San Diego Fire-Rescue Department
2026 Promotional Processes
Candidate Orientation
Battalion Chief

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INDUSTRIAL/ORGANIZATIONAL SOLUTIONS
PUBLIC SAFETY SELECTION EXPERTS

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Overview

- This orientation is designed to help you understand and prepare for the San Diego Fire-Rescue Department Battalion Chief Promotional Process
- We will explain:
  - What to expect in each component
  - How your performance will be evaluated
  - Practical strategies for preparation and test day
- Although the presentation is thorough, questions are encouraged

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Industrial/Organizational Solutions (IOS)

- Headquartered just outside of Chicago
- Public Safety Consulting Firm – Fire, Police, EMS, & Corrections
- Develop entry-level & promotional processes
- Consulting division develops approximately:
  - 150–160 job knowledge written tests per year
  - 75–80 custom assessments/assessment centers per year
- IOS employs approximately 25 I/O Psychologists, with expertise in:
  - Job analysis, test, & assessment development
  - Measurement, evaluation, test fairness, & legal defensibility
  - Public safety promotional processes

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Agenda

- Overview of the SDFD Promotional Process
- Job Knowledge Written Test
- Assessment Center Overview
- Assessment Center Exercises
- Performance Dimensions
- Scoring & Feedback
- Preparation & Day-of Recommendations

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Overview of the SDFD Promotional Process

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Purpose of the Promotional Process

- Identify candidates who possess the leadership competencies required for the rank
- Provide a structured opportunity to demonstrate those competencies in realistic, job-related scenarios
- Focus on how you apply your knowledge, judgment, and experience under pressure
- Emphasis on:
  - Leadership
  - Communication
  - Professional judgment
  - Professionalism
  - Integrity

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Ranks and Components

- The 2026 Promotional Process components include:
  - Written Test (25% Weight)
    - Traditional Job Knowledge Items
  - Assessment Center (75% Weight)
    - Emergency Command Exercise
    - Management Assessment Exercise
    - Structured Interview
    - Written Exercise
  - Must receive a passing score on the Emergency Command Exercise, Management Assessment Exercise, & Structured Interview 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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Commitment to Fairness & Integrity

- All components are:
  - Job-related and based on job analysis
  - Developed with SDFD Subject Matter Experts (SMEs)
  - Standardized in materials, instructions, and time limits
- Assessors evaluate observable behavior—not reputation or personality
- Candidates may not discuss or share test content before, during, or after the process
  - Violations may result in disqualification or discipline

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Written Test

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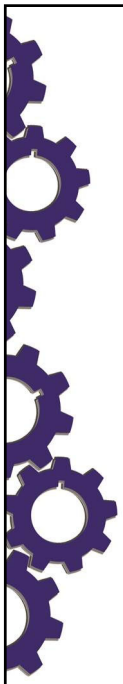

Purpose of the Written Test

- Evaluates your knowledge, reasoning, and applied understanding of the duties and responsibilities associated with the rank
- Measures how well you:
  - Recall job-related information
  - Interpret policies, procedures, and laws
  - Apply them to supervisory/managerial decisions and job-related scenarios consistent with SDFD policy and values

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Written Test Development

- Developed by I/O Psychologists in collaboration with SDFD SMEs
- Steps:
  - Items are based only on SDFD's Official Reading List
  - SME review for:
    - Accuracy
    - Relevance to the rank & Department
    - Validity
    - Clarity
- The development process is designed to ensure the tests are fair, objective, and legally defensible

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Written Test Content & Format

- 100 multiple-choice items
- Generous time limit (~1.5–1.8 minutes per item)
- All items drawn directly from the Official Reading List
- All candidates receive the same items, instructions, and time limits
- Items are grouped by reading source

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Item Types

- Mix of:
  - Recall – definitions, facts, procedures
  - Application – applying policy to realistic scenarios
  - Reasoning/Scenario-Based – evaluating options and making sound decisions
- Each item has one correct answer

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Written Test Appeals

- Despite strict quality control, occasionally an item may be flawed
- You will have an opportunity to challenge items after the test
- When submitting an appeal:
  - Be specific and detailed
  - Write legibly and clearly
- IOS will review appeals in collaboration with SMEs and the City Personnel Department
- Successful challenges are applied to 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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Study & Preparation for the Written Test

- Start early and develop a study plan
- Use short, consistent sessions instead of cramming
- Focus on understanding, not just memorization:
  - What is the goal/intent of this policy?
  - In what real-world context would I apply this principle?
- Use active learning:
  - Reflect after each study session – ask "What did I learn?" and "How can I apply this information in the field?"
  - Test yourself; explain key ideas aloud
  - Practice with flashcards or quizzes
  - Mix questions from multiple topics
- Start a study group

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Test-Taking Tips

- Arrive early
- Manage your time; avoid getting stuck on a single item
- Mark tough items and return if needed
- Eliminate clearly wrong answers and choose the best remaining option
- If you don't know the answer, make your best guess
- Periodically verify that you are in the same place on the test and your answer sheet

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Assessment Center Overview & Logistics

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Written Test vs. Assessment Center

- Written Test: Measures what you know
- Assessment Center: Measures what you can do
- Each exercise simulates realistic aspects of the job and provides a structured opportunity to:
  - Think, lead, and communicate under pressure
  - Demonstrate leadership, critical thinking, interpersonal skills, and professionalism

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What Is an Assessment Center?

- A process, not a place
- Consists of multiple exercises simulating key aspects of the promotional rank
- Observed by trained assessors using pre-defined performance dimensions
- Key features:
  - Realistic simulations
  - Multiple exercises and assessors
  - Standardized scoring with structured benchmarks

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Why Use an Assessment Center?

- Nationally recognized as a valid and fair method for predicting job performance in public safety
- Provides:
  - Fairness: Same instructions, materials, time limits for all
  - Observable behaviors scored with benchmarks
  - Relevance: Based on job analysis and SME input
  - Opportunity: Chance to demonstrate strengths beyond the written test
- Think of it as a leadership tryout

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Arrival & Check-In

- Arrive early; bring valid photo ID (Department ID or driver's license)
- You will receive:
  - Candidate ID number
  - Schedule and official instructions
- Once checked in, you may not leave until your participation is complete
- Dress in a manner consistent with Department expectations

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Allowed & Prohibited Materials

- **Prohibited:**
  - Cell phones
  - Smartwatches/fitness trackers
  - Personal notes or printed materials
  - Any device capable of recording or transmitting information
  - Outside documentation or notes
  - Bags, purses, backpacks
- **Allowed:**
  - Necessary medical devices
  - Wristwatch/stopwatch/digital timer (cannot be capable of communication or recording)
  - Snacks/water
- **Possession of prohibited items may result in disqualification**

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Preparation Time & Exercise Flow

- **General Preparation Period before exercises begin:**
  - Review written instructions for all exercises
  - Take notes, organize thoughts, plan your time
  - You decide how to allocate your prep time
- **Additional 10-minute preparation periods before the second, third, and fourth exercises**
- **If you need to use the restroom during your preparation time, the time will not stop**
  - If needed, use the restroom immediately after finishing an exercise to maintain the schedule
- **You may only take notes during official preparation time periods and exercises**
- **Wait outside the room until an assessor invites you into the room**
- **Return to the check-in area after exercises**

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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 smartwatches – ONLY wristwatches, stopwatches, or digital countdown timers.
- You may refer to your notes once an exercise begins—but no outside materials
- Instructions & notes must be given to the assessors after completing the exercise
- Notes will NOT be graded by the assessors

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Sample Schedule

REPORT TIME	7:00 AM		
GENERAL PREPARATION	7:10 AM	-	8:25 AM
EMERGENCY COMMAND	8:30 AM	-	8:55 AM
10 Minute Preperation Time	9:00 AM	-	9:10 AM
MANAGEMENT ASSESSMENT	9:15 AM	-	9:40 AM
10 Minute Preparation Time	9:45 AM	-	9:55 AM
STRUCTURED INTERVIEW	10:00 AM	-	10:25 AM
10 Minute Preparation Time	10:30 AM	-	10:40 AM
WRITTEN EXERCISE	10:45 AM	-	11:30 AM

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Assessors & Timing

- Trained assessors with experience at the target rank
- Observe and score only what you say and do using a standardized rating scale
- You are responsible for managing your time in each exercise; time management is part of the evaluation

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Fairness, Professional Conduct & Confidentiality

- Every candidate receives the same instructions, materials, and time limits
- Candidates must:
  - Follow all instructions exactly
  - Treat staff, role players, and other candidates respectfully
  - Not discuss or share exercise content before, during, or after testing
- Violations of confidentiality are integrity violations and may result in disqualification or discipline

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Assessment Center Exercises & Performance Dimensions

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Assessment Center Exercises: Big Picture

- Each exercise:
  - Simulates realistic supervisory/leadership challenges
  - Targets specific Performance Dimensions
  - Provides an opportunity to demonstrate leadership in context
- You will be evaluated on observable behaviors (what you say and what you do)
- All candidates receive the same questions and scenarios.
  - If you have already answered a question, don't get frustrated

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Assessment Center Structure (Exercise Types)

- Exercises may include:
  - Emergency Command Exercise
  - Management Assessment Exercise
    - In-Basket
    - Oral Presentation
    - Role Play Exercise
  - Structured Interview
  - Written Exercise
- All candidates for a given rank complete the same exercises, though order may vary

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EMERGENCY COMMAND EXERCISE – OVERVIEW

- What it is: A simulation where you assume the role of an Incident Commander and manage one or more emergency incidents
- Purpose: Evaluates your ability to lead, organize, and manage operations under pressure while ensuring the safety of the public and personnel
- What it measures:
  - Incident command and control
  - Decision-making and judgment
  - Leadership and communication
  - Situational awareness and resource management

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EMERGENCY COMMAND EXERCISE – OVERVIEW (Continued)

- **Formats:**
  - **Static:**
    - **Information on the scenario comes in written/visual segments with structured questions about strategy, tactics, concerns, priorities, etc.**
    - **All candidates receive the same information and questions**
    - **Describe actions to be taken and reasoning behind proposed actions**
  - **Dynamic:**
    - **Live, compressed-time simulation with role players**
    - **You must become the Incident Commander and manage the scenario**
    - **The scenario will evolve**
    - **Role players respond via simulated radio communications**
- **Your role: Establish command early, set priorities (life safety, incident stabilization, property protection), coordinate resources, and communicate clearly**

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EMERGENCY COMMAND EXERCISE – HOW TO PREPARE

- **Before the process:**
  - **Review relevant policies, procedures, incident command expectations, and SDFD values for your rank**
  - **Practice working through emergency incidents aloud: "Here's my priority, here's what I'd do, here's why"**
- **Use structured thinking:**
  - **Think through your response: Problem → Objectives → Tactical actions → Rationale → Follow-up**
  - **Organizational structure & resources are the same as your Department. Use normal designations**
  - **Anticipate escalation: "If X happens, I would…"**
- **Respond to the unit, not the voice**
- **You may request more resources if appropriate**
- **You may ask for 360 or updates at any time**
- **You are assessed on your Incident Command skills, not the final picture**
- **It is not permitted to pass IC or assign any arriving BC to the Command Post**

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EMERGENCY COMMAND EXERCISE – HOW TO PREPARE (Continued)

- Communicate like a leader:
  - Take Command early and state it
  - For Dynamic exercises, use clear, professional "command" and "radio" language
  - If you don't say it, it can't be scored
- Manage time and complexity:
  - Expect that you may not fully "solve" the incident; focus on sound process and priorities
  - Avoid getting lost in detail—link actions back to life safety, scene control, and communication
- Common mistakes to avoid:
  - Delaying declaration of Command
  - Ignoring life-safety priorities
  - Speaking only in generalities ("I'd handle it") instead of specific actions and orders

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IN-BASKET EXERCISE – OVERVIEW

- What it is: A simulation of a busy shift where you manage a stack of written items (memos, emails, complaints, requests, etc.)
- Purpose: Evaluates your ability to organize, prioritize, and manage multiple responsibilities as a supervisor or manager
- What it measures:
  - Administrative management and organization
  - Decision-making and prioritization
  - Judgment and understanding of policy
  - Leadership, supervision, and oral communication
- Format:
  - Review all items, decide priorities and actions, and then present your plan orally to assessors, explaining actions, timing, delegation, and expected outcomes

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IN-BASKET EXERCISE – HOW TO PREPARE

- Build a prioritization system:
  - Practice evaluating items by urgency and importance (life safety → high-risk → routine)
  - Consider both tasks and people (impact on personnel, operations, and public trust)
- Use a consistent presentation format:
  - When discussing items, don't explain the event to the assessors - use the letter or label
  - For each item, practice: "Item X – Issue, Action, Reasoning, Expected Outcome, Follow-up"
  - Speak in the first person ("I would…") and take ownership of decisions
- Balance delegation and oversight:
  - Decide what you will handle personally vs. delegate
  - Always state who you'll assign, what they'll do, and how you'll monitor completion
- Look for relationships between items

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IN-BASKET EXERCISE – HOW TO PREPARE (Continued)

- Be specific and behavioral:
  - Demonstrate skills (show, don't just tell)
  - Avoid vague phrases such as "I'd talk to the person" or "I'd investigate the situation"
  - Provide concrete details, steps, references to policy/values, and expected results
- Practice like the real thing:
  - Work through sample in-basket scenarios under time limits
  - Practice explaining your plan aloud to a peer, mentor, or on video
- Common mistakes to avoid:
  - Not reading all items first → run out of time/miss connections
  - Spending too long on one item and leaving others underdeveloped
  - Saying "I'll handle it" or "I'll follow policy" without clear actions, documentation, or follow-up

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STRUCTURED INTERVIEW – OVERVIEW

- What it is: A formal, standardized interview with job-related questions asked of all candidates in the same way
- Purpose: Evaluates your ability to analyze job-related situations, demonstrate supervisory/command judgment, and communicate your reasoning
- What it measures:
  - Leadership and professionalism
  - Critical thinking and judgment
  - Policy understanding and application
  - Oral communication and organization

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STRUCTURED INTERVIEW – OVERVIEW (Continued)

- Typically 4-6 job-related questions or scenarios
- Question types may include:
  - Behavioral (past examples)
  - Situational (what you would do)
  - Job knowledge/application of policy
  - Self-assessment/preparation for the rank
    - There will be a question that asks candidates to demonstrate their understanding of the position and discuss their readiness to assume the rank (preparation, traits/attributes, skills, etc.)
- Questions may be provided during preparation time or during the exercise itself

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STRUCTURED INTERVIEW – HOW TO PREPARE

- **Understand the role:**
  - Review policies, the SDFD Mission, and expectations for your target rank
  - Reflect on how effective leaders in SDFD demonstrate accountability and fairness
- **Use a structured response format:**
  - For each question: Issue → Reasoning → Actions → Outcomes/Follow-up
- **Be specific and behavioral:**
  - Demonstrate skills (show, don't just tell)
  - Avoid vague phrases such as "I'd talk to the person" or "I'd investigate the situation"
  - Provide concrete details, steps, references to policy/values, and expected results

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STRUCTURED INTERVIEW – HOW TO PREPARE (Continued)

- **Practice under realistic conditions:**
  - Answer practice questions aloud with a timer
  - Record and review for clarity, pacing, and completeness
- **Common mistakes to avoid:**
  - Vague or generic answers
  - Skipping parts of multi-part questions
  - Over-quoting policy without showing how you'd apply it
  - Ignoring results or follow-up
  - Running out of time before fully answering all of the questions

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WRITTEN EXERCISE – OVERVIEW

- What it is: A written memo, email, report, essay, or narrative prepared on a computer in response to a scenario with specified audience and instructions
- Purpose: Evaluates your ability to organize information, think critically, and communicate effectively in writing.
- You will be evaluated on content and writing skills
- What it measures:
  - Organization and clarity
  - Accuracy, relevance, and completeness of content
  - Reasoning and decision-making
  - Tone, grammar, and overall professionalism
- Format:
  - You receive background information, then produce a written product following specific format and content instructions within a time limit

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WRITTEN EXERCISE – OVERVIEW

- 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 ID #
- You do not need to "save as", although you might want to save frequently
- You do NOT need to print your document during the exercise time
- If there are any technical issues, notify the proctor immediately

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WRITTEN EXERCISE – HOW TO PREPARE

- **Practice writing under time limits:**
  - **Draft short memos/reports based on realistic supervisory scenarios using specific time limits**
- **Use a clear structure:**
  - **Opening: Purpose and key issue**
  - **Body: Organized paragraphs addressing each required topic**
  - **Close: Summary, recommendations, and next steps**
- **Write to the audience:**
  - **Adjust tone, language, and level of detail based on whether you're writing to a superior, subordinate, or community member**

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WRITTEN EXERCISE – HOW TO PREPARE (Continued)

- **Be familiar with City Style Guide requirements**
- **Don't include your name in the document (use Candidate ID #)**
- **Focus on clarity and professionalism:**
  - **Be concise but complete; avoid jargon or unnecessary detail**
  - **Check grammar, spelling, and formatting—proofread and edit your written response**
- **Common mistakes to avoid:**
  - **Ignoring the instructions or failing to address every required issue**
  - **Disorganized structure, rambling, or "wall of text" paragraphs**
  - **No clear recommendations or follow-up actions**
  - **No time left to proofread**

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Performance Dimensions (Overview)

- Core behavioral dimensions that define effective performance at the promotional rank, such as:
  - Administrative Management
  - Community Relations
  - Critical Thinking
  - Incident Operations
  - Interpersonal Skills
  - Leadership
  - Management & Supervision
  - Oral Communication
  - Written Communication
- Assessors rate performance on relevant dimensions using Department-approved benchmarks

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Administrative Management – What It Means

- Definition: Effectively planning, organizing, and coordinating work activities to ensure operational efficiency and accountability within the unit, shift, or command
- Core behaviors assessors look for:
  - Prioritizing tasks and resources based on urgency and importance
  - Monitoring workflow, deadlines, and follow-up
  - Delegating clearly and confirming understanding
  - Anticipating needs (scheduling, documentation, staffing)
  - Using policy and procedure to guide decisions and keep things consistent

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Community Relations – What It Means

- **Definition: Building and maintaining positive relationships with community members and external partners through transparency, respect, and collaborative problem-solving**
- **Core behaviors:**
  - **Representing the Department professionally in all community interactions**
  - **Listening to community concerns and responding appropriately**
  - **Supporting programs and initiatives that build trust**
  - **Communicating with empathy when handling complaints**
  - **Balancing enforcement with service and outreach**

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Critical Thinking – What It Means

- **Definition: Analyzing information, evaluating alternatives, and making sound, defensible decisions under pressure or in the face of uncertainty**
- **Core behaviors:**
  - **Quickly identifying the key issues and distinguishing facts from assumptions**
  - **Weighing risks and likely outcomes before deciding**
  - **Making timely decisions even when information is incomplete**
  - **Supporting decisions with policy, facts, and logic**
  - **Adjusting decisions as new information comes in**

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Incident Operations – What It Means

- **Definition: Managing field operations or emergency incidents by applying sound command principles to ensure safety, coordination, and effective resolution**
- **Core behaviors:**
  - **Establishing and communicating Command quickly**
  - **Assessing evolving conditions and setting clear priorities (life safety, stabilization, coordination)**
  - **Allocating resources effectively and calling for help when needed**
  - **Maintaining situational awareness and adjusting as conditions change**
  - **Ensuring documentation, reporting, and debriefing after incidents**

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Interpersonal Skills – What It Means

- **Definition: Building and sustaining positive, professional relationships and communicating effectively with others—even in stressful or emotionally charged situations**
- **Core behaviors:**
  - **Active listening and showing appropriate empathy while staying in control**
  - **Speaking with respect, tact, and diplomacy**
  - **Staying composed when challenged or confronted**
  - **Recognizing others' emotions and perspectives**
  - **Resolving conflicts with practical, fair solutions**

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Leadership – What It Means

- **Definition: Influencing, guiding, and motivating others to support the Department mission and maintain high standards of performance**
- **Core behaviors:**
  - **Modeling professionalism and integrity**
  - **Setting clear expectations and providing direction**
  - **Inspiring confidence through fair, consistent treatment**
  - **Promoting teamwork, morale, and commitment to the mission**

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Management & Supervision – What It Means

- **Definition: Overseeing personnel and operations effectively by directing work, monitoring performance, and enforcing policies to maintain safety, discipline, and efficiency**
- **Core behaviors:**
  - **Ensuring assignments are completed correctly and on time**
  - **Monitoring performance and giving constructive feedback**
  - **Holding personnel accountable for rules and procedures**
  - **Documenting performance and actions accurately and fairly**
  - **Balancing workload and resources to meet operational needs**

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Oral Communication – What It Means

- **Definition:**
  - **Communicating information clearly, confidently, and professionally in both formal presentations and everyday situations**
- **Core behaviors:**
  - **Organizing your thoughts logically before speaking**
  - **Using language that fits the audience (internal vs. public)**
  - **Speaking clearly at an appropriate pace and volume**
  - **Maintaining professional tone and presence**
  - **Responding thoughtfully and directly to questions**

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Written Communication – What It Means

- **Definition: Preparing clear, concise, and professional written documents that communicate information accurately and effectively**
- **Core behaviors:**
  - **Writing in a logical, organized way**
  - **Using correct grammar, spelling, and punctuation**
  - **Presenting facts and recommendations clearly and objectively**
  - **Adjusting tone and format for the audience and document type**
  - **Showing professionalism and attention to detail**

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How Dimensions Work Across Exercises

- Not every exercise measures every dimension
- Performance dimensions for each exercise will be selected based on the content of the exercise
- Examples:
  - A strong Emergency Command Exercise often requires Critical Thinking, Incident Operations, Leadership, Management and Supervision, and Oral Communication
  - An effective Written Exercise often demonstrates Administrative Management, Critical Thinking, Leadership, and Written Communication
- Your goal: consistently demonstrate observable, job-related behaviors across all exercises

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Scoring & Feedback

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How Scoring Works

- Each component (Written Test, each Assessment Center exercise) is scored independently
- Assessment Center Scoring Steps:
  - Observation – assessors observe and document behavior
  - Rating – each assessor independently scores relevant dimensions
  - Discussion/Calibration – to ensure fairness and consistency
  - Scores averaged across assessors
  - Exercise scores calculated
- Combined Scores – weighted combination of all components
- Final score calculated

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Rating Scale

- Assessors use a structured rating scale with descriptive benchmarks:
  - 90–99: Excellent/Outstanding
  - 80–89: Very Good
  - 70–79: Meets Expectations
  - 60–69: Approaches Minimum
  - 50–59: Needs Significant Improvement
  - 0–49: Totally Unacceptable
- Designed to reflect job-relevant levels of performance

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Feedback: Purpose

- After the process, you will receive a summary feedback report
- The purpose of the Assessment Center is to create an eligibility list for promotion – Not training
- Scoring and feedback are completely separate processes
  - The primary (and most important) responsibility for assessors is accurate and fair scoring
- The purpose of feedback is development, not re-scoring or ranking.
  - Feedback can NOT be appealed

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Feedback: Limits

- 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 of the exercise benchmarks
- Feedback will not include:
  - Detailed scorer notes
  - Exact numerical ratings by dimension
  - Specific benchmarks achieved or missed

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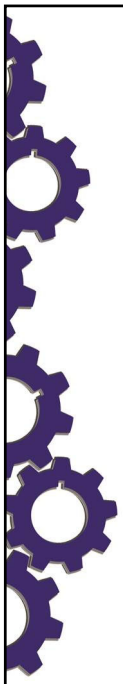

Using Your Feedback

- Recognize and reinforce your strengths
- Identify growth areas and plan concrete next steps (training, mentorship, targeted practice)
- Treat feedback as developmental information

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Preparation & Day-of Recommendations

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Preparation Before the Process

- Understand the process:
  - Review the manual thoroughly
  - Study the structure of each exercise and scoring approach
- Develop a study plan:
  - Start early; schedule consistent sessions
  - Balance reading, practice, and rest
- Review policies, procedures, and expectations for your target rank

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On the Day of the Assessment

- Arrive early and prepared
- Maintain professional appearance and conduct from the moment you arrive
- Pay close attention to instructions; ask for clarification only when necessary
- Manage time:
  - Use General Preparation Time strategically
  - Don't spend too long on a single exercise or issue
- Avoid unexplained Department-specific jargon

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During and Between Exercises

- Demonstrate structure and professionalism in every response
- Explain your rationales so assessors can "understand" your reasoning
- When you complete an exercise or part of an exercise prior to the time limit, tell the assessors you are done
- Reset mentally between exercises—treat each as a fresh opportunity
- Maintain confidentiality and respect the process at all times

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After the Process

- Recognize that you've completed a major professional milestone
- Use scores and feedback to:
  - Reinforce strengths
  - Set specific growth goals
  - Guide ongoing development with supervisors/mentors

We wish you success in this promotional process

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