2020 Correctional Police Sergeant Make-Up Orientation Guide

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***Please Note: The year listed on the orientation guide refers to the year the exam will take place. This guide applies to make-up candidates from an earlier administration who will be tested in 2020.**

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I. INTRODUCTION

The New Jersey Civil Service Commission (CSC) has prepared this supplemental orientation guide for promotional candidates who will participate in the 2020 Correctional Police Sergeant Make-Up examination. The information in this guide and the General Multiple-Choice Exam Orientation Guide (available via CSC's website at https://www.nj.gov/csc/seekers/jobs/orientation) is designed to help candidates better understand the testing process and the types of questions they will encounter on the Correctional Police Sergeant make-up exam. The exam will be designed based on the information obtained from the most recent job analysis verification of the Correctional Police Sergeant position, which includes descriptions of the duties performed by incumbents and identifies the knowledge and abilities that are required to effectively perform each of these duties. We encourage candidates to carefully review this guide along with the General Multiple-Choice Exam Orientation Guide and to take advantage of any and all opportunities to prepare for the exam.

Please note that no study group has been involved in the development or review of CSC exams, and at no time has any exam 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

The timeframe to administer the Correctional Police Sergeant Make-Up exam is **May 2020**. However, in the event there are any unforeseen circumstances regarding scheduling, the exam date may change. The test date, location, and report time will be confirmed when candidate exam notices are both emailed and mailed two to three weeks prior to the test date. 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. What Candidates **SHOULD** Bring to the Exam

Candidates arriving at 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 I.D., so that the center supervisor can issue them a new card. Candidates arriving at the test center without a valid photo I.D. **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 to use during the exam.

C. What Candidates Should **NOT** Bring to the Exam

With the threat of high-tech cheating on the rise, possession of 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. 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.

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D. Americans with Disabilities Act (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 who are 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 call (609) 292-4144, extension 1991001, in order to discuss the specifics of their accommodation needs for this exam.

E. Make-Up Policy

According to the New Jersey Administrative Code 4A:4-2.9(b), make-up examinations for public safety open competitive and promotional examinations may only be authorized for the following reasons:

1. Debilitating 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;
2. Death in the candidate's immediate family;
3. A candidate's wedding which cannot be reasonably changed;
4. Military service;
5. Error by the Civil Service Commission or Appointing Authority.

Make-up requests, with supporting documentation, must be submitted in writing within five days of receipt of the test notification. However, in situations involving an illness, death, or natural disaster that occurs on or immediately before the test date, a request for make-up must be made in writing no later than five days after the test date. Written requests for make-up examinations should be mailed to: NJCSC Make-Up Exam Unit, P.O. Box 310, Trenton, NJ 08625-0310.

All make-up requests based on medical grounds must include a New Jersey Civil Service Commission Medical Authorization for Make-Up Examinations form (DPF-728), completed by the treating physician. This form can be obtained from our website at https://www.nj.gov/csc/about/publications/forms/pdf/dpf-728.pdf or by contacting the CSC's Information Center at (609) 292-4144.

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.

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F. Exam Information for Make-Up Candidates

Because of exam security concerns relating to the illicit discussion and/or dissemination of test content, the make-up exam for this announcement may not be identical to the original exam. It will, however, match the content specifications of the original exam as closely as possible. This means that the make-up exam will measure, in equal proportion, the same knowledge and/or abilities that were measured by the original exam. It will also be administered and scored in the same manner as the original exam. If a different exam 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 exam.

III. EXAM INFORMATION

A. Exam Development

A job analysis was conducted to identify the knowledge and abilities that are necessary to perform the duties of a Correctional Police Sergeant. A job analysis is the process of critically examining job components in order to provide a functional description of a job. Based on this job analysis, several work components were identified, and it is from these work components that a distinct examination has been developed. During the job analysis, state corrections personnel who hold the rank of Sergeant or higher rated each Correctional Police Sergeant work component in terms of its importance. Exam questions will relate to those work components that were determined to be most critical. These work components, which have been translated into test content areas, are shown below along with their relative test weights (rounded %). The test weights depict the percentage of the test devoted to each content area.

Weight	Test Content
20.0%	Situational Judgment
13.3%	New Jersey Administrative Code Title 10A
13.3%	Interpreting Rules and Regulations
13.3%	New Jersey Department of Corrections (NJDOC) Policy and Procedure
13.3%	Effectiveness of Expression/Report Writing
13.3%	Supervision
13.3%	Interpersonal Relations
100%	

B. Multiple-Choice Exam

The exam for Correctional Police Sergeant will be in a multiple-choice format. Candidates will be provided with a question preceded by a statement, situation, or other stimulus, such as a brief scenario. Each multiple-choice question will have four choices from which candidates will select one answer that **BEST** addresses the problem or situation. Answer choices will be labeled as (a), (b), (c), and (d). Candidates must mark the answer they've selected on their standardized answer sheet. This is done by completely filling in the appropriate space on their answer sheet that 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. Candidates should mark only one answer for each question, while making sure to erase cleanly any answer changes. Stray marks should be avoided. There will

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be no penalties for wrong answers, meaning points will not be deducted for wrong answers. Therefore, it is in the candidate's best interest to answer all questions. In answering all questions, candidates are to assume the role of a Correctional Police Sergeant and should choose the **BEST** answer from the options provided.

C. Potential Source Material

The following sources will be used by the CSC to develop questions for this exam:

New Jersey Administrative Code Title 10A
Prison Rape Elimination Act (PREA) Regulations
NJDOC Equal Employee Division (EED) Regulations
NJDOC Ethics Guidelines as outlined in the New Jersey State Uniform Ethics Code

The following textbook will also be used by the Civil Service Commission to develop questions for this exam:

Law Enforcement Management: What Works and What Doesn't
Michael Carpenter and Roger Fulton
Published by Looseleaf Publications, Inc © 2010
www.looseleaflaw.com
ISBN 13: 978-1-932777-90-1

Prior to the posting of this guide, the publisher indicated sufficient quantities of this title, which is available in both printed and electronic format. Candidates should be able to buy this text directly from the publisher or through another retail source. If there are any problems regarding the availability of this text, please contact the publisher at the website noted (the Civil Service Commission will not be responsible for the quantity of books available).

Please note that the development of test items **IS NOT** limited to the sources provided in this orientation guide. Candidates are encouraged to consult any additional source material they feel will aid them in their preparation for the Correctional Police Sergeant make-up exam.

IV. POST-EXAM INFORMATION

A. Explanation of Scoring Process

The exam will be scored electronically. The raw score will be based on the number of correct responses.

B. Review and Appeal Information

Candidates will be given the opportunity to schedule an appointment to review the exam. At the test center before the exam begins, candidates will be given a review form that explains the specific dates and times that will be made available for reviewing the exam. Candidates will be permitted to leave the test center with the review form so they can reference the information contained on it, in order to schedule an appointment if they choose to do so. Appointments are made on a first-come, first-served basis, until all appointments are booked. During the review, candidates will have up to 30 minutes to look through a clean copy of the exam booklet and a copy of the key sheet containing the correct answers.

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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 in Room A. No appeal relating to the manner in which the examination was administered shall be permitted after the test date. Candidates should be aware that all appeals pertaining to test administration and/or test content are subject to a $20 processing fee, paid by check or money order to NJ CSC. Persons who have veteran status are exempt from this fee.

C. Explanation of Exam Results and Promotions

A candidate's final score (and rank) on the promotional list will be comprised of the test score and the seniority credit, which is calculated by the Appointing Authority (hiring agency). The results from this examination will be available after the receipt and review of all examination appeals. If your jurisdiction has an active complete eligible list, your new list will not be released until after your current list expires. Candidates should **NOT** call the CSC for their scores. Candidates will receive their examination results in the mail. Eligible list will also be available in the CSC website.

If you pass your exam, your name will go on a promotional list ranked by your final score (a composite of test score and seniority score). This promotional list will last for three years from its promulgation date or until it is exhausted, whichever occurs first. However, for good cause, the promotional list may be extended by the CSC for up to one additional year.

When your appointing authority notifies the CSC that it wants to fill vacancies, the CSC sends it the names that are ranked highest on the promotional list. This is called a certification list. When your name appears on a certification list, it means that you may be interviewed and considered for promotion. Also, when your name appears on a certification list, the CSC will send you a Notification of Certification. You must contact the appointing authority in writing within five business days to express your interest. If you do not respond, your name may be removed from the promotional list.

If a disabled veteran or veteran is the first name on the certification, the appointing authority must hire that candidate unless there is a very good reason not to. If there are no disabled veterans or veterans on a certification, the appointing authority can normally choose from among the top three candidates for each position.

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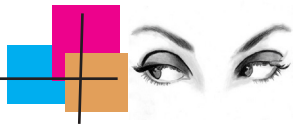
V. STUDY TIPS

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 as one possible way to determine which study method is best for you.

1. 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 (or overhead projector) 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.

2. 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 lectures 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.
- Record yourself reading your notes or textbook, then play it back and listen to it repeatedly, or listen to audiobooks.
- 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.

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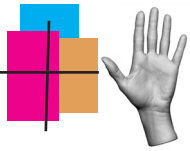
3. The Tactile-Kinesthetic Learning Style



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.
- Move while learning (e.g., tap a pen, squeeze a “stress relief” object, swing an arm, kick a leg).
- Listen to audio recordings 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.
- Consider playing background music (baroque) while trying to learn new material.
- Consider reading material through colored transparencies in order to 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.
- Find real-life examples of concepts being learned.
- Write important information several times to help with memory.

Sources:

Barsch, J. (1991). Barsch Inventory.
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Berghuis, A.J. (2001). Abiator Online Education.

Jester, C., Miller, S. (2000). DVC Online Learning Styles Survey.
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Lazear, D. Eight Ways of Teaching.

Littlefield, J. (2010). Smart Study Strategies.
http://distancelearn.about.com/od/studyskills/a/studysmart.htm

Lynch, M. (2003). Learning Style Survey.

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B. Understanding and Reducing Test Anxiety

Law enforcement 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 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.

1. 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 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 the areas where my knowledge is strong and I 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.

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Another strategy to use for preparing for the exam is to gather as much information about the exam as possible. Consulting the job specification 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 preparing for the exam, because knowing the information covered by the exam will assist you in organizing a study plan.

2. 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 will 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 solely 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 all 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.

3. 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.

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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 the night before, 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 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 before 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 the CSC's web site at https://www.nj.gov/csc/seekers/jobs/orientation.

Sources:

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

http://www.ets.org/s/praxis/pdf/reducing_test_anxiety.pdf

C. Tips for Answering Multiple-Choice Questions

- Don't read too much into each question. Avoid imagining scenarios in which the answer 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 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.
- Don't let more difficult questions affect your attitude and steal valuable time.
- Don't 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 options as possible.

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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
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 o
IMPLEMENT	To put into effect; carry out
INFECTIOUS	Capable of causing infection
INFER	To conclude from evidence

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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 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

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VI. SAMPLE QUESTIONS

The following three questions are examples of the types of questions that will appear on the upcoming examination. Please note that these are only sample items. The examination will contain different questions, although similar in structure and content. Answering these sample items correctly does not guarantee you the same success on your examination. Answers to these questions can be found on page 15.

A. *Question 1 is an example of a test question designed to measure candidates' knowledge of NJAC Title 10A.*

1. You are unable to locate your authorized off-duty firearm and believe it is lost. According to *NJAC 10A:3-4.12*, you must report this to local law enforcement authorities and to your correctional facility Central Control or the New Jersey Department of Corrections Central Communications Unit within

   (a) one hour from the time you became aware that your firearm was missing.
   (b) three hours from the time you became aware that your firearm was missing.
   (c) five hours from the time you became aware that your firearm was missing.
   (d) eight hours from the time you became aware that your firearm was missing.

Question 2 is an example of a test question designed to measure candidates' knowledge of NJAC Title 10A.

2. Inmate Morrill is a 20-year-old male. While returning from the visitation area, he is subjected to a pat search from a member of the corrections staff. Consider the following staff members:

   I. Correction Officer Thompson – a 23-year-old male
   II. Correction Officer Geary – a 45-year-old male
   III. Correction Officer Brady – a 23-year-old female
   IV. Correction Officer Howard – a 45-year-old female

   According to *NJAC 10A:3-5.6*, which employees are permitted to perform this search?

   (a) I and II only
   (b) III and IV only
   (c) II, III, and IV only
   (d) I, II, III, and IV

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Question 3 is an example of a test question designed to measure candidates' knowledge of effective supervision techniques.

3. Your subordinate, Officer Saunders, is due for his annual performance evaluation. Officer Saunders has performed well over the last year, but there are a few areas in which you would like to see him improve. For your feedback to be effective, it is **BEST** for it to be

   (a) general.
   (b) personal.
   (c) descriptive.
   (d) universal.

Sample Question 4 is an example of a test question designed to measure candidates' situational judgment.

4. An individual is being admitted to your correctional facility on drug possession charges. During the initial intake procedures you ask him questions related to his personal information and current health. After the initial questioning, you tell the individual that he will be searched before entering the facility. As the strip search of the individual begins, he states that he needs to use the bathroom. In this situation you should

   (a) stop the search and request medical assistance for the individual.
   (b) allow the individual to use the bathroom and continue with the search when he returns.
   (c) continue with the search before allowing the individual to use the bathroom.
   (d) cancel the intake procedures until he is cleared by medical staff.

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D. **ANSWERS**

The correct answer to sample Question #1 is (b).
According to *NJAC 10A:3-4.12(a)*, "When an authorized off-duty firearm is believed to have been lost or stolen, the employee shall report this fact to the local law enforcement authorities and to the correctional facility Central Control or the New Jersey Department of Corrections Central Communications Unit within three hours from the time he or she is aware that the firearm is missing." Therefore, option (b) is the correct answer.

The correct answer to sample Question #2 is (d).
According to *NJAC 10A:3-5.6(d)*, "Pat searches may be conducted by either male or female custody staff members upon male inmates." There are also no restrictions mentioned in *NJAC 10A:3-5.6* regarding the age of the inmate and the age of the custody staff member conducting the pat search. Therefore, all of the employees listed would be permitted to perform the search and option (d) is the correct answer.

The correct answer to sample Question #3 is (c).
As a supervisor, you should be descriptive in your evaluative feedback. Employees should not just be told that they did something effective or ineffective, but instead should also be told the reasons why their actions were or were not effective. Feedback should be impersonal (focused on the action and not the person), therefore option (b) is incorrect. Options (a) and (d) are incorrect because this type of feedback will not provide employees with enough information as to why the actions they took were incorrect or inform them of how they should perform in the future. Therefore, option (c) is the correct answer.

The correct answer to sample Question #4 is (c).
In this question you are to assume the role of a Correctional Police Sergeant supervising a search of an inmate during the intake procedure. As you inform the inmate that he is now going to be searched, he states that he needs to use the bathroom. The question asks how you should handle this situation. Options (a) and (d) are incorrect because alerting the medical staff is not necessary at this point. The inmate did not state he was having a medical emergency, so there is no need to stop the intake or bring in medical staff. Choosing (a) or (d) would be an overreaction to the situation and thus, not appropriate. Similarly, option (b) is inappropriate because you would not allow the inmate to use the bathroom once he has been alerted that he will be searched. Considering all the options, (c) is clearly the **BEST** choice. In this case, you should continue with the search and maintain control of the intake process in order to ensure the safety and security of the facility.

VII. CONCLUSION

This orientation guide was designed to help familiarize candidates with aspects of the Correctional Police Sergeant Make-Up examination, as well as provide some suggestions for preparation. The suggestions provided here are not exhaustive; we encourage candidates to engage in whatever additional preparation strategies they believe will enhance their chances of performing effectively on the examination. We hope that this orientation guide has been helpful to you. **GOOD LUCK!**

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