

***H032 Captain, Fire Prevention or Fire
Investigation***

2019 PREPARATION GUIDE



Contents of This Guide

This *Examination Preparation Guide* is intended to help you prepare for your upcoming H032 Captain, Fire Prevention or Fire Investigation promotional examination. It will cover the following:

1. Introduction	3
2. Overview of the 2019 Promotional Process	4
2.1 The Test Components	4
3. Test Development Process.....	5
3.1 Job Analysis.....	5
3.1.1 Results	5
3.1.1(a) Tasks	5
3.1.1(b) Abilities	10
3.1.1(c) Knowledge Areas	13
3.1.2 How does this help you?	16
3.2 Test Content Development and Review	16
4. Your Test Components.....	17
4.1 Overview of the PE	18
4.2 Overview of the IBE	18
4.3 Sample IBE Instructions	19
4.3(a) Sample IBE Items.....	20
4.4 Suggested Reference List.....	25
5. Administration of the H032 Captain, Fire Prevention or Fire Investigation Test	25
5.1 Location and Sign-in	25
5.2 Video Recording.....	26
5.3 Prohibited Items	26
5.4 Test Rules and Confidentiality	27
5.5 Dress Code.....	27
6. Ratings of your Responses	27

6.1 Assessors.....	27
6.2 What will the assessors see or hear?	28
7. Preparation Methods.....	29
7.1 Informal Study Group Method	29
7.2 Individual Study Method	30
7.3 General Strategies	30
7.4 General Test-Taking Strategies.....	31

1. INTRODUCTION

This guide is intended to help prepare you for your upcoming H032 Captain, Fire Prevention or Fire Investigation examination. A general description of the test is provided, along with sample test instructions and questions, so that you have a general idea as to what to expect on the day of the test.¹ The Department of Human Resources Public Safety Team (PST) has also included some suggestions, tips, and recommendations that have been known to help candidates prepare for the test. Of course, the PST cannot guarantee that following these suggestions and tips will automatically result in a high test score. Preparing for a test is ultimately each candidate's responsibility. In fact, many successful candidates go well beyond what is suggested in this guide to prepare.

Candidates are reminded that the exam 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/.

If you have any questions after reading this Preparation Guide, please send them to dhrr-publicsafety@sfgov.org. Your email must be received no later than 4:00 PM Pacific time on December 19, 2019. Please include "H032 candidate question" in the email's subject line. In order to be fair, the PST will share answers to individual questions with all candidates. PST responses to relevant questions will be emailed to candidates and posted on the DHR website no later than 4:00 PM on January 2, 2020. We will not answer questions that might compromise the security or integrity of the test.

It is each candidate's responsibility to provide a current, valid e-mail address to the PST to which to send all official notifications. If you changed your e-mail address or name after filing your application, you must 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 this promotional process.

¹ The PST reserves the right to make changes to this guide, if necessary. If modifications are required, the PST will notify you of the revision as soon as possible prior to the test.

2. OVERVIEW OF THE 2019 PROMOTIONAL PROCESS

The primary focus of this guide is to help you prepare for the two test components: the Performance Exercise (PE), and the In-Basket Exercise (IBE). In this guide, you will learn about the IBE and PE test format and instructions, and tips that could help you to do your best on the day of the assessment.

Read through the entire guide carefully. By learning the process through which your assessment is being developed and conducted, as described within this study guide, you can better understand how to use the remainder of your pre-assessment preparation time to be ready for this process.

2.1 The Test Components

As indicated above, the H032 Captain, Fire Prevention or Fire Investigation test process will include two test components: Performance Exercise (PE) and In-Basket Exercise (IBE). The test components are designed to measure basic knowledge, skills, and abilities (KSAs) necessary to perform tasks required of an H032 Captain, Fire Prevention or Fire Investigation. The component weights are based on the knowledge areas and abilities that each component will measure and the value assigned to those knowledge areas and abilities by the subject matter experts (SMEs) during job analysis. The weights of the components are:

Performance Exercise = 45%

In-Basket Exercise = 55%

All candidates will be scheduled to take the PE and IBE on the same day tentatively scheduled for administration on January 11, 2020.

3. TEST DEVELOPMENT PROCESS

3.1 Job Analysis

Job analysis is the process of studying a job to determine the specific tasks that employees in that position perform, as well as the competencies (i.e., KSAs) needed to perform those tasks. 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 H032 Captain, Fire Prevention or Fire Investigation promotional process, information gathered from the most current job analysis completed in 2019 was used to identify the tasks and KSAs that serve as the foundation of the testing process.

3.1.1 Results

The following sections present tasks (organized by major duty area), abilities, and knowledge areas that were determined by the job analysis to be important to the H032 Captain, Fire Prevention or Fire Investigation position.

3.1.1(a) Tasks

Administrative Management
Interviews candidates for positions within the Bureau in order to determine the candidates' qualifications.
Investigates and documents allegations against subordinate employees of his/her unit, as directed by a superior officer, by collecting and examining physical evidence and interviewing witnesses, complainants, and other inspectors.
Discusses performance and behavioral issues individually with subordinates in an attempt to resolve them in an informal manner.
Carries out specific steps in the employee disciplinary processes according to procedures set forth in the SFFD rules, regulations, and procedures (uniformed personnel) or the Civil Service Rules (civilian personnel).
Recommends disciplinary action for subordinates when necessary to correct work behavior.
Completes accident/injury forms to comply with City and state regulations governing employees who are injured on the job.
Completes Department personnel forms (e.g., payroll, reassignment, vacation) for employees within the unit.
Counsels subordinates regarding Department rules and regulations to ensure compliance.
Refers members to Employee Assistance Programs to assist them with personal problems.
Recommends changes to policies to ensure compliance with labor agreements.
Responds to employee requests that are inconsistent with labor contract to inform the employee why the request cannot be granted.

Prepares policies and procedures to be followed by unit personnel.
Ensures that the field unit is properly staffed.
Follows the overtime policy based upon Department policies and procedures.
Evaluates the strengths and weaknesses of subordinates.
Monitors annual vacation submittal, time roll entry, time-off requests, trade requests review and clothing requests.
Assigns additional resources as needed.
Sets periodic goals for their section and evaluates to see if tasks have been met and adjusts accordingly.
Provides support for staff regarding decisions that directly affect their section.
Sets staff direction and expectations of members under their command.
Serves as the Department's official representative at meetings with business and government representatives.
Preparing the annual budget
Identifies the equipment and supplies that will be needed by the unit.
Develops budget related to projected costs, equipment, and training needs for implementation of special projects (e.g., liens, yearly fire inspections project, and fee schedules citation program).
Identifies additions or changes to personnel recommended for the next fiscal year.
Collects documentation to justify the resources and personnel needed by the unit.
Evaluates services and cost of providing specific services.
Inputs information collected about the needs of the unit into a budget document.
Presents the budget document to the Fire Marshal for review.
Discusses justification of the budget with the Fire Marshal.
Adjusts the budget based upon the outcome of discussions with the Fire Marshal.
Ensuring proper training and development of unit personnel
Assesses the training needs of the unit staff.
Arranges for the staff to get the necessary training (i.e., contacts the appropriate training agency).
Identifies areas in which the staff needs specialized training.
Prepares training classes for Department personnel.
Conducts training on fire prevention/investigation for Department personnel (e.g., new officers, probationary firefighters, paramedics, officers, battalion chiefs, etc.).
Attempts to obtain training for investigators through the California Conference of Arson Investigators and the International Association of Arson Investigators.
Ensures that investigators participate in certification programs offered by the FBI and the Bureau of Alcohol, Tobacco, and Firearms (BATF).
Evaluates training programs offered by outside agencies regarding their value to the personnel in the unit.
Assigns personnel to training programs based upon their needs and budgetary constraints.
Trains Department members with regard to fire prevention/investigation policies and procedures.
Trains newly appointed fire inspectors in the procedures of the Prevention Bureau and in the interpretation of the various codes.

Asks subordinates questions during training to ensure that they understand.
Writes procedures manuals when new programs are being developed for use by staff or outside agencies working on a special project.
Demonstrates to subordinates how work tasks should be done.
Reviewing and/or preparing reports
Prepares general reports for the Fire Marshal.
Prepares letters and reports to be submitted to other departments and agencies.
Prioritizes fire investigation reports order of completion.
Reviews Notice of Violation forms from inspectors to ensure that they have been completed correctly.
Reviews and evaluates letters prepared for Fire Marshal review.
Uses the computer to draft letters to persons who have complained about a fire safety problem, detailing results and outcomes of investigations or actions to be taken for review by a superior officer.
Uses the computer to draft letters to Bureau of Building Inspection regarding code issues for review by a superior officer.
Uses the computer to draft letters for superior officer's signature in response to requests for code variance.
Completes EEO and counseling reports to document problem situations and actions taken.
Completes report on fees collected by the Department for the citation program.
Working with others (Human Relations)
Joins with subordinates to do his or her share of the work at a fire or emergency incident.
Participates as a member of a team at a fire or emergency incident.
Actively (enthusiastically) attempts to carry out his or her work assignments.
Attempts to carry out his or her work assignments completely.
Does all that is possible to complete a work assignment (not the minimum possible).
Helps subordinates overcome difficulties (or deficiencies) with regard to their work.
Shares his or her work experience with subordinates and peers.
Accepts information from subordinates or peers who have specialized expertise.
Offers appropriate support to civilians at emergency incidents who are in grief.
Removes persons to the periphery of a scene without upsetting them unnecessarily.
Takes a leadership role to accomplish work tasks.
Allows peers to take a leadership role to accomplish work tasks when it is appropriate.
Attempts to contribute to a pleasant atmosphere within the work unit.
Identifies issues to subordinates and peers that he or she finds offensive, without being offensive toward those subordinates and peers.
Takes the initiative to get tasks done at an emergency incident or during training.
Interacts with persons from different backgrounds, cultures, and lifestyles without letting it upset him or her.
Attempts to improve him or herself to perform the job better.
Attempts to judge superiors, subordinates, and peers based on their performance, not perceptions (e.g., rumor or prejudgments).

Communicates (gives information) effectively with superiors, subordinates, and peers from different cultures and backgrounds.
Communicates his or her understanding of information provided orally by superiors, subordinates, peers, and citizens.
Attempts to contribute to a pleasant atmosphere within the work unit.
Takes the initiative to get tasks done at an emergency incident or during training.
Managing/Supervising fire investigations at fire scenes and follow-up investigations to determine the origin and the cause of fire
Calls for additional investigators to report to incidents when warranted by the investigation.
Coordinates with investigators to determine whether persons at the scene of a fire/incident need to be interviewed immediately.
At fire scenes, categorizes persons by their interests relative to the fire.
Provides assistance to outside agencies regarding arson investigations.
Ensure that the necessary procedures regarding the follow-up investigation are initiated in a timely manner (e.g., contacting contractor, security guard, private investigators, neighboring building owners or managers etc.).
Contacts Bureau of Fire Prevention to conduct the necessary inspections.
Coordinates with investigators to interview of witnesses, fire suppression personnel, contractors, and/or other persons associated with the scene.
Conducts an on-site final meeting with the arson task force to establish the status of the investigation.
Attempts to utilize information gathered by private investigators at the scene to determine the origin and cause of fire.
Meets with investigators, owners and contractors to discuss the incident to determine the origin and cause.
Managing/Supervising inspections, plan checks, permitting, and follow-up inspections to enforce code compliance and address violations
Reviews permit applications and forwards them to Headquarters.
Responds to fire and other life-safety incidents to assist the Incident Commander and evaluate the functioning of fire protection systems.
Performs greater alarm inspections to determine if the building complies with relevant codes.
Evaluates the work of subordinates based on the appropriate codes to ensure that codes are interpreted correctly.
Reviews hazardous materials handling and storage plans of airlines.
Serves as liaison between the Department and the Port Authority of San Francisco.
Reviews and evaluates equivalency proposals for Department of Building Inspection Board of Examiners meetings.
Researches code requirements for pre-application meetings to provide information regarding relevant codes.
Reviews plans to determine if they comply with relevant codes.
Attends Airport Commission meeting as required to provide input on applicable codes and

regulations.
Attends pre-construction and equivalency meetings to discuss code requirements.
Conducts inspections of all State Fire Marshal regulated occupancies (AEIR) for compliance with the Uniform Fire Codes and San Francisco Amendments regarding construction adequacy and life safety features.
Conducts inspections of buildings and/or establishments by special request of Chief, inspector, building owners, building managers, construction contractors, licensing or permit boards, or other City departments to ensure compliance with life safety code requirements or to expedite inspection processes.
Assists inspectors in conducting inspections when they have questions concerning codes, permits, or other fire prevention activities.
Researches requirements of and applies Fire codes, San Francisco Building Code, NFPA guidelines, state codes, and/or housing codes in the process of conducting inspections or writing reports.
Conducts inspections or reviews proposals that modify approved plans to determine conformance with applicable fire and building codes.
Conducts visual inspection of the setup for shooting fireworks at a public event.
Keeps inspection appointments of absent subordinates.
Inspects airport buildings and facilities for compliance with applicable codes.
Inspects sites to be used by VIPs to ensure compliance with applicable codes.
Inspects the sites of special events to ensure compliance with site plan.
Monitors and/or supervises the placement of explosives stored on Port property.
Evaluates equivalency proposals to determine if they comply with relevant codes and regulations.
Maintains consistency in the interpretation of applicable codes.
Makes recommendations regarding equivalencies based upon applicable codes or regulations.
Reviews equivalency proposals and makes recommendations regarding whether they should be approved.
Determines who or what entities will participate in or become subject to a new or special project.
Evaluates monthly inspection reports to determine whether a fee schedule is appropriate.
Forwards fees collected and monthly report to Accounting Division.
Works with other agencies to develop code or policies consistent between both agencies.
Reviews model code to develop a local interpretation for an alternate design.
Legal and Court Proceedings
Answers questions from subordinates regarding how to handle subpoenas.
Contacts City Attorney's Office for clarifications and questions.
Confers with City Attorneys to obtain information about possible legal implications of implementing a special project.

Developing and participating in the Child and Juvenile Fire Setting Program (CJFSP)
Explains the needs and responsibilities of the Fire Department at CJFSP meetings.
Coordinates with S.F.P.D. to determine whether a child involved in arson should be arrested.
Meets with the parents of children who have set a fire to discuss a plan of action and follow-up.
Obtains feedback from social service agencies about a child.

3.1.1(b) Abilities

Prevent Fires
Ability to develop and manage fire prevention activities for special projects and events.
Ability to conduct and aid in conducting inspections.
Ability to apply code interpretation for situations that are not explicitly stated in the code.
Ability to determine what procedures should be used to correct a reoccurring or persisting problem or special cases when there has been a fire code violation.
Ability to compare a set of plans with the physical construction to determine whether they are in agreement.
Ability to determine if plans comply with applicable building code and fire safety code requirements.
Ability to understand the implications of technical information being presented by architects, contractors, building inspectors, or engineers.
Ability to research existing or reoccurring problems to determine why violations have occurred.
Ability to recognize possible fire safety violations that should be referred to the Bureau of Fire Prevention.
Analyzing Information
Ability to interpret complicated technical and/or legal text for the purpose of providing written and/or oral explanations and summaries to superiors and subordinates.
Ability to read and interpret written messages and dispatches, material in manuals and other written documents, and correspondence.
Ability to comprehend and learn from SFFD computer systems, manuals, and other publications.
Ability to understand SFFD Code Enforcement
Ability to extract information from manuals and to apply it to maintenance, training, and fire prevention and investigation activities.
Ability to understand implications of technical information being presented by non-firefighting personnel such as engineers or building inspectors.
Ability to collect and combine information from various sources for the purpose of providing summaries or interpretations, drawing conclusions, or recommending actions, policies, or procedures.
Ability to draw logical conclusions and make recommendations based on a body of information.
Ability to determine whether reports have been completed correctly.
Ability to make decisions when under pressure or in an emergency.
Ability to visualize the spread of fire based upon understanding the building's construction and the characteristics of its contents in order to help determine origin and cause.

Oral Communication
Ability to communicate verbally with people from a wide variety of backgrounds.
Ability to give clear oral explanations of policies and/or procedures before groups.
Ability to communicate effectively with superiors, subordinates, and peers from different cultures and backgrounds.
Ability to effectively communicate his or her understanding of information provided orally by superiors, subordinates, peers and citizens.
Ability to verbally explain or present arguments in support of actions, conclusions, or recommendations for the purpose of gaining agreement, acceptance, or cooperation.
Ability to understand verbal communications from others.
Ability to understand information presented orally by excited or upset witnesses, victims, suspects, and others.
Ability to speak clearly at all times, but particularly when under pressure.
Ability to transmit messages clearly, concisely, and according to proper procedure using equipment such as radio or telephone.
Ability to select, organize, and present pertinent information in a logical order.
Ability to explain technical information in a way that is understood by those who need to know.
Ability to verbally explain information and procedures in manuals and books to subordinates or to others who need to know.
Ability to explain issues to staff for the City Attorney, District Attorney and/or Public Defender.
Ability to address a citizen regarding code compliance.
Written Communication
Ability to follow instructions to complete forms, supply orders, and reports in a timely, concise, and accurate manner.
Ability to write accurate descriptive narratives.
Ability to write a report or letter that presents information in a logical and clear manner that provides reasons for recommendations.
Ability to maintain a daily Journal in a legible, concise, and chronological manner.
Ability to write policies to address both present and anticipated issues affecting the Bureau.
Ability to recall and record events accurately for making journal entries, preparing investigative reports, documenting personnel actions, and completing other Department reports and forms.
Ability to write technical reports, policies, procedures, and opinions with proper grammar, spelling, and structure.
Ability to manipulate computer and typewriter keyboards in producing reports.
Ability to maintain accurate records and efficiently review documents.
Management and Supervision
Ability to judge subordinates on the basis of their performance.
Ability to support subordinates and peers during training.
Ability to keep others informed of developments that affect them.
Ability to assess subordinate capabilities for an appropriate work assignment.

Ability to distinguish differences in performance levels of employees.
Ability to recognize declines in performance and assess if a subordinate is having difficulties that require help or referral.
Ability to question individuals who are having difficulties to determine why problems are occurring.
Ability to recognize when personal problems may be interfering with job performance.
Ability to provide constructive feedback to subordinate so that subordinate is willing to improve.
Ability to determine when informal counseling is needed or when formal discipline is necessary.
Ability to provide a subordinate with precise and objective information, orally or in writing, about the subordinate's work performance or behavior so that the subordinate clearly understands what he or she must do to improve.
Ability to recognize individual differences in personnel in order to get maximum effort and productivity from personnel.
Ability to resolve disputes among subordinates or between self and subordinate.
Ability to avoid situations that may compromise the ethical standards of subordinates.
Ability to assess capabilities and recognize training needs from observation of on-the-job performance and performance in training and drills.
Ability to recognize infractions by subordinates that are violations of rules and procedures.
Ability to carry out activities in a manner that serves as a model for other personnel.
Ability to maintain one's personal skill levels in order to participate and contribute meaningfully to team activities in fire investigation situations.
Ability to provide constructive criticism and directions to subordinates in relation to improving their report- writing skills.
Ability to control and direct a training session.
Ability to demonstrate procedures in training for fire investigation or prevention.
Ability to evaluate and critique subordinate performance in a training exercise.
Ability to demonstrate maintenance procedures according to standard operating procedures.
Ability to overcome obstacles that may occur while completing an assignment.
Ability to manage staff meetings, community meetings, and meetings with outside agencies.
Ability to direct and monitor subordinates.
Ability to counsel and evaluate subordinates.
Ability to and handle management and labor issues.
Ability to ensure proper training and development for unit personnel.
Ability to develop and present fire education programs.
Ability to monitor subordinates in performing fire prevention activities.
Ability to manage change and motivate subordinates.
Resource Management
Ability to recognize differences in personnel, resources, and equipment, and to assign and allocate them according to the requirements of the situation.
Ability to determine which equipment should be used in fire investigation activities.

Ability to plan several schedules for events (e.g., drills and evaluations) so that events do not conflict with each other and are accomplished within time constraints.
Ability to adjust schedules and coordinate them with the activities of other units.
Ability to maintain adequate daily staffing.
Policy Making
Ability to develop operational plans or a set of procedures for addressing common work situations (e.g., requests for SFPD documents) or special conditions (e.g., deploying bureau personnel and resources during a natural disaster).
Ability to develop office policy that fosters and encourages a team concept.
Ability to consistently apply policies in a fair manner.
Ability to see the need to adapt a policy to fit the plant or changes in personnel, equipment, or apparatus.
Ability to suggest changes, develop and enforce code.
Ability to address issues and correct them by developing and implementing new policies and procedures.
Ability to gather information, develop plans and recommendations, and present arguments for particular options.
Ability to collect and combine information from various sources for the purpose of providing summaries, interpretations, drawing conclusions, or recommending actions, policies, or procedures.
Interpersonal
Ability to control personal feelings and to demonstrate respect to others involved in Fire Department activities.
Ability to work as part of a team.
Ability to get along with others in shared work areas.
Ability to sense cues that indicate that potential personnel problems may arise.
Ability to work effectively with others from diverse backgrounds.
Ability to foster and maintain effective public and community relations.
Ability to act as a liaison between the Bureau and outside agencies.

3.1.1(c) Knowledge Areas

Knowledge of Codes, Regulations, and Laws
Knowledge of traffic laws pertaining to emergency response.
Knowledge of professional publications such as the NFPA Arson Manual that contain information regarding current principles and practices of fire investigation.
Knowledge of the San Francisco Building Code.
Knowledge of the California Code Regulations; Title 19.
Knowledge of the material contained in the San Francisco Fire Code.
Knowledge of the California Building Code regarding the types of construction of buildings and the occupancies associated with various types of buildings.

Knowledge of California Fire and Building Codes regarding the functions of life safety systems (e.g., wet and dry standpipes and sprinkler systems).
Knowledge of the California Fire and Building Codes in relation to fire-alarm systems (e.g., how alarm system dysfunction can delay SFFD response).
Knowledge of the Fire Code and Building Code regarding types of building exits.
Knowledge of fire codes regarding fire suppression systems.
Knowledge of fire codes regarding fire protection systems.
Knowledge of the material contained in the San Francisco Fire Code and amendments.
Knowledge of National Fire Protection Association (NFPA) Standards 13, 13R, and 13D Sprinkler Installation.
Knowledge of NFPA Standard 14 Standpipe Hose Systems.
Knowledge of NFPA Standard 72 National Fire Alarm Code.
Knowledge of NFPA Standard 25, Water-Based Fire Protection Systems.
Knowledge of NFPA Standard 231 C, Rack Storage of Material.
Knowledge of NFPA Standard 201, Clean Agent System.
Knowledge of NFPA Standard 17, Dry Chemical Extinguishing System.
Knowledge of NFPA Standard 17A, Wet Chemical Extinguishing System.
Knowledge of NFPA Standard 20, Flammable Liquids Code.
Knowledge of Health and Safety Code.
Knowledge of Day Care Center State Qualifications.
Knowledge of Department General Orders, Manuals, Guides, and References
Knowledge of the SFFD Org chart and chain of command.
Knowledge of SFFD Administrative Bulletins.
Knowledge of Division of Fire Prevention and Investigation staff and their functions.
Knowledge of the SFFD hierarchy in relation to how information must travel through the chain of command and whom to contact in routine or emergency situations.
Knowledge of SFFD policies in relation to answering questions from the public.
Knowledge of SFFD organization in order to provide information to those outside of the Department.
Knowledge of other City agencies to which to refer questions from the public.
Knowledge of SFFD policies, general orders, manuals, and documents that contain information pertinent to fire prevention, inspections, permitting, and code enforcement.
Knowledge of emergency response procedures.
Knowledge of Department policies regarding vehicle operation in emergency response.
Knowledge of the SFFD R-1/R-2 Inspection Operating Guide.
Knowledge of the SFFD radio procedures.
Knowledge of SFFD first-aid resources that will respond to a fire scene.
Knowledge of fire investigation procedures used by SFFD.
Knowledge of the sections of the Reference Booklet of Sample Reports on SharePoint.
Knowledge of how and when NFIRS and SFFD Fire Investigation Report Forms 1 and 2 must be completed.

Knowledge of SFFD Juvenile Fire-setting prevention procedures.
Knowledge of the SFFD Hazardous Materials Operating Guide.
Knowledge of the SFFD Ventilation Manual regarding behavior, spread and characteristics of fire, and how ventilation procedures affect the spread of fire.
Knowledge of the SFFD Manual of Building Construction (e.g., type of wall) to determine how the building's construction may influence the fire.
Knowledge of the SFFD Hose Appliance Manual regarding types of sprinkler systems and how they affect the spread of fire.
Knowledge of SFFD weapons procedures and policies.
Knowledge of Management Resources, Policies, and Procedures
Knowledge of Department policies and procedures for training and instruction during drills.
Knowledge of the Injury and Illness Prevention Program Manual as it relates to employees in the Bureau of Fire Prevention and Investigation.
Knowledge of where to refer personnel for personal or work-related problems.
Knowledge of SFFD rules, regulations, and procedures regarding personnel issues such as tardiness, absenteeism failure to report, personal appearance, uniforms, protective clothing, overtime, holidays, disability leave, and accrual and use of vacation, comp time, and sick leave.
Knowledge of Civil Service Commission Rules regarding personnel issues such as tardiness, absenteeism, failure to report, overtime, holidays, disability leave, and accrual and use of vacation, comp time, and sick leave.
Knowledge of different Memorandum of Understanding (MOUs) for civilian and uniformed employees.
Knowledge of SFFD rules, regulations, procedures, and training (e.g. implicit bias and harassment) related to preventing and reporting incidents of gender/race harassment.
Knowledge of SFFD staffing policy regarding the appropriate level of staffing in Prevention and Investigative units.
Knowledge of computer software programs such as Outlook, Microsoft Word, and Oracle Fire Prevention Systems (FPS).
Knowledge of Plan Check and Inspection
Knowledge of activities for which Fire Department permits (e.g., burning permits) are required.
Knowledge of Residential Inspection Safety Program and home safety procedures.
Knowledge of common, prevalent violations that are likely to exist in building to facilitate inspections.
Knowledge of operation of sprinkler systems and how to operate shut-off valves.
Knowledge of sprinkler supply and operation.
Knowledge of common electrical hazards.
Knowledge of general principles of hydraulics, water supply system friction loss, back pressure, and hose equipment to deliver fire stream.
Knowledge of Oracle Fire Prevention System (FPS) to retrieve information on full building history, inspection activities, violations, citations, and whether or not they have been abated.
Knowledge of the Plan Check computer tracking system to obtain information about submitted plans.

Knowledge of Investigation Techniques
Knowledge of various methods of tampering with or bypassing meters and distribution panels (gas and electric) in relation to determining the origin and cause of fires.
Knowledge of electrical and other fire hazards such as frayed wires, overloaded circuits, pennies in the fuse box, and piled debris that would suggest the cause of fire.
Knowledge of the procedures for receiving subpoenas, collecting fees for subpoenas, and serving subpoenas within the SFFD.
Knowledge of how perform coordinated, steady, and precise actions involving wrists, hands, and/or fingers to collect small or fragile pieces of evidence.

3.1.2 How does this help you?

As mentioned above, job analysis information is used to support the development of test components used in the selection process. The intent is to develop test components that approximate behaviors that an H032 Captain, Fire Prevention or Fire Investigation currently performs. To help better prepare for the upcoming test components, you may want to first review and familiarize yourself with the job tasks, knowledge areas, and abilities listed above.

For example, you may want to carefully read through the tasks associated with the various duty areas and then assess your personal level of comfort and understanding of the behaviors that would be required of you if you were to perform those job duties. Such a review may help you to identify those job tasks for which you may need further preparation. Similarly, review the knowledge areas and abilities to identify areas where you may wish to improve. [See Section 4.4 Suggested Reference List for possible source material associated with relevant knowledge areas.] Then, create a study checklist of the subjects or topics that you feel you should learn or “brush-up” on. Mapping out a schedule or plan as to when you can review each of these areas prior to the exam can be reassuring to you, as you will have given some thought to maximizing your time to study subjects for which you might most benefit in mastering. Some subjects may just require a quick review and other subjects may require that you devote more time to learn. Your study schedule should take these differences into account. As you approach the test date, check off the subjects that you had originally identified in your personal checklist of subjects to review. It is also recommended that you familiarize yourself with the test component descriptions below to help identify the parts of the job that we will be measuring in the exam.

3.2 Test Content Development and Review

Although the content of a test may not be known in advance, how tests are created should not be altogether mysterious. Test content is derived from the job’s major or important work areas. These work areas are often conceptualized from the task groups that are created in association with the job analysis questionnaire.

In the development of test components, the PST works closely with SMEs at the rank of H032 or higher to identify scenarios and other work behaviors that can be simulated in the assessment. The PST and SMEs collaborate to refine the scenarios by adding or removing information and otherwise make the scenarios appropriate for use in the assessment. With complete and accurate scenario information for each test item, the PST and SMEs, again collaborate to identify the response options (e.g., “positive courses of action” to be taken) for each test item.

4. YOUR TEST COMPONENTS

For each test component, you will assume the role of Captain, Fire Prevention or Fire Investigation “Chris Candidate”. The goal of the test exercises is to evaluate candidates’ abilities to apply their knowledge of Department policies, procedures, best practices, and operations. This, hopefully, will produce an eligible list that reflects candidates’ relative abilities and readiness to perform if appointed to an H032 position. Again, these attributes were identified in the job analysis (see section 3.1 Job Analysis above) as important and required to perform the job of an H032 Captain, Fire Prevention or Fire Investigation. In other words, they link directly back to the job analysis information.

The areas that MAY be measured by the exercises are linked to the following clusters as defined in the job analysis data above:

PE:

- Department General Orders, Manuals, Guides, and References
- Interpersonal
- Management Resources, Policies, and Procedures
- Oral Communication
- Written Communication
- Management and Supervision
- Analyzing Information

IBE:

- Department General Orders, Manuals, Guides, and References
- Management Resources, Policies, and Procedures
- Plan Check and Inspection
- Prevent Fires
- Codes, Regulations, and Laws
- Analyzing Information
- Resource Management
- Management and Supervision

Take time to familiarize yourself with the information presented below regarding the two test components.

4.1 Overview of the PE

The PE is a job simulation designed to measure specific job-related knowledge and abilities required when dealing with subordinates. The PE consists of a meeting with two subordinates. You will also be given a blank General Form and a Member Conference Form to document the meeting during the IBE if you deem it appropriate. For purposes of the exercise, you will assume the role of H032 Captain Chris Candidate.

For this exercise, both your verbal and non-verbal behaviors will be video recorded and assessed. Therefore, you are required to wear a Class B uniform consisting of a white shirt, tie, navy blue pants, and black shoes. Please note that absolutely no badges or insignia are allowed as part of your attire.

Time Limit: Candidates will be allotted ten (10) minutes to prepare for the meeting and ten (10) minutes to meet with two subordinates. When the timer sounds to end the meeting, you will begin your In-Basket exercise.

4.2 Overview of the IBE

You will again assume the role of an H032 Captain, "Chris Candidate." You will have a variety of items in your "in-basket" (e.g., letters, reports, memoranda, etc.). You will be given (4) four hours and (15) fifteen minutes to review and analyze the in-basket items, make notes [either hand-written or on the computer] regarding how you would handle or respond to the items, and document the meeting with the subordinate(s) if you deem it appropriate. You are not required to use all the time allotted. If you finish before time expires and are ready to record your response, alert a proctor. Note that a proctor will be checking in with you periodically. When the allotted time expires (or if you finish early), you will verbally respond to the in-basket items, and the proctor will print any written documentation that you have prepared.

You will be allotted thirty (30) minutes to record your verbal responses to all items except for any written documentation. If you finish your response before the 30 minutes expires, simply say "I have finished my response," and then open the door to your test room to alert the proctor that you are finished. Remain in the room until the proctor arrives and provides further instruction. Your verbal responses will be audio-recorded via a camera. However, the camera will not be focused on you for this part of the test. The raters who assess your performance on the IBE will only be hearing your verbal responses. Also, please note that the raters will not see any notes related to your verbal responses. Raters will review any written documentation that

you prepare. You will be required to turn in all documents, including your typed and/or written notes at the end of the exercise.

As you work on the IBE, remember the following:

- Handle all situations presented as if you were the Captain for the section responsible for acting on the situation; do not forward to another Captain in a different section.
- Be sure to carefully read and follow the instructions in the examination packet.
- Although each IBE scenario is independent of the others, there is consistency with the names of the fictitious Fire Department personnel.
- You may refer to any of the documents in the Documents Packet in formulating your answers.
- You may refer to, and write on, the reference materials at any time during the IBE.
- Remember to pace yourself, as you must complete the entire IBE, **including any written documentation**, within the allotted time.

4.3 Sample IBE Instructions

San Francisco Fire Department H032 Captain, Fire Prevention or Fire Investigation

You will be given an envelope when the In-Basket Exercise begins that includes test material and test instructions. The instructions in that envelope will be similar to the sample instructions presented below. It is recommended that you become familiar with these instructions so that you have a general idea as to what to expect during the test.

SAMPLE CANDIDATE INSTRUCTIONS IN-BASKET EXERCISE

For test purposes, assume that today is **Friday, January 10, 2020**.

Test Materials

It is recommended that you verify that you have all the materials specified in the “List of Contents” contained in your test envelope before you begin your review. If at any time you believe that you are missing test materials, or if you require additional notepaper and/or writing instruments, stand in the doorway of your test room to alert a proctor in the hallway.

Steps for completing the exercise:

- Review and analyze each item.

- Identify the relevant issue(s) and determine how you would handle the issue or situation. [Note that some issues may simply require a task to be processed, while others may require further analysis.]
- Formulate your responses on the “Response Notes” pages (written or typed) addressing the five (5) criteria below.
- Write on the computer any documentation of the meeting with the subordinates that you deem appropriate.

You will verbally state your responses to the following five criteria to the camera:

1. State the item that you are addressing by reading aloud the item number from the upper right-hand corner of the document [e.g., “Item 1”]
 2. Describe the issue that you have identified as needing to be addressed.
 3. Assign **only one level** of importance to the issue that you are addressing
 - a. Within the hour
 - b. Within four hours
 - c. By end of day
 - d. Within 5 working days
 4. State how you would handle or address the issue(s) presented in each item.
 - a. If the item calls for sending/directing an issue to a subordinate and/or superior, state to whom and why.
 5. When appropriate, cite reference(s) to support your action(s).
- If you finish your preparation before the time expires stand in the doorway of your test room to flag down a proctor in the hallway. The proctor will assist with recording your verbal response.
 - Once time expires, you are to stop working.
 - The proctor will enter the room and assist with recording your verbal response.

Reminders

You must review all items in your “in-basket” and make sure that all of the issues and problems presented are addressed in a timely manner. As you work, remember the following:

- You are to assume the role of H032 Captain Chris Candidate.
- You are in the office at 0700 hours on Friday, January 10, 2020.
- You are to handle all situations presented as if you were the Captain for the section responsible for acting on the situation rather than forwarding it to another section.

4.3(a) Sample IBE Items

The following are two samples of IBE items and responses.

Sample ITEM 1
Phone Call from Inspector Ryan

Name	Inspector Ryan
Received	0700 hrs.
Date	01/10/2020

Phone Call Transcription

Inspector Ryan: "I was rear-ended on the freeway in my car. It's definably totaled and the paramedics want me to go get checked out at the ER. I have an inspection scheduled for 0900. I tried calling the Lt., but no answer, might be at an early pre-app meeting with Everett.

**SAMPLE ITEM #1
RESPONSE NOTES**

"Item #1"

ISSUE Inspector can't make it to work, inspection scheduled, Lt. not available

Choose **only one level** of importance that you would assign to the issue that you are addressing:

<input checked="" type="checkbox"/>	Within the hour
<input type="checkbox"/>	Within four hours
<input type="checkbox"/>	By close of business
<input type="checkbox"/>	Within 5 working days

How would you handle this item and/or situation?

- Try to call Lt. to find out location and ETA
- Check journal for employee availability
- Call inspector closest to building location and check availability to see if the inspector can do the inspection
 - Follow up with other inspectors if unavailable
- If no inspectors are available, check my schedule to see if I can complete it
- If an inspector is not available and I can't do it, call the contractor to let them know that the inspector will call to reschedule

Cite reference(s) to support your action(s), if needed.

Sample #2
Email Message

From: AFM
Sent: Friday, January 10, 2020 7:30 AM
To: Captain Candidate
Subject: Renovation project - Goodwill

Hi Captain,

A developer is requesting to meet and talk about plans to renovate a warehouse for Goodwill. It's a new developer that has caught the attention of the mayor's office as the organization specializes in non-profits. Please work with your staff to schedule a pre-application meeting for the week of January 20, 2020.

RE: 750 Post St.

SAMPLE ITEM #2
RESPONSE NOTES

"Item #2"

ISSUE Office Building Project proposed by developer

Choose **only one level** of importance that you would assign to the issue that you are addressing:

<input type="checkbox"/>	Within the hour
<input type="checkbox"/>	Within four hours
<input checked="" type="checkbox"/>	By close of business
<input type="checkbox"/>	Within 5 working days

How would you handle this item and/or situation?

- Check schedules for the week of 01/20/2020
- Check scheduled pre-app meetings
- Call developer to schedule meeting
- Send a follow-up email with meeting time and date
 - Pre-application meeting form
- Informs developer of requirements for a pre-application meeting
 - Fees, documents, etc.
 - Send questions three days in advance for dept. review
- Follow up with AFM for actions taken

Cite reference(s) to support your action(s), if needed.

SFFC 113.6

Department website Pre-Application meeting service

AB-028 – Pre-application Plan review procedures

4.4 Suggested Reference List

Test material may be drawn from the materials listed below. It may also be based on the collective fire service experience of subject matter experts.

- California Code of Regulations: Title 19
- SFFD Training Bulletins
- SFFD Injury and Illness Prevention Program Manual
- San Francisco Building Code
- San Francisco Fire Code
- San Francisco Housing Code
- California Fire Code
- California Health and Safety Code
- California Mechanical Code
- California Building Code
- National Fire Protection Association (NFPA) Standards 13, 13R, 13D and 72
- SFFD/SFDBI Administrative Bulletins
- SFFD General Orders
- SFFD Reference Booklet of Sample Reports
- SFFD Rules and Regulations
- SFFD Managing Employee Performance Manual and Procedures Guidebook

5. ADMINISTRATION OF THE H032 CAPTAIN, FIRE PREVENTION OR FIRE INVESTIGATION TEST

5.1 Location and Sign-in

The PE and IBE are tentatively scheduled to be administered to all candidates on Saturday, January 11, 2020. Test appointment notices will be sent via email approximately ten (10) days before test administration. The test will be held at:

- City and County of San Francisco Test Center
- 1740 Cesar Chavez St.
- San Francisco, CA 94124

At sign-in, your identity will be verified against your picture identification [either Driver License or Department ID]. Your picture ID will be collected and returned following your participation in the test.

Applicants with disabilities requiring reasonable accommodation for this examination process must contact PST as soon as possible, but no later than 4:00 PM on January 03, 2020, by email

to dhrr-publicsafety@sfgov.org or by phone at (415) 551-8943 or, if hearing impaired (415) 557-4810 (TDD).

5.2 Video Recording

Your PE will be video-recorded and your IBE will be audio recorded only so that assessors can evaluate your performance at a later date. A proctor will be present in the test room during the PE to operate and address any technical issues that could occur involving the video equipment. In the event that there is a technical problem during your test administration, test staff will investigate and resolve the matter as soon as possible. In some cases, the only reasonable remedy might be to re-record a candidate's performance immediately following the discovery of the technical problem.

5.3 Prohibited Items

You are prohibited from video recording, audio recording or taking pictures as these methods capture test content and, thus, violate the integrity of the test. Certain items are prohibited during the assessment and any sequester period, including any and all electronic communication devices (this includes cellular phones, tablets, iPods, smartwatches, 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 (e.g., policy manuals, previously prepared notes, notepads, etc.).

Please notify PST 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 note with your name will be attached via rubber band to the device. These items will be placed in a "prohibited items" box that will likely be located at reception, and not in a secure area. For this reason, it is highly recommended **that you leave such items at home.**

The City and County of San Francisco will not be responsible for any lost or damaged devices. Anyone who is caught with a prohibited item during testing 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 may not use any materials/devices during the test other than what is provided to you by PST, including any external documents or notes.

A regular wristwatch is acceptable to wear, but you may not use any watch that has an audible alarm or tone that could distract others. As indicated above, watches with advanced capabilities are **not allowed.**

5.4 Test Rules and Confidentiality

You should, of course, maintain silence with other candidates during the test to avoid the appearance of improper behavior. You should have on your desk only the materials that you need to take the test (e.g., test materials, a writing tool, notepaper, etc.). If you have to leave the test room for any reason, obtain the proctor's permission. You may bring food, snacks, and/or drinks, but you are responsible for ensuring that nothing is spilled on your test materials or equipment [e.g., computer keyboard].

Since the content and nature of the assessment components are confidential, you will be required to sign a confidentiality agreement prior to the test in order to participate in the test. There will be no exceptions. 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 materials with you when you leave the test site. You must turn in all materials once you have completed your test. Failure to do so may result in disqualification.

You should not discuss the contents of the assessment with anyone after the test, including other candidates 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 individual, you may be disqualified from the current and future promotional opportunities.

5.5 Dress Code

You must be attired in Class B uniform consisting of a white shirt, tie, navy blue pants, and black shoes. Note that the cap is not required, and you must not wear any badge, nameplate, or insignia.

6. RATINGS OF YOUR RESPONSES

6.1 Assessors

Your test responses will be evaluated by a panel of assessors from outside agencies. PST will train the selected assessors prior to their participation in rating candidate responses. Assessor training covers the role of H032 Captain, Fire Prevention or Fire Investigation, the agency, and the specific nuances of the examination. The training also covers a great deal of information on the rating process and various facets of documentation, observation, avoidance of implicit bias, and rating. Finally, assessors are thoroughly trained on how to apply the scoring criteria to make accurate and effective ratings.

6.2 What will the assessors see or hear?

For the PE, the assessors will watch the recording of your meeting with the subordinates, and review any documentation of the meeting that you create. For the IBE, the assessors will hear your responses to the items in the exercise.

7. PREPARATION METHODS

In addition to reviewing job areas important to the H032 position and the reference material previously mentioned (as well as references or books relating to supervision, etc.), it also may be helpful for you to prepare by using one of the approaches discussed below.

7.1 Informal Study Group Method

Study groups are often helpful for this type of assessment because group members can brainstorm and create various types of “mock” or hypothetical test scenarios or incidents (involving various types of problems or challenges) that could be possible test material because they are highly relevant to the job in question. The study group could also create questions related to these situations/incidents and share their ideas as to how one should answer or respond to the situations/incidents. The benefit of group study is that it gives one an opportunity to explore perspectives that one might otherwise not consider when addressing a test question/situation. In other words, it often allows group members to compile the “best” available information since it is coming from multiple sources and discussed by individuals with different perspectives.

Sometimes such a study group might divide responsibilities among group members. For example, they might assign the creation of hypothetical test scenarios to particular group members who show an interest or skill in this type of activity. The person could also outline general questions related to the scenarios. The same person or other group members could be assigned to the task of researching and/or documenting appropriate answers or responses to the hypothetical test scenarios/situations. These study group members, in turn, 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 then might 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 (e.g., regarding how they would address a given scenario).

Taking notes during these discussions is highly recommended. Leave plenty of room when taking notes so that you can fill in details or make comments later. The sooner you review your notes after meeting with your study group, the better. If possible, you should review your notes several times a week, as well as days before the test. This repeated review will help to ingrain in your mind the points that you have made in your notes so that you can better recall them during the actual test.

7.2 Individual Study Method

Some candidates may be good test takers or believe they have greater mastery of testable subjects than other candidates. Consequently, they may not want to engage in study groups because they believe that sharing what they know would only help their “competition.” Other candidates may simply not have the time or flexible schedule to meet with others for study test preparation purposes. Regardless of the reason, there is of course nothing wrong in deciding to study alone. In fact, many of the recommendations included in the study group method also apply to individual preparation. For example, one could brainstorm scenarios, outline responses related to the scenarios, research the appropriate responses to these scenarios, and take notes, etc., in order to prepare for the test.

If you choose to prepare on your own but still want to network in some limited capacity (e.g., with others who might have prepared the same way as you did), that “hybrid” option also is a possibility. That is, you could share your notes or final study guide with others in advance of the assessment administration and review their material, in turn.

7.3 General Strategies

- Expectations of an SFFD H032 Captain, Fire Prevention or Fire Investigation. Familiarize yourself with the roles and responsibilities of an SFFD H032 Captain, Fire Prevention or Fire Investigation. Review the job analysis section presented earlier in this guide. This will help you learn as much as you can about the position and what would be expected of someone working in this position.
- Reference List. Review the suggested reference list as this may help you learn proper ways to respond to various situations that may be presented in the test.
- Practice. Practice by creating hypothetical test scenarios/questions, either alone or with a group, and preparing your responses and answers to those questions/situations.

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 such as:

- Your Physical Well-being. If you can, do your best to eat right and get a good night’s rest before the test. Avoid drugs, alcohol and sleeping medication the night before. In fact, physical exercise/activity can help take your mind off the test the day before and help to relieve some stress. Avoid conflicts or emotional upsets. In other words, you want to be in the best possible condition, both physically and mentally, on the day of the test. Unfortunately, candidates in public safety promotional processes across the country often must work the day before or even the day of a test. Therefore, plan accordingly and think about how you can best prepare yourself if you will be facing such circumstances.

- Arrive Early. Make all necessary arrangements to ensure that you arrive early at the test 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 common and natural. Acknowledging your anxious feelings may help you to relax and put yourself in a better mindset for taking the assessment. As much as possible, try to have a positive attitude on the day of the test. Engage in positive self-talk and relaxation breathing. Get rid of excess body tension by tensing and relaxing your muscles. If at all possible, try to keep your mind clear, calm and uncluttered.

7.4 General Test-Taking Strategies

There are several strategies and tips to keep in mind when taking the test to achieve a test score that accurately reflects your level of knowledge about the job.

1. **Review all written material carefully.** Scan all the material before you start. This may include the instructions, the test stimulus material, and test questions. Then read everything carefully. Underline key words and/or phrases. Be sure that you understand what you are being required to do.
2. **Listen carefully.** The exam administrator will provide direction to facilitate your test-taking. Be sure to pay close attention to all test instructions.
3. **Keep track of time.** Budget your time and pace yourself. You must track your time so that you are able to pace yourself throughout the exam. You do not want to run out of time and leave parts of the test unaddressed. You should allot a few minutes of time for one last review of your work at the end of the exam. There will be a count-down timer in your test room.
4. **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 items.
5. **Use your time.** If you finish the exam before the time period is over, review your work and make any changes that are necessary. Be sure that you have attempted to address every question and/or issue.