

B.C. MUNICIPAL POLICE OFFICER SELECTION

By

JIM MANCELL, BSc.

A thesis submitted in partial fulfillment of
the requirements for the degree of

MASTER OF ARTS

In

LEADERSHIP AND TRAINING

ROYAL ROADS UNIVERSITY
June, 2003

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CHAPTER ONE - STUDY BACKGROUND

The Problem

There are eleven municipalities in British Columbia that have their own police agencies while the Royal Canadian Mounted Police delivers policing services throughout the rest of the province. The independent municipal police departments or services are in the municipalities of; Abbotsford, Delta, New Westminster, Vancouver, West Vancouver, and Port Moody in the greater Vancouver area; Nelson in the interior of the province; and Central Saanich, Oak Bay, Saanich, and Victoria on Vancouver Island.

As a whole the independent municipal policing community in B.C. has yet to determine valid pre-entry requirements in order for selection and training as a municipal police officer. What steps then need to be taken to identify what minimum skills, abilities, and attributes are required of police applicants in order for them to become successful municipal police officers? The Canadian Human Rights Act uses the term 'bona fide occupational requirements' to describe general job related requirements that are not discriminatory. The term bona fide occupational requirements [BFOR] has been used in a number of studies (Anderson and Plecas, 1999; Radford, 1997; and British Columbia (Public Services Employee Relations Commission) v. British Columbia Government and Services Employees' Union, 1997).

Can and do the present hiring criteria of the independent municipal police agencies in B.C. meet the 'bona fide occupational requirements' for a candidate to be selected for training as a municipal police officer in B.C?

Numerous articles and past studies (Doerner, 1997; MacKay, 1984; Radford, 1997) have identified the need to develop a proper selection process that is linked to valid and job related criteria of the occupation. This further supports the fact that the independent municipal policing agencies need to look at the validity of their selection processes. Do the present selection processes allow these independent municipal police agencies to embrace all of the potential applicants or are we systemically eliminating qualified applicants due to perceived requirements

that are not necessary or required by the occupation? Is the present selection process ensuring that the candidates selected have the qualifications necessary to function effectively in the occupation? By establishing what the minimum competencies and criteria that are required for police recruit selection these questions can potentially be addressed.

When recruiting, these independent municipal police agencies have to ensure that as participants in a very competitive job market that their selection standards are not only suitable but also defensible. This pool of eligible potential candidates is the same pool that other public and private sector employers look to hire from. As the need for employees in all of these areas increases then competition, not only from within the policing profession but also with these other employment sectors will also increase making the identification and selection of qualified police candidates ever more difficult and time consuming. In this competitive recruiting market, police recruiters will have to put in more time and effort into finding qualified applicants. This is usually accomplished by an increase in advertising, recruiting staff and outreach programs, which can in turn be translated into increased costs. This trend is not going away and may in fact get even more pronounced over the next few years (Canadian Association of Chiefs of Police, Canadian Police Association [CACP, CPA], 2001).

Preferably, candidates should look towards the policing profession as a real career and not just a job for the time being. "The profile of the new recruit has changed to one of individuals in their middle to late twenties who have completed post secondary education, and often have family commitments" (Radford, 1997, p.22). These increased educational levels may create greater expectations for advancement and development and mean that agencies will have to keep these staff challenged in order to retain them (CACP, CPA, 2001). Will these officers embrace policing as career as well as a 21 or 22 year old who is aspiring to start on a career? Recent police recruits are believed to be less likely to embrace the traditional 'one job for life' that has predominated our policing cultural for years. This may have a direct impact on the organizational demographics, resulting in an even greater need to find and train new police officers (Charrier, 2000). Though interesting to know, this project will not be exploring the historical demographics of our past police hiring practices. What is important to note though is that the retention of trained staff has a direct relationship to recruitment. If you retain your people longer then you have to recruit less.

On top of the competitive job market and required competencies there are other criteria that police agencies take into consideration when selecting applicants. Police officers, as professionals, are expected to possess the virtues of courage, temperance, beneficence, duty, honesty, trustworthiness, and justice (McKay, 2001). Recruit candidates are held to a very high ethical and moral standard. Police training and acclimatization to the police culture may assist in the development of these virtues but the applicant must still possess and practice the essence of these virtues prior to being hired. This raises several questions. Are these virtues determinable? Can they be tested and screened for? Are they valid selection criteria?

Most police agencies will hire 'trained' and 'experienced' police officers when ever possible and reap the immediate rewards of fielding competent police officers rather than incurring the expense and time of selecting and training their own. This is readily seen by the ease with which qualified municipal police officers in B.C. can move from agency to agency.

Many of the smaller independent municipal police agencies in B.C., those with an authorized strength of thirty members or less, rely primarily on this form of recruitment and very seldom recruit and train new police officers. Four of the eleven independent municipal police agencies in B.C. accounted for less than three percent of the recruits trained from 1998 through 2000 (Justice Institute of British Columbia [JIBC], Police Academy Recruit Class Lists, 1998 – 2000).

All aspects of the processes involved in influencing and determining the need to identify and produce more general duty police officers are very closely linked. Some of the influencing factors are the organization's ability to retain their staff, hire staff that is already trained, and the demographics of past hiring, leading to retiring. These will all affect and influence the organizations need for new recruits. The interdependent processes of recruitment, selection, which includes testing and screening, and training are the end results of these influences.

The Research Question

What do the B. C. Municipal General Duty Police Officers and the Municipal Police Training Officers identify as the necessary pre-entry requirements for a policing career?

This question was designed to obtain a historical perspective from practitioners, police officers who have recently been through the selection and training processes, as well as other parts or partners of the municipal policing community that have a vested interest in recruit selection.

Significance of the Problem

The potential police recruit candidate can be profiled by first establishing, then reviewing, exactly what the occupational requirements of municipal general duty policing are and then taking into account the existing recruit-training program. If these steps are taken, then future adjustments either to the occupational requirements or to the training program can be reflected in the pre-recruit profile.

For example, some police agencies do not require their officers to have first aid certification or training. They have determined that these skills are 'nice to have' but not required. If they determined that the skills were required then the choices would be to either;

- hire candidates already possessing these skills or,
- provide the training in the recruit-training program or,
- provide in service training for the police officer after recruit training.

The impact and significance of these choices comes down to costs and who pays. The costs include hard costs (facilities, supplies, instruction etc.) as well as soft costs (officer's time). In the first example the cost is borne by the candidate, in the second it is the police academy and the recruit's department, and in the last example the costs are borne entirely by the officers department.

The processing and screening of applicants prior to testing is fairly routine and not too costly. The greater the number of applicants the more the agency can be selective and 'cherry pick' who to continue in the process. A common phrase that the author has heard of being used when debriefing the unsuccessful applicants is that there were 'better qualified' applicants, not 'you are not qualified'. These 'better qualified' applicants are usually more successful in the subsequent testing process and thus selection costs can be reduced.

Most police budgets are primarily devoted to their human resources costs. The 2001 annual net operating budget for the Vancouver Police Department was \$120,953,111 of which over 93% or \$113,003,878 was directly related to the human resource costs of salaries, fringe benefits, and overtime (Vancouver Police, Annual Statistical Report 2001, 2002). The retention of the people assets of an organization, including their corporate knowledge, is critical to realizing a solid return on the investment made in their training and development. The cost incurred to recruit, select and train a police officer is significant. Municipal recruits presently make \$ 39,912 per annum which means that their salary for the 37 weeks of formal training equates to about \$28,398 (Vancouver Police Department [VPD] Recruiting Unit, 2002).

On top of this cost are the costs incurred in the recruiting, selection and training processes, which are also substantial. It then takes several more years of practical experience and in-service development before a police officer maximizes their effectiveness and efficiency in carrying out their duties. If police agencies can retain their trained people for longer periods of time then the associated developmental and training costs can be reduced.

Police agencies are service agencies that try to effectively recruit from the very communities that they serve. Though not bound by 'affirmative action' hiring practices the independent municipal police agencies do strive to hire in such a way as to mirror these communities. The demographics of hiring, including the pros and cons of affirmative action, are very topical and beyond the scope of this study. But still, just as police officers have a moral obligation to use their powers to enforce the laws of society in a fair and impartial manner, policing organizations also have a moral obligation to be fair and impartial in their selection processes. Only by being so can they ensure that they do not systemically eliminate or discriminate against potential applicants. "Human rights legislation in Canada and the United States clearly state that any selection criteria for employment must be directly related to job requirements, and be essential components critical to successful job performance" (Anderson and Plecas, 1999, p.1). Systemic

barriers, artificially high or unrelated standards and other discriminatory practices are being challenged now more than ever (British Columbia (Public Service Employee Relations Commission) v. British Columbia Government and Service Employees' Union, 1997). The anchoring of selection criteria to BFOR (bona fide occupational requirements) can reduce or eliminate the possibility of challenges and save time, effort and money.

“Through effective human resource planning, police services need to identify what specific skills and attributes they will require, who possess these skills and attributes and actively target these groups and reach out to them for recruitment efforts” (CACP, CPA, 2001, p.59).

Recent research studies (CACP, CPA, 2001; Radford, 1997), indicate that the competitive nature of the job market, not only from within the policing profession but also with other private and public sector employers, will make the identification and selection of qualified police candidates ever more difficult, time consuming and expensive. This trend is not going away and may in fact get even more pronounced over the next few years.

The new breed of officers are better educated, better informed and are exposed to a wider variety of employment opportunities than their predecessors (CACP, CPA, 2001). The next generation of recruits is just now entering that time in their lives when they are planning for their careers and may have substantially different expectations than their predecessors.

How then do police organizations ensure that they continue to have the human resources to meet the organizational needs, satisfy the expectations of the officers and at the same time continue to meet the needs of the public for the delivery of effective policing services?

By determining what the police recruit candidate profile should look like we may be better able to identify and select the types of recruits who are best suited for the occupation and more likely to embrace it as a career.

Over the last ten years numerous studies and researchers have alluded to the fact that the careful selection and training of police officers is critical for the effective delivery of police services and the maintenance of the professional image of the police (Anderson and Plecas, 1999; CACP, CPA, 2001; Nelson, 1999; Oppal, 1994; Radford, 1997). This 'careful selection'

has to be carried out in such a way that if the selection process and required qualifications were to be challenged they would be held to be valid and occupationally required.

Potential Causes of the Problem

It is my belief that the maintenance of the organizational status quo based on a general belief that what has worked in the past will continue to serve the needs of the future is quite prevalent in the municipal police recruiting fraternity. The competitiveness of the market along with the high standards required of the applicant compound to make the hiring of suitable candidates very time consuming on the part of the recruiters. Most recruiters therefore have little or no time to spend conducting research into the validity of the various selection tests that they presently use. Since the selection tests presently in use actually do identify quality candidates there is no perceived need to look at any change. As an indicator of this, from 1998 to 2001 over 98% of all the municipal police officers hired and sent to JIBC – Police Academy for training successfully completed the training program.

The JIBC – Police Academy has over the years been able to either conduct or support the required research needed to validate the POPAT and in the Police Recruit Assessment Centre process as bona fide occupational tests. To date there has never been a successful challenge of any of the selection tests or criteria that are presently being used so there is no resultant impetuous validate any of the other selection tests or criteria.

CHAPTER TWO - INFORMATION REVIEW

Introduction

The information that has been reviewed and presented as part of this study includes;

- Relevant legislative documentation, both federal and provincial, including the Canadian Human Rights Act, B.C. Human Rights Code, and the B.C. Police Act, Rules Regarding Training, Certification and Registration of Municipal Constables.
- Relevant organizational documentation from the Justice Institute of B.C. Police Academy and the Vancouver Police Department. The Police Academy is responsible for certain aspects of the recruit selection process and the training of municipal police recruits in B.C. and the Vancouver Police Department is the largest municipal police agency in B.C.
- Relevant supporting literature on a national and international level that focus on current practices in police officer selection.
- Relevant definitions and competencies pertaining to general duty police officers that lead towards the validity of the selection process.

Relevant Legislative Documentation

B.C. Police Act – Training Rules

B.C. Reg. 109/81, Police Act, Rules Regarding Training, Certification and Registration of Municipal Constables Appointed Under Section 26 of the Police Act. Filed March 9, 1981

These training rules outline the authority of the Police Academy and its Director to set the training standards and deliver training to municipal police officers in B.C. The rules outline the process by which the introduction of new or required 'competencies' can be introduced in to the Peace Officers Basic Training Program. This reflects how the training program continues to evolve as the requirements of the occupation change. Since this process allows for change and adaptability, the process can have a direct or indirect impact on recruit selection requirements.

Canadian Human Rights Act / BC Human Rights Code

Canadian Human Rights Act and the BC Human Rights Code outline those employment practices that are discriminatory in nature. Recent case law has also outlined the tests to use in determining if in fact certain practices are discriminatory.

- (1) A person must not
 - (a) refuse to employ or refuse to continue to employ a person, or
 - b) discriminate against a person regarding employment or any term or condition of employment because of the race, colour, ancestry, place of origin, political belief, religion, marital status, family status, physical or mental disability, sex, sexual orientation or age of that person or because that person has been convicted of a criminal or summary conviction offence that is unrelated to the employment or to the intended employment of that person.
- (2) An employment agency must not refuse to refer a person for employment for any reason mentioned in subsection (1) (BC Human Rights Code, 2002, p.7).

In September of 1999 the Supreme Court of Canada rendered a decision in the determination of whether certain workplace standards are discriminatory and provided a three-step test for assessing BFOR validity:

To justify a discriminatory workplace standard, an employer must now establish the following steps on a balance of probabilities:

- (1) the standard was selected for legitimate purposes rationally connected to job performance, which includes, but is limited to safety and efficiency....,
- (2) the standard was adopted honestly and in good faith, without an unlawful ulterior motive , and
- (3) the standard is reasonably necessary to accomplish the employer's legitimate work-related purpose, which can only be shown if it is 'impossible to accommodate individual employees sharing the characteristic of the claimant without imposing undue hardship on the employer' (British Columbia (Public Service Employee Relations Commission) v. British Columbia Government and Service Employees' Union, 1997; as cited in Tinsley, 1998, pp.41-2)

Bona Fide Occupational Requirements

Tinsley (1998) discusses the use of pre-employment tests as measures of bona fide occupational requirements (BFOR). As defined by Tinsley, a bona fide occupational requirement is a rational link between a policy that "discriminates on a legislatively prohibited ground and on occupation, and is defensible in a court of law" (Anderson, Plecas and Segger, 2001, p.28).

Studies have been conducted to determine if there is a relationship between police officers' education level and job performance. "these results confirm earlier research that officers with higher education perceive themselves performing better in several performance categories including ethics and honesty"(Kakar, 1998, p.642). "Future research should be conducted to examine whether officers' perceptions of their performance are in concordance with their actual performance. Such an inquiry will provide more conclusive answers to whether or not officers' performance actually varies by the level of education" (p. 643).

Relevant Organizational Documents

Documentation herein includes relevant organizational documents from the Justice Institute of B.C. – Police Academy as well as from the Vancouver Police Department. The significance of the documentation provided by the Police Academy is self-evident by the very nature of the role it plays in the selection and training of police officers in B.C.

Since the municipal policing agencies in B.C. are ultimately responsible for the recruitment and selection of their own candidate's, documentation from the largest of these agencies, the Vancouver Police Department, is included.

Justice Institute of British Columbia (JIBC) - Police Academy

Police Officer Physical Abilities Test

In 1999, Anderson, Plecas and Segger undertook a study, at the request of the Police Academy, to re-validate the existing Police Officers Physical Abilities Test [POPAT]. The POPAT had been used since the middle 1980's to determine if police applicants and recruits possess the physical ability to perform the tasks that are required of municipal police officers in BC. The Study did revalidate the POPAT as a bona fide occupational requirement (B.F.O.R.)

In the process of revalidating the test the researchers had to determine exactly what the tasks were that municipal police officers had to perform in carrying out their duties on a daily basis. To obtain this information the researchers conducted 121 ride-a-longs with a random selection of working police officers over a twelve-month period. The test sample took into account the various agencies, shifts, seasons and conditions that police officers work throughout the year. During these ride-a-longs the researchers kept minute-by-minute activity logs of the working police officers thereby compiling enormous amounts of information related to the tasks of everyday policing for the general duty patrol officer.

Observational data collected through this study also supported the significance of other basic competencies such as communication skills, both written and oral, and the important role that they play in the daily routine and work of policing.

Assessment Centre

The use of the assessment centre process as a selection and promotional tool has been on going in a variety of settings for over 30 years. In the local context the process has been used as a selection tool for police applicants in B.C. since 1977.

To qualify as an assessment centre, an organization must meet 10 requirements, which constitute the essential elements of an assessment centre. The requirements have been endorsed by the 17th International Congress of the Assessment Centre Method and include: job analysis, behaviour classification, assessment techniques, multiple

assessment techniques, simulation exercises, assessor training, recording behaviour, reports, data integration (JIBC, 2003, [Homepage]).

The goal of the assessment center is the same as other selection techniques, such as interviews and testing, which are all used to assess potential job related abilities. But where these other techniques are one dimensional, "In the assessment centre method, participants engage in a variety of job-related exercises designed to simulate realistic situations that an individual would face when working at a particular job. These exercises are designed to elicit behaviour relevant to the abilities, skills, and personal qualities that are critical to success in that job" (JIBC, 2003, [Homepage]). "Spencer and Spencer (1993) advocate that assessment centres are an appropriate method of evaluating competencies" (Egan, 2000, p. 31).

In the Police Constable Initial Selection Assessment Centre Program administered by the JIBC Police Academy the competencies to be assessed are referred to as dimensions.

Documentation for the program provides the following descriptive list of dimensions to be assessed;

1. **Ability to Learn:** Ability to assimilate and apply new information.
2. **Decisiveness:** Readiness to make decisions, to render judgments, to take action or commit oneself.
3. **Fact Finding/Observational Skills:** Ability to identify, gather and recall relevant facts and details about an incident, situation or problem.
4. **Initiative:** Ability to actively influence events rather than passively accepting; self-starting. Originates actions rather than just responding to events.
5. **Integrity:** Ability to demonstrate adherence to the values of honesty and trustworthiness. A capability to resist temptations of an unethical or illegal nature.
6. **Interpersonal Sensitivity/Tolerance:** Ability to maintain composure and performance while interacting with individuals or different backgrounds, personalities, attitudes, opinions and values. To be able to show sensitivity,

compassion and sincerity.

7. **Maturity:** The behaviour to be expected from an emotionally well adjusted person who has the ability to realize the future implications of a present act. This skill area would demonstrate that the candidate has profited from experience, is emotionally stable, is not impulsive and knows how to handle mistakes. The candidate has self-confidence; is a steadying influence within a group and has a sense of responsibility to assumed or assigned task.
8. **Oral Communication Skills:** Ability to express and listen to ideas, feelings, questions and facts in both individual and group situations.
9. **Personal Impact:** Ability to project a good first impression, to command attention and respect, to show an air of confidence and to achieve personal recognition. The factors contributing to impact are appearance, grooming, demeanour and speech.
10. **Practical Intelligence:** Ability to quickly analyze the key elements in a situation or problem; recognize and use changing information; evaluates and utilizes various courses of action; reach logical conclusions; judgement or common sense.
11. **Problem Confrontation:** Ability to assert oneself and deal with a potentially unpleasant or dangerous situation.
12. **Stress Tolerance:** Ability to maintain composure and performance while under stress.
13. **Written Communication Skills:** Ability to express ideas, feelings and facts in writing in good grammatical form.

(JIBC - Police Academy, Assessment Centre, Police Constable Initial Selection Assessment Centre Program, Program Documentation, 2002)

In 1997 a study was undertaken by Tinsley, Plecas and MacDonald to determine the validity of the JIBC- Police Academy - Assessment Centre and its' use as an unbiased instrument for the selection of potential police applicants. The study concluded that,

Candidates who attended the recruit Assessment Centre performed better in initial recruit training than those who did not; how well candidates performed in recruit training was positively related to their overall recruit Assessment centre score (i.e. the higher the Assessment Centre score, the higher the performance during recruit training; and recruits who did not attend the Assessment Centre had the greatest decline in grades and candidates with higher Assessment Centre scores maintained better grades (pp. 10-11).

Since the study validated the process and linked Assessment Centre scores to recruit performance, the 'dimensions' used by the Assessment Centre and how they are linked to the competencies required for the role of the general duty patrol officer are critically important. Other than the POPAT this is presently the only other police officer selection tool in B.C. that has been validated.

Standardized Testing Program

During 1999 the Police Academy, at the request of the B.C. Association of Police Chiefs, initiated a process to develop a Standardized Testing Program [STP] for police applicants. The idea behind the development of this program was to streamline the application process by reducing the repetition required of the applicants in applying to more than one municipal police agency and at the same time reducing the redundancy on the part of the agencies involved.

To design the program a working committee of Municipal Training Officers was struck, the committee reviewed those practices and criteria that were common amongst their agencies and agreed to a standardized battery of tests and qualifications. These recommended qualifications and tests were then forwarded to the Training Officers Advisory Committee [TOAC] and approved.

Before applicants were admitted to the Program they had to provide proof in the application process that they met the following prerequisites;

- Be at least 19 years of age
- Be either a Canadian citizen or landed immigrant
- Have a minimum one-year post-secondary education (two or more years preferred) or equivalent experience
- Hold a valid BC driver's license and have a good driving record
- Be in good health and meet specific minimal requirements in relation to their vision and hearing (vision - 20/40 in one eye and 20/100 in the other eye, correctable with lenses to 20/20 and 20/30, respectively and hearing loss in one ear not greater than 50 dB and the other ear not greater than 30 dB in the 500-3000 Hz range)
- Possess a valid Standard First Aid and CPR certificates (or equivalent) obtained not more than two years before registering in the Program

(JIBC - Police Academy Course Calendar 2000/2001, p.12).

Once accepted into the program participants then had to meet qualifying standards in a battery of tests. The tests administered were a memory test, Wonderlic Personnel Test, Language Proficiency Test, POPAT, 2.4 km run, Trigger Press Test and Hand Dynamometer Test. When

candidates successfully completed all of these steps they were issued a certificate of achievement indicating that they had successfully completed the Standardized Testing Program. The successful completion of the program was not a guarantee of employment but rather a prerequisite for employment as a police officer. Upon presenting this certificate to the municipal agency of their choice candidates could then be subject to a variety of other selection instruments or processes (i.e. polygraph, interviews, assessment centre, background check).

In establishing this Standardized Testing Program it demonstrated that the Municipal Policing Agencies in B.C. could enter into a consultative process and develop a mutually beneficial program based on a common set of beliefs on the perceived relevant selection standards and qualifications to become municipal police officers in B.C.

During the life of the program five hundred and eight applicants were processed. Of these, three hundred and fifty-five successfully completed the program and were issued certificates. The program was terminated in 2000 due to issues related to the ability of the program to process enough applicants to meet the recruiting needs of some of the agencies. The process itself was also perceived by some of these agencies to be a barrier to attracting and processing potential recruits.¹

Recruit Programs: Blocks I & III

The training syllabus for the recruit training program, Blocks I, II, III, and IV, encompass competency profiles for each of the following subject areas; Investigation and Patrol, Professionalism and Communication Skills, Traffic, Driver Training, Legal Studies, Firearms, Use of Force and Physical Training. Specific pass standards of performance are required in relation to the knowledge and skills in each of these subject areas and blocks of training. Those recruits that successfully complete the program become 'Certified Municipal Constables' in B.C.

¹ In this instance the author, as the Director responsible for the development, implementation, administration and eventual termination of the Standardized Testing Program, is speaking from personal knowledge.

Vancouver Police Department - General Duty Police Officer Competencies

A 'General Patrol Team (GTP) Constable – Position Profile' was developed by the Vancouver Police Department [VPD] in the late 1990's. This profile was created to describe the; job responsibilities, core competencies, job specific competencies, and selection requirements (education, experience and qualifications) of the General Patrol Team Constable in Vancouver.

This profile was developed through a process whereby incumbents in specific positions identified job functions and completed Job Analysis Questionnaires from which functional job descriptions were completed (VPD Competency Questionnaire: Job Specific Competencies, 1996). These competencies are the individual performance behaviours that are observable, measurable and deemed to be critical to individual and corporate performance within the Vancouver Police Department. Here, there are two major types of competencies described, job specific competencies, and core competencies. This questionnaire was concerned only with the job specific competencies. The competencies are specific to a job or job family and are deemed to be essential to its successful completion.

This specific profile, General Patrol Team (GTP) Constable – Position Profile, 2002 is included here in its entirety:

Position Profile: GENERAL PATROL TEAM (GPT) CONSTABLE

Position Summary: The GPT constable assumes the role of primary responder in the police mandate to maintain peace, order and security in society. In this role the constable performs the functions of response, referral, prevention, public education, crime solving and law enforcement.

Job Responsibilities:**1. Response**

- Responds to calls for service of a varying nature including, criminal activity, maintenance of the peace, informational and public relations. The response may derive from a number of sources including, radio dispatch, supervisory direction, citizen requests and personal initiative.

2. Referral

- Performs an impartial mediation function in situations of a varying nature including civil disputes, family trouble, nuisance complaints and medical concerns. In the above situations, when appropriate, refers the citizen to an appropriate resource for assistance.

3. Prevention

- Performs crime prevention activities, including advice to citizens on crime prevention initiatives on a one-to-one basis or in a group setting. Conducts field interviews involving suspicious persons and vehicles and provides special attention to potential crime targets and provides information to specialized squads for targeting. Utilizes Problem-Oriented Policing techniques to prevent criminal activity. Maintains a high visibility police presence by walking the beat and conducting routine vehicle patrol. Prevents Breaches of the peace.

4. Public Education

- Provides education to public during routine contacts and in a formal setting. The subject of public education may include traffic problems, crime prevention, safety issues, nuisances, disaster planning and substance abuse.

5. Crime Solving

- Performs activities relating to the investigation of criminal activities and the identification and apprehension of criminals both in the capacity of a primary and follow up investigator. Involves the gathering and processing of evidence and the preparation and presentation of this evidence for court. Documents investigative activities through the completion of formalized reports and notebook entries.

6. Law Enforcement

- Enforces breaches of statute and common law including, Criminal Code offences, Provincial statutes, traffic violations, bylaws and other federal and provincial statutes. Includes the apprehension of criminals and violators, which may involve the use of appropriate levels of force. Serves processes on offenders and prepares the appropriate documentation to the courts.

7. Problem-Oriented Policing

- Participates in the community based policing model by acting as community team leader in identifying problems that damage the quality of life, then works through the community as a whole to find and apply solutions to those problems. Utilizes the formal problem solving process.

Core Competencies:

1. Coaching

- Manages own performance based on external feedback and self-assessment.
- Helps others learn by setting a positive example.

2. Communication

- Communicates clearly, concisely and logically.
- Writes in a complete, clear and concise manner.

3. Community Focus

- Provides a street police officer's perspective in community planning. Identifies problems in area.
- Responds to citizens with sensitivity to needs of different cultural and special needs groups.
- Gives complainants, victims and other citizens best effort to ensure customer satisfaction.

4. Resource Management

- Uses time and resources productively to complete investigations or projects that are complete, within diary dates and meet the required standard.
- Understands basic budgetary restraints placed on the team and the organization.

5. Leadership

- Has a clear sense of work/career goals.
- Treats everyone fairly and with respect and dignity to maintain a positive working environment.
- Supports planned organizational change by providing input in a constructive fashion.

6. Problem Solving & Decision Making

- Identifies problems, conducts background research, and provides recommendations.
- Quickly draws conclusions based on available information and initiates action promptly.

Job Specific Competencies:

1. Use of Force

- Demonstrates understanding of the use of force continuum as outlined in the VPD force options program and the Criminal Code. Has the physical ability to carry out duties relating to use of force as required by various statutes, the police mandate and departmental policy. Has met the departmental standards for the use of force options.

2. Interpersonal skills

- Maintains composure and effectively deals with others. Is patient and shows interest in others. Is easy to be around and is approachable. People feel appreciated and in touch with the person. Others turn to this individual for advice and support.

3. Community Focus

- Provides a street police officer's perspective in community planning. Identifies problems in area.

- Responds to citizens with sensitivity to needs of different cultural and special needs groups.
- Gives complainants, victims and other citizens best effort to ensure customer satisfaction.

4. Resource Management

- Uses time and resources productively to complete investigations or projects that are complete, within diary dates and meet the required standard.
- Understands basic budgetary restraints placed on the team and the organization.

Education, Experience and Qualifications: (Selection Requirements)

1. Experience: Type and Length

2. Education

- Two years of college or university

3. Training

4. Qualifications (Licences, Certificates, etc.)

- Valid Driver's Licence
- Qualified in the VPD Use of Force options
- Successful completion of Block III Training at JIBC

(VPD, General Patrol Team (GTP) Constable – Position Profile, 2002)

These responsibilities, competencies, and requirements are all directly related to the occupational requirements of the job of general duty patrol officer. The competencies required for selection for training as police officer are then a sub set of these competencies and requirements. This type of job task analysis is critical to the future development and determination of the 'bona fide occupational requirements' for police recruit selection.

Relevant Supporting Literature

To place the project within the context of the writings and research of other authors and researchers who have or are currently writing in areas of shared interest and relevancy, literature in each of the following areas was reviewed.

- Occupational Testing
- Current Practices in Police Officer Selection
- Key Performance Indicators and Core Competencies for Municipal General Duty Police officers in B.C., which will include the following;
 - Performance Definitions (Policing context)
 - Required Attributes for General Duty Police work
 - Police Recruit Training
- Validity of the present B.C. Municipal Police selection criteria

Occupational Testing

Applicant or occupational testing can consist of any standardised set of questions or tasks which is intended for use as a comparative measure of the skills, knowledge, abilities and other characteristics of individuals in an employment context.

This can include but is not limited to the following:

- tests of general intelligence;
- cognitive ability tests;
- tests of special aptitude or ability;
- tests of achievement;
- personality questionnaires;
- interest inventories (often used for career development purposes);
- work sample tests; and
- simulations

Occupational tests that appear to be appropriate for an intended purpose, such as police officer selection should be properly scrutinised. The HRINZ - Guide for Occupational Testing (2003)

recommends that all tests be reviewed relative to the key aspects of validity and reliability, acceptability, effectiveness, norms, bias and availability.

These key aspects and how they relate to occupational testing are in turn further explained as;

Validity and reliability - How valid is the test, does it really identify the knowledge, skills, abilities and other characteristics that it claims to? Does it really predict future job performance? How reliable is it, does it give similar or consistent results when used repeatedly in the same circumstances? Note, however, that a *reliable* test is not necessarily a *valid* test.

Acceptability - Is the test likely to seem appropriate to those taking it? If a test does not appear to be valid on the face of it, candidates may not have confidence in it and respond differently to the items in the test than they would normally behave in the situations described.

Effectiveness - Has the test been used effectively in similar circumstances? If possible, a comparison of job content and organisational environment should be the basis for judging whether there are similar circumstances.

Norms - Are up-to-date and relevant norms available, will the results given by your candidates be judged against those obtained from appropriate comparison groups? Test results may be subject to misinterpretation when compared with norms that were established many years previously:

Bias - Has the test been found to discriminate unfairly against any particular groups? It is extremely difficult to design tests that are free of culture or values influences, so you must be aware and careful to avoid any such discrimination.

Availability - Is the test available for use by non-qualified users? Most test providers restrict their use to qualified or registered psychologists or to users who have been trained by the provider. What kind of training is required or available for test administration and interpretation?

Occupational testing is most often used in an attempt to predict an individual's future job performance or job behaviour. Before being used as a selection instrument for any occupation the job should be thoroughly analyzed to establish what is needed for acceptable performance.

In addition to identifying the skills, knowledge, abilities and other characteristics a job-holder will need, you must also decide what personal attributes are important and the tests selected must be genuinely relevant to the assessment of the specific job skills or personal attributes. The required linkages, test to occupation, are already established in POPAT and in the JIBC - Police Recruit Assessment Centre. Clearly identified current position profiles such as the 'General Patrol Team Constable – Position Profile of the Vancouver Police Department' are also well established in the municipal policing community.

Current Practices in Police Officer Selection

The processes of recruitment, candidate selection (testing & screening), and training can be viewed as independent processes that have dependent variables. Recruitment is necessary for selection to occur because it brings candidates into the process. Training is necessary because it allows us to provide candidates with the skills or competencies required of the occupation that they do not already have. The selection process then is supposed to determine which candidates can best complete the training program and perform the requirements of the job.

International

Internationally the selection of police officers is influenced by a variety of practices that do not occur here. For example, in Northern Ireland they have legislated selection practices premised on affirmative action hiring in order to balance the religious affiliation of its police membership (The Report of the Independent Commission on Policing for Northern Ireland, 1999). Selection practices such as these have not been needed or legislated in B.C. Policing organizations are expected to be fair and impartial in their selection processes and to not systemically eliminate or discriminate against potential applicants by establishing systemic barriers, artificially high or unrelated standards and other discriminatory practices.

British Columbia

The 'Policing in British Columbia Commission of Inquiry', under the direction of the Honourable Mr. Justice Wallace T. Oppal (1994) made several recommendations that specifically addressed the need for continuity and standards in relation to the identification and selection of potential police officers. One of these was;

62. municipal police agencies evaluate selection and hiring criteria to determine the skills and attributes relevant to current policing objectives, particularly with a view to eliminating criteria that unnecessarily bar women from the policing profession (p. E-21).

Oppal also went on to recommend, "the province requires police recruits to complete one-year of post-secondary education at an accredited university or college prior to applying to a police agency" (p. E-27). Counter to this is relatively recent survey information obtained from serving police officers that supported the premise that,

The amount of education that a person has completed may not be the best indicator of a person suited for the job. Traits such as experience, common sense, and communication skills should be weighted more heavily (Anderson and Plecas, 2000, p.24).

These statements can be seen to be contradictory and by being so support the notion that further research is needed to determine the educational requirements to become a police officer. What are the required standards of education for police officers and how are these educational standards related to the task and duties that officers are required perform? "It has been the strategy of most Departments to seek individuals with a degree of life experience and appropriate post-secondary education" (Radford, 1997, p.22). Is education the measure or yardstick that should be used in the selection process or do we really need to dig deeper and determine the cognitive abilities and required English language communications skills of the candidates?

The selection standards appear to fluctuate depending on the applicant to opening or vacancy ratio. The greater the number of applicants the more the agency can be selective in determining who continues in the process. "Human rights legislation in Canada and the United States clearly state that any selection criteria for employment must be directly related to job requirements, and be essential components critical to successful job performance" (Anderson and Plecas, 1999b, p.1). Systemic barriers, artificially high or unrelated standards and other discriminatory practices are being challenged now more than ever (British Columbia (Public

Service Employee Relations Commission) v. British Columbia Government and Service Employees' Union, 1997).

Selection criteria for police have to balance a number of often-polarising needs or influences.

The need for:

- high standards to ensure that we have competent officers who will conduct themselves professionally and possess the virtues of courage, temperance, beneficence, duty, honesty, trustworthiness, and justice (McKay, 2001);
- a fair and impartial selection processes without discrimination and artificially high or unrelated standards (British Columbia (Public Service Employee Relations Commission) v. British Columbia Government and Service Employees' Union (1997));

versus the possibility of negligent hiring lawsuits if standards are not set high enough (Nelson, 1999).

Many have championed the fact that there needs to be occupationally grounded police recruit selection criteria (Anderson and Plecas, 1999; Radford, 1997, 2001; Oppal, 1994). These studies, taken along with others, and reviewed in the context of establishing bona fide occupational requirements (BFOR) assist by providing insight into the present situation and at the same time give some qualitative analysis of what is required.

Ontario

In 1991, the Ontario Ministry of the Solicitor General commenced to develop a standardized process for the selection of police constables across the province. This was undertaken to ensure that all the required qualifications would be essential and that all of the selection practices would be fair and equitable. The principal aims of the project were:

- to review existing recruitment and selection criteria and methods, and consultation data from a broad range of sources;

- to analyze the role and essential tasks of the police constable in the context of the changing needs of our society;

- to identify the essential competencies required of a constable through consultation with police and community representatives;

- to develop valid, reliable and fair tests and methods to assess police constable candidates against the essential competencies identified;

to develop an overall constable selection process that will be consistent, effective and "bias free"; and to develop plans for implementing the selection process and evaluating its success (Ontario, Ministry of the Solicitor General, Race Relations and Policing Unit., 1992, p.i).

To achieve this they reviewed and compared the current selection practices being used Ontario, other provinces and in the United States. They then determined what the role and essential tasks were required of police constables in their present and evolving occupation and then determined the key competencies required of police constables.

The outcome of this data and research was the pilot and eventual implementation of the 'Constable Selection System' in Ontario beginning in 1995. The Constable Selection System is designed to streamline the selection process for both the applicant as well as the hiring agencies. Its desired outcome was and still is to prevent;

- costly and time consuming multiple assessments of the same candidates;
- police services from applying differing selection criteria, and;
- the potential application of arbitrary selection practices not grounded on the actual job requirements" (Ontario, Ministry of Public Safety, Constable Selection System, [Homepage]. 2003).

Research conducted over the last ten years in B.C. (Anderson & Plecas, 1999; Radford, 1997, 2001; Oppal, 1994) has identified that police agencies in B.C. face the same problems as those presented in Ontario. As yet no such review process has been undertaken in this province.

Relevant Definitions and Competencies

There should be; an established progressive link from the selection criteria used, the learning outcomes of the JIBC Police Recruit Training program and the responsibilities, competencies, and requirements for a General Duty Patrol Office. As described earlier in the, VPD – Patrol Team (GTP) Constable - Position Profile, 2002. The identification and establishment of these links is a challenge that we presently face and only once established can the selection criteria truly be said to be valid.

Clearly defined job competencies help leaders to assess attributes related to job performance that are difficult to measure or observe. Once defined and validated, job competencies can be used for a range of practical purposes: as recruiting tools that detail specific, hard-to-define qualifications for a job; in developing job related training programs; and in tailoring performance evaluation tools to specific jobs (Heibert and Klatt, 2001, p. 415).

Performance Definitions (Policing context)

There are a variety of terms used to describe and determine suitability for selection for policing career. Terms such as; qualifications, qualities, competencies, skills, values, attributes, requirements, dimensions and characteristics are all commonly used in the research documentation and by policing organizations to describe their selection criteria. How are these terms contextually defined to ensure that the words used make sense, not only from an academic perspective, but also for the practitioners? For example, qualifications may well be those conditions that the employer asks for that may or may not be tied to the individuals' ability to perform the job. What are the definitions and terms that are to be used to determine what the legal and moral requirements are for an applicant to be selected as a police recruit? Which of these terms can be legally used, what do these terms mean, how have they been defined and how are they applicable in the B.C. municipal policing context? (B.C. Public Service Employee Relations Commission v. British Columbia Government and Service Employees' Union, 1997)

Competency use for candidate selection

The present definitions used for the term 'competency' are founded on research that has evolved over the last 20 years. Since then, organizations have used competencies in the identification and selection suitable candidates for employment (Spencer & Spencer, 1993).

"Competency based selection methods are based on the hypothesis that the greater congruency between the job performer and the job requirement, the better the performance and job satisfaction" (Egan, 2000, p.18). Researchers have further categorized competencies as 'threshold' or 'differentiating'. By definition these very terms paint a clear picture as to how competencies can be used to assist in the determination of suitable candidates for employment. Threshold competencies indicate a pass or fail based on the achievement of minimal standard while differentiating competencies would indicate more of a sliding scale to distinguish a superior performer from an average one (Egan, p.16).

From a human resources perspective the Vancouver Police Department, in their Performance Development Training Guide, advises that;

Competencies are a combination of skills, knowledge, and behaviors that are important for the success of the organization, personal performance, and career development. Competencies must be understandable, valid, and accurate so that all members will know what is expected from them and that all members are being reviewed in the same manner (Vancouver Police Department, Performance Development Training Guide, 2002, p.16).

Generally speaking,

Competencies can be divided into five major areas:

- knowledge
- skills
- ability
- experience, and
- orientation

Knowledge, skills, ability, and experience are fairly self-explanatory, but orientation may require further explanation. A person's values with respect to his or her job comprises his or her orientation. For example, respect for the patient may be an important orientation for a nurse (Pfeiffer, 1991, p.208).

Orientation in the policing context then may be those values or virtues as listed by McKay (2001) of courage, temperance, beneficence, duty, honesty, trustworthiness, and justice.

Though police training and acclimatization to the police culture may assist in their development, the applicant must still possess and practice the essence of these virtues.

This raises several questions. Are these virtues determinable? Can they be tested and screened for? Are they valid selection criteria?

As stated earlier, the competency set for police recruit training is a subset of the competencies of the general duty police officer. It only stands to reason then that if the occupational requirements for general duty patrol work are identified and the police recruit training subset is known then at least some of the selection requirements can be deduced. This can assist in moving to the establishment of selection criteria based on occupational need.

Police Academy organizational documents such as the JIBC Police Academy, Block I, II, III - Police Recruit Syllabi, and recent studies (Radford, 1997, 2001) demonstrate that the competency framework of police recruit training is relevant and applicable to the occupation of general duty police work.

Required Attributes for General Duty Police work

Most local police departments have developed competencies for their general duty police officers that are similar to the similar to the VPD - General Patrol Team (GPT) Constable - Position Profile. Similar and related profiles have been developed throughout North America (Moriarty and Field, 1994; O*NET, 2002).

Other studies have developed lists of observable tasks that a 'General Duty Patrol Officer' performs (Anderson and Plecas, 1999b). By reviewing these locally established competencies and comparing them to criteria established nationally and internationally we can determine what if anything is unique in the B.C. municipal context and establish a framework of occupational requirements for the position of general duty police officer in B.C.

The general duty patrol officer competencies developed in Vancouver were based on individual performance behaviours that are observable, measurable and deemed to be critical to individual and corporate performance within the Vancouver Police Department. These competencies are specific and essential to its successful completion of the job (VPD Competency Questionnaire: Job Specific Competencies, 1996; VPD General Patrol Team Constable – Position Profile, 2002).

Selection Criteria Validity

The anchoring of selection criteria to BFOR (bona fide occupational requirements) can reduce or eliminate the possibility of challenges and potentially save time, effort and money. "Many of the selection criteria used in the past by law enforcement agencies have been challenged in court and dismissed as discriminatory" (Anderson, Plecas and Segger, 2001, p.9).

Most of the selection standards presently used by the B.C. Municipal Policing agencies, other than the physical requirements, have never been subject to a validation process. The one exception to this statement is the test used to determine if police applicants have the minimal physical abilities to perform the job of policing. Municipal agencies in B.C. have for a long time used the Police Officer Physical Abilities Test (POPAT) as the test to determine if candidates

can physically do the job. This test was validated at its inception and recently went through a revalidation process under the direction of researchers Anderson, Plecas, and Segger (2001).

This need to validate selection standards for police are global and not limited just to B.C. Authors in the United States have identified the same need, "A holistic scheme for identifying or pinpointing the qualities that make one a suitable police officer still eludes administrators" (Doerner, 1997, p.784). In the United States, the Commission on Accreditation of Law Enforcement Agencies now requires a detailed job-task analysis to determine the knowledge, skills and abilities that should be included in their police selection process (Pilant, 1995).

As previously mentioned, discussion papers from as early as 1984 have stated that the selection criteria in use by the Municipal Policing agencies in B.C. lacked validity, reliability and job-relatedness. "While there are found to be many problems with the present selection process, the most common weakness shared by all methods was their inability to develop valid and job-related criteria" (MacKay, 1984, p. 24). Ten years later, in 1994, recommendations by the Policing in British Columbia Commission of Inquiry were much the same and specifically recommended that "municipal police agencies evaluate selection and hiring criteria to determine the skills and attributes relevant to current policing objectives, particularly with a view to eliminating criteria that unnecessarily bar women from the policing profession" (Oppal, 1994, p. E-21). As recent as 1997 independent consultants were still stating that the recruit selection process in B.C. "needs to be legally defensible and some Provincial standardization would assist in this regard" (Radford, 1997, p.24).

Other jurisdictions in Canada, notably the province of Ontario, have introduced a 'Constable Selection System' to address these same issues relating to varying selection criteria being used and the potential application of arbitrary selection practices that were not grounded on actual job requirements (Ontario, Ministry of the Solicitor General, 1992).

The validation of selection standards should not be seen as a need to lower present standards. Present selection standards are stringent and justifiably so given the responsibility of the position and the public's expectations for our police officers.

The more stringent the criteria, the greater the need for legal justification. However, merely because greater care is needed in justifying the test's criteria, it is not an excuse to lower standards. Negligent hiring lawsuits are only one reason for high standards, but should be secondary to the higher demand of morally entrusting the public's welfare to only those most suited to hold the critical assignment (Nelson, 1999, p. 44).

Need for Valid Police Applicant Testing and Selection

"Many of the selection criteria used in the past by law enforcement agencies have challenged in court and dismissed as discriminatory" (Anderson, Plecas and Segger, 2001, p.9).

In September of 1999 the Supreme Court of Canada rendered a decision in the case of, *British Columbia (Public Service Employee Relations Comm.) v. B.C.G.E.U.* (1999), 35 C.H.R.R. D/257 (S.C.C.). The case determined whether certain workplace standards were discriminatory and provided a three-step test for assessing BFOR validity:

To justify a discriminatory workplace standard, an employer must now establish the following steps on a balance of probabilities:

- (1) the standard was selected for legitimate purposes rationally connected to job performance, which includes, but is limited to safety and efficiency....,
- (2) the standard was adopted honestly and in good faith, without an unlawful ulterior motive , and
- (3) the standard is reasonably necessary to accomplish the employer's legitimate work-related purpose, which can only be shown if it is 'impossible to accommodate individual employees sharing the characteristic of the claimant without imposing undue hardship on the employer (Public Service, 1999 as cited in Tinsley, 1998, pp.41-2).

This case and others relating to Human Rights Legislation in the work place and employment standards usually fall into one of two main categories of discrimination, either direct discrimination or adverse effect discrimination. Direct discrimination is where the standard is discriminatory on its face and adverse effect discrimination is where the facially neutral standard discriminates in effect.

In the case of direct discrimination the employer may establish that the standard is BFOR through application of the three-step test. A different analysis applies to adverse effect discrimination. The BFOR defence does not apply. Prima facie discrimination established, the employer need only show: (1) that there is a rational connection between the job and the particular standard, and, (2) that it further accommodate the claimant without incurring hardship (*British Columbia (Public Service Employee Relations Comm.) v. B.C.G.E.U.* (1999), 35 C.H.R.R. D/257 (S.C.C.), para. 22).

In other words, “the employer must demonstrate that there is a rational connection between the general purpose for which the impugned standard was introduced and the objective requirements of the job” (*British Columbia (Public Service Employee Relations Comm.) v. B.C.G.E.U.* (1999), 35 C.H.R.R. D/257 (S.C.C.), para. 58).

Valid selection criteria, though not necessarily falling under the definition of BFOR as described in the Human Rights legislation, may well be held to the same three-step test posed for assessing BFOR validity.

Summary

The methods proposed for this project involve a staged, step-by-step process that builds a solid base upon which to address the research question being asked. The results of this process will assist the B.C. Municipal Policing Community in the development of the following;

- Establishing the legal framework and definition of what ‘bona fide occupational requirement’ (BFOR) and valid selection criteria means specifically in the context of how this is applicable to the selection process for municipal police officers in B.C.
- Identifying and bench marking the present selection criteria that are being used by the municipal policing agencies in B.C.

Through working towards these goals the Municipal Policing community in B.C. will be better prepared to meet the future challenges related to their hiring selection practices. Issues arising may be related to ‘negligent hiring practices’, or a selection process that turn potentially suitable applicants away. They can then meet their professional and moral obligation to be fair and impartial in their selection processes and ensure that they do not systemically eliminate or discriminate against potential applicants.

The validation and anchoring of selection criteria to BFOR (bona fide occupational requirements) can reduce or eliminate the possibility of challenges and save time, effort and money.

CHAPTER THREE - RESEARCH METHODOLOGY

Introduction

This research initiative was undertaken to explore how practicing police officers relate their past experiences with the recruit selection process to their present role as an operational general duty police officer. At the same time, given the broader issue of police recruit selection, an opportunity existed to examine other aspects of B.C. municipal police recruit selection. A variety of research methodologies were therefore applied at different stages of the research project.

Two questionnaires were developed and used in this research project, a General Duty Police Officer Survey (Appendix A-1) and a B.C. Municipal Training Officers Questionnaire (Appendix B-1). Both questionnaires were designed with the assistance of an advisory committee. The committee was used in a consultative and reflective process where by the survey questions were refined and focused on answering the specific research question being asked. The purpose of the General Duty Police Officer Survey was to determine if there is a perceived difference between the pre-selection criteria that the successful candidate had to meet and the relevance of the pre-selection criteria to their present assignment as a General Duty Police officer.

For triangulation purposes, the three-information collection approaches, were utilized in this study; surveys/questionnaires, observations and archival research. Archival triangulation was drawn from the existing literature by researching in three distinctly separate geographical areas for related materials. These areas centered on local, (British Columbia), national (Canada), and international (United States, Sweden) research. Certain specific and general comparisons from these various areas indicate that there is a certain universality of criteria between local, national and international areas.

As a municipal police officer for twenty-eight years the author has been involved in almost all aspects of the selection, training and the operational practice of municipal policing in B.C. Assignments over the last ten years have included postings as the Training Officer for the Vancouver Police Department and Program Director for Police Training at the Justice Institute of B.C. Police Academy. These assignments allowed me to develop a close working relationship

with the Training Officers of all of the municipal police agencies in the province of B.C. My observations and close involvement in these areas over the years has led me to believe that there is a need to conduct this research. This experience and the contacts made allowed me to direct my inquiries relating to this research and its' potential to assist in the development of 'BFOR' selection criteria in a cooperative, open and unbiased manner.

My observations according to Palys (1997), are more likely to be as a 'post hoc observer'. A post hoc observer is described as being a participant who "only after the fact does he or she decide to reflect on his or her experiences and write an analytical account based on earlier observations" (p.197). This form of research has both advantages and limitations. These reflections can offer valuable information that can only come from direct involvement. There are ethical concerns relating to the shift from participant to later writer analyst since you may violate the informed consent provisions of the ethical guidelines. In making this transition and utilizing these reflections I have to ensure that I obtain independent corroboration (Palys, 1997).

Research Methods

The research methods used in this research project were primarily survey based. The data collected was then augmented by archived data.

The two surveys developed and used were for;

- Municipal General Duty Police Officers - 2 to 4 years service
- Municipal Police Training Officers

The archived data was obtained from previous studies and programs that were conducted either for or on behalf of the JIBC Police Academy. Where appropriate this data was included for analysis with the survey data. This archival data was provided by;

- POPAT Validation Study participants
- Recruit Assessment Center participants
- Standardized Testing Program participants

Analysis of the results for both the surveys and the archival data was conducted using the Statistical Package for the Social Sciences [SPSS].

Surveys

Municipal General Duty Police Officers - two to four years service

In order to obtain a specific sample of municipal general duty police (GDP) officers with two to four years policing experience, class lists from nine JIBC - Police Recruit Academy classes, graduating between November 1998 and May 2000 were provided by the Police Academy. Individuals in these graduating classes were then assigned confidential candidate numbers for tracking and analysis purposes.

The candidate list contained one hundred and sixty-seven names, of which one hundred and fifty-four were determined to be available to participate in the survey. The remaining thirteen individuals had, for the most part, left municipal policing and were excluded from the survey. The response rate to the survey was excellent with one hundred and fifteen out of one hundred and fifty-five or 74% of the surveys being returned.

This sample group, B.C. Municipal General Duty Police Officers with between two and four years service, was selected for the study because they have recently been through the selection and training processes and now have several years of policing experience.

These Police Academy graduates (one to three years after graduation) were uniquely qualified and best able to provide qualitative comparative data on their pre-selection qualifications, and the selection processes they experienced. They are well aware of the significance and importance of their training, and able to compare these experiences to the work that they now have to do in the field.

Characteristics of the Sample

The average General Duty Patrol survey candidate was 28 years of age when hired, 69% of them were male. Their average length of police service when surveyed was 4.1 years and 17% of them had policing experience prior to being hired. The level of education of these officers when hired was;

- 1 % with a high school diploma,
- 10 % with some post secondary,
- 27 % with a 2 year diploma,
- 53 % with a 4 year degree,
- 9 % with a graduate/professional degree.

The majority, about 62 %, of these officers hold a degree.

The authorized strengths of the Independent Municipal Policing Agencies are presented in Table # 3.1 along with the respective number of survey participants from each agency. The authorized strength data was obtained from British Columbia – Ministry of Public Safety & Solicitor General – Police Services, Police & Crime – Summary Statistics 1992-2001. These numbers were adjusted to take into account known increases in the authorized strength of the Vancouver Police Department and the adjusted strength of the Victoria Police Department as a result of the addition to it's membership after taking over policing responsibilities for Esquimalt.

Table # 3.1 - Municipal Police Strength and G.D.P. Survey numbers

Municipal Police Agencies	Strength		GDP Survey	
	Number	%	Number	%
West Vancouver	77	4	2	2
Victoria	211	11	7	6
Vancouver	1096	55	76	66
Saanich	138	7	9	8
Port Moody	30	1	3	3
New Westminster	106	5	3	3
Nelson	17	1	0	0
Delta	143	7	8	7
Central Saanich	21	1	1	1
Abbotsford	148	7	6	5
Oak Bay	22	1	0	0
Totals	2009	100%	115	100%

On December 12, 2002, packages containing the surveys for specific members of each municipal police agency were provided to the Training Officers from each agency along with instructions (Appendix A -2) relating to the distribution, collection, and return of the completed surveys. By February 12, 2003 one hundred and fifteen surveys or about 75% of the one hundred and fifty-four surveys distributed had been returned.

Obviously the higher the response rate the less of a chance there is of a significant response bias occurring. A return rate of 75 % is an excellent return rate for a mail in survey. Noted social research academics such as Earl Babbie advise that "a response rate of 50 % is adequate for analysis and reporting. A response rate of 60 % is good; a response rate of 70 % is very good" (2001, p.256).

From the sample of returned GDP surveys thirty or about 26% of the candidates indicated that they had participated in the Standardized Testing Program (STP) administered by the JIBC – Police Academy from 1998 until 2000.

The data obtained from these surveys was analyzed in the following manner. First in a descriptive manner to determine if there are any confirming assumptions that can be drawn from the data. Secondly, this data was contrasted and analyzed with the archival data that was obtained from the Police Academy.

B.C. Municipal Police Training Officers

This survey was not the same survey as conducted for the General Duty Police officers. The purpose of this survey was to inventory what selection criteria are presently being used by the independent municipal policing agencies. Some opportunity for comparative analysis between the Patrol Officer (GDP) sample and the Training Officer sample did exist and where relevant is elaborated on later.

The training officers were chosen for this survey because they are responsible for the administration of the recruit selection protocols for their respective agencies. There are presently eleven Municipal Police agencies in B.C. and each of these agencies has a Training Officer.

These Training Officers are all members of the Training Officers Advisory Committee [TOAC], which is an advisory committee for police related training for the Police Academy Director. This committee meets on a quarterly basis. I attended their quarterly meeting on December 12, 2002 and introduced the research project and questionnaires to the Training Officers. At this time the Training Officers were provided with an introductory letter (Appendix A-2) along with the B.C. Municipal Training Officers Questionnaire (Appendix B-1). Ten of the Municipal Training Officers returned their surveys.

Comparative Data – JIBC Police Academy

POPAT Validation Study Participants

During 1998 researchers surveyed over 250 B.C. Municipal General Duty Police officers and conducted observational ride-a-longs with a sub sample of every other officer surveyed, about 121 ride-a-longs were conducted with these working police officers. The test sample took into

account the various agencies, shifts, seasons and conditions that police officers work throughout the year. During these ride-a-longs the researchers kept minute-by-minute activity logs of the working police officers (Anderson, Plecas and Segger, 1999). The survey and observational data collected generated enormous amounts of information related to the tasks of everyday policing for the general duty patrol officer.

Recruit Assessment Center participants

The JIBC Police Academy Assessment Centre has been involved in the assessment of recruit applicants for most of the Municipal Police agencies in B.C. for over ten years. The Assessment Centre as an unbiased instrument for the selection of potential police applicants. Candidate specific data has been compiled in a database and was retrieved and compared on a candidate specific basis with sample participants from the surveys (GDP 2 to 4 years service), and the previous studies (POPAT validation study, STP candidates). There were a total of 72 candidates who participated in both the Standardized Testing Program and the Assessment Centre process.

The relevancy of this data, its availability, and related analysis are as previously stated per the 'Municipal General Duty Police Officers who participated in the JIBC Police Academy – POPAT Validation Study'.

Standardized Testing Program (STP)

The Police Academy developed and administered a Standardized Testing Program for the municipal police agencies from 1998 until 2000. This program was set up to assist the municipal police departments in B.C. to identify those candidates that met specific prerequisite standards to apply for a career in policing. The pre-requisite qualifications and tests were developed by consensus and agreed to by the TOAC, a committee composed of representative training officers from all of the municipal police agencies in B.C. The program was terminated in 2000 when several of the agencies withdrew from the program. Results of these tests for the 508 candidates who participated in this program were analyzed and used for comparison purposes.

Once again the relevancy of this data, its availability, and related analysis are as previously stated per the Municipal General Duty Police Officers who participated in the JIBC Police Academy – POPAT Validation Study and the JIBC Assessment Center.

Research Methods Limitations

It is beyond the scope of this research project to define what the selection criteria for municipal police should actually be. Though the research done and data collected will definitely help in this determination, more time would be needed to complete this goal.

Also omitted from this study is any reference to the background investigation that is conducted for each potential police recruit candidate. These investigations are conducted by all agencies. They are very comprehensive and may well be the ultimate determiner of suitability.

Ethical Considerations

As a researcher I ensured that the humanistic ethical obligations, as outlined in the RRU policies and briefly noted below were fully met.

- Respect for human dignity
- Respect for free and informed consent
- Respect for vulnerable persons
- Respect for privacy and confidentiality
- Respect for inclusiveness
- Balancing harms and benefits
- Minimizing harm
- Maximizing benefit

These obligations were addressed by utilizing an informed process within the research methodology that was open, respectful and considerate of the people I came in contact with. All participants were informed about the project through an introductory letter (Appendix A-3). Individual participation was entirely voluntary and steps to ensure confidentiality were taken. Participants were all assigned candidate tracking numbers and Information collected was kept confidential.

Project Participants

The project advisory committee consisted of three serving police officers that were seconded to the Police Academy, each from a different municipal police agency. This committee was used to assist in the development of the survey instruments. The committee members were all serving police officers who were well respected within their own agencies and were familiar with present day issues surrounding the recruitment and training of police officers.

The advisory committee members were;

- Inspector Mike Trump – Victoria Police Department
- Sergeant Mike Novakowski – Abbotsford Police Department
- Constable Don Waldon – Delta Police Department

CHAPTER FOUR – RESEARCH RESULTS

Introduction

Results discussed are categorized into two parts, Part A and Part B. Part A, will reflect the data gathered in the two surveys, the B.C. Municipal Police Training Officers and the Municipal General Duty Police Officers. Part B, will reflect the comparative data from other studies or programs conducted at the JIBC Police Academy. Wherever appropriate or relevant, relationships between this recent survey data and data obtained from these previous studies or programs is discussed.

Certain specific qualifications are universally required of all applicants. Some of these, such as being at least nineteen years of age and either a Canadian Citizen or Landed Immigrant, are legislated under the B.C. Police Act. Others are specifically related to an individuals ability work in an occupation that requires functionally specific senses such as eyesight and hearing.

Study findings, discussion of findings, reflections on findings, and conclusions will first be discussed separately and when appropriate, conclusions and recommendations in the context of the overall study will be then be made. These findings are presented in the following parts; Part A – Surveys and Part B - Comparative Data - JIBC Police Academy.

Part A - Surveys

i) Training Officers Questionnaire

Study Findings

All of the questionnaire responses by the Training Officers have been tabulated and included for review in Appendix B-2.

Required Qualifications

All of the independent municipal police agencies have to meet the application standards as set out in the Police Act. A total of ten of the training officers from the eleven independent municipal forces responded to the survey. All of the respondents indicated the legislated minimum age of nineteen as the required age of application to policing.

Table # 4.1 – Required Qualifications, shows the compilation of data obtained from the survey. The range indicated in the 'preferred age' was from 19 to 35+. The minimum level of education required by applicants varied from a high school diploma (HS) through to some post secondary (PS) where as the preferred level education was notched up and ranged from some post secondary (PS) through to 4 year degree (4yr) by one agency.

Though none of the agencies conduct a swim test or test for first aid, two agencies do require their applicants to provide a swimming certificate and eight of the agencies require their applicants to possess some form of first aid certification. All of the agencies have very similar stated standards for vision and a couple of agencies have minimal standards for hearing.

Table # 4.1 – Required Qualifications

<i>Responding Municipal Agencies</i>	#	Preferred Age	Minimum Education	Preferred Education	First Aid	Swim test
	1	21-25	Cert(PS)+	4 yr	X	
	2	23-25+	PS	M+	X	
	3	21-35	HS	PS	X	X
	4	21	PS	PS		X
	5	21	PS	4 yr	X	
	6	25+	Cert(PS)+	4 yr	X	
	7		HS	PS	X	
	8	21	PS	4 yr		
	9		HS	4 yr	X	
10	22	HS	PS	X		

Education level key:

HS (High School diploma)
PS (Some post secondary)
Cert(PS)+ (Certificate)
2 yr (2 year diploma)
4 yr (4 year degree)
M+ (Graduate/professional degree)

Note: For confidentiality reasons, as stated on page 2 of the Questionnaire, the responding agencies are not named but only referred to by an assigned number.

Administered Tests and Processes

Table # 4.2 – Administered Tests and Processes, shows the seventeen different test/processes being administered across the spectrum of agencies responding. One agency uses fourteen of the seventeen test/processes where as most of the agencies fall in the four to six test/processes category. Only two of these test/processes, the POPAT and the Employee Interview, were being universally applied. Next came the Departmental exam and the Assessment Centre at 80% followed by the Memory test and the Polygraph exam at 70% utilization. The two agencies that do not use a departmental exam both use a combination of the Wonderlic Personnel Test and the Language Proficiency Index [LPI] test instead. The remaining tests were used by between one and three of the responding agencies. None of the agencies conduct a swim test, I.Q. test, nor a driving test for their applicants.

Table # 4.2 - Administered Tests and Processes

		Responding Agencies										% Using
		1	2	3	4	5	6	7	8	9	10	
POPAT and Physical Tests												
Tests and processes inventory	POPAT	X	X	X	X	X	X	X	X	X	X	100%
	1.5 mile run				X				X			20%
	Trigger pull test								X			10%
	Grip strength			X		X			X			30%
	Strength					X						10%
	Flexibility			X		X						20%
	% Body fat			X		X						20%
	Treadmill test			X		X						20%
	Swim test											0%
	Written tests											
Tests and processes inventory	I.Q. test											0%
	Memory test	X		X	X	X	X		X		X	70%
	L PI Test (UBC)	X				X						20%
	Departmental exam		X	X	X		X	X	X	X	X	80%
	Wonderlic	X				X						20%
	Polygraph, Interviews, Assessment Centre and other tests											
Tests and processes inventory	Assessment Centre	X	X	X		X	X	X	X	X		80%
	Employee Interview	X	X	X	X	X	X	X	X	X	X	100%
	Peer Interview		X	X		X				X	X	50%
	Polygraph exam	X	X	X		X			X	X	X	70%
	Psychological test			X		X						20%
	Driving Test											0%
Total # of tests / agency		7	6	12	5	14	5	4	9	6	6	

Discussion of Findings

A couple of distinct categories of tests or process are quite evident when the seventeen test/processes that are presently being used by the independent municipal policing agencies are viewed. Eight of the tests are physical and are used to determine either physical abilities or fitness levels. Several of the tests are written and can be used to obtain a variety of information including; written English language skills, cognitive abilities, memory skills, and psychological state. Others such as the polygraph, interviews and the assessment centre can be very global in the scope of candidate information that they can provide.

POPAT and Physical Tests

Eight of the seventeen tests or process administered are fitness or physical in nature. As indicated in Table # 4.2, all of the agencies are using the POPAT, a valid and bona fide occupational test for the physical abilities required of General Duty police work (Anderson et al, 2001). On top of this, four agencies are still using one or more fitness tests such as; grip strength, 1.5 mile run, flexibility, treadmill, trigger pull, strength, and percent (%) body fat.

The difference between a 'fitness test' and a 'physical abilities test' can be explained as follows;

Fitness tests are typically physical or performance related physical tests, measuring strength, endurance, power, and agility in non-occupational specific movement patterns (such as maximal bench press, 12 minute run, vertical or broad jump and shuttle run). Physical abilities tests are an integrated measure of movement patterns typical of the occupation in question, duplicating the specific physical capabilities required (Anderson and Plecas, 1999b, p. 65).

Relating 'fitness tests' to occupational requirements is very difficult. "As selection criteria these tests then have limited usefulness. At best, general fitness tests should be used to monitor fitness levels of employees, motivate individuals to initiate or sustain a physical training program, or help in the development of individualized training programs" (Anderson and Plecas, 1999b, p. 65). None of these fitness tests have ever been validated in B.C. as occupationally required or relevant for general duty police work. In fact, as part of their study to look at the physical requirements of general duty police work in 1999, Anderson and Plecas studied two of the pre selection tests listed in Table # 4.2, the trigger pull test and the grip strength test.

They studied a group of 65 police recruits during their first block of police officer training over an eight-month period. Their study compared shooting scores to physical or performance measures of muscular strength, endurance, balance, and related anthropometric data.

The purpose of this part of their study was to determine if relationships exist between shooting ability and physical parameters such as; grip strength, arm and level lengths, core stability, and balance. The study concluded that,

one cannot predict shooting ability from any combination of gross motor performance tasks. The present results do not support the practice of using grip strength or a 30-trigger pull test in the selection of police recruits. For example, should a minimum grip of requirement of 30 kg on each hand be used, the test would eliminate as many female recruits during the selection process which could pass the shooting as it would those who could not pass. This would indicate that flipping a coin would be as accurate as grip strength in predicating shooting success in this group (Anderson and Plecas, 1999b, p.72).

Written tests

All of the agencies use some form of written exam, most of the respondents (80%) use a departmentally designed exam and the rest (20%) use both the UBC Language Proficiency Test and the Wonderlic Personnel Test. Interesting to note that for the departmental exams the pass marks required ranged from 65% up to 80% depending on the agency. Not only can the exams be quite different but the standards being applied are quite varied. No attempt was made in this study to look at the validity of these exams or the required pass marks.

The training officers were also asked to rate the relevance of the tests that they administer. Ratings available were; 1- very irrelevant, 2 - somewhat relevant, 3 - neither (neutral), 4 - somewhat relevant, and 5 - very relevant. As a group the training officers rated those tests that they use as either '4 somewhat relevant' or '5 relevant'.

Polygraph, Interviews, Assessment Centre and other tests

Seven of the ten responding agencies (70%) use the polygraph as a tool for candidate selection. All of the agencies use an employee interview and five (50%) use a peer interview process. The assessment centre is used by 80% of the respondents. The reasons for using

each of these processes are extensive. Two of the processes, the polygraph and the assessment centre are fairly expensive to administer and tend to be used later in the selection process.

The polygraph, background check and to some extent the employee interview are based on the premise that one of the best predictors of future behaviour is past behaviour. The assessment centre on the other hand tests and rates candidates for specific job related competencies; ability to learn, decisiveness, observation skills, initiative, integrity, interpersonal sensitivity/tolerance, maturity, oral communication skills, personal impact, practical intelligence, problem confrontation, stress tolerance, and written communication skills. Many of these dimensions or competencies are compatible with the occupational virtues of courage, temperance, beneficence, duty, honesty, trustworthiness, and justice as listed by McKay (2001).

Due to concerns relating to public trust and confidence, specific competencies related to these virtues are essential for the policing occupation. Selection tools such as the polygraph, employee interviews, background checks and the assessment centre are instruments used to ensure that these concerns are addressed.

Reflections on Findings

What really stood out about this study was the duplicity of process that an agency will subject potential candidates to and the lack of process or test standardization that is present in the selection practices of the independent municipal police agencies. Even though the POPAT tests the physical abilities of the candidate to perform as a police officer other fitness related tests are still being administered. Tests such as the; 1.5 mile run, trigger pull, grip strength, strength, swim, flexibility, percent body fat, and treadmill can be viewed as either redundant, irrelevant or both and yet they are still being used.

The variety of departmental written exams as well as the range of pass/fail standards just begs one to seek answers to a variety of questions. What are the differences? Are the standards different for each agency? Is it easier to pass a test that only requires a candidate to get a mark of 65% rather than a test that requires 80% to pass? Are some of these tests or processes redundant? Are the most appropriate methods being used to obtain the desired outcomes that need to be measured? Do we know what these desired outcomes are?

One responding training officer wrote, "It would be advantageous to have one central recruiting office that we can all pool from. The duplication in work is incredible as candidates simply go from one department to another looking for work. The same candidate can be processed 4 or 5 times based on how many departments he/she applies to. Not very efficient." This centralization approach was attempted several years ago in the Standardized Testing Program and was terminated for reasons already mentioned.

However, the standardization of tests and processes used to select potential police recruits, even without a "central recruiting office" or centralized standardized testing program would still be beneficial. Such an approach would offer agencies an opportunity to stream line the application and testing processes and at the same time determine what tests and processes are truly valid and required.

ii) General Duty Patrol Officer Survey

Study Findings

Most of the survey participants believed that some form of post secondary education should be required to enter police training and 58 % indicated that two or more years' was preferred. The respective levels as indicated by the survey participants were:

- 4 % with a high school diploma,
- 36 % with some post secondary,
- 3 % with a certificate,
- 41 % with a 2 year diploma,
- 16 % with a 4 year degree,
- 1 % with a graduate/professional degree.

Based on the level of education when hired, participants were asked to compare their level to the level of education they believe is required of their work as a GDP officer. Responses were; 31 % indicated that they had 'Too Much' education, 2 % indicated that they had 'Too Little' education and 67 % indicated that they had 'Just Enough' education.

The JIBC-Police Academy Standardized Police Applicant test was taken by 30% of the survey participants and the following percentage indicated participation in these tests prior to being hired:

<i>POPAT</i>	99 %
<i>1.5 mile run</i>	87 %
<i>Trigger pull</i>	75 %
<i>Grip Strength</i>	81 %
<i>Swim test</i>	29 %
<i>I.Q.</i>	32 %
<i>Memory</i>	65 %
<i>UBC LPI</i>	30 %
<i>Departmental Exam</i>	92 %
<i>Wonderlic</i>	29 %

The total of the relevancy ratings given by the participants for these tests were:

	Very Irrelevant	Somewhat Irrelevant	Neither (Neutral)	Somewhat Relevant	Very Relevant
POPAT	1%	2%	1%	25%	72%
1.5 mile run	1%	3%	6%	34%	57%
Trigger pull	4%	6%	12%	32%	46%
Grip strength	4%	4%	20%	36%	35%
Swim test	14%	20%	38%	25%	3%
I.Q. test	2%	8%	23%	46%	21%
Memory test	1%	2%	7%	46%	45%
Wonderlic test	1%	5%	46%	30%	18%
UBC LPI	2%	3%	26%	40%	29%
Departmental Exam	1%	2%	14%	53%	30%

Based on their experience as General Duty Police officers the participants were asked to relate the level of English language writing skills that their job (General Duty Police Work) required.

The participant percentage breakdown for these ratings was;

Above Average Writing	20 %
Competent Writing	79 %
Writing that requires some revision	1 %
Writing that requires considerable revision.	0 %

The following percentage of candidates indicated that they had participated in these other selection processes;

Assessment Centre	97 %
Employer Interview	100 %
Peer Interview	62 %
Driving test	26 %
Polygraph	85 %

Discussion of Findings

The survey gathered some interesting information in relation to the levels of education required of the work of a General Duty Police officer, the English language proficiency requirements of the occupation, and the perceived relevancy of a number of the selection tests that candidates participated in.

Three questions in the questionnaire related to the educational qualifications of the candidates and what they believed was the required level of education needed to perform the work of a General Duty Police officer. The candidates generally agreed that some form of post secondary education was required with the majority ranging from a '2 year diploma' on up to 'a four year degree'.

The average candidates level of education when hired, and as indicated in their responses, was greater than a '2 year diploma'. When they were asked what the most appropriate level of education was, the average rating was less than a '2 year diploma'. Yet, sixty-seven percent of the respondents indicate that they had 'just enough' education to perform the duties required of general duty police work.

The results of these questions appear to be contradictory, whereby the majority of candidates generally believe that they have just enough education as required for their occupation, at the same time they also indicate that the work does not require this same level of education. Further research is needed before any definitive level of education could be absolutely established. As indicated in a number of comments made by the survey participants and best summarized in the comments provided by one of the candidates.

The level of education is not as important: life experience, work history, level of maturity, and personality traits (i.e. honesty, integrity, morals, ethics, self awareness), which should be given more weight in the selection process. My experience has been that many new university graduates entering into policing, do not possess the necessary people and communication skills to effectively problem solve. Additionally, they are often taken back by life's harsher realities.

This general belief by a number of the survey participants has been similarly voiced in previous studies and documented by Radford (1997, 2001).

The importance of English language skills was clearly stated by the candidates. All but one candidate indicated that the work of General Duty policing requires competent to above average writing skills. Specifically, 99% of the candidates indicated that competent or above average writing skills were required. Specific ratings were competent at 79 % and above average at 20 %.

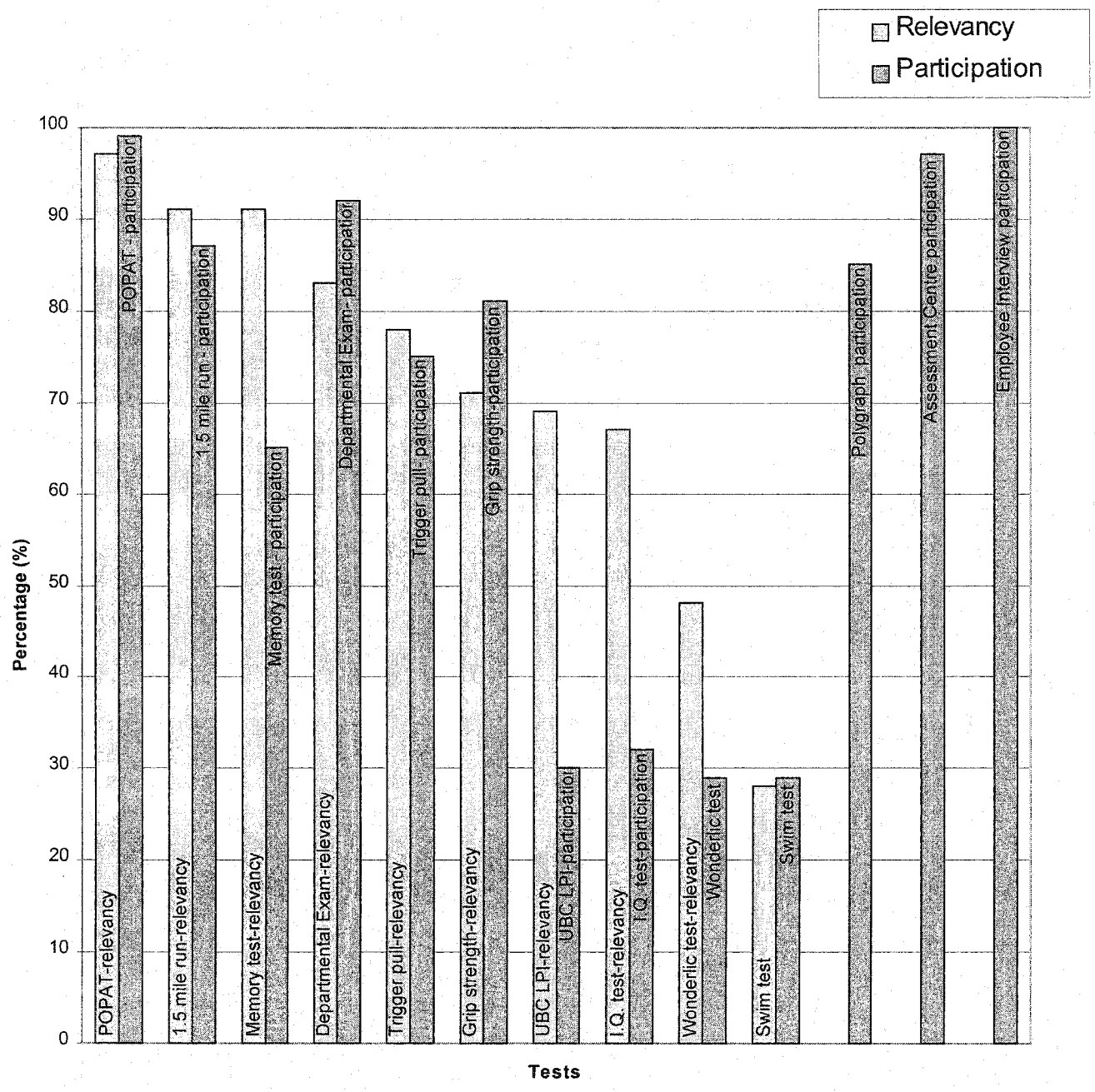
The descriptors used in the survey to describe these levels of writing skills were;

- **Above-average writing.** The writing is immediately recognizable as being superior in both thought and expression, possessing the qualities of intelligence, imagination, and not requiring any significant revision.
- **Competent writing.** Writing at this level may lack flair and sophistication, but it is clear, controlled, and competent. It has few errors in sentence structure, grammar, or English use (none very serious); has varied and correctly employed vocabulary; and has adequately developed and well-organized content.

These descriptors are the same as those used in the UBC Language Proficiency Index test. Most universities require applicants to achieve the 'Competent Writing' level for university entrance.

Candidates rated the tests as; Very Irrelevant, Somewhat Irrelevant, Neutral, Somewhat Relevant and Very Relevant. The sum of the number (percentage) of candidates rating the tests as Very Relevant and Somewhat Relevant are charted (Chart 4.1) alongside the percentage of candidates who participated in these tests. For further contrasting the candidate participation level in two of the other selection criteria used, the Assessment Centre and the Employee interview are also included on Chart 4.1.

Chart 4.1 – GDP Survey: Test Relevancy and Participation Ratings



Generally those tests that had the higher number of participants received the highest relevancy ratings. This holds true for the POPAT, 1.5 mile run, Departmental Exam, Trigger Pull test, and Grip Strength test. Conversely, tests such as the LPI and IQ, which did not have high rates of participation, were still perceived as being very relevant. Of the remaining two tests the Memory test received a very high relevancy rating and yet was only moderately participated in and the Swim test was perceived as the least relevant and had the lowest level of participation.

Participation was extremely high for the Assessment Centre and the Employee interview processes. These processes go well beyond the scope of tests and are included in Chart 4.1 for participation contrasting only.

Reflections on Findings

The relationship between candidate participation and perceived relevancy appears to support the premise that if the candidate participated in a specific test then they deemed it to be relevant. Candidates may be assuming that if it was relevant it would be used in the selection process therefore if they participated in the test it has to be relevant.

Part B - Comparative Data - JIBC Police Academy

JIBC Standardized Testing Program

Data from 508 candidates who participated in the Standardized Testing Program [STP] for the municipal police agencies, administered by the JIBC Police Academy from 1998 until 2000, was analyzed. This data included the test results of the participants for the following tests; POPAT, 1.5 mile run, Memory, Wonderlic Personnel (WPT), UBC Language Proficiency, Trigger Pull and Hand dynamometer. Statistical as well as comparative analysis in SPSS of this data as related to the study was conducted.

Analysis Findings

Of the 508 Standardized Testing Program participants 443 completed both the POPAT and the 1.5 mile run. A cross tabulation analysis in SPSS of the POPAT pass to Run pass produced the following:

	<u>Pass Run</u>	<u>Fail Run</u>
<u>Pass POPAT</u>	96%	4%
<u>Fail POPAT</u>	59%	41%

Of the participants who passed the POPAT test 96 % also achieved the standard set for the 1.5 mile run. At the same time 59 % of the participants who failed the POPAT still passed 1.5 mile run standard.

Standardized Testing Program and Assessment Centre Participants

There were 72 of the STP participants who went on to participate in the Assessment Centre process.

Analysis Findings

A cross tabulation analysis using SPSS of these candidates' STP test scores (LPI, WPT, and memory) to their Assessment Centre scores determined that there was no relationship evident between the STP test results and how well candidate's performed at the Assessment Centre. The analysis did not check for any relationship between the STP tests and individual dimensions of the Assessment Centre.

There was however a very strong correlation between the Memory test and the Wonderlic Personnel Test. The strength of the relationship between these two tests (Pearson Correlation) was .82 meaning that 82 % of the time performance in one test was indicative of how they would perform in the other.

Discussion of Results

Though there was no correlation between the STP tests and the Assessment Centre. This has to be tempered by the fact that almost exclusively, the sample participants had to be successful in the STP process before they proceeded to the Assessment Centre. Still, this result would indicate that the STP tests and the Assessment Centre process test for different attributes and as such are not redundant processes.

Conclusions

Most of the tests and processes discussed in this paper centre on an individual's potential ability to perform the tasks specific to the occupation. The other major focal area in officer selection is the determination of suitability. Whereas an individual's potential physical, cognitive and language abilities can be determined through testing, the determination of suitability is another matter. Present selection processes such as interviews, polygraph, and background checks are used to screen applicants for past indicators such as criminal conduct or discriminatory bias that would render the candidate unsuitable for employment as a police officer. At the same time these suitability processes can provide the agency with historical indicators as to performance ability in the other test specific areas of physical, cognitive and language abilities.

The survey results demonstrated that the determination of relevancy is quite subjective. Both the Training Officers and the General Duty Police officers tended to rate the candidate selection tests that they either use or participated in as relevant. This subjective rating of test relevancy is not related to test validity. Validity means that the tests meet the standards necessary to be considered a bona fide occupational requirement. To meet this standard there has to be "a rational link between a policy that discriminates on a legislatively prohibited ground (e.g., physical disability) and on occupation, (e.g., police officer)" (Tinsley, 1998, p.20).

Tests still in use by a number of independent municipal policing agencies are of questionable validity and I can only guess are still being used due to a historical reliance that may be based on questionable reasoning. Obvious examples of this are the Swim test, Trigger Pull test and

the Grip Strength test. The validity of two of these, the Trigger Pull test and Grip Strength test have already been studied and determined to be as accurate as flipping a coin and in no way related to potential shooting ability (Anderson and Plecas, 1999b).

The Independent Municipal Policing Agencies in B.C. need to ensure that they use valid, reliable and fair tests and methods to assess police constable candidates against identified threshold competencies.

Specific conclusions drawn from this study are:

- First, good English language writing skills of a university entrance standard are essential in the performance of their duties as general duty patrol officers.
- Second, the results achieved by candidates in the Police Officers Physical Abilities Test (POPAT) makes participation in the 1.5-mile (2.4-km) run test redundant.
- Third, agency specific, candidate selection exam and pass standards are too varied and open to being challenged due to the scope of this variance.
- Fourth, testing redundancy, both within an agency and inter agency, are quite prevalent.

CHAPTER FIVE – RESEARCH IMPLICATIONS

Organizational Implementation

The sponsoring organization for this report was the JIBC Police Academy. The Police Academy has also been instrumental in the development and validation of a number of recruit selection test or processes over the years. Two of these, the POPAT and the Assessment Centre, are almost universally used as selection tests for police recruits by the independent municipal police agencies in B.C.

The guidelines for candidate eligibility for municipal police officer selection are set down in the Police Act. These eligibility standards are very global and do not delve into candidate specifics. On top of these standards the independent municipal police agencies in B.C. are also bound by a legislative framework of Human Rights. The actual design and implementation of the tools used for candidate selection are at the discretion of each of these independent municipal policing agencies. The JIBC Police Academy is mandated under the Police Act to provide recruit training and it facilitates testing and candidate assessment as requested by these agencies.

The Police Academy supports research initiatives such as this and offers the results of such research in a non-binding manner to the policing community at large. Though the Police Academy may initiate dialogue surrounding the issues of recruit candidate selection it is not mandated to implement or impose any standards or processes upon the independent municipal policing agencies. It is however hoped that research initiatives such as this have a positive impact on the policing community at large and can assist the independent municipal police agencies in their continued progress towards the development and implementation of sound policing practices. To this end I have no doubt that the Police Academy will be providing copies of this research to the Chief Constables of the independent municipal policing agencies as well as the British Columbia – Ministry of Public Safety & Solicitor General – Police Services [Police Services Division].

Only by being open to new ideas and embracing change can policing agencies ensure that their selection practices protect them from allegations of discriminatory practice. One of the goals of

this research initiative was to assist the independent municipal police agencies in the development of competency based selection criteria that are based on bona fide occupational requirements. To help achieve this the Training Officers of these agencies were advised that upon completion of this project the results of the research including recommendations would be forwarded to them for their review and action as they see fit.

Recommendations

Recommendation One:

The tests and processes presently in use by the independent municipal police agencies be reviewed for redundancy.

Redundant testing is both time consuming and expensive. Internal agency review of the tests and processes that they administer, checking for redundancies of process or content, can quite easily be undertaken. A rationale for the administration of tests presently being used needs to be established then compared to the objectives of the test itself. Those tests that are determined to be duplicative by nature of the parameters being tested for can then be eliminated from the process.

Recommendation Two:

Independent municipal police selection standards be reviewed to determine if they are valid and bias free.

Policing organizations have a professional and moral obligation to be fair and impartial in their selection processes and ensure that they do not systemically eliminate or discriminate against potential applicants. Human rights legislation clearly states that any selection criteria for employment must be directly related to job requirements, and be essential components critical to successful job performance (Anderson and Plecas, 1999b).

Departments are being challenged now more than ever in relation to the standards they adhere to. This form of challenge goes well beyond just candidate selection and follows through training and on into field practice. Issues in relation to; duty to accommodate, fair practice, artificially high or unrelated standards and other discriminatory practices are being challenged

now more than ever (British Columbia (Public Service Employee Relations Commission) v. British Columbia Government and Service Employees' Union, 1997).

By undertaking a review now a foundation of sound and defensible selection standards can be established and preclude or reduce the possibility of lengthy and costly litigation at a later date.

Recommendation Three:

A universally applied testing and selection process be developed, standardised, endorsed, and adopted by all of the independent municipal policing agencies.

As stated by one of the Training officers surveyed, "The duplication in work is incredible as candidates simply go from one department to another looking for work. The same candidate can be processed 4 or 5 times based on how many departments he/she applies to. Not very efficient." The design and application of a universally applied testing and selection process for the independent municipal policing agencies in B.C. should not be onerous nor restrict an agencies ability to attract applicants.

The goals of a 'made in B.C.' standardized selection process would not be much different from those that were proposed by the Ontario, Ministry of Public Safety, which is, "to prevent;

- costly and time consuming multiple assessments of the same candidates;
- police services from applying differing selection criteria, and;
- the potential application of arbitrary selection practices not grounded on the actual job requirements" (Ontario, Ministry of Public Safety, Constable Selection System, 2003, [Homepage]).

It is critical that Police Services Division and the Chief Constables of independent municipal police agencies see the need for this recommendation and support it before a truly effective result can begin to be realized.

Recommendation Four:

Selection standards that are bench marked to identified occupational threshold competencies be established and universally applied.

Selection threshold competencies have to be based on the threshold competencies required of the occupation of a general duty police officer. Threshold competencies for the work of General Duty Police work have been established (Vancouver Police Department, 2002). As well, threshold competencies for police recruit graduation are established within the JIBC Police Academy recruit training program. The linkage through candidate selection to recruit training and onto occupational practice should be clearly established. An example of this type of linkage can be seen in the development and use of the Police Officers Physical Abilities Test (POPAT) and the Assessment Centre process.

In the POPAT candidates have to meet a minimal physical abilities standard that is based on research of what the physical requirements of the occupation are. Where as in the Assessment Centre process, participants engage in a variety of job-related exercises designed to simulate realistic situations that an individual would face when working at a particular job. Individual performance in these job related competencies are then assessed.

The competency set for police recruit training is a subset of the competencies of the general duty police officer. It only stands to reason then that if the occupational requirements for general duty patrol work are identified and the police recruit training subset is known then the selection requirements can be deduced.

Limitations

In order to implement successful change, consultation, communication and co-operation are essential. Due to the increasing demands for qualified police recruit candidates, the competitive nature of the job market and interagency competition, the development and implementation of standardized, valid selection criteria may not seem of high priority right now. To be successful, the co-operation of all of the partners involved in the delivery of policing services for the independent municipalities would be needed. These partners include all of the independent

municipal policing agencies, the JIBC Police Academy and British Columbia, Ministry of Public Safety & Solicitor General – Police Services Division.

The most obvious vehicle for the review, follow up and possible implementation of these recommendations would be a committee composed of the Training Officers of the independent municipal police agencies. These Training Officers are all certified municipal constables who have attained a supervisory rank or position and are appointed by their chief constable to administer the training obligations of their force (B.C. Police Act – Rules Regarding Training, 1981). Most, if not all, administer the recruiting processes for their respective agencies and in their advisory capacity to the director of the Police Academy already meet on a regular basis.

Future Research

As demonstrated by the General Duty Patrol Officer survey data discussed in Chapter Four the subjective determination of relevancy is quite different from validity. The validity of all of the tests being administered still needs to be reviewed. Those tests that have not been validated should either be eliminated or subject to further research to determine their validity.

All of the selection tests or processes being used should be specifically aligned to competencies or standards that are required of the occupation.

CHAPTER SIX – LESSONS LEARNED

Research Project Lessons Learned

Though the purpose of this chapter is to have the “researchers review the conduct and management of their applied research project and identify what they could have done better or what processes require change” (Royal Roads University, 2003, p.11). I don't believe that the lessons learned should be restricted to what didn't work or what could be done better, but also should include what worked well.

The selection of proper question to base the research on was critically important especially in light of such a broad topic area and the resultant opportunities that were presented for focused research. This research project did not present any major difficulties and proceeded pretty well as anticipated leaving room for only a few minor points to be considered. These points are primarily focused on the survey instruments that were used.

Two primary sources of data were used in this research, data obtained by use of surveys and archival program or historical research data. The use of surveys was critical, as they allowed for the collection of comparative data necessary for the research objective. Their proper development was essential to the establishment of a foundation from which to build the research findings. At the same time, in the development of these surveys, I was well aware of the other types of data that would be available to me for comparison purposes. This knowledge of past programs and research studies helped immensely in the development of the survey instruments and was also critical to the completion of the project.

The importance of clear instructions and thorough referencing of terms used in the survey questions was made quite evident by some of the results that I obtained from the surveys. The initial goals of two surveys were quite different. One of the main goals of the General Duty Patrol Officer survey was to obtain their perspective as to the relevance of selection standards that they experienced as compared to the actual work that they have to perform as general duty police officers. The main goal of the Training Officers survey was to obtain an inventory of the police recruit selection tests or process and any threshold criteria that are presently being used.

For the General Duty Police Officer survey the questions asked regarding the 'relevance' of the tests that were administered to the survey participants could have been more specific. The survey participants should have been provided with a workable definition of what was meant by the terms relevant and irrelevant. Based on their qualifications, tests that they under went, and their occupational experience I fully expected the survey participants to be quite opinionated about what tests or process they believed to be relevant. The data analysis of this part of the survey demonstrated a very strong linkage between test participation and perceived relevance. I now believe that without being provided with a frame of reference for the terms 'relevant' and 'irrelevant' as they pertain to the selection process or tests that they undertook they made a very basic assumption. This assumption being; if they participated in a test or process then it has to be relevant or else the experts (police agencies) would not have put them through it.

Similarly, for the Training Officers survey, a working definition of the terms 'relevant' and 'irrelevant' should have been provided for reference purposes. As stated in Chapter 3, that as a group the training officers rated those tests that they use higher, as either '4 somewhat relevant' or '5 relevant' as compared to those tests that they do not use.

A sampling of other service tenures, perhaps in five year increments up to and including twenty years of police service could have been included to compare and contrast perceptions of relevance.

I can only reiterate what past researchers such as Radford (1997, 2001), Anderson and Plecas (2000), and Oppal (1994), have all touched upon and that is; there is a need to conduct further studies in the area of recruit candidate selection.

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APPENDICES

A: General Duty Police Officers Survey

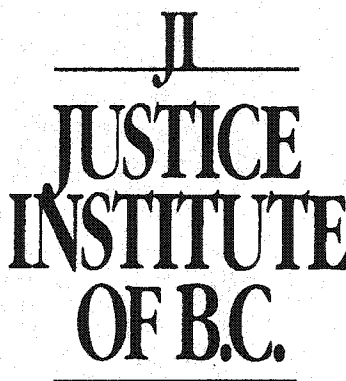
B: Training Officers Introductory Letter

C: Candidates Introductory Letter

D: B.C. Municipal Training Officers Questionnaire

E: Training Officer Survey Results

Appendix A: General Duty Police Officers Survey



Police Academy

Municipal Police Officer Selection Standards Study

General Duty Police Officer Survey

Research Advisory Committee

Insp. Mike Trump – Esquimalt P.D.
Sgt. Mike Novakowski – Abbotsford P.D.
Cst. Don Waldon – Delta P.D.

Researcher

Insp. Jim Mancell – Vancouver P.D.

Project Sponsor

Mr. Steve Watt – JIBC –PA

Project Supervisor

Dr. Darryl Plecas

ID #

General Duty Police Officer - Selection Standards Survey

As you are aware, anyone hired to be a municipal police officer in B.C. must first meet certain selection standards. The primary purpose of this study is to determine the extent to which these standards are related to the work required of a General Duty Police officer.

For your part I am asking you to assist me in this study by completing this questionnaire. The questionnaire asks you to identify the standards that you had to meet to be successful in the selection process. It then goes on to ask you what is your perceived relevancy of some of these standards.

You were selected for this study because you have recently been through the selection and training processes and now have several years of policing experience as a General Duty Police officer.

I am aware of the many demands of your job but your participation in this study is important and I ask that you take just a few minutes to complete the questionnaire.

As you should expect, your questionnaire will be kept confidential and accessed only by the research team. Your completed questionnaire should be sealed in the envelope provided and returned by Friday, January 12, 2003, if you have questions or concerns about the study please do not hesitate to contact me.

Thank you,

Jim Mancell

A. BACKGROUND INFORMATION

1. What was your age in years when you were hired as a police officer? _____

2. Circle your gender: **Male** or **Female**

3. How long have you been a police officer? **Years** _____ **Months** _____.

4. Did you have any police experience prior to being hired? **Yes** **No**
If yes indicate the number of, **Years** _____ **Months** _____.

5. What was your level of education when you first entered police training?

- | | |
|---|--|
| 1. <input type="checkbox"/> high school diploma | 4. <input type="checkbox"/> 2 year diploma |
| 2. <input type="checkbox"/> some post secondary | 5. <input type="checkbox"/> 4 year degree |
| 3. <input type="checkbox"/> certificate | 6. <input type="checkbox"/> graduate/professional degree |

6. What do you feel is the most appropriate level of education that should be required to enter police training?

- | | |
|---|--|
| 1. <input type="checkbox"/> high school diploma | 4. <input type="checkbox"/> 2 year diploma |
| 2. <input type="checkbox"/> some post secondary | 5. <input type="checkbox"/> 4 year degree |
| 3. <input type="checkbox"/> certificate | 6. <input type="checkbox"/> graduate/professional degree |

7. Based on your level of education when you were hired do you think that you had **too much, too little** or **just enough** post secondary education to do the work required as a GDP officer? (Circle one of the following.)

Too Much

Too Little

Just Enough

8. Did you take part in the JIBC-Police Academy Standardized Police Applicant test?

Yes **No**

B. SELECTION TESTS

1. Please indicate which of the following tests or standards that you had to complete prior to being hired and then rate the relevancy of each of these tests or standards to performing the job of a General Duty police officer. Circle either **Yes** or **No**.

<i>POPAT</i>	Yes	No
<i>1.5 mile run</i>	Yes	No
<i>Trigger pull</i>	Yes	No
<i>Grip Strength</i>	Yes	No
<i>Swim test</i>	Yes	No
<i>I.Q.</i>	Yes	No
<i>Memory</i>	Yes	No
<i>UBC Language Proficiency</i>	Yes	No
<i>Other Language Proficiency</i>	Yes	No
<i>Departmental General Exam</i>	Yes	No
<i>Wonderlic Cognitive abilities</i>	Yes	No

2. Please rate the relevancy of each of these tests or standards to performing the job of a General Duty police officer. Please check the appropriate box.

	Very Irrelevant	Somewhat Irrelevant	Neither (Neutral)	Somewhat Relevant	Very Relevant
<i>POPAT</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>1.5 mile run</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Trigger pull</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Grip Strength</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Swim test</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>I.Q.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Memory</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Wonderlic Cognitive abilities</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>UBC Language Proficiency</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Other Language Proficiency</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Departmental General Exam</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Other test (1) Please describe: _____

Other test (2) Please describe: _____

Other test (3) Please describe: _____

3. Based on your experience as a General Duty Police officer, which of the following descriptors best describes the level of English language writing skills that your job (General Duty Police Work) requires?

Please check the most appropriate box.

Descriptions of the Levels

- Above-average writing.** The writing is immediately recognizable as being superior in both thought and expression, possessing the qualities of intelligence, imagination, and not requiring any significant revision.
- Competent writing.** Writing at this level may lack flair and sophistication, but it is clear, controlled, and competent. It has few errors in sentence structure, grammar, or English use (none very serious); has varied and correctly employed vocabulary; and has adequately developed and well-organized content.
- Writing that requires some revision.** The writing is marred by one or another of a fairly wide range of deficiencies: it may contain unvaried, loose, or faulty sentence structure; its word choice may be inaccurate, inappropriate, or unidiomatic; it may be thinly developed, repetitive, or weak in its overall structure.
- Also at this level are writings that, even though they contain some second language errors, strongly indicate that the writer has sufficient English language skills to deal successfully with college-level language courses.*
- Writing that requires considerable revision.** *Writings are placed at level three if they have many errors in sentence structure and vocabulary, or if they are weak in content and badly organized. Also placed at level three are writings with a high density of errors in the use of articles, the plurals of nouns, form and tense of verbs, subject-verb agreement, and English use.*

C. OTHER SELECTION CRITERIA

Please check **Yes** or **No** for the other screening tests / tools listed that you participated in.

Assessment Centre **Yes** **No**

Employer Interview **Yes** **No**

Peer Interview **Yes** **No**

Driving test **Yes** **No**

Polygraph **Yes** **No**

Any other screening tests / tools that you participated in: _____

Any comments you would like to make in relation to the police recruit selection criteria that you experienced: _____

Appendix B: Training Officers Introductory Letter

December 12, 2002

Dear Training Officer,

In partnership with the JIBC Police Academy and Royal Roads University I am conducting a research project to assist in determining the extent to which recruit selection standards for Municipal Police in British Columbia are related to the work required of a General Duty Police officer. The candidates listed on the accompanying sheet were selected for this study because they have recently been through the selection and training processes and now have several years of policing experience as a General Duty Police officer.

A list of the personnel from your department is enclosed along with an addressed envelope containing a survey form and return envelope for each person on the list. Could you please forward these surveys to these candidates and if possible, collect and return the surveys to the JIBC Police Academy (attention Jim Mancell).

I am aware of the many demands of your job but your assistance in processing these surveys is important. As with any research initiative where surveys are involved the validity of the research is directly related to the degree of candidate participation. To this end anything that you can do to ensure that these surveys reach the identified candidates, are completed and returned in a timely manner would be greatly appreciated.

The candidates are requested to complete the questionnaire, seal it in the envelope provided, and return them to you for forwarding to the JIBC by Friday, January 12, 2003. If you have questions or concerns about the study or the process please do not hesitate to contact me.

Thank you,

Jim Mancell, Inspector 680,
Vancouver Police Department

Appendix C: Candidates Introductory Letter

December 6, 2002

Dear survey recipient,

On behalf of the JIBC Police Academy, Royal Roads University and myself I am conducting a research project to assist in determining the extent to which recruit selection standards for Municipal Police in B.C. are related to the work required of a General Duty Police officer. You have been selected for this study because you have recently been through the selection and training processes and now have several years of policing experience as a General Duty Police officer. This gives you the unique and valuable perspective that this study requires.

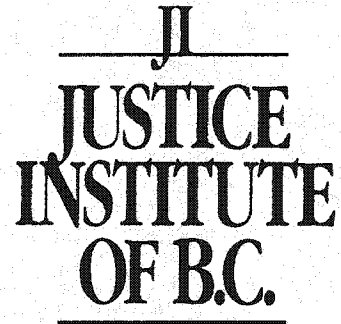
I am aware of the many demands of your job but your assistance by participating in this survey is important. As with any research initiative where surveys are involved the validity of the research is directly related to the degree of candidate participation. Please complete the questionnaire, seal it in the envelope provided and send it to me either through the internal mail system, or place it in my District 4 mail tray prior to Friday, January 12, 2003.

If you have questions or concerns about the study or the process please do not hesitate to contact me.

Thank you,

Jim Mancell, Inspector 680,
Vancouver Police Department

Appendix D: B.C. Municipal Training Officers Questionnaire



Police Academy

**Municipal Police Officer
Selection Standards Study**

**B.C. Municipal Training Officers
Questionnaire**

Research Advisory Committee

Insp. Mike Trump – Esquimalt P.D.
Sgt. Mike Novakowski – Abbotsford P.D.
Cst. Don Waldon – Delta P.D.

Researcher

Insp. Jim Mancell – Vancouver P.D.

Project Sponsor

Mr. Steve Watt – JIBC –PA

Project Supervisor

Dr. Darryl Plecas

Department: _____

B.C. Municipal Training Officers Advisory Committee (TOAC) Questionnaire

As you are well aware, anyone hired to be a municipal police officer in B.C. must first meet certain selection standards. The primary purpose of this study is two fold. First, to inventory all of the tests and selection standards that are presently being used by the municipal policing agencies in B.C. and secondly, to determine the extent to which these standards are related to the work required of a General Duty Police officer.

For your part I am asking you to assist me in this study by completing this questionnaire. As a training officer you were selected for this study because of your close association and involvement in the administration of your agencies candidate selection processes. The questionnaire asks you to identify the tests and standards that your agency presently uses in its candidate selection process.

I am aware of the many demands of your job but your participation in this study is important and I ask that you take just a few minutes to complete the questionnaire.

As you should expect, your questionnaire will be kept confidential and accessed only by the research team. Your completed questionnaire should be sealed in the envelope provided and returned by January 10, 2003, if you have questions or concerns about the study please do not hesitate to contact me.

Thank you,

Jim Mancell

A. Application screening

1. What minimum age does your agency require/prefer an applicant to be?

Required: _____

Preferred: _____

2. What is the minimum education level that your agency expects an applicant to have?

- | | |
|---|--|
| 1. <input type="checkbox"/> high school diploma | 4. <input type="checkbox"/> 2 year diploma |
| 2. <input type="checkbox"/> some post secondary | 5. <input type="checkbox"/> 4 year degree |
| 3. <input type="checkbox"/> certificate | 6. <input type="checkbox"/> graduate/professional degree |

3. What is the preferred level of education that your agency desires of an applicant?

- | | |
|---|--|
| 1. <input type="checkbox"/> high school diploma | 4. <input type="checkbox"/> 2 year diploma |
| 2. <input type="checkbox"/> some post secondary | 5. <input type="checkbox"/> 4 year degree |
| 3. <input type="checkbox"/> certificate | 6. <input type="checkbox"/> graduate/professional degree |

4. Does your agency require applicants to have any special qualifications?
(Circle either; **Yes** or **No**)

First aid **Yes** **No** If **Yes** level? _____.

Swimming **Yes** **No** If **Yes** level? _____.

Eye sight _____.

(Please describe minimum level, corrected?)

5. Does your agency require applicants to have any other special qualifications?
(Please list and describe)

B: Testing (Written exams, POPAT, physical, etc)

1. Which of the following tests does your agency use in its candidate selection process? (Circle either; **Yes** or **No**, and indicate the test and pass standard that your agency requires.)

			<u>Pass Standard</u>
POPAT	Yes	No	_____
1.5 mile run	Yes	No	_____
Trigger pull	Yes	No	_____
Grip Strength	Yes	No	_____
Strength Test (Bench Press)	Yes	No	_____
Flexibility (Sit and Reach)	Yes	No	_____
% Body Fat	Yes	No	_____
Treadmill	Yes	No	_____
Swim test	Yes	No	_____
I.Q.	Yes	No	_____
Memory	Yes	No	_____
UBC Language Proficiency	Yes	No	_____
Other Language Proficiency	Yes	No	_____
Departmental General Exam	Yes	No	_____
Wonderlic Cognitive abilities	Yes	No	_____

2. If used by your agency, please rate your perceived relevancy of each of these tests or standards to performing the job of a General Duty police officer. Please check the appropriate box.

Very Somewhat Neither Somewhat Very

Irrelevant Irrelevant (Neutral) Relevant Relevant

POPAT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.5 mile run	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Trigger pull	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Grip Strength	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Swim test	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I.Q.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Memory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wonderlic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Personnel Test					
UBC Language Proficiency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other Language Proficiency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Departmental General Exam	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Other test (1) Please describe: _____

Other test (2) Please describe: _____

3. Please check **Yes** or **No** for other screening tests / tools listed that your agency uses.

Assessment Centre

Yes No

Employer Interview

Yes No

Peer Interview

Yes No

Driving test

Yes No

Polygraph

Yes No

Psychological testing

Yes No

Any other tests used, please describe and indicate pass mark.

C. Background Check and Interviews

All agencies carryout these tasks to screen their applicants. Please feel free to comment on this stage if you think that it is relevant to the study.

Any comments you would like to make in relation to this survey or the police recruit selection criteria that your agency uses:

Appendix E: Training Officer Survey Responses

Questions	A-1	A-1	A-2	A-3	A-4	A-4	A-4	A-5
	Required age	Preferred age	Minimum Education	Preferred Education	First aid	Swim	Eye	Special Q
Agency #								
101	19	22	1	2	y	n	see form	see form
102	19		1	4	y	n	see form	
103	19	21	2	4	n	n	see form	n
105	19		1	2	y	n	see form	n
106	19	25+	3	4	y	n	see form	n
108	19	21	2	4	y	n	see form	n
109	19	21	2	2	n	y	see from	n
111	19	21-35	1	2	y	y	see form	n
112	19	23-25+	2	5	y	n	see form	n
113	19	21-25	3	4	y	n	see form	n
		<u>Range</u>	<u>Average</u>					
		21 - 35	1.8	3.3				
Total					80%	20%		0

Questions	B-1	B-2	B-1	B-2	B-1	B-2	B-1	B-2
	POPAT		1.5 mile run		Trigger Pull Test		Grip Strength Test	
Agency #	Yes/No	Relevance	Yes/No	Relevance	Yes/No	Relevance	Yes/No	Relevance
101	y	5	n		n		n	
102	y	4	n	5	n	5	n	5
103	y	5	y	5	y	5	y	5
105	y	5	n		n		n	
106	y	5	n		n		n	
108	y	5	n	2	n	4	y	5
109	y	5	y	5	n		n	
111	y	5	n	4	n	4	y	4
112	y	5	n		n		n	
113	y	5	n	3	n	4	n	4
Total	100%	4.9	20%	4.2	10%	4.4	30%	4.6

Questions	B-1	B-2	B-1	B-2	B-1	B-2	B-1	B-2
	Strength		Flexibility		% Body Fat		Treadmill	
Agency #	Yes/No	Relevance	Yes/No	Relevance	Yes/No	Relevance	Yes/No	Relevance
101	n		n		n		n	
102	n		n		n		n	
103	n		n		n		n	
105	n		n		n		n	
106	n		n		n		n	
108	y		y		y		y	
109	n		n		n		n	
111	n		y		y		y	
112	n		n		n		n	
113	n		n		n		n	
Total	10%		20%		20%		20%	

Questions	B-1	B-2	B-1	B-2	B-1	B-2	B-1	B-2
	Swim Test		I.Q. Test		Memory Test		UBC Language Proficiency Test	
Agency #	Yes/No	Relevance	Yes/No	Relevance	Yes/No	Relevance	Yes/No	Relevance
101	n		n		y - 65%	5	n	
102	n	2	n	3	n		n	3
103	n		n		y	4	n	
105	n		n		n		n	
106	n		n		y	4	n	
108	n	2	n	3	y	5	y	5
109	n		n		y	4	n	
111	n	2	n	2	y	5	n	1
112	n		n		n		n	
113	n	3	n	3	y	5	y	5
Total	0%		0%		70%	4.6	20%	3.5

Questions	B-1	B-2	B-1	B-1	B-2	B-1	B-2
	Other Language Proficiency Test		Departmental Exam			Wonderlic Personnel Test	
Agency #	Yes/No	Relevance	Yes/No	Pass Mark	Relevance	Yes/No	Relevance
101	n		y	65%	5	n	
102	n	3	y	70%	4	n	3
103	n		y	65%	5	n	
105	n		y	70%	4	n	
106	n		y	70%	4	n	
108	n	3	n		4	y	5
109	n		y	80%	5	n	
111	n	1	y	65%	5	n	4
112	n		y	70%	5	n	
113	n	3	n		3	y	4
Total	0%	2.5	80%		4.4	20%	4

Questions	B-3	B-3	B-3	B-3	B-3	B-3
	Assess C.	Emp. Int.	Peer Int.	Drive Test	Polygraph	Psych Test
Agency #						
101	n	y	y	n	y	n
102	y	y	y	n	y	n
103	y	y	n	n	y	n
105	y	y	n	n	n	n
106	y	y	n	n	n	n
108	y	y	y	n	y	y
109	n	y	n	n	n	n
111	y	y	y	n	y	y
112	y	y	y	n	y	n
113	y	y	n	n	y	n
Total	80%	100%	50%	0%	70%	20%