New Jersey Civil Service Commission

First and Second Level
Fire Supervisor

General Orientation Guide

TABLE OF CONTENTS

I.	Introduction	1
II	Description of the Examination	2
	A. Test date, time, and location	2
	B. Test Security and Candidate Pledge	2
	C. Description of Examination Formats	2-10
III.	Examination Preparation Strategies	11-20
IV.	Sample Material for Each Examination Component	21-43
V.	Civil Service Commission Policies	44-45
VI.	Conclusion	45

New Jersey Civil Service Commission

Copyright February 15, 2013

I. Introduction

The New Jersey Civil Service Commission has prepared this orientation guide for promotional candidates who will participate in the upcoming Fire Lieutenant / Captain (1st and 2nd Level Supervisor) promotional examination. The information in this booklet is designed to help candidates better understand the testing process and the types of questions they will encounter on each of the examination components. This guide also offers a systematic method of study to help candidates prepare for these examinations. Candidates should regularly check the NJCSC website for updates to the General and Administration Orientation Guides.

The exam for promotion to 1st or 2nd Level Fire Supervisor will consist of **two** components as follows:

1. ***Written Multiple-Choice Examination Test Weights***
   1st Level 31.35%
   2nd Level 34.91%

2. ***Oral Assessment Exercises Test Weights***
   1st Level 68.65%
   2nd Level 65.09%

The exam will be designed based on information obtained from job analyses of the titles of 1st and 2nd Level Fire Supervisor in the state of New Jersey. The job analyses provide a description of the duties performed by incumbents and identify the knowledge, skills, and abilities that are required to perform each of these duties effectively.

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

GOOD LUCK!

II. Description of the Examination

A. Test Information.

Specific information on the date of the written multiple-choice examinations can be found in the current administration orientation guide. Those candidates who pass the written examination will be scheduled to appear for the oral assessment exercises. Approximately two 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 the examination. Candidates who fail the written examination will receive a notice of ineligibility and will not be scheduled to participate in the oral examination.

B. 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 and oral examinations.

Most candidates scheduled to take the oral assessment exercises will be sequestered (held in a separate room) either prior to their scheduled test time, or after they have taken 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.

C. Description of Examination Format

Written Multiple-Choice Examination

This test component is designed to measure a subset of the knowledge areas outlined in the "Evaluation" section (pg. 8-9) of this document. This portion of the examination is based on generally accepted fire department practices, procedures, and the reference materials included on the published reading list (see page 6).

Candidates will be asked to assume the role of either a First or Second Level Fire Supervisor, as appropriate, and respond to a variety of questions associated with written scenarios and diagrams that are presented. These scenarios reflect, or describe, typical job situations that a First or Second Level Fire Supervisor in the state of New Jersey might encounter. A given scenario may describe a problem situation followed by a number of multiple-choice questions. The multiple-choice questions will ask candidates how they would address various issues in order to resolve the problem.

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 20-24 (1st Level) and pages 31-35 (2nd Level) of this guide.

Oral Assessment Exercises

These exercises are designed to assess the appropriateness of actions taken to address specific 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.

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 25-30 (1st Level) and pages 36-42 (2nd Level) of this guide.

First Level Supervisor Oral Assessment Exercise

The Oral Assessment Exercises consist of *two oral scenarios*. The first scenario is a fire scene simulation with questions designed to measure the ability to conduct search and rescue operations and to assess fire conditions and hazards in an evolving incident on the fire ground. There will also be a supervisory question relating to an interaction or issue regarding a firefighter or citizen. There is a preparation period for the first oral scenario. The preparation period will take place in a separate preparation room.

The second scenario is a fire scene simulation with questions designed to measure the ability to conduct search and rescue operations and to plan strategies and tactics based upon a building's structure and condition. As with the first scenario, there will be a supervisory question relating to an interaction with a firefighter or citizen. For this scenario, the proctor in the test room will read the scenario and questions. You will then have a brief preparation period in the examination room before responding to the questions.

Second Level Supervisor Oral Assessment Exercise

The Oral Assessment Exercises consist of *three oral scenarios*. The first oral scenario is a fire scene simulation with questions designed to measure the ability to assess risk factors and strategies involved in fire ground command in an evolving incident on the fire ground. 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 fire scene simulation with questions that are designed to measure the risk factors and strategies associated with 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.

Oral Assessment Examination 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, fire fighting 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.

Final Scores

In addition to the test weights, seniority is calculated as 20% of the final examination score for the First Level Supervisor candidates and 30% of the final examination score for Second Level Supervisor candidates. This is illustrated below:

First Level Supervisor	Second Level Supervisor
80% Oral and Written Examinations	70% Oral and Written Examinations
20% Seniority	30% Seniority

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 (15 years). 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: 1ST LEVEL / 2ND LEVEL FIRE SUPERVISOR PROMOTIONAL EXAM

Firefighter / Fire Lieutenant Brown was made permanent in the Firefighter / Fire Lieutenant title on May 8, 2003. The closing date for the 1st Level / 2nd Level Fire Supervisor announcement was October 31, 2011. Brown was suspended for 90 days in 2010.

(a)	5-08-03		Date of regular appointment
(b)	10-31-11		Closing date of announcement
(c)	3098 days		Time from (a) to (b)
(d)	3008 days		Minus 90 suspension days
(e)	No reduction for layoffs or leaves of absences		
(f)	70.000		Base seniority
(g)	2920 days =	8.000	Points for seniority based on 8 years
	88 days =	0.241	Months converted to days (1/365 = .0027397)
		8.241	Subtotal
(h)		78.241	Subtotal (f) + (g) = length of service component
(i)		10.000	Added for record of service
(j)		0.225	90 days suspended within the last 3 years times .0025
(k)	No suspensions over 3 years up to 5 years		
(l)		9.775	[i - (j + k)] = record of service component
(m)		88.016	(h) + (l) = Brown's total seniority score
(n)		88016	Multiply (m) by 1000 = Final Seniority Score.

Response Levels, Apparatus Staffing, and Initial Functions

The following will be standard for all scenarios and test questions throughout the examination process for both 1st and 2nd Level Supervisor.

Initial Response:	2 Engines 1 Ladder Truck 1 Chief Level Officer
2nd Alarm:	2 Additional Engines 1 Additional Ladder 1 Additional Chief Level Officer
3rd Alarm:	2 Additional Engines 1 Additional Ladder 1 Additional Chief Level Officer

Apparatus Staffing

Engine	1 First or Second Level Officer, 3 Firefighters
Ladder	1 First or Second Level Officer, 3 Firefighters
EMS (Ambulance)	2 Emergency Medical Technicians
Chief's Vehicle	1 Chief Level Officer

First Arriving Fire Unit Functions
Drops and advances hose lines to begin fire attack
Performs forcible entry, ventilation, and search and rescue operations

Incident Commander Initial Functions
Senior officer assumes incident command (IC) until chief level officer arrives on scene
Sets up command post
Performs size-up, communicates initial size-up report to dispatch and incoming units
Directs fire ground operations

NOTE: Efforts have been made to ensure that the required or suggested responses do not conflict between the New Jersey IMS and the ICS 200.

Suggested Reading List

PLEASE NOTE: The Civil Service Commission 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.

First-Level Officer Reference List (this applies to all Fire Lieutenants, AND to Fire Captains in departments where the Fire Lieutenant title does **NOT** exist - refer to current administration orientation guide at http://www.state.nj.us/csc/seekers/jobs/orientation/ for a given department).

1. Fire Officer's Handbook of Tactics, Norman, 4th Edition. 2012. ISBN: 978-1-59370-279-3 Publishers Phone Number 800-752-9764
2. Collapse of Burning Buildings, Dunn, 2nd Edition. 2010. ISBN: 9781593702335 Publishers Phone Number 800-752-9764
3. Building Construction for the Fire Service, Brannigan, 4th Edition. 2008. ISBN: 0763744948 Publishers Phone Number 800-832-0034 Ex: 8197
4. Company Officer, Smoke, 3rd Edition. Delmar Cengage Learning, 2010. ISBN: 978-1-4354-2725-9 Publishers Phone Number 800-354-9706
5. Firefighter's Handbook: Essentials of Firefighting, 3rd Edition, Delmar Cengage Learning, 2008. ISBN: 1-4180-7324-5 Publishers Phone Number 800-354-9706
6. New Jersey Firefighter Skills Addendum. Available free online: http://www.state.nj.us/csc/seekers/jobs/orientation

Second-Level Officer Reference List (this applies only to Fire Captains in departments where the Fire Lieutenant Title **DOES** exist, refer to the listing in the current administration orientation guide at http://www.state.nj.us/csc/seekers/jobs/orientation/

1. Fire Officer's Handbook of Tactics, Norman, 4th Edition. 2012. ISBN: 978-1-59-370-279-3 Publishers Phone Number 800-752-9764
2. Collapse of Burning Buildings, Dunn, 2nd Edition. 2010. ISBN: 9781593702335 Publishers Phone Number 800-752-9764
3. Building Construction for the Fire Service, Brannigan, 4th Edition. 2008. ISBN: 0763744948 Publishers Phone Number 800-832-0034 Ex: 8197
4. Company Officer, Smoke, 3rd Edition. Delmar Cengage Learning, 2010. ISBN: 978-1-4354-2725-9 Publishers Phone Number 800-354-9706
5. Hazardous Materials: Managing the Incident, Noll Hildebrand & Yvorra, 3rd Ed., 2005 ISBN: 1-9322235-04-3 Red Hat Publishing Co. Phone 800-603-7700
6. New Jersey Firefighter Skills Addendum. Available free online: http://www.state.nj.us/csc/seekers/jobs/orientation

Administrative Logistics

Written Multiple-Choice Examination

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.

Candidates should bring their Notification Card, two forms of identification, two No. 2 pencils, two pens (optional), and a highlighter (optional) with them to the examination center. 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.

Remember that this is a closed-book test. Candidates will not be permitted to bring any reference/ study materials into their respective exam site.

All candidates will participate in the written multiple-choice examination at the same time. 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. Again, candidates are urged to arrive at least 15 minutes prior to the scheduled time to ensure that all necessary administrative procedures can be conducted and to assure the day's schedule remains on time.

Again, candidates should bring their Notification Card, two forms of identification, two pencils, two pens (optional), and a highlighter (optional) with them to the examination center. 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. Each candidate should map out a travel route to the test center in advance of the examination and,

as mentioned above, plan to arrive at the examination center early as no one is admitted late.

As mentioned earlier in this guide, candidates will most likely 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.

Evaluation

Written Multiple-Choice Test

The written test items are designed to measure behaviors in specific knowledge areas as determined by New Jersey First and Second Level Fire Supervisors to be critical for effective performance. The following knowledge areas will be assessed by the written examination:

First Level Supervisor

Fire Size-Up – Critical knowledge area relating to all aspects of fire size-up.
Fire Behavior & Structures – Critical knowledge area relating to fire characteristics and structural consequences because of fire.
Apparatus – Critical knowledge of apparatus capabilities, functions and procedures.
Overhaul – Critical knowledge of overhauling tools and techniques.
Fireground – Technical Knowledge – Critical knowledge area relating to fire ground procedures and tactics involved in firefighting.

Second Level Supervisor

Fireground – Technical Knowledge – Critical knowledge area relating to fire ground 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 fire ground.

Oral Assessment Exercises

The oral assessment exercises are designed to measure behaviors in specific knowledge and ability areas determined by New Jersey First and Second Level Fire Supervisors to be critical for effective performance. The following knowledge and ability areas will be evaluated by the oral assessment exercises:

First Level Supervisor

Fireground – Evolving Incident – Critical ability area relating to evolving fire conditions and fire hazards that can affect fire ground operations.
Fire Search and Rescue – Critical knowledge and ability areas relating to safe and effective rescue tactics.
Firefighter and Citizen Safety – Critical knowledge and ability areas relating to procedures to safeguard citizens and firefighters.
Fireground Decisions & Command - Critical ability area relating to planning fire ground operations based on building condition.
Following Directions – Critical ability to understand and carry out written and oral directions
Supervision – Critical ability to address interactions between fire personnel, the public, and other emergency scene personnel.
Oral Communication – Critical ability area relating to communicating clearly and concisely.

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

1. Fireground Technical Performance
2. Supervision Performance
3. Oral Communication

*Second Level Supervi*sor

Fireground - Assessing Risk - Critical knowledge and ability areas relating to assessing safety risks involved in fire buildings.
Implementing Programs - Critical ability area relating to the administration of programs and procedures.
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.
Oral Communication - Critical ability area relating to the ability to communicate clearly and concisely.

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

1. Fireground or Administration Technical Performance
2. Oral Communication

III. Examination Preparation Strategies

Preparation Strategies for the Written Multiple-Choice Test

Applied knowledge multiple-choice examinations are designed to test knowledge of a particular subject area. Performance on a multiple-choice exam can be improved in different ways. The first, and most obvious way, is to have a working knowledge of the relevant material that will be covered on the test. The second is to know and understand the test situation in order to avoid making mistakes caused by a failure to understand the meaning of an exam question, exam format, or exam procedure. Finally, candidates should try to gain an understanding of their test-taking behaviors and the kinds of errors they tend to commit. This guide provides suggestions for improving exam performance in each of these areas:

How to Study: Understanding the Material Covered on the Test

A method for studying, based on well-established learning principles, is included in this section. Many of the suggestions are directed toward enhancing the ability to recall information. This requires the candidate do more than simply read the material. Some suggested strategies include: (a) surveying the material to be read in order to break it down into reasonable study "chunks," (b) formulating questions to be answered after each section has been read, and (c) reciting and reviewing the main points of each section.

General Multiple-Choice Test-Taking Strategies: Understanding the Test Situation

These strategies are of relevance when taking any multiple-choice examination. They include such suggestions as marking questions in a way that will make them easier to understand and practices that will help identify the best option.

Error Analysis: Understanding Test-taking Behavior

This section provides the candidate with some information about common test-taking errors, as well as strategies for avoiding such errors. Candidates are encouraged to identify the kinds of errors typically made when taking multiple-choice examinations. In this way, each candidate will be more aware of his/her tendency toward these errors when actually taking the examination and can determine what steps to be taken to avoid these errors.

How to Study

The study strategies provided here should be helpful in preparing for the written multiple-choice examination and the oral assessment exercises. They can be applied to any of the books on the reading list.

Focusing Attention

The candidate must focus his/her 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.

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.

QUESTION

Most people need a reason to do things. In studying text 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.

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.

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

SURVEY	skim the reading material and create manageable "chunks" to study
QUESTION	develop a purpose for reading by posing questions that reading the material will answer
READ	read and re-read the material until it is understood thoroughly
RECITE	write down or talk about what was just learned to improve retention and integrate new information into the knowledge base
REVIEW	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 contained in the "Evaluation" section of this Guide, 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. The following suggestions should help to reduce these extraneous influences and allow each candidate to do his/her 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 completely, any answers you wish to change. 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.
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.

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 (scenario, 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 vocabulary slow your progress. The main idea can be grasped without knowing the individual word or fully understand 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 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 the answer sheet

Since there are a limited number of questions on each examination, careless

errors such as these are costly. 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, 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

When taking the test, 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. Also, focus on the topic sentences that are 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.

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:

1. An incorrect alternative may contain an exact phrase from the relevant material (i.e., from the test question itself or the study material).

2. 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:

1. 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.

2. Use the method of marking each alternative to indicate its status (e.g., bad, good, or possible) before choosing one.

3. 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.

4. Be wary of alternatives with words or phrases taken exactly from the relevant material. Do not simply assume that such alternatives are correct.

5. Prepare a defense for the answer selected. Find something in the relevant material that will give a strong, direct defense for this answer.

Preparation Strategies for the Oral Exercises

Each candidate should try his or her best – The exercises are designed to be difficult. Perfection is not expected. The overall evaluation is based on a candidate's performance on each exercise. Even if poor performance on an exercise is thought to be the case, continue doing the best possible work on the remaining exercises. **DO NOT** give up halfway through an exercise!

The exercises are set in a 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. Do not take for granted that general, as well as specific actions will contribute to your

score.

Tricks and Techniques - 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 on how to project a favorable façade (smile, be courteous, wear certain clothes, etcetera), relying on this to hide deficiencies in performance. Similarly, candidates are taught that certain exercises have specific "tricks" associated with them. These tricks may consist of anything from techniques for organizing information, to statements and actions that will lead to better scores. Developing strategies for how to attack a problem is a good test taking technique, in that an organized approach is better than a disorganized approach or no approach at all. Predetermined strategies are fine as a starting point, but cannot take the place of true problem-solving skills that can be applied to changing circumstances and demands, either in simulation exercises or in real-world events. "Tricks and techniques" will only take a candidate so far. Tricks and techniques are not part of the scoring criteria. More importantly, tricks and techniques are poor substitutes for developing skills in supervision and management areas.

The question of how to best prepare as a candidate comes down to one question: "Is the focus going to be the learning of tricks and techniques, or is the candidate going to work 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.

IV. Sample Materials for Each Component

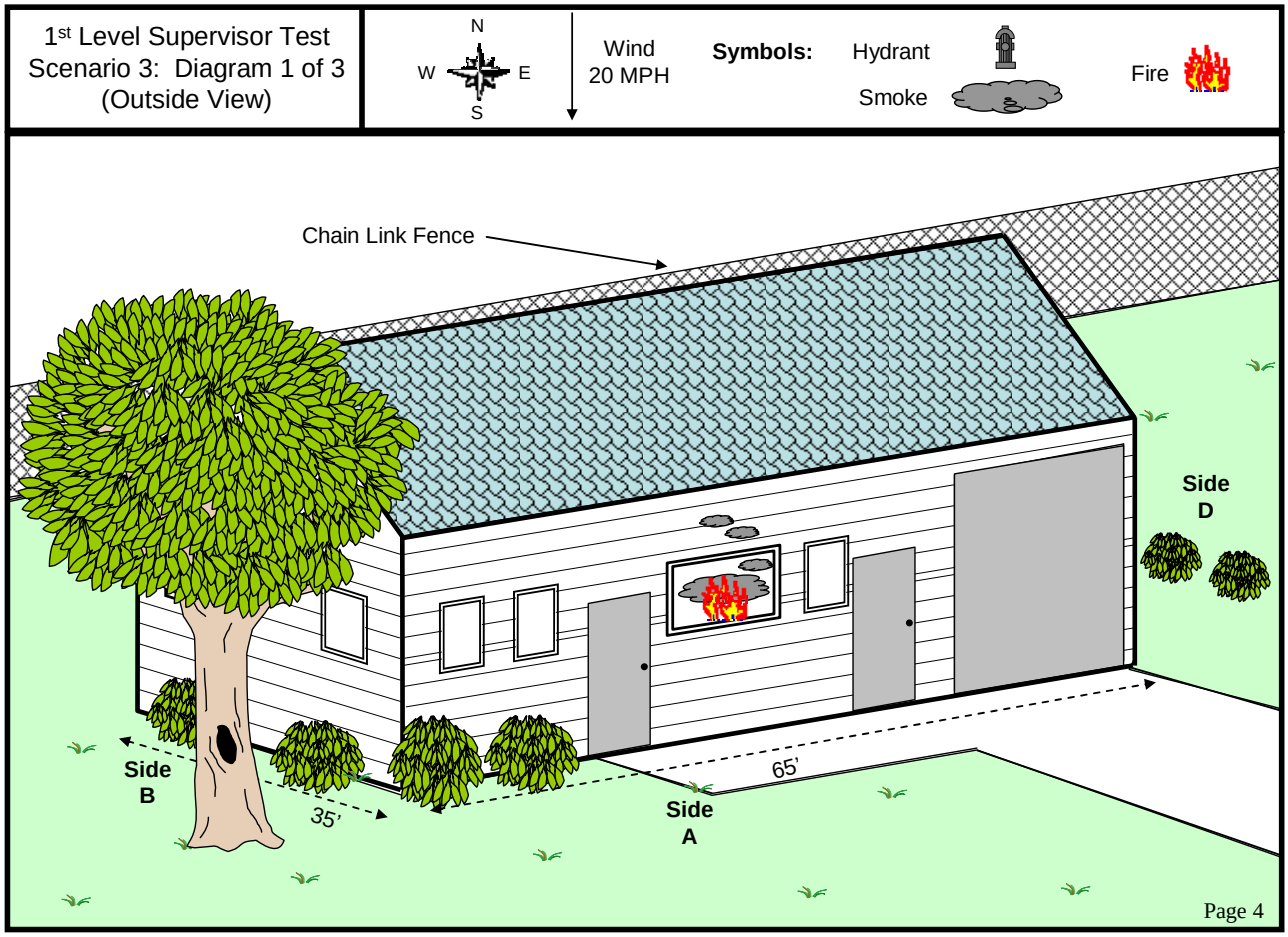
The following pages contain examples of materials from the written multiple-choice examination and oral assessment exercises, so that candidates may become familiar with some of the types of materials and response formats they will encounter. The actual assessment materials will be different from the 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 exercises. These sample items illustrate the type of material to be expected on the First and Second Level Fire Supervisor Examinations.

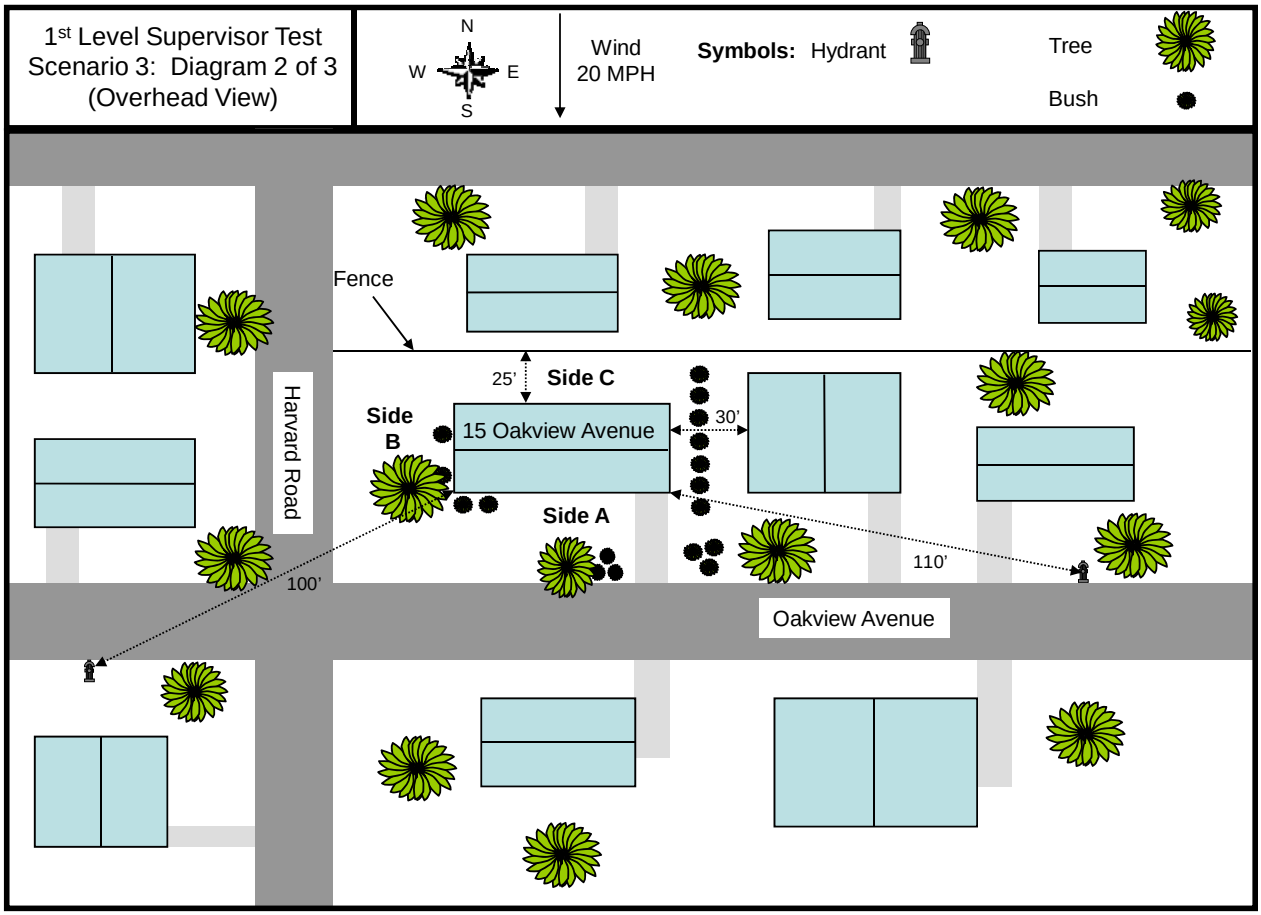
Sample Items from the 1st Level Written Multiple-Choice Test

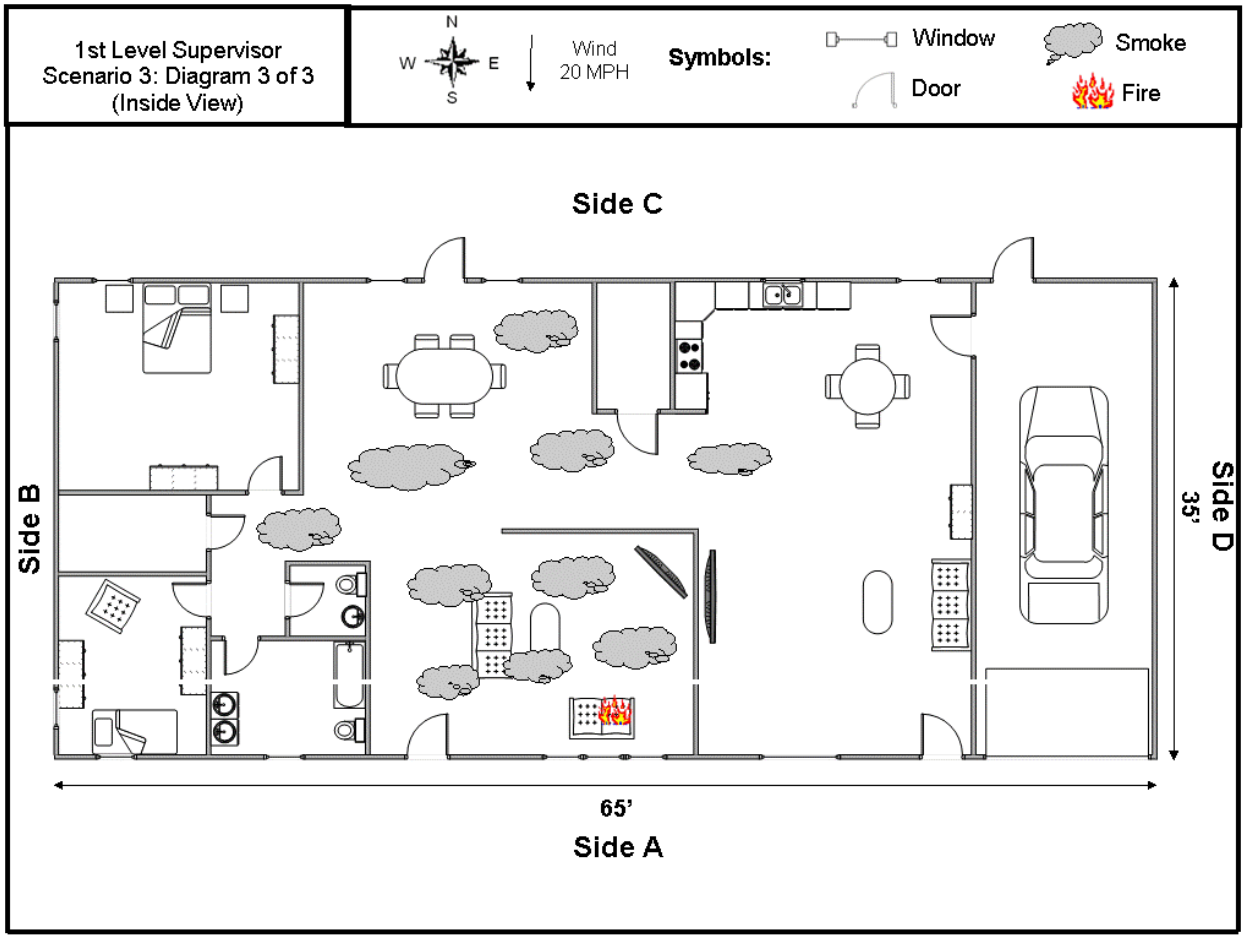
You are the First Level Supervisor of an engine company that has been dispatched to a reported residential fire. It is 5 p.m. on a mid-March day. The temperature is 50° Fahrenheit with wind blowing from north to south at 20 mph. A truck company is en route and will arrive in less than five minutes. Another engine company is due to arrive in 15 minutes (delayed response) with the Battalion Chief. You are the Incident Commander (IC) until the Battalion Chief arrives.

15 Oakview Avenue is a one-and-a-half story single-family home of wood frame construction measuring 65 feet by 35 feet. It is located in a residential neighborhood with two hydrants located on Oakview Avenue: one near Side B at a distance of 100 feet and one on Side D at a distance of 110 feet. There are several shrubs around the perimeter of the house on Sides A and B. Side A faces Oakview Avenue and Side B faces Harvard Road. Side C faces a chain link fence at a distance of 25 feet that separates another one-story home. Side D faces a line of shrubs and a two-story residence 30 feet beyond.

The homeowner approaches you and tells you there is no one in the house. Smoke and flames are visible from the windows on Side A. On size-up, you note that there is no smoke visible in the attic window. There are several entrances to the building: two doors and a garage door on Side A and two doors on Side C, one of which enters the garage.


1st Level Supervisor Test
Scenario 3: Diagram 1 of 3
(Outside View)
N
W
E
S
Wind
20 MPH
Symbols:
Hydrant
Smoke
Fire
Chain Link Fence
Side
D
Side
B
35'
65'
Side
A
Page 4


1st Level Supervisor Test
Scenario 3: Diagram 2 of 3
(Overhead View)
N
W
E
S
Wind
20 MPH
Symbols: Hydrant
Tree
Bush
Fence
25'
Side C
Side B
15 Oakview Avenue
30'
Side A
Harvard Road
100'
110'
Oakview Avenue



1. What would the initial report to dispatch contain?

   (a) Extent of fire
   (b) Exposures
   (c) Time of day
   (d) Available manpower

The correct answer is A. When giving a report of conditions upon arrival, the following information should be included: nature and extent of fire. Choice A is the best answer.

2. Based on all available information, you determine that this fire is in the early second-stage. What is the main concern for a fire in this stage?

(a) Collapse
(b) Backdraft
(c) Flashover
(d) Explosion

The correct answer is C. In the second stage, the fire has greatly increased in intensity. The rooms have already flashed or are approaching flashover.

3. What type of ventilation would you direct the truck company to perform?

(a) Horizontal
(b) Vertical
(c) Positive pressure
(d) Negative pressure

The correct answer is A. Structures that lend themselves to the application of horizontal ventilation include the following: residential-type buildings in which the fire has not involved the attic area.

Sample Item from the 1st Level Oral Assessment Exercise

Fireground Evolving Scenario
Townhouse

It is 4:50 a.m. and the sun is not up yet. The wind is blowing from the east to the west at 10 mph, and the temperature is 44˚ Fahrenheit. You are dispatched to a report of smoke and flames at #212 Crane Drive. Dispatch informs you that the report was called in by a neighbor and that it appears to have started in the living room on the first floor.

The fire is in a 2-story townhouse made of wood frame with brick veneer construction, with an attic (25 feet by 50 feet). It is the end unit on the east side of a 4-unit building (100 feet by 50 feet). The fire building also has a car parked inside its one-car garage.

Twenty-two feet from Side D is another 4-unit building of townhouses. Eighteen feet to the rear of the building (Side C) are two other 4-unit buildings. There are also additional townhouse units across the street (Crane Drive) from Side A. Side B is attached to condominium unit #210. The nearest fire hydrant is approximately 75 feet from Side B.

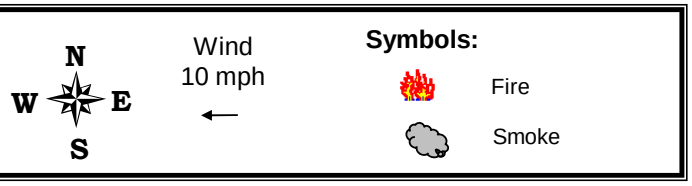
On the scene, you see that the curtains in the front living room window are on fire and that there is smoke showing from both of the living room windows. The neighbor who reported the fire approaches you and tells you that he thinks the two residents of #212 are still asleep inside. He said he rang the doorbell several times, but there was no response. You are the commanding officer of a truck company on the scene. There is also an engine company present, and one more is expected to arrive in approximately 3 minutes. You will be the Incident Commander (IC) until relieved by a higher-ranking officer.

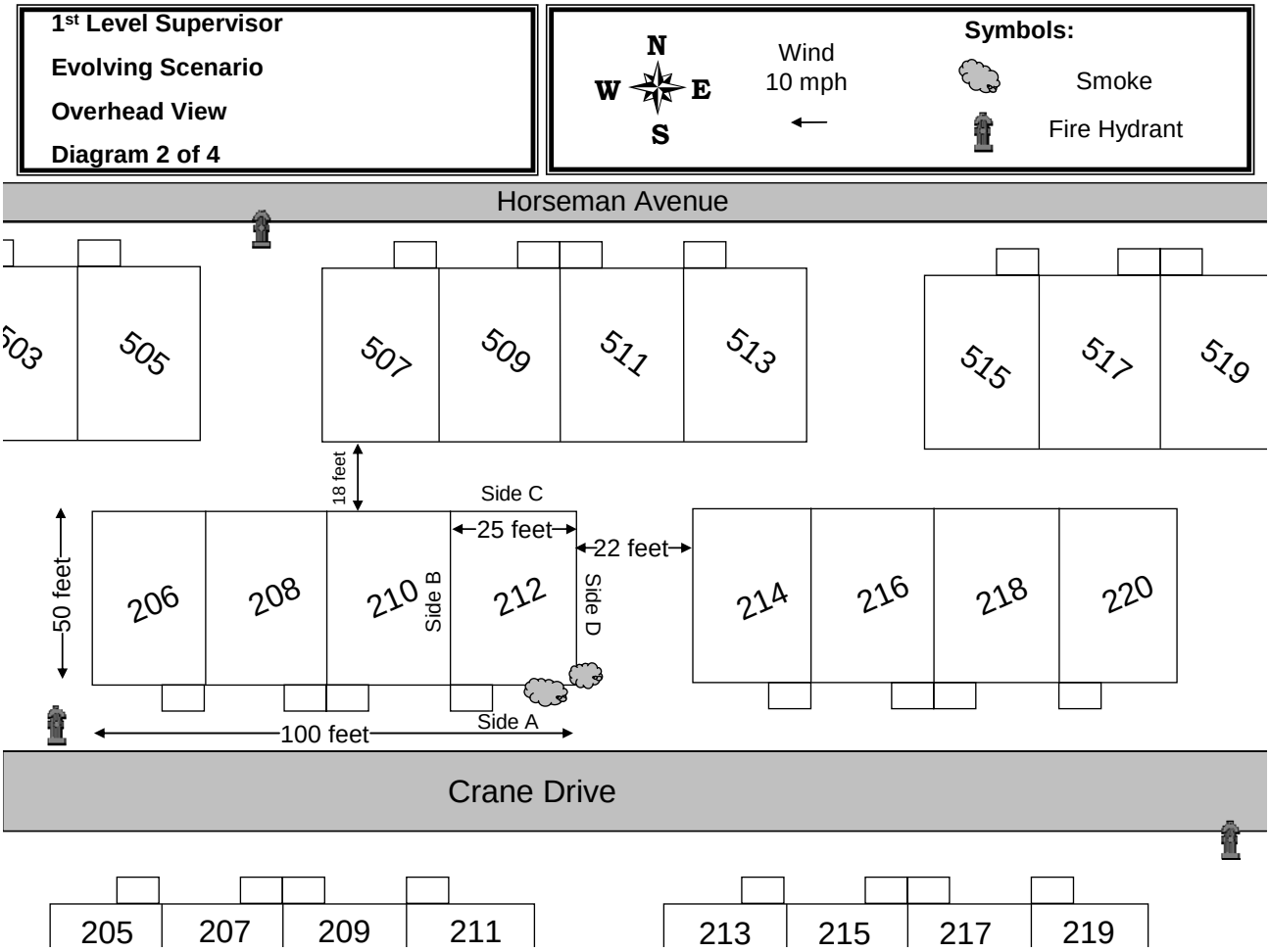
1st Level Supervisor

Evolving Scenario

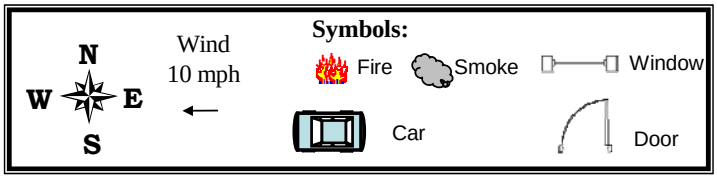
Front (Side A) View

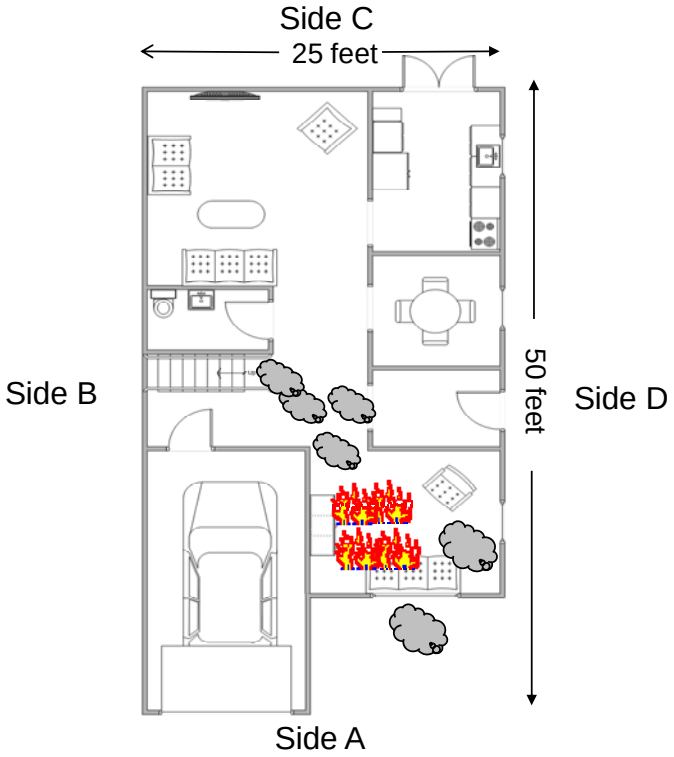
Diagram 1 of 4



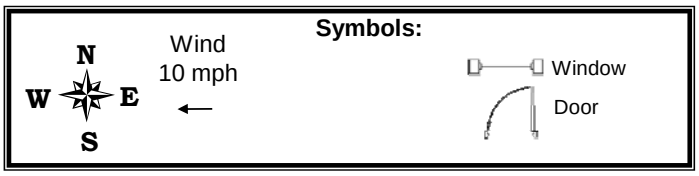

1st Level Supervisor
Evolving Scenario
Overhead View
Diagram 2 of 4
N
W
E
S
Wind
10 mph
Symbols:
Smoke
Fire Hydrant
Horseman Avenue
503
505
507
509
511
513
515
517
519
18 feet
Side C
25 feet
22 feet
50 feet
206
208
210
Side B
212
Side D
214
216
218
220
Side A
100 feet
Crane Drive
205
207
209
211
213
215
217
219

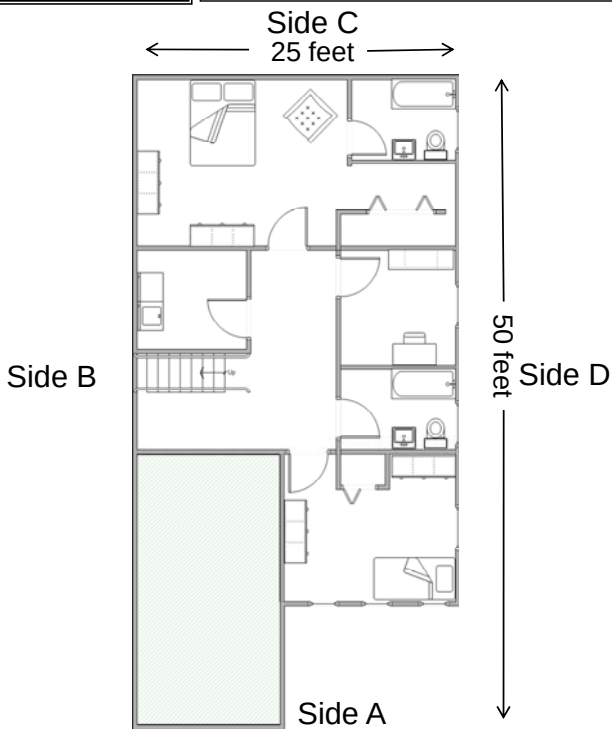
1st Level Supervisor
Evolving Scenario
1st Floor Layout
Diagram 3 of 4





1st Level Supervisor
Evolving Scenario
2nd Floor Layout
Diagram 4 of 4





Questions 1 and 2 measure your fireground technical knowledge and ability. **BOLD** possible courses of action (PCAs) are minimally acceptable responses which are required to receive a passing 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.

1. What are your initial actions?

1) Establish command
2) Secure water supply
3) Stretch a hoseline to fire
4) Conduct size-up
5) Relay report to dispatch
6) Primary search
7) Stretch back-up hose line
8) Request EMS
9) Safety officer
10) RIT
11) Ladder the building
12) Horizontal ventilation
13) Other plausible actions/responses

2. Before your hose team and ladder team can complete their designated assignments, flashover occurs. Heavy fire is now showing and the fire is beginning to lap to the second floor. What are your actions?

   1) Call for second alarm
   2) Request progress report from both teams
   3) Conduct PAR
   4) Stretch additional hoseline to fire
   5) Check for extension
   6) Stretch additional hoseline to protect downwind exposures
   7) Secure secondary water supply
   8) Transmit progress report to dispatch
   9) Other plausible actions/responses

Question 3 measures your supervision knowledge and ability. Your score will be determined by the number of PCAs you address. 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.

3. You notice a firefighter make several mistakes. When returning to the firehouse, how should you handle this situation?

   1) Clarify performance expectations
   3) Review any related SOPs/SOGs
   3) Instruct on proper procedures (SOPs/SOGs)
   4) Advise shift commander
   5) Monitor future performance
   6) Point out mistakes to firefighter.
   7) Schedule necessary/additional training/drills
   8) Critique fireground operations
   9) Document actions
   10) Point out/reinforce positive actions taken
   11) Other plausible actions/responses

NOTE: Your oral test may not have the same number of questions in the example above. Be sure to carefully read each question to understand what information or actions you are being asked to provide. When responding to the questions, be as specific as possible in describing your actions. Do not assume or take for granted that general actions will contribute to your score.

Bowlarama

It is 7:30 p.m. on a warm July evening, and there is no discernable wind. The temperature is 85° Fahrenheit. You receive a call that there is a fire at the Bowlarama on Beatnik Street. Pre-planning indicates that the fire building is constructed of limited combustible material and is 100 feet by 60 feet. The roof is supported by wooden bowstring trusses.

You can see heavy smoke and fire through the front window and smoke escaping from the top of the front doors. Side A faces Beatnik Street. Side B faces one of the side parking lots and a pharmacy that is 45 feet away. Side C faces three large metal dumpsters, which are approximately 12 feet away, and there is a fence behind them. Side D faces the other side parking lot and Central Avenue. Both side parking lots have several parked cars in them. There is an emergency exit door located on Side D of the building. The nearest fire hydrant is 40 feet from Side D, across Central Avenue. There is also another fire hydrant 70 feet from Side B, directly in front of the pharmacy.

Moments after arriving at the scene, you are approached by the manager of the bowling alley. He tells you that the fire started in the snack bar by some sort of explosion in the microwave oven. He also informs you that evacuation of the building has begun, but is not complete. He estimates that there are approximately 20 people still inside the building.

You are the commanding officer of the first arriving ladder company. You will be the Incident Commander until you are relieved by a superior officer. The closest superior officer is 2 minutes away from the scene.

2nd Level Supervisor
Side A (Front View)
Written Exam
Diagram 1 of 3

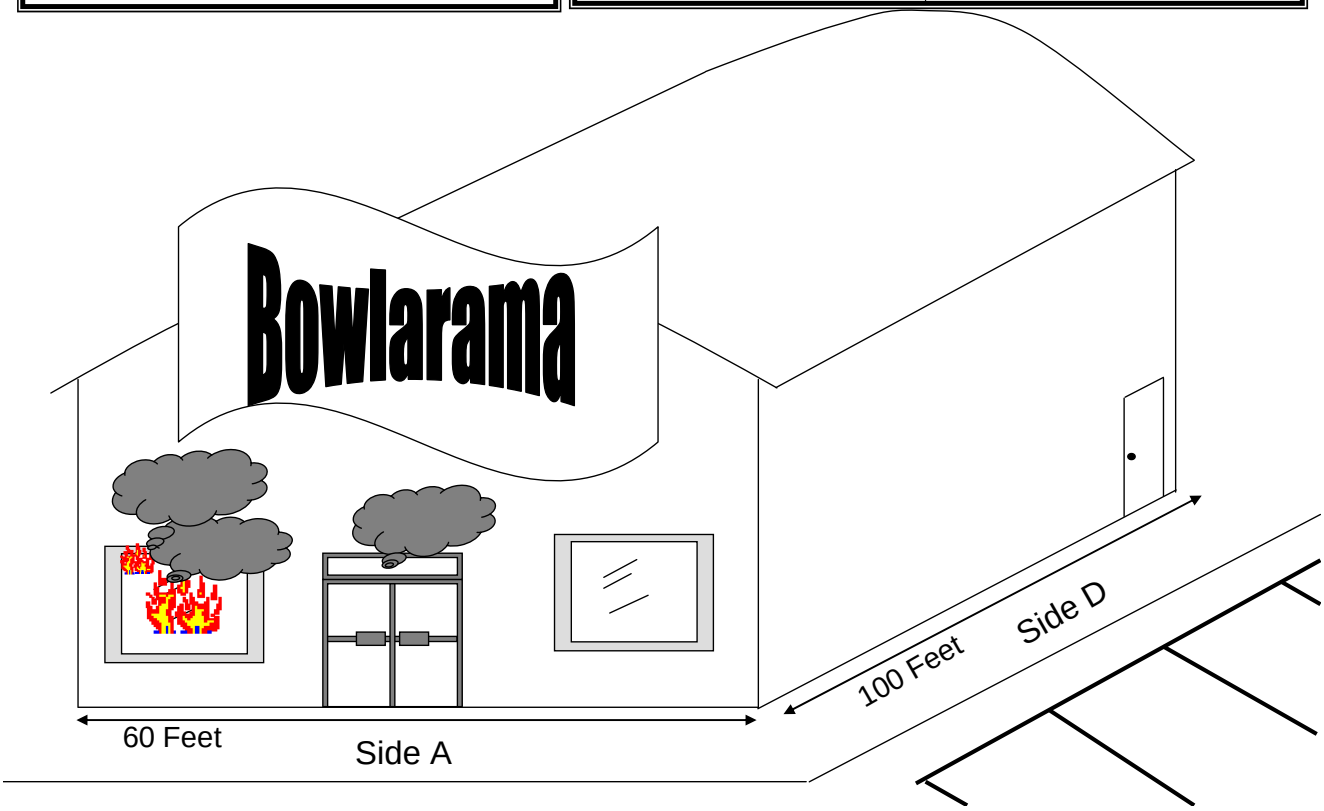
N
W E
S

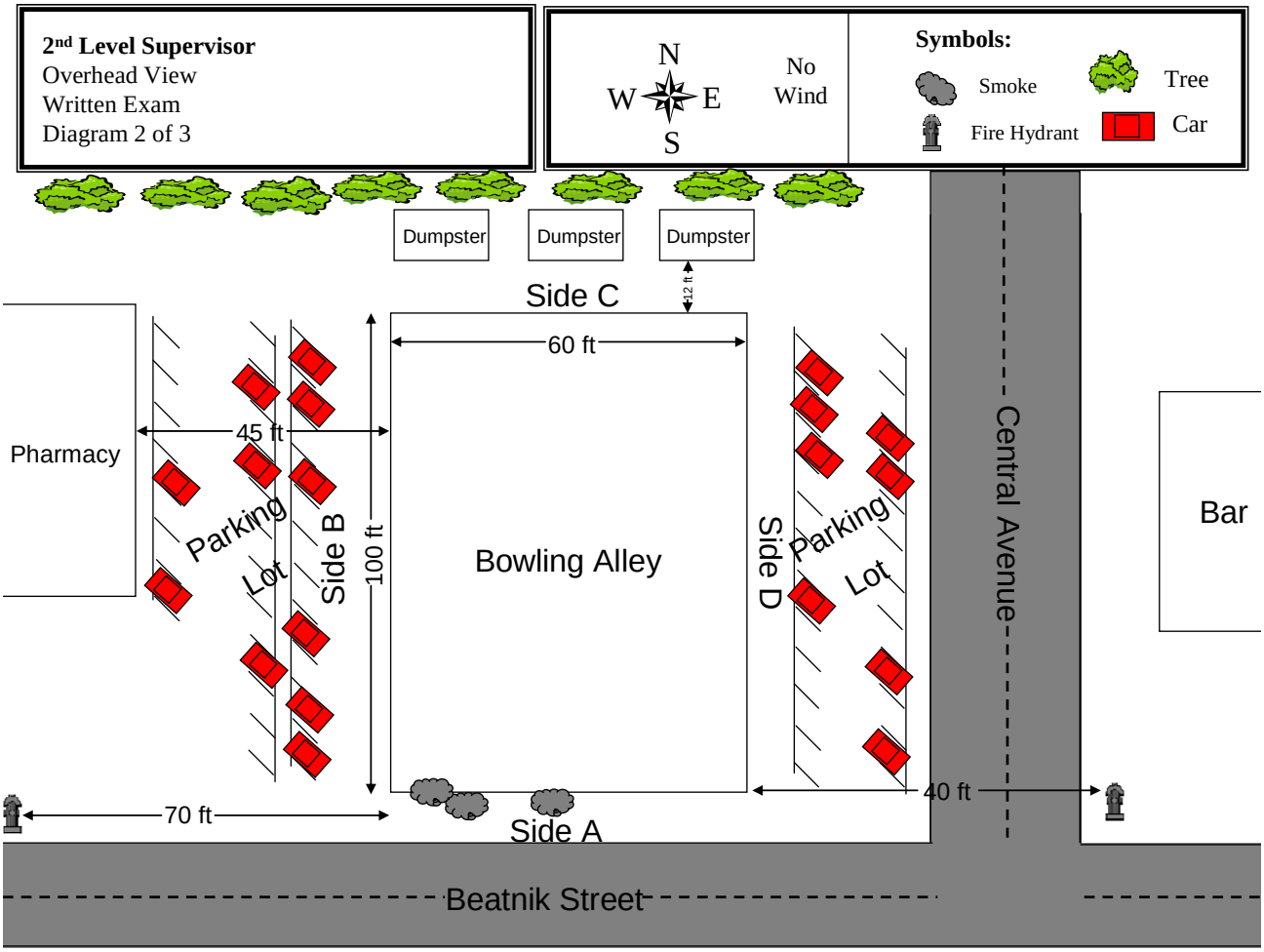
No Wind

Symbols:

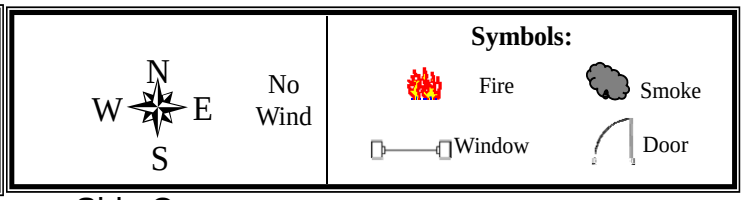
Fire

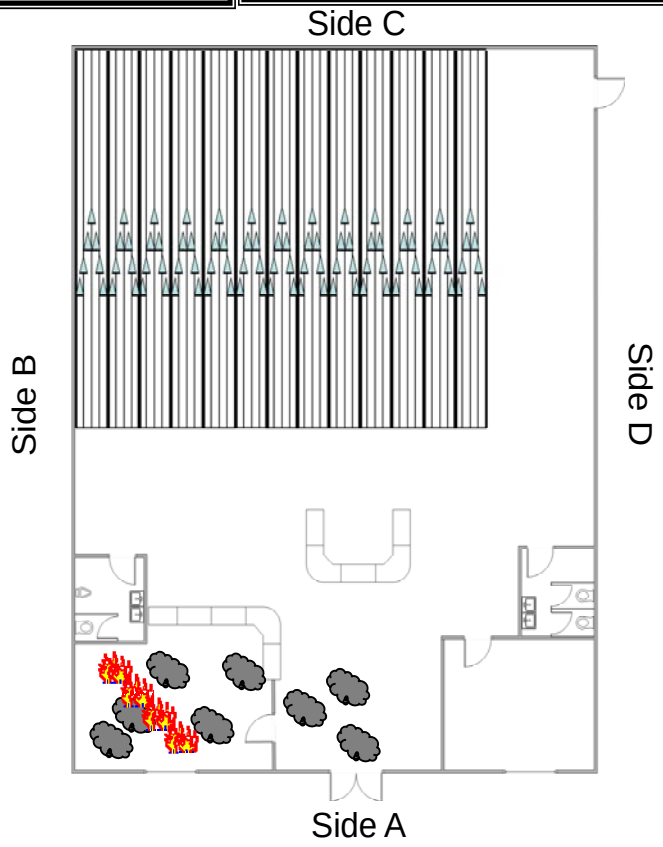
Smoke




2nd Level Supervisor
Overhead View
Written Exam
Diagram 2 of 3
N
W
E
S
No Wind
Symbols:
Smoke
Tree
Fire Hydrant
Car
Dumpster
Dumpster
Dumpster
12 ft
Side C
60 ft
Pharmacy
45 ft
Parking Lot
Side B
100 ft
Bowling Alley
Side D
Parking Lot
Central Avenue
Bar
70 ft
Side A
40 ft
Beatnik Street

2nd Level Supervisor
Floor Layout
Written Exam
Diagram 3 of 3





1. When you arrive on the scene, the first priority is

   (a) locating the fire.
   (b) rescue.
   (c) property conservation.
   (d) stretching a hoseline.

The correct answer is B. Rescue incidents involve the removal and treatment of victims from situations involving natural elements, structural collapse, elevation differences, or other situation not considered extrication.

2. When performing search and rescue in heavy smoke conditions, you should instruct your crew to

   (a) shut off the utilities.
   (b) set-up lights.
   (c) vent, enter, and search.
   (d) utilize guide ropes.

The correct answer is D. It may be too dangerous at times to enter a fire building without having a way to guide you rapidly back to a safe exit. There are times when the immediate danger is not from fire—it is more of a problem of losing your way due to a maze-like arrangement, large open areas, or extremely heavy smoke that cannot be readily dispelled. In such circumstances, you should use a guide rope, also called a tag line.

3. Where would you position the initial attack line?

   (a) Through the window on Side A
   (b) Between the fire and the victims
   (c) To the roof via aerial ladder/platform
   (d) Through the door on Side D

The correct answer is B. In deciding where to position the hoseline remember the priorities: protect human life, confine the fire, and then extinguish it. This usually involves placing a hoseline between the fire and the victims.

Sample Items from the 2nd Level Oral Assessment Exercise

2nd Level Supervisor Oral Examination
Fireground Arriving Scenario
Ranch House

It is 11:30 p.m. on a Thursday evening, and you receive a call that there is a report of fire at #641 Raspberry Lane. On the fire scene, the temperature is 55° Fahrenheit, and the wind is blowing from the west to the east at a rate of 15 mph and gusting up to 25 mph. The fire building is a 1½-story, single-family structure (40 feet by 50 feet) constructed utilizing platform wood frame construction with an attic. The roof is pitched and covered with wood shingles.

The fire building is situated amongst other similar building types. Twenty feet from Side B is house #639, and 18 feet from Side D is house #643. To the rear of the fire building (Side C) is another single-family house. Across the street from the fire building are additional single-family homes of similar size and construction. The nearest fire hydrant is located in front of house # 643 and is 55 feet from the junction of Side A and Side D of the fire building.

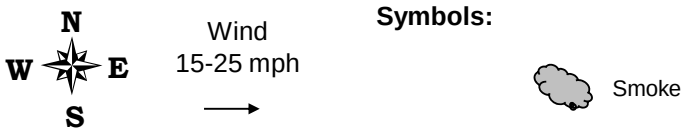
On the scene, you observe smoke coming from the roof's ridge vent. The owner of the home greets you and tells you that he woke up to the sound of a smoke alarm. He went out to the living room where he heard crackling and saw smoke coming from the attic. He promptly called the fire department. He says that all of the occupants have gotten out of the house. In addition, he tells you that he stores a large quantity of chemicals for refinishing and staining wood in his attic because of the home-based antique furniture restoration company that he operates.

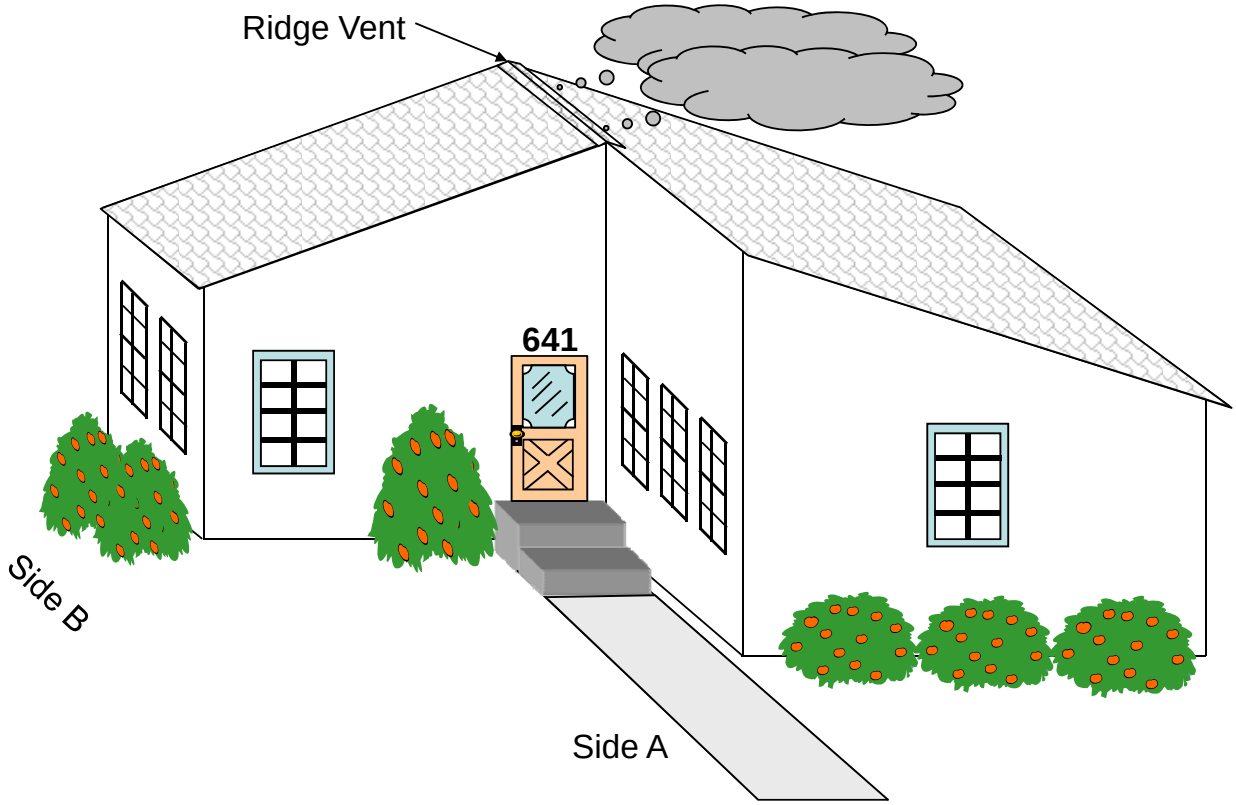
You are the commanding officer of the first arriving engine company. You will be the Incident Commander until you are relieved by a superior officer. The closest superior officer will arrive in 10 minutes.

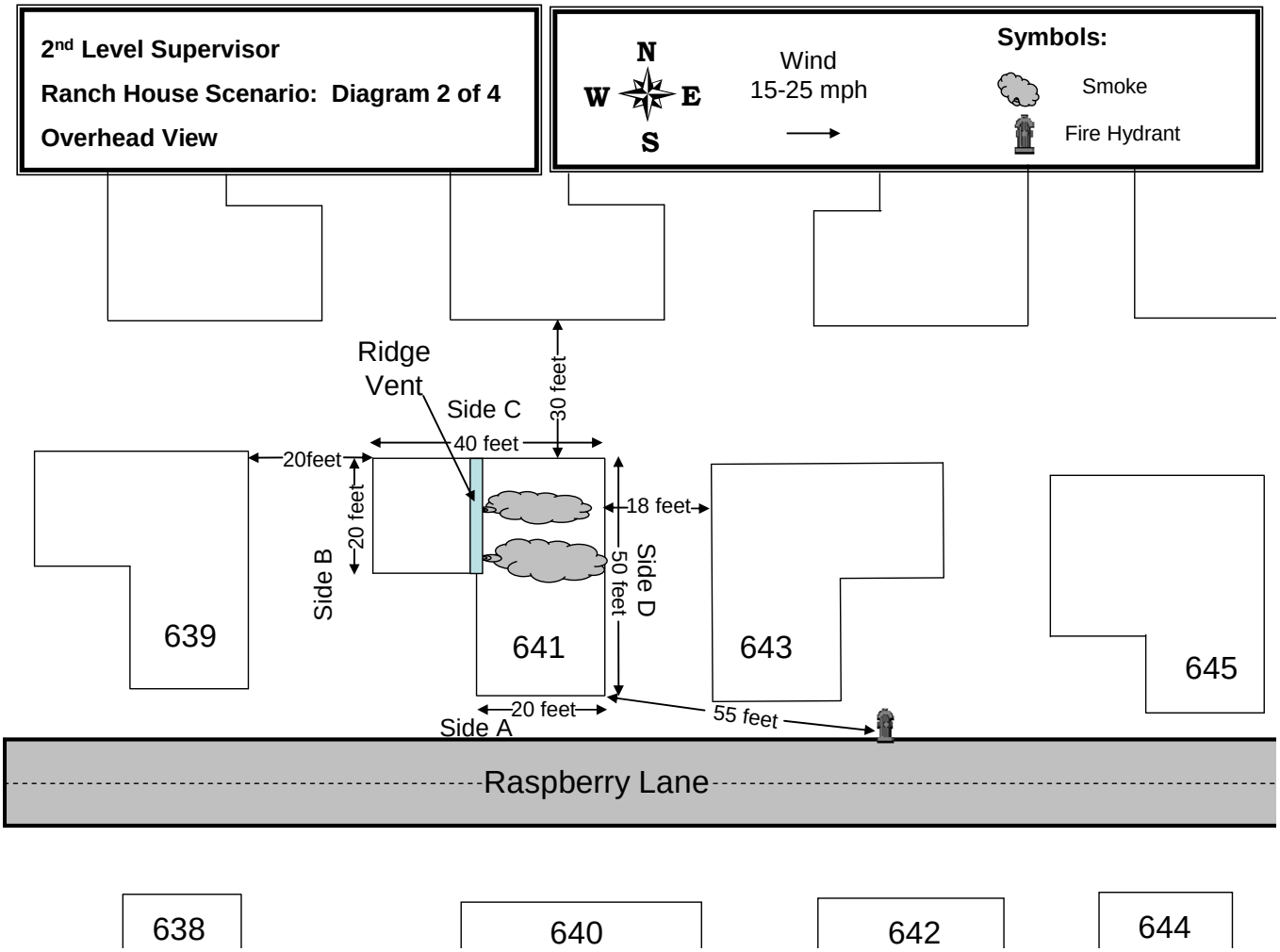
2nd Level Supervisor

Ranch House Scenario: Diagram 1 of 4

Front (Side A) View






2nd Level Supervisor
Ranch House Scenario: Diagram 2 of 4
Overhead View
N
W
E
S
Wind
15-25 mph
Symbols:
Smoke
Fire Hydrant
Ridge Vent
Side C
30 feet
40 feet
20feet
20 feet
Side B
18 feet
50 feet
Side D
639
641
643
645
20 feet
Side A
55 feet
Raspberry Lane
638
640
642
644

2nd Level Supervisor

Ranch House Scenario: Diagram 3 of 4

1st Floor Layout

Symbols:

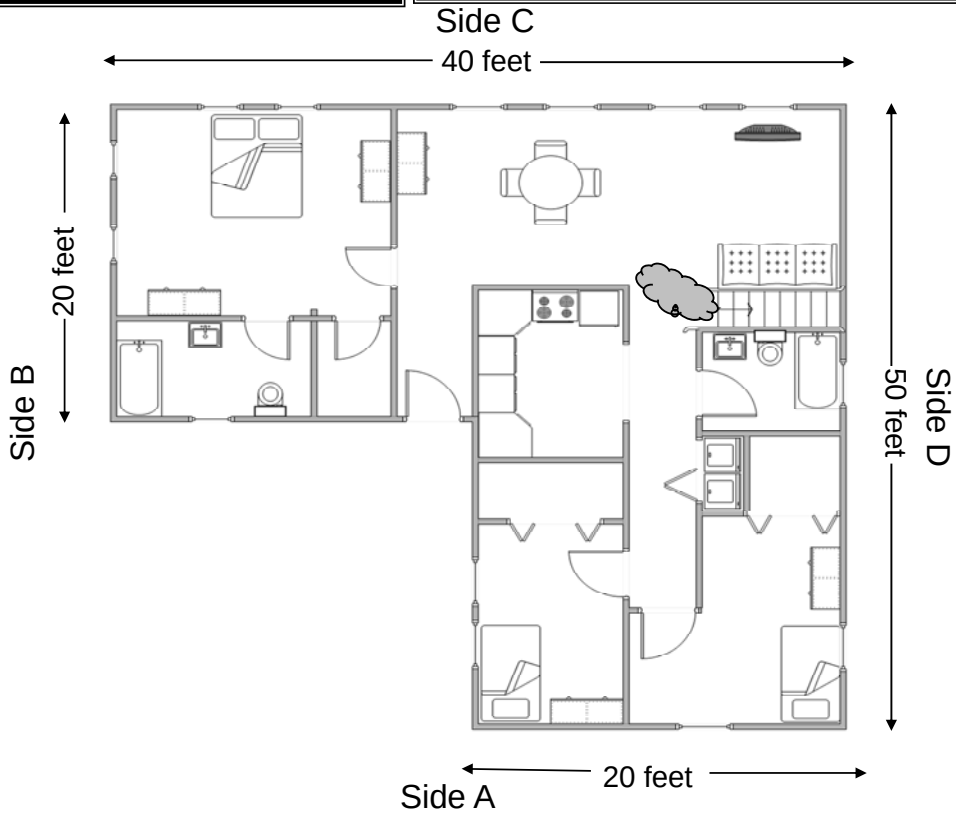
N
W E
S

Wind
15-25 mph

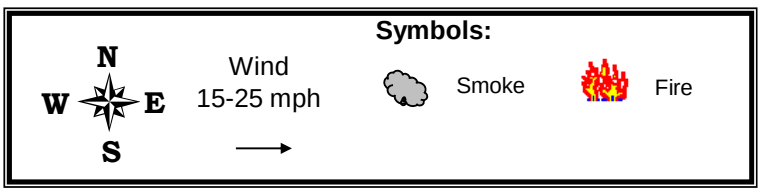
Window

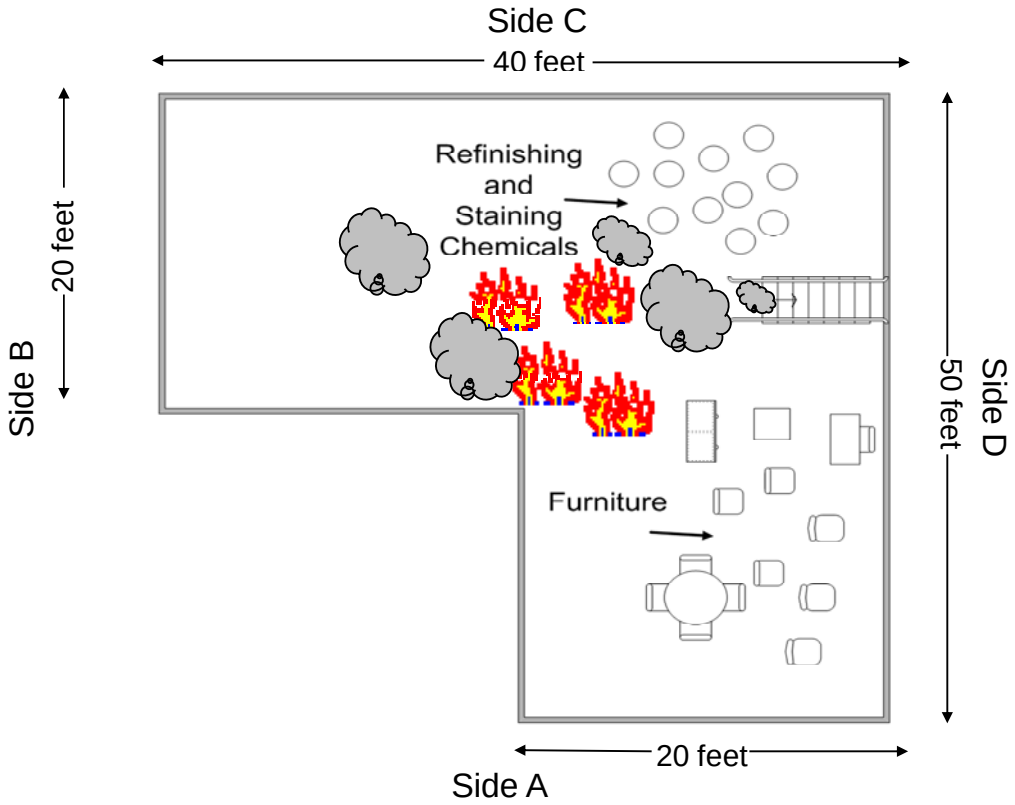
Smoke

Door



2nd Level Supervisor
Ranch House Scenario: Diagram 4 of 4
Attic Floor Layout





BOLD possible courses of action (PCAs) are minimally acceptable responses which are required to receive a passing 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.

1. What factors must you consider when fighting this fire?

   1) Wind speed and direction
   2) Building construction
   3) Water supply (distance to hydrant)
   4) Fire spread to exposures
   5) The type and quantity of chemicals in the attic
   6) Apparatus placement
   7) Possible life hazard in exposures
   8) Location of the fire

2. What actions would you take?

1) **Establish command**
2) **Establish water supply**
3) **Stretch hoseline via interior to attic stairs**
4) Request HAZMAT team
5) **Request additional alarm**
6) Evacuate exposures
7) Primary search
8) **Vent the roof**
9) Request EMS
10) Stretch back-up hoseline
11) Provide secondary means of egress off of roof
12) Full PPE
13) Report size-up conditions to dispatch (superior officer)
14) Safety officer
15) RIT

2nd Level Supervision Oral Examination
Administration of Procedures Scenario
Elementary School Extravaganza

1. You have recently been appointed captain and have been placed in charge of implementing a newly developed fire prevention program. The Chief has assigned to you four firefighters to act as delegates to the local elementary schools and teach fire prevention to the children. The school liaison for this program is Ms. Phillips. What steps would you take to implement this program?

    1) Meet with selected firefighters to review their participation in the program.
    2) Ask for input from the selected firefighters.
    3) Conduct training for firefighters.
    4) Meet with school liaison to discuss program.
    5) Submit progress report to the Chief.
    6) Set goals and objectives for the program.
    7) Schedule a meeting to evaluate the progress of the program.
    8) Outline your expectations of the firefighter.
    9) Submit a press release explaining the program.

2. After a few weeks, you are called into the Chief's office regarding a phone call he received from the school liaison, Ms. Phillips. Ms. Phillips is rather upset at some allegations raised by one of her teachers, Ms. Jones. Ms. Jones states that before a recent fire prevention demonstration, the two firefighters assigned to the school arrived thirty minutes late. The two men, identified as Firefighters Peterson and Aquino, were also said to be brief and impatient with the children during the demonstration. Ms. Jones also states that after the demonstration, the firefighters made several inappropriate comments to her and one of them asked her if she wanted to get together later and "have some fun." The Chief is very upset over this turn of events and tells you that program funding may be revoked by the city because of this incident. He wants you to take care of the problem. You personally have never had any problems with either of the firefighters prior to this incident. What steps would you take to rectify the situation?

    1) Pull records of firefighters in question.
    2) Meet with each firefighter separately.
    3) Meet with Ms. Jones.
    4) Meet with Ms. Phillips.
    5) Conduct a thorough investigation.
    6) Document the investigation.
    7) Prepare a written report for the Chief.
    8) Provide recommendations to the Chief for future actions based on your findings.

V. Civil Service Commission Policies

Examination Make-up Policy

Pursuant to N.J.A.C. 4A: 4-2.9, make-up examinations for public safety promotional examinations may be authorized only in cases of:

I. Error by the Civil Service Commission or appointing authority.

II. Death in the candidate's immediate family as evidenced by a copy of the death certificate; or

III. Catastrophic injury or illness requiring an extended convalescent period provided the candidate submits a doctor's certification containing a diagnosis and a statement clearly showing that the candidate's physical condition precluded his or her participation in the examination, as well as documentation from the candidate's employer noting the candidate's related leave from work.

IV. Military leave, which will be handled as stated in NJAC 4A:4-2.9(c).

V. Exoneration from pending disciplinary or criminal charges will be handled as stated in N.J.A.C. 4A:4-2.9(d).

Make-up requests must be submitted, in writing, with supporting documentation, to: NJCSC Make-Up Exam Unit, Attn: Marty Berrien, P.O. Box 310, Trenton, NJ 08625-0310 within 5 days upon receipt of your Notification Card.

NOTE: All requests for **medical** make-up examinations 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 the Make-up Unit or from our website at http://www.state.nj.us/csc/about/publications/forms/

Candidates with special situations/ADA concerns must contact Marty Berrien at (609) 292-4144 ext: 1991001, upon receipt of their examination notification in order to request/discuss special needs, if you have already been approved for ADA accommodations with Civil Service Commission.

Candidates with a first-time request for ADA accommodations must check Box 8 on the front of your application. You will subsequently be contacted for information regarding your special need(s).

Post Examination Review Policy

A detailed review policy will be provided at the examination center. As part of the review process, which will take place following the date of the examination, an opportunity will be given to review the multiple-choice examination questions and keyed answer sheet. For the oral assessment exercises, an opportunity will be given to review the test materials and justification sheets.

Examination Cancellation Policy

In the event that circumstances force cancellation of the examination administration, the Civil Service Commission 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 Civil Service Commission's Information Center to find out the status of the examination. To contact the Civil Service Commission's Information Center, call (609) 292-4144. Information concerning examination cancellation will also be available on the Civil Service Commission website at: www.state.nj.us/csc.

Cell Phone and Electronic Device Policy

With the threat of high-tech cheating on the rise, ***possession*** of personal communication devices such as cell phones, blackberries, pagers/beepers, photographic equipment, MP3 players, or other similar electronic communication devices is 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 disqualified and dismissed immediately.** Candidates who are seen with these devices in the test center, even in a power-off mode, will be disqualified immediately. The device may also be confiscated to ensure that an attempt was not made to compromise the testing process.

VI. Conclusion

This orientation guide attempts to familiarize First and Second Level Fire Supervisor candidates with certain selection instruments. Although some suggestions have been provided for test preparation, they are not exhaustive. We encourage candidates to engage in additional preparation strategies that will enhance their chances of performing effectively on the exam and on the job.

We hope you have found this orientation guide to be beneficial!

GOOD LUCK!

Note: The subtest areas for the 1st and 2nd Level Fire Supervisors have NOT been approved by the United States Department of Justice at this time. Candidates should check this guide periodically for changes to the structure of the examination.