

LEADERSELECT

STUDY GUIDE

LeaderSelect, LLC

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STUDY GUIDE

INTRODUCTION

We know that competing for promotion is important to you. And we know that preparing for a promotion test and taking the test can be stressful--because of the uncertainties involved. This study guide is designed to give you a sense of the type of questions asked as well as some examples. Additionally, we provide you with a kind of “study cookbook” so that you can enter the test with confidence.

Sources from which all examination items will be written for your test are specified in your department’s official posting. Your exam will consist of questions from the OFFICIAL posting only. Be sure you have the correct edition of each source.

We wish you the best of luck!

TABLE OF CONTENTS

This Study Guide has the following seven (7) sections:

- Section 1** LeaderSelect Test Format
- Section 2** The Twelve Steps to Preparing for a LeaderSelect Test
- Section 3** Final Preparation for the LeaderSelect Test
- Section 4** Taking the Test
- Section 5** Study Guide Cookbook
- Section 6** Final Words of Advice for the Serious Candidate
- Section 7** Sample Questions

SECTION 1: LEADERSELECT TEST FORMAT

LeaderSelect tests may consist of multiple-choice and true-false questions. Each multiple-choice question is constructed of a stem followed by four (4) possible answers, only one of which is the correct response according to the source. The questions are commonly presented in the following formats:

- a. Some questions are posed as hypothetical situations where you are to assume you occupy the rank being tested and respond to the question based on that frame of reference.
- b. Some questions may ask you to complete a sentence by selecting the correct information from the choices provided.
- c. Some questions may ask you to fill-in a sentence using the appropriate word or phrase selected from the options presented.
- d. Some questions may ask you which of the presented foils is a correct or accurate statement regarding a particular topic.
- e. Some questions may make a direct inquiry about a fact, such as the definition of a term or a particular police procedure.
- f. Some questions may ask you to make a relative choice, e.g., the most important item, the first step in a procedure, the most critical concern.

Other question formats may be used as deemed appropriate for the rank being tested.

All questions are based upon the assigned study materials. The correct response is the one contained in the study sources even though another choice might arguably be as correct.

There is a practice test in Section 7 of this study guide. The practice exam will familiarize you with the style and relative difficulty of the test you ultimately take. The source sheets also demonstrate the linkage between the test questions and the study materials.

This test will most likely be presented online. You will be provided with an entry code at the beginning of the test administration. The questions will be grouped within the examination according to the source from which they are derived.

SECTION 2: THE TWELVE STEPS TO PREPARING FOR A LEADERSELECT TEST

The following observations and recommendations come to you from teachers who have had many years of experience in law enforcement, training, and criminal justice higher education.

1. **Acquire the correct study materials.** Your department will post notice of the materials from which questions will be drawn. Included in this list may be commercially published textbooks, state and local criminal codes, and department procedure manuals and regulations. Ensure that you have your own copies of all materials, if possible. Be particularly careful that your copies of the textbooks are the correct editions for the examination. Textbook material can change significantly from edition to edition. Likewise, be sure your copy of any laws is correct for the posted material and department manuals are appropriately up to date.

2. **There is evidence that memory is related to emotions experienced at the time perceptions are taken in.** Perceptions are received first in the brain's short-term memory center, and then transferred and retained in the long-term memory center of the brain. Retention appears to be strengthened by the "emotional loading" of the perception. That is, you probably remember things perceived while you were excited, angry, fearful or delighted more vividly and longer than other things that you took in while bored or indifferent.

For this reason, a strong desire to learn the material for promotion -- positive feelings and excitement, rather than relaxation or dull boredom -- will probably improve your retention of the material you study and your test score. Try to approach the books in this frame of mind.

3. **Make a "to do" list.** Make a list of what you wish to accomplish each day. Clearly set priorities. Keep track on paper of time spent studying and what you accomplished. Reward yourself for finishing items on the "to do" list.

4. **Study under good conditions.** Although as a law enforcement officer you justifiably feel that you can work under any conditions -- because you have done it many times -- the importance of preparing for a promotion test calls for your best effort. And best effort requires certain conditions:
 - ✓ **Read in a quiet place where you can be alone.** Later you may wish to participate in a discussion or group-study of material, but it is best to do the original reading of the books alone, in a suitable environment. Use this location only for studying.

 - ✓ **Minimize distractions in your study area.** A radio or TV set may seem to be good company during those long hours of reading, but do not turn it on!

You cannot study effectively with sounds and images competing for your attention. Keep your mind on the reading.

- ✓ **Don't get too comfortable or relaxed.** Sit in a chair that keeps you upright and alert for work. Retention is better when there is a slight urgency to your study habits, that "emotional loading" mentioned earlier. However, it is highly desirable to relax after you study each day. Try to do that.
 - ✓ **Maintain an unobtrusive study environment.** That is, the room temperature should not distract you, and the reading light should be easy on your eyes.
5. **Capture the core of the material.** Use one of these three techniques to help you do this. As you read:
- ✓ Pull the major idea out of each paragraph, and describe that idea into a tape recorder, or
 - ✓ Outline the material on paper, keeping good notes, or
 - ✓ Use a highlighter pen to mark the most significant statements in the book.

Any one of these techniques will provide you with a means of reviewing the material just before the test. But note-taking or talking into a recorder involve you more with the material and this reinforces your retention of it.

6. **Rate the significance of the material you read.** Not all material contained in a source is of equal significance to the job. As you read, seek to categorize the material into one of three significance groups: major, moderate, and minor. Major topics are those where a very clear relationship between the material and the core task list exists. For example, if one core task is "Provide leadership" and the source material contains a chapter entitled "Leadership," that chapter is likely to be of major significance. Moderate significance involves topics where the connection between the material and the core tasks is less obvious and direct. Similarly, topics of minor significance would include units of the source material that have only a slight relationship to any of the core tasks or personal attributes. Material that is totally unrelated to the core tasks and personal attributes will not be covered on the promotion examination.
7. **Integrate the readings into what you already know.** You have worked in law enforcement long enough to know the operational work. And you have had plenty of opportunities to observe people at work in the position to which you aspire. As you read, do not let the material remain abstract, but relate it to what you know. Think about how it applies to your experience. Even if you disagree with an author's position on an issue, think hard about it, because that disagreement will strengthen your memory of the material. It is better to read critically rather than passively.

8. **Lay out a study schedule and stick to it.** Write out a calendar that covers all of the reading, with those of **major significance** covered early and completely. Following are a few of the milestones in a good study calendar:

- First read-through:**
- 1) Major significance material (note-taking or highlighting)
 - 2) Moderate significance material (note-taking or highlighting)
 - 3) Minor significance material
- Review of notes:**
- 1) Major significance material (notes or highlights)
 - 2) Moderate significance material (notes or highlights)
- Group study:**
- 1) Major significance material

Maintain regular study times: Fit to your departmental working schedule, set up a compulsory study time every day that is available. Stay with it.

Use a calendar format with all hours of the day for each date from the beginning of study to the date of the test. **Block your study hours into this calendar.**

After writing up your schedule, try it for a few days to determine whether you can cover the material effectively in the time allotted for each topic or chapter. If you cannot, adjust the reading schedule by adding to each day's allocation of time.

9. **Review your notes with a group of fellow candidates,** if that is possible. Consistently, teachers find that those who read material carefully and then review it in groups of other readers perform better on examinations. It is obvious that open discussion of the readings among a group of candidates will raise a greater variety of questions, interpretations and details than an individual officer could studying and reviewing in solitude. It is also obvious, however, that the intensity of competition in some departments might make it difficult to study in this way. Try to work it out.
10. **Enlist the cooperation of your family.** Do not let your study for promotion introduce stress into your home. Go over the entire preparation process with members of your family, so that they will understand the importance of the examination, and the hard work of preparing for it. Show them your schedule and be sure to include family recreation in your schedule.

- 11. Do not use alcohol while studying.** Recent evidence indicates that your perceptions while under the influence of alcohol are less likely to be transferred into the long-term memory center of the brain from the perception and short term memory center. For this reason, drinking while studying is inadvisable. Although small amounts of alcohol appear to improve recall of long-term memory, these same amounts of alcohol reduce alertness and the quality of judgment, and thus impair test-taking.
- 12. Enter the test with confidence.** You are not being tested on knowledge regarding your current rank. Approach the test with confidence from the perspective of the rank you are seeking. If you have prepared sufficiently through conscientious study of the source materials, no reason exists for you to be other than confident in your test performance. A positive attitude, based on knowing you have done your best in preparing, will similarly aid you in performing at your best.

SECTION 3: FINAL PREPARATION FOR THE TEST

- 1. Use the LEADERSELECT practice test in Section 7 to develop your test-taking ability.** A certain amount of skill in test-taking is acquired just by the experience of reading test questions and marking answer sheets. LEADERSELECT testing, and especially the Study Guide, were designed to give every candidate a fair shot at the promotion test by equalizing test-taking ability. To derive the maximum benefit from the practice test, follow the instructions for the test.
- 2. Get plenty of rest instead of cramming** the day and night before the test. Even if you feel there is material you might have studied harder, last minute cramming is likely to increase the stress of taking the test. Stress brings on fatigue, and being tired during the test is something you want to avoid. Instead of cramming, get some physical exercise and sleep.
- 3. Once prepared, be confident.** After studying hard, you have everything to gain by feeling good about the effort you put into the preparation. Positive feelings improve performance.
- 4. Get up early,** at least two or three hours before the test.
- 5. Eat a good meal before the test.** But preferably eat a couple of hours before the time of the test for maximum energy level.

SECTION 4: TAKING THE LEADERSELECT TEST

1. **Show up early for the test** and at the appropriate site.
2. **Listen to all directions** and read all instructions carefully.
3. **Read each question thoroughly.** Be certain that you know what the question is asking.
4. **Pace yourself.** Work as rapidly as you can, but do not skimp on time for reading the questions. The exam proctor will tell you how much time is allotted for taking the test.
5. **Answer questions you are sure of** on a steady run through the test. Mark the questions you could not answer the first time and go back to them after completing the last question.
6. **Do not get upset** if a question stumps you. Just go to the next one and return later. It happens to everyone.
7. **Answer every question** even if it means guessing the second or third time through the test. There is no double penalty for guessing.
8. **REMEMBER:** The **best** answer is the one contained in the readings whether you agree with that answer or not.
9. **Use all of the time available,** even if it means checking your answers for a second or third time. Do not be concerned about other candidates completing the test early. Work at your own pace, the one you have set for yourself.

SECTION 5: STUDY GUIDE COOKBOOK

The examination items from the reading sources are related as closely as possible to the rank you are seeking in your department. In preparing the test profile for this rank, certain core knowledge and abilities were identified by people holding the rank and doing the job of the rank for which you are testing. We have endeavored to pull from written sources that test you over those core knowledge and abilities which will help you be successful in your future employment. Incumbents who were surveyed were asked to focus on the frequency and criticality of the tasks performed by them and by the officers under their direct supervision.

For example, those individuals in supervisory positions must be able to successfully demonstrate the follow knowledge and abilities:

- Apply general principles of supervision.
- Communicate in writing with subordinates.
- Communicate orally with subordinates.
- Counsel subordinates for attitude or authority problems.
- Counsel subordinates for department and professional problems.
- Counsel subordinates for stress, alcohol or drug abuse, family or financial problems.
- Interpret and apply provisions of labor contract in the work setting.
- Interview subordinates.
- Motivate subordinates.
- Provide leadership.
- Review and approve incident reports.
- Review and approve investigation reports.
- Utilize principles of psychology in work environment.
- Interpret and apply department policies, procedures, and regulations.

The above list provides examples of important tasks that incumbents have characterized as frequent and/or critical in the performance of the supervisory aspects of their job. The examination items from the reading sources are related as closely as possible to the duties/performance objectives of the rank for which you are testing.

It is critical for candidates to read all of the study material thoroughly. Our goal in working with the subject matter experts from your department was to identify the relevant job knowledge someone needs upon promotion. Therefore, this study material was chosen by the subject matter experts in conjunction with LeaderSelect to tap into important job-knowledge areas associated with successful performance. Subsequently, LeaderSelect develops all examination questions directly from the identified source material. Thus, becoming familiar with the source material can significantly improve your exam score.

Many candidates simply fail to read (or study) the examination material and conduct little or no preparation for the written examination. The single greatest factor impacting candidate performance is examination preparation (not test-taking ability or academic intelligence). In particular, simply reading the source material has a substantial impact on test performance. Research shows that candidates who simply read the examination sources pass the examination at a rate of 75-80%. In contrast, those candidates who fail to read the source material pass at a rate of 20-25%. While the specifics of your promotional process may vary, simply reading the examination material can aid in putting you in a position for promotion!

That said, please remember that the written examination is a competitive process. A cutoff score will be set for the process to ensure minimally qualified candidates are included in the secondary process. It should be noted that you have significant control over your destiny in the promotional process. Strong, focused preparation and a great deal of effort can greatly help to ensure your success.

Studying for the Exam

As mentioned above, it will be necessary to study for the exam to improve your chances of performing well. There are many proven methods of study that can enhance your performance when applied appropriately. It should be noted that different methods work better for certain individuals. The following provides a few brief suggestions on methods of preparation for the exam.

1. *Read the Material:* As stated above, it is absolutely critical for candidates to read the study material. There is no substitute for this method of preparation.
2. *Highlight important information:* When reading the source materials, you may want to highlight information that you think is particularly important with a highlighter/marker. Later, as the exam date approaches, you can review the highlighted material.
3. *Take notes/make flashcards:* Many individuals find it helpful to take notes on the important material during the course of his/her reading. With this method, you can put the author's ideas into your own words, which will be easier for you to recall at a later date. Another similar study method involves making "flashcards" on 3" x 5" note cards. The goal of either method is to condense the amount of reading material to the most important and relevant aspects of the source. Also, your goal should be to make this material understandable in your own words.

For example, you might read a section of the CALEA standards (for example) and take some time to decipher the meaning of this standard. Then, in your own words, explain the nature and meaning of the standard in your notes or flashcards. With either method, you should be prepared to spend some time

studying the notes or flashcards in the weeks prior to the exam. Also, note that such methods significantly increase your preparation time for the examination.

4. *Study with a partner/group*: Many individuals find it helpful to study with a partner or group of individuals who are also preparing for the exam. This way you can discuss the material with them, determine what the most important material is and analyze difficult concepts. In addition, study groups can divide duties and prepare brief summaries on the reading material to share with other group members. You might try preparing brief summaries or having various group members verbally describe a particular issue or section of the reading material in an informal presentation. Explaining and describing material to others is a great way to learn the material yourself!

5. *Answer practice questions*: If a practice test is available on a particular subject, you should also take the time to complete the practice exam. Otherwise, there are several other helpful methods of preparation to help you in answering exam questions. First, if a book chapter has “questions for review” at the end of the chapter, you should try to answer these questions immediately after reading the material. In addition, once you have completed a section of material, you can review the material and try to determine what questions might be asked of you on an examination. You should be able to answer these questions once you have read the material.

6. *Study the material*: This may seem rather evident, but there are two steps to studying. First, you must read the material. Then, you must review the material at a later time. This may involve reviewing notes, highlighted portions of the material, flashcards, group study sessions or completely re-reading the source. Regardless, there should be at least one other review of the material to gain understanding and help with recall when the actual test occurs. It may go without saying, but if you spend time taking notes, making flashcards or highlighting during your initial reading/study phase, you should then spend time reviewing this material before the exam. For example, if you choose to highlight important material from the text, you should spend some time the week before the exam in reviewing the highlighted passages. This may involve reading the highlighted sections several times.

7. *Memorize*: There is certain material that must be memorized for an exam. While, for example, we can advocate reading and taking notes in your own words, it is important to understand that some material must be memorized directly from the source. I/O Solutions writes exam questions directly from the source material and often uses the wording as it appears from the source material. Thus, recalling the specific information from the passage can be critical in determining your success on the exam.

8. *SQ3R Study Method*: The acronym SQ3R stands for the five sequential techniques

that have been used as a strategy to enhance the understanding and retention of reading material. This strategy includes the following steps:

Survey. Start by gathering the information necessary to focus your understanding of the chapter. Read the chapter title, chapter introduction, section summaries, and conclusion, scan through the contents of the chapter (e.g., section headings, diagrams, and pictures). Aim to gain an overall understanding of the structure of the chapter and how the main concepts are related.

- **Question.** Go through each section of the chapter and turn the headings into questions that you think will be answered in that section. Write your questions down on a piece of paper. In the next step when you begin reading the sections, you will write down your answers that go along with each question. The purpose of this step is to help you in become actively engaged in the reading by having you seek the answers to the questions that you have formed.

- **Read.** Read through each section, keeping the questions you have formed in mind. Also, read the section, seeking information to answer the questions that you have written down. Pay attention to determine if there are any other questions that need to be included.

- **Recall.** When you have completed reading through a section, stop and try to answer the questions you have composed without looking back at the reading material. If you can not come up with the answers, go back to the section as many times as you need to until you can answer your questions from memory.

- **Review.** After you have completed reading through all of the sections using the aforementioned steps, you should continue going over the questions you have created and trying to answer them from memory. If you cannot answer them, you can look back to the material to refresh your memory and then continue to review. Review the material often in the weeks and days leading up to the exam.

V. Developing a Study Plan

Studying for future promotions and promotional processes typically begins on the first day of the start of your career; however, as an impending exam process approaches, one rule of thumb is to begin a condensed or accelerated process of study approximately 45 to 50 days out from the date of the examination. It is in the best interests of the candidate to use the entire study period to prepare for the examination. Typically, the candidate will use the initial study period to read the material and highlight, take notes or make flashcards. Thus, for a 50-day study period, the candidate

may spend the first six (6) weeks reading all of the source material. The final week might be spent reviewing notes or other study material and re-reading important sections of the source material.

Typically, an individual can read 15-30 pages of textbook material or department policy in an hour. In contrast, candidates can usually read approximately 10-20 pages of other highly technical material in an hour. Highlighting usually doesn't add any significant time to the reading period although taking notes and/or developing flashcards can add a significant amount of time. Taking detailed notes will probably slow an individual to approximately 10-20 pages per hour (textbook material). While this process may slow your progress through the material, good notes can be invaluable to the study process. Given the guidelines above, you should estimate the overall time it will take to read all the source materials for the exam. For example, you may determine that you have approximately 1,000 pages of text/department policy to read and 200 pages of highly technical material. You estimate that you can read 20 pages of text per hour and approximately 15 pages of the technical material per hour. Thus, you estimate that you will need to spend approximately 63 hours to read the source material. In addition, you have decided you will highlight relevant material and take notes on critical information. Thus, you estimate that the time to progress through all the source material will increase by approximately 50 percent. Therefore, you determine it will take approximately 90 hours to read, highlight and take notes on all the source material. If you spend the first six weeks on reading the source material, you will have to spend approximately 15 hours a week on your studies. You might decide to spend two hours each night (or day, depending on your shift) after work on reading. Then you will spend five hours on your off day to finish up your weekly readings. Finally, you should spend some time studying the material before the exam. It is a good idea to use the last week or two before the exam to thoroughly review the material, study and memorize critical facts. Please understand that the information provided above is simply an example. Your reading list may contain more or less source material and you should estimate the amount of reading and create a unique study plan/timeline based on the specific circumstances associated with your examination.

The example study plan outlined above represents the minimum of what might be required of you to obtain a "reasonable" score assuming the example circumstances. In a competitive process, such a study plan for an "average test-taker" may not result in a score sufficient enough to move forward in the promotional process.

SECTION 6: FINAL WORDS OF ADVICE FOR THE SERIOUS CANDIDATE

- Candidates for promotion who take a LeaderSelect test, especially the *first* time, find the test challenging, and unlike others they may have experienced.
- It is rarely possible to do well on the test without expending a significant amount of time and energy in preparation. “Significant” in this case means measuring preparation time in days and weeks rather than hours. For example, the most ambitious candidates read the textbooks more than once.
- Be sure you have the correct edition/year of all sources on your reading list.
- You may find certain questions on the practice test to be less difficult than others. However, the difficulty of some questions on the actual test may exceed the difficulty of those on the practice test.
- Questions on the test will be taken from *every* source on your reading list.
- There are no “throwaway” answers on the test. All answers besides the correct answer are intended to be plausible, but nevertheless incorrect.
- Use your candidate study guide reference as a compass to point the general direction in which you should focus your remaining study time.
- As you engage in your study routine, ask yourself: What am I doing above and beyond other candidates to ensure I score the highest grade of which I am capable?

SECTION 7: SAMPLE QUESTIONS

PART 1

Multiple Choice. Identify the choice that best completes the statement or answers the question.

The following questions were taken from A Standard Police Textbook.

1. The motivation theory identified as the Hierarchy of Needs was developed by _____.
 - a. Frederick Herzberg
 - b. Clayton Alderfer
 - c. Abraham Maslow
 - d. Douglas McClelland

2. Which of the following choices is an example of progressive community values?
 - a. Promoting individual safety for the common good.
 - b. Giving individuals the right to carry a concealed handgun.
 - c. Advocating for the people who vote and carry political power.
 - d. Helping to address the root causes of economic hardship and liberalism.

3. Which of the following choices should NOT be used when training on ethics?
 - a. Leadership by example.
 - b. Moralizing about ethics.
 - c. Specifying guidelines and approaches for making hard choices.
 - D. Early detection of ethical issues.

4. Typically, those in the best position to anticipate ethical challenges are _____.
 - a. newly hired police officers
 - b. supervisors
 - c. chiefs
 - d. administrators

5. A paradigm is _____.
 - a. a learned set of rules and regulations that can be applied to all facets of one's life

- b. an uncommon pattern of guidelines for our values and ethics
- c. universal
- d. not applicable to organizational behavior

6. How can the supervisor directly affect the quality of work life for the team?

- a. The supervisor can carry out in action what is said in words.
- b. The supervisor has the opportunity to coach the work team.
- c. The supervisor has direct control on how he/she behaves and how the team is treated.
- d. All of the above.

7. A test a supervisor can use to see if the employees under your command will do what they are required voluntarily and with high performance standards is to _____.

- a. send out a spy
- b. find out whether they work as hard when you are away as when you are there
- c. gain the confidence of at least one employee, and have that person report to you on how the others are doing
- d. drive a wedge between members of the work group and see how they react

8. Maslow believed that once a human need has been satisfied, _____.

- a. that person will attempt to perfect it
- b. it no longer motivates that person
- c. that person will use it for their own benefit within the organization
- d. it continues to motivate that person

9. Which of the following choices is not one of the three formal channels of communication established to permit the flow of information through an organization?

- a. downward communication
- b. horizontal communication
- c. spiral communication
- d. upward communication

10. Which motivation theory is psychologist Abraham Maslow responsible for?

- a. Ladder of Needs
- b. Theory X

- c. Theory Y
- d. Theory Z

Answer Key

- 1. C
- 2. A
- 3. B
- 4. B
- 5. A
- 6. D
- 7. B
- 8. B
- 9. C
- 10. A

PART 2

Below, we provide twenty additional multiple-choice questions, similar to the types of questions prepared for some departments by *LeaderSelect*. These questions are more police specific than those provided above.

Following each question in **bold face** is the source for the question exactly how it will appear on the official test.

Correct answers follow the last question.

There are three categories of questions:

Questions 1-3: COMMUNITY POLICING

Questions 11-13: SUPERVISION AND MANAGEMENT

Questions 14-20: LAWS AND PROCEDURES

COMMUNITY POLICING

1. According to "broken windows" theory, which of the following results when a seemingly insignificant poor condition, such as a broken window, is left uncorrected?

- A. Loss of respect for the police.
- B. Attacks on individual rights.
- C. Police neglect.
- D. Urban decay.

Leadership, Ethics and Policing; page 264; para. 3

2. Empowerment is:

- A. the expectation of police officers employed since the 1980s.
- B. the placing of authority and responsibility at the lowest levels of the organization.
- C. the only way police departments can expect to accomplish its enforcement objectives.
- D. all of the above.

More and Miller; Effective Police Supervision, 5th edition; page 41; 2

3. Community Policing consists of two complementary core concepts, community partnership and:

- A. delegation.
- B. problem solving.
- C. information sharing.
- D. quality of life issues.

More and Miller; Effective Police Supervision, 5th edition; page 40; Fig. 2.2

SUPERVISION AND MANAGEMENT

4. The most common violation of unity of command involves:

- A. cross communication between line and staff personnel.
- B. ranking officers such as lieutenants and captains dealing directly with operating personnel.
- C. poorly defined lines of authority.
- D. unusual occurrences when there is a good deal of fear and confusion.

Management and Supervision of Law Enforcement Personnel; p. 30; 2.6

5. The appraisal interview is primarily:

- A. objective and technical.
- B. a one-way exchange.
- C. an open exchange.
- D. a teaching device.

Management and Supervision of Law Enforcement Personnel; p. 108; 6.4.B.i

6. Personnel conflicts are by far the most common problem a supervisor has to deal with. Conflict among members is inevitable. The supervisor's emphasis must be on:

- B. how the conflict impacts the entire unit.
- C. the root causes of the conflict.
- D. reconciliation and ways to avoid the same problem in the future.
- E. all of the above.

Management and Supervision of Law Enforcement Personnel; p. 150; 8.2.I

7. The hallmark of a fair and equitable disciplinary system is:

- A. integrity.
- B. following the "hot stove" principle.
- C. the punishment must "fit the crime."
- D. consistency.

Management and Supervision of Law Enforcement Personnel; p. 198; 10.4.E

8. The most common error made by new supervisors is:

- A. over supervision.
- B. relying on friendships with subordinates to change behavior.
- C. doing rather than supervising.
- D. a reluctance to give direct orders.

Management and Supervision of Law Enforcement Personnel; p. 3; 1.3.A.i

9. In the Incident Command System (ICS), a Division is an organizational level responsible for operations for a specified _____; while a Group is responsible for a specified _____.

- A. geographical area; functional assignment
- B. functional assignment; geographical area
- C. task force; strike team
- D. unit; section

ICS; 5-2

10. Before an evaluation, both the supervisor and the subordinate should clearly understand what dimensions are being rated and:

- A. the biases of the rater/evaluator.
- B. what standards are being used.
- C. what outcomes can be expected from the evaluation.
- D. the fact that everyone has strengths and weaknesses.

Management and Supervision of Law Enforcement Personnel; p. 123; 7.2.D

11. How should supervisors work to prevent racial profiling by subordinates?

- A. Use both positive and negative disciplinary techniques to instill the importance of fair and impartial treatment.
- B. Spend time observing subordinates in their day-to-day encounters and point out the errors of their ways to them (in private).
- C. Track all encounters of subordinates with minority group members and identify patterns of unequal treatment, thereby documenting the existence or absence of profiling.
- D. Consistently stress to their subordinates the necessity to have some articulable and legally defensible reason for interfering with a person's liberty.

Management and Supervision of Law Enforcement Personnel; 310; 15.5.B(a)

12. The most frequent obstruction to communication is:

- A. ignoring body language.
- B. the sender's uncertainty about the meaning and intent of the communication.
- C. failing to listen.
- D. interpersonal conflict between the sender and receiver.

Management and Supervision of Law Enforcement Personnel; 80; 5.4.A

13. The Managerial or Leadership Grid is designed to demonstrate how leaders help organizations achieve goals through:

- A. training needs assessment and implementation.
- B. concern for production as well as concern for people.
- C. setting goals and objectives and achievement of goals and objectives.
- D. leadership traits as well as leadership behaviors.

Leadership, Ethics and Policing; 49; para. 2

LAWS AND PROCEDURES

14. It is recommended that the back-up vehicle in a high-speed pursuit maintain at least _____ from the main vehicle.

- A. 5 car lengths
- B. 10 car lengths
- C. one city block
- D. There is no minimum recommended distance between the main and back-up vehicles.

Management and Supervision of Law Enforcement Personnel; p. 279; 14.8.D

15. The single most important tactic when approaching a stopped car is to:

- A. visually clear the vehicle's interior before approaching the driver's compartment.
- B. be aware of the driver's movements, especially if hands are moved to a non-visible position.
- C. make sure the suspect's vehicle's engine is off.
- D. communicate directly and clearly with the car's driver.

Management and Supervision of Law Enforcement Personnel; p. 270; 14.3.C(e)

16. Broadly speaking, terrorism involves the use of violence and threats to:

- A. overthrow an enemy regime.
- B. promote a radical political agenda.
- C. intimidate and coerce.
- D. A or B.

Leadership, Ethics and Policing; page 267; para. 1

17. Which of the following statements demonstrates "objective reasonableness?"

- A. Officers may use an amount of force that is reasonably related in scope and character of the stop to assure their safety during the period of detention.
- B. An officer may approach a person and ask questions or request identification without activating Fourth Amendment scrutiny so long as a reasonable person would feel free to disregard the officer's request and go about his business.
- C. Considering all the facts and circumstances known to the officer immediately prior to the stop, could a reasonable officer form the same conclusion made by the officer in the specific case at issue.
- D. All of the above are correct.

Stop and Frisk Training Bulletin

18. A contact or consensual encounter becomes an investigatory stop when:

- A. an officer has reasonable suspicion to believe that the suspect is committing, has committed or is about to commit a crime.
- B. a reasonable person would believe that he was not free to leave.
- C. it is brief in duration, limited in scope and narrow in purpose.
- D. All of the above.

Stop and Frisk Training Bulletin

19. The level of force applied must reflect:

- A. the use of all possible alternatives.
- B. the department's overall philosophy and principles.
- C. the totality of circumstances surrounding the immediate situation.
- D. all of the above.

Use of Force Manual

20. In any search and seizure pursuant to a search warrant, the Constitution prescribes all of the following except:

- A. the premises to be searched.
- B. particularly described.
- C. the identities of any individuals believed to be on the premises and in possession of the specific property.
- D. the affiant swears or affirms they have probable cause to believe the specific property is on the premises and give the reason for this belief.

ANSWER KEY

1. D
2. B
3. B
4. B
5. D
6. C
7. D
8. A
9. A
10. B
11. D
12. C
13. B
14. A
15. A
16. C
17. C
18. B
19. C
20. C