This Examination Preparation Guide has been prepared to introduce you to the Captain 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:

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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 Monday, June 8th, 2020.

Responses to relevant questions submitted will be e-mailed to candidates not later than Monday, June 22nd, 2020. 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 Q080 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 2020 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 Captain promotional examination (a.k.a., assessment center or AC) will include four exercises. The SFPD Captain 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 Captain assessment center is tentatively planned for July 2nd, 2020. All candidates will complete all four exercises on this date, including:

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

More information about these exercises is provided 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 Captain 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 Captain, 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. The rating process is tentatively scheduled to occur a couple weeks after the candidates participate in the exercises.

2.3 Exercise Weights
The 2020 Q080 Captain assessment center consists of four (4) separate exercises. 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 four (4) components and must attain a final overall score above the established pass point to earn a placement on the eligible list.

<table>
<thead>
<tr>
<th>Exercise</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. In-basket</td>
<td>25%</td>
</tr>
<tr>
<td>B. Community Meeting</td>
<td>25%</td>
</tr>
<tr>
<td>C. Staff Meeting</td>
<td>25%</td>
</tr>
<tr>
<td>D. Tactical Structured Oral Interview</td>
<td>25%</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.

Furthermore, for the purposes of completing your exercises, you will assume that these scenarios take place during normal operating conditions for the SFPD. Thus, there are no considerations for COVID-19 or Public Health orders related to gatherings or movement. Candidates should assume there is no COVID-19 pandemic in formulating responses to the scenarios in the exercises.

2.5 COVID-19 Caveat
Although we intend to provide you with accurate information in this preparation guide, please be mindful of the fact that we are in unprecedented times with the COVID-19 pandemic. We have already taken preemptive measures to minimize the need for future changes to the processes; however, please understand that some aspects of these processes are still subject to change, especially with regard to the logistical properties of the processes. Should any aspects of the processes change after the release of this preparation guide, candidates will be informed of such changes as soon as possible. We appreciate your understanding and flexibility during this time.
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 Captain 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 ability areas relevant to the Q080 Captain position.

3.1.1(a) Task Statements

1) DIRECTING, SUPERVISING AND MONITORING PERSONNEL
   • Directs unit personnel’s activities by writing notes, memos and e-mail messages to ensure activities are handled correctly and expeditiously.
   • Routes information to Lieutenants so that they can update personnel, providing supplementary guidance as needed.
   • Directs unit personnel engaged in various unit activities by giving them verbal orders to ensure that tasks are handled correctly and expeditiously.
   • Maintains a come-up/reminder file to ensure tasks are completed in a timely manner.
   • Directs unit personnel to perform specific projects and identifies areas in which to focus enforcement, using chain of command.
   • Ensures that documents, such as Internal Affairs investigations or OCC complaints, Early Intervention System (EIS) notifications, and subpoenas, are logged and notices of violation to officers involved are recorded, served and returned.
   • Consults with on-duty Lieutenant and receives briefing regarding prior unit activity in preparation for shift.
   • Consults with Station Investigations Team (SIT) Lieutenant and SIT Team to develop response to crime issues.
   • Meets with unit personnel on an as-needed basis to obtain updates, provide information, make assessments, and recommendations.
   • Assigns work to unit personnel on the basis of their abilities, need for enhanced proficiency/job growth/career development, and/or availability to perform specific assignments.
   • Monitors radio to be aware of activities happening in the district(s) and to determine if managerial oversight is needed.
- Monitors overtime use by unit personnel to determine if it is appropriate, has been approved and if there are other alternatives (e.g., changing start time, shift adjustments).
- Monitors overtime use by unit personnel to ensure fairness in allocation and compliance with department policies and procedures.
- Monitors officer safety issues, use-of-force, and officer-involved collisions by reviewing reports and COMPSTAT data, implementing corrective or preventive measures when necessary.
- Directs deployment of unit personnel to ensure the effective execution of plans for routine operations, special events or critical incidents.
- Conducts staff meetings with subordinate supervisors to develop strategies to address crime issues and to disseminate information, receive input, explain new directives, clarify procedures, resolve problems, and discuss health and morale issues, etc.
- Monitors staffing and productivity/activity levels by reviewing the Captain's Morning Report and other documents.
- Directs unit personnel in the preparation or modification of operation orders and plans for enforcement actions; reviews and approves operational plans.
- Monitors command post operations at planned events and critical incidents to determine if managerial intervention is needed.
- Assumes command and directs activities of multiple units in the case of major incidents or events.
- Conducts visual inspections to ensure that the unit, staff and equipment are in compliance with departmental rules and regulations.
- Periodically attends line-ups to make announcements, conduct inspection, solicit feedback, make commendations and promote goals and objectives.
- Monitors and manages station, other work sites, station equipment and vehicles to ensure compliance with department policies and procedures and codes.
- Develops semi-annual Staffing Plan by reviewing the Operations Bureau staffing directive, considering district or unit needs (e.g., crime trends/patterns, upcoming events, community policing projects) and balancing experienced and inexperienced members and succession plans, etc. while adhering to seniority guidelines and the shift sign up.

2) TRAINING, DEVELOPING AND EVALUATING UNIT PERSONNEL
- Models professional and ethical behavior, both on and off-duty to serve as role model for subordinate personnel.
- Reviews unit's performance after incidents, events, enforcement actions to formulate more effective ways of handling future situations and/or improve unit policies, procedures, and/or practices.
- Observes and interacts with personnel performing their duties to promote morale and ensure compliance with departmental policies and procedures providing advice, guidance, redirection and encouragement when needed.
• Promotes career development by mentoring and motivating unit personnel, instituting measures such as job sharing/shadowing, encouraging subordinates to attend available training.
• Approves or denies training requests based on an evaluation of their appropriateness, relevance, effect on staffing equity and operational needs.
• Evaluates whether an act of courage, bravery, or outstanding investigation or service can be recommended for recognition, Captain’s Complimentary, or Department award.
• Reviews for completeness and accuracy performance evaluations that Sergeants and Lieutenants have prepared for unit personnel.
• Investigates grievances submitted by unit personnel by gathering information to formulate a written response.
• Assists unit personnel with their personal and/or professional problems by providing guidance and counseling or referring them to an appropriate resource.
• Counsels unit personnel on a formal basis to correct or improve behavior which is inappropriate (conduct issues) or does not meet standards (performance issues), in order to improve his/her behavior.
• Monitors performance of subordinates flagged by EIS to determine if there is a pattern of possible at-risk behaviors that warrants follow-up action.
• Discusses performance problems of unit members with Lieutenant and/or Sergeant, to devise a plan of action to resolve problems.
• Identifies conduct or performance deficiencies of subordinates and intervenes as soon as possible to correct those behaviors.
• Prepares or reviews investigative findings of alleged subordinate violations of departmental policies and procedures to determine if these reports are complete and recommendations are appropriate.
• Recommends, in writing, the appropriate disposition of personnel investigations, including remedial action or recommendations for disciplinary action.
• Provides oral testimony at a Commission hearing, disciplinary hearing, or DABOR hearing to explain or clarify findings and/or recommendations made as a result of personnel investigations.
• Notifies unit personnel that they are relieved of duty by informing them of their status and taking their gun, star, Department ID card, and Disaster Service Worker (DSW) card, and forwarding these items to the appropriate units.

3) REVIEWING AND PROCESSING DOCUMENTS/COMMUNICATIONS
• Reviews e-mail, voice mail, and in-basket information to prioritize actions and determine which items do not require personal action and can be delegated, to whom, and timeline for response.
• Reviews incident reports and Captain’s Morning Report for major issues, events, criminal activity in formulating deployment or enforcement strategies.
• Uses common computer applications (e.g., word processing, e-mail, texting, spreadsheets) to receive, analyze, and communicate information.
• Evaluates memos, correspondence and other documents written by unit personnel to determine if they should be approved/disapproved and are ready to be distributed or sent to the appropriate person/office.
• Reviews forms and reports to ensure they are complete and accurate.
• Reviews payroll-related forms, such as corrected watch reports, requests for holiday overtime, Extended Work Week (EWW) and training, to ensure compliance with department policies and procedures and staffing requirements.
• Examines unit records, such as Use of Force and Juvenile Log, to ensure that they are complete and accurate.
• Reads manuals, e-mail, newsletters, publications and other technical materials to keep apprised of changes in laws and procedures, to look for new and effective applications, to learn about training opportunities, and/or to increase knowledge.
• Reviews unit personnel’s requests, such as for transfer to other units, secondary employment, leaves of absence, specialized training, in order to forward with recommendation.
• Evaluates current permits and permit applications to make recommendations for approval or denial, based on whether permits comply with applicable codes and department policies and procedures, include appropriate conditions, and address community concerns.
• Develops unit orders and/or recommends changes to department policies and procedures to address operational deficiencies, outdated policies.

4) ANALYZING PROCEDURES/INFORMATION AND DEVELOPING PLANS
• Detects potential problems and identifies proper solutions by analyzing situations and/or operations, soliciting input and considering impact on other areas.
• Summarizes, in writing, information from various reports in order to forward to superiors for appropriate recommendation.
• Develops short and long-term enforcement priorities, researches best practices and consults with unit Lieutenants and COMPSTAT officers to optimize use of unit personnel.
• Evaluates the effectiveness of operations, newly implemented or modified procedures by discussing with unit personnel and/or affected community members.
• Analyzes crime statistics and trends to develop enforcement plans, utilizing support from other units (e.g., CIU, VRT, ALU, Tac, Traffic, Hondas and other District Station personnel).
• Evaluates crime issues and strategic plans in terms of victims, suspects, locations, and activities.
• Analyzes incident reports and other information (e.g., COMPSTAT data, community feedback) to evaluate the performance of officers and supervisors and promote effective unit operations.
• Oversees development of Operational Orders to ensure that they are complete and accurate, adequately address all staffing and public safety priorities and are consistent with department policies and procedures.
• Confers with community organizers and interested community groups to determine ways in which events can be presented/managed that would ensure safety for all those involved and appropriate personnel are on-site.
• Identifies crimes/patterns that need to be addressed by analyzing crime information contained in items such as incident reports, Crime Data Warehouse (CDW), Captain's Morning Report, COMPSTAT Report or information from other Department units.
• Evaluates the adequacy of unit resources and equipment by analyzing the current and projected needs of the unit.
• Develops or revises policies and procedures to improve the efficiency of unit operations and promote enforcement.
• Establishes long-range goals and objectives to effectively plan the direction of unit activities.
• Formulates and proposes new or different methods of providing police services when those that exist are inadequate or out-of-date.
• Compares statistical reports of past and present performance (such as COMPSTAT Report) to evaluate district/unit activities and discern trends.
• Integrates new departmental directives into existing procedures and directives in order to establish how the new directives will be implemented in the unit.
• Analyzes COMPSTAT packet for presentation/exchange with Command Staff.

5) INTERACTING WITH SFPD MEMBERS, OTHER CITY DEPARTMENTS AND AGENCIES
• Participates in Captains conference calls to discuss upcoming special events and/or crime patterns.
• Notifies superiors verbally and in writing of the ongoing status of critical incidents, high profile investigations, serious/sensitive situations to keep them apprised.
• Submits requested reports and documentation to Command Staff within established deadlines.
• Discusses issues with peers informally and at meetings to provide information or resolve problems.
• Chairs periodic meetings with members from different departmental units to discuss coordinated actions to address criminal activities and other issues of common concern.
• Responds to superiors' requests for information by directing unit personnel to draft memos or compile reports within specified timelines.
• Communicates with superiors regarding unit problems or issues and/or departmental operations, such as investigations, personnel, and/or handling of requests for service.
• Makes written and verbal recommendations to superiors regarding specific actions such as the need for additional personnel or overtime.
• Forwards information and feedback from subordinate personnel to Command Staff, particularly relating to new initiatives and directives.
• Acts as liaison between unit members and Command Staff by responding to questions and/or relaying policies and procedures to minimize disruption of daily unit operations.
• Documents unit performance by writing reports to superiors and gathering statistical data to explain unit activities in relation to unit goals and COMPSTAT findings.
• Responds to inquiries and requests from Board of Supervisors, Police Commissioners, City Attorney’s Office and other elected and appointed officials, while keeping the Command Staff informed.
• Communicates with representatives of other departments or agencies to exchange information, to develop new policies, resolve mutual problems, or request their support for particular projects, while keeping Command Staff informed by submitting appropriate documentation.
• Responds to inquiries from the Office of Citizen Complaints regarding incidents or investigations.
• Speaks with complainant (about an officer) to try to clarify the issues and then inform the complainant about the procedure/options for filing/handling complaints.
• Communicates with other law enforcement agencies to develop plans which avoid conflict with SFPD operations or rules and procedures (deconfliction plans).
• Develops and recommends departmental policies as part of a committee or working group assigned to address specific issues.

6) COMMUNITY POLICING
• Speaks with citizens and representatives of various groups to identify their concerns, educate community regarding type and extent of police resources, work cooperatively to resolve problems, promote community involvement and ownership, promote youth engagement.
• Provides interviews to the news media, regarding police-related activities, providing specific facts, general information, and/or referrals.
• Inspects/patrols district to observe businesses and street activities, to maintain general awareness of community groups, demographics, and areas with recurring problem(s).
• Prepares for attendance at community functions by examining historical information, identifying issues and possible courses of action, and arranging for speakers from other city and Department units.
• Identifies district problems that need community input and support in order to formulate possible solutions.
• Cultivates/identifies community members best able to serve on community boards and projects.
• Cultivates/identifies and assigns personnel to attend community functions, serve as community liaisons, work as beat officers.
• Adjusts enforcement tactics (e.g., beat or watch adjustments) and number of personnel in response to community concerns, after confirming the need by evaluating information (e.g., crime statistics).
• Attends meetings with public or private agency personnel to discuss and develop procedures and ensure coordination of activities.
• Confers with various city officials including Members of the Board of Supervisors to provide an update regarding police activities related to issues/problems in the city and/or solicit support for community policing initiatives.
• Chairs or participates in periodic community meetings/events to address concerns raised by citizens to enhance community relations and explain police practices, policies and expectations.
• Chairs monthly Community Police Advisory Board meeting to address community issues and task community members with issues to resolve.
• Refers citizens to appropriate agencies (e.g., DPW, Board of Supervisors, non-profit or community-based organizations) when the solution to a community problem cannot be accomplished with police services alone.
• Oversees/develops and publicizes District/Bureau/Unit newsletters and other communications to the community informing citizens of issues such as district police activities and crime prevention tips.
• Speaks at public meetings such as before the SFPD COMPSTAT meeting, Police Commission, Board of Supervisors or other City Commissions to provide information and respond to questions.
• Mediates conflicts among community associations and elicits support for agreed upon programs or solutions.
• Explains status of a case in the investigative process in response to other agency or citizen query.

3.1.1(b) Knowledge Statements

A TECHNICAL KNOWLEDGE - Ability to acquire and maintain technical knowledge required for effective job performance, legal and governmental provisions, administrative and managerial practices, and law enforcement and crime prevention methods, tactics, and technology.

1. Knowledge of standards of performance and conduct and what behavior constitutes a violation of rules or professional legal standards.
2. Knowledge of the responsibilities of unit personnel and supervisors.
3. Knowledge of discrimination, harassment, and retaliation policies and procedures.
4. Knowledge of administrative investigation and discipline procedures, including rights and protections of sworn and civilian members.
5. Knowledge of officer safety principles and procedures.
6. Knowledge of the signs and symptoms of alcohol and substance use/abuse, intervention approaches and referral process.
7. Knowledge of department resources available to assist departmental personnel with personal problems, such as Behavioral Sciences Unit, Employee Assistance Programs and peer counselors.
8. Knowledge of the responsibilities of a SFPD Captain and accepted standards of performance.
9. Knowledge of incident command procedures including how to respond, who should respond, resource acquisition/allocation and notification requirements.
10. Knowledge of administrative and legal provisions governing use of force and officer-involved shootings.
11. Knowledge of civil disturbance response, crowd control procedures, techniques and special equipment.
12. Knowledge of first amendment rights and fair labor practices as they relate to civil disturbances.
13. Knowledge of what constitutes public information, when that information should or should not be released to the media or the public, and the rights of victims, witnesses and suspects regarding that information.
14. Knowledge of driving policies and procedures, including vehicle pursuits.
15. Knowledge of best professional practices and innovations relating to community policing, crime prevention and enforcement methodology.
17. Knowledge of lawful arrest and detention, search and seizure, evidence protection and preservation, investigative procedures.
18. Knowledge of SFPD mission and functions, including programs, policies, procedures, rules and regulations.
19. Knowledge of labor laws, MOU and Department policies applicable to voluntary and involuntary overtime and to leaves of absence.

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.

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 Skill: 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.
   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 Captain 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 Captain 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 Captains 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 Captains 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 these work areas are presented as they relate to each exercise.

In the development of an assessment center exercise, IOS consultants work closely with subject matter experts (SMEs) at the rank of Captain 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 important 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. 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 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.
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.

- **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 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 June 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 Lieutenant.

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
Captain and have various items in your in-basket requiring your attention. An in-basket
exercise typically contains 5 to 10 items such as emails, reports, letters, transcribed 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
After an allotted time to prepare for the exercise, you will have fourteen minutes (14:00) (this is estimated; the actual time may be altered after this exercise is finalized) to complete your presentation to state how you will handle all the items in your in-basket. You will be specifically instructed to “begin your response now” 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 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, explain 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:
- Directing, Supervising and Monitoring Personnel
- Training, Developing and Evaluating Unit Personnel
- Reviewing and Processing Documents/Communications
- Analyzing Procedures/Information and Developing Plans
- Interacting with SFPD Members, Other City Departments and Agencies
- Community Policing

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) (this is estimated; the actual time may be altered after this exercise is finalized) to state aloud what actions you would take and what directions you would give to others to appropriately manage this incident. You will be directed each time to “begin your response now”. A count-down 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 three minutes (3:00) (this is estimated) 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 three minutes (3:00) (this is estimated) 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
- Incident concerning domestic violence
- Police involved shootings
- Pursuit scenarios
- Scenarios involving multiple incidents occurring simultaneously, which involve some level of oversight for the candidate
- Use of force scenarios

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 Skill
- Critical Thinking
- Oral Communication

Task Clusters that may be simulated in the exercise:
- Directing, Supervising, and Monitoring Personnel
- Analyzing Procedures/Information and Developing Plans
- Community Policing

4.5.4 Strategic Management 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 Captain who will be holding a strategic management meeting with their senior leadership team (i.e., lieutenants) on the first day as a Captain. 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 lieutenants
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 managers and what they in turn might expect from you in regard to managing the district.

In addition, you will be asked to discuss “current issues” of concern in regard to the SFPD and/or your district 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 lieutenants. 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 ten minutes (10:00) to discuss both Item 1 and Item 2. It is your responsibility to manage your time and ensure you respond to both Item 1 and Item 2 in the ten-minute (10:00) time frame.

Finally, you will be asked “in-role” questions from your lieutenants (role-players will be present on the screen assuming the role of the lieutenants). 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 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 Strategic Meeting Role-Play Exercise:
- Leadership
- Supervision and Management
- Critical Thinking
- Oral Communication

Task Clusters that may be simulated in the exercise:
- Directing, Supervising, and Monitoring Personnel
- Analyzing Procedures/Information and Developing Plans
- Interacting with SFPD Members, Other City Departments and Agencies
- Community Policing
4.5.5 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 Captain and will be asked to meet with a small group of community members from your new district. 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 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 eight minutes (8:00) 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 two minutes (2:00) 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 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 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:

- Directing, Supervising and Monitoring Personnel
- Analyzing Procedures/Information and Developing Plans
- Interacting with SFPD Members, Other City Departments and Agencies
- Community Policing
5. ADMINISTRATION OF THE ASSESSMENT CENTER

5.1 Location and Sign-in
The assessment center is tentatively scheduled to be administered on Thursday, July 2\textsuperscript{nd}, 2020. 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, 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 [jacket or shirt]), 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 June 12\textsuperscript{th}, 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 business professional attire.

5.4 The Schedule
Candidates will be arriving in groups of 15. There will be 4 total groups that will be scheduled on July 2\textsuperscript{nd}. The first group that will go through the assessment center will complete their exercises at the time that the last group is expected to sign in. The total duration you will be at the testing center is approximately 3.5 hours from the time you sign in until the time you are released.

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 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 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 four 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 four (4) exercises and you will be expected to read all materials and prepare, as you feel is necessary, for all four (4) exercises. You will have 1 hour and 45 minutes [01:45.00] to prepare for your four (4) exercises that day. You will be required to wear a face mask during the preparation period.

You must 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 four exercises, it is imperative that you review the instructions for all four (4) exercises and prepare for all exercises during the preparation period! Along with the exercise instructions, you will be provided with notepaper. You must bring pens, pencils and a highlighter with you in a clear plastic bag. 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 rooms throughout your day. Following your preparation period, the proctor will escort you to a test room. You will be guided into a test room to begin performing the four exercises. You will be video recorded as you complete the four (4) 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 should take off your face mask after the proctor has left the room while you are video recorded. Once you complete your four exercises, you will put your face mask back on before the proctor enters the room. If a technology issue occurs, put your face mask on and 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 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. 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 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 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 two-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. Once the third exercise is completed, you will have your final two minute (2:00) break before the final video begins. After the two-minute break period expires, the video will prompt you to state your candidate ID number into the video recorder. Then the final exercise video will begin. After completing your final exercise, you should put your face mask back on, and open the door to the room, and await a proctor.

5.8 Prohibited Items
Certain items are prohibited during the assessment and sequester period [perhaps 15 minutes for Group 1 candidates], including any and all electronic devices (this includes cellular phones, smart watches, recording devices, smart pens, 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.). 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 other 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, 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 visible to you. The preparation time will be tracked, and proctors will inform you of the time remaining at specific intervals and if asked.

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 AC process you must agree to keep the contents of the assessment confidential. Also, you may not take any of your notes or exercise instructions with you when you leave the assessment - you must turn in all materials once you have completed your final exercise. You should not discuss the contents of the assessment with anyone, including other candidates (even those who have already participated) or individuals of a differing rank (whether they are participating or not). If any proctor, police department employee or city employee observes you discussing the content of the assessment with another candidate, you may be disqualified from the current and future promotional opportunities. Further, aiding another candidate will tend to reduce your chance for success.

5.10 COVID-19 Precautions and Procedures
The following lists precautions and procedures that will be implemented for the assessment center:
- When candidates arrive, a temperature check will be administered. Anyone with a reading above 100.4 degrees will not be permitted into the facility and will be deferred for accommodation.
- All proctors 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 front of the site. Candidates must sanitize their hands upon arrival.
- Candidates will be spaced apart to conform with physical distancing guidelines. There will be 15 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 might hold writing implements, eye glasses, medicine, water, additional PPE, sanitizer, etc.).
- “No-touch” procedures will be in place for registering candidates.
- Access to restrooms will be regulated to maintain physical distancing.
- Tables, chairs, and other relevant surfaces will be disinfected between groups.
- Follow all instructions provided to you on the test day by proctors.
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 Captain 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 Captain.** Familiarize yourself with the roles and responsibilities of a SFPD Captain. Review the job analysis section presented earlier in this study guide. Talk with current Captains 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 Captain?; 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 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.