

San Diego Fire-Rescue Department
2025 Promotional Processes
Captain

John M. Ford, Ph.D
Principal Consultant




INDUSTRIAL/ORGANIZATIONAL SOLUTIONS
PUBLIC SAFETY SELECTION EXPERTS

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OVERVIEW

- This orientation is designed to help you better understand and prepare for the promotional process.
- Although the presentation is thorough, questions are encouraged.




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INDUSTRIAL/ORGANIZATION AL SOLUTIONS (IOS)

- Headquartered just outside of Chicago.
- Public Safety Consulting Firm – Fire, Police, EMS, & Corrections.
- Develop Entry-level & Promotional Processes.
- Our consulting division develops approximately 150-160 job knowledge written tests and 75-80 custom assessments per year.
- IOS employs approximately 25 I/O Psychologists, with expertise in job analysis, test development, assessment development, measurement, evaluation, test fairness & legal defensibility, and other issues related to testing processes.




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AGENDA

- Overview of Process
- Job Knowledge Written Exam
- Assessment Center Overview
- Assessment Dimensions
- Potential Assessment Center Exercises
- Scoring/Assessing Candidate Performance
- Preparation and Insights



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SDFD BATTALION CHIEF PROMOTIONAL PROCESS

- Your Department has decided to implement a process that is fair, objective, and thorough.
- The processes will include a **written test** and an **assessment center**.
- The goal of this session is to provide an overview of the promotional process.

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PROMOTIONAL TESTING COMPONENTS

- **Job Knowledge Written Test (40% Weight)**
 - Traditional Job Knowledge Items
- **Assessment Center (60% Weight)**
 - Emergency Command Exercise
 - Structured Interview
 - Supervisory Assessment Exercise
 - Written Exercise
- **Must receive a passing score on Emergency Command Exercise, Structured Interview, & Supervisory Assessment Exercise to be on the eligible list.**
 - Written Exercise score will be included in the weighted Assessment Center score, but will not be a pass/fail component.

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JOB KNOWLEDGE WRITTEN TEST

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WRITTEN TEST PROCESS

- The Department determines the reading list and reading sources.
- Test items are developed by IOS.
 - **We do not work with any test prep firms!**
- All items are reviewed by Department Subject Matter Experts (SMEs).
- Test is finalized based on SME review.
- Exam administration.
- Evaluation of candidate item appeals.
- Final scores are calculated.

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WRITTEN TEST JOB KNOWLEDGE ITEMS

- **Valid** and **relevant** for Department & rank.
- Items based on topics and information from the **reading list**.
- Requires **interpretation** and **application**, not just memorization.
- 100 multiple-choice questions.
- Items are grouped by reading source.
- **One right** answer.
- If you don't know the answer, guess!

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STUDY & PREPARATION

- Start early and develop a study plan
- Self assessment of strengths & weaknesses
- Plan & prioritize
- Determine your best study methods
- Recommended Study Method – SQ3R
 - Survey
 - Question
 - Read
 - Recall (or Recite)
 - Review

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WRITTEN TEST CHALLENGES & APPEALS

- Despite IOS's strict quality control measures, sometimes poor items make it on the test.
- You will have the opportunity to challenge items following test administration.
- When writing your concerns & questions, be specific & provide details. **Write legibly.**
- IOS will review appeals in collaboration with SMEs and the City Personnel Department.
- All successful challenges will be applied to the final scores of all candidates.

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EXAMPLE— APPEALS PROCESS

Item #	Total # of Appeals	Candidate Comment	Consultant Response	Decision
36	1	This question is too vague. The adult circulation assessment should be checked at the radial pulse if conscious. If the patient is unconscious then the carotid pulse should be assessed.	Candidate is correct. Question did not specify the condition of the victim.	Give credit for "A" and for "C".
37	3	The Laryngeal Mask Airway is not readily used by EMTs in this County.	SMEs verified that candidates are correct.	Give credit for all responses.
52	3	AIDs may also be transmitted this way according to Brady.	According to Brady, the routes of AIDS exposure are limited to direct contact with blood. This excludes "stool" and "other bodily fluids."	Keep scoring as is.

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ASSESSMENT CENTER

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WHAT IS AN ASSESSMENT CENTER?

- A **process**, not a place.
- Series of exercises designed to simulate **important aspects of the job**.
- Exercises elicit behavior similar to that **required for success** in the job.
- Performance rated by multiple assessors **trained to be fair and objective**.
- Assessors rate candidate performance on **job-related performance dimensions**.

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WHY USE ASSESSMENT CENTERS?

- Can't promote everyone!
- Gives you the opportunity to **demonstrate** your abilities and **what you can do**.
- **Fair, valid, and reliable** predictors of future success on the job.

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HOW ARE ASSESSMENT CENTERS DEVELOPED?

- **Job analysis** determines knowledge, skills, and abilities.
- Meet with SMEs to discuss critical aspects of the position and identify **performance dimensions** to be evaluated.
- Develop **custom exercises** and **questions**.
- Have SMEs review draft exercises and questions to **ensure content and benchmarks accurate** for Department and position.

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ASSESSMENT CENTER ADMINISTRATION PROCESS

- Check-in
- General Preparation Time
- Transport to exercises.
- After completing the exercises, return to the check-in area.
- 10-minute preparation times between exercises.
- Final paperwork/documents.

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ARRIVAL AT ASSESSMENT CENTER

- Must arrive prior to your designated report time.
- Pay careful attention to your assigned date, location, and arrival time.
- It is strongly suggested that you arrive early.
- If you arrive early, use the restrooms before signing in.
- You must be checked in or in line to be checked in by your arrival time.
- Make sure you have everything you will need (eyeglasses, ID, beverage(s), medication, snacks, etc.).
- Once you have signed in, you will not be able to leave until your participation has ended.
- You may spend anywhere up to half a day at the assessment center site.
- Make sure you are dressed appropriately.

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CHECK-IN

- Bring official picture ID.
- You will sign an assessment agreement.
- You will receive:
 - Your Candidate ID Number.
 - Official instructions.
 - Your schedule.

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PROHIBITED MATERIALS

- Electronic devices (including, but not limited to cell phones, smart watches, radios, etc.) – anything with the potential ability to capture video or sound, or transmit data.
- Bags, purses, backpacks.
- Outside documentation (policy manuals, books, portfolios, notepads, etc.).
- Previously prepared notes or study material.
- You may not use any materials/devices other than what is provided to you (other than watch or timer).
 - External documents.
 - Notes taken prior to the process.
- Being caught with any prohibited item is grounds for immediate dismissal and would be considered an integrity violation.

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ACCEPTABLE MATERIALS TO BRING

- Medical devices.
- Wristwatch, count-down timer, or stopwatch.
- Beverages & snacks.

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NOTES

- You are only allowed to take notes during your official preparation time(s) or during the actual exercise(s).
- You are **NOT** allowed to take notes at any other times:
 - Waiting to participate.
 - During the sign-in period.
 - In-Between exercises.
- You are prohibited from videotaping, audiotaping, taking pictures, or taking notes on any AC materials.
- You are also strictly prohibited from removing any content related to the assessment (this includes, but is not limited to, exercise instructions, notes, etc.).

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THE SCHEDULE

- Shows what **time you are scheduled** for each exercise.
- All candidates will have the **exact same** total time.
- **Restroom Use.**
 - If you need to use the restroom during your preparation time, the time will not stop. You will lose any preparation time while you are in the restroom.
 - Inform the proctor that you need to use the restroom.
 - You may not discuss the exercises with anyone while in transit or while in the restroom.
 - If needed, use the restroom immediately after finishing exercises to maintain the schedule.

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SAMPLE SCHEDULE

REPORT TIME	7:00 AM	
GENERAL PREPARATION	7:10 AM	- 8:10 AM
EMERGENCY COMMAND	8:15 AM	- 8:35 AM
10 Minute Preparation Time	8:40 AM	- 8:50 AM
SUPERVISORY ASSESSMENT	8:55 AM	- 9:15 AM
10 Minute Preparation Time	9:20 AM	- 9:30 AM
STRUCTURED INTERVIEW	9:35 AM	- 9:55 AM
10 Minute Preparation Time	10:00 AM	- 10:10 AM
WRITTEN EXERCISE	10:15 AM	- 11:00 AM

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ASSESSMENT CENTER PREPARATION TIME

- Types of Preparation Time:
 - General Preparation Time - Before the first exercise.
 - The amount of General Preparation Time will be determined by the complexity of the exercises.
 - Candidates will receive instructions for all exercises during General Preparation Time.
 - Additional 10-minute preparation periods between exercises.
- Time will not stop for restroom breaks.

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EXERCISE INSTRUCTIONS & NOTES

- During all preparation time periods, candidates may make notes on the instructions or provided note paper.
- Candidates must take the instructions (all pages) and notes to the exercise.
- Candidates may refer to the instructions and/or their notes during the exercises.
- Instructions & notes must be given to the assessors after completing the exercise.
- Notes will NOT be graded by the assessors.

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TRANSPORT TO THE EXERCISE ROOMS

- The proctors will escort you to the exercise rooms.
- Wait outside the room until an assessor invites you into the room.
- Bring the exercise instructions (every page) and your notes for the exercise with you – you must turn them into the assessors at the end of the exercise.
- Do not bring any other materials into the room with you (other than a timer).

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ADMINISTRATION OF EXERCISES

- Assessors will provide a brief introduction.
- **Candidates are responsible for monitoring and tracking their own time.**
 - **No cell phones or smart watches – ONLY wristwatches, stopwatches, or digital countdown timers.**
- Give exercise instructions & notes to the assessors when the exercise is completed.
- Return to the check-in area.

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OVERVIEW OF EXERCISES

- **Emergency Command Exercise**
 - Dynamic Emergency Scenario
 - Static Emergency Scenario
- **Structured Interview**
- **Supervisory Assessment Exercise**
 - In-Basket
 - Oral Presentation
 - Role Play
- **Written Exercise**

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EMERGENCY COMMAND EXERCISE

- One or more emergency scenarios.
- Designed to assess:
 - Incident command.
 - Problem solving skills.
 - Leadership ability.
 - Knowledge of strategy & tactics.
 - Knowledge of Department resources.
- May involve narrative information, oral information, building diagrams, computer-generated images, simulations, photos, and/or slides.

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Dynamic Emergency Scenario

- **One or more scenarios** similar to what you might encounter on the job (structure fire, MCI, Hazmat, wildland fire, auto accident, etc.).
- You must become **Incident Commander** and **manage the scenario**.
- The situation will **evolve**.
- Role players will respond via simulated radio communications.

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DYNAMIC SCENARIO TIPS

- Typically, there are 2 parts: An interactive simulation and a question-and-answer session.
- During the simulation, respond as you would at an actual incident.
- Assume that organizational structure & resources are the same as your Department.
- The image will indicate when you arrive on scene.
- You must assume command.
- Use normal designations utilized by your Department.
- Time will generally pass faster than "real time."
- Respond to the unit, not the voice.
- Be prepared to receive/give a transfer of command report.
- Talk loud enough for role players and assessors to hear you.
- Look at the images and listen to role players – they will give you clues.

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DYNAMIC SCENARIO TIPS CONTINUED

- You are responsible for tracking your time.
- You are assessed on your Incident Command skills, not the final picture.
- You may ask for 360 or updates at any time.
- You may request more resources if appropriate.
- Be careful not to over- or under-utilize units.

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STATIC EMERGENCY SCENARIO

- **One or more scenarios** similar to what you might encounter on the job (structure fire, MCI, Hazmat, wildland fire, auto accident, etc.).
- Answer questions about strategy, tactics, concerns, etc.
- Describe actions to be taken and reasoning behind proposed actions.

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STRUCTURED INTERVIEW

- Will, in part, include a presentation of information regarding your preparation for the position.
- Typically 4-6 job-related questions or scenarios.
- Types of Questions:
 - Questions about you.
 - Questions about job-related topics.
 - Situational judgment questions.
- Designed to Assess:
 - Understanding of roles & responsibilities of the position.
 - Motivation.
 - Interpersonal Skills.
 - Knowledge of Department policies/procedures.
 - Problem solving skills.
 - Supervisory & leadership skills.

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QUESTION #1

Why do you want to be a Fire Captain with SDFD and how are you qualified for the position?

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UNDERSTANDING OF POSITION & PREPARATION

- There will be a question that asks candidates to demonstrate their understanding of the position and discuss their preparation.
- Read and listen to the question carefully and answer it appropriately.
- Discuss the **roles & responsibilities** of the position.
- Discuss how your experience, education, and training have **prepared you** for the job.
 - Make sure to articulate how your experience, education, training, knowledge, skills, and abilities are **specifically related** to the position.
- Discuss your **traits, attributes, and skills** that would contribute to successful performance on the job.
- It is also appropriate to discuss job-related off-duty experiences.

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STRUCTURED INTERVIEW TIPS

- Be aware that you may or may not receive some or all of the questions during your prep time.
- You are responsible for tracking and managing your own time.
- Some questions may have multiple parts – Answer the entire question.
- You will receive a score for each question – Make sure you manage your time so you are able to answer all of the questions.
- You may use any notes that you prepare during your preparation time.
- You may return to a previous question, although this may impact your score.
- Approach the items with the appropriate mindset for the position.
- Discuss assumptions & if/then scenarios.
- Don't jump to unwarranted conclusions.
- Demonstrate skills (show, don't just tell).
- Provide details, specifics, and examples.
- Discuss relevant policies and procedures.
- Discuss documentation, notification, and follow-up.

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SUPERVISORY ASSESSMENT EXERCISE

- Simulates management, training, and/or administrative situations.
- Designed to assess:
 - Supervisory & leadership skills.
 - Interpersonal skills.
 - Knowledge of Department policies/procedures.
 - Knowledge of roles & responsibilities of position.
 - Problem solving skills.
 - Prioritization & organization skills.
- Potential exercises:
 - In-Basket.
 - Oral Presentation.
 - Role Play.

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IN-BASKET

- **Multiple items and situations** you might respond to in a shift.
- May be memos, letters, phone calls, radio communications, e-mail, or face-to-face interactions.
- State how you would **prioritize the items**.
- State the specific **actions you would take**.
- There are usually 2 sections – Your presentation and a question-and-answer section.
- You may use your notes from your preparation time.

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IN-BASKET TIPS

- You are responsible for tracking and managing your own time.
- Read through all of the items before outlining your strategies.
- When discussing items, don't explain the event to the assessors. Use the letter or label.
- Handle situations as person in rank should handle (this includes delegation and notifying chain-of-command).
- Discuss your thinking and the rationale behind your actions.
- Look at big picture.
- Look for relationships between items.
- Realize that names and locations are fictional.
- Although items are presented in chronological order, you may address them in any order you want.

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MORE IN-BASKET TIPS

- Approach the items with the appropriate mindset for the position.
- Discuss assumptions & if/then scenarios.
- Don't jump to unwarranted conclusions.
- Demonstrate skills (show, don't just tell).
- Provide details, specifics, and examples.
- Discuss relevant policies and procedures.
- Discuss documentation, notification, and follow-up.

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ORAL PRESENTATION

- You are given a **topic to present**.
- The topic may be about any **aspect of the job**.
- The presentation will be **geared to the position** and the job.

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ORAL PRESENTATION TIPS

- Be prepared to discuss a topic relevant to the position or to simulate a type of presentation that someone in the position might be expected to make.
- Consider your audience when preparing your presentation.
- Outline your presentation – Be organized.
- Make sure to thoroughly address the topic.
- Be prepared for the assessors to ask you questions or make comments acting as if they were members of your audience or in their role as assessors.
- Present a professional image.
- Practice speaking in front of others, in front of a mirror, and/or on video.
- You are responsible for tracking and managing your own time.
- The Oral Presentation may include role players.

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ROLE PLAY

- **May be any situation** with superior officer, subordinate, co-worker, member of the public, etc.
- **You must play the part**, and pretend any other actors or participants are actually the characters they are role playing.
- **Act and interact** according to the situation and the position.
- There are usually 2 sections – The Role Play and a question-and-answer section.

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ROLE PLAY TIPS

- You are responsible for tracking and managing your own time.
- During the role play, talk to the role players, not the assessors.
- Face so that the assessors can hear you.
- You can ask a role player to leave the room or area (although they won't actually leave the exercise room).
- The assessors are not expecting you to completely "solve" the problem during the exercise.
- Approach the situation with the appropriate mindset for the position.
- Have a plan – Determine how to effectively start the interaction.
- Maintain control of the situation.
- Understand that the role players will behave more extremely than in a normal situation.

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MORE ROLE PLAY TIPS

- Listen to the role players.
- Be flexible. Adapt your strategy as you learn new information.
- Demonstrate leadership.
- Address the primary issues.
- Effectively communicate expectations.
- Discuss documentation, notification, and follow-up.
- Be prepared to discuss the rationale behind your strategy and actions in the question-and-answer section.

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WRITTEN EXERCISE

- May involve a **simulation** of some type of writing or editing performed in the position (such as, a report, memo, narrative, etc.) or be about any **topic related to the job**.
- You will be **evaluated on**:
 - **Content** – your ideas, job knowledge, and leadership/supervisory skills.
 - **Writing skills** – use of proper grammar, spelling, and punctuation.
- Designed to assess:
 - Ability to analyze and evaluate information.
 - Ability to interpret Department policies/procedures.
 - Supervisory & leadership skills.
 - Logical reasoning.
 - Written communication skills (such as, proper grammar, word choice, sentence structure, punctuation, and spelling).

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WRITTEN EXERCISE TIPS

- Be prepared to write about a topic relevant to the position or to simulate a type of written document that someone in the position might be expected to make.
- Consider your audience.
- Create an outline before you start writing – Be organized.
- If appropriate, include an introduction and conclusion.
- Make sure to thoroughly address the topic.
- Use a professional writing style.
- Practice.
- You are responsible for tracking and managing your own time.
- Remember to allocate time for proofing and editing your document.
- Don't include your name in the document – Use your candidate number.

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More Written Exercise Tips

- If appropriate, a template will be provided.
- A copy of the City Style Guide will be provided.
- The document will already be saved under your candidate number. You do not need to “save as” the document, although you may want to save frequently.
- You do NOT need to print your document during the exercise time. The proctors will print your document after the exercise time is completed.
- If there are any technical issues, notify the proctor immediately.

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Writing Skills Assessed

- A good introduction and/or summary.
- Logical flow.
- Overall readability.
- Paragraph style formatting.
- Sentence structure.
- Proper word usage.
- Correct spelling.
- Correct grammar.
- Correct punctuation.
- Well-written conclusion.
- Conformance with *Visual and Correspondence Style Guide*.

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Written Exercise Evaluation Criteria

- Cover the entire topic.
- Present logical and real-world ideas.
- Demonstrate an understanding of the roles and responsibilities of a Battalion Chief and leader in the Department.
- Provide enough work for a fair evaluation of writing skills and ideas.
- Present a professional image.
- Be thoughtful and comprehensive in response.
- Provide a high level of detail and examples.

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PERFORMANCE DIMENSIONS

- Administrative Management
- Community Relations
- Critical Thinking
- Incident Operations
- Interpersonal Skills
- Leadership
- Management and Supervision
- Oral Communication
- Written Communication
- Executive Management

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ADMINISTRATIVE MANAGEMENT

- 
- Identifying, arranging, and organizing necessary resources (e.g., material, personnel, and financial) to accomplish objectives and tasks in an effective and efficient manner.
 - Planning, directing, and controlling projects and programs to achieve set objectives.
 - Managing one's time to accomplish items of highest priority while leaving sufficient time to address other less critical items.
 - Includes:
 - Planning.
 - Time Management/Prioritization.
 - Coordination.

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COMMUNITY RELATIONS

- 
- Identifying the needs, concerns, and risks of communities and their members.
 - Making strategic, concerted efforts to deliver services and share information that addresses those needs, concerns, and risks.
 - Understanding the way the organization needs to be presented to the community at large and making necessary efforts to work with the public while protecting the integrity of the organization.
 - Demonstrating cultural sensitivity for various demographic and societal groups.
 - Includes:
 - Cultural Sensitivity/Awareness.
 - Sharing Information with the Public.
 - Customer Service.

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CRITICAL THINKING

- 
- Using careful analysis and evaluation to recognize when something is wrong or is likely to go wrong.
 - The ability to identify a solution or corrective action and use available information and resources to solve problems.
 - Identifying several courses of action, the benefits and consequences of such courses of action, and making decisions using all available information.
 - Includes:
 - Problem Sensitivity/Analysis.
 - Problem Solving/Reasoning.
 - Judgment/Decision-Making.

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INCIDENT OPERATIONS

- Establishing the incident objectives and goals for emergency incidents.
- Using the appropriate resources, strategies, skills, and procedures to achieve tactical goals at emergency incidents.
- Applying acquired knowledge of organizational guidelines, standards, and procedures.
- Maintaining accountability, integrity, and responsibility over personnel and the incident.
- Ensuring responder safety throughout the incident.
- Includes:
 - Incident Management.
 - Tactical Skills.

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INTERPERSONAL SKILLS

- Interacting with others in a pleasant and comfortable manner to build trust and rapport.
- Working with individuals to identify problems, identify solutions, and negotiate mutually acceptable outcomes.
- Working with opposing sides to make good faith efforts to pursue solutions and honor agreements.
- Effectively working with others to accomplish mutual goals.
- The ability to rely on others to assist with a task, working interdependently to accomplish the goal.
- Includes:
 - Sensitivity.
 - Relationship Building.
 - Conflict Resolution.
 - Teamwork.

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LEADERSHIP

- Inspiring, guiding, and improving the performance of groups of employees by identifying a common goal or vision, encouraging employees to expand their skill set, and maintaining a positive and productive work environment.
- Serving as a role model for others.
- Includes:
 - Influencing Others.
 - Vision.
 - Command Presence.

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MANAGEMENT AND SUPERVISION

- Day-to-day monitoring of personnel to ensure the effective completion of assigned tasks and position-specific responsibilities including the oversight and improvement of employees to achieve the highest level of employee performance.
- Includes:
 - Personnel Management.
 - Supervision Skills.
 - Delegation.

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ORAL COMMUNICATION

- Communicating orally to convey information effectively.
- Ability to speak in a clear, concise, understandable, and appropriate manner.
- Ability to deliver a message in such a way that others clearly understand the meaning of an intended message.
- Using language and non-verbals effectively to engage a group and clearly communicate a message in a formal or semi-formal presentation setting.

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WRITTEN COMMUNICATION

- Communicating in writing to convey information effectively and accurately.
- Using written language (word choice, punctuation, grammar, and syntax) to communicate clear thoughts.

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SCORING

- Calculate Exercise Score for each assessor
- Calculate Exercise Score across assessors
- Calculate Assessment Center Score across exercises

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RATING SCALE

Rating	Description
0 - 49	Totally unacceptable, lacking any effort
50 - 59	Needs significant improvement
60 - 69	Approaches minimally acceptable
70 - 79	Meets or slightly exceeds minimum requirements
80 - 89	Very good, approaching excellent performance
90 - 99	Excellent to outstanding performance

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SCORING EXAMPLE MOST EXERCISES

- Assessor 1
 - Dim 1 = 80
 - Dim 2 = 78
 - Dim 3 = 84
 - Dim 4 = 73
 - Dim 5 = 80
 - Assessor Exercise Score
 - Assessor 1 = 80
 - Assessor 2 = 84
 - Assessor 3 = 76
 - Exercise Score = 80
- Dim Score = $395/5 = 79$
 Overall Score = 81
 Assessor Exercise Score = $(79 + 81)/2 = 80$

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SCORING EXAMPLE – STRUCTURED INTERVIEW & EMERGENCY COMMAND (IF MORE THAN 1 SCENARIO)

- Assessor 1
 - Question/Scenario 1 = 80
 - Question/Scenario 2 = 78
 - Question/Scenario 3 = 84
 - Question/Scenario 4 = 73
 - Question/Scenario 5 = 80
 - Question/Scenario Score = 79
 - *Scenarios may be weighted
 - Dimension Score = 80
 - Overall Score = 81
 - Assessor Score = $(79 + 80 + 81)/3 = 80$
- Assessor Score
 - Rater 1 = 80
 - Rater 2 = 84
 - Rater 3 = 76
 - Exercise Score = 80

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CONFIDENTIALITY

- The content and nature of the assessment center exercises are confidential.
- You cannot take any of your notes or exercise instructions with you when you leave the AC facility.
- You cannot discuss the contents of the assessment with anyone, including other candidates (even those who have already participated), individuals of the same rank who are not participating in the process, or individuals of differing ranks.
- If you leave the AC facilities with any test materials, or if anyone observes you discussing the content of the assessment, you will be disqualified from the process and this will be considered an integrity violation.

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FEEDBACK

- The purpose of the Assessment Center is to create an **eligibility list** for promotion – **Not training**.
- Scoring and feedback are completely separate processes.
 - **The main job of assessors is scoring.**
- The assessors' goal in providing feedback is to identify **a few** of the most noticeable strengths and/or developmental needs.
 - These comments are **NOT** intended to be **all-encompassing**.
 - **NOT all of the factors** related to your final score **are provided**.
- Feedback is **NOT a checklist**.
- Please remember that IOS can only provide as much information as the assessors provided during the scoring process.
- Feedback can **NOT be appealed**.

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HOW TO PREPARE FOR AN ASSESSMENT CENTER

- **Practice**, practice, practice!
- Evaluate and understand the **needs of the Department**.
- Think about and study the **role & responsibilities** of the position.
- Know your Department **policies & procedures**.
- **Anticipate** questions and scenarios and plan your responses.
- Ensure that you are addressing the **performance dimensions**.
- Review the **example exercises**.
- **Video tape your practice sections and review them.**
 - **Identify any distracting mannerisms and correct them.**
- **Practice managing your time.**
- **We do NOT work with any test prep firms.**

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DAY OF AC RECOMMENDATIONS

- Avoid **Department-specific jargon**.
- Address **ALL** of the relevant **performance dimensions**.
- State your **assumptions**.
- Pay attention to **time limits**.
- Look at the **“big picture.”**
- **Read the exercise instructions carefully.**
- Present appropriate **details**.
- Address **all** parts of the questions/scenario/exercise.
- All candidates receive the **same questions**. If you have already answered a question, don't get frustrated.

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MORE DAY OF AC RECOMMENDATIONS

- When you complete an exercise or part of an exercise prior to the time limit, **tell the assessors you are done**.
- **Label your notes** for each exercise clearly.
- If there are any **technological issues**, report them to the proctors or assessors **immediately**.
- Remember that the exercises are **separate and independent** - If you don't do as well on an exercise as you hoped, do not let your performance impact other exercises.

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**WE WISH YOU SUCCESS IN
THIS PROMOTIONAL
PROCESS!**

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