

Sergeant Orientation Session

Assessment Centers

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The American Psychological Association (APA) defines the assessment center as a standard evaluation of behavior based upon multiple inputs. These include behavioral simulation exercises, rated by multiple, trained assessors who observe and record behaviors, and who either reach a consensus or through statistical aggregation, derive standings for the assessees. While assessment centers can be used to predict, diagnose, and develop, for our purposes, we will use assessment center exercises for their predictive validity of sergeant and lieutenant performance.

History

Germany is believed to have used the assessment center during WWI to identify military leaders. After it turned into a Republic, it could not pick officers from "the noble class," but rather developed multi-assessor, multi-event job simulation techniques to determine the caliber of candidates from ordinary recruits. Germany was looking for leadership skills that would enable an ordinary soldier to succeed as an officer. Germany implemented assessment centers after the Treaty of Versailles to identify military officers through a series of tests, simulations, and exercises.

During WWII, the U.S. was woefully unprepared to enter the war, much less thrive in the field of intelligence operations. President Franklin Roosevelt appointed General William Donovan to head the Office of Strategic Services (OSS), which would be the paramilitary intelligence operation. General Donovan copied the British program of psychological assessment in their selection of viable candidates for military intelligence.

The British established War Office Selection Boards to assess officer candidates. Building upon the German model, the British focused more on team-based exercises. Their assessment centers included psychiatric assessment, intelligence tests, simulated command tasks, group problem solving, presentations, and interviews. Rather than using short interviews and intuitive decisions made about a candidate's suitability for the officer role based on characteristics that often had little correlation to future performance, the British used a more reasoned approach.

The U.S. OSS needed applicants to handle guerrilla warfare, sabotage, assassination, espionage, propaganda operations, and skills, like radio operations. General Donovan hired Dr. Henry Murray, a Harvard-trained psychologist who pioneered personality assessments. His selection committee screened 5,400 candidates for intelligence operations and began by having candidates develop a cover story that included their background, education, profession, etc. that was not their true background and identity. Since candidates would be working undercover abroad, this was the first test of developing a false profile. The candidates were rated on

motivation, practical intelligence, emotional stability, social relations, leadership, physical ability, observation and reporting, propaganda skills, and maintaining cover. A six-point rating scale was developed, ranging from very inferior, inferior, low average, high average, superior, and very superior.

Another test was the Map Memory test. The candidate had to assume that she is an operative in the field and has just made a secret face-to-face meeting with a courier who has a map of the territory where the agent is assigned. In order to avoid being captured with the map, the candidate is given 8- minutes to memorize it and then answer multiple-choice questions on the terrain.

Several exercises were meant to emulate potential risky situations, such as crossing a 15-foot wide river, scaling a 15' wall, and a construction project where a wooden structure had to be constructed within 10 minutes. There was an exercise called a stress interview, where the OSS operative was faced with being arrested and interrogated by members of the Gestapo in occupied Europe. This was meant to determine who could withstand emotional and intellectual strain of being interrogated and still complete their duties and responsibilities.

Today, the CIA and U.S. Army Special Forces use the assessment center programs for identifying ideal candidates to complete their mission. Many studies have been published on the validity and reliability of assessment centers, and the methods have gained the endorsement of the International Congress on the Assessment Center Methods. Best practices call for identifying the essential elements of assessment centers and providing recommendations regarding the content of assessor training, information participants should receive before beginning the assessment center, data usage, and validation methods.

Today's Applications

AT & T pioneers, Robert K Greenleaf and Douglas W Bray, followed the careers of young business managers as they promoted over a period of 20 years. The assessment center method identified successful managers over their career tenure. The assessment center was considered to be a good predictor of organizational achievement.

In today's age, the assessment center method has gained status as a best practice and is used by many businesses and organizations, including law enforcement agencies. Most of the Fort Bend County Sheriff's Office executive command has been assessed for supervisory, management, and executive law enforcement positions. The executive command has also participated throughout the U.S. in a multitude of municipal and county jurisdictions as assessors. For the sergeant's assessment, the executive command staff contributed toward the design of situational exercises for sergeant and lieutenant assessments.

International Congress on Assessment Center Requirements

In 1975, the first guidelines on the use of assessment centers was created as a statement of the considerations believed to be most important for all assessment center users.

In 2014, the *Guidelines and Ethical Considerations for Assessment Centers* was endorsed by the International Project Management Association. This involved the sixth edition of guidelines. The guidelines identify 10 essential AC components:

1. Systematic analysis to determine job-relevant behavioral constructs. These are performance dimensions, or constructs, and are a constellation or group of behaviors that are specific, observable, and verifiable and can reliably and logically be classified together.
2. Behavioral classification. The captured behaviors captured within the assessment context.
3. Multiple assessment center components. The assessment center must contain multiple assessment components, such as behavioral simulation exercises, tests, and may include structured interviews, situational judgment tests, questionnaires, and the like.
4. Linkages between behavioral constructs and assessment center components. A matrix mapping what behavioral constructs are assessed in each assessment center component must be constructed.
5. Simulation exercises. An assessment center must contain multiple opportunities to observe behaviors relevant to the behavioral constructs to be assessed. Simulation exercises include leaderless group discussion, in-box exercises, case study analysis, role-plays, fact-finding exercises.
6. Assessors. Multiple assessors must be used to observe and evaluate each assessee. Assessors must be diverse in terms of demographics and experience.
7. Assessor training. Assessors must receive thorough training and demonstrate performance that meets pre specified criteria.
8. Recording and Scoring of Behaviors. Note taking, behavioral observation scales, behavioral checklists, or behaviorally anchored rating scales meet this requirement.
9. Data integration. Integration of observations and/or ratings of each assessee's behaviors must be based on a discussion of pooled observations and ratings from various assessors and/or a statistical integration of assessors' ratings.
10. Standardization. Procedures for administering all aspects of an assessment center must be standardized so that all assesses have the same opportunities to demonstrate behaviors relevant to the behavioral constructs.

Exercise Types for Police

In-basket exercise. The in-basket exercise is one of the more common law enforcement assessment center exercises, and is meant to determine how well a candidate can handle paperwork that has been placed in an in-box, including reports, emails, memorandums, complaints, assignments, notes, etc. Anything that a sergeant or lieutenant handles on a daily basis can potentially be an item in the in-basket. The assessors rate you on time management, decision-making, planning and organizing, problem analysis and resolution, written communication, ability to delegate, developing action plans, initiative, interpersonal skills, and leadership.

On this exercise, you must review all items quickly, see if any are related, prioritize and ensure you address the urgent ones, complete as many as you can within the allotted time, and make sure you read the instructions and complete what you are asked to complete. Some in-basket exercises are to be presented orally to assessors, some will have multiple-choice questions, and some have a variety of forms to complete, such as an Action Justification Form. On this form, you would briefly outline your action plan, indicate how urgent it is, assign a priority, determine if it can be delegated, and determine if there are any related items.

Citizen Meeting. The candidate will be meeting with one or more citizens, or presenting a response to citizen issues to the assessor panel. Prior to this presentation, information is provided to the candidate that provides insight into the focus and purpose of the meeting. As with all assessment center exercises, the presentation to the assessors must be organized, well-presented, involve decisive actions to resolve the problems, understand root causes to problems, seek long-term solutions, establish a follow-up period, periodic evaluation or assessment, and must consider new information for refinement of the action plan. In role playing situations where citizen role players are involved, the performance dimensions will include interpersonal relationships, initiative, decision-making, problem analysis and resolution, leadership, oral communication, and planning and organizing.

Subordinate Counseling. As a sergeant, you will spend a substantial amount of time on personnel issues. You may have to counsel, discipline, guide, and coach a subordinate or group of subordinates who work together. In some assessment centers, a role player assumes the role of a subordinate, and sometimes, there are two subordinates with supervisory issues that must be discussed and resolved. In this instance, the candidate must gain commitment from the role-player to improve her performance. Consequences of failure to improve performance are established.

Roll-Call Briefing. This exercise may include role players who are roll call attendees, or a panel of assessors. Exercises may seek answers to problems, issues, or concerns, new policies and procedures, personnel conflict and other issues, such as absences, deficient work, misconduct, reporting problems, or other circumstances that require problem analysis and resolution. In

many instances, the assessors themselves are the attendees, and the candidate presents the issues to the assessors, along with the action plan.

News Conference. This exercise involves the candidate's review of a newsworthy event or events, anything from a serial sex offender, to an active shooter, and anything of interest to the public. A common scenario is a news release on officer misconduct or a sensational event. In some circumstances, where role players are involved, after the presentation is made, the role players will begin asking questions and the candidate is expected to respond.

Town Hall Meeting. This exercise involves the candidate's presentation to a group meeting involving citizens, members of a homeowners association, a social group, school employees, a work group, members of an ethnic minority group, a religious group, or other group. Role players may exist, or the presentation is made to a group of assessors. The candidate is expected to make a presentation that considers the problems, issues, or concerns, an analysis of the root causes of the problems, an action plan, expected outcomes, resources needed, and how the role players may collaborate or participate in the problem resolution must be discussed.

Leaderless Group Discussion. This type of exercise is quite difficult and not likely to be used because it invokes a lot of stress and sometimes conflict between candidates. In this exercise, a problem situation is presented to a group of candidates. Assessors sit around the conference table where candidates are seated. The group is tasked with solving the problem and making recommendations. However, once the problem is posed to the group, it is up to each individual to take a leadership role and this is where the stress and conflict happens. People may speak over each other, and there is a competition to lead the discussion, but assessors evaluate each individual on how they contribute to the problem resolution. Not everyone is the leader, some candidates may work as a facilitator, a mediator, a clock watcher, a silent observer, a task master, or other role. Assessment includes how well consensus is reached, whether ideas, options and alternatives, or solutions are offered.

Role-Playing Exercise. This exercise is an interaction between the candidate and one or more role players and there must be interaction between the parties to resolve the situation. Often, this is a face-to-face meeting with a subordinate who is experiencing a variety of issues, some of which are work-related and the candidate is expected to resolve the issues. In cases involving 2 role players, it is often that the 2 are co workers and they are experiencing work-related issues. However, role playing exercises also include the candidate meeting with one or more citizens with issues or complaints, sometimes with the 2 role players being at odds or in conflict. One role-playing exercise I observed as an assessor involved an event organizer who had issues with a vendor. Sometimes, the role players are trained not to agree to any candidate recommendations and to note any impulsive or inappropriate candidate reactions. Here, the candidate is evaluated on how she managed conflict and whether she was intimidated or lost her composure.

Personal Resume Presentation. An oral presentation is another common assessment center exercise, and candidates are expected to summarize their backgrounds and to identify the attributes and characteristics that make them the ideal candidate for the position. Sometimes candidates can present on a poster with their writing of a “roadmap.” Assessors seek to determine the candidate’s qualifications for the job as well as candidate strengths and weaknesses.

Written Exercise. The purpose of the written exercise is to assess a candidate’s written communication, comprehension skills, and attention to detail. Generally, the written exercise involves a review of copious amounts of information which requires analysis and resolution, and provides the candidate an opportunity to present solutions to problems in a clear, organized, well-structured manner. Instructions will guide the candidate on the format of the written document. In some cases, this is a memorandum to a particular commander or the chief executive. Candidates must read the instructions carefully.

Situational or Tactical Exercise. Any unusual or significant event can serve as a situational or tactical exercise. Examples include active shooters, fleeing felons, wanted suspects, chemical spills, natural disaster or emergency, officer involved shooting, crime-in-progress, barricaded suspect, fatality crash, series crime or crime spree, felony warrant execution, use of force incident, police pursuit, explosion, bomb threat, or a combination of tactical situations. This is an oral presentation and the candidate would make a presentation on how she would handle the situational or tactical exercise, including identification of the issues, scope of the problem, the action plan, resources needed, personnel assignments, staging area, ingress/egress, incident command, media area, inner perimeter/outer perimeter, hot/warm/cold zones, communications, documentation, reporting, and training issues, etc.

Structured Interview. Oral board assessors meet a candidate and usually request the candidate’s perspective on a policy, organizational mission, new chief’s or sheriff’s organizational plan, or new programs or initiatives. This exercise is designed to determine how well the candidate understands organizational change, cultural transformation, change agents, or environmental/ community issues that require organizational change. An example of a structured interview topic would be “What is Sheriff Fagan’s 7-Point Plan?” Topics for the structured interview often include issues that are present organizational concerns.

Performance Dimensions

Performance dimensions relate to the specific tasks, duties, responsibilities, and activities for which employees are responsible in a particular position or rank. The requirements and expectations of the job, in this instance, sergeant, include groupings of behaviors that predict success as a first-line supervisor or manager. These are specified after a job task analysis is completed for a specific rank or position. Discussions are held with subject matter experts to identify performance areas that reveal success of a candidate to handle the expectations of a

supervisor. The performance dimensions to be used in the FBCSO assessment center exercises include the dimensions listed below.

Oral Communication

The ability to express oneself in an individual or group setting. Includes the ability to listen effectively and exhibit comprehension. Ability to make clear, concise, effective, and persuasive presentations of ideas or facts. Ability to speak clearly and be understood. Includes the use of intonation, inflection, pitch, volume, and appropriate grammar and vocabulary. Exhibit effective nonverbal communication skills, such as eye contact, gestures, and listening skills.

Leadership

May also be labeled Training/ Coaching – The ability to guide and direct others to accomplish tasks/ goals. The ability to give directives and obtain compliance through management of the group process, through understanding of the dynamics between personal and departmental goals, through the exhibiting of self-confidence, and by showing skill in teaching and training others. This includes effective counseling, motivation, delegation, management of conflict between subordinates, conducting effective meetings, monitoring of work activities, and establishing effective follow-up measures

Problem Analysis & Resolution

Sometimes labeled Problem Analysis. Ability to identify potentially problematic situations and develop logical and appropriate courses of action to reduce or eliminate the problems. Ability to isolate problems by collecting and evaluating relevant information. Making a decision based upon fact analysis, setting priorities, consideration of alternatives, implementation of a plan of action, and assessment. Includes flexibility and adaptability. The ability to analyze and synthesize information and resolve issues, concerns, and problems.

Interpersonal Skills

Also known as Dealing with People. Showing a genuine interest in subordinates, peers, citizens, or others and with factors influencing their ability to perform their jobs. Showing compassion and empathy toward others, being tolerant of individuals of different cultures and ethnic backgrounds, ability to give and receive constructive criticism, ability to interact with others in an impartial and objective manner. Possess the ability to establish rapport with, understand, influence, and gain the cooperation of others. Demonstration of integrity and ethical conduct.

Initiative

Willingness to address issues and problems and assume responsibility for their resolution. The motivation to act proactively and exhibit concern for problem/ issue resolution. Ability to

persevere in the face of adversity. This is the ambition and desire to become personally involved in the problem resolution.

Planning & Organizing

This dimension is defined as the ability to establish a definite course of action for yourself and others in order to accomplish a specific goal. It includes the ability to use time effectively to establish priorities and ensure their completion. Additionally, it includes the ability to use available resources. Related dimensions include Decision-making, Delegation, Interpersonal Skills, Coordination, Initiative, Problem Analysis and Resolution, Judgment, and Composure.

Written Communication

Communication of written language for informational, persuasive, and expressive purposes. Successful written communication depends upon exhibiting a mastery of the conventions of the written language, facility with culturally accepted structures for presentation and argument, awareness of the audience, and other situation-specific factors (WASC Handbook, 2013, p. 58). Effective communication of complex ideas in written form is key to exchange ideas at the central of academic enterprise. Effective written communication is a key qualification for many jobs. Written exercises are evaluated for proper grammar, spelling, neatness, brevity, accuracy, sentence structure, content, and structure and organization.

Decisiveness

Also known as Composure, or Decision-Making. Decisiveness is related to Leadership, Adaptability, Delegation, Initiative, Conflict Resolution, Integrity, Judgment, Leadership, Oral Communication, Composure, Adaptability, Responsiveness, Perception and Analysis, and Organizing and Planning. Decisiveness is defined as the ability to deduce logical courses of actions from available data, to establish work priorities, to formulate rational decisions, to evaluate the relative merits of potential course(s) of action, and to generate alternative solutions to problems or issues. The ability to take action and commit oneself. Able to support decisions with rationale. Decisiveness includes adaptability and flexibility.

Scoring

Assessors score observed performance dimensions based upon a Likert-type rating scale with anchor points defining behaviors for low, mid level, and high points. The scales range from 1-8 points, 1-7 points, and 1-6 points. Candidates must exhibit certain behaviors that are observed, documented, and rated by the assessors.

An example of the scores for the performance dimension, Oral Communication, is provided below:

- 5 The candidate's verbal communication was consistently clear and complete. Articulation of language was distinct. The candidate used a wide array of intonation, inflection, pitch

variety, and volume. The candidate exhibited enthusiasm and comfort as well as composure. The candidate was at ease with the use of gestures, eye contact, and command bearing. Vocal fillers were non-existent.

- 4 The candidate's verbal communication was clear and complete most of the time, but there were a few signs of discomfort, such as shaky voice, nervousness, limited eye contact, and a slight lack of composure. The candidate used an acceptable level of language attributes: intonation, inflection, pitch variety, and volume. There were few vocal fillers.
- 3 The candidate's verbal communication was understood, but contained detractors, such as limited frequency of vocal variety. Sometimes, the candidate appeared nervous and unsure. The candidate was sometimes not clearly understood. The candidate's nervous mannerisms sometimes minimized the content of the presentation. Notable number of vocal fillers.
- 2 The candidate had a measurable number of distractions. The candidate exhibited some difficulty in conveying ideas, thoughts, or actions in a clear and concise manner. Some communication was incomplete or contained ineffective articulation. Vocal variety was limited. There were a few occasions when communication was clear, concise, and complete. Some verbal comments were not understood. Many vocal fillers.
- 1 The candidate exhibited difficulty in expressing logical or reasonable thought patterns. The candidate was not understood and some comments were inconclusive. The candidate did not use a variety of vocal descriptors: pitch, inflection, intonation, volume, speed, etc. The candidate was nervous and used very little eye contact. The candidate did not exhibit command bearing. The candidate used police jargon and did not provide definitions of such terminology or phrases. Many vocal fillers were present.

Test Preparation Strategies

The information provided in the next few paragraphs is meant to provide a brief, general overview to help you prepare for the assessment center exercises. Importantly, as you approach this competitive process, it is significantly important to review the sergeant job description and to determine how you can exhibit the personal readiness to assume sergeant responsibilities. To perform at your peak, you must formally prepare through education and study, but with the appropriate mental, intellectual, and developmental readiness to effectively manage supervisory responsibilities.

Arrive Early. One of the most effective means of minimizing stress is to arrive early.

Prepare. The more prepared you are, the more confident and relaxed you will be. You are competing against others who also seek sergeant status, and they will be prepared to manage the exercises. You must seek to stand out as an excellent candidate.

Understand the job responsibilities. This is the most important means of improving your competitiveness for promotion. The more you know and understand about supervision and

management, available department resources, specialized units and programs and initiatives, and department goals and objectives, the better you will be able to respond to questions relating to problem analysis and resolution. You can expand your understanding of supervision and management by considering the reading material you studied for the written exam and also by searching for valid assessment center preparation courses. You may also consider seeking a mentor or consulting with individuals who have held supervisory positions with the Sheriff's Office.

Familiarize Yourself with Instructions and Types of Exercises. This publication provides a comprehensive listing of common supervisory exercises. Carefully read and become familiar with the instructions and the type of exercises described in this guide. If you are familiar with the exercise types, you will be more at ease and will be more likely to develop effective and logical response plans. A good means of preparation is to study the types of issues that the Sheriff's Office is handling. Imagine some of the practical scenarios that may be presented to you. Practice how you would respond to specific and general problems and issues. Some candidates take the opportunity to record themselves and then constructively critique their responses.

Read books, peer-reviewed literature, and other publications on supervision and management. There are an abundance of books on the police assessment center process. Many publications provide sample exercises with possible responses. Most organizations which provide police assessment center exams have posted Powerpoint slideshows, brief summaries, case studies, and other important literature on the world wide web. These publications are worth reading.

Minimize any need to "wing it." An assessment center may be like an emergency response call. You may not precisely know what the demands will be, but the more you practice what you can, the easier it will be to improvise and adapt. You must always demonstrate flexibility and adaptability and on-the-spot critical thinking. Study this guide, particularly the exercises and performance dimensions. Ensure that your practice is addressing each dimension.

Be Authentic. Represent yourself honestly. Speak confidently and develop action plans that show your credibility, intelligence, and integrity. Try not to be monotone or simply regurgitate a rehearsed or memorized plan. Assessors will easily identify candidates who have memorized answers to questions that they may not understand or believe. Responses should be specific to the problem at hand and not too general that they may not apply to the scenario.

Display Confidence. Show that you can communicate clearly and effectively. Do not self-deprecate or apologize for your answers. You are competing for a position of greater authority. You will need to be a role model of confidence and credibility. Imagine your vision of the most effective supervisor, and embody that type of demeanor and attitude. You must exhibit a high level of command bearing.

Think Aloud. Since assessment center grading begins with observed behavior and written and oral communication, you must say something to gain credit. Thinking aloud is one way in which

assessors can determine that the candidate is considering the problem, perhaps its root causes, available options, and possible solutions. Considering options is an important aspect of supervisory thinking, particularly critical thinking. If you do not effectively analyze the problem areas, you will not maximize the points needed on specific performance dimensions.

Do Not Make Assumptions. Assessors are responsible for processing a large amount of information from many candidates. The assessors do not know you and do not record any observation if it does not occur. If something is important for understanding what you are saying, just say it.

Clear and Convincing. The exercises will provide sufficient time for you to develop appropriate action plans. You will also have sufficient time for any oral exercises and will be able to communicate the necessary answers to the problems, issues, and concerns. Do not repeat information just to fill time. Time management is a critical skill that requires preparation and organization. Unnecessarily repeating information and being too verbose will detract from high ratings on several performance dimensions.

Do Your Best. The most important thing is to represent yourself honestly and do your best. Relax, exhibit confidence, and use appropriate eye contact and gestures.

Ground Rules

The goal of the assessment center is to ensure a fair and consistent process for all candidates. If you require any reasonable accommodations, please contact Human Resources prior to the assessment center so that accommodations can be made.

Electronic devices will not be allowed at the test site. This requirement is to ensure that the test site is secure. If electronic devices are brought to the site, they will be collected until testing is complete. It is preferable that electronic devices be left at home. Smart watches will also be prohibited. You may bring a watch or stop watch to the site to manage your time.

Writing instruments. You may bring pencils, pens, and highlighters to the site with you. Calculators and any other supply will not be allowed.

Attire for the assessment center is business attire.

Once you arrive at the test site, you must remain. If you leave, you will not be allowed re entry. You will be escorted to restrooms, if needed.

Illness or emergency. Please remain at your assigned location. If an evacuation or emergency occurs, you will be directed toward the appropriate exit. Test materials must remain in the classroom.

Where to Obtain More Information

Nearly every large industrial-organizational psychology organization has posted learning opportunities on the world wide web. For example, Rockhill & Halton, Inc., O'Leary & Associates, I/O Solutions, Inc., Justex Systems, Inc., Morris & McDaniel, Inc., Stanard & Associates, Ure Consulting Group, Bannon & Associates, Inc., Booth Research Group, Ramsey & Associates, and many others offer preparation services, sample exercises, and web-based assistance. Some of the services are available at a cost, and a benefit of this type of service is the opportunity to take practice exercises and review recommended approaches to the problem analysis and resolution. The exercises are an excellent means to understanding behaviors assessed in the various performance dimensions.

Some candidates and other organizations post videos of simulation exercises and scenarios on Youtube or other video applications. While there may be some merit to a review of these videos, approach those with caution, as some of the productions have not been vetted. Search terms may include any of the exercise types described above. If you are able to locate any assessment center publication that has been peer-reviewed prior to publication, or which has been published in a peer-reviewed journal, this would be a robust source to consider. However, read the Abstract and ensure you are receiving strategic approaches and assistance with problem analysis and resolution because many of the social and psychological science publications look at the assessment center psychometrics and various types of validity as the research focus. Those publications are excellent to support the assessment center methodology, but would do little to help you prepare for the sergeant situational exercises.

A search through the world wide web for well-rated police assessment preparation books include the following recently-published books:

Donovan, Alfred (2019). *Police Assessment Center Exam Training Guide*. Published by Lulu.com

Borrello, Andrew (2013). *Police Promotion Super Course: Police Promotional Oral Interview*.
Published by Police Promote, ISBN-13:978-0615755144

Hale, Charles D. (2019). *The Assessment Center Handbook for Police and Fire Personnel* (4th ed.).
Charles C. Thomas Pub. ISBN-13: 978-03980909535

National Learning Corporation. (2019). *Police Assessment Center Examination*. Passbooks. ISBN-13: 978-1731835956

Finally, I recommend going to your local bookstore and visiting the psychology and business section. Peruse and consider purchasing paperback texts that cover subjects related to communication, persuasive speaking, problem analysis and resolution, interpersonal skills, ethics and integrity, developing interview skills, etc. Several such books that have been influential in the assessment center process include the following:

Andrei, Peter (2020). *Leadership: How legendary Leaders Speak: 451 Proven Communication Strategies of the World's Top Leaders*. Published independently. ISBN-13: 979-8633513165.

Ryan, Robin. (2016). *60 Seconds and You're Hired!* Penguin Books, 3rd ed. ISBN-13: 978-0143128502

Van Nas, Hans (2014). *Interview Like a Boss: The Most Talked About Book in Corporate America*. Simon & Schuberr, 1st ed. ISBN-13: 978-0692209394

Conclusion

The assessment center method represents a valid and reliable means of identifying candidates who exhibit a high likelihood of success as a sergeant with the Fort Bend County Sheriff's Office. This is a new promotional process that is considered among the best practices for predicting future success as a supervisor. The behaviors exhibited by candidates in the various scenarios are observed by qualified assessors and documented in a rating sheet that defines performance dimensions. While each assessor scores the candidate performance across each dimension, consensus is reached by the group of assessors to determine the candidate's overall rating. The assessment center method provides assessors with job-related information that is unattainable from written tests, interviews, reports, or any other source.

This preparation manual provided a description of common types of assessment center exercises. Performance dimensions were also identified and defined, and oral communications was further defined in terms of measures for a rating scale from 1 to 5.

The final discussion presented in this manual provided tips and strategies for assessment center study and preparation.

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Other Sources of Information

How to Run an Assessment Center

<https://www.policemag.com/339327/how-to-run-an-assessment-center>

Criminal Justice Online: Assessment Center Exercises

<http://www.hitechcj.com/id190.html>

Police Assessment Testing

https://books.google.com/books?id=GTUKIJ2dzOMC&pg=PA120&lpg=PA120&dq=police+assessment+center+exercise+types&source=bl&ots=12fDVkqbbJ&sig=ACfU3U1qFACPdPNkKX21wloOWpisvdTyCQ&hl=en&sa=X&ved=2ahUKEwi_qNqLhLf3AhWImWoFHVhJAnE4PBDoAXoECA4QAw#v=onepage&q=police%20assessment%20center%20exercise%20types&f=false