

**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

Jerry Boone
Commissioner

TABLE OF CONTENTS

Introduction	3
Sample Test Material	
Multiple Choice Questions	5
Subject Area 1	5
Subject Area 2	6
Subject Area 3	7
Subject Area 4	11
Subject Area 5	12
Subject Area 6	13
Subject Area 7	14
Job Simulation Exercises	15
Subject Area 8; An Introduction to Job Simulation Exercises	15
Materials	15
Test Booklet	15
Answer Sheets	16
Sample Section of a Job Simulation Exercise	17
Scoring Sample Job Simulation Exercise	19
Test Security.....	20
Conclusion.....	20

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. **Police administrative supervision and administration** – These questions test for the knowledge of managerial functions involved in directing the operations of a B or C level police department as well as the knowledge of the principles and practices involved in supervising a large subordinate staff, including subordinate supervisors. These questions cover such areas as: developing objectives and formulating policies; forecasting and planning; organizing and coordinating; informing and instructing; guiding and leading; decision-making and problem solving; communicating effectively; staffing and staff development; time management; assigning work and evaluating performance; handling conflict and grievances; and budgeting.
6. **Administration - Police** – These questions test for knowledge of the managerial functions involved in directing an A level police department. 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- Police** – These questions test for knowledge of the principles and practices employed in planning, organizing, and controlling the activities of police officers 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.

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.

The correct answer to this sample question is B.

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

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.

The correct answer to this sample question is A.

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.

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.

The best answer to this sample question is D.

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.

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.

The best answer to this sample question is C.

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

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.

The best answer to this sample question is D.

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.

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.*

The correct answer to this sample question is C.

SUBJECT AREA 5

POLICE ADMINISTRATIVE SUPERVISION AND ADMINISTRATION: These questions test for knowledge of managerial functions involved in directing the operations of a B or C level police department as well as the knowledge of the principles and practices involved in supervising a large subordinate staff, including subordinate supervisors. These questions cover such areas as: developing objectives and formulating policies; forecasting and planning; organizing and coordinating; informing and instructing; guiding and leading; decision-making and problem solving; communicating effectively; staffing and staff development; time management; assigning work and evaluating performance; handling conflict and grievances; and budgeting.

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

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 project. The arguing employees work in 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.

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.

The correct answer to this sample question is B.

SUBJECT AREA 6

ADMINISTRATION: These questions test for knowledge of the managerial functions involved in directing an A level police department. 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

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.*

The correct answer to this sample question is B.

SUBJECT AREA 7

SUPERVISION: These questions test for knowledge of the principles and practices employed in planning, organizing, and controlling the activities of police officers 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.

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.

The correct answer to this sample question is D.

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. Both job simulation exercises use the same format. The information in the remainder of this booklet is designed to inform you of the format and scoring of the job simulation exercises if they are included in the written test for the examination you are competing in.

- 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, making decisions about the best courses of action to take in response to the situation presented.
- In Job Simulation Exercise 2, you will be presented with 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

The job simulation exercises use a single Test Booklet and separate standard, scannable answer sheets. A No. 2 pencil is needed to mark answer choices.

TEST BOOKLET

Each Job Simulation Exercise 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 the Job Simulation Exercises 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 Answer Sheets:

For **each** choice presented in the Job Simulation Exercises, 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 Answer Sheets:

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 Section of a Job Simulation Exercise:

SECTION A

***Lakeridge Police Department
Inter-Office Memo***

TO: Chief
FROM: Lt. Benson
SUBJECT: Attached Video Tape
DATE: March 21, 2011

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 continues on the next page.

SECTION A - CONTINUED

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.

For each choice in this section:

- 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.

Then, go to Section B on the next page.

SCORING OF THE SAMPLE JOB SIMULATION EXERCISES:

This discussion will help you understand the logic and scoring of this portion of the test. Each choice in a 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 the above sample, in 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.

Visit the New York State
Department of Civil Service web site
www.cs.ny.gov



New York State
Department of Civil Service
Albany, NY 12239

2013