

**STATE POLICE MASTER SERGEANT
AND
STATE POLICE LIEUTENANT
PROMOTIONAL EXAMINATION
TEST TAKING GUIDE**

Prepared by:
The Department of Administrative Services
Statewide Human Resources Management

July 2014

GENERAL EXAMINATION INFORMATION

The promotional examinations for State Police Master Sergeant and State Police Lieutenant will be comprised of three parts. Part 1 is a Professional Profile which is a summary of candidates' education and experience. Part 2 is a Written Test consisting of essay questions. Part 3 is an Oral Test consisting of oral questions. All questions and rating scales are developed and approved by a test development committee composed of 6 State Police Lieutenants, 4 State Police Captains and 2 State Police Majors.

Candidates must participate in all three parts of the examination in order to receive a final score on the examination.

Note: In accordance with state policy, official final examinations scores will be reported to candidates and to the agency in the form of whole numbers. All scores that include fractions or partial points are rounded to the nearest whole number. When an examination is comprised of multiple components, rounding does not occur until the final score is calculated.

The examination is designed to test the following knowledge, skills and abilities (KSAs), identified, through job analysis, as important for successful job performance as a State Police Master Sergeant and Lieutenant: Knowledge of State Police Department units and functions; Knowledge of State Police policies and procedures; Leadership/administrative skills and ability to coordinate/schedule work activities; Planning ability; Supervisory skills and knowledge of supervisory principles; Knowledge of departmental labor relations; Knowledge of law enforcement/legal process; Knowledge of investigative procedures/techniques and rules of evidence; Judgment and problem-solving ability; Analytical and quantitative ability; Written communication skills; Oral communication skills; Interpersonal skills and characteristics; Positive work attitude and motivation; Confidence, poise, ability to handle stress; Education and experience.

The essay and oral test questions will be designed to test applicants' ability to use or apply their knowledge of important policies and procedures in handling job related problems or situations. In addition, some of the essay and oral questions may test more general abilities, such as leadership ability, supervisory ability, oral and written communication skills.

CONTENTS OF THE TEST TAKING GUIDE

This test taking guide includes the following: (a) a brief description of the Professional Profile, (b) descriptions and examples of the types of questions that may be included in the written test, (c) descriptions and examples of the types of questions that may be included in the oral test, (d) some basic tips on how to answer written essay questions, (e) some general tips on how to manage your time when taking a written test, (f) some general tips on how to answer oral test questions, and (g) some general tips on taking examinations.

Please note that this test taking guide is intended to provide you with some general guidance in preparing for and taking the State Police Master Sergeant and Lieutenant examinations. It is not meant to provide you with absolute procedures that will apply to all situations and all applicants. It is suggested that you read the information in this test taking guide carefully and incorporate it with test taking strategies that you have found to be successful in the past.

PART 1. PROFESSIONAL PROFILE

The Professional Profile will be worth 15% of the examination for State Police Master Sergeant and 15% of the examination for State Police Lieutenant. This will consist of a written summary of the candidate's (a) Education, (b) Years of Service, and (c) Supervisory, Leadership and Administrative Experience that candidates must prepare and submit in order to apply for credit for this part of the examination. Instructions for preparing the Professional Profile are available on the DAS web site (das.ct.gov/employment). Photocopies of transcripts or diplomas from accredited colleges or universities are required (must be attached) to document college degrees/credits in order to receive credit for education. Candidates will also be required to attest to the accuracy of their descriptions of the experiences that they list in their Professional Profile, before their current Commanding Officer.

The Professional Profile will be scored in accordance with a crediting plan that specifies: (a) the maximum number of points (percent of final exam score) that may be obtained for Education, for Years of Service, and for Experience; (b) separate conversion charts for Education and for Years of Service, (c) definitions of Supervisory, Leadership and Administrative Experience, and (d) three separate 0-5 point rating scales for Supervisory Experience, Leadership Experience and Administrative Experience. Education and Years of Service will be scored by DAS using the two conversion charts. Experience will be scored by a panel of CSP personnel using the three rating scales.

PART 2. WRITTEN TEST

The Written Test will be worth 50% of the examination for State Police Master Sergeant and 50% of the examination for State Police Lieutenant. This test will consist of essay questions. Candidates taking the State Police Master Sergeant examination and the candidates taking the State Police Lieutenant examination will answer the same essay questions; however, the weights of the individual essay questions will be different for the two examinations.

ESSAY QUESTIONS

There are two distinct types of essay questions that may be used in a written test: the Content Essay Question and the Writing Task Exercise.

Content Essay Question

In a content essay question you are given a brief description of a situation or issue that a newly promoted State Police Master Sergeant or Lieutenant might be expected to encounter or handle when starting in his/her new job. You may also be given some simulated work documents and asked to answer one or more questions concerning the problem situation or issue that is presented. The specific essay question may ask you to respond to one or more of the following types of questions: (1) describe the steps you would take to properly handle the situation or issue, (2) list the problems or mistakes you find in the simulated work documents and/or the actions you would take in response to the documents, (3) indicate whether the action taken by the trooper in the situation was proper or improper and explain why, and (4) list the important problems or issues that you would need to consider or investigate concerning the situation described. Content essay questions are usually graded solely on the content of the response (the amount of correct and complete information provided in the response). The instructions for these questions will tell you that answers should be in list, bullet or outline form, rather than in narrative form.

Candidates' responses to content essay questions are evaluated by separate panels of subject matter experts for each question (with the same panel grading all candidates' response to a given question). After all panel members have read a candidates written response to a question, they individually award credit for every correct answer by checking off the matching statements on the scoring sheet that includes all of the credited answers for the question. For this type of essay question, the reviewers do not make an overall rating of an applicant's written response. Instead, after carefully reading the response, their task is to determine whether or not specific credited answers are present. Therefore, an applicant's score on this type of essay question is based directly on the content (the amount of correct information provided) in the response to the question. Depending on the question, there may be cases where the order of the information included in the response will be considered in the scoring of the question. The inclusion of incorrect information in the response may also result in a lower score. An applicant's final score on a content essay question is obtained using a conversion table or equation.

The following is an example of a content essay question:

Assume that you are a newly promoted State Police Master Sergeant or Lieutenant in command of a troop. Suppose that you are at work in your office when your shift sergeant informs you that two troopers engaged in a pursuit of a wanted felon have been involved in an exchange of fire with the suspect. The suspect's vehicle struck a private vehicle and the operator of the private vehicle is seriously injured. As the suspect fled into a wooded area, several shots were fired at him. The suspect may have returned fire, as one trooper's vehicle was struck by a bullet. The troopers on the scene report that there is a gym bag containing a large amount of money and possible narcotics clearly visible on the floor of the suspect's vehicle.

Describe and explain the actions you would take as the Troop CO to handle this situation.

Write your response in the pages provided for this question in the ESSAY ANSWER BOOKLET. (Your answers should be in list, bullet or outline form, rather than narrative form.)

The list(s) of answers printed on the following page is an example of a good response to this question.

Actions You Would Take to Handle This Situation:

- Advise district.
- Go to the scene
- Ensure ambulance has been called for driver of private vehicle
- Ensure that there is adequate coverage for other shifts (may call other shifts in early)
- Ensure there is adequate staff to assist in handling/documenting scene.
- Assume overall command of the search for the suspect
 - Note incident occurred in CSP's jurisdiction; any evidence at the scene, and manhunt for suspect is CSP's responsibility.
 - Unless directed otherwise by the District CO, will be in charge of locating and arresting the suspect.
 - Take actions to ensure safety of emergency personnel
 - Ensure troopers are assigned to watch perimeter of scene-suspect may still be in the area and may be armed
 - Seize and secure any evidence
 - Take steps to contain and apprehend suspect
- Call in additional resources needed to search for suspect
 - Additional personnel to scene
 - K-9 to track suspect
 - SWAT team to respond to scene and be ready if needed
 - Aircraft to search for suspect-CSP plane or other available aircraft
 - Set up check points to contain suspect
 - Advise local residents door to door
 - PIO to handle inquiries from news media and put out advisories
 - Four-wheel drive vehicles, if needed, to enter wooded area
 - Determine if necessary to re-route traffic around scene
 - Advise area police departments;
 - Personally or via collect message, obtain as much information as is available on suspect, including photos.
- Assume overall command of the investigation of the crime scene/ shooting until the arrival of District Command (Major Crime)
 - Note that the incident involved actions taken by troopers; they are subject to all CSP rules and regulations.
 - Call Major Crime to process scene; once Major Crime Lt. arrives, they will be responsible for processing the crime scene, collection of evidence and overall investigation of the incident.
 - Advise States Attorney's office of incident
 - Advise Internal Affairs that shots were fired by State Police
 - An IA investigation must be secondary to criminal investigation; will only need to determine if actions of troopers involved in incident were in accordance with CSP policies and procedures
- Determine personnel involved in the pursuit reported in as is required.
- Notify EAP/POST of shooting.

Writing Task Exercise

The other type of essay question that may be used in written tests is a writing task exercise. In this type of essay exercise, you are given a brief description of some situation or issue and may also be given some simulated documentation to which a recently promoted State Police Master Sergeant or Lieutenant would be expected to prepare a written response. You may be asked to write a response letter or memorandum, or to prepare a brief summary or narrative. For this type of essay exercise, candidates are graded on their written communication skills. Written communication skills are evaluated by a panel of subject matter experts who individually read and rate the response on one or more written communication skill dimensions, such as: (a) Mechanics, which includes the use of proper English sentence structure, paragraph formation, grammar and punctuation; and (b) Organization, which includes clarity of expression and use of logical organization.

Although candidates' responses on writing task exercises are often evaluated only on one or more writing skill dimensions, they can also be evaluated on content in addition to writing skills. In those cases where candidates' responses on the exercise are also evaluated on content, this may be accomplished using a content rating scale or content checklist. The instructions for a writing task exercise will clearly describe what form your response should be in and what dimensions your response will be graded on.

The following is an example of a writing task exercise:

Assume that you are a newly promoted State Police Master Sergeant or Lieutenant in command of a troop. Suppose that you receive a memo from your District CO informing you that he would like to include funds for one of the following programs in next year's budget. The programs he is considering are:

1. Reduction in crimes against persons or property.
2. Accident reduction.
3. Reduction in outstanding fugitive warrants.

The District Major has asked all Troop Commanders for their opinion on which program to include and why, and to give him some suggestions on what the program should consist of.

Your task: Write a memorandum to the District CO, Major Thomas Williams, in a To/From format. Your memo should (a) present and explain your opinion of the value of the three programs and (b) include some suggestions on what you believe should be included in the program you recommend.

Write your memorandum on the pages provided for this exercise in the ESSAY ANSWER BOOKLET. (Your response to this exercise should be written in the form of a standard business memorandum.) DO NOT SIGN THE MEMO USING YOUR REAL NAME

Note: Your memo will be evaluated on the basis of: (a) content, (b) your use of proper English sentence/paragraph formation, grammar and punctuation; and (c) your clarity of expression and use of logical organization.

A good response for a writing task exercise would: (a) be clear and well organized, (b) use good paragraph and sentence structure as well as proper English grammar, and (c) respond to the situation as described in an appropriate fashion, and address (discuss or comment on) all parts of the problem/task given to you.

PART 3. ORAL TEST

The Oral Test will be worth 35% of the examination for State Police Master Sergeant and 35% of the examination for State Police Lieutenant. This test will consist of several oral questions, one of which will be given to candidates ahead of time so that they can prepare their answer as a “presentation”. Candidates taking the State Police Master Sergeant examination and the candidates taking the State Police Lieutenant examination will answer the same oral questions; however, the weights of the individual oral questions will be different for the two examinations. Additional information on the oral questions will be mailed to candidates at a later date.

There are two distinct types of oral questions that may be used in an oral test: the Oral Presentation Exercise and the Content Oral Question.

Oral Presentation Exercise

In an oral presentation exercise you are given a brief description of some situation or issue, which may also include some simulated correspondence or other material, to review prior to (often a week or more in advance of) the oral test session and are instructed to prepare to make a brief presentation concerning the situation or issue, or a summary of the facts of the situation, before the oral panel. Oral presentation exercises are usually graded on both the oral communication skills demonstrated in the response and on the content of the response. Oral communication skills are evaluated by a panel of subject matter experts who individually rate the candidates' presentation on one or more oral communication skill dimensions, such as: (a) Style, which includes clarity of expression, self-confidence and persuasiveness; and (b) Organization, which includes use of logical organization, appropriate elaboration (completeness) and cohesiveness. Candidates' are graded on each oral communication skill dimension, using defined rating scales. In those cases where candidates' oral responses to oral presentation exercises are also evaluated on content, this will be accomplished using a defined content rating scale and with reference to a list of suggested correct answers for the exercise.

The following is an example of an oral presentation exercise:

Assume that you are a newly promoted State Police Master Sergeant or Lieutenant in command of a troop. Suppose that during the past two months there has been a series of arson fires in residential properties in a small town in your Troop's jurisdiction. The town's residents and business owners are demanding action and the First Selectman of the town has written a letter to the District CO requesting that the State Police “do something” to capture the arsonist before someone is killed in a fire. The First Selectman has also asked that someone from the State Police speak to the town council at their next meeting to outline the actions that are being taken.

Your District Commander asks you to give a briefing to the First Selectman and other town officials at the next meeting of the town council to reassure the council that the Troop is taking appropriate action to address this problem. For this exercise, give a briefing to the oral panel in the manner in which you would deliver it to the town council. (Assume that the oral panel actually consists of the First Selectman and other local officials at a town council meeting.)

Your Task: Make a presentation to the panel on how the Troop is handling this crime wave, including the various alternative actions that can be taken. You will be allotted a maximum of 4 minutes to complete your briefing/presentation.

A good oral response for an oral presentation exercise would: (a) be clear, confident and engaging (persuasive); (b) be logical and well organized, and cover the appropriate details (information) in an understandable fashion; and (c) present a professional (positive) image.

Content Oral Question

The other type of question that may be used in oral tests is a content oral question. A content oral question is similar to a content essay question. In this type of oral question you are given a brief description of a situation or issue that a newly promoted incumbent might be expected to encounter or handle when starting in his/her new job. You may also be given some simulated work documents to review prior to the start of the oral testing session and then asked to answer one or more questions concerning the problem situation or issue that is presented in the documents. The specific oral question may ask candidates to respond to one or more of the following types of questions: (1) describe the steps you would take to properly handle the situation or issue, (2) list the problems or mistakes you find in the simulated work documents and/or the actions you would take in response to the documents, (3) indicate whether the action taken by the trooper in the situation was proper or improper and explain why, and (4) list the important problems or issues that you would need to consider or investigate concerning the situation described. For this type of oral question, candidates' responses are graded on the content of the response (the amount of correct and complete information provided in the response). Depending on the question, there may be cases where the order of the information included in the response will be considered in the scoring of the question. The inclusion of incorrect information in the response may also result in a lower score.

Candidates' responses to content oral questions are evaluated by the oral board members (subject matter experts) who listen to the candidate's oral response to the question and then make an overall rating of the quality of the response, in terms of the amount of correct information provided, using a defined content rating scale and with reference to a list of suggested correct answers for the question. Although candidates' responses to content oral questions are often evaluated only on their content, they can also be evaluated on oral communication skill dimensions in addition to their content. In those cases where candidates' oral responses to the question are also evaluated on oral communication skills as well, this will be accomplished using one or more defined oral communication rating scales.

The following is an example of a content oral question:

Assume that you are a newly appointed State Police Master Sergeant or Lieutenant assigned as the commanding officer of a troop. A trooper assigned to you, who has five plus years of experience, comes to see you because he wishes to be assigned to a specialized unit. He recently interviewed for a specialized assignment and was not selected. This was his third unsuccessful attempt.

He asks you what he should do to prepare for the next opportunity. You are not able to speak to him at the present time and he informs you that he will be on leave for the next three days. You promise to meet with him about this matter when he returns.

What specific information will you research to prepare for this meeting and what advice will you give the trooper to assist him in achieving his career goal?

The list(s) of answers printed on the following page is an example of a good response to this question. Note that this response includes answers to each of the parts of the question.

Research to Prepare for Meeting:

- Review and assess the trooper's skills/performance.
- Check his activity/past assignments; review his productivity track record (monthly reports) concerning assignments.
- Check his attendance records.
- Check his past evaluations; speak with other sergeants/supervisors and get their perspectives/observations.
- Inquire about his interpersonal skills, attitudes and willingness to assist others.
- Review/assess personal knowledge of trooper's interpersonal skills, attitudes and willingness to assist others.
- Review/assess his initiative and follow-up on assignments.
- Review the training he has asked for and subsequently received.
- Review functions of the specialized unit as listed in A&O manual.
- Check contract for criteria used in selection for specialized unit.
- Determine if a transfer would be useful to the trooper to support/develop his experience base.

Advice You Would Give Trooper:

- Meet with Trooper.
- Discuss observations/assessment of trooper's skills preparation/strengths and weaknesses.
- Recommend that trooper study the specialized unit--its statistics, the investigations they do, search warrants they serve, their A & O--and think about what he could do to develop his experience base further.
- Discuss possibility of a transfer to support/develop trooper's experience base.
- Discuss possibility of the trooper seeking additional relevant training.
- Discuss preparation for the selection procedures; offer general assistance in preparation for oral interview, etc.

BASIC TIPS ON ANSWERING ESSAY QUESTIONS

- 1) Quickly read through all the essay questions to evaluate their difficulty. Make short notes of any pertinent ideas that occur to you as you read them but don't spend a lot of time writing at this point. It is more important for you to first determine the amount of time you will spend on each question based on its difficulty and value. This will help you avoid spending too much time on any one question, especially those that have a low point value.
- 2) Start with the easiest question. Beginning to work by choosing something you can handle is the best way to reduce test anxiety.
- 3) Answer the questions that are worth the most points first. If you begin to run out of time and have to rush through your answer, it would be best if the question is not worth too much.
- 4) Concentrate on answering one question at a time. Even though you may feel that you should tackle the most difficult questions first, you should avoid doing so. Often, a test-taker who answers the more difficult questions first will not leave enough time to completely answer questions that would easily have earned points. If you encounter a question that you think you cannot answer, leave it for last. By the time you get back to it you may have come up with some ideas.
- 5) Read each essay question and any instructions carefully and completely. Look for specific detailed directions on how to proceed. As you read the instructions for a question, underline or circle key words that identify exactly what information you are to provide in your answer and the format in which you are required to present your response. Also write down any thoughts, words or ideas that immediately come to mind that may help you address the subject of the essay and help you organize your answer.
- 6) Some key verbs that are commonly found in essay exam instructions and are used to identify the format in which you should respond are listed below:
 - a) Compare - emphasize similarities but also present differences.
 - b) Contrast - give differences only.
 - c) Evaluate or Critique - give your opinion of both the values and limitations of the situation supported by evidence.
 - d) Define – provide meaning or purpose but with no details.
 - e) Discuss – present detailed reasons, both pro and con.
 - f) Explain - give reasons for happenings or situations.
 - g) Identify - list and describe.
 - h) Summarize - give main points from beginning to end of event.
 - i) Solve - come up with a solution based on given facts or your knowledge.
- 7) Before you start writing, identify the pieces of information you want to include in your answer and the order in which you will present it. Review the key words and any notes you have made specifically addressing the information asked for in the question. Prepare a brief, logical outline of your response to insure that it is well organized and that you have not overlooked any important instructions. This need not be a detailed outline but simply a list of words or phrases which will help to remind you of the important points you want to include in your answer. Space will be provided in the Test Booklet for you to use as scratch paper when preparing your answers. Your final responses to the essay questions, however, **must** be recorded on the appropriate pages in the ESSAY ANSWER BOOKLET.

- 8) Be detailed, but concise. Provide all of the information requested in the specific question. Don't assume that the graders will be familiar with any technical jargon you may use at work or how you perform the duties and responsibilities of your job. Explain your answer as you would to someone who does not know anything about the subject matter. Answer each question thoroughly, concentrating details on the specifics asked in the question, but without going off into irrelevant topics or providing an excess of unnecessary detail.
- 9) Don't ignore any part of a question. Pay careful attention to questions that have more than one part for you to address. Respond to each of the parts separately in your answer.
- 10) Don't skip over an important point or step because you assume that the graders must already know it. In order for the graders to give you credit for knowledge of the subject, you must thoroughly present and explain it in your answer. Many candidates lose points by giving short or incomplete answers. Most essay questions that present a problem for you to solve or a situation for you to handle will require that you address several steps in the solution. It is your task to provide enough sufficient and relevant information to convince the raters to determine that you are qualified to perform the job.
- 11) If the question poses a problem you must solve, analyze the problem thoroughly. Clearly explain how you would investigate the problem and how and why you came to the conclusions you reached. Describe the things you considered and how this led to your conclusions. Describe and explain what you would do, why you would do it, and what results you would expect.
- 12) List all relevant answers in a logical order and do not duplicate answers. You should not include irrelevant, incorrect or inaccurate information. Points will be deducted for listing inappropriate actions or incorrect information in your response.
- 13) Watch for special words or phrases that give you information about the situation and your role in it. For example: "You are a new supervisor..."; "Your supervisor is gone for today and you are in charge..."; What would be most important for you to do first..."; etc. Use this information to identify the level of authority you would have in the situation and what you think you would be expected to do.
- 14) If you are responding to a Writing Task Exercise, make certain you write your response in the format required. Most applicants find it beneficial to draft their response first on scratch paper or to at least make a very detailed outline before writing their final response. Make certain your response is clear and well organized. Good paragraph and sentence structure as well as proper English grammar and punctuation are critical in a Writing Task Exercise.
- 15) Make certain your final responses are written on the appropriate pages in the Essay Answer Booklet. If you use the scratch pages in the Test Booklet to make notes or to outline your responses, make certain you leave yourself enough time to write your complete responses in the Essay Answer Booklet.
- 16) Write your answers legibly. If you can do so, print your answers so that they can be read easily and clearly understood by the graders.

GENERAL TIPS FOR MAKING THE BEST USE OF EXAMINATION TIME IN THE WRITTEN TEST

- 1) The test instructions will tell you how much time you will have to complete the entire written test. The test outline, also included in the Test Booklet, will state the point value of each essay question for each examination title. Some questions may be worth more than others. Although every effort is made to ensure that applicants have sufficient time to read, absorb and answer each question, it is still important for you to keep track of the time so that you will complete the entire exam within the allotted time.

- 2) You will be told how much time you will have to complete the written test. Before you begin to answer the questions, take a moment to determine the average amount of time you will have to answer all of the essay questions. (Remember, if you draft or outline your response to a question on the scratch paper in the Test Booklet, you will need to leave yourself time to write and finalize your response in the Exam Essay Answer Booklet.) Be sure to note the questions that are worth more toward your final score and plan to spend more time on those questions that have a higher point value. Monitor your time in order to ensure that you will be able to answer all of the questions.

- 3) Leave yourself a few minutes at the end to go over your paperwork. Make sure you have answered all of the questions and that your responses are clearly marked.

GENERAL TIPS ON ANSWERING ORAL TEST QUESTIONS

Content Oral Questions

- 1) Listen carefully to each question and make sure you understand exactly what is being asked. Oral board members cannot interpret questions for you, but if you do not hear all of a question, or are not sure if you understand a question, ask for it to be re-read.
- 2) Pay particular attention to key words, directional words, and multiple parts of questions.
- 3) Pause briefly after a question is asked. Take a few seconds to compose your thoughts-- quickly review in your mind the parts of the question or the main areas of information that you need to cover, and organize how you will go through this before you begin to answer the question.
- 4) If you don't know the answer to the question, try not to panic. Just give the best answer that you can for the question. But try not to ramble if you do not know or are unsure of the answer to a question.
- 5) Answer the question in a logical and organized manner so your answer will be clear to the oral board and so that you do not forget to mention something. If the question includes more than one part, be sure to cover all of the parts in your answer.
- 6) If you are given only a limited amount of time to complete your answer to the question, monitor how much time you have left as you answer the question and make sure that you cover all of the important points if you are in danger of running out of time.
- 7) If you are given a certain amount of time to answer a given question, you do not need to use the full amount of time so long as you have given a complete answer. Rambling or repeating your answer to fill the allotted time is not an effective approach.

Oral Presentation Exercises

- 1) Make your presentation in a logical and organized manner so your answer will be clear to the oral board and so that you do not forget to mention something. If the question includes more than one part, be sure to cover all of the parts in your answer.
- 2) Present the information to the oral board as if they were the audience for the presentation. Do your best to communicate the information clearly and be observant of the board and whether they appear to be following your presentation. Project a professional image.
- 3) If you are given only a limited amount of time to complete your answer to the question, monitor how much time you have left as you answer the question and make sure that you cover all of the important points if you are in danger of running out of time.
- 4) Do not ramble or repeat yourself. As long as you cover the topic appropriately, you do not need to use all of the allotted time.
- 5) If the presentation question is given to you ahead of time, prepare your presentation and practice delivering it so that you are comfortable delivering the presentation and so that it can be delivered in the time allotted.
- 6) If the presentation question is given to you ahead of time, you should make notes to refer to when making your presentation. How detailed your notes are is your decision; however, please note that simply reading from your notes is not an effective presentation approach.

GENERAL TIPS ON TAKING EXAMINATIONS

- 1) It is important to use common sense when facing a written or oral test. Get plenty of sleep the night before. If you are not sure where the test site is, take a drive to the site before the exam date. Leave yourself plenty of time to get to the exam site just in case there is traffic or you have car problems.
- 2) Arrive at the testing location early enough so that you can (try to) get relaxed before the start of the test. But don't arrive so early that you have time to become anxious.
- 3) **You must take the Written Test at the test site indicated in your scheduling letter. If you arrive late, up to 30 minutes after the starting time, you will be allowed to take the Written Test, but you will not be given additional time.**
- 4) **There will be no make-up written tests except in very rare situations, where an applicant has a legitimate reason for not attending the regularly scheduled written test such as active military duty, serious illness or injury, death in the immediate family, accident the day of the test, or an out-of-state vacation scheduled prior to the posting date of the examination. Documentation will be required (e.g., military orders, medical certification, police report, airline tickets) prior to the date of the written test, except in critical situations occurring the day of the test. For those critical situations occurring the day of the written test, documentation will be required by close of business the first business day following the test. DAS has final authority to approve or deny all make-up requests.**
- 5) **There will be no make-up oral tests except in very rare situations, where an applicant has a legitimate reason for not attending the regularly scheduled oral test such as active military duty, serious illness or injury, death in the immediate family, accident the day of the test, or an out-of-state vacation scheduled prior to the posting date of the examination. Documentation will be required (e.g., military orders, medical certification, police report, airline tickets) prior to the date of the oral test, except in critical situations occurring the day of the test. For those critical situations occurring the day of the oral test, documentation will be required by close of business the first business day following the test. DAS has final authority to approve or deny all make-up requests.**
- 6) Read or listen carefully to all directions; if you don't understand the directions, ask for clarification.
- 7) Pay close attention to any directions concerning how much time you will have to answer the questions.
- 8) Do not bring family or friends to the test site. Space is arranged only for applicants and the monitoring staff.
- 9) **Leave cell phones and other devices listed at home or in your car. You are not permitted to bring purses, briefcases, backpacks, cellular phones, electronic paging devices, calculators, watches with memory capability, Blackberry devices, iPads/iPods/MP-3 players, electronic readers, recording or filming devices, radios, computers, or other mechanical and electronic devices, tobacco or weapons into the examination room. Books, manuals, notes, pads, envelopes, folders, hats, sunglasses, food or drinks (with the exception of bottled water or for medical reasons) are not permitted in the examination room. Leave these items at home or locked in your car.**

- 10) You will not be permitted to bring a weapon into the Cheshire test site for the Written Test. Please leave weapons at home or locked in your vehicle.
- 11) Be sure to bring two sharpened No. 2 pencils and two blue or black pens to the Written Test. (Some candidates have found that it is helpful to bring a highlighter to the written test. This is permitted.)
- 12) **Bring your scheduling letter and current photo ID with signature to the Written Test and Oral Test.**
- 13) **Bring your completed and signed Professional Profile to the Written Test.**
- 14) Smoking is not permitted in the examination room or in any other area of the building.
- 15) Dress comfortably but appropriately for the Written Test. There is no formal dress code, but causal or business casual is recommended. These tests are conducted in State buildings – please dress appropriately.
- 16) Dress for the oral test is Class A Uniform.

Conclusions

Keep in mind that the Department of Administrative Services wants you to succeed when taking state examinations. We do not utilize “trick” questions, tolerate biased grading or develop examinations that favor a particular racial, ethnic or gender group.

The intent of our examinations is to identify the best qualified candidates for state positions based on the knowledge, skills and abilities necessary to perform the duties of the job. If you have diligently prepared for this examination by studying the recommended materials, you should easily be able to obtain a passing score.

Best of luck!