



**San Francisco Fire Department
H040 Battalion Chief**

2020-21 Examination Preparation Guide



INDUSTRIAL/ORGANIZATIONAL SOLUTIONS
PUBLIC SAFETY SELECTION EXPERTS

Contents of This Guide

This *Examination Preparation Guide* has been prepared to introduce you to the Battalion Chief promotional process for the San Francisco Fire Department (SFFD). 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	5
2. Overview of the Selection Process.....	6
2.1 The Promotional Examination (Assessment Center).....	6
2.2 Assessors.....	6
2.3 Exercise Weights.....	7
3. Assessment Center Development Process	8
3.1 Job Analysis.....	8
3.1.1 Results	8
3.1.1(a) Task Statements	8
3.1.1(b) Knowledge Statements	20
3.1.1(c) Ability Statements.....	23
3.1.2 How does this help you?	26
4. Your Promotional Assessment Center	28
4.1 What is an Assessment Center?	28
4.2 Measures underlying the Assessment.....	28
4.3 Dimensions Descriptions	29
4.4 Reading List.....	30
4.5 About the Assessment Center Exercises	30
4.5.1 Station Visit Meeting.....	30
4.5.2 Structured Oral Interview (SOI).....	31
4.5.3 Tactical Exercise	32
5. Administration of the Assessment Center	35
5.1 Location and Sign-in	35
5.2 Applicants with Disabilities.....	35

5.3 Dress Code	35
5.4 The Schedule.....	35
5.5 Video Recorded	35
5.6 Preparation Time	36
5.7 Movement while at the Assessment Center	37
5.8 Prohibited Items	38
5.9 Confidentiality	38
5.10 COVID-19 Precautions and Procedures	39
6. Preparation Information	41
6.1 Informal Study Group Method	41
6.2 Individual Study Method	41
6.3 General Strategies	42
6.4 Assessment Day Tips.....	43

1. INTRODUCTION

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

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

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

Further, after reading this Preparation Guide you may have additional questions regarding the selection process. In order to be fair, IOS cannot answer one candidate's question without sharing the information with everyone. If you have questions, they must be submitted in writing to IOS by 5:00 PM Pacific time on December 11, 2020. You may submit questions by sending an e-mail to exams@iosolutions.com. Please include "H040 candidate question" in the email's subject line.

Responses to relevant questions submitted by the deadline date and time above will be emailed to candidates and posted on the DHR website no later than 5:00 PM on December 18, 2020. 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 send all official notifications. If you change your email address or name after filing your application, be sure to visit www.jobaps.com/sf and select "Update My Contact Info" or notify the Public Safety Team in writing as soon as possible.

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

2. OVERVIEW OF THE SELECTION PROCESS

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

Be sure to read through this entire guide carefully. By learning from this study guide how the assessment process will be developed and conducted, you can better understand how to prepare for this promotional selection process.

2.1 The Promotional Examination (Assessment Center)

The SFFD Battalion Chief promotional examination (a.k.a., Assessment Center) will include three exercises. The Assessment Center will be used to determine which candidates possess more of the qualities necessary to assume higher levels of managerial and administrative responsibility. The Assessment Center is a method that is often used in the public sector to determine which candidates possess the requisite knowledge, skills and abilities (KSAs) necessary to perform effectively for the position of interest. The SFFD Battalion Chief Assessment Center is tentatively scheduled to be administered the week of January 4th, 2021. The exact date is still to be determined dependent on any restrictions related to the COVID-19 pandemic. Candidates will complete all three exercises on one day during this week, including:

- Station Visit Meeting
- Structured Oral Interview (SOI)
- Tactical Exercise

These exercises are described in greater detail later in this guide.

2.2 Assessors

Your performance in the Assessment Center will be evaluated by a panel of assessors. The assessors are from outside fire service agencies relatively comparable in size and demographics to the SFFD. All assessors for the upcoming SFFD assessment will hold the rank of Battalion Chief or higher.

IOS will conduct training with the selected assessors prior to their participation in rating candidate responses to the Assessment Center. Assessor training covers the role of Battalion Chief in the SFFD, relevant background about the SFFD, including operational policies, procedures and organizational structure, and specific nuances of the exercises. The training

also presents a great deal of information on the rating process and various facets of documentation, observation and rating. Finally, assessors are thoroughly trained on how to apply the exercise criteria to make accurate and effective ratings within the assessment process. The rating process is tentatively scheduled to occur a few weeks after the candidates participate in the exercises.

2.3 Exercise Weights

The H040 Battalion Chief selection process consists of three exercises. Candidates will receive a score on each exercise and those scores will be weighted to calculate an overall score. The table below presents the respective weight of each exercise in the Assessment Center. Candidates must participate in all three components and must attain a final overall score above the established pass point to earn a placement on the eligible list.

Exercise	Weight
A. Station Visit Meeting	27.5%
B. Structured Oral Interview	27.5%
C. Tactical Exercise	45%

3. ASSESSMENT CENTER DEVELOPMENT PROCESS

3.1 Job Analysis

Job analysis is the in-depth study of a given job to determine the duties and specific tasks that employees in that position perform, as well as the requisite competencies (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 Battalion Chief promotional process, information gathered from the most current job analysis completed in 2020 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 H040 Battalion Chief position.

3.1.1(a) Task Statements

Preparing for Tour of Duty

Involves tasks to determine circumstances that exist when reporting for duty in order to prepare for tour's events.

1. Reads journal, reports, and other written communications to determine level and nature of activities within the battalion for the previous tours.
2. Check HRMS for completion of Time Roll verification for all stations in the Battalion, medical equipment check, and vehicle check, for the previous tours.
3. Meets with off-going Battalion Chief to discuss what has been going on in order to decide actions that need to be taken to ensure that consistent policy is followed between Battalion Chiefs.
4. Talks to Assistant Chief to receive instructions for present tour.
5. Monitors communications systems [phone, radio, CAD, e-mail] for information relevant to the district to determine status of units within the Battalion/Citywide.
6. Informs officers and others about changes in practice, daily activities, or other information.
7. Schedules and prioritizes Battalion Chief duties so that all necessary work is completed within the tour of duty.
8. Inspects Chief's vehicle and equipment [e.g., breathing apparatus, radio] to ensure a proper check has been conducted.
9. Checks computer printouts at the beginning of tour to determine that appropriate personnel are on duty and whether there are any shortages or overages.

10. Relays information about personnel status [including overages and shortages] between company, district, and Division.
11. Reassigns personnel among battalion stations to balance staffing throughout the battalion and ensure coverage.
12. Reviews projection report showing how district will be balanced in order to ensure proper staffing
13. Updates Division on developments in staffing and reports any changes.

Alarm to Arrival

Involves tasks from receipt of alarm to the transporting of firefighters and apparatus from the station house to the emergency scene, and includes tasks to determine strategy and actions for prompt response to the alarm, and how to direct companies to respond to emergency.

14. Assesses situation based on incident and who is responding to determine whether presence of Battalion Chief is needed on the scene to direct, monitor, or support firefighters.
15. If on inspection or away from the station, informs communications center by radio or MDT that a Battalion Chief is responding.
16. Puts on appropriate Personal Protection Equipment (PPE) in response to alarm.
17. Determines route to be followed to avoid delays that might be caused by obstructions such as traffic jams or construction, taking into account routes to be taken by other equipment to avoid conflicts.
18. Listens to radio communications or MDT to acquire information about nature of a fire/incident, condition of building/physical site, location and condition of victims, and location and actions of personnel.
19. 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.
20. En route to possible hazardous materials incidents, determines the approach that units will take in responding, including the distance units will maintain away from the scene.
21. Attends to cues [e.g., smell or smoke] while approaching emergency in order to prepare response or action on scene.
22. Notifies communications center of problems encountered on way to scene.
23. Provides direction to company officers as needed while en route to incident scene.

Size-Up and Incident Command

Involves tasks to evaluate emergency situation, to determine actions to be taken, and, when acting as Incident Commander, to carry out functions of incident Commander at scene of emergency and coordinate attack on emergency.

24. Receives and carries out orders of Incident Commander.
25. Assumes role of Incident Commander at fire scene when first to arrive and until higher-ranking officer arrives.
26. Establishes command of the incident in accordance with the Incident Command System.

27. Informs communications center, via radio, of conditions of fire and need for additional personnel and/or equipment if first Battalion Chief to arrive on scene.
28. Analyzes information about the fire scene [e.g., extent of fire, seat of fire, size of building, time of day, location of fire suppression equipment and personnel in building, type of building construction, occupancy, content of building, and occupant's behavior] to formulate a strategy for fighting the fire.
29. Establishes a command post in a safe area so that the activities of all involved in containment and treatment can be effectively coordinated.
30. Instructs companies on what equipment to bring to the scene.
31. Instructs companies on how and where to enter the fire scene.
32. At emergency incidents, gives commands to subordinates regarding the positioning of apparatus.
33. Determines and confirms proper placement of all apparatus to ensure that they can address the emergency.
34. Directs officers on where to lay and deploy hoses to extinguish fire or protect exposures.
35. Directs officers regarding where to aim hose stream and when to advance hoses to extinguish fire.
36. Directs officers to turn off utilities using shutoffs.
37. Orders firefighters or officers to direct traffic at emergency scene [e.g., auto accident].
38. Directs company officers on what actions they and their crews should take to address the situation.
39. Directs Incident Support Specialist to investigate areas of the incident that merit closer observation in order to acquire further information about the scene.
40. Coordinates the work activities of several fire companies in order to maintain control and ensure work efficiency.
41. Communicates verbally with officers to keep them informed of activities that might affect them next in the sequence of activities at an incident.
42. Monitors and assesses conditions and circumstances at scene to determine if additional resources are needed or if companies on scene can be held in reserve.
43. 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 and/or equipment needed at the scene.
44. Receives information via radio from officers inside the building in order to direct activity of other responding companies and to assess safety conditions within the building.
45. Assesses conditions inside 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 of companies working inside.
46. At emergency incidents, evaluates information from subordinates, civilians, and other public officials (e.g., SFPD, PG&E) in order to determine what needs to be done.
47. Assesses the extent of the fire emergency, and the resources available to determine whether other agencies [e.g., SFPD, PG&E, water department] are needed or mutual aid is required.

48. Exchanges information with other responding units and resources [e.g., police, health department, cliff rescue unit, etc.] in order to direct and coordinate the activities of the units.
49. Coordinates activities with police and other responding units [e.g., ambulance] at first aid scene.
50. Issues orders regarding who can and cannot enter the building to ensure the safety of crew and preservation of evidence.
51. Assesses time of day, wind conditions, property labels [e.g., HazMat], crowd situation, and other factors to determine degree of hazard and its potential for extension.
52. Directs containment of hazards by ordering sand, dirt, or other materials to be placed on or near hazard.
53. Instructs crew about what protective gear to wear at the scene of a hazardous materials incident.
54. Initiates hazardous materials protocol [e.g., notification of health department, etc.].
55. Determines the nature of a potential hazard from examining labels on containers or buildings and consulting reference books.
56. Establishes safe perimeter around hazardous materials and issues orders to ensure crew and public safety.
57. Obtains technical support/guidance from HazMat specialists regarding procedures for dealing with hazardous materials.
58. Directs SFPD, MTA, and others to reroute vehicle and pedestrian traffic on streets to facilitate handling of problems at the scene.
59. Monitors physical condition of personnel [e.g., fatigue, steadiness] in order to determine when rest or replacement personnel are needed.
60. Observes personnel at fire scenes to ensure that they are wearing the proper equipment.
61. 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].
62. At the request of incident commander, inspects the fire ground and building interior to determine the best course of action.
63. Ensures access to building control stations and examines panel or other alarm devices to determine type of fire and its location.
64. At emergency incidents, questions civilians to obtain information such as the extent of injuries, the nature of the incident [e.g., type of fire, location of fire, occupancy of buildings etc.].
65. Analyzes sequence of fire, char of wood, smoke patterns on walls or furniture, burned debris, residue, and unusual circumstances at the scene to determine cause of fire.
66. Questions occupants and witnesses to obtain information that would help identify cause of fire.
67. Notifies Bureau of Fire Investigation when unable to determine cause of fire or when fire is suspicious.
68. 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.].
69. Notifies the police when it is obvious that a fire has been set.

70. Ensures that the building's fire alarm is working properly and other safety equipment is reset before leaving the scene.
71. Ensures the safety of all members working at the incident scene.
72. Ensures the tracking and accountability of all members under the BC's command at the incident scene.

Search and Rescue

Involves tasks directing search and rescue, and life-saving efforts.

73. Evaluates conditions to determine if it is safe for firefighters to proceed with rescues [e.g., conditions of fire, tides, currents, whether equipment needed is available].
74. 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.
75. Determines priorities of rescue activities, such as to apply first aid versus extrication.
76. Determines priorities in rescuing victims where multiple victims are involved.
77. Gathers information from various sources at emergency scene [e.g., communication center, on-scene fire personnel, or witnesses] regarding location of victims and special circumstances.
78. Questions the company or building engineer in order to obtain information concerning the operation of the elevator and to make decisions on how to rescue trapped people.
79. Oversees communication with trapped victims to calm and reassure them during emergency and hazardous situations until they can be rescued.
80. Communicates verbally and via radio with other officers or units on scene in order to coordinate efforts to rescue victims.
81. Calls communications center to request assistance of special units [e.g., cliff rescue, Coast Guard].
82. Directs officers regarding how to rescue trapped victims, potential jumpers, animals, and others in distressed situations, including what equipment to use and its placement and appropriate use.
83. Informs officers when electricity and gas need to be turned off to maintain safety of the emergency scene, acquiring assistance from utilities when needed.
84. Ensures primary and secondary search of fire building to ensure all victims are removed to safety.
85. Calls for additional medical assistance as necessary.
86. Analyzes first aid scene to determine what safety procedures need to be implemented to protect the crew.
87. Directs firefighters to assist paramedics and EMTs in care of victims [e.g., by driving ambulance or obtaining equipment required at the scene].
88. Requests appropriate religious representative or Stress Unit to counsel members or their families.

Ventilation, Salvage, and Overhaul

Involves tasks to determine strategy for venting structure of smoke and gases, and to direct officers in ventilation procedures; to ensure protection of building and its contents caused by heat and smoke generated by fire; and, when fire has been extinguished, to direct officer in procedures to eliminate/prevent un-extinguished sources of fire and rekindles, and to preserve property and evidence.

89. Evaluates conditions of fire, smoke, heat, wind, etc., and type of dwelling to determine where, when, and how building should be ventilated to retard the spread of fire and to avoid hostile fire event.
90. Evaluates condition and type of roof to determine whether roof is safe to support the weight of the firefighters and their equipment.
91. Directs officers to ladder building using aerial or ground ladders to gain access to upper floors and roof for purposes of ventilation.
92. Directs company to put salvage covers on furniture or other valuable property, or to turn off sprinkler system, during course of fire in order to preserve property and evidence.
93. Observes condition of building while salvage functions are being conducted to ensure that building is safe for salvage operation.
94. Directs officers to remove furniture, appliances, material, etc., to outside to eliminate possibility of rekindle or to keep it safe.
95. Directs officers to pull down ceilings or to open walls and floors to facilitate inspection to locate remaining fire, hot spots, or to release smoke and heat.
96. Visually inspects premises closely to determine if fire has been extinguished, and that it will not rekindle.
97. Orders officers to protect suspicious areas and preserve evidence for use by Bureau of Fire Investigation.
98. Directs officers to remove water with pumps, squeegees, mops, buckets, and similar equipment.
99. Directs officers to replace sprinkler heads and to put sprinkler back in service prior to leaving the scene.
100. Determines if and when building is secure enough to relinquish control to responsible party or owner prior to leaving the scene.
101. Directs officers when and how to secure building [e.g., cover windows or holes in roof] prior to leaving the scene.

Inspections

Involves tasks to conduct and to supervise officers in conducting inspection of public buildings and structures, public assemblages, in order to identify violations, evaluate fire hazards, and pre-plan actions for potential emergencies.

102. Develops schedules and conducts company inspections [e.g., hose test, hydrants, etc.].

103. Makes phone calls to building superintendents, engineers, and security personnel in order to arrange on-site inspections.
104. Conducts building inspections [e.g., target hazard] in order to look for potential problems, familiarize self with facility, develop/arrange for orientation program for company, or develop plan for evacuation or fire attack.
105. Informs officers during and after inspections about layout, hazards, special conditions, and other characteristics of buildings to understand how to fight fires in them, or to perform rescue operations.
106. Looks for fire hazards, checks tags on fire extinguishers and alarm systems, and determines if there is a fire code violation during inspections.
107. Meets with building engineers to review type of construction and fire protection equipment available in the event of fire.
108. Uses information gathered from inspections to develop programs to orient companies to particular features of targeted buildings.
109. Reviews prepared pre-fire plans and access maps for properties related to company operations that might lead to greater alarm fires and natural disasters.
110. Inspects buildings to see if fire hazards or violations previously cited have been abated.
111. Familiarizes self with buildings or transit systems [e.g., building layout, type of occupancy, and structural information] during inspection in order to be able to respond appropriately in emergency.
112. Informs other agencies [e.g., DBI, Health Department, etc.] as appropriate of apparent violations of codes which they enforce.
113. Writes and issues Notice of Corrective Action and citations to building owner or manager when violations exist.
114. Advises building owners/managers on how to abate code violations.
115. Reports obvious hazards [e.g., flammable rubbish or locked doors] to owners of buildings and to the Bureau of Fire Prevention.
116. Reports apparent violations of Fire safety code to Bureau of Fire Prevention for action.
117. Takes immediate action to correct dangerous hazards [e.g., locked exits] that are discovered during building inspections.
118. Conducts inspections of Christmas trees and decorations at public assemblages, including flammability tests, to ensure compliance with appropriate fire codes.
119. Directs companies to perform regular inspections of hydrants, cisterns, or other water supply sources.
120. Checks areas for obstructions [e.g., trees, power lines] to determine if apparatus can be driven through safely in the event of a fire or other incident.
121. Inspects BART/MUNI tunnels and piers to ensure that areas are unobstructed and free of hazards, and equipment is available to facilitate emergency response.
122. Inspects public assemblages for compliance with City ordinances regarding exits, crowd size, and other safety codes.
123. Visit site of street fairs or other public gatherings to determine that permits have been issued, appropriate tents are being used, standpipes are not blocked, fire lanes are not blocked, and hydrants are not hidden.

- 124. Issues permits to street fair vendors after ensuring that cooking equipment functions properly.
- 125. Calls police to close down night clubs or public events with safety hazards that could result in injury or loss of life.
- 126. Direct and/or oversee fire drills in high schools to ensure correct response and that safety equipment functions properly.
- 127. Develops inspection schedules to ensure orderly and systematic inspection of schools, target hazards, public housing, and public assembly buildings within the district.
- 128. Issues notice of violation to building owner or manager if building's alarm is not working properly.

Outreach and External Communications

Involves tasks to represent the Department to the community and interact with others.

- 129. Explains firefighting practices, equipment procedures, and policies to civilians [e.g., how equipment works, consequences of false alarms, etc.] during tours and public functions as a public service.
- 130. Explains SFFD procedures and apparatus to other safety personnel as part of mutual aid and assistance.
- 131. Speaks to members of the public for Fire Department during inspections and emergencies.
- 132. Instructs spectators and non-safety personnel what to do and where to be during an emergency.
- 133. Makes oral presentations to community groups and schools regarding fire safety and prevention as a representative of the Fire Department.
- 134. Attends neighborhood meetings on fire safety and prevention as a representative of the Fire Department.
- 135. Contacts Red Cross to provide shelter for victims of fire or disaster.
- 136. Explains nature of incidents to media to ensure accurate coverage.
- 137. Testifies in court regarding fire-related matters as a representative of the Fire Department.
- 138. Maintains Fire Department presence at major City events [e.g., neighborhood street fairs and parades] to establish communications and to be a part of the ICS.
- 139. Participates in meetings with other agencies as part of a mutual aid program.
- 140. Coordinates earthquake and other disaster programs with various institutions [e.g., hospitals] to ensure adequate functioning during emergencies.
- 141. Assists with coordination of traffic flow and re-routing of apparatus for special situations [e.g., parades] to ensure adequate fire service coverage.
- 142. Notifies other units of City Departments of public safety hazards so they can take action to abate the problem.
- 143. Advises other agencies in regard to SFFD services, capabilities, policies, etc.
- 144. Provides expertise to other agencies to aid in the development of their own policies and operating procedures.

145. Investigates and intervenes in disputes between the public and Fire Department personnel.
146. Attends work group or project team meetings.
147. Exchanges information with members of other project teams to keep abreast of Fire Department activities.
148. Meets with outside agencies [e.g., police, PG&E, MUNI, etc.] to plan for coordination of activities in the event of natural disasters or terrorist attacks.
149. Interviews witnesses or those involved in an accident, complaint, incident, or injury to gather information on the event.
150. Investigates complaints registered by citizens on property loss or damage to property to determine if loss or damage was due to firefighting activities.

Management, Administration, and Ensuring Compliance with Department Policy

Involves tasks related to ensuring that battalion personnel function within SFFD policy, practice, and procedures. Also involves tasks related to evaluating the performance of personnel, and working with them when there are performance problems or other problems that affect performance.

151. Attends Division staff meeting to receive information from Assistant Chief and review and critique incidents with other Chiefs.
152. Meets with the Assistant Chief to discuss new or revised Fire Department policies.
153. Formulates policies for the battalion concerning the actions and responsibilities of battalion personnel.
154. Reviews the administrative policies formulated by Captains in the battalion to ensure that they are appropriate and do not conflict with Department policy.
155. Discusses with and provides input to company commanders regarding policies for the stations in the battalion.
156. Monitors subordinate actions and behavior to ensure that they are consistent with SFFD policy, practices, and procedures.
157. Meets with battalion personnel to explain new standards and to discuss implementation of new orders and procedures.
158. Evaluates condition of station house, personnel, equipment, and apparatus to ensure that all is operating and in compliance with SFFD policy, practices and procedures.
159. Conducts formal inspections of each station [including the facility, personnel, records, and equipment] within the battalion in order to determine if Department policy is being followed.
160. Conducts interviews and gathers information on EEO complaints in order to obtain facts and to present a report.
161. Interviews Fire Department personnel, and gathers information for the Fire Department Chief so the Chief can determine appropriate disciplinary action.

162. Researches topics assigned by headquarters by reading resource materials and interviewing experts or concerned persons in order to formulate recommendations or evaluate existing procedures.
163. Works on committees in addition to regular duties in order to meet special project goals [e.g., review and update manuals].
164. Analyzes information gained in an investigation to formulate a theory of cause and to recommend prevention of future incidents [except EEO investigations].
165. Observes the performance of firefighters and officers in order to evaluate their performance.
166. Meets with company officers in each fire house to explain new orders, inspect house, answer questions, and relay and receive information.
167. Assesses the performance of Captains, Lieutenants, and Incident Support Specialists and completes their annual performance appraisal ratings.
168. Determines whether the performance of firefighters warrants citation for merit or company sanction.
169. Reviews annual performance appraisal forms with Captain or Lieutenant to provide feedback concerning their performance.
170. Reviews the performance evaluations completed by Captains and Lieutenants [including probationary reports] in order to ensure that they are accurate and agree with the Battalion Chief's knowledge of the subordinate's job performance.
171. Provides performance feedback to officers and their individual company members in order to improve their performance.
172. Counsels and coaches subordinates when there are performance standard or personnel problems [e.g., tardiness].
173. Resolves problems between firefighters or between firefighters and officers.
174. Make recommendations to Captains/officers regarding company sanctions, such as denying requests for trades, assigning night watch, or details without credit.
175. Reviews written recommendations of company sanctions from Captains and Lieutenants regarding their subordinates to determine whether the action is appropriate.
176. Collects documents relevant to subordinates' job performance in order to determine whether company sanction is necessary.
177. Visually inspects firefighters for appropriate attire to determine compliance with Department regulations.
178. Asks question to probationary firefighters and officers to determine proficiency level and whether improvement or further development is needed.
179. Observes performance of probationary firefighters and Lieutenants to evaluate eligibility for permanent position.
180. Holds conferences with probationary firefighters and officers at the request of higher-ranking officers to discuss their performance.
181. Meets with officers to discuss issues related to EEO compliance.
182. Informs Assistant Chief of unresolved grievances [e.g., interpersonal conflict between firefighters].
183. Reports EEO complaints to Assistant Chief or Department of Human Resources.

Training

Involves tasks to develop drills to be implemented in battalion.

184. Evaluates performance of companies to determine if and what types of special drills are necessary to improve performance.
185. 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.
186. Conducts drills such as battalion drills or high-rise drills with the companies of the battalion in order to improve their skills in working as a unit.
187. Conducts training drills with Incident Support Specialists to improve their skills and level of knowledge in performing their assigned duties.
188. Develops drills on topics that are unique to district [e.g., cliff rescue, high-rise evacuation plan, wildland fire, etc.] in order to prepare companies for emergency.
189. Schedules battalion drills.
190. Observes companies as they participate in drills in order to ensure that they are being conducted safely, properly and to identify potential problems.
191. Provides feedback to officers or firefighters on their performance during emergency or drill.
192. Observes training drills conducted by officers to assess their performance as trainers.
193. Critiques fire ground activities with officers to help everyone learn from experience in case they encounter a similar situation.
194. Reads current publications and texts for new fire prevention and suppression techniques.
195. Participates as a member of a team in training drills.
196. Asks subordinates questions during training to ensure that they understand and comprehend what is being taught.
197. Gathers information and develops material in order to conduct a class.

Administrative Information Gathering/Disseminating, Report Writing, and Record Keeping

Involves tasks to investigate, gather, maintain and disseminate information, prepare reports regarding personnel and station activities. Also involves tasks associated with the use of computer hardware and software to accomplish administrative functions.

198. Reviews journal to familiarize self and understand status of personnel, equipment, and apparatus in station.
199. Collects reports daily from each company in battalion; checks them for accuracy, form, and content; and delivers them to Division for processing.
200. Reads information posted on board in order to make decisions about personnel and equipment needs for the tour.
201. Reads General Orders, e-mails, and memos to learn about changes in practice, policy, procedure, or other information.
202. Reviews and evaluates complaint letters to determine if further investigation is warranted—make appropriate recommendations and/or respond to complaint as needed.

203. Maintains battalion files, including equipment inventories, building inspections, reports, and district needs (e.g., target hazards, resources, building key locations, etc.).
204. Writes in journal to document location of fire, time of incident, incident number, who responded, equipment used, and how extinguished.
205. Maintains files in Chief's vehicle on location of keys to buildings, target hazards, high-rises, and resources lists.
206. Interviews witnesses and gathers on-site information needed to complete department vehicle accident investigation reports.
207. Gathers information required for incident reports [e.g., what happened, where it occurred, what equipment was used, and who was involved] to be prepared by the Incident Support Specialist.
208. Inspects the scene of the accident, incident, complaint, or injury and any physical evidence in order to gain information on the event.
209. Writes reports of accidents involving equipment or personnel to document what occurred in the incident.
210. Writes investigative reports of disciplinary actions to forward through chain of command to the Chief.
211. Writes reports of meritorious behavior to document what occurred in the incident.
212. 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.
213. Writes reports [narrative style] in order to maintain records of work activities [e.g., public assemblage report], document investigations, document special projects, etc.
214. Writes information on standardized forms [e.g., personal injury reports, equipment reports, or fire prevention reports].
215. Communicates via email with other Department personnel using department e-mail system.
216. Uses the computer to look up incident reports filed by companies.
217. Ensures that accurate incident reports are entered into the computer for each incident in the battalion.
218. Uses the on-line records management system to maintain accurate records of the status of personnel.
219. Uses the Human Resources Management System (HRMS) to check and maintain accurate records of the status of personnel.
220. Reviews in HRMS positions to which staff are assigned to ensure that staff receive the appropriate premium pay.
221. Ensures all required monthly reports for the battalion and companies within the battalion are completed correctly and in a timely manner on HRMS.
222. Ensures the proper documentation of injuries to members under their command.
223. Uses computer to complete various on-line documents (such as NFIRS, General Form, Report of Injury 3807, SAIR 2501 report, Exchange of Tour form, Exceed the Trade Rule form, School Exit Drills form, Broken Hydrant report, Civil Court Appearance form, Meritorious Award form, Member Conference form).

3.1.1(b) Knowledge Statements

A KNOWLEDGE OF POLICIES AND PROCEDURES

1. Knowledge of the Department's staffing policy regarding the appropriate level of staffing in fire suppression units.
2. Knowledge of responsibilities involved in training probationary firefighters.
3. Knowledge of departmental policies and procedures for training and instruction during drills.
4. Knowledge of the Department's policies regarding standards of performance and conduct to know what behavior constitutes a violation of rules or policy and procedures.
5. Knowledge of the Department's policies regarding, personal appearance, uniforms and protective clothing.
6. Knowledge of the Department's rules and regulations regarding tardiness, absenteeism, and failure to report.
7. Knowledge of procedures in handling racial and sexual harassment issues.
8. Knowledge of the SFFD Injury and Illness Prevention Program.
9. Knowledge of the Department's rules and regulations regarding sick leave and disability rules.
10. Knowledge of the policies, general orders, and relevant department procedures and manuals in designing a firefighting plan.
11. Knowledge of response procedures for fire station.
12. Knowledge of procedures, practices, and policies for operation, inspection, maintenance, and repair of tools and equipment.
13. Knowledge of emergency medical treatment procedures to assist victims.
14. Knowledge of the traffic laws pertaining to emergency response procedures.
15. Knowledge of the Department's policies regarding vehicle operation in an emergency response.
16. Knowledge of reports that need to be completed, and when, for each event.
17. Knowledge of alarm systems and how to reset them.
18. Knowledge of search procedures used by SFFD.
19. Knowledge of turnoff procedures for all utilities (electrical, gas, and water).
20. Knowledge of ladder-raising procedures in order to determine where ladders should be placed in all situations (e.g., on hills or near wires).
21. Knowledge of procedures for inspecting hydrants and emergency water supply.
22. Knowledge of R-1 inspections and home safety procedures.
23. Knowledge of the Department's radio procedures.

B TECHNICAL KNOWLEDGE

24. Knowledge of firefighting equipment, its uses, capabilities, and limitations.
25. Knowledge of operating characteristics of tools and equipment in order to diagnose problems, malfunctions, or performance conditions.

26. Knowledge of ladders (sizes and operation) in order to choose appropriate one in firefighting situations (such as reaching victims).
27. Knowledge of operation of sprinkler systems and how to operate shutoff valves.
28. Knowledge of sprinkler supply and operation.
29. Knowledge of building construction to enable one to use firefighting facilities and equipment in building.
30. Knowledge of building construction to determine how to ventilate and to assess cause of fire.
31. Knowledge of construction methods to direct firefighters to disassemble relevant parts of building.
32. Knowledge of building materials, in order to choose appropriate tools for overhaul procedures.
33. Knowledge of building construction, such as plumbing, electricity, and gas, in order to work safely within the building in firefighting situation.
34. Knowledge of the San Francisco Fire Code and applicable Building Codes with regard to the occupancy associated with various types of buildings.
35. Knowledge of the San Francisco Fire Code and applicable Building Codes regarding types of standpipe systems.
36. Knowledge of the San Francisco Fire Code and applicable Building Codes regarding types of sprinkler systems.
37. Knowledge of the type of firefighting equipment that is available in each structure.
38. Knowledge of what ventilation tools to use.
39. Knowledge of smoke and heat and how they travel (e.g., hostile fire events).
40. Knowledge of fire ignition sequence.
41. Knowledge of arson devices and traps and trailers that would suggest the cause of the fire.
42. Knowledge of common arson techniques.
43. Knowledge of various methods of tampering with or bypassing meters and distribution panels (gas and electric).
44. Knowledge of common electrical hazards (e.g., frayed wires, multiple outlets, pennies in fuse boxes) that would suggest the cause of the fire.
45. Knowledge of first alarm area (e.g., streets construction activity, type of area-residential or business).
46. Knowledge of common, prevalent violations that are likely to exist in buildings (e.g., blocked access, illegal wiring) and thus to look for them in inspections.
47. Knowledge of city streets and direct routes to emergency incidents.
48. Knowledge of traffic patterns at various times of the day to select the fastest route to emergency incidents.
49. Knowledge of Department computer software [e.g., HRMS, etc.] to efficiently perform on-line aspects of job.

C KNOWLEDGE OF RESOURCES

50. Knowledge of which support units and additional assistance need to be called after sizing up fire or other emergency situations.
51. Knowledge of where to refer questions from the public (e.g., different agencies in the City).
52. Knowledge of communications systems, equipment, and procedures used by other groups (e.g., Coast Guard, Highway Patrol, ambulance, mutual aid agreements) that affect how SFFD will proceed in its approach to an emergency.
53. Knowledge of capabilities of crew [including technical skills unrelated to their primary job] that can be used at a later time.
54. Knowledge of whom to inform and contact for emergency or routine events.
55. Knowledge of departmental staff and their functions.
56. Knowledge of where to refer personnel for personal or work-related problems.
57. Knowledge of the existence and purpose of referral units within the Department, such as the Stress Unit, in order to enlist their assistance in solving personal and interpersonal problems within the company.
58. Knowledge of SFFD organizational structure to provide useful information to those outside the Department.

D KNOWLEDGE OF REFERENCES INCLUDING SFFD MANUALS

59. Knowledge of Apparatus Inventory Manual and the information contained therein.
60. Knowledge of Breathing Apparatus Manual and the information contained therein.
61. Knowledge of Building Construction Manual (IFSTA) (Plus Study Guide) and the information contained therein.
62. Knowledge of Communications Manual and the information contained therein.
63. Knowledge of Disaster Manual and the information contained therein.
64. Knowledge of the SFFD Drill Manual.
65. Knowledge of Extinguisher Manual and the information contained therein.
66. Knowledge of Fireboat Manual and the information contained therein.
67. Knowledge of Fire Investigation Manual and the information contained therein.
68. Knowledge of Forcible Entry Manual and the information contained therein.
69. Knowledge of Hazardous Materials Manual and the information contained therein.
70. Knowledge of High Rise Manual and the information contained therein.
71. Knowledge of Hose and Hose Appliance Manual and the information contained therein.
72. Knowledge of Hotel and Apartment Inspection (R1 and R2) Operating Guide and the information contained therein.
73. Knowledge of Incident Command System Manual and the information contained therein.
74. Knowledge of Injury/Illness Prevention Program Manual and the information contained therein.
75. Knowledge of Managing Employee Performance Manual and Procedures Guidebook and the information contained therein.

76. Knowledge of the North American Emergency Response Guidebook and the information contained therein.
77. Knowledge of National Fire Incident Reporting System-Quick Reference Guide and the information contained therein.
78. Knowledge of National Fire Incident Reporting System-The Basics and the information contained therein.
79. Knowledge of Pump Operations Manual and the information contained therein.
80. Knowledge of Rules and Regulations and revisions to article 39 and 40 and the information contained therein.
81. Knowledge of Salvage Practices Manual and the information contained therein.
82. Knowledge of Standard Rope Practices Manual and the information contained therein.
83. Knowledge of Transit Manual and the information contained therein.
84. Knowledge of Truck and Ladder Manual and the information contained therein.
85. Knowledge of Valve Operating Unit Manual and the information contained therein.
86. Knowledge of Vehicle Operations Manual and the information contained therein.
87. Knowledge of Ventilation Manual and the information contained therein.
88. Knowledge of Water Rescue Operations Manual and the information contained therein.
89. Knowledge of Water Supply Manual and the information contained therein.
90. Knowledge of Wildland Urban Interface Manual and the information contained therein.
91. Knowledge of the Reference Booklet of Sample Reports to complete required forms.
92. Knowledge of maps and Thomas Guides to city.
93. Knowledge of the contents of Department General Orders.
94. Knowledge of current department training bulletins.

3.1.1(c) Ability Statements

- A. PERSONNEL SUPERVISION - day-to-day monitoring of personnel, as well as groups of personnel, to ensure the effective completion of assigned tasks and position-specific responsibilities**
 - a. **Performance Management:** The management of subordinate performance by identifying personal strengths and weaknesses, enacting plans to develop weaknesses, monitoring and documenting performance, and providing counseling and direction as necessary.
 - b. **Supervision Skill:** Ability to apply department rules and procedures uniformly and in the appropriate circumstances.
 - c. **Delegation:** Assigning tasks/projects to subordinates based on task/project complexity or subordinate expertise. Monitoring and following-up on the completion of the task/project.
- B. LEADERSHIP - inspiring, guiding, and improving the performance of groups of employees by identifying a common goal or vision, encouraging employees to expand their skill set, and maintaining a positive and productive work environment.**

- a. **Influencing Others:** Willingness to lead, take charge, and offer opinions and direction to others in the organization. Providing inspirational motivation and serving as a role model.
 - b. **Vision:** Identifying a high-level goal or purpose that unifies others and motivates others to work together for a common purpose.
 - c. **Command Presence:** Skill at managing one's presentation and conducting oneself in a manner that engenders confidence and trust from others by exercising self-assuredness and confidence during challenging times.
- C. ORGANIZATIONAL SKILLS - identifying, arranging, and organizing necessary resources (e.g., material, personnel, financial) to accomplish goals and objectives in an effective and efficient manner. Includes managing time to achieve results.**
- a. **Planning:** Outlining a step-by-step method for addressing challenges of various degrees of complexity for oneself and others.
 - b. **Organizing:** Maintaining order and clear systems and structures that facilitate the efficient completion of tasks for oneself and others.
 - c. **Prioritization:** Managing the completion of one's own or other individuals' tasks, objectives and goals in terms of their importance and/or time sensitivity.
 - d. **Coordination:** Identifying, assembling and adjusting resources and personnel to address the needs of the department and the management of events or programs.
 - e. **Time Management:** Managing one's own time and the time of others to accomplish predetermined goals or objectives in a set period of time; the ability to project or anticipate the time required to complete tasks or projects.
- D. INTERPERSONAL SKILLS- using one's awareness of others reactions to oneself, understanding the position and opinions of others, and empathizing with others, both inside and outside one's organization, to accomplish objectives or goals.**
- a. **Relationship Building:** Interacting with others in a pleasant and comfortable manner so as to build trust and rapport. The ability to encourage collaboration and put the right people together to create the most productive teams.
 - b. **Conflict Resolution:** Working with individuals to identify problems, identify solutions and negotiate mutually acceptable outcomes. Also, working with opposing sides to make good faith efforts to pursue solutions and honor agreements.
 - c. **Teamwork:** Effectively working with others to accomplish mutual goals. Ability to rely on others to assist with a task, working interdependently to accomplish the goal.
 - d. **Sensitivity:** Demonstrating sensitivity toward people and empathizing with his or her situations. This characteristic affects the extent to which an individual is likely to sympathize with others and understand the feelings of others.
 - e. **Cultural Sensitivity/Awareness:** The ability to recognize cultural differences and commonalities and modifying behavior to cultural context. Demonstrating an

understanding and respect of cultures (national, demographic, etc.) other than one's own.

- f. **Community Relation Skill:** Identifying the needs and concerns of community members and making a concerted effort to deliver services that address those needs and concerns. Understanding the manner in which the organization needs to be presented to the community at large and making necessary efforts to work with the public while protecting the integrity of the organization.

E. CRITICAL THINKING - using objective analysis and evaluation of situations to identify problems, as well as approaches, conclusions or solutions to the problems.

- a. **Problem Sensitivity/Analysis:** The ability to tell when something is wrong or is likely to go wrong. It does not involve solving the problem, only recognizing there is a problem and identifying the extent of the problem.
- b. **Problem Solving:** The ability to identify a solution or corrective action and use available information and resources to solve problems. Often, information is gathered through critical analysis and investigation.
- c. **Observing/Listening and Memorization/Recall:** Observing and noting events/incidents, actions, behaviors and details through observation and/or listening. Storing such information in memory for later retrieval and recalling such information when necessary.

F. DECISION-MAKING - using sound reasoning and judgment to decide upon a course of action or choice between several options; making a decision and committing to it with confidence.

- a. **Reasoning:** The ability to apply general rules to specific problems to produce answers that make sense (deductive) and the ability to combine pieces of information to form general rules or conclusions (inductive).
- b. **Judgment:** Processing contextual information and known objectives while weighing various options and their respective outcomes, in order to arrive at a solution that yields the greatest benefit with the least risk.
- c. **Decisiveness:** Making decisions based on all relevant information and then committing to those decisions with confidence.

G. INCIDENT OPERATIONS - using the appropriate tools, resources, strategies, and tactics to effectively respond to and command emergency incidents.

- a. **Incident Management:** Establishing the incident objectives, strategies, and goals. Determining the tactics and resources needed for achieving objectives. Maintaining accountability and responsibility over personnel and the incident. Coordinating with other resources to achieve incident objectives.
- b. **Tactical Skills:** Executing the appropriate actions and operations to achieve tactical strategies and goals. Applying acquired knowledge of departmental guidelines, standards, and procedures.

H. WRITTEN COMMUNICATION – communicating effectively in writing to convey information effectively, as well as comprehending written communication sufficiently.

- a. **Written Comprehension:** Understanding written sentences and paragraphs in work related documents. Understanding written material maps, and charts, tables and graphs.
- b. **Written Expression:** Using written language (word choice, punctuation, grammar and syntax) to communicate clear thoughts.

I. ORAL COMMUNICATION - communicating orally to convey information effectively.

- a. **Oral Expression:** Ability to speak in a clear, concise, understandable and appropriate manner. Ability to deliver a message in such a way that others clearly understand the meaning of an intended message.
- b. **Presentation:** Using language and non-verbal communication effectively to engage a group and clearly communicate a message in a formal or semi-formal presentation setting.

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 Battalion Chief Assessment Center. 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 Battalion Chiefs in your department currently perform. Thus, the test components that IOS develops will measure these areas and requirements of the Battalion Chief 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. You may want to consider talking with current Battalion Chiefs about their job tasks and experiences, PROVIDED that such individuals are NOT working on the test. Similarly, review the knowledge, and ability areas to identify those which you may wish to improve or refine.

3.2 Exercise Content Development and Review

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

In the development of an Assessment Center exercise, IOS consultants work closely with experienced 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 exercise. IOS and the SMEs work collaboratively to refine the scenarios, add information, remove information, and otherwise make the scenarios appropriate for use in the exercise. With complete and accurate scenario information for each exercise, IOS and SMEs, again, work collaboratively to identify the behavioral criteria for each dimension in the exercise.

4. YOUR PROMOTIONAL ASSESSMENT CENTER

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

4.1 What is an Assessment Center?

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

4.2 Measures underlying the Assessment

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

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

4.3 Dimensions Descriptions

Below is a brief description of each dimension that will be measured in your Assessment Center.

- **SUPERVISION AND MANAGEMENT (PERSONNEL)** – Day-to-day monitoring of personnel, as well as groups of personnel, to ensure the effective completion of assigned tasks and position-specific responsibilities. Includes the monitoring, improvement, and motivation of employee performance to achieve the highest level of employee performance.
- **LEADERSHIP** – Inspiring, guiding, and improving the performance of groups of employees by identifying a common goal or vision, working with individuals' strengths and weaknesses, and maintaining a positive and productive work environment. Serving as a role model for others.
- **ADMINISTRATIVE MANAGEMENT** – Outlining a step-by-step method for addressing challenges of various degrees of complexity for oneself and others. Managing one's time to accomplish items of highest priority while leaving sufficient time to address other less critical items. Maintaining order and clear systems and structures that facilitate the efficient completion of tasks for oneself and others.
- **INTERPERSONAL SKILLS** – Interacting with others in a pleasant and comfortable manner so as to build trust and rapport. Working with individuals to identify problems, identify solutions and negotiate mutually acceptable outcomes. Working with opposing sides to make good faith efforts to pursue solutions and honor agreements. Effectively working with others to accomplish mutual goals. The ability to rely on others to assist with a task, working interdependently to accomplish the goal.
- **COMMUNITY RELATIONS** - Identifying the needs and concerns of community members and making a concerted effort to deliver services that address those needs and concerns. Understanding the manner in which the organization needs to be presented to the community at large and making necessary efforts to work with the public while protecting the integrity of the organization. Demonstrating cultural sensitivity for various demographic and societal groups.
- **CRITICAL THINKING** – The ability to tell when something is wrong or is likely to go wrong. The ability to identify a solution or corrective action and use available information and resources to solve problems. Identifying several courses of action, the benefits and consequences of such courses of action, and making decisions using all available information.
- **INCIDENT COMMAND** - Establishing the incident objectives, strategies, and goals at emergency incidents. Maintaining accountability and responsibility over personnel and the incident. Coordinating with other resources to achieve incident objectives. Managing and directing resources as necessary to accomplish incident objectives.
- **TACTICAL SKILLS** – Executing the appropriate actions and procedures to achieve tactical strategies and goals at emergency incidents. Using the appropriate equipment, resources, and methods to achieve incident objectives. Applying acquired knowledge of departmental guidelines, standards, and procedures.

- **ORAL COMMUNICATION** – Ability to speak in a clear, concise, understandable and appropriate manner. Ability to deliver a message in such a way that others clearly understand the meaning of an intended message. Using structure and organization of oral response to communicate clearly. Using language and non-verbal communication effectively to engage a group and clearly communicate a message in a formal or semi-formal presentation setting.

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 November 1, 2020 will not be considered in the examination exercises. Please note that the examination may measure other job-related knowledge or abilities that would be expected to have been gained on the job as a Captain.

4.5 About the Assessment Center Exercises

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

4.5.1 Station Visit Meeting

In this exercise, you will play the role of a newly-promoted SFFD Battalion Chief who will be conducting a station visit, as requested by your Assistant Chief. This meeting is intended to simulate your first introductory meeting with the station officers of a problem fire station within your Battalion. This exercise is divided into three segments. The first segment requires candidates to make an introductory presentation including their management and leadership style, as well as addressing their expectations of their subordinates. The second segment requires candidates to make a presentation discussing current issues within the SFFD. The third and final segment is devoted to a question/answer session with your members. This entire exercise is conducted in-role.

For the first segment, you will introduce yourself to the station officers, as well as discuss your management and leadership style. As part of this introduction, you will be expected to discuss what your members can expect from you as their Battalion Chief, and what you will expect from them.

For the second segment, you will discuss “current issues” of concern in regard to the SFFD. These “current issues” will be outlined in the exercise instructions. Typically, descriptions of these issues are passed down from a hypothetical supervisor (e.g., an Assistant Chief), and this hypothetical supervisor expects you to address these current issues with the station officers present at this station visit meeting. It will be your responsibility to incorporate the information

provided by your supervisor into a discussion with your members. Please note that the current issues may be a mix of fictional issues, as well as actual issues occurring within the SFFD.

For the third segment, you will be asked “in-role” questions from the station officers (role-players via video recording will be assuming the role of the station officers). These questions may be related to actual current events or fictitious events. All candidates will receive the same questions. The purpose of these questions is to evaluate job-related skills and abilities in an impromptu manner.

Once in the assessment room, a video will play and will guide you through this entire exercise. The video also contains countdown timers so you will know exactly how much time you have left for each portion you need to discuss. You will be directed each time to “begin your response now”. You should deliver your response every time you see a countdown timer. Once the time limit expires, you must cease responding as the video will automatically advance to the next stage. If you finish your response to an item before the time limit expires, you will have to wait until the video advances.

Dimensions measured in the Battalion Chief Meeting Exercise:

- Leadership
- Supervision and Management
- Critical Thinking
- Oral Communication

Task Clusters that may be simulated in the exercise:

- Preparing for Tour of Duty
- Management, Administration, and Ensuring Compliance with Policy
- Administrative Information Gathering/Disseminating, Report Writing

4.5.2 Structured Oral Interview (SOI)

A Structured Oral Interview (SOI) is conducted in a manner similar to an oral board interview, but will have no “live” raters. For your SOI exercise you will be presented with four (4) independent scenarios. Each scenario will provide you with specific details involving a situation that you could encounter as a Battalion Chief in your department. You will respond to each scenario, one at a time, discussing the actions you would take as a Battalion Chief to handle the particular situation. Each scenario will be timed separately.

You will be provided with three (3) of the four (4) scenarios in advance, during the preparation period mentioned previously. To save valuable time in the test room, these scenarios are not re-read and thus, it is critical that you have reviewed the scenarios during preparation and have taken notes to guide your responses once you are in the test room. You will be able to use your notes in the test room. The content for the fourth scenario will not be provided to you during the preparation period, as it will contain information that you would not have a great deal of time to prepare for on the job. The fourth scenario will be presented to you during the exercise administration.

Once you are in the test room, a video on the computer will guide you on when to begin your response to each scenario. An on-screen countdown timer will be provided to you as part of this video so that you could see how much time you have remaining to provide your response to a scenario. Once your time is up for a scenario, the video will transition to the next scenario and provide you with a new countdown timer. This process will continue until you have answered all 4 scenarios.

Dimensions measured in the Structured Oral Interview (SOI) Exercise:

- Supervision & Management
- Community Relations
- Interpersonal Skills
- Administrative Management
- Critical Thinking
- Oral Communication

Task Clusters that may be simulated in the exercise:

- Preparing for Tour of Duty
- Inspections
- Management, Administration, and Ensuring Compliance with Department Policy
- Administrative Information Gathering/ Disseminating, Report Writing, and Record Keeping
- Outreach and External Communication

4.5.3 Tactical Exercise

For the tactical exercise for your Assessment Center you will be expected to manage three separate incidents. The exercise requires you to take on the role of a San Francisco Battalion Chief assigned to Battalion 22. This exercise will be presented via an automated video recording that is played on a computer.

During the exercise, you will view a response and arrival to a simulated incident on a computer screen. During the simulated incident, you will hear various audio transmissions informing you of updates from your crew and/or dispatch. When you arrive on scene, one view of the structure will be displayed. You will not be able to view a 360 of the structure in any of the scenarios. For each scenario, you are expected to establish command and manage the incident until the arrival of a Division Chief.

Each of the incidents is formatted in a similar way. During each incident, as the video advances, you will be asked questions over the course of the video concerning different aspects of the incident. It is expected that you will have between 30 seconds and 3 minutes to respond to each question. You will be informed of the time limit for each question within the video and told when to begin your response. If you finish a response prior to the time limit, please

standby until the video transitions. The following are *examples* of the types of questions that may be asked during this exercise, and are NOT all encompassing:

- Based on what you see, state your incident priorities and describe the critical factors that affect your decisions and state your incident action plan.
- What radio communications would you make at this time and on which channels? And what directions, if any, would you give to companies already on scene?
- Assign the remaining first alarm units, being specific with regard to locations and tasks. Explain the reasoning for your assignments.
- In response to this new information, what changes, if any, will you make to your incident action plan? What radio communications, if any, would you make at this time and on which channels?
- If you requested additional resources, state the assignments that you would give to those resources upon arrival including location and specific tasks to accomplish your incident action plan.
- Division 5 has arrived on scene to assume command and is requesting a transfer of command report.

Keep in mind the following for this exercise:

- The three (3) fictional incidents are located in San Francisco with fictitious street names.
- Your assignments should be guided by any written or verbal information provided and what is viewed during the scenarios, not your knowledge of any actual features located at the incident sites.
- You will be provided a “Command Status Board” for each scenario for your use during the scenario.

For the purpose of this exercise, the following will apply:

- An Engine company will consist of an officer and three (3) firefighters
- A Truck company will consist of an officer and four (4) firefighters
- You will be the senior officer on scene and in command of the incident until the arrival of Division 5.
- You will not be assigned an H010 Incident Support Specialist
- At any time during any of the incidents, you may call for additional resources not listed on the dispatch. When requesting those resources, please provide the reasoning for those requests.

The following units will be dispatched to all three (3) incidents as appropriate/requested:

- First Alarm Dispatch: E-53, E-55, E-57, T-33, T-35, B-22, B-23, D-5, RS-5, M-103
- Working Fire Dispatch: E-59 is RIC, RC-24
- Second Alarm Dispatch: E-61, E-63, E-65, E-67, T-37, B-15, RC-26, M-105

Dimensions measured in the Tactical Exercise:

- Tactical Skills
- Incident Command
- Critical Thinking
- Oral Communication

Task Clusters that may be simulated in the exercise:

- Alarm to Arrival
- Size-Up and Incident Command
- Search and Rescue
- Ventilation, Salvage, and Overhaul
- Management, Administration, and Ensuring Compliance with Department Policy
- Administrative Information Gathering/ Disseminating, Report Writing, and Record Keeping

5. ADMINISTRATION OF THE ASSESSMENT CENTER

5.1 Location and Sign-in

The Assessment Center is tentatively scheduled to be administered during the week of January 4th, 2021 at:

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

Please note that there are no parking spaces for candidates to park at the test facility, and there is limited parking in the neighborhood. It is recommended that you take public transportation or be dropped off at the test facility.

You will be provided with a mandatory arrival time on this date. You must be signed in by your mandatory arrival time. At sign-in, your identity will be verified against your picture identification. Based on your pre-assigned ID number, you will be provided with an ID badge (please affix this to your outer garment), and a confidentiality agreement.

5.2 Applicants with Disabilities

Applicants with disabilities requiring reasonable accommodation for this examination process must contact DHR as soon as possible, but no later than December 18, 2020, by email to DHR-publicsafety@sfgov.org or by phone at (415)551-8946 or, if hearing impaired (415)557-4810 (TDD).

5.3 Dress Code

Candidates shall be in Station uniform (blue shirt, and tie) as all exercises are video recorded. Due to Covid-19 restrictions, candidates are to wear face masks covering their nose and mouth while in the presence of the test proctor or other individuals throughout the test process.

5.4 The Schedule

The process will be sequestered. This means that candidates who have completed the assessment exercises will be sequestered until all candidates have checked in, and the final group may be sequestered prior to beginning the test. Candidates will be informed in the test appointment notice if they will be sequestered and an estimate of the length of sequestration.

5.5 Video Recorded

Your participation in each exercise will be video-recorded and rated by assessors at a later time. This format is necessary so that all candidates can complete the same exercises in one day and

to help prevent test content leaks. Proctors will be present outside of the rooms to address any technical difficulties, should they occur, involving the video equipment.

Ensure that your responses are sufficiently clear and loud so that they will be recorded. You should focus on the video recorder when delivering your responses. While you may look away from the video recorder to refer to your notes and the countdown timer, you should attempt to direct as much of this presentation to the video recorder as possible. **You must remain seated for the duration of this exercise unless otherwise informed so the video recorder will capture your test performance.**

In the event that the technology fails, we will investigate and make a quick determination regarding a solution. Please understand that as part of the standard procedures in this Assessment Center, you may be asked to re-record your performance in an exercise.

5.6 Preparation Time

Please note: you must bring pens, pencils and a highlighter with you in a clear plastic bag for this Assessment Center.

At the test center, you will be called and placed into an exercise preparation period (herein termed the preparation period). You will be informed of the order in which you will complete the three exercises for the day. A room proctor/administrator will also review key procedures for the preparation period and for the period immediately thereafter. Then, you will be given the specific exercise instructions for the two (2) non-tactical exercises and you will be expected to read all materials and prepare, as you feel is necessary, for two (2) non-tactical exercises. You will have 1 hour to prepare for these two (2) exercises. Feel free to take notes during the preparation period—you WILL be able to use these notes (and the instructions provided) during the actual administration of the exercise. Once you are given the signal to begin, you should immediately review the material and begin your preparation. You will be required to wear a face mask during the preparation period.

You must prepare for the entirety of the two (2) non-tactical exercise content during the preparation period. A single preparation period is being used to maximize efficiency and to allow you to determine how best to allocate your time in preparing for the exercise; you will have to manage and prioritize your time. This, in itself, is a test of your organization and planning ability. Please plan your time accordingly to ensure you are able to read through all materials and conduct all preparation necessary.

As you will have little or no time between the exercises, it is imperative that you review the instructions for the two (2) non-tactical exercises and prepare for them during the preparation period. Along with the exercise instructions, you will be provided with notepaper.

Your preparation period for the tactical exercise will occur within the exercise administration. You will be provided with an envelope that will remain sealed, until the video instructs you to open this envelope to read the instructions for the tactical exercise. The envelope will also contain three (3) Command Status Boards. A countdown timer will appear on the screen to help you in managing your time to read over the tactical exercise instructions and review any other supplemental materials to assist you in responding to the tactical scenarios. The time to read over these materials will be brief. After this review time is completed, the video will transition to the first tactical scenario.

5.7 Movement while at the Assessment Center

Proctors will direct you to the appropriate rooms throughout your day. Following your preparation period, the proctor will escort you to a test room to begin performing the three exercises. You will be video recorded as you complete the three (3) exercises. The proctor will start the video camera and the video and then will exit the room. Each exercise will be administered via a video file that will be played on the computer that you will be seated at and will provide you with all instructions. You will be instructed to remove your face mask after the proctor has left the room while you are video recorded. As you complete each exercise, you will be instructed to either restate your ID number for the next exercise or replace your face mask and open the door to alert the proctor. If a technology issue occurs, put your face mask back on, open the door to inform the proctor of your issue and next steps will be determined based on your situation.

The following information, as outlined, provides an overview of the potential exercise administration to allow you to envision the procedures better. *Please note this information is subject to change.* Once you enter the assessment room, the proctor will instruct you to have a seat and then start the video recorder. Next, the proctor will start the exercise video. The proctor will exit the room. You should take your face mask off. You will be prompted by the video to state to the video recorder the candidate ID number indicated on the ID badge on your outer garment. Next, the exercise video will transition and instruct you further. Once you finish your first exercise, there will be a one-minute (1:00) break before the next video begins. This will allow you to get organized with your notes for the second exercise. The video will prompt you to state your candidate ID number again for the second exercise. Then the exercise video will guide you to complete your second exercise. After you complete your second exercise, there will be another one-minute break for you to get organized before the third video begins. The video will once again prompt you to state your candidate ID number into the video recorder before the start of the third exercise. Then the exercise video will guide you to complete the third exercise. The video may also instruct you to replace your face mask after an exercise and alert the proctor who will ensure that your responses were recorded. After

completing your final exercise, you will be instructed to wear your face mask and open the door to the room to alert a proctor.

5.8 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, etc.), any large bags or portfolios (including backpacks and the like where paperwork or electronic devices could be hidden) and paperwork of any kind (i.e., policy manuals, previously prepared notes, notepads, etc.). Please note that if you are scheduled to be sequestered related to your participation in the assessment (your appointment notice will indicate this), you may bring written reading material that are not departmental manuals (i.e., magazines, books) and snacks. These items must be brought in a labeled clear plastic bag, which 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. Any electronic communication devices that you bring must be turned off and stored in a labeled clear plastic bag, which will be returned to you upon release following the test. 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 may not use any materials/devices during the Assessment Center, other than what is provided to you by IOS 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.

5.9 Confidentiality

Please keep in mind that both the content and nature of the assessment exercises are confidential. Therefore, to participate in the assessment, you will be required to sign a confidentiality agreement prior to the administration of all assessment components. There will be no exceptions to this requirement. In other words, by participating in the Assessment Center process you must agree to keep the contents of the assessment confidential. Also, you may not take any of your notes or exercise instructions with you when you leave the assessment - you

must turn in all materials once you have completed your final exercise. You should not discuss the contents of the assessment with anyone, including other candidates (even those who have already participated) or individuals of a differing rank (whether they are participating or not). If any proctor, 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.

5.10 COVID-19 Precautions and Procedures

The following lists precautions and procedures that will be implemented for the Assessment Center:

Upon arrival at the Test site you will be asked to affirm negative responses to the questions listed below. Staff or candidates that refuse to comply with this directive will be barred from the Test Site. Your responses should reflect physical symptoms that are manifesting recently, and not long-term issues [e.g., reaction to a pollen allergy, etc.]

1. Do you currently have or have you in the past 24 hours had any one of the following symptoms which is new or not explained by another reason: fever at or above 100.4⁰F (38⁰C), chills, cough, shortness of breath, difficulty breathing, sore throat, unusual weakness or fatigue, loss of smell or taste, muscle aches, headache, runny nose different from your allergies, or diarrhea?
..... Yes No
2. Have you had close contact with anyone in the last 14 days at home or in the community who has been confirmed to have COVID-19? Close contacts includes people in your home, sex partners, or people who you take care of or who take care of you. It also includes people who were within 6 feet of you for more than 10 minutes while they were not wearing a face cover, or with whom you had contact with their body fluids or secretions while you were not wearing a face cover or sufficient protective equipment.
..... Yes No
3. Within the past 10 days, have you been diagnosed or tested positive for COVID-19?
..... Yes No

If you respond affirmatively (OR “in the affirmative”) to any of the questions above within 24 hours prior to the test, do not come to the Test Site. Send an email describing your circumstance to noemi.herndon@sfgov.org. She will respond to your email at the first opportunity.

- All staff and candidates taking the exam will be required to wear a face mask. There will be no exceptions to this policy. Masks will be worn in conformance to CDC guidelines prior to entering the building and will not be removed at any point while inside the building except as specified below. Individuals who violate this directive will immediately be disqualified from testing. Candidates will be able to take off their face

mask in the exercise room when they are being recorded (after the proctor has exited the room).

- A hand sanitizer station will be available at the entrance to the site. Candidates must sanitize their hands upon arrival.
- Candidates will be spaced apart to conform with physical distancing guidelines. There will be 18 marked spots taped six feet apart on approach to the test site for check-in.
- You must bring your own writing implements to take notes (e.g., pens, highlighters, pencils, etc.) to the Assessment Center as DHR will not provide writing implements (to avoid sharing). Place your writing utensils in a clear plastic bag which will be inspected at check-in.
- If you must bring in a bag or purse, it must be a clear plastic bag, such as a Ziploc bag, so the contents of the bag can be evaluated by proctors. Such a bag may hold writing implements, eyeglasses, medicine, water, additional PPE, sanitizer, etc.).
- “No-touch” procedures will be in place for registering candidates. Follow the verbal instructions provided to you to register on the day of the assessment.
- Access to restrooms will be regulated to maintain test security and physical distancing.
- Tables, chairs, and other relevant surfaces will be disinfected between groups.

6. PREPARATION INFORMATION

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

6.1 Informal Study Group Method

Some individuals may wish to form a study group to prepare for this assessment. This study group would spend some time individually brainstorming potential assessment exercise content. This could entail the creation of an extensive list of situations/incidents (tactical incidents, management challenges, supervisory problems, leadership challenges, etc.) that a SFFD Battalion Chief 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/or 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 apply to individual preparation as well. One could brainstorm scenarios, outline responses related to the scenarios, and research the appropriate responses to these scenarios. This information could then be compiled into a study guide and used to prepare for this assessment.

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

While some individuals who engage in individual preparation may feel that they are potentially benefitting their “test competitors” by sharing a well-prepared study guide, it is nevertheless important to note that 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 Center to continually review their revised study guide.

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

6.3 General Strategies

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

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

- Your Physical Well-being. If you can, get a good night's rest before the Assessment Center and eat right. Try to ensure that you are in the best possible condition, both physically and mentally on the day of the assessment. Candidates in public safety promotional processes across the U.S. often work the day before or even the day of testing. Plan ahead and think how you can put yourself in the best possible situation for the Assessment Center.
- Arrive Early. Make all necessary arrangements to ensure that you arrive early at the assessment site. It would be wise to anticipate traffic delays in traveling to the site and to allocate extra travel time to ensure an early arrival even with delays.
- Controlling Anxiety and Stress. Many candidates experience anxiety as a result of the stress and pressure to perform well on the assessment. This is a common and natural response. Understanding this anxiety is important. This anxiety is sometimes displayed in individuals as tension or even anger (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 Center.

6.4 Assessment Day Tips

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

- Follow the Exercise Specific Instructions. Each exercise in the Assessment Center will have specific written instructions and rules. It is critical that you follow these instructions and rules. Some of the instructions are administrative in nature and are meant to provide a fair and equitable environment for the group. Some instructions will be related to the assessment procedures and will help you understand what you will do and what will be required of you as a candidate. These instructions are important for getting through the assessment process without any problems. In contrast, some instructions are meant to define what you will be responsible for in the exercise (e.g., how you must answer questions, what you must include, what will happen if certain information is included, etc.). These instructions, in particular, can impact your performance as they will define how you will answer various questions. While instructions may be long, you will need to do your best to pay attention and comprehend all instructions related to the assessment.
- Manage Your Time. You are responsible for your own time management. The vast majority of individuals will complete all parts of an exercise. If you tend to work at a slower pace, you must be especially aware of your time. Or, if you find that you are

spending too much time on a particular exercise during the preparation period, take a break and move onto another exercise. Remember, your responses to all sections of the assessment contribute to your score.

- Understand What is Being Asked of You. Read all instructions and scenarios presented carefully. It is important that you understand what is being asked of you and that you respond appropriately.



INDUSTRIAL/ORGANIZATIONAL SOLUTIONS
PUBLIC SAFETY SELECTION EXPERTS