

NEW JERSEY CIVIL SERVICE
COMMISSION

2015 POLICE SERGEANT

ORIENTATION GUIDE

SPECIAL NOTICE TO ALL CANDIDATES

Due to the continued collaboration with the United States Department of Justice per the 2011 Police Sergeant Consent Decree, the information provided in this orientation guide **IS NOT** yet finalized. The Civil Service Commission (CSC) is currently making adjustments to the 2015 administration and exam format. As such, all candidates are encouraged to periodically check the *Public Safety News* page of the CSC's website <http://www.state.nj.us/csc/about/news/safety/> and *Orientation Guides* page <http://www.state.nj.us/csc/seekers/jobs/orientation/> for updated information.

Only the information provided by the CSC website and orientation guide should be considered accurate. The CSC does not consult with “study groups” or test preparation companies and is not responsible for any claims made by other organizations.

TABLE OF CONTENTS

I.	INTRODUCTION	
II.	PRE-EXAM INFORMATION	
	A.	Date and Location.....pg. 5
	B.	What Candidates SHOULD Bring to the Exam.....pg. 5
	C.	What Candidates Should NOT Bring to the Exam.....pg. 5
	D.	ADA Policy.....pg. 6
	E.	Make-up Policy.....pg. 6-7
	F.	Examination Information For Make-up Candidates.....pg. 7
III.	EXAM INFORMATION	
	A.	Exam Development.....pg. 8
	B.	Written Exam Portion.....pg. 8
	C.	Video Based Portion.....pg. 8-9
	D.	Potential Source Material.....pg. 9-10
IV.	EXAM ADMINISTRATION INFORMATION	
	A.	Late Policy.....pg. 11
	B.	Test Administration Logistics.....pg. 11
	C.	Test Time.....pg. 12
V.	POST-EXAM INFORMATION	
	A.	Explanation of Scoring Process.....pg. 13
	B.	Review and Appeal Information.....pg. 13
	C.	Explanation of Seniority.....pg. 14
	D.	Calculation of Seniority Score.....pg. 14
	E.	Explanation of Exam Results and Promotions.....pg. 15
VI.	STUDY TIPS	
	A.	Descriptions and Study Tips for Different Learning Styles.....pg. 16-18
	B.	Understanding and Reducing Test Anxiety.....pg. 19-21
	C.	Tips for Answering Multiple-Choice Questions.....pg. 22
	D.	Technical Vocabulary List.....pg. 22-23
VII.	SAMPLE QUESTIONS FOR WRITEN EXAM PORTIONpg. 24-32
VIII.	SAMPLE QUESTIONS FOR VIDEO BASED PORTIONpg. 33-38

I. INTRODUCTION

The examination will be designed based on information obtained from the most recent job analysis verification of the Police Sergeant position, which includes descriptions of the duties performed by incumbents and identifies the knowledge, skills, and abilities that are required to effectively perform each of these duties.

The New Jersey Civil Service Commission (CSC) has prepared this supplemental orientation guide for promotional candidates who will participate in the 2015 Police Sergeant examination. The information in this booklet and the **General Multiple-Choice Exam Orientation Guide**, both available via the CSC website (<http://www.state.nj.us/csc/seekers/jobs/orientation/>), is designed to help candidates better understand the testing process and the types of questions they will encounter on the Police Sergeant examination.

This orientation guide is organized into eight sections. Following the **Introduction** is the **Pre-Exam Information** section, which will provide information related to the tentative date of the exam, as well as relevant CSC policies that all candidates should be aware of. Next is the **Exam Information** section. This section describes the development, content, and source material for the exam. The **Exam Administration Information** section of the guide will outline logistical information, such as the schedule of the day and what candidates can expect as they arrive at the test center. Following that is the **Post-Exam Information** section. This part of the guide will inform candidates about such things as the scoring process, review/appeal process, and the resulting promotional lists. As a way to ensure that all candidates perform at their best, the CSC has included an additional section which provides **Study Tips**. In this section, candidates can learn tips and strategies for determining their learning style, studying, and reducing test anxiety. The examples provided in the **Sample Questions** section will be similar in structure to those that will appear on the exam. We encourage candidates to carefully review this orientation guide along with the General Multiple-Choice Exam Orientation Guide and to take advantage of every opportunity to prepare for the examination. Candidates will not be allowed to refer to this Orientation Guide, the General Multiple-Choice orientation guide, or any other study material after they arrive at the examination center.

The information contained in the guide is intended to be an aid and should not be considered exhaustive. Additionally, the information presented is subject to change, and candidates are encouraged to periodically check the CSC website to look for updates.

Any changes, additions, and/or updates to specific sections of the guide will be indicated on the table of contents page. The updated information will be written in italics so that it can be distinguished from previously included information.

Please note that no “study group” has been involved in the development or review of CSC examinations, and at no time has any examination material been provided to such groups. Additionally, the CSC is not responsible for any claims made by “study groups” or the manner in which they represent themselves for advertisement purposes.

II. PRE-EXAM INFORMATION

A. Date and Location

Due to the procedures outlined in the 2011 Police Sergeant Consent Decree, the 2014 and 2015 administrations of the Police Sergeant exam have been delayed. As a result of the delay, the CSC will test both sets of announcements at the same time with a tentative timeframe to be posted to the CSC website in September/October 2015. An exact test date has not been determined at this point. Candidates are reminded to monitor the CSC website for updated information. The test date will be confirmed when candidate examination notices are mailed two to three weeks prior to the test date. Individual time and location information may also be accessed on the CSC website approximately two weeks prior to the test date. Candidates will be required to enter their applicant ID number (social security number) in order to access their specific time and location information. Candidates will be scheduled to take the examination at various sites (north, central, and south) throughout the state. Once candidates are notified of their scheduled examination center, directions can be obtained on the Internet at the CSC's website (<http://www.state.nj.us/csc/about/contact/>), or by calling the CSC's Information Center at (609) 292-4144. Make sure to map out a travel route in advance of the examination date and plan to arrive at the examination center *early*, since no one will be admitted late. Upon completion of the testing process, candidates must leave the testing premises so that other candidates (still involved in the testing) will not be disturbed/distracted by outside conversations.

B. What Candidates SHOULD Bring to the Exam

Candidates arriving to the test center should have their notification card and a valid photo I.D. Candidates arriving at the test center without their notification card should report directly to Room A with their photo ID, so that the Center Supervisor can issue them a new card. Candidates arriving at the test center without a valid photo ID **WILL NOT** be admitted to the exam. Answer sheets for CSC multiple-choice exams are scored electronically, so candidates should bring No. 2 pencils to the exam. In addition, candidates are permitted to bring highlighters for use during the exam.

C. What Candidates Should NOT Bring to the Exam

With the threat of high-tech cheating on the rise, possession electronic devices such as cell phones, pagers, tablets, PDAs, or any other photographic/recording equipment is strictly prohibited at test centers. **Candidates who are seen with these devices in the test center, even in a power-off mode, will be disqualified and dismissed immediately.** The device may also be confiscated to ensure that an attempt was not made to compromise the testing process. In addition, briefcases and other personal items should not be brought inside the test center. The CSC is not responsible for any personal items.

D. ADA Policy

Candidates who require special assistance or ADA accommodations for this exam must check the corresponding box on the “Preferences” tab of their online application, regardless of whether or not they have previously been approved for accommodations with CSC in the past. Candidates indicating a need for accommodations for the first time will subsequently be contacted with further instructions.

Upon receipt of their exam notice with the test date, time, and location information, candidates who are already on file with CSC as being approved for accommodations must contact Marty Berrien at (609)292-4144, extension 199-1001, in order to discuss the specifics of their accommodation needs for this exam.

E. Make-up Policy

Pursuant to N.J.A.C. 4A: 4-2.9, make-up examinations for public safety promotional examinations may be authorized only in cases of:

- I. Error by the Civil Service Commission or appointing authority.
- II. Death in the candidate’s immediate family as evidenced by a copy of the death certificate; or
- III. Catastrophic injury or illness requiring an extended convalescent period provided the candidate submits a doctor’s certification containing a diagnosis and a statement clearly showing that the candidate’s physical condition precluded his or her participation in the examination, as well as documentation from the candidate’s employer noting the candidate’s related leave from work;
- IV. Military leave, which will be handled as stated in NJAC 4A:4-2.9(c);
- V. Exoneration from pending disciplinary or criminal charges will be handled as stated in N.J.A.C. 4A:4-2.9(d).

Make-up requests must be submitted, in writing, with supporting documentation, to: NJ CSC Make-Up Exam Unit, Attn: Marty Berrien, P.O. Box 310, Trenton, NJ 08625-0310 within 5 days upon receipt of the Notification Card.

NOTE: All requests for **medical** make-up exams must be accompanied by the Civil Service Commission’s Medical Authorization for Make-up Examination form (DPF-728), completed by the treating physician. The Medical Authorization for Make-up Examination form can be obtained through the Make-up Unit or from our website at <http://www.state.nj.us/csc/about/publications/forms/>. Additionally, your treating physician must provide a separate detailed letter containing a diagnosis and statement, clearly indicating why your physical condition will prevent you from taking the examination as scheduled. This letter should include the date the injury/illness began, the date of your last office visit, and the earliest date you can take the test. Information on your leave time from work because of your illness/injury should also be included.

The documentation must be on official letterhead, written in layman's terms, and legible. If insufficient, untimely, or illegible information is provided, your request will be denied.

F. Examination Information for Make-up Candidates

Because of concerns regarding loss of examination security due to the illicit discussion and/or dissemination of test content, the make-up examination for this announcement may not be identical to the original examination. That is, it may be very similar to the original examination, matching the content specifications of the original examination as closely as possible. This means that the make-up examination would measure in equal proportion, the same knowledge, skills, and/or abilities that will be measured by the original examination. It will also be administered, to the extent possible, under the same conditions as the original examination. If a different examination is used for make-up purposes, make-up candidates may be required to obtain or use resource material for test preparation/study purposes that is particular to the make-up examination.

III. EXAM INFORMATION*

A. Exam Development

Exams are developed based on the most recently conducted job analysis. A job analysis is the process of critically examining the Knowledge, Skills, and Abilities (KSAs) required to perform successfully on the job. As a part of this verification process, staff from the CSC has visited various police departments throughout the state. Information was gathered about the job through interviews and surveys of on-the-job activities of incumbent (permanent) Police Sergeants. Based on the results, critical KSAs were identified and considered for inclusion on the exam. In order to best measure these KSAs, the Police Sergeant exam will be divided into two sections: a written exam portion and a video based portion.

B. Written Exam Portion

For this portion of the exam, candidates are to assume the role of a Police Sergeant. The written exam will consist of standard multiple-choice test items. For each test item, candidates will be asked a question preceded by a statement, situation, or other stimulus, such as a brief scenario. Candidates should carefully read all directions provided in the exam and, unless otherwise instructed, should choose the **BEST** answer from the options provided. Each multiple-choice question will have four choices from which candidates will select one answer which **BEST** addresses the problem or situation. Answer choices will be labeled as (a), (b), (c), and (d). Candidates will enter their answers on a standardized answer sheet. The answer chosen **must** be marked on the answer sheet. This is done by completely filling in the appropriate space on their answer sheet which designates the letter that corresponds to their answer choice. **No credit** will be awarded for any answer that is not properly marked on the answer sheet.

Test questions related to this portion of the exam may be based upon the application of New Jersey Criminal Code 2C, Title 39, New Jersey Attorney General Guidelines and Directives, New Jersey and United States Case Law, as well as other related areas.

C. Video-Based Portion

In this part of the exam, candidates will again assume the role of a Police Sergeant as they view scenarios associated with the duties of a Police Sergeant. Each video will present information and circumstances which candidates will have to consider before responding to the questions.

Questions for the video portion of the exam may be presented in various forms. Candidates should be prepared to encounter the test format options as explained below:

Multiple-Choice: Following information presented in the video, questions will have four choices from which candidates will select one answer which **BEST** addresses the problem or situation.

Ranking: Following information presented in the video, questions will offer candidates several actions which must be ranked from **MOST** appropriate to **LEAST** appropriate.

Sequential: Following information presented in the video, questions will offer several potential actions from which candidates will have to choose which should be their **FIRST**, **SECOND**, and **FINAL** action.

Differential Weighting: Following information presented in the video, questions would follow the same format as multiple choice items described above. However, in this case, the question may contain more than one correct answer or plausible course of action. Candidates choosing the option identified as the **BEST** response would receive full credit while those choosing one of the other options **MAY** receive partial credit or no credit.

Agree/Disagree: Following information presented in the video, questions will offer candidates several actions from which candidates will have to choose whether or not they agree or disagree that the action should be taken.

Questions in both the multiple-choice and video based portions will be preceded by directions which will instruct candidates on how they should answer each type of question. Candidates are encouraged to read each set of instructions carefully as they progress through the exam.

D. Potential Source Material

While preparing for the exam, candidates may find it helpful to consult the following sources of information:

- Constitution of the United States and Amendments
- Past and Current United States and New Jersey Court Decisions (Case Law)
- New Jersey Criminal Code 2C
- Motor Vehicle and Traffic Laws Title 39
- New Jersey Attorney General Guidelines/Directives

In addition to the topic areas listed above, candidates may also be assessed in areas such as the ability to complete reports and recognize content errors in written reports, ability to express information clearly and accurately in written narrative form, ability to read and interpret rules, and statutes/codes, as well as problem solving, decision making and other related areas. Assessment of these ability areas may require candidates to read,

review, and answer questions related to fictitious reports and policies created specifically for this exam. Please note that the development of test items **IS NOT** limited to the sources provided in this orientation guide. Candidates are encouraged to consult additional source material they feel will aid them in their preparation for the Police Sergeant exam.

***NOTE: Candidates are encouraged to routinely check this portion of the orientation guide, as new information and more specific details about each portion of the exam may be periodically updated and posted.**

IV. EXAM ADMINISTRATION INFORMATION

Due to the inclusion of a video portion, and the potential of a large candidate population size, some logistical adjustments are necessary for the administration of the 2015 Police Sergeant promotional exam. The CSC is currently determining which test facilities will be best suited for this type of administration. This may require the CSC to utilize facilities and locations not previously used for law enforcement exams. Because it is the CSC's intention to test both video and multiple choice portions of the exam during the same test administration, the examination may be held on a Saturday with candidates being scheduled for one of two sessions. As indicated previously in the Date and Location section, candidates will be notified of their specific test location 2 to 3 weeks prior to the test date. Test date, time, and location information may also be accessed on the CSC website approximately two weeks prior to the test date. Candidates will be required to enter their applicant ID number (social security number) in order to access their specific time and location information.

It is the CSC's intention to give all candidates accurate information about the 2015 Police Sergeant promotional exam as soon as it becomes available. With this in mind, candidates are encouraged to periodically check the *Public Safety Testing News* page on the CSC website (<http://www.state.nj.us/csc/about/news/safety/index.html>), and this orientation guide, for updated information.

A. Late Policy

Candidates should plan their route to the test center in advance of the test date as soon as the test location is made available. Candidates are encouraged to arrive early, since candidates arriving late will **NOT** be admitted to the exam.

B. Test Administration Logistics

As previously mentioned, the entire exam may be administered twice if it's given on a Saturday. In this case, the first session will be scheduled during the morning with the second session in the early afternoon. For all exam centers requiring two sessions to test their candidates, a period of **sequestration** will be required for candidates in the first session. Candidates in the first session must remain at the examination center until all candidates for the second session have arrived. Therefore, candidates in the first session who finish the exam early may not leave the test center until the examination monitor instructs them to do so. This measure is necessary in order to safeguard test security, by eliminating the potential for test content to be discussed between candidates who have already taken the examination and those who have not. Due to the importance of test security, no exceptions to the sequestration policy will be made for any candidate. This advance notice is being provided so that candidates may plan accordingly. Candidates with medical/dietary concerns must provide for their own needs. Please note that candidates scheduled for the second session may leave the test center once they complete the examination, if they finish before time is up.

C. Test Time

Because of the potential for sequestration, candidates should expect to spend several hours at the testing center. Candidates will be notified of their individual report time approximately 2-3 weeks prior to the exam. More specific information about the total time candidates can expect to spend at the test center will be updated in this section as soon as it is available.

V. POST-EXAM INFORMATION

A. Explanation of Scoring Process

Written Exam Portion

The scoring of the multiple-choice portion of the examination will be based on the number of correct responses. Therefore, it is in the candidate's best interest to answer all questions. If the answer to a question is not known, choose the **BEST** option. Prior to starting the exam, candidates will be informed as to the total number of items to answer and the total time allotted to complete the test. Candidates should budget their time so that they can respond to all questions within the allotted time.

The multiple-choice portion of the examination will be scored electronically. Using a Number 2 pencil, candidates should blacken selected answers firmly, neatly, and completely. Candidates should mark only one answer for each question, while making sure to erase cleanly any answer changes. Stray marks should be avoided.

Video-Based Portion

Scoring for the video portion of the exam will be dependent upon the format of the question presented (see EXAM INFORMATION section C). For each question, candidates will be instructed as to whether they should choose the one BEST answer, rank the options given from MOST appropriate to LEAST appropriate, or whether they agree or disagree with the statement provided.

B. Review and Appeal Information

Before the exam begins, candidates will be given a review form that explains the specific dates and times that will be made available to review the exam. Appointments are made on a first come, first served basis, until all appointments are booked. Candidates will be permitted to leave the test center with the review form so they can reference the information contained on it, if they choose to schedule a review of the exam.

Any objection to the manner in which the examination was administered must be made in writing immediately following the completion of the examination, by completing a Test Administration Comment/Appeal Form prior to leaving the examination center. This form can be obtained from the Center Supervisor. No appeal relating to the manner in which the examination was administered shall be permitted after the test date.

Candidates should be aware of the new fee schedule for item, scoring, and administrative appeals. The fee schedule can be accessed via the CSC website (<http://www.state.nj.us/csc/authorities/faq/appeals/>).

C. Explanation of Seniority

A candidate's final score (and rank) on a CSC police promotional list consists of two weighted parts: the test score and the seniority score. The seniority score combines two elements. The first, length of service, is the time from the regular appointment date (of the eligible title) to the closing date of the announcement, minus the time spent on suspensions, layoffs, and regular leaves of absence without pay (**other than** military) such as educational, gubernatorial appointments, personal, sick, disability, family, voluntary furlough, furlough extensions, and to fill elective office (day for day deduction from length of service). The second element, record of service, adds a maximum of ten points to the seniority score. The ten points are reduced by disciplinary suspensions which have occurred up to five years prior to the closing date.

For Police Sergeant promotional exams, seniority is weighted at 20% and test score is weighted at 80%. Seniority is combined with the test score to produce the final average score.

D. Calculation of Seniority Score

To a base score of 70.000, one point is added for each year of eligible service up to a maximum of 15. The maximum score for the *length of service component* is 85.000.

Ten additional points are given for *record of service*. The *record of service component* is reduced by disciplinary suspensions occurring within five years of the closing date, by the following rules:

.0025 times the number of days suspended, up to three years from the closing date, and
.00125 times the number of days suspended, from 3 years to 5 years from the closing date.

The maximum possible seniority score is 95.000.

E. Explanation of Exam Results and Promotions

The results from this examination will be available after the receipt, review, and disposition of all examination appeals. This process takes a minimum of 12 weeks following the last test review date. Candidates should **NOT** call the CSC for their scores. Candidates will receive their examination results in the mail. After the examination is scored, candidates will be ranked within their particular jurisdiction according to their final score (a composite of test score and seniority score). Promotions to the level of sergeant are made from a certified list based upon this ranking. **Please Note: Promotional appointees are considered to be serving conditionally, pending resolution of all scoring appeals related to the examination.**

VI. STUDY TIPS

A. Descriptions and Study Tips for Different Learning Styles

Research suggests that not all people learn the same way. With so much information available in the source material, it may help you to consider which learning style best matches your abilities, so you can determine the most effective way for you to study the material. While this is not an exhaustive description of the different learning styles, consider the following information and the links that follow, as one possible way to determine which study method is best for you.

i. *The Visual Learning Style*

Description

You learn best when information is presented visually and in a written language format. In a classroom setting, you benefit from instructors who use the blackboard to list the essential points of a lecture, or who provide you with an outline to follow along with during lecture. You benefit from information obtained from textbooks and class notes. You tend to like to study by yourself in a quiet room. You often see information "in your mind's eye" when you are trying to remember something.

Study Tips

- Find a quiet place to study, away from noise and visual distractions.
- Preview the study material by looking at the table of contents, headings, and pictures before starting to read.
- Write symbols or key words in the margins of your textbook or manual.
- Use highlighters in different colors to emphasize and organize important concepts.
- Write down key points and details that you want to remember.
- When given information in charts, write out explanations in your own words.
- Organize your notes in outline format, including main headings or categories and notes below each. As an alternative, you can organize your notes by using charts, graphs, pictures, or diagrams.
- Make flashcards of important points and key terms. Limit the amount of information placed on each card.
- Visualize key concepts in your head.

ii. *The Auditory Learning Style*

Description

You learn best when information is auditory (presented in an oral language format). In a classroom setting, you benefit from listening to lecture and participating in group discussions. You also benefit from obtaining information from audio tape. When trying to remember something, you can often "hear" the way someone told you the information, or the way you previously repeated it out loud. You learn best when interacting with others in a listening/speaking exchange.

Study Tips

- Before reading, look through headings and pictures and say out loud what you think each section may cover.
- While reading your notes or textbook, read out loud whenever possible.
- Take pauses while reading to summarize aloud what you have read.
- Tape record yourself reading your notes or textbook, then play it back and listen to it repeatedly or listen to books on CD.
- Study in a group or with a friend. Discuss the material.
- Make up flashcards and read the material out loud as you memorize it.
- Ask a friend to help quiz you on test material.

iii. *The Tactile-Kinesthetic Learning Style*

Description

You learn best when physically engaged in a "hands on" activity. In the classroom, you benefit from a lab setting where you can manipulate materials to learn new information. You learn best when you can be physically active in the learning environment. You benefit from instructors who encourage in-class demonstrations, "hands on" student learning experiences, and field work outside the classroom.

Study Tips

- Before reading, look over the table of contents, headings, etc., to get a feel for the book or manual.
- Write notes, draw pictures, or make charts as you are reading or listening to study material.
- Take short (3-5 minute) breaks during your study time.
- Walk around while reading or memorizing information.
- It may be helpful to move while learning (e.g., tap a pen, squeeze a "stress relief" object, swing an arm, kick a leg, etc.).
- Listen to tapes or CDs of study material while working out.
- Type notes on the computer. Incorporate tables and graphics as needed.
- Consider studying in a lounge chair rather than at a desk.

- Background music (baroque) may be helpful while trying to learn new material.
- Reading material through colored transparencies may help with focus.
- While reading, point to or trace the words as you go along.
- Paraphrase the material being learned.
- When possible/appropriate, act out what is being learned. If this is not possible, visualize the concept in your mind.
- Try to find real-life examples of concepts being learned.
- Write important information several times to help with memory.

Sources:

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<http://distancelearn.about.com/od/studyskills/a/studysmart.htm>

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<http://www.njea.org/pdfs/LearningStyleInventory.pdf>.

B. Understanding and Reducing Test Anxiety

Police officers face a level of stress on a daily basis that is unlike almost any other career. However, most officers would prefer to deal with the stress involved in responding to a call for service than to deal with the anxiety caused by sitting for an exam that impacts their chances of being promoted. This portion of the Police Sergeant orientation guide attempts to assist candidates in recognizing some of the causes of test anxiety and provides strategies on how to reduce it. Test anxiety is a condition in which a person experiences worry or distress before, during, or after a test or other assessment, to such an extent that it causes poor performance or interferes with normal learning. Because of its effect on performance, it is important that candidates recognize the potential symptoms of test anxiety and take steps to reduce it.

It is normal for any candidate taking an exam to feel a certain degree of nervousness. However, true test anxiety can be a serious threat to a candidate's preparation and performance on the exam. Test anxiety can manifest itself in psychological ways such as "blanking," having difficulty concentrating, and experiencing negative thoughts, as well as physical ways, such as nausea, headache, sweating, and muscle tension. Candidates can attempt to reduce the effects of test anxiety and increase their chances of maximizing their performance on the exam by focusing on three steps: be prepared, get organized, and practice.

i. *Be Prepared*

Preparation begins with recognizing and confronting negative thoughts you may have about your past exam performance and your chances for scoring well on the upcoming Police Sergeant exam. Negative thoughts can influence your preparation for the exam by affecting your study habits, breaking your concentration, and causing you to second-guess your abilities. One strategy to reduce these thoughts is to take out a sheet of paper and create two columns. On the left side of the paper, you will honestly assess your attitudes and write down every negative thought you have about the prospects of taking a written exam. Next, on the right side of the paper, you will write a positive thought that counteracts the negative thought. For example:

Negative Thought

I always do poorly on tests.

If I don't pass this test, I'm a failure.

I can't possibly know everything that will be on the exam.

Positive Thought

I will be more prepared than I have been in the past.

I'm going to pass, but if I don't I can still bounce back.

I know where my knowledge is strong and will focus on the areas in which I am unfamiliar.

Honestly assessing your feelings and concerns will help you begin to change your attitudes and create a positive mindset.

Another strategy to prepare for the exam is to gather as much information about the exam as possible. Consulting the Police Sergeant job specification (<http://info.csc.state.nj.us/jobspec/02739.htm>) and reading over this orientation guide thoroughly will help you familiarize yourself with all aspects of the exam. Information provided in this guide will tell you, in general, what topics will be covered and what resources you can use to learn about the topics. This is a vital step in preparation for the exam, because knowing the extent of information covered by the exam will assist you in organizing a study plan.

ii. *Get Organized*

Being organized in your study habits is the next step in reducing test anxiety and increasing your performance on the exam. After you have determined from the information available to you, the topics to be covered on the exam, you need to honestly assess in which areas you are strong and which areas require more attention. You may find it helpful to create a study plan or schedule that defines what you will need to study, what resources you'll need to compile, and the amount of time you will spend on each topic.

When creating a study plan you must remember to make it realistic for your current lifestyle. Candidates with responsibilities, such as family obligations, cannot expect to spend all their off-duty hours studying. Candidates should also make an attempt to avoid changing their normal routine in order to focus all their energy only on studying. Although you may find that you need to make some sacrifices in order to put in the proper amount of time studying, it should not be at the expense of eliminating your other interests and obligations. Some candidates believe that if they skip meals or stay up late, they are gaining extra hours of study time. Research suggests, however, that altering your normal sleeping and eating patterns, as a result of trying to spend all your spare time studying, does not have the benefits you would expect. Physical health is as important as emotional health in reducing anxiety.

Finally, remember that studying involves more than highlighting words in a book and memorizing definitions. When establishing your study plan or schedule, your goal should be to have a full understanding of terms and concepts. You will know you have a full understanding of the information when you can define a given term in your own words and discuss why it is important. Similarly, concepts are fully understood when you are able to take two related concepts and discuss their similarities and differences.

iii. *Practice*

The final step in reducing test anxiety is to practice. While it is not possible to replicate the conditions you will encounter during the exam administration, there are strategies that you can use to simulate the skills you will need during the exam. For instance, during a multiple-choice exam, you may be sitting at a desk for several hours working on your exam. To prepare for this, it may help to block out a similar amount of uninterrupted time while you are studying. This can help you experience what it will be like to have to focus your attention for that period of time. Using the chapter review in a text book or other resource is often another way to test your knowledge while also giving you the opportunity to practice reading and analyzing multiple-choice questions. In some cases, candidates will know others who are taking the exam. Although many people prefer to study on their own, coming together to review in a group can also be helpful. During this review, each member of the group can come with prepared questions based on the source material. This strategy has the benefit of ensuring that you are reading the material critically enough to develop questions from it, while at the same time, practicing the routine of sitting down and answering questions prepared by another person.

During the days leading up to the exam, you should focus on reviewing the material you have already studied. In order to reduce test anxiety on the day of the exam, you should make every attempt to get a good night's sleep so that you can arrive at the test center well rested. Plan to arrive early, so that you are not rushing into the test center with only minutes to spare before the exam. It is important to listen to the monitor's instructions carefully and ask questions if you are unsure of anything that has been said. Be aware of how much time you have to complete the exam and the fact that, in most cases, you will be responsible for keeping track of your own time. Remember that, unless instructed otherwise, you are permitted to write in your test booklet. As you proceed through the test, you may wish to circle key words or concepts that may be important in answering test questions, making sure to properly mark all answers on your answer sheet. Review each question carefully and select the BEST answer from the options given. Remember that anxiety is fed by a fear of the unknown. The more you do to prepare prior to the exam, the better chance you will have at performing at your highest level.

Additional study tips are available in the **General Multiple-Choice Exam Orientation Guide**, which is available via CSC's web site www.state.nj.us/csc by following these steps:

1. Go to the *Current Employees* box
2. Click on the *Public Safety* link
3. Click on the *Orientation Guides* link on the left side of the page.

Sources:

<http://www.studygs.net/tstprp8.htm>

<http://www.ets.org/Media/Tests/PRAXIS/pdf/01361anxiety.pdf>

C. Tips For Answering Multiple-Choice Questions:

Basic Tips For Answering Multiple-Choice Questions

- Try not to read too much into each question. Avoid imagining scenarios in which each option given *could* be true. In most cases, questions that appear to be “trick questions” are usually only tricky because they are not taken at face value. Determine the best answer using only the information supplied in the question, without making unwarranted assumptions. The correct answer is the one that works best for the situation described.
- Be sure to choose an answer that is directly related to the question being asked. Do not select an answer choice, even if it is a true or correct statement by itself, unless it specifically answers the question being asked.
- The correct answer is the choice that contains the most exact or most complete information in response to the question. Some answer choices may be correct or true in part, but less exact or less complete than the “best” choice. An answer choice that is only partially correct, partially true, or true only under certain conditions should be considered an incorrect choice.
- Do not let more difficult questions affect your attitude and steal valuable time.
- Do not linger over questions you cannot answer. If you cannot decide on an answer choice, make your best guess and move on. However, if you must guess, try to eliminate as many clearly wrong choices as you can in order to make your guess from as few alternatives as possible.

D. Technical Vocabulary List

While this exam is not intended to assess your vocabulary skills, because of the nature of the concepts covered, a certain level of familiarity with technical language is necessary. The following is a short list of some terms that may appear in the source material and exam. It may be helpful to review this list and look up any other words you are unfamiliar with when reviewing this orientation guide and the source material.

ASSERT	-	To state or express positively
ACCOUNTABLE	-	Answerable; obliged to accept responsibility
AGGRIEVED	-	Wronged; deprived of legal rights or claims
AMBIGUOUS	-	Liable to more than one interpretation; uncertain
APPELLANT	-	Of or relating to an appeal
APPLICABLE	-	Relevant; applies to
APPREHEND	-	To take into custody
ATTENUATED	-	Weakened or reduced, as in strength or value
CAUSAL	-	Relating to, involving, or being a cause
CIRCUMVENT	-	To go around; bypass
COERCION	-	Act of bringing about by threat of force
COLLABORATE	-	To work together; cooperate
COLLATERAL	-	Security for payment of debt
COMPEL	-	To force; make necessary

COMPETENT	-	Properly qualified
CONSECUTIVE	-	Following one after the other in order; without interruption
CONSTITUTES	-	To make up, establish formally
CONSUMATION	-	Act of bringing to completion
DEMEANOR	-	Behavior towards others
DESIGNATED	-	Indicated, marked, pointed out; to select for duty
DISSEMINATE	-	Distribute or spread information
DIVERSE	-	Having variety in form; unlike
ENDEAVOR	-	To make an effort toward a given end
EXHAUSTIVE	-	Comprehensive, thorough
FACILITATE	-	To make easier
FRAUDULENT	-	Deceitful
HARASS	-	To irritate or torment persistently
ILLICIT	-	Not permitted by custom or law
IMMINENT	-	Ready to take place; impending
IMPEDE	-	To interfere or slow the progress of
IMPLEMENT	-	To put into effect; carry out
INFECTIOUS	-	Capable of causing infection
INFER	-	To conclude from evidence
INFRACTION	-	A violation
INITIATE	-	To begin
INSUBORDINATE	-	Disobedient
LIABLE	-	Legally responsible
MUTUAL	-	Directed and received in equal amount
NARRATIVE	-	A written account of events
PECUNIARY	-	Of or relating to money; requiring the payment of money
PRECEDE	-	To go before
PROHIBIT	-	To forbid; prevent
PROLONG	-	To lengthen in duration, scope, or extent
PROMULGATE	-	To put (a law) into effect by formal public announcement
PURSUANT	-	In accordance with
RANDOM	-	Having no specific pattern or objective
RECIDIVISM	-	A tendency to return to criminal habits and activities
REPRIMAND	-	A severe formal disapproval
SUBORDINATE	-	Placed in a lower rank; subject to the authority of a superior
SUPERSEDE	-	To replace; to take the place of
SURVEILLANCE	-	Close observation of a person or group

VII. SAMPLE QUESTIONS FOR WRITTEN EXAM PORTION

The following questions are examples of Supervision, NJ Title 2C, NJ Attorney General Guidelines, and Case Law items that are similar to those that will appear in the upcoming Police Sergeant exam. For multiple choice items, the candidate will be given a brief scenario or description of events which includes a question or a statement that the candidate must answer. Candidates must choose the **BEST** answer from the four (4) options given.

SUPERVISION:

1. Officer Wright has always done just enough work to get by. He is usually ten minutes late for each shift, and uses lots of undocumented sick time. He is resistant to change, and never wants to rock the boat. Officer Wright sees you and management as the source of problems in the department. Because of this, he never applies for promotions. Which is the **BEST** way to help change Officer Wright from a marginal performer to one who performs at a higher level?
 - (a) Reprimand Officer Wright for his lateness, misuse of sick time, and tell him to do better work during employee evaluations.
 - (b) Explain to Officer Wright his place within the department, set goals for him, and develop a plan to help him achieve these goals.
 - (c) Do not single Officer Wright out; instead, hold a meeting with all of your officers explaining the requirements and standards for succeeding in the department.
 - (d) Tell Officer Wright that he needs to improve his performance and should start applying for promotions, because he is a poor reflection on the department.

2. You have received several complaints from Officer Berger's colleagues, stating that he often goes home during his shift, since his house is nearby. You investigate the matter, and during a discussion with him, determine that he has no valid reason for his actions. You advise him that this sort of behavior is clearly inappropriate, and will not be accepted in the future. You then indicate that this meeting is considered an "oral warning" and if the behavior continues, and further discipline is required, the punishment will be more severe. Increasing the punishment for each subsequent disciplinary infraction is known as
 - (a) Positive discipline.
 - (b) Negative discipline.
 - (c) Progressive discipline.
 - (d) Concrete discipline.

NJ TITLE 2C:

1. Mrs. Harrison has not paid her rent in three months; as a result, she was served with an eviction notice. She became enraged, and in a fit of anger, recklessly kicked and damaged the bedroom and bathroom doors. The property owner comes to the police department for the purpose of signing complaints. According to the NJ Code of Criminal Justice, which is the **MOST APPROPRIATE** advice for the property owner?
 - (a) The matter is landlord-tenant and civil in nature and not within the power of the police.
 - (b) He should sign a criminal complaint for criminal mischief against Mrs. Harrison.
 - (c) No criminal charge can be signed, because she recklessly damaged the property without the employment of fire, explosives, or other dangerous means.
 - (d) He should sign a criminal complaint for theft.

2. Joe Blatts is an 18-year-old high school student with a riddled history of driving violations. He is driving his father's vehicle with his friends on Main Street, when a police officer attempts to stop him for an equipment violation. As the police officer activates his lights and sirens to try to effect a motor vehicle stop, he flees from the officer in an attempt to avoid another summons. The officer feels Joe's driving is a danger to the public and decides to pursue, with the permission of his supervisor. During the pursuit, Joe Blatts loses control of the vehicle and kills a pedestrian crossing the street. He is then arrested. Based on the information provided, which would be the **MOST APPROPRIATE** charge for Joe Blatts?
 - (a) Aggravated Manslaughter
 - (b) Manslaughter
 - (c) Aggravated Assault
 - (d) Knowingly leaving the scene of a motor vehicle accident resulting in death

CASE LAW:

1. Must a police officer, who makes observations during a routine safety inspection of a commercial truck (tractor-trailer), which reasonably leads him to believe it houses a hidden compartment containing contraband, obtain a search warrant before searching that compartment?
 - (a) Yes, once the officer has the commercial vehicle detained and has probable cause to believe it has a hidden compartment, a search warrant is required to further search that compartment.
 - (b) No, a search of an area of a commercial truck that is within the scope of a proper safety inspection, may be conducted without a warrant, even though this area is concealed within a hidden compartment.
 - (c) Yes, the officer's purpose in continuing the search is to obtain evidence of a crime, rather than to complete the safety inspection, and such further search requires a warrant.
 - (d) No, this search falls within the automobile exception to the search warrant requirement, as the commercial vehicle is mobile and the immediate search of the suspected hidden compartment is necessary for public safety.

ATTORNEY GENERAL GUIDELINES:

1. An officer under your supervision is preparing to show a photo lineup of suspects to a robbery victim. The crime occurred six months ago and the two suspects beat the victim. The officer inquires about the proper procedures to use in preparing and conducting such photo lineups. According to the NJ Attorney General Guidelines concerning preparing and conducting photo lineups, which is a **TRUE** statement?
 - (a) A minimum of six non-suspect fillers must be utilized in the lineup.
 - (b) Both suspects should be placed in separate lineups, but the same fillers may be used for each.
 - (c) Both suspects may be utilized in the same lineup, as long as they do not unduly stand out.
 - (d) Consider placing the suspect in different positions if the lineup is shown to multiple witnesses.

ANSWERS

SUPERVISION

Questions that measure the candidate's knowledge of the principles of supervision and management will be taken from the text listed in the Police Sergeant Orientation Guide. Questions will be sourced from the text and will address broad themes or specific terms discussed in the text. It is important, when answering these questions, to choose the answer that **BEST** reflects how the topic was presented in the text. The answers and justifications for the Supervision sample questions are as follows:

Question # 1 – Key is B

This question is sourced from the text, *Effective Police Supervision* by More & Miller and is intended to measure the candidate's knowledge of the text's discussion of the "marginal performer." In the text, the author's describe the marginal performer as someone who is "...habitually late and absent from duty as much as possible. They believe sick leave is a right and not a privilege... The marginal performer readily accepts a subordinate position and strives never to rock the boat. Promotions are of little consequence." Through a description of Officer Wright, the stem of this question clearly indicates that he is a marginal performer, before asking the candidate what is the **BEST** way to improve his performance.

In the same section of the text that the authors describe the marginal performer, they also discuss ways that a supervisor can effectively deal with such subordinates. The authors suggest that a supervisor "sit down with the employee and formally set goals. A plan should be agreed upon that will help the employee achieve his or her goals. All employees must understand their status and place within the organization."

Choice (a) is incorrect because the authors do not at any point mention reprimanding a marginal performer as a way of helping him succeed.

Choice (c) is incorrect because the authors specifically mention meeting with Officer Wright one-on-one in order to set new goals.

Choice (d) is incorrect because, although it suggests that a supervisor meet with Officer Wright, it does not provide a clear example of how Officer Wright should go about improving his performance. Given these flaws in the other options, option (b) is clearly the **BEST** answer for this question.

Question #2 – Key is C

This is an example of a type of question that is based on a specific term presented in the text *Effective Police Supervision* by More & Miller. In their chapter on discipline, the authors define and discuss different styles of discipline and their effectiveness as it relates to police supervision. They discuss progressive discipline by writing that “Most police departments have created discipline systems based on the idea of progressive discipline, which provides for an increase in punishment for each subsequent offense.” The scenario in the question clearly shows that this is a disciplinary issue and that if the behavior is not corrected, the punishment will increase. The candidate is then asked to choose which form of discipline is presented in the question.

Option (a) is incorrect because the authors define this positive discipline as a situation when “all police employees share a common sense of purpose, practice self-discipline, and voluntarily follow the policies, procedures, rules, and regulations established to promote order and to facilitate work within the department.”

Option (b) is incorrect because, although negative discipline involves “punishment rather than rewards,” it does not require that the punishment is increased over time.

Option (d) is incorrect because it is a made-up term that is not presented in the text as a recognized form of discipline.

Given the flaws in the other options, and the fact that the question specifically asks for a disciplinary measure that increases for each infraction, option (c) is considered the **BEST** answer.

NJ TITLE 2C

NJ Title 2C questions will generally begin with a scenario that describes the elements of a crime or a detailed situation or interaction between two or more parties. Candidates will have to consider all the details presented in the scenario and answer the question based on the statutes presented in NJ Title 2C. Questions may require the candidates to determine if a statute in NJ Title 2C was violated, the reason or main cause of the violation, and in some cases, choose which charge is most appropriate.

Question #1 – Key is B

In this question, candidates need to consider the details given in the scenario to make the **MOST APPROPRIATE** choice from the options given. The candidate must consider the relationship (landlord/tenant) of the two parties involved, the damage caused by Mrs. Harrison, and the manner in which the damage was done.

Option (a) is incorrect because, regardless of the relationship between the two parties involved, tangible property owned by the landlord was damaged which makes this a criminal case.

Option (c) is incorrect because the use of “fire, explosives, or other dangerous means” is not required in order for Mrs. Harrison’s actions to be considered criminal.

Option (d) is incorrect because the details in this scenario do not meet the elements required for a charge of Theft.

Given the flaws in the other options, option (b) is the **MOST APPROPRIATE** answer from the choices provided. According to NJ 2C:17.3 Criminal Mischief, an individual is guilty of criminal mischief if he/she: (2) Purposely, knowingly, or recklessly tampers with tangible property of another so as to endanger person or property, including the damaging or destroying of a rental premises by a tenant in retaliation for institution of eviction proceedings.

Question #2 – Key is A

In this question candidates must consider all the details in the scenario to determine the most appropriate charge for the individual involved. In order to answer this question, candidates should consider each option individually, as it relates to the details in the scenario.

When considering option (a), in order to meet the elements of aggravated manslaughter, an individual must cause the death of the victim, by acting in a reckless manner, and with extreme indifference to human life. Since all of the elements of this offense are included in the scenario, this charge would be the correct, and most appropriate, response.

When considering option (b), in order to meet the elements of manslaughter, the act must be committed recklessly OR in the heat of passion resulting from a reasonable

provocation. Since the details presented in the scenario exceed the requirements for manslaughter, this option is not the most appropriate response.

When considering option (c), an individual is guilty of aggravated assault if he/she knowingly, under circumstances manifesting extreme indifference to the value of human life, points a firearm at or in the direction of another whether or not the individual believes it to be loaded. Since the details in the scenario do not involve the use of a firearm at any time, this option is not the most appropriate response.

When considering option (d), candidates should recognize that the scenario does not indicate that the individual has left the scene of the accident; therefore this is an incorrect response.

CASE LAW

Case law items will generally present candidates with a scenario that includes many of the same elements of a case previously decided in NJ or Federal courts. The court case may not be specifically cited and some of the names and circumstances may be altered. In most circumstances, the question will ask if the law enforcement officers' actions are appropriate given the circumstances presented in the scenario, or what offenses were committed based on the details in the scenario.

Question #1 – Key is B

The details of this question are adapted from the following case:

STATE OF NEW JERSEY v. HEWITT

Superior Court, Appellate Division

400 *N.J.Super.* 376 (App.Div. 2008)

An overview and justification for the key is as follows:

A search of an area of a commercial truck that is within the scope of a proper safety inspection may be conducted without a warrant even though this area is concealed within a hidden compartment and the officer's purpose in continuing the search is to obtain evidence of a crime rather than to complete the safety inspection. *Id.* at 380.

In early November, Trooper Hancock, a member of the State Police Commercial Carrier Safety Inspection Unit, stopped a tractor-trailer on the New Jersey Turnpike in Mount Laurel Township to conduct a safety inspection. Defendant Anthony Hewitt was driving the tractor and co-defendant Dervan Facey was in the back in a sleeper.

When Hancock approached the truck, he noticed that Hewitt's hands were visibly shaking and that he appeared nervous. Hancock examined Hewitt's driver's license and the paperwork for the truck and then directed Hewitt to drive to a nearby rest area in order to conduct a North American Standard Level II safety inspection. A police officer conducting such an inspection may examine not only the paperwork for the truck but also

make a visual inspection of the truck to check for any safety violations and of the trucks contents to ensure that they are properly secured. *Id.* at 380-81.

After escorting Hewitt to the rest area, Hancock was joined by two other troopers. A preliminary visual inspection of the truck revealed a number of violations, including a tail light and brake light out on the back of the trailer and an unsecured fire extinguisher. When Trooper Hancock opened the back door of the trailer to inspect its contents, he found a load jack not in the proper position. Also, three of the pallets on which crates of melons had been placed were tipped over against the side of the trailer. The trooper then crawled over the top of the crates to the front of the trailer. As he did so, he noticed that the floor ribs that run from the back to the front of the trailer continued underneath the front wall of the trailer rather than, as in most trailers, stopping before the wall. In addition, Hancock observed what appeared to be new panels secured by new rivets and caulk at the front of the trailer. Based on his training and experience, Hancock concluded that there was probably a hidden compartment at the front of the trailer. *Id.* at 382.

To confirm the existence of the hidden compartment, the troopers measured the inside and outside of the trailer and discovered a four-foot discrepancy. One of the troopers also used a density meter, which indicated a significant difference between the density of the contents in the front four feet and the rest of the trailer. *Id.*

In their decision, the court stated that the constitutionality of the search of a search and seizure is determined by whether a law enforcement officer's actions were "objectively reasonable, without regard to his or her underlying motives or intent." A properly authorized administrative search is not unconstitutional simply because the officer conducting the search has reason to believe that the search may reveal evidence of a crime. Therefore even if an officer had suspected, when he began his safety inspection, that the trailer was being used to transport contraband, and his real purpose was to find that contraband, this underlying motive would not have made the administrative search unconstitutional. For this reason, the **BEST** answer for this question is (b).

ATTORNEY GENERAL GUIDELINES

Attorney General Guidelines (AGG) questions may cover all guidelines and directives issued by the Attorney General's (AG's) Office. Similar to NJ Title 2C items, AGG items may include a scenario or description of events. Candidates should consider all the details presented and answer each question based on the appropriate AGG or directive.

This question refers specifically to the AG Guidelines for Preparing and Conducting Photo and Live Lineup Identification Procedures. Candidates are asked to consider all the details provided in the scenario and choose the one **TRUE** statement as the correct answer.

Option (a) is incorrect because the AGG specifically require that only a minimum of five fillers (non-suspects) are required per identification procedure.

Option (b) is incorrect because the AGG require that law enforcement personnel avoid re-using fillers in lineups shown to the same witness when showing a new suspect.

Option (c) is incorrect because the AGG require that only one suspect be included in each identification procedure. Their appearance has no impact on whether or not this procedure is acceptable.

Option (d) is correct because the AGG state that law enforcement personnel should consider placing the suspect in different positions in each lineup when conducting more than one lineup for a case, due to multiple witnesses. Because this is the only **TRUE** statement of the options given, option (d) is the correct answer.

VIII. SAMPLE QUESTIONS FOR VIDEO BASED PORTION

For the video-based portion of the exam, candidates will observe an event, or series of events, unfold on a video monitor. Candidates will be permitted to take notes on the actions appearing on the monitor, and use those notes to answer the questions that follow. A video may be divided into several short segments, with new information being presented as the events unfold. Where necessary, background information will precede each video segment before the actions begin. This information will be provided in the form of a voice-over segment, spoken by a narrator, along with bulleted information containing relevant background information appearing on the video monitor.

The video-based portion of the exam may include several different video scenarios covering both technical and non-technical knowledge areas. In one scenario, the candidates' perspective may be that of a third party who is witnessing a series of events, or an interaction between two people. In another scenario, individuals portraying roles in the video may be speaking directly to the camera, and candidates will answer questions as if they are involved in the event or conversation that is unfolding on the monitor.

The following section is a narrative description of how a scenario in the video-based portion of the exam may unfold. The questions that follow are examples of the different formats candidates may see in the video-based portion of the exam. The content of the narrative description of the video scenario provided below and example questions are intended to be generic and are shown here for illustrative purposes only. Questions on the actual exam will be based on the information presented in the real video format.

Video Scenario #1 – Citizen Complaint

(The video begins with the narrator speaking along with the following information, in bullet-point format, on the video monitor)

Narrator: You are a Sergeant at a medium-sized department. Two of your officers have submitted vacation requests for the same time period. Granting both requests would leave your squad understaffed and is not permitted. They have equal seniority. You have called them in to your office to discuss the situation.

(The scene begins with both officers seated at your desk as one of them begins speaking)

Officer Bell: I need this time off. I have family coming in from out of town and I can't cancel them now.

Officer Foot: No way! I take this week off every year. Everyone knows I go hunting the same week every season. This has never been a problem before. I booked this trip months in advance... I shouldn't have to cancel my plans just so your family isn't inconvenienced.

Officer Bell: So you get this week off every year just because you like to go hunting? How is that fair? Just move it back a week. I don't understand why you're making this so difficult.

(The scene ends with the narrator speaking and the instructions and a question appearing on the monitor)

Example Question – Multiple-Choice Format:

DIRECTIONS: Use the information contained in the video scenario, as well as the notes you may have taken, to choose the one **BEST** answer for the following question:

1. In this scenario, the **BEST** way to deal with these two officers is to
 - (a) deny both vacation requests.
 - (b) grant both vacation requests and pull an officer from another squad as a temporary replacement.
 - (c) suggest that the officers attempt to work out a compromise between each other before you are forced to make a decision.
 - (d) let the officers know you will speak with your supervisor and then let them know of your decision.

Question #1 – Key is C

In this type of question the directions indicate that you are to consider the details given in the scenario to choose the one **BEST** action from the options given. In this case, giving the officers the opportunity to work it out on their own creates lines of communication which may lead to a solution. This action also indicates that you will make a decision if a compromise is not reached, which reinforces your authority as a supervisor in this situation.

Example Question – Ranking Format:

DIRECTIONS: Use the information contained in the video scenario, as well as the notes you may have taken, to choose the one **BEST** answer for the questions that follow. You may find that the options presented may be repeated in more than one question. Be sure to read each question carefully to determine if you are to select the **MOST** or **LEAST** appropriate action.

1. In this scenario, the **MOST** appropriate action is to
 - (a) deny both vacation requests.
 - (b) grant both vacation requests and pull an officer from another squad as a temporary replacement.
 - (c) suggest that the officers attempt to work out a compromise between each other before you are forced to make a decision.
 - (d) let the officers know you will speak to your supervisor and then let them know of your decision.

2. In this scenario, the **LEAST** appropriate action is to
 - (a) deny both vacation requests.
 - (b) grant both vacation requests and pull an officer from another squad as a temporary replacement.
 - (c) suggest that the officers attempt to work out a compromise between each other before you are forced to make a decision.
 - (d) let the officers know you will speak to your supervisor and then let them know of your decision.

Questions #1 & #2

In this type of question, you are presented one scenario and asked to determine the **MOST** and **LEAST** appropriate actions to take. For each question the options provided may be the same, but you are to choose only one answer for each question. In this case, the **MOST** appropriate action is to have the officers work out a compromise before you are forced to make a decision (option (c)). This action opens the lines of communication between the officers and still allows you to have the final say in the matter. The **LEAST** appropriate action would be to grant both requests and pull in an officer from another squad as a temporary replacement (option (b)). Assigning another officer is likely outside the scope of your authority and would create a burden on another squad.

Example Question – Sequential Format:

DIRECTIONS: Use the information contained in the video scenario, as well as the notes you may have taken, and the possible actions that follow to answer questions #1-3. You may find that the options presented may be repeated in more than one question. Be sure to read each question carefully to determine if you are to select the **FIRST**, **SECOND**, or **FINAL** action to resolve the situation.

Consider the following possible actions:

- I. Deny both requests and dismiss the officers from your office
 - II. Ensure both officers fully understand the outcome of the meeting
 - III. Bring your supervisor in to advise you on the meeting
 - IV. Grant both requests and dismiss the officers from your office
 - V. Have each officer discuss what they think would be a reasonable solution
 - VI. Calm both officers down so they can have a rational conversation
1. In this scenario, your **FIRST** action should be to
 - (a) Have each officer discuss what they think will be a reasonable solution
 - (b) Calm both officers down so they can have a rational conversation
 - (c) Grant both requests and dismiss the officers from your office
 - (d) Bring your supervisor in to advise you on the meeting
 2. In this scenario, your **SECOND** action should be to
 - (a) Deny both requests and dismiss the officers from your office
 - (b) Ensure both officers fully understand the outcome of the meeting
 - (c) Bring your supervisor in to advise you on the meeting
 - (d) Have each officer discuss what they think would be a reasonable solution
 3. In this scenario, your **FINAL** action should be to
 - (a) Grant both requests and dismiss the officers from your office
 - (b) Deny both requests and dismiss the officers from your office
 - (c) Ensure both officers fully understand the outcome of the meeting
 - (d) Have each officer discuss what they think will be a reasonable solution

Questions #1-3

In this type of question, you are presented one scenario and six potential actions followed by three questions which ask you to determine what should be your **FIRST**, **SECOND**, and **FINAL** action. For each question, the options may be repeated, but you are to choose one option for each question. In this case the **FIRST** action you should take is to calm both officers down so they can have a rational conversation (option (b)). Your **SECOND** action is to have each officer discuss what they think will be a reasonable solution (option (d)). Your most appropriate **FINAL** action in this scenario should be to try to ensure both officers fully understand the outcome of the meeting (option (c)).

Example Question – Differential Weighting Format:

DIRECTIONS: Use the information contained in the video scenario, and the notes you may have taken, to choose the **BEST** answer for the question that follows. In the options provided, there may be more than one correct answer. Candidates may receive full or partial credit depending on which option is selected.

1. How should you respond to the officers? You should
 - (a) deny both vacation requests.
 - (b) grant both vacation requests and pull an officer from another squad as a temporary replacement.
 - (c) suggest the officers attempt to work out a compromise between each other before you are forced to make a decision .
 - (d) inform the officers that before making this decision you would like to speak with your supervisor.

Question #1

This type of question is typical multiple-choice question where candidates are instructed to choose the one **BEST** action from the options provided. However, in this case the options may contain more than one “correct” answer, meaning some options may not be completely wrong, but they are not the **BEST** option. The credit received for choosing each option is weighted accordingly. In this scenario, informing the officers that you need to consult with your supervisor, while not necessarily wrong, does not resolve the situation as completely as possible and does not reinforce your authority as a supervisor. Choosing this action (option (d)) would result in receiving partial credit. The **BEST** action to take is to have the officers attempt to work out a compromise before you are forced to make a decision (option (c)). This encourages the officers to communicate while maintaining your authority to make the final decision in the matter. Choosing this action would result in full credit for this question.

Example Question – Agree/Disagree Format:

DIRECTIONS: Use the information provided in the video scenario, and the notes you may have taken, to consider each potential action to be taken. For each statement, choose if you should agree or disagree with the action to be taken to resolve the situation.

1. Deny both vacation requests and dismiss the officers from your office.
 - (a) I AGREE with this action.
 - (b) I DISAGREE with this action.

2. Grant both vacation requests and pull an officer from another squad as a temporary replacement.
 - (a) I AGREE with this action.
 - (b) I DISAGREE with this action.

3. Suggest the officers attempt to work out a compromise between each other before you are forced to make a decision.
 - (a) I AGREE with this action.
 - (b) I DISAGREE with this action.

Questions #1-3

In this type of question, you are presented a scenario and several potential actions in questions #1-3. For each action you are to choose whether or not you should agree or disagree with the action to be taken. In this case the actions presented in questions #1-2 would not help you to fully resolve the situation presented in the scenario. For both questions you should **DISAGREE** with the actions taken by choosing option (b). For question #3, having the officers attempt a compromise before you are forced to make a decision would help to resolve the situation. For this question, you should **AGREE** with the action provided by choosing option (a).