention to Safety	4.67	0.540	69.7%	82.9%
Emotional Regulation & Stress Tolerance	4.46	0.641	80.0%	72.0%
Conscientiousness/Dependability	4.37	0.656	84.0%	87.4%
Teamwork	4.25	0.721	73.1%	70.9%
Adaptability/Flexibility	4.23	0.709	61.1%	72.0%
Social Competence	4.17	0.696	93.7%	82.3%
Service Orientation	3.75	0.744	87.4%	56.0%

[41] Results for 88 FTOs and 87 Patrol Supervisors from 71 police departments and 25 sheriffs' departments.
[42] 5=Critically Important; 4= Very Important; 3=Important; 2=Of Some Importance; 1=Of Little Importance; 0=Not Important.

Table 8 summarizes the results of the "linkage ratings" for the personality-related Competencies and the Job Functions. Each cell entry designated with "X" represents a mean Competency importance rating of at least 3 ("Important") for that Job Function; a "Y" represents a mean importance rating of at least 4 ("Very Important"). The last column in the table shows the mean importance rating of each Competency across all 12 Job Functions. These linkage ratings are particularly important because they provide additional, detailed information as to the job relatedness of each Competency.

As shown in Table 8, each of the Competencies was judged to be at least "Important" for the majority of Job Functions, and each Competency was found to be at least "Very Important" for at least one Job Function. Further, in every instance the average importance rating for a Competency across all Job Functions exceeded 3 ("Important"), and for a number of Competencies the average approached or exceeded 4 ("Very Important"). The highest average was 4.17 for Integrity/Ethics. These results provide further evidence of the importance of each of the personality-related Competencies to the performance of uniformed patrol officer duties. Furthermore, as with the importance ratings of each Competency to overall job performance, Integrity/Ethics is judged to be the most important personality-related Competency.

Table 8: Importance of Competency to Performance of Job Function[43]

Competency	Job Function												
	A	B	C	D	E	F	G	H	I	J	K	L	**All[44]**
Social Competence	**X**	**X**	**X**			**X**	**Y**	**Y**	**Y**	**Y**	**Y**		**3.58**
Teamwork	**X**	**Y**				**Y**	**Y**	**X**	**X**	**X**	**X**		**3.40**
Assertiveness/Persuasiveness	**Y**	**Y**		**X**		**Y**	**Y**	**X**	**X**	**X**	**X**		**3.45**
Service Orientation	**X**	**X**				**Y**	**Y**	**Y**	**Y**	**Y**	**X**		**3.49**
Adaptability/Flexibility	**X**	**Y**		**X**		**Y**	**X**	**X**	**X**	**X**	**X**		**3.38**
Decision Making and Judgment	**Y**	**Y**		**X**	**X**	**Y**	**Y**	**X**	**X**	**X**	**X**		**3.71**
Conscientiousness/Dependability	**Y**	**Y**	**Y**	**X**	**Y**	**Y**	**Y**	**X**	**X**	**X**	**Y**	**X**	**3.99**
Impulse Control/Attention to Safety	**Y**	**Y**		**X**		**Y**	**Y**	**X**			**X**		**3.39**
Integrity/Ethics	**Y**	**Y**	**Y**	**X**	**Y**	**X**	**Y**	**Y**	**X**	**Y**	**Y**	**X**	**4.17**
Emotional Regulation/Stress Tolerance	**X**	**Y**	**X**	**X**		**Y**	**Y**	**X**	**X**	**X**	**X**		**3.51**

Job Function:
A. Detecting And Investigating Crimes
B. Apprehending and Arresting Suspects
C. Preparing For and Presenting Legal Testimony
D. Managing Traffic
E. Documenting Investigations, Enforcement Actions, and Other Patrol Contacts/Activities
F. Providing Emergency Assistance to the Public
G. Maintaining Order in the Community
H. Advising and Assisting the Public
I. Working with the Community to Reduce Crime and Address Community Concerns
J. Enhancing Police-Community Relations
K. Serving the Public in a Consistent, Professional and Lawful Manner
L. Maintaining and Improving Job Readiness

[43] **X**=Mean Importance Rating >3.0 ("Important"); **Y**=Mean Importance Rating >4.0 ("Very Important").
[44] Mean Importance Rating of Competency Across All Job Functions.

Overall, the results of this phase of the job analysis indicate that personality-related Competencies are very important to overall performance of the uniformed patrol officer job, are very important to the performance of specific Job Functions within the uniformed patrol officer job, distinguish good from poor performing officers and must be possessed, in large part, at the time of hire.

Expert Psychologist Review

As mentioned previously, based upon review of the Competencies identified in the job analysis, experts in personality and personality testing independently identified the Big Five personality traits, facets thereof, or compound personality traits they judged to be related to the behaviors defining each Competency. The three experts also identified examples of published pre-offer personality tests or test scales that they consider reliable measures of each of the identified traits (or facets). The full report of their findings is presented in Appendix C.[45]

Table 9 compares the traits (and trait facets) identified as being important by the panel of experts in the current project with those identified as being important as part of a POST funded meta-analysis of personality tests conducted in 2004 (Ones, Viswesvaran, & Dilchert, 2004). The two sets of results are very similar, which is not surprising given that the Competency definitions developed and confirmed as being job related in the current job analysis encompass many aspects of the "Performance Dimension" definitions that were used to identify the important personality traits/facets as part of the 2004 meta-analysis. The significance of this finding is that with few exceptions the personality traits (and facets) identified in the current analysis were those included in the 2004 meta-analysis, and thus the majority of validity coefficient estimates obtained in the meta-analysis are for personality traits/facets confirmed as being important in the present analysis.

[45] As indicated in their report, the level of agreement among the three experts was extremely high.

Table 9: Comparison of Personality Traits and Trait Facets Identified as Being Important to the Uniformed Patrol Job in the Current Project and in the 2004 POST Meta-Analysis.

Current Project	2004 POST Meta-Analysis
Nurturance (A+)	Nurturance (A+)
Warmth (Ex+ A+)	Warmth (Ex+ A+)
Trust (ES+ A+)	Trust (ES+ A+)
Tolerance (OE+ A+)	Tolerance (OE+ A+)
Lack of Aggression (A+ C+)	Lack of Aggression (A+ C+)
Agreeableness (A+)	Agreeableness (A+)
Complexity (OE+)	Complexity (OE+)
Non-Traditionalism (OE+ C-)	Non-Traditionalism (OE+ C-)
Autonomy (Ex+ C-)	Autonomy (Ex+ C-)
Conscientiousness (C+)	Conscientiousness (C+)
Dependability (C+)	Dependability (C+)
Achievement (C+)	Achievement (C+)
Order (C+)	Order (C+)
Persistence (C+)	Persistence (C+)
Ambition (Ex+ C+)	Ambition (Ex+ C+)
Impulse Control (C+)	Impulse Control (C+)
Socialization (ES+ A+ C+)	Socialization (ES+ A+ C+)
Emotional Stability (ES+)	Emotional Stability (ES+)
Self Esteem (ES+)	Self Esteem (ES+)
Low Anxiety (ES+)	Low Anxiety (ES+)
Creative/Innovation (OE+)	Creative/Innovation (OE+)
Intellect (OE+)	Intellect (OE+)
Dominance (Ex+)	Dominance (Ex+)
Activity (Ex+)	Activity (Ex+)
Fair & Stable Leadership (ES+ Ex+ C+)	Fair & Stable Leadership (ES+ Ex+ C+)
Change/Variety	
	Thrill Seeking (Ex+ OE+ C-)
	Self Destructive Autonomy (ES- Ex+ C-)
	Even Tempered (ES)
	Self Control (ES+ C+)

Summary and Conclusions

A statewide analysis was conducted of the Job Functions of uniformed patrol officers and the Competencies necessary to perform the Job Functions. The results were used by a panel of experts in personality and personality testing to identify the underlying personality traits and trait facets judged to be the most important to important patrol officer Competencies. The personality traits and trait facets that were identified overlap to a considerable degree with those identified as part of the 2004 POST meta-analysis of the job-relatedness of personality traits/facets for California patrol officers. Thus, the majority of the meta-analytic findings pertain to those traits and trait facets that are hypothesized to be job-related based on the current analysis, and only one additional trait hypothesized to be related to patrol officer Competencies (Change/Variety) was not examined in the 2004 meta-analysis. The findings of the current job analysis - especially those pertaining to identified Competencies - also provide substantial confirmatory evidence of the job-relatedness of other POST training and selection standards and procedures.

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EMPIRICAL RESEARCH ON THE JOB RELATEDNESS OF PRE-OFFER PERSONALITY TESTING FOR LAW ENFORCEMENT

Job Relatedness Evidence for the Big Five

In a study of three scales of the California Psychological Inventory (CPI) that are generally acknowledged as measures of the Big Five trait of Conscientiousness (or a facet thereof), Sarchione, Cutler, Muchinsky and Nelson-Gray (1998) found that a group of officers who received formal disciplinary or departmental action as a result of misconduct on the job had significantly lower scores on all three scales than a matched control group of officers with no history of disciplinary or departmental action.

Three published meta-analyses have examined the validity of the Big Five for law enforcement occupations. As part of their larger groundbreaking meta-analysis, Barrick and Mount (1991) conducted separate analyses for law enforcement positions exclusively. They obtained an operational validity of .22 for Conscientiousness, and weaker operational validities of .10 for Emotional Stability and Agreeableness, and .09 for Extraversion. No support was found for the job relatedness of Openness to Experience. The number of primary studies going into the meta-analyses ranged from 13 to 18. Due to the relatively small number of primary studies, no attempt was made to conduct separate meta-analyses by type of criterion. Thus, the results reported are based on a mixture of primary studies - some of which examined relationships with job proficiency, others of which examined relationships with performance in training.

Results for “police” were examined as part of the Salgado (1997) meta-analysis of the job relatedness of the Big Five in Europe. Based on just four primary studies, and for all criterion types combined (primarily performance ratings or training performance ratings), Salgado obtained results similar to those reported by Barrick and Mount, with the largest operational validity for Conscientiousness (.24), followed by Emotional Stability (.15), Extraversion (.13), and Agreeableness (.09). However unlike Barrick and Mount, Salgado also obtained a significant operational validity for Openness to Experience (.12).

In a more recently published series of meta-analyses based on a significantly larger number of both published and unpublished primary studies, Aamodt (2004) examined the job relatedness of the Big Five for the criteria of job performance ratings, academy grades, and discipline problems. Conscientiousness, Emotional Stability and Openness to Experience were found to be significantly related to all three criteria, Agreeableness to performance ratings and discipline ratings, and Extraversion to academy grades and performance ratings. The largest “true validity” for the criterion of academy grades was for Openness to

Experience (.34).[46] Conscientiousness was most highly correlated with performance ratings (.22); Emotional Stability with discipline problems (.15). The majority of estimated "true" validities were in the low to middle teens. Based on these findings, Aamodt concludes that the Big Five factors are generally related to measures of law enforcement performance, and that Openness to Experience appears to be a better predictor of law enforcement performance than performance in other occupations.

As part of the ongoing project to revise the POST Psychological Screening Manual (Hargrave and Berner, 1984), Ones, Viswesvaran and Dilchert (2004) conducted the most extensive law enforcement meta-analysis to date. The research was unique in a number of respects: analyses were conducted for each of 11 performance criteria; the independently developed POST Psychological Screening Dimensions were presented to subject matter experts, and using a taxonomy developed by Hough and Ones (2001), served as the basis for identifying the personality constructs that appear to be the most germane to law enforcement performance, and for identifying the tests/scales that measure each of those constructs (and therefore for identifying and categorizing the primary studies to be included in the meta-analyses for each personality construct); and meta-analyses were conducted for both the Big Five traits, facets or sub-divisions of the Big Five traits, or more complex traits comprised of more than one of the Big Five traits. The titles of the POST Psychological Screening Dimensions and the 11 criterion measures used in the meta-analyses are presented in Table 10. In considering the POST Psychological Screening Dimensions, subject matter experts were given examples of both desirable and undesirable job behaviors for each.

Table 11 summarizes the results of the Ones et al. meta-analysis. The first column of the table lists the POST Psychological Screening Dimensions. To the right of each dimension are the Big Five traits, Big Five trait facets, or compound traits that were hypothesized to be related to the dimension. The remaining columns correspond to the 11 different performance criteria that were examined. Cell entries are the significant meta-analytic findings that were obtained for each performance criterion/personality trait combination. (Empty cells reflect non-significant findings.) Cell entries of "X" denote significant operational validities that were found to generalize across studies when controlling for study artifacts (test and criterion unreliability, range restriction and sampling error). "Y" entries represent significant operational validities that failed to meet this criterion, indicating that differences in correlations may exist across subpopulations within the study group (e.g., job applicants versus tenured officers). Numbers in parentheses refer to the number of primary study correlations that went into the

[46] Unlike in the other law enforcement meta-analyses, obtained coefficients were also corrected for test unreliability. Thus, the estimates are higher than those that would have been obtained if corrections were limited to those performed in the other studies (i.e., for range restriction and criterion unreliability).

operational validity estimate. The two underlined operational validities are in the opposite than predicted direction.

Table 10: POST Psychological Screening Dimensions and Performance Criteria Used in POST Meta-Analyses (Ones, Viswesvaran and Dilchert, 2004)

POST Dimensions	
Social Competence	Integrity/Ethics
Teamwork	Emotional Regulation/Stress Tolerance
Adaptability/Flexibility	Decision Making/Judgment
Conscientiousness/Dependability	Assertiveness/Persuasiveness
Impulse Control	Avoiding Substance Abuse/Other Risk Taking

Performance Criteria
Overall Job Performance (supervisor ratings; composite effectiveness, field performance, job proficiency, etc.)
Training Performance (grades and ratings)
Facets of Performance:
Task Performance (performance of specific duties or job functions)
Interpersonal Performance (relations with citizens, co-workers, etc.; social sensitivity, tolerance, responsiveness to supervision, etc.)
Teamwork
Awards/Commendations
Counterproductive Work Behaviors (CWB) (any facet of CWB)
Facets of CWB:
Withdrawal Behaviors (absences, sick days, lateness, etc.)
Substance Abuse (alcohol or drug)
Outcomes of CWB:
Citizen Complaints
Disciplinary Actions

Study results show that all performance criteria were significantly related to at least one personality trait, and with few exceptions (i.e., Trust and Complexity) all personality traits were significantly related to at least one performance criterion. The greatest number of significant operational validities was found for Overall Job Performance (16), followed by Interpersonal Behavior (13), Training Performance (11), Task Performance (10), and Teamwork (10). Awards/Commendations and Substance Abuse were each significantly correlated with eight personality traits. In general, counterproductive work behaviors (and the facets thereof) were least well predicted, although very few primary studies were available for these criteria.

Turning to the personality traits, many significant operational validities were obtained for Agreeableness, Conscientiousness and its facets (especially Impulse Control), Emotional Stability and its facets, and Extraversion and its facets. Few significant operational validities were obtained (and hypothesized) for the facets of Openness to Experience, but the significant operational validity

Table 11: Summary of Ones et al. (2004) Meta-analysis for Law Enforcement Positions

POST Psychological Screening Dimension	Personality Trait (Big 5 Trait/ Big 5 Facet/Compound Trait)	Performance Criterion										
		Job Perf	Training Perf	Task Perf	Interpers Perf	Teamwork	Awards/ Comm	Avoid CWBs	Avoid Withdrawl	Avoid Sub Abuse	Avoid Complaints	Avoid Discipline
Social Competence	Nurturance (A+)		X (3)						X (2)			
	Warmth (Ex+ A+)			Y (12)		X (2)						
	Trust (ES+ A+)											
	Tolerance (OE+ A+)		X (4)		X (14)		X (4)					
	Lack of Aggression (A+ C+)	X (28)		X (3)						X (8)		
Teamwork	Agreeableness (A+)	X (19)			X (6)	X (3)		X (12)		X (2)		
Adaptability/Flexibility	Complexity (OE+)											
	Non-Traditionalism (OE+ C-)	Y (42)	X (14)		Y (17)	X (4)						
	Autonomy (Ex+ C-)			X (11)								
Conscientiousness/Dependability	Conscientiousness (C+)		X (6)		X (32)							
	Dependability (C+)	X (36)		X (5)	X (16)		X (16)					
	Achievement (C+)	X (59)										
	Order (C+)	X (11)							X (2)			X (2)
	Persistence (C+)				X (10)		X (8)			X (4)		
	Ambition (Ex+ C+)	Y (17)		X (8)	X (17)							
Impulse Control	Impulse Control (C+)	X (35)	X (4)	X (2)	X (8)	X (4)	X (8)	X (10)		X (4)		
Integrity/Ethics	Socialization (ES+ A+ C+)	Y (296)				X (43)			Y (38)	Y (76)		
Emotional Reg/Stress Tolerance	Emotional Stability (ES+)		Y (58)									
	Self Esteem (ES+)	Y (24)	Y (11)	X (4)	X (11)	X (4)	X (10)					
	Low Anxiety (ES+)	Y (30)	X (2)				X (15)					
	Even Tempered (ES+)	X (8)			X (4)	X (3)						
	Self Control (ES+ C+)	X (23)		X (6)	X (17)	X (2)						
Decision Making/Judgment	Creative/Innovation (OE+)	Y (13)										
	Intellect (OE+)		X (5)						X (2)	X (2)		
Assertiveness/Persuasiveness	Dominance (Ex+)		X (30)									
	Activity (Ex+)	X (22)		X (3)		X (4)	X (8)					
	Fair & Stable Leadership (ES+ Ex+ C+)			X (2)	X (3)							
Avoid Sub Abuse/Risk Taking	Thrill Seeking (Ex+ OE+ C-)											
	Self Destructive Autonomy (ES- Ex+ C-)	X (29)	X (6)		X (19)	X (9)	Y (13)	Y (124)	Y (54)	X (25)		X (2)

for Intellect and the criterion of Training Performance is consistent with other analyses that have found this trait to be most strongly related to training. Among the compound traits, the strongest pattern of results was found for those containing elements of Conscientiousness and Emotional Stability. The compound trait of Self-Destructive Autonomy – which consists of elements of these two traits, in combination with elements of Extraversion – emerged as a predictor of a wide range of performance criteria.[47] The relatively modest results for Integrity (labeled Socialization in the table) are also noteworthy in that they are generally based on a large number of primary studies, and would not be expected based on the relatively large number of significant operational validities found for the Big Five traits that make up Integrity (Conscientiousness, Emotional Stability and Agreeableness).

At least two other meta-analyses of personality relationships to law enforcement performance have been conducted (Cullen, Ones, Viswesvaran, Drees, & Langkamp, 2003; Varela, Boccaccini, Scogin, Stump, & Caputo, 2004). However, the focus of these studies was on specific personality tests rather than specific personality traits. Thus, the results of these studies have limited applicability to this project and are not reported here. However, the references for these studies are provided for the interested reader.

What is the Job-Relatedness Evidence for Integrity Tests?

Ones, Viswesvaran and Dilchert (2006) conducted several meta-analyses using subsets of the data from the original Ones, Viswesvaran and Schmidt (1993) comprehensive meta-analysis of Integrity tests. Specifically, they conducted separate meta-analyses of the primary validity studies from their earlier work that were specific to law enforcement. Using these primary studies, they obtained significant operational validities for ratings of overall job performance (based on 7 primary studies), commendations (based on 2 primary studies), self-reported counterproductive work behaviors (based on 4 primary studies), and objective records of counterproductive work behavior (based on 12 primary studies). Although based on only seven primary studies, the operational validity for overall job performance exceeded the operational validity of .41 that was obtained for all jobs combined in the Ones et al. (1993) comprehensive meta-analysis. Further, all seven primary studies were predictive validity studies (i.e., used test scores to predict future behavior), which provide the best indication of the validity of using Integrity tests to select from among job applicants.[48] The results for counterproductive work behavior - particularly objective measures - are also particularly impressive, and the latter are likewise based exclusively on predictive primary studies (and the use of personality-oriented tests).

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[47] More details of the results of this research cannot be released pending publication of the findings by the authors.

[48] All seven primary studies also involved the use of personality-oriented Integrity tests, as opposed to overt Integrity tests (which are more transparent, and may be more susceptible to faking).

Does the Use of Personality Tests Result in Incremental Validity?

No published research was found on this topic. Thus, the best available research evidence is that which was cited previously in the Literature Review concerning the increase in job relatedness (i.e., criterion-related validity) resulting from using a personality test in combination with a cognitive ability test. While not specific to law enforcement, these meta-analyses provide the clearest support for the incremental validity of Integrity tests, and tests of the Big Five trait of Conscientiousness (Schmidt & Hunter, 1998).

Summary and Conclusions

The available research evidence on the job relatedness of personality traits for law enforcement positions, while less exhaustive, is generally consistent with the findings of the larger research literature. While the early meta-analyses (Barrick & Mount, 1991; Salgado, 1997) were based on very few primary studies, thereby precluding separate analyses by type of criterion, results nevertheless confirmed the job-relatedness of all five of the Big Five, with the largest operational validity obtained for Conscientiousness. The later meta-analysis by Aamodt (2004) examined three separate criteria (performance ratings, training ratings, academy grades) and found that each of the Big Five was significantly related to one or more of these criteria - again, with the strongest evidence found for Conscientiousness. The Ones et al. (2004) meta-analysis conducted for POST as part of the ongoing project to revise the ***POST Psychological Screening Manual***, not only confirms these findings, but also suggests that specific hypothesized facets of the Big Five, such as the Impulse Control facet of Conscientiousness, may be particularly job related for law enforcement. The Ones et al. research also confirms that personality is related to counterproductive work behavior (as does the Sarchione et al., 1998 research), although for the majority of the personality traits examined, the number of primary studies available was quite small.

The meta-analysis of Integrity tests conducted in conjunction with this project (Ones et al., 2006) revealed even stronger results than found for the general population. However the results are based on a relatively small number of primary studies, and the operational validities obtained are significantly larger than those found for the combination of Big Five traits that constitute Integrity (Conscientiousness, Emotional Stability, Agreeableness) as reported in the larger meta-analysis conducted for POST. This may be due, in part, to the fact that the meta-analysis of Integrity tests included only tests designed specifically to measure Integrity, whereas in the larger meta-analysis the majority of primary studies involved the use of scale scores from more broadband general personality measures.

Virtually no published research was found on the incremental validity resulting from the addition of a personality test to the law enforcement selection process. Thus, the best estimates remain those found for all jobs combined (i.e., incremental validity results when personality tests – especially tests of Integrity, Conscientiousness, Emotional Stability and Agreeableness - are combined with cognitive ability tests).

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EXAMINATION OF RELATIONSHIPS BETWEEN PRE-OFFER PERSONALITY TEST SCORES AND PERFORMANCE IN OTHER PHASES OF THE LAW ENFORCEMENT SELECTION SYSTEM

One of the goals of the project was to identify studies or datasets that would allow for an examination of whether pre-offer personality tests, if used early in the selection process, would result in the identification of candidates who fail in subsequent, more costly and time consuming phases of the process - in particular, the background investigation and the psychological examination. If found to be the case, both candidates and employers would benefit. Candidates would benefit because those who subsequently fail in the later selection phases would be identified early on and spared the time and effort associated with going through these phases. Employers would benefit because those who make it to the final phases of the selection process would be more likely to succeed - thereby reducing the number of candidates going through these phases.

The underlying rationale for these hypothesized benefits is that while pre-offer personality tests do not assess underlying psychological conditions, persons who score low on these tests may nevertheless be more likely to exhibit the types of behaviors associated with some of these conditions. Further, the empirical relationships found between personality traits and counterproductive behaviors on the job (see pages 13 -15) would suggest that they should also be useful in identifying individuals who have exhibited such behaviors in the past - as identified in the background investigation and/or the psychological exam.

Unfortunately, a search of research studies and datasets that would allow for an empirical “test” of these hypothesized benefits resulted in the identification of a single dataset, that while large (i.e., containing over 5,000 California law enforcement applicants), was limited in a number of respects. For example, the dataset was assembled by extracting information from a number of other datasets, a process that always presents the opportunity for error. Further, some of contributing datasets were little used, and there was no cost effective means of verifying the accuracy of the information they contained. The assembled dataset was also limited with respect to the criterion data that could be examined. To illustrate, no information was available concerning the reasons for failure to pass or complete the background investigation or the psychological exam but rather, just whether they were successfully completed. In addition, known problems with the data pertaining to the employment interview precluded an examination of whether pre-offer personality tests might also predict success in this phase of the selection process. Also, the personality test wasn’t given at exactly the same stage in the selection process for all candidates - an important consideration in trying to assess whether the scores on the test predict performance in subsequent stages of the process - and there was no way to discern when testing occurred for individual cases in the file. And most

importantly, the pre-offer test data that was examined was a measure of Integrity that was derived from a larger set of test items. Thus, the only personality trait that was examined was Integrity, and the measure of Integrity was not an existing Integrity test or scale, but rather a derived measure.[49]

Even with all of these limitations, the dataset was nevertheless analyzed to examine for personality (i.e., Integrity) test score relationships with performance in subsequent phases of the selection process. No significant results were found. While Integrity scores were found to bear some relationship to pass/fail status in the psychological exam, the relationship was not strong enough to justify the use of the test as an effective means of identifying persons who would subsequently be disqualified (i.e., too high a percentage of low scores on the test were associated with passing the psychological). Virtually no relationship was found between scores on the test and pass/fail status in the background investigation.

Subsequent to the POST research discussed above, the City of Los Angeles conducted a research project that was designed specifically to assess the relationship of pre-offer personality test scores to background investigation results (Denning, 2007). Unlike the limited dataset that was assembled for the initial POST project, the City of Los Angeles study involved the administration of a widely used test that included scales for the three Big Five factors of Conscientiousness, Agreeableness and Emotional Stability, locally-developed measures of the same three Big Five Factors, and a locally-developed overt test of Integrity. In addition, scores on both the commercially-available test scales and the locally-developed measures were combined to create two personality-oriented measures of Integrity. All tests were administered during the first stage of the background investigation process. Test results were used for research purposes only and only research staff had access to the scores. Over 700 candidates took the tests and the test scores were subsequently analyzed to examine relationships with passing/failing the background investigation and the polygraph, and appointment to a position in City service.

Results showed scores on the tests of Conscientiousness, Emotional Stability and Integrity to all be significantly related to pass/fail status in the background investigation and appointment/non-appointment. Results with respect to the background investigation were considered sufficiently strong to conclude that the tests could legitimately be incorporated into the hiring process as long as any cut score used screened out a relatively small proportion of candidates (i.e., bottom 10% to 20%).

[49] Repeated attempts to obtain known scoring templates that could have been used to derive scores for each of the Big Five traits were unsuccessful.

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APPENDIX A

METHODS OF ESTABLISHING JOB RELATEDNESS

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Professional testing standards (Society for Industrial and Organizational Psychology, 2003; American Educational Research Association, American Psychological Association, & National Council on Measurement in Education, 1999) recognize three types of evidence to support the job relatedness or validity of a test. The appropriateness of each type of evidence depends on the nature of the inference one wishes to draw from scores on the test. If one wants to infer that a test measures skills or knowledge that are essential to job performance, evidence must presented which shows that the content of the test was based on careful identification and analysis of the skills/knowledge necessary to perform the job. Commonly referred to as evidence of **content validity**, the keys to demonstrating this type of validity are a detailed job analysis and the extensive use of job experts in verifying the nexus between test content and job requirements. To cite a common example, evidence of content validity would be appropriate for a test of typing skills for the position of clerk typist.

If one wants to infer that a test measures a unique and replicable construct, evidence of **construct validity** is required. This is shown through various types of empirical evidence, including evidence that: scores on the test: (1) are highly correlated with scores on other tests of the same construct (convergent validity), (2) are distinguishable from scores on tests of other constructs (discriminant validity), and (3) are related and/or influenced by factors as predicted by scientific theory (e.g., persons who score high on tests of Conscientiousness are less likely to be judged unreliable by their co-workers). Evidence of construct validity is particularly important for tests of purported personality characteristics (such as Conscientiousness).

When one wishes to infer that scores on a test are related to some external criterion, such as job performance, it is necessary to demonstrate evidence of **criterion-related validity**. As with construct validity, criterion-related validity is demonstrated by empirical evidence that scores on the test are related to scores on the criterion. However, the emphasis is not on showing that the test measures a theoretical construct, but rather that irrespective of what the test measures, it <u>predicts</u> the behavior of interest. In the context of developing job-related selection procedures, this means that any test used for selection predicts who will be successful on the job. Thus, with respect to pre-offer personality tests, it is important that the tests both measure identifiable and replicable constructs (have construct validity), and that scores on the test are related to job performance (have criterion-related validity).[50]

The most common statistic used to describe the empirical relationships that are examined to assess construct validity and criterion-related validity is the correlation coefficient. The correlation coefficient is an index of the extent to

[50] Evidence of content validity is far less relevant for pre-offer personality tests because such tests are not purported to measure representative samples of job behaviors (i.e., skills and/or knowledge).

which a person's standing on one variable (e.g., test score) is the same as their standing on a second variable (e.g., supervisor ratings of job performance). If there is perfect correspondence between the two, the value of the correlation coefficient is 1.0. Thus, a correlation coefficient of 1.0 between scores on a test and job performance indicates that at one can perfectly predict a person's job performance (relative to others) based on their test score (relative to others). If, on the other hand, there is no relationship between the two (i.e., a person's test score is totally unrelated to their job performance), the value of the correlation coefficient will be 0.0. In personnel selection, correlation coefficients that exceed .5 are rare, and much smaller correlation coefficients are often considered evidence of "acceptable" criterion-related validity.[51] Thus, our ability to predict job performance is far from perfect.[52]

[51] For reasons that are quite technical and will not be elaborated upon in this report, there are a number of factors that must be considered when evaluating the magnitude of a correlation coefficient (i.e., validity coefficient). However, in general, the larger the number of cases that go into the computation (i.e., the larger the research sample), the smaller the magnitude of the correlation coefficient necessary to infer that there is evidence of substantial and meaningful criterion-related validity.

[52] In the behavioral sciences, overall effect sizes of .80 or greater can be considered large, those around .50 moderate, and those around .20 small or modest (Cohen, 1988). Also per Cohen, the correlation coefficients (point biserial) corresponding to these effect sizes are .371, .243, and .100.

APPENDIX B

STATEWIDE JOB ANALYSIS

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Introduction

A statewide job analysis was conducted for the twofold purpose of: (1) identifying the personality traits most important to the performance of the duties of a uniformed patrol officer and, (2) verifying the job relatedness of various existing POST selection and training standards and guidelines.

The position studied in the job analysis was that of the experienced uniformed patrol officer - i.e., the non-probationary uniformed officer performing general patrol duties. Job analysis information was collected from two groups of subject matter experts - first-line supervisors of uniformed patrol officers (generally at the rank of Sergeant), and field-training officers of uniformed patrol officers (FTOs). Both groups were selected because of their extensive knowledge of the patrol position - Patrol Supervisors as direct supervisors of the position, and FTOs as both persons with acknowledged experience and expertise in the position, and as trainers and evaluators of persons seeking to achieve the position. The information was collected at a series of job analysis workshops held throughout the state.

As participants in the statewide job analysis, both groups of subject matter experts identified those Competencies (i.e., observable patterns of behavior) that are important to the performance of patrol officer duties and are necessary at hire (i.e., are not amenable to development after hire through training and on the job experience).[53] Using this information, subject matter experts in personality psychology and assessment identified the underlying personality and other attributes that are measurable and important to patrol officer performance, and thus are appropriate for assessment as part of the selection process for new officers. The procedures and results of this second analysis are fully described in Appendix C. The methods and results of the job analysis are described below.

Method

Development of Competencies

Draft Competencies were developed by the author based on a content analysis of competency-like behavioral information extracted from previous large-scale law enforcement job analyses conducted by POST and others, and from past and current POST selection and training standards and guidelines publications. The specific publications/documents that were the subject of this content analysis are listed below:[54]

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[53] The underlying sources of Competencies may be skills, knowledge, abilities, values or traits.

[54] Although not part of the formal content analysis, reviews were also conducted of competency-related information for the police and sheriff's patrol officer positions available from the Occupational Information Network Resource Center (http://online.onetcenter.org), and of the taxonomy of competencies developed for all positions in the Los Angeles Unified School District (Freudenberg, 2005).

- POST 1979 Job Analysis (Kohls, Berner & Luke, 1979)
- POST Proficiency Test Study (Weiner & Berner, 1987)
- Development of an Evaluation Instrument for the Basic Course Domestic Violence Scenario Test (California Commission on Peace Officer Standards and Training, 1998a)
- Basic Course Scenario Training and Testing Specifications for Peace Officer Basic Courses (California Commission on Peace Officer Standards and Training, 2006d)[55]
- Peace Officer Background Investigation Manual: Guidelines for the Investigator (California Commission on Peace Officer Standards and Training, 1991)
- POST Peace Officer and Public Safety Dispatcher Background Investigation Manual (California Commission on Peace Officer Standards and Training, 2006a)[55]
- POST Psychological Screening Dimensions (California Commission on Peace Officer Standards and Training, 2006b)[55]
- POST Interview Hiring Guidelines (California Commission on Peace Officer Standards and Training, 2003a)
- King County Washington Sheriff's Deputy Selection and Appraisal Study (Hough, Ones & Viswesvaran, 2004)
- U.S. Department of Justice Community Oriented Policing Study (Hough, 2002)
- POST Field Training Program Guide (California Commission on Peace Officer Standards and Training, 2003b)

The draft Competencies were reviewed by several industrial psychologists from within and outside of POST, and edits were made by the author.

Development of Job Functions

The subject matter experts (i.e., Patrol Supervisors and FTOs) also provided information regarding the duties performed by patrol officers, and the importance of each Competency to the successful performance of these job duties. Job duties were captured by grouping job tasks into various categories called Job Functions, with each Job Function consisting of a general description of the types of activities contained within the Job Function, followed by examples of specific job tasks.

Draft Job Functions were developed on the basis of the data and findings from the most recent POST job analysis statewide task analysis (California Commission on Peace Officer Standards and Training, 1998b). A total of 611 Patrol Supervisors and 1713 Patrol Officers from 63 different police and sheriffs' departments participated in this job analysis. Patrol Supervisors rated the importance of each of 332 job tasks to the performance of the patrol officer job,

[55] Initial content analysis conducted on earlier draft of this document.

and Patrol Officers rated the frequency with which they performed each task. Both groups also rated each of 11 Job Functions intended to summarize the duties performed by uniformed radio-car patrol officers.[56] Patrol Supervisors simply indicated whether they considered each Job Function to be a fundamental part of the job, and Patrol Officers indicated the percent of time they spend performing each Job Function. Several decision rules were applied to the task ratings to identify "core" tasks that are performed by uniformed radio-car patrol officers throughout the state. Under one of the decision rules, a task was identified as "core" if at least 50% of the Patrol Supervisors indicated it was part of the patrol officer job, and among this group of supervisors, the average importance rating for the task was at least 2.0, or "Of Some Importance."[57] All but 15 of the 332 tasks were identified as being "core" tasks.[58]

Prior to collecting the "core" rating data for the 332 job tasks, POST staff sorted the majority of the tasks into the 11 categories that constituted the 1998 job task analysis Job Functions. Using these initial categories and associated job tasks, as well as the results of new analyses performed on the rating data collected in the 1998 job analysis, the author modified the original 11 Job Functions to arrive at drafts of the 12 Job Functions that were used in the present statewide job analysis. Specifically, the 1998 data was re-analyzed and more stringent criteria were used to identify "core" tasks. Under the new criteria, 2/3rds rather than 50% of the Patrol Supervisors had to indicate that the task was part of the patrol officer job, and the minimum mean importance rating for the task had to be at least 2.5 (halfway between "Of Some Importance" and "Important") rather than 2 ("Of Some Importance"). The new criteria were introduced to ensure that the revised Job Functions were composed exclusively of tasks that are widely performed and at least moderately important. Application of the new criteria resulted in the exclusion of approximately 30 tasks that were previously identified as "core" in the 1998 job analysis.

Using the list of newly defined "core" tasks, the author excluded those tasks from the original 11 Job Functions that did not meet the criteria, and identified those "core" tasks that had not been previously assigned to any of the 11 original Job Functions.[59] When appropriate, "core" tasks not previously assigned to one of the 11 original Job Functions were so assigned, and the lead description of the types of activities composing the Job Function was modified accordingly. A new Job Function was also created to encompass a number of "core" job tasks that did not "fit" under any of the 11 Job Functions from the 1998 task analysis. The "core" tasks composing this Job Function refer to acting appropriately at all times,

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[56] In addition, ratings were also obtained for the types of complaints/incidents handled by patrol officers, as well as the types of information sources and the types of equipment used in the performance of patrol officer duties.

[57] To be considered a "core" task, this criterion had to also be met for both males and females, each of two agency type categories (police and sheriff), and three of four agency size categories.

[58] Each Job Function was rated as being a fundamental part of the job by at least 85% of the Patrol Supervisors.

[59] Not all of the initial 332 job tasks were assigned to the original 11 Job Functions.

and taking actions to prevent misconduct on the part of fellow officers and/or to report misconduct that has occurred. Thus, the process of review and revision resulted in the establishment of 12 draft Job Functions.[60]

Development of Rating Scales and Rating Instructions

Likert-type rating scales and associated instructions were developed for the purpose of obtaining the following ratings for the Competencies and Job Functions.

Job Functions:

- Importance to the overall performance of the uniformed patrol officer job (**Importance** Ratings)

Competencies:

- Importance to the overall performance of the uniformed patrol officer job (**Importance** Ratings)
- Extent to which Competency is needed at time of hire, versus developed through training or on the job experience (**When Learned** Ratings)
- Extent to which Competency distinguishes good from poor performers of the uniformed patrol officer job (**Relation to Performance** Ratings)
- Importance to the successful performance of each Job Function (**Linkage** Ratings)

The **Importance** Ratings were obtained to identify those Job Functions and Competencies that are most important to successful performance as a uniformed patrol officer. The **Relation to Performance** and **When Learned** Ratings were collected for purposes of identifying those Competencies that are most appropriate for assessment in the entry-level selection process (i.e., they distinguish "good" from "poor" performers and they are not easily developed on the job). The **Linkage** Ratings were collected to further verify and clarify the job-relatedness of the Competencies - i.e., to identify the specific nature of the relationships between the Competencies and performance of the different Job Functions that compose the job.

[60] With few exceptions, all of the job tasks meeting the new "core" criteria were assigned to a Job Function. The bulk of the remaining "core" tasks referred to the use of a specific piece of equipment (e.g., "using police radio"), rather than the performance of a task directed toward the accomplishment of a specific Job Function. The others were general clerical tasks that likewise did not translate into activities directed toward a primary function of the job.

Pilot Test and Revision of Competencies, Job Functions, and Rating Scales

In consultation with Area Consultants from the POST Basic Training Bureau, a small group of law enforcement subject matter experts (primarily FTOs and Patrol Sergeants) was assembled to review the draft Competencies and Job Functions, and to pilot test and provide feedback on the draft rating scales and rating instructions. In assembling the group, care was taken to select experienced and well spoken individuals from sheriffs' and police departments of varying size located throughout the state. Additionally, agencies known to embrace community-oriented or problem-oriented policing were included, as were agencies that were participating in a POST-organized pilot test of an alternative approach to field training known as the Police Training Officer (PTO) Program. The personnel who participated in the pilot test are listed in Table B1.

Table B1: Pilot Test Participants

Name	Rank	Agency
Ava Ahern	Officer	Concord PD
Allison Coyle	Officer	Healdsburg PD
Paul Espinosa	Sergeant	Los Angeles PD
Dan Langstaff	Corporal	Arroyo Grande PD
Bruce Mitchell	Sergeant	Stanislaus SD
Frank Neves	Officer	Turlock PD
George Ramirez	Officer	Hollister PD
Kenneth Violette	Deputy	Riverside SD

The pilot test occurred at a two-day meeting conducted by the author and held at POST headquarters on November 17-18, 2005. Participants were given an overview of the larger POST Pre-Offer Personality Testing Project and the types of job analysis information that would be collected as part of the project. Following this orientation, the titles and definitions of each of the draft Job Functions and Competencies were projected on a screen and reviewed by the group. Comments and suggestions were solicited regarding the understandability of each Job Function/Competency, as well as the appropriateness and thoroughness of the items contained within each. When reviewing each Job Function, participants were asked to identify any significant patrol officer job tasks that should be added (or should be moved from another Job Function). For each Competency, participants were asked to identify additional important on-the-job behaviors exemplary of the Competency. Participants were also asked to comment on the breadth of coverage of both the Job Functions and the Competencies, and to identify any Job Functions or Competencies that should be added (none were identified). All comments and suggestions were recorded and projected for the group to view as received, and changes to the draft Job Functions and Competencies resulting from these comments were made by the author at the conclusion of the first day.

The second day of the workshop was devoted to review and tryout of the various rating scales. For each scale, the instructions were read aloud by the author, and the group was encouraged to offer suggestions for clarification. Following this discussion, the participants used the scale to independently rate the items to be rated by the scale (i.e., either the revised Job Functions or the revised Competencies). Upon completion, a subsequent discussion was held of any difficulties encountered in using the scale. As a further means of identifying and remedying potential problems, the independent ratings for some or all of the items rated with the scale were shared, and items for which the ratings varied greatly were discussed to determine if they were associated with unanticipated differences in interpretation in the scale and/or the item being rated by the scale. Due to the complexity and sheer number of **Linkage** Ratings that would be collected as part of the job analysis (i.e., ratings of the importance of each Competency to the performance of each Job Function), a considerable amount of time was spent reviewing the instructions for this scale, as well as the independent ratings obtained with the scale (each pilot test participant independently rated all Competency/Job Function combinations). In addition to providing valuable information about the best means of structuring this lengthy rating task, the feedback received also proved invaluable in identifying guidance to be given to those who would provide ratings in the subsequent job analysis workshops.

The final 22 Competencies and 12 Job Functions are presented in tables B2 and B3. The final rating scales are shown in Table B4. The final scales and Competencies/Job Functions were incorporated into a series of job analysis questionnaires. Copies of the questionnaires are located in Appendix D.

Table B2: Patrol Officer Competencies

SOCIAL COMPETENCE: Being tactful and respectful, and showing sensitivity and concern in one's interactions with others; able to "read" people; having an awareness of the impact of one's own words and behavior on others; showing interest and concern for the feelings of others; treating all members of society with impartiality; able to approach individuals and to confront and reduce interpersonal conflict in ways that show sensitivity to the feelings of others; being comfortable and skillful in interacting with people and establishing and maintaining rapport.
TEAMWORK: Establishing and maintaining effective, cooperative working relationships with fellow officers, supervisors, community partners, representatives of other agencies, and others tasked with serving and protecting the community; sharing information and providing assistance and support to fellow officers, supervisors and others; balancing personal ambitions and organizational/team goals; performing one's fair share in a group effort; collaborating effectively with others to accomplish work goals; not allowing personal differences to affect working relationships; accepting and giving constructive feedback.
ASSERTIVENESS/PERSUASIVENESS: Unhesitatingly taking control of situations in a calm, persuasive and appropriately assertive manner, even under dangerous or adverse conditions; confronting suspects when appropriate; acting assertively and without hesitation; not being easily intimidated; being able to assert ideas and persuade others to adopt a desired course of action; commanding respect; emanating professional pride and demeanor; being willing to put oneself in harm's way.
SERVICE ORIENTATION: Exhibiting an active interest in assisting others; being eager to help others and doing so in a responsive, compassionate, respectful, and enthusiastic manner.
ADAPTABILITY/ FLEXIBILITY: Adjusting to the many different, sudden, and sometimes competing demands inherent in law enforcement work; appropriately shifting between the role of law enforcer and public servant; adjusting to planned and unplanned work changes, including different types of incidents that must be handled one right after another; being able to prioritize and work effectively on several different tasks/projects at the same time; using appropriate judgment and discretion in applying laws and regulations to specific situations; working effectively in unstructured situations with minimal supervision; physically and mentally adjusting to shift work; adapting techniques and procedures as needed to fit a situation.
DECISION-MAKING AND JUDGMENT: Exercising common sense; using practical judgment and efficient problem solving in both routine and non-routine situations; making sound decisions by sizing up situations quickly and determining the appropriate action; being able to sift through information to glean that which is important, and to use that information effectively; recognizing the similarities and differences in situations; developing creative and innovative solutions to problems; basing decisions on the collection and consideration of important information; reasoning effectively.
OBSERVATION SKILLS: Recognizing conditions or circumstances that indicate something might be wrong, unusual or out of the ordinary; inquisitive; being mentally alert and sensitive to one's surroundings.
LEARNING ABILITY: Comprehending new information and being able to recall and apply what has been learned to the job.
READING COMPREHENSION: Comprehending written material.
WRITING SKILLS: Writing in a clear, concise and logical manner, using acceptable writing mechanics; including accurate and complete information in all written compositions.
ORAL EXPRESSION: Speaking in a clear, organized and understandable manner; talking effectively with persons of divergent backgrounds; projecting voice clearly; adjusting word choice according to audience and purpose; questioning others skillfully.

Table B2: Patrol Officer Competencies (cont'd)

LISTENING SKILLS: Actively listening and responding in ways that show you understand and have an interest in what others are saying; being attentive to non-verbal cues and body language; understanding both the explicit and implicit messages communicated by others.
CONSCIENTIOUSNESS/DEPENDABILITY: Performing job duties in a diligent, thorough and timely manner in accordance with rules, regulations and agency policies; striving to do the best job possible; carrying assigned tasks through to successful and timely completion; being punctual; persevering in the face of obstacles, difficulties, long hours and other adverse working conditions; staying organized; carefully attending to details; staying current on new rules, procedures, etc.; accepting responsibility for one's work, and analyzing prior mistakes or problems to improve performance; performing effectively under difficult and uncomfortable conditions; continually working to achieve or maintain trust with peers, supervisors and citizens; being consistently productive; taking the initiative to get work done without waiting to be told what to do.
IMPULSE CONTROL/ATTENTION TO SAFETY: Taking proper precautions and avoiding impulsive and/or unnecessarily risky behavior that endangers the safety of the public and/or oneself; being self-disciplined and self-restrained; thinking before acting, and always behaving in conscious regard for the larger situation at hand; being continually mindful and attentive to hazards to self and/or others; taking appropriate safety precautions in all situations.
INTEGRITY/ ETHICS: Maintaining high standards of personal conduct; being honest, impartial, and trustworthy; abiding by laws, regulations and procedures; not abusing the system nor using the position of authority for personal gain; not bending rules or otherwise trying to beat the system by tampering with evidence, slanting reports, providing inaccurate testimony, etc.; not engaging in illegal or immoral activities – either on or off duty; taking action to prevent unethical/illegal conduct by others; avoiding behavior that is inappropriate, self-damaging, and can adversely impact the agency; maintaining the confidentiality of information.
EMOTIONAL REGULATION AND STRESS TOLERANCE: Being composed, rational, and in control, particularly during life-threatening, time-critical events and other stressful situations; taking the negative aspects of the job in stride without becoming unduly cynical or distrustful; maintaining an even temperament; exercising restraint and not over reacting in emotionally-charged situations.
PHYSICAL SKILLS: Having the necessary physical capabilities (i.e., strength, endurance, coordination, flexibility and agility) to perform the physical demands of the job.
DRIVING SKILLS: Operating patrol vehicle safely in routine and emergency situations; abiding by departmental driving policies and state law.
LEGAL KNOWLEDGE: Knowing and appropriately applying the laws, codes and legal procedures that govern patrol activities (e.g., accurately detecting crimes and violations and applying appropriate codes; complying with legal requirements pertaining to arrest and detain, search, evidence, etc.; incorporating all necessary legal elements in written documentation).
KNOWLEDGE OF DEPARTMENTAL POLICIES AND PROCEDURES: Knowing and consistently following all departmental policies, regulations and procedures in the performance of job duties.
KNOWLEDGE OF PATROL PROCEDURES AND TECHNIQUES: Knowing and consistently demonstrating appropriate procedures and techniques for performing patrol activities (beat patrol, suspect approach, vehicle stops, searching, restraining, prisoner transportation, handling different kinds of calls, etc.).
KNOWLEDGE OF INVESTIGATIVE PROCEDURES: Knowing and consistently applying procedures and techniques for gathering investigative information (locating and identifying victims, witnesses, and suspects; interviewing; collecting and preserving evidence; etc.).

Table B3: Patrol Officer Job Functions

DETECTING AND INVESTIGATING CRIMES: This job function is generally concerned with detecting criminal activity and systematically inspecting, gathering and controlling property and information needed to investigate and resolve crimes. It includes such duties as surveillance of/observing individuals, vehicles, or locations for criminal activity; examining businesses and dwellings for signs of illegal entry; identifying wanted vehicles or persons; requesting records checks on persons or property; performing directed patrol duties; establishing field contacts/confidential informants; obtaining and serving search warrants; searching vehicles, property, locations, and/or persons; seizing contraband and/or evidence; securing crime scenes; locating and interviewing victims, suspects, and witnesses; identifying, preserving, collecting and inventorying evidence and property; marking, tagging, and storing evidence; and requesting specialized investigative assistance.
APPREHENDING & ARRESTING SUSPECTS: This job function is generally concerned with identifying, locating, pursuing, controlling, and arresting suspects. It includes such duties as detaining and/or requesting record checks on suspicious persons; searching for wanted persons; conducting field identifications and photo lineups; obtaining, verifying, and executing arrest warrants; pursuing fleeing suspects on foot; engaging in vehicle pursuits; conducting high risk/felony vehicle stops; subduing resisting or attacking persons; seizing weapons from/disarming persons; arresting or citing adult and juvenile offenders; handcuffing and searching persons pursuant to an arrest; administering Miranda warnings; and transporting, booking, and handling prisoners.
PREPARING FOR & PRESENTING LEGAL TESTIMONY: This job function is generally concerned with preparing for testimony at hearings or trials, giving depositions, and testifying in court. It includes such duties as reviewing reports, notes, evidence, court transcripts, etc.; reviewing facts of cases with attorneys; giving legal testimony; giving hearsay testimony at preliminary hearings; retrieving and transporting evidence to court; and appearing in court as a designated investigating officer.
MANAGING TRAFFIC: This function is generally concerned with maintaining the safe flow of traffic, citing and/or arresting Vehicle Code violators, and investigating traffic accidents. It includes such duties as inspecting vehicles, driver's licenses, and vehicle registrations; observing traffic and identifying Vehicle Code violators; requesting DMV checks of vehicles and/or drivers; conducting traffic stops; conducting roadside sobriety tests; issuing Vehicle Code citations; arresting and booking Vehicle Code violators; directing traffic; and securing, managing, and investigating traffic accident scenes and hazardous roadway conditions.
DOCUMENTING INVESTIGATIONS, ENFORCEMENT ACTIONS, AND OTHER PATROL CONTACTS/ACTIVITIES: This job function is generally concerned with documenting investigative actions and findings, enforcement actions, and other patrol activities and contacts for possible future reference in legal/administrative proceedings, and/or in order to comply with federal/state/local requirements. It includes such duties as taking notes and writing reports; recording witness/victim statements or formal confessions in writing; maintaining a patrol log; recording and/or entering various ID numbers (vehicle license, VIN, operator's license, etc.) and other information into logs, lists, reports, or records systems (including automated databases); audio taping citizen contacts; preparing paperwork for arrest warrants; and writing crime broadcasts, wanted notices, and job-related correspondence.
PROVIDING EMERGENCY ASSISTANCE TO THE PUBLIC: This job function is generally concerned with protecting or assisting persons in emergency situations such as accidents, disasters, and crimes in progress. It includes such duties as responding to emergency calls for service; administering first aid; physically moving/assisting incapacitated persons; evacuating buildings and/or areas to remove persons from danger; searching for lost or missing persons; using non-lethal and lethal force to protect life; and responding to and coordinating actions with other emergency services personnel to render aid and secure and manage accident/disaster/hazmat scenes.

Table B3: Patrol Officer Job Functions (cont'd)

MAINTAINING ORDER IN THE COMMUNITY: This job function is generally concerned with monitoring activity in the community, mediating disputes, quelling disturbances, and controlling crowds. It includes such duties as active patrolling of an assigned area; monitoring and maintaining a visible presence at potential trouble spots (parks, school grounds, etc.); securing property (businesses, schools, etc.); checking individuals and/or businesses for compliance with licensing requirements; enforcing court orders; mediating disputes; assessing/monitoring crowds at civil protests, demonstrations, and/or labor disputes; providing security at special events; and riot control.
ADVISING AND ASSISTING THE PUBLIC: This job function is primarily concerned with providing general assistance to the public. It includes such duties as responding to non-emergency calls for service; checking the welfare of citizens; assisting and/or taking protective custody of persons who are confused, disabled, or otherwise endangered; calming emotionally upset persons; providing street directions; advising victims of their rights, options, and legal processes; referring persons to other service agencies; releasing property or providing other assistance to owners of lost/stolen/recovered property; and explaining laws and procedures to the public.
WORKING WITH THE COMMUNITY TO REDUCE CRIME AND ADDRESS COMMUNITY CONCERNS: This job function is generally concerned with assisting and working collaboratively with community members to reduce crime and resolve community concerns. It includes such duties as conducting security inspections of businesses and dwellings; forming neighborhood watch groups and/or providing training on crime prevention techniques; and meeting with various community members (school officials, merchants, senior citizens, members of neighborhood associations/service organizations, etc.) to develop and implement partnerships and strategies for preventing or reducing criminal activity and resolving other community concerns.
ENHANCING POLICE-COMMUNITY RELATIONS: This job function is generally concerned with actively seeking to build public trust, confidence, and cooperation. It includes such duties as participating in ride-along programs, community forums, and school and other programs designed to improve public awareness of the patrol officer's duties and responsibilities; attending and/or making presentations at neighborhood association or community group meetings; talking with people on the beat to establish rapport and/or provide information about your agency; and explaining recruitment requirements to interested individuals.
SERVING THE PUBLIC IN A CONSISTENT, PROFESSIONAL AND LAWFUL MANNER: This job function is generally concerned with acting to ensure that all recipients of law enforcement services are treated in an unbiased, ethical and lawful manner. It includes such duties as personally performing all job tasks with the utmost honesty, integrity and impartiality, and conveying to your fellow officers the expectation that they will behave similarly; taking action to prevent misconduct or criminal behavior by other officers; and reporting inappropriate or illegal conduct by another officer to your supervisor.
MAINTAINING AND IMPROVING JOB READINESS: This job function is generally concerned with maintaining and improving the knowledge and proficiency required to perform the patrol officer job. It includes such activities as reading or referring to federal, state and/or local law, departmental manuals, reports (i.e., crime reports, crime lab reports, etc), documents, records (e.g., NCIC/ACIC, etc); statistics and other compiled data, wanted bulletins, and written briefings; attending pre-shift briefings; checking uniform, equipment, and patrol vehicle; communicating with other law enforcement personnel; participating in physical fitness programs; qualifying with and/or engaging in required practice with firearms and other service weapons (baton, chemical agents, etc.); cleaning and maintaining service weapons; retaining and expanding proficiency in the use of communications equipment and automated records systems (police radio, mobile digital terminal [MDT], etc.); and attending in-service and outside training.

Table B4: Job Analysis Rating Scales

Job Functions - Importance Ratings	
How important is this Job Function to overall job performance?	
5	Critically Important
4	Very Important
3	Important
2	Of Some Importance
1	Of Little Importance
0	Job function Not Performed by Patrol Officers in My Agency
Competencies – Importance Ratings	
How important is this Competency for successful job performance?	
5	Critically Important
4	Very Important
3	Important
2	Of Some Importance
1	Of Little Importance
0	Not Important for Successful Job Performance
Competencies - When Learned Ratings	
Is it necessary for uniformed patrol officers to possess this Competency before hire?	
Yes	Necessary Before Hire. Job candidates must possess a substantial amount of this Competency before hire. This competency is not developed primarily through training or on-the-job experience
No	Not Required Before Hire. Little or no amount of this Competency is required before hire. This Competency is developed primarily through training and/or on-the-job experience
Competencies – Relation to Performance Ratings	
To what extent are differences with respect to this Competency related to overall patrol officer job performance differences?	
2	Officers differ on this Competency, and these differences are generally related to important differences in their overall job performance
1	Officers differ on this Competency, but these differences generally have little or no impact on their overall job performance
0	In general, all officers are very similar with respect to this Competency
Competencies – Linkage Ratings	
How important is this Competency for successful performance of this Job Function?	
5	Critically Important
4	Very Important
3	Important
2	Of Some Importance
1	Of Little Importance
0	Not Important for Successful Performance of this Job Function

Selecting Job Analysis Workshop Participants

Defining the Survey Populations:

Patrol Supervisors: POST appointment records were searched to identify all Sergeants from agencies in the POST program (i.e., police and sheriff departments) who were appointed to the rank of Sergeant between January 1, 1998 and January 1, 2004. A total of 4079 such individuals were identified.

Field Training Officers (FTOs): POST training records were used to identify all persons from POST agencies who attended either an FTO Course or an FTO Update Course.[61] Specifically, individuals were identified who completed an FTO Course between January 1, 2003 and June 30, 2004 or an FTO Update Course on or after January 1, 2003.[62] A total of 3064 individuals were identified - 2161 who had attended an FTO Course, and 903 who had attended an FTO Update Course.

Sampling From the Survey Populations:

Each of the survey populations was stratified by agency type (police department or sheriff department) and agency size. Six agency size categories were used based on total sworn personnel: 1-24; 25-49; 50-99; 100-199; 200-499; 500 or more. A target sample of 150 was chosen for each group (Sergeants and FTOs), with the expectation that 100 of the 150 targeted individuals from each group would meet the eligibility criteria and be available to attend a job analysis workshop. For each survey population, the proportion of the total population in each agency type by agency size category was calculated, and this proportion was used to calculate how many of the total sample of 150 should be sampled from the category. Using these figures, a random sampling algorithm was used to identify the specific individuals from each agency type by agency size category who would be contacted to participate in a job analysis workshop. For each agency for which one or more individuals was randomly selected, a listing was also generated of alternative individuals from the agency who were identified as being in the survey population.

Each POST Area Consultant was provided with a listing of the agencies in their area to be sampled, and was asked to provide the name and phone number of an agency contact who could best respond to a request for the participation of the individual(s) selected from their agency. Using this information, the author

[61] Pursuant to POST Commission Regulation 1004(d)(1), Field Training Officers in a POST-approved Field Training Program are required to complete a 40-hour POST-certified Field Training Officer Course prior to training new officers. Thereafter, every 3 years they are further required to complete a 24-hour POST-certified Field Training Officer Update Course, or to complete 24 hours of department-specific training in the topics contained in the Field Training Update Course.

[62] Training records were searched in December, 2005, and the latest completion date for the FTO Update Course was October, 2005.

and several staff from the POST Standards and Evaluation Services Bureau contacted all of the identified agencies. In order to participate in the job analysis workshops, Sergeants had to have at least one year of experience supervising uniformed patrol officers and have been doing so for at least the last 6 months. Similarly, FTOs had to have at least one year of experience as a Field Training Officer of uniformed patrol officers and to have been serving in this capacity for at least the last 6 months. Because the Sergeant population was defined in terms of rank, and not assignment, some of those sampled from the Sergeant population did not meet the requisite experience criteria for supervising uniformed patrol officers. Likewise, because the FTO population was identified on the basis of training received to be an FTO, and not training provided as an FTO, some in the sample did not meet the experience criteria for participation (i.e., one year as an FTO, including at least the past six months). In those instances where a randomly selected individual was unavailable to participate or did not meet the applicable criteria, persons from the "alternatives" list for the agency were considered. In general, only individuals from the list with the same ethnic and gender characteristics as the randomly selected individual were considered for participation. As a result of this process, a total of 188 Patrol Sergeants and FTOs were scheduled to attend a job analysis workshop.

Job Analysis Workshops

Twenty-nine half-day workshops were held at 14 different locations throughout the state between February 14, 2006 and April 26, 2006.[63] Each workshop was hosted by the author. Following a brief PowerPoint presentation on the purpose and scope of the workshop, considerable time was devoted to reviewing the definitions of each of the Job Functions and Competencies. Participants then independently rated the Job Functions and Competencies using the rating scales shown previously (Table B4). See Appendix D for copies of the questionnaires used to collect the ratings.

Throughout the rating process the participants were reminded to: (1) carefully attend to the definitions of the various Job Functions and Competencies (and not just the titles of each), and (2) rate each Competency and Job Function with respect to the experienced (i.e., non-probationary) uniformed patrol officer. Although workshop participants provided independent ratings, everyone in the group had to complete a given set of ratings (e.g., **Importance** ratings for Job Functions), before proceeding. Further, for each set of ratings the author read through the instructions with the group, and in some instances, directed a brief discussion after the participants independently rated the first few items to ensure that all participants understood the applicable rating scale and were attending to all elements composing each Job Function and Competency.

Participants also completed a one-page background information questionnaire. (See Appendix D.) Information from the questionnaire was used to capture the

[63] All but one location was a POST-certified academy.

work experience and other characteristics of those who participated in the workshops, and to verify that all participants met the minimum criteria for participation.

Table B5 shows the locations, dates, times and number of attendees at each half-day workshop.

Review and Analysis of Job Analysis Questionnaires

Review of the background questionnaires resulted in the identification of 13 individuals who did not meet the requisite experience criteria for workshop participation. Thus, the final job analysis samples consisted of 87 Patrol Supervisors and 88 FTOs. All questionnaire responses for these individuals were key-entered by support staff from the POST Standards and Evaluation Services Bureau and were analyzed by the author using SPSS.[64] Table B6 shows the number of individuals from each of the 71 police departments and 25 sheriffs' departments that were represented in the final job analysis samples.

Table B5: Job Analysis Workshops

Date	Time	Location	Participants
2/14/2006	Morning	Contra Costa County SD Academy	9
2/14/2006	Afternoon	Contra Costa County SD Academy	2
2/15/2006	Afternoon	Butte College	2
2/16/2006	Morning	CHP Academy	11
2/16/2006	Afternoon	CHP Academy	6
2/27/2006	Morning	SFPD Academy	7
2/27/2006	Afternoon	SFPD Academy	5
2/28/2006	Morning	Alameda SD Academy	5
2/28/2006	Afternoon	Alameda SD Academy	11
3/1/2006	Morning	Evergreen Valley College	2
3/1/2006	Afternoon	Evergreen Valley College	3
3/2/2006	Morning	Gavilan College	5
3/2/2006	Afternoon	Gavilan College	4
3/3/2006	Morning	Allan Hancock College	6
3/3/2006	Afternoon	Allan Hancock College	7
3/15/2006	Morning	Rio Hondo College	3
3/15/2006	Afternoon	Rio Hondo College	1
3/16/2006	Morning	San Bernardino SD Academy	11
3/16/2006	Afternoon	San Bernardino SD Academy	7
3/17/2006	Morning	Golden West College	3
3/17/2006	Afternoon	Golden West College	3
4/12/2006	Morning	LAPD Academy	22
4/12/2006	Afternoon	LAPD Academy	10
4/13/2006	Morning	LAPD Academy	13
4/13/2006	Afternoon	LAPD Academy	7
4/25/2006	Morning	San Diego SD Admin. Bldg.	7
4/25/2006	Afternoon	San Diego SD Admin. Bldg.	5
4/26/2006	Morning	Orange County SD Academy	7
4/26/2006	Afternoon	Orange County SD Academy	4
		TOTAL	188

[64] Prior to analysis the author spot checked the accuracy of the keyed data and found no errors.

Table B6: Agency Representation in Final Job Analysis Samples

Agency	Patrol Supervisor	FTO	Total
Alameda SD	1	1	2
Antioch PD	0	1	1
Arroyo Grande PD	1	0	1
Azusa PD	1	0	1
Bakersfield PD	0	1	1
Blythe PD	0	1	1
Brentwood PD	1	0	1
Broadmoor PD	1	0	1
Buena Park PD	0	1	1
Butte SD	0	1	1
Carlsbad PD	0	1	1
Ceres DPS	1	0	1
Chula Vista PD	1	0	1
Concord PD	2	0	2
Contra Costa SD	1	2	3
Corcoran PD	0	1	1
Corona PD	0	1	1
Cypress PD	1	0	1
Desert Hot Springs PD	0	1	1
Downey PD	0	1	1
Folsom PD	1	0	1
Fremont PD	0	1	1
Fresno PD	1	2	3
Fullerton PD	0	1	1
Gilroy PD	0	1	1
Glendale PD	1	0	1
Hawthorne PD	1	0	1
Hayward PD	1	0	1
Hemet PD	0	2	2
Irvine PD	0	1	1
Jackson PD	0	1	1
Kern SD	1	0	1
Kings SD	0	1	1
Lincoln PD	0	1	1
Lindsay DPS	1	0	1
Long Beach PD	0	1	1
Los Angeles PD	2	10	12
Los Angeles SD	19	2	21
Manhattan Beach PD	1	1	2
Manteca PD	2	0	2
Mariposa SD	1	0	1
Mendocino SD	0	1	1
Merced SD	1	0	1
Millbrae PD	1	0	1
Milpitas PD	0	1	1
Montebello PD	0	1	1
Monterey Park PD	1	0	1
Monterey SD	0	2	2
Mountain View PD	1	0	1
Napa SD	0	1	1
Ontario PD	1	0	1
Orange SD	8	2	10
Oxnard PD	0	1	1
Pittsburg PD	0	1	1
Placer SD	1	0	1
Pleasant Hill PD	0	1	1
Pleasanton PD	1	0	1
Pomona PD	0	3	3
Porterville PD	0	1	1
Rialto PD	0	1	1
Riverside PD	1	1	2

Table B6: Agency Representation in Final Job Analysis Samples (cont'd)

Agency	Patrol Supervisor	FTO	Total
Riverside SD	0	1	1
Rocklin PD	1	0	1
Roseville PD	0	1	1
Sacramento PD	0	1	1
Sacramento SD	0	2	2
San Bernardino SD	2	0	2
San Carlos PD	1	0	1
San Diego PD	3	0	3
San Diego SD	1	6	7
San Francisco PD	5	5	10
San Gabriel PD	0	1	1
San Joaquin SD	0	1	1
San Jose PD	0	1	1
San Leandro PD	1	1	2
San Luis Obispo PD	0	1	1
San Luis Obispo SD	1	2	3
San Pablo PD	0	2	2
San Rafael PD	0	1	1
Santa Ana PD	1	0	1
Santa Barbara PD	1	0	1
Santa Clara SD	0	1	1
Santa Maria PD	1	0	1
Solano SD	1	1	2
Sonoma SD	1	0	1
South Gate PD	1	0	1
Stockton PD	2	0	2
Sutter SD	0	1	1
Vallejo PD	0	1	1
Ventura SD	1	0	1
Visalia PD	1	0	1
Walnut Creek PD	1	1	2
West Covina PD	0	1	1
West Sacramento PD	0	1	1
Westminster PD	1	0	1
Yolo SD	1	0	1
TOTAL	**87**	**88**	**175**

Tables B7 and B8 compare the agency type by agency size breakdowns of the survey populations and the final survey samples. The cell entries in parenthesis are percentages of the total. For example, with reference to Table B7, for police departments with 1-24 sworn personnel, there were 271 FTOs in the population, which corresponds to 8.8% of the total population. For this same agency type and agency size category, there were 5 FTOs in the sample, which represents 5.7% of the total sample.

As reflected in the Total columns of Table B7, the percentages of FTOs in the population and the sample are very similar in each of the agency size categories. As reflected in the last row of the table, there was a slight overrepresentation of FTOs from sheriffs' departments (population: 25.9%; sample: 31.8%). This slight difference is due largely to overrepresentation within the 500+ size category. Overall, the characteristics of the FTO sample closely match those of the population.

Table B7: Agency Type by Agency Size Comparisons of Field Training Officer Population and Field Training Officer Sample

Agency Size	Police		Sheriff		Total	
	Population	Sample	Population	Sample	Population	Sample
1-24	271 (8.8%)	5 (5.7%)	6 (.2%)	0 (0%)	277 (9.0%)	5 (5.7%)
25-49	340 (11.1%)	12 (13.6%)	44 (1.4%)	1 (1.1%)	384 (12.5%)	13 (14.8%)
50-99	407 (13.3%)	11 (12.5%)	98 (3.2%)	5 (5.7%)	505 (16.5%)	16 (18.2%)
100-199	356 (11.6%)	10 (11.4%)	74 (2.4%)	1 (1.1%)	430 (14.0%)	11 (12.5%)
200-499	128 (4.2%)	4 (4.5%)	159 (5.2%)	5 (5.7%)	287 (9.4%)	9 (10.2%)
500+	768 (25.1%)	18 (20.5%)	413 (13.5%)	16 (18.2%)	1181 (38.5%)	34 (38.6%)
Total	2270 (74.1%)	60 (68.2%)	794 (25.9%)	28 (31.8%)	3064 (100%)	88 (100%)

Review of Table B8 confirms that the sample of Patrol Supervisors also closely matches the population. There is a slight over-representation in the smallest size category (1-24), and a slight under-representation in the largest size category. There is also a modest over-representation of Patrol Supervisors from sheriffs' departments, again due mainly to over-representation within the 500+ size category (and under-representation of Patrol Supervisors from police departments in this size category).

Table B8: Agency Type by Agency Size Comparisons of Patrol Sergeant Population and Patrol Sergeant Sample

Agency Size	Police		Sheriff		Total	
	Population	Sample	Population	Sample	Population	Sample
1-24	199 (4.9%)	7 (8.0%)	18 (.4%)	1 (1.1%)	217 (5.3%)	8 (9.2%)
25-49	214 (5.2%)	5 (5.7%)	45 (1.1%)	0 (0.0%)	259 (6.3%)	5 (5.7%)
50-99	335 (8.2%)	12 (13.8%)	76 (1.9%)	3 (3.4%)	411 (10.1%)	15 (17.2%)
100-199	460 (11.3%)	7 (8.0%)	106 (2.6%)	3 (3.4%)	566 (13.9%)	10 (11.5%)
200-499	192 (4.7%)	5 (5.7%)	217 (5.3%)	1 (1.1%)	409 (10.0%)	6 (6.9%)
500+	1030 (25.3%)	10 (11.5%)	1187 (29.1%)	33 (37.9%)	2217 (54.4%)	43 (49.4%)
Total	2430 (59.6%)	46 (52.9%)	1649 (40.4%)	41 (47.1%)	4079 (100%)	87 (100%)

Table B9 compares the racial/ethnic and gender characteristics of the two samples with their respective populations. Again, both samples closely match the populations on these characteristics. African Americans are slightly under-represented in both samples, Hispanics are slightly over-represented in both samples, and Whites are slightly under-represented in the FTO sample. With respect to gender, females are slightly over-represented in the FTO sample, and thus overall. In total, the results indicate that the samples are highly similar to the populations from which they were drawn.

Table B9: Comparison of Race/Ethnicity and Gender Breakdowns of Job Analysis Populations and Samples

Race/Ethnicity	Patrol Sergeant		Field Training Officer		Total	
	Population	Sample	Population	Sample	Population	Sample
African American	275 (6.7%)	3 (3.4%)	148 (4.8%)	3 (3.4%)	423 (5.9%)	6 (3.4%)
Asian	165 (4.0%)	2 (2.3%)	156 (5.1%)	4 (4.6%)	321 (4.5%)	6 (3.4%)
Filipino	5 (.1%)	0 (0%)	11 (.4%)	2 (2.3%)	16 (.2%)	2 (1.1%)
Hispanic	595 (14.6%)	16 (18.4%)	625 (20.5%)	22 (25.3%)	1220 (17.1%)	38 (21.8%)
Native American	10 (.2%)	1 (1.1%)	18 (.6%)	1 (1.1%)	28 (.4%)	2 (1.1%)
Other	43 (1.1%)	0 (0%)	26 (.9%)	0 (0%)	69 (1.0%)	0 (0%)
Pacific Islander	2 (<.1%)	1 (1.1%)	2 (.1%)	1 (1.1%)	4 (.1%)	2 (1.1%)
White	2984 (73.2%)	64 (73.6%)	2067 (67.7%)	54 (62.1%)	5051 (70.8%)	118 (67.8%)
Total	4079	87	3053[65]	87[66]	7132[1]	174[2]
Gender	**Patrol Sergeant**		**Field Training Officer**		**Total**	
	Population	Sample	Population	Sample	Population	Sample
Female	455 (11.2%)	9 (10.3%)	319 (10.4%)	12 (13.6%)	774 (10.8%)	21 (12.0%)
Male	3624 (88.8%)	78 (89.7%)	2744 (89.6%)	76 (86.4%)	6368 (89.2%)	154 (88.0%)
Total	4079	87	3063[2]	88	7142[2]	175

Table B10 provides additional background information on the Patrol Sergeant and FTO samples. Among Patrol Supervisors, the average number of years as a supervisor is 4.5. Among the Patrol Supervisors with prior experience as a FTO, the average years of experience in this capacity approaches that of the current FTOs (4.8 years vs. 5.1 years). On average, the Patrol Supervisors are somewhat older (43.3 vs. 37.8) and have longer tenure in their agency (17.5 vs. 11 years) and in California law enforcement (19 vs. 12 years). Thus, the results show that in addition to functioning in their current assignments as Patrol Supervisors and FTOs (prerequisites for workshop participation); both groups have considerable law enforcement experience and considerable experience in their current assignments.

[65] 11 Missing Cases
[66] 1 Missing Case

Table B10: Rank, Tenure, Age and Relevant Experience of Job Analysis Samples

		Patrol Supervisor (N=87)	Field Training Officer (N=88)
Current Rank:	Sergeant	97.7%	0.0%
	Corporal	2.3%[67]	31.8%
	Officer/Deputy	0.0%	65.9%
	Other	0.0%	2.3%
Years at Current Rank (Mean)		4.7	8.2
Years a Patrol Supervisor (Mean)		4.5	N/A
Years a Field Training Officer (Mean)		4.8[68]	5.1
Years with Current Agency (Mean)		17.5	11.0
Years in California Law Enforcement (Mean)		19.0	12.0
Age in Years (Mean)		43.3	37.8

Given the overall representativeness of the two job analysis samples, the data for the two groups were combined for purposes of analyzing the job analysis information (i.e., ratings) collected at the workshops. However, results for the two groups were also compared, and any statistically significant group differences are reported in the pages that follow. Analyses were also conducted to examine for Gender, Agency Type (PD vs. SD), Agency Size and Race/Ethnic group differences. With respect to the examination of Race/Ethnic group differences, sample sizes were too small to compare other than Hispanics and Whites. For similar reasons, the original six agency size categories were collapsed into the following three categories: 1-99; 100-499, 500 or more.

[67] Consists of two individuals who were originally sampled from the FTO population (based on FTO training received) but were subsequently assigned to the Patrol Supervisors sample based on self-identified current responsibilities as a patrol supervisor (and not as a FTO). In both instances the individuals were from very small agencies, where it is not unusual for Corporals to serve as first line supervisors of uniformed patrol officers.

[68] Mean for 83.6% of the Patrol Supervisors with prior experience as a Field Training Officer.

Results of Job Analysis Workshops[69]

Job Function **Importance** Ratings

Table B11 presents the results for the **Importance** Ratings of the Job Functions. Results are shown for the total group, and for those group comparisons for which significant differences were found.[70] All Job Functions received a mean importance rating greater than 3, indicating that all are considered at least "Important." Seven of the 12 Job Functions received ratings greater than 4 ("Very Important"), with the highest rated Job Function being Apprehending and Arresting Suspects (4.77), followed closely by Serving the Public in a Consistent, Professional and Lawful Manner (4.70); Detecting and Investigating Crime (4.68); and Providing Emergency Assistance to the Public (4.64). Not surprisingly, the mean importance rating for Managing Traffic was somewhat higher for police departments than sheriffs' departments. No significant group differences were found in the ratings of Patrol Supervisors and FTOs, nor were there any significant differences by Race/Ethnicity (Hispanic vs. Whites). Two of the twelve Job Functions were rated higher by females than males (Maintaining Order in the Community; Maintaining and Improving Job Readiness); and Agency Size differences were found for four Job Functions (Managing Traffic; Maintaining Order in the Community; Working with the Community to Reduce Crime and Address Community Concerns; Enhancing Police-Community Relations), with the mean importance rating for medium-size agencies always being lower than for either small or large agencies. In total, the results are consistent with previous job analysis findings, and indicate that all of the Job Functions are important elements of the job of the uniformed radio-car patrol officer as it is performed throughout the state.

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[69] Copies of the results of all descriptive and inferential statistical analyses of the job analysis data summarized in this chapter are on file at POST.

[70] All differences in mean ratings were tested for statistical significance using Cohen's d statistic (Cohen, 1998). For agency size comparisons of mean ratings, each of three agency size pairs was tested for statistical significance - small versus large agencies, small versus medium-size agencies, and medium-size versus large agencies. Variables expressed as percentages (**When Learned** ratings and **Relation to Performance** ratings) were tested for statistical significance using the Chi-Square statistic. Chi-Square tests for agency size differences for these variables examined all three agency size categories simultaneously.

Table B11: Job Function Importance Ratings (Means)[71]

Job Function	Total Group[72]	Rank/ Assignment[73]		Agency Type[74]		Agency Size[75]			Gender[76]		Race/ Ethnicity[77]	
		Sup	FTO	PD	SD	Small/ Medium	Small/ Large	Medium/ Large	Male	Female	Hispanic	White
Detecting and Investigating Crime	4.68											
Apprehending and Arresting Suspects	4.77											
Preparing For and Presenting Legal Testimony	3.99											
Managing Traffic	3.55			3.67	3.36	3.63/3.17		3.17/3.66				
Documenting Investigations, Enforcement Actions & other Patrol Contacts/Activities	4.29											
Providing Emergency Assistance to the Public	4.64											
Maintaining Order in the Community	4.11							3.78/4.29	4.06	4.43		
Advising and Assisting the Public	3.67											
Working with the Community to Reduce Crime & Address Community Concerns	3.24					3.40/2.89						
Enhancing Police-Community Relations	3.39					3.53/2.86		2.86/3.52				
Serving the Public in a Consistent, Professional & Lawful Manner	4.70											
Maintaining and Improving Job Readiness	4.29								4.25	4.57		

[71] 5=Critically Important; 4=Very Important; 3=Important; 2=Of Some Importance; 1=Of Little Importance; 0=Not Part of Job
[72] N=175
[73] N=87 Supervisor; 88 FTO
[74] N=106 PD; 69 SD
[75] Small=1-99 (N=62); Medium=100-499 (N=36); Large=500+ (N=77)
[76] N=154 male; 21 female
[77] N=118 White; 38 Hispanic

Competency **Importance** Ratings

Mean importance ratings for the Competencies are provided in Table B12. As with the Job Functions, each Competency received a mean importance rating of at least 3 ("Important"). The lowest rated Competency (Reading Comprehension) received a mean rating approaching 4 ("Very Important"), with a mean of 3.74. All but six of the 22 Competencies received mean ratings of 4 or greater, with Integrity rated the highest at 4.86, followed by Assertiveness/Persuasiveness and Decision Making and Judgment (4.77 each), and Impulse Control and Attention to Safety (4.67). Significant Patrol Supervisor/FTOs were found for three Competencies, although all ratings for both groups exceeded 4 ("Very Important"). No significant differences were found by agency type, nor were any Hispanic/White differences significant. Females gave significantly higher ratings for seven of the 22 Competencies, although the mean ratings by males for all seven of Competencies were also very high, with the smallest being 3.93 for Oral Expression. As with the Job Functions, a number of significant agency size differences were obtained, with the mean for the medium-size category almost always being the smallest. However, no significant agency size differences were found in which the mean importance rating for either size category was below 3 ("Important"). Overall, the results strongly confirm that all 22 Competencies are important to the performance of patrol officer duties.

Table B12: Competency Importance Ratings (Means)[78]

Competency	Total Group[79]	Rank/ Assignment[80]		Agency Type[81]		Agency Size[82]			Gender[83]		Race/ Ethnicity[84]	
		Sup	FTO	PD	SD	Small/ Medium	Small/ Large	Medium/ Large	Male	Female	Hispanic	White
Social Competence	4.17								4.12	4.48		
Teamwork	4.25											
Assertiveness/Persuasiveness	4.77							4.61/4.83				
Service Orientation	3.75					3.97/3.47	3.97/3.71					
Adaptability/Flexibility	4.23					4.31/3.94		3.94/4.31	4.16	4.76		
Decision Making and Judgment	4.77											
Observation Skills	4.42	4.31	4.52						4.38	4.67		
Learning Ability	4.05					4.16/3.86						
Reading Comprehension	3.74											
Writing Skills	4.19											
Oral Expression	3.98					4.08/3.67		3.67/4.04	3.93	4.33		
Listening Skills	4.05											
Conscientiousness/Dependability	4.37	4.47	4.27									
Impulse Control/Attention to Safety	4.67								4.63	4.95		
Integrity/Ethics	4.86											
Emotional Regulation & Stress Tolerance	4.46											
Physical Skills	3.96											
Driving Skills	3.91											
Legal Knowledge	4.30											
Knowledge of Dept. Policies & Procedures	4.17											
Knowledge of Patrol Procedures & Techniques	4.32	4.20	4.44						4.27	4.71		
Knowledge of Investigative Procedures	4.00								3.95	4.33		

[78] 5=Critically Important; 4=Very Important; 3=Important; 2=Of Some Importance; 1=Of Little Importance; 0=Not Part of Job
[79] N=175
[80] N=87 Supervisor; 88 FTO
[81] N=106 PD; 69 SD
[82] Small=1-99 (N=62); Medium=100-499 (N=36); Large=500+ (N=77)
[83] N=154 male; 21 female
[84] N=118 White; 38 Hispanic

Competency **When Learned** Ratings

Recall that the **When Learned** ratings were collected to identify those Competencies that are necessary at time of hire (i.e., not amenable to development through training or on-the-job experience) and thus are appropriate for assessment as part of the entry-level selection process. Table B13 presents the results for these ratings. Table entries are the percentage of respondents who indicated that the Competency must be present at time of hire. As indicated in the table, all but Observation Skills, Driving Skills and the four knowledge-based Competencies - all of which are the subject of extensive training during Basic Training and Field Training - were deemed to be necessary at hire by at least the majority of respondents. The number of significant group differences (5) is fewer than would be expected by chance, thus confirming the generalizability of these findings across the strata that were examined.[85] The one notable exception is the large gender difference that was found for Physical Skills. Fewer than half of the females (47.6%) indicated that this Competency is required at hire, compared to the vast majority of males (80.5%).

Competency **Relation to Performance** Ratings

Relation to Performance ratings were collected to identify those Competencies that distinguish good from poor performers, and thus, assuming they are important, measurable and are not learned on the job, should be considered for assessment in the entry-level selection process. The rating scale used to collect **Relation to Performance** ratings is presented on page 91 and again below. For purposes of analyzing the rating data, responses of 0 (Officers are very similar with respect to the Competency) and 1 (Differences on the Competency generally have no impact on overall job performance) were both treated as indicating that a Competency is not significantly related to differences in the performance of patrol officer duties.

Competencies – Relation to Performance Ratings	
To what extent are differences with respect to this Competency related to overall patrol officer job performance differences?	
2	Officers differ on this Competency, and these differences are generally related to important differences in their overall job performance
1	Officers differ on this Competency, but these differences generally have little or no impact on their overall job performance
0	In general, all officers are very similar with respect to this Competency

Based upon the collapsed ratings, the results obtained are shown in Table B14. Table entries are the percent of respondents who indicated the Competency is related to performance differences (i.e., gave a rating of 2). For the total group, all but four Competencies were deemed to be important to job performance differences by at least the majority of respondents. The four exceptions are Reading Comprehension, Physical Skills, Driving Skills, and Knowledge of Department Policies and Procedures.

[85] When using the traditional $p \leq .05$ level to test for statistical significance, 1 out of 20 tests (5%) will result in a statistically significant finding by chance alone. Of the 110 tests for statistical significance that were run for Table B13, a total of 5, or 4.5% reached statistical significance.

Further examination of the results for Reading Comprehension and Knowledge of Department Policies and Procedures indicates that these Competencies received less than majority endorsement due to the large number of respondents who indicated that officers do not differ significantly with respect to these Competencies (and thus the Competency cannot impact differences in job performance). In the case of both Reading Comprehension and Knowledge of Department Policies and Procedures, 20.6% of the respondents indicated that officers do not differ (i.e., gave the Competency a rating of 0) - a seemingly reasonable response given that the ratings were with respect to experienced patrol officers (i.e., non-probationary officers), who in the case of Reading Comprehension, were screened for this ability as part of the hiring process. When the 0 ratings are excluded, 60.4% of the respondents who indicated that officers differ with respect to Reading Comprehension (i.e., gave a rating of 1 or 2) indicated that these differences are related to significant job performance differences (gave a rating of 2). Similarly, 62.3% of those respondents who indicated that officers differ with respect to Knowledge of Department Policies and Procedures indicated that these differences are related to significant job performance differences. Thus, for these two Competencies, among the respondents who indicated that officers differ, the majority indicated that these differences are related to job performance differences.

The same pattern of results does not underlie the less than majority endorsement for the Competencies of Driving Skills and Physical Skills. While a fairly large percentage of respondents indicated that officers do not differ with respect to Driving Skills (22.9%), among those who acknowledged such differences, only 35.6% indicated that the differences are related to job performance differences. For Physical Skills, only 7.4% indicated the absence of differences among patrol officers, and slightly less than half (48.8%) of those who acknowledged differences indicated they were related to significant job performance differences. Turning to the collapsed ratings in Table B14, it is also interesting to note that the results for Patrol Supervisors and FTOs are significantly different for Physical Skills, with over half (54.5%) of the FTOs as compared to close to a third (35.6%) of Patrol Supervisors indicating that differences with respect to this Competency are related to significant job performance differences. Driving Skills and Physical Skills and both the subject of considerable training and evaluation in the academy and during field training, and these results suggest that among <u>experienced</u> officers, Driving Skills are not perceived as having a strong relationship to overall patrol officer performance. The results for Physical Skills are less clear cut, with differences in this Competency widely acknowledged as being present, but with FTOs and Patrol Supervisors differing as to the strength of the nexus between Physical Skills and overall job performance.

The results for Integrity/Ethics are also noteworthy. Recall that this Competency received the highest rating of **Importance** (4.86) to overall job performance. As indicated in Table B14, however, only 62.9% of the respondents indicated that this Competency is related to significant job performance differences. Again, these results are due, in part, to the relatively high number of respondents who indicated that experienced officers do not differ with respect to Integrity/Ethics (27.4%) - presumably due, in large part, to the extensive emphasis placed on the assessment of character as

part of the background investigation process. However, when these responses are excluded, the overwhelming majority (86.6%) of those who acknowledge Integrity/Ethics differences among experienced officers identified these differences as being significantly related to job performance.

Returning to the group differences obtained for the **Relation to Performance** ratings presented in Table B14, for all but one of the seven significant results obtained by rank/assignment (Physical Skills), a larger percentage of Patrol Supervisors than FTOs indicated that the Competency was related to job performance differences. However, the significance of these findings is tempered by the fact that the majority of both groups found six of these Competencies to be related to job performance. Similarly, while three significant differences were found by agency type, the majority of respondents from both police and sheriffs' departments concluded that these competencies are related to job performance. No significant differences were found by agency size, and only one by gender and one by race/ethnicity. A larger percentage of males (74.0%) than females (47.6%) indicated that Teamwork was related to performance differences among experienced officers, and a larger percentage of Hispanics (78.9%) than Whites (58.5%) indicated that Integrity/Ethics was related to job performance differences. The results for Integrity/Ethics are due largely to a greater percentage of Whites (30.5%) than Hispanics (15.8%) indicating that officers differ with respect to this Competency, and the number of significant differences found for gender and race/ethnicity are what would be expected by chance.[86] Overall, the pattern of results indicates few group differences of consequence with respect to the **Relation to Performance** ratings, and confirms there is widespread agreement as to the existence of meaningful relationships between the Competencies and performance differences as a patrol officer.

[86] As indicated earlier, with a $p \leq .05$ criterion for testing for statistical significance, one out of 20 (5%) of tests would be expected to be significant by chance.

Table B13: When Learned Competency Ratings (Necessary at Job Entry - Percent Yes)

Competency	Total Group[87]	Rank/ Assignment[88]		Agency Type[89]		Agency Size[90]			Gender[91]		Race/ Ethnicity[92]	
		Sup	FTO	PD	SD	Small	Medium	Large	Male	Female	Hispanic	White
Social Competence	93.7%										84.2%	98.3%
Teamwork	73.1%											
Assertiveness/Persuasiveness	61.7%											
Service Orientation	87.4%											
Adaptability/Flexibility	61.1%			54.7%	71.0%							
Decision Making and Judgment	94.3%	98.9%	89.8%									
Observation Skills	34.9%											
Learning Ability	90.9%											
Reading Comprehension	93.1%								95.5%	76.2%		
Writing Skills	74.3%											
Oral Expression	73.0%											
Listening Skills	72.6%											
Conscientiousness/Dependability	84.0%	93.1%	75.0%									
Impulse Control/Attention to Safety	69.7%											
Integrity/Ethics	100.0%											
Emotional Regulation & Stress Tolerance	80.0%											
Physical Skills	76.6%								80.5%	47.6%		
Driving Skills	20.0%											
Legal Knowledge	1.1%											
Knowledge of Dept. Policies & Procedures	.6%											
Knowledge of Patrol Procedures & Techniques	0.0%											
Knowledge of Investigative Procedures	.6%											

[87] N=175
[88] N=87 Supervisor; 88 FTO
[89] N=106 PD; 69 SD
[90] Small=1-99 (N=62); Medium=100-499 (N=36); Large=500+ (N=77)
[91] N=154 male; 21 female
[92] N=118 White; 38 Hispanic

Table B14: Relation to Performance Competency Ratings
(Percent Indicating Competency Distinguishes Good from Poor Performers)

Competency	Total Group[93]	Rank/ Assignment[94]		Agency Type[95]		Agency Size[96]			Gender[97]		Race/ Ethnicity[98]	
		Sup	FTO	PD	SD	Small	Medium	Large	Male	Female	Hispanic	White
Social Competence	82.3%	88.5%	76.1%									
Teamwork	70.9%								74.0%	47.6%		
Assertiveness/Persuasiveness	84.0%											
Service Orientation	56.0%											
Adaptability/Flexibility	72.0%	80.5%	63.6%									
Decision Making and Judgment	82.9%	90.8%	75.0%									
Observation Skills	70.3%											
Learning Ability	75.4%	82.8%	68.2%									
Reading Comprehension	48.0%											
Writing Skills	77.1%											
Oral Expression	59.4%	67.8%	51.1%									
Listening Skills	58.9%			52.8%	68.1%							
Conscientiousness/Dependability	87.4%	93.1%	81.8%									
Impulse Control/Attention to Safety	82.9%											
Integrity/Ethics	62.9%			69.8%	52.2%						78.9%	58.5%
Emotional Regulation & Stress Tolerance	72.0%											
Physical Skills	45.1%	35.6%	54.5%									
Driving Skills	27.4%											
Legal Knowledge	69.7%			75.5%	60.9%							
Knowledge of Dept. Policies & Procedures	46.3%											
Knowledge of Patrol Procedures & Techniques	60.0%											
Knowledge of Investigative Procedures	68.6%											

[93] N=175
[94] N=87 Supervisor; 88 FTO
[95] N=106 PD; 69 SD
[96] Small=1-99 (N=62); Medium=100-499 (N=36); Large=500+ (N=77)
[97] N=154 male; 21 female
[98] N=118 White; 38 Hispanic

Competency **Linkage** Ratings

Table B15 shows the results of the **Linkage** ratings that were obtained to pinpoint the importance of each Competency to the performance of each Job Function, thereby providing additional, detailed information as to the role of the Competencies in the job of the entry-level patrol officer. Table entries are those mean importance ratings that were at least 3 ("Important"). The number of Competencies with a mean value of at least 3 for each Job Function is shown in the last row of the table; the number of times a Competency received a mean value of at least 3 is shown in the last column of the table. As reflected in the table, on average, 15.6 of the 22 Competencies were found to be important to the performance of each Job Function, and no fewer than 10 Competencies were found to be important to the performance of any given Job Function. No Competency was found to be important to the performance of fewer than three Job Functions, and the average number of importance "linkages" for each Competency was 8.5. These results clearly confirm the previously reported ratings of the **Importance** of each Competency to overall job performance.

Turning to specific results, in addition to two of the knowledge-based Competencies (Legal Knowledge; Knowledge of Department Policies and Procedures), the only Competencies found to be important to the performance of all 12 Job Functions were Integrity/Ethics and Conscientiousness/Dependability. Listening Skills was found to be important to the performance of 11 of the 12 Job Functions; and Decision Making and Judgment, Learning Ability, Oral Expression, and Emotional Regulation and Stress Tolerance were "linked" to 10 Job Functions. Thus, both personality-oriented and cognitively-oriented Competencies were found to be among the most broadly associated with the full spectrum of Job Functions.

Table B15: Competency Linkage Ratings (Importance of Competency to Performance of Job Function)[99]

Competency	Job Function												No. Times Competency Rated ≥ 3
	A	B	C	D	E	F	G	H	I	J	K	L	
Social Competence	3.49	3.21	3.15			3.90	4.37	4.33	4.29	4.45	4.32		**9**
Teamwork	3.90	4.22				4.34	4.13	3.05	3.77	3.57	3.29		**8**
Assertiveness/Persuasiveness	4.03	4.78		3.49		4.55	4.47	3.55	3.13	3.07	3.24		**9**
Service Orientation	3.50	3.16				4.35	4.02	4.29	4.31	4.28	3.99		**8**
Adaptability/Flexibility	3.94	4.07		3.13		4.23	3.98	3.43	3.25	3.09	3.21		**9**
Decision Making and Judgment	4.61	4.67		3.54	3.16	4.59	4.37	3.75	3.27	3.06	3.79		**10**
Observation Skills	4.82	4.79		3.83		4.31	4.28	3.48					**6**
Learning Ability	4.12	3.91	3.59	3.09	3.57	3.46	3.24	3.10	3.06			3.93	**10**
Reading Comprehension	3.06		4.34		3.89							3.96	**4**
Writing Skills	3.68		3.66		4.70								**3**
Oral Expression	4.10	4.16	4.59	3.45		4.22	4.37	4.25	4.20	4.34	3.54		**10**
Listening Skills	4.29	3.89	3.74		3.41	3.74	4.06	4.18	4.37	4.36	3.51	3.01	**11**
Conscientiousness/Dependability	4.41	4.31	4.00	3.34	4.05	4.22	4.04	3.82	3.72	3.76	4.26	3.99	**12**
Impulse Control/Attention to Safety	4.07	4.76		3.66		4.53	4.29	3.49			3.24		**7**
Integrity/Ethics	4.57	4.55	4.69	3.65	4.56	3.84	4.15	4.02	3.85	4.19	4.73	3.30	**12**
Emotional Regulation and Stress Tolerance	3.85	4.60	3.29	3.40		4.54	4.31	3.65	3.06	3.10	3.55		**10**
Physical Skills	3.09	4.75				4.41	3.85					3.89	**5**
Driving Skills		4.23		3.72		4.01							**3**
Legal Knowledge	4.68	4.60	4.45	3.94	4.18	3.54	3.84	3.86	3.55	3.32	3.56	3.86	**12**
Knowledge of Departmental Policies and Procedures	3.99	4.28	3.54	3.55	3.82	3.86	3.74	3.54	3.12	3.16	3.64	3.90	**12**
Knowledge of Patrol Procedures and Techniques	4.45	4.73		3.88	3.46	4.01	4.03	3.42	3.02		3.04	3.59	**10**
Knowledge of Investigative Procedures	4.78	4.41	3.89	3.06	4.12		3.06					3.25	**7**
No. Competencies Rated ≥ 3	**21**	**20**	**12**	**15**	**11**	**19**	**19**	**17**	**15**	**13**	**15**	**10**	

Job Function
- A. Detecting and Investigating Crime
- B. Apprehending and Arresting Suspects
- C. Preparing For and Presenting Legal Testimony
- D. Managing Traffic
- E. Documenting Investigations, Enforcement Actions & other Patrol Contacts/Activities
- F. Providing Emergency Assistance to the Public
- G. Maintaining Order in the Community
- H. Advising and Assisting the Public
- I. Working with the Community to Reduce Crime & Address Community Concerns
- J. Enhancing Police-Community Relations
- K. Serving the Public in a Consistent, Professional & Lawful Manner
- L. Maintaining and Improving Job Readiness

[99] 5=Critically Important; 4=Very Important; 3=Important; 2=Of Some Importance; 1=Of Little Importance; 0=Not Important
N=174

Tables B16 through B20 show the results of the tests for statistically significant group differences in the **Linkage** ratings. Table entries are those statistically significant differences that were found for those Competency/Job Function combinations that received mean ratings of at least 3 as shown in Table B15.

Table B16 shows the results for Patrol Supervisor/FTO comparisons. For all differences, the mean rating of Patrol Supervisors is greater than that for FTOs. However, in all but one instance the mean ratings for both groups exceed the minimum threshold of 3 ("Important").[100] Thus, while statistically significant group differences were found, the implications of these findings are negligible.[101]

Agency type differences are reported in Table B17. Very few differences were found, and as with the results for Patrol Supervisors and FTOs, in general they reflect mere differences in the relative importance attributed to Competencies for given Competency/Job Function combinations that both agency types agree are important. The lone exception is that Knowledge of Investigative Procedures received a mean rating of 3.31 from sheriffs' department personnel for the Job Function of Managing Traffic, whereas the mean rating for police department personnel was 2.90.

Table B18 presents the results of the statistical tests for significant agency size differences. Cells entries denote agency size pairs for which significant differences in mean importance ratings were obtained for a given Competency/Job Function combination. For example, the entry "M/L" in the cell for the Competency of Conscientiousness/Dependability and the Job Function of Managing Traffic (Job Function D) indicates that there was a significant difference in the average importance ratings given this Competency for this Job Function by respondents in medium-size agencies and respondents in large agencies. Significant agency size differences are reported only for those Competency/Job Function combinations for which the mean importance rating was at least 3 ("Important") for all respondents combined. Cell entries that are underlined indicate that the mean importance rating for that size category was less than 3. To illustrate, the cell entry "S/L" for the Competency of Reading Comprehension and the Job Function of Detecting and Investigating Crime (Job Function A) signifies that in addition to there being a significant difference in the mean importance ratings for this Competency/Job Function combination by respondents from small and large agencies, the mean importance rating for respondents from small agencies was less than 3.

[100] The exception is for the Competency of Knowledge of Investigative Procedures and the Job Function of Managing Traffic, where the mean rating for Patrol Supervisors is 3.26 and the mean rating for FTOs is 2.86.

[101] In one instance a Competency/Job Function linkage rating that received a mean importance rating of less than 3 from the total group received significantly different mean importance ratings from Patrol Supervisors and FTOs, with the mean rating for one of the groups exceeding 3 ("Important"). Specifically, Patrol Supervisors rated Physical Skills to be important to the Job Function of Managing Traffic (mean rating of 3.02); whereas FTOs did not (mean rating of 2.56).

Significant agency size differences were found for 49 of the total of 561 agency size comparisons that were conducted.[102] This represents 8.7% of all comparisons, and thus exceeds the 5% of such comparisons that would be expected to yield statistically significant differences by chance alone. However, in only 10 instances were significant agency size differences characterized by a mean importance rating of less than 3 for one of the agency size categories (i.e., for 1.8% of all cases).[103] Furthermore, the 10 mean importance ratings of less than 3 ranged from 2.69 to 2.92, and averaged 2.81.[104] Considered in total, these results indicate that agency size differences are relatively infrequent, and are not indicative of meaningful differences in the importance of specific Competencies to the performance of specific Job Functions.[105]

The results for gender differences are shown in Table B19. These results also show a fairly large number of differences, and for all but four Competency/Job Function combinations the mean rating is larger for females than males. However, once again, the significance of these differences is tempered by the fact that with one exception (Writing Skills ratings for Preparing for and Presenting Legal Testimony), the mean ratings for both groups exceed 3 ("Important").

Hispanic/White group differences are presented in Table B20. While one group did not give consistently higher ratings than the other, the results are consistent with those for other group comparisons in that they reflect very few instances where the mean rating for either group was less than 3. (See the ratings for Service Orientation/Apprehending and Arresting Suspects and Decision Making and Judgment/Enhancing Police-Community Relations.)[106] Further, the percentage of group comparisons for which statistically significant differences was found (5.3%) barely exceeds the 5% of such comparisons that would be expected by chance. Thus, these results largely reflect trivial group differences in the importance ascribed to the Competencies for performance of the Job Functions.

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[102] A total of 187 Competency/Job Function combinations received mean importance ratings of at least 3 from all respondents. For each such combination 3 agency size comparisons were conducted – small versus large agencies, small versus medium-size agencies, and medium-size versus large agencies. Thus, a total of 187 X 3 = 561 such comparisons were tested for statistical significance.

[103] Also note that 4 of these 10 cases involved knowledge-based Competencies that are developed after hire.

[104] The mean rating for small agencies was less than 3 in six instances, and less than 3 for medium-size agencies in 4 instances. The mean rating for large agencies never fell below 3.

[105] Two Competency/Job Function combinations that did not receive overall mean ratings of at least 3 (and are thus not reflected in the table) yielded significant agency size differences in which a mean rating of 3 or greater was obtained for one of the agency size categories. In both instances, significant differences were found for small versus large agencies, and a mean importance rating greater than 3 was obtained for large agencies for the Competency of Knowledge of Patrol Procedures and Techniques (for the Job Functions of Preparing for and Presenting Legal Testimony and Enhancing Police-Community Relations).

[106] In one instance, a Competency/Job Function that received an overall mean importance rating of less than 3 received significantly different mean importance ratings from Hispanics and Whites, with the mean rating for one group being greater than 3. Specifically, the mean importance rating by Hispanics for Knowledge of Patrol Procedures and Techniques for performance of the Job Function of Preparing for and Presenting Legal Testimony was 3.34. The mean rating for Whites was 2.74.

Table B16: Significant Patrol Supervisor/Field Training Officer Differences in Mean Competency Linkage Ratings (Supervisor/FTO)[107]

Competency	Job Function											
	A	B	C	D	E	F	G	H	I	J	K	L
Social Competence								4.47/4.19	4.49/4.10	4.60/4.30		
Teamwork												
Assertiveness/Persuasiveness												
Service Orientation									4.48/4.15			
Adaptability/Flexibility						4.43/4.03	4.17/3.78					
Decision Making and Judgment	4.72/4.50						4.53/4.22					
Observation Skills												
Learning Ability			3.83/3.35									
Reading Comprehension												4.14/3.78
Writing Skills												
Oral Expression				3.62/3.28					4.35/4.06			
Listening Skills							4.23/3.89		4.51/4.23	4.52/4.19		
Conscientiousness/Dependability				3.55/3.15				3.98/3.66		3.93/3.60	4.41/4.11	
Impulse Control/Attention to Safety												
Integrity/Ethics												
Emotional Regulation and Stress Tolerance												
Physical Skills												
Driving Skills												
Legal Knowledge												
Knowledge of Departmental Policies & Procedures												
Knowledge of Patrol Procedures & Techniques				4.08/3.69								
Knowledge of Investigative Procedures				3.26/2.86	4.28/3.95							3.49/3.01

Job Function
- A. Detecting and Investigating Crime
- B. Apprehending and Arresting Suspects
- C. Preparing For and Presenting Legal Testimony
- D. Managing Traffic
- E. Documenting Investigations, Enforcement Actions & other Patrol Contacts/Activities
- F. Providing Emergency Assistance to the Public
- G. Maintaining Order in the Community
- H. Advising and Assisting the Public
- I. Working with the Community to Reduce Crime & Address Community Concerns
- J. Enhancing Police-Community Relations
- K. Serving the Public in a Consistent, Professional & Lawful Manner
- L. Maintaining and Improving Job Readiness

[107] 5=Critically Important; 4=Very Important; 3=Important; 2=Of Some Importance; 1=Of Little Importance; 0=Not Important
N=86 Supervisor; 88 FTO

Table B17: Significant Agency Type Differences in Mean Competency Linkage Ratings (PD/SD)[108]

Competency	Job Function											
	A	B	C	D	E	F	G	H	I	J	K	L
Social Competence												
Teamwork						4.22/4.52						
Assertiveness/Persuasiveness												
Service Orientation												
Adaptability/Flexibility												
Decision Making and Judgment												
Observation Skills												
Learning Ability												
Reading Comprehension												
Writing Skills												
Oral Expression												
Listening Skills												
Conscientiousness/Dependability												
Impulse Control/Attention to Safety												
Integrity/Ethics							4.00/4.38					
Emotional Regulation and Stress Tolerance							4.20/4.47					
Physical Skills												
Driving Skills												
Legal Knowledge						3.69/3.32						
Knowledge of Departmental Policies & Procedures												
Knowledge of Patrol Procedures and Techniques												
Knowledge of Investigative Procedures		4.30/4.59		2.90/3.31								

Job Function
- A. Detecting and Investigating Crime
- B. Apprehending and Arresting Suspects
- C. Preparing For and Presenting Legal Testimony
- D. Managing Traffic
- E. Documenting Investigations, Enforcement Actions & other Patrol Contacts/Activities
- F. Providing Emergency Assistance to the Public
- G. Maintaining Order in the Community
- H. Advising and Assisting the Public
- I. Working with the Community to Reduce Crime & Address Community Concerns
- J. Enhancing Police-Community Relations
- K. Serving the Public in a Consistent, Professional & Lawful Manner
- L. Maintaining and Improving Job Readiness

[108] 5=Critically Important; 4=Very Important; 3=Important; 2=Of Some Importance; 1=Of Little Importance; 0=Not Important
N=105 PD; 69 SD

Table B18: Significant Agency Size Differences in Mean Competency Linkage Ratings (S/M/L)[109]

Competency	Job Function											
	A	B	C	D	E	F	G	H	I	J	K	L
Social Competence						S/M	S/M	S/M	S/M	S/M; S/L		
Teamwork		S/L				S/L						
Assertiveness/Persuasiveness								M/L			S/M	
Service Orientation						S/M		S/M; M/L		S/M	S/M; S/L	
Adaptability/Flexibility						S/M; M/L	M/L			M/L		
Decision Making and Judgment					S/L	M/L	M/L	S/M		M/L	S/L	
Observation Skills	S/M							M/L				
Learning Ability												
Reading Comprehension	S/L				S/M; M/L							
Writing Skills												
Oral Expression				M/L				S/M; M/L				
Listening Skills												
Conscientiousness/Dependability				M/L				M/L				
Impulse Control/Attention to Safety						M/L					M/L	
Integrity/Ethics							S/L					
Emotional Regulation and Stress Tolerance								M/L				
Physical Skills												
Driving Skills				S/M								
Legal Knowledge									S/L			
Knowledge of Departmental Policies & Procedures									M/L	M/L		
Knowledge of Patrol Procedures & Techniques					S/L				S/L		S/L	S/L
Knowledge of Investigative Procedures	M/L											

Job Function
- A. Detecting and Investigating Crime
- B. Apprehending and Arresting Suspects
- C. Preparing For and Presenting Legal Testimony
- D. Managing Traffic
- E. Documenting Investigations, Enforcement Actions & other Patrol Contacts/Activities
- F. Providing Emergency Assistance to the Public
- G. Maintaining Order in the Community
- H. Advising and Assisting the Public
- I. Working with the Community to Reduce Crime & Address Community Concerns
- J. Enhancing Police-Community Relations
- K. Serving the Public in a Consistent, Professional & Lawful Manner
- L. Maintaining and Improving Job Readiness

[109] 5=Critically Important; 4=Very Important; 3=Important; 2=Of Some Importance; 1=Of Little Importance; 0=Not Important
N=62 small; 36 medium; 76 large

Table B19: Significant Mean Gender Differences in Competency Linkage Ratings (Male/Female)[110]

Competency	Job Function											
	A	B	C	D	E	F	G	H	I	J	K	L
Social Competence												
Teamwork	3.95/3.48											
Assertiveness/Persuasiveness						4.50/4.90	4.42/4.81	3.48/4.00	3.05/3.67			
Service Orientation												
Adaptability/Flexibility						4.17/4.67	3.92/4.38					
Decision Making and Judgment				3.48/3.95			4.32/4.76	3.70/4.14				
Observation Skills	4.79/5.0					4.24/4.81						
Learning Ability												4.00/3.43
Reading Comprehension												
Writing Skills			3.76/2.95									
Oral Expression												
Listening Skills											3.44/4.00	
Conscientiousness/Dependability						4.18/4.57						
Impulse Control/Attention to Safety							4.23/4.71					
Integrity/Ethics		4.49/4.95										
Emotional Regulation and Stress Tolerance												
Physical Skills		4.78/4.52										
Driving Skills												
Legal Knowledge												
Knowledge of Departmental Policies & Procedures												
Knowledge of Patrol Procedures and Techniques					3.38/4.05	3.95/4.43	3.97/4.48					
Knowledge of Investigative Procedures												

Job Function
- A. Detecting and Investigating Crime
- B. Apprehending and Arresting Suspects
- C. Preparing For and Presenting Legal Testimony
- D. Managing Traffic
- E. Documenting Investigations, Enforcement Actions & other Patrol Contacts/Activities
- F. Providing Emergency Assistance to the Public
- G. Maintaining Order in the Community
- H. Advising and Assisting the Public
- I. Working with the Community to Reduce Crime & Address Community Concerns
- J. Enhancing Police-Community Relations
- K. Serving the Public in a Consistent, Professional & Lawful Manner
- L. Maintaining and Improving Job Readiness

[110] 5=Critically Important; 4=Very Important; 3=Important; 2=Of Some Importance; 1=Of Little Importance; 0=Not Important
N=153 male; 21 female

Table B20: Significant Race/Ethnic Group Differences in Mean Competency Linkage Ratings (Hispanic/White)[111]

Competency	Job Function											
	A	B	C	D	E	F	G	H	I	J	K	L
Social Competence								4.13/4.45		4.24/4.56	4.66/4.21	
Teamwork												
Assertiveness/Persuasiveness												
Service Orientation		3.50/2.99										
Adaptability/Flexibility												
Decision Making and Judgment								3.45/3.85		2.71/3.14	3.47/3.88	
Observation Skills												
Learning Ability												3.53/4.07
Reading Comprehension												
Writing Skills												
Oral Expression				3.13/3.53								
Listening Skills												
Conscientiousness/Dependability												
Impulse Control/Attention to Safety				3.29/3.79								
Integrity/Ethics	4.76/4.46											
Emotional Regulation and Stress Tolerance							4.00/4.39					
Physical Skills							3.58/3.99					
Driving Skills												
Legal Knowledge												
Knowledge of Departmental Policies & Procedures	4.26/3.85											
Knowledge of Patrol Procedures and Techniques												
Knowledge of Investigative Procedures												

Job Function
- A. Detecting and Investigating Crime
- B. Apprehending and Arresting Suspects
- C. Preparing For and Presenting Legal Testimony
- D. Managing Traffic
- E. Documenting Investigations, Enforcement Actions & other Patrol Contacts/Activities
- F. Providing Emergency Assistance to the Public
- G. Maintaining Order in the Community
- H. Advising and Assisting the Public
- I. Working with the Community to Reduce Crime & Address Community Concerns
- J. Enhancing Police-Community Relations
- K. Serving the Public in a Consistent, Professional & Lawful Manner
- L. Maintaining and Improving Job Readiness

[111] 5=Critically Important; 4=Very Important; 3=Important; 2=Of Some Importance; 1=Of Little Importance; 0=Not Important
N=38 Hispanic; 117 White

Results for Personality-Oriented Competencies

A primary reason for conducting the job analysis was to collect information that would lead to the identification of those personality attributes that are most important to the performance of the job of an entry-level patrol officer. To this end, Table B21 compares the job analysis results for the 16 Competencies that were found to be appropriate for consideration for assessment in the hiring process (per the **When Learned** and **Relation to Performance** ratings).[112] The ten personality-oriented Competencies are listed in bold and italics in the table. Table entries include the mean **Importance** rating for each Competency, the number of Job Functions for which a Competency was found to be at least "Important" (i.e., mean **Linkage** rating of at least 3), the average **Linkage** rating for each Competency across the 12 Job Functions, the percent of respondents who indicated the Competency was related to important differences in job performance (**Relation to Performance** ratings), and the percent of respondents who indicated the Competency must be present at time of hire (**When Learned** ratings). Next to the mean or percent value for each variable is the rank corresponding to that value. For example, in the first row in the table next to the mean **Importance** rating of 4.86 for Integrity/Ethics is the rank of 1. This indicates that Integrity/Ethics received the highest mean **Importance** rating of all the 16 Competencies listed in the table. Two Competencies - Decision Making and Judgment and Assertiveness/Persuasiveness - received the next highest mean **Importance** rating of 4.77 and thus received ranks of 2.5 (the average of rank 2 and rank 3). Turning to one of the variables for which values are reported as percentages, the largest percentage of respondents (100%) indicated that Integrity/Ethics is necessary at hire. Thus, Integrity/Ethics also received a rank of 1 for this variable. The far right hand column of the table shows the <u>mean</u> rank for the five variables on which the Competencies are ranked, and thus provides an overall index of the relative "importance" of each Competency. The Competencies are listed in the table (from highest to lowest) on the basis of mean rank.

Examination of the table results shows that with a mean rank of 3.1, Integrity/Ethics is the highest ranked Competency overall. Further, Integrity/Ethics is ranked number 1 on three of the variables (Overall Importance, Mean Linkage, and Need at Entry), and is tied for the number one ranking (rank of 1.5) on a fourth variable (No. of Linkages). Conscientiousness/Dependability has the second highest mean rank of 3.5, followed by Decision Making and Judgment (3.6). Whereas it is important to note that the job analysis results for all of the Competencies listed in the table clearly show that each is important to the performance of patrol officer duties, it is also noteworthy that the six Competencies with the highest mean rank are personality-oriented Competencies. Further, the two highest ranked Competencies – Integrity/Ethics and Conscientiousness/Dependability – are most closely related to the two personality attributes for which the empirical job relatedness research evidence is the strongest – the Big Five personality trait of Conscientiousness, and the compound personality trait of Integrity.

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[112] Excluded from the table are the four knowledge-based Competencies, Driving Skills, and Observation Skills, all of which were reported as being most appropriate for development after hire through training and/or on the job experience.

Table B21: Comparison of Job Analysis Results for Personality-Oriented Competencies and Other Competencies

Competency	Overall Importance[113]		No. of Linkages[114]		Mean Linkage[115]		Impact on Performance[116]		Need at Entry[117]		Mean Rank
	Mean	Rank	No.	Rank	Mean	Rank	% Yes	Rank	% Yes	Rank	
Integrity/Ethics	4.86	1	12	1.5	4.17	1	62.9%	11	100.0%	1	3.1
Conscientiousness/Dependability	4.37	6	12	1.5	3.99	2	87.4%	1	84.0%	7	3.5
Decision Making and Judgment	4.77	2.5	10	5.5	3.71	5	82.9%	3	94.3%	2	3.6
Social Competence	4.17	10	9	9	3.58	6	82.3%	5	93.7%	3	6.6
Emotional Regulation/Stress Tolerance	4.46	5	10	5.5	3.51	7	72.0%	8.5	80.0%	8	6.8
Assertiveness/Persuasiveness	4.77	2.5	9	9	3.45	9	84.0%	2	61.7%	15	7.5
Learning Ability	4.05	11	10	5.5	3.39	11.5	75.4%	7	90.9%	5	8.0
Listening Skills	4.05	12	11	3	3.79	4	58.9%	13	72.6%	13	9.0
Oral Expression	3.98	13	10	5.5	3.84	3	59.4%	12	73.0%	12	9.1
Impulse Control/Attention to Safety	4.67	4	7	13	3.39	11.5	82.9%	4	69.7%	14	9.3
Teamwork	4.25	7	8	11.5	3.40	10	70.9%	10	73.1%	11	9.9
Adaptability/Flexibility	4.23	8	9	9	3.38	13	72.0%	8.5	61.1%	16	10.9
Service Orientation	3.75	15	8	11.5	3.49	8	56.0%	14	87.4%	6	10.9
Writing Skills	4.19	9	3	16	2.69	16	77.1%	6	74.3%	10	11.4
Reading Comprehension	3.74	16	4	15	2.85	14	48.0%	15	93.1%	4	12.8
Physical Skills	3.96	14	5	14	2.79	15	45.1%	16	76.6%	9	13.6

[113] Mean Importance to Overall Job Performance; 5=Critically Important; 4=Very Important; 3=Important; 2=Of Some Importance; 1=Of Little Importance; 0=Not Important

[114] Number of Job Functions (out of 12) for Which Mean Competency Rating at Least 3 ("Important")

[115] Mean Importance Rating for Competency Across all 12 Job Functions; 5=Critically Important; 4=Very Important; 3=Important; 2=Of Some Importance; 1=Of Little Importance; 0=Not Important

[116] **Relation to Performance** Ratings (Percent Indicating Differences in Degree of Competency Related to Job Performance Differences)

[117] **When Learned** Ratings (Percent Indicating Competency Needed at Time of Hire)

Comparison of Job Analysis Results with Previous Research Findings and Existing POST Standards and Guidelines

Table B22 compares the Job Functions identified as being important to patrol officer performance in the current job analysis with the types of duties found to be part of the job in previous POST research and in job analyses conducted elsewhere. Listed in the table are the Job Functions identified in the 1998 POST task analysis (California Commission on Peace Officer Standards and Training, 1998); the performance rating dimensions developed on the basis of the 1979 POST job analysis (Kohls, Berner, & Luke; 1979) and used as criterion measures in a test validation study conducted by POST in 1987 (Weiner & Berner, 1987); and the results of two job analysis studies conducted elsewhere – a recent job analysis conducted for King County, Washington under a federal community-oriented policing grant (Hough, Ones & Viswesvaran, 2004), and a compilation of the results of several independent job analyses conducted throughout the county as reported by Bernardin (1988). As reflected in the table, with few exceptions, the 12 Job Functions identified as being important in the current job analysis encompass all of the job duties identified as being important in these other studies. Further, the few exceptions that were identified (see bottom of second page of table) are made up of items that either: (1) clearly are not part of the "core" job as performed by California uniformed patrol officers (i.e., constitute specialty functions such as under-cover operations), (2) cut across several of the Job Functions, rather than being specific to one of the Job Functions (Vehicle Operations), or (3) are more reflective of one of the Competencies identified in the current job analysis (Vehicle Operations; Working as a Team). Thus, in addition to being identified as being exhaustive by the subject matter experts who participated in the current job analysis, the 12 Job Functions capture and confirm the types of job duties that have been identified by others as constituting the patrol job.

Table B22: Comparison of Job Functions with Other Research Findings

POST Job Functions (2007)	POST Job Functions (1998)[118]	King County Job Functions, Tasks and Activities[119]	1987 POST Proficiency Test Study[120]	1979 Washington DC Patrol Officer Dimensions[121]
Detecting and Investigating Crimes	Detecting and Investigating Crimes	Patrolling and Detecting Crime; Investigating, Gathering, and Preserving Evidence	Incident Evaluation; Interview/ Interrogation	Investigating, Documenting and Prosecuting Criminal Cases; Collecting, Preserving and Documenting Physical Evidence
Documenting Investigations, Enforcement Actions and Other Patrol Contacts/Activities	Documenting Investigations, Enforcement Actions and Other Patrol Activities and Contacts	Documenting, Writing, and Handling Paperwork	Report Writing	Investigating, Documenting and Prosecuting Criminal Cases; Writing Narratives; Organizing, Analyzing and Distributing Police Data; Handling Station Duties and Administrative Paperwork
Apprehending and Arresting Suspects	Apprehending and Arresting Suspects	Establishing Control/Arresting	Arrest/Detain/Search	Enforcing Public Safety Regulations
Preparing for and Presenting Legal Testimony	Preparing for and Presenting Legal Testimony	Preparing for and Testifying in Court		Preparing and Presenting Court Related Matters
Managing Traffic	Managing Traffic	Controlling Traffic and Enforcing Traffic Laws		Enforcing Public Safety Regulations
Providing Emergency Assistance to the Public	Providing Emergency Assistance to the Public	Assessing, Analyzing, and Responding to Situations	Patrol Incident Evaluation	Disposing of Hazardous Materials
Maintaining Order in the Community	Maintaining Order in the Community	Patrolling and Detecting Crime		Enforcing Public Safety Regulations; Performing Primary Patrol Functions; Dealing with Interpersonal Confrontations
Advising and Assisting the Public	Advising and Assisting the Public	Assessing, Analyzing, and Responding to Situations	Public Interaction; Patrol; Incident Evaluation	Enhancing Community Relations; Dealing with Interpersonal Confrontations

[118] From California Commission on Peace Officer Standards and Training. (1998b). *Entry-level uniformed patrol officer job analysis: Task analysis*. Sacramento, CA: Author.

[119] From Hough, L., Ones, D.S., and Viswesvaran, C. (2004). *KCSO deputy sheriffs: Selection and appraisal in the 21st century.* The Dunnette Group, Ltd. Entries defined by a mixture of tasks and statements that are more reflective of behavioral styles or characteristics (i.e., statements similar to those used to define POST Competencies).

[120] Job performance rating dimensions developed from POST 1979 job analysis (Kohls, Berner, & Luke, 1979) and used as criterion measures in large scale validation study of the POST Proficiency Test (a basic training achievement test) From Weiner, J., and Berner, J. (1987). *POST basic course proficiency test study [P.C. 832.3(d)]: Relationships with patrol officer performance.* Sacramento, CA: Commission on Peace Officer Standards and Training.

[121] From Wetrogen and Diane (1979), as reported by Benardin in Chapter 10.8 of the Job Analysis Handbook for Business, Industry, and Government (1998); based on the results of several independent job analyses, Benardin concludes that law enforcement officers in general perform the same important tasks regardless of their job title or jurisdiction.

Table B22: Comparison of Job Functions with Other Research Findings (cont'd)

POST Job Functions (2007)	POST Job Functions (1998)	King County Job Functions, Tasks and Activities	1987 POST Proficiency Test Study	1979 Washington DC Patrol Officer Dimensions
Working with the Community to Reduce Crime and Address Community Concerns	Working with the Community to Reduce Crime and Address Community Concerns	Collaborative Problem Solving, Networking, and Brokering Community Services		
Enhancing Police-Community Relations	Enhancing Police-Community Relations	Creating Good Public Relations		Enhancing Community Relations
Maintaining and Improving Job Readiness	Maintaining and Improving Job Readiness	Learning and Keeping Up-to-Date; Using Technology and Tools	Field Preparation	Maintaining Operational Proficiencies; Maintaining Good Work habits; Managing Radio Communications
Serving the Public in a Consistent, Professional and Lawful Manner		Complying with Laws and Embracing Department Ethics, Philosophy, Policies and Procedures		Following Prescribed Procedures (Note: Also see POST Competencies related to policies and procedures)
		Working as a Team (Note: Similar to POST Competency of Teamwork)		Assisting Co-Workers (Note: See POST Competency of Teamwork)
			Vehicle Operations (Note: Various driving tasks included in different POST Job Functions; Driving Skills a POST Competency)	Gathering criminal intelligence (Note: Emphasis on undercover operations, which are not part of California entry-level uniformed patrol officer "core" job)
				Instructing and Training (Note: Emphasis on providing formal and informal training to other officers; duties which are not part of the California entry-level uniformed patrol officer "core" job)
				Performing Supplemental Tasks (Note: Defined as tasks that are assigned over and above normal duties)

Detailed comparisons of the Competencies identified in the current job analysis with previous work conducted by POST and others are presented in Appendix E. In addition to comparisons with the findings of other job analyses, details are provided with regard to the definitions of the Competencies and the definitions of the characteristics that are the subject of evaluation in a number of current POST selection and training standards and guidelines. Included are the different "Dimensions" that are the focus of the required POST Background Investigation (California Commission on Peace Officer Standards and Training, 2006a), the revised POST Psychological Screening Manual (under revision), and the POST Hiring Interview Guidelines (California Commission on Peace Officer Standards and Training, 2003a). Also included are the daily observation evaluation factors in the POST Field Training Officer Program (California Commission on Peace Officer Standards and Training, 2003b), and the recently instituted POST Basic Course Scenario Test Competencies (California Commission on Peace Officer Standards and Training, 2006d). Thus, the comparative information contained within the appendix "links" the job analytic evidence from the current job analysis with the job-relatedness underpinnings of these various POST requirements.

An example of the type of information provided in Appendix E is presented in Table B23. Listed at the top of the table is the Competency of Social Competence as defined in the current job analysis. Underneath the definition are various behaviors that are included in the definition of Social Competence and that in total or in part also comprise evaluation criteria included in the different POST selection and training procedures described above. For example, components of four different aspects of the assessment dimension of Interpersonal Skills as defined in the POST Background Investigation Manual are directly reflective of behaviors included in the Competency of Social Competence in the current job analysis. Behaviors included in various evaluation criteria used in the other four POST selection and training procedures are likewise listed. Thus, the results of the current job analysis, which found that Social Competence, as defined in the table, is important to the performance of the patrol officer job, provide direct evidence of the job relatedness of these criteria.[122]

The type of comparative information provided in Table B23 is provided for each of the 22 Competencies in Appendix E. As a review of the Appendix will illustrate, there is substantive and compelling evidence that the various evaluation factors or "Dimensions" composing the POST selection and training standards that were examined as a part of the current project are fully supported by the results of the statewide job analysis.

[122] Also listed in the table are behaviors from other job analyses that are included in the definition of Social Competence. These are presented as further evidence of the exhaustive nature of the job information (in this case Competencies) collected as part of the current job analysis, as well as the extent to which the results of the current job analysis replicate the findings of other researchers.

Table B23: Comparison of Social Competence with Similar Constructs Incorporated in POST Standards and Guidelines or Identified in Other Large-Scale Law Enforcement Research Projects

SOCIAL COMPETENCE: Being tactful and respectful, and showing sensitivity and concern in one's interactions with others; able to "read" people; having an awareness of the impact of one's own words and behavior on others; showing interest and concern for the feelings of others; treating all members of society with impartiality; able to approach individuals and to confront and reduce interpersonal conflict in ways that show sensitivity to the feelings of others; being comfortable and skillful in interacting with people and establishing and maintaining rapport.	
POST Psychological Screening Dimensions (2006)[123]	**Social Competence**: Communicating with others in a tactful and respectful manner, and showing sensitivity and concern in one's daily interactions; ability to read people and awareness of impact of one's own words and behavior on others (Social Awareness); interest and concern for the feelings on others (Empathy); tact and impartiality in treating all members of society (Tolerance); ability and comfort in approaching individuals, and in confronting and reducing interpersonal conflict (Social Self-Confidence/Conflict Management).
POST Background Investigation Dimensions (2006)[124]	**Interpersonal Skills:** Interacting with others in a tactful and respectful manner, and showing sensitivity, concern, tolerance and interpersonal effectiveness in one's daily interactions. **Interpersonal Skills – Social Sensitivity:** Ability to "read" people and awareness of the impact of one's own work and behavior on others. **Interpersonal Skills – Interest and Concern:** Interest and concern for others. **Interpersonal Skills – Tolerance:** Tact and impartiality in treating all members of society. **Interpersonal Skills – Social Self-Confidence/Persuasiveness:** Ability and comfort in approaching individuals, and in confronting and reducing interpersonal conflict.
POST Hiring Interview Guidelines (2003)[125]	**Interpersonal Skills** - **Empathy:** Sensitive and compassionate toward others; approachable; accepting of others. **Interpersonal Skills - Social Knowledge/Appropriateness:** Behaving correctly in a variety of social situations; tactful and effective interactions with a wide variety of different individuals and groups. **Interpersonal Skills - Social Self-Confidence:** Comfortable in approaching individuals and initiating conversations; at ease around other people. **Interpersonal Skills - Conflict Management Skills:** Able to confront and reduce interpersonal conflict; no difficulty dealing with people who are angry or upset. **Interpersonal Skills - Social Insight:** Ability to discern people's motivations, feelings and intentions underlying behavior by correctly interpreting behavioral cues; aware of impact of one's words and behavior on others; accurate predictions of others' behavior. **Interpersonal Skills - Sociability:** Genuine. **Community Involvement/Awareness – Respect for Diversity**: Freedom from social or ethnic prejudices; can be fair and objective with all people.

[123] From http://www.post.ca.gov/selection/psy-dimensions.asp.
[124] From California Commission on Peace Officer Standards and Training. (2006a). *POST background investigation manual: Guidelines for the investigator.* Sacramento, CA: Author.
[125] From California Commission on Peace Officer Standards and Training. (2003a). *Interviewing peace officer candidates: Hiring interview guidelines.* Sacramento, CA: Author.

Table B23: Comparison of Social Competence with Similar Constructs Incorporated in POST Standards and Guidelines or Identified in Other Large-Scale Law Enforcement Research Projects (cont'd)

SOCIAL COMPETENCE: Being tactful and respectful, and showing sensitivity and concern in one's interactions with others; able to "read" people; having an awareness of the impact of one's own words and behavior on others; showing interest and concern for the feelings of others; treating all members of society with impartiality; able to approach individuals and to confront and reduce interpersonal conflict in ways that show sensitivity to the feelings of others; being comfortable and skillful in interacting with people and establishing and maintaining rapport.	
POST FTO Daily Observation Report Evaluation Factors (2004)[126]	**Relationship with Citizens/Community:** Courteous, friendly and empathetic to citizen's perceptions of problems; communicates in a professional, unbiased manner; quickly establishes rapport and leaves people with the feeling the officer is interested in them; is objective in all contacts; is very much at ease with citizen and suspect contacts. **Leadership:** Compassion; demonstrates trust, respect and genuineness; effective mediation. **Interview Interrogation:** Establishes rapport with victims/witnesses.
POST Basic Course Scenario Test Competencies (2006)[127]	**Conflict Resolution:** The ability to mediate disagreements by resolving a conflict using appropriate communication skills.
POST 1979 Job Analysis[128]	**Interpersonal Behavior:** Be sensitive to the feelings of others; interact and deal effectively with people from varying social and cultural backgrounds in a wide range of interpersonal situations; be courteous and respectful; anticipate peoples' reactions.
DOJ Community Oriented Policing Project (2002)[129]	**Amicability:** Gets along with people, tactful, cooperative, warm. **Service Oriented:** Polite, personal, perceptive of others' needs, socially skilled, empathic, communicating accurately but pleasantly. **Community Relations:** Being respectful of people with backgrounds different from one's own; dealing with others in an interpersonally effective manner.
King County (Washington) Sheriff's Office Study (2004)[130]	**Interpersonal Skills:** To understand and deal sensitively and effectively with a variety of people, including those with cultural, behavioral, and communication styles different from one's own; to be diplomatic, respectful and tactful; to convey empathy and understanding when appropriate; to understand the motives and behavior of others; to deal openly and comfortably with strangers. **Service Orientation:** To be compassionate, polite, respectful when dealing with others; to be courteous and tactful in dealing with others.

[126] From California Commission on Peace Officer Standards and Training. (2003b). *POST field training program guide.* Sacramento, CA: Author.
[127] From California Commission on Peace Officer Standards and Training. (2006d). *Training and testing specifications for peace officer basic courses*. Sacramento, CA: Author.
[128] From Kohls, J., Berner, J., & Luke, L. (1979). *California entry-level law enforcement officer job analysis* (Technical Report No. 1). Sacramento, CA: Commission on Peace Officer Standards and Training.
[129] From Hough. L. M. (2002a).*Hiring in the spirit of service: Definitions, possibilities, evidence and recommendations.* St. Paul, MN: The Dunnette Group, Ltd.
[130] From The Dunnette Group, Ltd. (2004). KCSO deputy sheriffs: Selection and appraisal in the 21st century. St. Paul, MN: Author.

Summary and Conclusions

Content and statistical analyses were performed of previous job analyses and other research conducted by POST and others to draft 12 patrol officer Job Functions and 22 patrol officer Competencies that were subsequently revised based on review by law enforcement subject matter experts. Representative samples of Patrol Supervisors and FTOs from 71 police departments and 25 sheriffs' departments participated in a series of 29 half-day job analysis workshops held throughout the state for the purpose of collecting various independent ratings of the Job Functions and Competencies. Specifically, workshop participants independently rated the **Importance** of 12 Job Functions and 22 Competencies to the overall performance of the uniformed patrol officer job. They also provided **Linkage** ratings of the importance of each Competency to the performance of each Job Function. For each Competency they provided **When Learned** ratings concerning the extent to which each Competency must be present at the time of hire (as opposed to being developed after hire), and **Relation to Performance** ratings of the extent to which differences with respect to a Competency are related to job performance differences. The latter two sets of ratings were collected to identify those Competencies that might be appropriate for assessment as part of the entry–level selection process.

Results for the **Importance** ratings indicate that all 12 Job Functions and all 22 Competencies are important to the performance of the patrol officer job. Six of the Competencies - Observation Skills, Driving Skills and four knowledge-based Competencies - were found to be developed primarily through training and on-the-job experience; the remaining 16 were found by the majority of respondents to be required at time of hire. Among this group, the top six, based on a mean ranking system, were personality-oriented Competencies, and the top two (Integrity/Ethics; Conscientiousness/Dependability) are directly related to the most extensively researched personality traits of Integrity and Conscientiousness.

With very few notable exceptions, analyses failed to identify statistically significant findings reflective of meaningful differences in either the Job Functions performed or the Competencies required as a function of type of agency (police or sheriff), agency size, gender, or race/ethnicity (Hispanic vs. White).

The results of the job analysis are also consistent with those obtained in previous job analyses conducted by POST and others, including recent job analyses conducted pursuant to the adoption of community-oriented policing.

The job analysis findings also provide strong evidence in support of the job relatedness of the evaluation factors that are the subject of various POST selection and training standards and guidelines, including the background investigation process, psychological screening, the oral interview, scenario testing in the basic academy, and daily observation and reporting during required field training.

APPENDIX C

EXPERT PSYCHOLOGIST IDENTIFICATION OF PERSONALITY TRAITS RELATED TO COMPETENCIES

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June 1, 2006

John Berner, Ph.D.
Special Consultant
California POST Commission
1601 Alhambra Blvd.
Sacramento, CA 95816

Dear John,

Vish and I have now completed our work on the California Patrol Officer Competencies that you have derived using job-analytic techniques. Our goal was to examine the content of each competency and link each one to personality constructs that are typically available in existing personality measures. In essence, we provide in the attached document linkages of the POST Patrol Officer Competencies to personality constructs and measures that have empirically demonstrated criterion-related and construct validity. We next detail the procedure we followed.

We (Drs. Viswesvaran and Ones) independently read each of the definitions provided for the competencies. We then independently determined whether there were personality elements in each competency under consideration. There was 100% agreement between us that there were 10 competencies that included personality characteristics. Four competencies were determined to be knowledge-based, five were skill-based and three were mental ability based. We focused our work on personality based competencies. For each of those, we consulted the taxonomy provided by Hough and Ones (2001, *International Handbook of Industrial, Work and Organizational Psychology*) to guide our thinking. That working taxonomy conceptualizes personality constructs at the Big Five level (i.e. Big Five domains of personality: Emotional Stability, Extraversion, Openness, Agreeableness, and Conscientiousness) with an explicit recognition that traits include facets (or subdimensions). It also recognizes that some traits are blends of the Big Five dimensions, referred to as compound traits.

Three raters (Viswesvaran, Ones, & Dilchert) independently assigned the appropriate personality construct or constructs from the Hough and Ones (2001) taxonomy to each competency. For many of the competencies, multiple traits were deemed to be necessary

to capture the essence and the meaning of the POST Patrol Officer Competencies. The first and the second subject matter expert agreed on all competencies but one. The first and the third expert had full agreement on 7 of the 10 dimensions and the second and the third expert agreed on all but one dimension. The discrepancies were easily resolved by consulting correlates of the traits in question from technical manuals.

The attached document provides the results from our process. For each competency we note the underlying personality construct and samples of scales from popular personality inventories as well as their definitions from the technical test manuals. This resulting document was reviewed by an additional advanced industrial-organizational psychology doctoral student conducting research on personality measures and no discrepancies were found.

Please let us know if you have any questions or need further clarification.

Sincerely,

Deniz S. Ones, Ph.D.
Hellervik Professor of Industrial Psychology

CALIFORNIA POST PATROL OFFICER COMPETENCIES LINKED TO PERSONALITY CONSTRUCTS AS MEASURED IN POPULAR PERSONALITY INVENTORIES

Linkages provided by Deniz S. Ones, Chockalingam Viswesvaran, and Stephan Dilchert.

Communications regarding this document should be directed to Deniz Ones at the Department of Psychology, University of Minnesota, 75 East River Road, Minneapolis, MN 55455-0344, USA; E-mail: Deniz.S.Ones-1@tc.umn.edu.

We thank Brian Connelly for help in preparation of this document.

SOCIAL COMPETENCE

POST Definition

Being tactful and respectful, and showing sensitivity and concern in one's interactions with others; able to "read" people; having an awareness of the impact of one's own words and behavior on others; showing interest and concern for the feelings of others; treating all members of society with impartiality; able to approach individuals and to confront and reduce interpersonal conflict in ways that show sensitivity to the feelings of others; being comfortable and skillful in interacting with people and establishing and maintaining rapport.

Personality Traits Related to Social Competence

Trait Name	Relation to Big 5 Traits
Nurturance	Agreeableness facet: Nurturance (+)
Warmth	Compound: Extraversion (+) and Agreeableness (+)
Trust	Compound: Emotional Stability (+) and Agreeableness (+)
Tolerance	Compound: Openness to Experience (+) and Agreeableness (+)
Lack of Aggression	Compound: Agreeableness (+) and Conscientiousness (+)

Exemplary Measures and Descriptions:

***Hogan Personality Inventory*, Likeability**

"The degree to which a person is seen as perceptive, tactful, and socially sensitive" (Hogan & Hogan, 1992, p. 14).

***16PF,* Warmth**

"Warm, outgoing, kindly, easygoing, participating, likes people" (Conn & Rieke, 1994, p. 17).

***California Psychological Inventory,* Tolerance**

"Tolerant of others' beliefs and values, even when different from or counter to own beliefs; fair-minded, reasonable, and tactful" (Gough & Bradley, 1996, p. 12)

***NEO-PI-R,* Altruism**

"Active concern for others' welfare as shown in generosity, consideration of others, and a willingness to assist others in need of help" (Costa & McCrae, 1992, p. 18).

TEAMWORK

POST Definition

Establishing and maintaining effective, cooperative working relationships with fellow officers, supervisors, community partners, representatives of other agencies, and others tasked with serving and protecting the community; sharing information and providing assistance and support to fellow officers, supervisors and others; balancing personal ambitions and organizational/team goals; performing one's fair share in a group effort; collaborating effectively with others to accomplish work goals; not allowing personal differences to affect working relationships; accepting and giving constructive feedback.

Personality Traits Related to Teamwork

Trait Name	Relation to Big 5 Traits
Agreeableness	Agreeableness (+)

Exemplary Measures and Descriptions:

***California Psychological Inventory,* Amicability**

"Cheerful, cooperative, friendly, good-natured, and warm, rather than cold, demanding, fault-finding, quarrelsome, and touchy"
(Gough & Bradley, 1996, p. 176).

***NEO-PI-R,* Agreeableness**

"The agreeable person is fundamentally altruistic, sympathetic to others, eager to help them, and believes that others will be equally helpful in return"
(Costa & McCrae, 1992, p. 15)

***Hogan Personality Inventory*, Likeability**

"The degree to which a person is seen as perceptive, tactful, and socially sensitive" (Hogan & Hogan, 1992, p. 14).

***Hogan Personality Inventory,* Easy to Live With**

"Has a tolerant and easy going nature" (Hogan & Hogan, 1992, p. 14).

ASSERTIVENESS/PERSUASIVENESS

POST Definition

Unhesitatingly taking control of situations in a calm, persuasive and appropriately assertive manner, even under dangerous or adverse conditions; confronting suspects when appropriate; acting assertively and without hesitation; not being easily intimidated; being able to assert ideas and persuade others to adopt a desired course of action; commanding respect; emanating professional pride and demeanor; being willing to put oneself in harms way.

Personality Traits Related to Assertiveness and Persuasiveness

Trait Name	Relation to Big 5 Traits
Dominance	Extraversion facet: Dominance (+)
Activity	Extraversion (+)
Fair and Stable Leadership	Compound: Emotional Stability (+), Extraversion (+) and Conscientiousness (+)

Exemplary Measures and Descriptions:

***California Psychological Inventory,* Social Presence**

"Self-assured, spontaneous, versatile, verbally fluent."
(Gough & Bradley, 1996, p. 12)

***NEO-PI-R,* Assertiveness**

"High scorers are dominant, forceful, and socially ascendant. They speak without hesitation and often become group leaders"
(Costa & McCrae, 1992, p. 17).

SERVICE ORIENTATION

POST Definition

Exhibiting an active interest in assisting others; being eager to help others and doing so in a responsive, compassionate, respectful, and enthusiastic manner.

Personality Traits Related to Service Orientation

Trait Name	Relation to Big 5 Traits
Agreeableness	Agreeableness (+)
Warmth	Compound: Extraversion (+) and Agreeableness (+)
Socialization	Compound: Emotional Stability (+), Agreeableness (+), and Conscientiousness (+)

Exemplary Measures and Descriptions:

***Hogan Personality Inventory*, Service Orientation Scale**

"Pleasant, courteous, cooperative, and helpful in dealing with customers, clients, and coworkers" (Hogan & Hogan, 1992, p. 64).

***NEO-PI-R,* Agreeableness**

"The agreeable person is fundamentally altruistic, sympathetic to others, eager to help them, and believes that others will be equally helpful in return" (Costa & McCrae, 1992, p. 15)

***NEO-PI-R,* Altruism**

"Active concern for others' welfare as shown in generosity, consideration of others, and a willingness to assist others in need of help" (Costa & McCrae, 1992, p. 18).

ADAPTABILITY/FLEXIBILITY

POST Definition

Adjusting to the many different, sudden, and sometimes competing demands inherent in law enforcement work; appropriately shifting between the role of law enforcer and public servant; adjusting to planned and unplanned work changes, including different types of incidents that must be handled one right after another; being able to prioritize and work effectively on several different tasks/projects at the same time; using appropriate judgment and discretion in applying laws and regulations to specific situations; working effectively in unstructured situations with minimal supervision; physically and mentally adjusting to shift work; adapting techniques and procedures as needed to fit a situation.

Personality Traits Related to Adaptability and Flexibility

Trait Name	Relation to Big 5 Traits
Change/Variety	Openness to Experience facet: Change/Variety
Complexity	Openness to Experience facet: Complexity (+)
Non-traditionalism	Compound: Openness to Experience (+) and Conscientiousness (-)
Autonomy	Compound: Extraversion (+) and Conscientiousness (-)

Exemplary Measures and Descriptions:

***NEO-PI-R,* Actions**

"Willingness to try different activities, go new places, or eat unusual foods. High scorers on this scale prefer novelty and variety to familiarity and routine" (Costa & McCrae, 1992, p. 17).

DECISION-MAKING AND JUDGMENT

POST Definition

Exercising common sense; using practical judgment and efficient problem solving in both routine and non-routine situations; making sound decisions by sizing up situations quickly and determining the appropriate action; being able to sift through information to glean that which is important, and to use that information effectively; recognizing the similarities and differences in situations; developing creative and innovative solutions to problems; basing decisions on the collection and consideration of important information; reasoning effectively.

Personality Traits Related to Decision-Making and Judgment (though this is primarily a cognitive ability based competency)

Trait Name	Relation to Big 5 Traits
Creative/Innovation	Openness to Experience facet: Creative/Innovative (+)
Intellect	Openness to Experience facet: Intellect (+)

Exemplary Measures and Descriptions:

***NEO-PI-R,* Ideas**

"This trait is seen not only in an active pursuit of intellectual interests for their own sake, but also in open-mindedness and a willingness to consider new, perhaps unconventional ideas. High scorers enjoy both philosophical arguments and brain-teasers" (Costa & McCrae, 1992, p. 17).

***Hogan Personality Inventory,* Intellectual Games**

"Enjoys intellectual games" (Hogan & Hogan, 1992, p. 15).

***Hogan Personality Inventory,* Generates Ideas**

"Idea fluency" (Hogan & Hogan, 1992, p. 15).

CONSCIENTIOUSNESS/DEPENDABILITY

POST Definition

Performing job duties in a diligent, thorough and timely manner in accordance with rules, regulations and agency policies; striving to do the best job possible; carrying assigned tasks through to successful and timely completion; being punctual; persevering in the face of obstacles, difficulties, long hours and other adverse working conditions; staying organized; carefully attending to details; staying current on new rules, procedures, etc.; accepting responsibility for one's work, and analyzing prior mistakes or problems to improve performance; performing effectively under difficult and uncomfortable conditions; continually working to achieve or maintain trust with peers, supervisors and citizens; being consistently productive; taking the initiative to get work done without waiting to be told what to do.

Personality Traits Related to Conscientiousness and Dependability

Trait Name	Relation to Big 5 Traits
Conscientiousness	Conscientiousness (+)
Dependability	Conscientiousness facet: Dependability (+)
Achievement	Conscientiousness facet: Achievement (+)
Order	Conscientiousness facet: Order (+)
Persistence	Conscientiousness facet: Persistence (+)
Ambition	Compound: Extraversion (+) and Conscientiousness (+)

Exemplary Measures and Descriptions:

***16PF,* Perfectionism**

"Following self-image, socially-precise, self-disciplined, compulsive, exacting will-power, self-control, high strength of self-sentiment" (Conn & Rieke, 1994, p. 18).

***California Psychological Inventory,* Work Orientation**

"Strong, selfless, disciplined will to work" (Gough & Bradley, 1996, p. 175)

***NEO-PI-R,* Self-discipline**

"The ability to begin tasks and carry them through to completion despite boredom and other distractions" (Costa & McCrae, 1992, p. 18).

***Hogan Personality Inventory*, Mastery**

"Being hard-working" (Hogan & Hogan, 1992, p. 15).

IMPULSE CONTROL/ATTENTION TO SAFETY

POST Definition

Taking proper precautions and avoiding impulsive and/or unnecessarily risky behavior that endangers the safety of the public and/or oneself; being self-disciplined and self-restrained; thinking before acting, and always behaving in conscious regard for the larger situation at hand; being continually mindful and attentive to hazards to self and/or others; taking appropriate safety precautions in all situations.

Personality Traits Related to Impulse Control and Attention to Safety

Trait Name	Relation to Big 5 Traits
Impulse Control	Conscientiousness facet: Impulse Control (+)

Exemplary Measures and Descriptions:

***Hogan Personality Inventory*, Impulse Control**

"Lack of Impulsivity" (Hogan & Hogan, 1992, p. 15).

***NEO-PI-R,* Deliberation**

"The tendency to think carefully before acting. High scorers on this facet are cautious and deliberate" (Costa & McCrae, 1992, p. 18).

***NEO-PI-R,* Impulsiveness**

"The inability to control cravings and urges. Desires (e.g., for food, cigarettes, possessions) are perceived as being so strong that the individual cannot resist them, although he or she may later regret the behavior" (Costa & McCrae, 1992, p. 16).

INTEGRITY/ ETHICS

POST Definition

Maintaining high standards of personal conduct; being honest, impartial, and trustworthy; abiding by laws, regulations and procedures; not abusing the system nor using the position of authority for personal gain; not bending rules or otherwise trying to beat the system by tampering with evidence, slanting reports, providing inaccurate testimony, etc.; not engaging in illegal or immoral activities – either on or off duty; taking action to prevent unethical/illegal conduct by others; avoiding behavior that is inappropriate, self-damaging, and can adversely impact the agency; maintaining the confidentiality of information.

Personality Traits Related to Integrity and Ethics

Trait Name	Relation to Big 5 Traits
Socialization	Compound: Emotional Stability (+), Agreeableness (+), and Conscientiousness (+)

Exemplary Measures and Descriptions:

***Hogan Personality Inventory*, Reliability Index**

"Persons who are honest, dependable, and responsive to supervision" (Hogan & Hogan, 1992, p. 64).

***California Psychological Inventory,* Socialization**

"Conscientious, well organized, finds it easy to accept and conform to normative rules; seldom gets in trouble" (Gough & Bradley, 1996, p. 12).

***California Psychological Inventory,* Responsibility**

"Responsible, reliable, ethically perceptive, serious about duties and obligations" (Gough & Bradley, 1996, p. 12).

This competency is perhaps best measured using integrity tests rather than using broad spectrum personality inventories.

EMOTIONAL REGULATION AND STRESS TOLERANCE

POST Definition

Being composed, rational, and in control, particularly during life-threatening, time-critical events and other stressful situations; taking the negative aspects of the job in stride without becoming unduly cynical or distrustful; maintaining an even temperament; exercising restraint and not over reacting in emotionally-charged situations.

Personality Traits Related to Emotional Regulation and Stress Tolerance

Trait Name	Relation to Big 5 Traits
Emotional Stability	Emotional Stability (+)
Self-Esteem	Emotional Stability facet: Self Esteem (+)
Low Anxiety	Emotional Stability facet: Low Anxiety (+)

Exemplary Measures and Descriptions:

***NEO-PI-R,* Neuroticism**

"The general tendency to experience negative affects such as fear, sadness, embarrassment, anger, guilt, and disgust is the core of the [Neuroticism] domain…Men and women high in [Neuroticism] are also prone to have irrational ideas, to be less able to control their impulses, and to cope more poorly than others with stress" (Costa & McCrae, 1992, p. 14).

***NEO-PI-R,* Vulnerability**

"Individuals who score high on this scale feel unable to cope with stress, becoming dependent, hopeless, or panicked when facing emergency situations" (Costa & McCrae, 1992, p. 14).

***Hogan Personality Inventory*, Adjustment**

"The degree to which a person appears calm and self-accepting or, conversely, self-critical, and overly self-reflective" (Hogan & Hogan, 1992, p. 14).

***Hogan Personality Inventory*, Not Anxious**

"Absence of anxiety" (Hogan & Hogan, 1992, p. 14).

KNOWLEDGE-BASED COMPETENCIES

The following competencies have been grouped together as Knowledge-Based Competencies. They represent knowledge that is mostly specific to the jobs of police officers.

KNOWLEDGE OF INVESTIGATIVE PROCEDURES: Knowing and consistently applying procedures and techniques for gathering investigative information (locating and identifying victims, witnesses, and suspects; interviewing; collecting and preserving evidence; etc.).

KNOWLEDGE OF PATROL PROCEDURES AND TECHNIQUES: Knowing and consistently demonstrating appropriate procedures and techniques for performing patrol activities (beat patrol, suspect approach, vehicle stops, searching, restraining, prisoner transportation, handling different kinds of calls, etc.).

KNOWLEDGE OF DEPARTMENTAL POLICIES AND PROCEDURES: Knowing and consistently following all departmental policies, regulations and procedures in the performance of job duties.

LEGAL KNOWLEDGE: Knowing and appropriately applying the laws, codes and legal procedures that govern patrol activities (e.g., accurately detecting crimes and violations and applying appropriate codes; complying with legal requirements pertaining to arrest and detain, search, evidence, etc.; incorporating all necessary legal elements in written documentation).

Typically Measured With:

Job Knowledge Tests

SKILL-BASED COMPETENCIES

The following competencies have been grouped together as Skill-Based Competencies:

DRIVING SKILLS: Operating patrol vehicle safely in routine and emergency situations; abiding by departmental driving policies and state law.

PHYSICAL SKILLS: Having the necessary physical capabilities (i.e., strength, endurance, coordination, flexibility and agility) to perform the physical demands of the job.

LISTENING SKILLS: Actively listening and responding in ways that show you understand and have an interest in what others are saying; being attentive to non-verbal cues and body language; understanding both the explicit and implicit messages communicated by others.

ORAL EXPRESSION: Speaking in a clear, organized and understandable manner; talking effectively with persons of divergent backgrounds; projecting voice clearly; adjusting word choice according to audience and purpose; questioning others skillfully.

OBSERVATION SKILLS: Recognizing conditions or circumstances that indicate something might be wrong, unusual or out of the ordinary; inquisitive; being mentally alert and sensitive to one's surroundings.

Typically Measured With:

Work samples/simulations/assessment centers
Interviews

MENTAL ABILITY-BASED COMPETENCIES

The following competencies have been grouped together as mental ability-based competencies. Success in these competencies is usually driven largely by high general mental ability.

READING COMPREHENSION: Comprehending written material.

LEARNING ABILITY: Comprehending new information and being able to recall and apply what has been learned to the job.

WRITING SKILLS: Writing in a clear, concise and logical manner, using acceptable writing mechanics; including accurate and complete information in all written compositions.

Typically Measured With:

Mental ability/intelligence measures (e.g., Wonderlic Personnel Test)

APPENDIX D

JOB ANALYSIS QUESTIONNAIRES

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Subject Matter Expert Background Information
POST Personality Testing Job Analysis Workshop

1. Location: _____ 2. Today's Date: _____

3. Your Name: _____ 4. Your Agency: _____

5. Your Current Assignment (check one)

   ____Uniformed Patrol Officer/Deputy
   ____Field Training Officer of Uniformed Patrol Officers/Deputies
   ____First Line Supervisor of Uniformed Patrol Officers/Deputies
   ____None of the Above (Describe Current Assignment: _____)

6. Time in Current Assignment: ____years ____months

7. Total Experience as a Field Training Officer of Uniformed Patrol Officers/Deputies:
   ____N/A ____years ____months

8. Date Last Assigned as a Field Training Officer of Uniformed Patrol Officers/Deputies:
   ____N/A __ __month __ __ __ __year

9. Total Experience as a First Line Supervisor of Uniformed Patrol Officers/Deputies:
   ____N/A ____years ____months

10. Date Last Assigned as a First Line Supervisor of Uniformed Patrol Officers/Deputies:
    ____N/A __ __month __ __ __ __year

11. Your Present Rank (check one)

    ____Officer/Deputy
    ____Corporal
    ____Sergeant
    ____Other (Specify: _____)

12. Time at Current Rank in Your Present Agency: ____years ____months

13. Total Law Enforcement Experience in Your Present Agency: ____years ____months

14. Total Law Enforcement Experience in California: ____years ____months

15. Your Age: _____years

16. Your Gender: ____male ____female

17. Your Race/Ethnicity (check one)

    ____African American ____Asian
    ____Caucasian ____Filipino
    ____Hispanic ____Native American
    ____Pacific Islander ____Other (Specify: _____)

Intentionally Blank

Intentionally Blank

Your Name: _____ **Date: _____**

Job Functions

Importance to Overall Job Performance

Carefully review the complete description of each Job Function, including the various duties that are entailed. Using the below rating scale, indicate the extent to which successful performance of the Job Function is important to the overall job performance of uniformed patrol officers in your agency. When making your ratings, consider the likely consequences of unsuccessful performance of the duties that comprise the Job Function (failure to provide essential services, physical harm to officer or others, liability to agency/officer, etc.) Remember to rate the importance of the Job Function to the overall job performance of uniformed patrol officers in your agency, and not to the job that you personally perform.

How important is this Job Function to overall job performance?

5 Critically Important
4 Very Important
3 Important
2 Of Some Importance
1 Of Little Importance
0 Job function Not Performed by Patrol Officers in My Agency

Job Function	Importance to Overall Job Performance
DETECTING AND INVESTIGATING CRIMES: This job function is generally concerned with detecting criminal activity and systematically inspecting, gathering and controlling property and information needed to investigate and resolve crimes. It includes such duties as surveillance of/observing individuals, vehicles, or locations for criminal activity; examining businesses and dwellings for signs of illegal entry; identifying wanted vehicles or persons; requesting records checks on persons or property; performing directed patrol duties; establishing field contacts/confidential informants; obtaining and serving search warrants; searching vehicles, property, locations, and/or persons; seizing contraband and/or evidence; securing crime scenes; locating and interviewing victims, suspects, and witnesses; identifying, preserving, collecting and inventorying evidence and property; marking, tagging, and storing evidence; and requesting specialized investigative assistance.	_____
APPREHENDING & ARRESTING SUSPECTS: This job function is generally concerned with identifying, locating, pursuing, controlling, and arresting suspects. It includes such duties as detaining and/or requesting record checks on suspicious persons; searching for wanted persons; conducting field identifications and photo lineups; obtaining, verifying, and executing arrest warrants; pursuing fleeing suspects on foot; engaging in vehicle pursuits; conducting high risk/felony vehicle stops; subduing resisting or attacking persons; seizing weapons from/disarming persons; arresting or citing adult and juvenile offenders; handcuffing and searching persons pursuant to an arrest; administering Miranda warnings; and transporting, booking, and handling prisoners.	_____

How important is this Job Function to overall job performance?

5 Critically Important
4 Very Important
3 Important
2 Of Some Importance
1 Of Little Importance
0 Job function Not Performed by Patrol Officers in My Agency

Job Function	Importance to Overall Job Performance
PREPARING FOR & PRESENTING LEGAL TESTIMONY: This job function is generally concerned with preparing for testimony at hearings or trials, giving depositions, and testifying in court. It includes such duties as reviewing reports, notes, evidence, court transcripts, etc.; reviewing facts of cases with attorneys; giving legal testimony; giving hearsay testimony at preliminary hearings; retrieving and transporting evidence to court; and appearing in court as a designated investigating officer.	_____
MANAGING TRAFFIC: This function is generally concerned with maintaining the safe flow of traffic, citing and/or arresting Vehicle Code violators, and investigating traffic accidents. It includes such duties as inspecting vehicles, driver's licenses, and vehicle registrations; observing traffic and identifying Vehicle Code violators; requesting DMV checks of vehicles and/or drivers; conducting traffic stops; conducting roadside sobriety tests; issuing Vehicle Code citations; arresting and booking Vehicle Code violators; directing traffic; and securing, managing, and investigating traffic accident scenes and hazardous roadway conditions.	_____
DOCUMENTING INVESTIGATIONS, ENFORCEMENT ACTIONS, AND OTHER PATROL CONTACTS/ACTIVITIES: This job function is generally concerned with documenting investigative actions and findings, enforcement actions, and other patrol activities and contacts for possible future reference in legal/administrative proceedings, and/or in order to comply with federal/state/local requirements. It includes such duties as taking notes and writing reports; recording witness/victim statements or formal confessions in writing; maintaining a patrol log; recording and/or entering various ID numbers (vehicle license, VIN, operator's license, etc.) and other information into logs, lists, reports, or records systems (including automated databases); audio taping citizen contacts; preparing paperwork for arrest warrants; and writing crime broadcasts, wanted notices, and job-related correspondence.	_____
PROVIDING EMERGENCY ASSISTANCE TO THE PUBLIC: This job function is generally concerned with protecting or assisting persons in emergency situations such as accidents, disasters, and crimes in progress. It includes such duties as responding to emergency calls for service; administering first aid; physically moving/assisting incapacitated persons; evacuating buildings and/or areas to remove persons from danger; searching for lost or missing persons; using non-lethal and lethal force to protect life; and responding to and coordinating actions with other emergency services personnel to render aid and secure and manage accident/disaster/hazmat scenes.	_____
MAINTAINING ORDER IN THE COMMUNITY: This job function is generally concerned with monitoring activity in the community, mediating disputes, quelling disturbances, and controlling crowds. It includes such duties as active patrolling of an assigned area; monitoring and maintaining a visible presence at potential trouble spots (parks, school grounds, etc.); securing property (businesses, schools, etc.); checking individuals and/or businesses for compliance with licensing requirements; enforcing court orders; mediating disputes; assessing/monitoring crowds at civil protests, demonstrations, and/or labor disputes; providing security at special events; and riot control.	_____

How important is this Job Function to overall job performance?

5 Critically Important
4 Very Important
3 Important
2 Of Some Importance
1 Of Little Importance
0 Job function Not Performed by Patrol Officers in My Agency

Job Function	Importance to Overall Job Performance
ADVISING AND ASSISTING THE PUBLIC: This job function is primarily concerned with providing general assistance to the public. It includes such duties as responding to non-emergency calls for service; checking the welfare of citizens; assisting and/or taking protective custody of persons who are confused, disabled, or otherwise endangered; calming emotionally upset persons; providing street directions; advising victims of their rights, options, and legal processes; referring persons to other service agencies; releasing property or providing other assistance to owners of lost/stolen/recovered property; and explaining laws and procedures to the public.	_____
WORKING WITH THE COMMUNITY TO REDUCE CRIME AND ADDRESS COMMUNITY CONCERNS: This job function is generally concerned with assisting and working collaboratively with community members to reduce crime and resolve community concerns. It includes such duties as conducting security inspections of businesses and dwellings; forming neighborhood watch groups and/or providing training on crime prevention techniques; and meeting with various community members (school officials, merchants, senior citizens, members of neighborhood associations/service organizations, etc.) to develop and implement partnerships and strategies for preventing or reducing criminal activity and resolving other community concerns.	_____
ENHANCING POLICE-COMMUNITY RELATIONS: This job function is generally concerned with actively seeking to build public trust, confidence, and cooperation. It includes such duties as participating in ride-along programs, community forums, and school and other programs designed to improve public awareness of the patrol officer's duties and responsibilities; attending and/or and making presentations at neighborhood association or community group meetings; talking with people on the beat to establish rapport and/or provide information about your agency; and explaining recruitment requirements to interested individuals.	_____
SERVING THE PUBLIC IN A CONSISTENT, PROFESSIONAL AND LAWFUL MANNER: This job function is generally concerned with acting to ensure that all recipients of law enforcement services are treated in an unbiased, ethical and lawful manner. It includes such duties as personally performing all job tasks with the utmost honesty, integrity and impartiality, and conveying to your fellow officers the expectation that they will behave similarly; taking action to prevent misconduct or criminal behavior by other officers; and reporting inappropriate or illegal conduct by another officer to your supervisor.	_____
MAINTAINING AND IMPROVING JOB READINESS: This job function is generally concerned with maintaining and improving the knowledge and proficiency that are required to perform the patrol officer job. It includes such activities as reading or referring to federal, state and/or local law, departmental manuals, reports (i.e., crime reports, crime lab reports, etc), documents, records (e.g., NCIC/ACIC, etc); statistics and other compiled data, wanted bulletins, and written briefings; attending pre-shift briefings; checking uniform, equipment, and patrol vehicle; communicating with other law enforcement personnel; participating in physical fitness programs; qualifying with and/or engaging in required practice with firearms and other service weapons (baton, chemical agents, etc.); cleaning and maintaining service weapons; retaining and expanding proficiency in the use of communications equipment and automated records systems (police radio, mobile digital terminal [MDT], etc.); and attending in-service and outside training.	_____

Intentionally Blank

Your Name: _____ **Date:** _____

Competencies

Importance to Overall Job Performance

Read the description of each Competency carefully. Using the below rating scale, indicate the importance of the Competency to the overall successful job performance of uniformed patrol officers in your agency. When making your ratings, consider the full range of responsibilities of patrol officers in your agency, and the importance of the Competency in meeting these responsibilities. Remember to rate the importance of the Competency as it relates to the successful performance of uniformed patrol officers in your agency, and not to the job that you personally perform.

How important is this Competency for successful job performance?

5 Critically Important
4 Very Important
3 Important
2 Of Some Importance
1 Of Little Importance
0 Not Important for Successful Job Performance

Competency	Importance to Successful Job Performance
SOCIAL COMPETENCE: Being tactful and respectful, and showing sensitivity and concern in one's interactions with others; able to "read" people; having an awareness of the impact of one's own words and behavior on others; showing interest and concern for the feelings of others; treating all members of society with impartiality; able to approach individuals and to confront and reduce interpersonal conflict in ways that show sensitivity to the feelings of others; being comfortable and skillful in interacting with people and establishing and maintaining rapport.	_____
TEAMWORK: Establishing and maintaining effective, cooperative working relationships with fellow officers, supervisors, community partners, representatives of other agencies, and others tasked with serving and protecting the community; sharing information and providing assistance and support to fellow officers, supervisors and others; balancing personal ambitions and organizational/team goals; performing one's fair share in a group effort; collaborating effectively with others to accomplish work goals; not allowing personal differences to affect working relationships; accepting and giving constructive feedback.	_____
ASSERTIVENESS/PERSUASIVENESS: Unhesitatingly taking control of situations in a calm, persuasive and appropriately assertive manner, even under dangerous or adverse conditions; confronting suspects when appropriate; acting assertively and without hesitation; not being easily intimidated; being able to assert ideas and persuade others to adopt a desired course of action; commanding respect; emanating professional pride and demeanor; being willing to put oneself in harm's way.	_____
SERVICE ORIENTATION: Exhibiting an active interest in assisting others; being eager to help others and doing so in a responsive, compassionate, respectful, and enthusiastic manner.	_____

How important is this Competency for successful job performance?

5 Critically Important
4 Very Important
3 Important
2 Of Some Importance
1 Of Little Importance
0 Not Important for Successful Job Performance

Competency	Importance to Successful Job Performance
ADAPTABILITY/ FLEXIBILITY: Adjusting to the many different, sudden, and sometimes competing demands inherent in law enforcement work; appropriately shifting between the role of law enforcer and public servant; adjusting to planned and unplanned work changes, including different types of incidents that must be handled one right after another; being able to prioritize and work effectively on several different tasks/projects at the same time; using appropriate judgment and discretion in applying laws and regulations to specific situations; working effectively in unstructured situations with minimal supervision; physically and mentally adjusting to shift work; adapting techniques and procedures as needed to fit a situation.	_____
DECISION-MAKING AND JUDGMENT: Exercising common sense; using practical judgment and efficient problem solving in both routine and non-routine situations; making sound decisions by sizing up situations quickly and determining the appropriate action; being able to sift through information to glean that which is important, and to use that information effectively; recognizing the similarities and differences in situations; developing creative and innovative solutions to problems; basing decisions on the collection and consideration of important information; reasoning effectively.	_____
OBSERVATION SKILLS: Recognizing conditions or circumstances that indicate something might be wrong, unusual or out of the ordinary; inquisitive; being mentally alert and sensitive to one's surroundings.	_____
LEARNING ABILITY: Comprehending new information and being able to recall and apply what has been learned to the job.	_____
READING COMPREHENSION: Comprehending written material.	_____
WRITING SKILLS: Writing in a clear, concise and logical manner, using acceptable writing mechanics; including accurate and complete information in all written compositions.	_____
ORAL EXPRESSION: Speaking in a clear, organized and understandable manner; talking effectively with persons of divergent backgrounds; projecting voice clearly; adjusting word choice according to audience and purpose; questioning others skillfully.	_____
LISTENING SKILLS: Actively listening and responding in ways that show you understand and have an interest in what others are saying; being attentive to non-verbal cues and body language; understanding both the explicit and implicit messages communicated by others.	_____

How important is this Competency for successful job performance?

5 Critically Important
4 Very Important
3 Important
2 Of Some Importance
1 Of Little Importance
0 Not Important for Successful Job Performance

Competency	Importance to Successful Job Performance
CONSCIENTIOUSNESS/DEPENDABILITY: Performing job duties in a diligent, thorough and timely manner in accordance with rules, regulations and agency policies; striving to do the best job possible; carrying assigned tasks through to successful and timely completion; being punctual; persevering in the face of obstacles, difficulties, long hours and other adverse working conditions; staying organized; carefully attending to details; staying current on new rules, procedures, etc.; accepting responsibility for one's work, and analyzing prior mistakes or problems to improve performance; performing effectively under difficult and uncomfortable conditions; continually working to achieve or maintain trust with peers, supervisors and citizens; being consistently productive; taking the initiative to get work done without waiting to be told what to do.	_____
IMPULSE CONTROL/ATTENTION TO SAFETY: Taking proper precautions and avoiding impulsive and/or unnecessarily risky behavior that endangers the safety of the public and/or oneself; being self-disciplined and self-restrained; thinking before acting, and always behaving in conscious regard for the larger situation at hand; being continually mindful and attentive to hazards to self and/or others; taking appropriate safety precautions in all situations.	_____
INTEGRITY/ ETHICS: Maintaining high standards of personal conduct; being honest, impartial, and trustworthy; abiding by laws, regulations and procedures; not abusing the system nor using the position of authority for personal gain; not bending rules or otherwise trying to beat the system by tampering with evidence, slanting reports, providing inaccurate testimony, etc.; not engaging in illegal or immoral activities – either on or off duty; taking action to prevent unethical/illegal conduct by others; avoiding behavior that is inappropriate, self-damaging, and can adversely impact the agency; maintaining the confidentiality of information.	_____
EMOTIONAL REGULATION AND STRESS TOLERANCE: Being composed, rational, and in control, particularly during life-threatening, time-critical events and other stressful situations; taking the negative aspects of the job in stride without becoming unduly cynical or distrustful; maintaining an even temperament; exercising restraint and not over reacting in emotionally-charged situations.	_____
PHYSICAL SKILLS: Having the necessary physical capabilities (i.e., strength, endurance, coordination, flexibility and agility) to perform the physical demands of the job.	_____
DRIVING SKILLS: Operating patrol vehicle safely in routine and emergency situations; abiding by departmental driving policies and state law.	_____

How important is this Competency for successful job performance?

5 Critically Important
4 Very Important
3 Important
2 Of Some Importance
1 Of Little Importance
0 Not Important for Successful Job Performance

Competency	Importance to Successful Job Performance
LEGAL KNOWLEDGE: Knowing and appropriately applying the laws, codes and legal procedures that govern patrol activities (e.g., accurately detecting crimes and violations and applying appropriate codes; complying with legal requirements pertaining to arrest and detain, search, evidence, etc.; incorporating all necessary legal elements in written documentation).	_____
KNOWLEDGE OF DEPARTMENTAL POLICIES AND PROCEDURES: Knowing and consistently following all departmental policies, regulations and procedures in the performance of job duties.	_____
KNOWLEDGE OF PATROL PROCEDURES AND TECHNIQUES: Knowing and consistently demonstrating appropriate procedures and techniques for performing patrol activities (beat patrol, suspect approach, vehicle stops, searching, restraining, prisoner transportation, handling different kinds of calls, etc.).	_____
KNOWLEDGE OF INVESTIGATIVE PROCEDURES: Knowing and consistently applying procedures and techniques for gathering investigative information (locating and identifying victims, witnesses, and suspects; interviewing; collecting and preserving evidence; etc.).	_____

Your Name: _____ Date: _____

Competencies

Necessity at Job Entry

Return to the description of each Competency. Using the rating scale shown below, indicate whether uniformed patrol officers must bring the Competency to the job (i.e., possess the Competency at the time of hire), or whether the Competency is largely developed after hire through training and/or on-the-job experience. Record your responses in the spaces provided.

Is it necessary for uniformed patrol officers to possess this Competency before hire?

Yes Necessary Before Hire. Job candidates must possess a substantial amount of this Competency before hire. This competency is not developed primarily through training or on-the-job experience

No Not Required Before Hire. Little or no amount of this Competency is required before hire. This Competency is developed primarily through training and/or on-the-job experience

Competency	Necessary Before Hire? (Yes/No)
SOCIAL COMPETENCE: Being tactful and respectful, and showing sensitivity and concern in one's interactions with others; able to "read" people; having an awareness of the impact of one's own words and behavior on others; showing interest and concern for the feelings of others; treating all members of society with impartiality; able to approach individuals and to confront and reduce interpersonal conflict in ways that show sensitivity to the feelings of others; being comfortable and skillful in interacting with people and establishing and maintaining rapport.	_____
TEAMWORK: Establishing and maintaining effective, cooperative working relationships with fellow officers, supervisors, community partners, representatives of other agencies, and others tasked with serving and protecting the community; sharing information and providing assistance and support to fellow officers, supervisors and others; balancing personal ambitions and organizational/team goals; performing one's fair share in a group effort; collaborating effectively with others to accomplish work goals; not allowing personal differences to affect working relationships; accepting and giving constructive feedback.	_____
ASSERTIVENESS/PERSUASIVENESS: Unhesitatingly taking control of situations in a calm, persuasive and appropriately assertive manner, even under dangerous or adverse conditions; confronting suspects when appropriate; acting assertively and without hesitation; not being easily intimidated; being able to assert ideas and persuade others to adopt a desired course of action; commanding respect; emanating professional pride and demeanor; being willing to put oneself in harm's way.	_____

Is it necessary for uniformed patrol officers to possess this Competency before hire?

Yes Necessary Before Hire. Job candidates must possess a substantial amount of this Competency before hire. This competency is not developed primarily through training or on-the-job experience

No Not Required Before Hire. Little or no amount of this Competency is required before hire. This Competency is developed primarily through training and/or on-the-job experience

Competency	Necessary Before Hire? (Yes/No)
SERVICE ORIENTATION: Exhibiting an active interest in assisting others; being eager to help others and doing so in a responsive, compassionate, respectful, and enthusiastic manner.	_____
ADAPTABILITY/ FLEXIBILITY: Adjusting to the many different, sudden, and sometimes competing demands inherent in law enforcement work; appropriately shifting between the role of law enforcer and public servant; adjusting to planned and unplanned work changes, including different types of incidents that must be handled one right after another; being able to prioritize and work effectively on several different tasks/projects at the same time; using appropriate judgment and discretion in applying laws and regulations to specific situations; working effectively in unstructured situations with minimal supervision; physically and mentally adjusting to shift work; adapting techniques and procedures as needed to fit a situation.	_____
DECISION-MAKING AND JUDGMENT: Exercising common sense; using practical judgment and efficient problem solving in both routine and non-routine situations; making sound decisions by sizing up situations quickly and determining the appropriate action; being able to sift through information to glean that which is important, and to use that information effectively; recognizing the similarities and differences in situations; developing creative and innovative solutions to problems; basing decisions on the collection and consideration of important information; reasoning effectively.	_____
OBSERVATION SKILLS: Recognizing conditions or circumstances that indicate something might be wrong, unusual or out of the ordinary; inquisitive; being mentally alert and sensitive to one's surroundings.	_____
LEARNING ABILITY: Comprehending new information and being able to recall and apply what has been learned to the job.	_____
READING COMPREHENSION: Comprehending written material.	_____
WRITING SKILLS: Writing in a clear, concise and logical manner, using acceptable writing mechanics; including accurate and complete information in all written compositions.	_____

Is it necessary for uniformed patrol officers to possess this Competency before hire?

Yes Necessary Before Hire. Job candidates must possess a substantial amount of this Competency before hire. This competency is not developed primarily through training or on-the-job experience

No Not Required Before Hire. Little or no amount of this Competency is required before hire. This Competency is developed primarily through training and/or on-the-job experience

Competency	Necessary Before Hire? (Yes/No)
ORAL EXPRESSION: Speaking in a clear, organized and understandable manner; talking effectively with persons of divergent backgrounds; projecting voice clearly; adjusting word choice according to audience and purpose; questioning others skillfully; being poised and confident, and delivering clear, organized and effective testimony.	_____
LISTENING SKILLS: Actively listening and responding in ways that show you understand and have an interest in what others are saying; being attentive to non-verbal cues and body language; understanding both the explicit and implicit messages communicated by others.	_____
CONSCIENTIOUSNESS/DEPENDABILITY: Performing job duties in a diligent, thorough and timely manner in accordance with rules, regulations and agency policies; striving to do the best job possible; carrying assigned tasks through to successful and timely completion; being punctual; persevering in the face of obstacles, difficulties, long hours and other adverse working conditions; staying organized; carefully attending to details; staying current on new rules, procedures, etc.; accepting responsibility for one's work, and analyzing prior mistakes or problems to improve performance; performing effectively under difficult and uncomfortable conditions; continually working to achieve or maintain trust with peers, supervisors and citizens; being consistently productive; taking the initiative to get work done without waiting to be told what to do.	_____
IMPULSE CONTROL/ATTENTION TO SAFETY: Taking proper precautions and avoiding impulsive and/or unnecessarily risky behavior that endangers the safety of the public and/or oneself; being self-disciplined and self-restrained; thinking before acting, and always behaving in conscious regard for the larger situation at hand; being continually mindful and attentive to hazards to self and/or others; taking appropriate safety precautions in all situations.	_____
INTEGRITY/ ETHICS: Maintaining high standards of personal conduct; being honest, impartial, and trustworthy; abiding by laws, regulations and procedures; not abusing the system nor using the position of authority for personal gain; not bending rules or otherwise trying to beat the system by tampering with evidence, slanting reports, providing inaccurate testimony, etc.; not engaging in illegal or immoral activities – either on or off duty; taking action to prevent unethical/illegal conduct by others; avoiding behavior that is inappropriate, self-damaging, and can adversely impact the agency; maintaining the confidentiality of information.	_____

Is it necessary for uniformed patrol officers to possess this Competency before hire?

Yes Necessary Before Hire. Job candidates must possess a substantial amount of this Competency before hire. This competency is not developed primarily through training or on-the-job experience

No Not Required Before Hire. Little or no amount of this Competency is required before hire. This Competency is developed primarily through training and/or on-the-job experience

Competency	Necessary Before Hire? (Yes/No)
EMOTIONAL REGULATION AND STRESS TOLERANCE: Being composed, rational, and in control, particularly during life-threatening, time-critical events and other stressful situations; taking the negative aspects of the job in stride without becoming unduly cynical or distrustful; maintaining an even temperament; exercising restraint and not over reacting in emotionally-charged situations.	_____
PHYSICAL SKILLS: Having the necessary physical capabilities (i.e., strength, endurance, coordination, flexibility and agility) to perform the physical demands of the job.	_____
DRIVING SKILLS: Operating patrol vehicle safely in routine and emergency situations; abiding by departmental driving policies and state law.	_____
LEGAL KNOWLEDGE: Knowing and appropriately applying the laws, codes and legal procedures that govern patrol activities (e.g., accurately detecting crimes and violations and applying appropriate codes; complying with legal requirements pertaining to arrest and detain, search, evidence, etc.; incorporating all necessary legal elements in written documentation).	_____
KNOWLEDGE OF DEPARTMENTAL POLICIES AND PROCEDURES: Knowing and consistently following all departmental policies, regulations and procedures in the performance of job duties.	_____
KNOWLEDGE OF PATROL PROCEDURES AND TECHNIQUES: Knowing and consistently demonstrating appropriate procedures and techniques for performing patrol activities (beat patrol, suspect approach, vehicle stops, searching, restraining, prisoner transportation, handling different kinds of calls, etc.).	_____
KNOWLEDGE OF INVESTIGATIVE PROCEDURES: Knowing and consistently applying procedures and techniques for gathering investigative information (locating and identifying victims, witnesses, and suspects; interviewing; collecting and preserving evidence; etc.).	_____

Your Name: _____ **Date:** _____

Competencies

Relation to Job Performance

Reread the description of each Competency. Using the below rating scale, indicate the extent to which differences on each Competency are related to performance differences among uniformed patrol officers in your agency. Record your ratings in the spaces provided.

To what extent are differences with respect to this Competency related to overall patrol officer job performance differences?

2 Officers differ on this Competency, and these differences are generally related to important differences in their overall job performance

1 Officers differ on this Competency, but these differences generally have little or no impact on their overall job performance

0 In general, all officers are very similar with respect to this Competency

Competency	Relation to Job Performance
SOCIAL COMPETENCE: Being tactful and respectful, and showing sensitivity and concern in one's interactions with others; able to "read" people; having an awareness of the impact of one's own words and behavior on others; showing interest and concern for the feelings of others; treating all members of society with impartiality; able to approach individuals and to confront and reduce interpersonal conflict in ways that show sensitivity to the feelings of others; being comfortable and skillful in interacting with people and establishing and maintaining rapport.	_____
TEAMWORK: Establishing and maintaining effective, cooperative working relationships with fellow officers, supervisors, community partners, representatives of other agencies, and others tasked with serving and protecting the community; sharing information and providing assistance and support to fellow officers, supervisors and others; balancing personal ambitions and organizational/team goals; performing one's fair share in a group effort; collaborating effectively with others to accomplish work goals; not allowing personal differences to affect working relationships; accepting and giving constructive feedback.	_____
ASSERTIVENESS/PERSUASIVENESS: Unhesitatingly taking control of situations in a calm, persuasive and appropriately assertive manner, even under dangerous or adverse conditions; confronting suspects when appropriate; acting assertively and without hesitation; not being easily intimidated; being able to assert ideas and persuade others to adopt a desired course of action; commanding respect; emanating professional pride and demeanor; being willing to put oneself in harm's way.	_____

To what extent are differences with respect to this Competency related to overall patrol officer job performance differences?

2 Officers differ on this Competency, and these differences are generally related to important differences in their overall job performance

1 Officers differ on this Competency, but these differences generally have little or no impact on their overall job performance

0 In general, all officers are very similar with respect to this Competency

Competency	Relation to Job Performance
SERVICE ORIENTATION: Exhibiting an active interest in assisting others; being eager to help others and doing so in a responsive, compassionate, respectful, and enthusiastic manner.	_____
ADAPTABILITY/ FLEXIBILITY: Adjusting to the many different, sudden, and sometimes competing demands inherent in law enforcement work; appropriately shifting between the role of law enforcer and public servant; adjusting to planned and unplanned work changes, including different types of incidents that must be handled one right after another; being able to prioritize and work effectively on several different tasks/projects at the same time; using appropriate judgment and discretion in applying laws and regulations to specific situations; working effectively in unstructured situations with minimal supervision; physically and mentally adjusting to shift work; adapting techniques and procedures as needed to fit a situation.	_____
DECISION-MAKING AND JUDGMENT: Exercising common sense; using practical judgment and efficient problem solving in both routine and non-routine situations; making sound decisions by sizing up situations quickly and determining the appropriate action; being able to sift through information to glean that which is important, and to use that information effectively; recognizing the similarities and differences in situations; developing creative and innovative solutions to problems; basing decisions on the collection and consideration of important information; reasoning effectively.	_____
OBSERVATION SKILLS: Recognizing conditions or circumstances that indicate something might be wrong, unusual or out of the ordinary; inquisitive; being mentally alert and sensitive to one's surroundings.	_____
LEARNING ABILITY: Comprehending new information and being able to recall and apply what has been learned to the job.	_____
READING COMPREHENSION: Comprehending written material.	_____
WRITING SKILLS: Writing in a clear, concise and logical manner, using acceptable writing mechanics; including accurate and complete information in all written compositions.	_____

To what extent are differences with respect to this Competency related to overall patrol officer job performance differences?

2 Officers differ on this Competency, and these differences are generally related to important differences in their overall job performance

1 Officers differ on this Competency, but these differences generally have little or no impact on their overall job performance

0 In general, all officers are very similar with respect to this Competency

Competency	Relation to Job Performance
ORAL EXPRESSION: Speaking in a clear, organized and understandable manner; talking effectively with persons of divergent backgrounds; projecting voice clearly; adjusting word choice according to audience and purpose; questioning others skillfully; being poised and confident, and delivering clear, organized and effective testimony.	_____
LISTENING SKILLS: Actively listening and responding in ways that show you understand and have an interest in what others are saying; being attentive to non-verbal cues and body language; understanding both the explicit and implicit messages communicated by others.	_____
CONSCIENTIOUSNESS/DEPENDABILITY: Performing job duties in a diligent, thorough and timely manner in accordance with rules, regulations and agency policies; striving to do the best job possible; carrying assigned tasks through to successful and timely completion; being punctual; persevering in the face of obstacles, difficulties, long hours and other adverse working conditions; staying organized; carefully attending to details; staying current on new rules, procedures, etc.; accepting responsibility for one's work, and analyzing prior mistakes or problems to improve performance; performing effectively under difficult and uncomfortable conditions; continually working to achieve or maintain trust with peers, supervisors and citizens; being consistently productive; taking the initiative to get work done without waiting to be told what to do.	_____
IMPULSE CONTROL/ATTENTION TO SAFETY: Taking proper precautions and avoiding impulsive and/or unnecessarily risky behavior that endangers the safety of the public and/or oneself; being self-disciplined and self-restrained; thinking before acting, and always behaving in conscious regard for the larger situation at hand; being continually mindful and attentive to hazards to self and/or others; taking appropriate safety precautions in all situations.	_____
INTEGRITY/ ETHICS: Maintaining high standards of personal conduct; being honest, impartial, and trustworthy; abiding by laws, regulations and procedures; not abusing the system nor using the position of authority for personal gain; not bending rules or otherwise trying to beat the system by tampering with evidence, slanting reports, providing inaccurate testimony, etc.; not engaging in illegal or immoral activities – either on or off duty; taking action to prevent unethical/illegal conduct by others; avoiding behavior that is inappropriate, self-damaging, and can adversely impact the agency; maintaining the confidentiality of information.	_____

To what extent are differences with respect to this Competency related to overall patrol officer job performance differences?

2 Officers differ on this Competency, and these differences are generally related to important differences in their overall job performance

1 Officers differ on this Competency, but these differences generally have little or no impact on their overall job performance

0 In general, all officers are very similar with respect to this Competency

Competency	Relation to Job Performance
EMOTIONAL REGULATION AND STRESS TOLERANCE: Being composed, rational, and in control, particularly during life-threatening, time-critical events and other stressful situations; taking the negative aspects of the job in stride without becoming unduly cynical or distrustful; maintaining an even temperament; exercising restraint and not over reacting in emotionally-charged situations.	_____
PHYSICAL SKILLS: Having the necessary physical capabilities (i.e., strength, endurance, coordination, flexibility and agility) to perform the physical demands of the job.	_____
DRIVING SKILLS: Operating patrol vehicle safely in routine and emergency situations; abiding by departmental driving policies and state law.	_____
LEGAL KNOWLEDGE: Knowing and appropriately applying the laws, codes and legal procedures that govern patrol activities (e.g., accurately detecting crimes and violations and applying appropriate codes; complying with legal requirements pertaining to arrest and detain, search, evidence, etc.; incorporating all necessary legal elements in written documentation).	_____
KNOWLEDGE OF DEPARTMENTAL POLICIES AND PROCEDURES: Knowing and consistently following all departmental policies, regulations and procedures in the performance of job duties.	_____
KNOWLEDGE OF PATROL PROCEDURES AND TECHNIQUES: Knowing and consistently demonstrating appropriate procedures and techniques for performing patrol activities (beat patrol, suspect approach, vehicle stops, searching, restraining, prisoner transportation, handling different kinds of calls, etc.).	_____
KNOWLEDGE OF INVESTIGATIVE PROCEDURES: Knowing and consistently applying procedures and techniques for gathering investigative information (locating and identifying victims, witnesses, and suspects; interviewing; collecting and preserving evidence; etc.).	_____

YOUR NAME: _____ **DATE: _____**

COMPETENCIES

Relationship to Job Functions

Next you will be rating the importance of each Competency to the successful performance of each Job Function. At the top of each page is a Competency. Listed below the Competency are Job Functions. Carefully reread the complete description of the Competency. Using the rating scale provided, indicate the extent to which the Competency is important to the successful performance of each Job Function. When making your ratings, consider the full range of duties that make up each Job Function, and the overall importance of the Competency to successfully performing these duties. Remember to rate the importance of the Competency to the overall performance of the Job Function as performed by uniformed patrol officers in your agency, and not as performed by you personally. Record your ratings in the spaces provided.

How important is this Competency for successful performance of this Job Function?

5 Critically Important
4 Very Important
3 Important
2 Of Some Importance
1 Of Little Importance
0 Not Important for Successful Performance of this Job Function

SOCIAL COMPETENCE: Being tactful and respectful, and showing sensitivity and concern in one's interactions with others; able to "read" people; having an awareness of the impact of one's own words and behavior on others; showing interest and concern for the feelings of others; treating all members of society with impartiality; able to approach individuals and to confront and reduce interpersonal conflict in ways that show sensitivity to the feelings of others; being comfortable and skillful in interacting with people and establishing and maintaining rapport.

How important is this Competency for successful performance of this Job Function?	
5	Critically Important
4	Very Important
3	Important
2	Of Some Importance
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0	Not Important for Successful Performance of this Job Function

Importance

DETECTING AND INVESTIGATING CRIMES: This job function is generally concerned with detecting criminal activity and systematically inspecting, gathering and controlling property and information needed to investigate and resolve crimes. It includes such duties as surveillance of/observing individuals, vehicles, or locations for criminal activity; examining businesses and dwellings for signs of illegal entry; identifying wanted vehicles or persons; requesting records checks on persons or property; performing directed patrol duties; establishing field contacts/confidential informants; obtaining and serving search warrants; searching vehicles, property, locations, and/or persons; seizing contraband and/or evidence; securing crime scenes; locating and interviewing victims, suspects, and witnesses; identifying, preserving, collecting and inventorying evidence and property; marking, tagging, and storing evidence; and requesting specialized investigative assistance. _____

APPREHENDING & ARRESTING SUSPECTS: This job function is generally concerned with identifying, locating, pursuing, controlling, and arresting suspects. It includes such duties as detaining and/or requesting record checks on suspicious persons; searching for wanted persons; conducting field identifications and photo lineups; obtaining, verifying, and executing arrest warrants; pursuing fleeing suspects on foot; engaging in vehicle pursuits; conducting high risk/felony vehicle stops; subduing resisting or attacking persons; seizing weapons from/disarming persons; arresting or citing adult and juvenile offenders; handcuffing and searching persons pursuant to an arrest; administering Miranda warnings; and transporting, booking, and handling prisoners. _____

PREPARING FOR & PRESENTING LEGAL TESTIMONY: This job function is generally concerned with preparing for testimony at hearings or trials, giving depositions, and testifying in court. It includes such duties as reviewing reports, notes, evidence, court transcripts, etc.; reviewing facts of cases with attorneys; giving legal testimony; giving hearsay testimony at preliminary hearings; retrieving and transporting evidence to court; and appearing in court as a designated investigating officer. _____

MANAGING TRAFFIC: This function is generally concerned with maintaining the safe flow of traffic, citing and/or arresting Vehicle Code violators, and investigating traffic accidents. It includes such duties as inspecting vehicles, driver's licenses, and vehicle registrations; observing traffic and identifying Vehicle Code violators; requesting DMV checks of vehicles and/or drivers; conducting traffic stops; conducting roadside sobriety tests; issuing Vehicle Code citations; arresting and booking Vehicle Code violators; directing traffic; and securing, managing, and investigating traffic accident scenes and hazardous roadway conditions. _____

DOCUMENTING INVESTIGATIONS, ENFORCEMENT ACTIONS, AND OTHER PATROL CONTACTS/ACTIVITIES: This job function is generally concerned with documenting investigative actions and findings, enforcement actions, and other patrol activities and contacts for possible future reference in legal/administrative proceedings, and/or in order to comply with federal/state/local requirements. It includes such duties as taking notes and writing reports; recording witness/victim statements or formal confessions in writing; maintaining a patrol log; recording and/or entering various ID numbers (vehicle license, VIN, operator's license, etc.) and other information into logs, lists, reports, or records systems (including automated databases); audio taping citizen contacts; preparing paperwork for arrest warrants; and writing crime broadcasts, wanted notices, and job-related correspondence. _____

PROVIDING EMERGENCY ASSISTANCE TO THE PUBLIC: This job function is generally concerned with protecting or assisting persons in emergency situations such as accidents, disasters, and crimes in progress. It includes such duties as responding to emergency calls for service; administering first aid; physically moving/assisting incapacitated persons; evacuating buildings and/or areas to remove persons from danger; searching for lost or missing persons; using non-lethal and lethal force to protect life; and responding to and coordinating actions with other emergency services personnel to render aid and secure and manage accident/disaster/hazmat scenes. _____

SOCIAL COMPETENCE: Being tactful and respectful, and showing sensitivity and concern in one's interactions with others; able to "read" people; having an awareness of the impact of one's own words and behavior on others; showing interest and concern for the feelings of others; treating all members of society with impartiality; able to approach individuals and to confront and reduce interpersonal conflict in ways that show sensitivity to the feelings of others; being comfortable and skillful in interacting with people and establishing and maintaining rapport.

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ADVISING AND ASSISTING THE PUBLIC: This job function is primarily concerned with providing general assistance to the public. It includes such duties as responding to non-emergency calls for service; checking the welfare of citizens; assisting and/or taking protective custody of persons who are confused, disabled, or otherwise endangered; calming emotionally upset persons; providing street directions; advising victims of their rights, options, and legal processes; referring persons to other service agencies; releasing property or providing other assistance to owners of lost/stolen/recovered property; and explaining laws and procedures to the public. _____

WORKING WITH THE COMMUNITY TO REDUCE CRIME AND ADDRESS COMMUNITY CONCERNS: This job function is generally concerned with assisting and working collaboratively with community members to reduce crime and resolve community concerns. It includes such duties as conducting security inspections of businesses and dwellings; forming neighborhood watch groups and/or providing training on crime prevention techniques; and meeting with various community members (school officials, merchants, senior citizens, members of neighborhood associations/service organizations, etc.) to develop and implement partnerships and strategies for preventing or reducing criminal activity and resolving other community concerns. _____

ENHANCING POLICE-COMMUNITY RELATIONS: This job function is generally concerned with actively seeking to build public trust, confidence, and cooperation. It includes such duties as participating in ride-along programs, community forums, and school and other programs designed to improve public awareness of the patrol officer's duties and responsibilities; attending and/or and making presentations at neighborhood association or community group meetings; talking with people on the beat to establish rapport and/or provide information about your agency; and explaining recruitment requirements to interested individuals. _____

SERVING THE PUBLIC IN A CONSISTENT, PROFESSIONAL AND LAWFUL MANNER: This job function is generally concerned with acting to ensure that all recipients of law enforcement services are treated in an unbiased, ethical and lawful manner. It includes such duties as personally performing all job tasks with the utmost honesty, integrity and impartiality, and conveying to your fellow officers the expectation that they will behave similarly; taking action to prevent misconduct or criminal behavior by other officers; and reporting inappropriate or illegal conduct by another officer to your supervisor. _____

MAINTAINING AND IMPROVING JOB READINESS: This job function is generally concerned with maintaining and improving the knowledge and proficiency that are required to perform the patrol officer job. It includes such activities as reading or referring to federal, state and/or local law, departmental manuals, reports (i.e., crime reports, crime lab reports, etc), documents, records (e.g., NCIC/ACIC, etc); statistics and other compiled data, wanted bulletins, and written briefings; attending pre-shift briefings; checking uniform, equipment, and patrol vehicle; communicating with other law enforcement personnel; participating in physical fitness programs; qualifying with and/or engaging in required practice with firearms and other service weapons (baton, chemical agents, etc.); cleaning and maintaining service weapons; retaining and expanding proficiency in the use of communications equipment and automated records systems (police radio, mobile digital terminal [MDT], etc.); and attending in-service and outside training. _____

TEAMWORK: Establishing and maintaining effective, cooperative working relationships with fellow officers, supervisors, community partners, representatives of other agencies, and others tasked with serving and protecting the community; sharing information and providing assistance and support to fellow officers, supervisors and others; balancing personal ambitions and organizational/team goals; performing one's fair share in a group effort; collaborating effectively with others to accomplish work goals; not allowing personal differences to affect working relationships; accepting and giving constructive feedback.

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ASSERTIVENESS/PERSUASIVENESS: Unhesitatingly taking control of situations in a calm, persuasive and appropriately assertive manner, even under dangerous or adverse conditions; confronting suspects when appropriate; acting assertively and without hesitation; not being easily intimidated; being able to assert ideas and persuade others to adopt a desired course of action; commanding respect; emanating professional pride and demeanor; being willing to put oneself in harm's way.

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SERVICE ORIENTATION: Exhibiting an active interest in assisting others; being eager to help others and doing so in a responsive, compassionate, respectful, and enthusiastic manner.

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MAINTAINING ORDER IN THE COMMUNITY: This job function is generally concerned with monitoring activity in the community, mediating disputes, quelling disturbances, and controlling crowds. It includes such duties as active patrolling of an assigned area; monitoring and maintaining a visible presence at potential trouble spots (parks, school grounds, etc.); securing property (businesses, schools, etc.); checking individuals and/or businesses for compliance with licensing requirements; enforcing court orders; mediating disputes; assessing/monitoring crowds at civil protests, demonstrations, and/or labor disputes; providing security at special events; and riot control. _____

ADVISING AND ASSISTING THE PUBLIC: This job function is primarily concerned with providing general assistance to the public. It includes such duties as responding to non-emergency calls for service; checking the welfare of citizens; assisting and/or taking protective custody of persons who are confused, disabled, or otherwise endangered; calming emotionally upset persons; providing street directions; advising victims of their rights, options, and legal processes; referring persons to other service agencies; releasing property or providing other assistance to owners of lost/stolen/recovered property; and explaining laws and procedures to the public. _____

WORKING WITH THE COMMUNITY TO REDUCE CRIME AND ADDRESS COMMUNITY CONCERNS: This job function is generally concerned with assisting and working collaboratively with community members to reduce crime and resolve community concerns. It includes such duties as conducting security inspections of businesses and dwellings; forming neighborhood watch groups and/or providing training on crime prevention techniques; and meeting with various community members (school officials, merchants, senior citizens, members of neighborhood associations/service organizations, etc.) to develop and implement partnerships and strategies for preventing or reducing criminal activity and resolving other community concerns. _____

ENHANCING POLICE-COMMUNITY RELATIONS: This job function is generally concerned with actively seeking to build public trust, confidence, and cooperation. It includes such duties as participating in ride-along programs, community forums, and school and other programs designed to improve public awareness of the patrol officer's duties and responsibilities; attending and/or and making presentations at neighborhood association or community group meetings; talking with people on the beat to establish rapport and/or provide information about your agency; and explaining recruitment requirements to interested individuals. _____

SERVING THE PUBLIC IN A CONSISTENT, PROFESSIONAL AND LAWFUL MANNER: This job function is generally concerned with acting to ensure that all recipients of law enforcement services are treated in an unbiased, ethical and lawful manner. It includes such duties as personally performing all job tasks with the utmost honesty, integrity and impartiality, and conveying to your fellow officers the expectation that they will behave similarly; taking action to prevent misconduct or criminal behavior by other officers; and reporting inappropriate or illegal conduct by another officer to your supervisor. _____

MAINTAINING AND IMPROVING JOB READINESS: This job function is generally concerned with maintaining and improving the knowledge and proficiency that are required to perform the patrol officer job. It includes such activities as reading or referring to federal, state and/or local law, departmental manuals, reports (i.e., crime reports, crime lab reports, etc), documents, records (e.g., NCIC/ACIC, etc); statistics and other compiled data, wanted bulletins, and written briefings; attending pre-shift briefings; checking uniform, equipment, and patrol vehicle; communicating with other law enforcement personnel; participating in physical fitness programs; qualifying with and/or engaging in required practice with firearms and other service weapons (baton, chemical agents, etc.); cleaning and maintaining service weapons; retaining and expanding proficiency in the use of communications equipment and automated records systems (police radio, mobile digital terminal [MDT], etc.); and attending in-service and outside training. _____

ADAPTABILITY/ FLEXIBILITY: Adjusting to the many different, sudden, and sometimes competing demands inherent in law enforcement work; appropriately shifting between the role of law enforcer and public servant; adjusting to planned and unplanned work changes, including different types of incidents that must be handled one right after another; being able to prioritize and work effectively on several different tasks/projects at the same time; using appropriate judgment and discretion in applying laws and regulations to specific situations; working effectively in unstructured situations with minimal supervision; physically and mentally adjusting to shift work; adapting techniques and procedures as needed to fit a situation.

How important is this Competency for successful performance of this Job Function?	
5	Critically Important
4	Very Important
3	Important
2	Of Some Importance
1	Of Little Importance
0	Not Important for Successful Performance of this Job Function

Importance

DETECTING AND INVESTIGATING CRIMES: This job function is generally concerned with detecting criminal activity and systematically inspecting, gathering and controlling property and information needed to investigate and resolve crimes. It includes such duties as surveillance of/observing individuals, vehicles, or locations for criminal activity; examining businesses and dwellings for signs of illegal entry; identifying wanted vehicles or persons; requesting records checks on persons or property; performing directed patrol duties; establishing field contacts/confidential informants; obtaining and serving search warrants; searching vehicles, property, locations, and/or persons; seizing contraband and/or evidence; securing crime scenes; locating and interviewing victims, suspects, and witnesses; identifying, preserving, collecting and inventorying evidence and property; marking, tagging, and storing evidence; and requesting specialized investigative assistance. _____

APPREHENDING & ARRESTING SUSPECTS: This job function is generally concerned with identifying, locating, pursuing, controlling, and arresting suspects. It includes such duties as detaining and/or requesting record checks on suspicious persons; searching for wanted persons; conducting field identifications and photo lineups; obtaining, verifying, and executing arrest warrants; pursuing fleeing suspects on foot; engaging in vehicle pursuits; conducting high risk/felony vehicle stops; subduing resisting or attacking persons; seizing weapons from/disarming persons; arresting or citing adult and juvenile offenders; handcuffing and searching persons pursuant to an arrest; administering Miranda warnings; and transporting, booking, and handling prisoners. _____

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MANAGING TRAFFIC: This function is generally concerned with maintaining the safe flow of traffic, citing and/or arresting Vehicle Code violators, and investigating traffic accidents. It includes such duties as inspecting vehicles, driver's licenses, and vehicle registrations; observing traffic and identifying Vehicle Code violators; requesting DMV checks of vehicles and/or drivers; conducting traffic stops; conducting roadside sobriety tests; issuing Vehicle Code citations; arresting and booking Vehicle Code violators; directing traffic; and securing, managing, and investigating traffic accident scenes and hazardous roadway conditions. _____

DOCUMENTING INVESTIGATIONS, ENFORCEMENT ACTIONS, AND OTHER PATROL CONTACTS/ACTIVITIES: This job function is generally concerned with documenting investigative actions and findings, enforcement actions, and other patrol activities and contacts for possible future reference in legal/administrative proceedings, and/or in order to comply with federal/state/local requirements. It includes such duties as taking notes and writing reports; recording witness/victim statements or formal confessions in writing; maintaining a patrol log; recording and/or entering various ID numbers (vehicle license, VIN, operator's license, etc.) and other information into logs, lists, reports, or records systems (including automated databases); audio taping citizen contacts; preparing paperwork for arrest warrants; and writing crime broadcasts, wanted notices, and job-related correspondence. _____

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DECISION-MAKING AND JUDGMENT: Exercising common sense; using practical judgment and efficient problem solving in both routine and non-routine situations; making sound decisions by sizing up situations quickly and determining the appropriate action; being able to sift through information to glean that which is important, and to use that information effectively; recognizing the similarities and differences in situations; developing creative and innovative solutions to problems; basing decisions on the collection and consideration of important information; reasoning effectively.

How important is this Competency for successful performance of this Job Function?	
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OBSERVATION SKILLS: Recognizing conditions or circumstances that indicate something might be wrong, unusual or out of the ordinary; inquisitive; being mentally alert and sensitive to one's surroundings.

How important is this Competency for successful performance of this Job Function?	
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LEARNING ABILITY: Comprehending new information and being able to recall and apply what has been learned to the job.

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ENHANCING POLICE-COMMUNITY RELATIONS: This job function is generally concerned with actively seeking to build public trust, confidence, and cooperation. It includes such duties as participating in ride-along programs, community forums, and school and other programs designed to improve public awareness of the patrol officer's duties and responsibilities; attending and/or and making presentations at neighborhood association or community group meetings; talking with people on the beat to establish rapport and/or provide information about your agency; and explaining recruitment requirements to interested individuals. _____

SERVING THE PUBLIC IN A CONSISTENT, PROFESSIONAL AND LAWFUL MANNER: This job function is generally concerned with acting to ensure that all recipients of law enforcement services are treated in an unbiased, ethical and lawful manner. It includes such duties as personally performing all job tasks with the utmost honesty, integrity and impartiality, and conveying to your fellow officers the expectation that they will behave similarly; taking action to prevent misconduct or criminal behavior by other officers; and reporting inappropriate or illegal conduct by another officer to your supervisor. _____

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READING COMPREHENSION: Comprehending written material.

How important is this Competency for successful performance of this Job Function?	
5	Critically Important
4	Very Important
3	Important
2	Of Some Importance
1	Of Little Importance
0	Not Important for Successful Performance of this Job Function

Importance

DETECTING AND INVESTIGATING CRIMES: This job function is generally concerned with detecting criminal activity and systematically inspecting, gathering and controlling property and information needed to investigate and resolve crimes. It includes such duties as surveillance of/observing individuals, vehicles, or locations for criminal activity; examining businesses and dwellings for signs of illegal entry; identifying wanted vehicles or persons; requesting records checks on persons or property; performing directed patrol duties; establishing field contacts/confidential informants; obtaining and serving search warrants; searching vehicles, property, locations, and/or persons; seizing contraband and/or evidence; securing crime scenes; locating and interviewing victims, suspects, and witnesses; identifying, preserving, collecting and inventorying evidence and property; marking, tagging, and storing evidence; and requesting specialized investigative assistance. _____

APPREHENDING & ARRESTING SUSPECTS: This job function is generally concerned with identifying, locating, pursuing, controlling, and arresting suspects. It includes such duties as detaining and/or requesting record checks on suspicious persons; searching for wanted persons; conducting field identifications and photo lineups; obtaining, verifying, and executing arrest warrants; pursuing fleeing suspects on foot; engaging in vehicle pursuits; conducting high risk/felony vehicle stops; subduing resisting or attacking persons; seizing weapons from/disarming persons; arresting or citing adult and juvenile offenders; handcuffing and searching persons pursuant to an arrest; administering Miranda warnings; and transporting, booking, and handling prisoners. _____

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DOCUMENTING INVESTIGATIONS, ENFORCEMENT ACTIONS, AND OTHER PATROL CONTACTS/ACTIVITIES: This job function is generally concerned with documenting investigative actions and findings, enforcement actions, and other patrol activities and contacts for possible future reference in legal/administrative proceedings, and/or in order to comply with federal/state/local requirements. It includes such duties as taking notes and writing reports; recording witness/victim statements or formal confessions in writing; maintaining a patrol log; recording and/or entering various ID numbers (vehicle license, VIN, operator's license, etc.) and other information into logs, lists, reports, or records systems (including automated databases); audio taping citizen contacts; preparing paperwork for arrest warrants; and writing crime broadcasts, wanted notices, and job-related correspondence. _____

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ORAL EXPRESSION: Speaking in a clear, organized and understandable manner; talking effectively with persons of divergent backgrounds; projecting voice clearly; adjusting word choice according to audience and purpose; questioning others skillfully.

How important is this Competency for successful performance of this Job Function?	
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LISTENING SKILLS: Actively listening and responding in ways that show you understand and have an interest in what others are saying; being attentive to non-verbal cues and body language; understanding both the explicit and implicit messages communicated by others.

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CONSCIENTIOUSNESS/DEPENDABILITY: Performing job duties in a diligent, thorough and timely manner in accordance with rules, regulations and agency policies; striving to do the best job possible; carrying assigned tasks through to successful and timely completion; being punctual; persevering in the face of obstacles, difficulties, long hours and other adverse working conditions; staying organized; carefully attending to details; staying current on new rules, procedures, etc.; accepting responsibility for one's work, and analyzing prior mistakes or problems to improve performance; performing effectively under difficult and uncomfortable conditions; continually working to achieve or maintain trust with peers, supervisors and citizens; being consistently productive; taking the initiative to get work done without waiting to be told what to do.

How important is this Competency for successful performance of this Job Function?	
5	Critically Important
4	Very Important
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2	Of Some Importance
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Importance

DETECTING AND INVESTIGATING CRIMES: This job function is generally concerned with detecting criminal activity and systematically inspecting, gathering and controlling property and information needed to investigate and resolve crimes. It includes such duties as surveillance of/observing individuals, vehicles, or locations for criminal activity; examining businesses and dwellings for signs of illegal entry; identifying wanted vehicles or persons; requesting records checks on persons or property; performing directed patrol duties; establishing field contacts/confidential informants; obtaining and serving search warrants; searching vehicles, property, locations, and/or persons; seizing contraband and/or evidence; securing crime scenes; locating and interviewing victims, suspects, and witnesses; identifying, preserving, collecting and inventorying evidence and property; marking, tagging, and storing evidence; and requesting specialized investigative assistance. _____

APPREHENDING & ARRESTING SUSPECTS: This job function is generally concerned with identifying, locating, pursuing, controlling, and arresting suspects. It includes such duties as detaining and/or requesting record checks on suspicious persons; searching for wanted persons; conducting field identifications and photo lineups; obtaining, verifying, and executing arrest warrants; pursuing fleeing suspects on foot; engaging in vehicle pursuits; conducting high risk/felony vehicle stops; subduing resisting or attacking persons; seizing weapons from/disarming persons; arresting or citing adult and juvenile offenders; handcuffing and searching persons pursuant to an arrest; administering Miranda warnings; and transporting, booking, and handling prisoners. _____

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IMPULSE CONTROL/ATTENTION TO SAFETY: Taking proper precautions and avoiding impulsive and/or unnecessarily risky behavior that endangers the safety of the public and/or oneself; being self-disciplined and self-restrained; thinking before acting, and always behaving in conscious regard for the larger situation at hand; being continually mindful and attentive to hazards to self and/or others; taking appropriate safety precautions in all situations.

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INTEGRITY/ ETHICS: Maintaining high standards of personal conduct; being honest, impartial, and trustworthy; abiding by laws, regulations and procedures; not abusing the system nor using the position of authority for personal gain; not bending rules or otherwise trying to beat the system by tampering with evidence, slanting reports, providing inaccurate testimony, etc.; not engaging in illegal or immoral activities – either on or off duty; taking action to prevent unethical/illegal conduct by others; avoiding behavior that is inappropriate, self-damaging, and can adversely impact the agency; maintaining the confidentiality of information.

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MAINTAINING AND IMPROVING JOB READINESS: This job function is generally concerned with maintaining and improving the knowledge and proficiency that are required to perform the patrol officer job. It includes such activities as reading or referring to federal, state and/or local law, departmental manuals, reports (i.e., crime reports, crime lab reports, etc), documents, records (e.g., NCIC/ACIC, etc); statistics and other compiled data, wanted bulletins, and written briefings; attending pre-shift briefings; checking uniform, equipment, and patrol vehicle; communicating with other law enforcement personnel; participating in physical fitness programs; qualifying with and/or engaging in required practice with firearms and other service weapons (baton, chemical agents, etc.); cleaning and maintaining service weapons; retaining and expanding proficiency in the use of communications equipment and automated records systems (police radio, mobile digital terminal [MDT], etc.); and attending in-service and outside training. _____

PHYSICAL SKILLS: Having the necessary physical capabilities (i.e., strength, endurance, coordination, flexibility and agility) to perform the physical demands of the job.

How important is this Competency for successful performance of this Job Function?	
5	Critically Important
4	Very Important
3	Important
2	Of Some Importance
1	Of Little Importance
0	Not Important for Successful Performance of this Job Function

Importance

DETECTING AND INVESTIGATING CRIMES: This job function is generally concerned with detecting criminal activity and systematically inspecting, gathering and controlling property and information needed to investigate and resolve crimes. It includes such duties as surveillance of/observing individuals, vehicles, or locations for criminal activity; examining businesses and dwellings for signs of illegal entry; identifying wanted vehicles or persons; requesting records checks on persons or property; performing directed patrol duties; establishing field contacts/confidential informants; obtaining and serving search warrants; searching vehicles, property, locations, and/or persons; seizing contraband and/or evidence; securing crime scenes; locating and interviewing victims, suspects, and witnesses; identifying, preserving, collecting and inventorying evidence and property; marking, tagging, and storing evidence; and requesting specialized investigative assistance. _____

APPREHENDING & ARRESTING SUSPECTS: This job function is generally concerned with identifying, locating, pursuing, controlling, and arresting suspects. It includes such duties as detaining and/or requesting record checks on suspicious persons; searching for wanted persons; conducting field identifications and photo lineups; obtaining, verifying, and executing arrest warrants; pursuing fleeing suspects on foot; engaging in vehicle pursuits; conducting high risk/felony vehicle stops; subduing resisting or attacking persons; seizing weapons from/disarming persons; arresting or citing adult and juvenile offenders; handcuffing and searching persons pursuant to an arrest; administering Miranda warnings; and transporting, booking, and handling prisoners. _____

PREPARING FOR & PRESENTING LEGAL TESTIMONY: This job function is generally concerned with preparing for testimony at hearings or trials, giving depositions, and testifying in court. It includes such duties as reviewing reports, notes, evidence, court transcripts, etc.; reviewing facts of cases with attorneys; giving legal testimony; giving hearsay testimony at preliminary hearings; retrieving and transporting evidence to court; and appearing in court as a designated investigating officer. _____

MANAGING TRAFFIC: This function is generally concerned with maintaining the safe flow of traffic, citing and/or arresting Vehicle Code violators, and investigating traffic accidents. It includes such duties as inspecting vehicles, driver's licenses, and vehicle registrations; observing traffic and identifying Vehicle Code violators; requesting DMV checks of vehicles and/or drivers; conducting traffic stops; conducting roadside sobriety tests; issuing Vehicle Code citations; arresting and booking Vehicle Code violators; directing traffic; and securing, managing, and investigating traffic accident scenes and hazardous roadway conditions. _____

DOCUMENTING INVESTIGATIONS, ENFORCEMENT ACTIONS, AND OTHER PATROL CONTACTS/ACTIVITIES: This job function is generally concerned with documenting investigative actions and findings, enforcement actions, and other patrol activities and contacts for possible future reference in legal/administrative proceedings, and/or in order to comply with federal/state/local requirements. It includes such duties as taking notes and writing reports; recording witness/victim statements or formal confessions in writing; maintaining a patrol log; recording and/or entering various ID numbers (vehicle license, VIN, operator's license, etc.) and other information into logs, lists, reports, or records systems (including automated databases); audio taping citizen contacts; preparing paperwork for arrest warrants; and writing crime broadcasts, wanted notices, and job-related correspondence. _____

PROVIDING EMERGENCY ASSISTANCE TO THE PUBLIC: This job function is generally concerned with protecting or assisting persons in emergency situations such as accidents, disasters, and crimes in progress. It includes such duties as responding to emergency calls for service; administering first aid; physically moving/assisting incapacitated persons; evacuating buildings and/or areas to remove persons from danger; searching for lost or missing persons; using non-lethal and lethal force to protect life; and responding to and coordinating actions with other emergency services personnel to render aid and secure and manage accident/disaster/hazmat scenes. _____

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ADVISING AND ASSISTING THE PUBLIC: This job function is primarily concerned with providing general assistance to the public. It includes such duties as responding to non-emergency calls for service; checking the welfare of citizens; assisting and/or taking protective custody of persons who are confused, disabled, or otherwise endangered; calming emotionally upset persons; providing street directions; advising victims of their rights, options, and legal processes; referring persons to other service agencies; releasing property or providing other assistance to owners of lost/stolen/recovered property; and explaining laws and procedures to the public. _____

WORKING WITH THE COMMUNITY TO REDUCE CRIME AND ADDRESS COMMUNITY CONCERNS: This job function is generally concerned with assisting and working collaboratively with community members to reduce crime and resolve community concerns. It includes such duties as conducting security inspections of businesses and dwellings; forming neighborhood watch groups and/or providing training on crime prevention techniques; and meeting with various community members (school officials, merchants, senior citizens, members of neighborhood associations/service organizations, etc.) to develop and implement partnerships and strategies for preventing or reducing criminal activity and resolving other community concerns. _____

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DRIVING SKILLS: Operating patrol vehicle safely in routine and emergency situations; abiding by departmental driving policies and state law.

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LEGAL KNOWLEDGE: Knowing and appropriately applying the laws, codes and legal procedures that govern patrol activities (e.g., accurately detecting crimes and violations and applying appropriate codes; complying with legal requirements pertaining to arrest and detain, search, evidence, etc.; incorporating all necessary legal elements in written documentation).

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KNOWLEDGE OF DEPARTMENTAL POLICIES AND PROCEDURES: Knowing and consistently following all departmental policies, regulations and procedures in the performance of job duties.

How important is this Competency for successful performance of this Job Function?	
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KNOWLEDGE OF PATROL PROCEDURES AND TECHNIQUES: Knowing and consistently demonstrating appropriate procedures and techniques for performing patrol activities (beat patrol, suspect approach, vehicle stops, searching, restraining, prisoner transportation, handling different kinds of calls, etc.).

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Importance

DETECTING AND INVESTIGATING CRIMES: This job function is generally concerned with detecting criminal activity and systematically inspecting, gathering and controlling property and information needed to investigate and resolve crimes. It includes such duties as surveillance of/observing individuals, vehicles, or locations for criminal activity; examining businesses and dwellings for signs of illegal entry; identifying wanted vehicles or persons; requesting records checks on persons or property; performing directed patrol duties; establishing field contacts/confidential informants; obtaining and serving search warrants; searching vehicles, property, locations, and/or persons; seizing contraband and/or evidence; securing crime scenes; locating and interviewing victims, suspects, and witnesses; identifying, preserving, collecting and inventorying evidence and property; marking, tagging, and storing evidence; and requesting specialized investigative assistance. _____

APPREHENDING & ARRESTING SUSPECTS: This job function is generally concerned with identifying, locating, pursuing, controlling, and arresting suspects. It includes such duties as detaining and/or requesting record checks on suspicious persons; searching for wanted persons; conducting field identifications and photo lineups; obtaining, verifying, and executing arrest warrants; pursuing fleeing suspects on foot; engaging in vehicle pursuits; conducting high risk/felony vehicle stops; subduing resisting or attacking persons; seizing weapons from/disarming persons; arresting or citing adult and juvenile offenders; handcuffing and searching persons pursuant to an arrest; administering Miranda warnings; and transporting, booking, and handling prisoners. _____

PREPARING FOR & PRESENTING LEGAL TESTIMONY: This job function is generally concerned with preparing for testimony at hearings or trials, giving depositions, and testifying in court. It includes such duties as reviewing reports, notes, evidence, court transcripts, etc.; reviewing facts of cases with attorneys; giving legal testimony; giving hearsay testimony at preliminary hearings; retrieving and transporting evidence to court; and appearing in court as a designated investigating officer. _____

MANAGING TRAFFIC: This function is generally concerned with maintaining the safe flow of traffic, citing and/or arresting Vehicle Code violators, and investigating traffic accidents. It includes such duties as inspecting vehicles, driver's licenses, and vehicle registrations; observing traffic and identifying Vehicle Code violators; requesting DMV checks of vehicles and/or drivers; conducting traffic stops; conducting roadside sobriety tests; issuing Vehicle Code citations; arresting and booking Vehicle Code violators; directing traffic; and securing, managing, and investigating traffic accident scenes and hazardous roadway conditions. _____

DOCUMENTING INVESTIGATIONS, ENFORCEMENT ACTIONS, AND OTHER PATROL CONTACTS/ACTIVITIES: This job function is generally concerned with documenting investigative actions and findings, enforcement actions, and other patrol activities and contacts for possible future reference in legal/administrative proceedings, and/or in order to comply with federal/state/local requirements. It includes such duties as taking notes and writing reports; recording witness/victim statements or formal confessions in writing; maintaining a patrol log; recording and/or entering various ID numbers (vehicle license, VIN, operator's license, etc.) and other information into logs, lists, reports, or records systems (including automated databases); audio taping citizen contacts; preparing paperwork for arrest warrants; and writing crime broadcasts, wanted notices, and job-related correspondence. _____

PROVIDING EMERGENCY ASSISTANCE TO THE PUBLIC: This job function is generally concerned with protecting or assisting persons in emergency situations such as accidents, disasters, and crimes in progress. It includes such duties as responding to emergency calls for service; administering first aid; physically moving/assisting incapacitated persons; evacuating buildings and/or areas to remove persons from danger; searching for lost or missing persons; using non-lethal and lethal force to protect life; and responding to and coordinating actions with other emergency services personnel to render aid and secure and manage accident/disaster/hazmat scenes. _____

KNOWLEDGE OF PATROL PROCEDURES AND TECHNIQUES: Knowing and consistently demonstrating appropriate procedures and techniques for performing patrol activities (beat patrol, suspect approach, vehicle stops, searching, restraining, prisoner transportation, handling different kinds of calls, etc.).

How important is this Competency for successful performance of this Job Function?	
5	Critically Important
4	Very Important
3	Important
2	Of Some Importance
1	Of Little Importance
0	Not Important for Successful Performance of this Job Function

Importance

MAINTAINING ORDER IN THE COMMUNITY: This job function is generally concerned with monitoring activity in the community, mediating disputes, quelling disturbances, and controlling crowds. It includes such duties as active patrolling of an assigned area; monitoring and maintaining a visible presence at potential trouble spots (parks, school grounds, etc.); securing property (businesses, schools, etc.); checking individuals and/or businesses for compliance with licensing requirements; enforcing court orders; mediating disputes; assessing/monitoring crowds at civil protests, demonstrations, and/or labor disputes; providing security at special events; and riot control. _____

ADVISING AND ASSISTING THE PUBLIC: This job function is primarily concerned with providing general assistance to the public. It includes such duties as responding to non-emergency calls for service; checking the welfare of citizens; assisting and/or taking protective custody of persons who are confused, disabled, or otherwise endangered; calming emotionally upset persons; providing street directions; advising victims of their rights, options, and legal processes; referring persons to other service agencies; releasing property or providing other assistance to owners of lost/stolen/recovered property; and explaining laws and procedures to the public. _____

WORKING WITH THE COMMUNITY TO REDUCE CRIME AND ADDRESS COMMUNITY CONCERNS: This job function is generally concerned with assisting and working collaboratively with community members to reduce crime and resolve community concerns. It includes such duties as conducting security inspections of businesses and dwellings; forming neighborhood watch groups and/or providing training on crime prevention techniques; and meeting with various community members (school officials, merchants, senior citizens, members of neighborhood associations/service organizations, etc.) to develop and implement partnerships and strategies for preventing or reducing criminal activity and resolving other community concerns. _____

ENHANCING POLICE-COMMUNITY RELATIONS: This job function is generally concerned with actively seeking to build public trust, confidence, and cooperation. It includes such duties as participating in ride-along programs, community forums, and school and other programs designed to improve public awareness of the patrol officer's duties and responsibilities; attending and/or and making presentations at neighborhood association or community group meetings; talking with people on the beat to establish rapport and/or provide information about your agency; and explaining recruitment requirements to interested individuals. _____

SERVING THE PUBLIC IN A CONSISTENT, PROFESSIONAL AND LAWFUL MANNER: This job function is generally concerned with acting to ensure that all recipients of law enforcement services are treated in an unbiased, ethical and lawful manner. It includes such duties as personally performing all job tasks with the utmost honesty, integrity and impartiality, and conveying to your fellow officers the expectation that they will behave similarly; taking action to prevent misconduct or criminal behavior by other officers; and reporting inappropriate or illegal conduct by another officer to your supervisor. _____

MAINTAINING AND IMPROVING JOB READINESS: This job function is generally concerned with maintaining and improving the knowledge and proficiency that are required to perform the patrol officer job. It includes such activities as reading or referring to federal, state and/or local law, departmental manuals, reports (i.e., crime reports, crime lab reports, etc), documents, records (e.g., NCIC/ACIC, etc); statistics and other compiled data, wanted bulletins, and written briefings; attending pre-shift briefings; checking uniform, equipment, and patrol vehicle; communicating with other law enforcement personnel; participating in physical fitness programs; qualifying with and/or engaging in required practice with firearms and other service weapons (baton, chemical agents, etc.); cleaning and maintaining service weapons; retaining and expanding proficiency in the use of communications equipment and automated records systems (police radio, mobile digital terminal [MDT], etc.); and attending in-service and outside training. _____

KNOWLEDGE OF INVESTIGATIVE PROCEDURES: Knowing and consistently applying procedures and techniques for gathering investigative information (locating and identifying victims, witnesses, and suspects; interviewing; collecting and preserving evidence; etc.).

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APPENDIX E

COMPARISON OF JOB ANALYSIS COMPETENCIES WITH EVALUATION CRITERIA USED IN POST SELECTION AND TRAINING STANDARDS AND GUIDELINES, AND RESULTS OF OTHER LAW ENFORCEMENT JOB ANALYSES

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SOCIAL COMPETENCE: Being tactful and respectful, and showing sensitivity and concern in one's interactions with others; able to "read" people; having an awareness of the impact of one's own words and behavior on others; showing interest and concern for the feelings of others; treating all members of society with impartiality; able to approach individuals and to confront and reduce interpersonal conflict in ways that show sensitivity to the feelings of others; being comfortable and skillful in interacting with people and establishing and maintaining rapport.	
POST Psychological Screening Dimensions (2006)[131]	**Social Competence**: Communicating with others in a tactful and respectful manner, and showing sensitivity and concern in one's daily interactions; ability to read people and awareness of impact of one's own words and behavior on others (Social Awareness); interest and concern for the feelings on others (Empathy); tact and impartiality in treating all members of society (Tolerance); ability and comfort in approaching individuals, and in confronting and reducing interpersonal conflict (Social Self-Confidence/Conflict Management).
POST Background Investigation Dimensions (2006)[132]	**Interpersonal Skills:** Interacting with others in a tactful and respectful manner, and showing sensitivity, concern, tolerance and interpersonal effectiveness in one's daily interactions. **Interpersonal Skills – Social Sensitivity:** Ability to "read" people and awareness of the impact of one's own work and behavior on others. **Interpersonal Skills – Interest and Concern:** Interest and concern for others. **Interpersonal Skills – Tolerance:** Tack and impartiality in treating all members of society. **Interpersonal Skills – Social Self-Confidence/Persuasiveness:** Ability and comfort in approaching individuals, and in confronting and reducing interpersonal conflict.
POST Hiring Interview Guidelines (2003)[133]	**Interpersonal Skills** - **Empathy:** Sensitive and compassionate toward others; approachable; accepting of others. **Interpersonal Skills - Social Knowledge/Appropriateness:** Behaving correctly in a variety of social situations; tactful and effective interactions with a wide variety of different individuals and groups. **Interpersonal Skills - Social Self-Confidence:** Comfortable in approaching individuals and initiating conversations; at ease around other people. **Interpersonal Skills - Conflict Management Skills:** Able to confront and reduce interpersonal conflict; no difficulty dealing with people who are angry or upset. **Interpersonal Skills - Social Insight:** Ability to discern people's motivations, feelings and intentions underlying behavior by correctly interpreting behavioral cues; aware of impact of one's words and behavior on others; accurate predictions of others' behavior. **Interpersonal Skills - Sociability:** Genuine. **Community Involvement/Awareness – Respect for Diversity**: Freedom from social or ethnic prejudices; can be fair and objective with all people.
POST FTO Daily Observation Report Evaluation Factors (2004)[134]	**Relationship with Citizens/Community:** Courteous, friendly and empathetic to citizen's perceptions of problems; communicates in a professional, unbiased manner; quickly establishes rapport and leaves people with the feeling the officer is interested in them; is objective in all contacts; is very much at ease with citizen and suspect contacts. **Leadership:** Compassion; demonstrates trust, respect and genuineness; effective mediation. **Interview Interrogation:** Establishes rapport with victims/witnesses.

[131] From http://www.post.ca.gov/selection/psy-dimensions.asp.
[132] From California Commission on Peace Officer Standards and Training. (2006a). *POST background investigation manual: Guidelines for the investigator.* Sacramento, CA: Author.
[133] From California Commission on Peace Officer Standards and Training. (2003a). *Interviewing peace officer candidates: Hiring interview guidelines.* Sacramento, CA: Author.
[134] From Appendix I in California Commission on Peace Officer Standards and Training. (2003b). *POST field training program guide.* Sacramento, CA: Author.

SOCIAL COMPETENCE (cont'd) Being tactful and respectful, and showing sensitivity and concern in one's interactions with others; able to "read" people; having an awareness of the impact of one's own words and behavior on others; showing interest and concern for the feelings of others; treating all members of society with impartiality; able to approach individuals and to confront and reduce interpersonal conflict in ways that show sensitivity to the feelings of others; being comfortable and skillful in interacting with people and establishing and maintaining rapport.	
POST Basic Course Scenario Test Competencies (2006)[135]	**Conflict Resolution:** The ability to mediate disagreements by resolving a conflict using appropriate communication skills.
POST 1979 Job Analysis[136]	**Interpersonal Behavior:** Be sensitive to the feelings of others; interact and deal effectively with people from varying social and cultural backgrounds in a wide range of interpersonal situations; be courteous and respectful; anticipate peoples' reactions.
DOJ Community Oriented Policing Project (2002)[137]	**Amicability:** Gets along with people, tactful, cooperative, warm. **Service Oriented:** Polite, personal, perceptive of others' needs, socially skilled, empathic, communicating accurately but pleasantly. **Community Relations:** Being respectful of people with backgrounds different from one's own; dealing with others in an interpersonally effective manner.
King County (Washington) Sheriff's Office Study (2004)[138]	**Interpersonal Skills:** To understand and deal sensitively and effectively with a variety of people, including those with cultural, behavioral, and communication styles different from one's own; to be diplomatic, respectful and tactful; to convey empathy and understanding when appropriate; to understand the motives and behavior of others; to deal openly and comfortably with strangers. **Service Orientation:** To be compassionate, polite, respectful when dealing with others; to be courteous and tactful in dealing with others.

[135] From California Commission on Peace Officer Standards and Training. (2006d). *Training and testing specifications for peace officer basic courses*. Sacramento, CA: Author.
[136] From Kohls, J., Berner, J., & Luke, L. (1979). *California entry-level law enforcement officer job analysis* (Technical Report No. 1). Sacramento, CA: Commission on Peace Officer Standards and Training.
[137] From Hough, L.M. (2002a). *Hiring in the spirit of service: Definitions, possibilities, evidence and recommendations.* St. Paul, MN: The Dunnette Group, Ltd.
[138] From Hough, L., Ones, D.S., & Viswesvaran, C. (2004). *KCSO deputy sheriffs: Selection & appraisal in the 21st century.* The Dunnette Group, Ltd.

TEAMWORK: Establishing and maintaining effective, cooperative working relationships with fellow officers, supervisors, community partners, representatives of other agencies, and others tasked with serving and protecting the community; sharing information and providing assistance and support to fellow officers, supervisors and others; balancing personal ambitions and organizational/team goals; performing one's fair share in a group effort; collaborating effectively with others to accomplish work goals; not allowing personal differences to affect working relationships; accepting and giving constructive feedback.	
POST Psychological Screening Dimensions (2006)	**Teamwork:** Working effectively with others to accomplish goals, as well as subordinating personal interests for the good of the working group and the organization; establishing and maintaining effective, cooperative, working relationships with co-workers, supervisors, clients, representatives of other organizations, and others; performing one's fair share in a group effort; collaborating effectively to accomplish work goals, as necessary; not allowing personal differences to affect working relationships; balancing personal ambitions with organizational/team goals; sharing information and providing assistance and support to co-workers, supervisors, and others. **Emotional Regulation and Stress Tolerance:** Accepting criticism rather than becoming overly defensive or allowing it to hamper job performance.
POST Background Investigation Dimensions (2006)	**Interpersonal Skills - Teamwork:** ability to work effectively as a member of a team.
POST Hiring Interview Guidelines (2003)	**Interpersonal Skills – Team Orientation:** Enjoys and works well as part of a team. **Interpersonal Skills – Social Self-Regulation:** Accepts constructive criticism.
POST FTO Daily Observation Report Evaluation Factors (2004)	**Relationship with Other Department Members:** Good FTO, superior and peer relationships; accepted as member of the group; actively assists others. **Acceptance of Feedback:** Accepts/solicits criticism/feedback in order to further learning and improve performance; does not argue or blame other persons/things for errors. **Leadership:** Effective collaboration.
POST Basic Course Scenario Test Competencies (2006)	
POST 1979 Job Analysis	**Teamwork:** Establish and maintain effective working relationships with coworkers, supervisors and other law enforcement officials (by sharing information and working cooperatively with others; accepting advice and constructive criticism, etc.). **Dependability:** Assumes responsibility for one's share of the workload.
DOJ Community Oriented Policing Project (2002)	**Amicability:** Adds cohesiveness to a group. **Teamwork:** Cooperating and working jointly with other officers, departments, divisions, agencies, or groups; keeping others informed of relevant information.
King County (Washington) Sheriff's Office Study (2004)	**Teamwork:** To work well with others as part of a team; to be dedicated to the team and loyal to co-workers; to anticipate what others will do and coordinate and/or cooperative with them; to be helpful; to do one's fair share of the workload; to accept and give constructive feedback; non defensive.

ASSERTIVENESS/PERSUASIVENESS: Unhesitatingly taking control of situations in a calm, persuasive and appropriately assertive manner, even under dangerous or adverse conditions; confronting suspects when appropriate; acting assertively and without hesitation; not being easily intimidated; being able to assert ideas and persuade others to adopt a desired course of action; commanding respect; emanating professional pride and demeanor; being willing to put oneself in harm's way.	
POST Psychological Screening Dimensions (2006)	**Assertiveness/Persuasiveness:** Unhesitatingly taking control of situations in a calm and appropriate manner, even under dangerous or adverse conditions; confronts individuals when appropriate; act assertively and without hesitation; not be easily intimidated; use force, including deadly force, when necessary; assert ideas and persuade others to adopt desired course of action; command respect; emanate professional pride and demeanor.
POST Background Investigation Dimensions (2006)	**Confronting and Overcoming Problems, Obstacles, and Adversity:** Taking control of situations, as necessary.
POST Hiring Interview Guidelines (2003)	**Interpersonal Skills – Social Influence:** Easily persuades and influences people; seizes the initiative when appropriate and emerges as a leader; assertive and decisive. **Interpersonal Skills – Negotiating Skills:** Negotiates effectively and ethically with others.
POST FTO Daily Observation Report Evaluation Factors (2004)	**Leadership:** Appropriate use of command presence. **Field Performance – Stress Conditions:** Quickly restores control of the situation and takes command. **Control of Conflict - Voice Command:** Restores order in even the most trying situations through voice and language use; completely controls situations with voice tone, word selection, inflection and command bearing. **Appearance:** Displays command bearing.
POST Basic Course Scenario Test Competencies (2006)	**Leadership:** The practice of influencing people, while using ethical values and goals to produce an intended change.
POST 1979 Job Analysis	**Assertiveness:** Assert oneself when necessary to exert control over others; confront and challenge people who are behaving in a suspicious manner. **Confrontation of Potentially Physically Hazardous Situations:** **Interpersonal Behavior:** Resolve interpersonal conflicts through persuasion rather than force; influence people and inspire their confidence and respect; resolve problems in ways that do not arouse antagonism.
DOJ Community Oriented Policing Project (2002)	**Influential:** Persuasive. **Integrity:** Acting courageously when needed.
King County (Washington) Sheriff's Office Study (2004)	**Assertiveness:** To be persuasive and influential; to have social presence; to be willing to take charge. **Courage:** To be willing to work in dangerous situations; to put oneself in harm's way; to be willing to use physical force to overcome resistance – up to and including use of deadly force.

SERVICE ORIENTATION: Exhibiting an active interest in assisting others; being eager to help others and doing so in a responsive, compassionate, respectful, and enthusiastic manner.	
POST Psychological Screening Dimensions (2006)	
POST Background Investigation Dimensions (2006)	
POST Hiring Interview Guidelines (2003)	**Interpersonal Skills – Sociability:** Genuinely enjoys the company of and interactions with others.
POST FTO Daily Observation Report Evaluation Factors (2004)	**Relationship with Citizens/Community:** Is service oriented.
POST Basic Course Scenario Test Competencies (2006)	
POST 1979 Job Analysis	**Interest in People:** Exhibit an active interest in understanding and working with people; demonstrate concerns for the safety and welfare of others and a desire to serve the public.
DOJ Community Oriented Policing Project (2002)	**Service Oriented:** Likes to help others. **Conscientiousness:** Feels a sense of duty to other people. **Influential:** Enthusiastic.
King County (Washington) Sheriff's Office Study (2004)	**Service Orientation:** To help others (e.g., community members, the public, etc.) and to be comfortable in doing so frequently; to be eager, responsive and adaptive in serving; to show enthusiasm when dealing with the public.

ADAPTABILITY/ FLEXIBILITY: Adjusting to the many different, sudden, and sometimes competing demands inherent in law enforcement work; appropriately shifting between the role of law enforcer and public servant; adjusting to planned and unplanned work changes, including different types of incidents that must be handled one right after another; being able to prioritize and work effectively on several different tasks/projects at the same time; using appropriate judgment and discretion in applying laws and regulations to specific situations; working effectively in unstructured situations with minimal supervision; physically and mentally adjusting to shift work; adapting techniques and procedures as needed to fit a situation.	
POST Psychological Screening Dimensions (2006)	**Adaptability/Flexibility**: Ability to change gears and easily adjust to the many different, sudden, and sometimes competing demands of the job; appropriately shifting between various work roles, such as facilitator, rule enforcer, etc.; adjusting to planned and unplanned work changes, including different types of incidents that must be handled one right after another; prioritizing and working effectively on several different tasks/projects at the same time; using appropriate judgment and discretion in applying regulations and policies; performs duties without constant supervision or instructions; works in unstructured situations with minimal supervision; adjust to differing supervisory styles; can physically and mentally adjust to shift work. **Decision Making and Judgment:** Prioritizing competing demands.
POST Background Investigation Dimensions (2006)	
POST Hiring Interview Guidelines (2003)	**Community Involvement/Awareness – Role Adaptability:** Comfortable in quickly switching among the many roles of a peace officer (law enforcer, public servant, facilitator, collaborator, leader, follower, etc.); capable of determining the correct role to take for any given situation/incident; can adapt own behavioral and communication style to fit the situation.
POST FTO Daily Observation Report Evaluation Factors (2004)	**Leadership:** Courage to be flexible and employ discretion.
POST Basic Course Scenario Test Competencies (2006)	
POST 1979 Job Analysis	**Flexibility/Adaptability:** Adapt to changes in working conditions (changes in patrol assignment, shift changes, different types of incidents that must be handled one right after the other, etc.).
DOJ Community Oriented Policing Project (2002)	**Practical Intelligence:** Ability to reorganize the accomplishment of a task when necessary (for example, when something has changed or gone awry).
King County (Washington) Sheriff's Office Study (2004)	**Multitasking:** To perform multiple distinct tasks simultaneously and to switch attention quickly and efficiently between tasks; to process information and prioritize needed actions quickly and to respond quickly and appropriately in rapidly changing situations that are filled with distractions and potentially stressful. **Variety Orientation:** To be receptive of change in activities and work.

DECISION-MAKING AND JUDGMENT: Exercising common sense; using practical judgment and efficient problem solving in both routine and non-routine situations; making sound decisions by sizing up situations quickly and determining the appropriate action; being able to sift through information to glean that which is important, and to use that information effectively; recognizing the similarities and differences in situations; developing creative and innovative solutions to problems; basing decisions on the collection and consideration of important information; reasoning effectively.	
POST Psychological Screening Dimensions (2006)	**Decision Making and Judgment:** Common sense, "street smarts," and the ability to make sound decisions, demonstrated by the ability to size us situations quickly to determine and take the appropriate action; the ability to sift though information to glean that which is important, and, once identified, to use that information effectively; thinking on one's feet, using practical judgment and efficient problem solving; developing creative and innovative solutions to problems; basing decision on the collection and consideration of important information; apply deductive and inductive reasoning, as necessary.
POST Background Investigation Dimensions (2006)	**Decision making and Judgment:** The ability to make timely, sound decisions, especially in dangerous, pressure-filled situations and/or where information is incomplete and/or conflicting; able to size up situations quickly to determine appropriate action; the ability to sift through information to glean that which is important and, once identified, to use that information effectively.
POST Hiring Interview Guidelines (2003)	**Problem Solving:** Skills to develop timely, logical responses to a wide variety of situations and problems; to calmly and quickly problem solve, even in pressure-filled, life-threatening, emergency conditions. **Problem Solving – Identification and Collection of Information:** Locate and gather information; grasp pertinent information; identify important trends, patterns and relationships among facts and information. **Problem Solving – Analysis:** organize and analyze situations based on available information; prioritize issues, concerns and actions based on important and expected consequences; develop possible solutions and courses of action; arrive at creative and innovative solutions. **Problem Solving – Response:** Choose and implement appropriate solution from array of options; think on one's feet, using practical judgment, respond proactively, without fear of making a wrong decision.
POST FTO Daily Observation Report Evaluation Factors (2004)	**Field Performance – Non Stress Situations:** Properly assesses aspects of routine situations; quickly determines appropriate course of action and takes same. **Field Performance – Stress Situations:** Determines proper course of action and takes it. **Problem Solving/Decision Making:** Able to reason through situations and reach appropriate conclusions; perceives situations as they really are; anticipates problems and prepares resolutions in advance; makes reasonable decisions based on information available. **Problem Solving Techniques:** Generates proper questions designed to identify problem. Selects workable solution.
POST Basic Course Scenario Test Competencies (2006)	**Problem Solving/Decision Making:** Analyzing situations and implementing plans to solve problems in a timely manner. Using verbal or physical skills to determine the appropriate resolution to a situation.
POST 1979 Job Analysis	**Situational Reasoning:** Make prompt and effective decisions quickly in both routine and non-routine (e.g., life and death) situations; evaluate alternative courses of action and select the most acceptable alternative; make sound decision in a timely manner; size up a situation quickly and take appropriate action; conceive of new and innovative solutions to problems. **Information Processing:** Identify the similarities and/or differences in information gathered from different sources (e.g., inconsistencies in witnesses' statements); identify significant details from among a body of information (i.e., distinguish significant from insignificant information).
DOJ Community Oriented Policing Project (2002)	**Practical Intelligence:** Ability to size up the situation and the available resources and improvise a solution; common sense in handling every-day situations; ability to identify causes and effects; practical know how (tacit knowledge); ability to identify regularities and patterns in every-day situations. **Situational, Discretionary Judgment & Problem Solving:** Accurately assessing the situation and determining appropriate responses-in all circumstances, including emergency, stressful, and dangerous situations as well as everyday situations both routine and unique; proactively solving problems and conflicts using an analytic approach that includes gathering information and acquainting oneself about the history leading up to the incident.
King County (Washington) Sheriff's Office Study (2004)	**Problem Solving and Judgment:** To size up situations quickly and accurately; to make high quality and timely decisions; to reason effectively; to think of possible causes for a problem and to solve it quickly and effectively. **Resourcefulness:** To develop alternative or different approaches for overcoming obstacles or problems.

OBSERVATION SKILLS: Recognizing conditions or circumstances that indicate something might be wrong, unusual or out of the ordinary; inquisitive; being mentally alert and sensitive to one's surroundings.	
POST Psychological Screening Dimensions (2006)	
POST Background Investigation Dimensions (2006)	
POST Hiring Interview Guidelines (2003)	
POST FTO Daily Observation Report Evaluation Factors (2004)	**Self-Initiated Field Activity:** Displays inquisitiveness; seldom misses police-related activities; recognizes and identifies police-related activity; "sees" beyond the obvious.
POST Basic Course Scenario Test Competencies (2006)	
POST 1979 Job Analysis	**Flexibility/Adaptability:** Remain alert during periods of routine, monotonous activity. **Information Processing:** Recognize conditions or circumstances that indicate something might be wrong, or at least out of the ordinary.
DOJ Community Oriented Policing Project (2002)	**Patrolling, Observing, &Enforcing the Law:** Being alert to unusual circumstances or out-of-the-ordinary situations; attending to details in one's surroundings.
King County (Washington) Sheriff's Office Study (2004)	**Problem Solving and Judgment:** To be sensitive to cues that indicate problems.

LEARNING ABILITY: Comprehending new information and being able to recall and apply what has been learned to the job.	
POST Psychological Screening Dimensions (2006)	
POST Background Investigation Dimensions (2006)	**Learning Ability:** Ability to comprehend and retain a good deal of information, to recall factual information, and to apply what is learned.
POST Hiring Interview Guidelines (2003)	
POST FTO Daily Observation Report Evaluation Factors (2004)	**Use of Map Book - Orientation/Response Time:** Remembers locations from previous visits and seldom needs map book. **Radio - Listens and Comprehends:** Recalls previous transmissions and uses that information to advantage. **MDT - Use/Comprehension/Articulation:** Consistently recalls dispatch information without running summaries. **Problem Solving/Decision Making:** Relates past solutions to present situations.
POST Basic Course Scenario Test Competencies (2006)	
POST 1979 Job Analysis	**Learning:** Comprehend new information quickly and apply that which has been learned on the job. **Recall:** Recall information pertinent to one's duties and responsibilities.
DOJ Community Oriented Policing Project (2002)	**Recall:** Memory for people, faces, information and events.
King County (Washington) Sheriff's Office Study (2004)	**Memory:** To recall previously learned material or witnessed situations.

READING COMPREHENSION: Comprehending written material.	
POST Psychological Screening Dimensions (2006)	
POST Background Investigation Dimensions (2006)	
POST Hiring Interview Guidelines (2003)	
POST FTO Daily Observation Report Evaluation Factors (2004)	
POST Basic Course Scenario Test Competencies (2006)	
POST 1979 Job Analysis	**Reading:** Read and abstract the meaning from a wide variety of written materials (training materials, reports, laws, internal communications, etc.).
DOJ Community Oriented Policing Project (2002)	**Reading Comprehension:** Ability to read and comprehend written material.
King County (Washington) Sheriff's Office Study (2004)	**Reading Skills:** To read and comprehend materials written in English.

WRITING SKILLS: Writing in a clear, concise and logical manner, using acceptable writing mechanics; including accurate and complete information in all written compositions.	
POST Psychological Screening Dimensions (2006)	
POST Background Investigation Dimensions (2006)	**Communication Skills:** Ability to make oneself understood orally.
POST Hiring Interview Guidelines (2003)	
POST FTO Daily Observation Report Evaluation Factors (2004)	**Routine Forms:** Completes forms with accuracy and thoroughness. REPORT WRITING - ORGANIZATION SKILLS: **REPORTS ARE COMPLETE, WRITTEN AND ORGANIZED SO THAT ANY READER UNDERSTANDS WHAT OCCURRED.** **Report Writing - Grammar/Spelling/Neatness:** Reports contain no grammar or spelling errors. **MDT- Use/Comprehension/Articulation:** Clear and brief in transmissions.
POST Basic Course Scenario Test Competencies (2006)	
POST 1979 Job Analysis	**Writing:** Express oneself clearly and concisely in writing; use acceptable grammar, punctuation, and spelling; writing reports that are complete and provide an accurate account of that which was observed personally or related by another person or persons.
DOJ Community Oriented Policing Project (2002)	
King County (Washington) Sheriff's Office Study (2004)	**Writing Skills:** To write materials in English in a clear, concise, logical, complete, and grammatically correct manner.

ORAL EXPRESSION: Speaking in a clear, organized and understandable manner; talking effectively with persons of divergent backgrounds; projecting voice clearly; adjusting word choice according to audience and purpose; questioning others skillfully.	
POST Psychological Screening Dimensions (2006)	
POST Background Investigation Dimensions (2006)	**Communication Skills:** Ability to make oneself understood both orally *and in writing*.
POST Hiring Interview Guidelines (2003)	**Oral Communication Skills – Speaking:** Speaks in clear and understandable tone of voice; speech volume, rate, vocabulary, grammar and pronunciation facilitate (and do not distract from) the message being conveyed; understandable to almost anyone with whom he/she is likely to come into contact on the job; converses easily with all kinds of people; directly responds to questions and issues without undue confusion, disorganization or rambling; discusses topics completely yet concisely by providing appropriate response without a lot of unnecessary/irrelevant details.
POST FTO Daily Observation Report Evaluation Factors (2004)	**Interview/Interrogation Skills:** Uses proper questioning techniques. **Control of Conflict: Voice Command:** Speaks with authority in a calm, clear voice; proper selection of words and knowledge of how and when to use them. **Radio: Articulation of Transmissions:** Transmits clearly, calmly, concisely and completely.
POST Basic Course Scenario Test Competencies (2006)	**Communication:** The use of effective verbal skills to convey intended meaning and establish understanding.
POST 1979 Job Analysis	**Oral Expression**: Communicate various types of information orally (accounts of past events, directions, explanations, ideas, etc.) in a clear, understandable manner; talk effectively with persons of greatly divergent cultural and educational backgrounds; speak with good pronunciation; project one's voice clearly; adapt one's tone of voice as necessary to communicate over police radios and other electronic transmission equipment.
DOJ Community Oriented Policing Project (2002)	
King County (Washington) Sheriff's Office Study (2004)	**Oral Communication Skills:** To speak in a clear and understandable manner; to ask questions in a manner appropriate to the situation.

LISTENING SKILLS: Actively listening and responding in ways that show you understand and have an interest in what others are saying; being attentive to non-verbal cues and body language; understanding both the explicit and implicit messages communicated by others.	
POST Psychological Screening Dimensions (2006)	
POST Background Investigation Dimensions (2006)	
POST Hiring Interview Guidelines (2003)	**Oral Communication Skills – Listening:** Listens well; actively listens with interest to others, making sure that he/she understands what others are saying; understands both the explicit and implied message communicated by others and responds accordingly.
POST FTO Daily Observation Report Evaluation Factors (2004)	**Radio: Listens and Comprehends:** Is aware of own traffic and what is occurring throughout the service area.
POST Basic Course Scenario Test Competencies (2006)	
POST 1977 Job Analysis	**Oral Comprehension:** Understand spoken communications and identify the important elements of spoken communications.
DOJ Community Oriented Policing Project (2002)	
King County (Washington) Sheriff's Office Study (2004)	**Oral Communication Skills**: To gather and understand spoken information; to listen to others and understand what was said.

CONSCIENTIOUSNESS/DEPENDABILITY: Performing job duties in a diligent, thorough and timely manner in accordance with rules, regulations and agency policies; striving to do the best job possible; carrying assigned tasks through to successful and timely completion; being punctual; persevering in the face of obstacles, difficulties, long hours and other adverse working conditions; staying organized; carefully attending to details; staying current on new rules, procedures, etc.; accepting responsibility for one's work, and analyzing prior mistakes or problems to improve performance; performing effectively under difficult and uncomfortable conditions; continually working to achieve or maintain trust with peers, supervisors and citizens; being consistently productive; taking the initiative to get work done without waiting to be told what to do.	
POST Psychological Screening Dimensions (2006)	**Conscientiousness/Dependability:** Diligent, reliable, work patterns; performing in a timely, logical manner in accordance with rules, regulations and organizational policies; carrying assigned tasks through to successful and timely completion; maintaining a punctual, reliable attendance record; persevering in the face of obstacles, difficulties, long hours and other adverse working conditions; staying organized; carefully attending to details; staying current on new rules, procedures, etc.; maintaining accountability for one's work, and analyzing prior mistakes or problems to improve performance; performing effectively under difficult and uncomfortable conditions; a promise made is a promise kept; continually works to achieve or restore trust with peers, supervisors, and clients.
POST Background Investigation Dimensions (2006)	**Conscientiousness:** Diligent, reliable, conscientious work patterns; performing in a timely, logical manner in accordance with rules, regulations and organizational policies. **Confronting and Overcoming Problems, Obstacles and Adversity:** Willingness and persistence to confront problems and personal adversity; demonstrating hustle and drive in reaching goals. **Conscientiousness – Dependable/Reliable.** **Conscientiousness – Personal Accountability and Responsibility.** **Conscientiousness – Orderliness, Thoroughness, Attention to Detail.** **Conscientiousness – Initiative and Drive.**
POST Hiring Interview Guidelines (2003)	**Experience:** Demonstrated effective work habits, diligence and conscientiousness as reflected through achievement in work, school and other activities. **Interest/Motivation – Drive and Enthusiasm:** Demonstrates initiative, ambition, self-motivation; demonstrates perseverance in the face of problems and adversity.
POST FTO Daily Observation Report Evaluation Factors (2004)	**Attitude Toward Police Work:** Utilizes off-duty time to further professional knowledge, actively soliciting assistance from others to increase knowledge and improve skills; maintains high ideals in terms of professional responsibilities.
POST Basic Course Scenario Test Competencies (2006)	
POST 1979 Job Analysis	**Initiative:** Proceed on assignments without waiting to be told what to do; improve one's skills and keep informed of new developments in the field; work diligently and exert the extra effort to make sure the job is done correctly, rather than merely "putting in time." **Dependability:** Be conscientious, reliable, thorough, punctual, accurate. **Teamwork:** Complying with departmental rules and requirements.
DOJ Community Oriented Policing Project (2002)	**Conscientiousness:** Responsible; reliable; disciplined; rule abiding; organized; sets high standards; tries to do a good job; sets goals and strives to achieve them; perseveres; strives for competence; tries to do the right thing; gives 100 percent of her/his ability and skill. **Integrity:** Accepting responsibility and accountability.
King County (Washington) Sheriff's Office Study (2004)	**Work Motivation**: To strive for competence, mastery, and improvement in knowledge and skills; to strive to be productive; to strive to produce quality work; to persist despite obstacles or set backs; to take responsibility for getting work done and solving problems without need for supervision; to take initiative. **Dependability:** To be committed and dedicated to the job; to be reliable, careful, and prompt; to seek and accept responsibility; to be respectful of authority; to be prepared; to keep track of details; to be accurate and complete.

IMPULSE CONTROL/ATTENTION TO SAFETY: Taking proper precautions and avoiding impulsive and/or unnecessarily risky behavior that endangers the safety of the public and/or oneself; being self-disciplined and self-restrained; thinking before acting, and always behaving in conscious regard for the larger situation at hand; being continually mindful and attentive to hazards to self and/or others; taking appropriate safety precautions in all situations.	
POST Psychological Screening Dimensions (2006)	**Impulse Control/ Attention to Safety:** Taking proper precautions and avoiding impulsive and/or unnecessarily risky behavior to ensure the safety of both oneself and others; ability and inclination to think before acting – to keep one's impetuous, knee-jerk reactions in check, and instead behave in conscious regard for the larger situation at hand; driving and otherwise behaving within one's own limits; taking proper precautions to maximally ensure safe performance; thinking things through before acting (including considering consequences), rather than doing the first thing that comes to mind, yet take decisive action when warranted; attention to and awareness of hazards.
POST Background Investigation Dimensions (2006)	**Impulse Control/Attention to Safety:** Avoiding impulsive and/or unnecessarily risky behavior to ensure the safety of oneself and others; thinking before acting, taking proper precautions, keeping one's impetuous, knee-jerk reactions in check, and behaving in conscious regard for the larger situation at hand. **Impulse Control/Attention to Safety - Attention to Safety.**
POST Hiring Interview Guidelines (2003)	
POST FTO Daily Observation Report Evaluation Factors (2004)	**Officer Safety – General:** Performs police tasks without injuring self or others and without exposing self or others to unreasonable danger or risk; follows acceptable safety procedures; always works safely; foresees dangerous situations and prepares for them; is not overconfident; serves as an "officer safety" model for others. **Officer Safety – Suspicious Persons, Suspects and Prisoners:** Follows acceptable safety procedures with suspicious persons, suspects and prisoners; foresees potential danger and eliminates or controls it; maintains position of advantage in even the most demanding situations; serves as model of safety. **MDT – Use/Comprehensive/Articulation:** Readily recognizes officer safety issues involved in the disposition of calls.
POST Basic Course Scenario Test Competencies (2006)	**Use of Force:** The ability to distinguish and apply reasonable force options in given circumstances. **Officer Safety:** The demonstration of situational and tactical awareness and appropriate response.
POST 1979 Job Analysis	
DOJ Community Oriented Policing Project (2002)	**Safety:** Being careful and vigilant regardless of the routine, repetitive nature of the task at hand; being mindful of own (and partner's) safety without overreacting to danger.
King County (Washington) Sheriff's Office Study (2004)	**Self-Control**: To be self-disciplined and self-restrained; to accept and use authority and control appropriately; to avoid impulsive or reckless behavior. **Courage:** To take risks appropriately.

INTEGRITY/ETHICS: Maintaining high standards of personal conduct; being honest, impartial, and trustworthy; abiding by laws, regulations and procedures; not abusing the system nor using the position of authority for personal gain; not bending rules or otherwise trying to beat the system by tampering with evidence, slanting reports, providing inaccurate testimony, etc.; not engaging in illegal or immoral activities – either on or off duty; taking action to prevent unethical/illegal conduct by others; avoiding behavior that is inappropriate, self-damaging, and can adversely impact the agency; maintaining the confidentiality of information.	
POST Psychological Screening Dimensions (2006)	**Integrity/Ethics:** Maintain high standards of personal conduct; honesty, impartiality, trustworthiness, and abiding laws, regulations and procedures; not abusing the system or using one's position for personal gain; not bending rules or otherwise trying to beat the system; not engaging in illegal or immoral activities – either on or off duty. **Avoiding Substance Abuse and Other Risk Taking Behavior:** Avoiding participation in behavior that is inappropriate, self-damaging and can adversely impact organizational functioning.
POST Background Investigation Dimensions (2006)	**Integrity:** Maintaining high standards of personal conduct; honesty, impartiality, trustworthiness, and abiding laws, regulations and procedures; not abusing the system nor using one's position for personal gain; not yielding to temptations of bribes, favors, gratuities, or payoffs; not bending rules or otherwise trying to beat the system; not sharing or releasing confidential information; not engaging in illegal or immoral activities - either on or off the job; honest and impartial in dealings with others both in and outside the agency; not condoning or ignoring unethical/illegal conduct in others; truthful and honest sworn testimony, affidavits, and in all dealings with others. **Substance Abuse and Other Risk-Taking Behavior:** Not engaging in behavior that that is inappropriate, self-damaging and with potential adverse impact on the agency.
POST Hiring Interview Guidelines (2003)	I**nterpersonal Skills – Sociability:** Honest.
POST FTO Daily Observation Report Evaluation Factors (2004)	**Leadership:** Will not rationalize to compromise integrity. **Attitude Toward Police Work:** Demonstrates concern for the fair and equitable enforcement of the law. **Integrity/Ethics:** Builds/maintains public trust through honesty and professionalism; consistently demonstrates high degree of internal strength and character.
POST Basic Course Scenario Test Competencies (2006)	**Ethics:** Using accepted principles of conduct that govern decisions and actions based on professional values and expectations.
POST 1979 Job Analysis	**Integrity:** Be honest and impartial; refrain from accepting bribes or "favors" or using one's position for personal gain.
DOJ Community Oriented Policing Project (2002)	**Conscientiousness:** Trustworthy, virtuous, honest. **Integrity:** Enforcing the law with fairness to all; resisting opportunities to use one's badge, uniform, or authority for personal gain or ego trips; presenting evidence accurately and completely; conducting oneself properly when off duty.
King County (Washington) Sheriff's Office Study (2004)	**Integrity:** To be honest and trustworthy; to adhere to the highest standards of ethical conduct; to avoid illegal or immoral activities both on and off duty. **Self-Control**: To avoid behavior that is inappropriate to self or organizationally damaging

EMOTIONAL REGULATION AND STRESS TOLERANCE: Being composed, rational, and in control, particularly during life-threatening, time-critical events and other stressful situations; taking the negative aspects of the job in stride without becoming unduly cynical or distrustful; maintaining an even temperament; exercising restraint and not over reacting in emotionally-charged situations.	
POST Psychological Screening Dimensions (2006)	**Emotional Regulation and Stress Tolerance:** Ability to maintain composure and stay in control, particularly during time-critical emergency events and other stressful situations; taking the negative aspects of the job in stride and maintaining an even temperament, ability to perform under difficult, threatening situations; maintaining positive self-image under adverse circumstances; maintaining even-tempered composure and demeanor; proper use of force.
POST Background Investigation Dimensions (2006)	**Stress Tolerance:** Maintaining composure, particularly during time-critical emergency events and other stressful situations; weathering negative events and circumstances and maintaining an even temperament and positive attitude; accepting criticism without becoming overly defensive or allowing it to hamper behavior or job performance. **Impulse Control/Attention to Safety - Impulse/Anger Control.** **Stress Tolerance - Positive Attitude and Even Temperament.** **Stress Tolerance - Stress Tolerance and Recovery.** **Stress Tolerance - Accepting Responsibility for Mistakes.**
POST Hiring Interview Guidelines (2003)	**Interpersonal Skills – Social Self -Regulation:** Controls one's behavior; seldom displays anger, irritation or other negative emotions; does not seek retribution when provoked.
POST FTO Daily Observation Report Evaluation Factors (2004)	**Field Performance – Stress Conditions:** Maintains calm and self-control in even the most extreme conditions.
POST Basic Course Scenario Test Competencies (2006)	**Stress Tolerance and Emotional Regulation:** Maintaining self-control and making timely, rational decisions in stressful situations.
POST 1979 Job Analysis	**Emotional Self- Control:** Maintain one's composure and perform effectively in stressful situations (crisis situations, situations which one finds personally repugnant, etc.); refrain from over-reacting when subjected to physical or verbal abuse; exercise restrain and use the minimum amount of force necessary to handle a given situation.
DOJ Community Oriented Policing Project (2002)	**Emotional Maturity and Stability:** Well adjusted; even tempered, thinks clearly and maintains composure and rationality in situation of actual or perceived stress, danger, or threat; copes effectively with stress over time; has control of her/his emotions without being rigid, high strung, or fragile. **Situational, Discretionary Judgment & Problem Solving:** Using authority and force appropriately; using the "ready-gun" position sensibly; not letting one's own ego or emotions determine how to respond even when provoked or frustrated.
King County (Washington) Sheriff's Office Study (2004)	**Stress Reaction**: To perform coolly and efficiently during crisis and emergency situations and under tight time pressure; to be calm, even-tempered, composed, and rational in situations regardless of the stress or pressure. **Emotional Health**: To be emotionally well adjusted and stable over the long term; to deal with one's own emotional reactions to traumatic events maturely and sincerely; to be resilient; to not become jaded, callused, or burned out. **Self-Control**: To suppress hostile and inappropriate feelings.

PHYSICAL SKILLS: Having the necessary physical capabilities (i.e., strength, endurance, coordination, flexibility and agility) to perform the physical demands of the job.	
POST Psychological Screening Dimensions (2006)	
POST Background Investigation Dimensions (2006)	
POST Hiring Interview Guidelines (2003)	
POST FTO Daily Observation Report Evaluation Factors (2004)	**Control of Conflict - Physical Skill:** Obtains and maintains control through use of the proper amount of force; uses restraints effectively.
POST Basic Course Scenario Test Competencies (2006)	
POST 1979 Job Analysis	PHYSICAL CHARACTERISTICS: COORDINATION – **INTEGRATE THE ACTIONS OF ONE'S ARMS AND LEGS TO PRODUCE COORDINATED MOVEMENT (SUCH AS RUNNING, JUMPING, ETC.).** **Agility –** Perform physical actions or movements quickly and nimbly. **Balance –** Maintain one's balance in unusual contexts (such as climbing, crawling, crossing narrow ledges, etc.). **Endurance –** Maintain physical activity over prolonged periods of time. **Strength –** Exert muscular force (such as in lifting, pulling, pushing or dragging hard to move objects; physically restraining others, etc.).
DOJ Community Oriented Policing Project (2002)	
King County (Washington) Sheriff's Office Study (2004)	**Physical Fitness:** to have and maintain the necessary aerobic conditioning and physical fitness to perform the job.

DRIVING SKILLS: Operating patrol vehicle safely in routine and emergency situations; abiding by departmental driving policies and state law.	
POST Psychological Screening Dimensions (2006)	**Impulse Control/Attention to Safety:** Safe driving practices during routine and high arousal activities.
POST Background Investigation Dimensions (2006)	**Impulse Control/Attention to Safety - Safe Driving Practices.**
POST Hiring Interview Guidelines (2003)	
POST FTO Daily Observation Report Evaluation Factors (2004)	**Driving Skill - Normal Conditions**: Sets an example for lawful, courteous driving; drives defensively; maintains complete control of vehicle while operating radio, checking hot sheet, etc. **Driving Skill - Moderate/High Stress Driving:** Displays high degree of reflex ability and driving competence; anticipates driving situations in advance and acts accordingly; responds well relative to the degree of stress present; practices defensive driving techniques; adheres to department policies and procedures regarding Code 3 pursuit enforcement driving.
POST Basic Course Scenario Test Competencies (2006)	**Police Vehicle Operation:** The ability to operate a patrol vehicle in a safe and efficient manner and *to* position the vehicle appropriate to the situation.
POST 1979 Job Analysis	
DOJ Community Oriented Policing Project (2002)	
King County (Washington) Sheriff's Office Study (2004)	**Driving Skills:** To operate a vehicle (e.g., car motorcycle) safely under all types of conditions.

LEGAL KNOWLEDGE: Knowing and appropriately applying the laws, codes and legal procedures that govern patrol activities (e.g., accurately detecting crimes and violations and applying appropriate codes; complying with legal requirements pertaining to arrest and detain, search, evidence, etc.; incorporating all necessary legal elements in written documentation).	
POST Psychological Screening Dimensions (2006)	
POST Background Investigation Dimensions (2006)	
POST Hiring Interview Guidelines (2003)	
POST FTO Daily Observation Report Evaluation Factors (2004)	**Knowledge of Criminal Statutes:** Has outstanding knowledge of all codes and applies that knowledge to normal and unusual activity quickly and effectively. **Knowledge of Criminal Procedures:** Follows required procedure in all cases, accurately applying law relative to searching, seizing evidence, release of information and effecting arrests. **Investigative Skills:** Accurate in identifying the nature of offense committed.
POST Basic Course Scenario Test Competencies (2006)	**Legal Authority/Individual Rights:** The identification of law and constitutional rights governing consensual encounters, detentions and arrests.
POST 1979 Job Analysis	
DOJ Community Oriented Policing Project (2002)	
King County (Washington) Sheriff's Office Study (2004)	

KNOWLEDGE OF DEPARTMENTAL POLICIES AND PROCEDURES: Knowing and consistently following all departmental policies, regulations and procedures in the performance of job duties.	
POST Psychological Screening Dimensions (2006)	
POST Background Investigation Dimensions (2006)	
POST Hiring Interview Guidelines (2003)	
POST FTO Daily Observation Report Evaluation Factors (2004)	**Knowledge of Department Policies and Procedures:** Has an excellent working knowledge of department policies, regulations, procedures. **Routine Forms - Accuracy and Completeness:** Consistently makes accurate form selection and understands their use.
POST Basic Course Scenario Test Competencies (2006)	**Local Procedures:** The ability to demonstrate knowledge of procedures or policies developed by the presenter or agency to address tactics or required actions in given circumstances.
POST 1977 Job Analysis	
DOJ Community Oriented Policing Project (2002)	
King County (Washington) Sheriff's Office Study (2004)	

KNOWLEDGE OF PATROL PROCEDURES AND TECHNIQUES: Knowing and consistently demonstrating appropriate procedures and techniques for performing patrol activities (beat patrol, suspect approach, vehicle stops, searching, restraining, prisoner transportation, handling different kinds of calls, etc.).	
POST Psychological Screening Dimensions (2006)	
POST Background Investigation Dimensions (2006)	
POST Hiring Interview Guidelines (2003)	
POST FTO Daily Observation Report Evaluation Factors (2004)	**Communications: Appropriate Use of Codes/Procedure:** Follows policy and accepted procedures; has good working knowledge of most-often-used code sections/language. **Radio - Articulation of Transmissions:** Uses proper procedure. **MDT - Use/Comprehension/Articulation:** Understands CAD, DMV, and CLETS error messages.
POST Basic Course Scenario Test Competencies (2006)	
POST 1979 Job Analysis	
DOJ Community Oriented Policing Project (2002)	
King County (Washington) Sheriff's Office Study (2004)	

KNOWLEDGE OF INVESTIGATIVE PROCEDURES: Knowing and consistently applying procedures and techniques for gathering investigative information (locating and identifying victims, witnesses, and suspects; interviewing; collecting and preserving evidence; etc.).	
POST Psychological Screening Dimensions (2006)	
POST Background Investigation Dimensions (2006)	
POST Hiring Interview Guidelines (2003)	
POST FTO Daily Observation Report Evaluation Factors (2004)	**Investigative Skills:** Follows proper investigative procedures.
POST Basic Course Scenario Test Competencies (2006)	
POST 1977 Job Analysis	
DOJ Community Oriented Policing Project (2002)	
King County (Washington) Sheriff's Office Study (2004)	