



San Francisco Fire Department

H-20 Lieutenant

**2017 Examination Preparation Guide:
Situational Judgment Test (SJT) Component**



INDUSTRIAL/ORGANIZATIONAL SOLUTIONS
PUBLIC SAFETY SELECTION EXPERTS

Contents of This Guide

This *Examination Preparation Guide* has been developed 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:

1. Introduction	3
2. Overview of the 2017 Promotional Process	4
2.1 The Promotional Examination Components	4
3. Situational Judgment Test Development Process	5
3.1 Job Analysis.....	5
3.1.1 Results	5
3.1.1(a) Task Statements	5
3.1.1(b) Knowledge Statements	15
3.1.1(c) Ability Statements.....	19
3.1.2 How does this help you?	25
3.2 Test Content Development and Review.....	26
4. Your Promotional Situational Judgement Test.....	27
4.1 What is a Situational Judgement Test?	27
4.2 Sample Item.....	27
4.3 Measures underlying the Assessment.....	29
4.4 Reading List.....	30
5. Administration of the Situational Judgment Test.....	31
5.1 Location and Sign-in	31
5.2 Applicants with Disabilities.....	31
5.3 Dress Code	31
5.4 Test Format.....	31
5.5 Time Limit	31
5.6 Prohibited Items	31
5.7 Confidentiality	32

6. Preparation Information	33
6.1 Informal Study Group Method	33
6.2 Individual Study Method	33
6.3 General Strategies	34
6.4 General Test Taking Strategies	35

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 what has worked 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 Pacific time on October 15, 2017. You may submit questions by sending an e-mail to exams@iosolutions.com. Please include "H-20 candidate question" in the email's subject line.

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 24, 2017. For obvious reasons, we cannot answer questions that might compromise the security or validity of the test.

It is important that DHR has a current valid e-mail address to which 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".

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

2. OVERVIEW OF THE 2017 PROMOTIONAL PROCESS

This guide has been designed to inform you about, and to help you prepare for, the upcoming promotional process for your agency. The primary focus of this guide is to help you prepare for the first component, the Situational Judgement Test (SJT). Subsequent guides will be published to help candidates who are successful in the SJT prepare for the second and third components. In this guide, you will learn about the SJT, 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 Components

The SFFD Lieutenant promotional examination process will include three components: 1) SJT; 2) Personnel meeting role-play exercise; and 3) Tactical simulation exercise.

Component 1: Situational Judgement Test

The first component is a situational judgment test (SJT) that will be used to determine which candidates possess the basic knowledge, skills, and abilities necessary to assume first-line supervisor responsibilities. The SJT will be used as a pass/fail hurdle, wherein candidates must achieve the passing score to be eligible to compete in the subsequent components of the process. All candidates will complete the first component in the process, the SJT, on the same day which is tentatively scheduled for November 8, 2017.

Components 2 and 3: Personnel Meeting Role-play Exercise and Tactical Simulation Exercise

Candidates that pass Component 1 will participate in the second two components of the process, which make up the assessment center (AC). The AC 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 SFFD Lieutenant AC is tentatively planned for December 2017. More specific dates and greater detail on each component will be provided in subsequent guides released approximately 30 days prior to the administration of each component.

3. SITUATIONAL JUDGMENT TEST 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 (i.e., KSAs). 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 SFFD Lieutenant promotional process, information gathered from the most current job analysis completed in 2017 was used to identify the tasks, 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 H-20 Lieutenant position.

3.1.1(a) Task Statements

1. Preparing for Tour of Duty/Pre-Fire Planning
5 Assigns personnel to firefighting tasks (e.g., nozzle person, entry), based upon an assessment of their capabilities, so as to maximize the efficiency of the unit.
7 Visually inspects station, apparatus, and equipment to ensure safe and efficient operations.
14 Puts company out of service if equipment or operation is not functioning properly/safely.
4 Checks HRMS at the beginning of tour to determine that appropriate personnel are scheduled on duty and whether there are any shortages or overages.
12 Ensures testing of equipment is completed in order to determine if it is functioning properly.
2 Communicates on the MDT with the communications center and notifies the battalion chief in order to keep them informed of status of your unit.
1 Monitors communications systems [telephone, radio, computer, CAD, MDT, e-mail] and posted material for information relevant to the district to determine status of emergency activities in the City.
6 Informs firefighters about changes in practice, daily activities, or other information.
11 Directs firefighters in routine maintenance of vehicles (e.g., to check gas, oil level, tire pressure, etc.)

16 Confers with oncoming/outgoing officer regarding company status (e.g., fire calendar, personnel issues, equipment needs).
15 Maintains awareness of the status of hydrants in first alarm area.
17 Conducts roll-call at the beginning of each shift.
8 Assigns station duties such as cooking, cleaning, and building and equipment maintenance responsibilities to firefighters.
13 Orders equipment, supplies, or repair work when needed.
3 Writes messages received verbally by phone or radio for distribution to persons in the firehouse, as a service to firefighters.
9 Directs firefighters in routine cleaning and maintenance of station.
10 Supervises housekeeping duties to ensure they are performed in a safe and efficient manner.
2. Alarm to Arrival
19 Puts on turnouts and officer's equipment in response to alarm.
28 Instructs driver to position truck for use of hand and aerial ladders, paying special attention to overhead obstructions (e.g., power lines) in locating the vehicle.
23 Listens to radio communications and checks MDT to gain information about nature of fire/incident, condition of building/physical site, location and condition of victims, and location and actions of personnel.
27 Instructs driver to position engine so that there is access to the fire and/or to water, so as not to interfere with later-arriving equipment (truck).
24 Plans actions en route to scene, taking into account initial communications, who is likely to be first on scene, relation to other resources on the way and in district, time of day, etc.
29 Notifies communications center of problems encountered [e.g., accident or breakdown] on way to scene.
18 Informs communications center by radio or MDT to acknowledge response to alarm.
20 Observes firefighters, on receipt of alarm, to verify they have donned protective clothing and strapped themselves into position in vehicle to prepare for departure.
26 Attends to cues [e.g., smell or smoke] while approaching emergency in order to prepare response or action on scene.
30 Informs the firefighters what the appropriate tactical channel is.
25 Relays specific information (e.g., description of victim, hazards) to the crew while en route.
22 Instructs firefighters en route to scene of equipment needed upon arrival.

21 Confers with driver about route to be followed, so as to avoid delays that might be caused by obstructions such as traffic jams or construction, and taking into account routes to be taken by other equipment to avoid conflict with them.
31 Relays to the driver what block and what side of the street for the location of the incident.
3. Size-Up
35 Assesses conditions of facility [e.g., condition of building; softness of roof or floor; characteristics of smoke, heat, and fire; paths of extension; and means of egress] in order to ensure safety for companies at fire scene.
42 Determines whether roof is safe to support the weight of the firefighters and their equipment.
33 Sizes up fire by observing extent and location of smoke and flames, noting wind, building type, contents, and exposure potential of adjacent structures to determine additional support personnel, other agencies [e.g., SFPD, PG&E, water department] and/or equipment needed at the scene.
38 Gathers information from those on scene about special circumstances (e.g., unusual color of smoke) to determine actions.
43 Reports in and receives and carries out orders of Incident Commander.
48 Identifies a water source for the incident.
41 Confers with Incident Commander regarding proposed ventilation tactics (e.g., horizontal or vertical ventilation).
36 Examines fire panel or devices in fire control room to determine type and location of fire.
40 Assesses time of day, wind conditions, labels [e.g., hazmat], crowd situation, and other such factors to determine nature and degree of hazard and its potential for extension.
45 Informs Incident Commander about suspicious aspect of fire [e.g., an unusual odor, more than one fire in different areas, broken windows or doors, etc.].
37 Obtains information from firefighters at emergency incidents in order to determine what needs to be done.
39 Evaluates conditions of fire scene to determine type of extinguisher or extinguishing agent to use [e.g., water, carbon dioxide, dry chemical, foam, or sand].
44 When second or third to arrive, checks in with first unit(s) on scene to determine how to assist, e.g. adequate water supply and hoses.
46 Establishes incident priorities, communicate to dispatch and other crews what needs to be accomplished.
34 Requests additional personnel and/or equipment, including from other agencies, on the tactical channel after initial size-up.

47 Obtains additional information from the parties on scene about what the incident is, information about the building, what is happening.
49 Monitors channels (control and tactical) for additional information that is coming in from other parties.
32 Assumes role of first arriving officer (Incident Commander) at fire scene when first to arrive and until higher-ranking officer arrives.
4. Addressing the Incident
62 Provides information from inside the structure to the Incident Commander, including the extent of fire, whether additional resources are needed, and what needs to be done.
59 Directs ventilation of building to retard the spread of fire and to avoid hostile fire events (e.g., tools to use, location and size of ventilation).
57 Directs firefighters regarding where to direct water and when to advance hose to extinguish fire.
58 Directs firefighters to ladder building at specific locations using aerial or ground ladders of specific size to gain access to upper floors and roof for purposes of ventilation.
69 Instructs crew about what protective gear to wear at the scene of a hazardous materials incident.
52 Participates as a member of a team at a fire or emergency incident.
55 Instructs crew on amount, size, and placement of hoses needed.
56 Directs firefighters to charge hose when it is in the proper position, if using a standpipe or large-line lead.
70 Instructs crew and public regarding safe distance to be from hazardous materials.
51 Provides periodic updates to Incident Commander regarding location, conditions, actions and needs.
64 Informs the Incident Commander when electricity and gas need to be turned off to maintain safety of the emergency scene.
63 Directs firefighters where and how to force entry while maintaining the integrity of the door (e.g., using irons, saws, or other equipment such as jaws-of-life).
73 Monitors physical condition of personnel [e.g., fatigue, steadiness] in order to determine if or when replacement personnel are needed.
67 Informs communication center or incident commander of the need for a HazMat response, with information and recommended procedure for dealing with hazardous materials.
50 Allocates crew to multiple tasks or single task based on an evaluation of conditions at the fire/emergency.
54 Directs driver to charge standpipe.

65 Directs firefighters to turn off electricity and gas.
66 Initiates hazardous materials protocol [e.g., notification of health department, etc.].
61 Observes personnel at fire scenes to ensure that they are wearing the proper equipment.
71 Directs others to close down vehicle and pedestrian traffic on streets to facilitate handling of problems at the scene.
72 Removes relatives of sick and injured persons to the periphery of a scene.
75 Questions civilians at emergency incidents to determine such things as the nature of the incident [e.g., type of fire, location of fire, occupancy of buildings], extent of injuries, etc.
53 Directs driver regarding hydrant and hose connections to make.
60 Instructs spectators and non-safety personnel what to do and where to be during an emergency.
80 Notifies the Bureau of Fire Investigation and the police when it is obvious that a fire has been deliberately set or is suspected to be arson, if a car fire.
68 Directs containment of hazard by ordering sand, dirt, or other such material to be placed on or near hazard.
78 Looks for signs of arson in order to inform Bureau of Fire Investigation.
74 Counsels and calms victims and family members at scene of emergency.
79 Notifies Bureau of Fire Investigation when unable to determine cause of fire, if a car fire.
76 Analyzes sequence of fire, unusual circumstances, char of wood, smoke patterns on walls or furniture, burned debris, and residue to determine cause of fire.
5. Search and Rescue
82 Evaluates conditions to determine if it is safe for firefighters to proceed with rescue [e.g., conditions of fire, tides, currents, whether equipment needed is available]; conduct a Risk Assessment to determine go/no-go.
93 Conducts primary and secondary search of fire building to ensure all victims are removed to safety.
87 Determines priorities in rescuing victims when multiple victims are involved.
84 Communicates with Incident Commander and other officers or units on scene in order to coordinate efforts to rescue victims and to request assistance if needed.
83 Evaluates nature of fire and degree of spread to determine if victims should be relocated to a sheltered area [e.g., smoke-proof tower], sheltered in place, or removed from the building.
92 Assists firefighters in carrying out rescue activities.

85 Gathers information from various sources at emergency scene [e.g., communications or witnesses] regarding location of victims and special circumstances.
86 Determines priorities of rescue activities, such as to apply first aid versus extrication.
91 Directs firefighters in how to rescue trapped victims, potential jumpers, animals, and others in distressed situations, what equipment to use, and where to use it.
90 Evaluates condition of victims using questions, observation, or hands-on assessment (secondary survey) to determine the type of help needed and how rescue attempt should be made.
94 Announces whether doing a first floor, second floor, etc. search and right hand or left hand search.
88 Questions the building engineer to obtain information concerning the operation of the elevator and to make decisions on how to rescue trapped people.
81 Questions those on scene to determine nature and extent of search and rescue operations.
89 Communicates with trapped victims to calm and reassure them during emergency and hazardous situations until they can be rescued.
95 Uses rope bag during search and rescue to ensure safe exit of the building.
6. First Aid
104 Dons protective equipment (e.g., gloves) to protect against infectious diseases.
105 Directs firefighters to wear protective equipment when administering first aid.
97 Observes first aid scene to determine what scene safety procedures need to be implemented to protect the crew (e.g., proper apparatus placement).
107 Administers first responder treatment such as neck braces, oxygen, and CPR, in order to help victim until paramedics arrive.
101 Calls for additional medical assistance, as necessary.
106 Oversees firefighters in administration of proper medical care.
98 Assesses the condition of a first aid victim in order to provide as much information as possible to paramedics.
99 Questions victims or others (e.g. bystanders) to gather information (e.g., level of consciousness, current medical history) to determine nature and extent of medical emergency and treatment needed.
96 Directs firefighters to carry first aid equipment, such as an O2 bag, to the site of a first aid victim for use in treatment.
100 Reports condition of victim to incident commander or communications center and/or ambulance crew of nature and urgency of situation.

109 Directs firefighters to assist paramedics and EMTs in care of victims [e.g., by driving ambulance or obtaining equipment required at the scene].
102 Coordinates activities with police and other responding units [e.g., ambulance] at first aid scene.
103 Updates ambulance crew regarding situation, status and special equipment needs.
108 Communicates with relatives friends by phone at the request of a first aid victim in order to give messages.
7. Salvage, Overhaul, and Returning to Service
129 Ensures the apparatus is ready for the next call.
111 Checks all openings in walls, ceiling, and floors for smoke and hot spots.
123 Monitors air quality and ensure that firefighters use proper PPE to protect against carcinogens.
128 Identifies when to put the crew out of service for a needle stick, etc. for decontamination.
110 Directs firefighters to pull down ceilings or to open walls to facilitate inspection to locate remaining fire, hot spots, or to release smoke and heat.
125 Ensures all equipment is collected, rig has a full tank of water, equipment has been strapped back on.
116 Visually inspects premises closely to determine if fire has been extinguished, and that it will not rekindle.
124 Decontaminates the PPE from carcinogens before returning to service.
117 Orders firefighters to preserve suspicious area and preserve evidence for use by Bureau of Fire Investigation.
112 Directs firefighters what equipment to use and how to proceed with overhaul, depending on type of building and extent of fire.
114 Observes condition of building while salvage functions are being conducted to ensure that building is safe for salvage operation.
127 Restocks all equipment and appliances that were used to provide patient care.
126 After a fire, makes the proper determination after your crew has showered and are ready to return to service in a timely fashion.
115 Directs firefighters to remove affected or charred furniture, appliances, material, etc., to outside to eliminate possibility of rekindle or to keep it safe.
122 Makes sure that the building's fire protection systems are working properly, including replacing sprinkler heads, before leaving the scene.

113 Directs company to put salvage covers on furniture or other valuable property, and/or to turn off sprinkler system, during course of fire in order to preserve property and evidence.
118 Directs firefighters to remove water with pumps, squeegees, mops, buckets, and similar equipment.
119 Determines if and when the building is safe for occupants to return.
120 Directs firefighters when and how to secure building [e.g., cover windows or holes in roof] prior to leaving the scene.
121 Informs chief regarding extent of fire damage.
8. Monitoring, Evaluating, and Counseling Personnel
136 Evaluates probationary firefighters to determine proficiency level and whether further development is needed.
142 Uses proper procedures for counseling firefighters (privacy, confidentiality, why steps are being taken).
135 Resolves problems between fire department personnel.
137 Provides guidance and coaching to firefighters to address performance difficulties and deficiencies.
140 Observes performance of probationary firefighters to evaluate eligibility for permanent position.
130 Monitors firefighter's actions, behavior, and attire to ensure that they are consistent with SFFD policies, practices, rules & regulations, and General Orders.
131 Carries out station policies regarding assignments and roles.
132 Interprets and explains new administrative directives, orders and policies to firefighters to ensure proper awareness of new standards.
133 Observes the performance of firefighters in order to evaluate their performance.
141 Holds conferences with firefighters to discuss their performance, at the request of higher ranking officers.
134 Determines whether the performance of firefighters warrants citation for merit or disciplinary action.
138 Completes annual performance appraisals of assigned firefighters.
139 Holds conferences with assigned firefighters as part of appraisal process.
9. Information Gathering, Report Writing, and Record Keeping (Administrative Duties)
157 Ensures that injured firefighter completes necessary accident/injury forms.
168 Indicates company status (including in-service, en route to scene, available in quarters [AIQ] and available on radio [AOR] via apparatus-based computer.

156 Completes reports of workplace injuries.
165 Revises company assignments using HRMS program in computer to reflect trades.
164 Enters correct position code for staff in HRMS (including personnel detailed in) to ensure that staff receives appropriate premium pay.
158 Completes written reports of disciplinary actions to document what occurred in the incident.
169 Completes timeroll on computer using HRMS program.
144 Reads General Orders, e-mail, and memos to learn about changes in practice, policy, procedure, or other information.
145 Reads letters describing complaints that need to be investigated.
155 Completes written reports of accidents involving equipment or personnel to document what occurred in the incident.
143 Reviews journal to familiarize self and understand status of personnel, equipment, and apparatus in station.
146 Maintains daily company watch and detail chart to identify personnel assignments.
148 Creates and maintains records for inventory [e.g., lost, damaged, or stolen equipment], fuel, and supplies used in order to determine when materials need to be ordered.
151 Keeps daily record of company operations in station journal to indicate emergency runs, training drills, inspections made, and other activities.
161 Completes standardized forms [e.g., personal injury reports, equipment reports, or fire prevention reports].
147 Verifies that Departmental forms are properly completed.
172 Documents training conducted by oneself in HRMS.
153 Writes in journal to document location of fire, time of incident, incident number, who responded, equipment used, and how extinguished.
171 Uses computer to complete various on-line documents (such as General Form, SAIR 2501 report, Report of Injury 3807, Exchange of Tour form, Exceed the Trade Rule form, Meritorious Award form, Member Conference form, Broken Hydrant report, monthly reports).
154 Interviews witnesses and gathers on-site information needed to complete accident reports.
159 Completes written reports of meritorious behavior to document what occurred in the incident.
167 Uses computer to complete on-line NFIRS.

152 Writes incident reports with required information such as what happened, where it occurred, what equipment was used, and who was involved.
166 Prints and posts relevant e-mails for staff to read.
160 Writes reports to indicate materials involved, source of ignition, degree of damage, etc., according to the codes provided by the State Fire Marshal Office and fire insurance companies.
163 Uses the on-line records management system to maintain accurate records of the status of personnel.
170 Forwards hard copy of computer timeroll to payroll.
150 Makes journal entries to record maintenance performed by an outside agency (e.g., Public Works).
10. Training
178 Conducts orientation drills for specialized situations [e.g., BART drill, new high-rise building] to familiarize self and crew with situation and to achieve coordinated practice.
174 Demonstrates equipment and procedures during drills in order to provide training for firefighters.
175 Participates as a member of a team in training drills.
176 Asks subordinates questions during training to ensure that they understand and comprehend what is being taught.
173 Selects appropriate drills from approved list to address training needs.
181 Takes advantage of available training to improve himself or herself to perform the job better.
179 Provides feedback to officers or firefighters on their performance during emergency or drill.
180 Reads important maintenance manuals and operating instructions to maintain proficiency and to instruct firefighters.
177 Trains firefighters in proper inspection procedures.
182 Develops training materials based on needs of the shift (PowerPoint presentations, videos, etc.).
11. Community Relations/Inspections
186 Reports obvious hazards [e.g., flammable rubbish or locked doors] to owners of buildings and to the Bureau of Fire Prevention.
185 Issues verbal or written warning to owner or manager if there is a violation of code or if other dangerous situation exists.
190 Oversees fire drills at public schools and other buildings and provides feedback to enhance fire safety (e.g., collects and records data such as exit plan, number of occupants).

192 Conducts routine fire hydrant inspections and input into HRMS system.
187 Informs members of the fire unit about visitors to the station house so that everyone is aware of the presence of others.
191 Conducts periodic inspections of assigned buildings for fire safety issues (e.g., fire hazards) and input into HRMS system.
183 Explains SFFD procedures and apparatus to other safety personnel as part of mutual aid and assistance.
189 Answers questions asked verbally by visitors to the firehouse concerning directions and help needed, as a public service.

3.1.1(b) Knowledge Statements

1. Knowledge of Principles and Responsibilities of Supervision and Management
K09 Knowledge of whom to inform and contact for emergency or routine events.
K01 Knowledge of responsibilities involved in training probationary firefighters.
K04 Knowledge of the SFFD Managing Employee Performance Manual and Procedures Guidebook (2008) and the information contained therein.
2. Knowledge of Codes, Regulations, Policies, Procedures and Laws
K39 Knowledge of firefighting SOGs for successive companies responding to an incident.
K21 Knowledge of search procedures used by SFFD.
K18 Knowledge of the Department's radio procedures.
K23 Knowledge of turnoff procedures for all utilities (electrical, gas, and water).
K16 Knowledge of the traffic laws pertaining to emergency response procedures.
K17 Knowledge of the Department's policies regarding vehicle operation in an emergency response.
K34 Knowledge of procedures in handling racial and sexual harassment issues.
K38 Knowledge of emergency medical treatment procedures to assist victims.
K27 Knowledge of first responder procedures and equipment.
K36 Knowledge of the Department's policies regarding uniforms and protective clothing.
K29 Knowledge of first alarm area (e.g., streets, construction activity, type of area-residential or business).
K40 Knowledge of SOGs for overhaul following extinguishment of a fire.

K13 Knowledge of rules and regulations regarding responsibilities of company officers.
K15 Knowledge of the SFFD Rules, Regulations, and Procedures Guide.
K24 Knowledge of operation of sprinkler systems and how to operate shutoff valves.
K37 Knowledge of the Department's staffing policy regarding the appropriate level of staffing in fire suppression units.
K43 Knowledge of the Department's rules and regulations regarding failure to report.
K14 Knowledge of the contents of Department General Orders.
K33 Knowledge of departmental policies and procedures for training and instruction during drills.
K41 Knowledge of the Department's rules and regulations regarding tardiness.
K28 Knowledge of procedures, practices, and policies for operation, inspection, maintenance, and repair of tools and equipment.
K42 Knowledge of the Department's rules and regulations regarding absenteeism.
K25 Knowledge of alarm systems and how to reset them.
K26 Knowledge of procedures for inspecting hydrants and emergency water supply.
K19 Knowledge of the policies, general orders, and relevant department procedures and manuals in pre-fire planning.
3. Knowledge of Firefighting and Suppression Equipment and Resources
K55 Knowledge of ladders (sizes and operation) in order to choose appropriate one in firefighting situations.
K56 Knowledge of ladder-raising procedures in order to determine where ladders should be placed.
K53 Knowledge of the capabilities of fire trucks and engines.
K50 Knowledge of hose leads and their use.
K45 Knowledge of firefighting equipment, its uses, capabilities, and limitations.
K60 Knowledge of what ventilation tools to use.
K46 Knowledge of tools and equipment, and their operation, maintenance, and repair procedures.
K48 Knowledge of nozzles, their use, and adjustments.
K51 Knowledge of building construction to enable use of firefighting facilities and equipment in building.
K61 Knowledge of the capabilities and availability of support units in order to determine which support units need to be called after sizing up fire.

K47 Knowledge of general principles of hydraulics, water supply, friction loss, back pressure, and hose equipment required to deliver fire stream.
K54 Knowledge of hydrant types (single, double, high/low pressures).
K52 Knowledge of fire extinguishers, their appropriate use, and their capabilities (e.g., how long they can be used and how far they will spray).
K57 Knowledge of the different types of water supply [high and low pressure systems].
K49 Knowledge of the SFFD Hose and Hose Appliance Manual and the information contained therein.
K58 Knowledge of the type of firefighting equipment that is available in each structure/building.
K59 Knowledge of building materials, in order to choose appropriate tools for overhaul procedures.
K68 Knowledge of special units which can provide assistance at emergency incidents [e.g., cliff rescue, Coast Guard].
K62 Knowledge of SFFD first aid resources available and those on the way (e.g., what assistance is provided by other units).
4. Knowledge of Fire Science
K69 Knowledge of the behavior, spread, and characteristics of fire.
K70 Knowledge of smoke and heat and how they travel (e.g., backdraft).
K71 Knowledge of hazardous materials, their implications for firefighting, and their effect on the crew and environmental safety.
K72 Knowledge of fire ignition sequence.
K73 Knowledge of common electrical hazards (e.g., frayed wires, multiple outlets, pennies in fuse boxes) that would suggest the cause of the fire.
5. Knowledge of References including SFFD Manuals
K100 Knowledge of the SFFD Pump Operations Manual (2008) and the information contained therein.
K102 Knowledge of the SFFD Truck and Ladder Manual (2008) and the information contained therein.
K103 Knowledge of the SFFD Ventilation Manual (2008) and the information contained therein.
K107 Knowledge of the SFFD Breathing Apparatus Manual (2008) and the information contained therein.
K92 Knowledge of the SFFD High-Rise Manual (2008) and the information contained therein.
K93 Knowledge of the SFFD Transit Manual (2008) regarding operational procedures for BART emergency incidents and MUNI emergency incidents.

K84 Knowledge of building construction (e.g., type of building, composition) to determine structural integrity and possible spread of fire.
K91 Knowledge of the SFFD Hose Appliance Manual (2008) and the information contained therein.
K108 Knowledge of the SFFD Communications Manual (2008) and the information contained therein.
K85 Knowledge of building construction (e.g., type of wall - I to IV) to determine how to ventilate and to assess cause of fire.
K111 Knowledge of the SFFD Forcible Entry Manual (2005) and the information contained therein.
K86 Knowledge of construction methods, to direct firefighters to overhaul relevant parts of building.
K115 Knowledge of the SFFD Vehicle Operations Manual (2008) and the information contained therein.
K79 Knowledge of all the standard drills.
K87 Knowledge of building construction, such as plumbing, electricity, and gas, in order to work safely within the building in firefighting situation.
K117 Knowledge of current departmental training bulletins and the information contained therein.
K97 Knowledge of the SFFD Drill Manual and the information contained therein.
K109 Knowledge of the SFFD Extinguisher Manual (2008) and the information contained therein.
K99 Knowledge of the SFFD Hazardous Materials Operating Guide (2008) and the information contained therein.
K101 Knowledge of the SFFD Salvage Practices Manual (2008) and the information contained therein.
K106 Knowledge of the SFFD Apparatus Inventory Manual (2009) and the information contained therein.
K95 Knowledge of the Incident Command System (ICS) Manual (2008) in order to perform duties at an emergency incident.
K113 Knowledge of the SFFD Standard Rope Practices Manual (2008) and the information contained therein.
K96 Knowledge of the SFFD Water Supply Manual (2008) and the information contained therein.
K83 Knowledge of the IFSTA Building Construction Manual (IFSTA)(Plus Study Guide)and the information contained therein.
K98 Knowledge of the First Responder's Pocket Guide to Hazmat Emergency Response and the information contained therein.

3.1.1(c) Ability Statements

1. Leadership
A3 Ability to take initiative in making decisions.
A2 Ability to direct others in accordance with plans.
A1 Ability to take command of a situation.
A8 Ability to develop and maintain the respect, trust, confidence and cooperation of subordinates and peers.
A9 Ability to fairly and consistently apply rules and policies.
A16 Ability to remain calm and to carry out orders when under pressure or in an emergency.
A11 Ability to be honest with others.
A19 Ability to maintain one's personal skill levels in order to participate in and contribute meaningfully to team activities in firefighting situations.
A12 Ability to follow through on promises.
A14 Ability to adapt to the changing of personnel within the Department (e.g., to a more culturally diverse, male/female environment).
A15 Ability to adapt or improvise methods at the scene of a fire or other emergency situation.
A22 Ability to place his or her individuality secondary to achieving team objectives.
A4 Ability to carry out activities in a manner that serves as a model for other personnel, presenting a positive command image to subordinates.
A13 Ability to control personal feelings and to demonstrate respect for others and their opinions.
A21 Ability to accept responsibility when his or her work needs improvement.
A26 Ability to mitigate conflict at the onset before it escalates into larger problems.
A17 Ability to modify opinion when presented with new and relevant facts.
A18 Ability to complete work assignments in a thorough manner, with integrity and enthusiasm.
A20 Ability to recognize when his or her work is deficient.
A23 Ability to accept criticism when critiqued in an appropriate manner.
A5 Ability to creatively address obstacles and problems.

A10 Ability to encourage open and honest communications with subordinates.
A24 Ability to control and direct a training session so that all are participating.
A25 Ability to utilize a variety of learning tools, including personal experience, in effectively managing employees.
A6 Ability to explain reasons for action so that all will cooperate.
2. Oral Communication
A36 Ability to understand oral instructions or oral information from superiors, peers or subordinates at the scene of emergency incidents.
A27 Ability to speak clearly at all times, but particularly when under pressure.
A37 Ability to communicate verbally information about fire or other emergency to team members.
A43 Ability to verbally express clearly to firefighters the expected standards of performance.
A28 Ability to interact effectively with people from wide variety of backgrounds.
A34 Ability to understand verbal communications from others.
A39 Ability to transmit messages clearly, concisely, and according to proper procedure, using equipment such as radio or telephone.
A42 Ability to explain technical information in a way that is understood by those who need to know.
A35 Ability to discuss emotionally charged issues with discretion and sensitivity.
A33 Ability to listen, even when people are angry and venting.
A38 Ability to verbally explain information and procedures in manuals and books to crew.
A44 Ability to coordinate emergency response activities with personnel from other departments (e.g., police, ambulance, highway patrol, or Red Cross).
A30 Ability to relay information that can be understood by people who are upset, distressed, and anxious.
A31 Ability to interact with public to explain hazards, so that they know why correction is needed and how they will benefit.
A29 Ability to question victims and others in tactful way to get medical history, problem being experienced, and other information needed to help.
A32 Ability to communicate with, comfort and calm victims and their friends or relatives.
3. Critical Thinking
A61 Ability to assess the safety characteristics of the roof structure.

A56 Ability to assess the risk involved in rescue operations, and to perform accordingly.
A51 Ability to assess situation at emergency scene in order to instruct company where to position apparatus.
A62 Ability to recognize condition of the building on fire by feel or touch (e.g., that roof is "spongy").
A47 Ability to visualize spread of fire, based upon understanding of construction of building and the characteristics of its contents, in order to determine approach to firefighting activity.
A52 Ability to estimate or gauge distances/heights so as to order appropriate ladder for fire escapes or to place aerial ladder.
A73 Ability to determine which equipment should be used in firefighting activities.
A48 Ability to recognize the potential for the emergency to spread and the need for additional resources or assistance.
A50 Ability to assess smoke characteristics such as color of smoke during daylight, volume of smoke production, pressure of smoke, and amount of flame production, in order to know stage of fire, firefighting strategy, and when/how to ventilate.
A53 Ability to evaluate the information obtained from fire fighters at emergency incidents in order to determine what needs to be done.
A49 Ability to evaluate spread of fire and extent of damage on scene and decide whether to extinguish the fire or protect an exposure.
A60 Ability to assess severity of injuries, and to decide whom to treat first, in multiple-injury accidents.
A96 Ability to prioritize tactical response to critical incident events.
A46 Ability to relate characteristics of fire to type of occupancy and location of facility.
A83 Ability to detect deficiencies and problems in apparatus and equipment under inspection.
A58 Ability to recognize a hazardous materials incident and respond appropriately.
A87 Ability to read and interpret written messages and dispatches.
A54 Ability to retain and describe circumstances, conditions, and events that are noticed at the outset of an emergency.
A59 Ability to evaluate extent of injuries in determining rescue operations (e.g., whether to apply first aid or remove victim from problem area).
A92 Ability to recognize training needs from observation, on-the-job performance, and performance in drills.
A57 Ability to recognize dangerous situations involving crowds.

A66 Ability to draw logical conclusions from a body of facts (e.g., in initial size-up of fire or emergency situation).
A45 Ability to assess multiple events and circumstances and to coordinate a response.
A63 Ability to recognize and understand fire-ground hand signals.
A86 Ability to evaluate the seriousness of a hazardous situation and when it should be corrected, or if Bureau of Fire Prevention should be notified.
A88 Ability to extract and comprehend information from manuals and to apply to maintenance, training, and firefighting activities.
A64 Ability to recognize and preserve a potential piece of evidence for determining the cause of fire.
A72 Ability to remember locations of buildings, streets, fire hydrants, etc., based on frequent observations of the area.
A93 Ability to share work information that may be of value to peers.
A81 Ability to recall and record events accurately that occurred at scene for making journal entries during the shift.
A76 Ability to determine which areas of building need to be checked for fire damage.
A94 Ability to sense cues that indicate that personnel problems may arise.
A89 Ability to read and interpret written material available in manuals and in material found at fire scenes.
A90 Ability to read at a level sufficient to become a technical expert in areas critical to the unit.
A91 Ability to read and interpret maps in order to locate address, cisterns, etc.
A95 Ability to incorporate new material (e.g., regarding a new piece of equipment).
A77 Ability to recognize signs of suspicious origin of fire.
A74 Ability to recognize which objects in salvage should be saved.
A78 Ability to relate first observations (e.g., conditions at outset of fire) to later needs (e.g., determining the cause of fire).
4. Tactical Operations Skill (Planning and Execution/Application)
A110 Ability to decide quickly how to rescue victims, crew, or self.
A98 Ability to coordinate and communicate fire attack through clear and concise orders.
A105 Ability to choose ventilation position based on heat, fire, and smoke.
A113 Ability to quickly decide course of action when under pressure or in response to fire or other emergency.

A106 Ability to recognize information that will be useful to the firefighting situation.
A111 Ability to select hose and nozzle type appropriate to the situation.
A112 Ability to select rescue tools and procedures appropriate to the situation.
A115 Ability to apply appropriate emergency medical treatment.
A100 Ability to anticipate outcomes and to redirect attack or approach to emergency.
A102 Ability to integrate information gathered from visual, aural, and other senses and to act accordingly.
A104 Ability to revise existing plans and shifting priorities to meet changing conditions.
A97 Ability to sense heat, sounds, winds, etc., and to evaluate situation before taking action at fire scene.
A103 Ability to adapt to changing conditions in weather, fire, extent of damage, and exposure.
A116 Ability to apply general principles of hydraulics to maintenance, training, and firefighting activities.
A99 Ability to allocate resources according to the needs of the situation.
A107 Ability to apply general principles of mechanics to maintenance, training, and firefighting activities.
A117 Ability to apply general electrical principles to maintenance, training, and firefighting activities.
5. Management
A124 Ability to delegate tasks and responsibilities to crew members.
A121 Ability to assess capabilities of crew from observation of training.
A118 Ability to coordinate activities with other firefighters.
A120 Ability to determine whether firefighters understand officer's directions by observing firefighters' behaviors.
A123 Ability to recognize individual differences in personnel in order to get maximum effort and productivity from personnel.
A119 Ability to recognize limitations of authority and act accordingly.
A122 Ability to evaluate and critique training exercises.
6. Supervision
A128 Ability to demonstrate procedures in training and in fire practices, and to explain procedures clearly.

A130 Ability to assess whether member of crew is having difficulties that require help or referral.

A135 Ability to determine when behavioral issues should be referred up the chain of command.

A136 Ability to recognize when personal problems may be interfering with job performance.

A129 Ability to assess capabilities of crew to assign them, giving them appropriately challenging assignments.

A131 Ability to recognize infractions by crew members that are violations of rules and procedures.

A132 Ability to provide constructive feedback so the individual is willing to improve.

A134 Ability to determine when counseling is needed.

A138 Ability to develop plans to address training needs.

A133 Ability to encourage subordinates to come up with solutions to problems.

8. Interpersonal Abilities

A150 Ability to work as part of a team and to carry one's load.

A148 Ability to get along with others in a community-living environment.

A149 Ability to demonstrate tolerance for persons from different cultures or backgrounds.

A155 Ability to listen to and show empathy toward patients/victims.

A151 Ability to be supportive of peers and subordinates who are under pressure, during training and at the scene of emergencies.

A152 Ability to judge superiors, peers and subordinates based on performance, not on perceptions, rumor or pre-judgment.

A154 Ability to accept information from peers or subordinates who have specialized expertise.

A153 Ability to resolve differences with peers without creating conflicts.

A156 Ability to provide appropriate and factual information regarding victims' situation or needs.

A147 Ability to recognize the legitimacy of the viewpoints of others.

9. Decision-Making

A160 Ability to make decisions based on all relevant information and then commit to those decisions with confidence.

A161 Ability to use information gathered on scene, experience, and knowledge to select or change tactics as the scene evolves.

A157 Ability to apply general rules to specific problems to produce answers that make sense.

A159 Ability to process contextual information and known objectives while weighing various options and their respective outcomes to make the best decision.
A158 Ability to combine pieces of information to form general rules or conclusions.
10. Physical Fitness and Manual Dexterity
A166 Ability to perform firefighting activities while wearing air pak and equipment (e.g., hose bundle).
A165 Ability to work at heights with limited amount of safety equipment (e.g., on roofs, side of building).
A175 Ability to perform CPR.
A168 Ability to use muscular force to lift, push, pull, drag, carry, or lower objects, materials, and equipment.
A171 Ability to withstand overall body fatigue while physically working for periods of time in uncomfortable environmental conditions (e.g., while holding and aiming charged hose, or during overhaul operations, or during cliff rescues).
A173 Ability to maintain the body in a stable position and resist forces that would result in loss of balance (e.g., holding a charged hose).
A169 Ability to apply muscular force quickly to objects and equipment in order to start or shut off action (e.g., starting a chain saw or removing a ladder from ladder rack).
A174 Ability to perform coordinated, steady, and accurate actions precisely that involve arms, wrists, hands, fingers, legs and/or body (e.g., using ax or ceiling hook).
A162 Ability to operate hand-held portable tools effectively in firefighting activities.
A170 Ability to apply muscular force over time or over a number of repetitions (e.g., forcing entry or using ceiling hook during overhaul).
A172 Ability to bend or stretch the body limbs and work in awkward or contorted positions while performing firefighter functions (e.g., working off ladders or during ventilation activities).
A164 Ability to work off ladder up to heights of 100 feet while using equipment (e.g., saws, axes, or ceiling hooks).
A167 Ability to tie knots and to determine when to use them.
A163 Ability to improvise tools to respond in unusual situations, in ways equipment was not designed to be used (e.g., use a pry bar in an unconventional manner).

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 promotional process. As discussed, job analysis information is used to support the development of assessments used in the selection process. The development of the actual

assessments will approximate the behaviors that Lieutenants in your department currently perform. 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. From your review, think through job tasks for which you may need further preparation. Similarly, review the knowledge, and ability areas to identify those for which you may wish to improve or refine.

3.2 Test Content Development and Review

For IOS, work behaviors typically guide the development of the assessment content. Thus, the sampling of a job's major or important work areas is the focus of the test's design. These work areas are often conceptualized from the task groups created in association with the job analysis questionnaire. Section 4 in this guide presents more information about the SJT assessment, and the typical work areas are presented as they relate to the assessment.

In the development of an SJT, IOS consultants work closely with subject matter experts (SMEs) at the rank of Battalion Chief or higher to identify scenarios and other work behaviors that can be simulated in the assessment. IOS and the SMEs work collaboratively to refine the scenarios, add information, remove information, and otherwise make the scenarios appropriate for use in the assessment. With complete and accurate scenario information for each test item, IOS and SMEs, again, work collaboratively to identify the response options for each item in the test and evaluate their effectiveness specific to your department.

4. YOUR PROMOTIONAL SITUATIONAL JUDGEMENT TEST

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

4.1 What is a Situational Judgment Test?

The SJT is akin to a scenario-based interview, in which candidates are presented with brief, job-related scenarios/vignettes in writing and respond to questions related to those scenarios. The primary difference between an SJT and a scenario-based interview is that rather than the candidate speaking aloud how he or she would respond to the scenario, the candidate chooses from a series of four response options – the SJT questions are in a multiple-choice format. The goal of the SJT is to evaluate skills, abilities and the application of job knowledge. In responding to the questions, candidates will be tested on their skills, abilities and the application of department’s policies, procedures, best practices, and operations. Thus, the SJT is not a purely “source-based” assessment with a single correct answer to each question, which is determined by a source material. Each response option is effective to some degree, with one most effective response, one least effective response, and two moderately effective responses. Candidates will receive maximum points on a given question if they choose the response option identified by SFFD SMEs to be the best response to the question posed to the candidate. Candidates may receive partial credit if a candidate chooses a response that was identified as “moderately effective”, though not the “most effective.”

4.2 Sample Item

Below is a sample item from an SJT. This item is intended to show candidates the basic format of the items and the way in which they will be scored. In the item below, a vignette is presented as the basis for the subsequent questions 1) and 2). For question 1), candidates are asked to identify which of the four options (a, b, c, or d) is the *most* effective response to the scenario. For question 2), candidates are asked to identify which of the four options (a, b, c, or d) is the *least* effective response to the scenario, in their opinion. The goal of the candidate is to select the most effective and least effective options appropriately, such that they receive a point for selecting each correct response.

SAMPLE SJT ITEM

Scenario for Question 1 and Question 2

Assume you are the Lieutenant on Engine 79 and have Firefighter (FF) Jones and FF Chang in your engine company. FF Jones comes to you and says that he does not trust fellow FF Chang for a number of reasons and thinks FF Chang needs to be moved to a different assignment. FF Jones believes FF Chang disrespects his coworkers, takes his job too seriously, and is trying to make everyone else look bad by attempting to work harder than everyone else. From your observations, FF Jones is an average employee and FF Chang is an above average employee, but has a history of interpersonal issues with other members in the department. Both FFs are effective job performers, but their performance has declined in recent months since they have been working together.

- 1) What do you believe is the **most effective** way to handle this situation? (mark a, b, c, or d) on your answer sheet)
- 2) What do you believe is the **least effective** way to handle this situation? (mark a, b, c, or d) on your answer sheet)
 - a. Refer both of them to your supervisor and recommend discipline for their immature behavior. Clearly, this type of immature behavior is not tolerated and is subject to discipline.
 - b. Tell FF Jones and FF Chang to work out their personal conflicts with each other on their own time. It is not your job to solve your employees' personal problems with each other.
 - c. Ensure FF Chang has limited interaction with other FFs until you can determine a good solution. Continue to monitor the situation until you have more information about what is going on between the two employees.
 - d. First, meet with the employees individually to gather more information and discuss the issues that are causing the strained working relationship. Then meet with both employees together to discuss the impact of their behavior on their performance and get them to set aside personal differences and work as a team.

Sample Question response options and point values on next page →

Response Options and Explanation of Scoring	Points for choosing as <u>most effective</u>	Points for choosing as <u>least effective</u>
Option a: this is the <u>least effective</u> response because based on the information in the scenario, neither of these employees has engaged in any behavior that would require discipline.	0	1
Option b: this is a somewhat ineffective response because as the supervisor of these two employees, it is your job to ensure your employees are working effectively together.	0	0
Option c: this is a somewhat effective behavior because it provides a short-term solution to the problem, however it is not the most effective because it does not fully resolve the issue.	0	0
Option d: this is the <u>most effective</u> behavior because it addresses the issue at the root and provides a solution that is likely to improve the relationship between these two employees in the future.	1	0

*Note: for some items, partial credit (e.g., 0.5 points) may be given for appropriately choosing a response that has been pre-determined to be acceptable but not the best.

4.3 Measures underlying the Assessment

The primary purpose of the SJT is to measure candidates' levels of proficiency on job-related skills and abilities (presented above in section 3.1 Job Analysis), such that promotions are made based on important information about candidates' readiness to perform the promotional position. Again, these knowledge, skills, abilities and behaviors were identified in the job analysis as important and required to perform the job of a Lieutenant. 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 that the primary purpose of an assessment process is to evaluate ONLY job knowledge. However, the measurement of job knowledge is typically done through a job knowledge examination. When a job knowledge examination is not used as the first "hurdle" in a selection process, the situational judgment test 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 SJT or promotional process as a whole. The SJT is designed to evaluate a broader range of job-related competencies other 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 promotional assessment components, as you will see below.

4.4 Reading List

The test developers suggest that candidates have a working knowledge (at a minimum) of all Department Policies, Department Rules and Regulations, Department Manuals, and local, state, and federal laws. Revisions, deletions, and additions to these documents that may have occurred after March 1, 2017 will not be considered in the assessment process. 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 firefighter.

5. ADMINISTRATION OF THE SITUATIONAL JUDGEMENT TEST

5.1 Location and Sign-in

The SJT is tentatively scheduled to be administered on Wednesday, November 8th. There will likely be one session; candidates will be notified by email of their test time approximately ten days before the test is administered. The SJT will be held at:

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

At sign-in, your identity will be verified against your picture identification.

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 October 24, 2017, by email to DHR-publicsafety@sfgov.org or by phone at (415)551-8947 or, if hearing impaired (415)557-4810 (TDD).

5.3 Dress Code

There is no dress code for the administration of the SJT.

5.4 Test Format

The test will be administered in a paper-and-pencil format. You will be provided two number two pencils, the test booklet, and an answer sheet. You will be permitted to write in your test booklet though you must record your responses on the official answer sheet. Your test booklet will not be scored.

5.5 Time Limit

The anticipated time limit for this assessment is two (2) hours. Depending on the size of the applicant pool and the test administration schedule, applicants may be sequestered after completing the test to maintain the integrity and security of the process.

5.6 Prohibited Items

Certain items are prohibited during the assessment and sequester period, including any and all electronic communication devices (this includes cellular phones, tablets, iPods, smart watches, recording devices, photographic devices, etc.), any large bags or portfolios (including backpacks and the like where paperwork or electronic devices could be concealed) and paperwork of any kind (e.g., 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 that are not departmental manuals (e.g., magazines, books) 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 and the confidentiality and security of the test materials. Please notify City staff if you have any of these items as they can be stored until you are 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 disqualification and other penalties up to and including 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 are not permitted to use any materials/devices during the SJT other than what is provided to you by IOS/DHR including any external documents or notes.

A regular wristwatch is okay to wear, but you may not use any watch that has an audible alarm or tone which could distract others. Apple Watches or other watches with photographic capabilities are **not allowed.**

5.7 Confidentiality

Please keep in mind that both the content and nature of the assessment components 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 promotional 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 test or assessment center 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, fire 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 and/or be subject to disciplinary action. Further, aiding another candidate will tend to reduce your chance for success.

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 content, scenarios and questions. This could entail the creation of an extensive list of situations/incidents (tactical incidents, management challenges, supervisory problems, leadership challenges, etc.) that a SFFD Lieutenant might face. The group could then review the individual brainstorming lists and combine this information into a master list.

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 submit their scenarios and questions to an administrative lead whose job would be to compile the scenarios into a study guide.

The group could 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. 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 study guides created by other individuals.

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 reviewing study guides and scenarios prepared by others provides one

with an opportunity to explore perspectives that one 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 into one’s own guide. Individuals who prepare this way can spend the last few weeks before the assessment 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 SFFD Lieutenant. Familiarize yourself with the roles and responsibilities of a SFFD 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 assessment.
- 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 SFFD. Researching topics that could be the basis for hypothetical problems or meetings will help you give/select 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 by working with study partners to create questions with multiple parts, a few response options, and then answering the questions.

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

- Your Physical Well-being. If you can, get a good night's rest before the assessment 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.
- 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, especially due to the limited parking in the neighborhood of the Test Center.
- 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 (e.g., 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.

6.4 General Test Taking Strategies

There are several strategies and tips to keep in mind when taking the SJT that will ensure your test score is accurate and reflects your level of knowledge about the job.

1. **Listen carefully.** The exam administrator will provide you with complete instructions for taking the exam. Be sure that you pay close attention to all test instructions. It is extremely important that you completely understand the directions before the exam begins.
2. **Ask questions.** If there are instructions that you do not understand or if something is not clear, please feel free to ask the exam administrator any questions that you may have before the exam begins.
3. **Note start and end times.** Just before the test administrator begins the test, make a note of the time the test will actually begin and the time that the test will end.
4. **Keep track of time.** It is important that you keep track of your time so that you are able to pace yourself throughout the exam. You do not want to run out of time and have unanswered questions. It is important that you allot a few minutes of time to guess on

unanswered questions at the end of the exam. The test administrator will make several announcements regarding remaining test time, but otherwise you are on your own.

5. **Remain calm.** It is important that you remain calm throughout this exam so that you are able to work most effectively. You can't allow yourself to become nervous or confused by a few difficult or challenging questions. There are going to be times when you are not going to know the answer and neither will other individuals taking the exam.
6. **Read each question carefully.** Be sure that you understand what the question requires of you.
7. **Answer easy questions first.** It is important that you answer the easy questions first on this exam. By doing so, you will afford yourself more time to spend on the difficult questions if necessary. Seek out questions you can answer. If there are particular kinds of questions with which you feel most comfortable, answer those questions first. For example, if you are particularly good at questions in a specific content area, then find those items first and complete them.
8. **Don't waste time on questions you can't answer.** If you believe that you are not able to answer a question, then skip it. It is better to skip a difficult question than to spend a lot of time on it and not be able to complete other exam questions.
9. **Mark your exam booklet.** Mark in your exam booklet those questions that you have skipped so that you are able to come back to them later in the exam. Marking questions that you have skipped in your test booklet will help to ensure that you have answered all of the questions by the time the examination period has ended. That said, you will be required to mark all final answers on your answer sheet.
10. **Use a process of elimination.** If a situation presents itself in which you are unable to answer a question, use a process of elimination to narrow your options. First, eliminate any answers that are clearly not the best response. Then determine how you feel about the remaining choices. If you believe that some answers are more correct than others, indicate that on your exam booklet. Later in the exam, you may have an opportunity to come back to these questions and answer them without having to read the entire question again.
11. **Guessing.** It is important that you try to get as many points as possible on the examination. Points are given for correct answers only. Because there is no penalty (i.e., points

deducted) for guessing on this exam, you should try to answer every question. By leaving yourself enough time at the end of the test to fill in unanswered questions using your "best guess," you will increase the possibility of getting a few of them correct.

12. **Extra time.** If you finish the exam before the time period is over, review your answers and make any changes that are necessary. Also, make sure that you have marked your answers on the answer sheet correctly.

Things to consider when marking the answer sheet:

- Make heavy black marks that fill the circles completely.
- Completely erase any answers you wish to change.
- Do not make any stray marks on the answer sheet.
- You must use the #2 pencil that is provided to you. A pencil is required to complete the answer sheet because a computer will be reading these marks.
- Place all of your answers on the answer sheet. Only answers on the answer sheet will be scored. You may use your exam booklet as scratch paper but be certain to record your answers on the answer sheet.
- Use your *exam booklet* for scratch paper.
- Be sure that the number of the question you are working on corresponds with the number that you fill in on the answer sheet. For example, if you are working on question 37, make sure that you fill in your answer on line 37 of the answer sheet. Periodically check yourself to make sure that your answers are in the correct spaces.



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