

*The  
Davis Police Department*



*Individual Career Development Program*

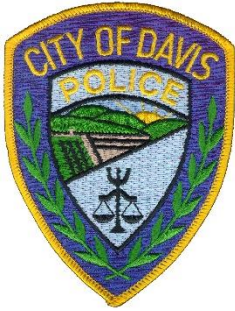
## *Members of the Davis Police Department,*

The Davis Police Department has implemented a Career Development Program. The goals of the program are; to encourage each member to establish personal goals, to periodically review those goals, to have a means of tracking personal and professional growth, and to have a clear understanding of available assignments and the opportunity for promotion.

As much as possible, the Department will follow the process for selection and promotion of personnel in accordance with this manual. Should the Department open any recruitment to outside personnel, the City of Davis Personnel Rules and Regulations will govern the recruitment.

The manual has several sections and outlines additional resources that may be helpful to you. It is important to keep your manual current. Several sections require you to provide updated information. As assignments or promotional processes change, this manual will be updated in the Department Manual.

Although your participation in the program and use of the manual is voluntary, we encourage every member to take advantage of the material found here. The Department would like every member of the organization to succeed, but success starts with you.



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# **DAVIS POLICE DEPARTMENT**

## *Success, the Individual Career Plan & Re-Evaluation*

It is completely normal for a person to ask themselves how they can be successful in their career, especially when they are first starting out or after time has passed they don't necessarily see it going the way they want. The department will, of course, provide many opportunities for you to develop, however it is up to you to develop yourself. To be blunt - this is your career, no one else's - don't expect others to hold your hand through your career; take charge and make things happen. Mentors take on those that ask for help in learning new things or moving forward. Don't wait for someone to come to you; those who stand on the sidelines waiting for things to happen will be sadly disappointed when nothing happens for them.

People commonly equate success with promotions, title, increased responsibility and monetary compensation. This is indeed one way to gauge success. However, success can be looked at quite differently than promoting through the ranks. Success is also building strong relationships and working together to accomplish the Department's mission. While succession planning and preparing members to become leaders in our organization is important, there is also a great deal of value and success in being an excellent department member, no matter the rank or assignment.

With this in mind, here are some helpful tips –

### **THE DO'S AND DON'TS FOR PROBABLE SUCCESS AT DAVIS PD:**

Do the right thing at the right time in the right way. Don't be afraid to fail - it will severely limit possibilities. Be honest with yourself and others.

#### **Interpersonal Skills**

- Choose your attitude (and behavior) – it is completely under your own control. This can take great effort during challenging times - be prepared for it.
- Treat everyone with courtesy and respect.
- Practice good manners and be kind.
- Be sensitive to others; do not gossip.
- Build professional relationships within the department, with outside agencies and with the community. Life is a lot easier when you can just pick up the phone and have a solution to your problem. People are a lot more likely to trust you when things aren't going so well if you have a foundational relationship.
- Don't burn bridges. You never know when you will need to rely on that person.
- Try to work well with others and maintain a good relationship with your supervisors and coworkers. Avoid unproductive confrontations. You can't make someone like you, but you can expect professional work relationships.
- Do not make criticisms about the job, department, or your co-workers in public; don't complain. If you have suggestions on how to improve work conditions, contact the appropriate person who can make change.

- Be patient not only with your co-workers and supervisor, but also with the tasks associated with your job.
- Learn to LISTEN properly to those around you; take the time to comprehend fully and assimilate their requests or instructions. Many of your co-workers and supervisors have tremendous experience that you can learn from. LEARN FROM IT! And, learn to keep quiet when necessary. Chances are, you don't have all the right answers for every situation.
- Keep a sense of humor, but make sure it's appropriate work-place humor; avoid profanity.
- Have an open mind to other points of view.
- Be flexible.
- Lead by example; those around you can feel your enthusiasm or desire, just as they can feed off your negativism and poor behavior.
- Don't take other people's negative experience and make them your own. Let people fight their own battles, especially when you don't have all the facts.
- Don't be an elitist. You aren't better than everyone else.

### **Competence**

- Think independently.
- Know and understand the Department's mission, values, culture and expectations – what is important to the department and the community we serve should guide the work we do and how we do it.
- Be a problem solver.
- Set rigorous standards for yourself.
- Create a positive first impression.
- Improve your skills, especially in oral and written communication. Get comfortable with public speaking.
- Ask questions or research answers if you're not sure so as not to proceed in error.
- Take responsibility for your actions.
- Admit and learn from mistakes and accept suggestions for improvement.
- Ensure your training is relevant and in sufficient depth to enable you to perform up to expectations in your position.
- Take extra courses or training outside of work on your own time.
- Master technology; keep skills current.
- Show initiative.
- Volunteer for committees or projects to become noticed and recognized for what you have to offer.
- Think for yourself and don't let anyone else think for you.
- Don't ever tell someone there is nothing that you can do for them - there are always options.
- Don't be afraid to say that you don't know... then make an effort to find the answer.

### **Dependability**

- Be prompt in getting reports or assignments finished. Meet deadlines.

- Arrive on time for work, meetings and appointments.

### **Time Management**

- Do not procrastinate; prioritize your tasks.
- Identify your best time for working on challenging tasks (i.e., a.m., p.m.).
- Master the flood of information you will get every day.

### **Compatibility**

- Participate in social activities so that others can get to know you better but keep your actions and reputation in mind.
- Avoid internal departmental politics.
- Maintain discretion in amount of socializing and use of personal phones on work time.
- Wear proper uniform or appropriate clothing.
- Value your role as an effective team player.
- Think, talk, and act in a positive way towards co-workers, supervisors, the department, and the community.
- Don't be a "YES" person.

# Individual Career Plan

Your individual career plan is essentially what drives you to make the personal choices that affect your future. Despite what you may think, you individually control the quantity or quality of your work and hold the key to your future. As a new member of the Davis Police Department you may have an entire career to plan out. As a veteran member your career may be playing out. Either way, it is probably safe to say that you have at least considered a personal career plan. If not, you really should!

As time passed you may have strayed from your plan, or maybe this department didn't meet your needs, or maybe you didn't meet the needs of the department. With a little work and insight you can start down the path towards planning a long and successful career or, if needed, get yourself and your career back on track.

As a member of the Davis Police Department you will receive annual performance evaluations. A portion of the evaluation is dedicated towards establishing and achieving work-related goals. While setting those goals and working to achieve them is important, for whatever reason you may not want to share your true inner goals with your supervisor at evaluation time. As an example, your true inner goal may be to transfer to a specialty assignment, work with SWAT, or promote. Using the Career Development Manual may help you to express your true goals. Regardless of how you do it, at some point in your career you will have to individually assess your own goals and how they fit into your individual career plan.

As you assess your plan, you may want to ask; is your current assignment providing you with all the benefits you had hoped, e.g., sense of accomplishment, income, and career growth? Do you get out of bed in the morning with energy and enthusiasm because you truly like and have pride in what you do, a feeling that your work is useful to someone? What adjustments do you need to make to bring that dream you had back on track? Is it time for a new vision, a new sense of what you want to do with your life? Below are some questions. Add others that fit your situation. Think positively about the results of this self-evaluation—whatever the outcome. You may just take the right steps in time to avert a crisis.

1. Do you know how you contribute to the overall success of the Davis Police Department, i.e., your role in the big picture of the Davis Police Department? Has administration acknowledged your contributions, especially regarding behaviors, conduct, and productivity?
2. Do you still expect great things from yourself and others? Are you meeting the expectations of your shift, unit or the Department? Are you receiving training or collateral assignments to add to your personal and career development? Are you working towards educational achievement or studying on your own? Are you contributing to team-building, conflict resolution, the training of others, and to the total systems approach to improvement? Have you hit a brick wall in your growth and advancement? Do you feel you are in the wrong place and need to do something different within the Department or a different Department?

3. Are you seeing problems rather than challenges in your everyday work? Are you putting forth your share of solutions, creative answers? Do you see yourself as an innocent victim in the changes happening in the Department or the profession?
4. Have you battled with expediency or politics when deciding an issue? Are there too many times when it is difficult for you to do what you think is right or to maintain your integrity? Are there constant moral conflicts?
5. What encouragement do you get to continue your learning activities? Have you established a relationship with a mentor, or mentors, inside or outside of the department? How has the association been helpful to you? Are you ready to be a mentor to someone who could learn from your experience and achievements?

You may find a pattern emerging in your answers. Is there need for?

1. A drastic change.
2. A relatively minor course correction.
3. A pat on your back because you are moving along well toward your short-and long-term goals.
4. Or realization that you have no short or long-term goals.

## **Change**

If change is needed, making a change is not always easy. Change can be scary, even for members of a police department who deal with inherent threat and substantial pressure. Many people, including department members, go to great lengths to avoid change, even when that change will be of great benefit to them. It can be amazing to watch people, or those in an organization, even here, making their way through a daily routine, complaining and carrying on about how dreadful their lives or work is, or how they have been victimized, but are completely unwilling to do anything about it. It's just so curious- why would a person keep doing what they're doing, being miserable or complaining and NOT do something about it? Could it be that change is so scary that we'd rather be miserable than risk the unknown? Well, it seems that is exactly what people will do.

The fact is, while change can be scary, carries the potential for increased risk, has the greater potential for failure, requires more work, and does potentially lead to a path of the unknown, it is often necessary to advance one's work goals. The good news is there are a variety of resources available to assist you in addressing change, including using the tools provided in this manual.

## **Professional Growth**

Professional growth is important. Look in the Department and at your own interests and abilities and try to carve out a niche. Take every opportunity to expand your knowledge and experiences. If you want to become a detective, you know this will require additional training. Don't just go to your sergeant or the training coordinator with the request "I want to go to an investigations class and I want to be a detective" and expect them to make it happen. Take the time to find a class(es). Remember, administrators are concerned about budgets. Don't find a class that is really expensive or is far away (unless it a very unique, once in a lifetime situation). These classes require extra money for travel, lodging, and per diem. In other words, they cost more money. But, do take the time to find a local class that



doesn't have the added expenses. Do take the time to look at the schedule to see if the schedule supports you being gone during that time (you know what the minimum staffing requirements are). The easier you make it for the person making the arrangements and making the decision, the more likely the answer will be yes.

If you want to tackle the task on your own, the following terms and worksheets may be helpful.

**Goals** are short general statements that are an indication of intent or purpose. Goals are typically based on personal or organizational priorities, self-assessment, and experience.

**Objectives** are specific and measurable products or outcomes that achieve larger goals within a specific time frame.

A **Work Plan** helps you to implement goals and objectives by outlining a project task list with responsibilities and timeliness.

After you assess your individual career you may want to set goals, objectives, and a work plan.

The following pages and samples are designed to assist you in that task.

**WORK PLAN**  
**SAMPLE**

<i><b>GOALS</b></i>	<i><b>ANTICIPATED OBSTACLES</b></i>	<i><b>OBJECTIVES/ PROGRESS</b></i>	<i><b>COMPLETED DATE</b></i>	<i><b>OUTCOME</b></i>
Promote Sergeant to	Only have 4 yrs on.  Haven't tested before	Prepared for oral Prepared resume Prepared for written test Wrote resume	9-28-17 10-5-17 10-7-17 10-16-17	Did not make it past oral board, will try again


# DAVIS POLICE DEPARTMENT

## *Personal Profile*

### *Accomplishments/Awards/Training*

Keeping track of past accomplishments, awards, assignments, training, and evaluations can be vital to your future success. And, because you have a stake in your own success there is no one better than yourself to track personal data.

The following section provides forms to track your personal profile. Whenever possible, copies of documents should be attached. This section will undoubtedly be helpful when preparing a resume, preparing for an oral board, or providing information about your career.

The personal profile is divided into the following areas:

- **Assignments & Duties**
- **Education**
- **Training, Certificates**
- **Accomplishments, Awards, Commendations**
- **Projects and Committees**

***DAVIS POLICE DEPARTMENT***

**Personal Profile  
Assignments & Duties**

List each assignment and collateral duty held in the Davis Police Department in chronological order.

<b>Date</b>	<b>Supervisor</b>	<b>Duty/Assignment/Responsibilities</b>

<b>Date</b>	<b>Supervisor</b>	<b>Duty/Assignment/Responsibilities</b>



Date	Description of accomplishment, award, or commendation

**DAVIS POLICE DEPARTMENT**

**Personal Profile**

**Education**

List completed or in-progress college work or other educational coursework.

<b>Date</b>	<b>Degree</b>	<b>College University</b>	<b>or Course Work</b>











## ***DAVIS POLICE DEPARTMENT***

# **The Application, the Oral Board & the Interview**

### The Application

The first step in any effort to get a new position or promotion is filling out and submitting the application (or, if applicable, memo to Professional Standards), along with a cover letter and resume.

Generally, the application or memo is the first document regarding you and your qualifications the prospective interviewers are going to see. Some helpful tips when filling out and submitting the application are:

- The application should be thorough and free of errors.
- When explaining the duties of your current or past positions, emphasize how your duties, professional experiences, and qualifications are applicable or meet the qualifications of the position you are applying for. Consider this, you already have your current position and most of us know what you generally do. Include the information and duties that may not be known by all that will help separate you from the others applying who probably also meet the minimum qualifications.
- Turn in the application to the appropriate person (NEOGOV for applications) and make sure it is received by the listed closing date.

### **Purpose of Oral Boards and Interviews**

There are slight differences between an interview and an oral board. The oral board usually consists of a panel of people who ask specific questions of the member who then responds to those specific questions. The interview is a mutual exchange of information between the member and person conducting the interview. The primary objectives of both are:

- To supply information about yourself that is not contained in your resume; to show that you understand yourself, have a sense of direction in your career, and an understanding of the position you are applying for.
- To enable the board or person conducting the interview to evaluate your qualifications, personality and attitudes in terms of the demands of the police department and the position.
- To enable you to gain information about the position that is not available through other sources.

### **Preparation/Knowledge of Yourself**

To impress an oral board or interviewer you must be well prepared and understand the value of what you have to offer. Be able to relate your assets to the position and the department. To accomplish this you must know yourself.

Review your resume and be prepared to answer questions about the contents. Substantiate all points with information. Rather than trying to determine only at what level you are currently functioning, some interviewers want to see how you have grown over time in areas related to the position, e.g., interpersonal/work skills, motivation. Some will ask you to talk about your failures and mistakes to find out what you have learned or have since done differently.

One of the biggest mistakes applicants make when interviewing is spending too much time emphasizing what a great employee they are in their current position. You already have that position, focus on the one you applied for. Convince the interviewer that you are qualified for the position you applied for. Learn and know about the position, then use real examples from schools or practical experience where you have demonstrated the desired skills for the new position.

### **Knowledge of Position and Department**

You must be familiar with the position and the Department so that you can demonstrate how and why you will be an effective member. Try to find out as much as you can about the position prior to your interview. Obtain information, if you can, on whom you will be meeting with and the schedule for the interview period. If you can find out about your interviewer(s), e.g., name, title, background, in advance, you will be able to commit their names to memory and use them during the interviews.

### **Physical Appearance**

Your success or failure in the interview can depend on your appearance and the interviewer's or oral board's first impression of you. If it is not good, it will be much harder during the rest of the interview to change the interviewer's mind. Look neat, clean and well-groomed. Select proper clothing for the type of position you are interviewing for. Do not be afraid to wear your uniform if you are applying for a position that requires wearing a uniform.

### **During the Interview**

Don't worry about being nervous during the interview - this is normal and is expected. Just remember, the interviewer often wants to select you if you have the right qualifications and interest in the position. Many interviewers will begin the interview with some "small talk" to help you relax. This may seem irrelevant to the position, but you are still being evaluated. Take these opening moments to show a great attitude, e.g., pleasure speaking with the interviewer, interesting facts about the position, which you found during your research. You may want to ask some questions about the position.

The second phase of the interview consists of the interviewer(s) asking you questions to try to determine your match to the specifications needed to do the work well. The most reliable way for an interviewer to project how you would perform in the future is to examine the past. Therefore, you may be asked some behavior-based questions. Which ones are asked depends on the position you are interviewing for. Examples:

- Tell me about a time when you had to go beyond what is ordinarily expected in order to get a job done.
- Give me an example of an important goal you set and describe your success in reaching it.
- Discuss occasions when you adapted to a wide variety of people and situations.
- Describe a time when you to deal with an angry person.

By analyzing the questions asked of you, you will be able to find out more particulars about the position for which you have applied and the qualities the oral board or interviewer is looking for. What emphasis does the interviewer seem to be placing on which skills, knowledge, personality traits and attitudes? Are the questions directed at your experience or more philosophical? Or, are the questions based on fact patterns and require you to think out resolution to a scenario? That insight can help you focus your answers more easily to the position.

Think about why the question is being asked. What does the interviewer REALLY want to know? Following are some typical questions.

- Tell me about your qualifications for this position.
- Why did you apply for this position?
- What are your short-term goals? What about in 2 and 5 years from now?
- What is the Department's mission/vision statement?
- What is your own mission/vision statement?
- Why do you feel you will be successful in this position?
- What supervisory or leadership roles have you had?
- What have been your most satisfying/disappointing experiences?
- What are your strengths/weaknesses?
- What kinds of problems do you handle the best?
- If I asked your current supervisor to describe you, what do you think they would say?
- What frustrates you the most?
- How did you handle a time when you had to work with someone you disliked?
- What things could you do to increase your overall effectiveness?
- What was the result the last time you tried to sell your idea to others?
- Why did you apply for this position and what do you know about the position?
- What is the most important thing you are looking for in a supervisor?
- What were some of the common characteristics of your past supervisors?
- What are your plans for further training or academic studies?
- What was the toughest decision you had to make in the last year? Why was it difficult?
- Why should I select you?
- Please tell me about a time when you handled a crisis or critical incident.
- What is something you would like to change relating to policing?
- What does the community expect from the Davis Police Department?
- What are your thoughts on the current state of affairs regarding law enforcement here and across the country?
- What is unconscious bias?

- What are your biases?
- What is procedural justice?
- What is the guardian mindset and what is the warrior mindset? Which are we looking for?
- Can you provide an example of when you led or supervised another officer or officers in a critical incident? What were some of the critical decisions you made? What, if anything, would you do differently in hindsight?
- The sergeants are generally the first point of contact for people who are dissatisfied with police services. Describe how you see your role when asked to contact a person at the front counter who has a complaint.
- What is the difference between complaining up and complaining down?
- Describe a time when you dealt with a difficult person and what you did/how you handled it?
- Describe a significant problem you have encountered. Describe how you went about solving the problem. What worked and what did not work? Would you take the same action again?
- You are assigned a project to create a plan to address complaints of homeless people loitering, drinking, and harassing people at a park in your area. What would you do to address the problem?
- Describe the level of public contact you've had in previous jobs and what was the nature and frequency of that contact?

## **Verbal/Non-Verbal Communication**

How you express yourself both verbally and non-verbally may be as important as the answers you give.

- Acknowledge introductions with a smile and a firm handshake. Maintain good eye contact and smile when appropriate. Be enthusiastic and responsive. Radiate energy. How are you going to demonstrate your enthusiasm if you tend to be a quiet person? As you talk about your past and present activities in answer to questions, your passion and energy can be communicated both through the words of your stories and your body language (e.g., tone of voice).
- Sit comfortably, without slouching. Don't put anything on your lap or in your hands as it will restrict your natural body movement and you may be tempted to "play" with it. Keep your clipboard, note pad, briefcase, or portfolio on the floor beside your chair for easy retrieval when necessary.
- Respond to questions specifically and concisely but give sufficient details to enable the interviewer to evaluate your credentials. Interviewers become frustrated when they have to listen to long rambling answers. Think before you speak. It is quite acceptable to pause before talking in order to organize your thoughts, but **think quietly**. Avoid verbal fillers such as um, ah, you know, etc., or repeating the question in order to provide thinking time. Use business language. Avoid slang or police jargon. Speak clearly.
- Prepare in advance to talk about any topic that you are concerned or feel uncomfortable about. If there is something that you don't want an interviewer to



inquire about, you can be sure that somehow the interviewer will sense it, and ask. Practice your answer out loud often enough to feel confident when saying it. Maintain poise and self-control. Maybe you need to think about that difficult issue as a learning opportunity, which has made you a better person.

## **Types of Interview**

### **ORAL BOARD INTERVIEW WITH TWO OR MORE PERSONS**

The oral board will generally be set up using standards adopted by the City or Department. The key is good eye-to-eye contact with the person who asks you the question, but remember to look at the other persons present periodically in order to include them in your answer. All candidates are generally asked the same questions for the ease in evaluating applicants. If there is important information that you have not conveyed by the end of the interview, when asked if you have any questions or anything to add, present your additional qualifications. Usually the interviewer will make written notes of your answers.

### **SECOND INTERVIEW**

The supervisor(s) in charge of the position or the Police Chief may want to interview you for the position. They may take an hour or less, sometimes more. The Police Chief may elect to have another person present who may also ask questions. In a less structured interview, the initial answers you give will often result in additional follow-up questions. As much as possible, try to direct the interview in the manner which you want it to go, but always be prepared to answer the difficult questions about your past performance or behavior.

### **UNSTRUCTURED INTERVIEW**

In this type of interview, the interviewer will meet with you without a particular interview format. In this type, you have a better opportunity to convey information, as there is no set agenda for questions by the interviewer. However, you need to be well prepared and know the points you want to make.

### **Ending the Interview**

When it appears that the interviewer is about to end the interview, there are certain points you should make sure you have covered before you leave the room:

- Take the time to summarize your high points and emphasize what you would bring to the position and the Department.
- Ask the interviewer when you can expect to hear about a decision or ask when you should make an inquiry as a follow-up.
- Express your interest in the position and thank the interviewer for interviewing you.

## Evaluating your Performance

Evaluate how well you did after an interview. Ask yourself:

- What points did I make that seemed to interest the oral board or interviewer?
- Did I present my qualifications in the best manner possible, giving appropriate examples as evidence?
- Did I pass up opportunities to sell myself, to demonstrate the work I do, and to show how I could benefit the Department?
- Did I talk too much? Too little?
- Was I too tense? Passive? Aggressive?

## Tips

- Get a good night's sleep before your interview. Believe in yourself!
- Always be prepared to give a 4-5 minute oral resume. Include personal and professional experiences that **emphasize your demonstrated ability for the position you are applying for**.
- Be punctual. Arrive at least 15 minutes early to allow yourself time to collect your thoughts. Take the opportunity to observe the environment. Keep your eyes and ears open. Be friendly with everyone. Pay attention to who may be on the board so that you can use their names when you greet them with your firm handshake.
- Your responsibility is to convince the interviewer that you are the best person for the position. Since the interviewer may not draw it out of you, remember the points which are important about your qualifications. Give **descriptive examples or proof** whenever you can throughout the interview. Try to paint a visual picture that the interviewer will remember. The true stories you tell about yourself will differentiate you from the other applicants. Radiate genuine enthusiasm.
- Watch the interviewer for clues on how the interview is progressing. Is the interviewer's face or body language telling you that your answers are too long, not detailed enough, too boring, etc.? If in doubt, ask the interviewer if more details are needed. Listen carefully to the question and the way it is phrased. If it can be interpreted in more than one way, and if you are unsure what the interviewer really wants you to discuss, ask for clarification.
- If the interviewer becomes silent, look for the reason. Has the person momentarily run out of questions? Is the person testing you to see how comfortable you are with silence? Is the interviewer finding your answers too brief and waiting for you to elaborate more in order to get a better sense of who you are?
- If the interviewer outlines a hypothetical situation and asks you what you would do if you found yourself in those circumstances, imagine yourself in that situation. Give the best answer you can if it is a situation which you have not already experienced and successfully dealt with. In many instances, the interviewer is more interested in finding out how you would react under those circumstances, and in your thinking/analytical process than in your final answer. In your analysis, think about which are the most important facts. Watch for a "red herring". Do you need to get additional information from someone else in the scenario before you could make a

decision? Do you want the interviewer to supply more detail for clarification on a key point?

- When the interviewer asks about your weaknesses, choose something work-related, but not so serious as to disqualify you. Be honest with your identification of a weakness. It is not recommended to use a “weakness” that would be seen as a strength to an employer. For example, “Sometimes I work too hard” or “When I make an error, I am too hard on myself.” Your honesty about a weakness will be more believable if you have thought about it and are sincere. **Briefly** mention one, always ending on a **positive** note. Show what you have learned from the experience or what you are doing to change. If pressed for more than one weakness, have another one or two ready to discuss. Also, if asked about any negative employment experience (e.g., trouble with supervisor), don’t criticize past supervisors, the Department or others. Briefly acknowledge any difficulty and say what you have learned or discuss the positive outcome of the situation. By looking so carefully at weaknesses or negatives, an interviewer is trying to determine where you might have problems on the job. The bottom line for some positions may be: “Let’s appoint the candidate who will do the work adequately while having the fewest serious shortcomings”.
- Practice in a mock interview with another person. Check for quality of information in your answers, and the positive, non-verbal reinforcement of your words. By speaking out loud you can “hear” your answers to ensure you cover the topic well. Consider videoing your mock interview. Video can be revealing if you have “bad habits” e.g. using fillers or fidgeting. Don’t practice so much though that you lose your spontaneity and your answers sound rehearsed.
- If you do not get the position, especially if you felt you were the best candidate, you may want to contact the interviewer to get feedback on your performance. It could be (1) they appointed someone with better qualifications. Or (2) you didn’t adequately present your qualifications, thereby causing an incorrect assessment of your capability. If the reason is (1), keep going—you’ll find the right match! If (2), make changes in your next interview!

# **DAVIS POLICE DEPARTMENT**

## ***Quality Resumes***

### **A Quality Resume**

The resume is a tool, which acts as a door opener and allows either the interview panel or the prospective supervisor or manager to assess your qualifications quickly in the prescreening process before interviews. Resumes are generally very closely scrutinized. Keeping that in mind, help the readers form mental pictures of you and your activities as they look for key words and phrases. Among all the competing resumes, the reader needs to determine the benefits you are offering them, based on your past accomplishments. Document the results you achieved by including numbers, e.g., supervised 50 cadets; was responsible for hiring 5 reserves; made 300 felony arrests.

If your resume seems to be taking you down a path similar to your current assignment and you want to change direction - that can be quite easily accomplished. You probably have explained your past jobs in terms of the duties and responsibilities that characterized that work. You need to interpret or reframe those experiences to meet the demands of the new position. Look at the position announcement and reframe the resume towards those skills and experiences that are best suited for the position you are applying for.

### **Style and Appearance**

- The first impression of your resume should be favorable, well-organized material, easy-to-read font, correct grammar and spelling, up-to-date information. Your paper copies, handed out at the interview, should be printed on good quality paper and have no handwritten corrections or white out.
- One to two pages of information should be sufficient to present your credentials clearly and concisely for the position. Only in rare cases would you need to go to three pages, but then all three pages must contain essential information needed to judge your qualifications. You may get only one chance for that interview. Write in point form and double check that all pertinent key words are there.
- Prepare a completely **positive** document to present your skills. Don't be shy! You can bet the other candidates won't. The resume must be an honest evaluation; don't lie. The misrepresentation will come back to haunt you - if not in the interview, then on the job.
- Many of your strengths are revealed through both your content and style of writing, e.g., enthusiasm, confidence, reliability, and communication skills.

*The Major Sections of a Traditional Resume Include:*

## **NAME, ADDRESS(ES), TELEPHONE NUMBERS (VOICE/FAX), E-MAIL**

- No other personal information is required.

### JOB OBJECTIVE or CAREER GOAL

- A focused statement is essential.
- “Career Goal” tends to refer to a desired position that has a longer term association, while “Job Objective” can refer to an interim or more temporary type of job, e.g., Police Sergeant for a career goal and Police Detective for a job objective.
- State your goal or objective in terms of what **you can do**, not what you want the Department to do for you. **Avoid** expressions such as “...where I can use my knowledge and skills to expand my expertise in...”
- Phrase statement in terms of the job you want **now**, by job title (e.g., Detective, Motor Officer)

### SUMMARY OF QUALIFICATIONS

This section will provide a concise overview of your qualifications as they relate to your Job Objective or Career Goal as stated immediately above.

- Here is where you want the interviewer to recognize and become interested in the competitive advantage you bring to the position. Therefore, avoid a historical record. State the value you are offering.
- This is the most difficult section of your resume to write. Do not attempt it until the rest of your resume is completely written because you need to see and understand the information before you can summarize it.
- Draw upon your work experience, volunteer and/or extracurricular activities in terms of duration, scope, accomplishments, etc. If you lack relevant experience, emphasize those skills you have developed in terms of interpersonal, organizational, supervisory, etc.
- **First statement** summarizes the experience you have related to your job objective, e.g., One year experience in crime scene investigation.
- **Second statement** describes your working knowledge of the various components or aspects of the position (e.g., fingerprinting, report writing, planning).
- **Third statement** outlines the various skills you possess to do the work effectively (e.g., problem-solving, communication, time management).
- **Fourth statement** may refer to any academic background you have that complements your practical experience (e.g., B.S. in Criminal Justice).
- **Fifth statement** lists your personal characteristics and attitudes as required on the job (e.g., reliable, able to work under pressure).

## SKILLS SUMMARY (in place of Job Objective and Summary of Qualifications sections)

- This section is essential for resumes without a Job Objective and Summary of Qualifications, and appears immediately after your Name and Address.
- Include three to six points outlining your most relevant strengths for the type of work you are looking for. Describe your competitive advantage and the value you offer.
- Draw upon your work experience, volunteer and/or extracurricular activities in terms of duration, scope, accomplishments, etc. If you lack relevant experience, emphasize those skills you have developed in terms of interpersonal, organizational, supervisory, etc.
- Indicate formal or professional training/education.
- List relevant areas of expertise, e.g., computer proficiency, knowledge of specialized equipment, etc.
- Draw upon your personal characteristics that are requisites for the position you are seeking, e.g., enthusiastic, flexible, attentive to detail.

## EDUCATION

- **For students in post-secondary education, first year through six months prior to graduation:** state Candidate for, Degree, Discipline (major/minor), University, and Year beginning program, e.g., Candidate for Honors Bachelor of Sociology, Spanish, University of California, Davis, CA., Sept. 20\_\_ - present.
- **Secondary school listing:** it usually is not necessary to include your secondary school after your first year of a post-secondary program unless it is a prestigious institution or the entry will add valuable information when the reader considers you. You may wish to include specialization if applicable.
- **For alumni and students in graduating year:** state Degree, Discipline (major/minor), University, and Year degree obtained or the Month/Year degree will be obtained. Add Specialization or Option if you wish, e.g., Bachelor of Arts, History, University of California, Davis, CA., May 20\_\_.
- **If you changed your program of studies while at university,** you may wish to indicate as follows: Bachelor of Science, Sociology, University of California, Davis, CA, 20\_\_.  
History, University of California, Davis, CA, 20\_\_ - \_\_.
- **Check the name of the degree you get** (e.g., Bachelor of Criminal Justice Administration, Bachelor of Mathematics for Computer Science), and list it preferably unabbreviated.
- **Multiple entries:** when referring to additional studies at other schools or to more than one program at university (e.g., Bachelor, Master), arrange entries in reverse chronological order, i.e., most recent first.

## Relevant Courses

- A sub heading of the **Education** section.
- Choose six to ten courses related to your Job Objective where you have not utilized this knowledge yet in a work environment. Do not include course numbers.

# WORK EXPERIENCE

The Chronological style of resume is the most widely accepted format for outlining work experience. Try this type of format first. If you are not getting your best credentials onto page one, then try the Modified Chronological style. If that still does not help, try the Functional model.

Examples of formatting the Chronological, Modified Chronological and Functional types of resumes follow.

## *Chronological Resume*

- Organize jobs in reverse chronological order, stating:
  1. Dates, beginning and terminating, in words not numbers, e.g., May, not 05.
  2. Job Title: create an accurate one if you had none.
  3. Name of Organization and Location. Do not include supervisor's name or employer's street address or telephone number.
- In point form, talk about what **you contributed to** or **accomplished** on the job. The interviewer is usually not interested in a recitation of your responsibilities. Also, don't use the generic points from the written job description. You need to personalize your document- separate yourself from the other candidates who likely come from the same job or have the same experience.
- Ask yourself if you did more than was required of you by your supervisor. If yes, be sure to indicate the circumstances and outcome.
- Indicate the level of responsibility you were entrusted with, e.g., supervising others, teaching others.
- Begin each entry with an action verb, listing accomplishments, tasks performed, skills developed, or, if appropriate, specialties learned.
- The amount of specific detail will be determined by the relevance to the job you are applying for.
- Use the present tense of the verb for work continuing as you write your resume and the past tense for work that has ceased.
- Do not use abbreviations, slang, sarcasm or humor.
- Do not use personal pronouns, such as "my", "their", or definite and indefinite articles, such as "a", "an", "the".
- **Prioritize** the points when you are describing your work as they relate to your job objective, not as they related to the job you are describing. Have at least one point of explanation under the job entry.

## *Modified Chronological Resume*

- The only difference between this type of resume and the Chronological one is the section on work experience, as it enables you to feature related experience, or to move to the top of the section those jobs which would ordinarily be listed after less pertinent ones.

- Replace the words, Work Experience, with a descriptor about the type of experience (e.g., Research Experience, Business Experience). Collect in one section all jobs of similar type and list them in reverse chronological order.
- Be sure that the theme word you use to describe each Experience section is descriptive of aspects of the job you stated in your Job Objective.

## Functional Resume

- A Functional format may be useful for individuals who:
- have little or no relevant experience, but do have qualifications for the job, have relevant experience but these positions would be lost among the other jobs in a Chronological resume and the Modified Chronological format would not be suitable, have a number of similar work experiences which would require repeating the same points under several job listings, have so much good material to say that it would take over three pages to do it.
- The work experience section is very different from that in the Chronological resume as it is divided into two parts entitled **Qualifications** and **Work History**.
- The **Qualifications** section comprises the individual points of the job descriptions as organized by major functions or skills. Identify three to six major areas required for the position being sought.
- The **Work History** section comprises, in reverse chronological order, a listing of your employment: date, job title, company/organization, location (no job description details).

### Process to create a Functional Resume:

- It is essential that you have a good Chronological resume from which to work as it is difficult to think creatively and evaluate the information at the same time. Ensure that each point starts with the appropriate action verb.
- Take each point in the job description section of Work Experience and assign a code for the type of function, e.g., planning, scheduling, debugging, teaching, etc.
- In the **Qualifications** section of your Functional resume:
  - Identify three to six major function/skill areas related to your Job Objective, e.g., Supervision, Organization, Program Planning, etc. Be consistent—use either all nouns or all adjectives.
  - Take the related point as it appears in the Chronological resume and place it with all the other similar function/skill points in order of importance to your Job Objective.
  - Since the points are removed from the employers they were associated with, you may have to add some generic information on setting, population, etc. Example: under Davis Parks and Recreation Department in your Chronological resume you have “organized Friday afternoon drop-in leisure activities for seniors”. In your Functional resume, add “in a recreational setting” so that the reader will not wonder in what context (medical, psychological, etc.).
  - Try to combine points whenever possible to make clear, concise entries. The number of points for each function/skill ranges from three to seven.
  - In formulating the points for each thematic qualification, you can also draw upon your academics (projects, papers, etc.), extracurricular activities, and volunteer



work as long as the reader knows the setting and does not think you have done the work in one of your paid positions.

- Make sure there is no overlap in meaning when selecting the names for your function/skill sections. As you take each point from your Chronological resume, you will then find that it clearly fits in only one section.

## AWARDS

State name of award and date. Explain the meaning of the recognition if the reader would not understand its significance.

## PROFESSIONAL MEMBERSHIPS

List those with some relevance to the jobs to which you are applying.

## ACTIVITIES/INTERESTS

- Volunteer work can be included in different ways, depending on the message you want to give.
- Include volunteer work in this section if you are demonstrating the breadth of your leisure-time activities.
- If you wish to highlight or emphasize these activities, create a separate heading, e.g., Volunteer Activities, Volunteer Experience, Community Service. In this section you can either list the organizations, or you can add to the listing more detail about your contributions, beginning each point with an action verb. You can include your Volunteer Experience before Work Experience in your resume if it would be to your advantage.
- If your volunteer activities are as important as your paid work experience, add your information to your Work Experience section, with a volunteer notation, e.g., Assistant to Director (volunteer).
- In listings for activities, state role (e.g., Member, President), name of organization, dates. Organize in reverse chronological order. State if any positions were elected or appointed.
- At the bottom of the section include interests such as physical fitness, hobbies, sports or leisure activities. Generally, employers are interested in how you spend your time outside of academics and work, e.g., independent/team activities, as well as your well-roundedness because of the transferability to the work you are applying for. However, when in doubt about including this section, leave it off the resume.

### Additional Tips

- Omit personal information such as age, marital status. Do not include the word, Resume, at the top of page one or the date you prepared the document.
- Ensure that your name is at the top of all pages.
- Include the page number at the top of all pages other than page one.
- Use a **dictionary** and **thesaurus** to understand and express accurately your skills/abilities for the job, and the contribution you can make to the organization.

- Check your first draft for accuracy and completeness of information. Check your final copy for errors before printing.
- The more in-depth the material and your preparation, the more informative your resume will be to the prospective employer, and the easier it will be for you to answer subsequent interview questions.
- Keep all your notes from which you prepared this resume on file and add to them periodically (yearly/twice yearly) information about your recent activities, job, etc. so that you will always have up-to-date data to generate future resumes.

### To Review

- Obtain good job description information for the type of position you are applying.
- Prepare a draft of a Chronological resume.
- If desired, draft a Modified Chronological or a Functional resume.
- Organize major sections in order of importance:
- Job Objective or Career Goal is always first, with Summary of Qualifications always second.
- Skills Summary is always first when you do not have a Job Objective or Career Goal section.
- Other major sections are arranged in order of importance related to your Job Objective or Career Goal so that the most important information is on page 1. Example: if your Work Experience would be of greater interest to the employer than your Education, put it first. If your Activities have greater appeal than Awards, put Activities first.
- Before printing a number of copies, check the final draft of your resume for:

### **Appearance**

At first glance, will the interviewer find the resume attractive and want to read it (paper weight/color, layout of sections/points/margins, font size/style, un-crumpled/unfolded, no corrections in handwriting, etc.)?

### **Accomplishments**

Does the document present your qualifications from both theoretical and practical perspectives regarding education, skills, experience, personality, etc.?

### **Writing/Presentation**

Is every word necessary to determine the meaning of the point? Is the point relevant to the job you are applying to? Does the writing style clearly and completely convey what you want the reader to know? Are your words precise, and action-oriented? Are there spelling, typographical or grammatical errors?

## Sales Appeal

Have you told the reader in a positive, interesting way what you can do for the organization, and given sufficient proof of expertise that the reader will want to meet you personally in an interview?

### *Serious Problems Arise When You Write Imprecisely:*

- Avoid verbs such as **assisted, helped, aided, participated, involved** as you do not say precisely what you did and the employer will not know what your contribution was.
- To eliminate any misconception that you might be responsible for the total project when you were not, you can add at the end of your statement “in conjunction with”, “in collaboration with”, “as a member of XXX team”, etc., or if you and another person worked together, you could start statement with “co-“ e.g., co-designed.
- Avoid weak verbs such as did, had, handled.
- Do not use nouns when talking about your contribution (e.g., organization of new committee and promotion of programs...) because what **you** did, is not defined precisely enough. Use verbs, e.g., wrote newspaper and flyer copy to promote....
- Avoid expressions such as **responsible for, duties included, involved in, worked on, participated in**, as nouns follow these words, and your accomplishments are not understood.

# Deborah Gregg

## Objective

Police Sergeant

## Experience

1990–2000 Davis Police Department Davis, CA  
**Police Officer**

**Field Training Officer**, January 1997-present

Trained and evaluated new police officers.  
Developed and instructed standardized felony car stop program.  
Developed and instructed Drug Abuse Recognition course.

**Firearms Instructor**, February 1994-present

Co-authored firearms training manual.  
Developed 6 new firearms qualification courses.  
Developed and implemented patrol rifle program.

**Patrol Officer**, March 1990-January 1997

Enforced laws and ordinances in the City of Davis.

## Education

1987–1994 California State University, Sacramento Sacramento, CA  
B.A., Business Administration and Computer Science.  
Graduated Summa Cum Laude.

## Awards

Distinguished Service Medal, 1994.

## Activities/Interests

Motorcycle riding, fishing, hunting.

# Roger Dunnigan

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**Objective** Police Sergeant – Davis Police Department

**Summary** Innovative law enforcement professional with over 9 years of experience at the Davis Police Department. Strong organizational skills, work ethic, and proven ability to take strong and decisive action during critical incidents.

**Experience** **Field Training Officer**

- Trained and evaluated new police officers.
- Developed and instructed standardized felony car stop program.
- Developed and instructed Drug Abuse Recognition course.

**Firearms Instructor**

- Co-authored firearms training manual.
- Developed 6 new firearms qualification courses.
- Developed and implemented patrol rifle program

**Police Officer**

- Enforced laws and ordinances in the City of Davis

**Work History** Davis Police Department

1998-Present Field Training Officer  
1993-Present Firearms Instructor  
1990-1998 Police Officer

**Education** 1987 - 1994 University California, Davis Davis, CA

- B.S. Sociology

**Awards received** Formal commendation for handling of child abuse investigation, 1998

**VERBS DESCRIBING SKILLS.** Watch overuse of a word. Activities form into themes such as communicating, showing, analyzing, organizing, creating, and managing.

achieved	cultivated	gave	ordered	saved
acted	cut	generated	organized	scheduled
adapted	decided	guided	oriented	searched
addressed	decreased	hired	originated	secured
adjusted	defined	hosted	oversaw	selected
administered	delegated	illustrated	painted	separated
advised	delivered	implemented	performed	served
altered	demonstrated	improved	persuaded	serviced
analyzed	described	improvised	photographed	set
appraised	designed	incorporated	piloted	sewed
arbitrated	detected	increased	planned	shaped
arranged	determined	informed	predicted	shared
assembled	developed	initiated	prepared	showed
assessed	devised	inspected	prescribed	simplified
audited	diagnosed	installed	presented	sized
balanced	differentiated	instituted	printed	sketched
broadened	directed	instructed	processed	sold
budgeted	discovered	integrated	produced	solved
built	dispensed	interacted	programmed	sorted
calculated	displayed	interpreted	projected	specified
calibrated	dissected	interviewed	promoted	spoke
catalogued	distributed	introduced	proofread	started
categorized	diverted	invented	proposed	streamlined
chaired	documented	investigated	protected	strengthened
changed	doubled	itemized	provided	studied
charted	drafted	judged	publicized	summarized
checked	drew	launched	published	supervised
classified	edited	led	purchased	supplied
coordinated	eliminated	learned	raised	talked
coached	empathized	lectured	received	taught
collated	encouraged	liaised	recommended	tended
collected	enforced	listed	reconciled	tested
combined	enhanced	located	recorded	traced
communicated	enlarged	maintained	recruited	trained
compared	ensured	managed	redesigned	transcribed
compiled	established	marked	reduced	transformed
completed	estimated	marketed	referred	translated
composed	evaluated	measured	refined	traveled
computed	examined	mediated	rehabilitated	treated
conceived	expanded	met	related	trimmed
concluded	expedited	minimized	rendered	troubleshoot
conducted	explained	modeled	reorganized	tutored
configured	expressed	moderated	repaired	uncovered
considered	extracted	modernized	reported	unified
consolidated	fabricated	modified	represented	updated
constructed	facilitated	monitored	researched	upgraded
contracted	filed	motivated	resolved	used
contrasted	financed	narrated	responded	utilized
controlled	finalized	navigated	restored	verified
converted	fixed	negotiated	restructured	weighed
corrected	followed	observed	retrieved	welded
corresponded	forecasted	obtained	reviewed	widened
counseled	formulated	opened	revised	won
created	founded	operated	revitalized	wrote
critiqued	gathered		sang	

