

**San Francisco Police Department
Q-60 Lieutenant**

**Examination Preparation Guide
2016**



CONTENTS OF THIS GUIDE

This *Examination Preparation Guide* has been prepared to introduce you to the Lieutenant promotional process for your agency. The first thing you can do to prepare for your promotional process is to read this assessment preparation guide. This guide will cover the following:

Contents of This Guide	3
1. Introduction	5
2. Overview of the 2016 Selection Process	6
2.1 The Promotional Examination (Assessment Center)	6
2.2 Assessors	6
2.3 Exercise Weights	7
2.4 Assessment Center Setting.....	7
3. Assessment Center Development Process	8
3.1 Job Analysis.....	8
3.1.1 Results	8
3.1.1(a) Task Statements	8
3.1.1(b) Knowledge Statements.....	14
3.1.1(c) Ability Statements.....	16
3.1.2 How does this help you?	20
3.2 Exercise Content Development and Review	21
4. Your Promotional Assessment Center	22
4.1 What is an Assessment Center?	22
4.2 Measures underlying the Assessment	22
4.3 Dimensions Descriptions	23
4.4 Reading List.....	23
4.5 About the Assessment Center Exercises	24
4.5.2 Highly Structured Subordinate Meeting Exercise.....	25
4.5.3 Hot Call Tactical Exercise	26

4.5.4 Field Operations Exercise	27
4.5.5 Sergeant Meeting Exercise	27
4.5.6 Community Meeting Exercise.....	28
5. Administration of the Assessment Center	30
5.1 Location and Sign-in	30
5.2 Applicants with Disabilities.....	30
5.3 The Schedule.....	30
5.4 Video Recorded.....	30
5.5 Preparation Time	31
5.6 Movement while at the Assessment Center	31
5.7 Prohibited Items	32
5.8 Confidentiality.....	32
5.9 Tips for the Day of the Assessment	33
6. Preparation Information.....	35
6.1 Informal Study Group Method	35
6.2 Individual Study Method	35
6.3 General Strategies.....	36
6.4 Assessment Day Tips	37

1. INTRODUCTION

Industrial/Organizational Solutions, Inc. (IOS) and the Department of Human Resources (DHR) Public Safety Team have made a concerted effort to provide you with as much information as possible at this point in the promotional process. We reserve the right to modify the information presented in this guide and will notify all candidates of all modifications as soon as they are available.

The suggestions, tips, and guidelines presented in this guide are what IOS and DHR have seen to work in the past and with other public safety departments. We, in no way, make any guarantees that simply following our suggestions and tips will result in a high level of performance for every candidate. Ultimately, it is each candidate's responsibility to prepare for the assessment. We have found that most candidates go well above and beyond what we suggest for preparation. We encourage each candidate to spend considerable time preparing.

DHR wishes to remind candidates that the examination process is ultimately governed by the job announcement and official documents such as Civil Service Rules. Many of these regulations are available on the City's websites, www.sfdhr.org/ and www.sfgov.org/civilservice/.

Further, after reading this Preparation Guide you may have additional questions regarding the selection process. In order to be fair, IOS cannot answer one candidate's question without sharing the information with everyone. If you have questions, they must be submitted in writing to IOS by 5:00 PM on October 7, 2016.

Responses to relevant questions submitted will be e-mailed to candidates and posted on the DHR website no later than 5:00 PM on October 14, 2016. For obvious reasons we cannot answer questions that might compromise the security or validity of the test. You may submit questions by sending an e-mail to exam@iosolutions.com. Please include "Q-60 candidate question" in the email's subject line.

It is important that DHR has a current valid e-mail address to send all official notifications. If you change your e-mail address or name after filing your application, be sure to visit www.jobaps.com/sf and select "Update My Contact Info" or notify the Public Safety Team in writing as soon as possible.

We wish you the best of luck as you prepare and participate in the promotional process.

2. OVERVIEW OF THE 2016 SELECTION PROCESS

This guide has been designed to inform you about, and to help you prepare for, the upcoming promotional process for your agency. In this guide, you will learn about the assessment process, the types of exercises you may encounter while participating in the assessment, and instructions and tips that will help you to do your best on the day of the assessment.

Be sure to read through this entire guide carefully. By learning the process by which your assessment will be developed and conducted, as described within this study guide, you can better understand how to use the remainder of your pre-assessment preparation period to prepare for this process.

2.1 The Promotional Examination (Assessment Center)

The SFPD Lieutenant promotional examination (a.k.a., assessment center or AC) will include six exercises. The SFPD Lieutenant assessment center will be used to determine which candidates possess more of the qualities necessary to assume higher levels of managerial and administrative responsibility. The assessment center is a method that is often used in the public sector to determine which candidates possess the requisite knowledge, skills and abilities (KSAs) necessary to perform effectively for the position of interest. The SFPD Lieutenant assessment center is planned for October 20th-21st, 2016. All candidates will complete three exercises each day, for a total of six exercises in all.

On October 20th, you will participate in the following exercises:

- Sergeant meeting
- Highly structured subordinate meeting
- Field operations exercise

On October 21st, you will participate in the following exercises:

- Oral In-basket
- "Hot Call" tactical exercise
- Community meeting

More information about these exercises is described later in this guide.

2.2 Assessors

Your performance in the assessment center will be evaluated by a panel of assessors. Law enforcement assessors are from outside agencies relatively comparable in size and

demographics to the SFPD. All law enforcement assessors for the upcoming SFPD assessment will hold the rank of Lieutenant or higher.

IOS will conduct training with the selected assessors prior to their participation in rating candidate responses to the assessment center. Assessor training covers the role of Lieutenant, the agency and the specific nuances of the exercises. The training also presents a great deal of information on the rating process and various facets of documentation, observation and rating. Finally, assessors are thoroughly trained on how to apply the exercise criteria to make accurate and effective ratings within the assessment process.

Each assessor panel will consist of two members. There will be multiple assessor panels per exercise viewing videos of candidate performances in the SFPD Lieutenant promotional process. The rating process will occur a couple weeks after the candidates participate in the exercises. The current plan calls for all candidates to be assessed on the *exact same exercise content in a secure setting*, and thus IOS must use multiple assessor panels to ensure efficiency and consistency across all candidates (i.e., multiple panels assessing on the same exercise, with a single exercise being administered over the course of a single day).

2.3 Exercise Weights

The 2016 Q-60 Lieutenant selection process consists of six separate exercises (i.e., three different exercises for each of the two days). Candidates will receive a score on each exercise and those scores will be weighted to calculate their overall score. The table below presents the respective weight of each exercise in the assessment center. Candidates must participate in all six components and must attain a final overall score above the established pass point to earn a placement on the eligible list.

Exercise	Weight
A. Sergeant meeting	18%
B. Highly structured subordinate meeting	18%
C. Field operations exercise	17%
D. Oral In-basket	17%
E. "Hot Call" tactical exercise	17%
F. Community meeting	13%

2.4 Assessment Center Setting

The fictitious Regency District is the setting for this examination. The Regency District was designed to incorporate common features of many districts in San Francisco. However, if the fictitious district happens to share any specific details with an actual SFPD district, such detail will be coincidental and not intentional.

3. ASSESSMENT CENTER DEVELOPMENT PROCESS

3.1 Job Analysis

Job analysis is the in-depth study of a given job to determine the duties and specific tasks that employees in that position perform, as well as the requisite competencies. Results from job-analysis studies often yield job descriptions and lists of KSAs and other attributes that may be required of individuals who perform the job being studied. For the current SFPD Lieutenant promotional process, information gathered from the most current job analysis was used to identify the KSAs and behaviors that served as the foundation of the testing process.

3.1.1 Results

The following sections present lists of the tasks (organized by major job duty area), knowledge areas, and skill/ability areas relevant to the Q-60 Lieutenant position.

3.1.1(a) Task Statements

1) DIRECT AND COORDINATE FIELD OPERATIONS, INCIDENTS, AND EVENTS

- Monitor activities happening in the district through the radio, computer queries, notifications or observation, to determine if staffing adjustments are needed, calls are backing up, or supervisory intervention is needed.
- Evaluate complexity of incidents by collecting information over the radio or by phone from dispatch and units already at the scene regarding the situation.
- Respond to incident(s) that require presence of a Lieutenant to provide direction in the handling of the incident(s).
- Determine minimum staffing levels needed throughout the district based on an evaluation of staffing needs at an incident scene and of on-going activities in the district.
- Verify the adequacy of actions taken by subordinates by monitoring radio and/or calling for situation reports on various activities such as ensuring the perimeter is established, the scene is controlled, the crime scene is preserved, notifications are made, etc.
- Assess situation at an incident/crime scene through direct observation, questioning personnel at site, and/or review of CAD.
- Assume charge of field incident and/or crime scene by taking command, directing activities of subordinates, requesting additional resources.
- Evaluate the location of the Command Post, based on factors such as proximity to the scene, degree of danger, personnel and equipment needs, etc.
- Coordinate and participate in informal meeting with station personnel to debrief unit's performance after incidents or events to develop more effective ways of handling future situations.

- Determine the need for specialized units or outside agencies, such as GTF, SOB, MTA, etc., to assist at an incident by evaluating developments at the scene.
- Request approval of superior to obtain assistance from another station or to adjust subordinates work hours to ensure adequate staffing levels at planned events.
- Coordinate activities with personnel of other Command Posts and/or with other agencies, to optimize management of incident.
- Designate officer(s) to carry out Command Post activities at an incident (e.g., monitoring radio transmissions from officers at scene and maintaining a log of communications).
- Serve as Event Commander for enforcement operations, such as STOP, buy/bust, DUI checkpoint, etc.
- Complete police service cost report to estimate the cost of police services for the handling of a special event or demonstration.

2) MANAGE, ADMINISTER, and DOCUMENT STATION ACTIVITIES

- Review incident reports for completeness and consistency (e.g., whether all elements are contained within the report, whether action taken by officer was within policy, grammar and spelling are correct).
- Conduct roll calls to give briefings, training, make assignments, alert officers to on-going enforcement and investigative actions and crime trends in district, read aloud teletypes and other important directives and to ensure officers are properly uniformed and equipped.
- Enter daily and anticipated officer work schedule information into the computer (HRMS) and onto a Daily Assignment Sheet to maintain record of personnel activity.
- Coordinate vacation schedules, training mandates, time-off, overtime and other issues that impact staffing by taking into account factors such as Department policies, MOU, needs of unit or shift, etc.
- Direct subordinates engaged in various activities by giving them verbal and/or written orders.
- Summarize occurrences during the watch in the district for the next shift supervisor's information, such as major incidents, information on wanted individuals thought to be in the district, EPOs to be served, etc.
- Make beat and car assignments, based on a review of factors such as personnel and equipment availability, Operations Bureau mandates, special events scheduled, etc.
- Adjust priorities for self and subordinates based on factors such as resources, consequences, input from staff and superior officers, etc.
- Evaluate training, experience, and capabilities of subordinates in order to assign work activities.
- Evaluate memoranda written by subordinates to determine if they are ready for forwarding.
- Reassign personnel or redistribute work, to minimize use of overtime.
- Note in writing major occurrences during the watch for the Captain's Morning Report.

- Assign subordinates to participate in investigations/investigative activities and projects based on the nature of the incident(s) and the resources available.
- Make periodic site visits to officers on patrol for the purpose of maintaining morale and ensuring compliance with departmental policy and procedure.
- Ensure that EPOs and subpoenas are properly logged, served, and processed.
- Review use of force, juvenile detention, and cell check logs to ensure that subordinates are completely and accurately documenting actions taken.
- Log numbers of actions taken by subordinates during the shift (such as BIPs, movers, citations).
- Analyze information related to upcoming staffing changes, such as anticipated retirement of unit personnel, transfers, crime patterns in the district, etc., to advise Captain of recommended staffing levels for each watch.
- Perform superior's routine administrative duties in his/her absence to ensure that departmental operations run smoothly.

3) CONDUCT, COORDINATE, AND DOCUMENT ADMINISTRATIVE INVESTIGATIONS

- Review results of an investigation involving subordinates for completeness and accuracy of conclusions, including documentation and investigations done by subordinate sergeants, to make recommendations to superiors regarding remedies.
- Make required notifications, as outlined in departmental policies and procedures, in the handling of administrative investigations, such as on-duty vehicle collisions and weapons discharges.
- Discuss with citizen his/her concerns about the behavior of a member of SFPD and the complaint and/or investigative processes.
- Conduct personnel investigations by interviewing employee, witnesses, supervisors, and other involved parties to gather information in areas such as alleged job-related misconduct, deficiencies, complaints, etc.
- Summarize, in writing, information from various reports related to a personnel investigation in order to forward for appropriate recommendation from Captain.
- Request assistance from other Department units, such as Crime Scene Investigations, Traffic, Internal Affairs, etc., to gather information when completing an O.I.C. investigation report.
- Complete administrative investigation and related forms for incidents involving sergeants/inspectors, such as member-involved collisions, industrial injuries, etc.
- Take complaint of alleged discrimination/harassment and forward to the EEO liaison as outlined in D.G.O. 11.07.

4) TRAIN AND EVALUATE PERSONNEL

- Demonstrate appropriate behavior by performing duties in accordance with unit and departmental policies and procedures.

- Explain new Department policies and procedures to subordinates to answer questions, discuss changes in laws or rules, or provide other updates.
- Meet with sergeants to disseminate information, increase morale, discuss issues such as subordinates' concerns, performance issues, training needs, etc.
- Discuss with subordinates work-related problems and concerns to determine causes and solutions.
- Identify officer safety issues by monitoring subordinates' activities and receiving information from supervisors, in order to implement appropriate corrective measures and provide training.
- Conduct formal and informal counseling of employees to outline performance improvement goals and timelines.
- Prepare commendations (such as Meritorious Conduct Awards and Captain's Complimentary Reports), or review those prepared by sergeants, to recognize exceptional actions of subordinates.
- Determine appropriate training for unit members, including informal or more formal training.
- Explain procedures, practices, enforcement orders and policies of special project prior to assigning unit member to the project.
- Conduct employee orientation to familiarize new subordinates with unit policies and procedures.
- Monitor PIP, EIS, performance improvement plans, and performance appraisals completed by supervisors for accuracy, conformance to policy, and required information.
- Complete the performance appraisal process and performance improvement plans for sworn and/or civilian subordinate by completing required forms and reports and discussing with subordinate.
- Monitor progress of members enrolled in reentry to patrol and field training programs by ensuring all required steps are being followed.

5) ANALYZE AND FORMULATE OPERATIONAL PLANS AND PRIORITIES

- Identify crime patterns by reviewing information such as reports, crime maps, community input, suspect information, Crime Data Warehouse, etc., noting particulars of crimes, including locations, types of victims, and times of occurrence.
- Interpret trends and patterns found in data and records in order to estimate and predict needs of a situation or assist in plan development, for daily use and Compstat.
- Assess the impact of proposed changes or actions, to determine if contingency plans are needed.
- Develop a plan which addresses an identified community need and outlines a resolution to the problem.
- Attend meetings with community officials, City personnel and other SFPD personnel to gather information that deals with proposed changes in practices and policies or investigative operations.

- Compile statistical reports regarding areas such as number and type of crime occurrences, arrests made, cases investigated, overtime usage, budget items, etc.
- Develop plans for handling upcoming events by reviewing data such as that provided by special units within SFPD, outside agencies, previous operations orders, after action reports, etc.
- Compare statistical summary reports of past and present activities to evaluate effectiveness of unit and/or individual subordinate performance.
- Explain police policies and expectations to involved/concerned groups prior to planned events or special operations.
- Exchange information with event organizer regarding parameters of function, such as number of people expected, scheduled hours, location, history and purpose of event, required permits, etc., in order to plan police involvement and to ensure safety for all those involved.
- Write a narrative report or memorandum that takes into account factors such as cost, personnel and equipment needs, impact of any recommended changes, ways to deal with new situations/events, etc.
- Evaluate the effectiveness of newly implemented (or modifications of existing) plans by observing, interviewing participants, analyzing computer printouts, taking into account whether the plan is progressing as proposed.
- Develop an operational order/plan for superior's approval following NIMS format.

6) INTERACT WITH INTERNAL AND EXTERNAL INDIVIDUALS, ORGANIZATIONS, AND DEPARTMENTS

- Brief superior(s) about critical or sensitive incidents or investigations.
- Discuss personnel and enforcement issues with other Lieutenants working the same shift, including patrol and SIT, to identify any problems and define possible solutions.
- Discuss problems, priorities or other issues at periodic meetings held with Captain and/or other supervisors.
- Respond to requests from other units for personnel by reviewing staffing to determine if coverage can be maintained if officers are detailed.
- Respond to community member's concerns when directed by superior via letter, e-mail or phone.
- Review bulletins, teletypes, emails, and crime alerts for release within SFPD and/or other agencies, regarding a case, investigation, incident, crime pattern, department activity, criminal activity, etc.
- Participate in meetings to exchange information, represent the Department, and to develop plans.
- Present information verbally and in writing about the unit, station, SFPD, or technical areas to community, other agencies, professional groups, other units within SFPD.
- Participate in formal (e.g., attending classes or seminars) and informal training (e.g., meeting with other unit personnel) to remain up-to-date or to learn about new activities or assignments.

- Coordinate activities with other agencies (such as CHP, DPW, and MTA) so that events or other activities can be conducted as planned.
- Speak with the media about the Department, particular activities, incidents, events, etc.
- Make an oral presentation to others (superior officers, DA, community officials, etc.) which includes information such as cost, staffing, any additional impacts, etc., to convince them to accept proposed changes or to adopt a new activity or plan.
- Draft public safety announcements or alerts regarding crime and/or crime prevention for dissemination to the public.

7) MANAGE, COORDINATE, AND EVALUATE INVESTIGATIVE OPERATIONS

- Determine if initial and/or supplemental incident reports generated by subordinates should be approved, based on a review of case factors such as documentation, charges, supporting evidence, etc.
- Organize teams and identify resources, when needed for investigative or enforcement efforts.
- Determine availability of personnel, resources, and equipment from other units to assist in an investigative operation by contacting appropriate persons in chain of command.
- Confer with personnel regarding how to proceed on a case, considering areas such as things which might have been overlooked, DA recommendations, sensitivity of investigation, alternative avenues of investigation, etc.
- Oversee and facilitate activities of subordinates working on enforcement and/or investigative projects by answering questions, advising on possible course(s) of action, requesting and coordinating resources, and/or monitoring for overlapping/conflicting actions.
- Determine whether a case merits further investigation based upon an evaluation of information, such as investigator's findings, District Attorney's opinion, community concern, available technological or other resources to pursue the investigation, etc.
- Review subordinate's conclusions and recommendations regarding disposition of a case(s) based on case elements, such as evidence gathered, available witnesses, DA recommendations, etc.
- Explain status of case in response to a citizen's query by outlining probable, upcoming steps in the investigative process or why case will not be pursued further.
- Assign cases within unit based on established criteria, available personnel, volume of cases, solvability factors, specialties of personnel, call-out criteria, etc.
- Confer with District Attorney concerning issues such as what should be done on a case to increase likelihood of successful prosecution of the case.

3.1.1(b) Knowledge Statements

A KNOWLEDGE OF PERSONNEL/ADMINISTRATIVE PRINCIPLES, POLICIES AND SYSTEMS – Understands and appropriately applies procedures, principles, responsibilities, and policies relating to departmental personnel management.

- Knowledge of the actions that constitute rules violations.
- Knowledge of Departmental policies and procedures for the correction of unacceptable behavior.
- Knowledge of the responsibilities and standards of conduct for sworn and civilian members.
- Knowledge of the rights of officers and civilian personnel, such as in administrative investigations or when processing Internal Affairs or EEO complaints.
- Knowledge of Human Resource Management System (HRMS)/eMerge to be able to update, maintain, retrieve and interpret records.
- Knowledge of complaint filing procedures and notification requirements related to Citizen's Complaints.
- Knowledge of staffing guidelines related to minimum staffing requirements, watch assignments, seniority, and overtime usage.
- Knowledge of officer safety principles and procedures to assess compliance, determine training needs, and to provide feedback regarding these procedures.
- Knowledge of resources available through the Behavioral Science Unit (e.g., CIRT, Employee Assistance Program and peer counselors) to assist individuals who are having problems.
- Knowledge of operations orders and other sources (e.g., reading clip and computer resources) regarding upcoming special events, assignments and/or details to determine staffing needs.
- Knowledge of labor laws, MOU and Department policies applicable to voluntary and involuntary overtime and to leaves of absence.
- Knowledge of Department policies and procedures related to the investigation and reporting of on-duty/Worker's Compensation injuries.
- Knowledge of Early Intervention System thresholds and protocols in order to monitor an employee's performance.
- Knowledge of methods of commendation to reward superior performance of unit personnel.
- Knowledge of Performance Improvement Program in order to review for accuracy and completeness performance appraisals prepared by sergeants.
- Knowledge of computer formats, queries, and applications (such as WORD and Excel) to generate reports and gain access to information, such as Daily Assignments/HRMS data, types and numbers of crimes, other statistical data.
- Knowledge of available and required training resources (e.g., Academy, POST courses).

B KNOWLEDGE OF LAW ENFORCEMENT STANDARDS AND PRACTICES – Understands and appropriately applies City and Department policies and procedures, Federal, State and City laws, and law enforcement methods/standards.

- Knowledge of chain of command and notification requirements, including specialized units.
- Knowledge of what elements of crime need to be presented in the incident report.
- Knowledge of Department General Orders.
- Knowledge of the procedures and legal constraints regarding arrest, booking, and detention for adults and juveniles.
- Knowledge of response procedures for a field incident including how to respond and who should respond.
- Knowledge of procedures and legal constraints regarding searches and seizures, laws of arrest.
- Knowledge of Department Bulletins.
- Knowledge of procedures to secure and protect a crime scene.
- Knowledge of Department Manuals.
- Knowledge of legal requirements and Departmental policy concerning the release of information to the public, media, and outside agencies.
- Knowledge of procedures for conducting cold shows, photo spreads, and line-ups.
- Knowledge of Bureau Orders.
- Knowledge of crowd control procedures, techniques and special equipment used in crowd control.
- Knowledge of what constitutes physical evidence to determine when and/or how evidence should be collected and preserved.
- Knowledge of factors such as district demographics, high crime areas, crime trends, and sector needs in order to best allocate staff.
- Knowledge of the Penal Code.
- Knowledge of the legal and Departmental procedural guidelines for interviews and interrogations.
- Knowledge of crime reduction strategies.
- Knowledge of Departmental resources for disseminating information within the Department, such as DOC and teletypes.
- Knowledge of investigative procedures, techniques, and technological resources which can be employed in an investigation.
- Knowledge of the content and information that needs to be included in a case file submitted for review.
- Knowledge of non-department resources/services such as PG&E, MTA, District Attorney, Fire Department, etc.
- Knowledge of resources for disseminating information to the public.
- Knowledge of Department units and resources available (e.g., Tactical, Hondas, Forensic Services) and how they can be utilized for law enforcement.
- Knowledge of procedures regarding service of subpoenas.

- Knowledge of the jurisdiction and responsibilities of other law enforcement agencies, such as the FBI, California Highway Patrol, Sheriff's Department, neighboring jurisdictions, etc., and how to interface with them.
- Knowledge of the authority and enforcement sections of the Vehicle Code.
- Knowledge of crime detection and analysis equipment, resources, and technology.
- Knowledge of local codes and ordinances (e.g., the Municipal Police Code and Park Code).
- Knowledge of licensing and permit regulations and enforcement guidelines.
- Knowledge of the legal requirements regarding record retention and destruction schedule.
- Knowledge of the SF Transportation Code.

3.1.1(c) Ability Statements

C PROBLEM SOLVING – Identifies problems, secures relevant information; interprets data appropriately; distinguishes between relevant and irrelevant information; identifies possible causes of problems, develops or finds alternative solutions to problems.

- Ability to judge when to refer a decision to a superior and when supervisory approval is necessary before decisions are implemented.
- Ability to evaluate the consequences of various courses of action in order to make appropriate decisions.
- Ability to analyze information quickly and choose appropriate course of action during field incidents, meetings, etc.
- Ability to identify errors, discrepancies or weaknesses in forms and reports completed by subordinates.
- Ability to draw appropriate inferences and sound conclusions from information.
- Ability to evaluate and modify a course of action or decisions if necessitated by changing circumstances or new information.
- Ability to evaluate new situations and events quickly that have little or no historical data to guide planning.
- Ability to recognize trends and patterns of criminal behavior, performance problems, and risk management issues.
- Ability to assess a situation and/or person(s) involved to determine the best approach to solve a problem or address a need.
- Ability to extract key information that should be remembered and/or communicated to others, from items such as Departmental orders, reports, operational plans, COMPSTAT profiles, and other technical material.
- Ability to interpret statistical data, such as crime patterns, performance measurements, budget data, etc.
- Ability to identify the data needed, when formulating plans.

- Ability to assess factors, such as solvability and the likelihood of successful prosecution, to determine whether a case should be further investigated or be inactivated.

D PLANNING AND ORGANIZATION – Formulates plans and strategies, identifies priorities, makes proper assignments of personnel and appropriate use of resources.

- Ability to judge what issues and problems take priority while multi-tasking or when conflicting demands arise.
- Ability to coordinate activities of personnel, equipment, plans and agencies to handle incidents.
- Ability to discern whether an issue or task should be handled personally or be delegated.
- Ability to set schedule for self and others so that all priority activities are carried out in a timely manner.
- Ability to assess needs of situation and anticipated activity to schedule staff and other resources accordingly.
- Ability to organize information gathered from a variety of sources when formulating plans.
- Ability to recognize the Department's limitations (legal and/or resource) when suggesting solutions and alternatives to address needs.
- Ability to prioritize cases to maximize successful prosecution of cases and the overall efficiency of the unit.
- Ability to develop/revise a plan that takes into account such factors as the resources available, limitations, priorities, etc.

E SUPERVISION – Manages personnel and unit operations efficiently and effectively; ensures deadlines are met; identifies acceptable performance and institutes corrective action when warranted.

- Ability to take appropriate action when subordinates fail to follow procedures or deviate from expected performance.
- Ability to discern when an employee performance problem is related to a need for training or poor judgment, and if discipline is necessary.
- Ability to facilitate the flow of information amongst subordinates, superiors and the community.
- Ability to recognize cues in performance of individuals that may indicate the need for attention (e.g., supervisory counseling, training, discipline, professional counseling).
- Ability to delegate tasks and responsibilities to subordinates.
- Ability to motivate subordinates, such as establishing individual and team goals, explaining the importance of individual contributions, offering feedback and encouragement.
- Ability to set clear performance expectations and give appropriate and timely performance feedback to subordinates on performance and tasks assigned.

- Ability to discern when to follow-up and how much follow-up is needed on delegated tasks.
- Ability to identify underlying causes of performance problems through discussion with or observation of subordinate.
- Ability to critically review a subordinate's performance to determine if it is meeting expectations.
- Ability to train subordinates to perform the duties of the Lieutenant when the Lieutenant is absent.
- Ability to be consistent, steady, and fair and to not exhibit favoritism when dealing with subordinates.

F INTERPERSONAL – Considers and responds appropriately to the needs, feelings, and capabilities of others; defuses hostile, charged exchanges; discusses confidential or sensitive issues with tact and diplomacy.

- Ability to conduct an investigation in a manner that is discreet, sensitive, and professional.
- Ability to interact effectively with individuals and groups differing in ethnicity, gender, age, beliefs, etc.
- Ability to discuss sensitive or problematic issues tactfully, diplomatically, and objectively.
- Ability to handle hostile or charged exchanges and to respond in a manner that defuses the hostility.
- Ability to mediate and help resolve disputes and conflicts.
- Ability to recognize the needs and problems of others, understanding their expressed concerns, as well as the underlying issues.
- Ability to counsel subordinates to improve performance.
- Ability to recognize cues in the behavior of individuals and groups that indicate stress, frustration, hostility, or conflict.
- Ability to solicit the cooperation of others (e.g., to non-SFPD agencies and community members) when communicating information, plans and policies.
- Ability to work with other agencies or community groups to develop team plans that are consistent with SFPD's policies and procedures.

G LEADERSHIP – Influences, motivates and challenges others, adapting styles of management to fit the situation; demonstrates independence, creativity and courage.

- Ability and willingness to take a leadership role and to present a positive command image to subordinates that enhances morale of unit.
- Ability and willingness to develop and maintain the trust, confidence, and cooperation of subordinates and peers.
- Ability and willingness to exercise independent judgment, including taking unpopular stands when necessary.

- Ability and willingness to take charge and establish control at the scene of incidents, emergencies and other situations requiring immediate intervention and action.
- Ability and willingness to adapt leadership style to manage effectively in different situations.
- Ability and willingness to enforce an SFPD policy that may be inconsistent with a personal position.
- Ability and willingness to relate past experience to a current situation in determining what actions to take.
- Ability and willingness to authoritatively direct the activities of individuals and groups.
- Ability and willingness to provide input and recommendations to superiors to improve unit operations.
- Ability and willingness to participate assertively and persuasively in meetings.

H SELF-MANAGEMENT – Sets well-defined, realistic personal goals; maintains steady, reliable performance even under adverse conditions; demonstrates appropriate maturity and self-confidence.

- Ability to maintain integrity and resist potential for corruption and laxity.
- Ability to maintain self-control and take appropriate action in a crisis or other stressful or pressure situations.
- Ability to follow orders, prescribed rules, and procedures.
- Ability to impartially apply laws and departmental regulations.
- Ability to recognize deficiencies in one’s own performance and to attempt to remedy deficiencies.
- Ability to be patient and persistent in response to frustration, adversity, and criticism.
- Ability to complete tasks in a thorough and systematic manner.

I WRITTEN COMMUNICATION – Expresses facts and ideas in writing in a clear, accurate, thorough, organized and effective manner; utilizes appropriate computer applications, formats and writing styles; reads and understands technical and legal materials; reviews, proofreads and edits written work constructively.

- Ability to write clearly, concisely, and accurately using proper English, grammar, spelling, punctuation, and paragraphing.
- Ability to write clear, concise, accurate and complete investigative memoranda and reports.
- Ability to recognize confidential information in oral and written communications that must be deleted prior to release to the public.
- Ability to draft letters and e-mails in format and style that answers questions, provides information and/or describes actions taken.
- Ability to use the computer application, format and writing style that fits the purpose of the communication.

- Ability to read and understand laws, codes, orders and other technical, legislative or legal jargon.
- Ability to communicate in writing technical concepts and information in a manner that can be understood.
- Ability to formulate a persuasive written request based on facts to meet a resource need.
- Ability to review an operations order and identify deficiencies.
- Ability to write operations orders in accordance with the NIMS format.
- Ability to draft public service announcements and social media releases that clearly convey the information or warning.
- Ability to read and understand diagrams, charts and graphs, such as those illustrating logistics for an event.

J ORAL COMMUNICATION – Expresses ideas and facts to individuals or groups effectively; makes clear and convincing oral presentations; listens to others; asks appropriate questions to elicit information and gather facts.

- Ability to orally give direct, explicit orders and instructions.
- Ability to respond orally to questions from others, such as superiors, subordinates, community members, and other interested parties.
- Ability to explain actions, plans, orders so that they will be understood and accepted.
- Ability to communicate technical concepts and information orally, such as Department's performance expectations, standards, objectives, and goals, in a manner that is understood by others.
- Ability to determine what information should be provided to superiors to keep them apprised of important events.
- Ability to ask appropriate questions to elicit information and gather facts needed to conduct an investigation.
- Ability to extract key information from oral interchanges that should be remembered and/or communicated to others, such as from meetings, presentations, conversations, etc.
- Ability to give an oral presentation in a concise, clear, accurate manner that follows the meeting's agenda.
- Ability to adapt style and form of presentation to the audience being addressed (e.g., elderly, gangs, business groups, command staff, etc.).
- Ability to effectively lead staff meetings and group discussions.

3.1.2 How does this help you?

Review and familiarize yourself with the job tasks, knowledge areas, and abilities presented in the above sections. Doing so should help you better prepare for the upcoming Lieutenant assessment center. As discussed, job analysis information is used to support the development

of assessments used in the selection process. Thus, the test components that IOS develops will measure these areas and requirements of the Lieutenant position.

Take time to carefully read through the tasks included for each of the job duty areas, and familiarize yourself with these items. Assess your comfort level and understanding of the behaviors that would be required of you if you were to perform these job duties. The development of the actual assessments will approximate the behaviors that Lieutenants in your department currently perform. From your review, think through job tasks for which you may need further preparation. You may want to consider talking with current Lieutenants about their job tasks and experiences, PROVIDED that such individuals are NOT working on the test. Similarly, review the knowledge, skill and ability areas to identify those for which you may wish to improve or refine.

3.2 Exercise Content Development and Review

For IOS, work behaviors typically guide the development of the assessment exercises. Thus, the sampling of a job's major or important work areas is the focus of a test's design. These work areas are often conceptualized from the task groups created in association with the job analysis questionnaire. Section 4.5 in this guide presents the exercises included in the assessment, and these typical areas are presented as they relate to each exercise.

In the development of an assessment center exercise, IOS consultants work closely with experienced SMEs at the rank of Lieutenant or higher to identify scenarios and other work behaviors that can be simulated in the exercise. IOS and the SMEs work collaboratively to refine the scenarios, add information, remove information, and otherwise make the scenarios adequate for use in the exercise. With complete and accurate scenario information for each exercise, IOS and SMEs, again, work collaboratively to identify the behavioral criteria for each dimension in the exercise.

4. YOUR PROMOTIONAL ASSESSMENT CENTER

This section provides you with an overview of what to expect for the exercises included in your assessment center. Take time to familiarize yourself with each of the exercises below, understanding the basic set-up, typical scenarios, task clusters potentially simulated, and the dimensions that are typically measured.

4.1 What is an Assessment Center?

An assessment center involves evaluating performance based on multiple exercises. Assessment centers are based on a systematic study of the job, which identifies important and frequently performed job tasks and KSAs. As part of this technique, job behaviors and KSAs are classified under job “dimensions.” Multiple assessment exercises are used to evaluate these dimensions (e.g., oral communication, leadership). An assessment center also involves using multiple assessors or raters who are trained on the specific exercises and rating methods to evaluate candidates. Your assessors will have extensive law enforcement experience and knowledge of law enforcement management. The process also allows for the recording of behavior and systematic scoring so that the results of the assessment center are fair and job-related.

4.2 Measures underlying the Assessment

The primary purpose of the assessment is to measure candidates’ levels of proficiency on job-related dimensions, such that promotions are made based on important information about candidates’ readiness to perform the promotional position. Again, these dimensions or competencies correspond to skills, abilities and behaviors identified in the job analysis. In other words, they link directly back to the job analysis information.

To some extent, knowledge is also evaluated in an assessment process. That said, it is a common misconception among some agencies that the primary purpose of an assessment process is to evaluate job knowledge. However, the measurement of job knowledge is typically done through a job knowledge examination. When a job knowledge examination is used as the first “hurdle” in a selection process, the assessment center may be designed so that it evaluates knowledge to a greater extent than it might otherwise. Regardless, the measurement of job knowledge is not the sole or primary purpose of an assessment center process. The assessment center process is designed to evaluate a broader range of job-related competencies than simply job knowledge.

Many candidates find it helpful to study internal source material prior to an assessment. This foundational information can help to increase one’s confidence in their performance and can

contribute to one's ability to perform successfully in many of the exercises, as you will see below.

4.3 Dimensions Descriptions

Below is a brief description of each dimension. For a complete list of the specific KSA statements that comprise each dimension, please refer to the previous chapter within this study guide.

- **Knowledge of Personnel/Administrative Principles, Policies and Systems** – Understands and appropriately applies procedures, principles, responsibilities, and policies relating to departmental personnel management.
- **Knowledge Of Law Enforcement Standards and Practices** – Understands and appropriately applies City and Department policies and procedures, Federal, State and City laws, and law enforcement methods/standards.
- **Problem Solving** – Identifies problems, secures relevant information; interprets data appropriately; distinguishes between relevant and irrelevant information; identifies possible causes of problems, develops or finds alternative solutions to problems.
- **Planning & Organization** – Formulates plans and strategies, identifies priorities, makes proper assignments of personnel and appropriate use of resources.
- **Supervision** – Manages personnel and unit operations efficiently and effectively; ensures deadlines are met; identifies acceptable performance and institutes corrective action when warranted.
- **Interpersonal** – Considers and responds appropriately to the needs, feelings, and capabilities of others; defuses hostile, charged exchanges; discusses confidential or sensitive issues with tact and diplomacy.
- **Leadership** – Influences, motivates and challenges others, adapting styles of management to fit the situation; demonstrates independence, creativity and courage.
- **Self-Management** – Sets well-defined, realistic personal goals; maintains steady, reliable performance even under adverse conditions; demonstrates appropriate maturity and self-confidence.
- **Written Communication** – Expresses facts and ideas in writing in a clear, accurate, thorough, organized and effective manner; utilizes appropriate formats and writing styles; reads and understands technical and legal materials; reviews, proofreads and edits written work constructively.
- **Oral Communication** – Expresses ideas and facts to individuals or groups effectively; makes clear and convincing oral presentations; listens to others; asks appropriate questions to elicit information and gather facts.

4.4 Reading List

The test developers suggest that candidates have a working knowledge (at a minimum) of all Department Bulletins, Department General Orders, FOB General Orders, Department Manuals, and local, state, and federal laws. Revisions, deletions, and additions to these documents that

may have occurred after September 1, 2016 will not be considered in the examination exercises. Please note that the examination may measure other job-related knowledge or abilities that would be expected to have been gained on the job as a Sergeant.

4.5 About the Assessment Center Exercises

This section provides you with the preliminary instructions for each exercise, the dimensions measured within each exercise, and the task clusters from the job analysis that may potentially be simulated in the exercise. As you prepare for the assessment center, review the potential scenarios that may be incorporated into the assessment exercises developed for your department.

4.5.1 Oral In-Basket Exercise

[During a pre-exercise preparation period, you will receive full instructions about the exercise.] For this exercise, you will receive detailed written instructions setting up the particular scenario for your in-basket. For example, you may be told that you are a recently promoted SFPD Lieutenant and have inherited the former incumbent's in-basket. An in-basket exercise typically contains 7 to 12 items such as emails, letters, voicemails, inter-office communications, etc. These will be presented in a written format. The content of the items may reflect:

- Personnel concerns
- Administrative inquiries
- Vacation, scheduling, time-off requests
- Requests from external law enforcement agencies
- Review of incident reports
- Requests from external city/county agencies
- Requests or concerns submitted from citizens of the city/county, community groups, etc.
- Requests from department leadership to address particular matters
- Review of crime data
- Requests to review policy revisions, etc.
- Planning and development needs

In your presentation, you would discuss how you would respond to each in-basket item. Pay careful attention to the exercise instructions. Your approach to the in-basket exercise should be based on what the instructions direct you to do. For example, if you are told to address each item, you should work diligently to do so as each item may be scored individually and missing answers could greatly impact your performance.

Dimensions measured in the Oral In-Basket Exercise:

- Knowledge of Personnel/Administrative Principles, Policies and Systems
- Supervision
- Planning & Organization

- Oral Communication

Task Clusters that may be simulated in the exercise:

- Direct and Coordinate Field Operations, Incidents, and Events
- Manage, Administer, and Document Station Activities
- Conduct, Coordinate, and Document Administrative Investigations
- Train and Evaluate Personnel
- Analyze and Formulate Operational Plans and Priorities
- Interact With Internal and External Individuals, Organizations, and Departments
- Manage, Coordinate, and Evaluate Investigative Operations

4.5.2 Highly Structured Subordinate Meeting Exercise

[During a pre-exercise preparation period, you will receive full instructions about the exercise.] You will assume the role of a newly promoted SFPD Lieutenant. The instructions will explain that you will be assuming the role of a Lieutenant and will provide particular details with regard to whom you will be meeting as well as a general set of problems related to the performance of an officer or supervisor under your command. You will be allotted specific amounts of time to prepare for and conduct your meeting. The purpose of your meeting will be to address issues involving the subordinate. Again, you will review the issues beforehand in order to plan for your discussion during the meeting.

A role-player will be present to assume the role of your subordinate during your actual meeting. Again, your instructions will tell you how much time you will have to discuss the issues with your subordinate. The instructions also will inform you about how much time the role-player will take to provide you with further information. The information that the role-player provides will be consistent across all candidates, regardless of what you have discussed or asked.

Please note that this exercise will be highly structured and will operate differently from a traditional subordinate meeting role-play exercise with back and forth interaction. That is, you will be expected (1) to do the vast majority of the talking, (2) to explain to your subordinate what the issues are and (3) to discuss what you are going to do to fix the issues. The role player has been trained to provide certain responses. You should not expect to depend on the role-player to provide you with additional information beyond that which will be presented in the instructions. If you ask for information beyond the role-player's training, he or she will say "I have no information on that". This exercise is an opportunity for you to explain your methods and expected performance standards; not to dwell on underlying issues with the subordinate.

Dimensions measured in the Highly Structured Subordinate Meeting Role-Play Exercise:

- Leadership
- Supervision

- Interpersonal
- Oral Communication

Task Clusters that may be simulated in the exercise:

- Manage, Administer, and Document Station Activities
- Conduct, Coordinate, and Document Administrative Investigations
- Train and Evaluate Personnel
- Interact With Internal and External Individuals, Organizations, and Departments

4.5.3 Hot Call Tactical Exercise

In this exercise, you will be presented with a written scenario describing a “hot call” that requires you to take immediate action and manage a scene. Upon entering the test room, you will be given one minute to review the written details of the scenario, and then you will be instructed to begin your verbal response. This is done to simulate hot call incidents where, unfortunately, one has little time to think before having to take action. After completing your response to the first part of the scenario, you will receive updated information regarding the situation. You will then be provided with additional time to respond to the scenario.

Examples of hot call tactical scenarios include:

- Active shooter scenarios
- Barricaded hostage scenarios
- Use of force scenarios
- Police involved shootings
- Pursuit scenarios
- Incident concerning domestic violence
- Scenarios involving multiple incidents occurring simultaneously, which involve some level of oversight for the candidate

These are just some “examples” as there are an unlimited number of scenarios which could be job-relevant and included in such an exercise.

Dimensions measured in the Hot Call Tactical Exercise:

- Knowledge of Law Enforcement Standards and Practices
- Problem Solving
- Oral Communication

Task Clusters that may be simulated in the exercise:

- Direct and Coordinate Field Operations, Incidents, and Events
- Analyze and Formulate Operational Plans and Priorities
- Interact With Internal and External Individuals, Organizations, and Departments
- Manage, Coordinate, and Evaluate Investigative Operations

4.5.4 Field Operations Exercise

[During a pre-exercise preparation period, you will receive full instructions about the exercise.] You will be presented with a scenario for which you are expected to prepare a plan to address. You will have time to review the scenario in its entirety and prepare a presentation prior to starting this exercise. In your presentation, you must discuss the specific steps that you and others would take to address the scenario. Examples of field operations scenarios include:

- Aftermath of a natural disaster/police response
- Planned march or other planned and potentially disruptive event
- Occupy scenario, protest or related scenario
- Planned civic event (celebration, festival, etc.) requiring police presence

Dimensions measured in the Field Operations Exercise:

- Knowledge of Law Enforcement Standards and Practices
- Problem Solving
- Oral Communication

Task Clusters that may be simulated in the exercise:

- Direct and Coordinate Field Operations, Incidents, and Events
- Analyze and Formulate Operational Plans and Priorities
- Interact With Internal and External Individuals, Organizations, and Departments

4.5.5 Sergeant Meeting Exercise

[During a pre-exercise preparation period, you will receive full instructions about the exercise.] In this exercise, you will play the role of a newly promoted SFPD Lieutenant who will be meeting with a group of subordinate sergeants on the first day as a Lieutenant. The instructions will ask you to conduct a management introduction and to fully explain the specific requirements of the management introduction. As part of this introduction, you will be expected to discuss your expectations of your supervisors and officers and what they in turn might expect from you in regard to managing the shift. In addition, you will be asked to discuss “current issues” of concern in regard to the SFPD and/or your shift specifically. These “current issues” will be outlined in the exercise instructions. Typically, descriptions of these issues are presented as coming, in writing, from your hypothetical supervisor or perhaps another member of the command staff. You may glean what you wish from the communication(s) and incorporate it into your discussion with your sergeants. Please note that the current issues may be a mix of fictional issues, as well as actual issues occurring within the SFPD.

Finally, you may be asked “in-role” questions from your sergeants (role-players will be present assuming the role of the sergeants). These questions may be related to the “current issues” from the exercise instructions, from actual current events or from other areas. All candidates

will receive the same questions. The purpose of these questions is to evaluate job-related skills and abilities in an impromptu manner.

Typically, the first portion of the exercise is devoted to the management introduction and discussion of current issues, while the last portion is devoted to a question/answer session with the sergeants (role-players). This “Q&A” session is conducted in role.

Dimensions measured in the Staff Meeting Role-Play Exercise:

- Leadership
- Supervision
- Problem-Solving/Application of Personnel and Administrative Policies
- Oral Communication

Task Clusters that may be simulated in the exercise:

- Manage, Administer, and Document Station Activities
- Train and Evaluate Personnel
- Analyze and Formulate Operational Plans and Priorities
- Interact With Internal and External Individuals, Organizations, and Departments

4.5.6 Community Meeting Exercise

[During a pre-exercise preparation period, you will receive full instructions about the exercise.] You will again assume the role of a newly promoted SFPD Lieutenant in this exercise and will be asked to meet with a small group of community members from your new district on your first day in your new role. The instructions will ask you to conduct a short presentation and to fully explain the specific requirements of the presentation, but at a minimum, you must introduce yourself and address a number of community issues described in the exercise instructions. Typically, the community issues are wide-ranging problems that have been expressed by citizens in your new district. These issues will be described in varying degrees of detail by your supervisor or perhaps another member of the command staff. Please note that the community issues may be a mix of fictional issues and actual issues occurring within the SFPD.

Finally, you may be asked several “in-role” questions from your community members (again, represented by role-players). These questions may be related to the “community issues” from the exercise instructions, from actual current events, or from other areas. All candidates will receive the same questions. The purpose of these questions is to evaluate job-related skills and abilities in an impromptu manner.

Within the exercise, you may be asked to interact with a role-player who will be playing the part of a community member. The exercise instructions will describe this component further, but typically the first portion of the exercise is devoted to an introduction and presenting your thoughts regarding the community issues as you understand them, while the last portion is devoted to the question/answer session. This “Q&A” session is conducted in role.

Dimensions measured in the Community Meeting Role-Play Exercise:

- Leadership
- Problem-Solving
- Interpersonal Skill/Community Relationships
- Oral Communication

Task Clusters that may be simulated in the exercise:

- Manage, Administer, and Document Station Activities
- Conduct, Coordinate, and Document Administrative Investigations
- Analyze and Formulate Operational Plans and Priorities
- Interact With Internal and External Individuals, Organizations, and Departments

5. ADMINISTRATION OF THE ASSESSMENT CENTER

5.1 Location and Sign-in

The assessment center will be administered on Thursday, October 20th and Friday, October 21st, 2016. Candidates will participate in the assessment center on both of these dates. The assessment center will be held at:

City and County of San Francisco Employment Testing Center
1740 Cesar Chavez

You will be provided with a mandatory arrival time for each of these dates. You must be signed in by your mandatory arrival time. At sign-in, your identity will be verified against your picture identification. Based on your pre-assigned ID number, you will be provided with an ID badge (please affix this to your jacket or shirt once seated), a copy of the test rules & procedures, and a confidentiality agreement.

5.2 Applicants with Disabilities

Applicants with disabilities requiring reasonable accommodation for this examination process must contact DHR as soon as possible, but no later than September 30, 2016, by email to DHR-publicsafety@sfgov.org or by phone at (415)551-8946 or, if hearing impaired (415)557-4810 (TDD).

5.3 The Schedule

Each candidate will report to the assessment site on both days. The process will be sequestered. This means that candidates who have completed the assessment exercises on a given day will be required to remain inside the test center until all candidates have checked in that day. There will most likely be an early a.m. arrival group, a late a.m. arrival group and a p.m. arrival group. Earlier arriving candidates are expected to be sequestered for 4 to 6 hours to ensure that test content is not compromised.

5.4 Video Recorded

Your participation in each exercise will be video-recorded and rated by assessors at a later time. This format is necessary so that all candidates can complete the same exercises in one day and to help prevent test security leaks. Proctors will be present in the rooms to address any technical difficulties, should they occur, involving the video equipment. For all exercises involving role players, those role-players will be across the table from you with the camera next to them. You should focus on the role-players rather than the camera. If there are no role-players in the room, you should focus on the camera when delivering your responses.

5.5 Preparation Time

At the test center, you will be called and placed into an initial exercise preparation period (herein termed the initial preparation period). At this time, the three exercise titles will be presented and your schedule will be clarified, as needed. Specifically, you will be informed of your exercise schedule (i.e., the exercise you will first take, the exercise that will follow and the exercise that will complete your formal participation for the day. At that time, the room proctor/administrator will also review key procedures for the preparation period and for the period immediately thereafter. Then, you will be given the specific exercise instructions for the three exercises and you will be expected to read all materials and prepare, as you feel is necessary, for all three exercises. As you will have little or no time between the three exercises, it is imperative that you review the instructions for all three exercises and prepare for all exercises during the initial preparation period! Along with the exercise instructions, you will be provided with notepaper, pen, a pencil and a highlighter. Feel free to take notes during this time—you WILL be able to use these notes (and the instructions, if necessary) during the actual administration of the exercise. Once you are given the signal to begin, you should immediately review the material and begin your preparation.

5.6 Movement while at the Assessment Center

After signing into the assessment center, proctors will direct you to the appropriate room(s) throughout your day. Following your initial preparation, the proctor will escort you to the exercise room area. You will be transferred to another proctor who will then direct you to a chair located outside your designated exercise room. You may continue to review your notes while you wait, until you are informed by a proctor/administrator that you are about to begin. At that time, you will be asked to read a document, entitled “last reminders,” that will be affixed to the outside of your exercise room. The “last reminders” document summarizes key aspects of the exercise. If you have a question or if you are confused about anything, it is critical that you ask a proctor at that time. After you enter the exercise room, you will immediately begin, as there are no further instructions provided.

You will be asked to knock on your exercise room door after reading through the last reminders for the exercise and await verbal permission to enter this room. Each exercise will have a different start. The instructions for each exercise will explain whether you are responsible for immediately starting the exercise once you walk in the room or whether a proctor will inform you to begin.

When you finish in an exercise or your time has expired, you will be excused. You will exit the exercise room and await further instructions from an assessment proctor/administrator. The proctor/administrator will then escort you to the location of your next exercise and ask you to have a seat outside this room. Again, you may review your notes. Once again, at the

appropriate time, you will be asked to read “last reminders” and then you will start your exercise. You will repeat this process during your third and final exercise of the day. The same process will be followed each day.

Once you finish the three exercises, you will be directed to a holding room in the facility. You are not permitted to access any electronic devices during this time. You will be held for a pre-determined time period (until the afternoon group arrives OR based on your release time).

5.7 Prohibited Items

Certain items are prohibited during the assessment and sequester period, including any and all electronic devices (this includes cellular phones, iPods, smart watches, recording devices, etc.), any large bags or portfolios (including backpacks and the like where paperwork or electronic devices could be hidden) and paperwork of any kind (i.e., policy manuals, previously prepared notes, notepads, etc.). Please note that if you are scheduled to be sequestered related to your participation in the assessment [your appointment notice will indicate this], you may bring written reading material and snacks. These items will be collected from you when you register for the test, and returned to you following your participation in the test.

You are prohibited from videotaping, audiotaping or taking pictures as these methods capture test content and thus violate the copyright and proprietary rights of the vendor. Please notify City staff if you have any of these items as they can be stored until you discharged from the test center. You must turn off your devices. You may place smaller devices in lockers. For larger devices, a card with your name will be attached via rubber band to the device. These items will be placed on a prohibited items table that will likely be located outside of the main holding room. Please note that this table is not in a secure area. For this reason, it is highly recommended **that you leave such items, as well as any personal items, in your vehicle, or at home.** Neither the City nor IOS will be responsible for any lost or damaged devices. Anyone who is caught with a prohibited item during testing or the sequestration period, is subject to possible disqualification and other penalties up to and including possible departmental disciplinary action and ineligibility for future promotional opportunities. Having a device in one’s possession that is “turned off” does not exempt a candidate from such consequences. You may not use any materials/devices during the AC other than what is provided to you by IOS including any external documents or notes. The ONLY exception is a standard watch (NOT a smart watch that can record or communicate) or timer. In fact, you are **encouraged** to wear a watch/timer to help manage your time. Please note that preparation and exercise rooms may not have a clock and a timer available (unless indicated in the exercise instructions).

5.8 Confidentiality

Please keep in mind that both the content and nature of the assessment exercises are confidential. Therefore, to participate in the test you will be required to sign a confidentiality

agreement prior to the administration of all test components. There will be no exceptions to this requirement. In other words, by participating in the AC process you must agree to keep the contents of the assessment confidential. Also, you may not take any of your notes or exercise instructions with you when you leave the assessment - you must turn in all materials once you have completed your final exercise. You should not discuss the contents of the assessment with anyone, including other candidates (even those who have already participated) or individuals of a differing rank (whether they are participating or not). If any proctor, police department employee or city employee observes you discussing the content of the assessment with another candidate, you may be disqualified from the current and future promotional opportunities. Further, aiding another candidate will tend to reduce your chance for success.

5.9 Tips for the Day of the Assessment

- You may plan for these exercises, take notes, and bring any and all of this material with you into the assessment room.
- Act as a Lieutenant in these exercises!
- Once the timer sounds, the exercise is finished. You should immediately wrap-up and await further instructions.
- Manage your time during each exercise appropriately. Ensure that you meet your goals for the exercises within the time limits.
- When your brief waiting period between each exercise ends, you must be available to the assessment room proctor/administrator. All activities are scheduled to the minute and timing is critical.
- Remember to address the main goals of the exercise as you have determined them to be!
- Take the instructions and any additional notes with you when you enter an exercise.
- In a presentation exercise, remember to create an outline and speak from the outline to better manage your time.
- In role-play scenarios, remember to play the part as outlined in the instructions.
- In role-play scenarios, remember that you often enter the room “in-role” and you should be prepared to act accordingly.
- In highly-structured meetings, be sure to follow the outlined structure for the exercise.
- “Hot-Call” tactical questions will not be provided to you during the initial preparation period. For the “Hot-Call” exercise, you will be presented with the question(s) upon entering the exercise room. Such questions typically involve situations where planning would not be possible on the job and immediate action is necessary. You will have a predetermined time period to read the scenario.
- In all exercises, you should address the instructions fully and to the best of your ability. Assessors are provided with rating criteria to evaluate your responses. Therefore, your responses, presentations and general content should be as comprehensive as possible to meet the assessor guidelines.
- You may use as little or as much of the allocated time as you deem necessary.

- If you finish an exercise prior to the time limit, please let the proctor(s) know you are done. If you are still discussing an answer or presenting after the time limit, the proctor(s) will politely ask you to complete your answer or to stop.
- It is very important that you answer the questions that are asked of you and follow instructions for each exercise. This is a common error that candidates make. Unfortunately, some candidates may become distracted by other details, and do not pay careful attention to what is specifically being asked of them.
- Remember to speak your thoughts and intentions. You will only be rated on what you say during each exercise—do not make any “unstated assumptions”!

6. PREPARATION INFORMATION

In our experience, one of the most helpful preparation methods for this type of assessment is to practice! How might one do this?

6.1 Informal Study Group Method

Some individuals may wish to form a study group to prepare for this assessment. This study group would spend some time individually brainstorming potential assessment exercise content. This could entail the creation of an extensive list of situations/incidents (field-operations, management challenges, supervisory problems, leadership challenges, etc.) that a SFPD Lieutenant might face. The group could then review the individual brainstorming lists and combine this information into a master list.

Then, the group might assign these scenarios to group members and each individual could outline several basic testing scenarios. The individuals could also outline general questions related to the scenarios and potentially research (and document) the appropriate responses. The group could then submit their scenarios and questions to an administrative lead whose job would be to compile the scenarios into a study guide.

The group could then meet to discuss the scenarios. This part of the process is critical. Individuals should share, discuss and debate their responses. This is a process where real “learning” often occurs, as group members can gain the perspective of others in the group, especially in terms of how they would address a given scenario! For this reason, taking notes during these discussions is recommended.

6.2 Individual Study Method

Many of the recommendations included in the study group method also apply to individual preparation as well, where one could brainstorm scenarios, outline responses related to the scenarios, and research the appropriate responses to these scenarios. This information then could be compiled into a study guide and used to prepare for this assessment.

If you choose to prepare on your own, you might try to network with others conducting a similar method of preparation. You can share your study guide with others in advance of the assessment administration and review the guides created by individuals in the process.

While some individuals who engage in individual preparation may feel that they are potentially benefitting their test competitors” by sharing a well-prepared study guide, it is nevertheless important to note that the reviewing of study guides and “scenarios” prepared by others

provides one with an opportunity to explore perspectives that they otherwise might not consider when addressing an incident. In other words, it allows one to obtain the “best” information from others’ study guides for incorporation in one’s own guide. Individuals who prepare this way can then spend the last few weeks before the assessment center to continually review their revised study guide.

Note that these methods require no cost and simply rely on ingenuity, effort and the cooperation of others. We have found that these methods are reported in post-assessment candidate surveys as being the methods most closely associated with a high degree of success in the promotional process!

6.3 General Strategies

- Expectations of a SFPD Lieutenant. Familiarize yourself with the roles and responsibilities of a SFPD Lieutenant. Review the job analysis section presented earlier in this study guide. Talk with current Lieutenants and ask them about their job and main responsibilities. This will help you learn as much as you can about the position and what will be expected of you. The examination may ask you questions regarding how you will handle supervision and other issues as a supervisor. Therefore, it is important to understand what duties you will be responsible for in this role.
- Booklist. Review your internal departmental manuals. This will help you to further understand the proper way to respond to various situations that may be integrated into the exercises.
- Research “Hot Topics.” You can prepare yourself for the types of scenarios you may encounter in the assessment process by researching important "hot topics" within the SFPD. Researching topics that could be the basis for hypothetical problems or meetings will help you give well-informed and structured responses.
- Brainstorm. Ask yourself questions such as: How will I handle problematic situations as a supervisor?; How will I manage and lead my subordinates?; How will I communicate information to others?, and; What do I know about important issues related to the City?
- Practice. Practice listening to questions with multiple parts, taking a few notes about the questions being asked, and then answering all parts of the questions. Also, you can practice giving presentations on various scenarios to members of your study group, or to your friends and family.

Diligent preparation for this assessment center will help you succeed; however, there are other considerations that can affect your performance on the day of the assessment center, including:

- Your physical well-being. If you can, get a good night's rest before the assessment center and eat right. Try to ensure that you are in the best possible condition, both physically and mentally on the day of the assessment. Candidates in public safety promotional processes across the U.S. often work the day before or even the day of testing. Plan ahead and think how you can put yourself in the best possible situation for the assessment center!
- Arrive early. Make all necessary arrangements to ensure that you arrive early at the assessment site. It would be wise to anticipate traffic delays in traveling to the site and to allocate extra travel time to ensure an early arrival even with delays.
- Controlling Anxiety and Stress. Many candidates experience anxiety as a result of the stress and pressure to perform well on the assessment. This is a common and natural response. Understanding this anxiety is important. This anxiety is sometimes displayed in individuals as tension or even anger (i.e., on edge, quick to be set off, etc.). Again, acknowledging these feelings may help you to relax and put yourself in a better mindset for taking the assessment. As much as possible, you need to have a positive attitude on the day of the assessment center.

6.4 Assessment Day Tips

Your attitude on the day of the assessment, the strategies you use, and your ability to avoid common errors can all affect your performance. These issues are discussed in detail below:

- Listen Carefully. Some of the instructions are administrative in nature and are meant to provide a fair and equitable environment for the group. Some instructions will be related to the assessment procedures and will help you understand what you will do and what will be required of you as a candidate. These instructions are important for getting through the assessment process without any problems. In contrast, some instructions are meant to define what you will be responsible for in the exercise (e.g., how you must answer questions, what you must include, what will happen if certain information is included, etc.). These instructions, in particular, can impact your performance as they will define how you will answer various questions. While instructions may be long, you will need to do your best to pay attention and comprehend all instructions related to the assessment!

- Manage Your Time. You are responsible for your own time management. The vast majority of individuals will complete all parts of an exercise. If you tend to work at a slower pace, you must be especially aware of your time. If you find that you are spending too much time on a particular section in an exercise, take a break and move on to another section. Remember, your responses to all sections of the test contribute to your score.
- Understand What is Being Asked of You. Read all instructions and scenarios presented carefully. It is important that you understand what is being asked of you and that you respond appropriately.
- Follow the Exercise Specific Instructions. Each exercise in the assessment center will have specific written instructions and rules. It is critical that you follow these instructions and rules.



INDUSTRIAL/ORGANIZATIONAL SOLUTIONS
PUBLIC SAFETY SELECTION EXPERTS