

# **NEW JERSEY CIVIL SERVICE COMMISSION**

## **2016 CORRECTION SERGEANT, JJC**

### **ORIENTATION GUIDE**

**\*Please Note: The year listed on the orientation guide refers to the year the exam will take place. This guide applies both to candidates from the current administration and make-up candidates from an earlier administration who will be tested in 2016.**

## TABLE OF CONTENTS

I.	INTRODUCTION .....	2
II.	PRE-EXAM INFORMATION .....	2-4
	A. Date and Location .....	2
	B. What Candidates SHOULD Bring to the Exam .....	2
	C. What Candidates SHOULD NOT Bring to the Exam .....	2
	D. ADA Policy .....	3
	E. Make-Up Policy .....	3
	F. Information for Make-Up Candidates .....	4
III.	EXAM INFORMATION .....	4-6
	A. Exam Development .....	4-5
	B. Potential Source Material .....	5
	C. Multiple-Choice Questions .....	6
IV.	EXAM ADMINISTRATION INFORMATION .....	6
	A. Late Policy .....	6
V.	POST-EXAM INFORMATION .....	6-7
	A. Explanation of Scoring Process .....	6
	B. Review and Appeal Information .....	6-7
	C. Explanation of Results and Promotions .....	7
VI.	STUDY TIPS .....	8-14
	A. Descriptions and Study Tips for Different Learning Styles .....	8-10
	B. Understanding and Reducing Test Anxiety .....	10-13
	C. Tips for Answering Multiple-Choice Questions .....	13
	D. Technical Vocabulary List .....	13-14
VII.	SAMPLE QUESTIONS .....	15-22
	A. Standard Operation Procedures for JJC Correctional Facilities .....	15
	B. Supervision .....	16
	C. Interpersonal Relations .....	17
	D. Analysis of Written Material .....	18-20
	E. Effectiveness of Expression .....	21
	F. Report Writing .....	22
VIII.	CONCLUSION .....	22

## I. INTRODUCTION

The New Jersey Civil Service Commission has prepared this supplemental orientation guide for promotional candidates who will participate in the 2016 Correction Sergeant, JJC exam. The information in this booklet and the **General Multiple-Choice Orientation Guide** (available via CSC's web site <http://www.state.nj.us/csc/seekers/jobs/orientation/>) is designed to help candidates better understand the testing process and the types of questions they will encounter on the Correction Sergeant, JJC exam. The exam will be designed on the basis of information obtained from a job analysis of the Correction Sergeant, JJC position. We encourage candidates to carefully review this guide along with the General Multiple-Choice Orientation Guide and to take advantage of any and all opportunities to prepare for the exam.

## II. PRE-EXAM INFORMATION

### A. Date and Location

The **tentative** date to administer the Correction Sergeant, JJC exam is **May 2016**. However, in the event there are difficulties scheduling the exam for any unforeseen reason, the exam date may change. The test date will be confirmed when candidate exam notices are mailed two to three weeks prior to the test date.

### B. What Candidates SHOULD Bring to the Exam

Candidates arriving to the test center should have their Notification Card and valid photo identification. Candidates arriving at the test center without their Notification Card should report directly to Room A with their photo ID, so that the center supervisor can issue them a new card. Candidates arriving at the test center without a valid photo ID **WILL NOT** be admitted to the exam. Answer sheets for CSC multiple-choice exams are scored electronically, so candidates should bring No. 2 pencils to the exam. In addition, candidates are permitted to bring highlighters for use during the exam.

### C. What Candidates SHOULD NOT Bring to the Exam

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

D. ADA Policy

Candidates who require special assistance or ADA accommodations for this exam must check corresponding box on the “Preferences” tab of their online application, regardless of whether or not they have previously been approved for accommodations with CSC in the past. Candidates who are indicating a need for accommodations for the first time will subsequently be contacted with further instructions.

Upon receipt of your exam notice with the test date, time, and location information, candidates who are already on file with CSC as being approved for accommodations must contact Marty Berrien at 609-292-4144 ext. 199-1001, in order to discuss the specifics of your accommodation needs for this exam.

E. Make-up Policy

Pursuant to N.J.A.C. 4A: 4-2.9, make-up exams for public safety promotional exams 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 exam, 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:  
NJ CSC Make-Up Exam Unit, Attn: Marty Berrien, P.O. Box 310, Trenton, NJ 08625-0310  
within 5 days upon receipt of the Notification Card.

**NOTE:** All requests for medical make-up exams must be accompanied by the CSC’s Medical Authorization for Make-up Exam form (DPF-728), completed by the treating physician. The Medical Authorization for Make-up Exam form can be obtained through the Make-up Unit or from our website (<http://www.state.nj.us/csc/about/publications/forms/>).

Additionally, your treating physician must provide a separate detailed letter containing a diagnosis and statement clearly indicating why your physical condition will prevent you from taking the examination as scheduled. This letter should include the date the injury/illness began, the date of your last office visit, and the earliest date you can take the test. Information on your leave time from work because of your illness/injury should also be included. The documentation must be on official letterhead, written in layman’s terms and legible. If insufficient, untimely, or illegible information is provided, your request will be denied.

F. Information for Make-Up Candidates

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

**III. EXAM INFORMATION**

A. Exam Development

A job analysis was conducted to identify the knowledge and abilities that are necessary to perform the job of Correction Sergeant, JJC. A job analysis is the process of critically examining job components in order to provide a functional description of a job. Based on this job analysis, several work components were identified and it is from these work components that a distinct exam has been developed. During the job analysis, senior correctional personnel ranked each Correction Sergeant, JJC work component in terms of its importance. Exam questions will relate to those work components that were determined to be most critical. The following components received high importance ratings. Also included is their relative weighting (rounded %). These weights will be reflected in the content and scoring of the exam.

Standard Operating Procedures for JJC Correctional Facilities – 20%

This section of the exam may include, but is not limited to, scenarios based on Standard Operating Procedures surrounding the searching of juveniles within a correctional facility, use of force, testing for prohibited substances, etc. This may include the application of NJ Administrative Code Title 13, Chapters 95 & 101.

Supervision – 20%

This section of the exam may include, but is not limited to, reviewing and analyzing the daily activity of subordinate personnel, delegating tasks to subordinate personnel and following up on their performance, etc. This may include the application of supervision and management principles as found in the text The Effective Corrections Manager: Correctional Supervision for the Future, 3<sup>rd</sup> Edition.

Interpersonal Relations – 15%

This section of the exam may include, but is not limited to, resolving conflicts between subordinate personnel, directing others in a fair and impartial manner, etc. This may include the application of information found in the text The Effective Corrections Manager: Correctional Supervision for the Future, 3<sup>rd</sup> Edition.

Analysis of Written Material – 15%

This section of the exam will measure the candidate's ability to read, understand, and interpret rules, regulations, and codes.

Effective Expression – 15%

This section of the exam may include, but is not limited to, measuring the candidate's ability to express ideas clearly and accurately in a narrative form, recognize content errors in written submissions, etc.

Report Writing – 15%

This section of the exam may include, but is not limited to, measuring the candidate's ability to accurately record the occurrence of events that unfold sequentially, follow specific formats when completing reports and forms, etc. This may include the application of report writing methods and principles found in the text The Effective Corrections Manager: Correctional Supervision for the Future, 3<sup>rd</sup> Edition.

B. Potential Source Material

The following source will be used by the Civil Service Commission to develop test questions related to the Standard Operating Procedures for State Correctional Facilities. Please note, however, that the development of test questions may not be restricted to this particular source:

New Jersey Administrative Code Title 13, Chapters 95 & 101

In addition, the following source material will be used by the Civil Service Commission to develop test questions related to Supervision/Leadership and Interpersonal Communication/Public Relations. (The Civil Service Commission will not be responsible for the quantity of books available.)

The Effective Corrections Manager: Correctional Supervision for the Future, 3<sup>rd</sup> Edition

Bridget P. Gladwin & Charles R. McConnell

Jones and Bartlett Learning, © 2014

Publication Date: October 4, 2012

ISBN-13: 9781449645465

C. Multiple-Choice Questions

The Correction Sergeant, JJC exam utilizes a multiple-choice format. Candidates will be provided a question preceded by a statement, situation, or other stimulus, such as a brief scenario. Each multiple-choice question will have four choices from which candidates will select one answer which **BEST** addresses the problem or situation. Answer choices will be labeled as (a), (b), (c), and (d). Candidates will enter their answers on a standardized answer sheet. The answer chosen must be marked on the answer sheet. This is done by completely filling in the appropriate space on their answer sheet that designates the letter that corresponds to their answer choice. No credit will be awarded for any answer that is not properly marked on the answer sheet. A candidate's score will be based on the number of correct responses. Therefore, it is in the candidate's best interest to answer all questions. If the correct answer is not known, choose the BEST option.

**IV. EXAM ADMINISTRATION INFORMATION**

A. Late Policy

Candidates should plan their route to the test center in advance of the test date as soon as the test location is made available. Candidates are encouraged to arrive early, since candidates arriving late will **NOT** be admitted to the exam.

**V. POST-EXAM INFORMATION**

A. Explanation of Scoring Process

The scoring of the multiple-choice Correction Sergeant, JJC exam will be based on the number of correct responses. Therefore, it is in the candidate's best interest to answer all questions. If the answer to a question is not known, choose the **BEST** choice. Prior to starting the exam, candidates will be informed as to the total number of questions to answer and the total time allotted to complete the test. Candidates should budget their time so that they can respond to all questions within the allotted time.

The written exam will be scored electronically. Using a Number 2 pencil, candidates should blacken selected answers firmly, neatly, and completely. Candidates should mark only one answer for each question, while making sure to erase cleanly any answer changes. Stray marks should be avoided.

B. Review and Appeal Information

Before the exam begins, candidates will be given a review form that explains the specific dates and times that will be made available to review the exam. Appointments are made on a first come, first served basis, until all appointments are booked. Candidates will be permitted to leave the test center with the review form so they can reference the information contained on it, if they choose to schedule a review of the exam.

Any objection to the manner in which the exam was administered must be made in writing immediately following the completion of the exam, by completing a Test Administration Comment/Appeal Form prior to leaving the exam center. This form can be obtained from the Center Supervisor. No appeal relating to the manner in which the exam was administered shall be permitted after the test date.

Candidates should be aware of the new fee schedule for item, scoring, and administrative appeals. The fee schedule can be accessed via the CSC website (<http://www.state.nj.us/csc/authorities/faq/appeals/>).

### C. Explanation of Results and Promotions

The results from this exam will be available after the receipt and review of all exam appeals. This process takes a minimum of 12 weeks following the last test review date. Candidates should **NOT** call the CSC for their scores. Candidates will receive their exam results in the mail.

If you pass the exam, your name will go on a promotional list ranked by your final score (a composite of your multiple-choice exam score and seniority score). This promotional list will last for 3 years from its promulgation date or until it is exhausted, whichever is sooner. However, for good cause, the promotional list may be extended by the Civil Service Commission for up to one additional year.

When your appointing authority (hiring agency) notifies CSC that it wants to fill vacancies, CSC sends them the names that are ranked highest on the promotional list. This is called a certification list. When your name appears on a certification list, it means that you may be interviewed and considered for promotion.

Also, when your name appears on a certification list, CSC will send you a Notification of Certification. You **must** contact the appointing authority in writing within five business days to express your interest. If you do not respond, your name may be removed from the promotional list.

If a Disabled Veteran or Veteran is the first name on the certification, the appointing authority must hire that candidate unless there is a very good reason not to. If there are no disabled veterans or veterans on a certification, the appointing authority can normally choose from among the top three candidates for each position.

It must be noted that all appointments will be conditional pending resolution of all scoring appeals related to the exam. Once all appeals have been resolved, appointments from the list will be considered permanent. Appeals are considered resolved after the Merit System Board makes its final ruling.

## VI. STUDY TIPS

### A. Descriptions and Study Tips for Different Learning Styles

Research suggests that not all people learn the same way. With so much information available in the source material, it may help you to consider which learning style best matches your abilities, so you can determine the most effective way for you to study the material. While this is not an exhaustive description of the different learning styles, consider the following information as one possible way to determine which study method is best for you.

#### i. *The Visual Learning Style*

##### Description

You learn best when information is presented visually and in a written language format. In a classroom setting, you benefit from instructors who use the blackboard (or overhead projector) to list the essential points of a lecture, or who provide you with an outline to follow along with during lecture. You benefit from information obtained from textbooks and class notes. You tend to like to study by yourself in a quiet room. You often see information "in your mind's eye" when you are trying to remember something.

##### Study Tips

- Find a quiet place to study, away from noise and visual distractions.
- Preview the study material by looking at the table of contents, headings, and pictures before starting to read.
- Write symbols or key words in the margins of your textbook or manual.
- Use highlighters in different colors to emphasize and organize important concepts.
- Write down key points and details that you want to remember.
- When given information in charts, write out explanations in your own words.
- Organize your notes in outline format, including main headings or categories and notes below each. As an alternative, you can organize your notes by using charts, graphs, pictures, or diagrams.
- Make flashcards of important points and key terms. Limit the amount of information placed on each card.
- Visualize key concepts in your head.

#### ii. *The Auditory Learning Style*

##### Description

You learn best when information is auditory (presented in an oral language format). In a classroom setting, you benefit from listening to lecture and participating in group discussions. You also benefit from obtaining information from audio tape. When trying to remember something, you can often "hear" the way someone told you the information, or the way you previously repeated it out loud. You learn best when interacting with others in a listening/speaking exchange.

### Study Tips

- Before reading, look through headings and pictures and say out loud what you think each section may cover.
- While reading your notes or textbook, read out loud whenever possible.
- Take pauses while reading to summarize aloud what you have read.
- Tape record yourself reading your notes or textbook, then play it back and listen to it repeatedly. Or, listen to books on CD.
- Study in a group or with a friend. Discuss the material.
- Make up flashcards and read the material out loud as you memorize it.
- Ask a friend to help quiz you on test material.

### iii. *The Tactile-Kinesthetic Learning Style*

#### Description

You learn best when physically engaged in a "hands on" activity. In the classroom, you benefit from a lab setting where you can manipulate materials to learn new information. You learn best when you can be physically active in the learning environment. You benefit from instructors who encourage in-class demonstrations, "hands on" student learning experiences, and field work outside the classroom.

#### Study Tips

- Before reading, look over the table of contents, headings, etc., to get a feel for the book or manual.
- Write notes, draw pictures, or make charts as you are reading or listening to study material.
- Take short (3-5 minute) breaks during your study time.
- Walk around while reading or memorizing information.
- It may be helpful to move while learning (e.g., tap a pen, squeeze a "stress relief" object, swing an arm, kick a leg, etc.).
- Listen to tapes or CDs of study material while working out.
- Type notes on the computer. Incorporate tables and graphics as needed.
- Consider studying in a lounge chair rather than at a desk.
- Background music (baroque) may be helpful while trying to learn new material.
- Reading material through colored transparencies may help with focus.
- While reading, point to or trace the words as you go along.
- Paraphrase the material being learned.
- When possible/appropriate, act out what is being learned. If this is not possible, visualize the concept in your mind.
- Try to find real-life examples of concepts being learned.
- Write important information several times to help with memory.

## Sources:

Barsch, J. (1991). Barsch Inventory.

<http://faculty.valenciacollege.edu/koverhiser/Learningstyles.htm>

Berghuis, A.J. (2001). Abiator Online Education.

Jester, C., Miller, S. (2000). DVC Online Learning Styles Survey.

<http://www.dvc.edu/enrollment/counseling/lss/>

Lazear, D. Eight Ways of Teaching.

Littlefield, J. (2010). Smart Study Strategies.

<http://distancelearn.about.com/od/studyskills/a/studysmart.htm>

Lynch, M. (2003). Learning Style Survey.

NJEA. Learning Style Inventory.

<http://www.njea.org/pdfs/LearningStyleInventory.pdf>.

## B. Understanding and Reducing Test Anxiety

Correction Officers face a level of stress on a daily basis that is unlike almost any other career. However, most officers would prefer to deal with the stress involved in maintaining safety within the facility than to deal with the anxiety caused by sitting for an exam that impacts their chances of being promoted. This portion of the Correction Sergeant, JJC orientation guide attempts to assist candidates in recognizing some of the causes of test anxiety and provides strategies on how to reduce it. Test anxiety is a condition in which a person experiences worry or distress before, during, or after a test or other assessment, to such an extent that it causes poor performance or interferes with normal learning. Because of its effect on performance, it is important that candidates recognize the potential symptoms of test anxiety and take steps to reduce it.

It is normal for any candidate taking an exam to feel a certain degree of nervousness. However, true test anxiety can be a serious threat to a candidate's preparation and performance on the exam. Test anxiety can manifest itself in psychological ways such as "blanking," having difficulty concentrating, and experiencing negative thoughts, as well as physical ways, such as nausea, headache, sweating, and muscle tension. Candidates can attempt to reduce the effects of test anxiety and increase their chances of maximizing their performance on the exam by focusing on three steps: be prepared, get organized, and practice.

***i. Be Prepared***

Preparation begins with recognizing and confronting negative thoughts you may have about your past exam performance and your chances for scoring well on the upcoming Correction Sergeant JJC exam. Negative thoughts can influence your preparation for the exam by affecting your study habits, breaking your concentration, and causing you to second-guess your abilities. One strategy to reduce these thoughts is to take out a sheet of paper and create two columns. On the left side of the paper, you will honestly assess your attitudes and write down every negative thought you have about the prospects of taking a written exam. Next, on the right side of the paper, you will write a positive thought that counteracts the negative thought. For example:

Negative Thought

I always do poorly on tests.

If I don't pass this test, I'm a failure.

I can't possibly know everything that will be on the exam.

Positive Thought

I will be more prepared than I have been in the past.

I'm going to pass, but if I don't I can still bounce back.

I know where my knowledge is strong and will focus on the areas in which I am unfamiliar.

Honestly assessing your feelings and concerns will help you begin to change your attitudes and create a positive mindset.

Another strategy to prepare for the exam is to gather as much information about the exam as possible. Consulting the Correction Sergeant JJC job specification <http://info.csc.state.nj.us/jobspec/40809.htm> and reading over this orientation guide thoroughly will help you familiarize yourself with all aspects of the exam. Information provided in this guide will tell you, in general, what topics will be covered and what resources you can use to learn about the topics. This is a vital step in preparation for the exam, because knowing the extent of information covered by the exam will assist you in organizing a study plan.

***ii. Get Organized***

Being organized in your study habits is the next step in reducing test anxiety and increasing your performance on the exam. After you have determined from the information available to you, the topics to be covered on the exam, you need to honestly assess which areas you are strong and which areas require more attention. You may find it helpful to create a study plan or schedule that defines what you will need to study, what resources you'll need to compile, and the amount of time you will spend on each topic.

When creating a study plan you must remember to make it realistic for your current lifestyle. Candidates with responsibilities, such as family obligations, cannot expect to spend all their off-duty hours studying. Candidates should also make an attempt to avoid changing their normal routine in order to focus all their energy only on studying. Although you may find that you need to make some sacrifices in order to put in the proper amount of time studying, it should not be at the expense of eliminating your other interests and obligations. Some candidates believe that if

they skip meals or stay up late, they are gaining extra hours of study time. Research suggests, however, that altering your normal sleeping and eating patterns, as a result of trying to spend all your spare time studying, does not have the benefits you would expect. Physical health is as important as emotional health in reducing anxiety.

Finally, remember that studying involves more than highlighting words in a book and memorizing definitions. When establishing your study plan or schedule, your goal should be to have a full understanding of terms and concepts. You will know you have a full understanding of the information when you can define a given term in your own words and discuss why it is important. Similarly, concepts are fully understood when you are able to take two related concepts and discuss their similarities and differences.

### iii. *Practice*

The final step in reducing test anxiety is to practice. While it is not possible to replicate the conditions you will encounter during the exam administration, there are strategies that you can use to simulate the skills you will need during the exam. For instance, during a multiple-choice exam, you may be sitting at a desk for several hours working on your exam. To prepare for this, it may help to block out a similar amount of uninterrupted time while you are studying. This can help you experience what it will be like to have to focus your attention for that period of time. Using the chapter review in a text book or other resource is often another way to test your knowledge, while also giving you the opportunity to practice reading and analyzing multiple-choice questions. In some cases, candidates will know others who are taking the exam. Although many people prefer to study on their own, coming together to review in a group can also be helpful. During this review, each member of the group can come with prepared questions based on the source material. This strategy has the benefit of ensuring that you are reading the material critically enough to develop questions from it, while at the same time, practicing the routine of sitting down and answering questions prepared by another person.

During the days leading up to the exam, you should focus on reviewing the material you have already studied. In order to reduce test anxiety on the day of the exam, you should make every attempt to get a good night's sleep so that you can arrive at the test center well rested. Plan to arrive early, so that you are not rushing into the test center with only minutes to spare before the exam. It is important to listen to the monitor's instructions carefully and ask questions if you are unsure of anything that has been said. Be aware of how much time you have to complete the exam and the fact that, in most cases, you will be responsible for keeping track of your own time. Remember that, unless instructed otherwise, you are permitted to write in your test booklet. As you proceed through the test, you may wish to circle key words or concepts that may be important in answering test questions, making sure to properly mark all answers on your answer sheet. Review each question carefully and select the BEST answer from the options given. Remember that anxiety is fed by a fear of the unknown. The more you do to prepare prior to the exam, the better chance you will have at performing at your highest level.

Additional study tips are available in the **General Multiple-Choice Exam Orientation Guide**, which is available via CSC's web site: <http://www.state.nj.us/csc/seekers/jobs/orientation/>

Sources:

<http://www.studygs.net/tstprp8.htm>

[http://www.ets.org/s/praxis/pdf/reducing\\_test\\_anxiety.pdf](http://www.ets.org/s/praxis/pdf/reducing_test_anxiety.pdf)

### C. Tips for Answering Multiple-Choice Questions

Basic Tips For Answering Multiple-Choice Questions:

- Try not to read too much into each question. Avoid imagining scenarios in which each option given *could* be true. In most cases, questions that appear to be “trick questions” are usually only tricky because they are not taken at face value. Determine the best answer using only the information supplied in the question, without making unwarranted assumptions. The correct answer is the one that works best for the situation described.
- Be sure to choose an answer that is directly related to the question being asked. Do not select an answer choice, even if it is a true or correct statement by itself, unless it specifically answers the question being asked.
- The correct answer is the choice that contains the most exact or most complete information in response to the question. Some answer choices may be correct or true in part, but less exact or less complete than the “best” choice. An answer choice that is only partially correct, partially true, or true only under certain conditions should be considered an incorrect choice.
- Do not let more difficult questions affect your attitude and steal valuable time.
- Do not linger over questions you cannot answer. If you cannot decide on an answer choice, make your best guess and move on. However, if you must guess, try to eliminate as many clearly wrong choices as you can in order to make your guess from as few alternatives as possible.

### D. Technical Vocabulary List

While this exam is not intended to assess your vocabulary skills, because of the nature of the concepts covered, a certain level of familiarity with technical language is necessary. The following is a short list of some terms that may appear in the source material and exam. It may be helpful to review this list and look up any other words you are unfamiliar with when reviewing this orientation guide and the source material.

ASSERT	-	To state or express positively
ACCOUNTABLE	-	Answerable; obliged to accept responsibility
AGGRIEVED	-	Wronged; deprived of legal rights or claims
AMBIGUOUS	-	Liable to more than one interpretation; uncertain
APPELLANT	-	Of or relating to an appeal
APPLICABLE	-	Relevant; applies to
APPREHEND	-	To take into custody
CAUSAL	-	Relating to, involving, or being a cause
CIRCUMVENT	-	To go around; bypass
COERCION	-	Act of bringing about by threat of force

COLLABORATE	-	To work together; cooperate
COLLATERAL	-	Security for payment of debt
COMPEL	-	To force; make necessary
COMPETENT	-	Properly qualified
CONSECUTIVE	-	Following one after the other in order; without interruption
CONSTITUTES	-	To make up, establish formally
CONSUMATION	-	Act of bringing to completion
DEMEANOR	-	Behavior towards others
DESIGNATED	-	Indicated, marked, pointed out; to select for duty
DISSEMINATE	-	Distribute or spread information
DIVERSE	-	Having variety in form; unlike
ENDEAVOR	-	To make an effort toward a given end
EXHAUSTIVE	-	Comprehensive, thorough
FACILITATE	-	To make easier
FRAUDULENT	-	Deceitful
HARASS	-	To irritate or torment persistently
ILLICIT	-	Not permitted by custom or law
IMMINENT	-	Ready to take place; impending
IMPEDE	-	To interfere or slow the progress of
IMPLEMENT	-	To put into effect; carry out
INFECTIOUS	-	Capable of causing infection
INFER	-	To conclude from evidence
INFRACTION	-	A violation
INITIATE	-	To begin
INSUBORDINATE	-	Disobedient
LIABLE	-	Legally responsible
MUTUAL	-	Directed and received in equal amount
NARRATIVE	-	A written account of events
PECUNIARY	-	Of or relating to money; requiring the payment of money
PRECEDE	-	To go before
PROHIBIT	-	To forbid; prevent
PROLONG	-	To lengthen in duration, scope, or extent
PROMULGATE	-	To put into effect by formal public announcement
PURSUANT	-	In accordance with
RANDOM	-	Having no specific pattern or objective
RECIDIVISM	-	A tendency to return to criminal habits and activities
REPRIMAND	-	A severe formal disapproval
SUBORDINATE	-	Placed in a lower rank; subject to the authority of a superior
SUPERSEDE	-	To replace; to take the place of
SURVEILLANCE	-	Close observation of a person or group

## VII. SAMPLE QUESTIONS

The following three questions are sample questions that are similar to the ones that will appear in your exam.

### A. Standard Operating Procedures for JJC Correctional Facilities

1. An officer under your supervision reports to you that she lost her State of New Jersey Firearms Unit Weapons Card, official photo identification badge. According to Standard Operating Procedures for JJC Correctional Facilities, when shall the officer notify the local law enforcement authorities and the Superintendent/Unit Chief or their designee?
  - (a) Immediately.
  - (b) Within a period of 3 hours.
  - (c) Before completing his shift.
  - (d) As soon as practicable.
  
2. Following an immediate corrective action by an officer, one of the juveniles in your housing unit was placed on room restriction for 4 hours. As a supervisor, you must ensure that a visual check of the juvenile placed under room restriction is conducted at least every
  - (a) 15 minutes unless circumstances require more frequent contact.
  - (b) 30 minutes unless circumstances require more frequent contact.
  - (c) 45 minutes unless circumstances require more frequent contact.
  - (d) 60 minutes unless circumstances require more frequent contact.

### Correct Answers:

#### 1. **The correct answer is (d).**

According to NJ 13:95-4.3(f), when a State of New Jersey Firearms Unit Weapons Card, official photo identification card or badge of the Commission is believed to have been lost or stolen, or is otherwise missing, the custody staff member shall notify the local law enforcement authorities and the Director of Custody Operations or his or her designee as soon as practicable.

#### 2. **The correct answer is (b).**

According to NJ 13:101-5.3 Authorized immediate corrective action, staff shall visually make contact every 30 minutes with a juvenile on room restriction unless the circumstances require more frequent contact. Juveniles shall be within sight or sound at all times.

## B. Supervision

Note: These sample questions were NOT derived from the text designated for the 2016 Correction Sergeant JJC exam. They were developed using a different text. Use these questions to gain a general idea of the type of questions that will be created from the prescribed reading material.

1. Your subordinate needs to learn a new task. What is the **LEAST** effective way for her to learn the new task?
  - (a) Trial and error
  - (b) Coaching
  - (c) On-the-job training
  - (d) Mentoring
  
2. You have recently been transferred, and you need to set performance standards for your new officers. You want to set the standards at a point that will elicit the best performance from them. In order to get your officers to perform at their best, how should you set the standards?
  - (a) Set the standards very high and unreachable.
  - (b) Set the standards high and reachable.
  - (c) Set the standards low and easily reachable.
  - (d) It doesn't matter where the standards are set; officers' performance is affected by other factors, not the set standards.

### **Correct Answers:**

#### **1. The correct answer is (a).**

Learning a new task through trial and error is not only time consuming, it can be demoralizing for the subordinate if the task is not learned quickly. It could also lead to mistakes that may need to be corrected by others. For these reasons, this is not a recommended method.

#### **2. The correct answer is (b).**

Standards should be set high, but reachable. If they are set too high, morale may be negatively affected. If they are set too low, performance will not improve and may, in fact, decline over time.

C. Interpersonal Relations

1. You notice that an above average officer of five years seems to be distracted and distant at the last few squad meetings. Afterward, in private he tells you that he and his wife are having marital difficulties. What is your next course of action?
  - (a) Listen attentively and determine who is at fault.
  - (b) Listen attentively and suggest professional counseling.
  - (c) Discuss the issue in detail to see if it is drug or alcohol related.
  - (d) Inform him that his private life is his own business and he must not let it affect his work.
  
2. You have noticed that one of your better officers has recently begun to slack off. He is taking longer to complete his duties and is doing a less thorough job than in the past. Your **BEST** course of action to get this officer to improve his behavior is to
  - (a) tell him that he will be disciplined if his performance does not return to its previous level.
  - (b) tell him that he must be crazy if he thinks you will accept his present level of performance.
  - (c) pay less attention to him and his sub-par performance.
  - (d) tell him that he did a great job before, and you would like to see him perform that way again.

**Correct Answers:**

**1. The correct answer is (b).**

By listening attentively, you are demonstrating to the officer that you are interested and concerned about his problem. However, since most supervisors do not possess the expertise to offer professional advice in these matters, suggesting professional counseling is the next, and most appropriate course of action.

**2. The correct answer is (d).**

This action addresses the situation by encouraging a return to the performance level you know is within the officer's capabilities. Since performance has only recently dipped, it's possible that this is the only action you will need to take. However, if the officer's performance continues to decline, stronger measures may be needed in the future.

D. Analysis of Written Material

Note: These sample questions for Analysis of Written Material were NOT derived from an existing NJ Administrative Code. You may find that these procedures may be different from those used by your particular facility. You are to use ONLY the information provided in the procedures to answer the questions that follow.

***Procedures for Disciplinary Hearings***

An inmate has a Constitutional Right to a written notice of all charges (that he committed a rules infraction) at least twenty-four (24) hours prior to a hearing. The inmate has a right to waive this right. In order to do so, the inmate must complete Form IDP11C, Waiver of Twenty-four Hour Notice.

The inmate has a right to be present at the hearing. The inmate may waive his right to be present. The hearing may be held in absentia if the inmate: (a) has escaped; (b) is adjudged (by the hearing officer or a member of the custody staff, lieutenant or above) to represent a danger to himself or any other person by being present; or (c) is incapacitated.

The inmate has a Constitutionally Guaranteed Right to call witnesses on his behalf. The hearing officer must either call the inmate's witnesses or document reasons for declining to do so.

The inmate has a right to remain silent during all, or any part of the disciplinary process. Should the inmate choose to exercise this right, his silence may be used to draw an adverse inference against him (his innocence). However, an inmate's silence alone may not be sufficient to support a finding that he committed a prohibited act.

When a staff member either witnesses a prohibited act, or has reasonable belief that one has been committed by an inmate, the staff member shall prepare an Incident Report promptly and forward it immediately to the appropriate supervisor.

The report should contain details of the activity (prohibited act) which is being reported. All facts which are known to the staff member, and are not confidential, must be reported. Anything unusual about the inmate's behavior should be included in the report.

The reporting employee should also list any staff or inmate witnesses to the incident and the disposition of any physical evidence. The report is to reflect any action taken, especially the use of force. The report is to be signed. The time and date are to be appended.

An investigation is to be conducted promptly by a uniformed employee of the rank of lieutenant or higher, unless circumstances beyond control exist. The investigator may not be the employee reporting the incident, nor be involved in the incident. The investigator is to be appointed within four hours of the time the violation is officially reported (the report is submitted to the appropriate supervisor). Unless circumstances dictate otherwise, the investigation should be completed within twenty-four (24) hours of the appointment of the investigator.

When the inmate receives formal charges, the investigator shall read the charges to the inmate and ask for the inmate's statement concerning the incident. The investigator must advise the inmate of his right to remain silent. The investigator must thoroughly investigate the incident. He shall record all steps and all actions taken in the investigation on the investigation report. The investigation report must be included with the documents submitted to the hearing officer.

At any time during the investigation, the investigating officer may recommend dismissal of the charges to the captain. The captain may act upon the recommendation of the investigating officer or perform his own review to dismiss the charges and expunge the inmate's record.

The charging officer, or other staff member, may use information provided by an inmate informant to substantiate a disciplinary charge against an inmate. The identity of the informant may be withheld from the charged inmate. In cases where a hearing officer relies upon evidence provided by a confidential informant to conclude that an inmate did commit a prohibited act, the hearing officer must include in the record a statement of his findings concerning the reliability of the informant and the factual basis for his finding of reliability. Testimony provided by a single confidential informant is not sufficient to support a finding that an inmate committed a prohibited act. Information from sources of unknown reliability may not be used to support a finding that an inmate committed a prohibited act, regardless of how many sources provided the information.

The hearing officer must make a decision regarding the guilt or innocence of the charged inmate in accordance with the greater weight of the evidence, and which is supported by circumstantial evidence.

Substantial evidence may be physical evidence or it may consist of statements. At times, circumstantial evidence may be substantial enough to support a finding that an inmate committed a prohibited act without any direct evidence being introduced.

1. In which situation may a charged inmate be excluded from a hearing? When the
  - (a) hearing is held less than 24 hours after notification.
  - (b) inmate is in protective custody.
  - (c) inmate is in disciplinary segregation.
  - (d) inmate threatens to commit suicide.
  
2. When may an investigating officer dismiss the charges?
  - (a) At any time during the investigation.
  - (b) Upon completion of the investigation.
  - (c) When the investigation shows that, the inmate did not commit a prohibited act.
  - (d) The investigator may not dismiss the charges.

**Correct Answers:**

**1. The correct answer is (d).**

The hearing may be held in absentia if the inmate: (b) is adjudged (by hearing officer or a member of the custody staff, lieutenant or above) to represent a danger to himself.

**2. The correct answer is (d).**

At any time during the investigation, the investigating officer may recommend dismissal of the charges to the captain. The captain may act upon the recommendation of the investigating officer or perform his own review to dismiss the charges and expunge the inmate's record.

E. Effectiveness of Expression

Each underlined phrase has a number below it that corresponds to one of the numbered questions that follow. The underlined segments are included as choice (a) in the corresponding questions.

For each question, you are to choose the **BEST** or **MOST EFFECTIVE** way of expressing the thought implied by the underlined segment. Your choice may depend, in part, on what precedes or follows an underlined segment. When making your choice, you should consider the following elements of effective expression:

*Spelling and Punctuation, Variety, Proper emphasis, Discrimination in the use of words, Conciseness, Clarity, Consistency with accepted usage, Appropriate structure, Smoothness.*

**Memo to all Corrections Personnel**

The following are changes<sup>1</sup> to the current booking policies and procedures regarding inmate footwear. Its very important<sup>2</sup> that these new procedures are instituted immediately. Please read this memo and post it in the booking area.

1. See preceding passage, Number 1.
  - (a) The following are changes
  - (b) The changes following are
  - (c) The following is changes
  - (d) The following is a change
  
2. See preceding passage, Number 2.
  - (a) Its very important
  - (b) Its' very important
  - (c) It's very important
  - (d) It is of great importance

**Correct Answers:**

**1. The correct answer is (a).**

This is a case of subject/verb agreement. The verb “are” should be used with the subject “changes” which is plural. The verb “is” would be used when referring to a single “change” as is the case in option (d), however this is not the best answer because it changes the meaning of the sentence.

**2. The correct answer is (c).**

“It’s” is the proper contraction of the two words “it” and “is.” Although (d) is grammatically correct, it is overly formal given the tone of the surrounding sentences.

F. Report Writing

1. Which is **MOST** important to include in an incident report?
  - (a) The suggested legal outcome of the incident.
  - (b) Details about the conclusion of the incident.
  - (c) The officer's analysis of what caused the incident to occur.
  - (d) Codes and abbreviations.
  
2. Which statement is **NOT** true of an incident report? An incident report should be
  - (a) written in clear, concise language.
  - (b) written in the past tense.
  - (c) written in the third person.
  - (d) proofread for spelling or grammatical errors.

**Correct Answer:**

1. **The correct answer is (b).**

A report, especially an incident report, should be factual, objective, and comprehensive. Option (a) is incorrect because it is not factual and would be based only on opinion. The same is true of option (c). Although a report could contain codes and abbreviations as stated in option (d), it is a better practice not to abbreviate because different people use different abbreviations and as a result, they can be misinterpreted.

2. **The correct answer is (c).**

An incident report should be written in the first person (e.g., I, my, etc.) since it is usually written by the person who observed the incident or was involved in the situation being reported.

**VIII. CONCLUSION**

This orientation guide attempts to familiarize candidates with aspects of the Written Multiple-Choice Test, including some suggestions for preparation. The suggestions provided here are not exhaustive – we encourage candidates to engage in whatever additional preparation strategies they believe will enhance their chances of performing effectively on the exam.

We hope that this Orientation Guide has been beneficial. GOOD LUCK!