New York State
Department of Civil Service

Committed to Innovation, Quality, and Excellence

Test Guide

for the

Second- and Third-Line Police Supervisors Series

Andrew M. Cuomo
Governor

Jerry Boone
Commissioner

TABLE OF CONTENTS

Introduction 1

Sample Test Material
- Subject Area 1 5
- Subject Area 2 6
- Subject Area 3 7
- Subject Area 4 11
- Subject Area 5 12
- Subject Area 6 14
- Subject Area 7 16

Test Security..... 17

Conclusion..... 17

INTRODUCTION

The New York State Department of Civil Service has developed this test guide to familiarize you with some of the written test materials which will be included in the Second- and Third-Line Police Supervisors Series. This test guide provides a general description of the subject areas which will be tested and an explanation of the different types of questions you may see on the test.

Not all subject areas that might appear in this Series are mentioned in this test guide. Specialized material is sometimes included in some examinations in this Series and is not described here. The Examination Announcement will list the subject areas that will be included on the particular test you will be taking.

The Second- and Third-Line Police Supervisors Series written test has an overall time allowance of 6 hours. The tests in the series all include the following subject areas:

1. **Knowledge of law enforcement methods, practices and procedures** – These questions test for knowledge of accepted police methods and practices and/or their application to situations in the police field. The questions are a sampling of the various knowledge that police personnel may be required to possess in the course of their day-to-day work-related activities. Areas covered include investigation procedures, patrol techniques, police-community relations, courtroom procedures, personnel practices, policy making and budgeting procedures.

2. **Knowledge of New York State laws** – These questions test the candidates' knowledge of the laws in effect during the current year. This portion of the test is a sampling of the various sections of the law that police personnel may encounter in the course of their day-to-day work-related activities. Laws covered may include the Penal Law, Criminal Procedure Law, Vehicle and Traffic Law, Family Court Act, and other laws relevant to law enforcement in New York State.

3. **Preparing written material in a police setting** – These questions test for the ability to prepare the types of reports and communications that police personnel write. The content is appropriate for the ranks/levels being tested. Some questions test for the ability to present information clearly and accurately. They consist of restatements of information given in note form. You must choose the best version from each set of four choices. Other questions test for the ability to organize paragraphs. They consist of paragraphs with their sentences out of order. For each of the paragraphs you must choose, from four suggestions, the best order for the sentences.

4. **Understanding and interpreting written material** – These questions test how well you comprehend written material. You will be provided with brief reading selections and will be asked questions about the selections. All the information required to answer the questions will be presented in the selections; you will not be required to have any special knowledge relating to the subject areas of the selections.

INTRODUCTION (Continued)

5. **Planning, supervising, and administering police programs and activities –** These questions test for knowledge of the principles and practices involved in managing an organizational segment of a police department in New York State and directing the activities of subordinate staff, including subordinate supervisors. These questions cover such areas as planning, controlling, directing, organizing, and coordinating the activities of the organizational section. Questions also cover the personal interactions between an upper-level supervisor and subordinate supervisors in the accomplishment of objectives and deal with issues of work assignments, job performance, and training.

Investigative titles in this series will include the following additional subject areas:

6. **Evaluating information and evidence –** These questions test for the ability to evaluate and draw conclusions from information and evidence. Each question consists of a set of facts and a conclusion based on the facts. The candidate must decide if the conclusion is warranted by the facts.

7. **Investigative techniques and criminalistics –** These questions test for knowledge of criminal investigation techniques and criminalistics. The questions will deal with, but will not necessarily be restricted to, such concepts as: interviewing; interrogation; evidence gathering and preservation; and surveillance.

The remainder of this test guide explains how you will be tested in each subject area listed above. A **TEST TASK** is provided for each subject area. This is an explanation of how a question is presented and how to correctly answer it. Read each explanation carefully. This test guide also provides at least one **SAMPLE QUESTION** for each subject area. The sample question is similar to the type of questions that will be presented on the actual test. This test guide provides the **SOLUTION** and correct answer to each sample question. You should study each sample question and solution in order to understand how the correct answer was determined.

SUBJECT AREA 1

KNOWLEDGE OF LAW ENFORCEMENT METHODS, PRACTICES AND PROCEDURES: These questions test for knowledge of accepted police methods and practices and/or their application to situations in the police field. The questions are a sampling of the various knowledges that police personnel may be required to possess in the course of their day-to-day work-related activities. Areas covered include investigation procedures, patrol techniques, police-community relations, courtroom procedures, personnel practices, policy making and budgeting procedures.

TEST TASK: You will be presented with situations in which you must apply knowledge of accepted police methods and practice in order to answer the questions correctly.

SAMPLE QUESTION:

A police officer should have a detailed knowledge of all legitimate business and activity in his patrol area. The most important reason why the officer should have this knowledge is to

A. become acquainted with the businessmen through a set patrol routine
B. recognize unusual or out of the ordinary occurrences that should be investigated
C. know who to notify in case of an emergency
D. know who to call on if he needs assistance

The correct answer to this sample question is B.

SOLUTION:

Choice A *is not correct. Patrol should generally be performed in a random manner. A set patrol routine is predictable and unacceptable.*

Choice B *is the correct answer to this question. Most events which are of interest to police are those that are unusual. The ability to recognize these allows officers to focus their attention where it is most likely to be needed.*

Choice C *is not correct. Notifications of emergencies should be made through the department's dispatching personnel.*

Choice D *is not correct. Assistance should be obtained through department dispatching personnel, not extra-departmental channels.*

SUBJECT AREA 2

KNOWLEDGE OF NEW YORK STATE LAWS: These questions test the candidates' knowledge of the laws in effect during the current year. This portion of the test is a sampling of the various sections of the law that police personnel may encounter in the course of their day-to-day work-related activities. Laws covered may include the Penal Law, Criminal Procedure Law, Vehicle and Traffic Law, Family Court Act, and other laws relevant to law enforcement in New York State.

TEST TASK: You will be presented with situations in which you must apply knowledge of New York State Laws in order to answer the questions correctly.

SAMPLE QUESTION:

According to the Penal Law, "Robbery" is defined as the forcible stealing of property

A. of any value
B. valued at more than $500.00
C. valued at more than $1000.00
D. valued at more than $3000.00

The correct answer to this sample question is A.

SOLUTION:

Choice A *is the correct answer to this question. New York State Penal Law Section 160.0 defines robbery simply as the forcible stealing of property. No value or other modifiers are included in this definition.*

Choice B *is not correct. This definition would incorrectly exclude the forcible stealing of property valued $0 to $500 from the crime of robbery.*

Choice C *is not correct. This definition would incorrectly exclude the forcible stealing of property valued $0 to $1000 from the crime of robbery.*

Choice D *is not correct. This definition would incorrectly exclude the forcible stealing of property valued $0 to $3000 from the crime of robbery.*

SUBJECT AREA 3

PREPARING WRITTEN MATERIAL IN A POLICE SETTING: These questions test for the ability to prepare the types of reports and communications that police personnel write. The content is appropriate for the ranks/levels being tested. Some questions test for the ability to present information clearly and accurately. They consist of restatements of information given in note form. You must choose the best version from each set of four choices. Other questions test for the ability to organize paragraphs. They consist of paragraphs with their sentences out of order. For each of the paragraphs you must choose, from four suggestions, the best order for the sentences.

TEST TASK: There are three separate test tasks in this subject area.

- For the first, **Information Presentation From Notes in Outline Form**, you will be given a report outline in note form. You will be asked to choose which one of four choices is the most clear and accurate restatement of information found in the notes. There will be five questions based on the notes.

- For the second, **Information Presentation From Notes in Sentence Form**, you will be given information in two or three sentences, followed by four restatements of the information. You must then choose the best version. There will be two Information Presentation questions on the written test.

- For the third, **Paragraph Organization**, you will be given paragraphs with their sentences out of order and then be asked to choose, from among four suggestions, the best order for the sentences. There will be three Paragraph Organization questions on the written test.

SAMPLE QUESTION: Information Presentation From Notes in Outline Form

Typically, there is a page of notes followed by five questions. Each question is based on a portion of the notes.

The following notes represent part of a working outline for a report justifying a request for training funds.

Notes:
- In past, high-risk operations training for major cities only
- Now, local depts face hostage situations, bomb threats, etc.
- Millennial Training Associates (MTA) widely recognized
    - 20 yrs.' experience high-risk ops training, major cities
    - 4 yrs ago, began adapted high-risk ops training on regional basis for smaller depts
    - regional approach combines high quality, cost-effectiveness
    - conducted 3 adapted training sessions in NYS last year: one, Onondaga Co.; one, Saratoga Co.; one, Rockland Co.
    - this year 2 additional sessions scheduled

SUBJECT AREA 3 (Continued)

Which one of the following best presents information found in the notes?

A. Three adapted training sessions were conducted last year in each of the following counties in New York State: Onondaga, Saratoga, and Rockland.
B. Of the adapted training sessions conducted in New York State last year, there was one in Onondaga Co., one in Saratoga Co., and one in Rockland Co.
C. In New York State, the counties in which adapted training sessions were conducted last year included Onondaga, Saratoga, and Rockland.
D. Last year three adapted training sessions were conducted in NYS, one in each of the following counties: Onondaga, Saratoga, and Rockland.

The best answer to this sample question is D.

SOLUTION:

Choice A *makes it sound as if there were nine sessions in total (three in each county), not the actual three sessions (one in each county).*

Choice B *leads the reader to believe that the three sessions mentioned specifically were only part of a larger, unspecified number.*

Choice C *implies that counties other than the three that are named had sessions.*

Choice D *is the only one that specifies a total of three sessions, one in each of the three named counties.*

SUBJECT AREA 3 (Continued)

SAMPLE QUESTION: Information Presentation From Notes in Sentence Form

Officer Wilson failed to take proper precautions. His failure to take proper precautions caused a personal injury accident.

Which one of the following best presents the information above?

A. Officer Wilson failed to take proper precautions that caused a personal injury accident.
B. Proper precautions were not taken, and Officer Wilson caused a personal injury accident.
C. Officer Wilson's failure to take proper precautions caused a personal injury accident.
D. Officer Wilson, who failed to take proper precautions, was in a personal injury accident.

The best answer to this sample question is C.

SOLUTION:

Choice A *conveys the incorrect impression that proper precautions caused a personal injury accident ("…proper precautions that caused…").*

Choice B *omits the detail that it was Officer Wilson who failed to take proper precautions.*

Choice C *best presents the original information: Officer Wilson failed to take proper precautions, and this failure caused a personal injury accident.*

Choice D *states that Officer Wilson was in a personal injury accident. The original information states that Officer Wilson caused a personal injury accident, but it does not state that Officer Wilson was in a personal injury accident.*

SUBJECT AREA 3 (Continued)

SAMPLE QUESTION: Paragraph Organization

The following question is based upon a group of sentences. The sentences are shown out of sequence, but when correctly arranged, they form a connected, well-organized paragraph. Read the sentences, and then answer the question about the best arrangement of these sentences.

1. Eventually, they piece all of this information together and make a choice.

2. Before actually deciding upon a career path, people usually think about several possibilities.

3. They imagine themselves in different situations, and in so doing, they probably think about their interests, goals, and abilities.

4. Choosing among occupations in the wide world of work is an important decision to make.

Which one of the following is the best arrangement of these sentences?

A. 2-4-1-3
B. 2-3-4-1
C. 4-2-1-3
D. 4-2-3-1

The best answer to this sample question is D.

SOLUTION:

Choices A and C *present the information in the paragraph out of logical sequence. In both* ***A*** *and* ***C****, sentence 1 comes before sentence 3. The key element in the organization of this paragraph is that sentence 3 contains the information to which sentence 1 refers; therefore, in logical sequence, sentence 3 should come before sentence 1.*

Choice B *also presents the information in the paragraph out of logical sequence. Choice* ***B*** *places sentence 4 in between sentence 1 and sentence 3, thereby interrupting the logical sequence of the information in the paragraph.*

Choice D *presents the information in the paragraph in the best logical sequence. Sentence 4 introduces the main idea of the paragraph: "choosing an occupation in the world of work." Sentences 2-3-1 then follow up on this idea by describing, in order, the steps involved in making such a choice. Choice* ***D*** *is the best answer to this sample question.*

SUBJECT AREA 4

UNDERSTANDING AND INTERPRETING WRITTEN MATERIAL: These questions test how well you comprehend written material. You will be provided with brief reading selections and will be asked questions about the selections. All the information required to answer the questions will be presented in the selections; you will not be required to have any special knowledge relating to the subject areas of the selections.

TEST TASK: You will be provided with brief reading passages and then will be asked questions relating to the passages. All the information required to answer the questions will be provided in the passages.

SAMPLE QUESTION:

The increasing demands upon our highways from a growing population and the development of forms of transportation not anticipated when the highways were first built have brought about congestion, confusion, and conflict, until the yearly toll of traffic accidents is now at an appalling level. If the death and disaster that traffic accidents bring throughout the year were concentrated into one calamity, we would shudder at the tremendous catastrophe. The loss is no less catastrophic because it is spread out over time and space. Which one of the following statements concerning the yearly toll of traffic accidents is best supported by the passage above?

A. It is increasing the demands for safer means of transportation.
B. It has resulted in increased congestion, confusion, and conflict on our highways.
C. It does not shock us as much as it should because the accidents do not all occur together.
D. It has resulted mainly from the new forms of transportation.

The correct answer to this sample question is C.

SOLUTION: To answer this question correctly, you must evaluate each choice against the written selection and determine the one that is best supported by the written selection.

Choice A *is not correct. Nowhere in the passage does it say that there has been any demand for safer means of transportation. Someone who picks this choice may believe that there could be or should be a demand for safer transportation, but there is nothing in the passage to base it on.*

Choice B *is not correct. The passage states that it is the congestion, confusion, and conflict which results in the high toll of traffic accidents and not the other way around. A person who picks this choice could either be confused as to which is the cause and which is the effect or not have read the choice carefully.*

Choice C *is the correct answer to this question. This choice is supported by the last two sentences in the passage. The writer says, "If …, we would shudder." (A shudder is a response to shock.) The implication is that we don't shudder because traffic accidents do not all occur at the same time and place. The writer then points out that we should think of the yearly toll as being catastrophic (shocking) even though the accidents are spread out over time and space. This choice is supported by the information in the passage.*

Choice D *is not correct. There are two reasons given in the passage for the high accident rate. One is the development of new forms of transportation; the other is the increased highway use from a growing population. Neither one is described as the main reason. It is clearly incorrect to say that the new forms of transportation are the main reason.*

SUBJECT AREA 5

PLANNING, SUPERVISING, AND ADMINISTERING POLICE PROGRAMS AND ACTIVITIES: These questions test for knowledge of the principles and practices involved in managing an organizational segment of a police department in New York State and directing the activities of subordinate staff, including subordinate supervisors. These questions cover such areas as planning, controlling, directing, organizing, and coordinating the activities of the organizational section. Questions also cover the personal interactions between an upper-level supervisor and subordinate supervisors in the accomplishment of objectives and deal with issues of work assignments, job performance, and training.

TEST TASK: You will be presented with situations in which you must apply knowledge of supervisory and/or administrative principles and practices in order to answer the questions correctly. You will be placed in the role of a police supervisor of a section, which is made up of several units. All unit supervisors report directly to you.

SAMPLE QUESTION 1:

Assume that you have called a staff meeting of unit supervisors in order to resolve a complex problem affecting police response to certain types of criminal activities. Which one of the following is the FIRST action that you should take at this meeting?

A. Define the problem for your staff.
B. Present your proposed solution to the problem.
C. Ask staff for their viewpoints on the problem.
D. Form a committee to study the problem.

The correct answer to this sample questions is A.

SOLUTION:

This question asks for the action that you should take FIRST in this situation. When considering the choices, you should identify the choice that describes the action you must take before any of the others.

Choice A *is the correct answer to this question. A problem must be defined before a solution to it can be developed; and if your staff will work collaboratively on a solution, they should all have the same understanding of what the problem is.*

Choice B *is not correct. Before staff can evaluate whether your proposed solution is appropriate, they must have a clear understanding of the nature of the problem.*

Choice C *is not correct. It is not possible to obtain staff viewpoints regarding the problem unless they know exactly what the problem is.*

Choice D *is not correct. You have called this staff meeting to resolve a certain problem, so you and your unit supervisors should be the ones who will "study" the problem. If a committee must be formed for some reason, the problem must still be defined before a determination can be made regarding who is best suited to be on the committee.*

SAMPLE QUESTION 2:

The most important reason for a police supervisor to incorporate the department's mission statement into the planning of a new program is to

A. help define each unit's area of responsibility regarding implementation of the plan
B. align the goals of the program with departmental goals
C. permit greater flexibility in determining the methods of implementation
D. ensure that resources are used properly to attain program goals

The correct answer to this sample question is B.

SOLUTION:

This question asks for the most important reason.

Choice A *is not correct. The importance of a department's mission statement is global in nature. It is not useful in the determination of details, such as which unit will be responsible for each part of a plan. A department's mission statement is more relevant to setting program goals, in order to ensure those goals conform to the department's overall mission.*

Choice B *is the correct answer to this question. A program's goals must be evaluated against the department's overall goals, which are represented in its mission statement, to ensure that program goals support, and do not conflict with, the department's mission.*

Choice C *is not correct. Methods of implementation can be determined only after an actual plan has been developed, and a plan cannot be developed until a program's goals have been set. Before these goals are set, they should be evaluated to ensure they support the department's mission; so incorporating a mission statement into the program planning process is more critical when setting program goals than when determining methods of implementation.*

Choice D *is not correct. Ensuring the proper use of resources is part of the planning process that occurs after a plan is established and implemented. Incorporating a department's mission statement into the program planning process is more relevant to goal setting, which is a much earlier part of the process than implementation.*

SUBJECT AREA 6

EVALUATING INFORMATION AND EVIDENCE: These questions test for the ability to evaluate and draw conclusions from information and evidence. Each question consists of a set of facts and a conclusion based on the facts. You must decide if the conclusion is warranted by the facts.

TEST TASK: You will be given a set of **FACTS** and a **CONCLUSION** based on the facts. The conclusion is derived from these facts only -- NOT on what you may happen to know about the subject discussed. Each question has three possible answers. You must then select the correct answer in the following manner:

Select **A** if the statements prove that the conclusion is TRUE.

Select **B** if the statements prove that the conclusion is FALSE.

Select **C** if the statements are INADEQUATE to prove the conclusion EITHER TRUE OR FALSE.

SAMPLE QUESTION 1:

FACTS: All uniforms are cleaned by the Conroy Company. Blue uniforms are cleaned on Mondays or Fridays; green or brown uniforms are cleaned on Wednesdays. Alan and Jean have blue uniforms, Gary has green uniforms and Ryan has brown uniforms.

CONCLUSION: Jean's uniforms are cleaned on Wednesdays.

The correct answer to this sample question is B.

SOLUTION:

The last sentence of the FACTS says that Jean has blue uniforms. The second sentence of the FACTS says that blue uniforms are cleaned on Monday or Friday. The CONCLUSION says Jean's uniforms are cleaned on Wednesday. Wednesday is neither Monday nor Friday. Therefore, the conclusion must be FALSE (choice B).

SAMPLE QUESTION 2:

FACTS: If Beth works overtime, the assignment will be completed. If the assignment is completed, then all unit employees will receive a bonus. Beth works overtime.

CONCLUSION: A bonus will be given to all employees in the unit.

The correct answer to this sample question is A.

SOLUTION:

The CONCLUSION follows necessarily from the FACTS. Beth works overtime. The assignment is completed. Therefore, all unit employees will receive a bonus.

SAMPLE QUESTION 3:

FACTS: Bill is older than Wanda. Edna is older than Bill. Sarah is twice as old as Wanda.

CONCLUSION: Sarah is older than Edna.

The correct answer to this sample question is C.

SOLUTION:

We know from the FACTS that both Sarah and Edna are older than Wanda. We do not have any other information about Sarah and Edna. Therefore, no conclusion about whether or not Sarah is older than Edna can be made.

SUBJECT AREA 7

INVESTIGATIVE TECHNIQUES AND CRIMINALISTICS: These questions test for knowledge of criminal investigation techniques and criminalistics. The questions will deal with, but will not necessarily be restricted to, such concepts as: interviewing; interrogation; evidence gathering and preservation; and surveillance.

TEST TASK: You will be asked to answer questions about basic investigative techniques and physical evidence gathering and handling. Many of the questions will be situational in nature.

SAMPLE QUESTION:

The best reason for you to consider the possible motives of each person that is interviewed during an investigation is to

A. prevent persons from making false statements
B. appear sympathetic
C. avoid sensitive issues
D. recognized biased information

The correct answer to this sample question is D.

SOLUTION:

Choice A *is incorrect. Understanding the motives of a person being interviewed will not prevent the person from making false statements.*

Choice B *is incorrect. It is not generally necessary for investigators to appear sympathetic as they conduct a professional interview.*

Choice C *is incorrect. It is often necessary to raise sensitive issues during an investigation.*

Choice D *is the correct answer to this question. It is critical that investigators understand the accuracy and value of the information they gather in an interview.*

TEST SECURITY

The test you will be taking is the property of the New York State Department of Civil Service. Candidates may not remove test material from the test site and may not reproduce, reconstruct, or discuss the test content with others. Unauthorized possession or disclosure of the test material is prohibited by law and punishable by imprisonment and/or a fine. Additionally, candidates may be disqualified from appointment to the positions for which the examination is being held and from being a candidate for any civil service examination for five years. After you take the test, other individuals may want to talk with you about the test. You should not discuss the questions and answers, even in general terms. You should be careful that you do not inadvertently violate test security and put yourself at risk.

CONCLUSION

Your attitude and approach to the test will influence how well you perform. A positive attitude will help you do your best.

Before the test ...

- Study and review this guide to familiarize yourself with what the test will cover.

On the day of the test ...

- Arrive at the test site on time.
- Bring your Admission Notice, two No. 2 pencils, a photo ID containing your signature, a quiet lunch or snack, and any other **allowed** materials.
- Do **NOT** bring this test guide to the test site.

At the test site …

- Do **NOT** bring cell phones, beepers, headphones, or any electronic or other communication devices to the test site.
- The use of such devices anywhere on the grounds of the test site (this includes the test room, hallways, restrooms, building, grounds, and parking lots) could result in your disqualification.

During the test ...

- Read and follow all directions on your Admission Notice, test booklets, answer sheets, and Candidate Directions.
- Follow the Monitor's instructions.
- Keep track of the time.

After the test ...

- Do **NOT** remove any test materials from the test room.
- Do **NOT** paraphrase, reconstruct, or reproduce the test material in any way.
- Do **NOT** discuss the test material with others.

It is the policy of the New York State Department of Civil Service to provide reasonable accommodation to ensure effective communication of information to individuals with disabilities. If you need an auxiliary aid or service to make the information available to you, please contact the New York State Department of Civil Service Public Information Office at (518) 457-9375.

Visit the New York State
Department of Civil Service web site
www.cs.ny.gov

New York State
Department of Civil Service
Albany, NY 12239

2012