

*POST Public Safety Dispatcher*

**PSYCHOLOGICAL ASSESSMENT  
RESOURCE DOCUMENT**

**1997**



**THE COMMISSION  
ON PEACE OFFICER STANDARDS AND TRAINING**

**STATE OF CALIFORNIA**

*POST Public Safety Dispatcher*  
**PSYCHOLOGICAL ASSESSMENT**  
**RESOURCE DOCUMENT**

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1997

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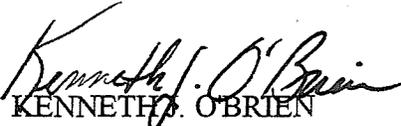
## PREFACE

This document contains information that is designed to assist those law enforcement agencies that utilize preemployment psychological assessment procedures in hiring their public safety dispatchers. The information is intended to serve as a resource to assist both the assessment practitioner and agency staff responsible for making human resource decisions. This publication is provided for *informational purposes only* and does not constitute a requirement by the Commission for agencies to conduct dispatcher preemployment psychological evaluations, nor is it intended to reflect an endorsement of particular assessment instruments.

Most of the content of this report was drawn from research studies conducted by POST between 1989 and 1997. This research included a statewide job analysis of the dispatcher position, development and criterion-related validation of a multi-aptitude test battery for dispatcher selection, and more recently, completion of an empirical study of the relationships between pre-employment psychological assessments and subsequent performance as a public safety dispatcher.

The resource document was assembled with the assistance of the following psychologists: Joe Fabricatore, Ph.D., Robert Flint, Ph.D., Audrey Honig, Ph.D., Mike Roberts, Ph.D., and Phil Trompetter, Ph.D. Drs. Roberts, Trompetter and Flint also participated in the empirical research described in the last chapter of this report, as did Drs. Karen Kelly, Wayne Light, and Randall Smith. The development of this document and the underlying research were completed under the general direction of Dr. John Berner, former Chief of the Standards and Evaluation Services Bureau. POST and the law enforcement community owe thanks to these individuals for their participation and guidance.

Questions regarding this publication should be directed to the Standards and Evaluation Services Bureau at the Commission on POST, 1601 Alhambra Boulevard, Sacramento CA 95816; telephone (916) 227-4820.

  
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## 1. INTRODUCTION

This publication contains information that was gathered in several studies of the public safety dispatcher occupation that were conducted by POST between 1989 and 1997. The first such study was a statewide job analysis of the dispatcher position. Chapter 2 of this report, "The Nature of Public Safety Dispatcher Work," summarizes the findings of the POST dispatcher job analysis, including job duties and demands of dispatcher work, as well as various cognitive abilities and personality traits that were identified as essential for successful job performance statewide. As will be seen later, this information is quite useful in providing a framework for the preemployment psychological assessment.

The above POST studies produced information pertaining to the incidence of various job performance problems which are suggestive of important areas of focus for preemployment psychological assessment. The findings of this research are outlined in Chapter 3, "Job Performance Concerns."

Chapter 4, "Framework for Dispatcher Assessment," illustrates how the dispatcher job information contained in this document may be applied in practice to anchor the pre-employment psychological evaluation. An example evaluation format is described which incorporates this information.

The last chapter, "Overview of POST Dispatcher Psychological Research," will be of most interest to assessment practitioners. This chapter summarizes an empirical study of relationships between psychological test scores, suitability ratings, and subsequent performance of the dispatcher job (Weiner, 1997). The research findings were presented at a POST-sponsored Psychological Assessment Conference in 1997. This conference was attended by a panel of psychologists with extensive expertise and involvement in preemployment assessment for California law enforcement agencies. After reviewing and discussing the research findings and implications, the panel accepted the POST research and supported the idea of producing an informational document to assist law enforcement agencies that utilize preemployment psychological assessment in hiring dispatchers.

The POST dispatcher psychological research produced normative data that is useful for the interpretation of dispatcher applicant performance on two commonly used psychological inventories: the California Psychological Inventory and the Minnesota Multiphasic Personality Inventory. Chapter 5 includes graphic profiles and tabular summaries of applicant score distributions on these tests. Racial/ethnic and gender subgroup score distributions and comparisons are also reported.

## 2. THE NATURE OF PUBLIC SAFETY DISPATCHER WORK

Public safety dispatchers play a vital role in the delivery of law enforcement services, functioning as a nexus between the community, law enforcement and allied agencies, and public safety field personnel. Their role is largely one of information processing -- obtaining, evaluating, and disseminating information regarding crimes, emergencies, and requests for public safety services -- information that is often critical to the safety of both the public and law enforcement personnel. The conditions under which this role is carried out are often quite demanding with respect to both cognitive and non-cognitive skills and qualities.

The law enforcement dispatcher occupation was studied in-depth in a statewide job analysis completed by POST in 1991. The purpose of the job analysis was to elicit information to support the development of training curricula and selection procedures/instruments for entry-level dispatchers. In conducting the study, information was collected through a variety of methods including job observation, interviews, workshops, and survey instruments. Over 1,000 dispatchers and supervisors from more than 160 agency communication centers participated in the job analysis.

This chapter contains a brief summary of the job analysis findings relevant to employee selection. A comprehensive technical report is available from POST which provides a detailed account of the job analysis procedures, survey instruments, sample characteristics, analyses and results (Weiner, 1991).

### Job Duties

The public safety dispatcher job can be summarized in terms of four principal functions: Call Taking, Providing Information, Dispatching, and Using Resources and Equipment. These functions encompass a variety of performance activities which are summarized in Table 1.

The context in which dispatchers perform these activities varies with the wide array of situations that they encounter. More than 200 different types of incidents were identified in the 1991 job analysis as being of importance and/or frequently encountered by a majority of dispatchers in California. Situations ranging from the mundane (e.g., parking violation) to the tragic (e.g., rape, homicide, child abuse) may be encountered on a daily basis.

Some of the most critical incidents that a dispatcher will encounter include: *officer needs help/emergency, felony vehicle stop, hostage situation, missing officer, barricaded suspect, attempted murder, sniper, homicide, bombing, vehicle pursuit, and person with a gun* (see job analysis report for entire listing of incidents).

Table 1  
Public Safety Dispatcher Job Functions

**CALL-TAKING:**

Obtains complete, accurate and appropriate information from calling party.

Communicates effectively with various types of "difficult" callers (emotionally upset, abusive, nuisance, non-English speaking, TDD, intoxicated, mentally unstable, suicidal, speech-impaired, children, elderly).

Evaluates and properly classifies initial complaint/request information and determines what further action is necessary, if any.

Determines appropriate agency or referral for complaints and requests.

Determines appropriate response/dispatch priority for complaints and requests.

Summarizes (in written form) incidents, descriptions and other information obtained from callers using clear, concise and appropriate language in an organized, complete and accurate manner.

**PROVIDING INFORMATION:**

Determines what information, if any, should be provided to the public, other agencies, and the media.

Explains departmental policies and procedures, and legal processes to the public, other agencies, and the media.

Advises citizens of appropriate actions to take in various emergency and non-emergency calls for service.

**DISPATCHING:**

Determines appropriate personnel and resources to dispatch to incidents.

Summarizes information for broadcasting using clear, concise and appropriate language in an organized, complete and accurate manner.

Communicates effectively with field units, verbally and in written form (e.g., broadcasting, receiving, and exchanging information).

Directs and coordinates appropriate field unit response.

Initiates and coordinates allied agency response, when appropriate.

Monitors, coordinates and accurately updates status information regarding field units and incidents.

**USING RESOURCES & EQUIPMENT:**

Uses appropriate automated data bases (e.g., vehicle, criminal history, driver license, wants and warrants, stolen property, gun, and various specialized data bases) and reference materials (codes, wanted lists, directories, manuals, etc.) to obtain or accurately update information.

Uses telephone system and related equipment, radio broadcasting equipment, and/or computer-aided dispatch (CAD) system properly when receiving and dispatching calls for service.

## Job Demands

There are a number of distinctive features of dispatcher work that place special demands on the job incumbent and which are worthy of consideration in evaluating the candidate's suitability for the position. The more prominent among these features are listed below in Table 2. Inspection of this list suggests that dispatcher work requires a relatively high degree of cognitive functioning, coupled with a resilient, adaptive, composed and agreeable temperament. In fact, these qualities were identified in the job analysis in the form of cognitive abilities and traits, as described on the following pages.

Table 2  
Distinctive Features of Dispatcher Work

- Serious consequences of error; provide information, make decisions, and perform duties that may be critical to the safety of the public and field officers.
- High visibility and accountability (all conversations are audiotaped and subject to review in court).
- Deal with tragic and unpleasant situations.
- Have access to sensitive information (e.g., stakeouts, criminal history, personal information, etc.).
- Perform multiple activities simultaneously; work with frequent interruption.
- Function in a reactive mode; not able to choose calls/situations to be handled or know ahead of time what the situation will be.
- Work in a "verbal world" where communication skills (expression, fluency) are especially important.
- Interact with many different people on a daily basis, often at the same time.
- Work under rigid structure of rules and procedures.
- Remain stationary; sit at a telephone/radio console for extended periods of time.
- Alternate between periods of high activity and low activity.
- Repetitive work activities.
- Work in close quarters with other employees.
- Public relations role: Dispatcher's demeanor and competence in handling calls from the public combine to form what is often the first and only impression that people have about law enforcement.

## Cognitive Abilities

Thirteen cognitive abilities were identified in the job analysis as essential for the performance of dispatcher duties. These abilities fall into four primary domains: verbal, reasoning, memory and perceptual; see Table 3. They were derived from a well established taxonomy of human performance (Fleishman & Quaintance, 1984) and are consistent with other summaries of the literature on ability measurement (Carroll, 1993; Nunnally, 1978).

POST has developed a series of job-related tests which are designed to measure nine of the above described abilities. The *POST Entry-Level Dispatcher Selection Test Battery* is a group-administered, objectively scored instrument that is administered through a combination of audio tape and paper-pencil media. Further information regarding the development, validation, and measurement properties of the battery is available in the *Test User's Manual* (Weiner, 1996).

The battery is now used by a majority of California law enforcement agencies in selecting their dispatch personnel.<sup>1</sup> Users of the POST Battery receive from POST a norm-referenced test score report for each administration, where candidates' scores are normed to a statewide calibration sample of over 1,000 applicants. Individual test results are provided for each component of the battery, representing four primary abilities (verbal, reasoning, memory, and perceptual), as well as each of the eleven subtests. These scores would undoubtedly be useful as a supplement to any subsequent psychological evaluation.

## Personality Traits

Fourteen personality traits were also identified in the job analysis as being essential for the performance of important dispatcher duties performed statewide. They include *Tolerance of Stress, Integrity, Dependability, Emotional Control, Tolerance of Unpleasant Work Environment, Adaptability, Teamwork, Maturity, Productivity, Positive Attitude, Assertiveness, Social Concern, Motivation, and Interpersonal Sensitivity*. Definitions of these traits are given in Table 4.

The traits represent behavioral characteristics, attributes, and enduring patterns of behavior that are demonstrated by the manner in which people act under various conditions. They were developed on the basis of a variety of source materials and procedures that are described in the job analysis report. In view of their job relevance, it is recommended that the fourteen traits serve as the foundation for the psychological evaluation, anchoring the job suitability assessment. An example of how this might be accomplished is presented in Chapter 5.

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<sup>1</sup>Effective July 1, 1997, POST Commission Regulation 1018(c) requires agencies participating in the Public Safety Dispatcher Program to assess entry-level dispatcher candidates' verbal, reasoning, memory, and perceptual abilities (as defined). The vast majority of law enforcement dispatching agencies in California participate in the POST Dispatcher Program.

Table 3  
Essential Dispatcher Abilities

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VERBAL:

**\*ORAL COMPREHENSION** is the ability to understand spoken English words and sentences.

Examples of this ability include: Understanding complaints, requests, and other information received orally from citizens, field personnel and other agencies; and understanding briefings, instructions and directions received orally from field personnel, supervisors and co-workers.

**\*WRITTEN COMPREHENSION** is the ability to understand written sentences and paragraphs.

Examples of this ability include: Reading and understanding written incident information (e.g., summaries), various reference materials, (e.g., manuals, codes, policies and procedures), and teletype information (e.g., CLETS, NCIC).

**ORAL EXPRESSION** is the ability to use English words or sentences in speaking so others will understand.

Examples of this ability include: Providing information and directions orally to the public, co-workers and field personnel; questioning callers; dispatching field personnel; and explaining policies and advising citizens of actions to take in various emergency and non-emergency situations.

**\*WRITTEN EXPRESSION** is the ability to use English words or sentences in writing so others will understand.

Examples of this ability include: Recording and summarizing complaint information in writing (e.g., completing incident cards and reports); maintaining various logs; preparing information to broadcast (e.g., teletype messages, APBs); writing office communications and bulletins; and dispatching field personnel via CAD system.

**FLUENCY OF IDEAS** is the ability to produce a number of ideas about a given topic.

Examples of this ability include: Providing alternatives to the public and field personnel (e.g., identifying alternative resources, routes of travel, etc.); coming up with alternative approaches to obtain information from a difficult caller or to keep a caller on the phone (e.g., suicide, suspect); and identifying a variety of data bases and other resources as needed to obtain requested information.

REASONING:

**\*DEDUCTIVE REASONING** is the ability to apply general rules to specific problems to come up with logical answers. It involves deciding if an answer makes sense.

Examples of this ability include: Resolving complaints and requests for service; determining how many units to dispatch to a call (appropriate level of response); and recognizing that information given by a caller is not consistent.

**\*INDUCTIVE REASONING** is the ability to combine separate pieces of information, or specific answers to problems, to form general rules or conclusions. This involves the ability to think of possible reasons why things go together.

Examples of this ability include: Judging whether a complaint or request is legitimate; determining whether a complaint is a criminal or civil matter; evaluating complaint information and determining the type of crime (e.g., robbery vs. burglary); and recognizing duplicate or related calls (e.g., comparing suspect information given in separate calls).

**\*INFORMATION ORDERING** is the ability to correctly follow a given rule or set of rules to arrange things or actions in a certain order. The things or actions to be put in order can include numbers, letters, words, pictures, procedures, sentences, and mathematical or logical operations.

Examples of this ability include: Classifying and prioritizing complaints and requests; recording complaint/request information in the appropriate format; arranging information in the appropriate order for broadcasting to field personnel; and reading back a teletype message in logical order.

(continued)

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*\*Targeted for measurement in the POST Entry-Level Dispatcher Selection Test Battery.*

Table 3 (continued)  
Essential Dispatcher Abilities

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MEMORY:

**\*MEMORIZATION** is the ability to remember information, such as words, numbers, pictures, and procedures. Pieces of information can be remembered by themselves or with other pieces of information.

Examples of this ability include: Remembering the details of a recent incident or related incidents; remembering procedures for handling various types of complaints and incidents, as well as for operating communications equipment and systems; remembering various codes and abbreviations (e.g., radio, legal); and remembering geographical boundaries and significant common locations.

PERCEPTUAL:

**SPEED OF CLOSURE** ability involves the degree to which different pieces of information can be combined and organized into one meaningful pattern quickly. It is not known beforehand what the pattern will be. The material may be visual or auditory.

Examples of this ability include: Evaluating initial information and quickly determining whether an incident is an emergency; receiving multiple radio transmissions in rapid succession and determining that they pertain to the same incident; and taking several calls reporting different parts of the same incident and quickly combining the information to gain an overall picture of what happened.

**\*PERCEPTUAL SPEED** ability involves the degree to which one can compare letters, numbers, objects, pictures, or patterns, both quickly and accurately. The things to be compared may be presented at the same time or one after the other. This ability also includes comparing a presented object with a remembered object.

Examples of this ability include: Quickly comparing and verifying names, locations and descriptions received by radio, telephone, or in written form (e.g., checking a detainee's description against a wanted list or data base inquiry); and quickly comparing incident information to determine if different calls are related.

**SELECTIVE ATTENTION** is the ability to concentrate on a task and not be distracted. When distraction is present, it is not part of the task being done. This ability also involves concentrating while performing a boring task.

Examples of this ability include: Taking calls and dispatching field personnel from within a noisy, distracting work environment (e.g., taking a complaint from a citizen while other phone lines are ringing, other dispatchers are receiving emergency calls, teletype messages are printing, and alarm panels are sounding; or dispatching field personnel to an incident while other unrelated personnel are transmitting on the same frequency).

**\*TIME SHARING** is the ability to shift back and forth between two or more sources of information.

Examples of this ability include: Handling multiple calls for assistance at the same time; taking a complaint while monitoring radio traffic, teletypes and alarm panels; coordinating the response of multiple field units to an incident or several ongoing incidents; monitoring multiple radio channels at the same time; and tracking the status of field personnel while performing other duties (e.g., taking complaints or dispatching).

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*\*Targeted for measurement in the POST Entry-Level Dispatcher Selection Test Battery.*

Table 4  
Essential Dispatcher Traits

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**TOLERANCE OF STRESS:** Performs job duties effectively under adverse conditions (e.g., working under time pressure with high visibility and serious consequence of error, in crisis situations, tragedies, and emergencies, handling simultaneous incidents, and working with frequent interruption); "bounces back" from negative situations; performs duties under extreme pressure without delay.

**INTEGRITY:** Is honest and impartial; maintains confidentiality of information; refrains from using position for personal gain.

**DEPENDABILITY:** Acts responsibly and reliably in all situations; willing to accept the consequences of one's decisions and behavior; is disciplined, thorough, accurate and punctual.

**EMOTIONAL CONTROL:** Acts calm and collected and does not allow emotions to affect performance or disrupt the work environment; does not overreact to situations; accepts delays without getting upset (is slow to anger); performs effectively in crises or overwhelming situations; does not become personally involved.

**TOLERANCE OF UNPLEASANT WORK ENVIRONMENT:** Accepts and is able to function effectively in a restrictive, demanding, and highly structured work environment (e.g., working in isolation, late or early shifts, long hours, sitting for prolonged periods, confined work space, rigid chain of command).

**ADAPTABILITY:** Changes behavior to meet the shifting demands of the job; adapts to substantial increases or decreases in work load and to changes in assignments; remains alert during periods of slow or repetitive work activity.

**TEAMWORK:** Assists and cooperates willingly and effectively with co-workers, supervisors, field personnel and personnel at other agencies in performing job duties; a "team player."

**MATURITY:** Draws upon life experiences to deal with situations; thinks before acting (e.g., not impulsive); is not easily fooled (e.g., not naive); sees value in and takes work seriously; sensible; recognizes and is not bothered by trivial negative events and circumstances.

**PRODUCTIVITY:** Performs work in an efficient, organized and timely manner; performs effectively without constant supervision.

**POSITIVE ATTITUDE:** Reacts in a positive and constructive manner when confronted with negative work situations; is optimistic; sees the good side in situations; displays cheerfulness; acts inspired about work; sees value in the organization and its members; is able to use humor appropriately to relieve tense or stressful situations.

**ASSERTIVENESS:** Takes command of a situation; acts confidently, without hesitation; willing to voice personal views; not easily intimidated.

**SOCIAL CONCERN:** Concerned with the safety and welfare of others; demonstrates an interest in people and serving the public.

**MOTIVATION:** Displays hustle and drive in reaching work goals; self-motivated; makes use of "down time"; recognizes that the job may require additional time and energy; seeks answers to issues and questions; keeps trying, even in difficult situations; proceeds in the face of adversity.

**INTERPERSONAL SENSITIVITY:** Addresses situations in a sensitive, straightforward manner, showing consideration for others; resolves disputes in the least offensive manner; acts in an unbiased fashion towards others, keeping personal prejudices out of the work place; attempts to understand and respects the attitudes and beliefs of others.

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### 3. JOB PERFORMANCE CONCERNS

#### Employee Retention

Employee retention (turnover) has been a chronic problem with the dispatcher occupation in most law enforcement agencies. In casual conversations with communication center managers, this problem will almost invariably arise. In 1990, POST conducted a survey of 131 California agencies revealing that, on average, over 40% of newly hired dispatchers separate from the agency prior to the completion of the mandatory probationary period. Moreover, 75% of these separations (30% of all new hires) were for reasons related to unsatisfactory job performance. These findings were substantiated in the above cited 1997 POST study where 44% of the dispatchers failed to complete probation and 50% of those failing (22% of all probationers) were performing unsatisfactorily at the time.

The reasons cited for unsatisfactory performance in the 1990 survey were most often related to job knowledge, skill and cognitive ability inadequacies; i.e., approximately 80% of the failures, or one-third of all new hires. However, unsatisfactory performance due to "other problems" (attitude, motivation, work habits, etc.) was substantial. On average, 20% of failures, or approximately 9% of the total group, were trait-related. In the 1997 POST study, trait-related performance problems accounted for 22% of the identified probation failures, or approximately 10% of all new hires.

Another noteworthy finding in the 1990 survey is that employee turnover and perceived problems were found to vary as a function of agency size. Smaller agencies reported lower turnover rates and indicated that traits play a relatively greater role in employee turnover than did larger agencies.

#### Job Performance Problems

In the 1997 study, supervisory evaluations were obtained for over 300 dispatchers with respect to job performance problems related to the fourteen traits described above. Supervisors used a specially developed performance appraisal instrument to evaluate the dispatchers' performance in each of the 14 trait areas. The appraisals were made using the following rating scale:

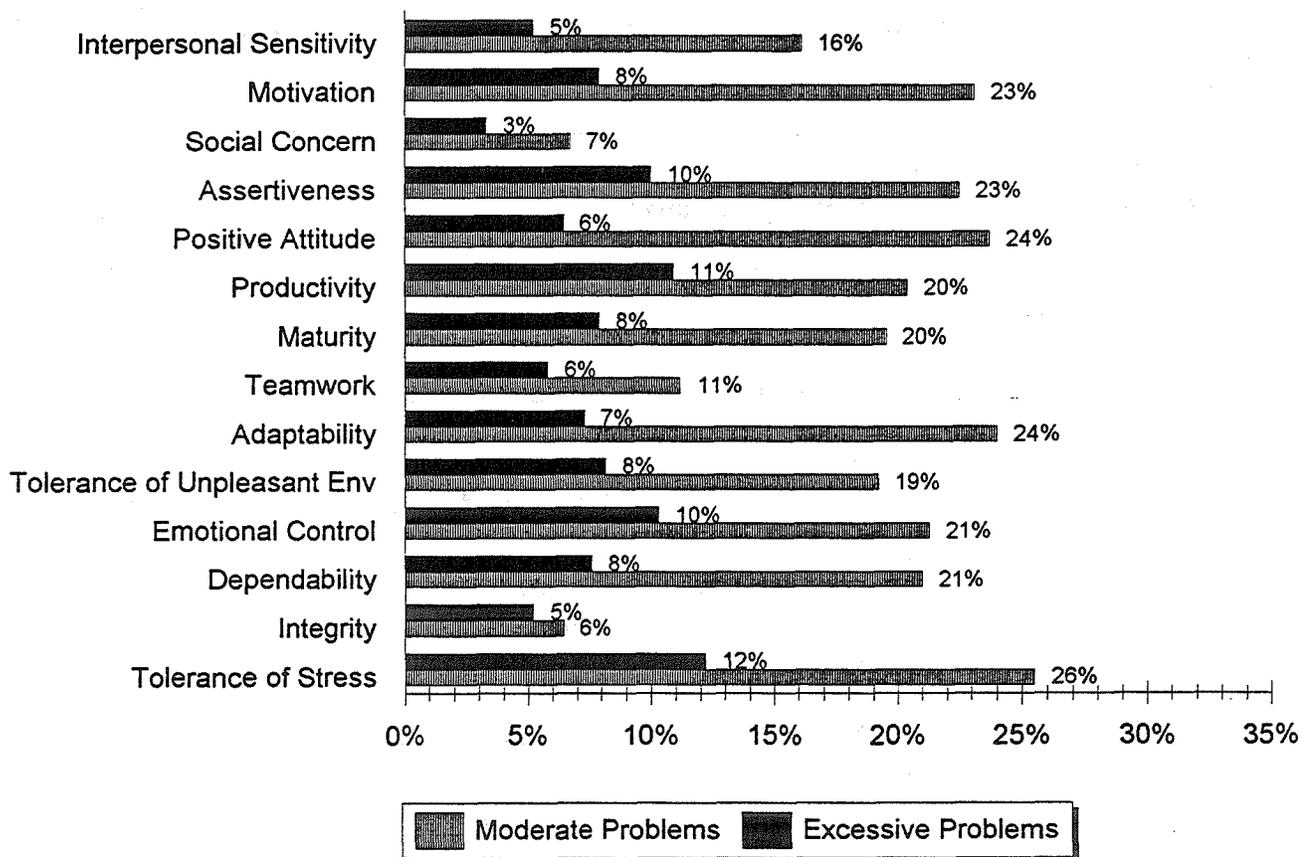
*To what extent has the dispatcher demonstrated problems in the performance of job duties related to this work behavior (trait) during the last 12 months of employment?*

- 0 = No significant problems related to this behavior
- 1 = Moderate performance problems related to this behavior
- 2 = Excessive performance problems related to this behavior
- N = Not observed/Unable to rate

Figure 1 graphically displays the percentage of dispatchers rated as demonstrating moderate problems or excessive problems related to each trait. These percentages represent base rates for trait-related performance problems exhibited by dispatcher incumbents, including newly hired dispatchers who were terminated. In general, *Tolerance of Stress*, *Emotional Control*, *Productivity*, and *Assertiveness* were areas in which the greatest numbers of dispatchers were identified as having displayed excessive problems; over 10% of the dispatchers had excessive problems in each of these areas. These findings are quite telling with regard to key performance issues that the psychological evaluation should address.

Remarkably, over 60% of the dispatchers in the study were rated as having demonstrated at least one trait (work behavior) problem of moderate severity, and 30% were rated as having demonstrated at least one excessive behavioral problem.

Figure 1  
Base Rates for Dispatcher Trait-Related Performance Problems



(Note: N=329)

#### 4. FRAMEWORK FOR DISPATCHER ASSESSMENT

This section illustrates how the earlier described job analysis information may be incorporated into the preemployment psychological evaluation, serving as a frame of reference for assessment. The general concept is to tie the assessment to the fourteen behaviorally-oriented traits, while considering the context in which these traits are required; i.e., performing dispatcher job functions in a wide array of situations under demanding conditions.

Under this approach, the psychologist uses assessment procedures, instruments, and other available information (e.g., interview, personal history, etc.) that, in his or her professional judgment, address the identified essential traits. The psychologist synthesizes and evaluates the obtained assessment results relevant to each trait in light of provided job information to determine whether the candidate poses any significant concerns regarding ability to meet the demands of the dispatcher job.

A simple rating scale or checklist may be incorporated into an evaluation form wherein each of the listed traits is reviewed and "rated," followed by a narrative description of the rationale for the evaluation. An overall conclusive rating may then be made which encompasses the evaluation elements, indicating the candidate's overall suitability for employment as a public safety dispatcher.

##### **Example Preemployment Evaluation Format**

**Preparation.** The assessment instruments and other procedures selected for use by the psychologist (e.g., test scales, interview, background information, etc.) should elicit information that is germane to the duties, job demands, and requisite traits described in the earlier chapters of this document. Obviously, the psychologist must become very familiar with this job information before conducting the evaluation. Consideration should be given to the research results described in Chapter 5 in selecting assessment instruments that show promise for use in the evaluation.

**Trait Ratings.** The identified dispatcher traits may be configured as assessment dimensions that serve as focal points for the interpretation of test scores, personal history information, interview responses, and other information obtained in the psychological evaluation. An example of a rating scale that could be used to summarize assessments relative to each trait is shown below. In this example scale, three rating values are possible, each one oriented towards verifying the absence of problems related to the trait that would interfere with the ability to meet the demands of the dispatcher job. The sample evaluation also calls for the psychologist to document the basis for his or her rating in terms of supporting test results, interview information, etc. Appendix A contains an example of a trait-based evaluation form that utilizes the below rating scale.

**TRAIT RATING SCALE:** *To what extent does the candidate's psychological evaluation suggest a likelihood of performance problems related to this essential trait?*

- NS** No significant problems are predicted in this area; the candidate is expected to meet or exceed the demands of the job that require this trait.
- MOD** There are some concerns about the candidate's ability to meet job demands that require this trait.
- SP** Significant performance problems are predicted in this area; the candidate is expected to have severe difficulty in meeting job demands that require this trait.

*Describe the basis for your rating in the space provided below each trait. For example, note test scale scores, interview responses, behavioral incidents, etc., that support your finding.*

**Overall Suitability Rating.** The individual trait ratings provide a reasonable basis for establishing an overall job suitability recommendation to the employer. Here the examining psychologist exercises professional judgment to weigh the assessment information in the context of the dispatcher job and its demands.

In general, there are no "hard and fast" rules for combining the trait ratings into an overall suitability recommendation. At present, there is no empirical basis for summing or averaging the trait ratings and such practices are therefore discouraged. A suggested approach is to first write an overall summary integrating applicant history, test data, interview behavior, etc., and relating this information to the trait ratings and to the anticipated impact on job performance. This summary should include the rationale for the overall suitability rating that would follow. An example of an overall suitability rating scale is shown below. This example is also included in the sample assessment report in Appendix A.

**OVERALL JOB SUITABILITY:** *Check (✓) the description below that best summarizes your findings with respect to the candidate's overall suitability to perform dispatcher work.*

- SUITABLE:** The candidate appears to be adequately suited to meet or exceed the psychological demands of the dispatcher job. No significant performance problems are predicted in the essential trait areas.
- MARGINALLY SUITABLE:** Some performance problems are predicted in one or more essential trait areas indicating that the candidate may have difficulty meeting the demands of the job.
- POORLY SUITED:** Significant performance problems are predicted in one or more essential trait areas indicating that the candidate is likely to have significant difficulty in meeting specified demands of the job.

## Evaluation Issues

The following is intended to illustrate many of the important considerations for planning and using preemployment psychological evaluations for dispatchers. While it is beyond the scope of this document as an informational resource to provide guidance on these issues, they are listed with the aim of raising awareness and, hopefully, stimulating efforts by local agencies and their psychologists to work jointly in addressing them.

- ♦ Purpose of the psychological evaluation: Will the evaluation be designed to screen out "unsuitable" candidates, or to identify the candidates best-suited for the job?
- ♦ What will the psychological evaluation consist of?
- ♦ Are there special requirements of the hiring agency that should be considered in the evaluation?
- ♦ What are the psychologist's qualifications (e.g., education, licensure, experience)?
- ♦ Will the psychological evaluation be completed entirely "post-offer"? See POST publication: *The Americans With Disabilities Act: Questions and Answers* (Spilberg, 1995).
- ♦ When will the psychological evaluation be conducted in relation to other preemployment assessments?
- ♦ What other information sources, if any, will the psychologist be provided (e.g., background investigation, polygraph, medical exam, etc.)?
- ♦ What consent/waiver forms will the candidate sign?
- ♦ What information will be provided to the hiring agency?
- ♦ What will be communicated to candidates regarding the results of the evaluation, and how?
- ♦ Will there be an appeal process for candidates? What will it entail?
- ♦ What feedback will the hiring agency provide to the evaluating psychologist regarding the eventual success or failure of candidates?

**Monitoring the Performance of Candidates Who Are Hired.** It is strongly recommended that all candidates who are subjected to the psychological evaluation process be monitored with respect to their progress through the hiring process, as well as the subsequent job performance of those who are hired. Agencies should routinely collect this information and provide it to their psychologists to enable continuous evaluation of the effectiveness the preemployment assessments. It is through this process that the assessments may be refined and improved.

## 5. OVERVIEW OF POST DISPATCHER PSYCHOLOGICAL RESEARCH

This chapter summarizes a POST study of empirical relationships between psychological test scales, psychologists' overall job suitability ratings and performance as a public safety dispatcher. Following a brief overview of the research methodology, the chapter presents test norms and profiles for dispatcher applicants, a summary of validity evidence for psychological tests and suitability ratings, and finally, a discussion of implications of the research for dispatcher psychological assessment. Further details regarding the research are provided in the previously cited technical report for the 1997 POST study.

### Research Design

Psychological test scores and psychologists' ratings of overall job suitability were collected for 924 applicants for dispatcher positions at 23 police and sheriffs' communication centers. The psychological evaluations were used to make hiring decisions, although not all low scoring candidates were rejected. Eight psychologists assisted in the study by providing (with agency approval) psychological test scores and suitability ratings for all dispatcher applicants that they evaluated for the participating agencies over a 5-year period.<sup>2</sup> For those job applicants who were hired, specially developed measures of job performance were administered which served as criteria for purposes of evaluating the predictive validity of the psychological test scores and psychological suitability ratings (N=331).<sup>3</sup>

**Sample.** The applicants were primarily female (77%), with an average age of 31. The racial/ethnic breakdown for applicants was 2% Asian, 13% Black, 11% Hispanic, 73% white, and 1% other. The demographic characteristics of the validation analysis sample were virtually the same.

**Psychological Tests.** Applicant scores were obtained on two instruments: (1) the Minnesota Multiphasic Personality Inventory (MMPI-1 or MMPI-2); and (2) the California Psychological Inventory (CPI-480 or CPI-462). One psychologist used the Jackson Personality Inventory (JPI) in lieu of the CPI. For purposes of the study, test scores were normed two ways: (a) relative to *published gender-referenced norms* using the gender-specific norm tables published in the test user manuals;<sup>4</sup> and (b) relative to *applicant unisex norms*, where raw scores were

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<sup>2</sup>Special thanks are owed to Drs. Robert Flint, Karen Kelley, Wayne Light, Mike Roberts and Associates, Randall Smith, and Phil Trompetter for their participation in this study.

<sup>3</sup>Additional analyses were conducted addressing a variety of test use and interpretation issues, such as relationships between alternative test scoring procedures, policy capturing analyses of psychological suitability ratings, and test scale intercorrelations and factor structures.

<sup>4</sup>MMPI-1 and MMPI-2 scales were normed to their respective norming samples, as were CPI-480 and CPI-462 scale scores. MMPI scales were K-corrected, where appropriate; norms were not available for MMPI-1 supplementary scales DO and RE. CPI configural scales v1, v2 and v3 were normed to published means and SDs; and Behaviordyne-normed CPI scores were not used. A newer version of the CPI is now available; scores on the newer form are highly correlated with CPI-462, thus, T-scores are comparable between CPI forms.

standardized to the T scale (mean=50 and SD=10) within test form (MMPI-1, MMPI-2, CPI-480, CPI-462, JPI). Appendix B lists the test scales that were included in the research.

**Suitability Ratings.** Overall ratings of candidates' suitability for employment as a dispatcher were also collected, reflecting psychologists' syntheses of all information obtained in their evaluations (e.g., test scores, personal history, interview responses, etc.). The suitability ratings were standardized to 2-level (suitable/unsuitable) and 3-level (suitable, marginally suitable, unsuitable) scales.

**Job Performance Criteria.** Three types of job performance criterion measures were developed by POST to be completed by local agency project coordinators and dispatch supervisors expressly for purposes of the study:

- (1) **Probation Success/Failure (Turnover):** The dispatcher's success or failure in completing probation was recorded, including up to 3 reasons for failure.
- (2) **Supervisor Ratings:** The dispatcher's immediate supervisor completed a 5-part evaluation covering: (a) Effectiveness in Performing Key Job Duties, (b) Knowledge, Skills, and Abilities Demonstrated in Performing Job Duties, (c) Work Behavior Problems, (d) Performance Outcomes, and (e) Overall Job Performance.
- (3) **Attendance Ratings:** The dispatcher's overall attendance and punctuality were described using two Likert-type rating scales. These ratings were made by agency staff with access to departmental attendance records which were to be used as a basis for the evaluation.

Appendix C contains the rating instruments used by supervisors to evaluate the job performance of dispatchers in the study. The instruments are provided to enable interested agencies to conduct independent validation studies for their assessment procedures.

## **Summary of Findings**

### **Applicant Score Profiles and Norms**

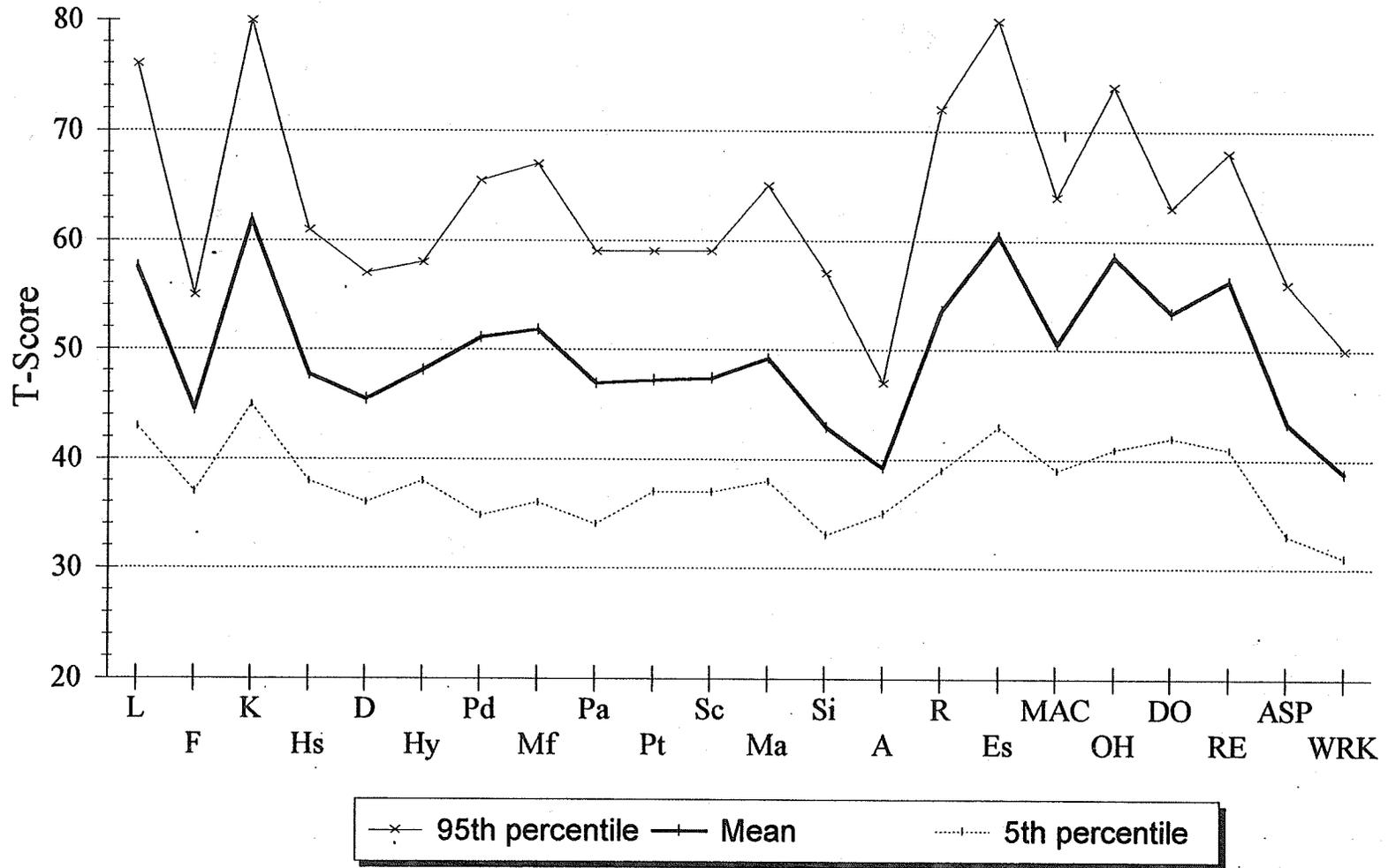
MMPI-2 and CPI-462 score profiles for job applicants are displayed graphically on the following pages. The profiles show the mean for each test scale, as well as the scale scores corresponding to the 5th percentile and the 95th percentile for dispatcher applicants who were part of the POST study. Since these profiles are based on published norms, the profiles reflect potential differences between job applicants and the general adult population (the basis for the published norms).

In Figure 2, relatively few elevations are observed for applicants' scores on the MMPI-2 clinical scales; the *K* scale is elevated as would be expected in a job applicant setting, and *L* also appears to be substantially elevated, on average. Also noteworthy are the relatively narrow and low-centered distributions of scores on *WRK*, *F* and *A*.

### Figure 2

#### Dispatcher Applicant Profile: MMPI-2

16



N=268-483

Few extremely low CPI-462 scores are observed in Figure 3 for the applicant sample. The *Gi* scale is elevated as would be expected in a job applicant setting. Relatively high means are also observed for the *Do* and *Sc* scales.

Job applicants' test scores are more fully described in Appendix D. The appendix contains tables which show applicants' scores on the MMPI-2 and CPI-462 scales corresponding to a range of percentile ranks (centiles). The lower portion of each table contains the scale mean, standard deviation (SD), and the number of applicants (N) upon which these statistics are based. An additional table is included which contains means and standard deviations for the JPI scales (percentiles are not reported for this test due to the small sample size).

**Test Score Distributions by Racial/Ethnic Group.** Comparisons were made between racial/ethnic and gender groups on the various MMPI-2 and CPI-462 scales and a number of significant differences were detected. Detailed breakdowns of scale scores by racial/ethnic and gender group are presented in Appendix E. The results are summarized below.

Racial/ethnic group mean differences were found on 10 of 22 MMPI-2 scales and 9 of 23 CPI-462 scales studied.<sup>5</sup> On average, Blacks tended to score *higher* than Whites and/or Hispanics on nine MMPI scales (*L, D, MF, Si, A, R, ES, OH, RE*). Blacks also tended to score *lower* on six CPI scales (*Sp, In, Em, Wb, Ai, V3*). Hispanics were observed to have *lower* MMPI scores than Whites on one scale (*DO*), and tended to score *lower* than Blacks on four MMPI scales (*Si, ES, DO, RE*). Hispanics were also observed to have *lower* mean CPI scores than Whites on six scales (*Cs, Wb, Ai, Ie, Py, V3*).

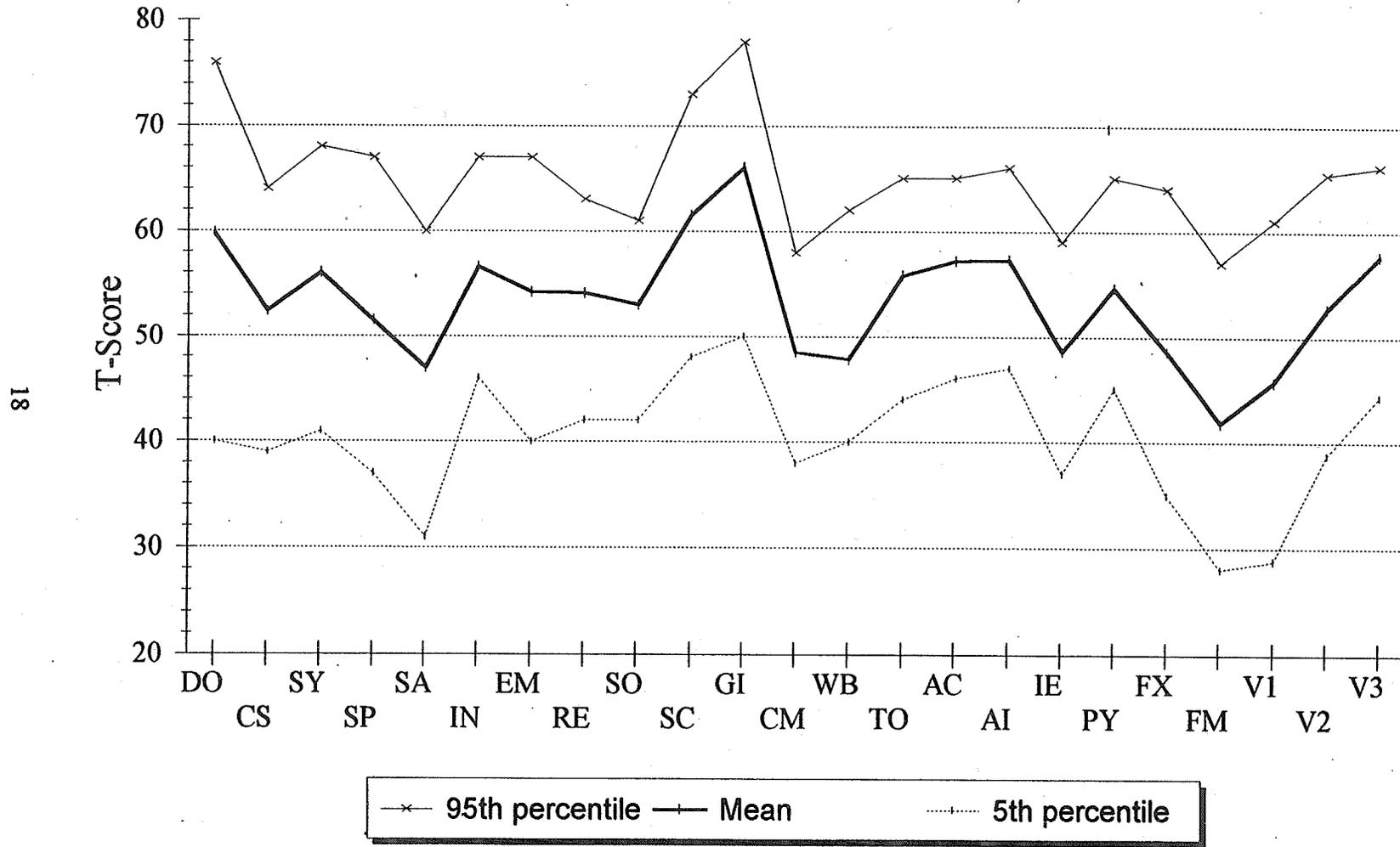
Significant male-female mean score differences were found on nine MMPI-2 scales and three CPI-462 scales. Females scored significantly *lower* than males, on average, on five MMPI scales (*F, Ma, ES, MAC, ASP*) and higher on four MMPI scales (*D, MF, Si, R*). With regard to CPI scale differences, females tended to score higher on two scales (*F/M, VI*), and lower on one scale (*Sp*).

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<sup>5</sup>JPI scales were not examined due to the small sample size.

**Figure 3**  
**Dispatcher Applicant Profile: CPI-462**

Figure 3



N=298-299

## Validity Evidence for Psychological Tests

**Test Scales.** Scores on the various MMPI, CPI, and JPI scales were correlated with the above described job performance measures and four scales were found to be among the better predictors of dispatcher job performance: MMPI *WRK* and *F*, and CPI *So* and *In*. Validity results for these scales are outlined below.

- ♦ *MMPI-WRK (Work Interference)*: Higher scores on *WRK* are associated with *lower* job effectiveness ratings, *higher* rates of work behavior problems (unisex normed scores), *higher* rates of employee turnover, and *higher* rates of complaints regarding employee performance.
- ♦ *MMPI-F (Infrequency)*: Increases in *F* are associated with *lower* job effectiveness ratings, *higher* rates of employee turnover (gender normed scores), and *higher* rates of complaints regarding employee performance (gender normed scores).
- ♦ *CPI-So (Socialization)*: Higher scores on *So* are correlated with *higher* ratings of job effectiveness (unisex normed scores), *lower* rates of work behavior problems (unisex normed scores), and *lower* rates of complaints regarding employee performance.
- ♦ *CPI-In (Independence)*: Increases in *In* are associated with *higher* job effectiveness ratings, *lower* rates of work behavior problems, *higher* attendance and punctuality ratings, and *lower* rates of complaints regarding employee performance.

The validity results were promising for a number of the psychological test scales that were examined in the study:

- ♦ When scaled to *published gender-specific norms*, the following were found to predict at least one measure of job performance at the .01 level of significance: MMPI scales *F*, *Hy*, *Pd*, *Ma*, *Si*, *ES*, *RE*, and *WRK*, and JPI scale *CPX* were found to be negatively related to job performance; CPI scales *So* and *In* are positively correlated with job performance.
- ♦ When scaled to *applicant unisex norms*, only *MF* and *WRK* were predictive ( $p < .01$ ) among MMPI scales. The same CPI scales as above were predictive and one additional JPI scale was predictive, *ENL*.

Correlations between all of the test scales and job performance measures included in the study are reported in Appendix F.

**Test Scale Composites.** Various combinations of the above four tests (*WRK*, *F*, *So*, and *In*) were added together to compute composite scores and all were found to be substantially predictive of job performance, as summarized below.

- ♦ The combination of all four tests (*So + In - WRK - F*) was found to be substantially correlated with dispatcher job performance; validities of approximately .40 were obtained with several job performance indices. Increases in test composite score are associated with

job effectiveness, good attendance/punctuality, fewer work behavior problems, a lower likelihood of employee turnover, and fewer complaints regarding job performance.

- ♦ The combination of two "normal" personality scales (*So* + *In*) was found to correlate with job performance nearly as well as the above four-test composite. Moreover, cross-validation results were the most favorable for the *So+In* composite relative to others that were examined (see technical report).
- ♦ Comparable validity results were obtained for applicant *unisex norm* score composites and published *gender norm* score composites.
- ♦ Correlation tables for the test scale composites and job performance measures are presented in Appendix G.
- ♦ Relationships among the four scales were examined and are described in the technical report. A noteworthy finding is that *So* and *In* each contribute to the prediction of job performance, while *WRK* does not add significantly to the prediction of job performance, over and above that provided by *So* and *In*. Also, while *F* adds significantly to the prediction of performance provided by *So* and *In*, there is little practical utility in adding *F*.
- ♦ The test composites were also found to be predictive of job performance within racial/ethnic and gender groups in most instances, despite very small sample sizes. Comparable results were obtained for gender-based and unisex normed scores (see technical report).

### Psychological Suitability Ratings

**Base Rates.** With regard to psychologists' overall job suitability ratings (i.e., their syntheses of test scores, interview, personal history, and other information), approximately one of every four job applicants evaluated (25%) were rated "unsuitable"; one of three (35%) were rated "marginally suitable"; and 40% were rated "suitable."<sup>6</sup> Less than half (45%) of all applicants subjected to the psychological evaluation were hired. Of those hired, 95% were rated "suitable" (i.e., 5% of those hired were actually rated "unsuitable"). Table 5 presents cross-tabulations of 2- and 3-level suitability ratings by hiring decision.

**Relationships With Test Scales.** Psychologists' suitability ratings were correlated with the various test scales to examine the extent to which the ratings can be explained by test scores. Overall, the results indicated that psychologists in the study rely largely upon information other than test scores (e.g., personal history information, interview, etc.) and/or use such scores differently in formulating their suitability recommendations.

More specifically, many alternative combinations of scales were identified which offered comparable prediction of suitability ratings. Furthermore, less than 15% of the variance in 2-level suitability ratings was accounted for by the best predictive test combinations (approximately 25% for 3-level ratings); see technical report.

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<sup>6</sup>Significant differences were detected between psychologists with respect to the percentage of candidates rated "suitable" (see technical report).

Table 5  
Cross-Tabulation of Suitability Ratings and Hiring Decisions

2-Level Suitability Ratings

Suitability Rating	No. Applicants		
	Not Hired	Hired	Total
Unsuitable	201	21	222 24.2%
Suitable	300	394	694 75.8%
Total	501 54.7%	415 45.3%	916

3-Level Suitability Ratings

Suitability Rating	No. Applicants		
	Not Hired	Hired	Total
Unsuitable	201	21	222 25.4%
Marginal	165	140	305 34.9%
Suitable	125	222	347 39.7%
Total	491 56.2%	383 43.8%	874

Note: Hire status and/or 2-level rating not reported for 8 cases; hire status and/or 3-level rating not reported for 50 cases.

**Prediction of Job Performance.** Overall, psychological suitability ratings were *not* found to be significantly correlated with the job performance measures obtained for dispatchers in the study ( $p > .05$ ). However, when the correlations were examined separately for each psychologist, significant prediction of job performance was found in two instances and the results for several others, while nonsignificant, were in the desired direction (see technical report).

It should be noted that the sample sizes were small in many of these analyses and thus, the ability to detect statistically significant relationships was limited. The conclusiveness of these findings is further limited by the fact that the suitability ratings were considered in making hiring decisions and as a result, most of the candidates who were rated unsuitable (90%) were not hired. If these candidates had been hired and subsequently performed poorly on the job, the validity results would be much improved (this potential impact upon validity findings is referred to as "restriction of range"). Thus, the magnitudes of the observed validity coefficients may be underestimates.

### **Implications for Dispatcher Psychological Assessment**

The significant variation between psychologists' suitability ratings and the observed differences in their relationships with job performance suggests that there is a need for standardization in the preemployment psychological evaluation process for dispatcher candidates. Continued research is also needed to assess the predictive validity of psychological suitability ratings since the present study was inconclusive in this regard. Agencies are encouraged to conduct follow-up research on the effectiveness of their psychological evaluations; the job performance rating instruments contained in Appendix C are provided for this purpose.

The validity findings for the psychological test scales indicate that there are a number of scales which are valid predictors of dispatcher performance and thus, should be given serious consideration for inclusion and emphasis in the evaluation. Four scales were particularly effective in this regard; i.e., *WRK*, *F*, *So* and *In*.

Additional test instruments, other than those included in the above described research, may also provide suitable measures of important traits and underlying constructs. For example, the NEO-PI (Costa and MacRae, 1992) and the 16PF (Cattell, et al., 1988) are described by the authors as measures of constructs that appear to be consistent with many of the traits identified as essential to perform dispatcher work. Whatever assessment instruments are used in the psychological evaluation, they should be objective measures that are supported by research demonstrating their job relevance.

The validity results obtained for the normal personality scales (*So+In*) have important implications in light of legal restrictions upon the types of assessments that can be made before a conditional offer of employment is tendered (i.e., the Americans with Disabilities Act). Medically oriented instruments such as the MMPI are clearly restricted to "post-offer" use, while tests of normal personality may be appropriate for use early in the selection process (i.e., pre-offer).

The validity findings for unisex normed scales have important implications for the use of psychological tests in an employee selection environment. The use of scales scored in such a

manner may help employers avoid potential legal claims of "differential treatment" that could arise when candidates' test scores are used differently depending upon their gender (see Civil Rights Act of 1991).

Overall, the test scale validity results reported above are encouraging. Nevertheless, additional empirical research is needed to determine how the various scales should be combined in a personnel selection model. That is, the joint and incremental validity of personality, cognitive, and biodata measures should be examined.

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## APPENDICES

APPENDIX A

EXAMPLE DISPATCHER PSYCHOLOGICAL ASSESSMENT REPORT

**PUBLIC SAFETY DISPATCHER  
PSYCHOLOGICAL ASSESSMENT REPORT**

Date: \_\_\_\_\_ Candidate: \_\_\_\_\_ Agency: \_\_\_\_\_

**TRAIT RATING SCALE:** *To what extent does the candidate's psychological evaluation suggest a likelihood of performance problems related to this essential trait?*

**NS** No significant problems are predicted in this area; the candidate is expected to meet or exceed the demands of the job that require this trait.

**MOD** There are some concerns about the candidate's ability to meet job demands that require this trait.

**SP** Significant performance problems are predicted in this area; the candidate is expected to have severe difficulty in meeting job demands that require this trait.

*Describe the basis for your rating in the space provided below each trait. For example, note test scale scores, interview responses, behavioral incidents, etc., that support your finding.*

(✓ check one)

NS MOD SP

\_\_\_ \_\_\_ \_\_\_ **TOLERANCE OF STRESS:** Performs job duties effectively under adverse conditions (e.g., working under time pressure with high visibility and serious consequence of error, in crisis situations, tragedies, and emergencies, handling simultaneous incidents, and working with frequent interruption); "bounces back" from negative situations; performs duties under extreme pressure without delay.

Comments: \_\_\_\_\_  
\_\_\_\_\_

\_\_\_ \_\_\_ \_\_\_ **INTEGRITY:** Is honest and impartial; maintains confidentiality of information; refrains from using position for personal gain.

Comments: \_\_\_\_\_  
\_\_\_\_\_

\_\_\_ \_\_\_ \_\_\_ **DEPENDABILITY:** Acts responsibly and reliably in all situations; willing to accept the consequences of one's decisions and behavior; is disciplined, thorough, accurate and punctual.

Comments: \_\_\_\_\_  
\_\_\_\_\_

\_\_\_ \_\_\_ \_\_\_ **EMOTIONAL CONTROL:** Acts calm and collected and does not allow emotions to affect performance or disrupt the work environment; does not overreact to situations; accepts delays without getting upset (is slow to anger); performs effectively in crises or overwhelming situations; does not become personally involved.

Comments: \_\_\_\_\_  
\_\_\_\_\_

\_\_\_ \_\_\_ \_\_\_ **TOLERANCE OF UNPLEASANT WORK ENVIRONMENT:** Accepts and is able to function effectively in a restrictive, demanding, and highly structured work environment (e.g., working in isolation, late or early shifts, long hours, sitting for prolonged periods, confined work space, rigid chain of command).

Comments: \_\_\_\_\_  
\_\_\_\_\_

DISPATCHER PSYCHOLOGICAL ASSESSMENT REPORT (continued)

(✓ check one)

NS MOD SP

— — —

**ADAPTABILITY:** Changes behavior to meet the shifting demands of the job; adapts to substantial increases or decreases in work load and to changes in assignments; remains alert during periods of slow or repetitive work activity.

Comments: \_\_\_\_\_  
\_\_\_\_\_

— — —

**TEAMWORK:** Assists and cooperates willingly and effectively with co-workers, supervisors, field personnel and personnel at other agencies in performing job duties; a "team player."

Comments: \_\_\_\_\_  
\_\_\_\_\_

— — —

**MATURITY:** Draws upon life experiences to deal with situations; thinks before acting (e.g., not impulsive); is not easily fooled (e.g., not naive); sees value in and takes work seriously; sensible; recognizes and is not bothered by trivial negative events and circumstances.

Comments: \_\_\_\_\_  
\_\_\_\_\_

— — —

**PRODUCTIVITY:** Performs work in an efficient, organized and timely manner; performs effectively without constant supervision.

Comments: \_\_\_\_\_  
\_\_\_\_\_

— — —

**POSITIVE ATTITUDE:** Reacts in a positive and constructive manner when confronted with negative work situations; is optimistic; sees the good side in situations; displays cheerfulness; acts inspired about work; sees value in the organization and its members; is able to use humor appropriately to relieve tense or stressful situations.

Comments: \_\_\_\_\_  
\_\_\_\_\_

— — —

**ASSERTIVENESS:** Takes command of a situation; acts confidently, without hesitation; willing to voice personal views; not easily intimidated.

Comments: \_\_\_\_\_  
\_\_\_\_\_

— — —

**SOCIAL CONCERN:** Concerned with the safety and welfare of others; demonstrates an interest in people and serving the public.

Comments: \_\_\_\_\_  
\_\_\_\_\_

— — —

**MOTIVATION:** Displays hustle and drive in reaching work goals; self-motivated; makes use of "down time"; recognizes that the job may require additional time and energy; seeks answers to issues and questions; keeps trying, even in difficult situations; proceeds in the face of adversity.

Comments: \_\_\_\_\_  
\_\_\_\_\_

DISPATCHER PSYCHOLOGICAL ASSESSMENT REPORT (continued)

(✓ check one)  
NS MOD SP

— — —

**INTERPERSONAL SENSITIVITY:** Addresses situations in a sensitive, straightforward manner, showing consideration for others; resolves disputes in the least offensive manner; acts in an unbiased fashion towards others, keeping personal prejudices out of the work place; attempts to understand and respects the attitudes and beliefs of others.

Comments: \_\_\_\_\_  
\_\_\_\_\_

— — —

**COGNITIVE ABILITY:** Possesses adequate verbal, reasoning, memory, and perceptual abilities. **Note:** consider available test scores (such as the *POST Entry-Level Dispatcher Selection Test Battery*) and/or any supplemental assessments that are made.

Comments: \_\_\_\_\_  
\_\_\_\_\_

\* \* \*

**SUMMARY AND CONCLUSIONS:**

*Integrate applicant history, test data, interview behavior, etc., and relate this information to the trait ratings and to the anticipated impact on job performance. The summary should include the rationale for the overall suitability rating that follows.*

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**OVERALL JOB SUITABILITY:** Check (✓) the description below that best summarizes your findings with respect to the candidate's overall suitability to perform dispatcher work.

\_\_\_ **SUITABLE:** The candidate appears to be adequately suited to meet or exceed the psychological demands of the dispatcher job. No significant performance problems are predicted in the essential trait areas.

\_\_\_ **MARGINALLY SUITABLE:** Some performance problems are predicted in one or more essential trait areas indicating that the candidate may have difficulty meeting the demands of the job.

\_\_\_ **POORLY SUITED:** Significant performance problems are predicted in one or more essential trait areas indicating that the candidate is likely to have significant difficulty in meeting specified demands of the job.

**Examining Psychologist:**

Name: \_\_\_\_\_ Signature: \_\_\_\_\_

**Additional Comments:**

\_\_\_\_\_  
\_\_\_\_\_

APPENDIX B

PSYCHOLOGICAL TEST SCALES  
INCLUDED IN THE POST RESEARCH

**Appendix B**  
**Psychological Test Scales Included in POST Research**

<b>Minnesota Multiphasic Personality Inventory (MMPI)</b> (Hathaway & McKinley, 1989)		<b>No. Items</b> <b>K correction (if any)</b> <b>Norms (unisex, M/F)</b>	
		<b>Form 1</b>	<b>Form 2</b>
<b>MMPI Validity Scales</b>			
<b>L</b> Lie	<b>Higher:</b> denies minor faults and character flaws that most individuals are willing to admit; extreme elevation may reflect pervasive test taking orientation ("faking good," defensive, denial, or random responding). <b>Lower:</b> may reflect exaggeration of emotional problems and adjustment difficulties ("faking bad"); examine in conjunction with K scale.	15 Unisex	15 M/F
<b>F</b> Infrequency	<b>Higher:</b> endorses items that are rarely endorsed by others; may indicate random responding, scoring errors, malingering, marginal reading ability, psychotic process, reaction to special circumstances (e.g., marital distress, bereavement, and job loss). <b>Lower:</b> conformity; possibly faking good.	64 Unisex	60 M/F
<b>K</b> Correction	<b>Higher:</b> "defensiveness"; may reflect a subtle tendency to slant answers in a direction that minimizes implications of poor emotional control and personal ineffectiveness; may also indicate a healthy person's well-managed life.	30 Unisex	30 M/F
<b>MMPI Clinical Scales</b>			
<b>Hs (1)</b> Hypochondriasis	<b>Higher:</b> excessive concern about health and presentation of a variety of specific or general somatic complaints with little or no organic basis. <b>Lower:</b> optimistic, energetic, capable, effective. Developed on neurotic patients.	33 +.5K M/F	32 +.5K M/F
<b>D (2)</b> Depression	<b>Higher:</b> feelings of discouragement, pessimism, and hopelessness that characterize clinical depression; also reflects personality based features of hyper-responsibility, high personal standards and intrapunitiveness. <b>Lower:</b> active, enthusiastic, cheerful, optimistic. Developed on psychiatric patients.	60 M/F	57 M/F
<b>Hy (3)</b> Conversion Hysteria	<b>Higher:</b> denial of problems in one's life or the lack of social anxiety; reporting physical complaints or troubling disorders. <b>Lower:</b> cynical, tough-minded, socially isolated and aloof, few interests. Developed on patients exhibiting some form of sensory or motor disorder without an organic basis.	60 M/F	60 M/F
<b>Pd (4)</b> Psychopathic Deviate	<b>Higher:</b> poor judgment, unstable, irresponsible, self-centered and immature, antisocial actions, aggressive or assaultive, poor tolerance of boredom or tedium, problems with authority, recurrent marital and work problems, rebellious and hostile, superficial emotional reactions, underachievement, superficial relationships. <b>Lower:</b> conventional and rigid, unassertive and passive, moralistic, self-critical, over-controlled. Developed on individuals in continuous trouble with the law even though they have no cultural deprivation and despite their normal intelligence and relative freedom from serious neurotic or psychotic disorders.	50 +.4K Unisex	50 +.4K M/F
<b>Mf (5)</b> Masculinity- Femininity	<b>Higher:</b> feminine interest pattern, conflicts over sexual identity, passive and effeminate, insecure, homoerotic friends, curious and creative, tolerant of others, individualistic, empathic, intellectual interests. <b>Lower:</b> masculine interests, macho protest, crude and aggressive, reckless, few interests, action oriented, self-confident. Developed on men seeking psychiatric help on controlling homoerotic feelings and their many painful confusions over gender role.	60 M/F	56 M/F

**Appendix B**  
Psychological Test Scales Included in POST Research

<b>Minnesota Multiphasic Personality Inventory (MMPI)</b> (Hathaway & McKinley, 1989)		No. Items K correction (if any) Norms (unisex, M/F)	
		Form 1	Form 2
<b>Pa (6)</b> Paranoia	<b>Higher:</b> marked interpersonal sensitivities and a tendency to misinterpret the motives and intentions of others, as well as self centeredness and insecurity (thought disorder, mistaken beliefs, ideas of reference, vengeful and brooding, may act on delusions, angry and resentful, displaces blame and criticisms, hostile and suspicious, rigid and stubborn, misinterprets social situations). <b>Lower:</b> balanced and cheerful, wary and evasive, stubborn. Developed on patients showing some paranoid condition or paranoid state.	40 Unisex	40 M/F
<b>Pt (7)</b> Psychasthenia	<b>Higher:</b> obsessive-compulsive behaviors such as obsessive worries, compulsive rituals, exaggerated fears, generalized anxiety and distress (negative emotionality), the avowal of high moral standards, self-blame for things that go wrong, and rigid efforts to control impulses. <b>Lower:</b> self-confident, free of insecurities, relaxed and comfortable, persistent and efficient. Developed on patients.	48 +1K M/F	48 +1K M/F
<b>Sc (8)</b> Schizophrenia	<b>Higher:</b> strange beliefs or actions, unusual experiences, and special sensitivities. <b>Lower:</b> conventional and conservative, self-controlled, submissive. Developed on psychiatric patients who were manifesting various forms of schizophrenic disorder.	78 +1K M/F	78 +1K M/F
<b>Ma (9)</b> Hypomania	<b>Higher:</b> over-ambitiousness, extroversion, and high aspirations. <b>Lower:</b> apathetic and pessimistic, easily fatigued, shy and dependent, poor self-confidence, depressed. Developed on patients in the early stages of a manic episode of manic-depressive disorder.	46 +.2K Unisex	46 +.2K Unisex
<b>Si (0)</b> Social Introversion	<b>Higher:</b> indicates social shyness, preference for solitary pursuits, and lack of social assertiveness. <b>Lower:</b> indicates social participation and ascendance. Developed on a sample of college students scoring at extremes of a social introversion and an extroversion scale.	70 Unisex	69 M/F
<b>MMPI Supplemental Scales</b>			
<b>A</b> Anxiety	<b>Higher:</b> reflects distress, anxiety, discomfort, and general emotional upset; tendency to be inhibited and overcontrolled, incapable of making decisions without hesitation and uncertainty, conforming and easily upset in social situations. <b>Lower:</b> energetic, competitive, and socially outgoing, may be unable to tolerate frustration and usually prefer action to contemplation. Developed to assess the first dimension that results when the MMPI validity and clinical and validity scales are factor analyzed.	39 M/F	39 M/F
<b>R</b> Repression	<b>Higher:</b> tend to be conventional, submissive people who avoid unpleasantness or disagreeable situations. <b>Lower:</b> appear to be outgoing, energetic, expressive, uninhibited, and informal people with enthusiasm for living. Low scorers tend to be emotional, excitable, aggressive, shrewd, and dominant. Developed to assess the second dimension that results when the MMPI standard validity and clinical scales are factor analyzed.	40 M/F	37 M/F
<b>ES</b> Ego Strength	<b>Higher:</b> adaptable, resilient, personally resourceful, effective in functioning, and generally in good psychological health. <b>Lower:</b> tend to report inhibition, physical ailments, and feeling unable to deal with environmental pressures; have poor self-concepts and difficulty in adapting to problem situations. Developed to assess an individual's capability to profit from group or individual psychotherapy.	68 M/F	52 M/F

**Appendix B**  
**Psychological Test Scales Included in POST Research**

<b>Minnesota Multiphasic Personality Inventory (MMPI)</b> (Hathaway & McKinley, 1989)		No. Items K correction (if any) Norms (unisex, M/F)	
		Form 1	Form 2
<b>MAC</b> MacAndrew Alcoholism Scale	<b>Higher:</b> revised scale suggests general addiction proneness, not just alcoholism; socially extroverted, exhibitionistic, and willing to take risks. <b>Lower:</b> contra-indicate substance abuse; tend to be shy, introverted and lacking in self-confidence. <i>The scale has not been validated on minority ethnic/racial groups.</i> Developed on known male alcoholics to differentiate them from male psychiatric patients.	49 M/F	49 M/F
<b>OH</b> Overcontrolled Hostility	<b>Higher:</b> respond to provocations appropriately most of the time, but occasionally display aggressive responses without apparent provocation. <b>Lower:</b> may either be chronically aggressive or quite appropriate in the expression of their aggression. Developed by contrasting the responses of violent and nonviolent prisoners. The scales measure an individual's capacity to tolerate frustrations without retaliation.	31 K: no G: yes	28 K: no G: yes
<b>DO</b> Dominance	<b>Higher:</b> associated with poise, self-assurance, social initiative, perseverance, resoluteness, and group leadership. <b>Lower:</b> submissive, unassertive, easily influenced by other people, lacking in self-confidence, and feel inadequate in handling their problems. Developed on high school and college students identified as either high or low in dominance in their interpersonal relationships.	28 (norm?)	25 M/F
<b>RE</b> Social Responsibility	<b>Higher:</b> see self as willing to accept the consequences of actions, dependable, trustworthy, and as having a sense of integrity and a sense of responsibility to the group. <b>Lower:</b> do not see self and not seen by others as willing to accept responsibility for own behaviors; lack or are deficient in dependability, trustworthiness, integrity, and a sense of responsibility to the group. Developed on students classified as more or less responsible than most students.	32 (norm?)	30 M/F
<b>MMPI Content Scales</b>			
<b>ASP</b> Antisocial Practices	<b>Higher:</b> expect hidden, negative motivations behind the acts of others, especially those close to them (fellow workers, family, and friends); report problem behaviors during school years and antisocial practices such as being in trouble with the law, stealing, or shoplifting. They may sometimes enjoy the antics of criminals, and may even endorse unlawful conduct; they believe it is all right to get around the law.	n/a	22 M/F
<b>WRK</b> Work Interference	<b>Higher:</b> behaviors or attitudes likely to contribute to poor work performance. Problems may include: low self-confidence, concentration difficulties, obsessiveness, tension and pressure, and decision-making problems. Others suggest lack of family support for career choice, personal questioning of career choice, and negative attitudes toward co-workers.	n/a	33 M/F

**Appendix B**  
**Psychological Test Scales Included in POST Research**

<b>California Psychological Inventory (CPI)</b> (Gough, 1987)			<b>No. Items</b> (all scales gender normed)	
<b>Scale Name</b>	<b>Intended Implications of Higher and Lower Scores</b>		<b>Form 480</b>	<b>Form 462</b>
Do Dominance	Higher	Confident, assertive, dominant, task-oriented	46	-10 +0 =36
	Lower	Unassuming, not forceful		
Cs Capacity for Status	Higher	ambitious, wants to be a success, independent	32	-4 +0 =28
	Lower	unsure of self, dislikes direct competition		
Sy Sociability	Higher	sociable, likes to be with people, friendly	36	-4 +0 =32
	Lower	shy, feels uneasy in social situations, prefers to keep in the background		
Sp Social Presence	Higher	self-assured, spontaneous; a good talker; not easily embarrassed	56	-18 +0 =38
	Lower	cautious, hesitant to assert own views or opinions; not sarcastic or sharp-tongued		
Sa Self-Acceptance	Higher	has good opinion of self; sees self as talented, and as personally attractive	34	-6 +0 =28
	Lower	self-doubting; readily assumes blame when things go wrong; often thinks others are better		
In Independence	Higher	self-sufficient, resourceful, detached	n/a	30
	Lower	lacks self-confidence, seeks support from others		
Em Empathy	Higher	comfortable with self and well-accepted by others; understands the feelings of others	n/a	38
	Lower	ill at ease in many situations; unempathic		
Re Responsibility	Higher	responsible, reasonable, takes duties seriously	42	-6 +0 =36
	Lower	not overly concerned about duties and obligations; may be careless or lazy		
So Socialization	Higher	comfortably accepts ordinary rules and regulations; finds it easy to conform	54	-8 +0 =46
	Lower	resists rules and regulations; finds it hard to conform; not conventional		
Sc Self-control	Higher	tries to control emotions and temper; takes pride in being self-disciplined	50	-12 +0 =38
	Lower	has strong feelings and emotions, and makes little attempt to hide them; speaks out when angry or annoyed		

**Appendix B**  
**Psychological Test Scales Included in POST Research**

<b>California Psychological Inventory (CPI)</b> (Gough, 1987)			<b>No. Items</b> (all scales gender normed)	
Scale Name	Intended Implications of Higher and Lower Scores		Form 480	Form 462
Gi Good Impression	Higher	wants to make a good impression; tries to do what will please others	40	-5 +5 =40
	Lower	insists on being himself or herself, even if this causes friction or problems		
Cm Communality	Higher	fits in easily; sees self as a quite average person	28	-3 +13 =38
	Lower	sees self as different from others; does not have the same ideas, preferences, etc., as others		
Wb Sense of Well-Being	Higher	feels in good physical and emotional health; optimistic about the future	44	-6 +0 =38
	Lower	concerned about health and personal problems; worried about the future		
To Tolerance	Higher	is tolerant of others' beliefs and values, even when different from or counter to own beliefs	32	-10 +10 =32
	Lower	not tolerant of others; skeptical about what they say		
Ac Achievement via Conformance	Higher	has a strong drive to do well; likes to work in settings where tasks and expectations are clearly defined	38	-10 +10 =38
	Lower	has difficulty in doing best work in situations with strict rules and expectations		
Ai Achievement via Independence	Higher	has a strong drive to do well; likes to work in settings that encourage freedom and individual initiative	32	-7 +11 =36
	Lower	has difficulty in doing best work in situations that are vague, poorly defined, and lacking in clear-cut methods and standards		
Ie Intellectual Efficiency	Higher	efficient in use of intellectual abilities; can keep on at a task where others might get bored or discouraged	52	-12 +2 =42
	Lower	has a hard time getting started on things, and seeing them through to completion		

**Appendix B**  
**Psychological Test Scales Included in POST Research**

<b>California Psychological Inventory (CPI)</b> (Gough, 1987)		<b>No. Items</b> (all scales gender normed)	
<b>Scale Name</b>	<b>Intended Implications of Higher and Lower Scores</b>	<b>Form 480</b>	<b>Form 462</b>
Py Psychological- mindedness	Higher    more interested in why people do what they do than in what they do; good judge of how people feel and what they think about things	22	-0 +6 =28
	Lower    more interested in the practical and concrete than the abstract; looks more at what people do than what they feel or think		
Fx Flexibility	Higher    flexible; likes change and variety; easily bored by routine life and everyday experiences; may be impatient and even erratic	22	-0 +6 =28
	Lower    not changeable; likes a steady pace and well-organized life; may be stubborn and even rigid		
F/M Femininity/ Masculinity	Higher    sympathetic, helpful; sensitive to criticism; tends to interpret events from a personal point of view; often feels vulnerable	38	-6 +0 =32
	Lower    decisive, action-oriented; takes the initiative; not easily subdued; rather unsentimental		

**Appendix B**  
**Psychological Test Scales Included in POST Research**

<b>Jackson Personality Inventory (JPI)</b> (Jackson, 1994)		
Scale Name	Intended Implications of Higher and Lower Scores	No. Items (all scales gender normed)
Anx Anxiety	Higher      Tends to worry over inconsequential matters; more easily upset than the average person; apprehensive about the future.	20
	Lower      Remains calm in stressful situations; takes things as they come without worrying; can relax in difficult situations; usually composed and collected.	
Bdi Breadth of Interest	Higher      Is attentive and involved; motivated to participate in a wide variety of activities; interested in learning about a diversity of things.	20
	Lower      Has a narrow range of interests; remains uninterested when exposed to new activities; has few hobbies; confined tastes.	
Cpx Complexity	Higher      Seeks intricate solutions to problems; is impatient with oversimplification; is interested in pursuing topics in depth regardless of their difficulty; enjoys abstract thought; enjoys intricacy.	20
	Lower      Prefers concrete to abstract interpretations; avoids contemplative thought; uninterested in probing for new insight.	
Cny Conformity	Higher      Is susceptible to social influence and group pressures; tends to modify behaviors to be consistent with standards set by others; follows suit; fits in.	20
	Lower      Refuses to go along with the crowd; unaffected and unswayed by others' opinions; independent in thought and action.	
Enl Energy Level	Higher      Is active and spirited; possesses reserves of strength; does not tire easily; capable of intense work or recreational activity for long periods of time.	20
	Lower      Tires quickly and easily; avoids strenuous activity; lacks stamina; requires a great deal of rest; slow to respond.	
Inv Innovation	Higher      A creative and inventive individual, capable of originality of thought; motivated to develop novel solutions to problems; values new ideas; likes to improvise.	20
	Lower      Has little creative motivation; seldom seeks originality; conservative thinker; prefers routine activities.	
Iaf Interpersonal Affect	Higher      Tends to identify closely with other people and their problems; values close emotional ties with others; concerned about others.	20
	Lower      Emotionally aloof; prefers impersonal to personal relationships; displays little compassion for other people's problems; has trouble relating to people; is emotionally unresponsive to those around him.	

**Appendix B**  
**Psychological Test Scales Included in POST Research**

<b>Jackson Personality Inventory (JPI)</b> (Jackson, 1994)		
Scale Name	Intended Implications of Higher and Lower Scores	No. Items (all scales gender normed)
Org Organization	Higher    Makes effective use of time; completes work on schedule; is not easily distracted.	20
	Lower    Frequently procrastinates; easily distracted; falls behind in assignments or duties; often loses things; personal effects frequently in disarray; handles situations in an unsystematic, unpredictable way; rarely plans before doing things.	
Rsy Responsibility	Higher    Feels a strong obligation to be honest and upright; experiences a sense of duty to other people; has a strong and inflexible conscience.	20
	Lower    Apathetic about helping others; frequently breaks promises; takes little interest in community projects; can't be relied on to meet obligations; refuses to be held to answer for his actions.	
Rkt Risk Taking	Higher    Enjoys gambling and taking a chance; willingly exposes self to situations with uncertain outcomes; enjoys adventures having an element of peril; takes chances; unconcerned with danger.	20
	Lower    Cautious about unpredictable situations; unlikely to bet; avoids situations of personal risk, even those with great rewards; doesn't take chances regardless of whether the risks are physical, social, monetary, or ethical.	
Ses Self Esteem	Higher    Confidence in dealing with others; not easily embarrassed or influenced by others; shows presence in interpersonal situations; possesses aplomb.	20
	Lower    Feels awkward among people, especially strangers; ill at ease socially; prefers to remain unnoticed at social events; has a low opinion of himself as a group member; lacks self-confidence; easily embarrassed.	
Sca Social Adroitness	Higher    Is skilful at persuading others to achieve a particular goal, sometimes by indirect means; occasionally may be seen as manipulative by others, but is ordinarily diplomatic; socially intelligent.	20
	Lower    Tactless when dealing with others; socially naive and maladroit; speaks in a direct straightforward manner; insensitive to the effects of his behavior on others	
Spt Social Participation	Higher    Will eagerly join a variety of social groups; seeks both formal and informal associations with others; values positive interpersonal relationships; actively social.	20
	Lower    Keeps to himself; has few friends; avoids social activities.	

**Appendix B**  
**Psychological Test Scales Included in POST Research**

<b>Jackson Personality Inventory (JPI)</b> (Jackson, 1994)		
<b>Scale Name</b>	<b>Intended Implications of Higher and Lower Scores</b>	<b>No. Items (all scales gender normed)</b>
Tol Tolerance	Higher     Accepts people even though their beliefs and customs may differ from his own; open to new ideas; free from prejudice; welcomes dissent.	20
	Lower     Entertains only opinions consistent with his own; makes quick value judgements about others; feels threatened by those with different opinions; rejects people from different ethnic, religious, cultural, or social backgrounds; identifies closely with those sharing his beliefs.	
Vlo Value Orthodoxy	Higher     Values traditional customs and beliefs; his values may be seen by others as "old fashioned;" takes a rather conservative view regarding contemporary standards of behavior; opposed to change in social customs.	20
	Lower     Critical of tradition; liberal or radical attitudes regarding behavior; questions laws and precedents; acts in an unconventional manner; believes that few things should be censored	

APPENDIX C

JOB PERFORMANCE RATING INSTRUMENTS

## POST DISPATCHER STUDY DATA COLLECTION & CONTROL SHEET

*Refer to the roster of dispatcher candidates to determine their identities and then indicate whether or not each candidate was hired. Then, for those candidates who were hired, indicate: (1) their probation outcome(s) using the codes on the reverse side of this form; (2) the date probation was completed or, if not completed, the date of separation from your agency; (3) whether or not a Supervisor Rating Booklet was completed; and (4) whether or not an Attendance Rating form was completed.*

Candidate ID#	Hired?	1. Probation Outcome(s) **			2. Date completed probation or resigned/terminated (month/day/year)	3. Supervisor rating completed?	4. Attendance rating completed?
		#1	#2	#3			
001							
002							
003							
004							
005							
006							
007							
008							
009							
010							
011							
012							
013							
014							
015							
016							
017							
018							
019							
020							

**\*\*Refer to list of codes for probation outcomes on the reverse side of this sheet  
Note that multiple reasons for failure may be coded (up to 3 reasons)**

## CODES FOR REPORTING PROBATION SUCCESS/FAILURE\*\*

### COMPLETED:

- C1 = Completed in normal time
- C2 = Completed – required extra time (remediation)
- C3 = Completed – time required unknown

### RESIGNED (VOLUNTARY):

R1 = Resigned while performing *satisfactorily*.

Resigned while performance was *unsatisfactory* due to ...

- R2 = inadequate job knowledge (e.g., call-taking procedures, dispatching procedures, laws, codes, policies, etc.)
- R3 = inadequate job skills (e.g., vocal, listening, equipment/motor skills).
- R4 = inadequate abilities (e.g., verbal, reasoning, memory, speed & accuracy).
- R5 = inadequate worker characteristics (e.g., emotional control, stress tolerance, interpersonal relations, maturity, integrity, etc.).
- R6 = poor work habits (e.g., attendance, motivation, productivity, etc.).

R7 = Resigned, level of performance **unknown**.

### TERMINATED (INVOLUNTARY):

Job performance was *unsatisfactory* due to ...

- T2 = inadequate job knowledge (e.g., call-taking procedures, dispatching procedures, laws, codes, policies, etc.)
- T3 = inadequate job skills (e.g., vocal, listening, equipment/motor skills).
- T4 = inadequate abilities (e.g., verbal, reasoning, memory, speed & accuracy).
- T5 = inadequate worker characteristics (e.g., emotional control, stress tolerance, interpersonal relations, maturity, integrity, etc.).
- T6 = poor work habits (e.g., attendance, motivation, productivity, etc.).

### FAILED TO COMPLETE FOR OTHER REASONS:

- O1 = Injury, illness
- O2 = Other (e.g., family matters, lay-off, etc.)

\*\*NOTE: More than one reason for failure to complete probation may be coded.

*PUBLIC SAFETY DISPATCHER*

*PERFORMANCE EVALUATION*

## **SUPERVISOR RATING BOOKLET**

Using the rating scales contained in this booklet, you are to evaluate the job performance of the dispatcher designated by your agency coordinator.

The ratings you provide will be used in a POST study to evaluate the effectiveness of dispatcher pre-employment testing procedures. Your ratings will be used only for purposes of this study, will have no bearing on the employment status of the individual being rated, and will be kept **confidential**. All individuals will remain **anonymous** in this study.

Please take your time, follow all instructions, and be candid and objective in making your ratings.

Thank you for your assistance.

*Note: This evaluation is to be completed by the immediate supervisor or trainer of the designated dispatcher and is to be completed only by persons who are familiar with the dispatcher's job performance. If you do not meet these criteria then please return this uncompleted booklet to your agency coordinator.*

Dispatcher ID#: \_\_\_\_\_

Agency: \_\_\_\_\_ ( \_\_\_\_\_ )  
POST use only

## EVALUATOR INFORMATION

*The following information is requested about you for purposes of documenting the representativeness of the participants in the study. Like the performance ratings, this information will be kept confidential and used for research purposes only.*

1. Today's date: \_\_\_/\_\_\_/\_\_\_

2. Your name: \_\_\_\_\_  
(so that we may contact you if we have any questions regarding your ratings)

3. Your SSN or ID#: \_\_\_\_\_ (indicate your SSN or a unique ID number)

4. Your present rank/assignment: (check one)

\_\_\_ 1. Supervising Dispatcher

\_\_\_ 2. Training Officer

\_\_\_ 3. Communication Center Supervisor

\_\_\_ 4. Communication Center Manager

\_\_\_ 5. Officer/Deputy

\_\_\_ 6. Sergeant

\_\_\_ 7. Lieutenant

\_\_\_ 8. Captain

\_\_\_ 9. Other: specify \_\_\_\_\_

5. How long have you worked in your present rank/assignment?

Years: \_\_\_ Months: \_\_\_

6. How long have you provided training to, or supervised the work of **this dispatcher?**

Years: \_\_\_ Months: \_\_\_

7. How long have you supervised the work of dispatchers in general?

Years: \_\_\_ Months: \_\_\_ (total experience)

8. How long have you provided training to dispatchers in general?

Years: \_\_\_ Months: \_\_\_ (total experience)

9. How much experience do you have working as a public safety dispatcher?

Years: \_\_\_ Months: \_\_\_ (total experience)

10. Your race/ethnicity: (check one)

\_\_\_ 1. Asian

\_\_\_ 2. Black

\_\_\_ 3. Filipino

\_\_\_ 4. Hispanic

\_\_\_ 5. Native American

\_\_\_ 6. Pacific Islander

\_\_\_ 7. White

\_\_\_ 8. Other

11. Your gender: (check one)

\_\_\_ 1. Male \_\_\_ 2. Female

## RATEE INFORMATION

*The following information is requested about the dispatcher that you are rating for purposes of documenting the representativeness of dispatchers in the study.*

1. What were the dispatcher's primary assignments during the last 12 months of employment? (check one or more)

1. Call-taking only  
 2. Dispatching only  
 3. Combined call-taking/dispatching function (both at same time)  
 4. Rotate between call-taking & dispatching at different times

2. What shifts did the dispatcher work during the last 12 months of employment? (check one or more)

1. Day                       3. Night (graveyard)  
 2. Evening                 4. Relief (Rotating)

3. What was the dispatcher's peace officer status during the last 12 months of employment? (check one)

1. Civilian                 2. Sworn

4. Indicate the individual's total experience working at your agency as a public safety dispatcher:

years     months

## GENERAL INSTRUCTIONS

*The goal of this evaluation is to obtain a comprehensive assessment of the dispatcher's job performance. To this end, the rating booklet contains five sections covering: (1) Effectiveness in Performing Key Job Duties, (2) Knowledge, Skills and Abilities Demonstrated in Performing Job Duties, (3) Work Behaviors, (4) Performance Outcomes, and (5) Overall Job Performance.*

### **Frame of Reference**

When making your ratings you are to consider the dispatcher's performance during the most recent **12-month period** on the job. If the individual worked at your agency for less than 12 months, you should evaluate his or her performance over the total time worked preceding the date of separation.

Rate the individual **relative to the performance expected of an experienced dispatcher**, *not* relative to a trainee at a particular point in the developmental process. If an individual's performance is less than acceptable for any part of a particular work element being evaluated, then you should adjust your rating down for that item. In those instances where you were unable to observe the dispatcher in performing a specific job duty or in demonstrating a particular knowledge, skill, etc., you should not rate the individual, but instead mark "N - Not observed/Unable to rate" for that particular item.

### **Common Rating Problems to Avoid**

When making your performance evaluations, you can avoid some typical rating errors by following the guidelines below.

- Rate the individual's performance on each work component separately.** Carefully consider each specific aspect of job performance to be evaluated. A common rating error, "*Halo*," occurs when the evaluator gives an individual the same rating in all areas of work because of a general impression of his or her performance.
- Use the full range of the rating scale, when appropriate.** Another type of rating problem occurs when a rater adopts a rigid policy when making evaluations. For example, some raters may feel that no one deserves to be rated very high (the rater is very strict), or that no one should be rated too low (the rater is lenient). Other raters may tend to "play it safe" by giving average ratings to all of their staff, regardless of their actual performance differences.
- Use the rating scales as they are defined.** Review carefully the specific definitions of each work component to be evaluated. A common rating problem occurs when raters simply read the titles and use their own definitions of the job components to be evaluated.

***Now proceed to the next page and begin the performance rating.***

# 1. Effectiveness in Performing Key Job Duties

*In this section you are to evaluate the dispatcher's effectiveness in performing various important job duties that are commonly performed by public safety dispatchers in California.*

## Instructions

For each job duty listed on the following pages, you are to use the **Effectiveness Scale** below to rate the dispatcher's performance during the **last 12 months**. As you complete your ratings, please pay close attention to the definitions given in the rating scale and keep them in mind as you rate the individual's performance of each duty.

### EFFECTIVENESS SCALE:

*Effective job performance is that which results in the most **successful** outcome possible under the circumstances, while considering the **safety** of citizens and field units. To be regarded as effective, job performance should be **efficient** (does not create additional and unnecessary work), **accurate**, **timely**, **anticipatory** of coworkers' needs, and **in compliance** with departmental and legal requirements.*

#### How effective is the dispatcher in performing this job duty?

- 5 - Extremely effective; consistently far exceeds minimum job requirements in performing this job duty.
- 4 - Very effective; often exceeds minimum job requirements in performing this duty.
- 3 - Effective; consistently performs this job duty well enough to meet minimum job requirements.
- 2 - Somewhat ineffective; often has difficulty performing this job duty acceptably.
- 1 - Ineffective; unable to perform this job duty acceptably.
- N - Not observed/Unable to Rate.

For example, if a dispatcher typically has no difficulty in *obtaining complete, accurate and appropriate information from the calling party*, and often does so in a manner that exceeds minimum expectations, then you would mark "4" in the box next to duty statement #1 on the next page. However, if the individual performs any part of this duty just well enough to be considered competent, you would mark "3" next to the duty statement. If you were unable to observe the dispatcher in performing this duty, then you would mark "N."

Please remember that you are to rate the individual relative to an **experienced dispatcher**. If the individual has resigned or was terminated, then rate his or her performance as demonstrated during the months prior to that time.

***Now proceed to evaluate the dispatcher's effectiveness in performing each of the following job duties.***

**CALL-TAKING:**

- 1. Obtains complete, accurate and appropriate information from calling party.
- 2. Communicates effectively with various types of "difficult" callers (emotionally upset, abusive, nuisance, non-English speaking, TDD, intoxicated, mentally unstable, suicidal, speech-impaired, children, elderly).
- 3. Evaluates and properly classifies initial complaint/request information and determines what further action is necessary, if any.
- 4. Determines appropriate agency or referral for complaints and requests.
- 5. Determines appropriate response/dispatch priority for complaints and requests.
- 6. Summarizes (in written form) incidents, descriptions and other information obtained from callers using clear, concise and appropriate language in an organized, complete and accurate manner.

**PROVIDING INFORMATION TO THE PUBLIC AND OTHER AGENCIES:**

- 7. Determines what information, if any, should be provided to the public, other agencies, and the media.
- 8. Explains departmental policies and procedures, and legal processes to the public, other agencies, and the media.
- 9. Advises citizens of appropriate actions to take in various emergency and non-emergency calls for service.

**DISPATCHING:**

- 10. Determines appropriate personnel and resources to dispatch to incidents.
- 11. Summarizes information for broadcasting using clear, concise and appropriate language in an organized, complete and accurate manner.

## EFFECTIVENESS SCALE:

*Effective job performance is that which results in the most **successful** outcome possible under the circumstances, while considering the **safety** of citizens and field units. To be regarded as effective, job performance should be **efficient** (does not create additional and unnecessary work), **accurate, timely, anticipatory** of coworkers' needs, and **in compliance** with departmental and legal requirements.*

### How effective is the dispatcher in performing this job duty?

- 5 - Extremely effective; consistently far exceeds minimum job requirements in performing this job duty.
- 4 - Very effective; often exceeds minimum job requirements in performing this duty.
- 3 - Effective; consistently performs this job duty well enough to meet minimum job requirements.
- 2 - Somewhat ineffective; often has difficulty performing this job duty acceptably.
- 1 - Ineffective; unable to perform this job duty acceptably.
- N - Not observed/Unable to Rate.

### DISPATCHING (continued):

- 12. Communicates effectively with field units, verbally and in written form (e.g., broadcasting, receiving, and exchanging information).
- 13. Directs and coordinates appropriate field unit response.
- 14. Initiates and coordinates allied agency response, when appropriate.
- 15. Monitors, coordinates and accurately updates status information regarding field units and incidents.

**USING RESOURCES & EQUIPMENT:**

- 16. Uses appropriate automated data bases (e.g., vehicle, criminal history, driver license, wants and warrants, stolen property, gun, and various specialized data bases) and reference materials (codes, wanted lists, directories, manuals, etc.) to obtain or accurately update information.
  
- 17. Uses telephone system and related equipment, radio broadcasting equipment, and/or computer-aided dispatch (CAD) system properly when receiving and dispatching calls for service.

**CONTINUE TO NEXT PAGE**

## 2. Knowledge, Skills, and Abilities Demonstrated in Performing Job Duties

*This section calls for you to evaluate the dispatcher's job performance in terms of knowledge, skills and abilities (KSAs) demonstrated in the course of performing dispatcher job duties, such as those described in the previous section.*

### Instructions

For each KSA listed on the following page, you are to use the **KSA Scale** below to rate the dispatcher's performance during the last 12 months.

**KSA Scale: What level of Knowledge, Skill, or Ability does the dispatcher typically demonstrate in performing job duties that require the KSA?**

- 5 - An extremely high level reflected by extremely effective performance of job duties that require the KSA.
- 4 - A high level reflected by very effective performance of job duties that require the KSA.
- 3 - An acceptable level reflected by effective performance of job duties that require the KSA.
- 2 - A low level reflected by difficulty in performing relevant job duties effectively.
- 1 - An extremely low level reflected by inability to perform relevant job duties effectively.
- N - Not observed/Unable to rate.

For example, if a dispatcher demonstrates a fairly high level of *Job Knowledge* (as defined on the next page) and this is reflected by very effective performance of job duties, then you would mark "4" in the box next to KSA #1. However, if the individual performs relevant duties just well enough to be considered competent because any aspect of his or her *Job Knowledge* is just adequate, you would mark "3" next to the knowledge statement.

Again, you should rate the individual relative to an **experienced dispatcher** and if any part of a KSA is low-level, then you should adjust your rating down for that KSA. Mark "N" if you were unable to observe the dispatcher in demonstrating the KSA.

**Now proceed to evaluate the dispatcher's demonstrated KSA levels.**

1. **JOB KNOWLEDGE:** Working knowledge of legal codes, restrictions, and requirements; procedures and techniques for **receiving complaints** and calls for service, and for **dispatching** and communicating with field units; **information systems** (CJIS, CLETS, DMV, DOJ, LEDS, NCIC, NLETS); public safety-related agencies and field units/personnel; agency rules and procedures; and equipment operating procedures.
2. **ORAL COMMUNICATION:** The ability to present, describe and summarize information **orally** using clear, concise and appropriate language in an organized manner; and to derive the correct meaning from various types of information received **orally** (e.g., giving and understanding instructions, directions, descriptions, explanations, etc.). This includes competency in applying job-specific vocal and listening techniques.
3. **WRITTEN COMMUNICATION:** The ability to present, describe and summarize information in **written** form using clear, concise and appropriate language in an organized and timely manner (e.g., writing descriptions, instructions, explanations, etc.); and to derive the correct meaning from **written** materials.
4. **REASONING:** The ability to apply knowledge and logic to solve problems, make decisions, and set priorities (e.g., interpreting rules and procedures to determine the appropriate action to take in various situations).
5. **MEMORY:** The ability to retain and recall important details, facts, and other information regarding recent events, descriptions, instructions, directions, etc.
6. **PERCEPTUAL SPEED, ACCURACY, ATTENTION, & TIME SHARING:** The ability to both **quickly** and **accurately** compare and identify similarities and differences between pieces of information, and to combine and make sense of different pieces of information; the ability to concentrate on a task and not be distracted and to concentrate while performing a boring or monotonous task; and the ability to shift back and forth between two or more sources of information to perform two or more cognitive tasks at the same time.
7. **MOTOR SKILLS:** Competency in performing learned manual tasks accurately, quickly and often simultaneously with other job tasks (e.g., operating a keyboard to record information received orally while visually monitoring a telephone console or video display; and operating a radio console and other related equipment while talking or listening).

### 3. Work Behaviors

*This section calls for you to indicate the extent to which the dispatcher has demonstrated various behaviors in the course of performing job duties; that is, in situations that require the behavior.*

#### Instructions

For each behavior listed below, use the following **Work Behavior Scale** to rate the dispatcher's performance over the last 12 months of employment.

#### **Work Behavior Scale:**

*To what extent has the dispatcher demonstrated problems in the performance of job duties related to this work behavior during the last 12 months of employment?*

- 0** = No significant performance problems related to this behavior.
- 1** = Moderate performance problems related to this behavior.
- 2** = Excessive performance problems related to this behavior.
- N** = Not observed/Unable to rate

For example, if an individual has had serious problems in performing job duties as a result of inadequate Tolerance of Stress, then you would mark "2" next to the first item below. However, if the dispatcher has had no problem in performing duties that require Tolerance of Stress, then you would mark "0" in the box next to the behavioral statement. If you did not have the opportunity to observe the dispatcher in a situation that called for the behavior, then you would mark "N."

**Now proceed to rate the dispatcher on each of the following behaviors.**

- 1. **TOLERANCE OF STRESS:** Performs job duties effectively under adverse conditions (e.g., working under time pressure with high visibility and serious consequence of error, in crisis situations, tragedies, and emergencies, handling simultaneous incidents, and working with frequent interruption); "bounces back" from negative situations; performs duties under extreme pressure without delay.
- 2. **INTEGRITY:** Honest and impartial; maintains confidentiality of information; refrains from using position for personal gain.
- 3. **DEPENDABILITY:** Acts responsibly and reliably; demonstrates willingness to accept the consequences of own decisions and behavior; is disciplined, thorough, accurate and punctual.

(continued)

4. **EMOTIONAL CONTROL:** Acts calm and collected and does not allow emotions to affect performance or disrupt the work environment; does not overreact to situations; accepts delays without getting upset (is slow to anger); performs effectively in crises or overwhelming situations.
5. **TOLERANCE OF UNPLEASANT WORK ENVIRONMENT:** Functions effectively in a restrictive, demanding, and highly structured work environment (e.g., working in isolation, late or early shifts, long hours, sitting for prolonged periods, confined work space).
6. **ADAPTABILITY:** Changes behavior to meet the shifting demands of the job; adapts to substantial increases or decreases in work load and to changes in assignments; remains alert during periods of slow or repetitive work activity.
7. **TEAMWORK:** Assists and cooperates willingly and effectively with co-workers, supervisors, field personnel and personnel at other agencies in performing job duties; is a "team player."
8. **MATURITY:** Thinks before acting (e.g., not impulsive; draws upon experience to deal with situations); is not easily fooled (e.g., not naive); sees value in and takes work seriously; is sensible; recognizes and is not bothered by trivial negative events and circumstances.
9. **PRODUCTIVITY:** Performs work in an efficient, organized and timely manner; performs effectively without constant supervision.
10. **POSITIVE ATTITUDE:** Reacts in a positive and constructive manner when confronted with negative work situations; is optimistic; sees the good side in situations; displays cheerfulness; acts inspired about work; sees value in the organization and its members; is able to use humor to relieve tense or stressful situations.
11. **ASSERTIVENESS:** Takes command of a situation; acts confidently, without hesitation; is not easily intimidated; is willing to voice personal views.
12. **SOCIAL CONCERN:** Demonstrates concern for the safety and welfare of others; demonstrates an interest in people and serving the public.
13. **MOTIVATION:** Displays hustle and drive in reaching work goals; is self-motivated; makes use of "down time"; recognizes that the job may require additional time and energy; seeks answers to issues and questions; keeps trying, even in difficult situations; proceeds in the face of adversity.
14. **INTERPERSONAL SENSITIVITY:** Addresses situations in a sensitive, courteous, straightforward manner, showing consideration for others; resolves disputes in the least offensive manner; acts in a professional and unbiased fashion towards others, keeping personal prejudices out of the work place; attempts to understand and shows respect for the attitudes and beliefs of others.

CONTINUE TO NEXT PAGE

#### 4. Performance Outcomes

1. ***During the last 12 month period***, has the dispatcher received special recognition, formal or informal, as a result of outstanding job performance?

YES     NO     UNKNOWN

a) If yes, write the **number** of commendations, special awards, etc., below:

\_\_\_\_\_

b) Please briefly describe the nature of each special commendation, award, etc.:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. ***During the last 12-month period***, have there been any formal or informal complaints regarding the dispatcher's performance, or has the individual been reprimanded due to poor performance or inappropriate behavior?

YES     NO     UNKNOWN

a) If yes, write the **number** of complaints and/or reprimands made by each of the following:

\_\_\_\_\_ dispatcher  
\_\_\_\_\_ supervisor  
\_\_\_\_\_ field unit  
\_\_\_\_\_ citizen  
\_\_\_\_\_ personnel from other agencies  
\_\_\_\_\_ other (specify): \_\_\_\_\_

b) Please briefly describe the nature of each complaint/reprimand:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. **During the last 12-month period**, were there any instances where the dispatcher was unable to perform a critical job duty or service due to inadequate knowledge, skill, ability or some other characteristic?

YES       NO       UNKNOWN

a) If yes, write the **number** of such incidents that involved each of the following reasons for inadequate job performance (**note**: an incident may involve more than one reason for failure to perform):

\_\_\_\_\_ inadequate job knowledge (laws, procedures, etc.)

\_\_\_\_\_ inadequate job skills (vocal, listening, motor)

\_\_\_\_\_ inadequate abilities (verbal, reasoning, memory, perceptual)

\_\_\_\_\_ problem behavior (emotional control, interpersonal skills, motivation, etc.)

\_\_\_\_\_ other (specify): \_\_\_\_\_

b) Please briefly describe the nature of each incident and the specific inadequacies of the dispatcher which led to failure to perform:

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**CONTINUE TO NEXT PAGE**

## 5. Overall Job Performance

Finally, use the scales below to rate the dispatcher's overall job performance and indicate your level of familiarity with the dispatcher's work and the likelihood that he/she will remain with your agency.

**OVERALL EFFECTIVENESS:** Considering all of the job duties and elements of work that you reviewed today, how would you rate the dispatcher's overall effectiveness during the last 12 months on the job? Choose a number from the scale below.

- 5 - Extremely effective; consistently far exceeds minimum job requirements in performing dispatcher work.
- 4 - Very effective; often exceeds minimum job requirements in performing dispatcher work.
- 3 - Effective; consistently performs work well enough to meet minimum job requirements.
- 2 - Somewhat ineffective; often has difficulty performing work acceptably.
- 1 - Ineffective; unable to perform work acceptably.

**RELATIVE PERFORMANCE:** Compared to all experienced dispatchers in your department who perform similar job duties, how well did the dispatcher perform over the last 12 months on the job, considering all of the duties and elements of work that you reviewed today? Choose a number from the scale below.

- 5 - Far above average - top 10%
- 4 - Above average - top 25%
- 3 - Average
- 2 - Below average - bottom 25%
- 1 - Far Below average - bottom 10%

**CONTINUE TO NEXT PAGE**

***From this point in time, how much longer would you estimate this dispatcher will stay with your agency? Choose a number from the scale below, considering all of the job performance information that you have reviewed today, along with any other information you may have regarding the dispatcher's likelihood of remaining on the job (e.g., the individual's job satisfaction, difficulties in adjusting to job demands, relationships with co-workers, etc.).***

- 0 = The dispatcher no longer works at this agency
- 1 = Less than 6 months
- 2 = Between 6 months and 1 year
- 3 = Between 1 and 2 years
- 4 = Between 3 and 5 years
- 5 = More than 5 years

***How well do you feel you know this dispatcher's job performance? (Choose a number from the scale below)***

- 1 = Fairly well
- 2 = Very well
- 3 = Extremely well

***This completes the evaluation. Please make sure that you have completed all questions and then return this rating booklet to your agency coordinator by the specified deadline.***

***Thank you for your assistance.***

# ATTENDANCE DATA SHEET

DISPATCHER ID#: \_ \_ \_

AGENCY ID#: \_ \_ \_ \_ \_  
(POST use only)

*In the spaces below, write the requested information regarding the dispatcher's attendance during the last 12 months of employment.*

1. Indicate time period covered if less than 12 months: \_\_\_\_\_ (number of months)
2. Number of absences and days off due to:

	No. Absences*	Days Off
a. Illness	_____	_____
b. Off-duty injury	_____	_____
c. On-duty injury	_____	_____
d. Family illness	_____	_____
e. Other	_____	_____ (e.g.,maternity leave, jury duty, military leave, funeral)

**\*Note:** count one absence for each series of consecutive days off, excluding weekends, holidays, vacations.

3. **ATTENDANCE RATING:** Consider the numbers of **absences (events)** and **days absent** reported by the employee **over the last 12 months**, as well as the **reasons** for the absences, any **pattern** of being absent (e.g., Mondays and Fridays), and the effect that the absences have had on the employee's job **performance**. Then circle the number on the scale below that best describes the employee's attendance relative to normal expectations.

5 - FAR ABOVE AVERAGE: rarely or never absent  
 4 - ABOVE AVERAGE: absent less often than most dispatchers  
 3 - AVERAGE: absent about as often as most dispatchers  
 2 - BELOW AVERAGE: absent somewhat more often than most dispatchers  
 1 - FAR BELOW AVERAGE: absent much more often than most dispatchers

4. **PUNCTUALITY RATING:** Consider the employee's adherence to his/her assigned schedule of working hours, breaks and leaves of absence **over the last 12 months**. Can the employee be counted on to be working when and where he/she is assigned? Circle the number on the scale below that best describes the employee's punctuality relative to normal expectations.

5 - FAR ABOVE AVERAGE: rarely or never tardy  
 4 - ABOVE AVERAGE: tardy less often than most other dispatchers  
 3 - AVERAGE: tardy about as often as most dispatchers  
 2 - BELOW AVERAGE: tardy somewhat more often than most dispatchers  
 1 - FAR BELOW AVERAGE: tardy much more often than most dispatchers

APPENDIX D

DISPATCHER APPLICANT NORMS:  
MMPI-2, CPI-462, AND JPI

Table D-1  
Dispatcher Applicant Norms: Minnesota Multiphasic Personality Inventory - Form 2

**Raw Scores**

Centile	Primary Scales													Supplementary Scales								
	L	F	K	Hs	D	Hy	Pd	MF	Pa	Pt	Sc	Ma	Si	A	R	ES	MAC	OH	DO	RE	ASP	WRK
99	11	8	27	13	26	28	25	44	14	27	26	24	39	15	28	54	29	21	23	30	13	14
97	10	6	26	11	24	26	23	42	13	23	21	23	36	11	26	50	26	20	21	28	11	8
95	9	5	25	8	23	-	21	41	-	17	16	22	34	9	25	49	-	-	20	27	9	-
90	8	4	24	6	22	25	19	39	12	13	10	20	31	7	23	46	24	19	-	26	8	6
85	7	-	-	5	21	24	18	38	-	10	8	19	29	6	22	44	23	18	19	-	7	5
80	-	3	23	4	20	-	-	37	11	9	7	18	27	5	21	43	-	-	-	25	-	4
70	6	-	22	3	19	23	17	36	10	7	5	17	24	4	19	42	22	17	18	-	5	3
60	5	2	21	2	18	22	16	34	-	6	4	16	22	3	18	41	21	16	-	24	4	-
50	-	-	20	-	17	21	15	33	9	4	-	15	20	2	17	40	20	-	17	23	3	2
40	4	-	20	1	16	20	14	32	-	-	3	14	18	-	16	39	-	15	-	22	-	1
30	-	1	18	-	-	-	13	30	8	3	2	13	17	1	15	38	19	14	16	-	2	-
20	3	-	17	0	15	19	12	28	-	2	-	12	15	-	14	37	18	-	-	21	1	-
15	-	-	16	-	-	18	-	25	7	-	1	11	14	0	-	36	17	13	15	20	-	0
10	2	0	15	-	14	17	11	24	6	-	-	-	13	-	13	35	-	12	-	-	-	-
5	-	-	13	-	13	16	10	21	5	1	0	10	12	-	11	32	16	11	14	18	0	-
3	1	-	12	-	12	14	-	19	-	-	-	9	11	-	-	30	15	-	-	17	-	-
1	0	-	8	0	11	12	9	17	4	-	-	7	8	-	9	28	14	10	13	15	-	-
Mean	5.16	2.24	19.86	2.35	17.53	21.03	15.03	32.31	9.32	6.15	4.96	15.07	21.19	3.03	17.51	40.14	20.40	15.65	17.32	22.97	4.01	2.69
SD	2.31	1.74	3.87	2.68	3.03	3.15	3.43	5.82	2.29	5.35	5.16	3.66	6.91	3.15	4.13	4.69	3.04	2.52	2.01	2.94	2.87	2.74
N	483	483	483	483	483	483	483	483	483	483	483	483	483	455	455	455	456	347	348	348	268	268

**T-Scores\***

Centile	Primary Scales													Supplementary Scales								
	L	F	K	Hs	D	Hy	Pd	MF	Pa	Pt	Sc	Ma	Si	A	R	ES	MAC	OH	DO	RE	ASP	WRK
99	86	61	82	75	62	63	79	72	64	94	85	72	62	56	81	86	70	79	72	76	66	59
97	81	58	-	65	59	61	67	69	61	66	65	68	59	49	75	82	65	76	66	71	62	50
95	76	55	80	61	57	58	66	67	59	59	59	65	57	47	72	80	64	74	63	68	56	-
90	-	51	72	54	53	56	60	65	57	55	55	59	54	44	67	72	60	70	-	65	52	46
85	66	-	70	-	52	-	58	62	56	53	53	56	51	43	65	68	59	69	59	-	-	45
80	-	48	68	51	50	54	-	60	52	51	52	-	49	42	62	66	56	66	-	63	49	44
70	62	-	66	-	47	51	55	57	49	49	50	51	46	40	58	64	53	63	56	62	47	41
60	57	44	64	49	46	49	53	55	-	47	48	-	43	39	56	61	-	62	-	59	44	40
50	-	-	63	46	45	47	51	52	46	-	46	49	42	38	52	60	51	59	53	56	42	37
40	52	42	61	-	44	-	49	50	45	44	44	47	40	-	50	59	48	55	-	55	40	36
30	-	41	59	43	42	45	47	46	42	42	-	45	38	37	47	57	46	-	49	53	39	34
20	48	-	56	-	40	43	45	43	-	40	42	43	36	-	45	54	44	52	48	50	36	-
15	47	39	54	40	-	41	43	-	39	-	41	41	-	36	44	51	42	48	46	47	-	33
10	43	37	49	-	38	40	42	40	37	39	39	-	35	35	41	49	40	-	-	-	-	31
5	-	-	45	38	36	38	40	36	34	37	37	38	33	-	39	43	39	41	42	41	33	-
3	38	-	43	-	-	35	39	34	-	35	36	37	32	-	36	39	37	-	41	38	-	-
1	35	36	35	35	34	34	37	30	32	34	32	35	30	-	33	35	34	37	38	34	-	-
Mean	57.51	44.50	61.94	47.68	45.54	48.07	51.11	51.78	46.92	47.20	47.43	49.22	43.04	39.38	53.59	60.39	50.52	58.46	53.37	56.32	43.37	38.75
SD	10.83	5.84	9.34	7.15	6.02	6.44	7.90	9.53	7.40	9.10	8.39	7.98	7.48	4.09	10.40	9.73	7.86	9.13	6.81	8.28	7.19	6.31
N	483	483	483	483	483	483	483	483	483	483	483	483	483	455	455	455	456	347	348	348	268	268

\*Scaled to published gender-referenced norms.

Table D-2  
Dispatcher Applicant Norms: California Psychological Inventory - Form 462

**Raw Scores**

	Do	Cs	Sy	Sp	Sa	In	Em	Re	So	Sc	Gi	Cm	Wb	To	Ac	Ai	Ie	Py	Fx	F/M	V1	V2	V3
99	35	24	31	34	22	25	33	34	39	37	38	38	38	30	37	34	38	23	23	22	27	33	55
97	34	23	30	32	21	24	30	33	-	36	37	37	-	29	36	32	36	22	21	21	26	31	53
95	33	22	-	-	-	-	29	-	38	-	36	-	37	-	-	-	35	21	20	-	25	31	53
90	31	21	28	30	20	23	28	32	37	35	35	36	32	28	35	31	33	20	18	20	24	29	51
85	30	-	-	-	19	-	27	31	36	33	34	-	31	27	34	-	32	-	-	19	23	28	50
80	-	20	27	29	-	22	-	-	-	32	33	-	-	-	-	30	31	19	17	18	21	27	49
70	28	19	26	27	18	21	25	30	35	31	31	35	-	26	33	29	30	18	16	17	19	26	48
60	27	18	25	26	-	24	29	34	30	30	30	-	30	25	32	28	-	-	14	-	18	25	47
50	26	-	24	25	17	20	23	28	-	29	29	34	-	-	-	27	29	17	-	16	16	24	46
40	24	17	23	-	16	19	22	27	33	28	28	-	29	24	31	26	28	-	13	15	14	23	44
30	23	16	22	24	15	18	21	26	32	27	26	33	-	23	30	25	-	16	11	14	12	21	42
20	20	15	20	22	14	17	20	25	30	24	24	-	28	21	29	23	26	15	10	13	10	20	39
15	19	14	-	21	-	-	19	24	29	23	23	32	27	20	28	22	-	-	-	12	9	19	36
10	17	13	18	-	13	16	18	23	28	21	21	-	-	19	27	21	25	14	9	11	8	18	34
5	15	12	16	19	11	15	16	22	26	20	18	31	25	18	25	20	22	13	8	10	6	16	30
3	-	11	15	18	10	14	15	21	24	18	16	30	24	16	23	18	21	-	7	9	4	15	29
1	14	10	14	17	8	11	13	18	21	16	13	26	21	14	20	15	19	11	5	8	3	13	22
Mean	25.07	17.41	23.88	25.42	16.54	19.56	22.96	27.71	32.87	28.41	28.27	34.07	29.65	23.97	31.06	26.51	28.88	17.29	13.64	15.77	15.83	23.71	44.11
SD	5.16	3.15	3.94	3.73	2.92	2.86	4.09	3.35	3.65	4.80	5.38	2.08	3.00	3.47	3.40	3.96	3.59	2.35	3.65	3.22	5.91	4.39	6.88
N	299	299	299	299	299	299	299	299	299	299	299	299	299	299	299	299	299	299	299	299	298	298	298

**T-Scores\***

	Do	Cs	Sy	Sp	Sa	In	Em	Re	So	Sc	Gi	Cm	Wb	To	Ac	Ai	Ie	Py	Fx	F/M	V1	V2	V3
99	80	69	70	72	63	69	75	66	63	74	81	62	64	67	67	69	63	67	72	63	64.3	69.0	68.0
97	78	66	68	67	60	67	69	64	62	73	80	58	-	65	65	67	60	66	67	60	61.9	65.4	66.1
95	76	64	-	-	-	-	67	63	61	-	78	-	62	-	-	66	59	65	64	57	61.0	65.4	66.1
90	72	62	64	63	57	64	64	61	59	71	75	55	53	63	63	64	55	61	59	54	58.6	63.5	64.2
85	70	61	-	62	54	62	63	-	58	69	-	-	51	61	-	-	54	-	-	51	56.9	60.0	63.5
80	69	59	62	60	-	-	62	60	57	68	73	-	-	-	62	63	53	59	57	50	55.3	59.9	62.6
70	66	57	60	56	51	60	58	58	-	65	71	51	49	59	61	61	51	56	54	47	52.0	58.2	61.6
60	64	54	59	53	-	58	56	57	55	64	69	-	-	-	60	59	50	-	50	44	48.7	56.4	60.4
50	62	-	57	51	48	-	54	55	54	62	67	50	47	57	58	58	49	54	49	40	45.4	52.9	59.4
40	58	51	55	49	46	56	52	53	53	61	66	48	-	55	56	56	47	-	47	-	42.1	51.0	57.8
30	56	49	53	46	43	54	50	51	51	59	63	47	45	54	55	55	-	52	42	37	40.4	49.2	55.6
20	50	46	49	44	40	52	48	48	48	54	60	44	-	50	53	52	44	49	40	34	37.1	45.6	52.8
15	48	44	48	42	-	50	46	46	47	53	58	-	43	48	51	50	-	-	-	-	35.5	43.8	50.0
10	44	41	44	39	37	49	44	44	45	51	54	41	42	46	50	49	42	47	37	31	32.9	42.0	48.1
5	40	39	41	37	31	46	40	42	42	48	50	38	40	44	46	47	37	45	35	28	28.8	38.8	44.3
3	38	37	39	35	28	44	38	41	39	47	47	34	38	41	45	44	36	-	32	-	27.2	36.6	43.3
1	-	34	37	32	22	40	34	37	34	44	42	26	32	37	38	39	31	39	28	21	25.5	33.0	36.7
Mean	59.84	52.42	56.01	51.52	47.00	56.62	54.15	54.10	52.99	61.53	66.00	48.52	47.79	55.84	57.17	57.27	48.59	54.57	48.63	41.78	45.71	52.74	57.72
SD	10.41	7.87	7.62	8.83	8.33	5.90	8.34	6.55	5.85	7.31	8.32	6.87	5.72	6.42	5.80	6.26	6.00	5.50	8.84	8.97	9.70	7.95	6.53
N	299	299	299	299	299	299	299	299	299	299	299	299	299	299	299	299	299	299	299	299	298	298	298

\*Scaled to published gender-referenced norms.

Table D-3  
 Dispatcher Job Applicant Norms:  
 Jackson Personality Inventory

Scale	JPI-1976 raw score			JPI 1976 Published Norm T-Scores		
	N	Mean	SD	N	Mean	SD
ANX	105	7.6	3.6	105	39.0	8.6
BDI	105	12.0	4.4	105	50.5	10.4
CPX	105	8.0	2.6	105	39.8	7.5
CNY	105	7.2	3.3	105	44.6	7.5
ENL	105	13.5	2.7	105	55.2	6.7
INV	105	11.4	4.6	105	48.5	9.4
IAF	105	11.4	3.8	105	45.0	9.1
ORG	105	14.7	2.8	105	59.0	6.7
RSY	105	16.4	2.5	105	60.7	7.6
RKT	105	5.3	3.3	105	42.9	7.4
SES	105	14.2	3.4	105	56.5	6.7
SCA	105	8.4	3.4	105	45.2	10.5
SPT	105	9.5	4.0	105	47.9	8.4
TOL	105	13.3	3.1	105	52.5	9.8
VLO	105	12.6	3.2	105	60.6	7.0
INF	104	0.3	0.8	104	48.5	7.2

APPENDIX E

PSYCHOLOGICAL TEST SCORES  
BY GENDER AND RACIAL/ETHNIC GROUP

Table E-1  
MMPI-2 Raw Scores by Gender and Race/Ethnicity

Scale	Gender						Race/Ethnicity								
	Female			Male			Black			Hispanic			White		
	N	Mean	Std	N	Mean	Std	N	Mean	Std	N	Mean	Std	N	Mean	Std
L	370	5.2	2.3	113	4.9	2.2	69	5.8 <sup>a</sup>	2.6	61	5.6	2.5	322	4.9 <sup>a</sup>	2.1
F	370	2.1 <sup>**</sup>	1.7	113	2.6	1.8	69	2.3	1.8	61	2.7	1.6	322	2.2	1.7
K	370	19.7	3.9	113	20.3	3.9	69	19.7	3.5	61	19.2	4.2	322	20.2	3.7
HS	370	2.4	2.6	113	2.3	3.0	69	2.8	2.6	61	2.8	3.0	322	2.1	2.6
D	370	17.7 <sup>**</sup>	3.1	113	17.0	2.6	69	18.6 <sup>a</sup>	3.2	61	17.5	2.8	322	17.2 <sup>a</sup>	2.9
HY	370	21.1	3.2	113	20.9	3.0	69	21.8	3.1	61	21.0	3.3	322	20.9	3.1
PD	370	15.0	3.4	113	15.2	3.6	69	15.4	3.6	61	14.9	3.7	322	15.0	3.3
MF	370	34.7 <sup>**</sup>	3.9	113	24.6	4.2	69	34.0 <sup>a</sup>	5.1	61	31.8	5.6	322	32.1 <sup>a</sup>	6.0
PA	370	9.2	2.3	113	9.7	2.3	69	8.8	2.2	61	9.7	2.3	322	9.4	2.3
PT	370	6.4	5.3	113	5.4	5.5	69	6.7	5.7	61	6.8	5.6	322	5.8	5.0
SC	370	5.1	5.1	113	4.6	5.4	69	5.9	5.9	61	6.1	6.3	322	4.5	4.6
MA	370	14.9 <sup>*</sup>	3.7	113	15.7	3.5	69	15.4	3.6	61	15.5	3.4	322	14.9	3.7
SI	370	21.7 <sup>**</sup>	7.1	113	19.6	5.9	69	23.9 <sup>ab</sup>	6.5	61	20.9 <sup>a</sup>	7.6	322	20.6 <sup>b</sup>	6.5
A	349	3.1	3.2	106	2.8	3.2	62	3.8 <sup>a</sup>	3.8	60	3.2	3.2	307	2.8 <sup>a</sup>	2.7
R	349	17.7 <sup>*</sup>	4.2	106	16.7	3.9	62	19.8 <sup>ab</sup>	5.4	60	17.1 <sup>a</sup>	3.7	307	17.2 <sup>b</sup>	3.8
ES	349	39.9 <sup>*</sup>	4.8	106	41.0	4.3	62	42.8 <sup>ab</sup>	5.2	60	38.8 <sup>a</sup>	3.8	307	40.0 <sup>b</sup>	4.5
MAC	349	20.1 <sup>**</sup>	2.9	107	21.4	3.3	62	20.4	3.1	60	21.1	3.4	308	20.3	3.0
OH	264	15.7	2.6	83	15.4	2.4	60	16.3 <sup>a</sup>	2.6	57	15.9	2.8	215	15.3 <sup>a</sup>	2.4
DO	265	17.2	2.0	83	17.6	2.1	60	17.1	2.0	57	16.6 <sup>a</sup>	1.8	215	17.6 <sup>a</sup>	2.0
RE	265	23.1	2.7	83	22.6	3.5	60	24.1 <sup>ab</sup>	2.6	57	22.0 <sup>a</sup>	3.7	215	22.9 <sup>b</sup>	2.7
ASP	198	3.7 <sup>*</sup>	2.8	70	4.8	2.9	26	4.0	2.7	52	4.3	3.4	179	3.8	2.7
WRK	198	2.8	2.8	70	2.4	2.5	26	2.9	2.0	52	3.3	3.8	179	2.4	2.2

Note: significant gender mean differences are denoted as follows: <sup>\*\*</sup>p<.01; <sup>\*</sup>p<.05. Race/ethnic groups with the same superscript letter have significantly different means (p<.05).

Table E-2  
CPI-462 Raw Scores by Gender and Race/Ethnicity

Scale	Gender						Race/Ethnicity								
	Female			Male			Black			Hispanic			White		
	N	Mean	Std	N	Mean	Std	N	Mean	Std	N	Mean	Std	N	Mean	Std
DO	222	24.7	5.1	77	26.0	5.4	27	23.6	5.4	53	24.2	5.7	206	25.5	4.9
CS	222	17.4	3.3	77	17.6	2.5	27	16.7	3.7	53	16.4 <sup>a</sup>	3.2	206	17.8 <sup>a</sup>	3.0
SY	222	23.8	3.9	77	24.1	3.9	27	23.0	2.9	53	23.2	3.9	206	24.2	4.0
SP	222	25.1*	3.8	77	26.3	3.4	27	23.8 <sup>a</sup>	3.2	53	25.1	3.8	206	25.8 <sup>a</sup>	3.7
SA	222	16.5	2.9	77	16.7	2.9	27	16.3	2.9	53	16.1	3.0	206	16.7	2.8
IN	222	19.5	3.0	77	19.8	2.4	27	18.3 <sup>a</sup>	2.8	53	19.2	3.1	206	19.9 <sup>a</sup>	2.7
EM	222	22.9	4.2	77	23.3	3.8	27	20.9 <sup>a</sup>	4.2	53	22.1	4.0	206	23.4 <sup>a</sup>	4.0
RE	222	27.7	3.2	77	27.8	3.7	27	27.1	3.4	53	26.8	3.4	206	27.9	3.3
SO	222	32.9	3.8	77	32.7	3.2	27	32.6	3.2	53	32.3	3.5	206	33.1	3.7
SC	222	28.6	4.7	77	27.9	5.2	27	28.9	4.9	53	27.7	5.9	206	28.5	4.5
GI	222	28.3	5.4	77	28.1	5.4	27	27.7	5.5	53	27.8	6.5	206	28.4	5.1
CM	222	34.1	2.1	77	33.9	2.1	27	34.1	2.4	53	33.6	1.9	206	34.2	2.1
WB	222	29.6	3.2	77	29.8	2.3	27	28.6 <sup>a</sup>	2.4	53	28.8 <sup>b</sup>	2.2	206	30.1 <sup>ab</sup>	3.1
TOL	222	24.1	3.4	77	23.6	3.5	27	23.0	3.3	53	23.0	3.9	206	24.4	3.2
AC	222	31.2	3.3	77	30.6	3.5	27	31.3	2.8	53	30.1	4.0	206	31.3	3.2
AI	222	26.5	3.9	77	26.4	4.3	27	24.6 <sup>a</sup>	4.3	53	24.9 <sup>b</sup>	4.6	206	27.2 <sup>ab</sup>	3.6
IE	222	28.8	3.6	77	29.0	3.6	27	27.9	2.4	53	27.4 <sup>a</sup>	3.7	206	29.4 <sup>a</sup>	3.5
PY	222	17.3	2.3	77	17.3	2.5	27	16.8	2.2	53	16.2 <sup>a</sup>	2.3	206	17.6 <sup>a</sup>	2.3
FX	222	13.5	3.6	77	14.1	3.7	27	12.8	3.5	53	13.4	3.8	206	13.9	3.5
F/M	222	16.8*	2.6	77	12.7	2.8	27	16.6	2.5	53	16.3	3.2	206	15.6	3.2
V1	221	16.3*	5.8	77	14.6	6.2	27	17.5	5.5	53	16.0	6.4	205	15.6	5.9
V2	221	23.5	4.4	77	24.2	4.3	27	23.1	4.1	53	22.8	4.5	205	23.9	4.3
V3	221	44.0	6.9	77	44.4	6.7	27	41.7 <sup>a</sup>	6.4	53	41.9 <sup>b</sup>	8.1	205	45.2 <sup>ab</sup>	6.3

Note: significant gender mean differences are denoted as follows: \*\*p<.01; \*p<.05. Race/ethnic groups with the same superscript letter have significantly different means (p<.05).

APPENDIX F

VALIDITY EVIDENCE FOR PSYCHOLOGICAL TEST SCALES

Table F-1  
Validity Evidence for MMPI Scales

	Overall Job Effectiveness		Excessive Behavior Problem		Attendance/Punctuality Ratings		Turnover (unsatis. traits/work habits)		Complaint re: Job Performance	
	Pub	App	Pub	App	Pub	App	Pub	App	Pub	App
L: Lie Scale	-.03	-.07	-.04	-.03	-.09	-.10	-.09	-.06	.01	.01
F: Validity Scale	-.22 **	-.13 *	.09	.03	-.07	-.01	.18 **	.10	.14*	.10
K: Correction Scale	-.04	.06	-.05	-.13*	.02	-.03	-.08	-.15 *	-.08	-.15*
HS: Hypochondriasis	.07	.00	.01	.08	.08	-.01	-.07	.05	.05	.09
D: Depression	-.13 *	-.06	.05	-.02	-.04	.06	.01	-.07	.08	.05
HY: Hysteria	-.14 **	.00	.05	-.06	-.04	-.01	.04	-.11	.02	-.05
PD: Psychopathic Deviance	-.17 **	-.10	.12 *	.12*	-.01	.04	.09	.06	.08	.10
MF: Masculinity / Femininity	-.02	-.04	.02	.02	.04	-.16**	.05	.01	-.04	.04
PA: Paranoia	-.12 *	.01	.02	-.06	.00	.06	.03	-.09	.09	.04
PT: Psychasthenia	.06	.03	-.04	-.01	.05	.05	-.10	.00	.00	.08
SC: Schizophrenia	.07	-.02	-.01	.06	.09	.02	-.05	.06	.07	.11
MA: Hypomania	-.18 **	-.10	.14 *	.11*	-.02	.03	.11	.07	.09	.07
SI: Social Introversion	-.16 **	-.12 *	.04	.01	-.09	-.07	.15 *	.11	.10	.07
N	324		322		301		220		276	
A: Anxiety	-.03	-.08	.05	.06	.03	-.02	.00	.05	.12 *	.14*
R: Repression	-.08	.07	-.03	-.12*	-.12 *	-.07	.07	-.06	.01	-.08
ES: Ego Strength	-.10	.03	.03	-.02	-.19 **	-.12*	.07	.00	-.02	-.09
MAC: MacAndrew Alcoholism	.03	-.01	-.02	.03	.03	.07	-.03	.02	.01	.06
OH: Over-controlled Hostility	-.12	-.05	.08	.04	-.12	-.13	-.05	-.11	.13	.10
DO: Dominance	-.01	.00	.04	.02	-.07	.03	-.21 *	-.12	-.04	-.08
RE: Social Responsibility	-.09	-.07	.04	.02	-.23 **	-.15*	-.06	-.05	.05	-.07
ASP: Antisocial Practices	-.05	-.03	.16	.15	-.00	.06	.21 *	.19	.09	.10
WRK: Work Interference	-.22 *	-.24 **	.17	.19 *	-.03	-.10	.29 **	.31 **	.21 *	.22*
N (Minimum-Maximum)	115-319		115-317		105-296		91-217		99-272	

\*\*p<.01; \*p<.05.

Note: "App" denotes applicant unisex normed scores standardized within form (MMPI-1, MMPI-2); "Pub" denotes published gender-referenced normed scores, standardized by form (Form 1 scaled to norms published in 1967 user's manual, Table 7, and Form 2 scaled to norms published in 1989 user's manual, Appendix A).

Table F-2  
Validity Evidence for CPI Scales

	Overall Job Effectiveness		Excessive Behavior Problem		Attendance/Punctuality Ratings		Turnover (unsatis. traits/work habits)		Complaint re: Job Performance	
	Pub	App	Pub	App	Pub	App	Pub	App	Pub	App
<b>Forms 480 &amp; 462:</b>										
DO: Dominance	.08	.07	-.01	-.01	.12	.10	.05	.03	-.04	-.03
CS: Capacity for Status	-.01	.00	.03	.02	.01	.02	.07	.08	-.02	-.03
SY: Sociability	.05	.04	.00	-.01	.03	.01	.02	.02	.00	.00
SP: Social Presence	.07	.11	-.02	-.05	.02	.10	-.12	-.10	-.05	-.06
SA: Self-Acceptance	.03	.07	.06	.03	.03	.10	.02	.05	-.02	-.04
RE: Responsibility	.03	.03	-.01	-.01	-.04	-.09	.01	-.03	.04	.04
SO: Socialization	.11	.14*	-.11	-.13*	.06	.00	.04	-.03	-.20 **	-.22**
SC: Self-Control	-.01	-.03	-.09	-.08	-.02	-.07	.02	.00	-.06	-.05
GI: Good Impression	.02	.01	-.11	-.10	-.06	-.10	-.02	-.06	.00	.01
CM: Communality	.01	.05	.13 *	.09	.05	.09	.03	.01	.03	.00
WB: Sense of Wellbeing	.00	.05	-.03	-.09	-.03	.11	-.16 *	-.15 *	.09	.09
TO: Tolerance	.11	.11	-.07	-.07	.03	.03	-.09	-.07	.07	.06
AC: Ach. via Conformance	.01	.03	-.05	-.09	-.08	-.05	-.04	-.03	-.06	-.08
AI: Ach. via Independence	.08	.10	-.06	-.09	.06	.12	-.18 *	-.17*	-.06	-.10
IE: Intellectual Efficiency	.00	.03	.03	-.02	-.03	.06	-.10	-.07	.06	.06
PY: Psychological-Mindedness	.03	.05	-.01	-.05	-.10	-.02	-.06	-.02	-.05	-.08
FX: Flexibility	.01	.04	.02	-.01	-.02	.05	-.17 *	-.14	-.06	.04
FM: Femininity / Masculinity	-.13 *	-.06	.16 *	.07	-.02	-.11	.12	.09	.16 *	.12
N	242		242		222		177		200	
<b>Form 462 only:</b>										
IN: Independence	.18 *	.19*	-.31 **	-.32**	.20 *	.25**	-.15	-.16	-.28 **	-.28**
EM: Empathy	.03	.03	-.04	-.04	.02	.01	-.09	-.09	-.10	-.10
VI: Internality	-.06	-.06	-.02	-.02	-.02	-.05	-.03	-.03	.13	.13
V2: Norm-Favoring	.11	.10	-.05	-.05	.01	-.02	-.14	-.14	-.08	-.08
V3: Self-Realization	.11	.10	-.16	-.16	.01	.00	-.21 *	-.21*	-.14	-.14
N (Minimum-Maximum)	128-129		128-129		117-118		97-98		112-113	

\*\*p<.01; \*p<.05.

Note: "App" denotes applicant unisex normed scores standardized within form (CPI-480, CPI-462); "Pub" denotes published gender-referenced normed scores standardized by form (Form 480 scaled to norms published in 1975, Table 2; Form 462 scaled to norms published in 1991, Appendix B).

Table F-3  
Validity Evidence for JPI Scales

	Overall Job Effectiveness		Excessive Behavior Problem		Attendance/Punctuality Ratings		Complaint re: Job Performance	
	Pub	App	Pub	App	Pub	App	Pub	App
ANX: Anxiety	-.21	-.12	.24	.14	-.06	.01	.03	-.03
BDI: Breadth of Interest	-.22	-.21	.10	.09	-.36	-.35	-.22	-.22
CPX: Complexity	-.41 *	-.40*	.57 **	.57**	-.22	-.22	-.12	-.13
CNY: Conformity	.01	.08	-.14	-.20	.33	.38	-.09	-.10
ENL: Energy Level	-.32	-.36	.47 *	.51**	.06	.03	.24	.26
INV: Innovation	-.28	-.29	.29	.31	-.26	-.27	-.19	-.19
IAF: Interpersonal Affect	-.18	-.07	-.05	-.15	-.03	.05	-.15	-.20
ORG: Organization	.06	.08	-.29	-.29	.10	.10	.15	.15
RSY: Responsibility	-.21	-.16	.03	-.03	-.13	-.10	-.12	-.15
RKT: Risk Taking	-.16	-.26	.19	.28	-.18	-.24	-.14	-.07
SES: Self Esteem	-.30	-.31	.29	.31	-.28	-.27	.35	.38
SCA: Social Adroitness	-.28	-.31	-.02	.01	.26	.24	.13	.15
SPT: Social Participation	.11	.17	-.11	-.17	-.29	-.26	.07	.03
TOL: Tolerance	.09	.08	-.33	-.33	.21	.21	-.17	-.18
VLO: Value Orthodoxy	-.05	.05	.12	.02	.04	.11	.04	.00
INF: Infrequency	.14	.10	-.14	-.11	.25	.22	.25	.27
N	29		28		26		25	

\*\*p<.01; \*p<.05.

Note: "App" denotes applicant unisex normed scores; "Pub" denotes scores scaled to norms published in the 1994 user's manual (JPI-1970). Results for turnover criterion are not reported as there was no variance on this criterion; i.e., none of the 15 dispatchers for whom data was available resigned or were terminated for unsatisfactory work habits or worker characteristics.

APPENDIX G

VALIDITY EVIDENCE FOR PSYCHOLOGICAL TEST  
SCALE COMPOSITES

Table G-1  
Validity Evidence for Psychological Test Scale Composites  
Applicant Unisex Norm T-scores

Test Composite		Overall Job Effectiveness	Excessive Behavior Problem	Attendance/ Punctuality Ratings	Turnover (unsatis. traits/ work habits)	Complaint re: Job Performance	Negative Performance Composite <sup>a</sup>
So+In-WRK-F		.38***	-.36***	.20*	-.38***	-.41***	-.42***
So+ In-WRK		.36***	-.38***	.24*	-.36**	-.35**	-.39***
So-WRK		.33**	-.26**	.11	-.32**	-.28**	-.27**
In-WRK		.26**	-.33**	.24*	-.31**	-.31**	-.36***
So+ In		.29**	-.33***	.25**	-.24*	-.35***	-.38***
N	Minimum-	115-	115-	105-	91-	99-	115-
	Maximum	129	129	118	98	113	129

Note: Scores standardized within form (MMPI-1, MMPI-2, CPI-480, CPI-462).

Table G-2  
Validity Evidence for Psychological Test Scale Composites  
Published Gender-Based Norm T-scores

Test Composite		Overall Job Effectiveness	Excessive Behavior Problem	Attendance/ Punctuality Ratings	Turnover (unsatis. traits/ work habits)	Complaint re: Job Performance	Negative Performance Composite <sup>a</sup>
So+In-WRK-F		.38***	-.35***	.19	-.37**	-.40***	-.41***
So+ In-WRK		.35***	-.36***	.21*	-.35**	-.34**	-.38***
So-WRK		.33**	-.25**	.10	-.32**	-.26**	-.26**
In-WRK		.25**	-.31**	.17	-.30**	-.31**	-.34**
So+ In		.30**	-.33***	.25*	-.23*	-.35***	-.38***
N	Minimum-	115-	115-	115-	91-	99-	115-
	Maximum	129	129	118	98	113	129

\*\*\*p<.0001, \*\*p<.01; \*p<.05.

<sup>a</sup>Negative Performance Composite is a binary index constructed as follows: If any excessive work behavior problems, or resigned/terminated due to unsatisfactory performance related to worker characteristics/traits, or received any complaints/reprimands in the last 12 months, or received a global effectiveness rating of "1" (Ineffective--unable to perform work acceptably), then index=1; else index=0.