

# 2nd Level Fire Supervisor

2017-2018



## Orientation Guide



# New Jersey Civil Service Commission

## 2<sup>nd</sup> Level Fire Supervisor 2017 Administration Orientation Guide

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STATE OF NEW JERSEY  
CIVIL SERVICE COMMISSION

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# 2017 - 2<sup>nd</sup> LEVEL FIRE SUPERVISOR ORIENTATION GUIDE

## *Introduction*

The New Jersey Civil Service Commission (CSC) has prepared this orientation guide for promotional candidates who will participate in the 2017 2<sup>nd</sup> Level Fire Supervisor examinations. The information in this guide is designed to help candidates better understand the testing process and the types of questions they will encounter on these examinations. The examinations will be designed utilizing the information obtained from a job analysis for this title. The job analysis provides a description of the duties performed by incumbents and identifies the knowledge, skills, and abilities that are required to perform each of these duties effectively. Please note that suggestions made in this guide are not exhaustive. **Please Note: The year listed for this orientation guide refers to the year the written exam will take place. This guide is to be used to prepare for the written exam as well as the oral exam. This guide applies to both candidates from the current administration (symbols listed on page 2) and make-up candidates from an earlier administration who will be tested in this administration.**

The exam for promotion to a 2<sup>nd</sup> Level Fire Supervisor will consist of **two** components as follows:

<b>2<sup>nd</sup> Level Fire Supervisor</b>	
<b>Written:</b>	<b>35.26%</b>
<b>Oral:</b>	<b>64.74%</b>

We encourage candidates to review this guide carefully and to take advantage of all opportunities to prepare for the exam.

### *What is a 2<sup>nd</sup> Level Fire Supervisor?*

Fire departments across the state of New Jersey have different organizational structures depending on the needs of each jurisdiction. Some departments utilize both titles. For this reason, the CSC has developed two separate test instruments: one to address 1<sup>st</sup> Level Supervision and one to address 2<sup>nd</sup> Level Supervision. When departments use both titles, Fire Lieutenant is considered the 1<sup>st</sup> Level Supervisor and Fire Captain is considered the 2<sup>nd</sup> Level Supervisor. On the following pages are the 2<sup>nd</sup> Level Fire Supervisor jurisdictions and corresponding symbols for the 2017 testing cycle.

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*What Jurisdictions are Testing in this Cycle?*

<b>2<sup>nd</sup> Level Jurisdiction</b>	<b>Symbol</b>
<b>Captain</b>	
BELLEVILLE	PM1020V
DEPTFORD TWP	PM1025V
HAMILTON DIST #3	PM1031V
HARRISON	PM1037V
IRVINGTON	PM1040V
JACKSON DIST #3	PM1041V
NUTLEY	PM1048V
PENNSAUKEN	PM1052V
PLAINFIELD	PM1054V
RIDGEWOOD	PM1056V
VENTNOR CITY	PM2177V
VINELAND	PM1059V
WILLINGBORO	PM1062V
WOODBIDGE DIST #1	PM1066V

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### *When and where will the written examination be held?*

The **test date** for the 2<sup>nd</sup> Level Fire Supervisor Written Multiple-Choice Examination is tentatively scheduled for November 16, 2017. **Please note:** these test dates are subject to change! We strive to give candidates as much information as possible about test dates; however, these test dates should not be considered confirmed until you receive your Notice of Examination two-to-three weeks prior to the test dates. Candidates should also check the monthly fire status report on the Civil Service Commission website. In the event that there are difficulties scheduling the examinations, these dates may change. These notices will show the date, time, location, and examination room. Candidates are to bring their Notice of Examination, two forms of identification (one must contain a photo), and two No. 2 pencils to the examination center. Pens and highlighters are optional. **The CSC will update this guide should the test dates change.**

### *Electronics and personal items in the examination center*

With the threat of high-tech cheating on the rise, possession of electronic devices such as cell phones, pagers, tablets, PDAs, photographic equipment, or any recording equipment is strictly prohibited at test centers. **Candidates who are seen or heard with these devices in the test center, even in a power-off mode, will be immediately disqualified.** The device may also be confiscated to ensure that an attempt was not made to compromise the testing process. In addition, briefcases and other personal items should be left outside of the test center. The CSC is not responsible for any personal items. Upon completion of the written testing process, candidates must leave the testing premises so that other candidates (still involved in the testing) will not be disturbed/distracted by outside conversations.

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### ***RESPONSE LEVELS***

The following response levels and apparatus staffing will be standard for all scenarios and test questions throughout the examination process.

INITIAL RESPONSE:	2 ENGINES, 1 LADDER TRUCK 1 Chief Level Officer
2 <sup>nd</sup> ALARM	2 ADDITIONAL ENGINES 1 ADDITIONAL LADDER 1 ADDITIONAL Chief Level Officer

### **APPARATUS STAFFING**

ENGINE:	1 First or Second Level Officer, 3 Fire Fighters
LADDER:	1 First or Second Level Officer, 3 Fire Fighters
EMS (AMBULANCE):	2 Emergency Medical Technicians
CHIEF'S VEHICLE:	1 Chief Level Officer

### **FIRST ARRIVING FIRE UNIT FUNCTIONS**

1. Drops and advances hose lines to begin fire attack.
2. Performs forcible entry, ventilation, search and rescue operations.

### **INCIDENT COMMANDER INITIAL FUNCTIONS**

1. Senior Officer assumes Incident Command until higher level officer arrives on scene.
2. Set up command post.
3. Perform size-up and communicate initial size-up report to dispatch and incoming units.
4. Directs fire-ground operations.
5. Requests additional resources (If Necessary).

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### *How is the examination developed?*

A job analysis was conducted to identify the knowledge, skills, and abilities that are necessary to perform the job of a 2<sup>nd</sup> Level Fire Supervisor at a minimally acceptable level. A job analysis is the process of critically examining job components in order to provide a functional description of a job. As a part of the job analyses, staff from the CSC visited various fire departments throughout the state that employ 2<sup>nd</sup> Level Fire Supervisors. They gathered information about the job through job analysis questionnaires and surveys. These were given to incumbent (permanent) 2<sup>nd</sup> Level Fire Supervisors with at least 1 year experience in grade. Based on this job analysis, several work components, with their corresponding test content areas, were identified. The examination has been developed around the work components, found to be most critical to the job of a 2<sup>nd</sup> Level Fire Supervisor.

### *Testing Logistics*

#### **General Testing Information**

The specific dates for the Written Multiple-Choice Examinations can be found in the “***When and where will the written examination be held***” section located on page 3 in this guide. The dates also can be found in the monthly fire status report on the Civil Service Commission website. Approximately two-to-three weeks before the written and oral exams, each candidate will receive a notice in the mail that shows the exact date, time, and location of their examination. Candidates who fail the written examination will receive a notice of ineligibility and will **NOT** be scheduled to participate in the oral examination.

For all components, candidates should arrive at the test site on the correct date, time, and location as indicated on their Notification Cards. Candidates are advised to arrive at least 15 minutes prior to the scheduled time to ensure that all necessary administrative procedures can be conducted prior to the scheduled start time. Candidates should map out their route of travel to their respective examination center ahead of time and allow for extra time where traffic might be an issue. Candidates arriving late will **NOT** be admitted to the examination.

**NOTE:** Traffic jams due to accidents, road closures, etc., are **NOT** valid reasons for a make-up examination. It is in your best interest to know where you are going ahead of time and ensure a timely arrival.

For all components, candidates should bring with them to the examination center:

- their Notification Card,
- two forms of identification
- two No. 2 pencils
- a wristwatch (**NO** smartwatches)
- two pens (optional)
- a highlighter (optional)

One form of identification **MUST** include the candidate's photograph. Candidates will **NOT** be permitted to bring a calculator, this Orientation Guide, or any other study material into the examination center; **this is a closed-book test.**

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### **Written Multiple-Choice Examination**

For the Written Multiple-Choice Examination, all candidates will participate on the same day. Once instructions have been given, the test material will be distributed to all candidates (there is no preparation period). Upon completion, candidates will return all test materials to the test monitor, and must leave the test site in a quiet and orderly fashion, as to minimize distractions to candidates who have not finished the examination.

### **Oral Assessment Exercises**

Those candidates who pass the Multiple-Choice Examination will be scheduled to appear for the Oral Assessment Exercises. The Oral Assessment Exercises will be held on a separate date and at a central location.

Most candidates will be sequestered either before they actually take the examination or immediately after. This is done to limit the amount of interaction between candidates who have already taken the exam and those who have not. This sequestration period may last for several hours, so it is permissible to bring a snack and/or reading material not related to the examination. We understand that this sequestration period is burdensome, but it is required in order to prevent candidates who have taken the examination from interacting with candidates who are scheduled to take the same examination later in the day.



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### Oral Communication

Oral communication was identified in the 2<sup>nd</sup> Level Fire Supervisor job analysis to be a critical KSA grouping that should be measured for this title. Oral communication is measured during the oral exam component of the exam and is measured across all three scenarios. Oral Communication will be scored by an Oral Assessor, who has been trained to score oral communication. This assessor will be different than the individual scoring the technical component of the scenario.

During a candidate's response to the scenario, the Oral Assessor will observe any weaknesses that detract from the candidate's verbal presentation. Oral Assessors will then identify the oral communication weaknesses from a pre-approved list and document any instances that occur. These weaknesses can be minor or major, depending on their severity and/or frequency.

Below are just a few examples of oral weaknesses that are measured during the exam:

**Brevity:** Candidate response is so brief that it precludes him from adequately addressing the scenario.

**Word Usage/Grammar:** Candidate mispronounces words, uses sentences that are grammatically incorrect, repeats words and/or phrases, or uses inappropriate words. Specific examples include, "ah," "um," "you know."

**Inflection/Rate/Volume:** Candidate fails to speak at an appropriate rate (long pauses/too fast/stumbles), to maintain appropriate pitch and volume, to properly use pitch to convey meaning or emphasis.

**Specificity:** Candidate actions are too general and he fails to convey how those actions are carried out.

**Nonverbal:** Candidate uses gestures ineffectively, thereby causing confusion or distractions. Candidate fails to maintain eye contact when speaking.

Starting on page 19 of this guide there are some useful techniques that may help in improving your oral communication abilities.

**Test Security and Candidate Pledge**

All candidates will be required to sign a pledge form at the examination center, confirming their understanding that they are **NOT** to discuss the content of the examination with any other person, study group, or potential make-up candidate. No one is permitted to take notes, copy, or remove test material during the administration of the written examination nor the oral assessment exercises.

**Post Examination Review Policy**

A detailed review policy will be provided at the examination center for each component. Following the Multiple-Choice Examination administration, an opportunity will be given to review a keyed copy of the booklet with a photocopy of the candidate's answer sheet. For the Oral Assessment Exercises, an opportunity will be given to review the video-recorded response, test materials, and justification sheets.

**Examination Cancellation Policy**

In the event that circumstances force cancellation of the examination administration, the CSC will attempt to contact each candidate's department head, as soon as that decision has been made. In the case of inclement weather, please call the CSC's Information Center to find out the status of the examination at (609) 292-4144. Information concerning examination cancellation will also be available on the CSC website at: [www.nj.gov/csc](http://www.nj.gov/csc).

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### *Descriptions of Examination Formats and Test Content Areas*

#### **The Written Multiple-Choice Examination**

This test component is designed to assess each candidate's knowledge of the specified areas that are listed on page 6, as well as how well this knowledge can be applied to specific scenarios. The content of the examination is based on generally-accepted fire department practices, procedures, and the reference materials included in the suggested reading list (see page 13).

Candidates will be asked to assume the role of a 2<sup>nd</sup> Level Fire Supervisor and respond to a variety of questions associated with the written scenarios and diagrams that are presented. These scenarios reflect, or describe, typical job situations that a 2<sup>nd</sup> Level Fire Supervisor in the state of New Jersey might encounter. A given scenario will describe a situation followed by a number of multiple-choice questions. The multiple-choice questions will ask candidates how they would respond to the event.

The Written Multiple-Choice Examination items are designed to measure behaviors in specific knowledge areas as determined by incumbent New Jersey 2<sup>nd</sup> Level Fire Supervisors to be critical for effective job performance. The following knowledge areas will be assessed by the written examination:

#### 2<sup>nd</sup> Level Fire Supervisor

***Fireground: Technical Knowledge*** – Critical knowledge area relating to fireground operations and management.

***Fireground: Building Construction*** – Critical knowledge area relating to various types of building construction.

***Fireground: First Aid & Safety Precautions*** – Critical knowledge area relating to safety on the fireground.

All multiple-choice items will have four answer choices. The candidate will be asked to choose the best response among the alternatives; **credit will be given only for the BEST response.** Approximately 75 multiple-choice items will be included and candidates will be allowed **2 hours and 30 minutes** to complete the written examination component. Examples of written multiple-choice items can be seen on pages 24-28 of this guide.

#### **The Oral Assessment Exercises**

This test component is designed to assess the appropriateness of a candidate's stated actions during presented, job-related situations. Assessors, who are trained to be fair and objective, evaluate oral responses made during these exercises. They compare a participant's response to predetermined possible courses of action (PCAs) in order to determine who will perform effectively in the job.

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### **The Scenarios**

Like the written component, each candidate will be given specific information regarding a job-related scenario. The candidate will also be given a series of questions that are related to the scenario. Candidates will have the opportunity to respond to each scenario in their respective oral examination rooms. Examples of oral assessment items can be seen on pages 29-41 of this guide.

#### 2<sup>nd</sup> Level Fire Supervisor Oral Assessment Exercises

The 2<sup>nd</sup> Level Fire Supervisor Oral Assessment Exercise consists of three components. The three components are the Emergency Scene Evolving scenario, the Administration scenario, and the Emergency Scene Arriving scenario.

The first oral scenario is a emergency scene simulation with questions designed to measure the ability to assess risk factors and strategies involved in being the company officer in an evolving incident at the emergency scene. The candidate will have a preparation period for the first oral scenario. The preparation period will take place in a separate preparation room.

The second oral scenario will be a firehouse simulation designed to measure the ability to implement a program and handle factors/problems associated with program administration. There will be a preparation period for the second oral scenario. The preparation period will also take place in a separate preparation room.

The third oral scenario will be a emergency scene simulation with questions that are designed to measure the risk factors and strategies associated with being the incident commander at an incident that could potentially involve a hazardous material. The candidate will have a brief preparation period in the examination room for the third oral scenario.

All emergency scene scenarios consist of a written description and one or more diagram(s) (Arriving and Evolving ONLY) that depict the information regarding the scenario. Immediately following the written description will be one or more questions, which relate to the scenario. Based on the information contained in the written description and diagram(s) (Arriving and Evolving ONLY), you will formulate responses to the question(s).

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### Scoring

The oral assessment scoring criteria will be determined prior to the examination administration date by a panel of Subject Matter Experts, using generally accepted fire command, firefighting practices, and reference materials. Scoring decisions are based on Subject Matter Expert-approved mandatory courses of action that **MUST** be taken to resolve the situations that are presented. Additional actions, which effectively address the situation, will enhance a candidate's score provided all the required actions have been taken. Only those oral responses, which depict relevant behaviors that are observable and can be quantified, will be assessed in the scoring process.

### Evaluation

The Oral Assessment Exercises are designed to measure behaviors in specific knowledge's and abilities in areas determined by incumbent 2<sup>nd</sup> Level Fire Supervisors in New Jersey to be critical for effective performance. The following knowledge and ability areas will be evaluated by the Oral Assessment Exercises.

#### 2<sup>nd</sup> Level Fire Supervisor

**Fireground: Assessing Risk** – Critical knowledge and ability areas relating to assessing safety risks involved in fire buildings.

**Fireground: Strategy & Attack Plan** – Critical ability area relating planning an action strategy at an emergency scene.

**Fireground: Hazmat-Related Knowledge** – Critical knowledge area relating to Hazmat procedures.

**Implementing Programs** – Critical ability area relating to the administration of programs and procedures.

**Oral Communication** – Critical ability area relating to the ability to communicate clearly and concisely.

You will receive two scores for each oral scenario. They are:

1. Fireground Technical or Administration Performance
2. Oral Communication

### Final Scores

In addition to the test weights, seniority is calculated as follows:

2<sup>nd</sup> Level Fire Supervisor  
70% Oral and Written Examinations  
30% Seniority

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**Seniority**

To a base score of 70.000, one point is added for each year of eligible service up to a maximum of 15. The maximum score for the length of service component is 85.000.

Ten additional points are given for record of service. The record of service component is reduced by disciplinary suspensions occurring within five years of the closing date, by the following rules:

- .0025 times the number of days suspended, up to three years from the closing date, and
- .00125 times the number of days suspended, from 3 years to 5 years from the closing date.
- The maximum possible seniority score is 95.000.

**EXAMPLE: FIRE CAPTAIN PROMOTIONAL EXAM**

Fire Lieutenant Brown works in a jurisdiction where there are lieutenants and captains. Lieutenant Brown was made permanent in the Fire Lieutenant title on March 22, 2006. The closing date for the Fire Captain announcement was September 30, 2014. Brown was suspended for 3 days in 2012, and 2 Days in 2010.

(a)	3-22-06	Date of regular appointment
(b)	9-30-14	Closing date of announcement
(c)	8 years 6 months 8 days	Time from (a) to (b)
(d)	8 years 6 months 3 days	Minus 5 suspension days
(e)	No reduction for layoffs or leaves of absences	
(f)	70.000	Base seniority
(g)	8 years = 8.000 183 days = 0.501  8.501	Points for seniority based on years Months converted to days (actual calendar days) 1 day = .0027397 Subtotal
(h)	78.501	Subtotal (f) + (g) = length of service component
(i)	10.000	Added for record of service
(j)	0.0075	3 days suspended within the last 3 years times .0025
(k)	0.0025	2 days suspended over 3 years up to 5 years times .00125
(l)	9.990	[ i - (j + k) ] = record of service component
(m)	88.491	(h) + (l) = Brown's total seniority score
(n)	88491	Multiply (m) by 1000 – Final Seniority Score.

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### *Examination Preparation Strategies and Study Materials*

#### **Suggested Reading Lists**

**PLEASE NOTE:** The CSC intends to use a book list to assist in the development of these examinations. However, the justification for correct responses will be primarily based on the collective fire service knowledge and experience of Subject Matter Experts. In the course of developing these items, care will be taken to ensure that correct answers do not conflict with the sources on the reading list. Please be aware that although all of the source books will be considered in the design of the test, it is possible that not all of the books will be used for examination item development.

#### 2<sup>nd</sup> Level Fire Supervisor Reference List

This applies only to Fire Captains in departments where the Fire Lieutenant Title **DOES** exist—refer to the listing on page 2 for the current testing cycle.

1. *Fire Officer's Handbook of Tactics*, Norman, 4<sup>th</sup> Edition, 2012. ISBN: 978-1-59-370-279-3; Publishers Phone Number 800-752-9764.
2. *Collapse of Burning Buildings*, Dunn, 2<sup>nd</sup> Edition, 2010. ISBN: 978-1-59370-233-5; Publishers Phone Number 800-752-9764.
3. *Building Construction for the Fire Service*, Brannigan, 5<sup>th</sup> Edition, 2015. ISBN: 978-1-4496-8894-3; Publishers Phone Number 800-832-0034.
4. *Fire Officer Principles and Practice*, Ward, Enhanced 3<sup>rd</sup> Edition, 2017. ISBN: 978-1-284-06836-8 Publishers Phone Number 800-832-0034.
5. *Hazardous Materials: Managing the Incident*, Noll & Hildebrand, 4<sup>th</sup> Edition, 2014. ISBN: 978-1-4496-7084-9; Publishers Phone 800-832-0034.
6. *New Jersey Firefighter Skills Addendum*. Available free online:  
<http://www.nj.gov/csc/seekers/jobs/orientation>

The following are reference booklets written by the New Jersey Division of Fire Safety and are included in the Reading/Reference List. These reference booklets are free and can be viewed/printed at their respective web addresses found below:

NJ FSRB #9: *Model Fire Department Incident Management Standard Operating Guidelines*  
([http://www.nj.gov/dca/divisions/dfs/publications/publication/reference\\_booklet9.pdf](http://www.nj.gov/dca/divisions/dfs/publications/publication/reference_booklet9.pdf))

NJ FSRB #10: *New Jersey Personnel Accountability System (NJPAS)*  
([http://www.nj.gov/dca/divisions/dfs/publications/publication/reference\\_booklet10.pdf](http://www.nj.gov/dca/divisions/dfs/publications/publication/reference_booklet10.pdf))

NJ FSRB #12: *Rapid Intervention Crew Training Guidelines*  
([http://www.nj.gov/dca/divisions/dfs/publications/publication/reference\\_booklet\\_12.pdf](http://www.nj.gov/dca/divisions/dfs/publications/publication/reference_booklet_12.pdf))

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### **Focusing Attention**

The candidate must focus their attention on the material to be studied in order to retain it. There are three things that can be done to improve retention.

First, since people tend to pay closer attention to things that interest them than to things that do not, try to make the material more meaningful or interesting. One way to do this is to apply examples of the material back to the workplace.

Second, eliminate distractions from the environment. Distractions compete for an individual's attention and affect recall of the material studied. It is difficult to pay attention to several things at the same time. Instead, people usually switch back and forth, paying attention first to one thing and then the other. Unfortunately, material not given attention will not be remembered. This means that listening to the radio while studying, or studying in a noisy area, will leave gaps in the candidate's memory of the material trying to be learned.

Finally, avoid trying to learn material when tired. Fatigue reduces the amount of material that can be retained. This means that it might be better to get a good night sleep and study in the morning rather than staying up a few extra hours and sleeping late. It is more difficult to maintain focus when normal sleeping patterns are interrupted.

### **One Method for Studying: SQ3R**

SQ3R stands for survey, question, read, recite, and review. These five elements make up a set of study habits that can enhance performance on the test.

#### **SURVEY**

*Survey* means to find the limits or borders of an area. Survey the material to be studied to get an idea of the content and organization of the material before beginning in-depth study efforts.

To survey a body of information, scan it from start to finish. Skimming over the pages will help get an idea of what is to come. In most documents, this type of survey is made much easier by using headings. Bold, large, or major headings introduce big or important elements; smaller headings introduce sub-areas of these important elements. Another helpful overview of the material can be found in summaries such as chapter summaries, overviews, or statements of objectives. Looking over such summaries will allow for a quick view of the important parts or pieces of the material covered. Surveying the study material gives an idea of how long it will take to cover the material. This will help to break the assignment down into reasonable time blocks. Material should be read in chunks of a reasonable size. Focus on a specific section or chunk and ensure understanding before moving on. A chunk might be all of the material under a major heading. If the material under the heading runs for many pages, try reducing the material to be understood to each of the minor headings, taking one at a time.



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### **QUESTION**

Most people need a reason to do things. In reviewing the study material, a question becomes a reason. If some questions can be predetermined, the material to be read will take on more life and be more meaningful.

Before beginning each study session, look over the material you intend to cover. Develop some questions using the list of headings from the chapter or document outline. Write a question for each major and minor heading. Developing questions can provide a reason for reading the material and can help the information become more meaningful.

### **READ**

For most people, reading means the same thing as studying. When they say that they have studied material, they often mean that they have read it through several times. Reading is important, but it will be done more effectively when the survey and question steps have been completed.

The most effective way for a candidate to pace himself/herself is to decide on the number of chunks that will be read and understood in a given study session. Use the questions developed through the previous step as the definition of understanding. Once these questions are answered move on to the next section. A good time to take breaks is between these sections, not in the middle of them. This can be viewed as a reward for successfully completing the reading of each section.

It is important to ensure that the material being read is understood. One way to do this is to look up the definitions of all new and unfamiliar terms. Make a list of the words and phrases that are not understood. If these terms are technical in nature and have not been encountered before, the answer may be in the chapter or document being read. Have a notebook available to mark down each of these terms, leaving a space for their definition. The quicker the terms are understood, the more effective the candidates' studying will be. If the term or word is not technical, but simply a large or uncommon word that is unfamiliar, look it up in a dictionary. It might be helpful to record the definitions of these non-technical terms in a notebook as well in order to keep track of all of the important terms, even those that are understood.

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Another good way to make reading time as useful as possible is to mark or underline the text while reading. This will make each candidate a more active participant in the studying process. In addition, it will help candidates to focus on the major ideas. Underlining or highlighting can also make it easier to find relevant material later for review.

In marking or underlining the text, the candidate should actually go through the text and underline key words and concepts that are important in understanding the material in the “chunk” being read. The candidate might also make notes right on the text page. Here are a few guidelines to follow when using the underlining and marking method:

1. Read the whole section before doing any underlining or marking.
2. Do not mark or underline too much. The value of the technique lies in highlighting only the most important material.
3. Use ink if possible so that the underlining and notes do not disappear or become unclear in the course of studying.
4. Use symbols as much as possible. For example, use “?” as a symbol for questions; use “\*” to stand for a particularly important idea.

### **RECITE**

It is very helpful to recite with another individual. He or she can ask questions about portions of the material that will make the candidate recite or locate the relevant material in a formal way. It is not necessary to choose someone who is familiar with the material. The person only has to be able to recognize that the response (what is recited) corresponds to what is written in the reference material or notes.

In order to be most effective, recitation should take place quite soon after the material has been reviewed or read for the first time. This is important because the greatest amount of information is lost or forgotten within a short period after it is first learned. Do not try to cover too much information at once. Depending on the number of pages covered, this might be all of the information in one major section or chapter.

### **REVIEW**

Reviewing the areas to be covered by the examination will help each candidate understand and organize the material. The review should also cover the outline of how the material is organized, and where certain topics can be found.

Review is done just before beginning a new study session. In this form of review, the candidate is actually preparing for new learning by strengthening old learning. This helps to ensure that any old learning that is needed as a basis for new learning is correct and available.

Another form of review is done a few days before a test. This review can be done quite effectively in a group with other test takers. This cuts down on some of the chore of pre-test studying and increases the meaning of much of the information. That is, while taking the test, information can be more easily remembered by thinking back to who said what and how the review conversation went.

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In summary, the SQ3R method is based on sound learning principles and gives the candidate a simple formula to follow:

<b>SURVEY</b>	skim the reading material and create manageable “chunks” to study
<b>QUESTION</b>	develop a purpose for reading by posing questions that reading the material will answer
<b>READ</b>	read and re-read the material until it is understood thoroughly
<b>RECITE</b>	write down or talk about what was just learned to improve retention and integrate new information into the knowledge base
<b>REVIEW</b>	look over highlighted text and notes and integrate new information with old information

## **GENERAL MULTIPLE-CHOICE TEST-TAKING STRATEGIES**

The purpose of the Written Multiple-Choice Exam is to assess each candidate's knowledge of the specified areas that are listed on page 9, as well as how well this knowledge can be applied to specific scenarios. At times, factors other than knowledge of the tested material can influence performance. These suggestions should help to reduce these extraneous influences and allow each candidate to do his best on the multiple-choice component of the examination:

- Make sure the test format and requirements are understood.
- Read, and/or listen to, all of the directions carefully.
- Make sure the answer sheet is correctly marked. Erase any answers you wish to change completely. Do not cross out.
- Be aware of how much time has been allotted to complete the test. Candidates should check their watches periodically to keep track of the amount of time remaining in the examination period.
- Read each question carefully and make sure it is understood.
- Try to answer the question before looking at the choices. If the answer is known, compare it to the available choices and pick the closest alternative. A thorough understanding of the knowledge areas will allow questions to be answered without looking at the answer choices.
- Since writing in test booklets is allowed, it might be helpful to mark the exam questions in a way that makes them easier to read.
- Use slash marks to break down sentences into small segments. This will make the candidate more attentive to each separate idea in a long sentence.
- Underline key words that tell what a sentence or passage is about. If a question has been skipped, the markings can make it easier to remember what the question was about when revisiting it, without reading the full question or passage again.
- Find and circle words that "harden" or "soften" statements:
  - AND means that one element of the alternative must be present or true in addition to another element for the alternative to be correct (i.e., *all* statements must be true).
  - OR means that there is a choice of situations. *Only one* of the elements of the alternative must be present or true for it to be a correct alternative.
- Proceed through the questions strategically:
  - Skim through all materials pertaining to each scenario at least once before starting to respond to the multiple-choice items.

## 2017 - 2<sup>nd</sup> LEVEL FIRE SUPERVISOR ORIENTATION GUIDE

- Read each scenario and examine each diagram pertaining to the scenario for a general understanding. Next, read each of the items associated with that scenario and return to the scenario and diagrams to check the details.
- Answer items in a set at the same time.
- The multiple-choice exam items will be organized around scenarios and diagrams. As a rule, *all test items associated with a set of materials (e.g., narrative, diagrams) should be answered at the same time*. It is very time-consuming to re-familiarize one's self with all of the materials for an item left unanswered in a set. If the set of items looks difficult in general, it would be more time efficient to skip the entire set of items and then come back to them later. Whenever a set of items is skipped, be sure to mark them as skipped in the test booklet so they can easily be identified.
- Tackle difficult questions methodically:
  - Do not let unfamiliar words slow your progress. The main idea can usually be grasped without knowing the individual word or fully understanding an individual sentence.
  - Do not be afraid to go with the first answer that comes to mind. It can be changed later but, often, first guesses are correct.
  - Use process of elimination. If the answer to a question is not known, first eliminate those choices that seem completely wrong. Then, put a mark next to each remaining choice to indicate its status (e.g., bad, good, or possible). This will save time by reducing the number of choices needed to be re-read and re-evaluated before selecting your final choice.
- Guess:

No more credit will be lost for an incorrect response than for leaving it blank, so it is to each candidate's advantage to respond to every question even if guessing is required. If the examination period is about to end and there will be a substantial number of questions (e.g., more than 5 or 10) that will not be completed, reserve some time (e.g., 60 seconds) toward the very end of the examination period to respond to these questions, even if guessing is the only option. While these guesses may not be correct, the alternative is to leave these questions blank and be assured of getting them wrong.
- Use extra time wisely:

If a candidate finishes the examination before the test time expires, he/she should go back and review the responses. Make any changes that are necessary. Ensure that the answers have been placed on the answer sheet opposite the question being answered and that answer sheet bubbles are filled in completely.
- Finally, remember that exam monitors will be there to help candidates with testing procedures. If there are any questions about the testing procedures, ask for assistance before the test begins.

## **ERROR ANALYSIS**

There are several possible reasons for choosing an incorrect response to a question. Six of these reasons are presented below along with suggestions for avoiding such errors. Consider past tests that have been taken and identify the errors (from among the six provided here) that tend to characterize your previous test-taking behavior. Once the reasons for these errors have been identified, steps can be taken to avoid repeating such errors when answering questions on this, and future examinations. As previously mentioned, the suggestions laid out below are geared towards selecting the one best alternative. Listed below are various reasons incorrect answers might be selected:

- Marking the wrong space on a multiple-choice answer sheet:

Check as each answer choice is marked on the answer sheet to ensure that the answer chosen is the one being marked. As an additional check, after the exam is complete and if there is time, go back over every question and answer it again.

- Misreading a question or answer by overlooking a key word or phrase:

As mentioned earlier, the solution to this problem is **UNDERLINING**. Underlining makes key words and phrases stand out when choosing an answer. Once key words and phrases have been underlined, check the details of the possible answers with the details underlined, one by one. If the details do not match, consider that answer suspect and try another, always keeping in mind that a candidate should be looking for the **BEST** possible answer.

- Not knowing the meaning of one or more key terms:

If difficulty with a term is encountered, re-read the sentence to determine its meaning without worrying about the meaning of a particular word. Try to understand the general message of the sentence or paragraph. The meaning of the unfamiliar word should become clearer once the general context within which it has been placed is understood.

- Difficulty understanding complex or difficult questions: Divide and conquer!

- As mentioned earlier, use slash marks to break up the material into small segments, and then concentrate on one segment at a time.
- One approach to difficult questions is to read the possible answers first, and then re-read the question. This tells the candidate what to concentrate on while reading the question.
- Concentrate on the parts of the question directly related to the possible answers even if the entire question is not understood. The entire question need not be understood to find the correct answer.
- Focus on the topic sentences: usually the first and last sentences of a question.
- Read the difficult questions twice. The first time, read for the general meaning, and do not let words or phrases that are not understood slow or discourage you. The second time, read for understanding that is more precise. The first reading will provide the context so that the second reading is more meaningful.

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- Comparing combinations of information

This is a problem of rearranging information in the correct way so that it makes sense. Underline critical pieces of information in the test question and then compare the information with the possible answers, point by point.

- The alternative chosen looked correct—several factors can cause incorrect alternatives to be selected:
  - An incorrect alternative may contain an exact phrase from the relevant material (i.e., from the test question itself or the study material).
  - An incorrect alternative may contain a phrase or sentence that is used out of context. For example, an idea that is expressed but then rejected in the relevant material may be presented as an idea that was supported.
- Some strategies for avoiding the tendency to fall for incorrect alternatives include:
  - Have an answer in mind before looking over the alternatives: this will decrease the possibility of choosing an incorrect alternative merely because it looks good.
  - Use the method of marking each alternative to indicate its status (e.g., bad, good, or possible) before choosing one.
  - Stick strictly to the facts or rules of the relevant material. Do not fall for alternatives that stretch or exaggerate the facts or rules described in the relevant material.
  - Be wary of alternatives with words or phrases taken exactly from the relevant material. Do not simply assume that such alternatives are correct.
  - Find something in the relevant material that will give a strong, direct defense for this answer.

**GENERAL ORAL ASSESSMENT TEST-TAKING STRATEGIES**

- Keep in mind that the exercises are set in a generic, hypothetical fire department:

This is done intentionally so as not to give an advantage to someone with a particular work background. Do not make assumptions about the hypothetical fire department, scenarios, or town. Take action and make decisions based only on the information that will be supplied.

- The *responses*, however, should not be generic, but directly related to the narrative and the question asked:

The Oral Assessment Exercises are designed to assess the appropriateness of a candidate’s stated actions during presented, job-related situations. If the candidate desires to score well, it is his responsibility to demonstrate to the Subject Matter Experts assessing his exam that he possesses true problem-solving skills that can be applied to changing circumstances and demands, either in simulation exercises or in real-world events. The candidate who only makes general statements *without also addressing the specific facts of the scenario* may find himself penalized by the assessors. Compare:

General Statements	Specific to the Scenario
“I’ll conduct a detailed size-up...”	“The property is a taxpayer from the 1930’s, so we’ll have to check for extension in the cockloft; it’s midnight, so there will be occupants sleeping in the house...”
“I’ll send my crew in to put out the fire.”	“I’ll send my primary hose team through the front door on the A Side of the house with a secondary team, hoses charged, staged on the D side of the building to check extension on the property next door...”

- LCES! SLICERS! COAL WAS WEALTH!:

Some candidates believe that by learning a collection of tricks and techniques, they can guarantee themselves a better score on an examination. Candidates are coached that certain exercises have specific “tricks” associated with them. These tricks may consist of anything from techniques for organizing information (e.g., acronyms), to statements and actions that will lead to better scores. Predetermined strategies are fine as a starting point, but they cannot take the place of knowing the material and successfully applying it to the scenarios presented in the exam.

Candidates are also coached by study groups and other parties on how to project a favorable façade (e.g., smile, be courteous, wear certain clothes, etcetera), relying on this to hide deficiencies in performance. However, a tailored dress uniform and thanking the Subject Matter Experts for their attention, while nice, will not influence the candidate’s score whatsoever: what is said, and how it is presented from an oral communication standpoint, will wholly contribute to their score.



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How to best prepare for the Oral Assessment Exercises as a candidate comes down to one question: “Is the focus going to be learning tricks and techniques, or on actively preparing for the position being tested?” There appears to be no ready substitute for the hard work and persistence required to advance skill and knowledge levels.

- Oral communication skills need to be practiced:

The oral communication component is perhaps the most overlooked element in the Oral Assessment Exercises. And yet, because Fire Subject Matter Experts for the 2<sup>nd</sup> Level Fire Supervisor titles have identified being able to communicate clearly and concisely as critical to job performance, doing poorly in oral communication will affect a candidate’s score; averaging below a score of 2.5 will make the candidate fail altogether. Therefore, it is in your best interest to prepare for the oral communication components as seriously as the technical components.

The best way for you to improve your skills in oral communication is to videorecord yourself making a presentation on a smartphone or a camera, and then to review the video and/or show a friend for an honest critique:

1. Choose a sample Oral Assessment Exercise from the Sample Materials section (starting on page 29) and prepare a presentation as you would in a testing situation.
2. Use a timer; candidates will have a maximum of ten minutes for each scenario.
3. Videorecord yourself, or have a friend record you giving your response for the questions presented.
4. Finally, review the completed video for general deficiencies in oral communication. While the list below is **not** exhaustive, reviewers can consider these elements:
  - ensure that the response was organized, and that you chronologically reported your actions as it would happen on the fireground (i.e., not jumping around).
  - present your response in complete sentences, not with bulleted statements or phrases.
  - make eye contact with the camera during your presentation. Do not limit your eye contact by reading directly from your notes the entire time. (The candidate will be instructed on the day of the exam to direct their response to the oral assessors in the room.)
  - eliminate any nervous tics that are visible onscreen (e.g., pencil tapping, fidgeting, shuffling papers).
  - be confident in your presentation ( “will”, “must”, “would”).
  - limit excessive filler words (e.g., “um”, “ah”, “ya know”).
  - speak clearly.
  - do **not** ramble and/or repeat the same information over and over. As long as all actions are addressed appropriately, you do not need to use all of the allotted time.

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- be mindful of your rate of speech: breathe regularly and slow down when going too fast, eliminate long pauses and quicken your pace when going too slow. (Note: Pausing *occasionally* to review notes is expected and not penalized.)

If you find you are deficient in some oral communication skills, you should continue to practice in front of a camera and re-evaluate your performance. While the assessors are not expecting perfection, the closer you are to it, through practicing your oral communication skills, the better your score will be.

- Don't psyche yourself out on the day of the examination:

The exercises are designed to be difficult; again, perfection is not expected. The evaluation is based on a candidate's *overall* performance on each exercise. Even if a candidate thinks he is not doing well during a response, he should continue doing the best possible work on the remaining exercises. **DO NOT** give up halfway through an exercise! *The only guaranteed way* to fail the Oral Assessment Exercises is to resign: push through and finish the exam.

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### *Sample Materials for Each Component*

The following pages contain examples of materials from the Written Multiple-Choice Examination and Oral Assessment Exercises, so that candidates may become familiar with some of the types of materials and formats they will encounter. The actual assessment materials will be different from the ones presented here. These problems are merely illustrative of the kinds of problems that candidates may be faced with during the Written Multiple-Choice Exam and oral assessment exercises. These sample items illustrate the type of material to be expected on the 2<sup>nd</sup> Level Fire Supervisor Examinations.

*Sample items from the 2<sup>nd</sup> Level Written Multiple-Choice Test:*

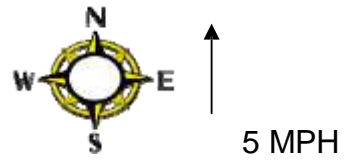
### **Scenario: Trans World**

It is a Saturday morning (11:30 a.m.) in July, with a hot and humid temperature of 92° Fahrenheit. There is a slight wind blowing from the south to the north at 5 MPH. You are the officer of the first arriving engine company. You have been dispatched to a fire at the Trans World mechanic shop located at 1778 Adams Street.

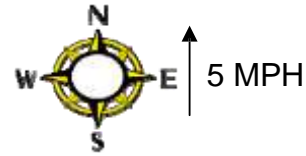
1778 Adams Street is a 40 feet by 20 feet, non-combustible building. Side A faces a small parking lot, beyond which is Adams Street. There is a hydrant located across the street (see overhead diagram) and the water supply is adequate. Side B faces a fence row, beyond which is the Municipal Building. Side C faces a wooded area that is not accessible to fire apparatus. Side D faces a parking lot and driveway beyond which is Turner Street.

Upon arrival you notice smoke and flames coming from the main garage bay door on Side A.

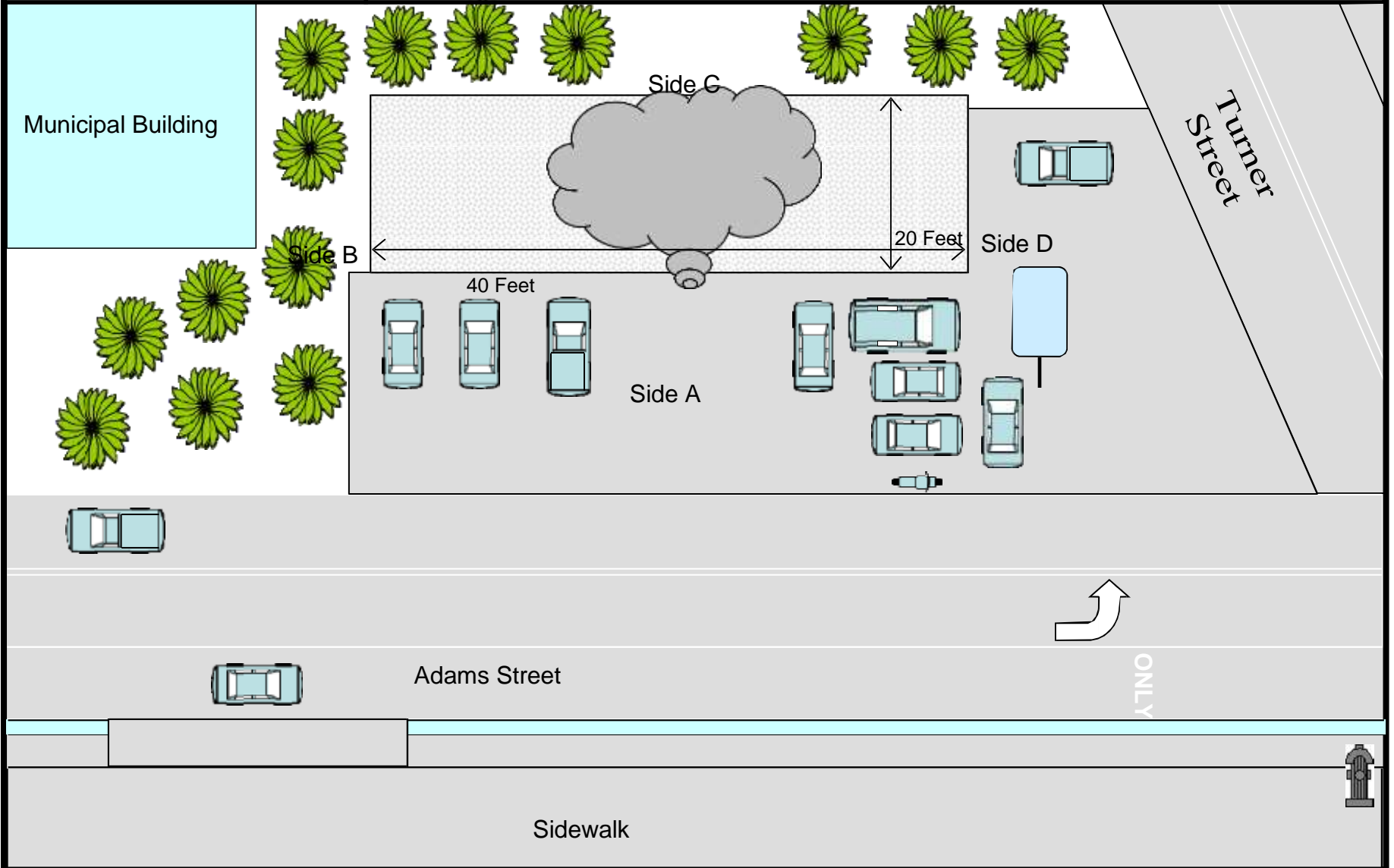
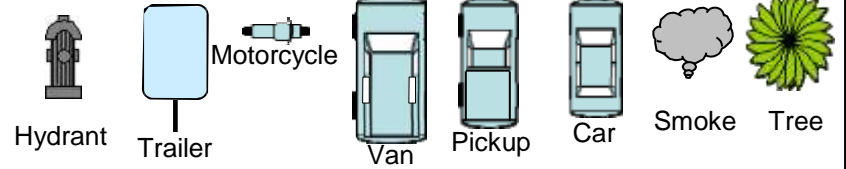
2nd Level Fire Supervisor  
Scenario #2: Trans world  
Side A View  
Diagram 1 of 3



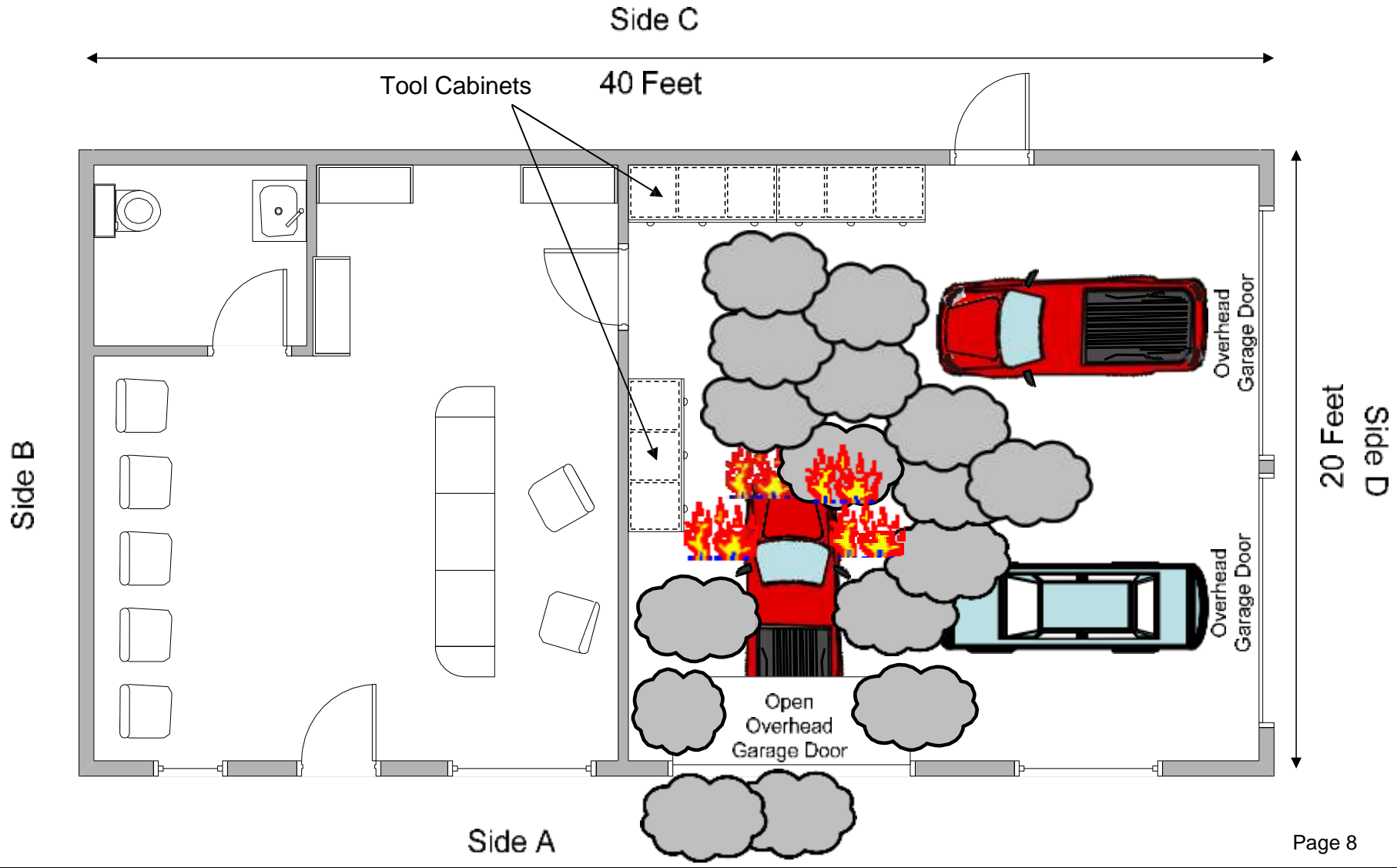
2nd Level Fire Supervisor  
Scenario #2: Trans world  
Overhead View  
Diagram 2 of 3



Symbols:



2nd Level Fire Supervisor  
Scenario #2: Trans world  
Floor plan  
Diagram 3 of 3



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1. Based on this building's construction, which type of roof system would you expect to find?
  - (a) Light-weight wood truss
  - (b) Heavy timber
  - (c) Steel bar joist
  - (d) Solid wood joist
  
2. The hydrant pressure is sufficient and you select 2½" hoseline with a 1¼" straight tip. What is the **MAXIMUM** gallons per minute (GPM) you can expect from this hoseline?
  - (a) 175 GPM
  - (b) 210 GPM
  - (c) 265 GPM
  - (d) 325GPM
  
3. Before entering the fire building, all personnel **MUST**
  - (a) give your secondary accountability tag to the Personnel Accountability Officer.
  - (b) ensure the utilities are controlled.
  - (c) change your radio frequency to the emergency channel.
  - (d) ensure a rehab unit is on standby.

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*Sample items from the 2<sup>nd</sup> Level Oral Assessment Exercise:*

### **Fire-ground Arriving Scenario 16 Sullivan Street**

It is a Friday afternoon in September at 1:30 p.m. The temperature is 85° Fahrenheit and the wind is blowing from the east to the west at 5 MPH. You have been dispatched to a report of smoke and flame at 16 Sullivan Street. You are the officer of the first arriving Truck Company.

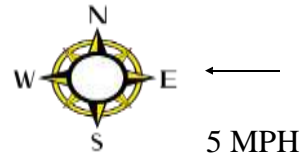
16 Sullivan Street is an occupied 6-story ordinary constructed building that was built in the early 1900's. It measures 80 feet by 60 feet. The 1st floor houses commercial occupancies and has 20-foot high ceilings. The 2nd, 3rd, 4th, 5th, and 6th floors all have identical floor layouts and are comprised of large area luxury apartments. Both interior stairways lead to the roof via bulk head door. There are no auxiliary appliances.

Side A faces Sullivan Street. Side B faces 1st Avenue, beyond which are taxpayers of ordinary construction. Side C faces a non-combustible office building. Side D faces City Hall. There are two hydrants across the street (see overhead diagram).

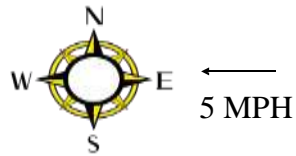
On scene, you see smoke coming from apartment 4A, with fire showing. The resident of unit 4A comes to you and explains that he is unsure how the fire started, but that he has modified his apartment to include a small black & white photo lab in the rear (Side C) bedroom. The photo lab is not currently involved. The two Engine Companies will be arriving in less than one minute. The Chief Officer will not be responding due to another incident across town.



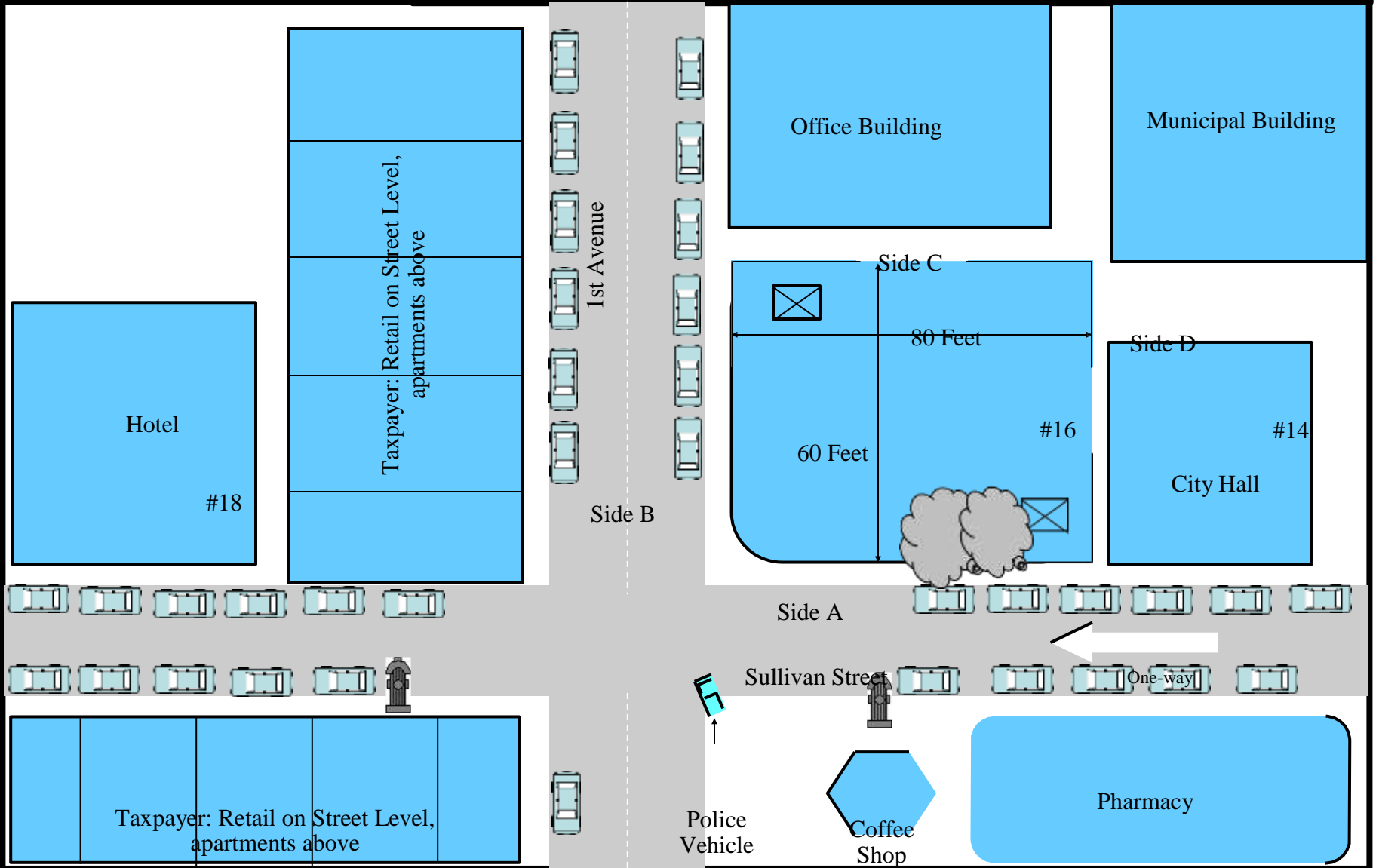
2nd Level Fire Supervisor  
Arriving Scenario: 16 Sullivan Street  
Front (Side A/B) View  
Diagram 1 of 4



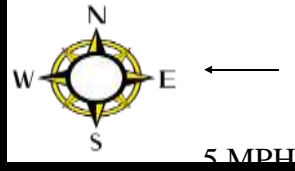
2nd Level Fire Supervisor  
Arriving Scenario: 16 Sullivan Street  
Overhead View  
Diagram 2 of 4



Symbols:

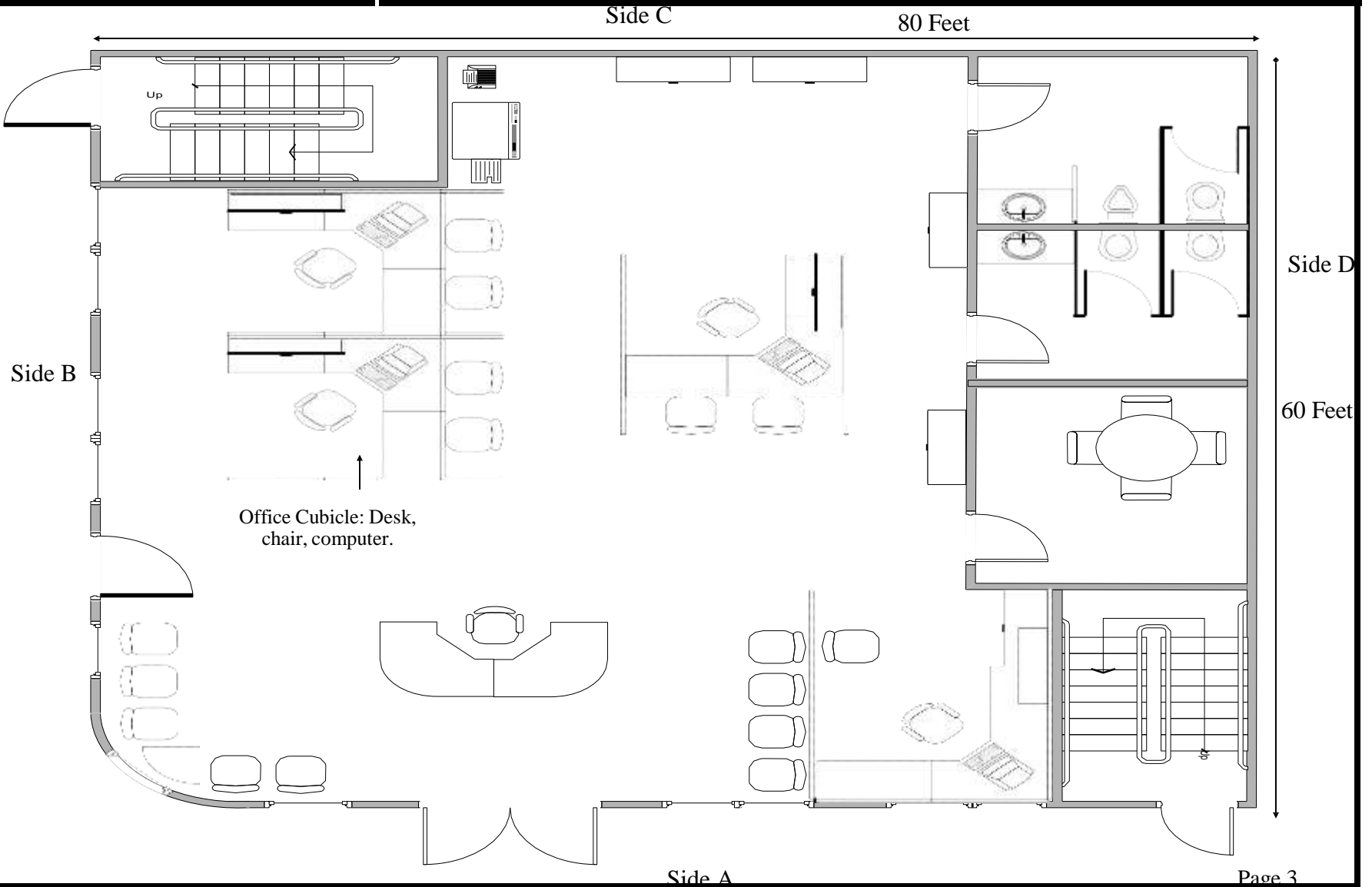
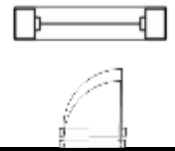


**2nd Level Fire Supervisor  
Arriving Scenario: 16 Sullivan Street  
1st Floor View  
Diagram 3 of 4**

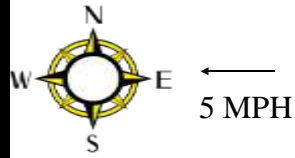


**Symbols:**

Window



**2nd Level Fire Supervisor  
Arriving Scenario: 16 Sullivan Street  
4th Floor View (Units 4A and 4B)  
Diagram 4 of 4**



**Symbols:**



Fire

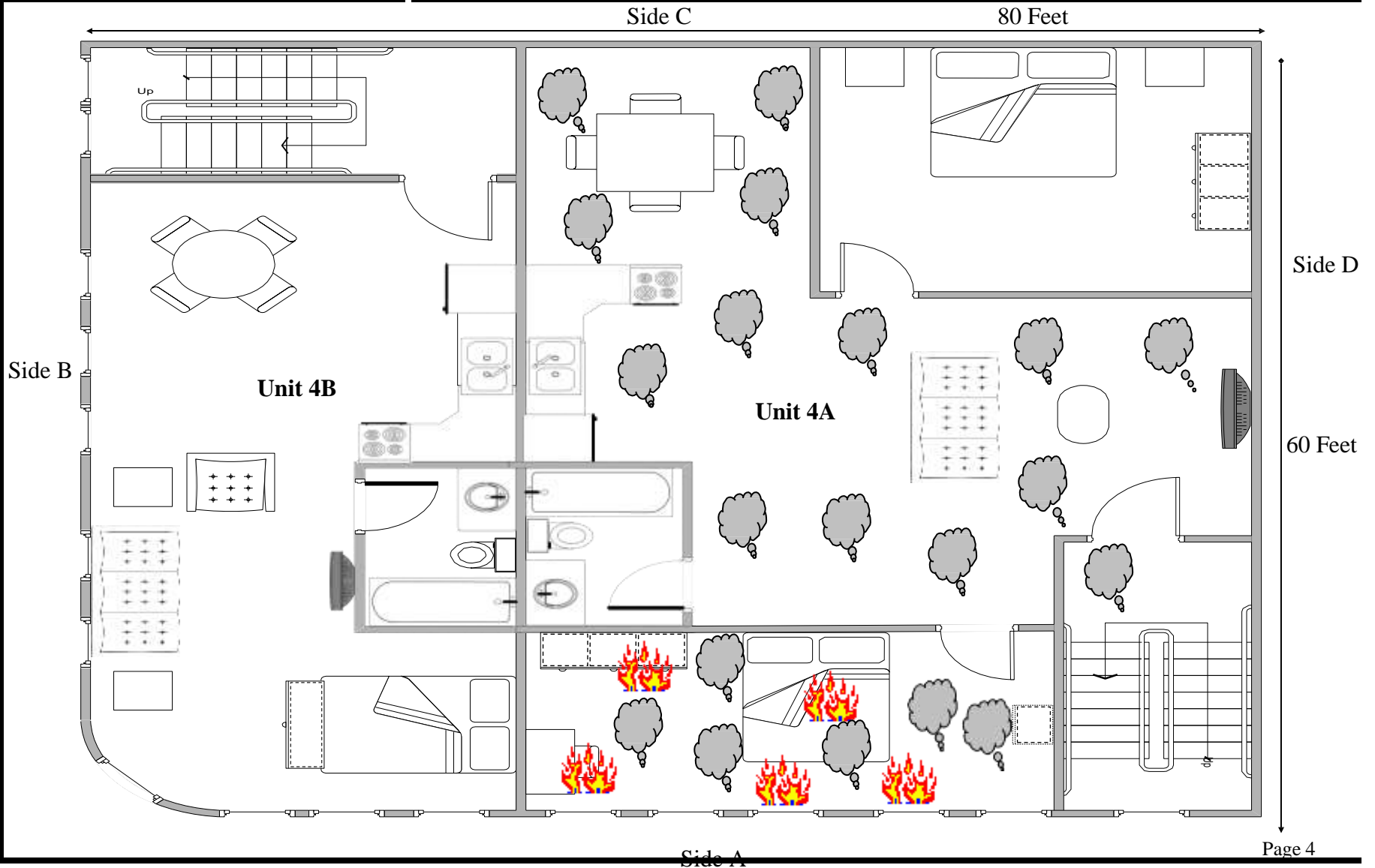


Smoke

Window



Door



## 2017 - 2<sup>nd</sup> LEVEL FIRE SUPERVISOR ORIENTATION GUIDE

### 1. What are your specific actions and orders?

Questions 1 measures your fireground technical knowledge and ability. **Mandatory** possible courses of action (PCAs) are minimally acceptable responses that are required to receive a passing score; there will also be additional PCAs that demonstrates technical knowledge and can improve your score. When giving your response, you should fully explain the actions to be taken including how, when, where, and why, otherwise you may not receive full credit. For this particular scenario, the candidate is expected to describe his PCAs as an Incident Commander (IC) performing his duties until properly relieved.

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*Sample items from the 2<sup>nd</sup> Level Oral Assessment Exercise:*

### **Fire-ground Evolving Scenario 100 Aztec Avenue**

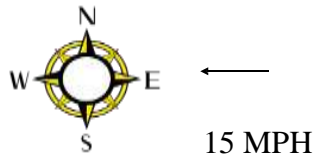
It is a Thursday evening in July at 6:30 p.m. The temperature is 90° Fahrenheit and it is humid, with the wind blowing from the east to the west at 15 MPH. You have been dispatched to a report of smoke and flame at 100 Aztec Avenue. You are the officer of the first arriving Engine Company and will be the highest ranking officer responding to this incident.

100 Aztec Avenue is a 4-story, ordinary constructed, mixed-occupancy, built in the early 1900's. The structure measures 40 feet by 60 feet. The 1st floor houses two commercial occupancies (Sports Collectible Shop and Hair Salon). The 2nd, 3rd, and 4th floors have identical floor layouts (two apartments each). The apartments are fully occupied. There is a sky light on the roof located above the interior stairway.

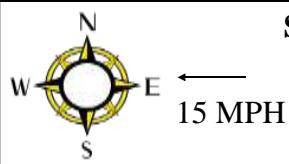
Side A faces Aztec Avenue. Sides B & D face 3-story buildings of similar construction that are three feet away. Side C faces 20 foot open yard beyond which are similar structures. There are two fire hydrants located across the street (see overhead diagram).

On scene, you see smoke coming from the Side A/B corner of the 2nd, 3rd, and 4th floors, with fire showing on the 2nd and 3rd floors near the Side A/B corner. An evacuated resident tells you that the fire began in the kitchen of unit 2A and quickly spread. The other Engine Company and Truck Company arrive as you establish command and transmit your initial report to dispatch.

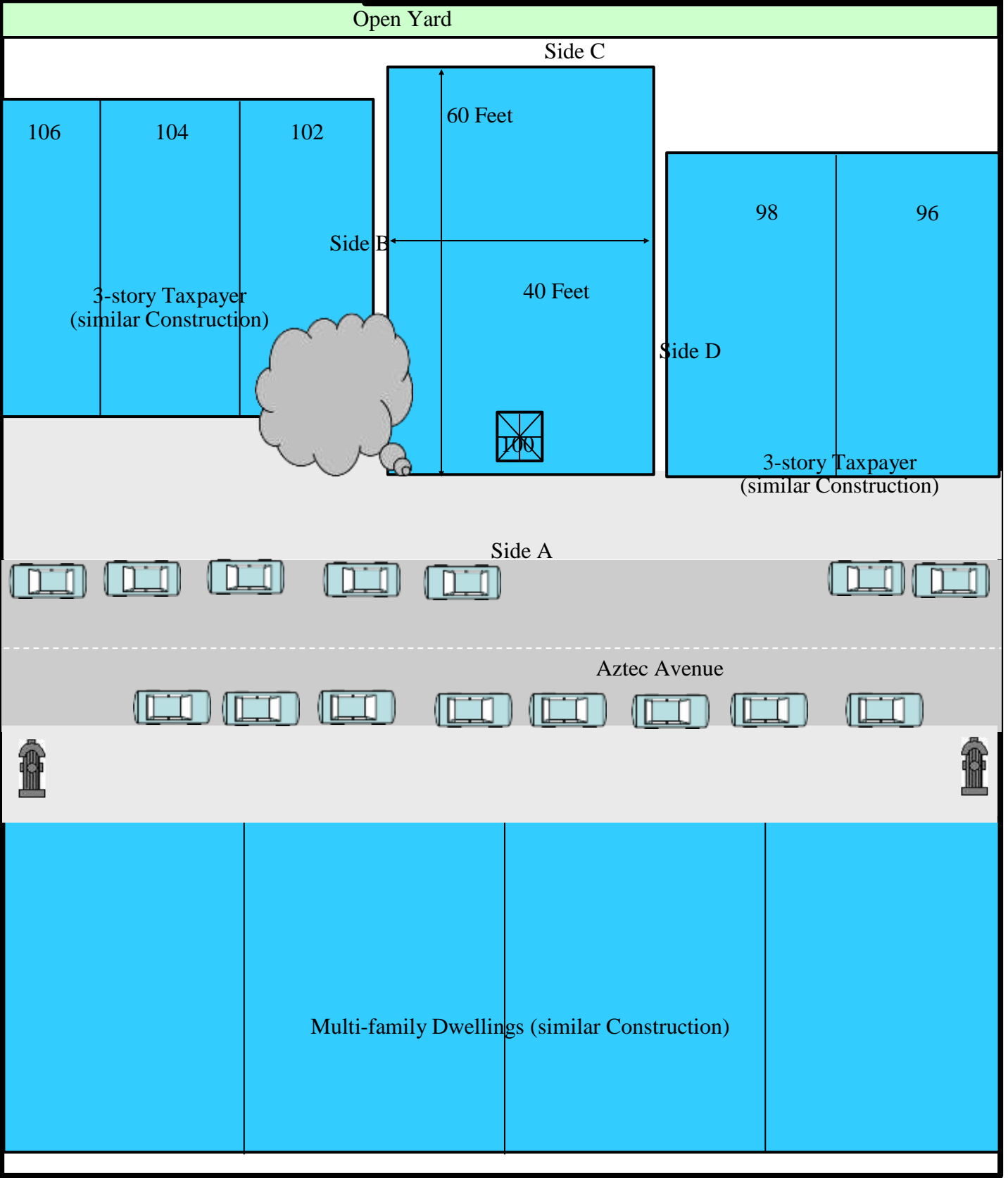
**2nd Level Fire Supervisor**  
**Evolving Scenario: 100 Aztec Avenue**  
**Front (Side A/D) View**  
**Diagram 1 of 4**



2nd Level Fire Supervisor  
Evolving Scenario: 100 Aztec Avenue  
Overhead View  
Diagram 2 of 4




Symbols:






**2nd Level Fire Supervisor**  
**Evolving Scenario: 100 Aztec Avenue**  
**2nd Floor View (Units 2A and 2B)**  
**Diagram 3 of 4**


**Symbols:**




15 MPH ←




Fire



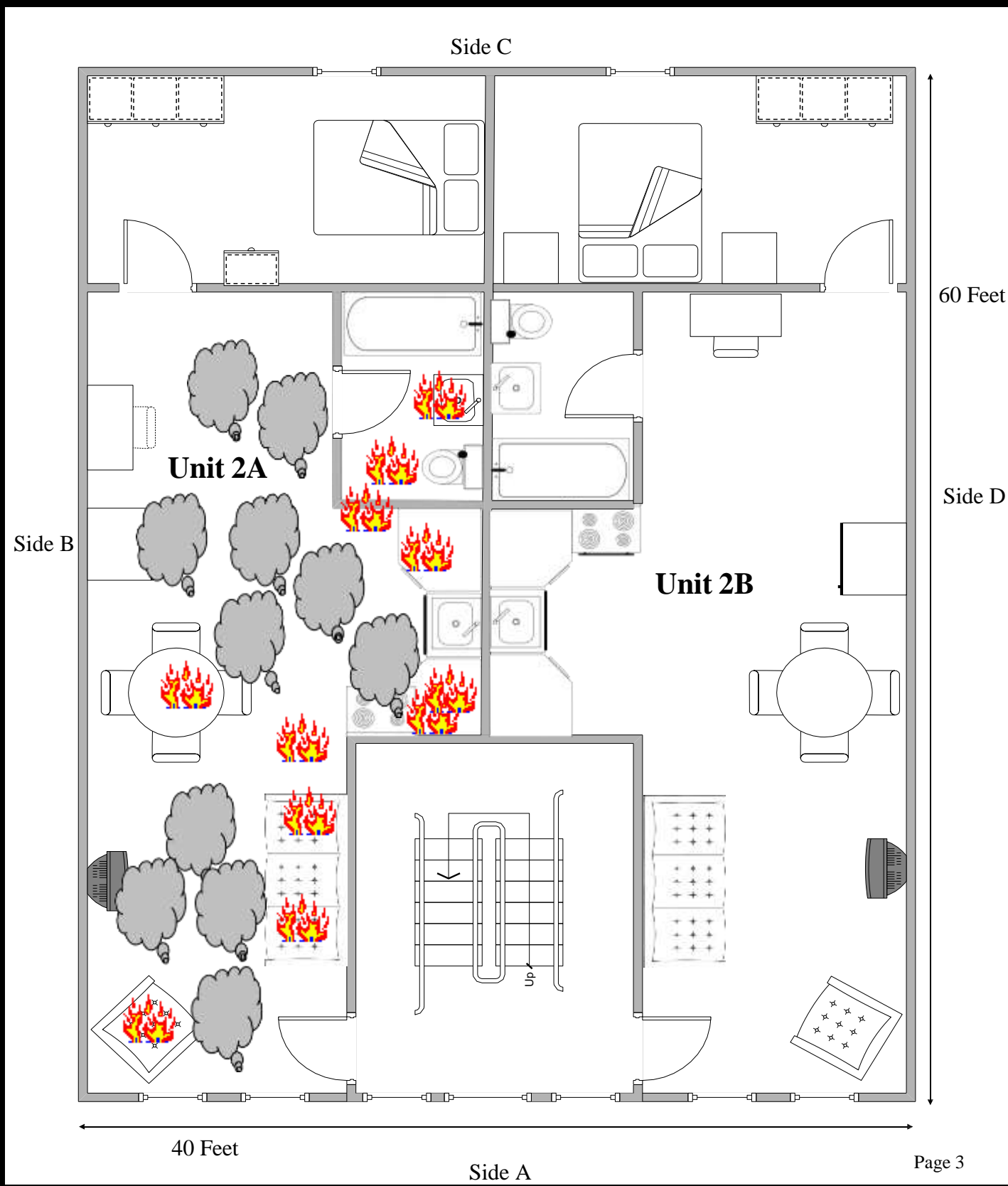
Smoke



Window




Door




**2nd Level Fire Supervisor**  
**Evolving Scenario: 100 Aztec Avenue**  
**3rd Floor View (Units 3A and 3B)**  
**Diagram 4 of 4**


**Symbols:**




15 MPH ←




Fire



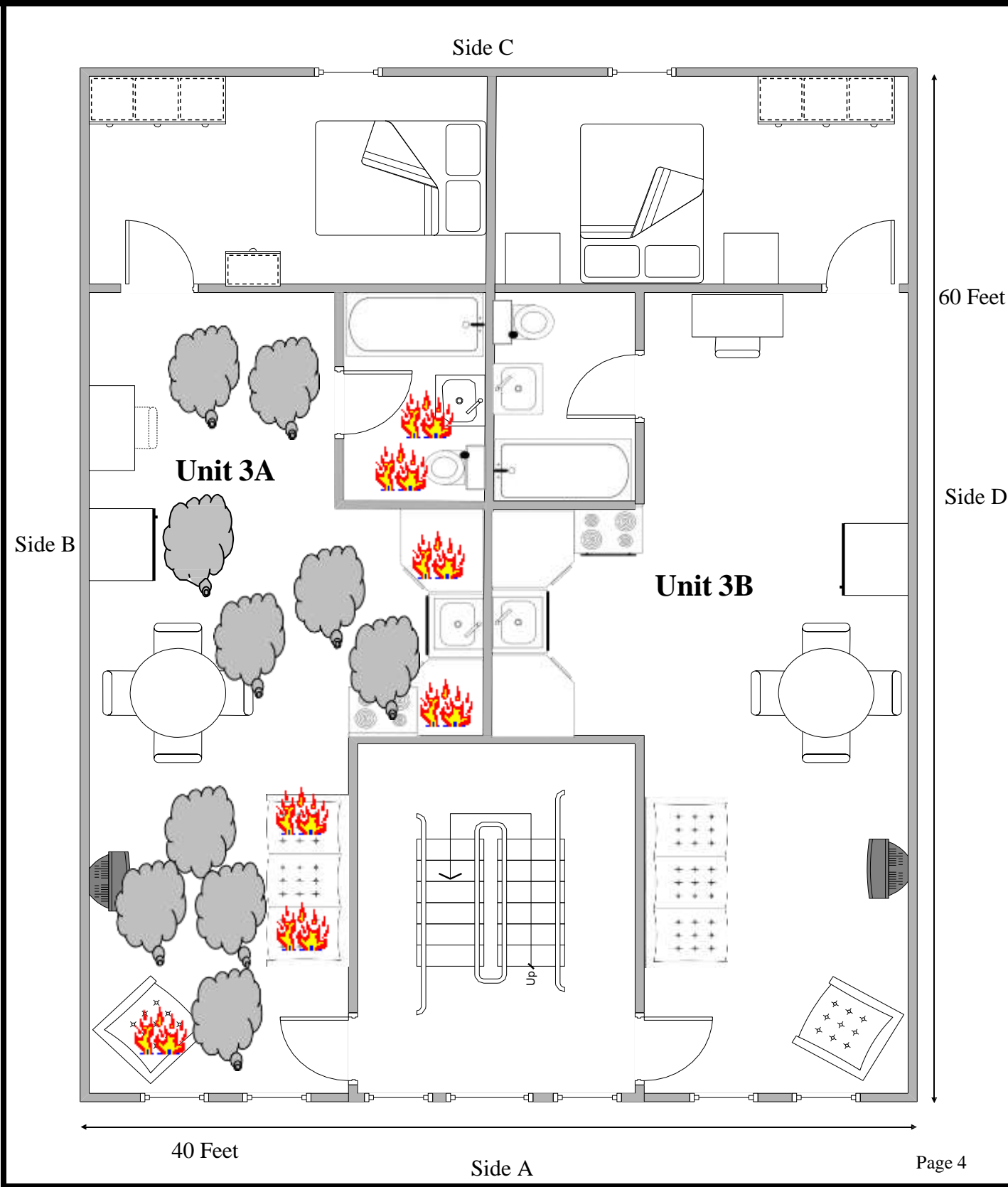
Smoke



Window



Door



## 2017 - 2<sup>nd</sup> LEVEL FIRE SUPERVISOR ORIENTATION GUIDE

1. What are your initial actions and specific orders at this incident?

Twenty minutes after your arrival you receive a radio report from the Lieutenant of one of your interior attack teams that there has been a partial floor collapse of apartment 3A in the kitchen and bathroom area. Your Safety Officer is also reporting smoke pushing through cracks on the exterior Side B wall.

2. What are your additional actions and specific orders?

Questions 1 and 2 measure your fireground technical knowledge and ability. **Mandatory** possible courses of action (PCAs) are minimally acceptable responses that are required to receive a passing score; there will also be additional PCAs that demonstrates technical knowledge and can improve your score. When giving your response, you should fully explain the actions to be taken including how, when, where, and why, otherwise you may not receive full credit. For this particular scenario, the candidate is expected to describe the PCAs of a company officer.

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*Sample items from the 2<sup>nd</sup> Level Oral Assessment Exercise:*

### **Administrative Scenario Form A**

You are a newly appointed 2<sup>nd</sup> Level Fire Supervisor, who has been assigned as the House Captain at Station 1. One of your Lieutenants, Lt. Smith, is assigned to the C shift. Lt. Smith has his Fire Inspection License and is assigned to inspect the southern half of your inspection district. Lt. Smith operates a construction business, when he is not working for the Fire Department. Firefighter Yates, one of Lt. Smith's firefighters, has come to you and asked to speak to you privately. Yates explains to you that on three separate occasions in the past month, he has observed Lt. Smith write violations (such as a fire door that opens inward instead of outward, a fire door below code, etc.). He goes on to tell you that at the end of all three of these inspections, Lt. Smith attached his construction business card to the violation report and informed the owner that he can "help them out" with the repair / modification. The business owners seemed to be puzzled by Lt. Smith's approach.

1. What specific actions should you take to address this situation?

Question 1 measures your administrative knowledge and ability. It measures the ability to implement a program and handle factors/problems associated with program administration. **Mandatory** possible courses of action (PCAs) are **NOT** involved in this scenario. When giving your response, you should fully explain the actions to be taken including how, when, where, and why, otherwise you may not receive full credit. For this particular scenario, the candidate is expected to describe the PCAs of a company officer when approaching Lt. Smith on these circumstances.

*What Happens with Promotions Resulting from the Examination?*

If you pass the exam process, your name will be placed on a promotional eligibility list ranked by your final score (a composite of Multiple-Choice Examination, the Oral Assessment Exercises, & seniority). This promotional list will last for 3 years from its promulgation date or until it is exhausted, whichever is sooner. However, for good cause, the Chairman of the CSC may extend the promotional list for up to one additional year. Extended lists expire as soon as a new promotional list is issued.

When your appointing authority (hiring agency) notifies the CSC that it wants to fill vacancies (certification request), the CSC Certifications Unit sends them the highest ranked names on the promotional list. This is called a certification list.

When your name appears on a certification list, it means that you may be interviewed and considered for promotion. If your name appears on a certification list, the CSC will send you a Notification of Certification. You **must** contact the appointing authority in writing within five business days to express your interest in the position. If you fail to do this you may be removed from the certification and you will not be eligible for future consideration.

**NOTE:** All appointments will be conditional pending resolution of all scoring appeals related to the examination. Once all appeals have been resolved, appointments from the list will be considered permanent. Appeals are considered resolved after the Merit System Board makes its final ruling.

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### *What is the Civil Service Commission's Make-Up Policy?*

#### **A. Examination Make-Up Policy**

Per N.J.A.C. 4A:4-2.9, make-up exams for public safety titles may be authorized only in cases of:

1. Death in the candidate's immediate family
2. Error by the Civil Service Commission or Appointing Authority;
3. When required for certain persons returning from military service (see N.J.A.C. 4A:4-4.6A);
4. A catastrophic health condition or injury, which shall be defined as either: a.) a life-threatening condition or combination of conditions; or b.) a period of disability required by the candidate's mental or physical health or the health of the candidate's fetus which requires the care of a physician who provides a medical verification of the need for the candidate's absence from work for 60 or more work days.

Additionally, please note the following:

- 1.) Make-up requests must be accompanied by supporting documentation as applicable.
- 2.) Make-up requests must be submitted within five days of receipt of your original exam notice.
- 3.) In situations involving death, illness or injury that occurs on or immediately before the test date, make-up requests must be made in writing within five (5) days after the test date.
- 4.) Requests will be denied if documentation is insufficient, incomplete, or untimely.

Additionally, all requests for Public Safety make-up exams based on medical grounds must be accompanied by the Civil Service Commission's Medical Authorization for Make-up Examination form (DPF-728), completed by the treating physician. The Medical Authorization for Make-up Examination form can be obtained through our website at <http://www.nj.gov/csc/about/publications/forms/>.

#### **B. ADA Accommodations**

Candidates who require special accommodations for this exam should check off the ADA Assistance box on your application. This includes candidates who are requesting accommodations for the first time, as well as candidates who are already on file with NJCSC as being approved for accommodations.

Candidates with a first time accommodation request will be contacted regarding the next step in being approved for ADA assistance. Candidates who are already on file as being approved for ADA assistance will receive confirmation and further information.

If you receive your test notice, and have not been contacted about your accommodations for this test, or are not sure that your accommodation needs are in place for this exam, you should contact Marty Berrien at (609) 292-4144, ext. 199-1001.

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### ***Will Make-Up Candidates take the Same Examination?***

Due to concerns regarding loss of examination security relating to the illicit discussion and/or dissemination of test content, the make-up examination for this announcement will not be identical to the original examination. That is, it may be very similar to the original examination, matching the content specifications of the original examination as closely as possible. This means that the make-up examination would measure in equal proportion, the same knowledge, skills and/or abilities that will be measured by the original examination. It will also be administered and scored in the same manner as the original examination. If a different examination is used for make-up purposes, make-up candidates may be required to obtain or use resource material for test preparation/study purposes that is particular to the make-up examination.

### ***Conclusion***

This orientation guide attempts to familiarize candidates with aspects of the 2<sup>nd</sup> Level Fire Supervisor Promotional Examination processes. The suggestions provided here are not exhaustive. We encourage candidates to engage in additional preparation strategies they believe will enhance their chances of performing effectively on the examination and on the job.

***We hope this Orientation Guide has been beneficial.***

***GOOD LUCK!***