

**Patricia Anne JONES**, Director, Human Resources Division, Queensland Police Service, states:-

I have held the position of Director, Human Resources Division, with the Queensland Police Service since December 2008. Prior to that I was the Manager of the Human Resource Management Branch for a period of two years responsible for a range of units including police recruiting, workforce modelling and allocation and transfer of officers. This role involved meeting government targets for employment and deployment of police together with managing organisational and political expectations in relation to availability of staff.

Prior to these appointments I held a range of positions within the QPS including Business Manager (Corporate Services) and HR Manager in both regional and specialist areas. Prior to commencing with the Queensland Police Service in the early 1990s I held specialist HR positions with the Northern Territory Government.

As Director, Human Resources Division my objective is the implementation of human resource strategies and priorities complementary to and consistent with the mission and objectives of the Queensland Police Service, relevant policies of the Queensland Government and strategic directions for Australasian policing.

My role involves providing expert and independent strategic human resources advice to the senior executive.

The Human Resources Division exists to support the delivery of policing services by effectively attracting, selecting, training, deploying, managing, developing and retaining employees of the Service.

It is essentially concerned with ensuring the Service's human resources are appropriately distributed to meet its core service delivery responsibilities, are appropriately skilled to deliver those services and enjoy a high quality of work-life in doing so.

The Human Resources Division comprises four branches, namely:-

**Human Resource Management Branch** - responsible for co-ordinating strategic HR planning and for implementing strategies and policies to attract, select, deploy and retain staff throughout the Service.

**Human Resource Development Branch** – responsible for enhancing the professional and operational capability of the QPS through education and training.

**Industrial Relations Branch** – responsible for negotiating and developing EBA's with unions, employees and employee representatives having coverage in the QPS and providing advice on industrial relations and award matters to all levels of Service management.

**Organisational Safety and Wellbeing** – responsible for leading the continual development of a safe, positive and caring QPS working environment through employee engagement, wellbeing and health, safety and injury management.

In response to items raised within the Schedule, the issues I can address are as follows:-

**Whether current recruitment and screening practices are sufficient to ensure unsuitable persons are not appointed as police officers and the barriers to ensuring recruitment and screening practices are effective in this regard**

The QPS is firmly committed to ensuring all police officers display the highest levels of honesty, integrity, ethical conduct, professionalism and accountability.

Extensive background checking of applicants was first introduced by the QPS following the Fitzgerald Inquiry. The *Fitzgerald Report* commented that police stand at the threshold of the criminal justice system. Entry to that threshold is via police recruit employment and our police recruitment standards and practices act as the critical 'gatekeeper'.

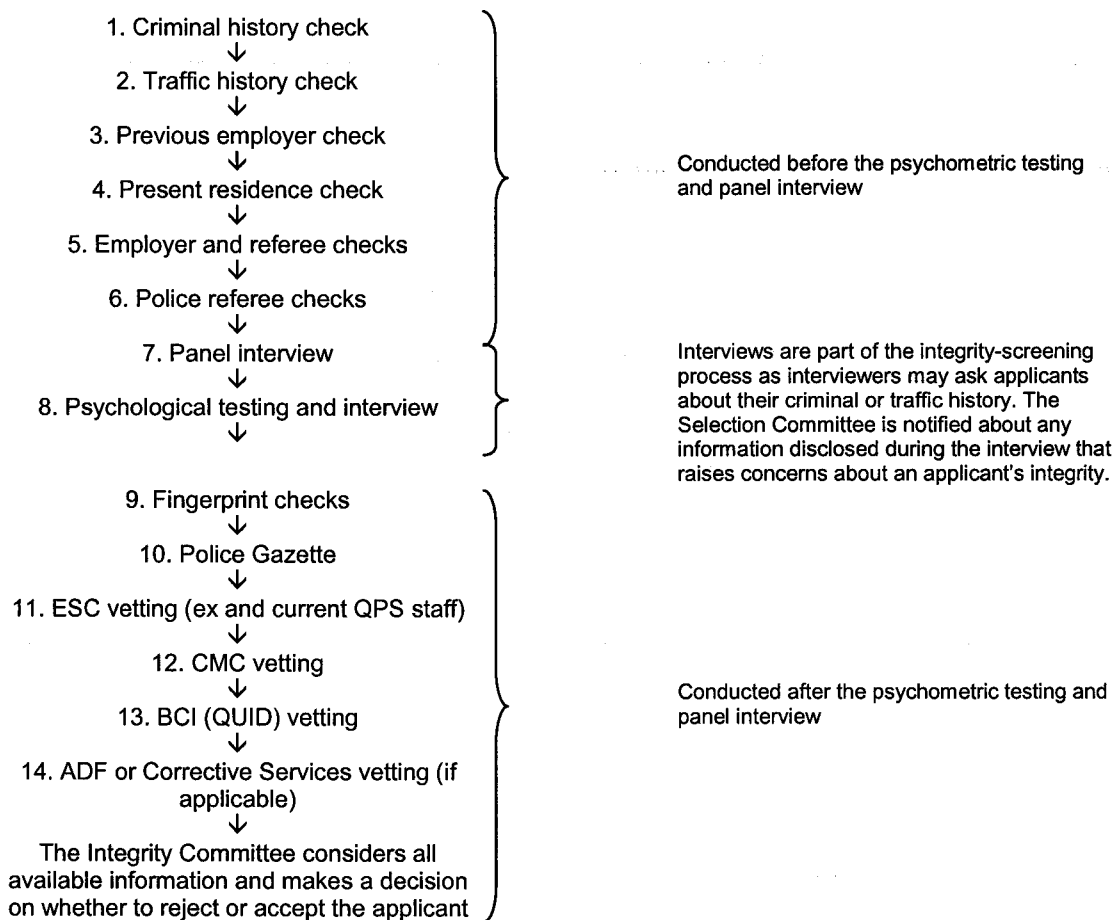
There remain strong incentives for the QPS to use pre-employment screening and selection tools that reduce the proportion of new police officers likely to engage in misconduct.

The importance of ethical conduct and the link to public confidence is highlighted in recruitment material for both police officers and staff members.

In comparison with other Australian policing jurisdictions, QPS currently has some of the most rigorous recruiting and training standards. A comparison of entry and training standards is attached at **Attachment A.**

Pre-employment checks include a range of background checks, panel interviews, psychological assessments, and vetting procedures. The integrity of successful applicants remains under close scrutiny throughout the Police Recruit Operational Vocational Education (PROVE) Program.

The process is as follows:-



Although individual integrity is shaped by multiple factors, rigorous applicant screening during the selection process better assists the QPS to implement integrity-enhancing strategies during the subsequent stages of police officers' employment. From a financial

standpoint, it is also more cost-effective to exclude unsuitable applicants during the initial selection process rather than having to manage future employee issues.

The QPS employs professional occupational psychologists in the Recruiting Section under the supervision of a Principal Occupational Psychologist who are responsible for psychometric testing/interviewing applicants who have elevated results or results outside the norms. The Principal Occupational Psychologist provides extensive advice to the Selection Committee on reasons for exclusions and has significant expertise in this field.

The QPS has used a set of psychometric tests to select police recruits for many years, however only a very narrow measure of normal personality was used prior to 2008.

In 2007, I commissioned Drake International to review the existing psychometric testing battery and recommend testing benchmarks. A copy of their report is attached at **Attachment B**.

Psychometric testing has a dual function to screen out unsuitable individuals (eg. those displaying undesirable characteristics such as poor person-job fit and clinical psychopathology and screen in suitable individuals (eg those displaying desirable characteristics such as high cognitive ability, emotional resilience, self-control, rule-consciousness, etc).

Compared to the selection practices of the 1990s, the QPS now utilises an extensive and all-encompassing battery of psychometric measures to assess cognitive ability, normal personality and abnormal personality. Many of the personality and psychopathology factors – which were introduced into the QPS' selection process in 2008 – are theoretically and empirically linked to the construct of integrity, the most noteworthy including:

- Rule-consciousness
- Emotional stability
- Perfectionism
- Warmth
- Sensitivity
- Drug and alcohol problems
- Antisocial features (antisocial behaviour, egocentricity, stimulus-seeking)

- Borderline personality features (self-harm, negative relationships)
- Irritability
- Resentment
- Aggression

One of the personality questionnaires completed by applicants contains transparent items that are designed to extract information about an individual's honesty, criminal history, and personal attitudes about dishonest or deviant behaviour (eg drug abuse, theft, or vandalism/destruction of property) as well as prior involvement in such behaviours.

Integrity screening of applicants has been significantly enhanced in recent years and comprises far more than the traditional background checks and self reported data. The current panel interview and psychological assessment process both assess an applicant's level of integrity.

Part of the selection process comprises a structured panel interview. Panel members ask applicants specific questions to assess the essential selection criteria of "integrity". Members of the community are included on the panel. Samples of such questions are at **Attachment C**.

A matter such as dishonesty in relation to completion of the recruit application form (eg. regarding background, medical conditions, work history) or unacceptable conduct during recruit training (eg. fraternisation, plagiarism, drink driving) can result in non-acceptance or a termination of contract.

Additionally a large percentage of younger persons have experimented with or taken illicit drugs and are screened out of the selection process. While a specific question on drug taking is not included on the Application Form the question is raised as part of the health questionnaire and through the psychometric testing.

Over 10% of applicants are also excluded due to traffic offences. In the calendar year 2009, of 1725 applications received, 10% were given an exclusion period and 7.5% were deemed unsuitable.

Recruitment and selection standards for recruits have been reviewed and revised by the Police Education Advisory Council (PEAC) as early as 1998. This review involved a comprehensive review of the entire recruitment and selection process. The PEAC review team, chaired by Bill Carter QC, comprised representatives from the then CJC, QUT, TAFE, QPS as well as ATSIC and ethnic communities.

Upon selection as a recruit, compulsory urine drug testing is undertaken within the first two days of commencement. Recruits are not advised in advance of the testing. Of the 2900 urine drug tests conducted on recruits between 2005 and 30 June 2010 there has been one positive result for an illicit drug with the recruit's contract being terminated.

Additionally all recruits are randomly breath tested at least once during their course with nil positive results to date.

A copy of the Recruit Contract is at **Attachment D**.

### **Barriers**

QPS is bound to select police recruits on merit. Section 5.2(2) of the *Police Service Administration Act 1990* states:-

- "(2) A decision to appoint a person as a police recruit or to a police officer position must be made by fair and equitable procedures that-*
- (a) include inviting applications and selection on the basis of the merit of applicants;*
  - and*
  - (b) prevent unjust discrimination, whether in favour of or against a person."*

Further in terms of excluding an applicant Section 5AA.15 of the *PSAA* provides:-

- "(1) The commissioner must make guidelines, consistent with this part, for dealing with relevant information obtained by the commissioner under this part.*
- (2) The purpose of the guidelines is to ensure-*
- (a) natural justice is afforded to the persons about whom the information is obtained;...."*

Unsuccessful applicants are offered the opportunity for a reassessment or review of the suitability decision. Applicants for appointment as a QPS police recruit are the only external applicants afforded an avenue of redress in the case of non-selection, in comparison with other Queensland Government departments and Australian police jurisdictions. Legislative amendment would be required to remove or modify this provision.

I have recently engaged the services of an external consultant to further review the QPS recruitment process with a particular focus on enhancing integrity screening and identifying any shortcomings or legislative barriers. The report has not yet been finalised but I anticipate the report will be provided in the near future.

Other barriers that prevent comprehensive screening include:-

- Inability to check associations due to legislative limitations;
- Jurisdictional sharing of information – a number of other jurisdictions have “clean slate legislation” which prohibits them from releasing information on spent convictions. Applicants who may have resided overseas, particularly from some African countries, are almost impossible to check due to lack of a professional relationship with the country. Additionally agencies such as Interpol no longer provide these services;
- Some companies have policies that prevent detailed employer or referee reports being provided and will only provide a statement of service;
- A number of individuals or organisations have begun asking whether applicants will have access to information provided through Right to Information legislation and upon being advised that that could occur, refuse to provide information; and
- Access to applicants' social networking sites is limited as applicants' permission is currently required; and
- DNA testing of applicants.

### **Recruitment quotas**

The QPS is committed to maintaining its approved strength and recruitment is aimed at addressing attrition (currently 3.3%) plus growth of approximately 200 per year. There is no compromise in terms of accepting applicants who do not meet minimum standards.

Applicants are rated from A – E as a composite score across a range of measures with preference being given to applicants in the A and B range. However applicants rated C are also suitable having met the minimum standards.

The QPS faces challenges similar to all other employers with suitable applicant pools diminishing and competition increasing. The QPS also faces competition from other law enforcement jurisdictions that may have lowered standards for entry.

In times of high unemployment and job uncertainty, the QPS is in an enviable position of offering appointment to only those applicants in the A-B category but at other times may offer opportunities to category C applicants. It should be stressed however that these applicants are still suitable for employment.

**The extent to which tenure, transfer and appointment decisions take account of integrity risks for the QPS and its members and the extent and effectiveness of current identification methods and strategies for dealing with officers or police establishments at risk**

Currently all promotions and transfers on merit (ie. where a vacancy is advertised) are subject to vetting through the Ethical Standards Command. Assistant Commissioners/Directors have the authority to appoint officers and generally will not proceed with an appointment if there are outstanding matters under investigation or there are serious concerns regarding the complaints history of the nominated officer. Where there are unresolved matters authorised officers generally have two options – either wait for the outcome of the investigation or advise the nominated applicant of the intention not to appoint the officer, cancel the vacancy and re-advertise.

Other appointments subject to ESC vetting include progression to the rank of senior constable and transfers at level of a uniformed officer to a plain clothes position.

To ensure independence within the selection process, Service policy currently provides for the Central Convenor's Unit (CCU) to manage all promotional panels for Sergeant, Senior Sergeant and OIC Senior Constable selection activities. The CCU is centralised within the Human Resources Division with offices in Brisbane and Townsville.



Between 1 January 2010 and 31 August 2010, a total number of 265 Sergeant/Senior Sergeant positions were advertised across the state. Of these only eight (8) were returned to regions for them to appoint a convenor. These were returned due to the inability of the CCU to complete them within reasonable time frames (CCU workload at the relevant time).

A further 19 panels were returned for reasons such as: no applicant applied; one applicant applied requiring a suitability check only; and cancellation of vacancies.

The remaining 238 gazetted positions were convened by a member from the CCU.

Tenure arrangements within the QPS are generally focussed towards officers completing minimum tenure arrangements. These periods are generally three (3) years with earlier periods of two (2) years being applied in difficult or remote locations. Maximum tenure is not prescribed in that officers are not removed from their positions at a particular point. However in a number of specialist areas within QPS a psychometric testing regime is in place to ensure the health and safety of officers and the appropriateness of their continued employment in the particular environment.

A proposal to expand this program to other specialist areas and ultimately to all officers has recently received "in principle" endorsement by the Board of Management.

From a HR perspective, apart from the examples cited above there are no strategies currently in place for identifying establishments or officers at risk.

However in terms of management initiating transfers of officers, there are provisions within the Enterprise Bargaining Agreement (EB) which allow for such action. Within the EB there exists the Lateral Transfer Policy which is administered by the Transfer Advisory Committee comprised of members of the QPS and the Queensland Police Union of Employees (QPUE). Within the agreement there are a number of "factors" under which lateral transfers can be progressed by either management or officers (up to the rank of Senior Sergeant). These include:-

**Service in Particular Postings:** These are those positions from which there may be a need to remove an employee due to the nature of the duties [e.g. CPIU, FCU, Coverts]; or because of the specialised nature of the duties in the position (e.g. Prosecutions, CMC)

the employee can demonstrate difficulty achieving another position at level outside of the current area of operation.

**Resource Management:** This operational factor covers grounds where a transfer is necessary because of a breakdown of personal relationships between the employee, of any rank, and other employees; or that employee and the local community.

Further, this factor applies where staff numbers have fallen below safe operational levels. Should there be no applicants for these positions after advertisement state-wide and there are no volunteers, the Service may consider the implementation of directed transfers. Provided that prior to so doing, the process of selection of appointees occurs by a method agreed between the Service and the Queensland Police Union of Employees. Agreement will not be unreasonably withheld or delayed by either party.

**Management of Staffing Issues:** Where it has been clearly demonstrated to TAC that an employee is not coping in their current position and management has taken all fair and reasonable actions to assist the employee in that position, the Service may seek to relocate the employee. Provided that any costs associated with or resulting from the relocation are borne by the Service. Further, reports have to be provided by management as to what has been the problem and what has been done to rectify it and, a report from the employee concerned regarding the proposed transfer. These are to be provided to TAC members at least 7 days before TAC meets.

It is not necessary for agreement to be reached by the committee for the transfer to proceed. Should agreement not be reached the matter is referred to myself or a Deputy Commissioner for final determination. The officer has the option of reviewing the decision through the Review Commissioners attached to the Crime and Misconduct Commission.

### **Appointment to districts/regions**

As part of EB negotiations with the Queensland Police Union of Employees (QPUE) the issue of district appointments has been identified as an issue for the QPS. The QPUE remains opposed at this time however the matter continues to be discussed as part of the negotiation framework. The issue of district rostering has also been discussed and the QPUE has indicated a willingness to discuss this matter.

### **Long term sick leave**

In monitoring the validity of long term sick leave a number of processes are in place to ensure the organisation can manage the issue. Each region and command must establish an Absence Management Committee comprised of senior managers within the area to discuss and make determination of actions regarding an officer's absence. Such action can include directing the officer to attend an independent specialist examination.

Managing psychiatric illnesses can be very complex as there are often extended treatment periods before treating specialists are prepared to make a recommendation on the future employment of an officer.

In terms of validity of sick leave the Service is often caught in a dilemma in relation to officers' activities while on sick leave. There have been occasions where officers have been reported socialising at sporting activities while on sick leave and it is often the case that medical practitioners have recommended such activity as a form of therapy.

The most effective way for the Service to manage long term sick leave is to take a proactive role in closely monitoring the officer's absence, regularly discussing the absence with relevant medical practitioners and where appropriate activating medical retirement processes as soon as possible.

### **Supervisory development/supervision**

The QPS has an extensive training regime to ensure the community is served in a professional, accountable and ethical manner.

Training is provided across all ranks from the Constable Development Program (CDP) which is compulsory for progression and currently has a take-up rate of 96% of eligible Constables. In the 3<sup>rd</sup> year of this program there are assignments on supervision and a one-week workshop.

Training for police supervisors and managers is offered primarily via the Queensland Police Service Academy, through the Senior Leadership and Professional Development Program (SLPDP).

Several units within SLPDP provide supervisory and management training for police officers:

- Executive Development Unit (EDU): for executive level staff;
- Leadership Development Unit (LDU) and Incident Command Development Unit (ICDU): for Senior Sergeants; and
- Supervisor Development Unit (SDU): for Sergeants and Senior Constables.

External courses and programs are also endorsed and sponsored. For example, tertiary studies through Southern Cross, Charles Sturt and Griffith Universities, QUT, and the Australian Institute of Police Management. Courses through various private providers may also be accessed.

Management development training has been compulsory for promotion from Senior Constable rank since 1999. Completion and participation rates for current officers:

			<i>Qualified</i>		<i>In Progress</i>		<i>Not Commenced</i>	
<b>Org Unit</b>	<b>Rank</b>	<b>Total Officers</b>	<b>No. Officers</b>	<b>%</b>	<b>No. Officers</b>	<b>%</b>	<b>No. Officers</b>	<b>%</b>
<b>QPS</b>	SSGT	774	492	63.6%	93	12.0%	189	24.4%
	SGT	2329	1078	46.3%	437	18.8%	814	35.0%
	SCON	3644	2477	68.0%	807	22.1%	360	9.9%
<b>SER</b>	SSGT	74	58	78.4%	8	10.8%	16	21.6%
	SGT	266	114	42.9%	43	16.2%	109	41.0%
	SCON	519	332	64.0%	135	26.0%	52	10.0%
<b>GCD</b>	SSGT	33	22	66.7%	3	9.1%	7	21.2%
	SGT	128	51	39.8%	24	18.8%	53	41.4%
	SCON	262	175	66.8%	71	27.1%	16	6.1%

The Service relies heavily on managers to reinforce standards of supervision but acknowledges much more needs to be done. One such strategy has been the partnership formed with Griffith University called the "Healthy Workplaces Project". This project began with organisational climate surveying in 2008 which indicated the QPS needed to develop the people management skills of supervisors in the workforce.

The findings were presented in late 2008 with QPS senior executive recognising the need to develop the capability of frontline supervisors and managers to manage people.

As a result of discussions with a working group people management issues such as performance, motivation and negative behaviour were identified as being most poorly done by supervisors across the state.

In conjunction with Griffith University senior leadership training was begun in the Southern Region in 2009. An external consultant was also engaged to deliver a program jointly with the QPS to senior constables and sergeants aimed at increasing their confidence and competence in people management and supervision. The program built on participants' existing knowledge, skills and experience, with subsequent face-to-face education workshops and follow-up coaching/mentoring. It has been designed to complement the formal MDP training undertaken through the Academy.

An external evaluation of the program indicated an extremely positive response with 94% extremely satisfied. Significant improvements in knowledge and confidence in people management skills were recorded.

Statistically significant improvements in participant's confidence and knowledge in dealing with a range of people management issues – such as providing feedback and managing conflict were evident.

An additional program was introduced with the engagement of a further management consultant to assist senior management (senior sergeant to assistant commissioner) to enhance their knowledge and skill in the application of organisational strategies. One aspect of this program includes one to one coaching.

This program has been extremely well received and is currently being administered in two other regions with South Eastern Region commencing the program in late 2010.

A further organisational climate survey was conducted in 2010 however the final results are not yet available.

The Service regularly reviews and revises its training and development offerings as part of its normal business. In recent years, this process has been influenced by external reviews including the CMC's *Grinspoon* (2008) and *Dangerous Liaisons* (2009) reports, and the review of the QPS by the former SDPC (released 2009).

Following *Grinspoon*, the ethics component of all Academy offerings was reviewed and revised to ensure a stronger focus on ethics principles and professional conduct. The results of this review were forwarded to the CMC (Margot Legosz) and formed the basis for amendments to several Academy courses.

The current review of the Human Resource Development Branch has provided a range of recommendations which have been endorsed for implementation, including:-

39. *It is recommended that:*

- a) *the HRDB develops an outsource-marking policy for relevant programs;*
- b) *the SLPDP reviews the staffing model of units engaged in delivering the Management Development Program to ensure alignment to current organisational needs; and*
- c) *the SLPDP re-brands and markets 'MDP' to communicate the focus on human resource management, supervisor development, and the prevention and identification of early ethical slippage.*

40. *It is recommended that the SLPDP reviews and consolidates the policies administered by the Supervisor Development Unit.*

41. *It is recommended that:*

- a) *the SLPDP explores extending the Officer in Charge Program model to police officers in operational supervisor positions;*
- b) *the SLPDP commences a feasibility study in relation to aligning the Officer in Charge Program to a nationally recognised qualification; and*
- c) *the Officer in Charge Section be adequately resourced to meet current organisational and learner needs.*

A number of these recommendations relating to the review of management components in MDP 1, 2 and 3 have been undertaken.

The Management Development Program (MDP) comprises three core study components known as Management Studies in Policing 1, 2 and 3. The course content and assessment material for each component was most recently reviewed and revised to focus on the elements identified in SDPC Recommendation 17 namely:

- effective leadership;
- human resource management; and
- the role of the supervisor in individual performance management and the prevention and early identification of ethical slippage.

Greater emphasis has also been placed on experiential learning in leadership, business management and whole of government policy and process.

For example, the revised Management 2 curriculum (to qualify for rank of SSgt) includes the underpinning practice of 'Ethical Leadership and Management'. The ten topics that constitute Management 2 will be:

1. ethical leadership;
2. organisational values;
3. planning framework;
4. people;
5. decision making;
6. motivation;
7. communication;
8. power;
9. change; and
10. risk.

The revised curriculum will commence in Semester 1 of 2011 with plans for a one-week residential component which will allow for face to face learning.

The Executive Development Unit has been designed as a coordinating unit that identifies gaps in individual professional knowledge, skills and abilities. Internal and external development opportunities are identified to fill those gaps. EDU has commenced coordinating, and to a limited extent funding, a suite of professional development offerings for senior officers, both sworn and staff members.

A round of targeted ethics training was rolled out as part of *Dangerous Liaisons* training in November 2009 and again in mid 2010. Over 13,200 hours of training was delivered to around 4430 police employees. This program was developed in conjunction with the Ethical Standards Command and was delivered by four teams, each comprising a Superintendent, Inspector and Senior Sergeant. The sessions were targeted at all officers in charge, supervisors and plain clothes personnel statewide. The 3-hour information session and workshop provided participants with an informed overview of the *Dangerous Liaisons* report, and an opportunity for participants to discuss issues arising from the report as well as broader issues relating to ethical conduct and supervisory roles and responsibilities within the QPS. The session included a video message from the Premier and the Commissioner.

Implementation of SDPC recommendations, including the review of training offerings for supervisors and managers, has been overviewed by a Steering Committee comprising a broad representation of QPS and external members including those from the CMC and the Public Service Commission.

Officers who undertake MDP are seeking promotion. Therefore, those that are disengaged are not likely to freely participate in management or supervisory training. However the program developed through the Healthy Workplaces Project is not linked to MDP and officers can and often are required to participate.

I acknowledge that providing relevant training is only one part of promoting appropriate and effective supervisory, management and leadership practices. In order to assist and imbed good supervisory management practices the Human Resources Division will be working with South Eastern regional management to implement a number of strategies targeting issues identified via the Healthy Workplaces Project (HWP) that relate to leadership, management and supervision.



South Eastern Region will be the fourth police region to be involved in the HWP and will commence participation in November 2010.

In partnership with external providers and the Griffith University the project will deliver senior leadership training (*Senior Leadership Program*) to Senior Sergeants and above, as well as offer frontline people management training (*Practical People Management*) to all Sergeants in supervisory positions. These two programs have been developed, evaluated and refined over the past 18 months in Southern Region, North Coast Region and Far Northern Region. Three hundred (300) Senior Constables, Sergeants and Senior Sergeants have and are currently completing this program.

An additional three days are being added to the start of the Practical People Management Program to address issues of supervision, values, ethical behaviour and professionalism. The Program will be evaluated and assessed for possible inclusion within the Management Development Program.

Some additional strategies are being considered for the Healthy Workplaces Program including the trial of professional coaches who will assist in delivering training, coaching and day-to-day people management advice to supervisors at all levels within the regions participating in the Healthy Workplaces Project.

The Human Resources Division is also in discussions with a Queensland University regarding a project to embed a coaching culture within our supervisory management positions in South Eastern Region.

### **Drug and alcohol issues**

The Alcohol and Drug Awareness (ADA) Unit is attached to HRD and while having a testing responsibility, both random and targeted, it also has a strong focus on education and raising awareness. Examples of strategies include:-

- 'Fit for Life, Fit for Work' online learning product offers health messages about alcohol, drugs, tobacco, fatigue and stress. This online learning product is mandatory in the Constable Development Program. 'Fit for Life, Fit for Work' is also promoted at recruit

- presentations, staff member induction presentations and when Alcohol and Drug Awareness (ADA) staff present at police stations;
- Alcohol and Drug testing online learning product;
  - Posters have been developed specifically for QPS members about responsible drinking and use of medications and sent to every police station. Products were developed in consultation with QPS members;
  - Brochure developed marketing the ADA Unit and the QPS Drug and Alcohol Policy. This brochure was sent to all QPS members in their payslips. Draft 'Responsible Drinking' brochure is being developed and is to be updated with Australian guidelines;
  - Ad hoc articles placed in the Police Bulletin to market the ADA Unit;
  - Presentations delivered to every recruit group about QPS Drug and Alcohol Policy, responsible drinking and responsible use of medications. Induction presentation delivered to new staff at Police Headquarters about policy and standard drinks;
  - ADA Unit available to deliver presentations at any police station / command/ division. ADA Unit has presented to regional management meetings over the last six months, and to PSOs and HSOs on a regular basis, about policy and support services; and
  - ADA Unit website is kept up to date with information about policy, resources, and self reporting information.

In terms of steroid use where these have been prescribed by a medical practitioner there is no obligation for an officer to disclose use. Similarly officers prescribed medication for illnesses or chronic conditions are not obliged to disclose such use. It would be incumbent upon a medical practitioner to discuss the use and impact any medication would likely have on the officer as a patient both personally and in their working life. However as mentioned above the Alcohol and Drug Awareness Unit has developed posters to raise awareness of impacts of prescribed medications. This material is at **Attachment E**.

### **Secondary employment**

In terms of secondary employment there are a number of negatives and positives in my view. The negatives from a HR perspective relate primarily to fatigue management. However the positives can be significant including balancing the difficult job of policing against what can be other rewarding activities such as physical labour, teaching and in

some cases casual nursing. I also am of the view that undertaking secondary employment can, in some instances, be psychologically healthy with officers interacting with the community in a positive and/or alternative manner.

### **Workplace Harassment**

The QPS has a comprehensive policy "Preventing and Resolving Negative Workplace Behaviours" which outlines a range of topics including:-

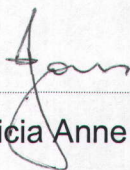
- Policy statement which makes strong commitment to the QPS not tolerating negative workplace behaviour – unlawful discrimination including sexual harassment or workplace harassment;
- Responsibilities of members to act appropriately;
- Responsibilities of managers/supervisors to ensure appropriate standards of behaviour are maintained and a proactive and preventative approach is taken to minimising negative workplace behaviours;
- Reporting requirements – reinforcement of Section 7.2 of the *PSAA* to report breaches of discipline, misconduct. However policy also reiterates exemption to this reporting requirement for a number of staff including aggrieved members alleging unlawful discrimination (including sexual harassment);
- Support systems – offers a range of support systems including the Equity and Diversity Unit, specially trained Harassment Referral Officers, Senior Human Services Officers, Police Chaplains, Peer Support Officers and Internal Witness Support; and
- Options for resolving Negative Workplace Behaviour – outlines the options including do nothing, take action yourself (attempt resolution), seek assistance from manager/supervisor, resolution through mediation, grievance resolution, formal investigation and external resolutions.

The underpinning philosophy behind the policy is ensuring appropriate standards of behaviour are maintained in the workplace and where an issue arises, resolve it quickly. The policy is an effective tool however I acknowledge that the practicalities are such that resolution is often most effective when the matter is resolved quickly and locally, often with the assistance of the Equity and Diversity Unit. Unfortunately if the matter reaches a point

where an aggrieved person seeks external assistance or formal investigation, it becomes much more difficult.

The QPS however does provide Improving Workplace behaviours training to police recruits and staff inductions. Training is also conducted throughout the state with 69.5% of all members trained.

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End of Statement] \_\_\_\_\_











Patricia Anne Jones

**CRIME & MISCONDUCT COMMISSION**  
No: 06/2009 Date: 22.9.10  
IN THE MATTER OF:  
OP  
TESCO  
EXHIBIT No: 125  
M. LETONDEUR CLERK

## INTERJURISDICTIONAL COMPARISONS:

### Basic Selection, Training & Employment Requirements

	 NSW Police Force www.police.nsw.gov.au							
<b>Residency Status</b>	<ul style="list-style-type: none"> <li>Applicants must be an Australian Citizen or a Permanent Resident.</li> <li>Applicants who are New Zealand citizens who hold an SCV (Special Category Visa) do not need to obtain permanent residency.</li> </ul>	<ul style="list-style-type: none"> <li>Applicants must be an Australian citizen or permanent resident. Overseas applicants must have permanent residency status or be an Australian citizen before lodging an application.</li> <li>Victoria Police does not accept applications from people who are in the process of applying for permanent residency or sponsor applications for permanent residency. This includes applicants with prior policing experience.</li> <li>New Zealand citizens are usually granted a Special Category Visa to live and work in Australia. Applicants who arrived in Australia on such a visa between 1994 and 2001 meet residency requirements.</li> </ul>	<ul style="list-style-type: none"> <li>Applicants must be either an Australian citizen or hold permanent residency status, or be a New Zealand citizen holding a special category visa under the Migration Act 1958 (Commonwealth).</li> <li>Proof of permanent residency or citizenship is required when submitting an application.</li> </ul>	<ul style="list-style-type: none"> <li>The minimum requirement for cadets and recruits is Australian Citizenship or Permanent Residency (or New Zealand Citizenship)</li> </ul>	<ul style="list-style-type: none"> <li>Applicants must either be an Australian Citizen, hold permanent Australian residency status or hold New Zealand citizenship</li> </ul>	<ul style="list-style-type: none"> <li>Applicants must have Australian citizenship or permanent residency status</li> </ul>	<ul style="list-style-type: none"> <li>Applicants must be either an Australian citizen, or have permanent residence status</li> </ul>	<ul style="list-style-type: none"> <li>Applicants must be an Australian citizen</li> </ul>
<b>Driver's Licence</b>	<ul style="list-style-type: none"> <li>Applicants must have a Red Provisional (or equivalent) or Full Driver's Licence.</li> </ul>	<ul style="list-style-type: none"> <li>Applicants must have a current Victorian driver's licence.</li> <li>Probationary licence holders must have a manual transmission licence.</li> <li>Interstate applicants must obtain a Victorian driver's licence prior to induction into the Victoria Police Academy.</li> </ul>	<ul style="list-style-type: none"> <li>Applicants must hold either a) a current Australian Open Driver Licence to operate a motor vehicle (manual or automatic); or b) a current Australian Provisional Driver Licence with 12 months driving experience AND successful completion of a defensive driving course recognised by the QPS.</li> <li>The QPS recognises the following course – Drive Vehicle in Queensland (TLIC107C) – the course must be delivered by a Registered Training Organisation.</li> </ul>	<ul style="list-style-type: none"> <li>The minimum requirements for a recruit are a current manual driver's licence (can be a probationary driver).</li> </ul>	<ul style="list-style-type: none"> <li>Applicants must hold either an unrestricted 'Car' class or a provisional driving licence and have experience in driving both manual and automatic vehicles.</li> </ul>	<ul style="list-style-type: none"> <li>Applicants must hold a current manual driver's licence (provisional is acceptable)</li> </ul>	<ul style="list-style-type: none"> <li>Applicants must possess a current provisional or open driver's licence to drive a manual motor vehicle. Suspended licences are not acceptable. If an automatic licence is held, applicants will need to upgrade this to a manual licence prior to appointment.</li> </ul>	<ul style="list-style-type: none"> <li>Applicants must hold an open manual driver's licence (provisional or learner permits are not permitted).</li> </ul>
<b>Age &amp; Education</b>	<ul style="list-style-type: none"> <li>Individuals must be 18 years of age to lodge a Professional Suitability Application with the NSW Police Force. However, the minimum age for appointment as a NSW Police Officer is 19 years of age.</li> <li>Applicants must meet one of a range of minimum academic requirements including previous TAFE or University courses, HSC (ATAR) or equivalent, or prior policing experience. Undergraduate applicants must successfully complete the recruit education program – the Associate Degree in Policing Practice (ADPP) – prior to being appointed as a NSW Police Officer. Applicants who have completed a degree in a relative area may be eligible for advance standard entry into the ADPP.</li> </ul>	<ul style="list-style-type: none"> <li>Applicants must be at least 18 years of age to join Victoria Police. There is no upper age restriction.</li> <li>Applicants aged under 21 must have passed the Victorian Certificate of Education (VCE) or equivalent. The Victorian Certificate of Applied Learning (VCAL) is also accepted. There are no pre-requisite subjects or Equivalent National Tertiary Entrance Rank (ENTER) requirements.</li> <li>Applicants aged ≥ 21 years do not have to meet minimum educational requirements and are eligible to submit an application under mature-age entry.</li> </ul>	<ul style="list-style-type: none"> <li>There is no minimum age requirement to apply to the QPS, however, it is highly likely that applicants will be at least 19 years of age before meeting the minimum application requirements.</li> <li>All applicants must have completed further study since leaving secondary school. The specific amount of study required depends on the number of full time years of employment the applicant has. At present, minimum education standards include:             <ul style="list-style-type: none"> <li>&lt; 3 years employment: requires the successful completion of 3 or more full-time semesters of accredited study (or equivalent) in a Bachelor degree OR a completed accredited Diploma.</li> <li>Between 3 and 5 years employment: requires a minimum of 400 hours of Diploma level study (comprising at least 200 hours of level IV subjects or higher) OR 4 subjects of a Bachelor degree.</li> <li>&gt; 5 years employment: requires a minimum of 200 hours of Diploma level study (level IV subjects or higher) OR 4 subjects of a Bachelor degree.</li> </ul> </li> <li>ADF and QPS staff members may be exempt from the minimum 200 hour education requirement, depending on their previous service and training.</li> <li>ADF members who hold substantive ranks of Corporal/ Leading Seaman and above are automatically exempted from the education requirements. All other applicants are assessed on a case by case basis.</li> </ul>	<ul style="list-style-type: none"> <li>There are several different pathways for entering WA Police, including Cadet Traineeships (for those aged 16-18), Police Recruit (for those aged 18 years or over, with Australian or New Zealand Citizenship or Permanent Residency), and International Officers (for those with recent front-line policing experience from an international compatible policing jurisdiction).</li> <li>The minimum educational requirement for cadets and recruits with no previous transferable policing experience is completion of Year 10 in Western Australia (or an equivalent elsewhere)</li> </ul>	<ul style="list-style-type: none"> <li>The minimum age to apply is 18 years. There is no upper age limit.</li> <li>Although completion of Year 12 is preferable, SA police accepts applicants who have completed Year 11 if they also have some further studies such as Certificate 3 in Justice Studies. Applicants must provide documentary evidence of the SA Certificate of Education (SACE), along with a Record of Achievement. 8 units at Stage 2 level must be graded at C standard or higher and 2 units must be arts, humanities or social and cultural studies subjects.</li> <li>Applicants who do not meet these requirements may be considered for selection if they demonstrate an ability to cope with the academic aspects of recruit training and the demands of policing.</li> <li>As part of the computer competency assessment, applicants are required to use Microsoft Windows XP and must have a typing speed of at least 28-30 wpm with 96-98% accuracy.</li> </ul>	<ul style="list-style-type: none"> <li>The minimum age to apply is 18 years. There are no minimum entry educational requirements.</li> <li>Tasmania Police conduct two school-based programs for senior secondary students interested in pursuing policing as a career:             <ul style="list-style-type: none"> <li>Year 11 students can apply to participate in the Junior Constables Police College Program</li> <li>Year 12 students can apply to participate in the Career Development Program</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Applicants must be at least 18 years old at the commencement of training</li> <li>Applicants must have either a Senior Secondary Education Certificate (Year 12 or equivalent), a completed Trade Certificate, or be able to demonstrate considerable employment experience, life skills and interaction with a variety of people. They must also have general computing skills, including the use of Microsoft Word, email, internet and typing.</li> </ul>	<ul style="list-style-type: none"> <li>Applicants must be over 18 years of age</li> <li>Applicants must have Year 12 education, or Year 10 with a trade certificate or similar experience. Tertiary qualifications (or three years work experience, which can include part-time or casual work) are desirable but not essential</li> <li>Applicants must also have keyboard skills of 30 words per minute with 98 per cent accuracy.</li> </ul>
<b>Eligibility Requirements</b>								

Length of Application Process	Prior Offence History	Medical Requirements	
<ul style="list-style-type: none"> <li>The application process to start the recruit education program – the Associate Degree in Policing Practice (ADPP) – is lengthy. There are usually 3 intakes into the ADPP per year: January, May and September. The offer process usually commences between 1 to 3 months prior to the commencement of an intake.</li> <li>Due to limited vacancies and the competitive nature of the process, all successful applicants will be considered for these intakes. However successfully completing the application process does not guarantee subsequent employment.</li> </ul>	<ul style="list-style-type: none"> <li>In terms of driving history, applicants who have more than one Traffic Infringement Notice for every two years of driving may be considered uncompetitive.</li> <li>In terms of criminal charges, applicants who have previous criminal convictions or who have otherwise come under adverse attention would not be assessed as professionally suitable. In special circumstances, however, applicants may be considered depending upon the nature, seriousness and recency of the offence, age at the time, and present character and conduct.</li> <li>In terms of Apprehended Violence Orders (AVOs), applicants are deemed unsuccessful for a period of ten years from the expiry of the AVO; however, the ten year period does not apply to Interim AVOs.</li> </ul>	<ul style="list-style-type: none"> <li>Applicants must complete a medical assessment to ensure they can perform the inherent requirements of policing. Medical suitability criteria include: <ul style="list-style-type: none"> <li>Health &amp; fitness to perform physical requirements of operational policing duties</li> <li>Commencement of Hepatitis B Immunisation (2 injections)</li> <li>Various other medical requirements</li> </ul> </li> <li>Eyesight: Applicants must submit a report from an optometrist or ophthalmologist advising uncorrected and correct vision as well as the spherical and cylindrical power of the lens. If glasses are worn, they must have polycarbonate lenses. Applicants who make four or more errors on the Ishihara colour vision test may not meet our colour vision standards.</li> <li>Weight &amp; height: There is no minimum or maximum height requirement. However, the maximum Body Mass Index (BMI) for prospective applicants is 30. Waist measurement for males must be less than 100cm and for females less than 88cm.</li> </ul>	<ul style="list-style-type: none"> <li>Applicants must successfully complete a fitness test that comprises a Grip Test (to test the strength of fore and upper arm), the Illinois agility run (to test agility and speed), and a 20m shuttle run (aerobic fitness). From 1 October 2010, applicants must also complete push ups (upper body and core strength), prone bridge (core &amp; abdominal strength), an obstacle climb (functional ability to climb objects), and a 100 metre swim (ability on water), and 6/9 for both eyes.</li> <li>Eyesight: Applicants with spectacles or contact lenses must have a visual acuity of at least 6/36 in the worst eye unaided, at least 6/18 in the better eye unaided, and 6/9 for both eyes.</li> <li>Weight &amp; height: There is no minimum or maximum height requirement. However, the maximum Body Mass Index (BMI) for prospective applicants is 27.5.</li> </ul>
<ul style="list-style-type: none"> <li>At present, the Victoria Police application process is approximately four to five months.</li> </ul>	<ul style="list-style-type: none"> <li>Applications are assessed against the Victoria Police Recruiting Policy, Character and Reputation provisions. Applicants with certain prior convictions and driving histories are ineligible if they fail to satisfy the character and reputation obligations of this policy.</li> <li>Offences that may deem an applicant ineligible include: <ul style="list-style-type: none"> <li>Any period of imprisonment (incl. youth training centres or suspended sentences);</li> <li>Specific categories of offence that involve dishonesty, assault or property damage;</li> <li>Serious traffic breaches involving suspensions or licence cancellation (e.g. exceeding the prescribed concentration of alcohol, dangerous driving and driving with a cancelled licence); and</li> <li>An accumulation of demerit points whereby an applicant's driver's licence is at risk of suspension or a demerit bond.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Applicants must be physically and medically fit to fulfil the duties of an operational Police Officer. This is assessed via a full medical examination with a QPS-approved Pre Employment Medical Service provider prior to submitting an application.</li> <li>Applicants must also successfully complete a physical competency test – the Beep Test (i.e., shuttle run) – prior to being appointed as a police recruit.</li> <li>Eyesight: Applicants must display corrected visual acuity of 6/6 in both eyes. There is no standard for unaided vision. If an applicant has one weak eye that does not correct to 6/6, they may still be eligible given they pass a practical test of depth &amp; speed perception. The QPS colour vision standard does not require perfect colour vision perception. However, a good standard of colour vision perception of distinct colours (as opposed to the perception of shades) is required.</li> <li>Height &amp; Weight: There is no minimum or maximum height requirement. However, applicants with a BMI of &gt; 30 must be able to display a high level of fitness.</li> <li>Medical Exclusions: There are two categories of medical condition that may prevent applicants from proceeding: 1) conditions that may prevent effective performance of policing duties (e.g., severe/uncontrollable asthma, diabetes or epilepsy) and/or 2) conditions that pose an avoidable risk to the ongoing health and/or safety of the respective applicant (e.g., significant and recent history of mental illness).</li> </ul>	<ul style="list-style-type: none"> <li>Police recruit applicants must complete a Fitness Test that includes a deep test (shuttle run), push-pull machine to test ability to crowd control, and a sit-up in a specified manner.</li> <li>Prior to final acceptance and after the completion of the selection process, applicants must also visit a nominated medical physician and undergo a medical examination. This examination aims to ensure that fitness and health are of a high standard and that there is no reason why the applicant cannot carry out all the duties required as a police officer.</li> <li>Eyesight: A minimum uncorrected visual acuity standard of 6/30 in each eye, and have a corrected visual acuity standard to 6/6 binocularly or 6/6 in one eye and no worse than 6/9 in the other. However, if an applicant does not satisfy the minimum uncorrected visual acuity standard, an assessment of their circumstances will be conducted on a case-by-case basis. For people outside the 6/30 range, the following further conditions regarding the wearing of contact lenses may apply: <ul style="list-style-type: none"> <li>An ability to wear soft contact lenses;</li> <li>The provision of relevant information, which is to include the history of duration of wear and tolerance of soft contact lenses over a twelve-month period; and</li> <li>A report from a qualified person outlining the applicant's expected future tolerance to wearing soft contact lenses on an ongoing basis.</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>At present, the application process takes approximately four to five months for highly competitive applicants.</li> <li>Once recommended as suitable by the QPS Selection Committee, an applicant may remain on the recruit applicant merit list for up to 12 months depending on their competitiveness with other applicants.</li> </ul>	<ul style="list-style-type: none"> <li>Prospective applicants must meet very high standards of past behaviour and conduct. The Integrity Checking process involves assessing an individual's driving and criminal history: <ul style="list-style-type: none"> <li>a) Driving History: <ul style="list-style-type: none"> <li>6-9 tickets (demerit point loss): 3-4 years exclusion</li> <li>10-12 tickets (demerit point loss): 4-5 years exclusion</li> <li>&gt;12 tickets (demerit point loss): exclude for at least 5 years to a permanent exclusion</li> </ul> </li> <li>b) Criminal History: <ul style="list-style-type: none"> <li>If an applicant has accumulated 12 demerit points in a 3 year period: 1 year exclusion</li> <li>If offence committed as a juvenile, the applicant may be suitable after 15 years subject to the gravity of the offence and a very high standard of conduct.</li> <li>If offence committed as an adult, the applicant will be deemed not suitable</li> <li>If the offence is committed as a juvenile, the applicant may be suitable after 15 years subject to the gravity of the offence and a very high standard of conduct.</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Applicants must successfully pass an integrity check that assesses criminal offences and/or traffic infringements. In terms of traffic history, applicants must not exceed more than six demerit points or have had a recent driver's license suspension (excluding fines suspensions). Waiting period for driver's license suspensions are as follows: <ul style="list-style-type: none"> <li>Demerit point suspension: The waiting period for applicants to apply, who have had a demerit point suspension has been reduced to two years from the beginning of the suspension period.</li> <li>Alcohol related driving suspensions: A minimum waiting period of 3 years from the return of the licence for most offences and 5 years or longer for more serious or repetitive drink driving offences.</li> <li>Other driving suspensions: A minimum of 3 years from the return of the licence</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Applicants must undergo medical and fitness examinations. The physical fitness test involves three elements: <ul style="list-style-type: none"> <li>a skin-fold test</li> <li>a multi-stage aerobic fitness test, which is a progressive 20-metre shuttle run</li> <li>an agility test, which involves completing a set obstacle course in 3 minutes 13 seconds</li> </ul> </li> <li>Applicants aged over 35 years must undertake an electrocardiogram (ECG) before you participating in the physical agility testing.</li> <li>Eyesight: Applicants must have a minimum of 6/9 vision in each eye, either with or without visual aids.</li> </ul>
<ul style="list-style-type: none"> <li>Various factors relating to the processing of applications may impact on the length of time it takes individual applicants to complete the assessment phase of the application. Applicants should expect minimum periods of 3-4 months from lodgment of their applications to selection eligibility (assuming all relevant documents have been supplied).</li> <li>Applicants can expect to wait at least six weeks before the first assessment (theory test).</li> </ul>	<ul style="list-style-type: none"> <li>Applicants must successfully pass an integrity check that assesses criminal offences and/or traffic infringements. In terms of traffic history, applicants must not exceed more than six demerit points or have had a recent driver's license suspension (excluding fines suspensions). Waiting period for driver's license suspensions are as follows: <ul style="list-style-type: none"> <li>Demerit point suspension: The waiting period for applicants to apply, who have had a demerit point suspension has been reduced to two years from the beginning of the suspension period.</li> <li>Alcohol related driving suspensions: A minimum waiting period of 3 years from the return of the licence for most offences and 5 years or longer for more serious or repetitive drink driving offences.</li> <li>Other driving suspensions: A minimum of 3 years from the return of the licence</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Applicants must first undergo a physical fitness assessment that comprises strength and endurance exercises (e.g. push ups, chin-ups, handgrip test, stage sit-up test, partial curl ups), flexibility exercises (e.g., sit and reach test, shoulder over and under test), and a progressive shuttle run (beep test).</li> <li>Weight: For all ages and genders, must be between 20 and 29.9.</li> <li>Applicants progressing post-Assessment Day must also undertake a pre-appointment medical examination, including hearing and eyesight tests. The minimum eyesight requirements are: <ul style="list-style-type: none"> <li>binocular visual acuity 6/6 and no less than 6/12 in the worst eye</li> <li>if visual aids are required to meet this standard, then the applicant must possess one pair of contact lenses and one pair of spectacles, which allows them to meet the acuity standard</li> <li>normal colour vision.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Applicants must pass the physical entry assessment and a medical examination.</li> <li>Physical fitness is tested via a Recruitment Physical Fitness Assessment that comprises: <ul style="list-style-type: none"> <li>a) a Sit and Reach test (measures day-to-day flexibility of muscles and tendons in the back of the legs and trunk),</li> <li>b) a vertical jump (measures leg strength and power),</li> <li>c) an abdominal strength test (measures dynamic strength of abdominals and hip flexors),</li> <li>d) push ups (measures dynamic strengths of triceps, pectorals and anterior deltoids),</li> <li>e) Illinois agility test (measures ability to start, stop and move the body quickly in different directions),</li> <li>f) back, upper body and grip strength test (measures musculoskeletal strength and endurance), and</li> <li>g) a multi-stage fitness test (measures cardiovascular fitness).</li> </ul> </li> <li>Applicants must also be able to swim a minimum of 200 metres without interruption.</li> <li>Eyesight: Applicants must have: a) Corrected Visual Acuity of 6/9 or better in the better eye or 6/18 or better in the worse eye; and b) uncorrected Visual Acuity of not worse than 6/20 in the worse eye providing that the visual acuity the better eye is 6/9 or better. Colour perception is assessed on a case-by-case basis and is only a bar in extreme cases.</li> <li>Hearing: Applicants must have aided hearing loss of no more than 35 dB, or 40 dB unaided, in the frequency range 500–4,000 Hz.</li> <li>Weight &amp; height: there are no height requirements. However, applicants must have a BMI between 20 and 30.</li> </ul>
<ul style="list-style-type: none"> <li>The recruiting process may take anywhere from two weeks to months to complete, depending on the applicant.</li> </ul>	<ul style="list-style-type: none"> <li>SA Police requires applicants to meet high ethical and professional standards; however, the specific eligibility guidelines are not publicly accessible.</li> </ul>	<ul style="list-style-type: none"> <li>Tasmania Police requires applicants to meet high ethical and professional standards; however, the specific eligibility guidelines are not publicly accessible.</li> </ul>	<ul style="list-style-type: none"> <li>Applicants must complete a Physical Competency Assessment that involves passive and active measures. Health screening (passive) includes examining heart rate, blood pressure, Waist:Hip Ratio, BMI, % Body Fat, and flexibility (sit &amp; reach test). Active measures include tests of strength (grip strength, abdominal strength, sit-ups and push-ups tests), aerobic performance (multi-stage shuttle run) and agility (Illinois agility test). Applicant must also be able to swim 100 metres freestyle non-stop unaided.</li> <li>Height &amp; Weight: Applicants with a BMI above 30 or below 19 may require medical clearance prior to undertaking the PCA.</li> <li>AFP applicants undergo a full medical assessment. Ordinarily, applicants must be free from chronic medical conditions requiring regular, uninterrupted therapy, such as a) asthma, requiring maintenance therapy; b) insulin dependent diabetes; and/or c) any injury or medical condition which may be incompatible with the physical, medical and psychological demands of operational policing.</li> <li>Hearing: Applicants should be able to hear normal conversational sounds, be able to distinguish commands or instructions in a noisy environment, and be able to hear radio and telephone broadcasts. A whispered voice should be understood at three metres distance. In cases of doubt, an audiogram test should be conducted with a minimum of 35 dB loss at the following frequencies of 500, 1000, 2000, 3000 and 4000 cycles per second, in each ear.</li> <li>Eyesight: Applicants must have a satisfactory standard of near and distant vision in both eyes. Visual aids such as glasses or contact lenses are acceptable, however: a) a visual acuity of 6/12 or better in each eye, unaided or aided, is required; b) the minimum standard for the unaided visual acuity is 6/36 in the weaker eye; and c) a history of eye surgery, including refractive surgery, may require specialist assessment. Applicants should also be able to satisfactorily identify and distinguish colour. Colour vision should be tested with pseudochromatic plates.</li> </ul>
<ul style="list-style-type: none"> <li>The progress of each application depends on many factors, therefore the time taken to finalise an application will vary significantly depending on the circumstances of the applicant. Applicants will be kept informed of the progress of their application and advised of what action is to be taken at each stage</li> </ul>	<ul style="list-style-type: none"> <li>Applicants are assessed on their criminal history (including matters that were withdrawn or dismissed and juvenile offences) and driving/traffic offences. A criminal record will not necessarily result in exclusion. Rather, the matter will be drawn to the attention of the Integrity Panel and each case is examined individually, taking into account the length of time after the offence – for instance, if committed more than 15 years ago, the applicant's age and circumstances at the time of the offence, the gravity of offence, any other criminal /misconduct history, the applicant's conduct since the offence. Detailed integrity standards are available online at: <a href="http://www.ni.gov.au/pdfs/documents/FieldOfficersCareers/constable/100817-ConstableInformation.pdf">http://www.ni.gov.au/pdfs/documents/FieldOfficersCareers/constable/100817-ConstableInformation.pdf</a></li> </ul>	<ul style="list-style-type: none"> <li>Applicants must undergo a security clearance process that can be intrusive in nature and includes (but is not limited to) detailed background, character, employment, police and financial checks. This involves participating in a urine-analysis for illicit drug use.</li> </ul>	<ul style="list-style-type: none"> <li>Applicants must complete a Physical Competency Assessment that involves passive and active measures. Health screening (passive) includes examining heart rate, blood pressure, Waist:Hip Ratio, BMI, % Body Fat, and flexibility (sit &amp; reach test). Active measures include tests of strength (grip strength, abdominal strength, sit-ups and push-ups tests), aerobic performance (multi-stage shuttle run) and agility (Illinois agility test). Applicant must also be able to swim 100 metres freestyle non-stop unaided.</li> <li>Height &amp; Weight: Applicants with a BMI above 30 or below 19 may require medical clearance prior to undertaking the PCA.</li> <li>AFP applicants undergo a full medical assessment. Ordinarily, applicants must be free from chronic medical conditions requiring regular, uninterrupted therapy, such as a) asthma, requiring maintenance therapy; b) insulin dependent diabetes; and/or c) any injury or medical condition which may be incompatible with the physical, medical and psychological demands of operational policing.</li> <li>Hearing: Applicants should be able to hear normal conversational sounds, be able to distinguish commands or instructions in a noisy environment, and be able to hear radio and telephone broadcasts. A whispered voice should be understood at three metres distance. In cases of doubt, an audiogram test should be conducted with a minimum of 35 dB loss at the following frequencies of 500, 1000, 2000, 3000 and 4000 cycles per second, in each ear.</li> <li>Eyesight: Applicants must have a satisfactory standard of near and distant vision in both eyes. Visual aids such as glasses or contact lenses are acceptable, however: a) a visual acuity of 6/12 or better in each eye, unaided or aided, is required; b) the minimum standard for the unaided visual acuity is 6/36 in the weaker eye; and c) a history of eye surgery, including refractive surgery, may require specialist assessment. Applicants should also be able to satisfactorily identify and distinguish colour. Colour vision should be tested with pseudochromatic plates.</li> </ul>
<ul style="list-style-type: none"> <li>The AFP will shortly be moving to an annual intake model whereby applicants will be invited to apply once a year to be considered for a sworn policing role as either a Police Recruit or Lateral Transfer recruit. This model will provide applicants with specified intake dates, and a more efficient and timely recruitment process. The timing of each annual intake will be based on operational requirements and notification of intakes will be advised through national and regional press advertising campaigns and through the AFP website.</li> </ul>	<ul style="list-style-type: none"> <li>Applicants must undergo a security clearance process that can be intrusive in nature and includes (but is not limited to) detailed background, character, employment, police and financial checks. This involves participating in a urine-analysis for illicit drug use.</li> </ul>	<ul style="list-style-type: none"> <li>Applicants must undergo a security clearance process that can be intrusive in nature and includes (but is not limited to) detailed background, character, employment, police and financial checks. This involves participating in a urine-analysis for illicit drug use.</li> </ul>	<ul style="list-style-type: none"> <li>Applicants must complete a Physical Competency Assessment that involves passive and active measures. Health screening (passive) includes examining heart rate, blood pressure, Waist:Hip Ratio, BMI, % Body Fat, and flexibility (sit &amp; reach test). Active measures include tests of strength (grip strength, abdominal strength, sit-ups and push-ups tests), aerobic performance (multi-stage shuttle run) and agility (Illinois agility test). Applicant must also be able to swim 100 metres freestyle non-stop unaided.</li> <li>Height &amp; Weight: Applicants with a BMI above 30 or below 19 may require medical clearance prior to undertaking the PCA.</li> <li>AFP applicants undergo a full medical assessment. Ordinarily, applicants must be free from chronic medical conditions requiring regular, uninterrupted therapy, such as a) asthma, requiring maintenance therapy; b) insulin dependent diabetes; and/or c) any injury or medical condition which may be incompatible with the physical, medical and psychological demands of operational policing.</li> <li>Hearing: Applicants should be able to hear normal conversational sounds, be able to distinguish commands or instructions in a noisy environment, and be able to hear radio and telephone broadcasts. A whispered voice should be understood at three metres distance. In cases of doubt, an audiogram test should be conducted with a minimum of 35 dB loss at the following frequencies of 500, 1000, 2000, 3000 and 4000 cycles per second, in each ear.</li> <li>Eyesight: Applicants must have a satisfactory standard of near and distant vision in both eyes. Visual aids such as glasses or contact lenses are acceptable, however: a) a visual acuity of 6/12 or better in each eye, unaided or aided, is required; b) the minimum standard for the unaided visual acuity is 6/36 in the weaker eye; and c) a history of eye surgery, including refractive surgery, may require specialist assessment. Applicants should also be able to satisfactorily identify and distinguish colour. Colour vision should be tested with pseudochromatic plates.</li> </ul>

Post-Graduation Placement	Personal Academy Costs	Training	
<ul style="list-style-type: none"> <li>NSW officers must undertake general duties in a metropolitan or country police command for at least three (3) years before undertaking specialist duties.</li> </ul>	<ul style="list-style-type: none"> <li>All students enrolled in the ADPP must be able to meet the following financial costs independently:                             <ul style="list-style-type: none"> <li>Tuition Fees (approx. \$11,424 upfront or \$13,700 deferred)</li> <li>Accommodation (on-campus \$100 week; off-campus \$130 week)</li> <li>Textbooks (approximately \$400 per annum)</li> </ul> </li> <li>Full-time students may be entitled to Youth Allowance (&lt;25 years), AUSTRUDY (&lt;25 years), or ABSTUDY (Aboriginal or Torres Strait Island Background).</li> <li>Students can also apply for scholarships to help cover study costs. Scholarships are awarded to 80% of the full-time Session 1 students.</li> <li>A \$100 a week Accommodation Allowance is provided to ADPP students who study full-time on campus.</li> </ul>	<ul style="list-style-type: none"> <li>Prospective employees must complete an Associate Degree in Policing Practice (ADPP) through Charles Sturt University before being eligible for appointment as a Probationary Constable.</li> <li>The ADPP is studied over approx. 2 yrs, depending on the study pathway chosen. The normal course duration is as follows:                             <ul style="list-style-type: none"> <li>On campus for session 1: 1.5 years (five terms)</li> <li>Distance education for session 1 (1a and 1b): 2 years (six terms)</li> </ul> </li> <li>Undergraduate students must complete an initial 13 weeks of full-time study at the NSW Police College before completing an 80 hour police placement and a further 14 weeks full-time study at the College. If successful in gaining employment with NSW Police, students then complete the second component of the ADPP (sessions 3 to 5) by distance education while working full-time as a Probationary Constable.</li> <li>Upon successful completion of the ADPP, graduates are eligible for confirmation as a Police Constable. Before a final offer of employment is made, however, graduates must continue to maintain Professional Suitability requirements and complete the following criteria:                             <ul style="list-style-type: none"> <li>Current Senior First Aid certificate or equivalent or evidence of industry based experience (e.g., nursing);</li> <li>Ability to swim 100 metres unaided;</li> <li>Ability to type 25 wpm with 98% accuracy in line with Australian Standards; and</li> <li>Minimum Green Ps (NSW) or equivalent.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Recruit training runs for 23 weeks (approx. 5-6 months) at the Victoria Police Academy in Glen Waverley.</li> <li>Academy training hours are usually 7.30am to 4pm Monday to Thursday, and 7am to 3pm on Friday, but these hours may vary to include evening and weekend work.</li> </ul>
<ul style="list-style-type: none"> <li>After graduation, officers start a two-year probationary period as a constable at metropolitan or country stations, depending on organisational operational needs.</li> </ul>	<ul style="list-style-type: none"> <li>Recruits who choose to live at the Academy during training are required to pay \$458.22 per fortnight, which covers meals and accommodation.</li> <li>Recruits who live in during training and have a dependant spouse (earning less than \$484.40 per week) may be eligible for an allowance of \$197.97 per fortnight. This is assessed after acceptance into the recruit training program.</li> </ul>		<ul style="list-style-type: none"> <li>Recruit training runs for 30 weeks (approximately 7 months) at the Queensland Police Service Academies (QPSA) located in Brisbane and Townsville.</li> <li>Academy training:                             <ul style="list-style-type: none"> <li>Recruits are often required to commence at 7am or earlier, and sometimes finish lectures for the day as late as 9pm.</li> </ul> </li> <li>Recruits are required to participate in some after-hour sessions that on rare occasions conclude at 9pm.</li> </ul>
<ul style="list-style-type: none"> <li>Upon successful completion of the FYCP officers are posted to a police station somewhere in Queensland depending on organisational operational needs. The OPS attempts, where possible, to take into account personal circumstances, however, posting to a particular location or area cannot be guaranteed.</li> <li>Constables must serve a minimum of three to five years at a police station working in a general duties area.</li> </ul>	<ul style="list-style-type: none"> <li>The PROVE Program is not a compulsory live in course. Recruits who are granted permission to live in at the Brisbane Academy during training are required to pay \$50 per fortnight for accommodation and \$129.80 - \$144.00 per fortnight for meals.</li> <li>Recruits who are granted permission to live in at the Townsville Academy during training are required to pay \$50 per fortnight for accommodation and \$200.00 per fortnight for meals.</li> <li>All recruits must purchase physical education clothing and training equipment from the Academy Sports Shop. The approximate cost of clothing is \$290.00</li> <li>Recruits receive a commencing salary of 70 percent of a First Year Constables base rate salary, which is currently \$1243.55 (before tax) per fortnight during their training.</li> <li>Uniforms are provided free of charge.</li> </ul>		<ul style="list-style-type: none"> <li>Police recruits must attend the Police Academy for a total of 26 to 28 weeks (including 2 weeks annual leave)</li> <li>The Academy has fourteen training units each specialising in an area of the curriculum provided by the WA Police Academy.</li> <li>WA Police Academy hours of operation are from 7am to 11pm, Monday to Friday. The Academy may also occasionally operate on the weekend.</li> </ul>
<ul style="list-style-type: none"> <li>People who enter this occupation may be required to serve anywhere in the State and can expect to work shifts of up to 12 hours at a time. This includes weekends and public holidays.</li> <li>Once accepted into the WA Police Service, new recruits can expect to be rotated every four months through a variety of sections and stations to build up their skills and to gain experience. On completion of the 18 month probationary period, they can then move into areas of their choice, depending on availability.</li> </ul>			<ul style="list-style-type: none"> <li>To become a SA Police Officer, applicants must undertake a two-year Constable Development Program. The first nine months involve cadet training at the SA Police Academy. After graduating from this program, probationary constables are posted to one of six metropolitan Local Service Areas for a six-month period. Following this, probationary constables may be posted to various locations throughout SA for the remaining nine months of probation.</li> <li>The probationary period generally takes 15 months, but can be extended to a maximum of 2 years. Following probation, officers are considered for permanent appointment to the rank of constable.</li> <li>Upon successful completion of this part of the Constable Development Program and a satisfactory course report, graduates receive the Certificate IV Justice Studies (Policing). They then embark on a 15-month probationary period.</li> </ul>
<ul style="list-style-type: none"> <li>Following graduation from the cadet training course, probationary constables will be posted to one of the six metropolitan local service areas to work under the supervision of a field tutor for six months. Probationary constables may then be posted to various locations throughout WA to complete the 15-month probationary period.</li> </ul>			<ul style="list-style-type: none"> <li>Training Courses are approximately 34 weeks in duration and are held at the Tasmania Police Academy</li> <li>The trainee course includes 15 out of 24 units towards a Bachelor of Social Sciences (Police Studies) degree. This is a large component of a degree contained within a 34 week course, therefore a significant amount of out of hours study will be required to complete the training.</li> </ul>
<ul style="list-style-type: none"> <li>On successful completion of training, constables are posted to Hobart, Launceston, Devonport or Burnie for a minimum of two years.</li> </ul>	<ul style="list-style-type: none"> <li>Trainees are not required to live at the Academy, but may be required to live-in during portions of the course.</li> </ul>		<ul style="list-style-type: none"> <li>Trainee and Probationary constable assessment is divided into four phases of approximately six months each:                             <ol style="list-style-type: none"> <li>Initial: The Induction Training is approx 6 months duration conducted at the NT Police training college.</li> <li>Primary: During the evaluation and on-the-job training phase, trainees participate in initial evaluation and receive essential on-the-job training delivered by a senior general duties patrol partner.</li> <li>Secondary: Probationary Constables continue gaining valuable experience while still being guided by a more experienced officer.</li> <li>Final Assessment Phase: Probationary Constables are assessed directly against the national police core competencies and NT specific job requirements.</li> </ol> </li> <li>The trainee period may be extended by up to six months if, on advice, the Commissioner considers a further period is required for the Probationary Constable to meet core competencies.</li> <li>Upon successful completion of the probationary period assessments, the Constable will be awarded a nationally recognised Diploma of Public Safety (Policing).</li> </ul>
<ul style="list-style-type: none"> <li>All members are required to serve anywhere in the NT throughout their career. Trainees are asked for their preferences and where possible will be accommodated. Trainees do not choose their initial posting. Once the member has successfully completed two years they may apply for a posting or a position of their choice. An approximate 6 month training course is required before posting to one of four Regional Centres: Darwin, Alice Springs, Tennant Creek and Katherine.</li> </ul>	<ul style="list-style-type: none"> <li>NT Police provides all trainee constables with either free departmental accommodation or a housing allowance. Single members are provided with barracks accommodation at no cost for the duration of the six-month training program, whereas members with a spouse and/or dependants are entitled to departmental accommodation if they do not own a dwelling in the location they are stationed at.</li> </ul>		<ul style="list-style-type: none"> <li>The length of training programs varies depending on whether you are a Community Policing recruit (20 weeks), Protective Service Officer recruit (13 weeks) or lateral transfer recruit from another police service (training depends on experience)</li> <li>The Federal Police Development Program is for both ACT Police and Federal Agent base recruits. The initial program is approximately 20 weeks live-in at the AFP College in Canberra and involves undertaking the Diploma of Public Safety (Policing).</li> <li>At the successful completion of training, graduates are declared to be members of the AFP (thereby having police powers) and may be deployed to locations within the ACT or around Australia.</li> <li>On-the-job training follows formal training and is generally conducted over a 12 month probationary period.</li> </ul>
<ul style="list-style-type: none"> <li>New AFP employees are initially engaged on probation with continued employment subject to satisfactory performance assessment.</li> <li>Mobility is a feature of AFP employment and AFP management may move employees from time-to-time to meet business priorities. In such circumstances, all reasonable costs arising from the relocation of an employee and their household will be met.</li> </ul>	<ul style="list-style-type: none"> <li>It is a standard AFP requirement for recruits to live-in at the College during training</li> <li>While living-in at the AFP College all meals, housekeeping and linen are provided, however, a contribution toward the cost of meals and accommodation (currently \$100 per week) is required.</li> </ul>		

Post-Academy Working Conditions

Salary	Leave Entitlements	Shift Work & Duty Rosters
<ul style="list-style-type: none"> <li>Starting salary is approximately \$55,000 for first-year probationary constables (base salary plus shift allowances).</li> <li>Sworn Police Constables are paid approximately \$57,000 starting salary.</li> <li>Salary increments occur each year. For example, a Senior Constable who has held that rank for five years earns approximately \$78,422 per annum (2009).</li> </ul>	<ul style="list-style-type: none"> <li>Constables are entitled to:               <ul style="list-style-type: none"> <li>Six weeks' annual recreation leave with extra 10 days' accrued time off.</li> <li>Fifteen days' sick leave per year.</li> <li>Long service leave of two months paid leave after ten years service, and one month paid leave for each additional five years service. Long service leave is available pro-rata after seven years' service.</li> <li>Various other leave entitlements, including maternity and paternity leave, and study leave are also available.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>The ordinary hours of work for full-time members is 76 hours per fortnight, arranged within various shifts to suit service delivery needs.</li> <li>NSW Police Officers are required to work "rotating shifts" or "split work" and may be required for duty at any time of the day. Flexible rostering can mean officers work varied shifts from 8 to 12 hours duration for full time employment. Officers can also be required to work overtime hours prior to, or, following their shifts.</li> </ul>
<ul style="list-style-type: none"> <li>A recruit training salary is \$37,237 per annum.</li> <li>After graduation, the starting salary for a constable is \$51,156 per annum. Shift penalties and overtime payments are available in addition to the base salary.</li> <li>All police officers undergo annual performance assessments, with salary progression based on the assessment results. A well-performing constable can expect to receive a base salary of \$56,943 per year by their fourth year of service.</li> </ul>	<ul style="list-style-type: none"> <li>Constables are entitled to:               <ul style="list-style-type: none"> <li>Seven weeks' annual recreation leave with an extra 10 days' accrued time off.</li> <li>Fifteen days' sick leave per year.</li> <li>Long service leave of three months on full-pay, or six months on half-pay, is available after 10 years' service. Long service leave is available pro-rata after seven years' service.</li> <li>A range of other leave entitlements, including maternity and paternity leave, study leave and defence force leave, are also available.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>The ordinary hours of work for full-time members is 80 hours per fortnight, arranged within various shifts to suit service delivery needs. Intensive hours (1-7am) and unsociable hours (6pm-1am Mon to Fri and 7-1am Saturday &amp; Sunday) attract shift allowances for each hour worked.</li> <li>Note: part-time employment is not available to recruits and unconfirmed constables (those who have not yet completed their two years of extended 'on-the-job' training).</li> </ul>
<ul style="list-style-type: none"> <li>Recruits receive a starting salary of 70 percent of a First Year Constables base rate salary, which is currently \$1243.55 (before tax) per fortnight during their training.</li> <li>After graduation, the starting income of a constable is approximately \$56,081 per annum (including an operational shift allowance of 21%).</li> <li>Salary increments occur each year. For example, a Constable can expect to receive a base salary of \$52,580 per year by their fourth year of service, whereas a Senior Constable who has held that rank for five years earns \$63,387.00 (2009).</li> </ul>	<ul style="list-style-type: none"> <li>Constables are entitled to:               <ul style="list-style-type: none"> <li>Six weeks (228 hours) annual recreation leave.</li> <li>114 hours (approx. 14 days) sick leave per year.</li> <li>Long service leave of three months after 10 years' service.</li> <li>Parental leave and paid maternity leave entitlements are also available.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>The Police Service Award (State) provides for a 38 hour working week. However, a police officer performs 40 hours of rostered duty per week (this enables an additional day off every 28 days, in addition to normal rest days).</li> <li>Overtime rates apply for time worked in excess of rostered hours.</li> </ul>
<ul style="list-style-type: none"> <li>Recruits receiving a starting salary of \$44,207.28 per annum, pro-rata rate, which is equivalent to approximately \$1700.28 (before tax) per fortnight.</li> <li>However, recruits with previous policing experience / Transitional applicants can however be paid up to that of a 5th Year Constable, pending experience and qualifications.</li> <li>After graduation, probationary constables are paid a base rate of \$58,818 per annum (excluding penalties and allowances) for a period of 18 months.</li> <li>Salary increments occur each year. For example, a Constable can expect to receive a base salary rate of \$60,994.08 after three years of service, \$82,609.04 after four years of service, and \$64,284.48 after 5 or more years of service. Senior Constables (&gt;8 years service) receive approximately \$73,950.24 per annum whilst Sergeants receive approximately \$82,326.40 per annum.</li> </ul>	<ul style="list-style-type: none"> <li>Constables are entitled to:               <ul style="list-style-type: none"> <li>Six weeks annual recreation leave per year</li> <li>Up to 12 weeks leave (including purchased leave)</li> <li>Deferred salary scheme: work 4 years at 80% salary and take every 5<sup>th</sup> year off at 80% salary</li> <li>Long service leave after 10 years, then every 7 years of continuous service thereafter. Long service leave can be taken at double the time at half the pay or double the pay at half the time.</li> <li>15 days personal leave per year</li> <li>14 weeks paid parental leave</li> <li>Careers leave, bereavement leave, ceremonial/cultural leave, blood/plasma donors leave, and defence force leave are also available</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>The WA Police Service has a standard working week of 40 hours. However, officers may be required to work additional hours outside rostered shifts to meet operational requirements.</li> </ul>
<ul style="list-style-type: none"> <li>Cadets are paid \$1,437 per fortnight (annual salary of \$37,493) whilst training at the academy.</li> <li>After graduation, probationary constables can expect an annual salary of \$43,356 per annum (\$1,669 per fortnight), with this increasing to \$44,470 for Constables, \$54,323 for Senior Constables, and \$82,331 for Sergeants. Shift allowances are paid in addition to normal salary and rates may vary from 15% to 150% depending on shift.</li> </ul>	<ul style="list-style-type: none"> <li>Constables are entitled to:               <ul style="list-style-type: none"> <li>Six weeks paid annual recreation leave.</li> <li>Up to 12 days' sick leave per year at full pay</li> <li>Parental leave (including maternity and childcare leave)</li> <li>Long service leave - 90 days after 10 years. An additional 9 days leave is given for the next 5 years. After 15 years of service, members receive 15 days' long service leave per year.</li> <li>A range of other leave entitlements, including study leave, family carers' leave, sporting leave, and compassionate leave.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>The average work week is 38 hours. Most members are rostered in shifts according to staffing requirements.</li> <li>Penalty rates are paid for shift work and public holidays</li> <li>Flexible working hours and part-time working is also available.</li> </ul>
<ul style="list-style-type: none"> <li>According to the 2010 Police Award 2, Trainee Constables are paid an annual salary of \$42,133 per year.</li> <li>After appointment as a Constable, this salary increases to \$47,285 per annum. Increases are paid by instalments and rise to \$68,406 for Sergeants.</li> </ul>	<ul style="list-style-type: none"> <li>Constables are entitled to:               <ul style="list-style-type: none"> <li>Six weeks paid annual recreation leave.</li> <li>A range of other leave entitlements are available, including bereavement leave, carer's leave, defence services leave, parental leave, maternity leave, paternity leave, adoption leave.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>The standard hours for Tasmania Police Officers average 38 hours per week over the roster cycle. The standard hours comprise:               <ul style="list-style-type: none"> <li>7.6 hours per shift;</li> <li>8, 10 and 12 hours per shift; or</li> <li>A combination of 8, 10 and 12 hours per shift over a shift cycle.</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>Police trainee are paid \$45,829 per annum (pro-rata) for the first 4 months of training, \$48,528 per annum (pro-rata) after 4 months, and \$53,397 per annum (pro-rata) after graduation.</li> <li>In addition to salary, constables are entitled to a 20% consolidated allowance, 5% General Duties Allowance, overtime, night shift allowance, housing allowances, remote incentives allowances, and other benefits. For example, members are entitled to free housing (or \$21,114.98 annual allowance for those with private housing) and those with dependants are also eligible to claim the Northern Territory Allowance of \$960 per annum</li> </ul>	<ul style="list-style-type: none"> <li>Constables are entitled to:               <ul style="list-style-type: none"> <li>7 weeks (35 days) paid annual recreation leave.</li> <li>unlimited sick leave with medical certificates, but 4 days per year without a medical certificate</li> <li>long service leave of 4 months after 10 years service.</li> <li>Up to 4 weeks Defence Force leave per annum</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Under the Northern Territory Police Force Consent Agreement 2008, members are required to work a forty hour week or an average of forty hours per week over a roster period.</li> </ul>
<ul style="list-style-type: none"> <li>ACT Policing and Federal Agent recruits are paid \$43,903 during the 20 weeks live-in training, after graduation the salary increases to \$45,554 (plus a 22 per cent composite allowance).</li> <li>Lateral transfer recruits joining the AFP from a state or territory police service retain benefits accrued throughout their career (recognised through appropriate remuneration strategies). Previously negotiated salaries are payable from the start of training, within the range of \$43,903 to \$65,045 a year. After successfully completing the training program, the composite allowance will reflect the working pattern of the function to which they are assigned.</li> </ul>	<ul style="list-style-type: none"> <li>AFP employees are entitled to               <ul style="list-style-type: none"> <li>6 weeks (30 days) paid recreation leave per year (with options to purchase additional leave or cash out leave)</li> <li>4 mandatory rest days per year</li> <li>18 days' paid personal leave per year</li> <li>14 weeks paid maternity leave (after 12 months of service) for each confinement, and an additional 40 weeks maternity leave without pay</li> <li>3 months (or 6 months on half pay) paid long service leave after 10 years' continuous Commonwealth service</li> <li>6 weeks paid adoption leave</li> <li>2 days of compassionate leave in the case of illness, injury or death of an employee's immediate family or a member of the employee's household.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>ADF members are entitled to standardised conditions of service including a 40-hour working week (subject to flexible working requirements)</li> </ul>



ATTACHMENT B

## Queensland Police Service

Review of the Queensland Police Service  
Psychometric Testing Process

May 2007

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## 1.0 EXECUTIVE SUMMARY

A review of the psychometric testing process for selecting Queensland Police Service (QPS) general duties recruits was undertaken by Drake International to determine:

- The effectiveness of the current approach to psychometric testing
- The effectiveness of the current psychometric test battery
- Whether alternative and more appropriate assessments should be utilised for recruit selection

By conducting this review and implementing its recommendations, it is expected that the QPS will be able to:

- Continue selecting high quality recruits
- Limit the occurrence of falsely screening-out suitable candidates
- Have confidence in the legal defensibility of the psychometric testing process
- Conduct a cost-effective and practical psychometric testing process

### **The Current QPS Psychometric Testing Process**

The QPS currently assesses all PROVE applicants on four cognitive ability assessments and one assessment of normal personality (PROVE stands for Police Recruit Operational Vocational Education Program which is for general entry applicants without appropriate prior policing experience).

The cognitive ability assessments include measures of:

- Abstract Reasoning (Raven's Standard Progressive Matrices – SPM)
- Critical Thinking/Verbal Reasoning (Watson-Glaser Critical Thinking Appraisal – CTA)
- Processing Speed (Digit Symbol of the Wechsler Adult Intelligence Scale – DSY)
- Short-Term Memory (Digit Span of the Wechsler Adult Intelligence Scale – DSP).

Scores for the four cognitive ability assessments are combined to give each candidate a single composite score. Candidates with a composite score equal to or greater than 45 progress to the next round of selection. Candidates with scores below 45 have their scores and education history reviewed by an occupational psychologist. A professional judgment regarding whether to progress or cease the candidate's application is then made.

Normal personality is assessed with the Sixteen Personality Factor Questionnaire, version 4 (16PF-4). The personality assessment is not directly used to screen candidates in or out of the selection process. Rather, the personality profile is reviewed by the occupational psychologist. Profiles identified as out of range for police work are flagged for either a) additional testing (as determined by the psychologist on a case by case basis) or b) for the use of specific probing questions or observations in the standard panel interview. Probing questions are provided to the panel by the psychologist, and in some pertinent cases, the psychologist will attend the interview of a particular candidate.

PACE applicants are not psychometrically assessed as part of the standard selection process (PACE stands for Police Abridged Competency Education Program which is for applicants with appropriate previous policing experience).

Direct assessments of psychopathology (i.e., assessments providing an indication of mental health) are not utilised in the standard psychometric testing process. However both PROVE and PACE applicants are subject to supplementary assessments of psychopathology if their health history, employment history, or initial personality profile indicates a possible psychological risk for police work.

### **The Current Review**

Information from a variety of sources informed this review, including existing organisational and industry documentation, stakeholder interviews, academic literature reviews, subject matter expert discussions, testing session observation, and the analysis of QPS psychometric and performance data.

The review concluded that the position description for QPS general duties officers reflected the findings of a relevant job analysis, and was an appropriate foundation on which to base a valid and defensible selection process.

Furthermore, the review highlighted the importance of psychological testing for police recruits, and in particular the need to assess all candidates (both PROVE and PACE) on a measure of cognitive ability, normal personality and psychopathology:

- Cognitive ability (or general mental ability) is an important predictor of both Academy and on-the-job police performance. It provides an indication of how quickly a person will learn new tasks and be able to problem solve in novel situations.
- Normal personality assessments have been linked to recruit performance and indicators of counterproductive police behaviours (especially measures of conscientiousness and emotional stability). They are a useful tool for identifying unsuitable applicants. For example, they may help identify candidates that lack assertion, commonly disregard rules, have high aggression or low proactivity.
- Psychopathology assessments provide an indication of a candidate's mental health or psychological fitness. There is a growing consensus that police agencies have a legal duty of care to ensure the psychological fitness of police recruits prior to employment. Psychologically unfit individuals pose a threat to the safety and wellbeing of themselves, their coworkers, their organisation and/or the wider community.

All three assessment types listed above met the requirements needed for effective selection. Specifically they show evidence of job relevance, validity, reliability, fairness, cost-effectiveness and practicality. An overview of the key conclusions and recommendations for each of the three major assessment types is provided below.

#### **Cognitive Ability - Conclusions**

- There is consensus that in order to perform their duties, police officers require at least an average level of intelligence relative to the general population; however, the need for superior intelligence has not been established.
- Abstract and verbal ability assessments can be directly linked to the key selection criteria for general duties recruits. Numerical ability, processing speed, and memory share a relatively weaker link to the QPS selection criteria.
- Raven's Standard Progressive Matrices (SPM) is an acceptable measure of abstract reasoning for recruit selection.
- ACER Select Verbal General (formally known as ACER ML/PL) is an acceptable measure of verbal reasoning for recruit selection.
- The Watson Glaser Critical Thinking Appraisal (CTA) appears to have marginal job relevance to general duties police work, mainly due to the difficult nature of the assessment. It is not considered a highly appropriate assessment for general duties recruit selection.
- Although relevant to police work, the Digit Symbol (DSY) and Digit Span (DSP) sub-tests of the Wechsler Adult Intelligence Scale (WAIS) appear less vital measures for police selection. Measures of general mental ability are likely to already account for much of the variance tapped into by the DSY and DSP. Furthermore, there are copyright and validity issues associated with using these two assessments in isolation of the complete WAIS test battery.
- There is evidence that the cognitive ability composite score predicts Academy performance, however, the score appears to be based on several flawed statistical assumptions, and may mask job relevant information from selectors (i.e., superior ability in one job relevant area may disguise very poor ability in another job relevant area).

- The current cut-off score of 45 represents an individual at approximately the 19<sup>th</sup> percentile of intelligence, or an IQ equivalent score of 87. This score is lower than what is commonly required by other Australian police services (removing the CTA assessment may help reduce the difficulty of the cognitive ability test battery).
- No candidate should be removed from the selection process, based on their cognitive ability scores alone. Additional information needs to be considered in conjunction with cognitive ability results. For example, candidates who score low on cognitive ability, should have their scores reviewed by a psychologist, taking into consideration their education history and/or supplementary assessment results.
- There is little evidence to suggest that reputable cognitive ability assessments are biased towards different demographic groups. It is generally appropriate to use the same normative sample for different gender, age and racial groups.

#### **Cognitive Ability - Recommendations**

1. Cognitive ability assessments should be used for recruit selection. The cognitive ability test battery should include a measure of abstract reasoning and verbal reasoning. The SPM is a suitable measure of abstract reasoning and the ACER Select Verbal General is a suitable measure of verbal reasoning.
2. The CTA, DSY and DSP should be removed from the testing battery.
3. The composite score should be abandoned. Scores for each cognitive ability assessment should be individually considered in the selection process.
4. The traditional cut-off score should be re-labelled as a flag-score to better reflect its usage in the selection process. Relabelling will help educate stakeholders regarding the score's intended use.
5. A flag-score of 2 x the Standard Error of Measurement (SEM) below the general population mean should be applied to each cognitive ability assessment independently (the SEM is a numerical value that can be located in an assessment's technical manual. Two x SEM below the population mean represents a 95% confidence interval that all candidates who truly have an average or higher level of cognitive ability would be accepted into the next round of selection). As the SEM differs for each assessment tool, a different flag-score would need to be determined for each assessment.
6. The flag score should not be used as a rigid de-selector. The occupational psychologist should review the cognitive ability scores for all candidates who do not meet the flag-score for one or more of the cognitive ability assessments. The psychologist should make a professional judgement, based on all of the cognitive ability scores and other relevant information (such as education history or additional assessments if deemed necessary). The psychologists will need to be mindful that there are substantial dangers (physical, emotional and financial) associated with hiring a person into the police service without an appropriate level of cognitive ability to guide their behaviours and decision making processes.
7. The psychologist's rationale for their decision to progress or cease an application should be clearly documented and included in the candidate's selection file. Documentation will help to promote well-considered and consistent judgments.
8. Combined general adult norms, as published in the test manual, should be utilised until an adequate local norm set can be established.

#### **Normal Personality - Conclusions**

- No one has yet been able to pin-down an ideal personality profile for police constables. It is likely that many different profiles can make a suitable officer.
- It is easier to say what a successful officer is not, than what a successful officer is. For this reason normal personality assessments are typically used as a screening-out tool for recruit selection (i.e.,

to identify candidates with undesirable traits, rather than identifying candidates with desirable traits).

- Socially desirable responding (or faking good) is not a dire problem for personality assessments, as it does not tend to void an assessment's predictive validity. The use of verification statements during test administration, and the utilisation of validity scales built into many personality assessments, can also help to limit unwanted effects of overly desirable responding.
- The QPS has an ideal recruit profile, which indicates the optimal range for candidates on each personality dimensions for police officers. This profile is a useful guide for the psychologist, however further research is needed before it can be used confidently as a selection tool.
- No candidate should be removed from the selection process based on their personality profile scores alone. Concerning profiles need to be followed-up by a psychologist.
- Interview panels, consisting of police officers and community members are unlikely to have the expertise necessary to adequately follow-up on psychological concerns raised through normal personality assessments.
- Providing interview panels with psychometric results prior to the interview may bias their evaluations of candidates.
- Professionally developed norms (such as those published in test manuals) are preferable to local norms based on small or un-representative samples.
- The 16PF is a suitable measure of normal personality for recruit selection (the current version of this assessment is the 16PF-5. The older version of this assessment, the 16PF-4, is not recommended for recruit selection). The NEO PI-R is also a suitable assessment.

#### **Normal Personality – Recommendations**

9. The 16PF-4 should be replaced with the newer 16PF-5 (the NEO PI-R is also be a suitable alternative).
10. A psychologist should be responsible for following-up any concerns highlighted in the normal personality assessment. Follow-up may involve a one-on-one individual interview with the candidate or a regular seat on the standard interview panel (also see recommendation 17).
11. Members of the interview panel should not be given access to candidates' psychological results prior to the interview, as such information may lead to biased interview evaluations.
12. A verification statement should be given to all candidates prior to completing the personality assessment. Such a statement can help reduce socially desirable responding.
13. Validity scale scores for the personality assessment need to be calculated and provided on each candidate's personality report for the psychologist to review.
14. Non-gender specific, published norms should be utilised for the personality assessment.

#### **Psychopathology - Conclusions**

- Assessments of psychopathology are not intended as a tool to predict future job performance. They are a tool to flag psychologically unsuitable candidates for police work (i.e., a screening-out tool).
- The PAI is a suitable measure of psychopathology for recruits (the MMPI-II is an acceptable measure for recruits, however more suitable and less time-intensive assessments are available).

- Assessments of normal personality are not an adequate substitute for psychopathology assessments in recruit selection.
- Very few candidates are likely to be screened-out due to psychopathology; however, the ramifications of hiring even a small number of psychologically unsuitable recruits are substantial (including psychological health, physical safety, financial and legal ramifications).
- Candidates should not be removed from the selection process based on their paper and pencil psychopathology results alone. It is best practice to follow-up psychopathology assessments with a clinical interview. If psychopathology concerns are confirmed in a comprehensive clinical interview, this would be grounds on which to remove the candidate from the selection process. Psychopathology assessments typically have benchmark scores that indicate clinically significant elevations; however, these benchmark scores need to be considered in light of the clinical interview.

#### **Psychopathology – Recommendations**

15. The PAI should be incorporated into the recruit selection process for all candidates (the MMPI-II would also be an acceptable, although less practical tool).
16. The psychopathology assessment should be used to flag potentially unsuitable candidates.
17. At a minimum, clinical interviews should be conducted for candidates whose psychopathology assessment raises concerns regarding psychological suitability. No candidate should be removed from the selection process based only on his or her psychopathology scores. Ideally, clinical interviews would be conducted for all candidates prior to an unconditional job offer.
18. Professionally developed norms for the general population (or police populations) should be used for psychopathology assessments. Clinical norms are less appropriate.
19. Psychopathology assessments can be included at any stage of the selection process. Issues of cost and practicality play a major role in determining when psychopathology assessments are administered.

#### **Other Review Conclusions**

- It should not be assumed that PACE applicants are automatically psychologically suitable for police work. Prior experience alone is not a good predictor of job performance; the screening process for other police agencies vary widely; and prior exposure to traumatic events may make PACE applicants especially vulnerable to mental health issues.
- The copyright implications for the QPS creating their own assessment response sheets and scoring programs needs to be investigated.
- Work samples may be a better way to assess candidate communications skills, than standard psychometric assessments.

#### **Other Recommendations**

20. Assess all PACE applicants on the entire psychometric testing battery, and utilise their results in making a selection decision (at a minimum assess psychopathology and normal personality for PACE applicants).
21. Investigate the copyright implications of developing in-house answer sheets and scoring programs for copyright protected assessments.
22. Consider including a communication work sample (written, auditory and/or oral) into the recruit selection process. A brief written and auditory activity could potentially be administered around the cognitive ability test battery. For example, candidates may summarise in writing a verbal message that was played to them.



### **Summary of Minimum Adjustments to the Current Testing Process**

In summary, the minimum recommendations arising from this review are to:

- Remove the DSY and DSP assessments from the test battery.
- Replace the CTA with Acer Select Verbal General (or equivalent assessment of verbal ability).
- Abolish the use of the composite score, and evaluate all assessments individually.
- Replace the cut-off score of 45, with a flag-score for each assessment representing the mean general population score for that assessment minus two x SEM.
- Up-date the 16PF assessment to version 5.
- Include a direct measure of psychopathology for all candidates (either at the beginning or end of the selection process). The PAI is a highly recommended assessment.
- Have the psychologist follow-up all normal and psychopathology profiles that indicate possible concerns.
- Cease releasing psychometric assessment results to the interview panel.
- PACE applicants should at the very least be assessed on psychopathology and normal personality.

### **Concluding Comments**

The recommended psychometric testing process is focused on screening-out unsuitable candidates, rather than highlighting exceptional candidates. Whilst it is preferable to have screening-in and screening-out processes operating in tandem, there are two key factors preventing such a practice:

- We can say with more confidence what a successful officer is not, rather than what a successful officer is. Given this information we can confidently reject individuals with undesirable profiles, however, it would be unfair to rank remaining candidates according to desirable profiles, which we know relatively little about. Indeed there may be many profile combinations that make a successful officer.
- The current labour market has resulted in reduced applicant pools. There is little value in ranking applicants, when there can be insufficient applicant numbers to fill quotas.

It is important to note that future research outlined in this report (as well as general advances in the wider literature) may lead to a better understanding of desirable profiles for police recruits. Given such knowledge, it may be possible for the QPS to update their psychometric screening system to incorporate screening-in processes. If the labour market were to shift, resulting in greater candidate numbers, it would be beneficial for the QPS to be able to readily implement a screening-in process.

Finally, it is important for the QPS to update its records management processes when it comes to psychometric data and performance ratings. Currently, data is dispersed widely and quality performance data is not available. The expectation is that large organisations, such as the QPS, have a responsibility to maintain appropriate data, and conduct regular empirical investigations using performance data to evaluate their psychometric assessment systems (Blau, 1994; Standards for Educational and Psychological Testing, 1999). Failure to do so may reflect badly on the QPS if their selection systems were to be legally challenged. Furthermore, the above data would assist the QPS in developing local norm sets that would be especially relevant for the cognitive ability assessment component of the testing process.

## 2.0 INTRODUCTION AND REVIEW BACKGROUND

In December 2006, the Queensland Police Service (QPS) sought the assistance of Drake International to review their psychometric testing process for general duties recruit selection. As their selection process was last evaluated in 1998, the QPS wanted to ensure that the psychometric testing component remained appropriate for 2007 and beyond. It is possible that contemporary advances in theory, research, and assessment tools have resulted in more appropriate tests and processes being available. The purpose of the current review is to determine:

- The effectiveness of the current QPS approach to psychometric testing
- The effectiveness of the current QPS test battery and scoring methodology in identifying future top performers in general policing
- Whether or not more suitable tests are available to psychometrically assess recruits

In conducting this review consideration was given to the current employment market and how it is affecting QPS's ability to attract and retain adequate numbers of general duties officers. Factors such as low unemployment, an ageing workforce and changing workplace attitudes, means that competition for good quality applicants is high.

Traditionally, police services were able to select the cream of the applicant crop, however, now it has become challenging for services to attract suitably large and talented applicant pools. For example in 2006, 96.8% of PROVE places were filled by the QPS, leaving a shortfall of 3.2%. This shortfall was despite the fact that approximately 86% of applicants who passed the initial application checks were given a position at the Academy (that is, 4.3 in every 5 applicants were given a position).

Whilst the QPS is currently comfortable with the standard of recruits it has been attracting, continuing skills shortages may potentially erode applicant quality. The QPS wants to ensure only the recruitment of men and women who will enhance the wellbeing and performance of the service (Police Education Advisory Council - PEAC, 1998). However, they equally need to ensure that positions created by growth needs and attrition are filled.

Candidate short markets often result in a strong focus on minimum requirements for selection (i.e., what is the lowest acceptable standard an organisation can accept?). A screening-out approach to selection is typically used in these circumstances. The focus is on removing unsuitable applicants from the process. Screening-in, on the other hand, focuses on identifying applicants with highly desirable qualities, and progressing these candidates through the process. A screening-in approach particularly suits candidate-rich markets. In an ideal situation, both screening-in and screening-out processes would be used in tandem; however, given the current employment market, screening-out processes are likely to be more practical for the QPS (at least in the immediate future). Indeed, screening out is the focus of the current QPS psychometric testing process.

Consideration in this review must also be given to the fact that the selection of police officers is often under higher scrutiny than the selection of many other professions. There is pressure from the community to ensure that only individuals of the highest calibre, morality and stability be given the heightened powers of a police officer. Yet there is competing pressure from applicant pools to be highly inclusive. As such selectors need to ensure they are at the forefront of best-practice selection techniques for high-risk positions.

As the QPS anticipates attracting over one thousand applicants this year alone, the recommended psychometric testing process needs to not only be valid, reliable and fair, but also practical and cost effective. To give a thorough evaluation, this review evaluates the QPS psychometric selection system according to six key criteria:

- Job Relevance
- Validity
- Reliability
- Fairness
- Cost-Effectiveness
- Practicality

Effective selection systems need to conform to all six of the principles listed above. This process not only ensures that the selection system correctly identifies future top performers, but it also helps to enhance i) the legal defensibility of the process, ii) a positive impressions of the process in the community, and iii) time and cost effectiveness for the organisation.

Areas that are out of scope for this review include an evaluation of:

- The entire recruitment and selection process for police recruits
- The psychometric selection process for specialist recruits
- The psychometric assessment services for employee assistance purposes
- PartnerOne's role in the selection process

### **Key Personnel**

The review was commissioned by the Deputy Chief Executive Resource Management, Mr Paul Brown.

The Drake International consultant responsible for conducting this review was Dr Danica Hooper (Psychologist and Behavioural Profiling Specialist).

The QPS Project Team that provided strategic guidance and logistical support included:

- Mr Jim Hardy, Director – Human Resource Division
- Ms Patsy Jones, Manager – Human Resource Management Branch
- Inspector Lloyd Taylor, Office of the Deputy Chief Executive – Resource Management

### **Structure of this Report**

This review has been written with multiple stakeholders in mind. The report must provide sufficient technical information to satisfy psychology professionals; yet be read and understood by non-psychologists, such as operational police, human resource professionals and QPS management.

In order to accommodate the needs of the various stakeholder groups, this report is structured as follows: the executive summary provides a straightforward overview of key findings and recommendations. The body of the report provides a complete technical discussion that is written to satisfy the needs of psychology professionals and potential legal reviewers. At the end of various report sections, grey out-break boxes describe the main conclusions and recommendations for that section in slightly more detail than the executive summary. Given this structure, readers can choose the level of detail they require.

Care was taken to provide thorough references throughout the report. Referencing was deemed important for potential legal reviews, as well as to provide a thorough source document for future psychometric reviews within the QPS.

### 3.0 OVERVIEW OF PSYCHOMETRIC ASSESSMENTS AND RECRUIT SELECTION

This section provides an introduction to psychometric assessments and an historical account of the psychometric assessment process for QPS recruits. An overview of how the current psychometric testing process fits into QPS's wider selection system is then presented.

#### **An Overview of Psychometric Assessments in Police Selection**

Psychometric assessments refer to any standardised measure of an individual's psychological attributes, including their knowledge, skills, ability and/or personality. These assessments are typically conducted in paper and pencil format, or in an equivalent computer-based format.

Psychometric assessments are used widely for personnel selection. Their popularity extends from research demonstrating their ability to predict future job performance, and the fact that they measure important characteristics not easily measured through other means.

Law enforcement agencies are regular users of psychometric assessments. A United States (US) national survey of law enforcement agencies revealed that over 98% of large responding agencies used psychological assessments for recruit selection (i.e., population size served > 100,000; Cochrane, Tett & Vandecreek, 2006). Within Australia, all state law enforcement agencies use some form of psychometric testing in their selection process (see Appendix 2).

The same US research revealed that the majority of law enforcement agencies use psychometric assessments with a pass/fail approach to screen-out unsuitable applicants (68%), with only 32% weighting assessments for consideration in their final hiring decision. The median rejection rate for police candidates based on psychometric assessments was 5%. It is clear from this statistic that psychometric assessments are not large-scale culling tools for police selection. However, the small number of candidates screened out by psychometric assessments can have a significant effect on an organisation's bottom line.

Australian police research indicates that recruits who are psychometrically screened for selection have lower levels of attrition, sick days, absenteeism, physical injury claims and motor vehicle accidents than recruits who were not psychometrically screened (Lough & Ryan, 2005, 2006). In this case, testing was estimated to have a 1660% return on investment. Furthermore, the ramifications of psychometric assessments are thought to go well beyond mere sick days and absenteeism, to have an effect on broader organisational health, functioning and employee wellbeing.

It is important to emphasise that psychometric assessments should form part of a wider selection process. Used alone they have limited value, however, when combined with information from other selection techniques, they help to provide a thorough picture of candidates and assists in the prediction of job success.

#### **The QPS Psychometric Testing Process: A Historical Overview**

The original QPS psychometric testing process was first implemented in February 1991 for all PROVE and PACE applicants. This process formed part of a post-Fitzgerald Inquiry initiative to raise the quality of police recruits, and ultimately QPS's standard of service to the community (Waugh, 1996). The original testing battery consisted of seven cognitive ability measures and an assessment of normal personality:

##### **Cognitive Ability:**

- Abstract Reasoning Ability (measured by Raven's Standard Progressive Matrices - SPM)
- Verbal Reasoning Ability (measured by the Watson Glaser Critical Thinking Appraisal - CTA)
- Processing Speed (measured by the WAIS Digit Symbol - DSY)
- Short-Term Memory (measured by the WAIS Digit Span - DSP)
- Mechanical Reasoning (measured by the Differential Aptitude Test - MR)
- Spatial Reasoning (measured by the Differential Aptitude Test - SR)
- Numerical Ability (measured by the Differential Aptitude Test - NA)

#### Normal Personality:

- Sixteen Personality Factor Questionnaire, version 4 (16PF-4)

A 1998 review of the recruit selection process saw the removal of the mechanical reasoning, spatial reasoning and numerical ability assessments from the test battery (PEAC, 1998). The recommendation to remove these assessments was based on the following:

- Local QPS research which failed to provide evidence that mechanical and spatial reasoning were positively correlated with Academy performance (numerical ability was not analysed in this research; Burke, 1993)
- A second study using QPS data indicating that mechanical reasoning, spatial reasoning, and numerical ability had poor predictive power for Academy performance (Waugh, 1996)
- A national job analysis and literature review, which concluded that mechanical and spatial reasoning had questionable validity in predicting police performance and only weak ties to the core duties of a police officer (Kaczmarek & Packer, 1996, 1997)
- The national job analysis's failure to identify numerical ability as a requirement for police officers (Kaczmarek & Packer, 1996)

Since the above adjustments to the test battery, the testing process has remained unchanged. The battery currently includes four assessments of cognitive ability (SPM, CTA, DSY and DSP) and an assessment of normal personality (16PF-4). Overtime a trend developed where PACE applicants' results were no longer considered in selection decisions. They completed the assessments, only to have their results filed and forgotten. The rationale being that PACE applicants had already demonstrated their suitability for police work. Based on a recommendation by Manktelow (2006), PACE applicants no longer complete psychometric assessments as part of the selection process (see Section 10.0 for further discussion).

The norms developed for the original cognitive ability test battery are still in use today. Little documented information regarding the development or content of this normative data could be located at the time of this review, other than the fact the normative sample consisted of 1152 QPS recruit applicants (PEAC, 1998). Manktelow conducted a re-norming process for the cognitive ability battery in 2006, however to date, these norms have not been implemented. It is unclear if published 16PF norms, or applicant norms, are used for the personality assessment. The same norms are used for all candidates regardless of gender, age and race, except for the CTA and DSY assessments, which utilise age norms.

The standard testing process outlined above is supplemented with additional testing for candidates whose initial personality profile, health or employment history, indicates a possible psychological risk for police work (for e.g., PROVE/PACE candidates with a history of significant mental illness or active military service). Candidates who are flagged as a possible risk are asked to complete additional psychometric assessments as deemed appropriate by the occupational psychologist on a case-by-case basis. These assessments may include, for example, the Minnesota Multiphasic Personality Inventory (MMPI-II), the Trauma Symptom Inventory (TSI), the Beck Depression Inventory and/or the Beck Anxiety Inventory. Additional assessments are followed-up with a clinical interview, and the psychologist makes a decision regarding suitability.

#### **The QPS Complete Selection Process**

The QPS uses a multiple-hurdle approach to screen and select recruits. Such a process involves a series of selection activities or 'hurdles' that candidates must pass in order to be accepted into the Academy. Candidates who do not meet the requirements of a particular hurdle are removed at that point of the process. A multiple-hurdle approach minimises the dollar cost of selection, by continually reducing the size of the applicant pool.

An overview of the complete selection process is presented in Figure 2.1. Candidates who pass the initial application phase (based on checks of citizenship, employment/education history, driver's license and integrity) are invited to participate in the psychometric testing process.

Psychometric testing is conducted in groups of approximately 50 candidates. Candidates individually complete a series of paper-based assessments over a 3.5-hour period. They complete the DSY, DSP and CTA assessments respectively, followed by a 15-minute break. Candidates then resume to complete the SPM and 16PF assessments, respectively.

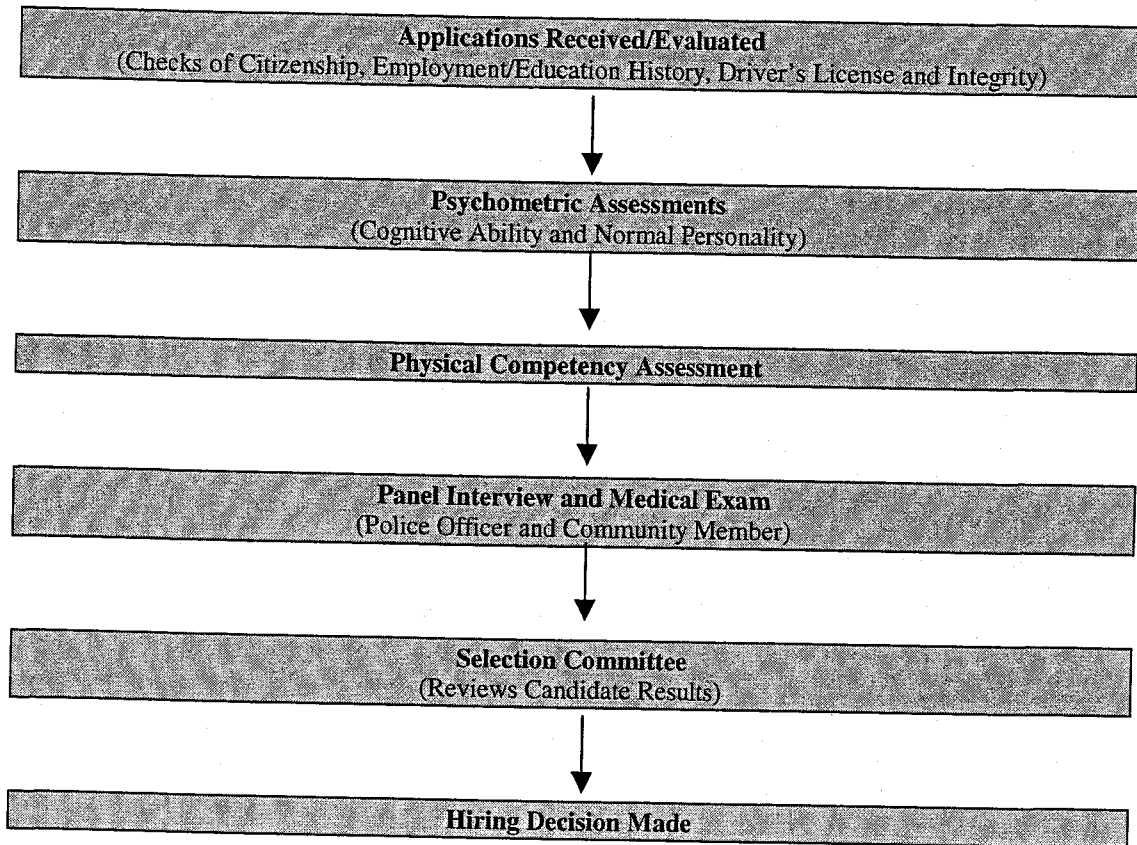
The DSY and DSP are hand-scored at the testing location by PartnerOne administrators. All other assessments are scanned into a computer program for scoring.

Candidate scores on the four cognitive ability assessments are combined to give a single composite score for each candidate. A minimum composite score of 45 is required in order for the candidate to progress to the next selection hurdle. Candidates who do not meet the minimum cut-off score have their application reviewed by QPS's occupational psychologist. Based on their composite score and information in their application (such as education history), a professional judgement regarding whether the candidate should progress in the selection process is made.

The personality assessment is not directly used to screen candidates in or out of the selection process. The personality profile is reviewed by the occupational psychologist. Profiles identified as out of range for police work are flagged for either a) additional testing (as determined by the psychologist on a case by case basis, approximately (~) 5% of candidates) or b) for the use of specific probing questions or observations in the standard panel interview (~50% of candidates). Probing questions are provided to the panel by the psychologist, and in some pertinent cases, the psychologist will attend the interview of a particular candidate (~2% of candidates).

If candidates pass the cognitive ability hurdle, they move to a physical fitness assessment. Candidates who pass the fitness assessment are invited to a panel interview. The panel consists of a police officer and a community member. Candidates are asked a series of standardised questions, tapping into the key selection criteria, and may also be asked additional questions, as recommended by the occupational psychologist. Applicants then undergo a medical examination.

Applicants who pass all of the selection hurdles, are considered by the QPS Selection Committee who make the final hiring decision.



**Figure 2.1: The Complete QPS Recruit Selection Process**

## 4.0 REVIEW METHODOLOGY

The psychometric assessment process for recruit selection was evaluated according to six key criteria:

- Job Relevance
- Validity
- Reliability
- Fairness
- Cost-Effectiveness
- Practicality

### Job Relevance

Job relevance is vital for ensuring the validity and legal defensibility of assessments. The traits measured need to be explicitly linked to the job description or documented requirements for general duties police officers. This review evaluates the traits currently measured by the QPS against existing job descriptions and documented requirements for police officers. Information about requirements for police officers was also collected from relevant stakeholders to ensure that the current documentation was complete and accurate.

### Validity

Validity concerns whether or not each of the tests measure what they purport to measure (construct validity) and have the ability to predict future job performance (predictive validity).

Evidence of validity can come from research in the academic literature or from studies using local QPS data. The academic literature is utilised widely in this review and existing psychometric and performance data held by the QPS is analysed to determine the predictive validity of the current testing process.

### Reliability

Reliability concerns whether or not an assessment provides consistent results across time, scorers and test items. Specifically, items from the same test scale should be measuring the same underlying construct (internal reliability), and applicants should achieve the same results on a specific test regardless of when they complete it (test-retest reliability), or who was responsible for scoring it (inter-rater reliability).

Once again, the academic literature provides vast amounts of information regarding the reliability of common selection tests. However, the way in which the tests are utilised in practice can also affect the reliability of the test results. The academic literature and QPS's test administration processes will also be evaluated to help determine the reliability of QPS's psychometric testing process for recruits.

### Fairness

As the QPS endeavours to recruit a diverse range of individuals representing different gender, ethnic and age groups, care needs to be taken to ensure that the psychometric tests utilised do not inadvertently disadvantage certain groups of individuals.

Despite the value we place on testing fairness, there are limitations in the extent to which it can be achieved. According to the Standards for Educational and Psychological Testing (1999):

*"Absolute fairness to every examinee is impossible to attain, if for no other reasons than the facts that tests have imperfect reliability and that validity in any particular context is a matter of degree. But neither is any alternative selection or evaluation mechanism perfectly fair. Properly designed and used, tests can and do further societal goals of fairness and equality of opportunity..... the fairness of testing in any given context must be judged relative to that of feasible test and nontest alternatives." (p. 73).*



The Standards note that fairness can be defined and assessed in many ways, and there is no one, globally accepted criterion for test fairness. The Standards highlight several principles of fairness, three of which are particularly relevant to selection:

1. Fairness as equitable treatment in the testing process
2. Fairness as a lack of bias
3. Fairness as equitable outcomes of testing

The first principle of equitable treatment is typically achieved through the use of standardised tests, instructions, and scoring systems for all applicants.

The second principle of fairness requires that assessments be free of bias. Bias occurs when the same test measures different underlying attributes for different people. For example, a specific IQ assessment may measure general intelligence for native English speakers, but in contrast, it might provide a measure more closely reflecting English skills for those with English as a second language. Such a test may lead to a non-native English speaker being erroneously classified as having low intelligence. Appropriate tests are those which have omitted items that may be interpreted differently based on age, gender or ethnicity, and have statistical evidence that they are free of unlawful bias.

Bias in selection tests can be assessed by examining the relationship between assessment scores and future job performance across different groups in the population. If the relationship between a test score and future job performance differs across groups, bias is said to be evident. If the relationship is the same for each group, the presence of bias is not supported.

The third fairness principle requires equality of outcomes for all groups. That is, each group should obtain the same proportion of pass-rates for a given assessment. Equality of outcomes is a contentious principle that is not well supported in the testing literature. While differences in group pass-rates flag the need to further investigate potential bias, they do not in and of themselves indicate an unfair process. It is possible that a group may actually have lower average levels of a particular characteristic, and if this characteristic is job relevant and predicts future job performance equally for all groups, it is not considered unfair to measure that attribute.

The manuals and available literature for relevant psychometric assessments are examined herein to ensure that tests were designed according to fairness principles and that their use does not have an adverse impact on individuals based on group membership. Secondly, existing QPS data is explored to determine current pass rates for pertinent groups of applicants (recall, however, that this alone does not in and of itself indicate a biased process). At the outset of this review it was hoped that adequate job performance data could be obtained to assess the relationship between assessment scores and performance indicators for different applicant groups. Such an investigation would address the second principle of fairness (e.g., fairness as a lack of bias). However, such data could not be obtained for this review and will need to be collected for future research within the QPS.

#### Cost Effectiveness

Effective selectors need to ensure that they are utilising tests that provide the most value for money, and that they use these tests in a way that is cost effective. Firstly, a decision needs to be made whether a more expensive test offers meaningful incremental prediction to the selection process, over and above a less expensive but otherwise sound test. A decision must then be made regarding the point at which to administer the test in the selection process, with consideration given to the expense and importance of other selection techniques. The costs associated with the different psychometric assessments and their relative utility are reviewed herein.

#### Practicality

The assessments and processes used in psychometric testing need to be practical. The time, effort and resources required to complete the testing needs to be proportional to the benefits derived, and efficient when compared to other testing options. For example, organisations need to consider whether it is practical to put recruits through five hours of testing, when three hours of testing with alternate instruments would achieve a comparable result.

The different testing options available to the QPS will be compared on criteria such as time intensity and required resources.

### **Data Collection**

Six primary sources of information were utilised for this review: Organisational and industry information, stakeholder interviews, academic literature reviews, subject matter expert discussions, observation of a testing session, and existing QPS psychometric assessment and performance data for recruits and applicants.

### Organisational and Industry Information

Relevant organisational and industry information was collected and analysed at the outset of the review. This information included results from existing job analyses, position descriptions, procedural manuals and previous review reports.

This information helped to ensure:

- A thorough understanding of current recruitment procedures and rationales
- An awareness of any ongoing debates surrounding the psychometric testing process
- An alignment of review recommendations with the current strategic directions of the QPS

Key organisational and industry documents considered for this review included:

- Defining the Role of the General Duties Constable: A Job Analysis (Kaczmarek & Packer, 1996)
- Organisational Statement of Inherent Requirements of a Frontline Police Officer (APPSC)
- QPS General Duties Police Officer Position Description
- Police for the Future: Review of Recruitment and Selection for the Queensland Police Service (PEAC, 1998)
- Psychometric Assessment Test Instructions (Internal QPS manual, May 2006)
- A Psychological Resource Manual for Queensland Police Service Selection Panels (Internal manual prepared by Phillips, 2004)
- Recruitment overview ([www.police.qld.gov.au/recruiting](http://www.police.qld.gov.au/recruiting))
- Psychological Assessments Administered by the Recruiting Section (Internal report prepared by Craig & Scheldt, 2004)
- Validation of Test Battery, 45 Cut-Off Point, Norming and 16 PF-5 (Internal report prepared by Manktelow, 2006)
- Discharging Psychological Duty of Care: Obligations for Police Personnel (Report prepared for the 49<sup>th</sup> Australasian police Ministers' Council Senior Officers' Group, August 2005)
- Review of the Queensland Police Service Employee Assistance Service (Assure Programs, June 2006)
- QPS Stress Management Working Party: Final Report (February, 2002)

### Stakeholder Interviews

With the assistance of the QPS project team, stakeholders for the review were identified. Semi-structured interviews of 30 – 60 minutes were conducted with diverse stakeholders (N = 42) including:

- Deputy Chief Executive – Resource Management
- 4 Assistant Commissioners (representing metropolitan and regional areas)
- Director – Human Resource Division
- Manager – Human Resource Management Branch
- Acting Manager – Human Resource Development Branch (Academy)
- Occupational Psychologist
- Inspector of Recruiting
- Recruiting Officer
- 5 Human Service Officers (Psychologists representing metropolitan and regional areas)
- Sergeant – State Crime Operations Command
- 2 PartnerOne Assessment Administrators
- Officer in Charge - Equity and Diversity Unit
- 20 x First Year General Duties Constables (focus group format)
- Queensland Police Commissioned Officers Union Representative
- Queensland Police Union Representative

The purpose of stakeholder interviews was to identify current perceptions of the psychometric testing process, including the extent to which the process is viewed as comprehensive, effective, fair and

practical. Stakeholders were encouraged to identify areas of testing strength, weakness and suggestions for improvement. Appendix 3 outlines the types of questions utilised in the stakeholder interviews.

Although not all of the stakeholders were considered recruitment or testing specialists, their views on the testing process were none-the-less considered highly important. For example, if negative perceptions of the testing process existed within the QPS and the wider community, this could affect application rates, staff morale, and official complaints about the testing process. Such perceptions would need to be addressed, either through actual process changes and/or through stakeholder education (see Section 5.0 for a summary of stakeholder concerns).

#### Academic Literature Review

A comprehensive literature review was conducted in the following areas:

- Best Practice Psychometric Assessment for Selection
- General Mental Ability Assessments for Selection
- Personality Assessments for Selection
- Police Selection
- Specific Assessments of General Mental Ability, Personality and Psychopathology

This purpose of this literature review was to highlight best practice in psychometric testing for police selection, in order to establish a benchmark against which the current test battery and processes could be evaluated.

#### Subject Matter Expert Discussions

Apart from QPS subject matter experts, external specialists in police and public safety selection were also interviewed. The purpose of these interviews was to gather expert opinions on psychometric testing for recruit selection. Subject Matter Experts included psychologists and recruitment specialists from:

- New South Wales (NSW) Police Service
- South Australian (SA) Police Service
- Western Australian (WA) Police Service
- Northern Territory (NT) Police Service
- Tasmanian (TAS) Police Service
- New Zealand (NZ) Police Service
- Australian Federal Police (AFP)
- University of Southern Queensland
- Australian Council for Educational Research (ACER)
- Australian Institute of Forensic Psychology (AIFP)

#### Observation of Testing Session

A typical psychometric testing session was observed. The purpose was to:

- Ensure that test administration conformed with documented instructions
- Subjectively gauge candidate reactions to the testing process

Observations confirmed that test administration followed the standardised instructions, and was presented in a clear and precise way. Candidates tended to react in a positive manner towards the testing process, and there were no instances of negative reactions observed.

#### QPS Assessment Data

Psychometric assessment scores for a sample of 136 QPS applicants accepted into the Academy was compiled, along with additional HR and performance data, including:

- Academy Grades
- Sick Leave Data
- Complaints History

The purpose of this data was to validate the existing test battery. In order to be valid, the psychometric assessments utilised by the QPS need to be significantly related to one or more future indicators of police performance.

Data for a sample of 2938 recruit applicants was also obtained. This data included a breakdown of demographic groups and psychometric assessment scores. This data was used to investigate the pass-rates of different demographic groups within the applicant pool.

As mentioned previously, direct ratings of on-the-job performance were not available at the time of this review. Performance appraisal information (i.e., PPA data) was not recorded on officers' files. Furthermore, the usefulness of PPA data is questionable. Officer competencies are rated on a 3-point scale (not met, met, exceeds requirements). Anecdotally, it was reported that most officers tend to be scored at the 'met' level, severely restricting the variance of these scores, and their utility in validity research.

### **Data Analysis**

Data collected from the above sources are integrated throughout this report. Data collected from stakeholder interviews were content analysed and categorised into themes, resulting in a list of key stakeholder concerns (see Section 5.0). These concerns are addressed at relevant points in this report.

Data collected through subject matter expert interviews are summarised in various tables throughout the report (see Appendix 2 and Table 7.1.1).

Finally, QPS psychometric and performance data were analysed using conventional quantitative techniques. A description of data analysis methods is provided in Appendices 5 and 6.

## 5.0 SUMMARY OF STAKEHOLDER CONCERNS

Table 5.1 presents stakeholder concerns with the psychometric testing process for recruit selection. It should be noted that the perception of shortcomings does not necessarily mean that the shortcoming actually exists or constitutes a meaningful concern. However, all of these perceptions need to be addressed through process change or education in order to ensure a widely respected and utilised psychometric selection system.

Concerns can be classified into four key areas: concerns with the constructs being measured, the testing instruments used, the interpretation and utilisation of results, and other concerns.

**Table 5.1: Stakeholder Concerns with the Psychometric Testing Process**

Stakeholder Concern	Section that Addresses Concern
<b>Constructs Being Measured</b>	
<p>Psychopathology is not directly assessed, resulting in some unsuitable hires</p> <ul style="list-style-type: none"> <li>Stakeholders raised concerns that the QPS was not meeting its duty of care responsibilities by ensuring that candidates with psychopathology were screened-out during the selection phase. Stakeholders cited numerous examples of officers who 'should never have been accepted into the service'. Examples included individuals with suspected personality disorders and other forms of dysfunction behaviour.</li> <li>Whilst stakeholders noted that the relative frequency of pathology in recruits was low, the few cases that did arise had a significant impact on the recruit's health, the safety of coworkers and the community, and the productivity and reputation of the QPS.</li> <li>Stakeholders believed that the direct assessment of psychopathology, followed-up by a clinical interview would be a worthwhile investment for all parties concerned.</li> </ul>	9.0 & 9.1
<p>Low literacy rates among some recruits</p> <ul style="list-style-type: none"> <li>Stakeholders raised concerns that literacy among some recruits was at an unsatisfactory level. They perceived that adequate literacy was being assumed through educational attainments, and that such a process had proven misleading. Stakeholders wanted to see more direct assessments of literacy levels.</li> </ul>	10.0
<p>Memory and processing speed assessments have questionable relevance in selection</p> <ul style="list-style-type: none"> <li>Stakeholders raised concerns that memory and processing speed were not highly relevant or necessary abilities to be measured in recruit selection. Whilst memory plays a role in police work, stakeholders noted that officers were encouraged to immediately and thoroughly document information from incidents, and as such, exceptional memory was not necessary. In regards to processing speed, which is related to clerical skills, stakeholders noted that clerical skills could be easily learnt. Whilst clerical skills are frequently used in police work, they were not perceived as highly critical to officer performance.</li> </ul>	7.0
<p>'Common Sense' is not being assessed</p> <ul style="list-style-type: none"> <li>Stakeholders perceived that common sense was the most important attribute for a new recruit, however, it was not being assessed reliably in the selection process.</li> </ul>	6.0
<p>PACE applicant are not psychometrically assessed</p> <ul style="list-style-type: none"> <li>Stakeholders were concerned that PACE applicants were no longer being psychometrically assessed as part of the selection process. This was especially concerning to some who believed that past traumatic events associated with police work may make these candidates more prone to</li> </ul>	10.0

Stakeholder Concern	Section that Addresses Concern
<p><i>mental health problems than PROVE candidates. Furthermore, some stakeholders believed that PACE applicants often proved more difficult to manage than PROVE applicants, due to attitudinal issues.</i></p> <ul style="list-style-type: none"> <li><i>Stakeholders did not agree with the assumption that the selection processes of other police departments were necessarily thorough enough as to void the need for additional testing by the QPS. Furthermore, they were concerned that relying on reference checks as a primary selection device may occasionally result in other departments palming-off problem workers onto the QPS by giving them a good reference.</i></li> </ul>	
<p>Inability to distinguish between individuals suited to regional versus metropolitan postings</p> <ul style="list-style-type: none"> <li><i>Some stakeholders believed that different personality types would be more or less suited to regional or metropolitan postings, and that it would be beneficial to assess for this during selection.</i></li> </ul>	8.0
<p><b>Testing Instruments</b></p>	
<p>Out of date tests being utilised</p> <ul style="list-style-type: none"> <li><i>Some stakeholders were concerned that version 4 of the 16PF was inappropriate to use in QPS selection, as it is an older version of an assessment that was superseded 13 years ago.</i></li> </ul>	8.0 & 8.2
<p>Use of WAIS sub-test out of context</p> <ul style="list-style-type: none"> <li><i>Stakeholders thought that it was inappropriate to use the DSY and DSP assessments of the WAIS outside of the larger WAIS testing battery. They believed that this practice resulted in scores that were not accurately interpretable.</i></li> </ul>	7.2
<p>Copyright of DSY and DSP questionable</p> <ul style="list-style-type: none"> <li><i>Stakeholders noted that photocopied versions of the DSY and DSP assessments were being utilised and that this defied copyright laws.</i></li> </ul>	10
<p><b>Interpretation/Utilisation of Results</b></p>	
<p>Unknown meaning of the cognitive ability composite score</p>	7.1
<p>Unknown rationale for the cognitive ability cut-off score of 45</p>	7.1
<p>Cut-off scores being applied too rigidly</p>	7.1
<p>Cut-off scores not being enforced</p>	7.1
<p>Interviewers are not qualified to follow-up on psychometric findings in the interview</p> <ul style="list-style-type: none"> <li><i>Some stakeholders were concerned with the practice of asking panel interviewers to ask specific probing questions of candidates who were flagged as having potentially unsuitable personality profiles. Stakeholders were concerned that panel members did not have the psychological expertise to assess candidate responses in a way that would help determine their psychological suitability/unsuitability.</i></li> </ul>	8.1
<p><b>Other Concerns</b></p>	
<p>The volume of work required to be processed by the single occupational psychologist may not be conducive to thorough psychological evaluations for applicants.</p>	
<p>One stakeholder was concerned that introducing a measure of psychopathology may unfairly discriminate against individuals with mental health issues.</p>	9.0

## 6.0 ARE THE RIGHT THINGS BEING MEASURED?

This section examines whether the QPS is currently measuring appropriate psychological characteristics in the recruit selection process and whether additional characteristics should be assessed. In order to answer the question "Are the right things being measured?" existing job analysis data is reviewed, and combined with information from QPS stakeholder interviews and the wider policing literature.

### **Job Analysis Findings**

The first step in reviewing any selection system is to ensure that the system is based on a comprehensive and up-to-date job analysis. A job analysis guides organisations to choose selection activities that match the requirements of the job, and hence helps to ensure the legally defensibility of the resulting selection system.

In 1996 the Australasian Centre for Policing Research published a national job analysis for general duties constables in Australia (Kaczmarek & Packer, 1996). It was hoped that this job analysis would form the basis of standardised recruit selection practices across Australia (a goal which has yet to be realised). The job analysis involved 913 general duties officers (including constables and supervising officers) who completed a Job Analysis Questionnaire that had been designed using previous police research.

As a result of the job analysis, 25 core job activities for general duties constables were identified (see Appendix 4). The authors noted that the perception of the general duties constable position was "highly consistent across the sample regardless of the officers' gender, rank, jurisdiction, geographical location or length of service" (p. 19). Such a finding supports the use of the national job analysis results within the QPS.

As the national job analysis was wide reaching and methodologically sound, it provides a solid and defensible foundation on which to build a selection system. The general duties police officer Position Description (PD), currently used by the QPS, was compared to the national job analysis findings to ensure that they were consistent. Whilst worded differently, the key responsibilities outlined in the PD essentially paralleled the core activities arising from the national job analysis.

As the national job analysis was published in 1996 and the last revision of the QPS PD was conducted in 2003, extra steps were taken to ensure that the PD remained relevant for 2007. Police officers interviewed for this review generally agreed that the key selection criteria outlined in the QPS PD were relevant and did not require any meaningful revisions. The process of asking operational stakeholders to comment on the key selection criteria was not intended to be a comprehensive job analysis (which is beyond the scope of this review) but does give credible support to the ongoing validity of the current PD in use by the QPS.

It is important to note that some stakeholders expressed a need to measure "Common Sense" when selecting police officers. Many felt that this characteristic was in essence the most important quality for a police officer. Unfortunately, common sense is a vague construct that does not lend itself to being scientifically defined. It can mean different things to different people and in different situations. As a fine-grained definition for common sense does not currently exist, psychometric assessments are unable to provide a measure of this attribute.

### **Conclusion**

The current general duties police officer PD utilised by the QPS reflects the findings of a relevant job analysis and forms an appropriate foundation on which to base a valid and defensible selection process.

### **Matching Psychological Characteristics to the Position Description**

In addition to identifying 25 core job activities for general duties constables, the national job analysis also investigated the psychological characteristics that were required for each job activity. Specifically, experts in the area of psychology were asked to identify the psychological characteristics required for each of the 25 core job activities. Seventeen police psychologists and 50 masters in psychology students identified 42 psychological characteristics as requirements for satisfactory performance as a

general duties constable. The required characteristics are presented in Table 6.1 below, and can be classified into three broad areas: abilities, personality attributes and interpersonal skills. The authors noted that these characteristics closely aligned with those nominated by police officers that participated in their research, as well as with previous police research.

**Table 6.1: Psychological Characteristics Required for General Duties Policing (Kaczmarek & Packer, 1996)**

Abilities	Personality Attributes*	Interpersonal Skills
Manual Dexterity	Agreeableness	Interpersonal Relations Skills
Finger Dexterity	Responsibility	Communication Skills
Speed and Accuracy	Conformity	Conflict Resolution Skills
Mechanical Ability	Self-Control	
Clerical Ability	Cooperativeness	
Writing Ability	Flexibility	
Motor Skills	Sociability	
Spatial Relations	Objectivity	
Reading Comprehension	Conscientiousness	
Listening Comprehension	Assertiveness	
Judgement	Empathy	
Observation Skills	Sensitivity	
Memory	Integrity	
Decision Making Skills	Tolerance	
Deductive Reasoning	Trustworthiness	
Inductive Reasoning	Self-Esteem	
Abstract Reasoning	Morale Judgement	
Perceptions	Internal Locus of Control	
Vocabulary	Orderliness	
Spelling		

*\*Please note that different assessment can use different labels for similar traits*

It is important to note that not all of the psychological characteristics listed above need to be assessed in a comprehensive selection system because:

- Some of these characteristics overlap each other or represent aspects of the same over-arching trait (e.g., conformity, conscientiousness and orderliness)
- Some of these characteristics can be easily trained (e.g., clerical skills)
- Some of these characteristics relate to infrequent or less vital job activities (e.g., finger dexterity)

An appropriate way to help determine which psychological characteristics should be assessed involves linking these psychological characteristics to the key selection criteria highlighted in the PD. By their very nature, the key selection criteria have been deemed the most vital aspects to be assessed and held by candidates prior to selection – it follows that the personality characteristics related to these criteria are those that are most relevant to assess for selection.

Table 6.2 below shows the key selection criteria currently in use by the QPS and an indication of which psychological characteristics are related to each criterion. Please note that just because a particular psychological characteristic was not highlighted in the national job analysis, it does not automatically mean that this characteristic is inappropriate to assess in police selection. Experts who participated in the job analysis were given a list of psychological characteristics to draw from when linking traits to job activities. Whilst they were also able to use traits not on the provided list, it is possible that participants may have been inclined to simply stick with the traits presented on the list, thus overlooking other relevant traits.



**Table 6.2: Psychological Characteristics Related to the Key Selection Criteria**

	<b>Key Selection Criteria</b>	<b>Related Psychological Characteristics*</b>
<b>Essential</b>	Demonstrated high level of personal integrity, emotional stability and professionalism (Essential)	Normal Personality (combination of traits such as emotional stability, integrity, conscientiousness)  Absence of Psychopathology
<b>KSC1</b>	Ability and willingness to acquire sound knowledge of laws, regulations, policies and procedures relating to the duties of a police constable	Cognitive Ability (verbal reasoning)
<b>KSC2</b>	Ability to maintain effective working relationships with colleagues and members of the broader community, and respond to direction and instructions when necessary	Normal Personality (combination of traits such as agreeableness, warmth, conformity, conscientiousness)  Interpersonal Relations Skills
<b>KSC3</b>	Demonstrated reasoning and analytical ability required to research problems thoroughly, make decisions and carry out complex tasks to completion	Cognitive Ability (abstract reasoning)
<b>KSC4</b>	Mental and physical ability to perform operational activities affectively under unpredictable, emotional and sometimes extended and dangerous conditions	Normal Personality (combination of traits such as emotional stability, sensitivity, tension)  Absence of Psychopathology
<b>KSC5</b>	Ability to use operational equipment in a safe and effective manner	Normal Personality (combination of traits such as conformity, conscientiousness)
<b>KSC6</b>	Demonstrated effective oral and written communication skills and ability to negotiate and resolve conflict under different situations.	Cognitive Ability (verbal reasoning)  Normal Personality (combination of traits such as Dominance, warmth, sensitivity, self discipline)  Communication and Conflict Reasoning Skills

*\*As the QPS currently uses the 16PF-4 to measure personality, the trait labels used here come predominantly from this assessment. Trait labels for other assessments could equally be used here instead.*

As can be seen from Table 6.2 above, the key selection criteria for general duties constables can be linked to aspects of cognitive ability, normal adult personality and psychopathology. Links can also be made to assessments of interpersonal, communication, and conflict reasoning skills. Direct assessments of interpersonal communication skills are not typically considered the domain of paper-and-pencil psychometric assessments. These skills are best measured through work samples and role-play exercises. As such these skills will only be briefly discussed towards the end of this report, and do not constitute a focus of this review (see Section 10.0).

Now that job relevance has been established for assessments of cognitive ability, personality and psychopathology, this report will now turn to reviewing each of these assessment types in more detail.

<p><b>Conclusion</b></p> <ul style="list-style-type: none"> <li>Measures of Cognitive Ability, Normal Personality and Psychopathology can be linked to the job requirements of general duties police officers.</li> </ul>
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## 7.0 ASSESSING COGNITIVE ABILITY

### What is Cognitive Ability?

Cognitive ability is a measure of general mental ability (or intelligence). It provides an indication of a person's ability to learn, problem solve and perform in a large variety of contexts, including novel situations.

Cognitive ability assessments can be made up of a variety of items tapping into specific abilities such as verbal, numerical and abstract reasoning. A measure of 'general' cognitive ability typically incorporates items from several of these ability areas:

- Verbal ability assessments typically include items assessing vocabulary and ability to solve verbal problems. Verbal ability is more strongly linked to educative experience than most other specific ability assessments (e.g., it is a measure of crystallised intelligence).
- Numerical ability assessments contain items assessing basic computations, and ability to solve numerical problems.
- Abstract reasoning assessments involve a series of visual pattern with a missing component. Candidates are required to complete these patterns from a list of possible solutions. Whilst abstract in nature, these assessments provide an excellent measure of a person's ability to identify relationships, discern meaning in confusion, and problem solve in real life scenarios (Raven, Raven & Court, 2004). They are associated with skills such as inductive and deductive reasoning, working memory, perception, spatial reasoning and observation (Kaczmarek & Packer, 1997). As abstract reasoning assessments are almost language free, they are often referred to as non-verbal assessments. Scores are less dependent on educative experience than other cognitive ability measures (e.g., it is a measure of fluid intelligence).

In addition to the three core abilities mentioned above, other specific abilities can also be incorporated into cognitive ability test batteries, such as spatial reasoning, mechanical reasoning, processing speed and memory.

### Are Cognitive Ability Assessments Job Relevant and Valid?

There is extensive evidence linking cognitive ability to training performance and on the job performance for all major job types (e.g., Salgado, Anderson, Moscoso, Bertua & de Fruyt, 2003a; Salgado, Anderson, Moscoso, Bertua, de Fruyt & Rolland, 2003b; Schmidt & Hunter, 1998, 2004). In fact cognitive ability outperforms most other selection techniques in terms of its predictive validity. Such is its success, that it has been described as the primary tool for hiring decisions, with all other selection measures considered as supplementary (Schmidt & Hunter, 1998).

The evidence supporting the predicative validity of cognitive ability became so large that researchers turned to conducting generalisation studies. The purpose of these studies was to show that the predictive validity of cognitive ability extended to all occupations, situation and samples, thus making local validity studies unnecessary. The findings from this research confirmed that the predictive validity of cognitive ability was generalisable (e.g., Salgado et al., 2003a, 2003b).

Meta-analyses using police samples, provide evidence that cognitive ability is important for police training and on-the-job performance; although validities for predicting on-the-job police performance tend to be lower than that found in most other professions (Hirsh, Northrop & Schmidt, 1986; Salgado et al., 2003b). Researchers have suggested, however, that the independent nature of police work does not lend itself well to quality performance measures, and that lower validity coefficients may be the result of inadequate performance measures (Hirsh et al., 1986). Recent studies have continued to provide evidence of the importance of cognitive ability in police selection. For example, cognitive ability has been shown to predict Academy performance (Black, 2000), completion, and deviant work behaviours, as evidenced by officer reprimands, investigations, suspensions and terminations (Cuttlar & Muchinsky, 2006).

At a local level, QPS data has shown a robust link between cognitive ability and Academy performance (Burke, 1993; Waugh, 1996). This link was further supported by analyses for this review (see Appendix 6). Cognitive ability assessments were positively correlated with Academy grades, and in addition were negatively correlated with sick leave.

Not only is there empirical evidence supporting the use of cognitive ability in police selection, but there is theoretical evidence as well. The national job analysis revealed that verbal and abstract reasoning was an important requirement of police work, and recommended that such assessments form part of the screening process (Kaczmarek & Packer, 1996). In particular, verbal ability maps onto QPS key selection criteria one and six, and abstract reasoning maps onto selection criteria three.

The national job analysis did not recognise numerical reasoning as an essential attribute for police performance; however, several policing agencies contacted for this review still assess numerical ability for recruit selection. Discussion with one agency indicated that numerical reasoning was not a good performance predictor for their organisation, and that poor candidate results in this area were not weighted heavily in selection decisions. Similarly, previous research using QPS data indicated that numerical ability was not a strong predictor of academy performance (Waugh, 1996).

In total, the national job analysis identified 20 specific abilities/skills as requirements for police work; however, it recognised that not all abilities need to be explicitly measured for selection. Some abilities were overlapping, less integral for performance, or easily trained, and as such may not add any meaningful value to the selection process.

Two specific abilities currently assessed in QPS selection, fell within the category of potentially unnecessary (i.e., memory and processing speed). Whilst memory undoubtedly plays a role in police work, stakeholders noted that officers were encouraged to immediately and thoroughly document information from incidents, and not rely on their memory. As such, many stakeholders did not consider exceptional memory necessary for police work. Furthermore, researchers have noted that specific aptitude assessments largely measure general cognitive ability, plus some unique information specific to that ability (Schmidt & Hunter, 2004). In particular, it has been suggested that memory shares variance with general cognitive ability, and that assessments such as abstract reasoning already provide an basic indication of memory capacity (Kaczmarek & Packer, 1997). Indeed, a moderate positive relationship between memory and abstract reasoning was found for this review (see Appendix 6).

Recent QPS data analysed for this review indicates that memory is not significantly correlated to Academy performance (see Appendix 6). This finding aligns with Burke's (1993) second study; however, it differs from two other studies, which showed a small but significant correlation between memory and Academy performance (Burke, 1993 – study 1; Waugh, 1996). Given the reduced theoretical importance of memory to modern-day police work, and the findings from this review, memory is not considered a vital measure for police selection. Indeed, of the Australian and New Zealand Police Services contacted for this review, only Queensland utilised a specific assessment of memory for selection.

A similar argument exists for processing speed, which is related to clerical skills. Stakeholders noted that whilst clerical skills were frequently used in police work, they were not perceived as highly integral to officer performance, and were considered to be easily learnt. Again Kaczmarek and Packer (1997) noted aptitude for clerical work, could be essentially reflected in general measures of cognitive ability, and did not necessarily require a specific assessment of processing speed. While previous QPS research showed a significant relationship between processing speed and Academy performance (Burke, 1993; Waugh, 1996), this relationship was weaker for this review (see Appendix 6). Given its less important link to police work, processing speed is not considered a vital measure for police selection. Again, of the Australian and New Zealand Police Services who participated in this review, only Queensland utilised a specific assessment of processing speed for general duties recruits (although some agencies still utilised typing assessments for selection).

#### **Are Cognitive Ability Assessments Fair and Reliable?**

Reputable assessments of cognitive ability, show solid levels of internal and test-retest reliability, and the standardisation of these assessments ensures that inter-rating reliability is high. However, regardless of general high standards, the reliability of each assessment tool should be investigated on its individual merits before use.

The standardisation of cognitive ability assessments is one feature that helps to ensure test fairness. However, cognitive ability assessments are not without criticism. It is documented that minority groups often score lower on assessments of cognitive ability. Indeed an analysis of QPS data indicated that Aboriginal and Torres Strait Islander (ATSI) groups scored approximately one standard deviation or more below that of other candidates on several of the cognitive ability assessments (see Appendix 5). However, as noted previously just because a group scores lower on an assessment, it does not necessarily make that assessment biased. It is possible that a group may actually have lower average levels of a particular characteristic, and if this characteristic is job relevant and predicts future job performance equally for all groups, it is not considered unfair or biased to measure that attribute.

The literature shows little evidence that cognitive ability assessments are biased; however research in an Australian context is scant. International research has suggested that differential validity is quite uncommon, and that differences in test scores mostly reflect true population differences in cognitive ability (Hunter, Schmidt & Hunter, 1979; te Nijenhuis & van der Flier, 1997). Furthermore a large-scale review of the literature concluded that there was sufficient evidence to objectively claim:

*"The currently most widely used standardized tests of mental ability..... are, by and large, not biased against any of the native-born English-speaking minority groups on which the amount of research evidence is sufficient for an objective determination of bias, if the tests were in fact biased." (Jensen, 1980, p. ix)*

It should be noted, however, that bias in English-as-a-second -language immigrants, is less well understood (see te Nijenhuis & van der Flier, 1997 for more information).

Some organisations use racial norming, or differential cut-off scores to reduce potential or perceived bias. However, care needs to be taken in prescribing different cut-off scores or other types of score adjustments for specific groups. In the US, the Civil Rights Act (1991) outlaws the use of different cut-off scores or adjustments to scores based on group membership. The argument against using differential scoring consists of the following points:

- It may compromise the organisation as people without the minimum skill or ability levels to perform satisfactorily are allowed to enter the organisation
- It may be perceived as unfair to individuals who scored the same as members from the adjusted subgroup, but who unlike them, were rejected from the process
- It can stigmatise members of the adjusted subgroup within the organisation and the wider community (including those group members who passed the regular majority standard).

In situations where there is explicit evidence that cognitive ability scores differentially predict job performance for different groups of applicants (i.e., the predictive slope or regression line differs across groups), there is a strong argument for using different norms or cut-offs. Unfortunately, there was insufficient data available to investigate the regression lines for different QPS applicant groups in this review. Future QPS research is needed in this area; however, relatively small ATSI applicant numbers can be a barrier to this type of research.

Despite being outlawed in the US, a small proportion of American police departments still use different cut-off scores for gender/racial groups (5%), and a slightly larger percentage use different norms for these groups (13.3%, Cochrane et al., 2006). Within Australia only one of the responding agencies reported using different norms or cut-off scores for ATSI applicants. Australian police agencies typically used the same norms and cut-off scores for ATSI applicants, however they take into consideration cultural issues when reviewing ATSI candidates who do not meet cut-off criteria.

The QPS is one such agency that considers multiple sources of information prior to rejecting applications based on cognitive ability scores. Combined with a bridging program (i.e., the Justice Entry Program - JEP) to assist ATSI applicants to enter the Academy, the cognitive ability assessments do not appear to pose a threat to the cultural fairness of the QPS selection process.

It should be noted that the above discussion has not taken into consideration social values. Given appropriate legal endorsement, organisations may choose to make a values-driven decision to differentially select applicants based on group membership.

### **Are Cognitive Ability Assessments Cost-Effective and Practical?**

Cognitive ability is considered to be one of the most highly cost effective and practical selection techniques. Not only are cognitive ability assessments quickly administrable to large groups of individuals, but their high predictive validity can result in significant financial savings for an organisation. For example, researchers estimated that it would cost a particular US police department more than \$170 million over 10 years, if it were to remove the cognitive testing component from recruit selection (Hunter, 1979 in Hunter & Hunter, 1984).

Once manuals and test booklets have been purchased, the only on-going cost associated with cognitive ability assessments is the purchase of answer sheets for applicants.

Cognitive ability assessments can typically be administered in large groups, requiring only minimal administrative supervision. Individual assessments are often 10-15 minutes in duration; however, some assessments can extend to 45 minutes. Computer-based scoring is often available.

#### **Conclusions**

- There is sufficient evidence to support the job relevance, validity, reliability, fairness, cost-effectiveness and practicality of cognitive ability assessments for police selection.
- Cognitive ability predicts both Academy and on the job performance for police officers (however, cognitive ability may be a stronger predictor of Academy than on-the-job performance – future research using quality on-the-job performance measures is required to make this determination).
- Abstract and verbal reasoning ability are relevant to general duties police work and are suitable assessments for police selection.
- Numerical ability has weak ties to general duties police work and is a less vital assessment for recruit selection.
- Although relevant to policing, memory appears to be less vital to modern police work. It has non-significant to small correlations with Academy performance and the variance it accounts for may be captured by measures of general cognitive ability. It is not considered a vital measure for recruit selection.
- Although relevant to policing, processing speed (or clerical aptitude) is not considered a highly critical aspect of police work. Clerical speed may be enhanced through training and as such, it is considered a less vital assessment for recruit selection.
- Cognitive ability assessments show little evidence of test bias and can be fairly used in selection (i.e., by coupling generic norms and cut-off scores with a review process for candidates that do not meet minimum requirements).

## 7.1 COGNITIVE ABILITY: IMPLEMENTATION ISSUES

### The Current QPS Process

QPS candidates complete four cognitive ability assessments: CTA, SPM, DSY, DSP representing measures of verbal reasoning, abstract reasoning, processing speed and memory. Candidate scores on the four cognitive ability assessments are combined to give a single composite score for each candidate. A minimum composite score of 45 is required in order for the candidate to progress to the next selection hurdle. Candidates who do not meet the minimum cut-off score have their application reviewed by QPS's occupational psychologist. Based on their composite score and information in their application (such as education history), a professional judgement regarding whether the candidate should progress in the selection process is made.

### The Cognitive Ability Composite Score

A major concern, and source of confusion for stakeholder groups, is the meaning and validity of the cognitive ability composite score. The composite score is calculated by statistically combining the results of the four cognitive ability assessments (SPM, CTA, DSY and DSP) via the formulae reported below. The formulae produces a single score, which is evaluated against a pre-determined cut-off score to determine who will progress to the next round of selection.

The rationale for the composite score formula is unclear. No documentation on its creation appears to exist<sup>1</sup> and there seems to be ambiguity in the formula across the documents that refer to it<sup>2</sup>. Manktelow (2006) reports the following formulas for calculating the composite score. All scores in the formulas are standardised T-Scores (i.e, with a mean of 50 and standard deviation of 10)<sup>3,4</sup>:

Formula 1: If the difference between DSP and DSY >10:  
 $(SPM + CTA + DSY + DSP)/4$

Formula 2: If the difference between DSY and DSP <10  
 $(SPM + CTA + [(DSP + DSY)/2])/3$

Manktelow (2006) noted that there was no available rationale for applying different formulas based on the size of the difference between the DSY and DSP scores. Further investigation for this review, also

<sup>1</sup> An external consultant to the QPS (Mr Johnstone, previously of the University of Queensland Department of Psychology) is accredited for creating the formula and compiling the original normative sample. Previous attempts to contact Mr Johnstone for clarification and information have been unsuccessful (Manktelow, 2006).

<sup>2</sup> Burke (1993) reported the following formula (bear in mind that Mechanical Reasoning (MR) and Spatial Reasoning (SR) were still in use at this time):

$$[SPM + CTA + (MR + SR)/2 * (if MR - SR < 10) + (DSY + DSP)/2 * (if DSY < DSP)]/4^{**}$$

\* If 10 or greater difference, test scores are taken individually

\*\* This number is relevant to the number of test scores taken individually

There is a contradiction arising from the DSY and DSP element in the equation. The astricts indicates the formula applies when the difference between DSY and DSP is greater than 10. However, the 'if' command adjacent to it indicates that the formula applies when DSY is smaller than DSP. It is unclear whether both or only 1 of these conditions apply.

<sup>3</sup> The excel workbook which the QPS uses to convert test scores into standardised and composite scores describes the standard scores as Z-Scores. Given the absolute values of the standardised scores within the workbook, this appears to be a reporting error.

<sup>4</sup> Please note that that the original test battery, had an extended formula, including scores for Mechanical Reasoning, Spatial Reasoning and Numerical Ability. The elements of the formula relating to these scores were simply removed, and the final divisor was adjusted to reflect the new number of assessments in the battery

failed to produce a logical rationale for the dual formula. In line with Manktelow's suggestion, it appears more logical to simply calculate the mean score across the four assessments (i.e., add the four standard scores together and divide by four, as in Formula 1 above).

Another stakeholder concern with the composite score was that very poor performance in one testing component could be masked by superior performance in another component. So a candidate could, for example, score well below average in verbal ability but move through the selection process because of high scores on memory and processing speed. Given that each cognitive ability component measured is job relevant, below average scores on a particular component requires the specific attention of selectors.

Despite the theoretical rationale to abolish the composite score, analyses for this and previous reviews showed that it was a good predictor of Academy performance (see Appendix 6). No evidence is available for its ability to predict on-the-job performance.

### **The Cognitive Ability Cut-Off Score**

Another major concern and source of confusion for QPS stakeholders is the meaning and validity of the cut-off score which is applied to the cognitive ability composite score. Currently, a composite score of 45 is deemed the minimum requirement for progression in the QPS selection process. Stakeholders have expressed concerns about the validity of the cut-off score (what the number 45 means and whether or not it is set too high or too low for on-the-job performance requirements).

Assuming that all individual test scores are converted into T-Scores (with a mean of 50 and standard deviation of 10), a cut-off score of 45 for each individual assessment represents a score 0.5 of a standard deviation below the mean. The *likely* rationale for this cut-off score is as follows. The score developer thought it appropriate that only individuals with at least an average level of intelligence should enter the Police Service (a sentiment that has also been echoed elsewhere, see Table 7.1.1). However, as there is a degree of error associated with any measurement (psychometric or otherwise), the scores within an appropriate margin of the mean are also considered acceptable. In this case, the margin was set at 0.5 of a standard deviation (or 5 points) below the mean.

A T-Score of 45 can also be expressed in a number of other ways. It equates to someone at the 32% for intelligence or an IQ equivalent score of 92.5. Regardless of how it is expressed, it is still considered to be within the 'average range' of intelligence for adults. The problem lies, however, that when T-Scores for assessments are averaged (as they are when the composite score is calculated), the resulting score no longer holds the exact same properties of a T-Score (in particular the standard deviation can change, and hence the corresponding percentile scores may change). Therefore the composite score cut-off of 45 does not equate to someone at approximately the 32% of intelligence or an IQ of 92.5 as implied in previous reports (e.g., Burke, 1993; PEAC, 1998).

According to the original norm set, a composite score of 45 lies between the 16.8% – 23.67% (depending upon the candidate's age). Manktelow's (2006) re-norming places the composite score of 45 at the 18.10%, which approximately equates to a T-Score of 41 or an IQ of 87. It seems that a composite score of 45 equates to a lower IQ score than was assumed by some QPS stakeholders, and it is possible that this cut-score is lower than what was originally intended by the score developer.

Putting aside the fact that the composite score is not re-standardised after computation, it still remains unclear why 0.5 of a standard deviation from the mean was chosen as the acceptable margin on which to base the cut-off score. In the absence of further information about the cut-off score's development, the margin of 0.5 of a standard deviation appears to be an arbitrary (although, not unreasonable) figure (in fact other assessment tools, such as the NEO specify a T-Score of 45 as being the lower limit of average). A more psychometrically justifiable approach, however, would be to select a cut-off score that was two Standard Error of Measurements (SEM) below the mean for each assessment (the SEM is a numerical value associated with each psychometric assessment. It can be used to provide a degree of confidence that an individual's true score actually lies within a specified range of scores). Using a cut-off score of 2 x SEM below the mean would allow selectors to be 95% confident that all individuals who truly have an average or higher level of cognitive ability would be accepted through to the next round of selection.

As noted previously, there is consensus that cut-off scores should only be utilised when there is clear empirical evidence linking the score to minimum performance requirements of the job. Meaningful job performance data was not available for this review, therefore potential cut-off scores were unable to be empirically evaluated herein. Future research into establishing valid cut-off scores for the QPS is strongly recommended. The expectation is that large organisations, such as the QPS, have a responsibility to maintain appropriate data, and conduct regular empirical investigations to evaluate their psychometric assessment systems (Blau, 1994; EEO Commission Guideline, 1978 in Kaplan & Saccuzzo, 2005; Standards for Educational and Psychological Testing, 1999). Failure to do so may reflect badly on organisations if their selection systems were to be legally challenged.

In instances where there is inadequate local data to empirically determine a suitable cut-off score, professional judgement is required to determine minimum standards (Standards for Educational and Psychological Testing, 1999). Given that there is no local validity data to guide the development of a cut-off score, the existing psychological literature and common industry practice will be used here for guidance. Table 7.1.1 below indicates the cut-off scores that are implied or used by various authors and organisations (please note that some cut-off scores are extrapolated from information provided by these sources. One agency asked to remain anonymous, so agency names are removed). As the table indicates, there is a consensus towards selecting candidates who achieve at least an average level of intelligence.

**Table 7.1.1 Suggested Cognitive Ability Cut-Off Scores for Police Recruits**

Data Source	Suggested Cut-Off Score* (& Approximate Equivalents)		
	IQ	T-Score	Percentile
<b>QPS (current cut off)</b>	<b>87</b>	<b>41</b>	<b>19%</b>
Australian Police Agency 'A'	95	46.5	37%
International Police Agency	96	47.5	40%
Australian Police Agency 'B'	98	49	45%
Kaczmarek and Packer (1997)	100	50	50%
Australian Police Agency 'C'	100	50	50%
Wonderlic (2002)	102	51?	55%?
Australian Police Agency 'D' (supplementary assessments are given to candidates whose scores are below the cut-off but above scores in parenthesis)	104 (100)	52 (50)	60% (50%)
Australian Police Agency 'E'	105	53.5	63%

*\*It should be noted that some organisations use general population norms, whereas others use local police applicant norms. As such, cut-off scores presented above are not 100% comparable. However, based on information gathered from subject matter experts, police applicant norms appear to be similar to (or a fraction higher than) general population norms.*

#### **Screening-In or Screening-Out Applicants Based on Cognitive Ability**

In their review of psychometric screening for police selection, Kaczmarek and Packer (1997) noted that whilst police recruits required at least an average level of intelligence, the need for superior intelligence was not evident. As such, they recommended that cognitive ability assessments be used to screen-out candidates with below average intellect, as opposed to screening in candidates with especially high scores. Using cognitive ability to screen-out unsuitable police candidates is also recommended elsewhere (e.g., Cuttler & Muchinsky, 2006).

When it comes to screening-out candidates, some stakeholders have expressed concerns that the cut-off score of 45 is applied too rigidly in the selection process, with individuals falling shy of this score being immediately rejected from further consideration. It should be noted, however, that the current process of the QPS is to have the occupational psychologist review the applications of individuals who did not reach the minimum cut-off score. The psychologist then offers a professional opinion about the suitability of the candidate, based on their cognitive ability results, education history and other relevant information in their application.



The practice of using cut-scores as rigid selection criteria is highly discouraged in the psychometric field. For example Blau (1994) stated that:

*"Specific cutoff scores should only be used when there is clear evidence that such scores are valid, and have been cross-validated in research studies in the agency where they are being used" (p. 94-95)*

This sentiment is also echoed in the Pre-employment Psychological Evaluation Services Guidelines endorsed by the International Association of Chiefs of Police (2004).

A concern with the rigid use of cut-off scores is that there is likely to be no stark difference between those individuals who score immediately above or below the cut-off. A cut-off score is therefore to some extent an arbitrary line in the sand. Despite these limitations, however, cut-off scores serve a highly practical purpose in large-scale recruitment processes in quickly identifying individuals who may not meet minimum ability requirements for a specific role. Over 69% of police organisations that responded to a US national survey on psychometric selection practices indicated that they used a minimum cut-off score in their selection process (Cochrane et al., 2006). Approximately 16% evaluated psychometric performance in conjunction with all other selection measures, whereas 21.2% utilised a minimum cut off scored, followed by a global approach.

Rather than using cut-scores per se, it is often preferable for organisations to use flag-scores. Instead of candidates being rigidly cut from the selection process based on a cut-off score, candidates who fail to meet the flag score are 'flagged' for further consideration, and have their files reviewed by a psychologist. The psychologist takes into consideration all cognitive ability results, academic history and other relevant factors to make a professional judgement about the suitability of the candidate. Such an approach conforms with best practice standards for the use of psychometric assessment results in selection, and mirrors the current approach being used by the QPS (albeit, under a different label). By relabelling the cut-off score as a flag score, it may assist in educating stakeholders about the actual and intended use of these scores.

Several policing agencies interviewed for this review, invited applicants that did not meet cut-off requirements to resit the cognitive assessments after a minimum period of time (for e.g., 6 weeks). Some agencies explicitly provided candidates with developmental advice prior to having them resit assessments.

Using flag-scores in a selection process requires the occupational psychologist to use their professional judgement in determining a candidate's suitability to progress in the selection process. However, by incorporating expert judgement into the selection process, it leaves open the possibility that an overly inclusive culture may develop, such that a tendency to accept all candidates emerges, regardless of cognitive ability scores. Several QPS stakeholders have raised this concern.

When using flag-scores, selecting psychologists need to be mindful that there are substantial dangers (physical, emotional and financial) associated with hiring a person into the police force without an appropriate level of cognitive ability to guide their behaviours and decision making processes. Current QPS data suggest that approximately 21% of applicants fall below the cut-off score, however, only 1.3% of applicants were removed at the psychometric hurdle (in contrast, one external subject matter expert indicated that approximately one third of applicants are removed at their psychometric screening phase).

A second concern with utilising professional judgement in selection processes is that complaints may arise if one person was rejected from the selection process because of their cognitive ability results, but another person with similar circumstances was not. Selecting psychologists will need to be mindful of maintaining consistent standards and ensuring that that have an appropriate rationale for progressing or ceasing a candidate's application.

In order to assist consistent professional judgements and minimise the risk of eroding minimum standards, it is recommended that the occupational psychologist document their rationale for progressing or ceasing a candidate's application based on their results. The psychologist's professional judgments can then be reviewed at regular intervals to ensure that the flag-score system continues to operate effectively and add value to the wider selection process.

### **Cognitive Ability Norms**

Currently the QPS uses the original cognitive ability norm set based on 1152 QPS recruit applicants. Detailed information about this norm set could not be located for this review. Therefore, it remains unknown whether this norm set is representative and appropriate for use. Another concern with this norm set is that some assessments in the cognitive ability battery are age normed (CTA and DSY), whereas others utilise combined norms regardless of age (SPM and DSP). It is unclear why half of the assessments were age normed, and half were not.

Consensus regarding whether to age norm assessments of cognitive ability has not been reached in the academic literature. The decision to age norm depends in part on the purpose of the assessment. For example, when it comes to a pure clinical evaluation of a person's mental functioning, it is useful to compare individuals to members of their own age group. However, for selection purposes, organisations are interested in whether the person has the ability to do a particular job. As the job is the same for all individuals regardless of age, it follows that the ability requirements for the job should be the same regardless of age. For this reason, age norming is typically not used in selection. The same rationale extends to the use of gender and racial norms. Unless it is evident that assessments have differential predictive validity for demographic groups (or there is a legally endorsed exemption for a specific group of applicants put in place to meet desirable social goals), generic norms should be used for the entire applicant pool.

The next decision for the QPS is whether to use local (QPS) or general adult norms for cognitive ability assessments. Local norms are often preferable in many contexts because they provide a contextually meaningful benchmark on which to compare applicants. However the recommendation of this report is to use general population norms (as provided in the assessment manuals), at least in the immediate short term. The reasons why general population norms are recommended in this instance are as follows:

- It is likely that several adjustments to the testing process and battery may be made as a result of this review. Meaningful changes to a testing process require a re-norming of the assessment battery. Local norms will therefore not exist for an amended test battery, until an adequate number of individuals have been assessed through the process.
- As it stands the general consensus in the literature is that police officers require at least an average level of intelligence relative to the general population. Currently, the QPS uses local norms based on 1152 recruit applicants. Little is known about this applicant group (i.e., how representative the sample is and how scores compare to those of the general population).

Ideally future research within the QPS will further define the minimum cognitive requirements for a general duties officer, based on job performance data. However, until this time the existing general population benchmark appears the most justifiable option.

### **Conclusions**

- The cognitive ability composite score predicts Academy performance.
- In the absence of further information, the composite scores appears to be based on several flawed assumptions (i.e., that DSY and DSP scores which differ more than 10 standard points require different treatment from scores that differ by less than 10 standard points; and that averaging T-Scores retains the statistical properties of T-Scores).
- The practice of combining individual assessment scores into a composite score can mask job relevant information from selectors.
- The current cut-score of 45 may be lower than what was originally intended by the score developer. It represents an IQ equivalent score of 87 or the 19% of intelligence.
- There is a consensus that police require at least an average level of intelligence relative to the general population. There is little evidence to suggest that superior intelligence is required.
- Relabelling the cut-score to a flag-score may help educate stakeholders regarding the actual and intended use of these scores.
- A flag-score equalling 2 x SEM below the general population mean is an acceptable flag score for police recruits.

## 7.2 A CRITIQUE OF COGNITIVE ABILITY INVENTORIES

There are numerous cognitive ability measures commercially available for use in selection systems, and it is impractical to provide a review of each here. A select number of reputable and reasonably priced assessments are reviewed here for consideration. It should be noted, however, that alternative assessments may also be acceptable.

### **Raven's Standard Progressive Matrices (SPM) – Abstract Reasoning**

The SPM is a measure of abstract or non-verbal reasoning ability. It was first published in 1938 and has been revised several times, with 2000 being the latest edition, and updates conducted in 2004 (Author: Raven). The SPM comes in three forms: classic, parallel and plus. The classic version is currently used by the QPS.

The SPM was designed to measure general intelligence (i.e., Spearman's 'g') which is believed to be the factor that underpins an individual's core reasoning ability and all measures of cognitive functioning (de Lamos, 1989). The SPM provides an indication of a candidate's educative ability, including inductive and deductive reasoning, short-term working memory, perception, spatial reasoning and observation skills (Kaczmarek & Packer, 1997).

The SPM is suitable for use in clinical, educational and organisational contexts, such as personnel selection, and has been used widely in Australia for such purposes (de Lamos, 1989). For example, several Australian law enforcement agencies use the SPM for general duties recruit selection (e.g., QLD, SA, WA, AFP). In a review of cognitive ability assessments, the SPM was deemed an appropriate assessment for use in police selection by the Australasian Centre for Policing Research (Kaczmarek & Packer, 1997).

Australian norms exist for the SPM, although they are now dated. The norms were based on a 1986 restandardisation study (de Lamos, 1989). The adult norms are based on a nationally representative sample of year 10 and 11 students, who were selected to approximate census data. Year 10 students are commonly used as a proxy for general adult ability. However, year 11 norms are suggested for positions requiring year 11 and 12 education (such as contemporary police work). Combined gender norms are available for year 10 and 11 students and for timed and un-timed versions of the assessment. More recent British, US and international norms are available in the 2004 manual. As cognitive ability levels for the general population has tended to gradually increase overtime, it is advisable to use updated British (or alternatively US) norms for selection.

The SPM is briefly reviewed below according to the six principles of effective selection.

#### Job Relevance

The SPM provides a measure of abstract reasoning which is linked to a range of abilities highlighted by the national job analysis as requirements for police work (e.g., abstract reasoning, inductive reasoning, deductive reasoning, memory, perception, spatial relations and observation skills). Abstract reasoning can also be directly linked to key selection criteria two for QPS recruits. The SPM is therefore a job relevant assessment tool.

#### Validity

The SPM has been described as one of the purest measures of general 'g' available (e.g., Jensen, 1980), and support for the test's validity is substantial (for a review see: de Lamos, 1989; Kaczmarek & Packer, 1997; Raven et al., 2004). Multiple studies using local QPS data show that the SPM is significantly correlated to measures of Academy performance (Burke, 1993; Waugh, 1996).

More recent analyses for this review also support the predictive validity of the SPM. The SPM was positively correlated with Academy performance and negatively correlated with sick leave. As SPM scores increased, Academy grades increased and sick leave decreased. In the current analysis, the SPM did not predict Academy performance once the effects of the CTA were controlled for. It appears that the SPM and CTA share some important variance (possibly 'g'). Given that Academy grades are based on written assignments and exams, the fact that the SPM did not add to the CTA (a measure of verbal reasoning) in the prediction of Academy performance is not surprising. Performance indicators that are less verbal in nature are likely to yield higher correlations with abstract reasoning ability.

### Reliability

The SPM shows good reliability (Raven et al., 2004). Using data relevant to Australian adults, the SPM has an internal consistency of .76 - .81, and test-retest reliability estimates of .80 - .81 for timed and un-timed administrations (de Lamos, 1989).

### Fairness

As the SPM is a non-verbal assessment of mental ability, it is often considered to be an especially fair assessment of mental ability for individuals with different cultural or non-English speaking backgrounds. Specifically, performance on the SPM is considered to be relatively independent of language skills (de Lamos, 1989).

The Australian restandardisation study indicated that students who spoke English at home tended to score higher than students that did not speak English at home; however, correlations between performance on the SPM and other reports of scholastic ability were similar for all students regardless of their language background (suggesting an absence of bias). Furthermore, research cited in the latest test manual provides additional evidence that the SPM has similar predictive validity for different ethnic groups (Raven et al., 2004).

Given the age of the SPM, some people raise concerns that its items may be available to enterprising candidates (either through the Internet or other means). This seems an unlikely scenario, as an assessment's integrity is highly protected by the professional community, and the majority of candidates are unlikely to have the knowledge required to source such assessments. Furthermore, this argument could be applied to almost all psychometric assessments. One way to help reduce the possibility of pre-testing exposure to specific assessments is to refrain from advertising the assessment titles to candidates (currently assessment titles are advertised on the QPS website).

### Cost Effectiveness

The QPS already owns ample copies of the SPM test booklet for large group testing sessions. Consumable response sheets and up-dated manuals/norms can be purchased from the Australian Distributor: Harcourt Assessment. Pricing as at March 2007 is as follows:

#### *One-Off Expenses*

2003 SPM Professional Manual & Norms	A\$148.50
10 Reusable Test Booklets:	A\$ 590.70 – QPS has multiple copies already

#### *Consumable Expenses*

10 Hand-Scoreable Answer Sheets	A\$50.50
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### Practicality

The SPM can be administered as a timed (20-minutes) or un-timed (45-minute) assessment. Typically timed cognitive ability assessments are utilised in employee selection. Timed assessments give an indication of the speed in which a candidate can problem solve, and they also help reduce the administration time of test batteries.

Un-timed assessments are sometimes considered useful for assessing the ability of older adults and individuals of different cultural or non-English speaking backgrounds. However the nature of police work regularly requires officers to make fast decisions (Boni, 2002), and as such speed assessments are often considered appropriate for police selection. In fact, of the all the state and international police services contributing to this review, only Queensland utilised un-timed cognitive ability assessments.

Using an Australian sample, timed and un-timed administrations of the SPM did not differ meaningfully in their correlations with performance ratings, suggesting that the shorter timed-version is a more practical application of the assessment. It should be noted, however, that correlations between the SPM and performance ratings were higher for un-timed versus timed administrations for individuals with a non-English speaking background, although the difference between correlation coefficients was reasonably small (a maximum different of  $r = .04$ ).

Whilst it is common practice in Australia to use timed SPM assessments, the test manual suggests that there may be limitations with this practice. Specifically, SPM items are arranged in five different sets.

Within each set, successive items increase in difficulty. As such, some candidates may spend more time trying to get the difficult questions on one set right, while another candidate may skip over the difficult questions to proceed with the easier questions of the next set. As scores for the SPM are based on the total number of correct responses, the person who took the later approach will likely perform better.

This potential limitation can be at least partially addressed by instructing candidates to not spend too much time on any one question. Furthermore, when reviewing potentially unsuitable candidates, the psychologist can also take into consideration the accuracy of the candidate's responses, relative to the number of items completed. For example, candidates who completed fewer items with higher accuracy may be viewed more favourably than those who completed many items inaccurately. Unfortunately, however, updated norm sets do not provide norms for timed administrations (however, earlier Australian norms for timed assessments are available).

As cognitive ability results are individually reviewed prior to screening-out applicants, the implementation of a shorter timed-version of these assessments would likely result in similar outcomes from a more practical process. However, as recent timed norms are unavailable, it is suggested that the un-timed version of the SPM be utilised until the validity of timed-administrations is assessed locally and a timed-normative sample is developed (This may be achieved through an internal pilot study or norms borrowed from another police agency).

Other issues relevant to practicality:

- The assessment is completed in paper-and-pencil format, allowing group testing sessions
- Hand-scoreable answer sheets are available from the test distributor, however optically scannable answer sheets are not available. The QPS has arranged for the design and supply of Optically-scannable answer sheets for quick computer scoring; however, copyright implications for this practice needs to be explored further (see Section 10.0 for further discussion).

#### Conclusion

The SPM is an acceptable measure of abstract reasoning ability to use in the selection of police recruits. The assessment is job relevant and has sound evidence of validity, reliability and fairness. It can be administered in a reasonable period of time (especially when a timed administration is used) and the continued use of this assessment is cost efficient for the QPS as they already own large numbers of test booklets for this assessment.

#### **ACER Test of Abstract Reasoning (TAR) – Abstract Reasoning**

The TAR is a measure of abstract or non-verbal reasoning ability. It was developed by taking select items from two existing ACER measures (Middle Years Ability Test and Aptitude Profile Test Series), and is considered suitable for personnel selection and career guidance.

TAR norms are based on a sample of 151 Australian adults, who were recruited from graduate recruitment programs, university and TAFE premises, Centrelink and job network premises, community organisations and other locations. However, the sample is not considered representative of the Australian population.

The TAR is briefly reviewed below according to the six principles of effective selection.

#### Job Relevance

The TAR provides a measure abstract reasoning which is linked to a range of abilities highlighted by the national job analysis as requirements for police work (e.g., abstract reasoning, inductive reasoning, deductive reasoning, memory, perception, spatial relations and observation skills). Abstract reasoning can also be directly linked to key selection criteria two for QPS recruits. The TAR is therefore a job relevant assessment tool.

#### Validity

There is evidence for the construct validity of the TAR, however such evidence is scant. The TAR manual highlights a study comparing TAR scores of 151 Australian adults to scores on the Raven's SPM. The TAR short-form had a raw score correlation with the SPM of .71, supporting its validity

(ACER, 2005). No additional information regarding the TAR's validity could be sourced, and no reports of its use in a police selection context were found.

#### Reliability

The overall internal consistency of the TAR short form was high,  $r = .87$ , however, no test-retest reliability data has been reported for the assessment (ACER, 2005).

#### Fairness

As the TAR is a non-verbal assessment, and has been promoted by the distributors as a suitable assessment for candidates from non-English speaking backgrounds (ACER, 2005). No empirical investigations of potential test bias appear to be available for this assessment.

#### Cost Effectiveness

TAR testing resources can be purchased from ACER (Australian Council for Educational Research). Pricing as at March 2007 is as follows:

##### *One-Off Expenses*

Manual	Free upon purchase of TAR assessments
1 Reusable Test Booklet	A\$19.95

##### *Consumable Expenses*

10 Answer Sheets	A\$89.95
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(Non-scannable and includes the cost of on-line scoring)

#### Practicality

- The TAR can be administered in short-form (45 items, 20 minutes) or long-form (60 items, 25 minutes). The long form is considered a more advanced assessment, and as such, the short-form appears most appropriate for recruit selection.
- The assessment can be completed in paper-and-pencil format, allowing group-testing sessions. (On-line assessments are also available if required)
- The process for scoring the TAR does not fit nicely into QPS's current approach to in-house scanning and scoring. Standard (non-scannable) answer sheets are available from the test distributor, however scoring formula and norms are not available. Instead, TAR scores need to be manually entered into an on-line program for automatic scoring. The cost of on-line scoring is included in the cost of the standard answer sheets.

While optically scannable answer sheets are available from the distributor at no cost, they are intended to be used only for the ACER Test Scoring Service, which involves sending response sheets to ACER for scoring (this service incurs a fee).

#### Conclusion

The TAR is a job relevant assessment, which shows some evidence of construct validity; however its supporting evidence is not substantial, and the norms used for the assessment are not considered to be representative of the general adult population. Future research is needed before the TAR could be considered a highly recommended assessment for police selection.

Finally, the standard scoring procedures for the TAR do not align with QPS's current approach to in-house scanning and scoring.

#### **Watson-Glaser Critical Thinking Appraisal (CTA) – Critical Thinking/Verbal Reasoning**

The CTA is a measure of higher-level verbal reasoning ability. It was first published in the 1942, with the most recent up-date published in 2001 (Authors: Watson & Glaser, 2001). The 2001 up-date includes new norms, however the items remain the same as the previous 1980 edition. The up-dated CTA norms consist of over 1500 individuals from the UK, covering a variety of occupations including police services. UK norms are generally considered acceptable for use within Australia.

The CTA is considered appropriate for personnel selection for jobs that are at higher levels of an organisation. The QPS currently utilises the CTA for recruit selection. The WA Police Service also

utilises the CTA for selection purposes, but not for general duties recruits; rather the CTA is reserved for higher-level or specialist positions.

The CTA assesses five key areas of critical thinking, including drawing inferences, recognising assumptions, deductive reasoning, logical interpretation, and argument evaluation. Candidates are given a series of written statements, and are required to evaluate the validity of propositions relating to these statements.

The CTA is briefly reviewed below according to the six principles of effective selection.

#### Job Relevance

As the CTA is a highly demanding measure of critical thinking, generally reserved for management or management-track positions, concern has been expressed that the assessment is not appropriate for general duties recruit selection. For example, an investigation into the appropriateness of the CTA for Australian police selection stated that:

*"...although it is clear that problem solving skills are required of new recruits, it is questionable whether the critical thinking skills measured by the [CTA] match the job requirements in terms of the nature and range of critical thinking skills assessed" (Kaczmarek & Packer, 2007, p. 32)*

The authors went on to conclude that the CTA was an unsuitable assessment for the national screening of police recruits. Several subject matter experts interviewed for this review also expressed similar sentiments.

#### Validity

Studies have shown a link between CTA performance and academic achievement. For example, two studies using local QPS data have indicated that the CTA significantly predicts police Academy performance (Burke, 1993; Waugh, 1996). Analyses for the current review also showed a significant relationship between the CTA and Academy grades (see Appendix 6). In fact, out of all the cognitive ability measures, the CTA accounted for the majority of variance in Academy performance. Given that Academy performance was largely based on written assignments and exams, this finding is not surprising. Despite its relationship with academic performance there is little research supporting the predictive validity of the CTA for on- the-job performance.

The CTA has been criticised widely for having inexplicable construct validity (Woehlke, 1984). That is, it is unclear exactly what the CTA measures. In addition, the CTA has been criticised for its dated items, which may no longer contain controversial content as originally intended (Kaczmarek & Packer, 1997). Controversial content is the cornerstone of the CTA, as it is proposed to create emotive messages for respondents to work with.

#### Reliability

Reliability for the CTA is acceptable. Internal reliability ranges from .69 to .85 across several samples, and test-retest reliability over a 3-month interval was .73 (Watson & Glaser, 1980).

#### Fairness

The CTA requires a higher reading level than is typical for psychometric assessments (9<sup>th</sup> grade). These language demands are likely to result in more difficulty for applicants from non-English speaking or disadvantaged backgrounds (Kaczmarek & Packer, 1997). In fact, the CTA has been rated unfavourably in respect to possible bias (see Woehlke, 1984 for a review). If the language difficulty of this assessment reflected genuine work requirements, then the fairness of this assessment would be supported. However, as the job relevance of this assessment is questionable, it raises concerns that the CTA may not be a fair assessment to include in the recruit selection process (especially for candidates with non-English speaking or disadvantaged educational backgrounds).

#### Cost Effectiveness

CTA resources can be purchased from Harcourt Assessments in Australia. Pricing as at March 2007 is as follows:

### *One-Off Expenses*

Manual	A\$507.65
Scoring Key	A\$170.40 – QPS has scoring information already
1 Reusable Test Booklet	A\$79.05 - QPS has multiple copies already

### *Consumable Expenses*

25 Hand-Scoreable Answer Sheets	A\$137.50
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### Practicality

- The CTA has 80 items and can be administered in a timed (40-minute) or un-timed (1 hour) format.
- The assessment can be completed in paper-and-pencil format, allowing group-testing sessions. (Computer-based administration is also available if required)
- Optically scannable answer sheets are not available from the distributor, making scoring for large-groups time consuming. The QPS has arranged the development of its own scannable scoring sheets for the CTA; however, copyright implications need to be explored further (see Section 10).

### Optional Features

- On-site software is available to administer and score reports for candidates if required.  
[On-site Software Package: A\$1240.75]  
[Score Only Report: A\$37.00 each for bulk purchase of 100+]

### Conclusion

The high-level demanding nature of the CTA weakens the job relevance of this assessments to general duties police work, and raises concerns about its fairness (especially for candidates with non-English speaking and disadvantaged educational backgrounds). Although the CTA has been linked to Academy performance, there is little evidence confirming its ability to predict on-the-job performance for police officers. Taking this information together, the CTA assessment is not recommended for police recruit selection.

### **ACER Select Verbal – Verbal Reasoning**

ACER Select Verbal is a verbal reasoning assessment that has superseded the ACER Higher Tests (ML and PL). It was developed by taking the 'best' items from the ML and PL and combining them into a single assessment. No new items were created for this assessment, however the wording of some items was changed to remove gender stereotyping (Author: ACER, 2003).

ACER Select Verbal has two levels: general and professional. The professional version is intended for higher-level positions within an organisation, and as such the general version is considered more appropriate for general duties officers. Item types include verbal reasoning, synonyms, vocabulary and analogies.

ACER Select Verbal is suitable for use in personnel selection and career counselling settings. The predecessors of Acer Select Verbal, the ML and PL, are currently used in several Australian police agencies for recruit selection (e.g., AFP, NT, SA, WA).

Australian norms exist for Acer Select Verbal. The norms were based on 439 year 11 students, tested in 2002. Year 11 students were deemed to be an adequate estimate of performance for adult samples. The representativeness of this sample in terms of demographic make-up is unknown. As was the case with earlier versions of this assessment, the published norms for Acer Select are not ideal. As such, the use of local norms has been recommended for this assessment, or alternatively borrowing local norms from other Australian police agencies that currently use the assessment (Kaczmarek & Packer, 1997).

Acer Select Verbal is briefly reviewed below according to the six principles of effective selection.

### Job Relevance

Acer Select verbal provides a measure of verbal reasoning which is linked to a range of abilities highlighted by the national job analysis as requirements for police work (e.g., writing ability, reading



comprehension and vocabulary). Verbal reasoning can also be directly linked to key selection criteria one and six for QPS recruits. Acer Select Verbal is therefore a job relevant assessment tool.

#### Validity

The Acer Select Verbal test manual does not provide explicit information of the assessment's construct or predictive validity. Instead readers are referred to the ML/PL manual. Although the ML and PL have been used in selection by several Australian police agencies, there is little empirical data published on the predictive validity of this assessment. In a review of the ML/PL suitability for police selection, several unpublished works were cited as providing evidence of predictive validity. For example, the ML/PL was found to be a good predictor of Northern Territory Police performance, as well as New Zealand Police Academy performance (Milliken, 1995 and Black, 1995 cited in Kaczmarek & Packer, 1997).

#### Reliability

Acer Select Verbal has good internal reliability,  $r = .81$ ; however there are no reports of test-retest reliability (ACER, 2003).

#### Fairness

Acer Select Verbal is an assessment of verbal reasoning, and as such it is expected that individuals from non-English speaking backgrounds would typically score lower on this assessment than native English speakers. Little empirical information about the test's appropriateness for use with different racial groups exists. It is argued, however, that verbal reasoning is important to police work, and as such it is reasonable to assess this ability.

The manual notes that reading ability is kept to a necessary minimum. There are some difficult vocabulary items, however the remaining items use vocabulary that is well within the knowledge of lower-secondary school students.

#### Cost Effectiveness

Acer Select testing resources can be purchased from ACER (Australian Council for Educational Research). Pricing as at March 2007 is as follows:

##### *One-Off Expenses*

Manual	A\$69.95
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##### *Consumable Expenses*

25 Combined test booklets/answer sheets	A\$36.95
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#### Practicality

- Acer Select is a timed assessment (15-minutes) containing 34 items.
- The assessment can be completed in paper-and-pencil format, allowing group-testing sessions (On-line assessments are also available if required).
- ACER Select assessments are hand-scorable, using a combined item and answer booklet. As such, this assessment does not lend itself well to optically scanning scores. Hand-scoring of ACER Select is a straightforward and relatively brief process. It may be possible to have administrators score this assessment whilst the remainder of the test battery is being completed (such a process is already conducted for the DSY and DSP assessments).

#### Conclusion

Acer Select Verbal is a job relevant assessment that shows some evidence of reliability and predictive validity, however additional research is required. The published norms are not ideal, but would suffice until adequate local norms were established. In line with Kaczmarek and Packer's (1997) review, ACER Select Verbal is an acceptable measure of verbal reasoning for police recruit selection.

#### **An Overview of Other Potential Assessments**

- Digit Symbol (DSY - Measure of Processing Speed) and Digit Span (DSP - Measure of Short-Term Memory): The DSY and DSP are sub-tests of the larger Wechsler Adult Intelligence Scale (WAIS). The DSY and DSP are not recommended for inclusion into the standard QPS test battery,

as assessments of other constructs are deemed relatively more important. Having said this, however, the DSY and DSP are job relevant assessments that have sound psychometric properties. It would not be inappropriate if the QPS decided to retain these assessments in their testing battery. However, it does appear that the current use of these assessments by the QPS breaches copyright requirements (see Section 10). Furthermore, it is not considered ideal to use sub-tests of the WAIS in isolation of the complete test battery. These latter two issues support the recommendation to remove these assessments from the QPS test battery.

- **Acer Test of Reasoning Ability (TORA):** The TORA is an assessment of reasoning ability that encompasses predominantly verbal but also numerical elements. Given the later items, it was not considered here as an assessment for the QPS testing battery. It should be noted, however, that the TORA was considered an acceptable measure for recruit selection when reviewed by Kaczmarek and Packer (1997) – mainly due to solid item design. One state police service that took part in this review uses the TORA in their recruit selection process; however, to date, limited evidence of validity is available for this assessment.
- **Wonderlic (General Mental Ability):** The Wonderlic is a highly popular measure of general mental ability. It has been used widely for police selection in the US. The Wonderlic has an impressive body of research behind it, demonstrating its construct and predictive validity, as well as its reliability. It is also an extremely quick measure of ability, taking only 12 minutes. However, as the Wonderlic incorporates verbal, numerical and abstract items to give a single (non-partitioned) score of mental ability, it was not considered the most ideal measure for the QPS. Having said this, however, the Wonderlic would be an acceptable measure for QPS selection. This assessment may form part of a supplementary tool kit if additional testing of specific candidates is required.

#### A Quick Summary of Cognitive Ability Assessments

**Table 7.2.1: Approximate Time and Set-Up Costs for Cognitive Ability Assessments (paper and pencil administrations and current in-house scoring system)**

Assessment	Typical Administration Time	Set-Up Fee (50 candidates/session)	On-Going Cost (Based on 50 candidates)
SPM	20 or 40 mins	\$148.50 (Manual/Norms)	\$252.50 (Answer Sheets)
TAR	20mins	\$997.50 (manual) (50 Test Booklets)	\$449.75 (Answer Sheets)
CTA	40mins	\$507.65 (Manual/Norms)	\$275.00 (Answer Sheets)
ACER Select Verbal	15mins	\$69.95 (Manual/Norms)	\$73.90 (Item & Answer Sheets)

*\*This pricing is an estimate only and based on information collected from distributors in March 2007. The pricing is for paper and pencil administration and does not include any costs associated with calibrating the optical scanner or creating in-house Macros scoring programs.*

**Table 7.2.2: Cognitive Ability Assessments by the Six Evaluation Criteria**

Assessment	Job Relevant	Valid	Reliable	Fair	Cost Effective	Practical
SPM	✓✓	✓✓	✓✓	✓✓	✓	✓
TAR	✓✓	?	✓	✓	✗	?
CTA	?	✓	✓✓	?	✓	✓
Select Verbal	✓✓	✓	✓	?	✓✓	✓

✓✓ = good    ✓ = acceptable    ? = questionable or unknown    ✗ = unacceptable

### Conclusions

Whilst several of the assessments reviewed here are acceptable for police recruit selection, some assessments are more suited to QPS selection based on a holistic view of the six evaluation criteria.

- The SPM is recommended for use by the QPS. Compared to many other abstract reasoning assessments, the SPM has substantial reliability and construct validity evidence. It has been used widely in Australia for police recruit selection, and there is specific local evidence of predictive validity in an Academy context. From a cost effectiveness perspective, the QPS already owns ample SPM test booklets for large group testing sessions.
- The ACER Select Verbal General is recommended for use by the QPS. This assessment has adequate evidence of internal reliability and predictive validity. Whilst the assessment is intended for hand-scoring it can be accomplished in minimal time.
- The CTA is not ideal for recruit selection, as the assessment content may be pitched at too high a level for general duties recruits.

## 7.3 COGNITIVE ABILITY RECOMMENDATIONS

### Selection Recommendations

1. A measure of cognitive ability should be used for recruits, and include a measure of verbal and abstract reasoning.
  - 1.1. The SPM is a suitable measure of abstract reasoning for police recruits (the un-timed version should be utilised until such time that a) local research establishes the utility of a timed-version and/or b) adequate timed-norms are established).
  - 1.2. The Acer Select Verbal General is a suitable measure of verbal reasoning for recruit selection.
2. DSY and DSP assessments should be removed from the testing battery for purposes of job relevance, practicality and copyright. The CTA should be removed from the testing battery due to issues of job relevance.
3. The current composite score should be abandoned. Scores for each cognitive ability assessment should be individually considered in the selection process.
4. The traditional cut-off score should be re-labelled as a flag-score to better reflect its usage in the selection process. Relabelling will help educate stakeholders regarding the score's intended use.
5. A flag-score of  $2 \times \text{SEM}$  below the general population mean should be applied to each cognitive ability assessment independently. As the SEM differs for each assessment tool, a different flag-score would need to be determined for each assessment. The SEM for each assessment can be located in their respective test manuals.
6. The flag-score should not be used as a rigid de-selector. Candidates that do not meet or exceed the flag-score for each cognitive assessment require further consideration to progress in the selection process. In this way, the flag-score highlights candidates as being potentially, although not necessarily, unsuitable. The occupational psychologist should review the cognitive ability scores for all candidates who do not meet the flag-score for one or more of the cognitive ability assessments. The psychologist should make a professional judgement, based on all of the cognitive ability scores and other relevant information (such as education history or additional assessments if deemed necessary). The psychologists will need to be mindful that there are substantial dangers (physical, emotional and financial) associated with hiring a person into the police service without an appropriate level of cognitive ability to guide their behaviours and decision making processes.
7. The psychologist's rationale for their professional judgement should be clearly documented and included in the candidate's selection file. Documentation will help to promote well-considered and consistent judgments.
8. Combined general adult norms, as published in the test manual, should be utilised until an adequate local norm set can be established.

### Future Research Recommendations

- The flag-score should be statistically validated to determine if it aligns with the minimum requirements for police work. Possible adjustments to the flag scores may ensue.
- Cognitive ability assessments in the QPS test battery should be investigated for potential bias by comparing the regression lines of different applicant groups (e.g., race, NESB, gender and age groups), using on-the-job performance measures.
- When more thorough validity data is available, the possibility of ranking candidates according to cognitive ability should be investigated. Top-down selection based on cognitive ability is often considered to maximise predictive validity (see Gottfredson, 1996).
- A pilot study investigating the utility of timed versus un-timed assessments of the SPM could be conducted. For example, administrators could stop candidates at the 20-minute mark and draw a line on their response sheet where they answered their last question. Candidates would then be allowed to continue with the test for another 20 minutes. If timed assessments (as opposed to un-timed assessments) yielded the same or stronger relationships for performance measures across applicants groups, the timed version could replace the longer un-timed version in future administrations.

## 8.0 ASSESSING NORMAL PERSONALITY

### What is Normal Personality?

Normal personality refers to relatively stable and enduring characteristics that influence a person's thought and behavioural patterns. Normal personality assessments measure traits that are in the realm of 'normal' adult behaviour. They are not designed to detect abnormal or pathological functioning (assessments of psychopathology serve this purpose).

Some people hold negative sentiments about the use of personality assessments in selection systems. Often this negativity can be based on outdated research and opinions. Since the 1990's scientific knowledge on personality assessments has grown considerably, and assessment instruments and processes have been greatly improved. The weight of the scientific evidence currently suggests that personality assessments are important in the prediction of job performance, and as a result, personality assessments are being increasingly utilised for this purpose (Rothstein & Goffin, 2006).

### Are Personality Assessments Job Relevant and Valid?

Research shows that personality assessments are able to predict future job performance; however, different traits are important for different jobs and organisations (Tett, Jackson & Rothstein, 1991). Specifically, traits that are linked to the position description have greater ability to predict performance than those that are not linked to job requirements.

The national job analysis for general duties police officers revealed 19 personality traits that were theoretically linked to the job requirements (see Table 6.1; Kaczmarek & Packer, 1996). Several of these traits could be subsequently linked to the key selection criteria for QPS recruits. Traits linked to the position description included emotional stability, conscientiousness, conformity, dominance, agreeableness, warmth, sensitivity, self-discipline and integrity (please note that a theoretical argument could be made for the linkage of additional traits as well).

Previous research using QPS data, looked at the personality profiles of poor performers (i.e., suspended or terminated recruits; Waugh, 1996). No consistent profile was identified for poor performers. However, little information was provided to evaluate the efficacy of this research. For example, it was unclear how many people were in this group. Furthermore, basic trait correlations were not reported and possibly not conducted.

Analyses for this review indicated that several personality traits were related to workplace outcomes. For example, high suspiciousness was linked to increased sick leave, and low emotional stability was linked to increased work-cover claims (see Appendix 6). It should be noted however, that the research conducted for this review was quite small-scale, quality on-the-job performance measures were not available and there was no correction for range restriction.

The academic literature provides examples of research where many methodological limitations are remedied. This research provides evidence that personality traits do predict job performance.

For example meta-analyses of the personality literature have revealed that conscientiousness (the extent to which a person is dependable, thorough, organised, responsible and hard working) is significantly related to job performance across most known job types, including policing (e.g., Barrick & Mount, 1991). Supporting this finding, conscientiousness was found to add incremental validity over cognitive ability in the prediction of Academy performance for New Zealand police recruits (Black, 2000).

In a policing sample, one study compared the personality profiles of recruits who did and did not complete Academy training. Recruits who did not completed Academy training scored higher on dimensions related to neuroticism (an indication of emotional instability, including worry, anxiety, depression and temperamental behaviours) and lower on dimensions related to conscientiousness than those who graduated (Detrick, Chibnall & Luebbert, 2004). Similarly, research comparing the personality profiles of the top 10% of police Academy performers to the bottom 10% of performers found that top-performing graduates had lower neuroticism and higher conscientiousness scores than the low performing group (performance consisted of academic, physical, firearm and disciplinary areas; Detrick & Chibnall, 2006). Again, pointing towards the importance of neuroticism and

conscientiousness, a group of 100 field training officers described their best entry level officers as being low on neuroticism and high on conscientiousness (Detrick & Chibnall, 2006).

Essentially, research indicates that police officers that are dependable, thorough, organised, responsible and hard working; and who are emotionally stable, calm and free of depressive tendencies tend to perform better in an Academy context. There is less research that explores on-the-job, post-Academy performance.

Despite the research reported above, no one has yet to pin-down an ideal personality profile for police constables (i.e., a profile that goes beyond looking at individual personality traits in isolation). It is likely that many different profiles can make a suitable officer, and that organisations would benefit from embracing such diversity.

In some ways it is easier to say what a successful officer is not than what a successful officer is. There are characteristics, which we can confidently say are incongruent with effective police work. For example, we know that the following characteristics at high levels can pose a threat to QPS and the community it serves: aggression, emotional instability, inability to assert force or command, unwillingness to follow rules, lack of caution or extreme risk taking behaviours. The policing literature tends to agree that the risks associated with hiring a "dangerous" officer warrants the use of personality assessments in the selection process (e.g., Varela, Boccaccini, Scogin, Stump & Caputo, 2004).

We know less about what traits are attributes to the policing profession. Researchers note that there is likely to be an optimal range for personality traits in policing - it is not always the case that more of a certain trait is better (Kaczmarek & Packer, 1996). Rather, police officers are required to show a degree of flexibility in their approach to work; for example they need to be empathetic yet assertive, rule obliging yet adaptable. This apparent lack of a linear relationship between traits and police performance may explain why it has proved difficult to identify a single ideal constable profile.

As it is easier to say what successful officers are not than what they are, tests of normal personality have typically been used to screen-out individuals with undesirable qualities for the policing profession, rather than screen-in individuals with desirable traits (Blau, 1994). Candidates who pass the initial personality screen are not further differentiated or ranked according to their degree of suitability. Whilst personality ranking is a worthy goal to strive for, as it could be used to increase the predictive validity of the screening process, we do not yet have the reliable knowledge that would enable selectors to do this in a fair or valid way.

The QPS has taken steps to develop an ideal personality profile for general duties police officers, however research into its utility is still in its infancy. At present this profile is only used to flag potentially unsuitable applicants.

#### QPS's Ideal Personality Profile

An ideal personality profile was created by QPS's occupational psychologist, using the 16PF-4 personality measure (see Table 8.1 for a profile summary). This ideal profile highlights the range of scores on the 16PF scales that would be expected in a successful police officer.

The ideal profile was created from a theoretical approach. Specifically the psychologist used knowledge of the policing literature and profession to select ideal trait ranges. The rationale for the selected trait ranges has not been documented, making it more difficult to evaluate the validity of the profile from a theoretical perspective. However, of the subject matter experts who had seen the ideal profile, they generally agreed that the basic profile direction made implicit sense (however, some would reconsider several of the extreme scores allowed in specified ranges). In QPS recruit selection, scores that fall outside of the designated ranges attract special attention by the psychologist and may result in additional evaluations (in the form of subsequent testing or interview questions).

Currently, very little data exists to empirically validate the QPS ideal recruit profile. The only known research is a non-documented pilot study conducted by the QPS occupational psychologist. This study was reported to consist of 35 Academy graduates who received awards for high Academy performance (such as the Dux of the Academy and the Commissioner's Award). The mean factor scores for these award-winning graduates fell within the ideal profile range. Whilst this finding was promising, the

study shed little light on the validity of the ideal profile. In particular, the study did not examine the 16PF profile of poor performers. It is possible that they too have an average profile that fits within the ideal template, in which case the ideal profile does little to predict performance or job suitability.

Whilst it is a good starting point, the ideal recruit profile used by the QPS requires further theoretical and empirical validation before it can be used confidently to identify and rank potential top performers. The current use of the ideal profile as a tool to assist screening is, however, acceptable. By flagging 16PF traits that may be inappropriate for policing, and following up these concerns with other selection methods (such as additional testing and interviews), candidates are not directly screened-in or screened-out by the personality assessment. Until further evidence on the predictive validity of the profile is produced through local research, this is the most appropriate way to utilise normal personality assessments in QPS recruit selection.

**Table 8.1: 16PF Ideal Recruit Profile Summary**

Factor*	STEN Score Range
A (Warmth)	6-9 (average to high)
B (Intelligence)	5-10 (average to high)
C (Emotional Stability)	7-10 (high)
E (Dominance)	7-9 (high)
F (Impulsivity)	4-7 (average)
G (Conformity)	6-10 (average to high)
H (Boldness)	6-9 (average to high)
I (Sensitivity)	4-7 (average)
L (Suspiciousness)	3-6 (low to average)
M (Imagination)	4-8 (average to high)
N (Shrewdness)	6-10 (average to high)
O (Insecurity)	1-5 (low to average)
Q1 (Radicalism)	3-8 (low to high)
Q2 (Self-Sufficiency)	1-6 (low to high)
Q3 (Self-Discipline)	6-10 (average to high)
Q4 (Tension)	2-6 (low to average)

*\*Please note that the Factor label does not capture the complete meaning of each trait measured, and literal translations of these labels should be avoided.*

#### **Are Personality Assessments Fair and Reliable?**

Overall, assessments of normal personality are considered to be fair to applicants. Personality assessments are standardised measures, with all candidates being exposed to the same instructions, item content and scoring procedures. This high level of standardisation means that personality assessments meet the first principle of fairness – equitable treatment in the testing process.

In regards to the second fairness principle, lack of bias, many reputable assessments of personality have been designed to minimise the potential of gender, age and racial bias. Items that may be interpreted differently according to gender, age or race are typically identified and removed in the test development phase, with the resulting assessment being statistically investigated for bias. When considering the appropriateness of specific personality assessments, evidence of each assessment's fairness needs to be individually explored.

Finally, in regards to the third principal of fairness, equality of outcomes, generally it is recognised that different races score equally well on personality assessments (Gottfredson, 1996).

Whilst the effects of personality assessments have been investigated for minority groups in the US, and assumed to essentially generalise to an Australian context, there are few known studies examining the suitability of personality assessments with Australian Indigenous populations. Until large-scale studies are conducted in Australia, a definitive conclusion about the applicability of assessments to this population is not available. However, because personality assessments are not ranked, and individuals flagged as potentially unsuitable are followed-up with alternative data collection techniques, it is

unlikely that Indigenous, non-English speaking background or any other minority group, are adversely affected by personality assessments in the selection process.

In regards to reliability, good quality personality measures show evidence of internal, test-re-test, and inter-rater reliability. However, each assessment under consideration needs its individual reliability estimates explored prior to use.

#### **Are Personality Assessments Cost-Effective and Practical?**

Personality assessments typically range from 30 minutes to 1 hour to complete, and can be administered in large group testing sessions. Minimal administrative supervision is required and responses can typically be scanned for automatic computer scoring.

Once manuals and re-useable testing booklets are purchased, typically the only ongoing cost are the consumable answer sheets.

Once scored, personality assessments require consideration from a qualified psychologist. The psychologist needs to individually review each profile and make a decision as to whether further evaluation is required for that candidate (e.g., additional testing or interview follow-up). QPS's occupational psychologist estimated that it takes 1.5 hours to review the personality profiles of 50 applicants (i.e., one group testing session).

#### **Conclusions**

- There is sufficient evidence to support the job relevance, validity, reliability, fairness, cost-effectiveness and practicality of normal personality assessments in police recruit selection.
- Personality assessments have been linked to Academy performance (especially traits such as emotional stability and conscientiousness).
- Personality assessments generally do not raise concerns regarding test bias.
- In the absence of thorough local research, the ideal personality profile of QPS recruits should be used only as a tool to flag potentially unsuitable candidates (i.e., a screening-out tool).



## 8.1 PERSONALITY ASSESSMENTS: IMPLEMENTATION ISSUES

### The Current QPS Process

The QPS assesses all PROVE applicants on the 16PF-4 measure of normal personality, and the resulting profiles are reviewed by a psychologist. If the profile raises concerns about potential pathology, the candidate is asked to complete additional psychometric assessments (such as the MMPI). If concerns about normal personality features are present, then additional follow-up questions are provided to the interview panel or (alternatively, the psychologist may decide to sit in on the panel interview). In this way, personality profiles are essentially used as a tool to help screen-out potentially unsuitable candidates, although the results of the profile do not in and of themselves deem candidates unsuitable. Candidates with profiles considered acceptable are not ranked according to their profile.

Below is a discussion on issues to deal with the implementation of personality assessments in the recruit selection process.

### Probing Questions for the Interview Panel

Several stakeholders have expressed concerns about the practice of asking the interview panel to follow-up on personality profile concerns highlighted by the normal personality assessment. Specifically, they did not believe that interview panel members (police officers and community representatives) were qualified to probe or make informed judgements about a candidate's psychological suitability to police work.

Within the QPS, interview panel members are provided with training from the occupational psychologist to ask questions or look for behaviours relating to out-of-range personality characteristics. For example, if a candidate scores low on emotional stability, the panel is asked to observe how the candidate behaves in the interview setting; whether they seem annoyed by probing questions, and if they get upset when relaying past experiences. If the candidate was low on self-sufficiency, the panel is asked "Can this person work well in a team or do they prefer to work independently and make their own decisions (see Philips, 2004). The panel is also referred to the standardised behavioural interview questions that may shed light on particular personality traits. Whilst, it is not anticipated that any harm could come from asking the panel to observe candidate behaviours and ask behaviour-based questions, the panel's ability to draw meaningful conclusions about psychological suitability is questionable.

The training provided to the panel is unlikely to equip them with the professional knowledge necessary to meaningfully and fairly evaluate candidate responses in relation to psychological suitability. Although training panel members to follow-up psychological results of a 'normal' nature is not uncommon (e.g., the Australian Institute of Forensic Psychologists use this approach, as do many recruitment agencies), the high-risk nature of police work warrants a more thorough process for psychological evaluation. The WA Police Service is one agency that has recognised this need. In their selection process, psychologists conduct all candidate interviews. Regular panel interviews involving non-psychologists were removed, as it became clear that more traditional selection processes were not meeting psychological duty of care requirements.

A second concern is that by providing the interview panel with information about candidate's psychometric results, panel members could be biased by these results. It is well known that individuals are highly susceptible to bias. By indicating to panel members that concerns about a candidate exist, this may prompt them to look for information to confirm that concern, and ignore information that is to the contrary. In this way, the candidate is not given a fair or objective evaluation. Some organisations, such as the South Australian Police Service, ensure that interview panels do not receive psychometric information about a candidate prior to the interview.

Given the above concerns, it is recommendable that:

- Psychological information is not released to general panel members prior to the interview.
- Psychologists follow-up potentially unsuitable candidates, either through
  - An individual one-on-one interview with the candidate, or
  - Participating in the standard panel interview process for all candidates. Care must be taken with this approach to ensure that psychologically sensitive information is not aired in this forum. This approach should only be used if concerns about the profile relate only to normal personality dimensions.

### Controlling for Socially Desirable Responding (Faking Good)

A concern of some QPS stakeholders was that many applicants would have the ability to distort their responses to self-report personality measures, and may do so in an attempt to present themselves in a more favourable light. This possibility raises the concern that personality measures are a meaningless waste of time for candidates and selectors.

Whilst candidate attempts at distortion can and do happen, research suggests that this is not a serious problem for selection, and that its effects are often overemphasised by individuals outside of the psychology profession. For example, research by Hough, Eaton, Dunnette, Kamp and McCloy (1990) indicated that:

- Relatively few job applicants distort their responses in a socially desirable way
- Validity scales within self-report assessments are able to detect socially desirable responding
- Socially desirable responding does not significantly reduce an assessment's ability to predict job performance.

To give further confidence in the use of self-report measures, there is evidence to suggest that response distortions can be further reduced through the use of verification statements (Haymaker & Erwin, 1980; Lautenschlager & Atwater, 1986 in Hough et al., 1990). Verification statements alert candidates to the fact that processes to check the accuracy of their responses exist and will be used. For example, candidates are told prior to completing the assessment:

*"Please be aware that there are scales built into these assessments which assess the degree to which a person may be adjusting their responses to appear more positive to selectors. If we are concerned that your responses may not be an accurate reflection of yourself, we may ask you to undergo further evaluation"*

In the current QPS process, validity scores for the personality assessment are not being generated for the scoring report (so the psychologist is not able to consider them), and a verification statement is not being used at the time of administration. Both processes could be implemented to help limit the effects of socially desirable responding.

### Personality Norms

Most personality assessments come with norms for males, females and combined gender groups. Combined gender norms are often used in a selection context. This helps to ensure that all applicants are assessed against the same job relevant standards regardless of gender. Some selectors choose to use different norms for different groups in the population. This approach is justifiable if research shows that different predictive validities exist for different groups; however, such findings are rare.

Organisations are encouraged to use professionally developed norms for personality assessments (i.e., those published by the distributors). Personality is highly complex, and inadequate normative samples could lead to erroneous interpretations. Publishers often develop normative samples for the general population as well as various occupational groups.

### Conclusions

- Interview panels are unlikely to have the expertise necessary to follow-up on psychometric concerns highlighted by the normal personality assessments. A psychologist is a more appropriate person for this role.
- Providing interview panels with psychometric results prior to the interview may bias their evaluations of candidates.
- Socially desirable responding in personality assessments is not a dire problem in personnel selection. Furthermore, the effects of socially desirable responding can be reduced by using a verification statement prior to test administration and by evaluating validity scale scores for each candidate.
- Professionally developed norms for personality assessments (e.g., general population or police population norms) are more appropriate than local norms based on un-representative or small samples.

## 8.2 A CRITIQUE OF NORMAL PERSONALITY ASSESSMENTS

This section provides a review of normal personality assessments in the context of recruit selection. There are many personality assessments available on the market, and it is impractical to provide a review of each here. Instead, several personality assessments that are commonly used in selection are reviewed.

### **Sixteen Personality Factor Questionnaire (16PF)**

The 16PF is a broad self-report measure of normal adult personality, that began its development in the 1940's. Since this time the assessment has undergone several revisions, with the current version being the 16PF-5 (Authors: Cattell, Cattell & Cattell, 1994). The norms for version five have recently been updated (2002) to consist of 10261 individuals who reflect the demographic characteristics of the year 2000 US Census figures. Norms are available for males, females and combined gender.

The 16PF is considered suitable for use within a wide range of organisational and clinical settings, including employee selection, development and career counselling. In particular, this assessment has also been used regularly in the selection of police officers across the globe. For example, a US national survey of law enforcement agencies indicated that 23.8% of large responding agencies utilised the 16PF in recruit selection (Chochrane et al., 2006). Within Australia, the QPS currently uses version 4 of the 16PF and the South Australian Police Service and AFP uses version 5. Furthermore, the New Zealand Police Service uses an instrument based on the 16PF model, called the 15FQ. In a review of normal personality assessments, the 16PF was deemed an appropriate assessment for use in police selection by the Australasian Centre for Policing Research (Kaczmarek & Packer, 1997).

Given its regular use in recruit selection, the distributor of the 16PF offers interpretive reports specifically for the screening of public safety employees.

The 16PF measures 16 primary factors (warmth, reasoning, emotional stability, dominance, liveliness, rule-conscientiousness, social boldness, sensitivity, vigilance, abstractedness, privateness, apprehension, openness to change, self-reliance, perfectionism and tension), and five global factors (extraversion, anxiety, tough mindedness, independence and self control). The assessment also includes three validity scales: impression management, infrequency and acquiescence.

The 16PF-5 is briefly reviewed below according to the six principles of effective selection.

### Job Relevance

The 16PF measures a large range of traits highlighted by the national job analysis as requirements for police work (see Table 6.1 for the job analysis results), and is therefore a job relevant assessment tool.

### Validity

There is a substantial body of research supporting the 16PF's construct validity. While much of the 16PF research has focused on version 4 of the assessments, the 16PF-5 technical manual provides sound support for the construct validity of version 5 (Conn & Rieke, 1998).

Whilst the 16PF has substantial evidence of construct validity, less research has been conducted on its predicative validity. Previous research has indicated a relationship between the 16PF traits and on-the-job police performance, such as supervisor performance rankings and preventable car accidents (Fabricatore, Azen, Schoentgen & Snibbe, 1978). More recently, research with QPS data for this review revealed a relationship between several 16PF variables and workplace outcomes. For example, emotional stability was negatively linked to the number of work-cover claims made by an officer (see Appendix 6).

Another feature enhancing the validity of the 16PF, is the inclusion of three validity scales that allows psychologists to gauge the accuracy of each candidate's profile, and whether it is valid for interpretation. For example, the impression management scale indicates the extent to which a candidate may have distorted their responses to appear more favourable to selectors.

Finally, it is important to remember that the 16PF-5 was designed to measure the same primary factors as version 4 before it, however with improved psychometric properties, such as increased reliability

and cultural fairness. Whilst version 5 of the 16PF builds on version 4, it cannot be assumed that these two versions are completely interchangeable. By improving its psychometric properties, it is possible that some changes to its underlying factors occurred (Conn & Rieke, 1998). Therefore, researchers need to take care when using 16PF-4 research as validity evidence for the 16PF-5.

#### Reliability

Version 5 of the 16PF was designed to increase the reliability of the assessment from previous versions. Reliability coefficients are reasonable to high across all scales, with the average internal reliability being .76, ranging from .66 to .86. Test retest reliabilities ranged from .69 to .87 for a 2-week interval, with an average reliability of .80. Test retest-reliabilities ranged from .56 to .79 for a 2-month interval, with an average reliability of .70 (Conn & Rieke, 1998).

#### Fairness

The 16PF-5 was designed to be more culturally sensitive than version 4. The language in the assessment was updated and simplified; content that may promote gender, race, or disability bias was avoided; and content was adjusted to be cross-culturally transferable. Analyses in the technical manual indicated that limited variance in 16PF personality scales was accounted for by gender, race or age, supporting the test's fairness (Conn & Rieke, 1998). Finally, a review of this assessment for Australian police recruits concluded that the 16PF is unlikely to result in differential validity for different gender or cultural groups (Kaczmarek & Packer, 1997).

The test manual estimates the assessment to have a fifth-grade reading level (Conn & Rieke, 1998).

#### Cost Effectiveness

16PF resources can be purchased from the US distributor: IPAT (Institute of Personality and Ability Testing). Pricing as at March 2007 is as follows:

##### *One-Off Expenses*

Administrator's Manual with Norms	US\$44.00 (~A\$58.67)
Technical Manual	US\$65.00 (~A\$86.66) – QPS has a copy already
10 Reusable Test Booklets	US\$20.00 (~A\$26.67)

##### *Consumable Expenses*

25 Scannable Answer Sheets	US\$18.00 (~A\$24.00)
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#### Practicality

- The 16PF-5 is an un-timed assessment, taking 35-50 minutes to complete 185 items (the 16PF-4 takes 45-60 minutes).
- The assessment can be completed in paper-and-pencil format, allowing group testing sessions (computer and on-line formats are also available if desired).
- Optically scannable answer sheets are available for quick computer scoring

#### Optional Features

- On-site software is available to score reports for candidates if required.  
[On-site Software Package: US\$295.00 (~A\$393.33)]  
[Score Only Report: US\$8.00 each for bulk purchase of 100+ (~A\$10.67)]
- The on-site software is also able to generate interpretive reports for candidates if required. Written interpretive reports are currently not produced for QPS candidates. Instead, the psychologist uses the basic scores profile to interpret responses.  
[Standard Interpretive Report: US\$11.50 each for bulk purchase of 100+ (~A\$15.33)]
- The on-site software is also able to generate a Protective Services Report (PSR). This report is generated from the standard 16PF-5 assessment, and interprets responses as they relate to key performance areas in public safety and protective service occupations, such as policing. It is possible for police psychologists to use their knowledge of policing and the scientific literature to manually interpret 16PF scores in a similar fashion – although the computer generated report is more time efficient.  
[PSR Interpretive Report: US\$17.50 each for bulk purchase of 100+ (~A\$23.33)]  
[PSR Manual: US\$58.00 (~A\$77.33)]

- A Protective Services Report Plus (PSR-Plus) can be generated from an extended 16PF-5 questionnaire (called the PsychEval Personality Questionnaire or PEPQ). This questionnaire combines the 16PF-5 items with additional items of a clinical nature. The resulting report combines information on normal personality and pathology-related characteristics for public safety occupations. Limited validity information is available for this assessment in the peer-reviewed literature (see Section 9.2 for further details).  
 [PEPQ Test Booklets: US\$20.00 for 10 (~A\$26.67)]  
 [PEPQ Answer Sheets: US\$18.00 for 25 (~A\$24.00)]  
 [PEPQ Manual: US\$58.00 (~A\$77.33)]  
 [PSR-Plus Interpretive Report: US\$19.50 each for bulk purchase of 100+ (~A\$26.00)]  
 [PSR-Plus Manual: US\$58.00 (~A\$77.33)]

#### Is Version 4 of the 16PF Appropriate?

The QPS currently uses the 16PF-4 to screen recruits. This practice is a concern for some stakeholders who believe it is inappropriate to use an out-dated version of a psychometric assessment.

Whilst the 16PF-4 is widely validated and still available for purchase from the distributor, concerns about the continued use of this tool in QPS selection are legitimate. In a court of law, it may be difficult to justify why an assessment that was superseded 13 years ago by a more reliable and culturally sensitive version, is still in use today. Furthermore, standardised scores on the 16PF-4 (based on dated norms) may not be an ideal reflection of traits in the general population today, potentially misleading score interpretations. Although it could be argued that the 16PF-4 is still an adequate tool for selection despite its age, its use does not reflect best practice and may be frowned upon if taken to task.

Additionally, the 16PF-4 has a slightly longer administration time than the 16PF-5.

#### Conclusion

The 16PF-5 is an acceptable measure of normal personality to use in the selection of police recruits. The assessment is job relevant and has sound evidence of validity, reliability and fairness. It can be administered in a reasonable period of time and is not cost inhibitive relatively to alternative assessments.

Due to its aged norm set, lower reliabilities and reduced cultural sensitivity, the 16PF-4 is not recommended for use in QPS recruit selection.

#### **NEO Personality Inventory**

The NEO is a broad self-report measure of normal personality that was developed in the 1980s. The current version of the NEO is the NEO-PI-R (Authors: Costa & McCrae, 1992). Norms for the NEO are based on a sample selected to match the 1995 US Census. Norms are available for males, females and combined gender.

The NEO is considered suitable for use within a wide range of organisational and clinical settings, including employee selection, development and career counselling.

The NEO did not feature prominently in the US national survey of psychometric tools used in selection for law enforcement agencies (Cochrane et al., 2006). However, there are multiple research articles using the NEO to successfully predict performance in a policing context (e.g., Black, 2000; Detrick & Chibnall, 2006; Detrick et al., 2004). The NEO has been used in the past for recruit selection in the New Zealand Police service, however it was eventually replaced by the 15FQ (based on the 16PF model).

The NEO measures 30 facet scales that make up five major domains of personality: Neuroticism (anxiety, hostility, depression, self-consciousness, impulsiveness and vulnerability), Extroversion (warmth, gregariousness, assertiveness, activity, excitement-seeking and positive emotions), Openness to Experience (fantasy, aesthetics, feelings, actions, ideas and values), Agreeableness (trust, modesty, compliance, altruism, straightforwardness and tender-mindedness), and Conscientiousness (competence, self-discipline, striving, dutifulness, order and deliberation).

The NEO-PI-R is briefly reviewed below according to the six principles of effective selection.

### Job Relevance

The NEO measures a large range of traits highlighted by the national job analysis as requirements for police work (see Table 6.1 for the job analysis results), and is therefore a job relevant assessment tool.

### Validity

The NEO shows evidence of sound construct validity (for a review see Kaczmarek & Packer, 1997), and more recently evidence of predictive validity has emerged. For example, the NEO has been linked to police Academy performance (Black, 2000; Detrick & Chibnall, 2006) and Academy completion (Detrick et al., 2004). As with other measures of normal personality, less research has investigated the NEO's relationship with on-the-job performance measures for police officers.

Despite this promising research, the NEO has been criticised for having less sophisticated validity scales than offered by alternate assessments (Kaczmarek & Packer, 1997). Test-takers are simply asked to verify that they have completed all questions in an appropriate and honest manner. This feature may not effectively identify those individuals who adjusted their responses to appear more favourable to selectors.

### Reliability

Overall the NEO provides acceptable levels of reliability. In a sample including police applicants, internal reliability coefficients were reported as high for the five domain scales (ranging from .84 to .91), but lower for the 30 facet scales (ranging from .56 to .83). The authors noted, however, that lower reliabilities for the facet scales were expected due to scale brevity and a lack of item redundancy (Costa & McCrae, 1995).

The NEO test manual cites test-retest reliabilities for facet and domain scales ranging from .66 to .92 for intervals extending from weeks to years.

### Fairness

Research by Costa, McCrae and associates provide evidence that the psychometric properties of the NEO are similar across various gender, age and ethnic groups (see Costa & McCrae, 1995 for a review). According to its distributors, the NEO assessment is estimated to require a sixth-grade reading level.

### Cost Effectiveness

NEO resources can be purchased directly from PAR Inc (Psychological Assessment Resources Inc), USA. ACER Press in Australia also sells NEO resources, however the cost appears to be higher than resources purchased through PAR Inc. Pricing as at March 2007 is as follows:

#### *One-Off Expenses*

Administrator's Manual with Norms	US\$42.00 (~A\$52.00)
10 Reusable Test Booklets	US\$37.00 (~A\$49.33)

#### *Consumable Expenses*

25 Scannable Answer Sheets	US\$180.00 (~A\$240.00)
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### Practicality

- The NEO is an un-timed assessment, taking 35-45 minutes to complete 240 items.
- The assessment can be completed in paper-and-pencil format, allowing group testing sessions (computer and on-line formats are also available if desired).
- Optically scannable answer sheets are available for quick computer scoring

### Optional Features

- On-site software is available to score reports for candidates if required. The on-site software produces unlimited free interpretive reports for responses that are optically scanned into the software.  
[On-site Software Package: US\$550.00 (~A\$733.33)]  
[On-site Scanning Module: US\$42.00 (~A\$56.00)]

### Conclusion

The NEO is an acceptable measure of normal personality to use in the selection of police recruits. The assessment is job relevant and has sound evidence of construct and predictive validity; however, validity scales within the assessment itself are weak relative to alternate measures. Overall reliability estimates are acceptable, however scale reliabilities are slightly lower than ideal.

There is some evidence to support the fairness of the NEO for different age, gender and ethnic groups. Finally, the NEO can be administered in a reasonable period of time and is not cost inhibitive relatively to alternative assessments.

### **Inwald Personality Inventory (IPI)**

Inwald Personality Inventory (IPI) is a self-report measure that was developed specifically for the purpose of screening applicants for law enforcement positions. The IPI appears to be a mixture of both normal personality and pathological traits. It aims to identify the presence of characteristics that may negatively affect the performance of police officers such as drug abuse, antisocial attitudes, anxiety and lack of assertiveness. As such, the IPI is intended as a screening-out tool, rather than a tool to highlight potential top performers. Police norms for males and females are available for this assessment.

A US national survey of law enforcement agencies, indicated that 14.9% of large responding agencies utilised the IPI for police selection (Cochrane et al., 2006). However, the IPI is not a measure that is used regularly in an Australian context.

The IPI produces 26 scores relating to various aspects of police officer functioning. The first cluster of scales relates to "Acting Out" behaviours which include: alcohol, drugs, driving violations, job difficulties, trouble with the law and society, absence abuse, substance abuse, antisocial attitudes, hyperactivity, rigid type and Type A. The second cluster of scales relates to "Internalised Conflict" or psychological dysfunction, which includes: illness concerns, anxiety, phobic personality, obsessive personality, depression, loner type, unusual experiences and treatment programs. The third cluster of scales relates to "Interpersonal Conflict" which includes: lack of assertiveness, family conflicts, spouse conflicts, interpersonal difficulties, undue suspiciousness and sexual concerns. The IPI also contains a validity scale to measure guardedness. Scores are utilised to give a low, moderate or high risk-rating for employment.

The IPI is briefly reviewed below according to the six principles of effective selection.

### Job Relevance

The IPI was designed specifically for the purpose of law enforcement selection. It contains measures related to emotional stability, and interpersonal styles, which are recognised requirements for police work.

Some items in the IPI may be considered inappropriate by applicants, and result in objections. For example, the IPI asks about personal relationships, such as whether the candidate is divorced or separated from their partner.

### Validity

A review of the IPI noted that there was little information regarding scale development, and that the construct validity of the assessment appears weak (Fekken, 1984) – a sentiment also shared by other reviewers (e.g., Kaczmarek & Packer, 1997).

Despite its questionable construct validity, there is some evidence for the utility of the IPI in selection contexts. A body of research by Inwald, Shusman and colleagues shows a link between IPI scales and supervisor ratings of performance, number of absences, and termination for police recruits and officers (for a review see Fekken, 1984; Hilson Research Public Safety/Security Abstracts; Kaczmarek & Packer, 1997). In one study, officers were followed-up five years after selection. Pre-employment scores on the IPI correctly classified 54% of terminated officers, however IPI results would have incorrectly sacrificed 10.5% of officers (Inwald, 1998). This raises concerns that the IPI may lead to a high proportion of false negatives (i.e., rejection of suitable candidates; Fekken, 1984). It should be

noted, however, that in a policing context false negatives are considered more desirable than false positives (hiring unsuitable applicants).

#### Reliability

A review of the IPI concluded that it had acceptable test-retest reliability, ranging from .58 to .87 for a 6-8 week interval; and that the internal reliability was unacceptable to modest, ranging from .16 to .82 (Fekken, 1984).

#### Fairness

Limited evidence on the IPI's fairness could be sourced for this review.

#### Cost Effectiveness

IPI resources can be purchased directly from Hilson Research, US. Pricing as at March 2007 is as follows:

##### *One Off Expenses*

Remote Scoring Software (Annual License Fee)	US\$150.00 (~A\$200.00)
Technical Manual	US\$25.00 (~A\$33.33)
Reusable Test Booklets	US\$2.50 (~A\$3.33)

##### *Consumable Expenses*

25 Scannable Answer Sheets (OpSCAN Scanner)	US\$7.50 (~A\$10.00)
Scoring fee per test	US\$16.00 (~A\$21.33)

#### Practicality

- The IPI is an un-timed assessment, taking approximately 45 minutes to complete the 310 items (computer-based and on-line assessments are also available if desired).
- Optically scannable answer sheets are available for quick computer scoring, however, scoring is conducted by Hilson Research or their proprietary-owned software (scoring keys are typically not released for in-house scoring).

#### Conclusion

Despite its lengthy history in police selection, the IPI is not recommended for the assessment of QPS applicants. There is some evidence of predictive validity, however construct validity appears to be weak and internal reliability estimates are well below acceptable levels. Furthermore, the assessment requires scoring from a third party, and scoring formula are not available for perusal. Such a process may limit internal psychologists' ability to develop a thorough understanding of the tool and how it should be interpreted. The recommendation not to utilise this assessment concurs with the recommendation of Kaczmarek and Packer (1997).

#### **California Psychological Inventory (CPI)**

The California Psychological Inventory (CPI) is a self-report measure of normal personality. The CPI was originally released in 1957 and revised in 1996 as the CPI 3<sup>rd</sup> Edition (Author: Gough & Bradley). The revised test has a normative sample of 6000 individuals (3000 males and 3000 females). Norms for males, females, combined gender and specific populations, such as police recruits, are available.

The CPI focuses on understanding, classifying and predicting the everyday behaviours of individuals (Beutler & Groth-Marnat, 2003). In terms of police officer selection it can provide an indication of interpersonal skills, which are important for officer performance (Varela et al., 2004). A US national survey of law enforcement agencies revealed that 29.8% of large responding agencies utilised the CPI for selection (Cochrane et al., 2006). The CPI is not a tool commonly used in police selection within Australia.

The CPI produces twenty scales or "folk concepts" which are presented in four classes. Class one measures: dominance, capacity for status, sociability, social presence, self-acceptance and sense of well-being. Class two measures: responsibility, socialisation, self-control, tolerance, good impression and communality. Class three measures: achievement via conformance, achievement via independence and intellectual efficiency. Class four measures: psychological-mindedness, flexibility and femininity.



The CPI is briefly reviewed below according to the six principles of effective selection.

#### Job Relevance

The CPI measures a range of traits highlighted by the national job analysis as requirements for police work (see Table 6.1 for the job analysis results), and is therefore a job relevant assessment tool.

#### Validity

The CPI is a widely researched assessment, however, extensive research utilising the CPI for recruit selection purposes has been described as scarce (Blau, 1994). A meta-analysis indicated that the CPI had a modest but significant relationship with police officer performance (Varela et al., 2004).

#### Reliability

The technical manual reports acceptable reliability for the CPI. Internal reliabilities for the folk scales range from .62 to .84, with a mean of .77. Test-retest reliabilities for a one-year period range from .51 to .84, with a median of .68.

#### Fairness

The CPI is promoted as having cross-cultural applicability, as it was designed to measure culturally universal concepts.

#### Cost Effectiveness

CPI resources can be purchased from the Australian distributor: APP (Australian Psychologists Press). Pricing as at March 2007 is as follows:

##### *One Off Expenses*

Required Training	A\$2200.00
Administrator's Manual with Norms	A\$236.50
Practical Guide to CPI Interpretation	A\$184.80
10 Reusable Test Booklets	A\$68.75

##### *Consumable Expenses*

25 Scannable Answer Sheets	A\$57.20
Scoring and Profile Report	A\$31.90

#### Practicality

- The CPI is an un-timed assessment, taking approximately 45 minutes to complete.
- Score sheets can be optically scanned for efficient scoring.

### **A Summary of Other Potential Assessments**

#### Integrity Assessments

The national job analysis highlighted integrity as a requirement for police officers, and the QPS has incorporated integrity into its key selection criteria for recruits. Currently the QPS uses background checks (such as driving and criminal history) as an indicator of candidate integrity.

Psychometric assessments of integrity are available to selectors and have a history of wide-use, especially in a US context. However, within an Australian policing context, integrity assessments have had limited application; perhaps because the use of integrity tests has traditionally been controversial. For example, Blau (1994) noted that integrity tests often have a high rate of false positives (e.g., labelling honest individuals as dishonest), and as such, are moving out of favour in law enforcement settings. Concerns about candidates' rights to privacy and fairness have also been associated with some integrity assessments, especially those that overtly ask questions about one's private life (Murphy, 1995). Finally, there are some suggestions that standard assessments of personality and psychopathology can serve a similar function to specific integrity assessments (Connelly, Lilienfeld & Schmeelk, 2006; Murphy, 1995; Sced, 2004), making these assessments potentially redundant in a typical test battery.

Despite these concerns, there is a substantial body of research indicating that integrity assessments are able to predict job performance, absenteeism and other forms of deviant workplace behaviour such as

theft and violence, across a variety of settings (e.g., Ones, Viswesvaran & Schmidt, 1993, 2003; Van Iddekinge, Taylor & Eidson, 2005).

To be confident in the application of integrity assessments in QPS selection, more clarity on the construct validity of integrity assessments is required. There are still significant gaps in our understanding of what integrity assessments measure, and how they relate to measures of normal and pathological personality. Research in this area is growing (see Mumford, Connelly, Helton, Strange & Osburn, 2001), and within time, it is possible that psychometric measures of integrity may be included in QPS's recruit selection system.

#### Australian Institute of Forensic Psychology (AIFP)

The AIFP is an organisation that specialises in screening applicants for positions of a forensic nature, such as police, customs and correctional officers. The AIFP offers a testing system that encompasses a battery of assessments selected to provide an overall indication of candidate's suitability to high-risk professions.

The AIFP system is currently used by the Tasmanian Police Service. It includes the following measures: Candidate and Officer Personnel Survey (COPS), Edwards Personal Preference Schedule (EPPS – a broad measure of normal personality), Australian Locus of Control Test (LOC), Australian How Supervise Scale (HS – a measure of interpersonal judgement and awareness), Shipley Institute of Living Scale (a measure of general intelligence), Australian Opinion Survey (a measure assessing attitudes towards enforcing the law). This battery includes a combination of commercially available and AIFP-exclusive assessments. No direct measure of psychopathology is utilised, however, some psychopathology-related constructs are tapped by the testing battery (e.g., alcohol/drug issues).

Relative to the individual instruments reviewed above (e.g., the 16PF, NEO) there is little peer-reviewed research published on the complete AIFP system, making it difficult to evaluate thoroughly in this context. Having said that, however, there are several published studies supporting the validity of the system in an Australian policing context, and several of the individual measures in the system are well established.

Research by Lough and Ryan (2005, 2006) has demonstrated that candidates screened by the AIFP process had lower dropout rates, sick days, physical injury claims, absenteeism, and motor vehicle accidents than those that did not undergo psychometric screening. This research investigates the AIFP system as a whole, as opposed to the individual assessments within the testing battery, so the role of each assessment in the prediction of positive workplace outcomes is unclear. Much of the research on the AIFP system that was located for this review, focuses on a macro comparison of screened versus unscreened candidates on criteria such as attrition, turnover, absenteeism and sick leave. There seems to be less available research for on-the-job and academy performance.

The AIFP trains individuals (psychologists or non-psychologists) from the client organisation to conduct interviews and follow-up on psychometric results. The assessment battery is administered by the client, and response sheets are returned to the AIFP for scoring and reporting. A basic report is initially produced for each candidate, with a recommendation to advance/not advance. The client is responsible for finalising the interview short-list. Typically, one third of applicants are recommended not to advance to the interview stage. The AIFP provides a comprehensive psychometric report to the client for all candidates that make the interview round.

When it comes to ATSI applicants, the AIFP uses ATSI-based norms. Their policy is that all ATSI applicants are automatically recommended for interview regardless of assessment results. All NESB applicants are highlighted in summary reports so that the client organisation can take into account their background when making short-listing decisions.

Pricing of the AIFP system, as at March 2007 is as follows:

System Training	A\$3300
Test Booklets	A\$36.30
Answer Sheets	No Charge
Basic Report per Candidate	A\$60.50
Comprehensive Report per Candidate	A\$137.50

In conclusion, the AIFP system is supported by some positive findings, however more information on each test's content and psychometric properties would be required to establish the system's job relevance, validity, reliability and fairness. Additional peer-reviewed research would also be highly regarded.

### A Quick Summary of Normal Personality Assessments

**Table 11.1: Approximate Time and Set-Up Costs for Normal Personality Assessments (paper and pencil administration and current in-house scoring system)**

Assessment	Typical Administration Time	Set-Up Fee (50 candidates/session)	On-Going Cost (Based on 50 candidates)
16PF-5	45-60 minutes	\$192.02 (Admin Manual = \$58.67) (50 Test Booklets = \$133.35)	\$48.00 (50 Answer Sheets)
NEO	35-45 minutes	\$298.65 (Admin Manual = \$52.00) (50 Test Booklets = \$246.65)	\$480.00 (50 Answer Sheets)
IPI	45-60 minutes	\$400.00 (Annual Software License = \$200) (Technical Manual = \$33.33) (50 Test Booklets = \$166.67)	\$1086.50 (50 Answer Sheets = \$20) (50 Score Fees = \$1066.50)
CPI	45 minutes	\$2965.05 (Required Training = \$2200) (Admin Manual = \$236.50) (Interpretation Guide = \$184.80) (50 Test Booklets = \$343.75)	\$1709.40 (50 Answer Sheets = \$114.40) (50 Reports = \$1595)
AIFP**	2.5 Hours (4 Hour Max)	\$5115.00 (Training = \$3300) (50 Test Booklets = \$1815)	\$7837.50 (50 Basic Reports = \$3025) (35 Complete Reports = \$4812.50)

\*This pricing is an estimate only and based on information collected from distributors in March 2007. The pricing is for paper and pencil administration and does not include postage and handling or any costs associated with calibrating the optical scanner or creating in-house Macros scoring programs.

\*\* The cost of the AIFP system is a package price that includes cognitive ability and personality assessments.

**Table 11.2: Normal Personality Assessments by the Six Evaluation Criteria**

Assessment	Job Relevant	Valid	Reliable	Fair	Cost Effective	Practical
16PF V5	✓✓	✓	✓	✓	✓✓	✓✓
NEO	✓✓	✓	✓	✓	✓	✓✓
Inwald	✓✓	?	?	?	?	✓✓
CPI	✓✓	✓	✓	✓	?	✓
AIFP	✓✓	? - ✓	?	?	? - ✗	✓

✓✓ = good    ✓ = acceptable    ? = questionable or unknown    ✗ = unacceptable

### Conclusions

Whilst many assessments reviewed here may be acceptable for police recruit selection, some assessments are more suited to QPS selection based on a holistic view of the six evaluation criteria.

- The 16PF-5 is a suitable measure of normal personality for recruit selection. The 16PF has acceptable reliability and validity evidence. It has been used widely in police selection, including in an Australian context, and initial groundwork on a 16PF ideal recruit profile has begun. From a cost effectiveness perspective, the 16PF is the least expensive assessment to incorporate into the existing testing process (assuming paper and pencil administration and in-house scoring).
- The NEO is also a suitable measure of normal personality. Recent research supports the NEO's ability to predict Academy related outcomes for recruits - in this respect the NEO has an edge over the 16PF whose research is more dated. The NEO has less sophisticated validity scales compared to the 16PF, however, this is not considered a fatal flaw. Finally, consumable resources are more expensive for the NEO, but remain relatively inexpensive overall.

## 8.3 PERSONALITY ASSESSMENT RECOMMENDATIONS

### Selection Recommendations

9. An assessment of normal personality should be used as a tool to help screen-out unsuitable candidates. The 16PF-5 is a suitable assessment (The NEO PI-R is also an acceptable assessment; the 16PF-4 is not longer considered a suitable assessment for recruit selection).
10. A psychologist should be responsible for following-up concerns highlighted in normal personality assessments. Follow-up may involve a one-on-one individual interview with the candidate or a regular seat on the standard interview panel (also see recommendation 17).
11. Members of the interview panel should not be given access to candidates' psychological results prior to the interview, as such information may lead to biased interview evaluations.
12. A verification statement should be given to all candidates prior to completing the personality assessment. Such a statement can help reduce socially desirable responding. For example:

*"Please be aware that there are scales built into these assessments which assess the degree to which a person may be adjusting their responses to appear more positive to selectors. If we are concerned that your responses may not be an accurate reflection of yourself, we may ask you to undergo further evaluation"*

13. Validity scale scores for the personality assessment need to be calculated and provided on each candidate's personality report for the psychologist to review.
14. Non-gender specific, published norms should be utilised for the personality assessment.

### Future Research Recommendations

- Research into the predictive validity of the QPS ideal recruit profile is required. This research should investigate how well the profile discriminates between high and low performers both in the Academy and on the job. This research could eventually lead to personality assessments being used as more than just a screening-out tool. Given adequate evidence, the personality profile may be useful in ranking suitable candidates.
- Some stakeholders suggested there was a difference in the personality profiles of recruits who were successful in metropolitan versus regional postings. Whilst the core duties of a general duties constable appear to be consistent across geographical regions (Kaczmarek & Packer, 1997), it is possible that personality variables may make some officers more suitable to regional versus metropolitan work, and vice versa. Regionally based constables are often required to work within small communities and build/manage relationships while fulfilling multiple roles (i.e., a police officer, a neighbour, a friend). They are also required to work well and maintain motivation in an often quiet and laid-back environment. In contrast, metropolitan based constables are required to work in an often hectic and nameless community, where they may rarely have repetitive interactions with the same community members. Research investigating the personality attributes most suited to metropolitan versus regional police could be highly valuable to the QPS. Such research may eventually make it possible to match recruits to postings that best suit their personality profile.

## 9.0 ASSESSING PSYCHOPATHOLOGY

### What is Psychopathology?

Psychopathology refers to patterns of atypical behaviour, associated with impaired functioning for individuals. This word is often used synonymously with terms such as clinical disorder, or in reverse, mental health and emotional stability.

The importance of screening for psychopathology has been highlighted in much of the policing literature. The prevailing argument is as follows:

*"Law enforcement executives have a duty to take reasonable precautions in hiring, supervising, and retaining officers to ensure the public that those entrusted with the power to take life or freedom, under color of law, are psychologically fit and do not represent a threat to any person because of mental impairment." (Rostow & Davis, 2004, p. 57-58)*

Psychologically unfit individuals for police work include those who pose a threat to the safety or wellbeing of themselves, their coworkers, the organisation and/or the community at large (Blau, 1994). This threat may come in many forms, including but not limited to: violent tendencies, in-action, irrational thought processes, self-harm tendencies, deterioration of mental health, or an inability to cope in critical situations. It is widely recognised that the stressful nature of police work may compound any pre-existing mental health conditions resulting in psychological injury and inability to safely perform one's duty (e.g., Craig & Scheldt, 2004).

The responsibility of law enforcement agencies to adequately screen for psychological health has been illustrated in numerous court cases. For example:

*"In Bonsignore v. City of New York (1982) the wife of a police officer was shot by her husband, who then turned the weapon on himself. The wife sued the city of New York for negligence in allowing her husband to carry a gun. The court held that, to avoid liability, a department has to show that it has taken reasonable precautions in hiring and/or retaining officers who are psychologically disturbed. Unable to do so, the jury found against the city. The plaintiff was awarded \$500,000 in compensatory and punitive damages" (cited by Rostow & Davis, 2004, p. 58)*

At a more local level, the threat of litigation arising from negligent hiring practices has been noted. In an article released by the Australasian Centre for Policing Research, psychological screening at the selection phase was identified as a litigation risk-management strategy for law enforcement agencies. Furthermore, in addition to meeting legal obligations by screening out psychologically vulnerable individuals, assessments of psychopathology provide a benchmark for psychological health, which is important for on-going psychological care programs (i.e., an on-going risk-management strategy).

Although the number of applicants likely to be screened out because of psychopathology is small (around 5%<sup>5</sup>), the effects of hiring even a small number of psychologically unfit individuals can be highly detrimental. Whilst local estimates are unknown, research suggests that it costs major US cities close to half a million dollars for every unsuitable officer they hire (Fitzsimmons, 1986 in Blau, 1994). Financial costs associated with mis-hires can include wasted training resources, paid stress leave, work-cover claims, legal costs, internal/external litigation; not to mention the social and physical costs which may include damaged reputations, lowered employee moral, physical and emotional injuries, and even loss of life. It was anecdotally noted in interviews for this review, as well as in existing documents, that officers showing symptoms of personality disorders account for a significant proportion of QPS Human Service Officers' (HSO) workloads (e.g., Craig & Scheldt, 2004). It is the perception of several HSOs that such conditions are pre-existing and should be identified within the selection process.

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<sup>5</sup> Approximately 5% of workers display signs of personality disorders (Cavaiola & Lavender, 2000 in Craig & Scheldt, 2004); Approximately 5% of QPS candidates are followed-up with clinical evaluations (Phillips-Leece, personal communication).

Below is an indication of how assessments of psychopathology relate to the six principles of effective selection:

### **Are Psychopathology Assessments Job Relevant?**

Psychopathology is related to emotional stability and the ability to cope under highly stressful conditions. It can be linked to both essential and desirable selection criteria in the QPS job description for recruits (See Table 6.2). Psychopathology is therefore a job relevant characteristic.

Clinical syndromes, such as major depression, anxiety disorders and post-traumatic stress, are thought to account for the majority of work-related stress claims (Assure Programs, 2006). As at 2002, the QPS Stress Management Working Party noted that 43% of stress claims within the QPS were for general duties officers (QPS, 2002). This finding reinforces the notion that general duties policing can be a stressful and emotionally risky profession. The Working Party also noted that 26% of QPS stress claims occurred within the first five years of service, and as such they concluded that more thorough psychometric screening practices were required for recruits.

It is important to note, however, that psychometric screening for recruits will not screen out all individuals who would otherwise lodge a stress claim. Stress can be a result of multiple sources that extend beyond individual coping mechanisms to include the nature of the work itself, organisational/management factors, lack of support and work-family conflict (e.g., Smith & King, 2004). An effective approach to stress management should address all of these issues, rather than relying solely on psychometric screening.

### **Are Psychopathology Assessments Reliable and Valid?**

Barrick and Mount's (1991) meta-analysis indicated that contrary to their hypothesis, emotional stability was not a good predictor of job performance. They suggested that once "critically unstable" individuals were removed from the selection process, the extent of a candidate's emotional stability had little effect on job performance. Or to put it in other words, as long as people possess a minimum threshold of emotional stability, having more emotional stability does little to improve job success. Given this finding, the authors suggested that assessments of psychopathology would be unlikely to predict future job performance.

Whilst some studies claim that assessments of psychopathology are able to predict future job performance, the evidence for this is generally weak (Byrne, 2007). For this reason, psychopathology assessments should not be used to predict future job performance per se, but rather to screen out those critically unstable individuals who would find it difficult to cope and perform within a highly stressful and demanding policing context.

### **Are Psychopathology Assessments Fair?**

A concern from one stakeholder was that the inclusion of psychopathology assessments could result in discrimination against people with mental health issues. Assessments of psychopathology are not intended as a be-all and end-all screen to remove absolutely everyone who shows any small sign or history of psychopathology. The results are intended to be used by qualified psychologists to make a determination about the job-relevant suitability of the applicant. In a US context, it has been stated that:

*"The preemployment screening must not screen out an individual with a disability on the basis of the disability unless it can be shown that disability is job related for the position in questions. The informed opinion at this point is that there is little dispute that physical fitness and mental stability are critical to effective police performance, and it appears that nothing in the [Anti-Discrimination Act] would impede continued utilization of job-related psychological screening (Flanagan, 1991)" (Blau, 1994, p. 101-102)*

### **Are Psychopathology Assessments Cost-Effective and Practical?**

Psychopathology assessments typically range from 25 to 90 minutes to complete, and can be administered in large group testing sessions. Minimal administrative supervision is required and responses can typically be scanned for automatic computer scoring.

Once manuals and re-useable testing booklets are purchased, typically the only ongoing cost are the consumable answer sheets.

Once scored, psychopathology assessments require consideration from a qualified psychologist. The psychologist needs to individually review each profile and make a decision as to whether further evaluation is required for that candidate.

As at 2002, the QPS had the highest average statutory cost for stress leave claims amongst Australian police agencies (QPS, 2002). It is possible that psychopathology assessments may assist in reducing such claims by screening out individuals who may be especially vulnerable to psychological injury, thus providing a return on investment.

#### **Conclusions**

- There is sufficient evidence to support the job relevance, validity, reliability, fairness, cost-effectiveness and practicality of psychopathology assessments in police recruit selection.
- Police agencies have a duty of care to ensure the psychological health of candidates prior to hire.
- Assessments of psychopathology are not intended as a tool to predict future job performance. They are a tool to flag psychologically unsuitable candidates for police work (i.e., a screening-out tool).



## 9.1 PSYCHOPATHOLOGY: IMPLEMENTATION ISSUES

### **The Current QPS Process**

The QPS does not have a direct measure of psychopathology within its standard recruit selection process. Rather, the majority of applicants are assessed only on normal personality. Measures of normal personality provide a description of an individual's styles and tendencies within the realm of normal adult behaviour. They are typically not considered suitable to provide a thorough assessment of psychopathology.

There are three primary circumstances where a QPS recruit applicant would be asked to complete an assessment of psychopathology:

1. When the applicant provides information in their application or medical examination indicating a potentially significant mental health issue in the past or present
2. When the applicant comes from a previous occupation that is considered to be highly traumatic (such as active duty in Iraq).
3. When an applicant's assessment of normal personality (16PF) reveals elevated scores on a combination of dimensions that raise concerns for the reviewing psychologist (e.g., low emotional stability and high tension; or high dominance, low emotional stability and low confidence).

If the applicant falls within these circumstances, the occupational psychologist uses professional judgement to select appropriate follow-up assessment tools. Typically the MMPI-II is used, and other tools such as the Trauma Symptom Inventory, the Beck Depression Inventory and the Beck Anxiety Inventory are also considered for use.

The legitimacy of these three methods to determine the need for an assessment of psychopathology is discussed below.

### Admissions on Application Forms

Relying on a self-report of mental health on the recruit application form is problematic for several reasons:

- Individuals may not have sought treatment in the past, and be unaware of the true status of their own mental health.
- Individuals may choose not to report a mental health concern either through fear of stigmatisation, rejection, or perceived irrelevance to the role.

### Assessing High-Risk Professions

Whilst assessing individuals from high-risk (traumatic) occupational backgrounds is a logical precaution for recruit screening, as these individuals are at a heightened risk of having developed mental health issues, it fails to recognise that individuals from all backgrounds may have been exposed to past traumatic events (such as accidents, abuse, death or crime). It is possible that singling out only certain groups of individuals for extra testing may be perceived as unfair, and potentially discriminatory.

### Using the 16PF as a Flag for Psychopathology

Measures of normal personality are generally not considered adequate to flag potential psychopathology (Ben-Porath & Waller, 1992). The International Association of Chiefs of Police has explicitly stated in their selection guidelines that tests of normal personality do not constitute an adequate pre-employment psychological evaluation for police officers.

### Conclusion

Given the duty of care requirements of the QPS to ensure the safety of the community and of its employees, it is recommended that all candidates undergo a direct assessment of psychopathology.

### **Clinical Interviews**

Results from a paper and pencil assessment of psychopathology are not in and of themselves adequate for determining the presence or psychopathology. Rather, these tools serve as a time efficient and useful screening device to flag potentially unsuitable applicants.

The best practice use of psychopathology assessments in law enforcement and public safety screening is to follow-up assessments of psychopathology with a clinical interview by a psychologist. Such an approach is endorsed by:

- The Accreditation Standards of the Commission on Accreditation for Law Enforcement Agencies
- Recommended Guidelines for Preemployment Screening for Law Enforcement Agencies (Blau, 1994)

A clinical assessment involves an interview with a qualified psychologist and may also include other testing that the psychologist deems appropriate based on their professional judgement. Appropriate assessments may differ between cases and therefore it is of no benefit prescribing the exact assessments to be used in this context; however common assessments often included the MMPI-II, the Trauma Symptom Inventory, the Beck Depression Inventory and the Beck Anxiety Inventory.

A US national survey indicated that over 24% of law enforcement agencies conducted clinical interviews as part of the recruit selection process (Cochrane et al., 2006). This leaves a substantial number of agencies that do not follow best practice recommendations. It is quite typical for organisations to use psychopathology assessment results to flag whether additional follow-up is necessary. In these organisations, only individuals whose results suggest a potentially problematic profile (i.e., clinically elevated traits) are referred to a psychologist for additional evaluation. A concerning initial profile does not automatically deem the candidate unsuitable for police work. The decision of suitability is based on the full clinical evaluation. Individuals, whose initial screening profiles offer no warning flags to the assessing psychologist, move straight through to the next round of selection without requiring interaction with a psychologist or further psychometric evaluation.

Other organisations require all assessments of psychopathology to be followed-up with a clinical interview, regardless of the suitability of the initial profile (e.g., WA Police Service). This process most closely aligns with best practice psychology, and further helps to reduce the occurrence of false negatives/positives in the selection process. Obvious barriers to this practice are the time and resource requirements.

#### Option 1 (acceptable practice)

- Follow-up clinical interviews are only given to candidates that received potentially problematic profiles on the paper and pencil assessment.

#### Option 2 (best practice)

- Follow-up clinical interviews are given to all candidates regardless of the apparent suitability of their profiles based on the paper and pencil assessment.

### **Psychopathology Norms**

Norms based on clinical populations are not suitable for use in pre-employment screening. Rather, norms relevant to the general population or police applicants should be utilised for this purpose. In most instances it would be inappropriate to create local norms of psychopathology for your own organisation, as this may cause evaluators to lose sight of diagnostic benchmark data. Norms developed by recognised experts in the field are necessary for this type of assessment.

### **When Should Psychopathology Assessments be Administered?**

In the US, anti-discrimination legislation requires that all medically related assessments (including psychopathology) be conducted only after a conditional job offer is made. No such requirement currently exists within Australia. Using these assessments appropriately at any stage during the selection process does not pose an obvious ethical concern in the Australian context.

The question of when to administer an assessment of psychopathology is predominantly a question of cost and practicality. The cost and time required in conducting and interpreting these assessments is more intense than the other assessments in the psychometric battery.

Screening out psychologically unsuitable applicants early in the selection process frees up subsequent selection resources, such as panel interviews, medical checks and physical fitness assessments.

However, psychopathology assessments can in themselves be resource intensive. These assessments require consumable resources (e.g., response sheets) as well as a qualified psychologist to evaluate each candidate's results and follow up with further assessments if necessary.

It would be possible to include the measure of psychopathology within the standard test battery, currently at hurdle 2 of the selection process. This approach allows for efficient use of administration time, and allows for psychologically unsuitable applicants to be screened out early in the selection process. The drawback is the large volume of assessments to be conducted and evaluated by the psychologist. Furthermore, the duration of the test battery will be significantly extended, resulting in issues of fatigue for candidates.

Another option is to administer the assessment of psychopathology only to individuals who were successful at the panel interview stage of selection. Conducting psychopathology assessments towards the end of the selection process, helps to ensure that a smaller pool of individuals are tested, thus conserving the time of occupational psychologists and the cost of psychometric testing resources.

It could be argued that by leaving the psychopathology assessment to the end of the process, it would add no value to the QPS because the chances of identifying somebody with unsuitable psychopathology at this stage would be very low. Indeed, it would be reasonable to assume that very few candidates would receive problematic profiles at this latter stage of selection, however, as mentioned previously, psychopathology screening is important for duty of care responsibilities in both the short and long-term (i.e., it sets the foundation for ongoing psychometric health checks).

#### Conclusions

- Assessments of normal personality are not an adequate substitute for psychopathology assessments in recruit selection.
- At a minimum, clinical interviews should be conducted for candidates whose psychopathology assessment raises concerns about suitability. No candidate should be removed from the selection process based only on psychopathology scores. Ideally clinical interviews would be conducted for all candidates prior to an unconditional job offer.
- Professionally developed norms for the general population or police populations should be used for psychopathology assessments. Clinical norms are less appropriate.
- Psychopathology assessments can be included at any stage of the selection process. Issues of cost and practicality play a major role in determining when psychopathology assessments are administered.

## 9.2 A CRITIQUE OF PSYCHOPATHOLOGY INVENTORIES

This section provides a review of psychopathology assessments in the context of recruit selection. As there are many assessments of psychopathology on the market, only a pertinent selection of assessments will be reviewed here.

### **Minnesota Multiphasic Personality Inventory - MMPI**

The MMPI is a self-report assessment of adult psychopathology. It was originally developed in 1943 and underwent a complete revision in 1989 resulting in the current version, the MMPI-II (Original Authors: Hathaway & McKinley). Due to its widespread use, there are multiple norm sets available for the MMPI. The MMPI-II has a normative sample of 1,138 males and 1,462 females aged between 18 and 80 from a variety of communities across the US. Recently, law enforcement norms were introduced.

The tool was originally intended for use within clinical populations only, however, it has a long history of being used for selection in public safety roles. A US survey of law enforcement agencies revealed that 83.5% of large responding agencies utilised the MMPI for recruit selection (Cochrane et al., 2006). Within Australia, four police agencies use the MMPI for all applicants, while the QPS uses the MMPI for candidates identified as high-risk.

The questions are designed to assess an individual's functioning across ten clinical scales including hypochondriasis, depression, hysteria, psychopathic deviation, masculinity-femininity, paranoia, psychasthenia, schizophrenia, hypomania, and social introversion. Additionally the MMPI-II contains 14 content scales including anxiety, fears, obsessiveness, depression, health concern, bizarre mentation, anger, cynicism, antisocial practices, Type A, low self-esteem, social discomfort, familial discord, work interference and a negative treatment indicator. Finally, the MMPI-II has three validity scales, including a lie scale, defensiveness scale and infrequency scale.

The MMPI-II is briefly reviewed below according to the six evaluation criteria.

#### Job Relevance

The MMPI provides a measure of psychopathology, which is related to emotional stability and the ability to cope under highly stressful conditions. It can be linked to both essential and desirable selection criteria in the QPS job description for general duties constables (see Table 6.2).

Although the MMPI has been used across a large variety of settings there are some criticisms relating to its use and effectiveness in police selection. As the MMPI was originally developed as a clinical measure of psychopathology there are some concerns about its applicability to organisational settings (Camara & Merenda, 2000). It has been argued that the assessment is most effective in diagnosing severely disturbed individuals, such as those found in clinical populations (Levitt & Duckworth, 1984). Furthermore, the wording and relevance of particular MMPI items has also been questioned, although this criticism has been addressed to some extent in the development of the MMPI-II (Beutler & Groth-Marnat, 2003).

#### Validity

The MMPI is the most used and recognised measure of psychopathology available. Perhaps because of its popularity, it has also been subject to a great deal of criticism. Despite this criticism, the MMPI is considered a highly valuable assessment of pathology, especially for its original intended purpose, as a tool for use with clinical populations.

The MMPI has been criticised for its a-theoretical development. Test construction was based on empirical methods, sometimes referred to as dust-bowl empiricism, resulting in heterogeneous and overlapping scales. It is counter-argued, however, that the initial item pool on which statistical analyses were conducted, were based on substantial clinical experience, and hence the development of the MMPI was not purely empirical (Butcher, Atlis & Hahn, 2004).

Many studies have investigated the usefulness of the MMPI in law enforcement selection. However, much of this research was conducted using the original version of the MMPI. The revision of the MMPI resulted in changes such as the exclusion and rewording of items deemed outdated or offensive, and the inclusion of additional items. Although research has indicated that these changes do not impact

on the psychological properties of the test (Dahlstrom, 1992), care should be taken in regards to the interchangeability of the MMPI-I and MMPI-II research findings.

Studies investigating the MMPI's ability to predict job performance in a policing context are mixed. In a meta-analysis of psychometric assessments used in police selection, the MMPI was found to have a modest, but significant relationship with officer performance (Varela et al., 2004). Whilst moderate predictive validity was achieved, the researchers suggested that a test of normal personality was more suited to making job performance predictions. Indeed, it is widely acknowledge that assessments of psychopathology are best used to select-out unsuitable candidates, rather than to identify potential top performers. For example, a review of psychometric assessments for Australian police selection concluded that:

*"[A case could be made] for using the MMPI...to screen out problematic police officers, this is the extent of the test's usefulness...its usage in the arena of personnel selection should be confined to screening applicants for psychopathology" (Kaczmarek & Packer, 1997, p. 92).*

Finally, in regards to socially desirable responding, the MMPI contains several validity scales that assist psychologists in identifying candidates that may have distorted their responses to align with job requirements.

A review of the MMPI-II for use in Australian recruit selection identified the MMPI-II as an acceptable measure to include in police selection (Kaczmarek & Packer, 1997)

#### Reliability

Internal reliability estimates range from unacceptable to high among the MMPI scale. Internal reliability of clinical scales range from .39 to .87 and content scales range from .72 to .86. Test-retest reliabilities across the three scales for a 1-week interval range from .58 to .92 (see Butcher et al., 2004 for a review).

#### Fairness

The MMPI-II boasts improved item content, from the version before it. Items that were considered culturally biased, offensive or out of date were removed from the assessment. Whilst the research is somewhat mixed, a review of the MMPI literature suggested that scale score differences across ethnic and social economic groups are not substantial (Butcher et al., 2004). The MMPI requires approximately a sixth- to eighth-grade reading level.

#### Cost-Effectiveness

MMPI resources can be purchased directly from Pearson Assessments, US. PsychAssessments in Australia also sell MMPI resources, however the cost appears to be higher than resources purchased through Pearson Assessments. Pricing as at March 2007 is as follows:

##### *One-Off Expenses*

Administrator's Manual with Norms	US\$52.00 (~A\$69.33)
10 Reusable Test Booklets	US\$36.00 (~A\$48.00) – QPS already owns 2 copies
Scoring Keys (per scale type)	US\$77.00 (~A\$102.67) – The QPS has developed computer-based scoring algorithms for the MMPI

##### *Consumable Expenses*

50 Scannable Answer Sheets	US\$87.00 (~A\$116.00)
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##### *Optional Features*

Scoring Software (Annual License Fee)	US\$89.00 (~A\$118.67)
Interpretive Report	US\$30.00 for bulk purchases of 100+ (~A\$40.00)

### Practicality

- The MMPI is quite a long test relative to other popular measures of psychopathology. It contains 567 items and takes approximately 60-90 minutes to complete. Its length is a prohibitive feature of the assessment.
- The assessment can be completed in paper-and-pencil format, allowing group testing sessions (computer formats are also available if desired).
- Optically scannable answer sheets are available for efficient scoring.

### Conclusion

Overall, the MMPI-II is an acceptable measure of psychopathology to use as part of recruit screening, however it is arguable that more appropriate measures exist. The MMPI can be linked to job requirements, and has a long history of being used for police selection within Australia and internationally. The MMPI has been criticised for its construct validity, and low reliability of several scales. There is some evidence linking the MMPI to police performance, however, as the MMPI is typically used purely as a screen for psychopathology, its ability to predict future job performance is not a focus for many selectors. The MMPI-II shows some evidence of fairness across demographic groups. However, the time taken to administer this assessment is often considered prohibitive (up to 1.5 hours).

### **Personality Assessment Inventory (PAI)**

The PAI is a self-report screening tool for psychopathology in adults (Author: Morey, 1991). The PAI has been normed on a sample of 1000 community dwelling adults who reflected the projected demographic characteristics of the US 1995 census. Norms are also available for clinical populations, student populations and public safety job applicants. The public safety normative sample consists of 18,000 individuals and can be broken down into specific job classifications (e.g., Police Officer, Communications Dispatcher, Corrections Officer and Firefighter). Combined gender norms are available.

The PAI is considered suitable for a variety of clinical and organisational settings. The PAI is considered especially suitable for pre-employment screening and on-going fitness for duty evaluations with law enforcement personnel. It is reported to predict the potential for aggression, violence, suicide and substance abuse.

The PAI did not feature prominently in the US national survey of psychometric tools used in selection for law enforcement agencies (Cochrane et al., 2006), and was not one of the instruments reviewed for recruit selection by the Australasian Council for Policing Research (i.e., Kaczmarek & Packer, 1997). Its absence from these reports is a reflection of the instruments youth, rather than an indication of its unsuitability. The PAI has been touted as having great promise for use in police selection (Kay in Blau, 1994), and has fast become one of the most utilised assessments in clinical practice and training (e.g., Belter & Piotrowski 2001). The PAI has been purchased for use within the QPS State Crime and Operations Command (Craig & Scheldt, 2004).

The PAI is often applauded for its sophisticated psychometric qualities. It was designed according to a contemporary understanding of psychopathology. Specifically, items were developed and selected based on theoretical rationales as well as statistical considerations.

The PAI contains 11 clinical scales (somatic complaints, anxiety, anxiety-related disorders, depression, mania, paranoia, schizophrenia, borderline features, antisocial features, alcohol problems and drug problems), 5 treatment scales (aggression, suicidal ideation, stress, non-support and treatment rejection), 2 interpersonal scales (dominance and warmth) and 4 validity scales (inconsistency, infrequency, negative impression and positive impression).

The PAI is briefly reviewed below according to the six principles of effective selection.

### Job Relevance

The PAI provides a measure of psychopathology, which is related to emotional stability and the ability to cope under highly stressful conditions. It can be linked to both essential and desirable selection criteria in the QPS job description for general duties constables (see Table 6.2). The PAI is considered suitable for use in occupational and employee screening purposes.

### Validity

A key strength of the PAI is that it was designed from scratch, using theoretical rationales, as well as empirical considerations. This construct validation approach has resulted in relatively independent (non-overlapping scales) and very good reliability (e.g., Morey, 2003; Morey & Boggs, 2004). Construct validity for the PAI has been demonstrated in numerous studies, showing expected correlations between the PAI and other respected instruments of psychopathology (for a review see Morey, 1991; Morey & Boggs, 2004).

Due to the PAI's newness, there is limited research investigating its validity in a police screening context (Blau, 1994; Rostow & Davis, 2004). However, the assessment has received favourable reviews for use within Australia (e.g., White, 1996), and is currently used widely in Australian correctional settings. Subject matter experts in this review who were familiar with the PAI, typically viewed this assessment favourably in terms of its use in recruit selection.

The PAI Public Safety Selection report has been used to help select public safety applicants across the globe. Findings indicated that the PAI correctly identified 80% of the suitability ratings for public safety applicants, and was able to identify 66-89% of problematic behaviours (cited in Morey & Boggs, 2004).

As with most self-report measures, the PAI is vulnerable to socially desirable responding. Validity scales have therefore been built into the PAI to help establish the honesty of candidate responses. Research indicates that positive impression management scores on the PAI are able to correctly identify 70% of normal individuals that were asked to distort their PAI responses. Furthermore, validity indices were able to identify 99.4% of cases that were randomly generated profiles (Morey, 1991).

Finally, support for the legal defensibility of this tool has been documented (Morey, Warner & Hopwood, 2007)

### Reliability

The PAI professional manual (Morey, 1991) provides the following reliability information. The full-scale reliability of the PAI is good to high for all clinical, treatment and interpersonal scales, with a median alpha of .81, and coefficients ranging from .72 to .90. Acceptable (albeit lower) reliability is also shown in the sub-scales, with a mean alpha of .70, with coefficients ranging from .51 to .81.

Test-retest reliability over an average 24-day period was acceptable, ranging from .71 to .94 for all sub-scales.

### Fairness

PAI items were specifically designed and selected to avoid any gender or cultural biases. Firstly, items were constructed to avoid specific cultural references. All items were then reviewed by a bias panel of diverse demographic and professional make-up, and underwent a statistical analysis to eliminate items that may have different meanings for different groups of respondents. Analyses indicated that mean scale differences across gender, age and racial groups tended to be small and representative of actual differences expected in the population (Morey, 1991). The PAI is therefore considered appropriate to use with different demographic groups.

The PAI requires only a 4th-grade reading level, and items are considered less complex than those in the MMPI (Rostow & Davis, 2004).

### Cost Effectiveness

PAI resources can be purchased directly from PAR Inc (Psychological Assessment Resources Inc), USA. ACER Press and PsychAssessments in Australia also sell PAI resources, however the cost appears to be higher than resources purchased through PAR Inc. Pricing as at March 2007 is as follows:

#### One-Off Expenses

Administrator's Manual  
10 Reusable Test Booklets

US\$70.00 (~A\$93.33) - QPS already owns a copy  
US\$34.00 (~A\$45.33)

### Consumable Expenses

25 Hand-Scorable Answer Sheets

US\$48 (~A\$64.00)

### Optional Features

- On-site software is available to score reports for candidates if required.  
[On-site Software Package: US\$695.00 (~A\$926.67)]  
[On-site Scanning Module: US\$125.00 (~A\$166.67)]  
[25 Scannable Answer Sheets: US\$170.00 (~A\$226.66)]

### Practicality

- The PAI is an un-timed assessment, taking 50-60 minutes to complete 344 items.
- The assessment can be completed in paper-and-pencil format, allowing group testing sessions (computer formats are also available if desired).
- Optically scannable answer sheets are available for quick computer scoring.
- Hand scoring can be completed in 10 minutes (Morey, 2003).

### Conclusion

The PAI is an acceptable measure of psychopathology to use in law enforcement settings. Specifically, the PAI is a job relevant assessment, with evidence of appropriate construct validity and reliability. The PAI has previously been used in law enforcement settings, including specialist QPS areas, and law enforcement norms exist. Whilst documented research utilising the PAI in law enforcement settings is limited, this is of minor concern given that the tool is used as a screen for psychopathology, as opposed to a tool to predict future job performance. The PAI was developed to minimise gender, racial and age bias, and evidence supports the test's fairness. Finally, the PAI is a faster assessment to complete than many other comprehensive assessments of psychopathology.

### **Million Clinical Multi-Axial Inventory (MCMI)**

The MCMI is a self-report measure of adult psychopathology. It was first published in 1983, and has been significantly revised several times to keep pace with theoretical advancements. The current version is the MCMI-III (Author: Millon, 1997).

The MCMI is considered one of the most widely used and researched assessments of psychopathology (Craig, 1999). The assessment is suitable for use in clinical samples, however, its use for occupational purposes is less well endorsed. The MCMI has been used for screening Australian emergency service personnel, however the MCMI author does not endorse such usage:

*"...the MCMI-III was normed on a diverse population of men and women who were seeking mental health evaluation and/or treatment. The test was not intended to be used with non-clinical populations and such applications will yield distorted results." (Millon & Meagher, 2004).*

The MCMI provides a measure of 11 clinical personality patterns (schizoid, avoidant, depressive, dependent, histrionic, narcissistic, antisocial, aggressive/sadistic, compulsive, negativistic and self-defeating), three severe personality pathology scales (schizotypal, borderline and paranoid), seven clinical syndrome scales (anxiety, somatoform, bipolar, dysthymia, alcohol dependence, drug dependence and post-traumatic stress disorder), three severe syndromes scales (thought disorder, major depression and delusional disorder), and a validity and three modifying indices (desirability, debasement and disclosure).

### Job Relevance

The MCMI provides a measure of psychopathology, which is related to emotional stability and the ability to cope under highly stressful conditions. It can be linked to both essential and desirable selection criteria in the QPS job description for general duties constables (see Table 6.2). However, as noted above, the test developers do not consider the assessment to be suitable for use in normal populations (such as job applicant pools).



### Validity

A key strength of the MCMI is that it was developed from a theoretical perspective, rather than from a purely empirical approach. Research in the MCMI-III manual indicates that in clinical populations, the assessment has moderate to excellent positive predictive power for most personality scales, however, lower levels of predictive power for most disorders (positive predictive power refers to the percentage of individuals who's MCMI scores were positive for a disorder that was diagnosed by their clinician). Furthermore, the MCMI has evidence of predicting disorders above chance levels (see Millon & Meagher, 2004 for a review).

Despite the MCMI's usefulness in clinical diagnosis, some criticisms about the MCMI's construct validity exist. For example, one review suggests that several scales on the MCMI may measure personality styles, rather than disorders (e.g., histrionic, narcissistic and compulsive scales; Craig, 1999). The author cited research showing that some MCMI scales actually correlate positively with measures of mental health, and show low convergent validity with other measures of that scale. The review concluded that whilst the MCMI had many admirable features:

*"...the test is susceptible to patients with an acquiescent response set because most of the items are keyed true. It does poorly in assessing patients with minor personality pathology and those with severe personality dysfunction (e.g., psychotic disorders). In my opinion, it should not be used as a broadband screening instrument because one must suspect in advance that there is pathology before the test is selected for use in a given clinical situation" (Craig, 1999, p. 402)*

### Reliability

The MCMI has adequate to high internal reliability for all scales, with a mean reliability of .83, and coefficients ranging from .66 to .95. Test-retest reliability is very good over a 5-15 day period, with scale coefficients ranging from .82 to .96, and a mean reliability of .90 (cited in Millon & Meagher, 2004). Despite the acceptable reliabilities listed above, lower reliabilities for the MCMI have been reported by other authors (Craig, 1999).

### Fairness

The MMPI was developed to minimise potential item bias.

### Cost Effectiveness

MCMI resources can be purchased directly from Pearson Assessments, USA. PsychAssessments in Australia also sells MCMI resources, however the cost appears to be higher than resources purchased through Pearson Assessments. Pricing as at March 2007 is as follows:

#### *One-Off Expenses*

Administrator's Manual	US\$50.00 (~A\$66.67)
10 Reusable Test Booklets	US\$29.00 (~A\$38.67)

#### *Consumable Expenses*

25 Scannable Answer Sheets	US\$21.50 (~A\$28.67)
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### Optional Features

- On-site software is available to administer and/or score reports for candidates if required.  
[On-site Software Package – Annual license fee: US\$89.00 (~A\$118.67)]

### Practicality

- The MCMI is a very quick, un-timed measure, taking approximately 25-30 minutes to complete 175 items.
- The assessment can be completed in paper-and-pencil format, allowing group testing sessions (computer formats are also available if desired).
- Optically scannable answer sheets are available for quick computer scoring.

### Conclusion

The MCMI is a very well regarded measure of psychopathology, however, its intended purpose is for use in clinical samples only. Research suggests that the validity of the MCMI does not hold for non-clinical populations. As such, the use of this assessment for screening in non-clinical groups (such as

recruit selection) is not highly recommended. However, the MCMI may be a suitable supplementary tool to use with candidates who show evidence of a potential disorder (i.e., through initial screens of psychopathology).

### A Summary of Other Potential Assessments

#### Clinical Analysis Questionnaire (CAQ) and the PsychEval Personality Questionnaire (PEPQ)

The CAQ and PEPQ are supplementary sections of the 16PF normal personality questionnaire, designed to assess dimensions of psychopathology. The CAQ corresponds to the 16PF-4 assessment, and as such, was not considered ideal for QPS selection. The more recent PEPQ assessment corresponds to the 16PF-5.

The PEPQ shows adequate internal and test-retest reliability. However, other than the validity evidence presented in the test manual, there is limited peer-reviewed information available for the PEPQ. Such a lack of information makes it difficult to evaluate and recommend the PEPQ as a screening tool for the QPS. The AFP currently uses the PEPQ in conjunction with the MMPI-II.

### A Quick Summary of Psychopathology Assessments

**Table 17.1: Approximate Time and Set-Up Costs for Psychopathology Assessments (paper and pencil administration and current in-house scoring system)**

Assessment	Typical Administration Time	Set-Up Fee (50 candidates/session)	On-Going Cost (Based on 50 candidates)
MMPI-II	60-90 minutes	\$2373.33 (Admin Manual = \$69.33) (48 Test Booklets = \$2304)	\$116.00 (50 Answer Sheets)
PAI	50-60 minutes	\$226.65 (50 Test Booklets)	\$128.00 (50 Answer Sheets)
MCMI	25-30 minutes	\$260.02 (Admin Manual = \$66.67) (50 Test Booklets = \$193.35)	\$57.34 (50 Answer Sheets)

*\*This pricing is an estimate only and based on information collected from distributors in March 2007. The pricing is for paper and pencil administration and does not include postage and handling or any costs associated with calibrating the optical scanner or creating in-house Macros scoring programs.*

**Table 11.2: Psychopathology Assessments by the Six Evaluation Criteria**

Assessment	Job Relevant	Valid	Reliable	Fair	Cost Effective	Practical
MMPI-II	✓	✓	?- ✓	✓	✓	?
PAI	✓✓	✓	✓	✓✓	✓	✓
MCMI-III	✓	? (Inappropriate for non-clinical samples)	✓	✓	✓✓	✓✓

✓✓ = good    ✓ = acceptable    ? = questionable or unknown    \* = unacceptable

### Conclusions

- The PAI is suitable for use by the QPS. It is a job relevant assessment, designed specifically for use in both clinical and normal populations. There is solid evidence of construct validity, and the ability to screen for psychopathology. The assessment shows sound reliability, fairness, cost-effectiveness and practicality.
- The MMPI-II is an acceptable tool to use for recruit selection, however, more suitable and less time-intensive assessments do exist.
- The MCMI-III is not recommended for use in non-clinical samples and therefore is not recommended for general recruit screening. The MCMI may be a suitable supplementary assessment to use with candidates whose PAI scores indicate potential pathology.

### 9.3 PSYCHOPATHOLOGY ASSESSMENT RECOMMENDATIONS

#### Selection Recommendations

15. A measure of psychopathology should be used for all recruit applicants. The PAI is a suitable tool (the MMPI-II is also an acceptable, yet less practical measure of psychopathology for recruit selection).
16. Assessments of psychopathology should only be used to flag potentially unsuitable candidates (i.e., used as screening-out tool rather than a screening-in tool).
17. At a minimum, clinical interviews should be conducted for candidates whose psychopathology assessment raises concerns regarding psychological suitability. No candidate should be removed from the selection process based only on his or her psychopathology scores. Ideally clinical interviews would be conducted for all candidates prior to an unconditional job offer.
18. Professionally developed norms for the general population or police populations be used to interpret psychopathology results (clinical norms or un-representative local norms are generally not appropriate).
19. Psychopathology assessments can be conducted at any stage in the selection process. Cost and practicality issues will largely determine their position in the wider selection process.

## 10.0 OTHER ISSUES FOR CONSIDERATION

### Assessment of PACE Applicants

At the time of his 2006 report, Manktelow noted that the QPS administered the psychometric test battery to PACE applicants, however, these assessments were not being scored or otherwise utilised in the selection process. Manktelow noted that it was "a waste of time to have applicants sit this test given that it has no bearing on their selection into the service" (p. 6) and subsequently recommended that PACE applicants no longer be psychometrically assessed. This recommendation was subsequently implemented by the QPS.

It should be noted, however, that Manktelow cited no other reason for test removal, other than the fact that results were not being utilised in the selection process, therefore an equally valid response to his concerns would be to ensure that assessments were being interpreted and utilised in the selection decisions for PACE applicants.

Advocates for not assessing PACE applicants argue that:

1. Their prior experience as police officers demonstrates their suitability for police work.
2. They have already been screened by their respective state police services.
3. PACE applicants often reside interstate or overseas at the time of application, making testing logistically difficult.

The above reasons are not considered sufficient to remove psychometric testing for PACE applicants. Years of experience are not considered a good predictor of future job performance. Individuals can be employed in a role for many years, but still prove ineffective. Furthermore, some stakeholders were concerned that performance evaluations from other police services may not be an accurate reflection of performance levels.

Secondly, selection practices are vastly different in other states. The QPS can not be sure that PACE applicants underwent rigorous screening in other states.

Finally, there are ways to remotely assess candidates that are practical and cost-effective (e.g., on-line testing or using a local test administrator, such as another police psychologist or private practitioner).

Between 1998 and 2001, PACE recruits accounted for double the number of stress related claims than RROVE recruits (QPS, 2002). This is not surprising because prior exposure to traumatic events (such as police work) can lead to the development of mental health issues. QPS applicants from other high-risk backgrounds (e.g., active military work) are regularly screened for psychopathology as part of their standard selection process. It is unclear why policing backgrounds are treated differently.

Given the apparent vulnerability of PACE applicants to future mental health issues, and diverse screening techniques in other policing jurisdictions, it is vital for the QPS to psychometrically assess PACE candidates.

At a minimum, PACE applicants need to be assessed on psychopathology and normal personality. Ideally, however, PACE applicants should complete the entire test battery.

### Issues of Copyright

There are several copyright concerns with the way the QPS currently conducts its psychometric testing process. Psychometric assessments and their associated resources (test booklets, manuals, item-response sheets, scoring keys and norm sets) are all protected by copyright. This means that none of these resources can be copied or reproduced in any way without the permission of the publisher. If permission is granted, it often involves a royalty fee.

Three QPS practices appear to either defy, or fall within a grey area for copyright laws:

- The DSP/DSY assessments, which are sub-tests of the WAIS, have been reproduced out of the larger test battery to which they originally belonged, and a photocopied version is provided to all candidates. Presumably, permission has not been sought for this practice.

- The QPS, in conjunction with the providers of its optical scanner, have designed its own response sheets for the SPM, CTA and 16PF assessments. This process may be a breach of copyright, however, it is less clear cut. The opinion of several psychology professionals was sought on this matter, and opinions differed. Some considered that reproducing response sheets, even in a different format, was an illegal reproduction, and at a pedantic level could even change the psychometric properties and norms of the assessment. An alternative view was that by changing the response sheet format, it is not a direct copy and therefore permissible. Clearly this is an issue that requires legal advice.
- The QPS has developed its own computer scoring system for the psychometric test battery. Candidate responses are optically scanned and imported into an excel spreadsheet where the scoring formula is applied. In order to score these assessments, the standardised normative data from this assessment needs to be imported and stored within the excel spreadsheet. Reproducing norms in this way may be considered a breach of copyright. However, there were psychology professionals who thought that this practice could be implemented in a legitimate way. Legal advice needs to be sought on this issue.

A straightforward way to address these copyright issues would be to ensure that the QPS purchases and uses only original test booklets, answer sheets and scoring software from test distributors. There are ongoing costs associated with this approach. A response sheet will need to be purchased for each candidate (optically scannable answer sheets can cost more than hand-scorable answer sheets) and scoring software often involves a per assessment scoring fee.

The second option is to seek legal advice about practices highlighted in points two and three above, and if deemed appropriate continue these practices.

#### **Assessing Communication Skills**

The national job analysis highlighted communication skills as a requirement for police officers. Such skills include writing skills, listening skills, building interpersonal relationships, and conflict negotiation. Indeed many stakeholders highlighted these skills as the most important requirements for police work (that and common sense). One recurring concern was that of literacy. Stakeholders particularly noted concerns about some of the NESB recruits. They noted that while some NESB applicants were able to pass written exams and communicate effectively in a controlled interview environment, their language skills do not always transfer to on the job contexts. For example, some recruits have difficulty understanding radio messages, or communicating amongst the disorder of a critical event.

It was noted earlier in this review that communication skills were better measured through work samples than by standardised psychometric assessments. Work samples may include for example:

- Instructing candidates to produce a written passage
- Asking candidates to listen and respond to a verbal passage
- Asking candidates to part-take in a role-play

The New Zealand Police Service developed its own work sample for the purpose of assessing job-relevant communication skills for NESB applicants. For example, candidates are asked to listen to a taped message and answer questions; to match words to their meanings; and to read paragraphs and decide if statements are correct. In addition, all candidates are required to spend 4 x 10-hour shifts on the job with police officers (a type of realistic job preview). They are assessed by their minding officers on a variety of skills, including following instructions and communication.

#### **Other Recommendations**

20. Assess all PACE applicants on the entire psychometric testing battery, and utilise their results in making a selection decision (at a minimum assess psychopathology and normal personality for PACE applicants).
21. Investigate the copyright implications of developing in-house answer sheets and scoring programs for copyright protected assessments.
22. Consider including a communication work sample (written, auditory and/or oral) into the recruit selection process. A brief written and auditory activity could potentially be administered with the cognitive ability test battery. For example, candidates may summarise in writing a verbal message that was played to them, and their written passage could be marked by administrators whilst they completed the cognitive ability test battery.

## 11.0 A SUMMARY CRITIQUE OF THE CURRENT SYSTEM

A major objective of this review was to determine the effectiveness of QPS's current psychometric approach, test battery and scoring methodology in identifying future top performers in general policing. An effective system is one that is job relevant, valid, reliable, fair, cost effective and practical. These qualities not only help to ensure that only high quality recruits are hired, but it also helps to ensure that the system is legally defensible, and well regarded in the community.

Below is a summary of how the current psychometric testing system meets the six evaluation criteria:

### Job Relevance

- Most assessments currently used by the QPS show a degree of job relevance.
- The SPM is a job relevant assessment.
- Whilst verbal ability is relevant to police work, the difficult nature of the CTA weakens its job relevance to general duties police work.
- The job relevance of the DSY and DSP assessments is weaker in relation to other assessments, and does not explicitly map onto the key selection criteria.
- A highly job relevant requirement, psychological health/fitness is not adequately assessed in the selection process.

### Validity

- Cognitive ability assessments have predictive validity for Academy performance (the composite score, CTA and SPM were significantly correlated to Academy performance). There is inadequate local data to validate assessments against job performance, however, the wider literature supports validity assumptions.
- There is evidence to suggest the predictive validity of the 16PF assessment.
- The cognitive ability cut-off score of 45 represents a relatively low cut-off score for police recruits (removing the CTA may assist more candidates to perform better in the cognitive ability test battery).
- Validity scales for the 16PF are not currently being produced on candidate score sheets or evaluated by the psychologist.
- Having 16PF profiles followed-up by regular panel interviewers raises concern for the validity of the panel interviews and the usefulness of the psychometric assessments.

### Reliability

- All assessments utilised have acceptable internal and test-retest reliability.
- All assessment administrations are standardised, helping to ensure reliability.
- The 16PF-4 has lower reliability than the most recent version of the assessment (16PF-5).

### Fairness

- All assessments appear to be used in a fair way – assessments are standardised and candidates are not screened out on the basis of their psychometric test results alone.
- Cognitive ability assessments are generally considered fair (especially abstract reasoning assessments). However, the CTA may be too difficult for NESB and educationally disadvantaged applicants.
- The 16PF-4 contains items that are considered less culturally and gender sensitive than the 16PF-5.

### Cost-Effectiveness

- The current testing system is very low cost. Assessments are administered and scored in large groups, in-house; non-branded response sheets are utilised; and minimal one-on-one time with the occupational psychologist is required.
- Copyright obligations in terms of assessment response sheets, scoring programs, and DSY and DSP assessments need to be investigated further.

### Practicality

- The SPM and CTA assessments are un-timed, which may unnecessarily extend administration time (however, further information/normative data is needed before the SPM can be administered in a timed format).



### Minimum Recommended Adjustments

- Remove the DSY and DSP assessments from the test battery.
- Replace the CTA assessment with Acer Select Verbal General or equivalent assessment of verbal ability.
- Abolish the use of the composite score, and evaluate all assessments individually.
- Replace the cut-off score of 45, with a flag-score for each assessment representing the mean general population score for that assessment minus two x SEM.
- Up-date the 16PF assessment to version 5.
- Include a direct measure of psychopathology for all candidates (either at the beginning or end of the selection process). The PAI is an acceptable measure.
- Cease releasing psychometric results to the interview panel.
- Have a psychologist follow-up all normal and psychopathology profiles that indicate possible areas of concern.
- Assess all PACE applicants on at least psychopathology and normal personality.

### Example Psychometric Testing Process

Please note that the logistical arrangement of assessments below is a suggestion only. The QPS may prefer to conduct assessments in a different order. The key information to take away from this section includes the recommended testing instruments, administration, scoring and interpretation guidelines. The timing of the assessments is best determined by relevant QPS stakeholders in light of the requirements of the wider-selection process.

#### Stage 1: Cognitive Ability Assessment Battery (Hurdle 2)

- All candidates complete a cognitive ability test battery, consisting of the SPM and ACER Select Verbal (approximately 60 minutes).
- Assessments are scored and individually evaluated against each test's flag-score (which equals 2 x SEM below the general population mean).
- Candidates who equal or exceed the flag-score for both assessments, move through to the next round of selection.
- Candidates who score below the flag-score for one or more assessments have their results and application reviewed by a psychologist. The psychologist will document his/her rationale for progressing or ceasing the candidate's application. For particularly marginal cases, the psychologist may allow the candidate to complete supplementary assessments to demonstrate their ability.

→ Raven's Progressive Matrices

#### Stage 2: Personality and Psychopathology Assessment Battery (Hurdle 5)

- Candidates who have been either shortlisted for an interview or successful at the interview are invited to complete an assessment of personality and psychopathology, consisting of the 16PF-5 and PAI (approximately 2 hours).
- Assessments are scored and compared to the ideal recruit profile and benchmarks for psychopathology.
- All candidates attend an interview with a psychologist to further explore assessment results and psychological suitability (approximately 30 – 45 minutes).
- The psychologist makes a recommendation to the selection committee regarding the psychological suitability of each candidate.

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## APPENDIX 1

### Common Abbreviations Used

ACER	Australian Council for Education Research
ACPR	Australasian Centre for Policing Research
AIFP	Australian Institute of Forensic Psychology
AFP	Australian Federal Police
ATSI	Aboriginal and Torres Strait Islander
CTA	Critical Thinking Appraisal (Watson-Glaser)
DSP	Digit Span (of the Wechsler Adult Intelligence Scale)
DSY	Digit Symbol (of the Wechsler Adult Intelligence Scale)
HSO	Human Service Officer
IACP	International Association of Chiefs of Police
MR	Mechanical Reasoning
NESB	Non English Speaking Background
NR	Numerical Reasoning
PACE	Police Abridged Competency Education Program. Relates to recruits with prior policing experience (e.g., police officers from another state)
PD	Position Descriptions
PEAC	Police Education Advisory Council
PROVE	Police Recruit Operational Vocational Education Program. Relates to general entry recruits with not prior policing experience.
QPS	Queensland Police Service
SEM	Standard Error of Measurement
SPM	Standard Progressive Matrices (Raven's)
SR	Spatial Reasoning
UK	United Kingdom
US	United States
WAIS	Wechsler Adult Intelligence Scale
16PF	Sixteen Personality Factor Questionnaire
~	Approximately

**APPENDIX 2**  
**Summary of Psychometric Assessments Used by Australian and New Zealand Police Agencies for Recruit Selection**

State	Ability	Normal Personality	Psychopathology	Clinical Interview
QLD	<ul style="list-style-type: none"> <li>• SPM (Abstract Reasoning, un-timed)</li> <li>• CTA (Verbal Critical Thinking, un-timed)</li> <li>• DSY (Processing Speed)</li> <li>• DSP (Memory)</li> </ul>	<ul style="list-style-type: none"> <li>• 16PF-4</li> </ul>	<ul style="list-style-type: none"> <li>• N/A</li> <li>• MMPI-II for flagged candidates only</li> </ul>	<ul style="list-style-type: none"> <li>• Only for flagged candidates</li> </ul>
SA	<ul style="list-style-type: none"> <li>• SPM (Abstract Reasoning, timed)</li> <li>• ACER ML (Verbal Reasoning)</li> <li>• Customised Literacy Assessment (e.g., spelling, grammar, reading comprehension)</li> </ul>	<ul style="list-style-type: none"> <li>• 16PF-5</li> </ul>	<ul style="list-style-type: none"> <li>• N/A</li> </ul>	<ul style="list-style-type: none"> <li>• Only for flagged candidates</li> </ul>
NT	<ul style="list-style-type: none"> <li>• Abstract Reasoning</li> <li>• ACER ML/PL (Verbal Reasoning)</li> <li>• ACER MQ/PQ (Numerical Reasoning)</li> <li>• Police Aptitude Test</li> <li>• Spelling/Grammar</li> <li>• Essay</li> </ul>	<ul style="list-style-type: none"> <li>• N/A</li> </ul>	<ul style="list-style-type: none"> <li>• MMPI-II</li> </ul>	<ul style="list-style-type: none"> <li>• N/A</li> </ul>
TAS	<ul style="list-style-type: none"> <li>• Shipley Institute of Living Scale</li> </ul>	<ul style="list-style-type: none"> <li>• AIFP test battery</li> </ul>	<ul style="list-style-type: none"> <li>• N/A</li> </ul>	<ul style="list-style-type: none"> <li>• Predominantly for flagged candidates. But psychologist sits on most selection panels.</li> </ul>
NZ	<ul style="list-style-type: none"> <li>• GRT-2 (Abstract, Verbal and Numerical, timed)</li> </ul>	<ul style="list-style-type: none"> <li>• 15FQPlus</li> </ul>	<ul style="list-style-type: none"> <li>• N/A</li> </ul>	<ul style="list-style-type: none"> <li>• N/A</li> </ul>
WA	<ul style="list-style-type: none"> <li>• SPM (Abstract Reasoning, timed)</li> <li>• ACER ML/PL (Verbal Reasoning)</li> <li>• ACER MQ/PQ (Numerical Reasoning)</li> <li>• DAT (Spelling and Language Usage)</li> </ul>	<ul style="list-style-type: none"> <li>• NA</li> </ul>	<ul style="list-style-type: none"> <li>• MMPI-II</li> </ul>	<ul style="list-style-type: none"> <li>• For all applicants</li> </ul>
NSW	<ul style="list-style-type: none"> <li>• Spelling</li> <li>• Punctuation</li> <li>• Essay</li> </ul>	<ul style="list-style-type: none"> <li>• NA</li> </ul>	<ul style="list-style-type: none"> <li>• MMPI-II</li> </ul>	<ul style="list-style-type: none"> <li>• Only for clinically substantial elevations</li> </ul>
AFP	<ul style="list-style-type: none"> <li>• SPM (Abstract Reasoning, timed)</li> <li>• ACER ML/PL (Verbal Reasoning)</li> <li>• ACER MQ/PQ (Numerical Reasoning)</li> </ul>	<ul style="list-style-type: none"> <li>• 16PF-5</li> </ul>	<ul style="list-style-type: none"> <li>• MMPI-II</li> <li>• PEPQ</li> </ul>	<ul style="list-style-type: none"> <li>• N/A</li> <li>• Moving towards clinical interviews for all candidates at the final stage of selection.</li> </ul>

\*VIC Police Service did not participate in this review

## APPENDIX 3

### Stakeholder Interview Guide

#### Are we Measuring the Right Things?

- Looking at the General Duties Police Officer Position Description
  - How accurately does this PD reflect the requirements of a QPS general duties police officer in 2007?
  - Is there anything that you would add or delete from the Key Selection Criteria?
- In your opinion, what are the biggest challenges associated with being a general duties police officer within the QPS?
  - What factors may cause some recruits to struggle in the Academy?
  - What factors may cause some general duties police officers to struggle in the first few years of employment?
- What do you think are the most vital abilities and characteristics of general duties police officers?
- In your opinion, how vital are the following characteristics for new recruits?
  - General Intelligence (general ability to quickly learn new information and solve problem)
  - Verbal Reasoning Skills (ability to make decisions & problem solve using verbal information)
  - Writing ability
  - Memory
  - Clerical Speed and Accuracy
  - Personality Traits
  - Psychopathology
- In your opinion, are there any characteristics that need to be assessed for recruit selection, that currently are not?

#### How Should we Assess Specific Groups of Applicants?

- Does the QPS have a specific approach for selecting minority group members (e.g. quota's, different merit lists, cut-offs, etc)?
- Do you have a view on whether different entry standards should be utilised for particular demographic groups, such as gender or ethnic group?
- In your opinion should PACE recruits be psychometrically evaluated as part of the screening process (what are the pros and cons)?
- Do the current psychometric assessments meet the needs for both metropolitan and regional police?

#### Is the Process Effective and Efficient?

- What do you see as the strengths of the current psychometric screening process (including but not limited to cost, practicality, timing, predictive validity, fairness)?
- What do you see as the negatives of the current psychometric screening process (including but not limited to cost, practicality, timing, predictive validity, fairness)?
- Given the current labour market (and shortage of candidates across all industries) are you concerned that the required psychometric standards are too high?
- Do you believe that the current screening process adequately identifies candidates with potentially problematic psychopathology (e.g., clinical disorders that may make an individual unfit for police duties)?
- What changes, if any, do you think should be made to the current psychometric screening process?

**Appendix 4**  
**National Job Analysis: 25 Core Duties of a General Duties Constable**  
**(Source: Kaczmarek & Packer, 2006, 2007)**

- Investigate incidences or offences
- Act in accordance with Occupational Health & Safety regulations and guidelines
- Complete departmental forms or reports
- Utilise problem solving techniques
- Undertake mobile patrols as a preventative measure
- Establish local knowledge of a specific patrol area
- Provide customer service
- Adhere to or apply the code of ethics/conduct
- Manage personal stress
- Participate in team work or encourage team morale
- Establish or develop good relationships with the community
- Use or maintain operational equipment
- Utilise police databases
- Use keyboard skills
- Keep up-to-date with current affairs
- Adhere to guidelines relating to uniform
- Record information using notes, plans, photos etc.
- Adapt communication strategies to meet the needs of individuals
- Maintain communication with other members and sections
- Prevent or detect traffic offences
- Use safe driving procedures
- Deal with aggressive people
- Use firearms
- Respond to reported crime, inquiries or requests for assistance
- Prioritise tasks



**APPENDIX 5**  
**Breakdown of Assessment Scores by Demographic Group**

A data set of applicant scores originally utilised by Manktelow (2006) was descriptively analysed across key demographic groups (i.e., gender and race). This analysis serves as a preliminary investigation into issues associated with test fairness. However, given the nature of the available data, no conclusion on test fairness can be made.

This data set consisted of all general entry applicants who sat the psychometric test battery between 5 May 2001 and 8 November 2005. The total sample size was 2938 applicants, including 54 applicants who identified as being members of the ATSI group. The sample consisted of 1798 males, 1086 females, 35 ATSI males and 19 ATSI females. Caution needs to be exercised when interpreting the ATSI data, as the sample size was very small relative to the other demographic groups (i.e., 1.7%).

The mean standard deviation scores for each of the four demographic groups, across cognitive ability test scores are presented in Table 1 below.

**Table 1: Mean Applicant Raw Score Across Demographic Groups**

Group	SPM	CTA	DSY	DSP	Composite
Male	53.24 (4.49)	54.47 (8.58)	63.40 (10.27)	19.03 (4.07)	51.75 (7.34)
Female	52.21 (4.41)	53.16 (8.76)	69.64 (9.64)	18.74 (3.88)	51.59 (7.18)
Male ATSI	47.26 (6.50)	43.54 (7.56)	55.97 (11.03)	17.40 (3.95)	41.93 (7.74)
Female ATSI	46.26 (5.98)	43.05 (7.15)	62.21 (11.38)	16.05 (4.40)	41.86 (6.88)

*Note: Standard deviations in parentheses.*

As can be seen from the above table, males and females scored similarly on the overall composite score that is used in the selection decision. Scores were also similar within the test battery itself, with males scoring slightly higher on the SPM, CTA and DSP assessments, and females scoring higher on the DSY assessment. A similar pattern of results across males and females was found within the ATSI group.

ATSI applicants scored approximately 10 points lower than non-ATSI applicants on the composite score used for selection. Demographic differences in mean test scores are insufficient to suggest test bias, but does warrant further investigation into test fairness. As noted in Section 7.0, it is common for demographic groups to score differently on particular ability assessments. For bias to be evident, ability scores must differentially predict performance for demographic groups (an uncommon finding).

As adequate performance data was not available for this review, potential test bias could not be fully explored here. Future research in this area is highly recommended.

## APPENDIX 6

### Predictive Validity of the Psychometric Testing Battery: A Pilot Study

The following study is a preliminary investigation into the predictive validity of the current QPS test battery for recruits. It is preliminary in the sense that a number of study limitations exist that need to be remedied to obtain more complete findings. Limitations include:

- The small sample size
- An inability to analyse the predictive slopes of different demographic groups to determine test fairness (due to an absence of demographic data and a small sample size)
- The absence of a cross-validation sample
- The absence of quality on-the-job performance measures

A data set of psychometric scores for past recruits was obtained for this research (SPM, CTA, DSY, DSP and 16PF)<sup>6</sup>. The data set consisted of 136 officers who belonged to three consecutive Academy intakes in 2003. Due to missing data, the sample size varied across analyses, with a minimum sample size of 97 officers. The data set consisted of 91 males and 46 females. The mean age was 28.05 years. Information on racial make-up was not available.

Several Academy and workplace performance indicators were collected for officers in the study. Grades for Academy modules, containing only individual assessment pieces were averaged to provide a single index of Academy academic performance for each officer (i.e., modules 1, 3, 6 and 7). Modules with group assessments were removed so that they would not contaminate the research findings.

Objective performance data was collected for officers as at 2007. Indicators included number of sick days, number of work-cover claims and number of substantiated complaints made against the officer. More thorough on-the-job performance data was not available for this study. As such, data was not recorded on officers' files.

Tables A6.1 and A6.2 show the means, standard deviations and zero-order correlations for performance indicators by cognitive ability and personality scales, respectively.

- Of the four cognitive ability assessments, only the SPM and CTA were correlated with Academy performance, as was the overall composite score. The 16PF "Intelligence (B)" scale was also correlated with Academy performance, however, none of the personality variables were significantly correlated with Academy performance.
- The SPM was negatively related to sick leave, such that officers showing greater problem solving skills had fewer sick days than officers with lower problem solving skills. High impulsivity and suspiciousness traits were also associated with greater sick leave.
- Work-cover claims were associated with low emotional stability, and interestingly, low sensitivity.
- Finally, officers who were low in dominance and suspiciousness had more substantiated complaints made against them.

A step-wise regression analysis was conducted for each performance indicator, where significantly correlated assessment scores were entered into the equation in descending order of significance (demographic correlates entered first). For Academy performance, the composite score was entered in one analysis and the four individual assessment scores were entered in a second analysis.

#### Academy Performance (Table A6.3)

- The composite score significantly predicted Academy performance.
- The CTA assessment significantly predicted Academy performance.
- The SPM, when entered alone, significantly predicted Academy performance; however the SPM did not add significant incremental validity on top of the CTA.

<sup>6</sup> Cognitive ability results are in raw score format and 16PF results are in STEN score format.

- It appears that the SPM and CTA share some important variance (possibly 'g'). Given that Academy grades are based on written assignments and exams, the fact that the SPM did not add to CTA in the prediction of Academy performance is not surprising (the CTA is a measure of verbal ability). Performance indicators that are less verbal in nature are likely to produce higher relationships with abstract reasoning ability.

#### **Sick Days (Table A6.4)**

- The SPM negatively predicted the number of sick days taken by officers (coefficient approached significance,  $p < .08$ ). Officers showing greater problem solving skills had fewer sick days than officers with lower problem solving skills.
- The suspiciousness trait positively predicted the number of sick days taken by officers (coefficient approached significance,  $p < .08$ ). Officers that were suspicious, sceptical and distrusting had more sick days than officers that were trusting, open, adaptable and accepting.

#### **Work-Cover Claims (Table A6.5)**

- Emotional Stability negatively predicted the number of work-cover claims lodged by officers. Officers high in emotional stability lodged fewer work-cover claims.
- Sensitivity negatively predicted the number of work-cover claims lodged by officers. Officers who were tough-minded, self-reliant and independent had more work-cover claims. One possible explanation is that these individuals may be less likely to seek support until it is too late.

#### **Substantiated Complaints (Table A6.6)**

- Dominance negatively predicted the number of substantiated complains made against an officer. This is a somewhat anti-intuitive finding. One possibility is that officers who are too open, trusting and easily led, may leave themselves open for complaints.

**Table A6.1: Means, Standard Deviations and Zero Order Correlations for Cognitive Ability and Performance Indicators**

	Mean	SD	1	2	3	4	5	6	7	8	9	10	11
1. Gender	-	-	-										
2. Age	28.05	6.00	-.04	-									
3. Composite	53.61	5.65	-.03	-.11	-								
4. SPM	53.45	3.57	-.19*	-.08	.70**	-							
5. CTA	56.69	7.18	.04	-.01	.70**	.34**	-						
6. DSX	64.28	9.61	.27**	-.20*	.37**	.04	.05	-					
7. DSP	58.48	27.28	-.09	-.00	.57**	.24**	.18*	.01	-				
8. Academy	83.38	6.67	.05	-.09	.36**	.24*	.31**	.20	.16	-			
9. Sick	15.64	12.99	.34**	-.15	-.08	-.21*	-.10	.15	-.03	-.12	-		
10. W/Cover	1.38	6.30	.18*	-.09	.03	-.02	-.06	.13	.05	-.01	.26**	-	
11. Complaints	.07	.28	-.06	-.19*	-.10	-.03	-.10	-.12	-.01	.03	-.02	-.05	-

\*  $p < .05$

\*\*  $p < .01$

**Table A6.2: Means, Standard Deviations and Zero Order Correlations for Personality Traits and Performance Indicators**

	M	SD	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
1.Gen	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2.Age	28.05	6.00	-.04	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3.A	6.88	1.99	-.05	-.05	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4.B	6.46	1.53	.08	.08	.02	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5.C	7.99	1.55	.07	.12	.07	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
6.E	6.05	1.55	-.22*	-.22*	-.15	.12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
7.F	7.18	1.64	-.31**	-.31**	.20*	.07	.08	.25**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8.G	6.82	1.37	.05	.05	.02	-.06	.08	-.06	.01	-	-	-	-	-	-	-	-	-	-	-	-	-	-
9.H	7.73	1.54	.02	.02	.31**	.04	.36**	.26**	.34**	.09	-	-	-	-	-	-	-	-	-	-	-	-	-
10.I	4.84	1.77	-.02	-.02	-.00	-.07	-.13	-.29**	-.04	-.26**	-.11	-	-	-	-	-	-	-	-	-	-	-	-
11.L	4.06	1.75	-.14	-.14	-.06	.03	-.29**	.18*	.17	.02	-.06	-.01	-	-	-	-	-	-	-	-	-	-	-
12.M	5.27	1.59	.17*	.17*	.01	.10	.24**	-.10	-.05	.19*	.17*	.06	.10	-.04	-	-	-	-	-	-	-	-	-
13.N	5.19	1.71	-.00	-.00	.04	-.05	.01	-.12	-.11	.05	-.12	.06	.10	-.04	-.07	-	-	-	-	-	-	-	-
14.O	3.41	1.62	-.15	-.15	-.20*	-.04	-.55**	.07	-.06	-.14	-.35**	.19*	.30**	-.32**	.07	-	-	-	-	-	-	-	-
15.Q1	5.00	1.73	.03	.03	.08	.08	.10	.14	.13	-.27**	.06	-.09	.20*	-.1	-.07	-.03	-	-	-	-	-	-	-
16.Q2	4.13	1.70	.08	.08	-.35**	.20*	-.10	-.15	-.30**	-.02	-.25**	.17	.03	.05	-.13	.13	.04	-	-	-	-	-	-
17.Q3	8.06	1.58	.12	.12	.11	-.19*	.31**	-.16	-.09	.34**	.19*	-.09	-.19*	.10	.07	-.40**	-.27**	-.14	-	-	-	-	-
18.Q4	2.95	1.76	-.07	-.07	-.27**	.02	-.60**	.02	-.06	-.16	-.38**	.27**	.29**	-.23**	.05	.67**	-.02	.11	-.41**	-	-	-	-
19.	83.38	6.67	.05	-.09	-.00	.25*	.08	.02	.13	.09	-.04	.03	-.14	-.12	-.12	-.01	-.02	.18	.07	-.09	-	-	-
Academy																							
20.	15.64	12.99	.34**	-.15	.02	.05	-.03	.11	.18*	.10	.13	-.16	.21*	.04	.04	.01	-.01	.12	.02	-.10	-.12	-	-
21.	1.38	6.3	.18*	-.09	-.07	-.08	-.24**	.06	-.06	-.02	.06	-.19*	.09	-.01	-.01	-.05	.01	-.04	-.02	-.15	-.01	.26**	-
22.	.07	.28	-.06	.19*	-.05	-.06	.05	-.23**	-.11	.09	-.10	.05	-.18*	.07	.07	.04	.05	-.10	-.01	-.01	.03	-.02	-.05

A (Warmth), B(Intelligence), C(Emotional Stability), E(Dominance), F(Impulsivity), G(Conformity), H(Boldness), I(Sensitivity), L(Suspiciousness), M(Imagination), N(Shrewdness), O(Insecurity), Q1(Radicalism), Q2(Self-Sufficiency), Q3(Self-Discipline), Q4(Tension).

\*  $p < .05$   
 \*\*  $p < .01$

**Table A6.3: Regression Analyses for Cognitive Ability Scores Predicting Academy Performance**

Predictor	Step 1 ( $\beta$ )	Step 2 ( $\beta$ )
Composite Score	.36**	
$R^2$	.13	
Adjusted $R^2$	.12	
F	14.01**	
Predictor	Step 1 ( $\beta$ )	Step 2 ( $\beta$ )
CTA	.31**	.26*
SPM		.15
$R^2\Delta$		.02
$F\Delta$		2.23
$R^2$	.10	.12
Adjusted $R^2$	.09	.10
F	10.07**	6.22**

\*  $p < .01$

\*\*  $p < .05$

**Table A6.4: Regression Analysis for Psychometric Scores Predicting Sick Days**

Predictor	Step 1 ( $\beta$ )	Step 2 ( $\beta$ )	Step 3 ( $\beta$ )	Step 4 ( $\beta$ )
Gender	.34**	.32**	.29**	.28**
SPM		-.16 <sup>a</sup>	-.16 <sup>a</sup>	-.15 <sup>a</sup>
Suspiciousness			.15 <sup>a</sup>	.14
Impulsivity				.08
$R^2\Delta$		.02	.02	.01
$F\Delta$		3.30 <sup>a</sup>	3.28	.83
$R^2$	.12	.14	.16	.17
Adjusted $R^2$	.11	.13	.14	.14
F	16.06**	9.83**	7.77**	6.03**

\*  $p < .01$

\*\*  $p < .05$

<sup>a</sup>  $p < .08$

**Table A6.5: Regression Analyses for Psychometric Scores Predicting Work-Cover Claims**

Predictor	Step 1 ( $\beta$ )	Step 2 ( $\beta$ )	Step 3 ( $\beta$ )
Gender	.18*	.24**	.19*
Emotional Stability		-.28**	-.30**
Sensitivity			-.18*
$R^2\Delta$		.08	.03
$F\Delta$		10.36	4.24
$R^2$	.18	.33	.37
Adjusted $R^2$	.03	.11	.14
F	4.04*	7.36**	6.45**

\*  $p < .01$

\*\*  $p < .05$

**Table A6.6: Regression Analyses for Psychometric Scores Predicting Work-Cover Claims**

Predictor	Step 1 ( $\beta$ )	Step 2 ( $\beta$ )	Step 3 ( $\beta$ )
Age	.19*	.15	.13
Dominance		-.20*	-.18*
Suspiciousness			-.13
$R^2 \Delta$		.04	.02
$F \Delta$		5.45	2.16
$R^2$	.04	.07	.09
Adjusted $R^2$	.03	.06	.07
$F$	4.98*	5.30**	4.28**

\*  $p < .01$

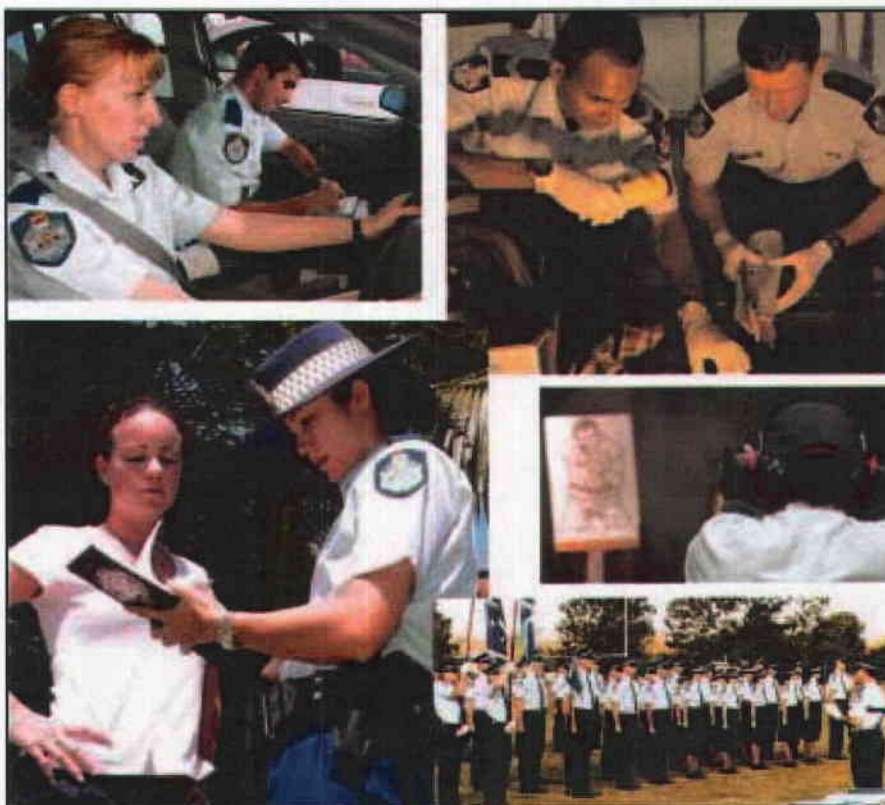
\*\*  $p < .05$







**Human Resource Development Branch**



**Police Recruit Operational Vocational  
Education (PROVE) Program**

***Contract of Employment of a Person  
as a Police Recruit in the Queensland  
Police Service***

**(Pursuant to the Police Service Administration Act 1990)**

**Queensland Police Service Academy**

**- Oxley -**

**Version 31.01.05 (Type A)**

**Name: ..... Group: .....**

**See separate cover**



**TITLE CLAUSE**

THIS CONTRACT is made this \_\_\_\_\_ day of \_\_\_\_\_ 20\_\_\_\_  
BETWEEN The Crown in Right of the State of Queensland (called "the State") and

\_\_\_\_\_

of \_\_\_\_\_

(called "the Applicant").

**PART A**

WHEREAS

- A. The Commissioner of the Queensland Police Service has approved that the conditions of employment contained in Parts A, B and C apply to the appointment of police recruits and
- B. The Applicant has applied for appointment as a police recruit and has read the conditions of employment contained in Parts A, B and C.

Now the State and the Applicant agree as follows -

**A.1 INTERPRETATION**

**A.1.1** In this contract unless the contrary intention appears -

"the Act" means the Police Service Administration Act 1990;

"alcohol testing" means testing to decide whether the Applicant is over the prescribed alcohol limit when testing is conducted;

"the AOD Committee" means the Alcohol and Other Drugs Committee. This Committee oversees alcohol and drug testing within the Queensland Police Service;

the "Applicant" means the person whose name appears in the Title Clause to this contract and whose signature appears in Part A and whose initials appear in Parts B and C;

"breach of discipline" means a breach of this contract, the relevant codes of conduct or a lawful direction given under this contract, but does not include misconduct or official misconduct;

"codes of conduct" mean the relevant codes of conduct as are updated from time to time and made known to the Applicant;

"Commissioner" means the Commissioner of the Queensland Police Service as defined in the Act or the person with the appropriate delegated authority;

"confirmed positive drug test result" is one that, after being subjected to a confirmatory analysis, indicates the presence of substances tested for under the *Australian/New Zealand Standard 4308:2001 Procedures for the collection, detection and quantitation of drugs of abuse in urine*;

"contract" means the contract of employment comprising the Title Clause and Parts A, B and C hereof;

"core attributes" mean the specified personal attributes which are required by the Applicant to enable him/her to achieve the potential expected of a First Year Constable under supervision. Such attributes shall be determined by the Commissioner from time to time and made known to the Applicant;

"criminal offence" means a crime, misdemeanor or simple offence, but does not include a regulatory offence;

"a critical incident" means

- (a) an incident in which it was necessary for an police officer on duty to discharge a firearm in circumstances that caused or could have caused injury to a person; or
- (b) a death of a person in custody; or
- (c) either of the following in which a person dies or because of which a person is admitted to hospital for treatment of injuries:
  - (i) a vehicle pursuit;
  - (ii) a workplace incident at a police station or police establishment;

"informal resolution" means a process designed to promote and encourage the efficient and expeditious handling of complaints made internally or externally against the Applicant to the satisfaction of the complainant and the Applicant;

"mediation" means a process designed to provide an opportunity for the parties to discuss concerns, explain their views, and explore options for resolution in a safe, open and neutral environment. The statutory basis for mediation makes it a possible alternative to both a formal investigation and informal resolution. Mediation may also be used in situations where informal resolution fails;

"misconduct" means conduct that:

- (a) is disgraceful, improper or unbecoming a police officer; or
- (b) shows unfitness to be a police officer; or
- (c) does not meet the standard of conduct the community reasonably expects of a police officer;

"officer" means a police officer;

"official misconduct" has the meaning given by s.15 of the Crime and Misconduct Act 2001;

"penalty unit" means that which is prescribed in the Penalties and Sentences Act 1992;

"physical standards" means the standards of physical and mental fitness required to be met by a successful police recruit determined from time to time by the Commissioner;

"police establishment" means a police establishment or police station as declared pursuant to section 10.10 of the Act;

"police officer" means a person declared to be a police officer pursuant to section 2.2(2) of the Act;

"police recruit" means a person who holds an appointment as a police recruit pursuant to the Act;

"positive alcohol test result" means a result which is, or is more than the prescribed alcohol limit. A specimen of breath is not considered to have exceeded the prescribed alcohol limit of 0.02% unless it exceeds that limit by .005 g of alcohol in 210 L of breath when using a Lion SD400 PA alcoholmeter;

"prescribed alcohol limit" means that the concentration of alcohol in the Applicant's breath is, or is more than, 0.02 g of alcohol in 210 L of breath;

"proceedings to Show Cause" means a hearing governed by Queensland Police Service policy which is designed to determine what action, if any, should be implemented against the Applicant;

"regulatory offence" means an offence committed pursuant to the Regulatory Offences Act 1985;

"skills" means policing related skills including police operational skills, the driving of motor vehicles, and safe use of firearms;

"special events" is as defined in the Police Powers and Responsibilities Act 2000;

"staff member" means an unsworn employee of the Queensland Police Service;

a "Suitability Panel" is a panel convened for the purposes of determining the Applicant's suitability to recommence the training program and/or to determine what action, if any, should be implemented to address the development of the Applicant;

"targeted alcohol testing" is that which will occur if the Applicant has been involved in a critical incident or if there is a reasonable suspicion of the Applicant contravening or having contravened the prescribed alcohol limit of 0.02%;

"targeted substance" means (i) a dangerous drug under the Drugs Misuse Act 1986; (ii) a substance that is a controlled drug, a restricted drug or a poison under the Health Act 1937 that may impair a person's physical or mental capacity; or (iii) another substance that may impair a person's physical or mental capacity;

"timetabled hours" means time spent in a defined training program; any additional time required to complete satisfactorily such training activities; time spent at assigned police establishments and/or special events and/or at training camps;

"training" means the education and training to be given by the Commissioner to the police recruit with a view to the police recruit becoming eligible to become a police officer in accordance with the procedures and standards from time to time determined by the Commissioner;

"work" means a police-related activity which is performed by the Applicant at the direction of the Commissioner and which is additional to the activities incorporated within timetabled hours.

**A.1.2** Words in the singular number include the plural and vice versa.

**A.1.3** Headings are for convenient reference only and have no effect in limiting or extending the language used herein.

**A.2 SCOPE OF CONTRACT**

**A.2.1** The Commissioner appoints the Applicant from the date of this contract to be a police recruit until the Applicant is appointed as a police officer, or until the contract is otherwise terminated pursuant to Part B of this contract, or its operation is suspended in accordance with A.2.2 of this contract.

**A.2.2** The Commissioner may suspend the operation of this contract for such period and subject to such terms and conditions the Commissioner thinks fit.

**A.2.3** If the Commissioner suspends the operation of this contract, it shall only be reactivated following a Suitability Panel.

**A.2.4** The Applicant accepts appointment as a police recruit and acknowledges and agrees to comply with the terms and conditions of employment contained in Parts A, B and C.

**A.3 FAMILIARITY WITH RULES, ETC.**

**A.3.1** The Applicant acknowledges having been made aware of the following matters relevant to the appointment of the Applicant as a police recruit:

- (a) the relevant sections of the Act;
- (b) the relevant codes of conduct and all other supporting documentation, including any administrative arrangements issued by Human Resources Division or the Queensland Police Service Academy.

**Applicant:**

Signed by \_\_\_\_\_ )

\_\_\_\_\_ )

**in the presence of:**

\_\_\_\_\_ )

**State:**

Signed by \_\_\_\_\_ )

for and on behalf of the Crown in right )

of the State of Queensland in )

the presence of: )

\_\_\_\_\_ )

**PART B****B.1 CONSEQUENCES OF APPOINTMENT**

- B.1.1** Satisfactory completion of any or all of the phases of the training does not imply any right or guarantee of appointment by the Commissioner to the Queensland Police Service.
- B.1.2** The Applicant acknowledges that if appointed as a police officer, the Applicant may be required to serve at any place in the State of Queensland that the Commissioner so directs.
- B.1.3** The Applicant acknowledges that it is unacceptable for the Applicant to be impaired by alcohol or drugs (both licit or illicit) during defined training programs; time spent at assigned police establishments and/or special events and/or at training camps; or during those times when the Applicant may be called upon to work in a police-related activity.
- B.1.4** It is acknowledged that the Applicant shall be under the prescribed alcohol limit during defined training programs; time spent at assigned police establishments and/or special events and/or at training camps; or during those times when the Applicant may be called upon to work in a police-related activity.
- B.1.5** It is acknowledged that during the currency of this contract, the Applicant:
- (a) shall be subjected to alcohol testing; and
  - (b) may be subjected to targeted alcohol testing if the Applicant has been involved in a critical incident or if there is a reasonable suspicion to justify such testing.
- It is further acknowledged that if the Applicant returns a positive alcohol test result or fails to provide a specimen of breath, the Applicant shall be subjected to subsequent follow-up alcohol testing at the discretion of the AOD Committee.
- B.1.6** It is acknowledged that the Applicant may be required to submit to a targeted substance test:
- (a) before the conclusion of the orientation program; and
  - (b) if, at any other time, the Applicant has been involved in a critical incident or if there is a reasonable suspicion to justify such testing.
- B.1.7** The Applicant acknowledges that during training the Applicant may be required to undergo testing and examination for the purpose of establishing whether the Applicant meets the physical standards required of a successful police recruit
- B.1.8** The Applicant acknowledges that during training the Applicant may be assigned to a police establishment to observe and experience police functions, operations and administration in accordance with the Station Duty policy which is made known to the Applicant prior to commencing such training.
- B.1.9** The Applicant acknowledges that during training the Applicant may be assigned to a special event to observe and experience police functions, operations and administration in accordance with the appropriate operational order as determined by the Commissioner and made known to the Applicant prior to commencing such training.
- B.1.10** If required by the Commissioner, the Applicant shall pay for meals and/or accommodation as specified and provided to the Applicant by the Commissioner, and may sign a direct debit authority for the deduction of such amounts from the Applicant's allowance.



**B.1.11** If accommodation is provided to the Applicant by the Commissioner, that accommodation may be inspected at any time by the Commissioner or any delegate appointed by the Commissioner in accordance with -

- (a) the Workplace Health and Safety Act 1995 or any of its associated regulations; or
- (b) disciplinary initiated investigations; or
- (c) any other purpose considered reasonable in the circumstances.

**B.1.12** If the Applicant is charged in Queensland with a regulatory offence or a criminal offence, or outside Queensland with an offence which, if it had been committed in Queensland, would have been a regulatory offence or a criminal offence, the Applicant shall report the charge to the Commissioner forthwith.

## **B.2 INFORMAL RESOLUTION**

Informal resolution may be used in preference to a disciplinary process for complaints regardless of the weight of evidence available where:

- (a) the conduct complained of (made either internally or externally) against the Applicant is classified as a breach of discipline and is determined by the Commissioner as being of a minor nature; and/or
- (b) the conduct of the Applicant appears to have been both lawful and reasonable and a full explanation is all that is necessary; and/or
- (c) the conduct complained of has been classified as misconduct of a minor nature which, after initially considered by the Crime and Misconduct Commission, is returned by them to the Queensland Police Service for an attempt to informally resolve the complaint.

Informal resolution shall not be used in conjunction with the imposition of disciplinary sanctions outlined in B.4.7.4 of this contract.

## **B.3 MEDIATION**

The Queensland Police Service may, where appropriate, utilise mediation through the Community Justice Program as an alternative means of addressing complaints against the Applicant, made either internally or externally.

## **B.4 BREACHES OF DISCIPLINE OR MISCONDUCT**

### **B.4.1 GROUNDS FOR DISCIPLINARY ACTION**

Grounds for disciplinary action are:

- (a) unfitness, incompetence or inefficiency in the discharge of the duties of the Applicant's position;
- (b) negligence, carelessness or indolence in the discharge of the duties of the Applicant's position;
- (c) a contravention of, or failure to comply with, a provision of any of the codes of conduct, or any direction, instruction or order given by, or caused to be issued by, the Commissioner;
- (d) a contravention of, or failure to comply with, a direction, instruction or order given by any superior officer or any other person who has authority over the Applicant concerned;

- (e) absence from duty except -
  - (i) upon leave duly granted; or
  - (ii) with reasonable cause;
- (f) misconduct;
- (g) a charge in Queensland of a criminal offence, a regulatory offence, or outside Queensland of an offence which, if it had have been committed in Queensland would have been a criminal offence or a regulatory offence.

Subject to B.4.8.1 of this contract, the Applicant who, in respect of any alcohol or targeted alcohol testing, returns a positive alcohol test result or who fails to supply a specimen of breath may be subjected to the disciplinary provisions of this contract.

**B.4.2** Where disciplinary action against the Applicant is contemplated on a ground referred to in B.4.1(e) of this contract, an Inspector of Police may appoint any medical practitioner/s to examine the Applicant and to report to the Commissioner upon the Applicant's mental or physical condition or both, and may direct the Applicant to submit to such examination.

**B.4.3 DUTY CONCERNING OFFICIAL MISCONDUCT, MISCONDUCT OR BREACHES OF DISCIPLINE**

If the Applicant:

- (a) knows or reasonably suspects that conduct which is official misconduct, misconduct or a breach of discipline has occurred; or
- (b) is one in respect of which it can be reasonably concluded that another Applicant knew or reasonably suspected official misconduct, misconduct or a breach of discipline had occurred;

it shall be the duty of the Applicant to report the occurrence of the conduct, as soon as is practicable to the Commissioner. Where it is considered that the conduct is official misconduct, it shall also be reported as soon as practicable to the Assistant Commissioner, Ethical Standards Command and to the Crime and Misconduct Commission.

**B.4.4** The Applicant shall be required to truthfully, completely and promptly answer all questions directed to the Applicant by an officer or any other person who has authority over the Applicant who is responsible for conducting an inquiry or investigation into any matter including an administrative or disciplinary complaint.

**B.4.5 VICTIMISATION**

The Applicant who:

- (a) prejudices, or threatens to prejudice, the safety or career of any person;
- (b) intimidates or harasses, or threatens to intimidate or harass any person;
- (c) does any action that is, or is likely to be, to the detriment of any person;

because the person referred to in paragraph (a), (b) or (c), or any other person, has complied with B.4.3 of this contract by performing the duty therein prescribed commits a breach of this contract.

**B.4.6 STANDING DOWN AND SUSPENSION****B.4.6.1** If -

- (a) it appears to the Commissioner, on reasonable grounds, that -
  - (i) the Applicant is liable to be dealt with for official misconduct; or
  - (ii) the Applicant is liable to disciplinary action under B.4.7 of this contract; or
- (b) the Applicant is charged with a criminal offence or a regulatory offence;

the Commissioner may -

- (c) stand down the Applicant and direct the person stood down to perform such duties as the Commissioner thinks fit; or
- (d) suspend the Applicant from training.

**B.4.6.2** Subject to a Suitability Panel, the Commissioner may at any time revoke a standing down or suspension imposed under B.4.6.1 of this contract.

**B.4.6.3** The Applicant who is stood down under B.4.6.1 of this contract shall be entitled to be paid the student allowance at the rate at which the Applicant would have received such allowance had the standing down not occurred.

**B.4.6.4** The Applicant suspended from training under B.4.6.1 of this contract shall be entitled to be paid the student allowance at the rate at which the Applicant would have received such allowance had the suspension not occurred, unless the Commissioner otherwise determines in a particular case.

**B.4.6.5** The Applicant who is suspended without the student allowance under B.4.6.1 of this contract:

- (a) may receive and retain salary, wages, fees and/or other remuneration from any lawful source during the suspension, unless the Commissioner otherwise determines in a particular case;
- (b) if the Applicant resumes duty as a recruit on the revocation of the suspension - the Applicant shall be entitled to receive a sum equivalent to the amount of student allowance the Applicant would have received had the suspension not occurred, reduced by a sum equivalent to the amount of salary, wages, fees and/or other remuneration to which the Applicant became entitled from any other source during the suspension, unless the Commissioner otherwise determines in a particular case.

**B.4.6.6** The Applicant suspended without the student allowance under B.4.6.1 of this contract who enters into employment whereby the Applicant will become entitled to salary, wages, fees and/or other remuneration shall inform the Commissioner immediately of the particulars of the employment.

**B.4.6.7** The Applicant suspended from duty under B.4.6.1 of this contract who, during the suspension becomes entitled to salary, wages, fees and/or other remuneration from a source incompatible with an assessment of the Applicant as a fit and proper person to be a police officer and who fails to satisfy the Commissioner that there are reasonable grounds for not terminating the contract, the Applicant may have their contract terminated.

**B.4.7 DISCIPLINARY ACTION**

**B.4.7.1** The Applicant shall be liable to disciplinary action in respect of the Applicant's conduct, which the Commissioner considers to be misconduct or a breach of discipline on such grounds as are prescribed by this contract.

**B.4.7.2** Without limiting the application of B.4.7.4 of this contract, the Applicant acknowledges that if disciplinary action is taken against the Applicant, the Commissioner may commence proceedings against the Applicant to Show Cause as to why the contract between the Applicant and the State should not be terminated.

The Commissioner in determining whether this contract should be terminated has available the sanctions contained within this contract, and/or any other orders or conditions considered appropriate in the circumstances.

To remove any doubt, proceedings to Show Cause are pursuant to this contract and not the Act.

**B.4.7.3** If, following proceedings to Show Cause, a finding of official misconduct, misconduct or a breach of discipline is made in relation to the Applicant's conduct, the Commissioner within 7 days after making the finding shall give written notice of the finding to the Applicant, including the discipline imposed on the Applicant and, if appropriate, the finding and the discipline imposed on the Applicant to the Assistant Commissioner, Ethical Standards Command and to the Crime and Misconduct Commission.

**B.4.7.4** Without limiting the range of sanctions that may be imposed by the Commissioner by way of disciplinary action, such sanctions may consist of:

- (a) termination of this contract;
- (b) suspension or standing down of the Applicant;
- (c) assigning the Applicant to another intake;  
[The Applicant shall only be assigned to another intake at a different campus where there is mutual agreement in writing between the Applicant and the Commissioner.]
- (d) reprimand;
- (e) reduction in the student allowance paid to the Applicant;
- (f) forfeiture or deferment of a student allowance increase;
- (g) deduction of a sum equivalent to a fine of 2 penalty units from a student allowance:

Provided that the disciplinary action outlined in paragraph (e) above is only applicable to Applicants in receipt of a student allowance equivalent to, or higher than, that paid to a Constable, First Year.

**B.4.7.5** Where the Commissioner imposes any disciplinary sanction under this contract, the Commissioner may suspend the effect of the disciplinary sanction subject to the Applicant upon whom the disciplinary sanction is being imposed agreeing, within a stipulated time-frame, to complete any of the following arrangements:

- (a) perform voluntary community service; and/or
- (b) undergoing voluntary counselling, treatment and/or to engage in some other developmental strategies designed to correct or rehabilitate;

as designated by the Commissioner.

**B.4.7.6** Pursuant to B.4.7.5 of this contract, where the Applicant:

- (a) successfully completes the arrangements within the stipulated time-frame, the disciplinary sanction shall be rescinded and it is to be taken that the sanction was never imposed;
- (b) fails to successfully complete the arrangements within the stipulated time-frame, the disciplinary sanction shall be implemented.

**B.4.8 A FINDING OF A POSITIVE ALCOHOL TEST RESULT OR A CONFIRMED POSITIVE DRUG TEST RESULT**

**4.8.1 Alcohol**

- (a) The Applicant, who initially returns a positive alcohol test result when tested or who fails to provide a specimen of breath, shall be considered on an individual basis by the Commissioner, in consultation with the Alcohol and Drug Awareness Unit. At his discretion, the Commissioner may determine if the matter is to be treated as a breach of discipline in accordance with the relevant provisions of this contract.
- (b) Where the Applicant provides a subsequent positive alcohol test result when subjected to any follow-up alcohol test or who subsequently fails to provide a specimen of breath, the matter shall be treated as a breach of discipline in accordance with the relevant provisions of this contract.

**4.8.2 Drugs (licit or illicit)**

- (a) Where the Applicant returns a confirmed positive drug test result for a targeted substance as a consequence of the drug test acknowledged in B.1.6 of this contract, the Commissioner shall commence proceedings against an Applicant to Show Cause as to why the contract between the Applicant and the State should not be terminated immediately.
- (b) Where the applicant has a reasonable excuse because of a medical condition for being unable to provide a specimen of urine, this failure will not be taken as a confirmed positive drug test result for a targeted substance.
- (c) If the Applicant is not able to, or refuses to provide a specimen of urine and does not have a reasonable excuse, it will be deemed that the Applicant has returned a confirmed positive drug test result for a targeted substance. In this event, the Commissioner shall commence proceedings against an Applicant to Show Cause as to why the contract between the Applicant and the State should not be terminated immediately.

**B.4.9 RIGHT TO CHASTISE OR CORRECT CONTINUES**

The application of B.4.1 to B.4.8 of this contract do not abrogate the right of an officer and/or a person who has authority over the Applicant to chastise or correct, by way of guidance, inappropriate acts, omissions or failures in the performance displayed by the Applicant.

**B.5 TERMINATION**

- B.5.1** This contract shall be terminated by the Applicant immediately upon the Applicant giving to the Commissioner notice in writing of termination.
- B.5.2** The Applicant's contract shall not be terminated by the Service unless proceedings to Show Cause have been undertaken.
- B.5.3** The Applicant's contract shall be terminated immediately in the event of the Applicant returning a confirmed positive drug test result for a targeted substance and subsequently failing to Show Cause as to why the Applicant's contract should not be terminated.
- B.5.4** Without limiting the right of the State to otherwise terminate this contract at law, this contract may be terminated by the Commissioner giving to the Applicant 14 days notice in writing -
- (a) if the Commissioner imposes the disciplinary sanction pursuant to B.4.7.4(a) of this contract on the Applicant and does not suspend the effect of the disciplinary sanction;
  - (b) if the Applicant is charged in Queensland with a criminal offence, or outside Queensland with an offence which, if it had been committed in Queensland, would have been a criminal offence;
  - (c) if the Applicant fails to observe any administrative arrangements issued by the Human Resources Division and/or the Queensland Police Service Academy and/or the relevant codes of conduct as updated and are issued to the Applicant by the Commissioner from time to time;
  - (d) if the Applicant fails to obey an order or to comply with instructions given by an officer or a person who has authority over the Applicant;
  - (e) if the Applicant fails to display the potential to discharge the duties of a police officer by not demonstrating the ability to achieve the core attributes which are made known to the Applicant from time to time;
  - (f) if the Applicant fails to display integrity, diligence and/or good conduct as is incumbent upon a police officer;
  - (g) if for any other reason the Commissioner determines that the Applicant is unsuitable for appointment as a police officer.

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*Initials of Representative of  
the Crown*

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*Applicant's Initials*

## PART C

### **C.1 STUDENT ALLOWANCE**

**C.1.1** The Applicant is to be paid an allowance at the rate of 70% of the salary paid to a Constable, First Year, as prescribed in the Police Service Award-State, as varied from time to time, or any other Award or Agreement which rescinds or replaces the Police Service Award-State.

**C.1.2** The allowance shall be paid fortnightly and may be paid at the discretion of the Commissioner by electronic funds transfer.

### **C.2 EXPENSES**

Unless authorised by the Act, the Commissioner or this contract, the Applicant will not make any claim upon the Commissioner, the State of Queensland or any of the employees or agents of the State of Queensland for any costs or expenses incurred by the Applicant during training.

### **C.3 BOOKS**

To the extent of the funding made available for the supply thereof, the Queensland Police Service shall provide free of charge to the Applicant such books as deemed appropriate from time to time by the Commissioner. Books so provided shall at all times remain the property of the Commissioner.

### **C.4 COURSE AND STUDENT CHARGES**

Course fees, where a charge is made on the Commissioner, shall be paid by the Queensland Police Service.

### **C.5 CLOTHING**

#### **C.5.1 UNIFORM**

The Commissioner may provide to the Applicant such suitable uniform and other clothing as may be determined from time to time as necessary for police recruits and at such time as the Commissioner may determined.

#### **C.5.2 TRAINING EQUIPMENT, CLOTHING, ETC**

Physical education clothing, footwear and other equipment as deemed appropriate from time to time by the Commissioner shall be provided by the Applicant:

Provided that, in respect of the physical education footwear to be worn by the Applicant, the Applicant shall comply with the advice and recommendations made by the podiatrist or specialist medical practitioner employed by the Service for this specific purpose.

### **C.6 TRAVEL**

**C.6.1** In C.6.2 of this contract, a reference to the expression "Brisbane" shall be taken to mean the Brisbane Statistical Division as defined from time to time by the Australian Bureau of Statistics.

**C.6.2** Where the Applicant is required to travel from Brisbane to any place where the Applicant is required to attend for training or work, the Commissioner shall be responsible for providing -

(a) transport; or

- (b) the cost of such travel by public transport; or
- (c) where the Applicant elects to use some approved alternative means of transport, payment shall not exceed the cost of travel by public transport:

Provided that, should the Applicant seek and obtain permission on compassionate grounds to be assigned to a police establishment (in accordance with B.1.8 of this contract) which is outside of the Brisbane Statistical Division, that Applicant shall not be entitled to make a claim against the Commissioner, the State of Queensland or any of the employees of the State of Queensland for any costs associated with such an arrangement.

- C.6.3** The type of public transport referred to in paragraphs C.6.2(b) and C.6.2(c) of this contract, and any amount payable in respect thereof shall be as determined by the Commissioner.

#### **C.7 PARKING**

- C.7.1** The Applicant shall have no right to park or drive a vehicle (except for an official police vehicle) within the grounds of any police establishment visited by the Applicant in the course of training, although the Applicant may from time to time be permitted by the Commissioner to so park or drive.

- C.7.2** If the Applicant does park or drive a vehicle within the grounds of a police establishment visited in the course of training or for any other official or reasonable purpose, the Applicant acknowledges and agrees that the Commissioner and the State shall not be liable in the event of theft of or damage to the vehicle or any contents thereof.

#### **C.8 TRAINING AND WORK HOURS**

- C.8.1** When the Applicant is required by a police officer to work other than in timetabled hours normally expected of a police recruit, and the -

- (a) aggregate of work and time spent in timetabled hours; or
- (b) hours of work,

exceed 7.6 hours per day, the Applicant shall be paid overtime at the rate of one and one-half times the ordinary rate for the time so worked.

- C.8.2** The Applicant shall attend for training and or work during such hours as the Applicant may be directed by the Commissioner. Hours in such instances shall be allotted in periods of not less than one hour.

- C.8.3** The Applicant shall be entitled to not less than four rest days per fortnight.

#### **C.9 MEAL BREAKS**

- C.9.1** The Applicant shall be allowed an unbroken period of not less than 30 minutes for meals taken during training and or working hours, exclusive of the training and or working hours defined in C.8.1 to C.8.3 of this contract.

- C.9.2** The Applicant shall not be required to train and or to work for more than six hours without a meal break.

- C.9.3** In the case of overtime worked continuous with the work conducted in timetabled hours, the Applicant shall be allowed a break of 30 minutes for a meal after 3 hours of overtime.

#### **C.10 ABSENCES**



**C.10.1** For the duration of this contract, the Applicant shall notify the relevant facilitator at the Queensland Police Service Academy of all absences from any activity held within timetabled hours. However, should the absence concern a WorkCover matter or a continuation of this contract, the Applicant shall notify the person assigned to monitor the Applicant's progress and duties.

**C.10.2** All absences of five or more days, either continuous or by accumulation, taken during the currency of this contract may be subjected to scrutiny by a Suitability Panel. The committee shall consider the circumstances of each case with a view to recommending to the Commissioner -

- (a) that no action be taken;
- (b) that the Applicant engage in some developmental strategies designed to address deficiencies caused by the absence;
- (c) that the Applicant be counselled in relation to absences from campus;
- (d) that the Applicant's contract be terminated;
- (e) that any other appropriate action be taken including assigning the Applicant to another intake or suspending the operation of this contract pursuant to A.2.2 of this contract.

The Applicant shall only be assigned to another intake at a different campus where there is mutual agreement in writing between the Applicant and the Commissioner.

Each case shall be considered on its own merits.

**C.11 SICK LEAVE**

**C.11.1** The Applicant shall be entitled to accrue 76 hours sick leave on full pay per year or pro rata for part of that period.

**C.11.2** The Applicant shall advise the Manager of the Police Recruit Operational Vocational Education Program at the Queensland Police Service Academy of absences due to illness and provide a medical certificate (1) after an absence of three or more days as evidence of the cause of illness, and (2) after an absence for any other period due to illness, in circumstances where the Applicant has been absent for more than three days due to illness during the contracted period.

**C.12 RECREATION LEAVE**

**C.12.1** Recreation leave for the Applicant shall be granted at the rate of 152 hours per calendar year or pro rata for part of that period provided that all recreation leave is taken outside training and examination periods. The entitlement to recreation leave is exclusive of rest days.

**C.12.2** Recreation leave shall be taken as directed by the Commissioner.

**C.12.3** Any recreation leave accrued by the Applicant whilst a police recruit and not taken prior to appointment as a police officer in the Queensland Police Service shall be taken after such appointment, at a time convenient to the Commissioner. Such recreation leave shall be paid at the rate applicable to a police officer at the level to which the Applicant is appointed in the Queensland Police Service. If the Applicant is not appointed as a police officer but this contract is otherwise terminated the Applicant shall receive the residue of entitlement to recreation leave and recreation leave loading.

**C.12.4** Recreation leave loading shall be paid at the rate of 17.5% of the Applicant's allowance immediately prior to the Applicant being appointed as a police officer.

Such loading shall be paid either in total or in part, depending on the number of recreation leave hours accessed in accordance with C.12.2 of this contract:

Provided that where the contractual period extends beyond a 12 month period, accrued recreation leave loading shall be paid upon each anniversary of the signing of this contract, followed thereafter upon the Applicant being appointed as a police officer.

**C.13 COMPASSIONATE LEAVE**

**C.13.1** The Applicant may be granted such bereavement leave as the Commissioner determines in any particular case. It shall be granted upon the death of, or alternatively for attendance at the funeral of, the Applicant's mother, father, husband (including a de facto husband), wife (including a de facto wife), son, daughter, step-child, sister, brother, grandparent, grandchild, parents-in-law.

**C.13.2** Three days' additional leave, either continuous or by accumulation, may also be granted on compassionate grounds, including the attendance at the funeral of a person not listed in C.13.1 of this contract. If possible, the Applicant shall submit requests for such absences at least one week prior to the proposed commencement date of the commitment. When circumstances prevent such notice being given the Applicant shall notify the Personnel Officer, Queensland Police Service Academy, as soon as is reasonably practicable.

**C.14 PUBLIC HOLIDAYS**

**C.14.1** The Applicant who is required to work on Good Friday, Christmas Day, Anzac Day, New Year's Day, Australia Day, Easter Monday, Queen's Birthday, or on Boxing Day, or any day appointed under the Holidays Act 1983-1990 to be kept in place of any such holiday, shall be paid at one and one-half times the ordinary rate for the time so worked.

**C.14.2** The Applicant who is required to work on Easter Saturday shall be paid at two and one-half times the ordinary rate for the time so worked.

**C.14.3** The Applicant who is required to work on Labour Day, or other day appointed under the Holidays Act 1983-1990 to be kept in place of that holiday, shall be paid a full day's wage for that day and in addition a payment for the time actually worked at one and one-half times the ordinary rates prescribed for such work, with a minimum of four hours.

**C.14.4** The Applicant who is required to work in a district specified from time to time by the Minister by notification published in the Gazette on a day appointed under the Holidays Act 1983-1990, to be kept as a holiday in relation to the annual agricultural, horticultural or industrial show held at the principal city or town, as specified in the notification of such district, shall be paid at the rate of two and one-half times the ordinary rate for the time so worked, with a minimum of four hours.

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*Initials of Representative  
of the Crown*

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*Applicant's Initials*

Attachment E

# Ready and able?

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*Be ready and able, drink responsibly.*

A hangover can slow your reaction time and reduce your thinking and coordination skills. The hangover state can continue up to 24 hours after awakening and even when your blood alcohol level has returned to 0.00.



For more information on the Alcohol and Drug Awareness Unit call **07 3364 4935** or search '**ADA**' on the bulletin board.

# Looking after yourself?

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## *Perform at your best...*

make health your priority.

Have a well balanced diet, enjoy regular physical activity, get enough sleep, drink alcohol responsibly and avoid smoking and other drug misuse.

Contact a Health Coach or the Headquarters gym for advice about physical activity and nutrition.

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**Organisational Safety & Wellbeing value the work you do and we are here to help:**

Alcohol & Drug Awareness Unit	07 3364 6186
Employee Assistance Service	07 3364 6947
Police Chaplaincy Service	07 3364 6563
Health and Safety Section	07 3364 4806

- HealthStart
  - Injury Management
  - Safety Management
  - Positive Workplaces Program
- 

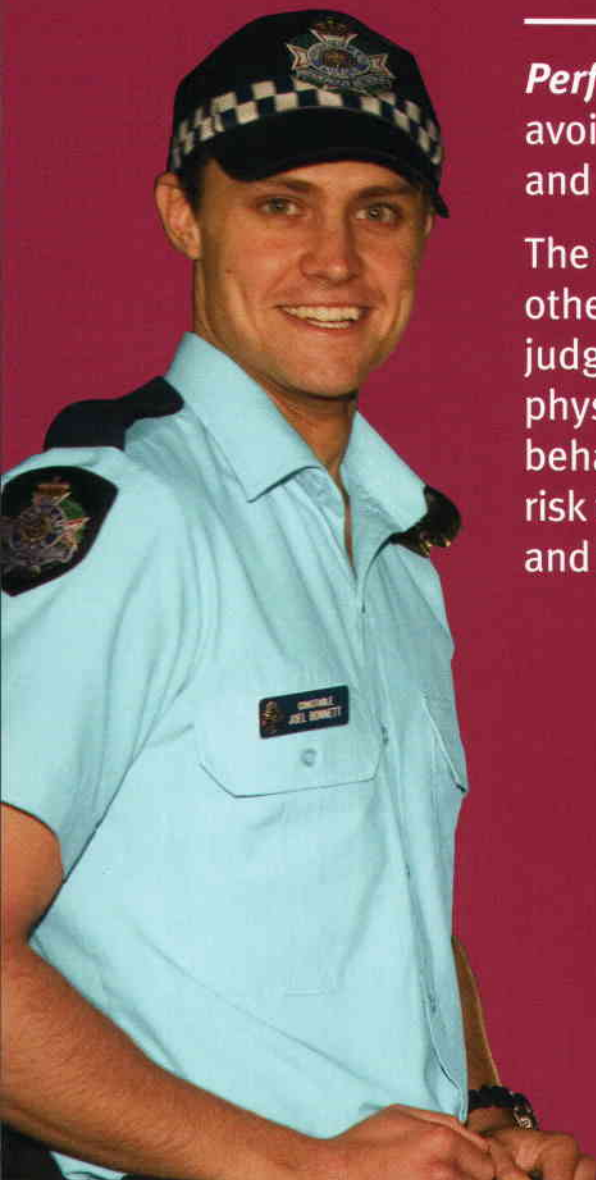


For more information contact Organisational Safety & Wellbeing, Human Resources Division

Search 'OSW' on the bulletin board

07 3364 4935

# Be there for your mates.



*Perform at your best...*  
avoid the misuse of alcohol  
and other licit drugs.\*

The misuse of alcohol and  
other drugs can impair your  
judgement, affect your  
physical, mental and social  
behaviour and can create a  
risk to your health and safety,  
and the safety of your mates.



For more information on the Alcohol and  
Drug Awareness Unit call **07 3364 4935**  
or search '**ADA**' on the bulletin board.

# Operational work?

# You can't be hung over.

## Look after yourself.

A hangover can slow your reaction time and reduce your thinking and coordination skills. The hangover state can continue up to 24 hours after awakening and your physical and mental state may still be impaired even when your BAC has returned to 0.00.



For more information contact the Alcohol & Drug Awareness Unit

Search 'ADA' on the bulletin board

07 3364 4935

# Drivings today? You can't be hung over.

## Look after yourself.

A hangover can slow your reaction time and reduce your thinking and coordination skills. The hangover state can continue up to 24 hours after awakening and your physical and mental state may still be impaired even when your BAC has returned to 0.00.



For more information contact the Alcohol & Drug Awareness Unit

Search 'ADA' on the bulletin board

07 3364 4935



# Binge drinking. It's not worth it.

## **Binge drinking can result in risk taking.**

Excessive single occasion drinking or 'sessions' produce far greater and wider-reaching impacts on the health, safety and wellbeing of individuals, relationships and communities than alcohol dependency.



## **Drink Responsibly**

For more information contact the Alcohol & Drug Awareness Unit

Search 'ADA' on the bulletin board

07 3364 4935





# Binge drinking. It's not worth it.

## **Binge drinking can result in risk taking.**

Excessive single occasion drinking or 'sessions' produce far greater and wider-reaching impacts on the health, safety and wellbeing of individuals, relationships and communities than alcohol dependency.

## **Drink Responsibly**

For more information contact the Alcohol & Drug Awareness Unit

Search 'ADA' on the bulletin board

07 3364 4935





# If it's not yours, don't take it.

The side effects of inappropriate use of medications are unpredictable and may affect your capacity to perform duties without danger to yourself and others.

Don't risk it. Only take prescription medication if it has been prescribed for you and in accordance with a doctor's directions.



For more information contact the  
Alcohol & Drug Awareness Unit

Call 07 3364 4935

Search 'ADA' on the bulletin board



# Taking a new medication?

**Medicines can reduce the level of impairment associated with illness.**

However, some people may also experience side-effects (e.g. drowsiness or dizziness) that may affect their capacity to perform duties without danger to themselves and others.

Talk with your doctor or pharmacist about the possible side-effects and precautions you should be aware of before starting, increasing or ceasing a medication.



For more information contact the  
Alcohol & Drug Awareness Unit

**Call 07 3364 4935**

Search 'ADA' on the bulletin board



Have a well balanced diet, enjoy regular physical activity, get enough sleep, drink responsibly and avoid smoking and other drug misuse so that you can be... *Fit for Life and Fit for Work*. Contact a Health Coach or the Headquarters gym for advice about physical activity and nutrition.

# Fit for Work



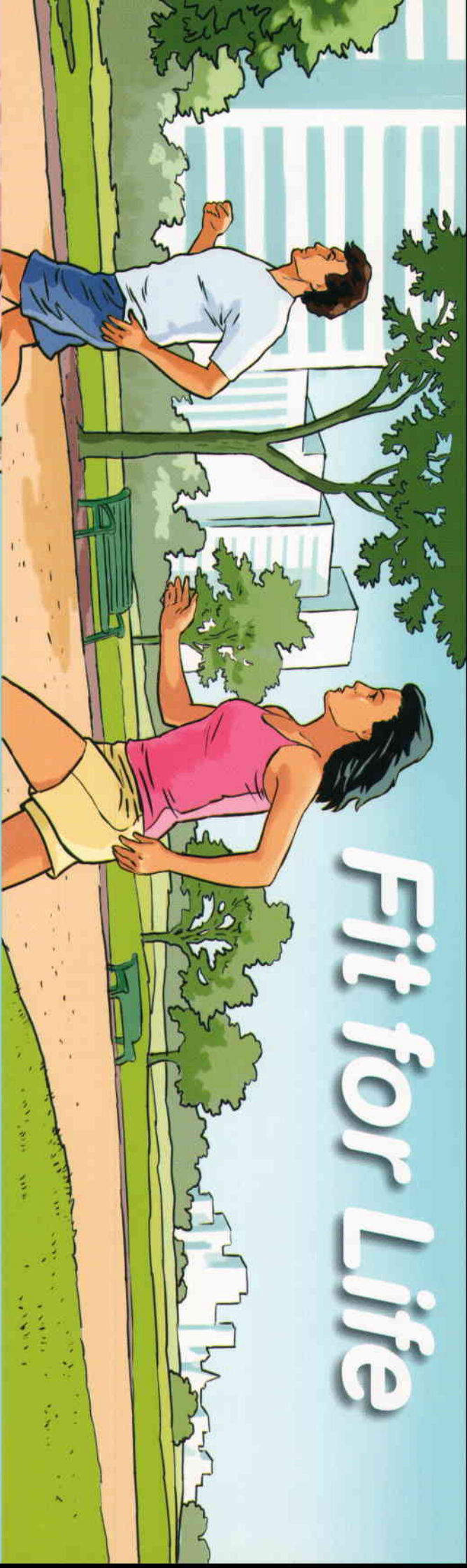
# Fit for Life



For more information contact Organisational Safety & Wellbeing, Human Resources Division

Search 'OSW' on the bulletin board

07 3364 4806



# Fit for Life



# Fit for Work

Have a well balanced diet, enjoy regular physical activity, get enough sleep, drink responsibly and avoid smoking and other drug misuse so that you can be... *Fit for Life and Fit for Work.* Contact a Health Coach or the Headquarters gym for advice about physical activity and nutrition.



For more information contact Organisational Safety & Wellbeing, Human Resources Division

Search 'OSW' on the bulletin board 07 3364 4806

“Since I quit smoking I have **more energy** at work and at home.”



**Perform at  
your best.**

**Quit smoking and you will notice the benefits straight away.**

**After 24 hours:**

Level of carbon monoxide in the blood is reduced and more oxygen is in the bloodstream.

**After 5 days:**

Most of the nicotine by-products are out of the system.

**After 1 year:**

The increased risk of dying from heart disease is half that of a person who has continued to smoke tobacco.

**Life is better and longer without cigarettes.**

For more information contact the Alcohol & Drug Awareness Unit

Search 'ADA' on the bulletin board

**07 3364 4935**



# Is it worth your career?

**Don't risk your life or career when driving off duty. Stay under 0.050\***

\* If you are a provisional licence holder under 25 years of age your BAC must be 0.00 when driving.

**For Men**

No more than 2 standard drinks in the first hour, and no more than 1 standard drink every hour after that.

(These are only a guide)

**For Women**

No more than 1 standard drink in the first hour, and no more than 1 standard drink every hour after that.

(These are only a guide)

## Drink Responsibly

For more information contact the Alcohol & Drug Awareness Unit  
Always remember the limits – stay under 0.050\*

Search 'ADA' on the bulletin board

07 3364 4935

# Don't make headlines.

## Guilty of drink driving.

A police officer, Constable Viheolnr who has five years service will be charged with drink driving after receiving the results of a blood test. A police statement said officers stopped a motorcycle at about 2.45am (AFST) on...

# Drink Responsibly.

## Know your limits

### Why risk your life or career?

For more information contact the Alcohol & Drug Awareness Unit

Call 07 3364 4935

Don't risk your life or career — when driving off duty stay under 0.050\*

**For men to stay under 0.050**

2 standard drinks in the first hour, and no more than 1 standard drink every hour after that. *(These are only a guide)*

**For women to stay under 0.050**

1 standard drink in the first hour, and no more than 1 standard drink every hour after that. *(These are only a guide)*

\* If you are a provisional licence holder under 25 years of age your BAC must be 0.00 when driving.



Search 'ADA' on the bulletin board

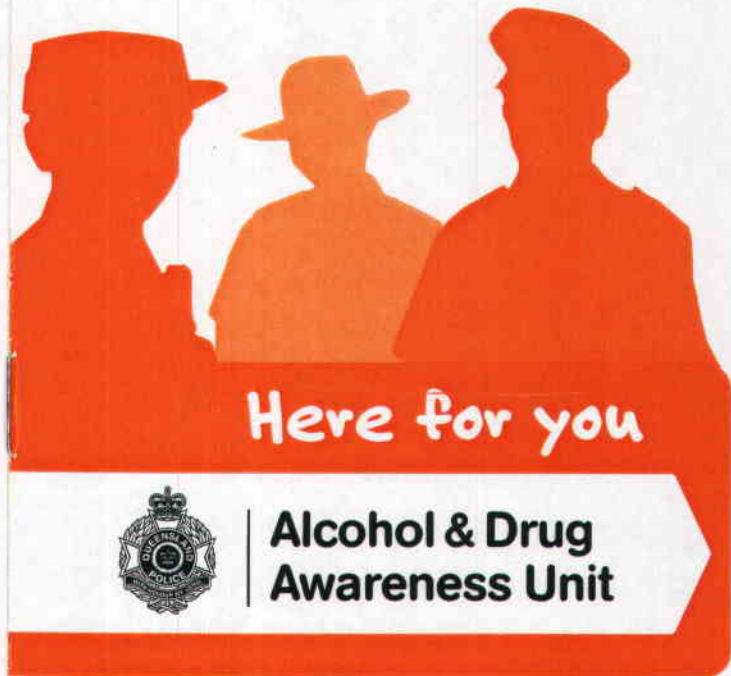




# Queensland Police Service Alcohol and Drug Policy

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A guide to testing  
and support services



Here for you



**Alcohol & Drug  
Awareness Unit**

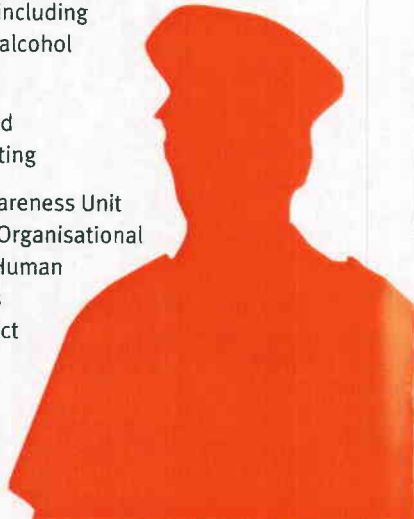
**The Queensland Police Service utilises a multi-strategy approach to reduce the risks and harms associated with substance misuse that may impact upon the work place. Research has shown that for a workplace alcohol and other drug program to be effective it must incorporate five broad strategies that cannot work in isolation<sup>1</sup>.**

<sup>1</sup> Stockwell, T. Gruenewald, P. Toumbourou, J. and Loxley, W. (2005) *Preventing Harmful Substance Use – the evidence base for policy and practice*. England

### **These strategies include:**

- Alcohol and other drug policy
- Assistance and treatment
- Information and education programs, which explain why alcohol and drug use can be a problem in the workplace
- Health promotion programs, designed to enhance well-being and teach participants how to improve their overall health, including changing unhealthy alcohol and other drug use
- Regulation of use and compliance drug testing

The Alcohol & Drug Awareness Unit (ADA), which is part of Organisational Safety and Wellbeing, Human Resources Division was established to give effect to these strategies.



## **The Service's Alcohol and Drug Policy**

You can find the Policy at Section 21.14 of the Human Resource Management Manual (HRM Manual).

### **The Service's Policy aims to:**

- Support the health, welfare and safety of all members of the Service
- Promote public confidence in the Service
- Enhance the integrity of the Service

### **What if I need help?**

All members have the provision to self-report substance misuse problems to ADA where they will be provided information, support and treatment as required. The Service regards self-reporting as a positive sign that a member is willing to be proactive in their health care. The best time to seek help is before alcohol and other drug issues become a major problem which threaten relationships or work life.

If you do have concerns about your use of a substance but feel uncertain about what to do, you can talk to a Senior Human Services Officer, Chaplain, Peer Support Officer or contact the ADA's Senior Alcohol & Drug Advisor for confidential advice on 'taking the next step'.

The ADA website and 'Fit for Life, Fit for Work' on-line learning package have links to a simple test for checking your drinking levels and information about community resources outside of the Service.

## Testing for alcohol and other drugs

Testing occurs by virtue of Part 5A of the *Police Service Administration Act 1990* (PSAA), which authorises testing to occur and prescribes alcohol limits and targeted substance levels.

All police officers, recruits, radio and electronics technicians and staff members in critical areas (*eg. communications centre, driver training centre, property point, air wing, armoury or weapons collection facility, watch-house, etc.*) are 'relevant members' and can be tested.

### What about other staff?

Even if you are not a relevant member and won't be tested, you are still subject to the Service's guidelines on the Use of Alcohol and Other Drugs in the Code of Conduct and s.21.14.7 of the HRM Manual – Use of Alcohol & Other Drugs which states that:

#### Members of the Service are not to:

- (i) consume alcohol while on duty or during meal breaks except where related to official duties and subject to a superior member's approval and conditions
- (ii) consume alcohol or other (licit) drugs when a requirement to go on duty is reasonably foreseeable and imminent where such consumption will adversely affect the ability to conduct official duties, result in unsatisfactory work performance, or affect the safety of others
- (iii) If you go off duty and consume alcohol, you are not permitted to resume duty following that consumption  
*eg. you are not permitted to consume alcohol at lunch and then return to duty*

If you are concerned about possible substance misuse, the ADA can assist with counselling and rehabilitation services.

## When can relevant members be tested?

There are four main circumstances for testing:

### 1. Random Alcohol Testing

A computer randomly selects work groups to be tested and a commissioned officer (authorised person) is tasked to conduct the testing.

Random alcohol tests can happen at any time of the day or night, and on any day of the week, including weekends.

Only relevant members who are rostered on duty at the time the authorised person attends the workplace will be tested. You cannot be recalled to duty for a random alcohol test.

### 2. Reasonable Suspicion Testing

Reasonable suspicion testing can be conducted for alcohol and/or other drugs.

An authorised person can breath test a relevant member if they reasonably suspect the member has contravened the prescribed alcohol limits.

An authorised person who reasonably suspects that a relevant member is contravening or has contravened the targeted substance levels, can require that member to submit to a drug test.

### 3. Critical Incident Testing

A critical incident is defined as:

- (a) an incident in which it was necessary for an officer on duty to discharge a firearm in circumstances that caused or could have caused injury to a person; or
- (b) a death of a person in custody; or
- (c) either of the following in which a person dies or because of which a person is admitted to hospital for treatment of injuries:
  - (i) a vehicle pursuit; or
  - (ii) a workplace incident at a police station/ establishment.

Relevant members directly involved either at the scene of a critical incident, or having a significant role affecting the outcome of a critical incident may be alcohol and drug tested.

### 4. Recruits

Recruits will be alcohol and drug tested during their training.

## How are tests performed?

Alcohol tests are conducted by authorised persons using a Lion Alcolmeter.

Drug testing involves the collection of a urine specimen by medical personnel.

## What are the limits?

### Alcohol:

Relevant members must be under the low alcohol limit of 0.020:

When reporting for duty for a rostered shift

While on duty for a rostered shift

While on call on a rotational basis for duty

If you are a member of the Special Emergency Response Team, you must not be over the no alcohol limit of 0.000 when reporting for duty, while on duty, or while on call on a rotational basis.

A relevant member is reasonably expected to be under the general alcohol limit of 0.050 when not rostered for duty but permanently on call for duty in a one or two officer station.

(For information about blood alcohol concentration see ADA's *Responsible Drinking booklet*.)

**When driving off duty,  
don't risk your life or  
career, stay under .050\***

\*(If you are a provisional licence holder under 25 years of age your BAC must be 0.00 when driving.)

## Other drugs:

A relevant member must not have evidence of an illicit drug in their urine at any time.


### Illicit drugs include:

- Illegal drugs (eg. cannabis, ecstasy, heroin, cocaine and amphetamines)
- Pharmaceutical drugs used for non-medical purposes (eg. steroids)
- Other substances used inappropriately (eg. inhalants, ketamine)
- Any other substance you may not lawfully take (eg. no script for a prescription medicine)

## What about medications?

Prescription and over the counter medications can reduce the level of impairment associated with illness. However, the impact of medication varies between individuals and may be affected by other drugs you are taking, alcohol, or other factors. Use of prescription and over the counter medications should be consistent with your doctor's directions and/or the manufacturer's recommendations.

It is important not to perform duties in an operational capacity or a critical area if you are taking medication that may impair your work performance. If you have taken medication and you are feeling drowsy, tired, dizzy, shaky or sick, then you should report this to your manager/supervisor.



**Use of illicit drugs at any  
time is unacceptable**

## How do I contact the ADA?

For more information:

**Alcohol & Drug Awareness Unit**

6<sup>th</sup> Floor Police Headquarters  
200 Roma Street  
Brisbane Qld 4000

**Administration:** 07 3364 6186

**Manager:** 07 3364 6210

**Senior Alcohol & Drug Advisor:** 07 3364 3024

**Testing Coordinator:** 07 3364 6207

**Health Education Officer:** 07 3364 4935

**Email:** Alcohol and Drug Awareness



**Alcohol & Drug  
Awareness Unit**

Search 'ADA' on the bulletin board

**07 3364 6186**