

**New York State
Department of Civil Service**

Committed to Innovation, Quality, and Excellence

A Guide to the Written Test

for the

Police Chief / Assistant Chief Series

Opportunities at **work.**



Andrew M. Cuomo
Governor

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INTRODUCTION

The New York State Department of Civil Service has developed this test guide to familiarize you with some of the written test materials which will be included in the Police Chief/Assistant Chief Series. This test guide provides a general description of the subject areas which will be tested and an explanation of the different types of questions you may see on the test.

Not all subject areas mentioned in this test guide are included in all examinations in this Series. The Examination Announcement will list the subject areas that will be included on the particular test you will be taking.

The Police Chief/Assistant Chief Series written test has an overall time allowance of 8 hours. The tests in the series include a selection from the following subject areas:

- 1. Knowledge of law enforcement methods, practices and procedures** – These questions test for knowledge of accepted police methods and practices and/or their application to situations in the police field. The questions are a sampling of the various knowledge that police personnel may be required to possess in the course of their day-to-day, work-related activities. Areas covered include investigation procedures, patrol techniques, police-community relations, courtroom procedures, personnel practices, policy making and budgeting procedures.
- 2. Knowledge of New York State laws** – These questions test the candidates' knowledge of the laws in effect during the current year. This portion of the test is a sampling of the various sections of the law that police personnel may encounter in the course of their day-to-day work-related activities. Laws covered may include the Penal Law, Criminal Procedure Law, Vehicle and Traffic Law, Family Court Act, and other laws relevant to law enforcement in New York State.
- 3. Preparing written material in a police setting** – These questions test for the ability to prepare the types of reports and communications that police personnel write. The content is appropriate for the ranks/levels being tested. Some questions test for the ability to present information clearly and accurately. They consist of restatements of information given in note form. You must choose the best version from each set of four choices. Other questions test for the ability to organize paragraphs. They consist of paragraphs with their sentences out of order. For each of the paragraphs you must choose, from four suggestions, the best order for the sentences.
- 4. Understanding and interpreting written material** – These questions test how well you comprehend written material. You will be provided with brief reading selections and will be asked questions about the selections. All the information required to answer the questions will be presented in the selections; you will not be required to have any special knowledge relating to the subject areas of the selections.

INTRODUCTION (Continued)

5. **Administrative supervision** – These questions test for knowledge of the principles and practices involved in directing the activities of a large subordinate staff, including subordinate supervisors. Questions relate to the personal interactions between an upper level supervisor and his/her subordinate supervisors in the accomplishment of objectives. These questions cover such areas as assigning work to and coordinating the activities of several units, establishing and guiding staff development programs, evaluating the performance of subordinate supervisors, and maintaining relationships with other organizational sections.
6. **Administration** – These questions test for knowledge of the managerial functions involved in directing an organization or an organizational segment. These questions cover such areas as: developing objectives and formulating policies; making decisions based on the context of the administrator's position and authority; forecasting and planning; organizing; developing personnel; coordinating and informing; guiding and leading; testing and evaluating; and budgeting.
7. **Supervision** – These questions test for knowledge of the principles and practices employed in planning, organizing, and controlling the activities of a work unit toward predetermined objectives. The concepts covered, usually in a situational question format, include such topics as assigning and reviewing work; evaluating performance; maintaining work standards; motivating and developing subordinates; implementing procedural change; increasing efficiency; and dealing with problems of absenteeism, morale, and discipline.
8. **Job simulation exercises in police administration and command** – Against the background of knowledge required for the position, this will include two job simulation exercises that cover such areas as: human resources management, management of operations, problem-solving, decision-making under pressure, public relations, and police procedure.

The remainder of this test guide explains how you will be tested in each subject area listed above. A **TEST TASK** is provided for each subject area. This is an explanation of how a question is presented and how to correctly answer it. Read each explanation carefully. This test guide also provides at least one **SAMPLE QUESTION** for each subject area. The sample question is similar to the type of questions that will be presented on the actual test. This test guide provides the **SOLUTION** and correct answer to each sample question. You should study each sample question and solution in order to understand how the correct answer was determined.

SUBJECT AREA 1

KNOWLEDGE OF LAW ENFORCEMENT METHODS, PRACTICES AND PROCEDURES:

These questions test for knowledge of accepted police methods and practices and/or their application to situations in the police field. The questions are a sampling of the various knowledges that police personnel may be required to possess in the course of their day-to-day work-related activities. Areas covered include investigation procedures, patrol techniques, police-community relations, courtroom procedures, personnel practices, policy making and budgeting procedures.

TEST TASK: You will be presented with situations in which you must apply knowledge of accepted police methods and practice in order to answer the questions correctly.

SAMPLE QUESTION:

A police officer should have a detailed knowledge of all legitimate business and activity in his patrol area. Which one of the following is the most important reason why the officer should have this knowledge?

- A. The officer will become acquainted with and know the businessmen through a set patrol routine.
- B. The officer will know the unusual or out of the ordinary and it can be investigated.
- C. The officer will know who to notify in case of an emergency.
- D. The officer will know who to call on if he needs assistance.

The correct answer to this sample question is B.

SOLUTION:

Choice A is not correct. Patrol should generally be performed in a random manner. A set patrol routine is predictable and unacceptable.

Choice B is the correct answer to this question. Most events which are of interest to police are those that are unusual. The ability to recognize these allows officers to focus their attention where it is most likely to be needed.

Choice C is not correct. Notifications of emergencies should be made through the department's dispatching personnel.

Choice D is not correct. Assistance should be obtained through department dispatching personnel, not extra-departmental channels.

SUBJECT AREA 2

KNOWLEDGE OF NEW YORK STATE LAWS: These questions test the candidates' knowledge of the laws in effect during the current year. This portion of the test is a sampling of the various sections of the law that police personnel may encounter in the course of their day-to-day work-related activities. Laws covered may include the Penal Law, Criminal Procedure Law, Vehicle and Traffic Law, Family Court Act, and other laws relevant to law enforcement in New York State.

TEST TASK: You will be presented with situations in which you must apply knowledge of New York State Laws in order to answer the questions correctly.

SAMPLE QUESTION:

According to the Penal Law, "Robbery" is defined as the forcible stealing of property

- A. of any value
- B. valued at more than \$500.00
- C. valued at more than \$1000.00
- D. valued at more than \$3000.00

The correct answer to this sample question is A.

SOLUTION:

Choice A is the correct answer. New York State Penal Law Section 160.0 defines robbery simply as the forcible stealing of property. No value or other modifiers are included in this definition.

Choice B is not correct. This definition would incorrectly exclude the forcible stealing of property valued \$0 to \$500 from the crime of robbery.

Choice C is not correct. This definition would incorrectly exclude the forcible stealing of property valued \$0 to \$1000 from the crime of robbery.

Choice D is not correct. This definition would incorrectly exclude the forcible stealing of property valued \$0 to \$3000 from the crime of robbery.

SUBJECT AREA 3

PREPARING WRITTEN MATERIAL IN A POLICE SETTING: These questions test for the ability to prepare the types of reports and communications that police personnel write. The content is appropriate for the ranks/levels being tested. Some questions test for the ability to present information clearly and accurately. They consist of restatements of information given in note form. You must choose the best version from each set of four choices. Other questions test for the ability to organize paragraphs. They consist of paragraphs with their sentences out of order. For each of the paragraphs you must choose, from four suggestions, the best order for the sentences.

TEST TASK: There are three separate test tasks in this subject area.

- For the first, **Information Presentation From Notes in Outline Form**, you will be given a report outline in note form. You will be asked to choose which one of four choices is the most clear and accurate restatement of information found in the notes. There will be five questions based on the notes.
- For the second, **Information Presentation From Notes in Sentence Form**, you will be given information in two or three sentences, followed by four restatements of the information. You must then choose the best version. There will be two Information Presentation questions on the written test.
- For the third, **Paragraph Organization**, you will be given paragraphs with their sentences out of order and then be asked to choose, from among four suggestions, the best order for the sentences. There will be three Paragraph Organization questions on the written test.

SAMPLE QUESTION: Information Presentation From Notes in Outline Form

Typically, there is a page of notes followed by five questions. Each question is based on a portion of the notes.

The following notes represent part of a working outline for a report justifying a request for training funds.

Notes:

- In past, high-risk operations training for major cities only
- Now, local depts face hostage situations, bomb threats, etc.
- Millennial Training Associates (MTA) widely recognized
 - 20 yrs.' experience high-risk ops training, major cities
 - 4 yrs ago, began adapted high-risk ops training on regional basis for smaller depts
 - regional approach combines high quality, cost-effectiveness
 - conducted 3 adapted training sessions in NYS last year: one, Onondaga Co.; one, Saratoga Co.; one, Rockland Co.
 - this year 2 additional sessions scheduled

SUBJECT AREA 3 (Continued)

Which one of the following best presents information found in the notes?

- A. Three adapted training sessions were conducted last year in each of the following counties in New York State: Onondaga, Saratoga, and Rockland.
- B. Of the adapted training sessions conducted in New York State last year, there was one in Onondaga Co., one in Saratoga Co., and one in Rockland Co.
- C. In New York State, the counties in which adapted training sessions were conducted last year included Onondaga, Saratoga, and Rockland.
- D. Last year three adapted training sessions were conducted in NYS, one in each of the following counties: Onondaga, Saratoga, and Rockland.

The best answer to this sample question is D.

SOLUTION:

Choice A makes it sound as if there were nine sessions in total (three in each county), not the actual three sessions (one in each county).

Choice B leads the reader to believe that the three sessions mentioned specifically were only part of a larger, unspecified number.

Choice C implies that counties other than the three that are named had sessions.

Choice D is the only one that specifies a total of three sessions, one in each of the three named counties.

SUBJECT AREA 3 (Continued)

SAMPLE QUESTION: Information Presentation From Notes in Sentence Form

Officer Wilson failed to take proper precautions. His failure to take proper precautions caused a personal injury accident.

Which one of the following best presents the information above?

- A. Officer Wilson failed to take proper precautions that caused a personal injury accident.
- B. Proper precautions were not taken, and Officer Wilson caused a personal injury accident.
- C. Officer Wilson's failure to take proper precautions caused a personal injury accident.
- D. Officer Wilson, who failed to take proper precautions, was in a personal injury accident.

The best answer to this sample question is C.

SOLUTION:

Choice A conveys the incorrect impression that proper precautions caused a personal injury accident (“...proper precautions that caused...”).

Choice B omits the detail that it was Officer Wilson who failed to take proper precautions.

Choice C best presents the original information: Officer Wilson failed to take proper precautions, and this failure caused a personal injury accident.

Choice D states that Officer Wilson was in a personal injury accident. The original information states that Officer Wilson caused a personal injury accident, but it does not state that Officer Wilson was in a personal injury accident.

SUBJECT AREA 3 (Continued)

SAMPLE QUESTION: Paragraph Organization

The following question is based upon a group of sentences. The sentences are shown out of sequence, but when correctly arranged, they form a connected, well-organized paragraph. Read the sentences, and then answer the question about the best arrangement of these sentences.

1. Eventually, they piece all of this information together and make a choice.
2. Before actually deciding upon a career path, people usually think about several possibilities.
3. They imagine themselves in different situations, and in so doing, they probably think about their interests, goals, and abilities.
4. Choosing among occupations in the wide world of work is an important decision to make.

Which one of the following is the best arrangement of these sentences?

- A. 2-4-1-3
- B. 2-3-4-1
- C. 4-2-1-3
- D. 4-2-3-1

The best answer to this sample question is D.

SOLUTION:

Choices A and C present the information in the paragraph out of logical sequence. In both **A** and **C**, sentence 1 comes before sentence 3. The key element in the organization of this paragraph is that sentence 3 contains the information to which sentence 1 refers; therefore, in logical sequence, sentence 3 should come before sentence 1.

Choice B also presents the information in the paragraph out of logical sequence. Choice **B** places sentence 4 in between sentence 1 and sentence 3, thereby interrupting the logical sequence of the information in the paragraph.

Choice D presents the information in the paragraph in the best logical sequence. Sentence 4 introduces the main idea of the paragraph: "choosing an occupation in the world of work." Sentences 2-3-1 then follow up on this idea by describing, in order, the steps involved in making such a choice. Choice **D** is the best answer to this sample question.

SUBJECT AREA 4

UNDERSTANDING AND INTERPRETING WRITTEN MATERIAL: These questions test how well you comprehend written material. You will be provided with brief reading selections and will be asked questions about the selections. All the information required to answer the questions will be presented in the selections; you will not be required to have any special knowledge relating to the subject areas of the selections.

TEST TASK: You will be provided with brief reading passages and then will be asked questions relating to the passages. All the information required to answer the questions will be provided in the passages.

SAMPLE QUESTION:

The increasing demands upon our highways from a growing population and the development of forms of transportation not anticipated when the highways were first built have brought about congestion, confusion, and conflict, until the yearly toll of traffic accidents is now at an appalling level. If the death and disaster that traffic accidents bring throughout the year were concentrated into one calamity, we would shudder at the tremendous catastrophe. The loss is no less catastrophic because it is spread out over time and space.

Which one of the following statements concerning the yearly toll of traffic accidents is best supported by the passage above?

- A. It is increasing the demands for safer means of transportation.
- B. It has resulted in increased congestion, confusion, and conflict on our highways.
- C. It does not shock us as much as it should because the accidents do not all occur together.
- D. It has resulted mainly from the new forms of transportation.

The correct answer to this sample question is C.

SOLUTION: To answer this question correctly, you must evaluate each choice against the written selection and determine the one that is best supported by the written selection.

Choice A: *Nowhere in the passage does it say that there has been any demand for safer means of transportation. Someone who picks this choice may believe that there could be or should be a demand for safer transportation, but there is nothing in the passage to base it on. This choice is incorrect.*

Choice B: *The passage states that it is the congestion, confusion, and conflict which results in the high toll of traffic accidents and not the other way around. A person who picks this choice could either be confused as to which is the cause and which is the effect or not have read the choice carefully. This choice is incorrect.*

Choice C: *This choice is supported by the last two sentences in the passage. The writer says, "If ..., we would shudder." (A shudder is a response to shock.) The implication is that we don't shudder because traffic accidents do not all occur at the same time and place. The writer then points out that we should think of the yearly toll as being catastrophic (shocking) even though the accidents are spread out over time and space. This choice is supported by the information in the passage.*

Choice D: *There are two reasons given in the passage for the high accident rate. One is the development of new forms of transportation; the other is the increased highway use from a growing population. Neither one is described as the main reason. It is clearly incorrect to say that the new forms of transportation are the main reason. This choice is incorrect.*

SUBJECT AREA 5

ADMINISTRATIVE SUPERVISION: These questions test for knowledge of the principles and practices involved in directing the activities of a large subordinate staff, including subordinate supervisors. Questions relate to the personal interactions between an upper level supervisor and his/her subordinate supervisors in the accomplishment of objectives. These questions cover such areas as assigning work to and coordinating the activities of several units, establishing and guiding staff development programs, evaluating the performance of subordinate supervisors, and maintaining relationships with other organizational sections.

TEST TASK: You will be presented with situations in which you must apply knowledge of the principles and practices of administrative supervision to answer the questions correctly. You will be placed in the role of a supervisor of a section, which is made up of several units. Each unit has a supervisor and several employees. All unit supervisors report directly to you.

SAMPLE QUESTION:

You have delegated a work project to two unit supervisors and have asked them to collaborate on it. Later, you observe two employees strongly arguing about which one of them is responsible for a certain activity within the work project. The arguing employees work for different units. Which one of the following actions is most appropriate for you to take in this situation?

- A. Intercede in the employees' argument and settle it.
- B. Meet with the unit supervisors of the two employees and inform them of the situation you observed.
- C. Inform one unit supervisor of the situation and ask this supervisor to take care of it.
- D. Set up a meeting that includes both unit supervisors and both employees to resolve the situation.

The correct answer to this sample question is B.

SOLUTION:

Choice A is not correct. In your position, you supervise properly by giving direction through your unit supervisors. By taking this choice, you are not allowing your unit supervisors to handle a problem involving their staff members. Also, it is not reasonable that you would be able to settle the employees' dispute. Earlier, you delegated the work project to the two unit supervisors, who would be responsible for assigning activities related to the project. The two unit supervisors must deal with the problem.

Choice B is the correct answer to this question. The two unit supervisors are collaborating on the work project and therefore giving the assignments. You should meet with them and tell them about the employees' argument. The unit supervisors should be informed about the point of contention and the fact that the two employees had a heated argument. The unit supervisors must then work out a way to handle the situation.

Choice C is not correct. Speaking to only one supervisor about the situation means that the second supervisor may be uninformed, or only partly informed, about the situation. You cannot be assured that the first supervisor will include the second supervisor in finding a way to settle the issue. If the first unit supervisor chooses to handle the situation on his own and speak to both employees, this supervisor would be giving direction to one employee from another unit. This is not good supervisory practice. Also, in taking Choice C, you are favoring one supervisor and slighting the other.

Choice D is not correct. The unit supervisors need to come up with a way of handling the situation that you observed. To do this, they must be informed without the employees present. Also, by including the employees in the meeting, you may get a replay of their earlier argument, which is not helpful.

SUBJECT AREA 6

ADMINISTRATION: These questions test for knowledge of the managerial functions involved in directing an organization or an organizational segment. These questions cover such areas as: developing objectives and formulating policies; making decisions based on the context of the administrator's position and authority; forecasting and planning; organizing; developing personnel; coordinating and informing; guiding and leading; testing and evaluating; and budgeting.

TEST TASK:

You will be presented with situations in which you must apply knowledge of administrative principles and practices in order to answer the question correctly.

SAMPLE QUESTION:

Which one of the following is the **most** important reason to record a new policy in writing once it has been adopted?

- A. to ensure the acceptance of the new policy by staff
- B. to minimize confusion in the interpretation of the new policy
- C. to stop the practice of giving special consideration to individual cases
- D. to ensure that the policy is integrated into the organization's mission

The correct answer to this sample question is B.

SOLUTION: *This question asks for the **most** important reason to record a new policy in writing.*

Choice A *is not correct. Staff must be brought into the process of policy development before the policy is adopted to decrease possible staff resistance to the new policy.*

Choice B *is the correct answer to this question. The written record of the policy will serve as the definitive reference for issues or situations that the policy covers.*

Choice C *is not correct. Organizational policies serve as a guide to provide consistency in decision making for those cases that are covered by the policy, but no policy will cover every possible circumstance or situation. There may be exceptional cases with special circumstances that are not fully covered by the policy. These exceptional cases must be considered individually on a case by case basis.*

Choice D *is not correct. Having a policy in writing will not ensure that the policy is integrated into the organization's mission. Integration of the policy into the organization's mission should have occurred when the policy was being drafted.*

SUBJECT AREA 7

SUPERVISION: These questions test for knowledge of the principles and practices employed in planning, organizing, and controlling the activities of a work unit toward predetermined objectives. The concepts covered, usually in a situational question format, include such topics as assigning and reviewing work; evaluating performance; maintaining work standards; motivating and developing subordinates; implementing procedural change; increasing efficiency; and dealing with problems of absenteeism, morale, and discipline.

TEST TASK: You will be presented with situations in which you must apply knowledge of the principles and practices of supervision in order to answer the questions correctly.

SAMPLE QUESTION:

Assume that the unit you supervise is given a new work assignment and that you are unsure about the proper procedure to use in performing this assignment. Which one of the following actions should you take FIRST in this situation?

- A. Obtain input from your staff.
- B. Consult other unit supervisors who have had similar assignments.
- C. Use an appropriate procedure from a similar assignment that you are familiar with.
- D. Discuss the matter with your supervisor.

The correct answer to this sample question is D.

SOLUTION:

Choice A is not correct. *Since this assignment is new for your unit, your staff would not be expected to be more knowledgeable than you about the proper procedure.*

Choice B is not correct. *Although discussing this matter with other supervisors may increase your knowledge of the new assignment, similar assignments performed in other units may differ in some important way from your new assignment. Other units may also function differently from your unit, so the procedures used to perform similar assignments may differ accordingly.*

Choice C is not correct. *Since this assignment is new for your unit, you would have no way of knowing whether the procedure from a similar assignment is appropriate to use. You would need someone with the appropriate knowledge, usually your supervisor, to determine if the procedure from a similar assignment could be used before you actually employed this procedure in the performance of your new assignment.*

Choice D is the correct answer to this question. *Your supervisor is more likely to be informed about what procedure may be appropriate for work that he or she assigns to you than would other unit supervisors or your staff. Even if your supervisor does not know what procedure is appropriate, a decision regarding which procedure to use should be made with his or her participation, since he or she has the ultimate responsibility for your unit's work.*

SUBJECT AREA 8

JOB SIMULATION EXERCISES IN POLICE ADMINISTRATION AND COMMAND: Against the background of knowledge required for the position, this will include two job simulation exercises that cover such areas as: human resources management, management of operations, problem-solving, decision-making under pressure, public relations, and police procedure.

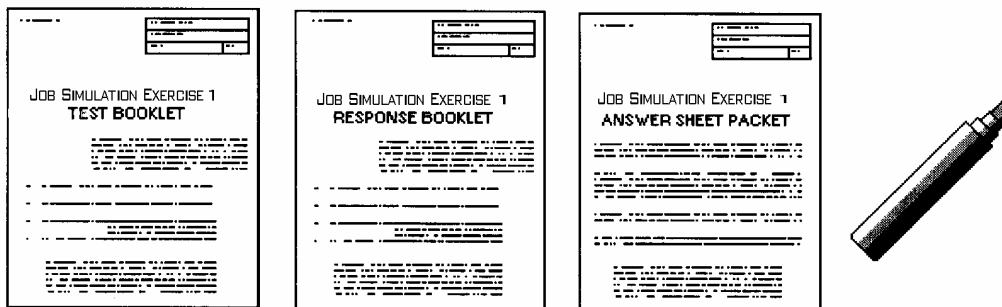
In addition to multiple choice questions, the written test for some Police Chief Examinations includes two job simulation exercises. Each of the two job simulation exercises uses a different format. Job Simulation Exercise 1 uses a “latent” simulation format, and Job Simulation Exercise 2 uses a “non-latent” simulation format. The information in the remainder of this booklet is designed to inform you of the format and scoring of each of the job simulation exercises if they are included in the written test for the examination you are competing in.

JOB SIMULATION EXERCISE 1

In Job Simulation Exercise 1, you will be required to work your way through situations similar to those you might encounter as a Police Chief / Assistant Chief, making decisions about the best courses of action to take. The exercise unfolds as a result of decisions you make about how to handle the situations presented. Different people will have different ways of solving problems and managing situations. These differences may cause the exercise to unfold in different ways. The exercise is designed so that actions you choose give you information or produce outcomes, eventually leading to a conclusion.

MATERIALS

Job Simulation Exercise 1, the “latent” simulation, requires three separate booklets -- a Test Booklet, a Response Booklet, and an Answer Sheet Packet, which contains a special, latent answer sheet. A latent-ink developer pen is also needed to mark selected answer choices on the latent answer sheet.



A sample latent simulation exercise is included in this booklet. The sample includes test sections, an illustration of a latent answer sheet, and responses.

In the actual test, the test sections, latent answer sheet and responses will be presented in three separate booklets. A latent-ink developer pen will be needed to mark answer choices and to reveal information associated with the choice.

Portions of the sample exercise are presented on the following pages to illustrate how this type of exercise works. These illustrations are followed by a complete example, Sample Job Simulation Exercise 1. This is only an example; it is not job-related. The exercise on the test will be similar to situations you would encounter as a Police Chief/Assistant Chief.

TEST BOOKLET

The Test Booklet for the exercise contains three components: Background Information, Sections, and Choices; information on each of these components follows:

Background Information:

When you open the Job Simulation Exercise 1 Test Booklet, you will be presented with background information.

The Background Information introduces the exercise. It tells you what your role is and what is happening.

At the end of the Background Information, you will find the direction:

Continue now with Section A.

Background Information

Assume you are a new supervisor in a unit that has an assignment to provide seminars to the public about your agency's programs. Joan, who reports to you, held the first session last Friday. On Monday, you receive an e-mail from your supervisor who indicates that the Commissioner has received complaints from participants at the seminar who indicated that there were not sufficient seats and handouts for the participants at the Friday session. Joan is currently holding the second session with a different group at the seminar site, which is located outside the office.

Continue now with Section A.

Sections:

The situation presented in Job Simulation Exercise 1 will unfold through simulation sections, which address various aspects of the situation. Each section is identified by a letter of the alphabet. Section A is the first section presented. You will generally NOT be directed to other sections in alphabetical order. (For example, you may be directed from A to Q to H to C, etc.). Also, you may not be directed to every section in the exercise. **GO ONLY TO THOSE SECTIONS TO WHICH YOU ARE DIRECTED.** Some sections may have more than one page. Be sure that you start with the first page of the section. Also, make sure that you look at every page in a multi-page section.

Choices:

In each section, you will find a list of choices covering things you could do or information you might want to know to respond to the situation. Some of the choices are good ones to select to address or resolve the issue or problem presented, while others are neutral or even poor.

Each section will also contain instructions for selecting choices. Some sections direct you to **Choose ONLY ONE** of the choices; others direct you to **Choose AS MANY** as are appropriate, to **Choose UP TO** a specified number, or to **Choose A SPECIFIC NUMBER**. Failure to follow these instructions could negatively affect your score on the test.

SECTION A

You would now: **(Choose UP TO TWO.)**

1. Leave a message on Joan's desk for her to see you tomorrow.
2. Call your supervisor to find out more about the incident.
3. Talk to the Commissioner's staff about the complaints.
4. Go to the seminar and talk to Joan immediately.
5. Contact the seminar site and leave a message for Joan to call you.
6. **After you have chosen UP TO TWO, have marked your choices on the answer sheet, and have read the responses, EXPOSE 6 ON THE ANSWER SHEET.**

In answering a **Choose ONLY ONE** section, you should assume that you will be allowed to make only one choice. You should evaluate all the choices and select the one you believe is better than all the others. Occasionally, the response to that choice may direct you to make another choice in the same section. This does not necessarily mean that you have made a poor choice. It may be the preferred choice. However, you should **never assume** that you will have the opportunity to make a second choice.

In answering a **Choose AS MANY** section, you will have the opportunity to make several choices. Not all the choices represent proper actions to take. You should evaluate all the choices and choose all those that you believe represent proper actions while not choosing any of those that you believe represent inappropriate actions.

In answering a **Choose UP TO** section, you will be told the maximum number of choices you can make (e.g., **Choose UP TO TWO**). You do not have to choose two, but you cannot choose any more than two. If you do choose more than two, you will receive credit for the two lowest valued choices you have selected and therefore may receive a lower score.

In answering a **Choose A SPECIFIC NUMBER** section, you will be told the exact number of choices you are to make (e.g., **Choose THREE**). You should not leave this section without making the exact number of choices indicated (e.g. three choices). If you make more or fewer choices (e.g., four choices or two choices), you may receive a lower score. If you cannot find three choices that you believe are positive steps, you should look for choices that you believe will not be negative steps so that you can make the required three choices.

A **Choose AS MANY**, a **Choose UP TO**, or a **Choose A SPECIFIC NUMBER** section will generally end with a numbered direction that begins: **"After you have chosen...."** This numbered direction does NOT count as one of the specified number of choices you have been instructed to make in the section. You should make the appropriate number of choices in the section before following the instructions in the final numbered direction.

ANSWER SHEET PACKET & LATENT ANSWER SHEET

The Answer Sheet Packet contains the latent answer sheet for the simulation exercise. Candidates record their choices on the latent answer sheet using a latent-ink developer pen. A latent answer sheet with NO choices marked is illustrated below:

A	1		C	11		E	21		F	31		H	41	
	2			12			22			32			42	
	3			13			23			33			43	
	4			14			24			34			44	
B	5		D	15			25		G	35			45	
	6			16			26			36			46	
	7			17			27			37			47	
	8			18			28			38			48	
	9			19			29			39			49	
	10			20			30			40			50	

The latent answer sheet contains letters and numbers that correspond with the sections and choices presented in the simulation test booklet. A blank box appears to the right of each choice number. These blank boxes contain "latent" information: numbers, words, or checkmarks that cannot be seen until they are exposed with the special developer pen. Because each latent answer sheet is designed for a specific exercise, it is essential that you use the latent answer sheet that matches the exercise you are working on.

When you lightly rub the developer pen across the box next to your choice number, you will expose the latent information. TAKE CARE TO EXPOSE ONLY THE BOX WHICH CORRESPONDS TO YOUR CHOICE. When exposing material on the latent answer sheet, rub the developer pen once over the area you wish to develop. The image will appear in one to two seconds. **DO NOT** repeatedly rub an area. Repeated rubbing may cause the image to be scrubbed off the paper and become unreadable. This will make it difficult for you to continue with the test and may result in your getting a lower score.

Using the developer pen to mark a choice and reveal related information creates a record of your choice. Unlike a multiple-choice test, there is no way you can erase a choice once you make it. As in real life, once an action is taken, it is not possible for it to be rescinded. Subsequent steps can be taken to counteract the action, but the original action remains.

When you expose the box on the latent answer sheet that corresponds to the number of the choice you selected in the Test Booklet, you will see one of three things: a **checkmark**, a **GO TO** statement, or a three-digit **number**, as shown in the following illustration:

A	1		C	11		E	21	183	F	31		H	41	
	2	175		12			22	180		32			42	
	3			13			23			33	178		43	✓
	4			14	161		24	GO TO F		34			44	
	5	156		15			25			35			45	
	6	GO TO E		16			26			36			46	✓
B	7		D	17		G	27		G	37		H	47	
	8			18	173		28			38			48	
	9			19	153		29			39			49	
	10			20			30			40	164		50	

If a **checkmark** appears, continue to follow directions in the **SAME** section in which you are working in the Test Booklet. The checkmark merely means that your answer has been recorded, but no new information is presented to you as a result.

If a **GO TO** statement appears, be sure to develop the ENTIRE box, because some labels of sections may consist of double letters (AA, BB, etc.). Go to the indicated lettered section in the Test Booklet

If a three-digit **number** appears, look up that numbered response in the Response Booklet, read the response, and follow the directions at the end of the response.

In sections that allow more than one choice, make your choices one at a time. **READ THE RESPONSE (IF ANY) TO EACH CHOICE BEFORE MAKING YOUR NEXT CHOICE.**

RESPONSE BOOKLET

The Response Booklet contains the responses, which provide both feedback on your choices and directions for proceeding through the Job Simulation Exercise.

The following illustration shows the kinds of responses and directions you may see.

If the directions send you to another section (**GO TO SECTION D**), go immediately to that section and make no more choices in the section in which you were working.

If the directions tell you to **Return to the section you are working in and continue**, return to that section, make any additional choices that are appropriate, and follow any further directions you are given.

If the directions tell you to **Make another choice in the same section**, you **must** return to the section in which you were working and make another choice.

181. He says he hopes so.
GO TO SECTION D.
182. She says she was prepared to make her presentation. **Return to the section you are working in and continue.**
238. He says, "okay." **Make another choice in the same section.**

Responses provide information and/or directions for working through the exercise. HOWEVER, not all the responses in the booklet are actual parts of the exercise you are working on. Some responses present information which may be false or misleading. These have been included to prevent candidates from trying to piece the exercise together by reading only the responses. The best course of action for you to take is to pay close attention ONLY to the responses to which you have been directed.

SCORING

CHOICES, NOT RESPONSES, ARE SCORED. Every time you use the developer pen on a box, you are recording a choice. Only the boxes exposed on the latent answer sheets will count toward your test score. Nothing you write in the Test Booklet or in the Response Booklet will be counted toward your final score.

EVERYTHING YOU EXPOSE ON THE LATENT ANSWER SHEET(S) WILL BE TAKEN INTO ACCOUNT IN SCORING. Be very careful using the developer pen on the latent answer sheet. Avoid making stray marks or smudges with the developer pen. When you expose a box, make sure it is the one that corresponds to your choice. Whatever you expose on a latent answer sheet - EVEN BOXES THAT YOU EXPOSED ACCIDENTALLY - will be scored, except in those cases where exposing additional response numbers contrary to instructions would advantage you. You will NOT be allowed to change or cross out exposed boxes. If you cross them out, they will be scored anyway. You will NOT be allowed to obtain a fresh latent answer sheet to make different selections.

Each choice in this type of job simulation exercise is valued positively, negatively, or neutrally. In order to achieve the best score you can, you should select only the choices that you consider to be positive. In those sections that allow you to make more than one choice, you should select the choices that you consider to be positive, while taking care not to select poor choices.

You may not be able to tell from the response to a choice whether that choice has a positive, negative, or neutral value. As in real life, you may make the right decision but not immediately get good results. It is also possible to make a poor decision but have things appear to turn out all right in the short run. Do not become discouraged if a response to one of your choices suggests that the situation is not improving.

HINTS

Because you will be working through this exercise by going back and forth between the Test Booklet, the Answer Sheet Packet, and the Response Booklet, you could lose your place in the exercise. You may find it helpful to leave your Test Booklet open to the section you are working in while you mark the latent answer sheet or look up responses so that you can return to the correct Test Booklet section quickly and easily. This is especially true of **Choose AS MANY** and **Choose UP TO** sections where you may go back and forth several times before being directed to another section.

You may find it helpful to track your path on a separate piece of paper by listing, in order, the sections to which you have been directed. This will enable you to review the events of the exercise in the order they occurred and to keep track of your progress. You can also make any notations you wish in the rest of the Test Booklet. Although the latent answer sheets will show the sections in which you have exposed choices, they will not give you information on the order in which you have gone through the sections.

You should NOT make notations or stray marks on the latent answer sheets.

You should keep working on an exercise until you are directed to a response that tells you it is the **END OF EXERCISE**.

IF YOU DON'T KNOW WHERE TO GO NEXT IN THE EXERCISE...

. . . follow the steps below. You are responsible for keeping track of where you are in the exercise. The monitor is not permitted to assist you in finding your place.

If you find that you have answered only a few sections of the exercise, and don't know where to go next, you've almost certainly missed a direction. If you become lost, LOOK FIRST in that section of the Test Booklet in which you are working:

- If the section directs you to **Choose AS MANY**, **Choose UP TO**, or **Choose A SPECIFIC NUMBER**, you may have missed the very last choice in the section that will usually tell you what box to expose next on the latent answer sheet in order to find the response that tells you where to go next.
- If the section directs you to **Choose ONLY ONE**, the box you exposed on the latent answer sheet either will have a GO TO statement, or will direct you to a response number. That numbered response either will have a GO TO statement at the end or will direct you to make another choice in the same section. If the response does neither, MAKE SURE you have exposed the correct numbered box on the latent answer sheet. If you have, then MAKE SURE you have read the correct numbered response in the Response Booklet.

If you still find yourself not knowing where to go next in the exercise, the SECOND thing to do is retrace your path through the exercise to make sure you haven't gone to a wrong section by mistake.

The last thing to remember, should you become lost, is not to give up. Entering a wrong section is not fatal. Back yourself up and pick up again where you went off the track.

SAMPLE JOB SIMULATION EXERCISE 1

We will now present a complete sample exercise formatted like the one you will encounter in Job Simulation Exercise 1. We will show all of the choices in the exercise, the full latent answer sheet for the exercise, and all of the responses for the exercise. We will discuss how to select choices in a section, and how to use the latent answer sheet to go to the responses that relate to the choices that are selected. We will show how to proceed through a section and how an exercise progresses from section to section. Finally, we will show a fully exposed latent answer sheet so that you can see the responses associated with each of the choices and how making different choices could affect how an exercise develops.

TAKING THE TEST

During an actual test, this type of job simulation exercise typically requires you to use three separate booklets:

Test Booklet - This booklet presents the exercise situations and the possible choices that you can select.

Answer Sheet Packet - This small booklet contains the latent answer sheet for the exercise. During the actual test you will need to use the special developer pen in order to mark a choice on the latent answer sheet, which may reveal other directions or information.

Response Booklet - When you select a choice, the latent answer sheet may indicate a numbered response for you to read in the Response Booklet. The numbered response will often provide additional information about the exercise, and will give you directions to either continue in the section you are working in, or go to a different section of the Test Booklet.

Look over the sample Test Booklet, Latent Answer Sheet, and Response Booklet, and then go to page 19 to work through the sample exercise.

SAMPLE JOB SIMULATION EXERCISE 1

On the following pages are the Background Information and all the sections (A through H) of a sample exercise.

BACKGROUND INFORMATION

Assume you are a new supervisor in a unit that has an assignment to provide seminars to the public about your agency's programs. Joan, who reports to you, held the first session last Friday. On Monday, you receive an e-mail from your supervisor who indicates that the Commissioner has received complaints from participants at the seminar who indicated that there were not sufficient seats and handouts for the participants at the Friday session. Joan is currently holding the second session with a different group at the seminar site, which is located outside the office.

Continue now with SECTION A.

SECTION A

You would now: **(Choose UP TO TWO.)**

1. Leave a message on Joan's desk for her to see you tomorrow.
2. Call your supervisor to find out more about the incident.
3. Talk to the Commissioner's staff about the complaints.
4. Go to the seminar and talk to Joan immediately.
5. Contact the seminar site and leave a message for Joan to call you.
6. **After you have chosen UP TO TWO, have marked your choices on the answer sheet, and have read the responses, EXPOSE 6 ON THE ANSWER SHEET.**

SECTION B

You would now: **(Choose ONLY ONE, unless otherwise directed.)**

7. Explain to your supervisor why the information that the Commissioner received was incorrect.
8. Draft a letter to the participants explaining the situation.
9. Direct Joan to make the changes she suggested.
10. Reassign Joan from the project.
11. Meet with your staff to resolve the dispute.
12. Tell Mike he must do what Joan has asked.
13. Tell your supervisor that you are unable to resolve the situation.

SECTION C

You would now say to Mike: **(Choose ONLY ONE, unless otherwise directed.)**

14. You appreciate him thinking about the problem and you want to hear what he has to say.
15. In light of Friday's problems, he is no longer going to be working on arrangements for seminars.
16. He should have done that in time to keep the problem from happening.
17. He will get a chance to explain it directly to the Commissioner.

SECTION D

When you speak with Joan, you would: **(Choose UP TO FOUR)**

18. Tell her about the complaint.
19. Ask her how the sessions are going today.
20. Tell her you are upset with her over the way she handled the situation.
21. Ask her if she was prepared on Friday.
22. Ask her what happened on Friday.
23. Ask her if she has any thoughts on how to avoid problems like those on Friday.
24. **After you have chosen UP TO FOUR, have marked your choices on the answer sheet, and have read the responses, EXPOSE 24 ON THE ANSWER SHEET.**

SECTION E

Your supervisor calls to discuss the complaints of insufficient seating and handouts at Friday's seminar. You would ask him: **(Choose UP TO THREE.)**

25. whether he is aware of any other complaints
26. whether Joan has held seminars like this before
27. how Joan's work performance is in general
28. whether he wants you to discipline Joan
29. if the Commissioner wants to talk to Joan
30. if you should conduct the remaining seminars yourself
31. **After you have chosen UP TO THREE, have marked your choices on the answer sheet, and have read the responses, EXPOSE 31 ON THE ANSWER SHEET.**

SECTION F

You would now: **(Choose ONLY ONE, unless otherwise directed.)**

32. Inform your supervisor that Mike caused the problem.
33. Discuss the situation with Mike.
34. Tell your supervisor that you have learned some things about Friday's seminar.
35. Ask Mike why he did not plan for the number of people who attended Friday's seminar.
36. Schedule a meeting with your supervisor to discuss Mike and Joan's behavior.

SECTION G

Before speaking with Joan you would: **(Choose ONLY ONE, unless otherwise directed.)**

37. Ask for the evaluation sheets from Friday's seminar.
38. Tell your supervisor that you are going to straighten out the mess Joan has made.
39. Make a list of all the things Joan appears to have done wrong.
40. Make a list of the various questions you plan to ask Joan.
41. Ask if any complaints about Friday's seminar have come directly to your office.

SECTION H

You would plan to discuss the following with Mike: **(Choose AS MANY as are appropriate.)**

42. whether he was deliberately trying to embarrass Joan
43. whether he realized they were short seats and handouts Friday
44. whether he knows why more people appeared Friday than he had prepared for
45. whether he has any ideas on how to prevent a recurrence of Friday's problems
46. whether he has talked to Joan about what happened Friday
47. that you think your supervisor is overreacting
48. whether setting up the proper number of places was too much effort
49. that you are upset over the way he mishandled the situation
50. **After you have chosen as many as are appropriate and have marked your choices on the answer sheet, EXPOSE 50 ON THE ANSWER SHEET.**

SAMPLE JOB SIMULATION EXERCISE 1 ANSWER SHEET

Below is an illustration of the sample latent answer sheet with no choices exposed.

Sample Job Simulation Exercise 1 Answer Sheet

A	1		C	11		E	21		F	31		H	41	
	2			12			22			32			42	
	3			13			23			33			43	
	4			14			24			34			44	
	5			15			25			35			45	
	6			16			26			36			46	
B	7		D	17			27		G	37			47	
	8			18			28			38			48	
	9			19			29			39			49	
	10			20			30			40			50	

SAMPLE JOB SIMULATION EXERCISE 1 RESPONSE BOOKLET

On the following pages are the responses, numbered 151 through 186, for the sample exercise. Pay special attention to the note at the beginning of the responses. It says that not all of the responses listed are actually part of the exercise. Be sure that you read only the responses to which you have been directed.

RESPONSES

PLEASE BE AWARE: Not all of the responses below are actually a part of the exercise you are working on. They may state accurate names and plausible events, but the information they present is misleading. These responses have been included to keep you from being able to piece the exercise together by reading only the responses. The best course of action for you to take is to pay close attention **ONLY** to the responses to which you have been directed.

151. **There are no instructions in this exercise that direct you to this section. You may have made an error in following the directions from the box on the answer sheet or from the response; or you may not have completely exposed a direction in the choice box. Go back over your choices, the directions in the responses, and any notes you have made to determine where you should be in the exercise. You will not be penalized for exposing this box on your answer sheet.**
152. Mike tells you he thinks he knows what went wrong Friday and how to keep it from happening again. **GO TO SECTION C.**
153. She says they seem to be going well. **Return to the section you are working in and continue.**
154. Joan says she has a number of personal issues which may be affecting her performance. **Return to the section you are working in and continue.**
155. They have no additional information about the complaints. **Return to the section you are working in and continue**
156. The staff person who answers your call tells you he will give Joan your message. **Return to the section you are working in and continue.**
157. Joan says she will not tolerate Mike treating her like this. **Return to the section you are working in and continue.**
158. She says she did the best she could under the circumstances. **Return to the section you are working in and continue.**
159. He says she has. **Return to the section you are working in and continue.**
160. He suggests that Mike does not usually cause problems. **GO TO SECTION H.**

161. He explains how the problem occurred and offers a good solution to keep it from happening again. **THIS IS THE END OF SAMPLE JOB SIMULATION EXERCISE 1.**
162. You discover that you cannot locate the site because you do not have the correct address. **Return to the section you are working in and continue.**
163. He says that doesn't seem necessary. **Return to the section you are working in and continue.**
164. You compile a short list of questions. **GO TO SECTION D.**
165. He asks to meet with you. **GO TO SECTION H.**
166. He suggests you meet with Mike to better find out what happened. **GO TO SECTION H.**
167. He says she is a good employee. **Return to the section you are working in and continue.**
168. She says she has been thinking about it. **Return to the section you are working in and continue.**
169. He says he is not. **Return to the section you are working in and continue.**
170. He looks very dejected and walks away. **THIS IS THE END OF SAMPLE JOB SIMULATION EXERCISE 1.**
171. He says that's good and you should continue your investigation. **GO TO SECTION H.**
172. Joan and Mike say they cannot reconcile their differences. **Return to the section you are working in and continue.**
173. She says she is not surprised that there was a complaint. **Return to the section you are working in and continue.**
174. He says he does not. **Return to the section you are working in and continue.**
175. Your supervisor is not available to speak with you now. **Return to the section you are working in and continue.**
176. They are not available. **GO TO SECTION D.**
177. He says that seems premature. **Return to the section you are working in and continue.**
178. Mike says that he would like to meet with you. **GO TO SECTION H.**
179. You decide you do not have enough information to do this. **GO TO SECTION D.**

180. She says that Mike, who works for you, was responsible for setting up the room the previous day and for having the handouts ready. When she arrived on Friday there were chairs and handouts for 30 people, but 45 people actually showed up. She got a few extra chairs from another room, and asked people to share the handouts. **Return to the section you are working in and continue.**
181. He says he hopes so. **GO TO SECTION D.**
182. There have been none. **GO TO SECTION D.**
183. She says she was prepared to make her presentation. **Return to the section you are working in and continue.**
184. Yours is one of a dozen messages left on her desk. **Return to the section you are working in and continue.**
185. Mike says he would rather transfer to another unit. **Return to the section you are working in and continue.**
186. Mike says he made that suggestion to Joan several times but she ignored him. **Return to the section you are working in and continue.**

WORKING THROUGH SAMPLE JOB SIMULATION EXERCISE 1

Working with these three parts of the exercise - the test sections, the latent answer sheet, and the list of responses - we will now proceed through the sample as we might in a real test situation. Always begin by reading the introductory material. For a real simulation exercise it may be several pages long. For the sample exercise, it is the paragraphs below.

BACKGROUND INFORMATION

Assume you are a new supervisor in a unit that has an assignment to provide seminars to the public about your agency's programs. Joan, who reports to you, held the first session last Friday. On Monday, you receive an e-mail from your supervisor who indicates that the Commissioner has received complaints from participants at the seminar who indicated that there were not sufficient seats and handouts for the participants at the Friday session. Joan is currently holding the second session with a different group at the seminar site, which is located outside the office.

Continue now with SECTION A.

The Background Information concludes by directing us to Section A. The Background Information in a real job simulation exercise will also direct you to Section A. Section A of the sample exercise is shown next.

SECTION A

You would now: **(Choose UP TO TWO.)**

1. Leave a message on Joan's desk for her to see you tomorrow.
2. Call your supervisor to find out more about the incident.
3. Talk to the Commissioner's staff about the complaints.
4. Go to the seminar and talk to Joan immediately.
5. Contact the seminar site and leave a message for Joan to call you.
6. **After you have chosen UP TO TWO, have marked your choices on the answer sheet, and have read the responses, EXPOSE 6 ON THE ANSWER SHEET.**

Candidates are directed to choose “up to two” of the choices presented. The choices in Section A tend to fall into two categories - - those that propose an action to contact Joan and those that attempt to get additional information from other sources. We’ll select choices 2 and 5. We then go to the latent answer sheet and, using the developer pen, expose the boxes immediately to the right of the choice 2 and choice 5. Information will appear, shown below:

A	1		C	11		E	21		F	31		H	41	
	2	175		12			22			32			42	
	3			13			23			33			43	
	4			14			24			34			44	
	5	156		15			25			35			45	
	6			16			26			36			46	
B	7		D	17		G	27		G	37		H	47	
	8			18			28			38			48	
	9			19			29			39			49	
	10			20			30			40			50	

The number 175 appears in the box next to choice 2 and the number 156 appears in the box next to choice 5. These numbers refer to numbered responses. We now go to the list of responses and read responses 175 and 156, shown below:

When we select choice 2, calling the supervisor, we are directed to response 175:

175. Your supervisor is not available to speak with you now. **Return to the section you are working in and continue.**

When we select choice 5, contacting the seminar site, we are directed to response 156.

156. The staff person who answers your call tells you he will give Joan your message. **Return to the section you are working in and continue.**

After reading the information in the two responses, we return to Section A and follow the numbered direction at the end of the section:

6. **After you have chosen UP TO TWO, have marked your choices on the answer sheet, and have read the responses, EXPOSE 6 ON THE ANSWER SHEET.**

Using the developer pen to expose the box to the right of choice 6 reveals the direction GO TO E. We should stop working in Section A and go directly to Section E.

A	1		C	11		E	21		F	31		H	41	
	2	175		12			22			32			42	
	3			13			23			33			43	
	4			14			24			34			44	
	5	156		15			25			35			45	
	6	GO TO E		16			26			36			46	
B	7		D	17		G	27		G	37		H	47	
	8			18			28			38			48	
	9			19			29			39			49	
	10			20			30			40			50	

As directed, we now go to Section E, shown next:

SECTION E

Your supervisor calls to discuss the complaints of insufficient seating and handouts at Friday’s seminar. You would ask him: **(Choose UP TO THREE.)**

- 25. whether he is aware of any other complaints
- 26. whether Joan has held seminars like this before
- 27. how Joan’s work performance is in general
- 28. whether he wants you to discipline Joan
- 29. if the Commissioner wants to talk to Joan
- 30. if you should conduct the remaining seminars yourself
- 31. **After you have chosen UP TO THREE, have marked your choices on the answer sheet, and have read the responses, EXPOSE 31 ON THE ANSWER SHEET.**

The supervisor’s call presents an opportunity to discuss the complaints and Joan’s ability to handle the training in light of her experience and overall work performance. We’ll select choices 25, 26, and 27 to explore those topics further.

Using the developer pen to expose the boxes to the right of choices 25, 26, and 27 reveals three more responses, responses numbered 169, 159, and 167, shown below:

A	1		C	11		E	21		F	31		H	41	
	2	175		12			22			32			42	
	3			13			23			33			43	
	4			14			24			34			44	
	5	156		15			25	169		35			45	
B	6	GO TO E	D	16		26	159	36		46				
	7			17		27	167	37		47				
	8			18		28		38		48				
	9			19		29		39		49				
	10			20		30		40		50				

When we select choice 25, asking whether the supervisor is aware of any complaints, we are directed to response 169:

169. He says he is not. **Return to the section you are working in and continue.**

When we select choice 26, asking if Joan has held seminars before, we are directed to response 159:

159. He says she has. **Return to the section you are working in and continue.**

When we select choice 27, asking how Joan’s performance is in general, we are directed to response 167:

167. He says she is a good employee. **Return to the section you are working in and continue.**

After reading the responses, we follow the numbered direction at the end of the Section E:

31. After you have chosen UP TO THREE, have marked your choices on the answer sheet, and have read the responses, EXPOSE 31 ON THE ANSWER SHEET.

Using the developer pen to expose the box to the right of choice 31 reveals the following:

A	1		C	11		E	21		F	31	GO TO	G	H	41		
	2	175		12			22			32		42				
	3			13			23			33		43				
	4			14			24			34		44				
	5	156		15			25	169		35		45				
	6	GO TO E		16			26	159		36		46				
	B	7			D		17			27	167	37			47	
		8					18			28		38			48	
		9					19			29		39			49	
		10					20			30		40			50	

As directed, we now go to Section G, shown next:

SECTION G

Before speaking with Joan you would: **(Choose ONLY ONE, unless otherwise directed.)**

37. Ask for the evaluation sheets from Friday’s seminar.
38. Tell your supervisor that you are going to straighten out the mess Joan has made.
39. Make a list of all the things Joan appears to have done wrong.
40. Make a list of the various questions you plan to ask Joan.
41. Ask if any complaints about Friday’s seminar have come directly to your office.

Section G begins by asking what you would want to do before speaking to Joan. Candidates must now choose one of the options presented. We’ll select choice 40.

Using the developer pen to expose the box to the right of choice 40 reveals response 164 as shown below:

A	1		C	11		E	21		F	31	GO TO	G	H	41	
	2	175		12			22			32		42			
	3			13			23			33		43			
	4			14			24			34		44			
	5	156		15			25	169		35		45			
B	6	GO TO	E	D	16		G	26	159	G	36		H	46	
	7		17			27		167	37			47			
	8		18			28			38			48			
	9		19			29			39			49			
	10		20			30			40		164	50			

When we select choice 40, making a list of questions, we are directed to response 164:

164. You compile a short list of questions. **GO TO SECTION D.**

Response 164 directs us to “GO TO SECTION D.” Following this direction, we should leave Section G immediately and go to Section D. It may be tempting to go back into Section G and select another choice; however, this is not a good thing to do. Exposing additional answers may result in a lower score or conflicting directions on how to proceed. Once we have made a choice, exposed the latent answer sheet, and come to a response that directs us to another section, we go immediately to that section without making any additional choices in the section in which we are currently working.

As directed, we now go to Section D, shown next.

SECTION D

When you speak with Joan, you would: **(Choose UP TO FOUR)**

18. Tell her about the complaint.
19. Ask her how the sessions are going today.
20. Tell her you are upset with her over the way she handled the situation.
21. Ask her if she was prepared on Friday.
22. Ask her what happened on Friday.
23. Ask her if she has any thoughts on how to avoid problems like those on Friday.
24. **After you have chosen UP TO FOUR, have marked your choices on the answer sheet, and have read the responses, EXPOSE 24 ON THE ANSWER SHEET.**

Our objective at this point is to share the information we have and to gather more details from Joan to better assess the problem. To do this, we select choices 18, 19, 21 and 22. Exposing the boxes to the right of these choices reveals four response numbers, 173, 153, 183, and 180 as shown below:

A	1		C	11		E	21	183	F	31	GO TO	G	H	41					
	2	175		12			22	180		32		42							
	3			13			23			33		43							
	4			14			24			34		44							
	5	156		15			25	169		35		45							
	6	GO TO E		16			26	159		36		46							
	B	7			D		17			G	27	167			37			47	
		8					18	173			28				38			48	
		9					19	153			29				39			49	
		10					20				30				40	164		50	

When we select choice 18, telling Joan about the complaint, we are directed to response 173:

173. She says she is not surprised that there was a complaint. **Return to the section you are working in and continue.**

When we select choice 19, asking her how today's sessions are going, we are directed to response 153:

153. She says they seem to be going well. **Return to the section you are working in and continue.**

When we select choice 21, asking her if she was prepared on Friday, we are directed to response 183:

183. She says she was prepared to make her presentation. **Return to the section you are working in and continue.**

When we select choice 22, asking her what happened on Friday, we are directed to response 180:

180. She says that Mike, who works for you, was responsible for setting up the room the previous day and for having the handouts ready. When she arrived on Friday there were chairs and handouts for 30 people, but 45 people actually showed up. She got a few extra chairs from another room, and asked people to share the handouts. **Return to the section you are working in and continue.**

After reading the responses, we follow the numbered direction at the end of the Section D:

24. After you have chosen UP TO FOUR, have marked your choices on the answer sheet, and have read the responses, EXPOSE 24 ON THE ANSWER SHEET.

Using the developer pen to expose the box to the right of choice 24 reveals the following:

A	1		C	11		E	21	183	F	31	GO TO G	H	41	
	2	175		12			22	180		32			42	
	3			13			23			33			43	
	4			14			24	GO TO F		34			44	
	5	156		15			25	169		35			45	
	6	GO TO E		16			26	159		36			46	
B	7		D	17		G	27	167	H	37		H	47	
	8			18	173		28			38			48	
	9			19	153		29			39			49	
	10			20			30			40	164		50	

As directed, we now go to Section F, shown next:

SECTION F

You would now: **(Choose ONLY ONE, unless otherwise directed.)**

32. Inform your supervisor that Mike caused the problem.
33. Discuss the situation with Mike.
34. Tell your supervisor that you have learned some things about Friday's seminar.
35. Ask Mike why he did not plan for the number of people who attended Friday's seminar.
36. Schedule a meeting with your supervisor to discuss Mike and Joan's behavior.

Section F asks us to choose only one of the choices offered. We will choose choice 33.

Using the developer pen to expose the box to the right of choice 33 reveals the following:

A	1		C	11		E	21	183	F	31	GO TO G	H	41	
	2	175		12			22	180		32			42	
	3			13			23			33	178		43	
	4			14			24	GO TO F		34			44	
	5	156		15			25	169		35			45	
	6	GO TO E		16			26	159		36			46	
B	7		D	17		G	27	167	H	37		H	47	
	8			18	173		28			38			48	
	9			19	153		29			39			49	
	10			20			30			40	164		50	

When we select choice 33, moving ahead to discuss the situation with Mike, we are directed to response 178:

178. Mike says that he would like to meet with you. **GO TO SECTION H.**

The response directs us to go to Section H, shown next.

SECTION H

You would plan to discuss the following with Mike: **(Choose AS MANY as are appropriate.)**

42. whether he was deliberately trying to embarrass Joan
43. whether he realized they were short seats and handouts Friday
44. whether he knows why more people appeared Friday than he had prepared for
45. whether he has any ideas on how to prevent a recurrence of Friday's problems
46. whether he has talked to Joan about what happened Friday
47. that you think your supervisor is overreacting
48. whether setting up the proper number of places was too much effort
49. that you are upset over the way he mishandled the situation
50. **After you have chosen AS MANY as are appropriate and have marked your choices on the answer sheet, EXPOSE 50 ON THE ANSWER SHEET.**

Section H is different from the previous four sections because the section direction tells us to choose AS MANY of the choices as are appropriate. At this point, we'll choose 43 and 46 to begin the discussion. The exposed latent answer sheet now looks like the following:

A	1		C	11		E	21	183	F	31	GO TO G	H	41		
	2	175		12			22	180		32			42		
	3			13			23			33	178		43	✓	
	4			14			24	GO TO F		34			44		
	5	156		15			25	169		35			45		
	6	GO TO E		16			26	159		36			46	✓	
	B	7			D		17			G	37			47	
		8					18	173			38			48	
		9					19	153			39			49	
		10					20				40		164	50	

Two checkmarks are exposed. As stated earlier, a checkmark tells us that our answer has been recorded but no new information is presented. Having marked all the choices we intend to make in this section, we follow the numbered direction at the end of Section H:

50. After you have chosen AS MANY as are appropriate and have marked your choices on the answer sheet, EXPOSE 50 ON THE ANSWER SHEET.

Using the developer pen to expose the box to the right of choice 50 reveals the following:

A	1		C	11		E	21	183	F	31	GO TO G	H	41		
	2	175		12			22	180		32			42		
	3			13			23			33	178		43	✓	
	4			14			24	GO TO F		34			44		
	5	156		15			25	169		35			45		
	6	GO TO E		16			26	159		36			46	✓	
	B	7			D		17			G	37			47	
		8					18	173			38			48	
		9					19	153			39			49	
		10					20				40		164	50	152

Exposing the box to the right of choice 50 gives us the following information in response 152:

152. Mike tells you he thinks he knows what went wrong Friday and how to keep it from happening again.
GO TO SECTION C.

Response 152 tells us that Mike believes he knows what the problem was on Friday and directs us to go to Section C. We should not go back into Section H. Without knowing what information will be exposed when we go to the latent answer sheet, we cannot be sure that it will not create problems for us continuing with the exercise.

As directed, we go to Section C, shown next:

SECTION C

You would now say to Mike: **(Choose ONLY ONE, unless otherwise directed.)**

14. You appreciate him thinking about the problem and you want to hear what he has to say.
15. In light of Friday's problems, he is no longer going to be working on arrangements for seminars.
16. He should have done that in time to keep the problem from happening.
17. He will get a chance to explain it directly to the Commissioner.

We are again directed to make only one choice. We will choose choice 14. Exposing the box to the right of choice 14 reveals the following:

A	1		C	11		E	21	183	F	31	GO TO	G	41		H	
	2	175		12			22	180		32			42			
	3			13			23			33	178		43	✓		
	4			14	161		24	GO TO		F	34			44		
	5	156		15			25	169			35			45		
	6	GO TO		D	16			26			159		36			46
B	7		17			27	167	G	37			47				
	8		18		173	28			38			48				
	9		19		153	29			39			49				
	10		20			30			40	164	50	152				

When we select choice 14, telling Mike that you want to hear what he has to say, we are directed to response 161:

161. He explains how the problem occurred and offers a good solution to keep it from happening again.
THIS IS THE END OF SAMPLE JOB SIMULATION EXERCISE 1.

Response 161 tells us that we have reached the end of this sample exercise. At this point, we should make no more choices in the exercise. A similar statement will appear when you have concluded a real job simulation exercise. When you reach the end of the exercise, make no further choices; follow any additional directions provided.

SCORING SAMPLE JOB SIMULATION EXERCISE 1

All choices in a job simulation exercise have a value of plus (+), minus (-), or zero (0). Choices in each section are scored according to the type of section as follows:

In a **Choose ONLY ONE** section, only one choice is usually scored. If a candidate has selected more than one choice, a negative or neutral choice is scored before a positive choice.

In a **Choose AS MANY** section, all choices, positive, negative, and neutral, are scored.

In a **Choose UP TO** or a **Choose A SPECIFIC NUMBER** (e.g., **Choose THREE**) section, negative choices are scored first, then neutral choices, then positive choices up to the maximum number indicated. Additional choices above the number indicated are not scored.

For example, in a **Choose THREE** section, in which a candidate selected four choices, one negative, one neutral, and two positive, three choices would be scored as follows:

- Negative or minus (-) choice scored first
- Neutral or zero (0) choice scored next
- Positive or plus (+) choice scored last

The candidate's fourth choice, the second positive or plus (+) choice, would NOT be scored.

Note: **Choose AS Many**, **Choose UP TO**, and **Choose A SPECIFIC NUMBER** sections generally end with a numbered direction that begins: "After you have chosen...." This direction is NOT counted as one of the specified number of choices and is NOT scored positively or negatively.

Below is a Scoring Table showing values for all choices in Sample Job Simulation Exercise 1:

Scoring Table for Sample Job Simulation Exercise 1

	Choice		Choice		Choice		Choice		Choice
A	1 -1		11 0		21 0		31 0		41 0
	2 +1		12 0		22 +1	F	32 -1	H	42 -1
	3 0		13 0		23 +1		33 +1		43 +1
	4 -1	C	14 +1		24 0		34 0		44 +1
	5 +1		15 -1	E	25 +1		35 -1		45 +1
	6 0		16 -1		26 +1		36 -1		46 +1
B	7 0		17 -1		27 +1	G	37 -1		47 -1
	8 0	D	18 +1		28 -1		38 -1		48 -1
	9 0		19 +1		29 -1		39 -1		49 -1
	10 0		20 -1		30 -1		40 +1		50 0

Let's score ourselves on the test we just took.

In Section A, a Choose UP TO TWO section, we selected choices 2 and 5.

In Section B, we made no choices.

In Section C, a Choose ONLY ONE section, we selected choice 14.

In Section D, a Choose UP TO FOUR section, we selected choices 18, 19, 21, and 22.

In Section E, a Choose UP TO THREE section, we selected choices 25, 26, and 27.

In Section F, a Choose ONLY ONE section, we selected choice 33.

In Section G, a Choose ONLY ONE section, we selected choice 40.

In Section H, a Choose AS MANY AS section, we selected choices 43 and 46.

We also exposed several additional choices as directed including choice 6 in Section A, choice 24 in Section D, choice 31 in Section E, and choice 50 in Section H. These are NOT counted toward the total choices selected for the section and are assigned a value of zero.

The choices we selected are listed below along with their values from the Scoring Table.

Choice Selected	Value	Choice Selected	Value
2	+1	25	+1
5	+1	26	+1
6	0	27	+1
14	+1	31	0
18	+1	33	+1
19	+1	40	+1
21	0	43	+1
22	+1	46	+1
24	0	50	0

We did NOT select any of the choices with a value of -1. We also did NOT select more choices than the maximum number specified in the section instructions. Therefore, we can simply add the total number of values to compute our score. When we add the values shown, we can see that we received a score of +13.

The maximum possible score for Sample Job Simulation Exercise is +16. Let's see how we might have improved our score.

Below is an illustration of the sample latent answer sheet with every choice exposed.

Sample Job Simulation Exercise 1 Answer Sheet
(all choices exposed)

A	1	184	C	11	151	E	21	183	F	31	GO TO G	H	41	182
	2	175		12	151		22	180		32	160		42	✓
	3	155		13	151		23	168		33	178		43	✓
	4	162		14	161		24	GO TO F		34	171		44	✓
	5	156		15	170		25	169		35	165		45	✓
B	6	GO TO E	D	16	170	G	26	159	G	36	166	H	46	✓
	7	151		17	170		27	167		37	176		47	✓
	8	151		18	173		28	177		38	181		48	✓
	9	151		19	153		29	174		39	179		49	✓
	10	151		20	158		30	163		40	164		50	152

We would never select every choice when taking a test, but having the fully exposed latent answer sheet allows us to look at what response goes with each choice in the test and to see the effect of making different choices.

A general rule for getting the best score possible in this type of job simulation exercise is to choose all of the positively valued choices and choose none of the negatively valued choices. Let's see how this rule applies to the choices we made when we took this test.

In Section A, we selected the two positive (+1) choices, 2 and 5, and received the maximum score for that section, +2.

In Section C, we selected the only positive (+1) choice, 14. As a result, we received the maximum score for Section C as well.

In Section D, we selected four choices: 18, 19, 21, and 22. Choices 18, 19, and 22 were positively valued at +1. Choice 21 was valued at 0. We did not select choice 23, the fourth positive (+1) choice in the section. Selecting choice 23 instead of choice 21 would have increased our score by one point. If we selected both choice 23 and choice 21, only choice 21 would have been scored. Choices with negative or neutral values are scored before positive choices up to the maximum number specified in the section (in this case, four choices).

In Section E, we selected the three positive (+1) choices, 25, 26, and 27, and received the maximum credit for that section, +3.

In Section F, we selected the only positive (+1) choice, 33, and received the maximum score for the section.

In Section G, we selected the only positive (+1) choice, 40, and received the maximum score for the section.

In Section H, a “Choose AS MANY as section, we selected two positive (+1) choices, 43 and 46 for a section score of +2. If we also had selected two more positive choices, 44 and 45, our section score would have increased to +4. If we also selected the negative (-1) choices, 42, 47, 48, and 49, our original +2 score would be reduced by -4, and the resulting section score would be -2.

In summary, we could have improved our score by choosing a few more positive choices in the **Choose AS MANY** or **Choose UP TO** sections. However, it is important to note that most of the choices we did take were positive choices, and as a result we got a very good score. While it is important to choose as many positive choices as possible, selecting all the choices will not improve your score. Section H illustrates that. We chose two positive choices and had a score of +2 for that section. Had we chosen the other two positive choices, we could have had a score of +4. However, if we had chosen all 8 of the choices, we would have made 4 positive choices and 4 negative choices and our net score would have been zero, two points less than what we received when we made only two choices. It is important to choose wisely in a **Choose AS MANY** or **Choose UP TO** section. You will **NOT** get the best score by exposing all the choices.

A Note About Fictional Sections and Responses

Section B is a section that no candidates should ever go to if they follow the directions carefully. This section is placed after Section A to redirect candidates who are not following directions and are simply going alphabetically through the sections. In all cases, candidates who make a choice in Section B are directed to response 151, which reads as follows.

151. **There are no instructions in this exercise that direct you to this section. You may have made an error in following the directions from the box on the answer sheet or from the response; or you may not have completely exposed a direction in the choice box. Go back over your choices, the directions in the responses, and any notes you have made to determine where you should be in the problem. You will not be penalized for exposing this box on your answer sheet.**

All choices in Section B have a value of zero, so candidates are not penalized for making choices in that section. The section exists only to remind candidates to carefully follow the directions in determining which section to answer next.

Also, response numbers 154, 157, 172, 185, and 186 do NOT appear anywhere on the exposed latent answer sheet. The introductory note to the responses warns candidates that some responses are not part of the exercise. They are included to prevent candidates from piecing together the problem from the responses alone. It is important to read only the responses to which you have been directed from the latent answer sheet.

AT THE TEST

On the day of the test, you will be given a special developer pen to use in exposing answers on your latent answer sheet for Job Simulation Exercise 1. The Answer Sheet Packet includes space for you to test your developer pen to be sure that it works properly. Remember to rub the pen ONCE over the box you want to expose. DO NOT rub the pen back and forth, as you might rub off the information. If you have questions or problems, speak with the test room monitor right away.

JOB SIMULATION EXERCISE 2

Job Simulation Exercise 2 will present you various types of in-basket materials (e.g., letters, computer printouts, memos, forms, phone/fax messages, statistical or narrative reports, etc.) regarding various incidents and situations which are similar to those a police chief might encounter on the job during the course of a day.

MATERIALS

Job Simulation Exercise 2, the “non-latent simulation, uses a single Test Booklet and separate standard, scannable answer sheet. A No. 2 pencil is needed to mark answer choices.

TEST BOOKLET

Job Simulation Exercise 2 will start with **BACKGROUND INFORMATION** which will tell you about the job setting and your role in that setting. The background may present some job-related issues, situations, and/or resource materials for you to consider. You should review this information and then start with **SECTION A**, where you will be presented with some choices. After you have marked your answer sheet to show which choices you are selecting for action in **SECTION A**, you should then proceed to the next sections in sequential order (**SECTION B**, then **SECTION C**, etc.), to the end of the exercise.

Following Section Directions:

Each section of Job Simulation Exercise 2 will present you with directions as to how many choices you should select in that section. The directions may tell you to choose a specific number of choices (e.g., **Choose ONLY ONE.**), a maximum number of choices (e.g., **Choose UP TO THREE.**), or as many choices as you decide are appropriate (e.g., **Choose AS MANY as are appropriate.**) A choice can be positively, negatively, or neutrally valued, depending on the appropriateness of that choice in the situation presented. Follow the directions to each section carefully. Failure to follow the directions may result in a lower score.

Marking Your Job Simulation Exercise 2 Answer Sheet:

For **each** choice presented in Job Simulation Exercise 2, find the corresponding number on your answer sheet. With a No. 2 pencil:

- Mark ‘**A**’ on your answer sheet if you are **selecting** that choice for action.
- Mark ‘**B**’ on your answer sheet if you are **not selecting** that choice for action.
- You **must** mark **A or B** for **each** choice presented.*

You must mark **A or **B** for each choice presented because your answer paper will be optically scanned by a machine which reads the darkest filled-in circle next to a choice number as your selection for that choice number. Marking **A** for choices you select and **B** for choices you do not select will ensure that your choices are recorded accurately.*

Example for Marking Your Job Simulation Exercise 2 Answer Sheet:

Let's say **SECTION A** presents you with five choices numbered **1, 2, 3, 4, 5**. Let's say **SECTION A** directions tell you to '**Choose UP TO THREE.**' If you want to select Choices **2, 3,** and **5** as your three choices, this is how your answer sheet should look:

	A	B	C	D
1	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
	A	B	C	D
2	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	A	B	C	D
3	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	A	B	C	D
4	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
	A	B	C	D
5	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

SAMPLE JOB SIMULATION EXERCISE 2

We now present one section of a sample in-basket exercise formatted like the one you will encounter in Job Simulation Exercise 2.

SAMPLE IN-BASKET EXERCISE

Police Department Inter-Office Memo

TO: Chief
FROM: Lt. Benson
SUBJECT: Attached Video Tape
DATE: March 21, 2005

The attached video tape arrived in the mail this morning. On it was an unsigned note stating, "You should find the enclosed video tape interesting. Channel 11 intends to broadcast this on their local news program at 6:00 this evening."

I viewed the tape and it showed a video camera photographing a dimly lit scene which I recognized as a parking lot behind a theater and commercial complex in the town. It shows one of our department's patrol vehicles cruising up and down the lanes of the parking lot. The vehicle stops and an individual dressed in the uniform of the police department gets out and appears to be looking into the car windows of the parked cars. I could not identify the officer, even though the camera appears to zoom in each time the interior light of the parked car comes on. The officer appeared to leave his vehicle on three separate occasions. After one such incident, I saw that the officer was carrying a package back to the patrol car.

At this point, the tape goes blank. The tape lasted for about ten minutes altogether. I reviewed the tape a second time without discovering any new details. I thought that you would want me to bring this to your attention immediately.

SECTION A

You would now: **(Choose UP TO THREE.)**

1. Discuss the video tape with Lt. Benson.
2. Have a video technician attempt to enhance the quality of the video tape.
3. Discuss the implications of the video tape with the Town Supervisor.
4. Discuss the video tape with your Platoon Sergeants.
5. Determine which of your officers were working nights recently.
6. Review department records on car break-ins that may have occurred in parking lots in your jurisdiction over the past month or two.
7. Issue a press release indicating that someone is using this video tape to defame the reputation of the police department.
8. Plan to drive around the parking lots in your jurisdiction in an unmarked vehicle for the next week or two.
9. Interview each officer who has been working nights during the past week in your jurisdiction.

SCORING SAMPLE JOB SIMULATION EXERCISE 2:

This discussion will help you understand the logic and scoring of this portion of the test. Each choice in this type of job simulation exercise is valued positively, negatively, or neutrally. In order to achieve the best score you can, you should select only the choices that you consider to be positive. In those sections that allow you to make more than one choice, you should select all the choices that you consider to be positive, while taking care not to select poor choices.

In sample in-basket Section A, you are directed to choose UP TO THREE. Of the choices indicated in this sample, only choices 1, 2, and 6 would be helpful in this situation. These choices are therefore positively valued and you would receive credit if you marked "A" (YES) on your answer sheet for choices 1, 2, and 6. You would not receive credit if you marked "B" (NO) on your answer sheet for choices 1, 2, and 6.

Positively valued choices:

Choice 1: Lieutenant Benson might have some information on the identity of the officer on the video tape.

Choice 2: Enhancing the quality of the video tape might assist in identifying the officer who was shown in the video tape.

Choice 6: This would give you some information on how prevalent larcenies from parked cars have been in your jurisdiction during the recent past, and whether there is any pattern to them.

Negatively valued choices:

The other choices are incorrect actions to take at this time and are therefore negatively valued. You would lose credit if you marked "A" for these six choices; you would not lose credit if you marked "B" for each of these six choices.

Choice 3: This action is premature. The Town Supervisor would want to know what you are doing to identify the perpetrator.

Choice 4: This is inadvisable since you are unaware whether the individual seen in the video tape was an officer, a supervisor, or someone impersonating an officer.

Choice 5: This would not be helpful since there is no indication when the video tape was shot. If it were shot several weeks ago, any of your officers might have been working nights.

Choice 7: This is wrong since there is no indication of anyone doing anything except showing what one of your officers is allegedly doing. It is also wrong because it would announce to the public that there is possible corruption in your department, without any indication that you are attempting to determine who may be responsible.

Choice 8 and **Choice 9** are unproductive and would be a waste of time.

We hope this information booklet has been helpful to you. You **will not** be allowed to bring this information booklet to the test. All the information you need to complete the test will be included in the directions you will receive with your test. In addition, you will be provided with a brief summary of the most important points in this information booklet.

TEST SECURITY

The test you will be taking is the property of the New York State Department of Civil Service. Candidates may not remove test material from the test site and may not reproduce, reconstruct, or discuss the test content with others. Unauthorized possession or disclosure of the test material is prohibited by law and punishable by imprisonment and/or a fine. Additionally, candidates may be disqualified from appointment to the positions for which the examination is being held and from being a candidate for any civil service examination for five years. After you take the test, other individuals may want to talk with you about the test. You should not discuss the questions and answers, even in general terms. You should be careful that you do not inadvertently violate test security and put yourself at risk.

CONCLUSION

Your attitude and approach to the test will influence how well you perform. A positive attitude will help you do your best.

Before the test ...

- Study and review this guide to familiarize yourself with what the test will cover.

On the day of the test ...

- Arrive at the test site on time.
- Bring your Admission Notice, two No. 2 pencils, a photo ID containing your signature, a quiet lunch or snack, and any other **allowed** materials.
- Do **NOT** bring this test guide to the test site.

At the test site ...

- Do **NOT** bring cell phones, beepers, headphones, or any electronic or other communication devices to the test site.
- The use of such devices anywhere on the grounds of the test site (this includes the test room, hallways, restrooms, building, grounds, and parking lots) could result in your disqualification.

During the test ...

- Read and follow all directions on your Admission Notice, test booklets, answer sheets, and Candidate Directions.
- Follow the Monitor's instructions.
- Keep track of the time.

After the test ...

- Do **NOT** remove any test materials from the test room.
- Do **NOT** paraphrase, reconstruct, or reproduce the test material in any way.
- Do **NOT** discuss the test material with others.

It is the policy of the New York State Department of Civil Service to provide reasonable accommodation to ensure effective communication of information to individuals with disabilities. If you need an auxiliary aid or service to make the information available to you, please contact the New York State Department of Civil Service Public Information Office at (518) 457-9375.

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