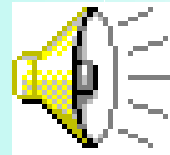


Corrections Officer Trainee

**“I’ll Break Out Again
Tonight”**



PA State Civil Service Commission

Steve Berkley (717)787-5974 ext. 3535

song performed by Harold Reich of Ephrata, PA



PA Department of Corrections

25 Institutions

35,000 Inmates

12,000 Employes

6,700 Corrections Officers

Budget = 1 Billion Dollars +



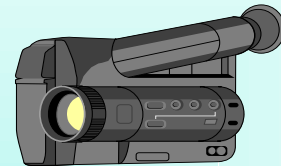
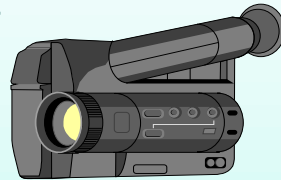
Corrections Officer Trainee

- **7,000 Applicants/Yr.**
- **5,000 Tested/Yr.**
- **600 Hires/Yr.**
- **Pay = \$10.38 per hour**
- **More appointments than any other PA state government job**

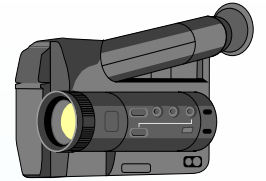
1992 COT Examination

WRITTEN TEST

- Observation
- Following Oral Instructions
- Understanding Rules & Regulations
- Following Written Instructions



WRITING EXERCISE



- Accuracy & Completeness
- Clarity of Expression

ORAL EXAM

- Oral Communication
- Judgement & Problem Solving
- Poise & Self-Confidence

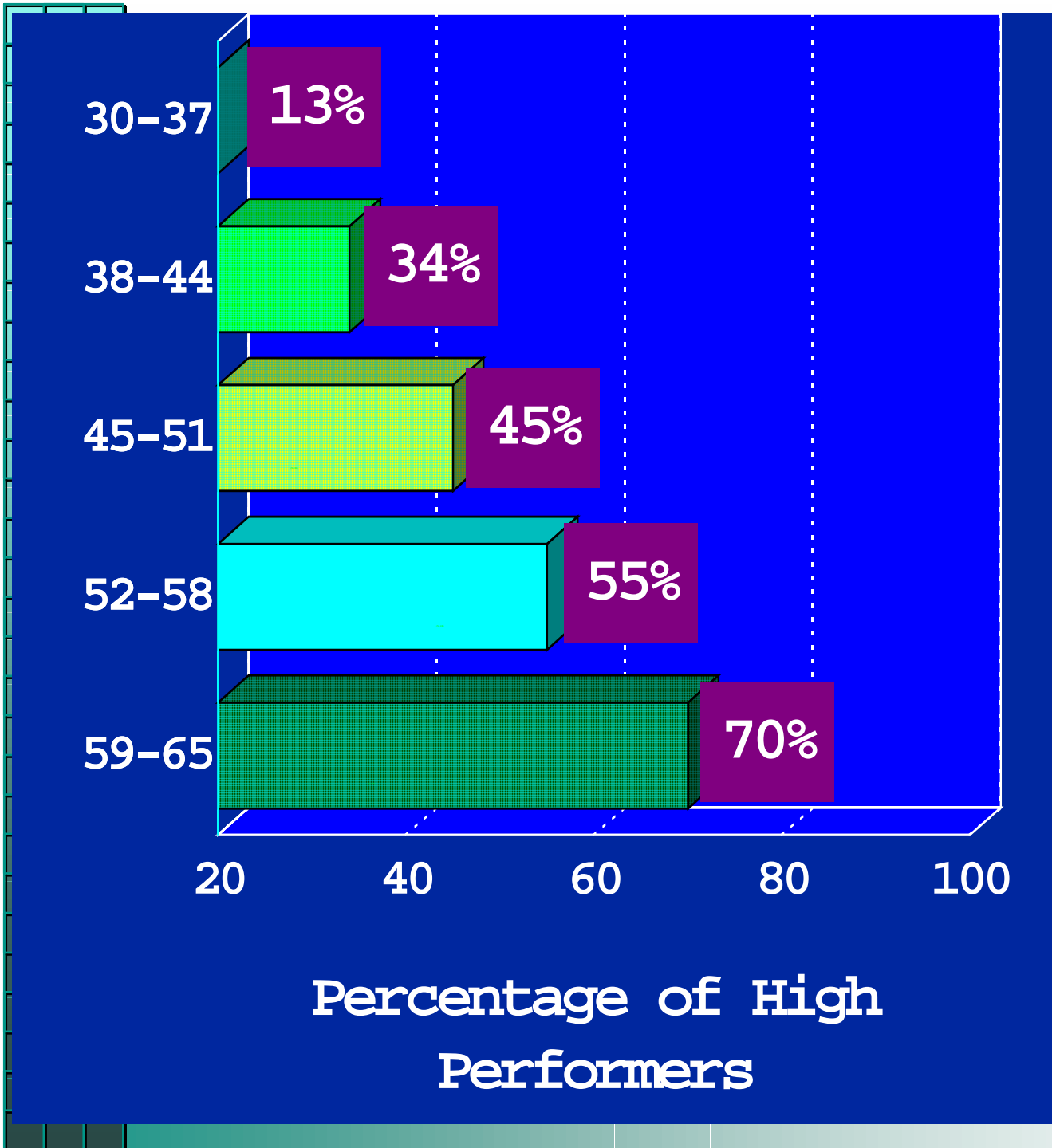
Correlation of Total Test Score and Criteria

Criteria	Uncorrected Correlation	Corrected Correlation
Academy Performance	.36	.65
Job Performance	.29	.57
Academy & Job Performance	.39	.69

Validity Coefficients

Test Score as a Predictor of Academy & Job Performance

<i>Predictor</i>	<i>Uncorrected</i>	<i>Corrected</i>
Written Test	.39	.64
Oral Exam	.18	.27
Writing Ex.	.23	.38
Total Score	.39	.69



EXPECTANCY TABLE

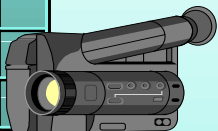
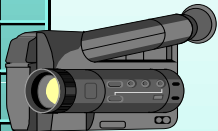
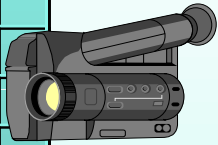
**Written Test
Score & Job
Performance**

1997 COT Exam

Subtest

Questions

- **Judgement & Problem Solving 40**
- Observation 25
- Following Oral Instructions 20
- Understanding Rules & Regs. 10
- Following Written Instructions 10
- **Clarity of Expression 15**





Construction of Judgement & Problem Solving Scenarios

- Identify CO problem situations requiring judgement & problem solving skills
- Determine job relevance, difficulty, and importance of incidents
- Generate courses of action which should and should not be taken
- Identify parallel incidents in a civilian setting and generate possible responses
- Reach consensus on which actions should and should not be taken



Instructions to Candidates on Judgement and Problem Solving

- * Assume the role of a character in the scene, as instructed.
- * View the scene.
- * Determine if you should or should not take the actions listed in your test booklet.
- * Mark 1 on your answer sheet if you should take the action and 2 if you should not.
- * Consider each action independently. Each action is a separate test question.



Qualities of a Valid and Defensible Oral Exam

(a recipe for a written test?)

- **Base questions on a job analysis**
- **Ask same questions of each candidate**
- **Limit prompting & follow-up questions**
- **Use longer test or more questions**
- **Control ancillary information and candidate questions**
- **Rate answers using anchored scales**
- **Use multiple interviewers or same interviewer for all candidates**



What Situational Judgement Isn't

- **Education, Age, Gender, Race**
- **Intelligence**
- **Interpersonal Skill or Communicative Ability**
- **Extroversion, Conscientiousness, Agreeableness, Action Orientation**
- **Machiavellianism**
- **Work or Community Experience**
- **Life Experience**



Data on COT Applicants

9/8/97 - 4/8/98

(N = 4,637)

- Male = 72% Female = 25% ? = 3%
- White = 55%, Black = 39%,
Hispanic = 2%
- Mean age = 32
- Education = 60% High School only
- Veterans = 27%
- No-shows = 26% Failure Rate = 1%

Age & Education Correlations with Test Performance

	Age	Education
Total Test Score	- .28	.25
Judgement & Problem Solving	- .15	.15

Mean Score Differences (Effect Size)

	<i>B/W</i>	<i>M/F</i>
<i>Judgement & Problem Solving</i>	.5	.3
<i>Observation</i>	.5	.2
<i>Following Oral Inst.</i>	1.1	.4
<i>Unders. Rules & Regs.</i>	.9	.4
<i>Following Written Inst.</i>	.8	.3
<i>Clarity of Expression</i>	.9	.3
<i>Video Test Parts</i>	.9	.3
<i>Non-Video Test Parts</i>	1.0	.4
Total Test	1.0	.4

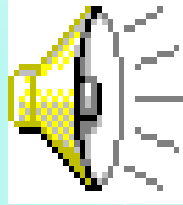


Tips for Video Examiners

- **Scout locations with video experts**
- **Watch your wallet (\$1,000 per minute)**
- **Schedule loosely & take small bites**
- **Portray competence & be realistic**
- **Don't overlap with training**
- **Mike individuals - minimize noise**
- **Cast wisely, rehearse, give rope**
- **Try out test**
- **Enjoy the experience**

The Time Has Come To Say Good-bye

- Flatt and Scruggs



The End

(10/97)

COMMONWEALTH OF PENNSYLVANIA
STATE CIVIL SERVICE COMMISSION

Test Booklet				
7	9	1	7	1

Time Allowed
Approximately 3 Hours

Job Title	Job Code	Question Numbers
Corrections Officer Trainee	47200	1 - 120

INSTRUCTIONS

1. For each section of the test, read the instructions on how to answer the questions. Mark your answer choice for each question on your answer sheet in the space opposite the question number.
2. If you change an answer, erase the first mark completely and then mark your new answer. Two or more marks for one question will be counted as wrong.
3. Do not mark your answers in this booklet; they will not be scored.
4. Do not write in this booklet.
5. You may not use reference materials or any other aids during this test.
6. Your score will be based on the number of questions you answer correctly. Wrong answers will not be counted against you. For this reason, answer every question.
7. Do not spend too much time on the questions you find difficult. Go on to questions you find easier and come back to the hard ones later if you have time.

This test is the property of the Pennsylvania State Civil Service Commission. It is unlawful to provide any information about test questions or answers to another person. It is also unlawful to copy test questions or answers, or remove from the examination room test booklets or pages, answer sheets, scrap paper, notes or any other materials related to the examination. By taking this test, you agree to be bound by these understandings.

TEST OUTLINE

Following is an outline of the subject matter areas included in this test booklet. This information may be helpful to you in taking the test.

<u>Subject Matter Areas</u>	<u>Question Numbers</u>	<u>Number of Questions</u>
Judgement and Problem Solving	1 - 40	40
Observation	41 - 65	25
Following Oral Instructions	66 - 85	20
Understanding Rules and Regulations	86 - 95	10
Following Written Instructions	96 - 105	10
Clarity of Expression	106 - 120	15

JUDGEMENT AND PROBLEM SOLVING

This part of the examination tests your ability to use sound judgement in solving problems.

You will view a number of videotaped scenes showing a variety of real-life incidents. At the beginning of each scene, you will be asked to assume the role of one of the characters identified in the scene. You will watch each scene develop to a critical moment where the scene ends.

After observing each scene, you will be given a list containing several courses of action which you, in your assumed role, could take in response to the incident. Considering what you have observed, for each action, decide if you should take the action or should not take the action. Some actions will improve the situation or will help solve the problem. You should take these actions. Some actions will make the situation worse or will not help solve the problem. You should not take these actions. Mark your answer sheet 1 for actions you should take and 2 for actions you should not take.

To show you what this part of the examination is like, you will view a sample scene and see sample questions.

**AT THIS TIME, CLOSE THIS TEST BOOKLET AND WAIT
FOR FURTHER INSTRUCTIONS FROM THE TEST PROCTOR.**

SAMPLE SCENE

Instructions: Now that you have viewed the Sample Scene, you should read the information that follows:

This incident occurred in the high school auditorium/gym.

The characters who were seen or mentioned during the incident and are referred to in the actions are listed below.

<u>Character</u>	<u>Role</u>
• Mr. Williams (YOU)	- Teacher who sees smoke
• Mr. Hailey	- Other teacher

Listed below are four actions that Mr. Williams can take to handle the problem presented in the scene.

For each action, decide if you should take the action or should not take the action. Each action is a separate test question. Look at each action independently. For each action, choose answer choice 1 if you decide you should take the action. Choose answer choice 2 if you decide you should not take the action. Because this is a sample scene, **DO NOT MARK YOUR ANSWER SHEET.**

SAMPLE SCENE ACTION LIST

<u>Sample Question</u>	<u>Action</u>
A.	Ask Mr. Hailey and his students to help put out the fire.
B.	Activate the fire alarm system.
C.	Immediately clear the smoke from the area and then notify others of the situation.
D.	Call 911.

CONTINUE ON TO THE NEXT PAGE.

Look at Sample Question A. - - Ask Mr. Hailey and his students to help put out the fire.

You (as Mr. Williams) should not take this action. By attempting to "fight the fire," Mr. Williams is putting his and others' lives at risk. Therefore, the answer choice for Sample Question A. is 2.

Look at Sample Question B. - - Activate the fire alarm system.

You should take this action. The fire alarm will alert everyone and evacuation of the building will follow. Therefore, the answer choice for Sample Question B. is 1.

Look at Sample Question C. - - Immediately clear the smoke from the area and then notify others of the situation.

You should not take this action. You should not attempt to clear the smoke from the area. To reduce danger and personal injury, only trained fire personnel should handle this job. Therefore, the answer choice for Sample Question C. is 2.

Look at Question D. - - Call 911.

You should take this action. By notifying emergency staff of the situation, fire-fighting personnel will be quickly sent to the scene. Therefore, the answer choice for Sample Question D. is 1.

Below is an example of how an answer sheet would be marked for the above four test questions. REMEMBER, BECAUSE THIS IS A SAMPLE SCENE, DO NOT MARK YOUR ANSWER SHEET.

1 2 3 4 5 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5
A. ○ ● ○ ○ ○ B. ● ○ ○ ○ ○ c. ○ ● ○ ○ ○ D. ● ○ ○ ○ ○

Instructions: STOP! DO NOT CONTINUE.

PLACE YOUR ANSWER SHEET BETWEEN THESE TWO PAGES AND CLOSE YOUR TEST BOOKLET.



SCENE 1

This incident occurred at Joe's Hillside Restaurant.

Listed below are the characters who were seen or mentioned during the incident and are referred to in the actions listed on the next page:

<u>Character</u>	<u>Role</u>
• Miss Myers (You)	- Server
• Customer	- Angry male who drinks sour milk

On the next page, there is a list of actions that Miss Myers can take to handle the problem presented in the scene.

CONTINUE ON TO THE NEXT PAGE.