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**Johnson, Madysen R. *The Validation of a Contemporary Selection Tools Utilized by a Police Agency in its Hiring Process***

**Abstract**

The purpose of this thesis was to assess the validity of a current selection tool used within a large metro police agency in the state of Minnesota, as well as review the agency's current and previous annual performance evaluations. Major research questions included: How much of the validity in officer performance can be explained by the series of interviews within the hiring process? How does the information obtained from the original performance evaluations compare to the information obtained from the newer performance evaluations? And how effective are the current annual performance evaluations compared to previous year's performance evaluations? The officers' scores on the series of interviews within the hiring process served as the predictors in this study and annual performance evaluations served as the performance criterion. In addition, two different versions of annual performance evaluations and annual self-evaluations were compared to determine their effectiveness. Limited information existed to validate the selection tool. However, preliminary results suggest that the original performance evaluations obtained more performance-related information than their newer counterparts and were deemed more effective. Practical implications and future directions are described.

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the world; Law Enforcement is one of the most challenging careers I can think of. Thank you for your service and for keeping the community safe. Placing the right people in police personnel positions is of the utmost importance; my hope is that this thesis can provide the police agency with useful information regarding its selection processes and annual performance reviews to make data-driven decisions.

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## Chapter I: Literature Review

In 2008, there were 1.1 million police officers employed in over 12,000 agencies operating at both the city and federal levels in the United States, and over 100,000 part-time law enforcement professionals employed in both city and state departments (Criminal Justice USA, 2017). With the growing population and number of conflicts requiring third-party intervention, it can be inferred that this number has increased dramatically since this time (Steverson, 2007). Effective selection procedures are remarkably important in the field of law enforcement, as selecting an unqualified or unsuitable applicant for a position of power over the general public could be detrimental and dangerous for the officers, their agencies, and communities in which they serve (Cochrane, Tett, & VandeCreek, 2003; Decicco, 2000).

The main purpose of the current study is to provide validation evidence for a selection tool used to hire street level police personnel for a large, metro police department in Minnesota. First, the theoretical foundation regarding job performance will be discussed. The literature review will include insight into the specific job of a street-level police officer via a brief job analysis. Selection tools and selection batteries currently being utilized by a police agency today will also be detailed. Potential biases associated with such tools will then be examined. Lastly, the process of validation will be described before an explanation of the methodology utilized in the current study. Here, a concurrent criterion-related validation design will be used to evaluate the agency's current selection procedures to predict performance in the workplace. The main research questions this study aims to answer include the following:

- Research Question 1: How much of the validity in officer performance can be explained by the series of interviews within the hiring process?



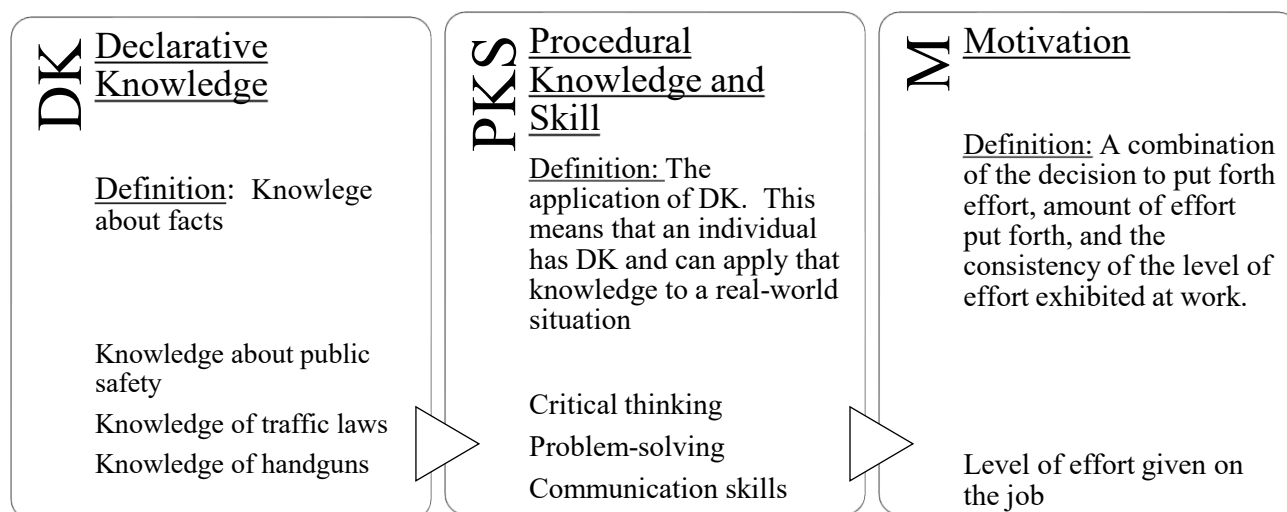
- Research Question 2: How does the information obtained from the original performance evaluations compare to the information obtained from the newer performance evaluations?
- Research Question 3: How effective are the current annual performance evaluations compared to previous year's performance evaluations?

### **Theoretical Foundation**

According to Sonnentag and Frese (2001), employee performance is one of the most central and dynamic behaviors at both the individual and organizational levels. Campbell, McCloy, Oppler, and Sager (1993) define performance in the workplace as the behaviors within an organization that contribute to the achievement of the goals set by the organization. These behaviors must be something that can be measured and evaluated by someone other than the individual exhibiting the behaviors (Campbell et al., 1993). Performance, therefore, is parallel with the goals held by the organization, as the two are interrelated (Campbell et al., 1993). The goals set by the organization give all employees a baseline of the level of performance they are expected to exhibit while at work (Kim & Hamner, 1976). An employee's performance is important to the organization because individuals who are high performers will inherently help the organization meet its intended goals, increase overall workplace productivity, and be successful in that given field (Sonnentag & Frese, 2001). In the field of law enforcement, this means that high performers will excel in tasks such as making traffic stops, arresting criminals, and effectively handling calls for service (National Center for O\*NET Development, 2016).

There are three major components that contribute to effective performance in the workplace. Those components include declarative knowledge, procedural knowledge and skill, and motivation (Motowidlo, Borman & Schmit, 1997). When considering the job of a street-

level police officer, declarative knowledge includes the facts and knowledge the officer holds about many aspect of the job (Pezzulo, 2011). This includes (but is not limited to) knowledge regarding traffic laws, knowledge of public safety, and competencies in department protocols, policies, and best practices. The procedural knowledge and skills of an officer consist of the practical application of his or her declarative knowledge (Pezzulo, 2011). This component of performance identifies how well the officer can apply his or her knowledge in on the job. For example, a police officer must have knowledge of arrest procedures (declarative knowledge); however, the application of this knowledge in the real-world scenario to effectively make an arrest is considered the officer's procedural knowledge and skill (Pezzulo, 2011). The third component that contributes to an employee's performance is the level of motivation (Schmidt & Hunter, 1998). Figure 1 is a brief representation of the declarative knowledge, procedural knowledge and skill, and motivation components that contribute to an officer's level of performance at work. A comprehensive list of competencies and knowledge an officer must hold will be presented later in this chapter.



*Figure 1.* Components that contribute an officer's level of performance. (Motowidlo, Borman & Schmit, 1997)

## **Brief Job Analysis: The Role of Police Officer**

According to Captain Pete Johnson (P. Johnson, personal communication, 2017), a Police Commander in the state of Minnesota, the average day for police officers varies widely with the different events and situations they encounter, and the interactions with diverse individuals and unique cases. Some of the most common responsibilities of a police officer include: identifying, pursuing, and arresting suspects and criminals who have broken the law, providing public safety to protect the population within that officer's designated area of patrol, serving as a first responder, providing medical attention when required, writing police reports, interviewing witnesses, fostering community relationships, and enforcing traffic and statutory laws (National Center for O\*NET Development, 2016). In addition, to fulfill the tasks listed above, an abundance of equipment is necessary (P. Johnson, personal communication, 2017). The equipment officers have on their person includes the following: a duty belt, handgun and ammunition with extra mags and security holster, handcuffs/handcuff key/handcuff holder, hand-held patrol light, mace, baton, taser with extra cassettes, medical gloves, portable encrypted GPS radio/radio holder, body camera, bulletproof vest, notebook/pens, knife, police uniform-seasonal, footwear-seasonal, digital recorder, patrol bag, patrol gloves, and smartphone (P. Johnson, personal communication, 2017).

Street-level police officers generally spend much of their work time in their police cars, as this is the largest and most important piece of equipment a police officer operates. This machine is considered an extension of the officer, as it serves as a mode of transportation (for both the officer and others), a workspace, and an area to hold all the officer's equipment and supplies (National Center for O\*NET Development, 2016). Without a police car, an officer would not be able to quickly respond to calls of service. According to Captain Johnson, a typical

police car includes the following equipment: emergency lighting and siren, squad camera system, a rifle with patrol scope and iron sights, less-lethal control options, a Go-Bag for mass casualty incidents, first-aid kit, Narcan (for opiate overdoses), Automated External Defibrillator (AED) machine, biological chemical/evidence collection tools, computer, GPS, software and licenses to access Record Management Systems (RMS), other entity databases, and Computer-Aided Dispatch (CAD) interfaces, traffic cones, flares, and road spikes (P. Johnson, personal communication, 2017).

**Work context: Occupational risks.** There are many potential dangers and hazards police officers face each time they go to work (E. Atkinson, personal communication, 2016). First, working directly with the public during crisis situations can be dangerous and stressful (Pietrantonni & Prati, 2008). It is expected that police officers make the safest and most appropriate split-second decisions in these situations. Failure to do so could result in eminent risk to the officer's life and/or civilians' lives and potential civil/criminal liability for officers and their agency (E. Atkinson, personal communication, 2016). These stressors, combined with long, abnormal working hours (long shifts or overtime), a heavy workload, court conflicts, conflicts with individuals on the job (verbal or physical altercations with suspects/criminals), and time constraints has the potential to cause an officer to experience negative behaviors and attitudes in the workplace (Soares, Jacobs, Aytac & Dursun, 2012).

Effects of the above situational circumstances often results in officers experiencing greater levels of stress (including consistent extreme pressure, tension, or strain resulting from adverse and demanding circumstances placed on an officer) than before (Lachman, 2016). The amount of unnatural and traumatic conditions officers are exposed to on a regular basis in the workplace is high. Consequently, police personnel are considered "high risk" (Pietrantonni &

Prati, 2008; Soares et al., 2012). Experiencing consistently high or extreme levels of stress in the workplace can have many negative effects, and may eventually lead to burnout (Lachman, 2016).

Burnout is defined as a negative psychological response caused by chronic stress in the workplace (Laschender, Leiter, Day & Gilin, 2009; Maqsood, Rehman & Hanif; 2016). There are three components of burnout: emotional exhaustion, depersonalization, and diminished sense of accomplishment (Jaworska-Burzyńska, Kanaffa-Kilijańsk, Przysiężna & Szczepańska-Gieracha, 2016). Emotional exhaustion refers to the decrease of emotions an individual exhibits (Jaworska-Burzyńska et al., 2016). The second factor, depersonalization, refers to the lack of empathy and dehumanization of individuals, or detachment (typically from the people they are helping or serving) (Adebayo, Sunmola & Udegbe, 2008). The last component to burnout refers to the decreased sense of an individual's accomplishments, a lower perception of his or her ability to complete a task, and lower self-esteem, and eventually lower success (Adebayo et al., 2008; Jaworska-Burzyńska et al., 2016). Additionally, certain events can be more stressful than others depending on individuals' perception of the occurrence (Berg, Harshbarger, Ahlers-Schmidt, & Lippoldt, 2016). This means that some officers will experience higher levels of stress than others even if both had been exposed to the same condition(s). Furthermore, research indicates that situational factors play a larger role in the stress rates than the actual event itself (Berg et al., 2016). Given the individual differences in propensity to experience stress, it can be important to hire police personnel who are resilient and recover quickly.

A related component of burnout is compassion fatigue (Jaworska-Burzyńska et al., 2016), something police personnel are at an increased risk to experience. (Lachman, 2016). All officers must have a sense of empathy to work effectively with the public (P. Johnson, personal communication, 2017). This means that they should empathize with the people they interact

with so their contacts are more sincere and genuine. Each officer must be understanding and possess the ability to understand another person's perspective to help those individuals solve the problems they are facing (National Center for O\*NET Development, 2016). The constant act of being empathetic in a variety of crisis situations could cause an officer to become worn-out and desensitized to the pain others experience (Lachman, 2016). Consequently, the officer's sense of empathy and determination to help others in times of distress can decline as time goes on (Lachman, 2016; Adebayo, Sunmola & Udegbe, 2008). Both burnout and compassion fatigue are important constructs that must be considered in this high-risk field (Pietrantonio & Prati, 2008).

**Necessary knowledge, skills, abilities.** The specific knowledge, skills, and abilities (KSA's) a police officer must possess are paramount for effective policing (P. Johnson, personal communication, 2017). Police officers must retain and use a wide range of knowledges to be effective within their position. For example, police officers must have a high working knowledge of public safety, behavior analysis, and knowledge of best practices currently utilized in the field (Douglas, Ressler, Burgess, & Hartman, 1986). Police personnel are also required to hold many specialized skills. These skills can include active listening, threat assessment, critical thinking, problem solving, and negotiation (National Center for O\*NET Development, 2016). Lastly, the abilities of police officers are critical, as these are consistently used in the workplace. These abilities include effective visual and oral comprehension and utilization of standard and non-standard equipment (National Center for O\*NET Development, 2016). A brief list of the KSA's an officer must have to be successful in their position can be seen in Tables 1, 2, and 3. The "Other" category will be described next.

Table 1

*Required Police Officer Knowledges (P. Johnson, personal communication, 2017; National Center for O\*NET Development 2016)*

Knowledge	Description	Example(s)
Knowledge of public safety	Police officers must know how to maintaining order and public safety.	<ul style="list-style-type: none"> <li>▪ A police officer must be knowledgeable regarding the most recent laws and regulations set by the city, state, and national level as they are constantly changing.</li> </ul>
Threat-assessment/Behavior analysis	A police officer is expected to assess threat, behaviorally analyze people, and predict behavior.	<ul style="list-style-type: none"> <li>▪ Officers must rapidly assess the intentions and actions of an individual to predict future behavior and assess threat. An officer must also screen for psychological instabilities and mental illnesses to direct individuals to the proper resources and help they need.</li> </ul>
Public service	Police officers must answer calls for service and be a resource for the public to call upon in a crisis.	<ul style="list-style-type: none"> <li>▪ An officer must have good customer and personal service to provide for the needs of the community when there is an emergency.</li> </ul>
Best practices	Police officers must be well-informed regarding the best professional practices and procedures of policing today.	<ul style="list-style-type: none"> <li>▪ Police officers must stay up to date with the latest information regarding best practices and tactics in the field. This is especially important because society and the social climate are constantly changing and evolving; the methods of policing vary and develop along with the trends of society.</li> </ul>
Knowledge of media	Police officers must know how to collaboratively work with the media to inform the public of serious police cases and events.	<ul style="list-style-type: none"> <li>▪ The relationship between police officers and the media is essential for information to be delivered to the public and to keep the community safe.</li> </ul>

Table 2

*Required Police Officer Skills (P. Johnson, personal communication, 2017; National Center for O\*NET Development 2016)*

Skills	Description	Example(s)
Active listening	Officers must be active listeners and gather information from all parties involved in a conflict. This must be done with empathy.	<ul style="list-style-type: none"> <li>An officer must listen and assess the recounts of individuals' perceptions of conflicts/stories, clarify the details of those narratives, and make decisions based on that information.</li> </ul>
Resourcefulness and self-advocacy	Officers seek information from many resources and must be an advocate for themselves because they are generally working autonomously and independently.	<ul style="list-style-type: none"> <li>Police officers must be resourceful and know where to seek out additional evidence and resources to make educated decisions.</li> </ul>
Critical thinking	Police officers must be critical thinkers as they must evaluate, conceptualize, and apply the information they gather through methods of investigation, recounts of personal experiences, or communication with others.	<ul style="list-style-type: none"> <li>Critical thinking in this field is also known as Tactical Decision Making. Officers must consider many variables (e.g., time, circumstances, risk) while making split-second decisions.</li> </ul>
Problem-solving	A police officer's job consists of helping members of the community solve problems they are facing.	<ul style="list-style-type: none"> <li>Problems could include noise complaints, theft, homicide investigations, and more.</li> </ul>
Articulate speech	A police officer must have the capability to effectively and articulately speak to a variety of audiences. Police officers encounter a diverse population of individuals every day that hold a wide range of knowledge, understanding, and cognitive ability.	<ul style="list-style-type: none"> <li>Police officers must be able to fluently and articulately speak to convey important information or requests to co-workers, civilians, supervisors, etc.</li> </ul>
Negotiation	An officer must possess the skills to negotiate with individuals, as this could be an alternative method to solving disputes and conflicts.	<ul style="list-style-type: none"> <li>Police officers must be able to negotiate to ensure the safety of the majority. Negotiation may be the only tactic that can work on some troubled individuals the police deal with.</li> </ul>
Conflict de-escalation	Police officers must be proficient regarding the methods and tactics necessary to effectively de-escalate conflict between two or more parties to solve a dispute.	<ul style="list-style-type: none"> <li>Police officers must make split-second decisions, and reason with individuals to deescalate the conflict situation.</li> </ul>



Table 3

*Required Police Officer Abilities (P. Johnson, personal communication, 2017; National Center for O\*NET Development 2016)*

Abilities	Description	Example(s)
Inductive and deductive reasoning	A police officer must use information to make conclusions about cases.	<ul style="list-style-type: none"> <li>Using clues to solve crimes is an example of this.</li> </ul>
Visual and oral comprehension	Police officers must be able to read, write, and comprehend information they gather to make informed decisions.	<ul style="list-style-type: none"> <li>Police officers are required to view information on licenses, reports, written laws, statues, criminal records, etc. and relay that information to others.</li> </ul>
Utilization of standard and non-standard equipment	Police officers must have the abilities to operate equipment they use on a regular basis and equipment they use on a non-regular basis.	<ul style="list-style-type: none"> <li>Police officers should have the ability to drive their police car and know all of its functions as they use this machine on a regular basis. Police officers should also have above average shooting abilities even though they use a firearm less often.</li> </ul>
Physically Fit	There are many physical demands a police officer faces on a regular basis.	<ul style="list-style-type: none"> <li>A police officer must be physically fit to chase after criminals, detain suspects, fight, reduce stress, etc.</li> </ul>
Mental Resilience	A police officer must be able to mentally navigate or cope with situations that would be of extreme offense to the normal public.	<ul style="list-style-type: none"> <li>A police officer must be mentally fit to keep both the professional and personal life in balance.</li> </ul>

**Other characteristics associated with successful job performance.** In addition to KSA's, there are several personal characteristics associated with success in this job. The first necessary personal characteristic is *integrity*. Integrity means that an officer has good character, is honest, and is a trustworthy individual who will maintain his or her personal reputation along with the reputation of the agency (Becker, 1998). This also means that an officer's behavior is consistent across all situations as values are maintained (Becker, 1998). This profession is looked upon critically by society and is held to a higher standard than most fields because of the powerful position that is granted with the badge (Sellbom, Fischler & Ben-Porath, 2007). As such, integrity is one of the most important characteristics a police officer can possess in public safety, as an officer must be honest and maintain strong morals and values even when no one is watching (P. Johnson, personal communication, 2017). Integrity is also important in positions with high levels of independence and autonomy (Sandu, 2016). This means that individuals must be trustworthy even when they have limited supervision. Although officers are surrounded by individuals who have made poor choices every day, they must uphold their morals and values to refrain from making poor decisions (Becker, 1998).

A second necessary characteristic is *dependability* (National Center for O\*NET Development, 2016). Dependability means that an individual will behave in a systematic manner that is socially desirable (Dudycha, 1940). Being a dependable and reliable person is important because lives often depend on it in this field (Decicco, 2000). Dependability is followed by *trust*. For example, police officers are the first ones called upon when there is an emergency. This means that the community knows the police will help when there is a crisis (dependability), and that the community can feel at ease knowing that the police will effectively handle a situation or solve a problem (trustworthy).

Police officers must also pay specific *attention to detail* (National Center for O\*NET Development, 2016). In a work environment, attention to detail refers to precision and accuracy in the work produced by employees (Naveh & Erez, 2004). Paying attention to detail is how officers solve crimes and protect the community. Noticing something out of place, however unusual or minimal, could make a difference in a case (National Center for O\*NET Development, 2016). An example of this level of attentiveness evidenced by officers was in the 1970's Ted Bundy case. While many people are familiar with this case, most are unaware of how this serial killer was apprehended. In this case, police officers matched a bite mark on a victim to Ted Bundy by identifying his unique teeth pattern (Dekle & Ebrary, 2011). Without identifying this seemingly minor detail, Ted Bundy may never have been captured.

According to Barrick and Mount (1991), police officers must present themselves as extroverted to initiate interaction and build rapport with members of the community. Extraversion could be a personality characteristic that police administrators look for when selecting applicants (Barrick & Mount, 1991). Being extroverted and conscientiousness are positive characteristics to possess in this line of work for many reasons. Louw (2014) indicated that both extraversion and conscientiousness are predictors of hard work and drive in the workplace. These personality links to work performance emphasize the importance of using psychological testing as a selection tool in the hiring process for candidates entering the field today (Cochrane et al., 2003).

As police officers are the first responders to crisis situations, *resilience* is also important (P. Johnson, personal communication, 2017). An individual's resilience in the workplace refers to the adaptation to stressful events to manage workplace challenges (Hsieh, Hung, Wang, Ma & Chang, 2016). Increased levels of resilience lead an individual to perceive an emergency as a

challenge that can be effectively handled and ultimately a learning experience, rather than an insurmountable obstacle (Farchi, Cohen, & Mosek, 2014). Resilience is important in the field of law enforcement because it protects police personnel from the effects of continued exposure to traumatic and stressful situations (Hsieh et al., 2016). The scenes police officers encounter are unusual and potentially gruesome, and could put the lives of the police officers in danger (Soares et al., 2012). It is imperative that officers can manage their stress in every situation to effectively complete the task at hand. Research conducted by Hsieh et al. (2016) showed that employees in high-risk and violent work settings who had high resilience, or a high ability to adapt to stressful situations, performed at higher levels in the workplace than individuals who were lower in resilience. First responders must have high resilience during and after their involvement in crisis incidents.

Police officers must exhibit high levels of *self-control* regardless of the situations they encounter (Decicco, 2000). Judge and Bono (2001) indicated that individuals who exhibit higher levels of self-control are higher performers in the workplace. Society holds law enforcement professionals to a greater self-control standard than the rest of the general population. Self-control is a muscle that can become fatigued, though (Muraven & Baumeister, 2000). Continuous exposure to stressful situations causes an individual to rely on his or her self-control more and more. The excessive amount of dependence on it may cause an individual's self-control to eventually break down (Muraven & Baumeister, 2000). Despite this possibility, given that self-control is correlated with job performance, it should be considered in employment selection decisions (Judge & Bono, 2001).

A police officer must balance two important, but somewhat conflicting behaviors in that they must flexibly take initiative, as well as follow orders when appropriate. First, they must

take initiative – be a leader, make decisions, and take charge of situations, as they generally tend to work autonomously and independently (Decicco, 2000). However, a police officer must follow orders from their superiors as well. The chain of command is important. A police officer is viewed by the public as a role model and authority figure. Research has found that personal initiative in the workplace increases engagement (Binnewies, Ohly & Sonnentag, 2007). In other words, officers who are self-motivated and resourceful on the job will tend to have higher levels of commitment to their jobs.

Lastly, police officers must be *flexible and adapt* quickly to new situations. Police officers encounter new and unique situations every day, so their ability to adapt and work through unexpected and unfamiliar events is vital (Decicco, 2000). Relatedly, *creativity* is important because an officer faces unique situations and must innovatively consider methods to solve problems in the workplace. It is important to note that every 911 call is different. That means that officers must quickly adapt to working in new circumstances with diverse people to solve the problems those individuals are facing.

### **Educational Requirements**

The amount of education required to become a licensed police officer varies depending on the agency. Although the position of a Police Patrol Officer on O\*Net references that 35% of officers indicated they had a high school diploma, 27% indicated having post-secondary certification, and 24% percent of respondents reported having an associate degree (National Center for O\*NET Development, 2016), Captain Johnson has indicated that a four-year baccalaureate degree from an accredited institution is preferred (P. Johnson, personal communication, 2017). All officers must go through significant physical, mental, and emotional training to become a licensed police officer in the state they are serving (International

Association of Chiefs of Police, 2017). The required trainings across Minnesota departments are similar, although each agency may set its own standards if those standards meet or exceed the minimum requirements enforced by that states' Peace Officer Standards and Training Regulator Board to become a licensed officer (International Association of Chiefs of Police, 2017).

Experience in the law enforcement/criminal justice field or a related field is preferred.

### **Common Components of Police Officer Selection Systems**

According to Cochrane et al. (2003), in 1973, the National Advisory Commission on Criminal Justice Standards and Goals recommended that all police agencies across the United States adhere to a systematic selection battery process. The recommended selection tools include 1) an interview with the candidate, 2) a psychological examination to be administered by a licensed psychologist, and 3) a background investigation (Cochrane et al., 2003). Each of these will be described in turn.

Interviews are one of the most common selection tools used within this field today (Wiesner & Cronshaw, 1988). Results from the evaluation of the well-known Hunter and Hunter (1984) study have found that structure is a moderator of the validity of employment interviews. Greater levels of structure were associated with more validity. However, research has indicated level of structure has a ceiling-effect (Huffcutt, & Arthur, 1994; Wiesner & Cronshaw, 1988). The level of interview structure in hiring for police personnel is different for many police agencies. While some agencies typically utilize a structured interview process, others prefer to conduct interviews in a scripted, yet flexible, manner (P. Johnson, personal communication, 2017). Structured interviews are generally systematic, formal, and research-driven, while unstructured interviews are informal and directed by the instinct of the interviewer (Dipboye, 1994). A structured interview can be beneficial to compare many individuals with one another.

However, this form of interview does not allow the interviewer to dig deeper or go off-script. Alternatively, an unstructured interview is more difficult when attempting to compare candidates with one another, as this form of interview method is driven by the beliefs (and potential biases) of the interviewer (Dipboye, 1994).

Another selection tool required in the hiring process for police agencies in the state of Minnesota is a psychological assessment (Cochrane et al., 2003). It is essential to identify any possible psychological disorders within police candidates. A psychological assessment is an assessment administered by a licensed psychologist to identify or diagnose symptoms of a psychological disorder (Harder, Wagner & Rash, 2014). Psychological assessments are popular for high-risk fields, as psychological disorders are the most unnerving and unclear for employers (Harder et al., 2014).

A third selection tool required for police agencies in Minnesota is a background investigation. According to Bradford (1998), a background investigation of police candidates is one of the most important investigations a police department will make. The extensiveness of a background investigation is dependent upon the department conducting said investigation. However, most background checks are meant to confirm the identity of the candidate, analyze past behaviors, and assess the candidate's history (e.g., credit history, driving record, criminal history; Bradford, 1998).

Each police agency can work collaboratively with individuals within the department, the city, and with external professionals to develop the selection tools they wish to include in their selection battery (above and beyond the three required tools mentioned above). The selection tools utilized by each department can vary for many reasons, including: the values of the department, the size of the department, the approach to policing the department employs, the

characteristics of people the department is looking for, the climate and culture within the department, the organization structure of the department, and the city the agency is located within (Lilley & Hinduja, 2007).

As mentioned above, the department and its characteristics can also drive some of these decisions. As such, it is important at this point to consider the typical structure of a police department. A police department's organizational structure differs depending on many factors within the agency. For example, the size of the department plays a large role in how the hierarchy or rank is established (Los Angeles Police Department, 2017). Police Chief is the highest-ranking position within a police department. This position oversees the entire agency and manages its operations (Los Angeles Police Department, 2017). The Police Chief assumes the leadership role and directs all activities involving public safety and decisions. The second highest ranking position within a police department is the Deputy Police Chief (Los Angeles Police Department, 2017). This individual reports directly to the Chief and oversees and supervises the daily activities within the department. The next lower level is represented by the role of Police Commander or Captain (Los Angeles Police Department, 2017). There is generally more than one commander, depending on the size of the police agency. Police Commanders serve as the head to their designated division within the agency. Each division is then divided up into smaller specialized units. At the head of each unit is a Police Sergeant (Los Angeles Police Department, 2017). These individuals serve as the administrators for the units in the police department and oversee the Police Patrol Officer. The last position and, usually containing the largest number of officers, is the Street-Level Police Officer (Los Angeles Police Department, 2017). These individuals are the focus of the current thesis study. Figure 2 is an



illustration of the organizational structure of the police department used for the purposes of this study.

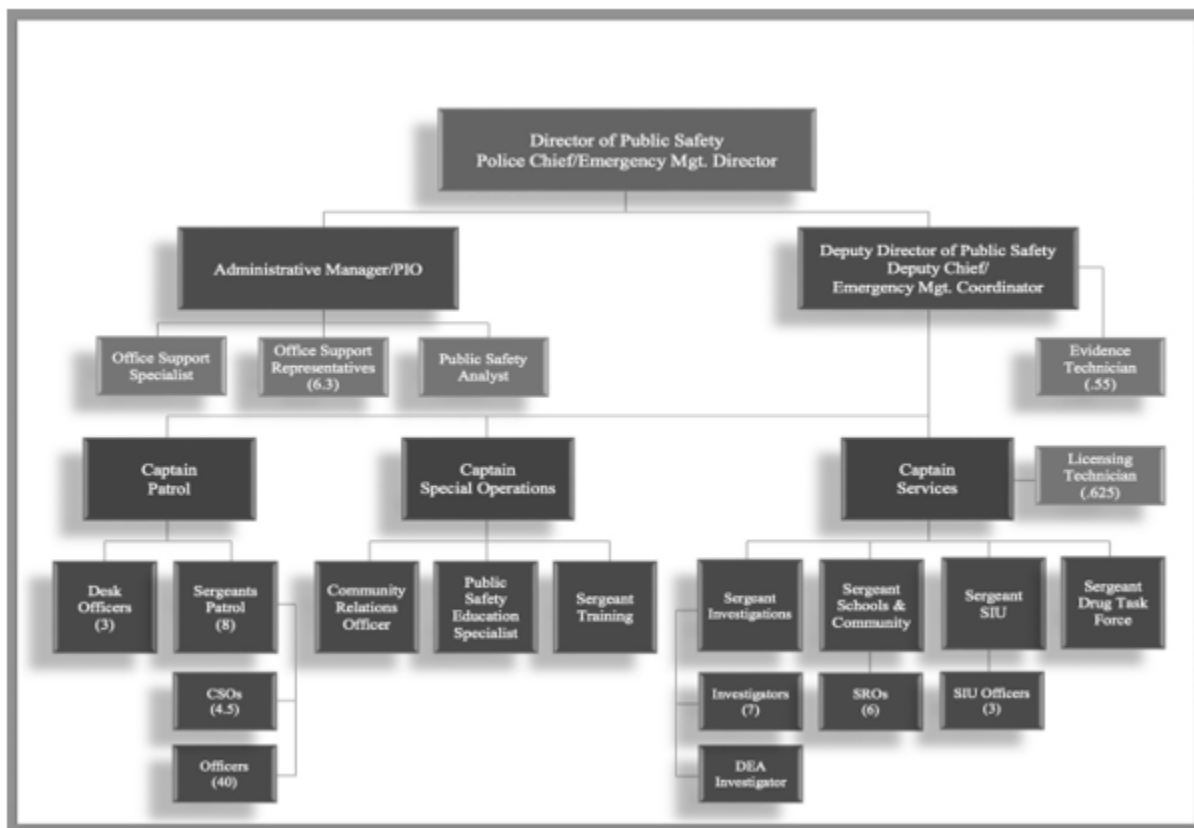


Figure 2. Organizational structure of the police department.

### The Validation Process

Validity is defined as the degree to which test scores can be supported by both scientific data and theory (Principles, SIOP, 2003). A concern for any selection battery is the inferences made regarding the score someone earns on the tools. Selection *tools* are designed to predict future job performance, determine the strengths and weaknesses of the applicant, and assess the candidate's potential fit within the organization (Arthur, Bell, & Villado, 2006). Stated another way, selection tools are designed to identify applicants who are well-qualified to do the work (Cochrane et al., 2003) and exclude individuals who could potentially become a risk to themselves, a hazard to those he or she serves, or a monetary liability for the department

(Cochrane et al., 2003). The second purpose of a validation study is to ensure that effective selection tools are designed to be fair for all applicants (Hunter & Hunter, 1984). The selection measures should not target or discriminate against individuals who belong to minority groups or protected classes (Hunter & Hunter, 1984).

Examining the validity of selection tools involves gathering sufficient data to make inferences regarding the job-relatedness of those tools, as well as demonstrate the reliability of the interpretations made by the test scores (Principles, SIOP, 2003). The inferences that can be made regarding the scores on the selection tools can provide insight into future performance in the workplace (Principles, SIOP, 2003). For example, high scores on a validated selection measure indicate higher performance in the workplace (Principles, SIOP, 2003). Declarations of validity which are not properly documented, nor follow the Principles for the Validation and Use of Personnel Selection Procedures (Principles, SIOP, 2003) outlined in the Society of Industrial-Organizational Psychology, are not considered credible evidence supporting validation (Principles, SIOP, 2003). Rather, claims of selection tool validation must be supported by a considerable amount of empirical evidence and sufficient rationale (Principles, SIOP, 2003).

There are a variety of forms of validity evidence that can be examined regarding selection tools (e.g., construct, content, and criterion validity; Principles, SIOP, 2003). Content validity refers to how comprehensively the measure assesses the underlying construct that it claims to assess. Construct validity refers to whether the measure accurately assesses the underlying construct that it claims to assess (Principles, SIOP, 2003). Criterion validity examines how well the construct correlates with one's behavior in the real world across multiple situations and manifestations. For instance, does the measure adequately capture the construct as it presents in real life? A predictor has criterion-related validity if a statistically significant relationship can be

demonstrated between the predictor and some measure of work behavior or performance. Evidence is usually presented in the form of validity coefficients (i.e., correlations).

Preexisting data can be used for a validation study of selection tools. Retrospective data can be valuable when the researcher is able to support a statistically significant relationship of the validation of the measurements in the workplace setting. If validation cannot be inferred based on the preexisting data, prospective data from other sources must be collected to determine validity of the selection tools and their scores (Principles, SIOP, 2003). There are two types of test-criterion relationships. The first is a predictive study which assesses how the scores on a test can be predictive of a measurement later (e.g., performance; Principles, SIOP, 2003). The second type of test-criterion relationship is a concurrent study which analyzed the relationship between the test and measure simultaneously. The focus of the current project will utilize a concurrent validation design.

**The criterion: Performance appraisals.** Criterion-related validation refers to the statistical relationship between the predictor and the criteria. In this case, the predictor serves as the scores on the selection measures, while the criteria are a measure of performance in the workplace (Principles, SIOP, 2003). According to Campbell et al. (1993), there are three methods to measure performance in the workplace. The first is through performance ratings, which are typically provided by one or more supervisors (Campbell et al., 1993). According to Ellington and Wilson (2016), performance appraisals are one of the most important aspects of a job. They are meant to serve as a systematic evaluation to document the job-related information of an employee through the ratings by the supervisor (Principles, SIOP, 2003). This type of measurement often comes with negative stigmas because ratings can be subjective and can also spawn the possibility of human error/bias in rating others' performance. Contrary to popular

belief, performance ratings are generally reliable, especially when more than one rater is used (Campbell et al., 1993; Hunter & Hunter, 1984). This method of measurement is typically seen in police agencies, as it is used for annual or bi-annual performance reviews of street-level police personnel (Cochrane et al., 2003; P. Johnson, personal communication, 2017).

The next method of measuring performance is through a job sample (Campbell et al., 1993). A job sample is a controlled task given to the employee to analyze his or her ability to complete the task (Cochrane et al., 2003). A job sample for a street-level police officer could be a simulated shooting trial/virtual shooting scenario. This allows evaluators to assess the behaviors, skills, and knowledge of the employee during a controlled situation (Hunter & Hunter, 1984). Work sample measurement is similar to the final way of measuring of performance – direct observation. Direct task observation is used as a measure of performance because it analyzes the officer on the job in real-life situations (Campbell et al., 1993). A direct task observation for a street-level police officer would be evaluating an officer making a traffic stop after witnessing a driver make a traffic law violation.

As annual performance reviews of street-level police personnel typically involve performance ratings made during an annual performance appraisal (Cochrane et al., 2003; Ellington & Wilson, 2016), they will be used as the criterion here. These are typically completed six months after the officer is first hired, and annually thereafter. After this time, they are captured biannually or annually (Atkinson, Personal Communication, 2016).

An additional consideration concerns *when* to measure performance (i.e., the “criterion problem”). The concern surrounds the variability in performance over a period of time (Deadrick & Madigan, 1990). There are three main forms of changes that can occur. These three changes can be linked to individual differences in performance consistency, the reliability of the

evaluation(s), and the reliability of the methods of performance measurement (Deadrick & Madigan, 1990). Any of these changes could pose a problem associated with the reliability of measuring performance in the workplace. A standardized method that administrators can use to successfully measure performance is favored (Principles, SIOP, 2003).

### **Bias in Selection Tools and Ratings**

Bias can happen on both the predictor (selection tool) and criteria (performance rating) components of the process (Principles, SIOP, 2003). Flaws in the design, analysis, or interpretation of the tools can cause bias within the selection tools being utilized by an organization (Stolzenberg & Relles, 1997). The scoring of selection tools higher or lower for a specific group of individuals is referred to as measurement bias (Principles, SIOP, 2003). A flawed or subjective/biased selection tool can lead administrators to consider hiring an applicant who would otherwise not be an appropriate fit for the agency. There is merit in understanding the many types of biases that can occur in selection procedures, particularly when it comes to minimizing one's own biases in the selection process (Stolzenberg & Relles, 1997).

First, because humans are administering, scoring, and interpreting selection tools, there is always a possibility for error. This could be from a simple, unintended mistake (Keeble, Law, Barber, & Baxter, 2015). In some cases, it is also possible that employers administering and interpreting the selection tools are unqualified. Those who are responsible for administering and scoring of selection tools should be knowledgeable about the procedures and interpretation of scores (Baker, Gibbons & Murphy, 1994). A number of strategies can be used to reduce biases resulting from human errors. The first is standardization of the selection tools (Peterson et al., 2016). The more standardized the materials and process, the more accurate the scores will be.

Bias can also happen when evaluating performance (the criterion side). While the performance ratings from supervisors in the workplace are one of the most common methods of performance appraisals (Cochrane et al., 2003; Ellington & Wilson, 2016), it is important to note that the chances of human error are present here as well (Principles, SIOP, 2003). There is a possibility that bias will play a role in the ratings (Marchegiani, Reggiani & Rizzolli, 2016). Supervisors could be lenient in their scores on performance ratings because of many factors. For example, their desire to be liked by the employee they are evaluating, or perception that performance scores are a reflection of their own supervision, could lead a supervisor to score differently. It is also possible that the supervisor may not have had sufficient opportunity to observe an employee (Ittner, Larcker & Meyer, 2003). Supervisors could also be severe in their ratings for a variety of reasons (e.g., dislike of an employee) (Aguinis & Smith, 2007).

### **Current Study and Research Questions**

The aim of this thesis is to assess the criterion-related validity of a hiring tool used to select police officers. This thesis aims to provide justification for the current interview process this police agency is already using, along with recommendations to improving the interview process and manor in which officers' performance is evaluated on an annual basis. According to the SIOP Principles (2003), there are several requirements that must be met to employ a criterion-related validation study. The first requirement highlights that the job must be stable. The second is that the evidence used in the validation study must be relevant and unaltered. Third, the evidence or data used in the validation study must also be representative of the entire workplace for the results of the criterion-validation study to be generalizable. In addition, the data used in the validation study must be relevant, and a reliable criterion must be accessible and usable (Principles, SIOP, 2003). Lastly, the criterion measures used in the validation study that

are intended to predict workplace performance should, theoretically, analyze selection tools that assess all KSAO's relevant to the job (Principles, SIOP, 2003). These requirements will be carefully taken into consideration for the current validation study.

Based on literature relevant to this field, it is apparent that effective selection tools and screening processes are essential to identify the most appropriate and highly qualified police candidate(s) (Cochrane et al., 2003). It is also clear that utilizing invalid or potentially biased selection tools can have detrimental and long-lasting negative impacts on a police agency and the community in which it serves (Cochrane et al., 2003). For those reasons, the current project aimed to provide another layer of support for the series of interviews the police agency utilizes in its current hiring process based on the current literature. This thesis evaluated a contemporary selection tool (series of interviews) being utilized within a large-metro police agency located in the state of Minnesota. The following research questions, specifically, are examined here:

- Research Question 1: How much of the validity in officer performance can be explained by the series of interviews within the hiring process?
- Research Question 2: How does the information obtained from the original performance evaluations compare to the information obtained from the newer performance evaluations?
- Research Question 3: How effective are the current annual performance evaluations compared to previous year's performance evaluations?

## **Chapter II: Methodology**

A detailed description of the methodology, including sample description, selection and performance materials, and procedure is presented here.

### **Participants**

There were approximately 78 sworn officers in this police agency actively serving a community of over 70,000 people in the city at the time of data collection. There were 40 street level officers, one licensed/sworn Emergency Room Doctor/SWAT Medic, three Traffic Unit Officers, six School Resource Officers, seven Detectives, three Special Investigators, one DEA Special Agent, 12 Sergeants, three Captains, one Deputy Chief, and one Director of Public Safety-Chief of Police. A sample size of 23 police personnel currently employed at the police agency who were hired within the past five years was initially provided to the researcher. Of these, 11 officers were used in this study after the researcher omitted individuals who did not have a sufficient amount of information/data to be included.

### **Selection Tools/Hurdle Process**

Figure 3 illustrates the sequence of selection tools applicants experience. Here, Round 1 Interviews and Round 2 Interviews are being evaluated. However, before candidates passed through these two rounds of interviews, they must have already succeeded through the following selection components (see Figure 3). First, applicants complete an online application. The hiring process at this police department initiates with an online questionnaire which applicants can access via the city's website. The online questionnaire consists of approximately 10-12 questions which are intended to gather basic demographic information about the applicant along with supplementary questions regarding the applicant's values, police training, and military experience. Applicants are awarded a specific amount of points from their answers to each



question. The top third highest scoring applicants from this online application are reviewed and screened for the next tool. The next component of the application process involves a brief Skype-based interview, which is new to the process within the past year. This Skype interview is held by the Deputy Chief and the Director of Human Resources. Skype interviews are held with applicants who scored high on the online application, which is the first hurdle applicants experience. In the past year, there have been approximately 35 Skype interviews held with candidates in this phase of the hiring process. These Skype interviews are approximately 10 minutes long. Although this is a new addition to the selection battery, both the Deputy Chief and Director of Public Safety-Chief of Police believe this is useful, as it is time and cost effective. Although these interviews are relatively short, they give the Deputy Chief and Director of HR an opportunity to briefly observe the applicant's non-verbal behaviors, body language, professionalism, and gain a general feel for the applicant. After each interview with the applicant, the Deputy Chief and Director of HR collaboratively make an executive decision whether the applicant will move to the next stage in the interview process or will be removed from the hiring process altogether. Applicants are then notified of the decision. These Skype interviews will continue in the future, as this tool allows for a way to narrow a large applicant pool.

Submit Online Application	Skype-Based Screening Interview	Round 1 Interview	Round 2 Interview	In-Person Interview with Director of Public Safety – Chief of Police	Background Investigation	Physical Fitness Examination	Psychological Evaluation	Job Offer
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*Figure 3.* Hurdle process for street-level police personnel candidates. The shaded cells indicate the tools which were validated during the current study.

**Round 1 interviews.** Once an applicant has passed the Skype interview, he or she is invited to the first round of in-person interviews consisting of a series of three independent interviews with members of the command staff, individually. During these interviews, the command staff member follows a script. Although the interviews are structured in nature, command staff personnel have the flexibility to go off-script in order to ask follow-up questions. These questions are about the applicant and more general/vague in nature. Examples of questions that can typically be seen in the Round 1 Interview include: “What is your experience with the pressures officers face due to the nature of the job?” and “How do you plan to fit with the staff who currently are employed at this department?”. The Deputy Chief perceives this method of in-person interviews (versus a panel interview) to be more effective, as they have found applicants disclose more valuable hiring information to individual command staff members versus a group of individuals on a typical panel style interview. In their experience, each member of the command staff has been able to learn something unique/insightful about the applicant that another command staff member has not. The perceived drawback of using the individual interviews rather than a panel, however, is that all members hear slightly different responses. Generally, applicants feel more comfortable in a one-on-one setting in the commander's office. The commanders take notes and score each applicant after their interviews.

After each commander has interviewed all three of the applicants for that day, the commander awards the applicants with a score ranging from 1-100 on many different areas. Commanders are given photographs of the applicants after their interviews in order to better recall the candidate(s). Commanders then meet as a large group after the completion of all interviews to share their findings. All commanders believe having photographs of the applicant assists them in remembering applicants. The commanders then take the three scores from each

individual commander and compute the average to give the applicant an aggregate score.

Applicants who receive a score of 85 or above move to the next hurdle in the hiring process (a score of 85 or higher is the cutoff the agency has determined as representing an “above average” interview score). Applicants with a score of 84 or lower are informed that they have been removed from the hiring process.

**Round 2 interview.** Once applicants with a passing score have been identified, they are invited back to the police agency for another round of three interviews with a different set of police commanders. These interviews include new questions that focus in greater depth on the applicant’s values, ethics, and morals. Applicants can see questions such as “What experiences have you had when dealing with people in conflict? How do you resolve those situations?” and “What areas of police work will make you feel the most uncomfortable?”. In addition, situational questions are asked to determine how the applicant would react when faced with a difficult situation. Applicants are rated on 1-100 scales again during these interviews. Commanders meet again after the interviews and discuss their ratings with the other commanders. Aggregate scores from each candidate across all commanders are then recorded. Applicants with a score of 85 or higher pass this phase of the selection process. Applicants with a score of 84 or lower do not move forward in the process.

**Final interview.** If the candidate(s) pass the abovementioned hurdles, they proceed through the final in-person interview with the Director of Public Safety – Chief of Police. This meeting with the Chief takes approximately an hour. This meeting is designed for the Chief to gain a better understanding of the applicants, who they are, and how their values align with the department's values. The interview assesses if the applicant is a good fit for the department and if the department is a good fit for the applicant. Finally, a background investigation is completed

to ensure the applicant does not have a criminal history. After this, the applicant completes a physical examination and a psychological assessment. Upon the successful completion of these things, the candidate is offered a job with the police agency.

**Performance evaluation.** To evaluate performance, all street level police personnel have performance evaluations on a yearly basis by their commanding Sergeant. In the past, performance evaluations were ranked on a 1-60 scale, across many dimensions (e.g., assessing knowledge, skills, abilities, performance, attitude, interpersonal interactions). This performance evaluation was titled “original performance evaluation” and is referenced as so throughout the remainder of this study. However, the department recently changed their ratings from a 60-point scale to a 5-point Likert type scale, and then a 3-point Likert type scale, which is more vague in nature. This newer version of the performance evaluations is titled “new performance evaluation” and will be referenced by this name in the following pages.

**Self-evaluation.** Each officer completes a self-evaluation at the time of his or her annual performance evaluation. This provides the officer the opportunity to reflect on his or her performance within the past year and document areas of improvement, strengths, goals, future plans, and any additional comments about their time within the agency over the past 12 months. This self-assessment is completed and given to the Sergeant before the Sergeant completes the annual performance evaluation for that officer. This self-assessment can be used within the review meeting to justify scoring and facilitate a discussion regarding the officer’s performance over the past year. There are also two forms of the self-evaluation; the “original self-evaluation” and the “new self-evaluation”.

## Procedure

An interview was held with the Director of Public Safety - Chief of Police regarding the selection tools currently being utilized in the hiring process for street-level police personnel. During this interview, structured questions were asked to identify and describe the selection tools along with justification for using them and their perceived effectiveness. The purpose of this informational interview was twofold: 1) for the researcher to gain a better understanding of the selection and evaluation processes that police agency utilized, and 2) to learn about the context (e.g., applicants the department seeks, values of the department, and characteristics of a typical applicant pool). The questions in this informational interview can be found in Appendix C. During this interview, the ways in which decisions were made by combining predictor information were discussed in depth and recorded by hand. Beyond this, the values of the department were explored along with specific characteristics the department looks for in the potential candidates along with what the police agency's selection process consists of. In addition, the department's selection timeline, the characteristics of the department's typical applicant pool, and finally, where the department recruits their candidates from were also discussed. Information regarding the methods utilized to evaluate the officers' performance and when those evaluations are conducted was also recorded.

Following this informational interview, the researcher contacted the Human Resources Department to obtain scores on selection materials and performance appraisals for the officers. Although the full spectrum of materials was initially anticipated (e.g., online application/questionnaire, the series of interviews, background check, psychological assessment, and physical examination), the researcher was asked only to validate the use of their Round 1 and Round 2 Interview procedures in the current study. The HR Department also provided

annual performance evaluations and annual self-evaluations from the police agency for the researcher to assess the effectiveness of those performance evaluations. These performance evaluations were both annual progress evaluations and annual self-evaluation reports from for all officers at the police agency who have been hired within the past five years. The police agency has been using one version of the evaluations for many years, but has recently transitioned to another version of the evaluation within the past year. Consequently, there were four forms of the documents presented in the current study; the “original” performance evaluations, “original” self-evaluations, “new “performance evaluations, and “new” self-evaluations. The performance reviews consisted of retrospective data, which were already collected by the police agency.

Street-level police officer information was recorded in individual Excel spreadsheets. Commanders were given access to this spreadsheet and were able to record incidents or events the officer did particularly well on or performance below expectations. These incidents were documented through the year and gave the officer the ability to review the year while completing the performance evaluation. The Sergeant completed his or her personnel's performance evaluation and then brought this evaluation to the group meeting with the other sergeants and command staff. During this time, the sergeant presented the ratings he or she gave the officer and justification for those ratings. Questions and comments were shared and all individuals agreed upon the performance evaluation before it was presented to the officer. This serves many purposes: holding the sergeant accountable for rating his or her personnel, and ensuring the scores are accurate, as many individuals are agreeing on performance evaluations before they are completed and given to the officers.

In addition to supervisors evaluating performance, each individual officer completed a self-evaluation each year to reflect on his/her performance. After the information interview was

held, the researcher was provided data from the City Human Resources Department. Per law, all personally identifiable information was redacted from the data before the information was provided to the researcher. Names of street-level police personnel were removed and replaced with a letter that corresponded with the officers' scores on selection tools and scores on annual performance evaluations.

### Chapter III: Results

The police agency currently utilizes a selection battery that is entirely unique to the department. In other words, no other police agency in the state of Minnesota uses this sequence of selection tools in its hiring process of street-level police personnel. This department elected to take this approach for two main reasons: 1) to compensate for the large volume of applicants it received in each hiring process (approximately 200+ applicants per round) and 2) to screen out unqualified applicants who do not meet minimum qualifications.

The characteristics of a typical applicant pool can vary significantly depending on the hiring process. As the Director of Public Safety - Chief of Police explained during the interview with the researcher, applicants are generally graduates from schools across the state of Minnesota who hold a degree in criminal justice or a related field. Some applicants are in the military or are veterans, but the majority are those graduating from college pursuing a career in law enforcement.

As mentioned in the Theoretical Foundation above, there are many requirements established by the SIOP Principles (2003) that must be met to conduct a criterion-related validation study. The first requirement is that a job must be stable. This is the case within this police agency as the job of a street-level police officer has been stable for a number of years. The second is that the evidence used for the validation study must be relevant and unaltered. This requirement was met as the information provided to the researcher was directly from the Human Resources Department, which manages all data from the police agency. Raw and unaltered data (with redacted personally identifiable information) was provided to the researcher for the purposes of this study. Third, the evidence must be representative of the entire workplace for the results to be generalizable. The data given to the researcher was as much information as



the Human Resources Department could offer regarding the selection and evaluation of its street-level police personnel. Information from all officers who have been hired within the past five years was provided. Lastly, all criterion used in the validations study should assess all KSAO's relevant to the job. This requirement was met, as the questions used within the Round 1 Interview and Round 2 Interview were inclusive of situational, behavioral, and personal questions to assess how the officer would perform while on the job. The four elements mentioned above have been taken into consideration and were all met in the current validation study.

In the following section, a description of the data cleaning process is provided. Next, descriptive information is presented, along with correlations. Finally, results of the qualitative comments are delivered. To properly assess the effectiveness of the selection tools the police agency is using, the current project assessed the street-level police officers' annual performance evaluations over the period of five years.

### **Data Cleaning**

First, data were provided to the researcher by the Human Resources Department. All personally-identifiable information (names, pronouns, name of the city, name of the police agency, and other potentially identifiable information) were removed before the data were provided to the researcher. These data were replaced by a unique numerical code which allowed the researcher to organize the data without identifying the officers. Data cleaning for the qualitative information in the annual performance reviews first consisted of transferring all comments from the individual PDF annual performance evaluation files to an Excel file. All transferred comments were reviewed thoroughly to ensure there were no mistakes, and that all information was correctly documented. Data cleaning for the quantitative portion consisted of

the researcher reviewing each officer's interview scores from the hiring process along with their corresponding annual performance evaluation scores. Originally, 23 officers' data were provided. However, incomplete information was available for a number of officers. Where interview or performance evaluation scores were unavailable, officers' scores could not be analyzed. A final sample size of 11 officers were utilized in the current study.

Original performance evaluations were scored out of 60 possible points, while new performance evaluations utilize a 3-point Likert-Type scale, and some were scored using a 5-point Likert-type scale. Some performance ratings were also reported out of 100 possible points. In order to systematically evaluate the performance scores across years, all scores on performance evaluations were converted to percentages and reported as scores out of 100 percent in order for the researcher to analyze both performance evaluations equally.

### **Descriptives and Correlations among Study Variables**

Analysis began with a description of the 11 officers involved in the current study. Table 4 is a representation of mean scores, and corresponding standard deviations for both the predictors and the criterion in this study.

Table 4

*Descriptive Statistics for Predictors and Performance*

Predictors and Criterion	<i>N</i>	<i>M</i>	<i>SD</i>
<b>Predictors</b>			
Round 1 Interview	33 interviews/11 people	89.61	3.02
Round Interview	33 interviews/11 people	88.85	3.48
<b>Criterion</b>			
Performance Evaluation 2012	1	60.00	--
Performance Evaluation 2013	4	61.00	15.12
Performance Evaluation 2014	5	67.50	5.71
Performance Evaluation 2015	6	71.71	8.19
Performance Evaluation 2016	8	72.22	16.86
Performance Evaluation 2017	8	70.00	10.00

A Pearson's Correlation was run to assess any relationships between the predictors and criterion. Table 5 is a representation of the correlation matrix.

Table 5

*Correlations among all Predictors and Criterion (N = Sample size ranged from 4-8)*

	1	2	3	4	5	6	7
1. Round 1 Interview (n = 11)	--	<b>*.63</b>	<b>.67</b>	<b>.20</b>	<b>.22</b>	<b>.08</b>	<b>.43</b>
2. Interview Round 2 (n = 11)		--	<b>.44</b>	<b>.54</b>	<b>.66</b>	<b>-.01</b>	<b>.50</b>
3. 2013 Performance Evaluation (n = 4)			--	.60	.23	.72	-1.00
4. 2014 Performance Evaluation (n = 5)				--	.66	.54	-1.00
5. 2015 Performance Evaluation (n = 6)					--	.60	-.88
6. 2016 Performance Evaluation (n = 8)						--	-.41
7. 2017 Performance Evaluation (n = 8)							--

*Notes.* \* $p < .05$ , \*\* $p < .01$ . Performance evaluations from 2012 were not included in this correlation table because there was only one person evaluated that year. Bold values indicate the correlations between the interviews and evaluations.

As can be seen in Table 4, average scores in the first ( $M = 89.61$ ,  $SD = 3.02$ ) and second ( $M = 88.85$ ,  $SD = 3.48$ ) rounds on interviews were similar, differing by less than one point. A Mann Whitney U Test (Wilcoxon Rank Sum Test) indicated that scores from the Round 1 Interviews ( $Mdn = 88.33$ ) did not significantly differ from the scores from the Round 2 Interviews ( $Mdn = 88.50$ ),  $T = 11$ ,  $z = -.53$ ,  $p = .65$ ,  $r = -.11$ . This suggests that the mean scores are not statistically different from one another, meaning those scoring interviews were doing so consistently. The average scores on performance evaluations from the past five years increased each year, with 2016 being the highest average performance evaluation score ( $M = 72.22$ ,  $SD = 16.86$ ). In 2017, the average performance evaluation score ( $M = 70.00$ ,  $SD = 10.00$ ) was slightly less than the year before, but this is not a significant change, and can be attributed to the change in numerical ratings of performance evaluations. Note that only a small number of officers' data was included in any one year, and so results should be interpreted cautiously.

Correlation coefficients can range from -1.00 to 1.00, with -1.00 representing a perfect negative correlation, and 1.00 indicating a perfect positive correlation. As can be seen in Table 5, there were positive correlations (relationships) between the Round 1 Interviews and years 2013, 2014, 2015, and 2017. There were also positive relationships between the Round 2 Interviews and years 2013, 2014, 2015, and 2017. These relationships are tentatively supportive across both interview rounds, as well as evaluation forms given the small sample size. However, there seemed to be no relationship with the 2016 data and the Round 1 and Round 2 Interviews. It is important to note that 2016 is the year in which new performance evaluations were implemented. Since there seemed to be a trend in the years 2013, 2014, and 2015, the change in performance evaluations in 2016 could potentially be the cause of the drastic change of relationship that can be seen in Table 5. However, a positive correlation was apparent again in 2017 again. Perhaps

this could be attributed to individuals becoming acclimated with the new performance evaluations.

The first research question focused on how much of the validity in officer performance could be explained by the series of interviews within the hiring process. At this time, this research question can only be tentatively answered given the data that was presented to the researcher. There are many challenges with validating a selection tool given the small sample size. In this case, there were only eight officers in any given year with regard to the annual performance reviews. This is not enough information to statistically answer this research question with absolute confidence. However, as it can be seen from Table 5, the Round 1 and Round 2 Interviews are correlated with 2013, 2014, 2015, and 2017 performance evaluations. Overall, the mean correlation of Round 1 interview was  $r = .32$  and the mean correlation of Round 2 Interview was  $r = .43$ . These both indicate relatively moderate positive relationships, especially given the small sample size for each predictor and criterion. Therefore, it can be tentatively stated that both rounds of interviews were moderately predictive of performance in the workplace.

### **Qualitative Data Analyses**

The second major research question focuses on a comparison between the original set of evaluations, and a newly-revised version now in use. Many differences were apparent. In the original annual performance evaluations, officers were rated on many levels. Those elements of performance each officer is rated upon can be seen in Table 6. The original style of performance evaluations was rated on a Likert-type scale ranging from 1-60 (1-12 = Unacceptable, 13-24 = Needs Improvement, 25-41 = Meets Expectations, 42-53 = Exceeds Requirements, and 54-60 = Outstanding).

Table 6

*Question Prompts from Original Performance Evaluations and New Performance Evaluations*

Original Question Prompts	New Question Prompts
<ul style="list-style-type: none"> <li>• Functional Responsibilities: <ul style="list-style-type: none"> <li>Self-Initiated Activity</li> <li>Investigative Skills</li> <li>Report Writing/Case Management</li> <li>Administrative Skills</li> <li>Technological Skills</li> <li>Officer Safety</li> <li>Directed Patrol (Use of Crime Analysis)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Identified areas of strength and annual highlight</li> <li>• Identified areas of improvement</li> <li>• Identified goals, training, assignments, etc. for next annual evaluation period</li> <li>• If the officer has previous experience in a specialized position, please summarize</li> </ul>
<ul style="list-style-type: none"> <li>• Department Expectations: <ul style="list-style-type: none"> <li>Team Work</li> <li>Customer Service/Community Engagement</li> <li>Department Investment</li> <li>Attitude</li> <li>Training Participation</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>how they have or have no incorporated these skills into their current position</li> <li>• Does the officer meet the department's core values as defined by Policy 101?</li> <li>• Is the officer's performance consistent with the pillars of the 21<sup>st</sup> Century</li> </ul>
<ul style="list-style-type: none"> <li>• Comments</li> <li>• Comments on difference of opinion concerning review</li> </ul>	<ul style="list-style-type: none"> <li>Policing Model?</li> <li>• Comments</li> </ul>

The newer versions of the annual performance evaluations had a distinctive design, included different questions regarding performance, and were unique from the original performance evaluations. The new versions of the performance evaluations were more vague in

nature, as they were significantly shorter than the original versions and included questions that prompted qualitative information that can be seen in Table 6. There was also a space to document additional comments at the end of the evaluation report. After commenting on these areas of performance, supervisors then rated officers on a 1-5 Likert-type (1 = Unacceptable, 2 = Needs Improvement, 3 = Meets Requirements, 4 = Exceeds Requirements, and 5 = Outstanding) scale which was a score representing overall performance over the past year.

The process used to code the written portion of the evaluations, as well as a description of uncovered themes and frequencies is presented in this section. The researcher was provided with both annual progress evaluations and annual self-evaluation reports from for all officers at the police agency who have been hired within the past five years. The police agency had been using one version of the evaluations for many years, but recently transitioned to another version of the evaluations within the past year. This change in annual performance evaluations was implemented so that performance of officers was rated based on 21<sup>st</sup> Century Policing Standards and Ideals. In addition, it was deemed that a smaller range of scoring was viewed as less subjective versus a large scoring range. Consequently, there were four forms of the documents presented in the current study: the “original” performance evaluations, “original” self-evaluations, “new” performance evaluations, and “new” self-evaluations.

The researcher first conducted a qualitative analysis on each of these four forms to determine the similarities and differences in information gleaned from the responses. The qualitative analysis process, consistent with the process utilized by the Planning, Assessment, Researcher, and Quality Office at the University of Wisconsin-Stout, consisted of the researcher, and two other trained, independent parties from the police agency reading through all comments. All three individuals read through all comments and rated each comment to identify themes and



corresponding definitions based on the content (Mans, 2014). When reading through the content, if there were three similar or related comments, they were considered a theme. The three individuals then met to discuss the themes they identified, and collaboratively created an inclusive list of final themes found within the qualitative data. Themes and definitions were transferred to a new Excel file where one individual coded all of the comments. The coded comments were reviewed by another researcher to ensure there were no mistakes throughout the coding process. A discrepancy meeting was then held by the two individuals to identify misplaced comments and ensure all comments were assigned to the appropriate themes. The data were reviewed again by the researcher to finalize the qualitative analysis.

The following table represents the number of comments identified from each of the four evaluation forms. As can be seen in the table, the original performance evaluations provided a greater volume of qualitative data, gleaned more themes and sub-themes than the updated versions of the performance evaluation and self-evaluation. In other words, supervisors wrote more information in the original versions of the annual performance evaluations than they did in the new versions of the performance evaluations.

Table 7

*Number of Comments, Themes, and Sub-themes Found in Performance Evaluations*

	Total Number of Comments	Number of Themes	Number of Sub - Themes
“Original” Performance Evaluation	425	24	23
“Original” Self-Evaluation	139	11	13
“New” Performance Evaluation	167	17	10
“New” Self-Evaluation	84	11	6

Table 8 identifies the themes and sub-themes identified in the original performance evaluations compared to the themes and sub-themes identified in the new performance evaluations. Major themes that were identified in the original performance evaluation included Street Activity, Attitude, and Training. Major themes that were identified in the new performance evaluation included: Self-Initiated/Field Generated Activity, Interactions with the Public, and Training and Development. This means that officer's self-initiated activity was one of the most mentioned activities on the performance evaluation—an area officers excel in. Interactions with the public were generally positive regardless of the type of call officers responded to. In addition, many supervisors also noted on performance evaluations the types of training the officers would like to participate in—interview and interrogation training was often mentioned. In both the original and new performance evaluations, Training was among the top three themes. Thus, it can be inferred that training is important in performance evaluations, as it provides officers the knowledge, skills, and abilities to be effective on the job.

Table 8

*Themes and Sub-themes in Original Performance Evaluations and New Performance**Evaluations*

Themes	Original Performance Evaluation	New Performance Evaluation
Self-Initiated Activity/Field Generated Activity	•	•
Digging	•	
Patrolling	•	
Primary Officer	•	
Staying Active/Busy	•	
Traffic	•	
Foot Patrol	•	
Directed Patrol	•	
General Street Activity	•	
DWI	•	
Involvement in Additional Places	•	
Involved	•	
No Additional Involvement	•	
Report Writing	•	
Good Reports	•	
There is Room for Improvement	•	
Officer Safety	•	
General Safety	•	
Command Presence	•	
Investigations	•	
General Suggestions for Improvement	•	
Leadership	•	
Comments about Cases in Patrol Assigned	•	
Seeking out answers/utilizing resources/asking questions	•	
Stage of being a new officer	•	
Interpersonal Communication/Relationships	•	
Above and Beyond	•	
Interactions with the Public	•	•
Officers' Interactions with the Public		•
Representation of the Department		•
Training and Development		•
Areas of Desired Training/Development		•
Interview and Interrogation Training		•
General Positive Comments	•	•

Professionalism	•	•
Experience		•
Prior Experience	•	•
No Prior Experience		•
Department Training	•	•
General Training Comments	•	
Performance	•	
Participation/Completion	•	
Information Sharing/Roll Call	•	
Suggested/Requested Trainings	•	
Examples		•
Examples of Good Work		•
Examples of Incidents		•
Co-Workers	•	•
Interactions with Fellow Coworkers	•	•
Teamwork	•	•
Department Policy/Procedure	•	•
High Performers		•
New Officers' Lack of Confidence and Experience	•	•
Physical Fitness		•
Strengths		•
Integrity		•
Working with Technology Systems	•	
Attitude	•	
Officer Safety		•
Work Ethic and Department Investment	•	
Other	•	•

*\*Notes.* Titles in the table which are highlighted in gray represent main themes and indented text titles are sub-themes.

Table 9 shows the themes and sub-themes for the original and new self-evaluations. The three major themes that arose from the original self-evaluation are as follows: Additional Work/Appointment/Positions, Training, and Goals Moving Forward. Both the original and the new self-evaluations had themes similar to plans, or goals for the future. It can be inferred that future positions, assignments, trainings, and performance are important to officers as this is a common theme identified in both forms. While this could be attributed to the prompts within the annual performance review, this finding should still be noted. The three major themes that were

identified in the new self-evaluation included: Future, Areas of Opportunity (areas the officers identified they needed improvement upon), and Professionalism. In other words, officers identified training, goals, and positions within the department they wish to achieve in the future. Officers also noted that they are professional in their interactions with co-workers and the public.

Table 9

*Themes and Sub-themes in the New Self-evaluation and Original Self-evaluations*

Themes	Original Self-Evaluation	New Self-Evaluation
Additional Work, Appointments, and Positions	•	
Desired/Preferred Positions	•	
Involvement	•	
Volunteered for Extra Tasks/Duties	•	
No Additional Involvement	•	
Training	•	
General Comments Related to Training	•	
Training Preferences	•	
Interview/Interrogation Training	•	
Goals Moving Forward	•	
Performance Goals	•	
General Goals	•	
Strengths	•	
Interpersonal Communication Skills	•	
General Strengths	•	
Work Ethic	•	
General Work Ethic	•	
Come in Early and Stay Late	•	
Teamwork	•	
Attitude	•	
Department Investment	•	
Future		•
Training		•
Appointments/Positions		•
Goals		•
Areas of Opportunity	•	•
General Areas of Improvement		•
Street Tactics and Officer Safety		•
Dept. Policy, Procedure, and Laws		•

Professionalism		•
Self-Initiated Activity		•
Communication and Interpersonal Skills		•
Support Partners-Rapport Building	•	•
Officer Wellness		•
Previous Related Experience		•
Integrity		•
Technology		•
Other	•	•

\*Titles in the table which are highlighted in gray represent main themes and italicized text titles

are sub-themes.

Table 10

*Qualitative Analysis Results from Original Performance Evaluations*

Theme	Definition	Frequency (%)	Examples
Street Activity	Sub themes include Digging, Patrolling, Self-Initiated Activity, Primary Officer, Staying Active/Busy, Traffic, Arrests, Foot Patrol, Directed Patrol, General, Becoming visible in the community, Self-Initiated Activity, DWI.	64 (15.06%)	
Digging	Officers "dig" to find more information, uncover more illegal activity, and look for additional work.	8 (1.88%)	<ul style="list-style-type: none"> <li>• Officer likes to dig into things and go beyond just the initial contact.</li> </ul>
Patrolling	Officers patrol their areas and are gaining an understanding of areas within the city that are in need of extra patrol.	4 (0.94 %)	<ul style="list-style-type: none"> <li>• As Officer continues to work on Officer own Officer is gaining a greater understanding of areas within the city that need extra patrol. Officer is also recognizing the individuals and their vehicles that we deal with on a regular basis.</li> </ul>
Primary Officer	Comments regarding incidents where the officer responded as a primary to the call are highlighted here.	4 (0.94%)	<ul style="list-style-type: none"> <li>• Officer was primary on 571 calls for service during Officer first 12 months here which was greater than average compared to Officer peers.</li> </ul>
Staying Active/Busy	Officers stay active and busy throughout their shift.	12 (2.82%)	<ul style="list-style-type: none"> <li>• Officer has the drive to stay active, even in conditions that are not ideal, such as bad weather.</li> </ul>

Theme	Definition	Frequency (%)	Examples
<i>Traffic</i>	Enforcing traffic is a strong suit for officers. The number of citations officers have written are average or above average compared to their counterparts.	10 (2.35%)	<ul style="list-style-type: none"> <li>Officer issued 150 traffic citations within the six-month period of this review. That is up 50 citations from the last reviewed period and I encourage Officer to keep up the good work in this area.</li> </ul>
<i>Foot Patrol</i>	Officers are actively foot patrolling areas within the community.	3 (0.71 %)	<ul style="list-style-type: none"> <li>Officer does foot patrol in apartments and other areas, and is constantly looking for criminal activity.</li> </ul>
<i>Directed Patrol</i>	Officers do a good job using directed patrol strategies and are responding to calls and solving problems appropriately.	4 (0.94 %)	<ul style="list-style-type: none"> <li>Officer does a nice job utilizing directed patrol strategies while working patrol. Officer is often aware of problems in the community and individuals involved in criminal activity</li> </ul>
<i>General Street Activity Comments</i>	General comments regarding street activity are mentioned here. Encouragement to increase street activity and examples of good street activity.	14 (3.29%)	<ul style="list-style-type: none"> <li>Officer has also made some excelled felony level field generated narcotics arrests and warrant arrests highlighted below.</li> </ul>
<i>DWI</i>	DWI arrests are highlighted here. Officers are arresting many individuals for DWI.	5 (1.18%)	<ul style="list-style-type: none"> <li>Officer leads Officer shift in DWI arrests which is outstanding! &lt;name of arrest&gt; is an example of an great DWI arrest that Officer made.</li> </ul>
<i>Attitude</i>	Supervisors have seen officers maintain a positive attitude at work.	31 (7.29 %)	<ul style="list-style-type: none"> <li>Officer comes to work every day with a positive attitude and enthusiasm to do police work.</li> </ul>



Theme	Definition	Frequency (%)	Examples
Trainings	Sub-Themes Include: General Training Comments, Participation/Completion, Roll Call, and Suggested/Requested Trainings.	33 (7.76%)	
<i>General Training Comments</i>	General Comments regarding Training are included here.	5 (1.18%)	<ul style="list-style-type: none"> <li>• Officer has the attitude that more knowledge and training will make Officer a better officer; on that Officer is correct.</li> </ul>
<i>Performance</i>	Officers' level of performance during trainings is high. Officers approach trainings seriously	7 (1.65%)	<ul style="list-style-type: none"> <li>• Officer performs nicely when working through force-on-force scenarios and puts forth great effort when participating in department trainings and range trainings.</li> </ul>
<i>Participation/Completion</i>	Officers participate in trainings and put forth effort. Officers attend department trainings as required.	5 (1.18%)	<ul style="list-style-type: none"> <li>• All indications are that Officer has successfully completed and attended all required trainings throughout the past year.</li> </ul>
<i>Information Sharing/Roll Call</i>	Officers do a good job sharing information to fill in other officers. Officers also attend roll calls to share information and complete training as required.	13 (3.06%)	<ul style="list-style-type: none"> <li>• Officer will pay attention to Roll Call information as it is passed along. If there is a particular address or person of interest in Officer patrol area, Officer will make sure the issue gets extra attention.</li> </ul>
<i>Suggested/Requested Trainings</i>	Supervisors have identified trainings that officers may benefit from. Suggested trainings by supervisors, or requested trainings from the officer are included here.	3 (0.71%)	<ul style="list-style-type: none"> <li>• Officer has expressed an interest in additional training in defensive tactics, range, and interviewing techniques. I believe Officer will benefit from attending various training classes to increase Officer</li> </ul>

Theme	Definition	Frequency (%)	Examples
			confidence and skills, which will in turn, help Officer become a more effective and well-rounded officer.
Coworker Interactions	Subthemes include: Assist Partners and Teamwork	25 (5.88%)	
<i>Assist Partners</i>	Supervisors reported that officers are willing to assist their partners when needed.	19 (4.47%)	<ul style="list-style-type: none"> <li>• Officer is willing to assist Officer partners at a moment's notice and complete tasks without question for the purpose of helping out Officer partners. It is also evident that Officer partners call upon Officer for assistance.</li> </ul>
<i>Teamwork</i>	Supervisors indicated that officers work as a team, are team players, and willing to collaborate to solve problems.	6 (1.42%)	<ul style="list-style-type: none"> <li>• Officer is the definition of a team player. Officer is respectful to co-workers, supervisors, and other department employees.</li> </ul>
Working with Tech Systems	Supervisors have indicated that their officers are technologically savvy. Officers are able to navigate through the many technology systems and software the department offers. Some officers have helped supervisors and partners out with technology issues. Individuals who have has issues with technology acknowledge this and are learning.	22 (5.18%)	<ul style="list-style-type: none"> <li>• Officer has a good working foundation of our department's various technology. Whether in the squad or in our booking area, Officer can navigate Officer way through a procedure and troubleshoot issues as they occur.</li> </ul>
Involvement in Additional Places	Sub themes include: Involved and no additional involvement.	21 (4.94%)	

Theme	Definition	Frequency (%)	Examples
<i>Involved</i>	Officers are involved in additional areas within the department on top of their patrol assignment. Officers also indicate places they would like to be involved in.	10 (2.35%)	<ul style="list-style-type: none"> <li>The positions of SWAT team member and DT instructor come with great responsibility and Officer has done a great job balancing Officer duties</li> </ul>
<i>No Additional Involvement</i>	Officers are not involved in any additional areas on top of their patrol assignment. Some suggestions are made as to places officers would excel in.	11 (2.59%)	<ul style="list-style-type: none"> <li>I would encourage Officer to find areas within the department that interest Officer and to start being more involved.</li> </ul>
Positive Comments and Words of Encouragement Report Writing	General positive comments from supervisors to their officers Sub themes include Good Reports and there is Area for improvement	21 (4.94%) 21 (4.94%)	<ul style="list-style-type: none"> <li>Officer has been a pleasure to work with.</li> </ul>
<i>Good Reports</i>	Supervisors have noted that their officers write thorough, clear, and concise reports that are free from errors. These reports are well organized and officers have no issues in this area.	17 (4.00%)	<ul style="list-style-type: none"> <li>Officer writes well written, thorough reports which contain all the information needed for investigations or required by LETG. &lt;name of supervisor&gt; noted in end of phase four evaluation that Officer completed detailed reports that were properly formatted and easy to understand.</li> </ul>
<i>There is Room for Improvement</i>	Some supervisors indicated that officers need improvement in report writing. Reports contain errors and may have to be sent back to the officer for revisions. Supervisors mention how officers can improve in this area.	4 (0.94%)	<ul style="list-style-type: none"> <li>I have sent several reports back to follow up on but as stated before I believe that once Officer has more experience Officer will recognize what needs to be done prior to sending the report to patrol supervisor review</li> </ul>
Officer Safety	Sub themes include Safety Tactics, General Safety, and Command Presence.	20 (8.16%)	
<i>Safety Tactics</i>	Officers take officer safety seriously and make conscious efforts to execute safe tactics when doing their job.	9 (2.12%)	<ul style="list-style-type: none"> <li>In addition, Officer appeared to use sound tactics: parking at calls, approaching doors, running appropriate checks, and conducting traffic stops. There are no notes in Officer file regarding concerns regarding Officer patrol tactics, so at this time,</li> </ul>

Theme	Definition	Frequency (%)	Examples
<i>General Safety</i>	General comments related to officer safety are included here.	8 (1.88%)	<p>Officer appears to be approaching Officer patrol duties in a tactical and safe manner.</p> <ul style="list-style-type: none"> <li>• Office safety is something that Officer does not just talk about. Officer displays a confidence in his/her officer safety that is very apparent.</li> </ul>
<i>Command Presence</i>	Officers have a strong command presence.	3 (0.71 %)	<ul style="list-style-type: none"> <li>• Officer has nice command presence.</li> </ul>
Investigations	General comments regarding officers' investigations. Officers have a basic understanding of street-level investigations and will continue to grow in this area as they collaborate with investigations professionals and conduct more independent investigations.	16 (3.76%)	<ul style="list-style-type: none"> <li>• Officer appears to have a comfortable working knowledge of street level investigations. Officer can effectively explore all potential angles and follow up accordingly. Asking appropriate questions along the way, Officer has increased Officer experience in dealing with more serious crimes as well, such as fleeing motor vehicle, assaults, etc. Officer was praised by &lt;name of supervisor&gt; for Officer work on &lt;omitted content&gt;.</li> </ul>
Work with the Public	Officers work well with the public to resolve problems. Officers willingly help individuals and answer calls for service professionally and in a respectful manner.	15 (3.53%)	<ul style="list-style-type: none"> <li>• Officer can professionally and effectively maintain positive dialogue with those Officer deals with on a typical dogwatch shift. Whether it is a complainant, victim, or witness, Officer comes across as calm and proficient when dealing with them throughout the contact.</li> </ul>
Professionalism	Officers are maintain professionalism at work dealing with the public and co-workers. Officers come in early for their shift and are prepared to work. Officers maintain a professional demeanor when working with the public and leave favorable impressions and represents the police department well.	14 (3.29%)	<ul style="list-style-type: none"> <li>• Officer certainly has "it". Officer responds to calls for service with a desire to do a professional thorough job regardless of the type of call.</li> </ul>

Theme	Definition	Frequency (%)	Examples
Increased Performance with Time/Experience	Supervisors indicated that newer officers will increase their performance, confidence, and skills once they have more time and experience under their belts. The lack of time and experience is not a bad thing, but something that can be overcome.	10 (2.35%)	<ul style="list-style-type: none"> <li>As a new officer, Officer needed minor assistance in understanding different areas of handling calls, such as how to package evidence, when to Mirandize individual, etc. However, Officer will become more comfortable and competent in investigation, search, and seizure, and processing evidence as Officer experiences more calls in the coming year.</li> </ul>
Leadership	Supervisors believe that their officers are natural leaders during their shift. The ability to lead is recognized by many and appreciated by supervisors.	10 (2.35%)	<ul style="list-style-type: none"> <li>Officer is a natural leader on Officer shift and this is respected by Officer peers and appreciated by Officer supervisors.</li> </ul>
General Suggestions for Improvement	General Suggestions for improvement supervisors have made to their officers.	8 (1.88%)	<ul style="list-style-type: none"> <li>I encourage Officer to keep up the good work, to take on challenging calls for service, ask for help when needed, work hard everyday and get to know Officer fellow officers.</li> </ul>
Comments about Cases in Patrol Assigned	Supervisors noticed that officers do a good job at promptly returning cases, managing cases, and keeping cases out of patrol assigned.	5 (1.18%)	<ul style="list-style-type: none"> <li>Officer promptly returns cases that have been placed in patrol assigned. And can be counted on by Officer supervisor and peers to manage Officer assigned cases and complete supplements as required.</li> </ul>
Seeking out answers/utilizing resources/asking questions	Officers use their resources to seek out the appropriate answer/assistance when needed.	5 (1.18%)	<ul style="list-style-type: none"> <li>Officer is constantly trying to improve Officer patrol skills and asks appropriate questions to help Officer learn and correctly handle new situations, which in turn helps Officer become a more effective team player. Officer takes direction well and I encourage Officer to continue to ask questions to help Officer become more confident in Officer abilities to handle situations.</li> </ul>

Theme	Definition	Frequency (%)	Examples
Stage of Being a New Officer	New officers have been with the department for a limited amount of time and are still learning the ins and outs of the department and their job. Officers' performance and confidence will increase with time and experience.	5 (1.18%)	<ul style="list-style-type: none"> <li>Officer has only been on solo patrol for several weeks, and due to that inexperience, Officer was scored a bit lower. However, Officer is still meeting expectations overall as a new officer.</li> </ul>
Work Ethic and Department Investment	Officer's department investment translates into their work ethic.	5 (1.18%)	<ul style="list-style-type: none"> <li>Officer's department investment is very much like Officer work ethic on patrol.</li> </ul>
Past Experience	Officers have past experience. This previous work experience has assisted them in their time at the department.	4 (0.94%)	<ul style="list-style-type: none"> <li>Officer prior experience has spring boarded Officer productivity in patrol.</li> </ul>
Interpersonal Communication/Relationships	Officers' ability to effectively communicate with the public and their partners is a valued skill. This ability to communicate fosters relationships.	4 (0.94%)	<ul style="list-style-type: none"> <li>Officer mentioned in Officer self-evaluation form that one of Officer strengths is Officer ability to communicate effectively with all types of citizens. I believe this is a true statement for Officer has strong interpersonal communication skills, public speaking skills and generates quality discussion related to community problems addressed in roll call.</li> </ul>
Above and Beyond	Officer go above and beyond their typical work duties in a variety of ways.	4 (0.94%)	<ul style="list-style-type: none"> <li>Officer will often go above and beyond what most patrol officers are willing to do, such as notifying CISA of updates, coordinating with Minneapolis for a PC pick-up and hold, and following up with various agencies (like DVS) for clarifications on policies and procedures.</li> </ul>
Policy and Procedure	Officers have a solid understanding of the department's policies and procedures. Reviewing these policies and procedures is recommended by supervisors in order for the information to stay fresh.	3 (0.71%)	<ul style="list-style-type: none"> <li>Officer has a solid grasp of our policy and procedures, a fact I noted tonight when Officer was dealing with lost property.</li> </ul>

Theme	Definition	Frequency (%)	Examples
Other	Other comments that did not fit into the themes identified above	59 (13.88%)	

*Notes.* Percentage out of 425 total comments. Plain text themes represent main themes, italicized themes represent sub-themes of the main theme. To preserve the officers' identity, all identifiable information has been redacted. Names and pronouns have been removed from comments and replaced with "Officer".

Table 11

*Qualitative Analysis Results from Original Self-evaluations*

Theme	Definition	Frequency (%)	Examples
Additional Work, Appointments, and Positions	Sub themes include: Desired/Preferred Positions, Involvement, Volunteered for Extra Tasks/Duties, and No Additional Involvement.	25 (17.99%)	
<i>Desired/Preferred Positions</i>	Officers identified positions or assignments they would like to hold in the future.	12 (8.63%)	<ul style="list-style-type: none"> <li>• Within the next couple of years, I would like to be involved in the explorer program and D.A.R.E. program. After that, I would also like to look into SWAT and investigations.</li> </ul>
<i>Involvement</i>	Officers identified additional areas they are involved in outside of their typical work duties, or areas they would like to be involved in.	6 (4.32%)	<ul style="list-style-type: none"> <li>• After becoming an officer, I continued to be loosely involved with the Reserves, &lt;omitted content&gt; with questions regarding various Reserve aspects, and assisting with city events (i.e. Music in &lt;name of city&gt;). Additionally, I submitted a letter of interest for the Reserve Training Coordinator position to continue my involvement with the reserve unit.</li> </ul>
<i>Volunteered for Extra Tasks/Duties</i>	Officers identified areas occasions in which they volunteered or completed extra tasks above and beyond their normal work duties.	4 (2.88%)	<ul style="list-style-type: none"> <li>• I have volunteered to assist in team training for SWAT and have numerous times volunteered to work with K9 for training to better the department team as a whole.</li> </ul>
<i>No additional involvement</i>	Officers identified they were not involved in any additional assignments, tasks, or positions outside of their typical work duties.	3 (2.16%)	<ul style="list-style-type: none"> <li>• Being a new officer, I am not involved in extra committees currently.</li> </ul>



Theme	Definition	Frequency (%)	Examples
Training	Sub-Themes Include: Training Preferences, Interview and Interrogation Training, and General Training comments.	21 (15.12%)	
<i>General Comments Related to Training</i>	General comments related to training	3 (2.16%)	<ul style="list-style-type: none"> <li>• I would also like to open myself up to different tasks or additional trainings that will help the department and my professional growth.</li> </ul>
<i>Training Preferences</i>	Officers identified areas in which they would like to receive training.	10 (7.19%)	<ul style="list-style-type: none"> <li>• I would like to receive further training in drug interdiction in relation to traffic enforcement. Narcotics and drug interdiction is an area of interest that I have, and I would like to gain further knowledge on recognizing indicators of drug trafficking and drug use, especially in regards to traffic stops.</li> </ul>
<i>Interview and Interrogation Training</i>	Officers stated that they would like additional training regarding interview and interrogation skills, techniques, and strategies.	8 (5.76%)	<ul style="list-style-type: none"> <li>• I'm also interested in attending training to improve on interview and interrogation techniques.</li> </ul>
Goals Moving Forward	Sub-Themes Include: Performance Goals and General Goals.	19 (13.67%)	
<i>Performance Goals</i>	Goals related to improving the officers' performance are listed here.	9 (6.47%)	<ul style="list-style-type: none"> <li>• My personal goal while working is to stay busy with self-initiated field activity.</li> </ul>

Theme	Definition	Frequency (%)	Examples
<i>General Goals</i>	General goals officers have set for themselves in the upcoming year are identified here. These goals are health-related, increasing knowledge, gaining experience, and become more familiar with the department and the city in which the officer serves.	10 (7.19%)	<ul style="list-style-type: none"> <li>Additional goals include studying the crime elements and getting to know them in further detail.</li> </ul>
Strengths	Sub-Themes Include: Interpersonal Communication Skills and General Strengths	19 (13.67%)	
<i>Interpersonal Communication Skills</i>	Through effective interpersonal communication skills, officers are able to build rapport during their interactions to foster a relationship between police and the public.	5 (3.60%)	<ul style="list-style-type: none"> <li>I feel I do very well with building community relations, communicating with the public and helping people cope with different situations.</li> </ul>
<i>General Strengths</i>	General comments regarding strengths officers identified are included in this theme.	14 (10.07%)	<ul style="list-style-type: none"> <li>I have strong decision-making skills. I use good judgement in making decisions, I'm not indecisive and I don't hesitate in making a decision.</li> </ul>
Work Ethic	Sub-Themes Include: General Work Ethic and Come in early and stay late.	11 (7.91%)	
<i>General Work Ethic</i>	Officers have a strong work ethic and are motivated to work hard during each shift. Officers are motivated to learn and willing to do what is asked of them.	6 (4.32%)	<ul style="list-style-type: none"> <li>I have a strong work ethic and think it is very important to constantly be looking for improvement within myself whether that be in training or taking on additional assignments.</li> </ul>
<i>Come in Early and Stay Late</i>	Officers are prepared for their shifts early and are willing to stay after their scheduled shift when needed. Officers are also willing to pick up extra shift.	5 (3.60%)	<ul style="list-style-type: none"> <li>I arrive early and start checking email and getting ready approximately one hour of more each shift.</li> </ul>

Theme	Definition	Frequency (%)	Examples
Teamwork	Officers identified their ability to work as a team was a strength. Officers collaboratively work to solve problems and help one another.	10 (7.19%)	<ul style="list-style-type: none"> <li>I strongly believe in teamwork and know my peers do as well. While I have been on the street for a short time, I already know the importance of teamwork and how much we all rely on each other to do this job. I feel confident my peers will be there for me and I for them on a daily basis.</li> </ul>
Attitude	Officers identified in their self-evaluations that they maintain positive attitudes while they are working.	8 (5.76%)	<ul style="list-style-type: none"> <li>I feel like I bring a positive attitude to work on a daily basis. I enjoy what I do as a police officer and I believe that shows while I am working.</li> </ul>
Areas of Improvement	Officers identified areas they would like to improve upon regarding their police work.	6 (4.32%)	<ul style="list-style-type: none"> <li>An area that I need to improve on is enforcing traffic more aggressively and digging deeper into traffic stops in relation to drug interdiction. Often times I take a stop at face value and I don't get very extensive with questioning the vehicle occupants. I feel that if I question the vehicle occupants more, or draw them into a little longer of a conversation, I may pick up on more indicators of drug activity or other criminal activity.</li> </ul>
Relationship with Coworkers	Officers identified they have a positive relationship with the individuals they work with. They get along well and respect one another.	4 (2.88%)	<ul style="list-style-type: none"> <li>I also have developed good working relationships and friendships with my coworkers, getting to know the personalities that I work with. this helps to be able to joke around with them on breaks and in passing.</li> </ul>
Department Investment	Officers identify they are invested in the department. Special assignments increase department investment.	3 (2.16%)	<ul style="list-style-type: none"> <li>I am completely invested in the &lt;name of department&gt; Police Department.</li> </ul>
Other	Other comments that did not fit into the themes identified above	13 (9.35%)	

*Notes.* Percentage out of 139 total comments. Plain text themes represent main themes, italicized themes represent sub-themes of the main theme. The name of the city and police agency has been redacted from the comments and have been replaced with <Name of Department> and <Name of City>.

Table 12

*Qualitative Analysis Results from New Performance Evaluations*

Theme	Definition	Frequency (%)	Examples
Self-Initiated Activity/Field Generated Activity	Highlights of officers' field generated activities such as traffic enforcement, DWI arrests, stopping suspicious persons, and foot patrol are mentioned here.	21 (12.57%)	<ul style="list-style-type: none"> <li>Officer biggest strength is Officer self-initiated activity. Officer is one of the busier officers working the street. Officer is continuously looking for cars to stop and when Officer finds them Officer is conducting traffic stops.</li> </ul>
Interactions with the Public	Sub-Themes Include: Officers' Interactions with the Public and Representation of the Department	19 (11.38%)	
<i>Officers' Interactions with the Public</i>	Supervisors noted on performance evaluations that their officers generally had positive interactions with the public regardless of the type of encounter. Officers were friendly, helpful, calm, patient, and respectful in their interactions with the public. This helps build rapport between police and the community.	11 (6.59%)	<ul style="list-style-type: none"> <li>As indicated earlier, Officer treats the public with respect and dignity. Friend or foe, Officer speaks to people in a courteous and polite manner. I have not observed Officer lose Officer temper or become short with anyone. Officer interactions with the public are very professional. I have viewed Officer on many traffic stops and calls for service and know that Officer understands what PPD is looking for from its officers.</li> </ul>
<i>Representation of the Department</i>	Supervisors noted their officers represented the Police Department in a positive manner when interacting with the public.	8 (4.79%)	<ul style="list-style-type: none"> <li>Officer represents the &lt;name of&gt; Police Department in a very positive manner and Officer does so intentionally.</li> </ul>
Training and Development	Sub Themes include: Areas of Desired Training/Development and Interview and Interrogation Training	17 (10.18%)	

Theme	Definition	Frequency (%)	Examples
<i>Areas of Desired Training/Development</i>	Officer's willingness to attend trainings and learn new things are identified in this section. Specific areas of desired training/development are also highlighted.	10 (5.99%)	<ul style="list-style-type: none"> <li>Officer &lt;name&gt; is open to most any training possibilities that would enhance Officer law enforcement career</li> </ul>
<i>Interview and Interrogation Training</i>	Supervisors and officers identified that Interview and Interrogation training would be beneficial when working on the street and to pursue future career goals. This type of training was valued by both supervisors and officers alike.	7 (4.19%)	<ul style="list-style-type: none"> <li>I would also like to see Officer attend an interview and interrogation class.</li> </ul>
General Positive Comments	General positive comments related to street-level police personnel are included here.	14 (8.38%)	<ul style="list-style-type: none"> <li>Officer is making a name for Officer through self-motivation. Keep up the great work!</li> </ul>
Professionalism	Supervisors indicated their officers displayed professionalism in the workplace as they performed their duties. Examples of professionalism in this case include: being prepared for their shift, looking presentable, being dependable, being confident in their decisions, openness/willingness to take criticism, and showing respect for others.	14 (8.38%)	<ul style="list-style-type: none"> <li>Officer displays professionalism and excellence while performing Officer duties.</li> </ul>
Experience	Sub-Themes Include: Prior Experience and No Prior Experience	11 (6.59%)	

Theme	Definition	Frequency (%)	Examples
<i>Prior Experience</i>	Officers' prior experience is noted in this section. Prior experience is valued by supervisors as this corresponds with increased confidence, competence, knowledge, and effectiveness on the street.	7 (4.19%)	<ul style="list-style-type: none"> <li>• Officer came to &lt;Name of police department&gt; PD with prior experience and with that Officer brought existing knowledge of police interactions with the public.</li> </ul>
<i>No Prior Experience</i>	Supervisors noted that officers held no prior experience in the field.	4 (2.40%)	<ul style="list-style-type: none"> <li>• No prior experience</li> </ul>
Department Training	Officer's participation in department trainings were beneficial when taken seriously as the knowledge, skills, and abilities learned throughout these trainings keeps the officers and their partners safe on the street. Supervisors have observed officers in department trainings and reported that the officers put in effort and were active participants. Officers who conduct trainings do a good job and the perceived effectiveness of said trainings is high.	10 (5.99%)	<ul style="list-style-type: none"> <li>• I have been present during several department training days and have observed Officer take the training seriously and push Officer to become a better officer through training.</li> </ul>
Examples	Sub-Themes Include: Examples of Good Work and Examples of Incidents	10 (5.99%)	
<i>Examples of Good Work</i>	Specific examples of officer's exemplary work in the community is presented in this category.	5 (2.99%)	<ul style="list-style-type: none"> <li>• I recently noted on a dismal, winter snowfall night, Officer continued to stop cars, conduct spot checks and remain visible in the public. I am very impressed with Officer work as a patrol officer.</li> </ul>
<i>Examples of Incidents</i>	Specific examples of incidents are mentioned in this these. These examples are incidences that do not represent good work, but instead are areas in need of improvement.	5 (2.99%)	<ul style="list-style-type: none"> <li>• Another thing Officer could improve on is giving out more information on Officer radio transmissions when Officer airs them. An example of this is when Officer gives out information over the air it tends to leave listeners guessing as to details such as direction, reason for stop, or any other details that would be helpful not only for a supervisor but for partners responding to assist.</li> </ul>

Theme	Definition	Frequency (%)	Examples
Coworkers	Sub-Themes Include: Interactions with Fellow Coworkers and Teamwork.	8 (4.79%)	
<i>Interactions with Fellow Coworkers</i>	Supervisors noted that the officers' interactions with fellow employees were positive and that officer got along well with one another.	5 (2.99%)	<ul style="list-style-type: none"> <li>• Officer is friendly and seems to get along with Officer fellow employees.</li> </ul>
<i>Teamwork</i>	Supervisors noted that their officers were willing to assist each other during their shift – officer worked well as a team.	3 (1.80%)	<ul style="list-style-type: none"> <li>• A highlight in Officer performance would be teamwork. Officer &lt;Name&gt; is always willing to assist Officer fellow officers but more so, Officer goes the extra mile and volunteers for the less desirable calls and duties. I have tasked Officer with several details that other officers would have "balked" about but Officer completes them without hesitation or complaint.</li> </ul>
Department Policy/Procedure	Comments from supervisors regarding officers' understanding and compliance with department policies and procedures. Officers' understanding and performance in accordance with the 21st Century Policing Model is also included here.	7 (4.19%)	<ul style="list-style-type: none"> <li>• Officer continues to learn and understand the many policies and procedures of the department.</li> </ul>
High Performers	Supervisors indicated that their officers were high performers, regardless of time with the department. This high level of performance is noticed and appreciated by many.	6 (3.59%)	<ul style="list-style-type: none"> <li>• Officer has hit the ground running as a new officer. Officer constantly works hard to produce traffic stops and also spends time looking for suspicious activity. Officer self-initiated numbers for 6 months (including FTO) are at a decent pace and I expect will only increase.</li> </ul>
New Officers' Lack of Confidence and Experience	Supervisors have noted in performance evaluation that new officers are generally performing lower than veteran officers, and are unfamiliar with all aspects of the job. However, this will improve as more time and experience on the street will increase officers' knowledge and level of comfort.	6 (3.59%)	<ul style="list-style-type: none"> <li>• I would like to see Officer continue to develop Officer communication skills with both the public but especially with suspects. Like most new officers, Officer doesn't have the confidence yet in Officer interview skills. This should improve with time.</li> </ul>
Physical Fitness	Officers are in good physical shape (or are aiming to be). Officers can be seen in the gym or participating in Officer Wellness programs.	5 (2.99%)	<ul style="list-style-type: none"> <li>• Officer keeps in great shape and can often be found in the department gym after Officer shift.</li> </ul>
Strengths	Supervisors indicated their officers had many areas of strength. These include: work ethic, communication skills, and personality.	4 (2.40%)	<ul style="list-style-type: none"> <li>• Officer strengths lie in Officer work ethic.</li> </ul>

Theme	Definition	Frequency (%)	Examples
Integrity	Officers are honest and have strong moral principles. Officers do the “right thing”.	4 (2.4%)	<ul style="list-style-type: none"> <li>• I have no concerns that Officer is going to "do the right thing" while patrolling the City of &lt;Name of city&gt;.</li> </ul>
Officer Safety	Officers maintained a high level of safety and practice good safety tactics.	3 (1.80%)	<ul style="list-style-type: none"> <li>• I have personally assisted and observed Officer on numerous traffic stops and calls for service and find Officer officer safety tactics to be topnotch. This is reassuring to me and allows me to be confident in Officer abilities and safety practices when I am not present.</li> </ul>
Other	Other comments that did not fit into the themes identified above	8 (4.80%)	

*Notes.* Percentage out of 167 total comments. Plain text themes represent main themes, italicized themes represent sub-themes of the main theme. To preserve the officers’ identity, all identifiable information has been redacted. Names and pronouns have been removed from comments and replaced with “Officer”.



Table 13

*Qualitative Analysis Results from New Self-evaluations*

Theme	Definition	Frequency (%)	Examples
Future	Sub themes include: Training, Appointments/Positions, and Goals.	19 (22.62%)	
<i>Training</i>	Officers mentioned they would like to attend more trainings in the future. These trainings include examples such as narcotics training, training with K9s, and SWAT.	7 (8.33%)	<ul style="list-style-type: none"> <li>• I would also like to attend any trainings about narcotics.</li> </ul>
<i>Appointments/Positions</i>	Officers identified positions or assignments within the agency they would like to earn in the future. These assignments include: range instructor, SWAT team member, and K9 unit.	3 (3.57%)	<ul style="list-style-type: none"> <li>• I would also like to become a range instructor.</li> </ul>
<i>Goals</i>	Officers highlighted goals they had set for themselves to achieve within the upcoming year.	9 (10.71%)	<ul style="list-style-type: none"> <li>• My goal after calls or incidents is to make sure all individuals are aware of what took place and why it occurred the way it did.</li> </ul>
Areas of Opportunity	Sub themes include: General Areas of Improvement, Street Tactics and Officer Safety, and Department Policy, Procedures, and Laws	12 (14.29%)	

Theme	Definition	Frequency (%)	Examples
<i>General Areas of Improvement</i>	Areas of opportunity (i.e. improvement) are identified in this section. This includes improvement in report-writing, developing as a professional, and becoming well-rounded.	3 (3.57%)	<ul style="list-style-type: none"> <li>I also think I could improve on writing report error free and more thorough.</li> </ul>
<i>Street Tactics and Officer Safety</i>	Officers identified tactics and officer safety as two areas they would like to improve upon. Sound tactics are important to officers in order to be effective in their position.	5 (5.95%)	<ul style="list-style-type: none"> <li>Continue practice with tactics/officer safety</li> </ul>
<i>Department Policy, Procedures, and Laws</i>	Officers would like to gain more knowledge of policy and procedure and statues. This was identified as an area of improvement.	4 (4.76%)	<ul style="list-style-type: none"> <li>Continue to learn the policies and procedures, paperwork, etc.</li> </ul>
Professionalism	Officers are professional with both co-workers and the public. This includes looking professional (i.e. clean uniform), being prepared for his/her shift, and maintaining a positive attitude.	7 (8.33%)	<ul style="list-style-type: none"> <li>I attempt to keep a clean and respectful looking uniform throughout each shift.</li> </ul>
Self-Initiated Activity	Self-initiated activity is a strength for officers. Officers are actively conducting traffic stops, making arrests, and looking for suspicious activity.	6 (7.14%)	<ul style="list-style-type: none"> <li>I believe I have strengths in self initialed traffic stops. I have completed numerous traffic stops that have resulted in warrants and narcotics.</li> </ul>
Communication and Interpersonal Skills	Officers identified an area of strength was their ability to effectively and articulately communicate with others to assist both the public and their partners when solving a problem.	4 (4.76%)	<ul style="list-style-type: none"> <li>I believe one of my strengths as an Officer is my ability to communicate. I rely on my intrapersonal communication skills to effectively resolve situations. I recently attended a CIT course which has allowed me to further/enhance my communication skills.</li> </ul>

Theme	Definition	Frequency (%)	Examples
Support Partners-Rapport Building	Building rapport and relationships with partners by providing support and back-up on calls was something officers reported they did well.	4 (4.76%)	<ul style="list-style-type: none"> <li>Continue to build rapport with co-workers. Being new it takes time to develop chemistry with other co-workers that may not know my style or how I operate. I would like to continue to build trust with them and get to know them on a personal level so they feel comfortable coming to me in calls/questions and vice versa.</li> </ul>
Officer Wellness	Health was highlighted by officers as staying in shape and working out are important for effective policing.	4 (4.76%)	<ul style="list-style-type: none"> <li>I value officer wellness and safety and workout on a consistent basis.</li> </ul>
Previous Related Experience	Officers identified related experience they have had. Some officers have not had any previous related experience, while others do have related experience.	4 (4.76%)	<ul style="list-style-type: none"> <li>I have previous experience in detention, narcotics, and SWAT. I use all of these skill on every call for service or field generated event. When the above skills are used together I believe it provides a sound base for communication &amp; tactics. Detention/booking assists in communicating "the process" to individuals. Narcotics for always attempting to expand the call for service or generated event. Also, interviewing witnesses, victims, and suspects. SWAT for utilizing good officer safety, tactics (contact &amp; cover) and "slowing" events down to a pace that allows for good officer safety.</li> </ul>
Integrity	Officers reported they display integrity at work and that they do the right thing regardless if someone is watching or not.	3 (3.57%)	<ul style="list-style-type: none"> <li>I have proven my legitimacy by doing what's right when no one is looking.</li> </ul>
Technology	Officers said that they learned how to use the technology the police agency offers and utilize these resources to increase knowledge.	3 (3.57%)	<ul style="list-style-type: none"> <li>Learning about the use of department technology available for investigative purposes such as the IBIS tool and websites for training.</li> </ul>
Other	Other comments that did not fit into the themes identified above	18 (21.43%)	

*Notes.* Percentage out of 84 total comments. Plain text themes represent main themes, italicized themes represent sub-themes of the main theme.

While both the original and new performance evaluations and self-evaluations shared some similar themes, some differences were identified. In comparing the original versions of the evaluation to their new counterparts, a couple points should be noted:

The original style of both the performance evaluation and self-evaluation have identified more themes than their updated versions. This may be happening because supervisors and officers documented more information in the original style of reports than the newer style. Supervisors and officers included, on average, reported twice as much content than supervisors and officers using the newer versions of performance evaluations. The new versions were implemented only a year ago, and so it is possible that supervisors are still adjusting to using the new prompts.

Essentially, both reports are trying to answer similar questions (i.e., identified strengths of the officer and weaknesses of the officer and goals, training, and future positions the officers strive to achieve). The major difference in the two reports is that the updated version included questions like “Does the officer meet the department’s core values as defined by policy 101?” and “Is the officer’s performance consistent with the Pillars of the 21st Century Policing Model?”. A comparison of the questions within the original performance evaluation and the questions within the new performance evaluation can be seen in Table 6. While this evaluation included these questions, the older versions did not. No new themes emerged from the new form.

In general, both performance evaluations (self and supervisor forms) were able to answer questions such as:

- What areas are the officers doing well in?
- What are areas of improvement? and

- What are goals/trainings/future positions the officers strive towards?

The original style of the reports breaks the evaluation into many facets which analyze a number of functional skills (e.g., report writing, investigative skills, technology skills, attitudes, teamwork, customer service). The newer style of evaluations lacks this level of detail. Because the original style of evaluations had more questions, they consequently elicited more comments compared to the comments seen in the new evaluations. While the qualitative analysis was able to identify where those differences occurred, it should be noted that the questions within the performance evaluations could have served as the drivers of the information gleaned from the reports.

The last, related research question, concerns effectiveness. The answer determining the overall “effectiveness” of the performance evaluation depends on the goal of the assessment. However, for the purposes of this study, “effectiveness” as it relates to the performance evaluations was defined by the researcher and member of the command staff at the police agency as, “the degree to which the performance evaluation(s) gleans detailed information, on many levels of performance, to justify the performance scores given to officers in their annual performance evaluations.” By accepting this definition of effectiveness, it can be determined that the original versions of the performance evaluations are more effective. However, if the department primarily aims to analyze performance on many levels (e.g., assessing knowledge, skills, abilities, performance, attitude, interpersonal interactions), the original evaluation form is preferred. The newer form, however, allows for openness in responses. Either one could be effective, depending on the goal of the evaluator and the questions the evaluator is trying to answer about an officer’s performance.

After conducting a qualitative analysis on comments within all four evaluation forms (i.e., new performance evaluations, original performance evaluations, new self-evaluations, and original self-evaluations), it was evident that the original versions elicited more comments, themes, and subthemes than their newer counterparts. This means that the original versions of both the performance evaluation and self-evaluation were more effective, as they drew more detailed information than the newer styles.

### **Additional Findings**

While the qualitative analysis of the original and new annual performance evaluations served to answer research questions two and three, noteworthy additional information uncovered from the qualitative analysis. The following section is dedicated to additional findings from the performance evaluations analysis.

First, each supervisor completed the annual performance evaluations of street-level police personnel differently. In other words, some supervisors provided justification for their scoring, while some did not. In addition, some supervisors gave comments on specific areas of performance while others did not. In addition, it was evident that some performance evaluations contained many details and critical feedback from the supervisor while other performance evaluations contained little information regarding the performance of the police officer and did not contain critical feedback. Second, while assessing the annual performance evaluations, it could be seen that wording from many evaluations across officers and years were consistent, and sometimes verbatim. This indicates that supervisors were copying and pasting information from one performance evaluation into other performance evaluations. Lastly, it was apparent in some annual performance evaluations that supervisors were biased, as supervisors allowed their own

influences and experiences to impact the manner in which they evaluated their street-level police personnel.

#### **Chapter IV: Discussion, Limitations and Future Direction, and Conclusion**

The purpose of the current study was to validate the interview process a metro police agency in the state of Minnesota utilizes in its hiring procedure. In addition, the researcher was charged with comparing the original form of the annual performance evaluation with a newly-implemented form, and asked to consider which version was more effective. A discussion of the results, limitations, and future directions are provided below.

The first research question, “How much of the validity in officer performance can be explained by the series of interviews within the hiring process?” was tentatively answered. There was a limited amount of information available regarding the Round 1 Interviews and Round 2 Interviews. This combined with the small sample size ( $N = 11$ ) made it difficult to statistically assess the validity of this selection tool. However, Round 1 Interviews were positively correlated with 2013, 2014, 2015, and 2017 performance evaluations. Round 2 Interviews were also positively correlated with 2013, 2014, 2015, and 2017 performance evaluations. In 2016, there was no relationship between performance evaluations and the Round 1 Interviews or Round 2 Interviews. This change in the trend may be associated to the modification in the performance evaluations which took place in 2016. However, in 2017, performance scores were positively correlated with both rounds of interviews, indicating that supervisors were accustomed to the newer performance evaluations. The mean correlation for Round 1 interview was  $r = .32$  and the mean correlation for Round 2 Interview was  $r = .43$ . These both indicate a moderately positive relationship between the predictor and the criterion. From this, it can be tentatively reported that the Round 1 Interviews and the Round 2 Interviews are predictive of performance within the workplace. In the future, an additional validation study



containing more data (additional scores in interviews and additional performance evaluation scores) and a larger sample size may be able to support this claim.

To answer the second research question, “How does the information obtained from the original performance evaluations compare to the information obtained from the newer performance evaluations?”, the original annual performance evaluations were compared to the new annual performance evaluations the department utilizes to assess the performance of its street-level police personnel. Through a qualitative analysis, it was determined that the original performance evaluations and original self-evaluations resulted in more information regarding performance than their newer counterparts. Through a qualitative analysis of all comments, there were a total of 24 themes and 23 sub-themes in the original performance evaluations, while there were only 17 themes and 10 sub-themes in the new versions of the performance evaluations. In addition, there were 11 themes and 13 sub-themes found in the original versions of the self-evaluations, while there were only 11 themes and 6 sub-themes found in the new versions of the self-evaluations. This indicates that the original versions of the performance evaluations elicited more qualitative information regarding officers’ performance than the newer versions of performance evaluations. It is important to note that the new performance evaluations have recently been implemented. Consequently, supervisors may not be accustomed to this style of evaluation.

The final research question, “How effective are the current annual performance evaluations compared to previous year’s performance evaluations?” was answered after an evaluation of all annual performance evaluations and self-evaluations (original and new). It was determined that the original performance evaluations and original self-evaluations may have been more effective than their newer counterparts. Overall, the original performance evaluations

gleaned more information, provided more justification for performance scores, and were more detailed and thorough than the new versions. There are many factors that could have contributed to this. An aspect influencing the effectiveness of annual performance evaluations could be the prompts within the evaluations themselves. There were less prompts within the newer versions of the annual performance evaluations, these prompts provoked less information than the original evaluations. Another influence on effectiveness, as mentioned above, is the supervisors' familiarity with the new performance evaluations. These new versions have recently been implemented and it is possible supervisors are still getting accustomed to them.

### **Limitations and Future Directions**

One of the primary limitations of this study was that the sample size prevented the researcher from rigorously conducting the validation procedures. Consequently, an assessment of statistical bias was not conducted. Future researcher should be done to build on the information accessible at this time, or supplement using synthetic validity evidence. In addition, further research can also be conducted to assess the content validity of the annual performance evaluations. This could be a future goal for the department as assessing the content validity of the evaluation could provide some insight into the annual performance evaluation process.

Another potential limitation of this study is that selection tools changed. With the increasing number of diverse applicants aspiring to land jobs in the field of law enforcement, selection tools must be changed or altered to adapt and become more inclusive for all. For example, some departments have moved away from informal panel interview to a structured one-on-one style, as this has been deemed more comfortable and personal by the new wave of applicants (P. Johnson, personal communication, 2017). Selection tools must also be altered as the overall quality of applicants can fluctuate over time as education and training develops. It is

important to note that the validity of new selection procedures and tools must be re-assessed as it is impossible to statistically determine the validity for the selection tools without formally testing them.

Additional limitations found were apparent when supervisors were completing their officers' annual performance evaluations. It was found that supervisors were mimicking information from one performance evaluation to the next. This means that supervisors were not giving each officer his or her own performance review based on unique information. These redundancies in performance evaluations indicates that each officer is not receiving unique comments to justify his or her performance.

Another limitation within this study was that supervisors did not complete annual performance evaluations of their officers in a systematic manner. In other words, some supervisors gave performance scores and justification for all of those scores throughout the performance evaluations. In other cases, some supervisors did not provide justification for individual scores, and left all comments to the end of the performance evaluation.

Another limitation that was seen from the annual performance evaluations was the incorporation of supervisors' biases. In other words, some supervisors explicitly stated their bias throughout performance evaluations regarding their personal viewpoints and opinions on certain areas that did not relate to officer performance. Behaviors, people, and situations are never stagnant in the field of law enforcement, and measuring behaviors and performance is a difficult, subjective task. Inaccurate reporting of scores on selection tools and/or inaccurate reporting of performance could impact the results of this study. This highlights the importance of placing trained professionals in positions to rate performance in an unbiased and objective manner.

Another limitation identified by the researcher is that the findings from this study are only as reliable as the data presented to the researcher. In other words, incorrect information on performance reviews or biased ratings on a selection tool could negatively skew the findings. While the researcher believes the results from this study are accurate, they are only as accurate as the data being provided.

### **Practical Recommendations**

A number of practical recommendations can be offered based on these findings. First, while evaluating the performance evaluations, it was apparent that supervisors were copying wordage from one performance evaluation to the next. Consequently, there is less merit in the performance evaluation completed by the supervisor if it simply states the same things the officer shared on his/her self-evaluation. There were redundancies found in supervisors' performance evaluations. In other words, it was evident that certain supervisor copied comments from one officer's performance evaluation into another officer's performance evaluation. While this can be justified, theoretically, each officer should be given unique comments as individual performance is not the same. It is recommended that performance evaluation be completed by the supervisor thoughtfully and carefully while taking into consideration the individual. Copying and pasting content from one performance evaluation onto another could indicate supervisors need more time to complete these evaluations.

In the future, supervisors should provide more qualitative justification for the scores they are giving their officer(s). In many performance evaluations, it was reported that performance was high and work was done well, but scores did not reflect this. In other cases, performance was low and scores did not accurately reflect this. Be sure to provide justification for scores to hold officers accountable and provide support for these comments.

In the future, supervisors should be encouraged to complete performance evaluations in a systematic manner. The researcher noted that some supervisors omitted giving justification for their scores, leaving comments to the end of the evaluation, while other supervisors provided justification with each score they gave. Clear and concise directions should define how a supervisor is expected to complete a performance evaluation. This will make performance evaluations systematic, organized, and easier to follow while ensuring there is qualitative justification for each score.

Lastly, in the future, supervisors should not let their own personal biases influence the scores and comments on the performance evaluations. For example, one supervisor indicated there was no need for a specific training, but the officer should have the training anyway because that is what the supervisor believes. While this training could be beneficial, not all individuals are the same and may not need that training.

In any industry, it is difficult to provide feedback regarding performance, as there may be many factors at play (i.e. pay based off scores on performance evaluations, relationships between supervisors and subordinates, lack of training, and more). Each of these recommendations could be addressed through supervisor training on conducting performance evaluations using a systematic method, and with awareness training on how to avoid personal biases, many of which people are not consciously aware of. Supervisor training for consistency would reduce variation in tool utilization and provide for more reliable reviews. Supervisors play a critical role in evaluating the performance of their subordinate officers. To critically analyze the performance of street-level police personnel, supervisors must be unbiased, competent in performance evaluations, and have the ability to openly communicate about the officers' performance. In order to give meaningful and critical feedback to officers on annual performance evaluations,

supervisors must accurately complete annual performance evaluations in an unbiased manner, clearly documenting performance and giving recommendations based on that information. This active feedback and guidance allows for the street-level police personal to improve their knowledge, skills, and abilities, as well as performance in the workplace. This, in turn, will benefit the street-level police personnel, the supervisors, and the organization as a whole.

It is essential that the entire chain of command is properly trained in best practices for evaluating performance. While it is essential that supervisors are accurately evaluating their police personnel, it is also important that there are commanders in place overseeing the supervisors to ensure those individuals are evaluating performance appropriately. Supervisors who are providing innappropriate, biased, or innacurate ratings should be identified and disciplined by their commanders. In the end, performance evaluations are meant to acknowledge high-quality performance, identify areas of opportunity, and to enhance the development and performance of the employee. Training on best practices for completing performance evaluations and providing effective feedback may be beneficial for the supervisors within this police agency.

An additional recommendation for the police agency is to merge the annual performance evaluation forms. The original performance evaluations were deemed more effective than the performance evaluations the agency is currently utilizing to assess performance. While a complete transition back to the original performance evalautions may not be feasible at this time, it is recommended that prompts from the original performance evaluations are incorporated into the new evaluations. This will allow the police agency to gain more detailed justification for performance ratings in each performance evaluation of street level police personnel.

In the future, the police agency may also want to consider implementing a rating scale greater than their current 1-3 Likert-type scale. When utilizing a small scale like this one, the variability in performance is minimal, and it is hard to distinguish the high performers from the average performance and the low performers. Utilizing a scale with greater variability will allow the agency to compare performance in a more precise manner.

## **Conclusions**

From this validation study, the researcher was tentatively able to answer the first research question. It can be seen from the correlations among the predictors and criterion that the Round 1 and Round 2 Interviews used within the hiring process at this police agency are moderately predictive of performance in the workplace. There were positive correlations among all predictors and criterion, except for one year. This exception in the trend, however, can be attributed to the modification in the performance evaluations during that year.

It was also determined from a qualitative analysis that the original versions of both the performance evaluation and self-evaluation obtained more performance-related information regarding street-level police personnel than their newer versions. An example of this can be seen in the number of comments collected from each evaluation; original performance evaluations gathered 425 comments while the new performance evaluations gathered a total of 165 comments. In addition, the original versions of the annual performance evaluations and self-evaluations were more effective than their newer counterparts as they obtained more performance information, were more detailed, and provided more justification for performance scores.

It is important to note that the results from this validation study are only as accurate as the data provided to the researcher. This is the first study to assess this agency's series of

interviews in its hiring process. It is also the first study to evaluate the effectiveness of the current and previous annual performance evaluations of street-level police personnel. While the study provided a tentative answer the first research question (i.e., the criterion-related validity of the selection tool), the results from this study can benefit the police agency in making future decisions regarding their annual performance evaluations. This study can serve as a benchmark if/when the police agency decides to validate their selection battery in the future.



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## Appendix A: IRB Approval

May 9, 2017

Madysen Johnson  
Masters of Science in Applied Psychology - MSAP  
University of Wisconsin-Stout

**RE: The Validation of Contemporary Selection Tools Utilized by a Police agency in its Hiring Process**

Dear Madysen,

In accordance with Federal Regulations, your project, "*The Validation of Contemporary Selection Tools Utilized by a Police agency in its Hiring Process*" was reviewed on **May 9, 2017**, by a member of the Institutional Review Board and was approved under Expedited Review through **May 8, 2018**. If a renewal is needed, it is to be submitted at least 10 working days prior to the approvals end date.

If you are conducting an **online** survey/interview, please copy and paste the following message to the top of the form:

**"This research has been approved by the UW-Stout IRB as required by the Code of Federal regulations Title 45 Part 46."**

Responsibilities for Principal Investigators of IRB-approved research:

1. No subjects may be involved in any study procedure prior to the IRB approval date or after the expiration date. (Principal Investigators and Sponsors are responsible for initiating Continuing Review proceedings.)
2. All unanticipated or serious adverse events must be reported to the IRB.
3. All protocol modifications must be IRB approved prior to implementation, unless they are intended to reduce risk.
4. All protocol deviations must be reported to the IRB.
5. All recruitment materials and methods must be approved by the IRB prior to being used.
6. Federal regulations require IRB review of ongoing projects on an annual basis.

Thank you for your cooperation with the IRB and best wishes with your project.

Should you have any questions regarding this letter or need further assistance, please contact the IRB office at 715-232-1126 or email [buchanane@uwstout.edu](mailto:buchanane@uwstout.edu).

Sincerely,



Elizabeth Buchanan  
Interim Director of Office of Research and Sponsored Programs and Human Protections Administrator,  
UW-Stout Institutional Review Board for the Protection of Human Subjects in Research (IRB)

CC: Alicia Stachowski

**Appendix B: Interview Questions for Director of Public Safety – Chief of Police**

1. Please identify and describe the selection tools your department is currently utilizing in its hiring process.
2. What is your reasoning or justification for using those tools?
3. What is your perceived effectiveness of those tools?
4. Please describe the values of the police department.
5. What are characteristics the department looks for in potential candidates?
6. What does the selection process consists of?
7. What is the department's selection timeline? (How long does it generally take to recruit and then hire a candidate?)
8. What are characteristics of the department's typical applicant pool?
9. Where does the department recruit candidates from?
10. What are the methods utilized to evaluate the officer's performance?
11. When are performance evaluations conducted?

\*Follow-up and/or clarification questions asked based on the Chief's answers that I cannot anticipate in advance.