CONTENTS OF THIS GUIDE

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

Contents of This Guide .......................................................................................................................... 3
1. Introduction ........................................................................................................................................ 5
2. Overview of the 2019 Selection Process ............................................................................................ 6
   2.1 The Promotional Examination (Assessment Center)........................................................................ 6
   2.2 Assessors ........................................................................................................................................ 6
   2.3 Exercise Weights ............................................................................................................................ 7
   2.4 Assessment Center Setting .............................................................................................................. 7
3. Assessment Center Development Process ....................................................................................... 8
   3.1 Job Analysis .................................................................................................................................. 8
      3.1.1 Results .................................................................................................................................... 8
         3.1.1(a) Task Statements ................................................................................................................ 8
         3.1.1(b) Knowledge Statements ................................................................................................... 15
         3.1.1(c) Ability Statements ........................................................................................................... 17
      3.1.2 How does this help you? ......................................................................................................... 20
   3.2 Exercise Content Development and Review .................................................................................. 20
4. Your Promotional Assessment Center .............................................................................................. 22
   4.1 What is an Assessment Center? ...................................................................................................... 22
   4.2 Measures Underlying the Assessment .......................................................................................... 22
   4.3 Dimensions Descriptions .............................................................................................................. 23
   4.4 Reading List .................................................................................................................................. 24
   4.5 About the Assessment Center Exercises ....................................................................................... 24
      4.5.1 Oral In-Basket Exercise ......................................................................................................... 24
      4.5.2 Highly Structured Subordinate Meeting Exercise .................................................................... 25
      4.5.3 Hot Call Tactical Exercise .................................................................................................... 26
4.5.4 Field Operations Exercise ........................................................................................................ 27
4.5.5 Sergeant Meeting Exercise .................................................................................................... 28
4.5.6 Community Meeting Exercise ............................................................................................... 29

5. Administration of the Assessment Center ................................................................................. 31
5.1 Location and Sign-in .................................................................................................................. 31
5.2 Applicants with Disabilities ....................................................................................................... 31
5.3 Dress Code .................................................................................................................................. 31
5.4 The Schedule ............................................................................................................................ 31
5.5 Video Recorded Assessment ...................................................................................................... 31
5.6 Preparation Time ........................................................................................................................ 32
5.7 Movement while at the Assessment Center ............................................................................... 32
5.8 Prohibited Items ........................................................................................................................ 33
5.9 Confidentiality ............................................................................................................................ 34

6. Preparation Information ................................................................................................................ 35
6.1 Informal Study Group Method .................................................................................................. 35
6.2 Individual Study Method ............................................................................................................ 35
6.3 General Strategies ..................................................................................................................... 36
6.4 Assessment Day Tips .................................................................................................................. 37
1. INTRODUCTION

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

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

DHR wishes to remind candidates that the examination process is ultimately governed by the job announcement and official documents such as Civil Service Rules. Many of these regulations are available on the City’s websites at 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 Friday, November 22nd, 2019.

Responses to relevant questions submitted will be e-mailed to candidates on Monday, December 2nd, 2019. For obvious reasons we cannot answer questions that might compromise the security or validity of the test. You may submit questions by sending an e-mail to exams@iosolutions.com. Please include “SFPD Q-60 candidate question” in the email’s subject line.

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

We wish you the best of luck as you prepare and participate in the promotional process.
2. Overview of the 2019 Selection Process

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

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

2.1 The Promotional Examination (Assessment Center)

The SFPD Lieutenant promotional examination (a.k.a., assessment center or AC) will include six exercises. The SFPD Lieutenant assessment center will be used to determine which candidates possess more of the qualities necessary to assume higher levels of managerial and administrative responsibility. The assessment center is a method that is often used in the public sector to determine which candidates possess the requisite knowledge, skills and abilities (KSAs) necessary to perform effectively for the position of interest. The SFPD Lieutenant assessment center is planned for December 17th-18th, 2019. All candidates will complete three exercises each day, for a total of six exercises.

On December 17th, you will participate in the following exercises:

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

On December 18th, you will participate in the following exercises:

- Oral In-basket
- “Hot Call” tactical exercise
- Community meeting

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

2.2 Assessors

Your performance in the assessment center will be evaluated by a panel of assessors. The assessors are from outside agencies relatively comparable in size and demographics to the SFPD. All assessors for the upcoming SFPD assessment will hold the rank of Lieutenant or higher.
IOS will conduct training with the assessors prior to their participation in rating candidate responses to the assessment center. Assessor training covers the role of Lieutenant, the agency and the specific nuances of the exercises. The training also presents a great deal of information on the rating process and various facets of documentation, observation and rating. Finally, assessors are thoroughly trained on how to apply the exercise criteria to make accurate and effective ratings within the assessment process.

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

2.3 Exercise Weights
The 2019 Q-60 Lieutenant selection process consists of six (6) separate exercises (i.e., three (3) different exercises for each of the two (2) days). Candidates will receive a score on each exercise and those scores will be weighted to calculate their overall score. The table below presents the respective weight of each exercise in the assessment center. Candidates must participate in all six (6) components and must attain a final overall score above the established pass point to earn a placement on the eligibile list.

<table>
<thead>
<tr>
<th>Exercise</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Sergeant meeting</td>
<td>18%</td>
</tr>
<tr>
<td>B. Highly structured subordinate meeting</td>
<td>18%</td>
</tr>
<tr>
<td>C. Field operations exercise</td>
<td>14%</td>
</tr>
<tr>
<td>D. Oral In-basket</td>
<td>18%</td>
</tr>
<tr>
<td>E. “Hot Call” tactical exercise</td>
<td>14%</td>
</tr>
<tr>
<td>F. Community meeting</td>
<td>18%</td>
</tr>
</tbody>
</table>

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

Copyright © 2019 I/O Solutions, Inc.
3. ASSESSMENT CENTER DEVELOPMENT PROCESS

3.1 Job Analysis

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

3.1.1 Results

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

3.1.1(a) Task Statements

1) ANALYZE INFORMATION AND FORMULATE OPERATIONAL PLANS, PRIORITIES, AND SPECIAL PROJECTS

- Identify crime patterns by reviewing information such as reports, crime maps, community input, suspect information, Crime Data Warehouse, etc., noting particulars of crimes, including locations, types of victims, and times of occurrence.
- Interpret trends and patterns found in data and records in order to estimate and predict needs of a situation or assist in plan development, for daily use and Compstat.
- Make an oral presentation to others (superior officers, DA, community officials, etc.) which includes information such as cost, staffing, any additional impacts, etc., to convince them to accept proposed changes or to adopt a new activity or plan.
- Assess the impact of proposed changes or actions to determine if contingency plans are needed.
- Develop a plan which addresses an identified community need and outlines a resolution to the problem.
- Attend meetings with community officials, City personnel, and other SFPD personnel to gather information that deals with proposed changes in practices and policies or investigative operations.
- Explain police policies and expectations to involved/concerned groups prior to planned events or special operations.
- Exchange information with event organizer regarding parameters of function, such as number of people expected, scheduled hours, location, history and purpose of event, required permits, etc., in order to plan police involvement and to ensure safety for all those involved.
• Write a narrative report or memorandum that takes into account factors such as cost, personnel and equipment needs, impact of any recommended changes, ways to deal with new situations/events, etc.
• Explain procedures, practices, enforcement orders, and policies of special project prior to assigning unit member to the project.
• Evaluate the effectiveness of newly implemented (or modifications of existing) plans by observing, interviewing participants, analyzing computer printouts, and taking into account whether the plan is progressing as proposed.
• Develop an operational order/plan for superior’s approval.
• Obtain assistance from another station or to adjust subordinates’ work hours to ensure adequate staffing levels at planned events.
• Plan tactical operations and serve as Event Commander for enforcement operations, such as STOP, buy/bust, DUI checkpoint, etc.
• Develop and oversee crime prevention, deterrence, and apprehension programs and activities.
• Coordinate activities to ensure safety at an event (e.g., set-up communication system, establish who will be in charge, determine location of posts).

2) CONDUCT, COORDINATE, AND DOCUMENT INTERNAL ADMINISTRATIVE INVESTIGATIONS

• Review results of an investigation involving subordinates for completeness and accuracy of conclusions, including documentation and investigations done by subordinate sergeants, to make recommendations to superiors regarding remedies.
• Make required notifications, as outlined in departmental policies and procedures, in the handling of administrative investigations, such as on-duty vehicle accidents and weapons discharges.
• Discuss with citizen his/her concerns about the behavior of a member of SFPD and the complaint and/or investigative processes.
• Conduct personnel investigations by interviewing employee, witnesses, supervisors, and other involved parties to gather information in areas such as alleged job-related misconduct, deficiencies, complaints, etc., and determine if SFPD policies and procedures were violated.
• Summarize, in writing, information from various reports related to a personnel investigation in order to forward for appropriate recommendation from Captain.
• Request assistance from other Department units, such as Crime Scene Investigations, Traffic, Internal Affairs, etc., to gather information when completing an O.I.C. investigation report.
• Complete administrative investigation and related forms for incidents involving sergeants/inspectors, such as member-involved collisions, industrial injuries, etc.
• Take complaint of alleged discrimination/harassment and forward to the Affirmative Action officer, as outlined in D.G.O. 11.07.
• Ensure subordinates follow proper procedure in interviewing citizens regarding call for service and in completing the necessary documentation.
• Ensure that, when appropriate, the actions of the officer/sergeant are explained to a complainant in order to reduce/lessen the complainant's concerns or to attempt to resolve the complaint.

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

• Monitor activities happening in the district through the radio, computer queries, notifications, and/or observation to determine if calls are backing up or supervisory intervention is needed.
• Evaluate complexity of incidents by collecting information over the radio or by phone from dispatch and units at the scene regarding the situation to determine required procedures (e.g., set-up command post).
• Respond to incident(s) that require presence of a lieutenant to provide direction in handling of the incident(s) and perform tasks as needed.
• Determine minimum staffing levels needed throughout the district (including at the station) based on an evaluation of staffing needs at an incident scene and of on-going activities in the district.
• Verify the adequacy of actions taken by subordinates by monitoring radio and/or calling for situation reports on various activities such as ensuring the perimeter is established, the scene is controlled, the crime scene is preserved, notifications are made, etc.
• Assess situation at an incident/crime scene through direct observation, questioning personnel at site, and/or review of CAD.
• Assume charge of field incident and/or crime scene by taking command, directing activities of subordinates, requesting additional resources.
• Evaluate the location of the command post based on factors such as proximity to the scene, degree of danger, personnel and equipment needs, etc.
• Determine the need for specialized units or outside agencies, such as GTF, SOB, MTA, etc., to assist at an incident by evaluating developments at the scene.
• Coordinate activities with personnel of other command posts, other jurisdictions, and/or other agencies to optimize management of incident.
• Designate officer(s) to carry out command post activities at an incident based on the complexity of the situation and the skills of available officers (e.g., monitoring radio transmissions from officers at scene and maintaining a log of communications).
• Ensure that officers set-up barricades and control traffic around an incident scene to ensure the perimeter and control activities in the area.
• Coordinate access of outside units to the scene of an incident to preserve the crime scene and to facilitate entrance of units to the area (e.g., coroner's office, medical personnel).
• Monitor vehicle pursuits for compliance and to determine when to cease pursuits.
4) MANAGE, ADMINISTER, AND DOCUMENT STATION ACTIVITIES

- Review incident reports for completeness and consistency (e.g., whether all elements are contained within the report, whether action taken by officer was within policy, grammar and spelling are correct).
- Conduct roll calls to give briefings, provide training, make assignments, alert officers to on-going enforcement and investigative actions and crime trends in district, read aloud teletypes and other important directives, and ensure officers are properly uniformed and equipped.
- Enter daily and anticipated officer work schedule information into the computer (HRMS) and onto a Daily Assignment Sheet to maintain record of personnel activity.
- Coordinate vacation schedules, training mandates, time-off, overtime, and other issues that impact staffing by taking into account factors such as Department policies, MOU, needs of unit or shift, etc.
- Summarize occurrences during the watch in the district for the next shift supervisor's information, such as major incidents, information on wanted individuals thought to be in the district, EPOs to be served, etc.
- Make beat and car assignments based on a review of factors such as personnel and equipment availability, Operations Bureau mandates, special events scheduled, etc.
- Adjust priorities for self and subordinates based on factors such as resources, consequences, input from staff and superior officers, etc.
- Evaluate training, experience, and capabilities of subordinates in order to assign work activities.
- Reassign personnel or redistribute work to ensure maximum and effective use of existing personnel, taking into account the seriousness of the situation, to minimize use of overtime.
- Note in writing major occurrences during the watch for the Captain's Morning Report.
- Make periodic site visits to officers on patrol for the purpose of maintaining morale and ensuring compliance with departmental policy and procedure.
- Ensure that EPOs and subpoenas are properly logged, served, and processed.
- Review use of force, juvenile detention, and cell check logs to ensure that subordinates are completely and accurately documenting actions taken.
- Log numbers of actions taken by subordinates during the shift (such as BIPs, movers, parking citations).
- Analyze information related to upcoming staffing changes, such as anticipated retirement of unit personnel, transfers, crime patterns in the district, etc., to advise Captain of recommended staffing levels for each watch.
- Brief superior(s) about critical or sensitive incidents or investigations.
- Discuss personnel and enforcement issues with other lieutenants working the same shift, including patrol and SIT, to identify any problems and define possible solutions.
- Discuss problems, priorities, or other issues at periodic meetings held with Captain and/or other supervisors.
• Respond to requests from other units for personnel by reviewing staffing to determine if coverage can be maintained if officers are detailed.
• Review officer body-worn camera footage each shift to ensure compliance with policy and procedure as policy dictates.
• Coordinate with the station keeper to retrieve information about police runs, reports, and other pertinent information.
• Plan schedules for staff that take into account differences in reporting times, unit's needs for special events, and anticipated needs of unit and situation.
• Ensure minimum staffing levels are maintained by reporting shortages in staff, requesting additional staff, and/or directing officers to work overtime.
• Receive and review timesheets and conduct payroll approval.
• Assist and/or approve the request for purchase of materials, supplies, and equipment.

5) MANAGE, COORDINATE, AND EVALUATE INVESTIGATIVE OPERATIONS

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

6) PARTICIPATE IN COMMUNITY ENGAGEMENT AND PUBLIC RELATIONS ACTIVITIES

• Respond to community members' concerns when directed by superior via letter, e-mail, or phone.
• Review bulletins, teletypes, e-mails, and crime alerts for release within SFPD and/or other agencies, regarding a case, investigation, incident, crime pattern, department activity, criminal activity, etc.
• Participate in meetings to exchange information, represent the Department, and develop plans.
• Present information verbally and in writing about the unit, station, SFPD, or technical areas to community, other agencies, professional groups, and/or other units within SFPD.
• Coordinate activities with other agencies (such as CHP, DPW, and MTA) so that events or other activities can be conducted as planned.
• Speak with the media about the Department, particular activities, incidents, and events.
• Draft public safety announcements or alerts regarding crime and/or crime prevention for dissemination to the public.
• Interact, communicate, and organize meetings with community groups to obtain information on criminal activity and determine needs of the community.
• Network with community members and leaders to make for efficient police-community communication channels.
• Participate in task force meetings for the purpose of obtaining information for dissemination to others about SFPD.

7) PARTICIPATE IN PROFESSIONAL DEVELOPMENT OPPORTUNITIES

• Maintain knowledge and seek out training concerning relevant laws, court decisions, and Department rules and regulations to ensure appropriate enforcement and investigatory activities.
• Participate in formal (e.g., attending classes or seminars) and informal training (e.g., meeting with other unit personnel) to remain up-to-date or to learn about new activities or assignments.
• Participate in training and recertification programs (e.g., firearms, interviewing and interrogation, state and federal laws, evidence collection) to receive information and develop and/or maintain skills.
• Participate in seminars, conferences, college courses, etc., to enhance knowledge, skills, and abilities.
• Attend additional law enforcement and management academies, Institutes, etc. (e.g., FBI Academy), to enhance knowledge, skills, and abilities.
• Study, read, and review journals, legal updates, articles, and other documents to remain aware of new developments in the fields of case law, new laws, and law enforcement and management.

8) SUPERVISE, MANAGE, AND LEAD PERSONNEL

• Demonstrate appropriate behavior by performing duties in accordance with unit and departmental policies and procedures.
• Explain new department policies and procedures to subordinates to answer questions, discuss changes in laws or rules, or provide other updates.
• Coordinate and participate in informal meetings with station personnel to debrief unit’s performance after incidents or events to develop more effective ways of handling future situations.
• Meet with sergeants to disseminate information, increase morale, and/or discuss issues such as subordinates’ concerns, performance issues, training needs, etc.
• Determine causes of and solutions for work-related problems by asking questions and listening to subordinates.
• Identify officer safety issues by monitoring subordinates' activities and receiving information from supervisors in order to implement appropriate corrective measures and provide training.
• Conduct formal and informal counseling of employees to provide performance-related feedback, develop strategies to increase performance effectiveness, and outline performance improvement goals and timelines.
• Prepare commendations (such as Meritorious Conduct Awards and Captain's Complimentary Reports) or review those prepared by sergeants to recognize exceptional actions of subordinates.
• Determine appropriate training for unit members, including informal or more formal training.
• Conduct employee orientation to familiarize new subordinates with unit policies and procedures.
• Monitor and review EIS, performance improvement plans, and performance appraisals completed by supervisors for accuracy, conformance to policy, and required information.
• Complete the performance appraisal process and performance improvement plans for sworn and/or civilian subordinates by assessing performance, identifying strengths and developmental needs, completing required forms and reports, and discussing with subordinate.
• Monitor progress of members enrolled in reentry to patrol and field training programs by ensuring all required steps are being followed.
• Evaluate memoranda written by subordinates to determine if they are ready for forwarding.
• Assign subordinates to participate in investigations/investigative activities and projects based on the nature of the incident(s) and the resources available.
• Recommend and/or administer disciplinary action, as needed.
• Monitor activities in order to ensure that service to the community and district is maintained.
• Provide subordinates with information on the Employee Assistance Program (EAP), as needed.
• Create operational plan for unit to achieve the goals and objectives of the department.
• Monitor and evaluate ongoing operations and programs within the shift and district to ensure operational efficiency and congruency with department goals, objectives, and policies.
• Establish and maintain appropriate lines of communication to and from personnel of all ranks to ensure an efficient flow of information within the chain-of-command, between shifts, and between districts within the department.
• Write/Revise, review, and distribute general orders, policies, and standard operating procedures.

3.1.1(b) Knowledge Statements

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

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

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

• Knowledge of chain of command and notification requirements, including specialized units.
• Knowledge of elements to a crime needed to be presented in the incident report.
• Knowledge of Department General Orders.
• Knowledge of the procedures and legal constraints regarding arrest, booking, detention and JMS for adults and juveniles.
• Knowledge of response procedures for a field incident including how to respond and who should respond.
• Knowledge of procedures and legal constraints regarding searches and seizures, laws of arrest.
• Knowledge of Department Bulletins.
• Knowledge of procedures to secure and protect a crime scene.
• Knowledge of Department Manuals.
• Knowledge of legal requirements and Departmental policy concerning the release of information to the public, media, and outside agencies.
• Knowledge of procedures for conducting cold shows, photo spreads, and line-ups.
• Knowledge of Bureau General Orders.
• Knowledge of crowd control procedures, techniques and special equipment used in crowd control.
• Knowledge of what constitutes physical evidence to determine when and/or how evidence should be collected and preserved.
• Knowledge of factors such as district demographics, high crime areas, crime trends, and sector needs in order to best allocate staff.
• Knowledge of the Penal Code.
• Knowledge of the legal and Departmental procedural guidelines for interviews and interrogations.
• Knowledge of crime reduction strategies.
• Knowledge of Departmental resources for disseminating information within the Department, such as DOC, APBnet, teletypes, and emails.
• Knowledge of investigative procedures, techniques, and technological resources which can be employed in an investigation.
• Knowledge of the content and information that needs to be included in a case file submitted for review.
• Knowledge of non-department resources/services such as PG&E, MTA, District Attorney, Fire Department, etc.
• Knowledge of resources for disseminating information to the public.
• Knowledge of Department units and resources available (e.g., Tactical, Hondas, Forensic Services) and how they can be utilized for law enforcement.
• Knowledge of procedures regarding service of subpoenas.
• Knowledge of the jurisdiction and responsibilities of other law enforcement agencies, such as the FBI, California Highway Patrol, Sheriff’s Department, neighboring jurisdictions, etc., and how to interface with them.
• Knowledge of the authority and enforcement sections of the California Vehicle Code.
• Knowledge of crime detection and analysis equipment, resources, and technology.
• Knowledge of local codes and ordinances (e.g., the Municipal Police Code and Park Code).
• Knowledge of licensing and permit regulations and enforcement guidelines.
• Knowledge of the SF Transportation Code.
• Knowledge of superior’s administrative duties.

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.
   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.
   f. Budgeting: Allocating financial resources to various line items, such as personnel overtime, based on organizational value. Making decisions regarding the allocation of limited resources and managing that allocation to ensure that budgets are not exceeded.

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. Information Ordering: The ability to arrange events or actions in a certain order or pattern according to a specific rule or set of rules (e.g., patterns of events, facts, numbers, words).

   d. 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 Skill: Executing the appropriate actions and operations to achieve tactical strategies and goals. Applying acquired knowledge departmental guidelines, standards, and procedures.

H. 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 Lieutenant assessment center. As discussed, job analysis information is used to support the development of assessments used in the selection process. Thus, the test components that IOS develops will measure these areas and requirements of the Lieutenant position.

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

3.2 Exercise Content Development and Review
For IOS, work behaviors typically guide the development of the assessment exercises. Thus, the sampling of a job’s major or important work areas is the focus of a test’s design. These work areas are often conceptualized from the task groups created in association with the job analysis questionnaire. Section 4.5 in this guide presents the exercises included in the assessment, and these 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 Lieutenant or higher to identify scenarios and other work behaviors that can be simulated in the exercise. IOS and the SMEs work collaboratively to refine the scenarios, add information, remove information, and otherwise make the scenarios adequate for use in the exercise. With complete and accurate scenario information for each exercise, IOS and SMEs, again, work collaboratively to identify the behavioral criteria for each dimension in the exercise.
4. **YOUR PROMOTIONAL ASSESSMENT CENTER**

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

4.1 **What is an Assessment Center?**

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

4.2 **Measures Underlying the Assessment**

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

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

Many candidates find it helpful to study internal source material prior to an assessment. This foundational information can help to increase one’s confidence in their performance and can
contribute to one’s ability to perform successfully in many of the exercises, as you will see below.

### 4.3 Dimensions Descriptions

Below is a brief description of each dimension 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 SKILL** – 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.

- **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 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 Bulletins, Department General Orders, FOB General Orders, Department Manuals, Final Report of the President's Task Force on 21st Century Policing, Collaborative Reform Initiative – An Assessment of the San Francisco Police Department, as well as local, state, and federal laws. Revisions, deletions, and additions to these documents that may have occurred after September 1, 2019 will not be considered in the examination exercises. Please note that the examination may measure other job-related knowledge or abilities that would be expected to have been gained on the job as a Sergeant.

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

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

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

You will have eleven minutes (11:00) to complete your presentation to state how you will handle all the items in your in-basket once you are instructed to begin via a recording that will be played on a computer. In your presentation, you should discuss what actions need to be taken to respond to each in-basket item. As you discuss each item in your presentation, be sure to also discuss its priority. Items may be either low, medium or high priority. Low indicates the item is not timely and you can eventually handle it. Medium indicates that a quick response by the end of the shift is required. High indicates that an immediate response is required. In addition to discussing each item’s priority, discuss the rationale for your prioritization.

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

Dimensions measured in the Oral In-Basket Exercise:
• Supervision and Management
• Critical Thinking
• Administrative Management
• Oral Communication

Task Clusters that may be simulated in the exercise:
• Direct and Coordinate Field Operations, Incidents, and Events
• Manage, Administer, and Document Station Activities
• Conduct, Coordinate, and Document Internal Administrative Investigations
• Analyze Information and Formulate Operational Plans, Priorities, and Special Projects
• Participate in Community Engagement and Public Relations Activities
• Manage, Coordinate, and Evaluate Investigative Operations
• Supervise, Manage, and Lead Personnel

4.5.2 Highly Structured Subordinate Meeting Exercise

[During a pre-exercise preparation period, you will receive full instructions about the exercise.] You will assume the role of a newly promoted SFPD Lieutenant. The instructions will provide particular details with regard to the subordinate you will be meeting as well as a general set of problems related to the performance of the subordinate. You will be allotted time to prepare for your meeting. The purpose of your meeting will be to address issues involving the subordinate. Again, you will review the issues beforehand in order to plan for your discussion during the meeting.
The one-on-one meeting will be highly structured. A video will prompt you when you should begin your response. You will first deliver an initial greeting to start the meeting. The time limit for the initial greeting and statement to your subordinate is three minutes (3:00). The role-player on the screen will then deliver his first statement to you. After the role-player’s statement has concluded, you will immediately provide your response. The time limit for this response is two minutes (2:00). The role-player on the screen will make a second statement and you will then have up to two minutes (2:00) to respond. Next, the role-player on the screen will make a third statement and you will have up to two minutes (2:00) to respond. Finally, the role-player will deliver his final statement to you in the video. After the role-player’s statement has concluded, you will immediately provide your response to his statement. In this final response, you should also include any parting words or concluding remarks you wish to make to the subordinate. The time limit for this final response is two minutes (2:00). A countdown timer will be displayed on the screen showing the time remaining for each response. This exercise will take a total of eleven minutes (11:00) to complete.

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

- Leadership
- Supervision and Management
- Interpersonal Skills
- Oral Communication

Task Clusters that may be simulated in the exercise:

- Supervise, Manage, and Lead Personnel
- Manage, Administer, and Document Station Activities
- Conduct, Coordinate, and Document Internal Administrative Investigations

4.5.3 Hot Call Tactical Exercise

In this exercise, you will be presented with a written scenario describing a “hot call” that requires you to take immediate action and manage a scene. The exercise consists of a single tactical scenario that is presented in three (3) parts. When you enter the exercise room, you will be presented with the first scenario (Part 1) on a computer. It will be read aloud through a recording on a computer. You will then be given three minutes (3:00) to state aloud what actions you would take and what directions you would give to others to appropriately manage this incident. A timer will be shown on the computer screen.

If you finish your response before time runs out, the timer will continue to countdown, regardless. Once time runs out, the second portion (Part 2) of the scenario will be displayed on the screen and read aloud. You will then have two minutes (2:00) to state aloud what actions you would take and what directions you would give to others to appropriately manage this incident. Again, a timer will be shown on the screen. Once time runs out, the third and final portion (Part 3) of the scenario will be displayed on the screen and read aloud. You will then
have four minutes (4:00) to state aloud what actions you would take and what directions you would give to others to appropriately manage this incident. Again, a timer will be shown on the screen. At the end of Part 3, the exercise will conclude.

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

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

Dimensions measured in the Hot Call Tactical Exercise:
- Tactical Skills
- Critical Thinking
- Oral Communication

Task Clusters that may be simulated in the exercise:
- Direct and Coordinate Field Operations, Incidents, and Events
- Analyze Information and Formulate Operational Plans, Priorities, and Special Projects
- Manage, Coordinate, and Evaluate Investigative Operations

4.5.4 Field Operations Exercise

[During a pre-exercise preparation period, you will receive full instructions about the exercise.] You will be presented with a scenario for which you are expected to prepare a plan to address. You will have time to review the scenario in its entirety and prepare a presentation prior to starting this exercise. In your presentation, you must discuss the specific steps that you and others would take to address the scenario. You will be given 11 minutes (11:00) to present your plan once you are instructed to begin via an audio recording on a computer. Examples of field operations scenarios include:
- Aftermath of a natural disaster/police response
- Planned march or other planned and potentially disruptive event
- Occupy scenario, protest or related scenario
- Planned civic event (celebration, festival, etc.) requiring police presence
Dimensions measured in the Field Operations Exercise:
- Tactical Skills
- Critical Thinking
- Oral Communication

Task Clusters that may be simulated in the exercise:
- Direct and Coordinate Field Operations, Incidents, and Events
- Analyze Information and Formulate Operational Plans, Priorities, and Special Projects
- Participate in Community Engagement and Public Relations Activities

4.5.5 Sergeant Meeting Exercise

[During a pre-exercise preparation period, you will receive full instructions about the exercise.] In this exercise, you will play the role of a newly promoted SFPD Lieutenant who will be meeting with a group of subordinate sergeants on the first day as a Lieutenant. There are three (3) main items that you should cover in this meeting:
- Item 1- Introduction to your leadership style and your expectations
- Item 2- Current and on-going Issues to discuss, and
- Item 3- A question and answer session with your sergeants

First, the instructions will ask you to conduct a management introduction and will fully explain the specific requirements of the management introduction. As part of this introduction, you will be expected to discuss your expectations of your supervisors and officers and what they in turn might expect from you in regard to managing the shift. You will have three minutes and thirty seconds (3:30) to complete this item.

In addition, you will be asked to discuss “current issues” of concern in regard to the SFPD and/or your shift specifically. These “current issues” will be outlined in the exercise instructions. Typically, descriptions of these issues are presented as coming, in writing, from your hypothetical supervisor or perhaps another member of the command staff. You may glean what you wish from the communication(s) and incorporate it into your discussion with your sergeants. Please note that the current issues may be a mix of fictional issues, as well as actual issues occurring within the SFPD. You will have a maximum of four minutes (4:00) to discuss Item 2.

Finally, you will be asked “in-role” questions from your sergeants (role-players will be present on the screen assuming the role of the sergeants). These questions may be related to the “current issues” from the exercise instructions, from actual current events or from other areas. All candidates will receive the same questions. The purpose of these questions is to evaluate job-related skills and abilities in an impromptu manner. You will be asked two (2) separate questions and given one minute and thirty seconds (1:30) to respond to each.
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 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 Sergeant Meeting Role-Play Exercise:
- Leadership Skill
- Supervision and Management
- Critical Thinking
- Oral Communication

Task Clusters that may be simulated in the exercise:
- Supervise, Manage, and Lead Personnel
- Manage, Administer, and Document Station Activities
- Analyze Information and Formulate Operational Plans, Priorities, and Special Projects

4.5.6 Community Meeting Exercise

[During a pre-exercise preparation period, you will receive full instructions about the exercise.] In this exercise, you will assume the role of a newly promoted SFPD Lieutenant and will be asked to meet with a small group of community members from your new district on your first day in your new role. This exercise includes two parts. Part one consists of you delivering a presentation to the community members during the community meeting and part two consists of answering questions from the community members at the meeting.

The instructions will ask you to conduct a short presentation and will fully explain the specific requirements of the presentation, but at a minimum, you must introduce yourself and address a number of community issues described in the exercise instructions. Typically, the community issues are wide-ranging problems that have been expressed by citizens in your new district. These issues will be described in varying degrees of detail within your instructions. Please note that the community issues may be a mix of fictional issues and actual issues occurring within districts served by the SFPD. You will have a maximum of six minutes (6:00) to deliver your presentation.

Finally, you will be asked three “in-role” questions from your community members. These questions may be related to the “community issues” from the exercise instructions, from actual current events, or from other areas. All candidates will receive the same questions. The purpose of these questions is to evaluate job-related skills and abilities in an impromptu manner. You will have one minute and thirty seconds (1:30) to respond to each question.
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 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 presentation or response to a question before the time limit expires, you will have to wait until the video advances.

Dimensions measured in the Community Meeting Role-Play Exercise:
- Critical Thinking
- Community Relations
- Oral Communication

Task Clusters that may be simulated in the exercise:
- Participate in Community Engagement and Public Relations Activities
- Manage, Administer, and Document Station Activities
- Conduct, Coordinate, and Document Internal Administrative Investigations
- Analyze Information and Formulate Operational Plans, Priorities, and Special Projects
5. ADMINISTRATION OF THE ASSESSMENT CENTER

5.1 Location and Sign-in
The assessment center will be administered on Tuesday, December 17th and Wednesday, December 18th, 2019. Candidates will participate in the assessment center on both of these dates. The assessment center will be held at:

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

Please note that there are no parking spaces for candidates to park at the test facility. You must take public transportation or be dropped off at the test facility.

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

5.2 Applicants with Disabilities
Applicants with disabilities requiring reasonable accommodation for this examination process must contact DHR as soon as possible, but no later than December 2nd, 2019, 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 business professional attire or be in station uniform for each assessment day.

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

5.5 Video Recorded Assessment
Your participation in each exercise will be video-recorded and rated by assessors at a later time. This format is necessary so that all candidates can complete the same exercises in one day and
to help prevent test security leaks. Proctors will be present in the rooms to address any technical difficulties, should they occur, involving the video equipment.

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 so the video recorder will capture your 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
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 three (3) exercises and you will be expected to read all materials and prepare, as you feel is necessary, for all three (3) exercises. You will have 75 minutes (75:00) to prepare for your three (3) exercises, each day.

You need to prepare for the entirety of the 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 three exercises, it is imperative that you review the instructions for all three (3) exercises and prepare for all exercises during the preparation period! Along with the exercise instructions, you will be provided with notepaper, pen, a pencil and a highlighter. Feel free to take notes during this 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.

5.7 Movement while at the Assessment Center
Proctors will direct you to the appropriate room(s) throughout your day. Following your preparation period, the proctor will escort you to the exercise room area. You will be guided into an exercise assessment room to begin performing the three exercises. You will be video
recorded as you complete the three (3) exercises each day by a proctor who will remain in the exercise room with you. The proctor will not interact with you during the exercise. Instead, 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.

The following information, as outlined, provides a potential overview of the 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. You will be prompted to state to the video recorder the candidate ID number that you were assigned for this assessment. Next, the exercise video will transition and instruct you further. Once you finish your first exercise, the proctor will stop the video recorder. There will be a two minute (2:00) break before the next video begins. This will allow you to get organized with your notes for the second exercise. The video will prompt the proctor to once again begin the video recorder and for you to state your candidate ID number. Then the exercise video will guide you to complete your second exercise. After you complete your second exercise, the proctor will stop the video recorder. There will be another two-minute break for you to get organized before the third video for your last exercise that day begins. The proctor will once again be prompted to begin the video recorder and you will be prompted to state your candidate ID number into the video recorder. Then the exercise video will guide you to complete the third exercise. Once the third exercise is completed, you will be directed to a holding room near the facility. You are not permitted to access any electronic devices during this holding time. You will be held for a pre-determined time period (until the afternoon group arrives OR based on your release time).

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

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

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

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

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

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

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

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

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

While some individuals who engage in individual preparation may feel that they are potentially benefitting their test competitors by sharing a well-prepared study guide, it is nevertheless important to note that the reviewing of study guides and “scenarios” prepared by others provides one with an opportunity to explore perspectives that 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 in one’s own guide. Individuals who prepare this way can then spend the last few weeks before the assessment center to continually review their revised study guide.

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

6.3 General Strategies

- **Expectations of a SFPD Lieutenant.** Familiarize yourself with the roles and responsibilities of a SFPD Lieutenant. Review the job analysis section presented earlier in this study guide. Talk with current Lieutenants and ask them about their job and main responsibilities [PROVIDED that such individuals are NOT working on the test]. This will help you learn as much as you can about the position and what will be expected of you. The examination may ask you questions regarding how you will handle supervision and other issues as a supervisor. Therefore, it is important to understand what duties you will be responsible for in this role.

- **Booklist.** Review your internal departmental manuals. This will help you to further understand the proper way to respond to various situations that may be integrated into the exercises.

- **Research “Hot Topics.”** You can prepare yourself for the types of scenarios you may encounter in the assessment process by researching important "hot topics" within the SFPD. Researching topics that could be the basis for hypothetical problems or meetings will help you give well-informed and structured responses.

- **Brainstorm.** Ask yourself questions such as: How will I handle problematic situations as a supervisor?; How will I manage and lead my subordinates?; How will I communicate information to others?, and; What do I know about important issues related to the City?

- **Practice.** Practice listening to questions with multiple parts, taking a few notes about the questions being asked, and then answering all parts of the questions. Also, you can practice giving presentations on various scenarios to members of your study group, or to your friends and family.

Diligent preparation for this assessment center will help you succeed; however, there are other considerations that can affect your performance on the day of the assessment center, including:
• **Your physical well-being.** If you can, get a good night’s rest before the assessment center and eat right. Try to ensure that you are in the best possible condition, both physically and mentally on the day of the assessment. Candidates in public safety promotional processes across the U.S. often work the day before or even the day of testing. Plan ahead and think how you can put yourself in the best possible situation for the assessment center!

• **Arrive early.** Make all necessary arrangements to ensure that you arrive early at the assessment site. It would be wise to anticipate traffic delays in traveling to the site and to allocate extra travel time to ensure an early arrival even with delays.

• **Controlling Anxiety and Stress.** Many candidates experience anxiety as a result of the stress and pressure to perform well on the assessment. This is a common and natural response. Understanding this anxiety is important. This anxiety is sometimes displayed in individuals as tension or even anger (i.e., on edge, quick to be set off, etc.). Again, acknowledging these feelings may help you to relax and put yourself in a better mindset for taking the assessment. As much as possible, you need to have a positive attitude on the day of the assessment center.

### 6.4 Assessment Day Tips

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

• **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 test contribute to your score.

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