

Study Guide

for

CWH Next Generation

Entry-level Law Enforcement Written Examination

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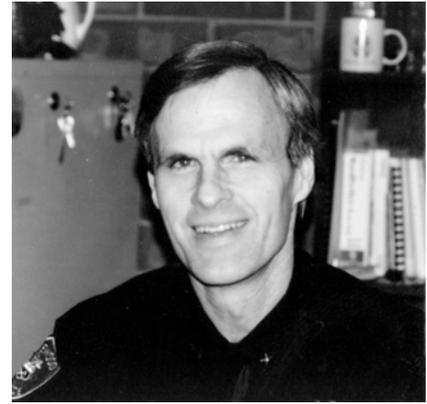
Comments from Law Enforcement Officers about the Job



Steve Marshall
Captain



Daryl Miller
Detective



Robert Moore III
Division Chief

What Are the Most Important Qualities for Being in Law Enforcement?

"Fairness and honesty with yourself and others. Empathy. Common sense. Reasoning and analytical qualities. A sense of humor. You have to have a sense of discipline. You have to be able to take orders, and be told what to do, especially in a crisis. You need to be able to take on responsibilities and monitor yourself.

Also, you must have humility. You are not the most important person out there. Yes, you have power and authority, but you have to know your place and not overstep your boundaries." – Steve Marshall

"Good interpersonal skills. Good communication skills – both verbal and written. You need to be well-rounded and balanced. You must be open-minded. Finally, you must be motivated to better yourself through education and skills-training." – Daryl Miller

"Integrity comes before everything else. Initiative – a lazy police officer will not succeed. Strong oral and written communication skills. Courage – both physical and moral courage. And you must care about people, regardless of race, religion, ethnicity or eccentricity." – Bob Moore

What Can a Candidate Do to Prepare for a Career in Law Enforcement?

Mental Preparation

"Take classes to better yourself. You can take classes that are specific to criminal justice, but general classes are OK too. These would include diversity training, which gives you an understanding of different cultures." – Steve Marshall

"Pursue an education and all that comes with it. You will gain technical knowledge and human relations skills. You will learn how to interact with different people, through the give-and-take of different ideas and perspectives. Develop your communication skills – learn how to listen and perceive. Become familiar with societal issues and the perspectives of other cultures. Become multidimensional." – Bob Moore

"Practice your communication skills. Relate to people by being an active listener. Practice getting your point across." – Daryl Miller

Emotional Preparation

"There are many classes that teach 'life skills,' including self-awareness classes, which teach you to understand the stresses of the job on yourself and others in your life." – Steve Marshall

"Lead an honest and ethical life." – Bob Moore

Physical Preparation

"Maintain physical and mental fitness and endurance." – Bob Moore

What Do You Like About Being in the Law Enforcement Profession?

The Challenge

"The job is challenging and rewarding. It keeps your mind working. There is something different every day." – Steve Marshall

"The diversity of what we do. Every day is *un-routine*." – Daryl Miller

"The job is always a challenge – something new or different happens every day. You exercise responsibility on a regular basis." – Bob Moore

Serving the Community

"It gives you the ability to help others. It also gives you the ability to give something back to the community on a regular basis." – Steve Marshall

"This job is an opportunity to do some important work for society." – Bob Moore

Purpose of the Study Guide

This study guide is a tool to help you prepare for the written test. It does *not* contain information that you must memorize. The test measures your skills and aptitude to *become* a law enforcement officer, which means that you do not have to know or memorize any particular job-related information to do well. In fact, you could take the test and do well without reading this study guide. However, you will be better prepared and likely less nervous if you review the information provided in this study guide before you take the test.

How to use the Study Guide

Read through the entire study guide and practice taking the sample questions. If you have problems with any of the types of questions, or notice weak areas in your ability to answer any of the questions, you may want to do additional study and preparation in those areas. Refer to the Example References List in this booklet for suggestions concerning additional study materials.

How to use the Sample Questions

This booklet contains sample questions that are similar to questions you might see on the actual test. Before you look at the sample questions, read the other sections of this study guide. Then, try to put yourself in a “test-taking” environment. That is, sit someplace where it is quiet and there are no distractions. Put away all other materials, and try answering the sample questions. Allow at least 20 minutes to answer the questions. The actual test will have other types of questions, and many more questions, but the sample questions will give you a good idea of what the test will be like.

How to use the Reference List

The Example References List contains examples of books for further study. There are many excellent books and other resources about these topics, and it is not necessary for you to find the same reference we have listed. Many similar books will cover the same material.

Skills and Abilities Measured on the Test

The test covers several critical areas that have been found to be important for law enforcement personnel. The list below defines these areas and provides examples of specific skills and abilities measured. It also provides examples of duties that law enforcement personnel perform that require or use the skills being measured within each area.

1. **Practical Skills** refer to the ability to handle everyday challenges and situations. Law enforcement personnel must be able to use good judgment and common sense, think clearly, quickly, and logically, and identify, analyze, and solve problems in complicated situations.

Types of Skills

- Use of good judgment
- Common sense
- Problem-solving

Related Law Enforcement Duties

- Classify unclear situations as either threatening or harmless.
- Screen available information for relevance when making judgments.
- Make quick and sound decisions under pressure, and in situations that are dynamic, tense, and rapidly evolving.

2. **Interpersonal Skills** refer to the various abilities required to relate well and get along with others. Law enforcement personnel should demonstrate empathy, courtesy, a customer service orientation, and an ability to interact effectively with supervisors, co-workers, and others in daily work and communal living situations. Law enforcement personnel must be able to work cooperatively with diverse groups of people within the department and in the area in which they serve.

Types of Skills

- Compassion
- Teamwork
- Acceptance of diversity

Related Law Enforcement Duties

- Show sympathy and support to crime victims.
- Be able to get along with co-workers.
- Work and interact with individuals from diverse cultural backgrounds.

3. **Emotional Outlook** refers to the ability to recognize and deal effectively with the emotions of one's self and others, handle problems and challenges with appropriate emotional responses, and act confidently and effectively in situations that are challenging, stressful, or dangerous. Law enforcement personnel must be committed to maintaining high standards of ethical conduct and be dependable in meeting commitments and work hard to complete assigned tasks.

Types of Skills

- Respect for authority
- Work ethic
- Handling stressful situations
- Ethics

Related Law Enforcement Duties

- Identify and follow the proper chain of command.
- Stick to tasks even when they are difficult, lengthy, or monotonous.
- Work effectively under stressful conditions.
- Maintain confidentiality in the performance of duties.

4. **Basic Educational Skills** refer to measures of acquired knowledge. Law enforcement personnel must have these abilities to succeed in an academy and on-the-job training, and must be able to comprehend, learn, retain, and present the information necessary for performing the job.

Types of Skills

- Reading Comprehension
- Writing

Related Law Enforcement Duties

- Understand Law Enforcement manuals and department operating policies.
- Complete logs, forms, reports, and narratives to describe incidents, and write memos, letters, and correspondence.

Types of Questions on the Test

The test contains multiple-choice questions which assess the skills and abilities listed on page 3 of this study guide. There are three types of test questions (described below). Each question may have as few as two or up to five answer choices. Some questions may have pictures, diagrams, or graphs that you must interpret or use in order to determine an answer. You may refer to the Sample Questions beginning on page 9 for examples of each of these types of questions.

Factual Questions

Many of these questions may look very similar to questions on other types of tests that you have taken. They ask for factual information such as the answer to a reading comprehension question or the correct way to punctuate a sentence.

Situational Questions

These questions ask you to interpret and respond to various situations related to an event or subject. On a multiple-choice test, it is impossible to list all of the different ways that a person could interpret and respond to a particular situation. For these types of questions, you should choose the response which is closest to how you would respond, even if it is not exactly what you would do or think.

These types of questions describe typical and everyday situations that have been experienced by individuals across age, gender, ethnicity, religion, region, or other background or experience. If a given situation is not familiar to you, try to place yourself in the situation, or remember a situation you have been in that was similar to the one being described, and choose the response (or responses) that you think is most reflective of what you would do.

Some of these questions may trigger an emotional reaction. They are not intended to make you feel uncomfortable or offend you in any way. They are, however, intended to assess how you would respond to a variety of real-life situations, many of which can be highly emotional in nature. Remember that while you may not completely agree with the answer choices provided, you should pick the answer that is the closest to how you would respond.

Questions about You

These questions ask how you feel or think about a specific topic, or ask you to describe yourself in some way. The best way for you to answer these questions is to think about your own experiences and skills, and answer the questions honestly and thoughtfully.

Test Language

The language used on the test was reviewed and approved by current law enforcement experts and individuals from diverse demographic groups. It uses standard, conversational English, and every effort was made to eliminate slang. In the interest of avoiding the use of awkward constructions such as *he/she* and *he or she*, the questions alternate between *he* and *she*. In other words, some questions refer to *your boss...he said*. Other questions refer to *your boss...she said*. Some questions may refer to specific demographic groups in order to provide situational context. When referring to racial or ethnic groups, the test uses the terms Asian, Black, White, Hispanic, Middle Eastern, and Native American.

Study and Preparation Tips

Tip #1

Assess your strengths and weaknesses.

After reading this study guide, make a list of your strongest and weakest areas. Think about the skills and abilities that are required for the job and try to assess how well you meet those requirements.

Tip #2

Plan and prioritize.

Develop a plan for improving your weak areas by prioritizing what concepts, information, or material you should study. Then decide what will be your best method to study them. For example, some people find it helpful to set aside time alone and away from distractions to study. For others, it is helpful to study with a friend or in a group. Visual learners may want to read information or use flash cards. Auditory learners may need to speak out loud or use audio cassettes. Determine what works best for you and establish a plan to follow it through.

Tip #3

Brush up on basic skills.

The test will measure your basic competence in Reading and Writing. To improve your reading skills, you might consider setting aside time to read everyday. Practice active reading by asking yourself questions as you read, such as: What do I think about this? What is the point of this article or story? Reading could also improve your writing skills because you will become familiar with grammar, punctuation, and sentence flow and construction.

Tip #4

Practice taking tests.

Taking tests successfully is a skill, too. Some studies have found that many people do not perform well on tests because the test-taking experience is unnatural, unfamiliar, or intimidating. Also, if you did not do well on tests in school, you may have negative expectations that prevent you from doing well. Try going to a local college learning center or advisor and ask about opportunities to take different types of tests. You can also read and study in "test-like" conditions, such as at the library, to become familiar with the test-taking environment.

Tip #5

Develop and maintain a positive attitude.

The key to success is to believe in yourself. If you have confidence, set realistic goals, and do the work necessary to achieve them, *you can be successful.*

Test-Taking Tips

Tip #1

Be Prepared, Rested, and Calm.

Reading this study guide is a good way to prepare for the test. Get plenty of rest the night before the exam. Arrive early - rushing will needlessly increase your anxiety. You can also do some breathing or relaxation exercises right before the exam.

Tip #2

Read, Listen, and Follow All Instructions!

If you do not follow all instructions exactly, you may not score well on the test. Many studies have shown that people who score low on tests often have failed to follow directions.

Tip #3

Read each question carefully.

Mistakes can occur when a question is read too quickly or only partially. It is in your best interest to read all questions completely before choosing a response. Likewise, you should read all possible answer choices before deciding on a particular response.

Tip #4

Choose only once response for each item.

A question may have as few as two or up to five answer choices from which to choose. Be sure you read all choices before deciding. Choose one answer. You will lose points if you select more than one answer choice.

Tip #5

Keep an Even Pace.

You should try to maintain a pace that will allow you to devote enough time to each question so that you can finish the entire test. Do not spend too much time on any one question. If you find yourself re-reading or having difficulty with a given question, skip it and come back to it later.

Tip #6

Stay Calm and Don't Give Up.

If you think that you are not answering the questions very well, or you are not sure how to answer the questions, keep going. Some questions may seem easier or more difficult

than others. Skip questions that are too difficult and come back to them after you finish the rest of the test.

Tip #7

If none of the answers seems "right," pick the one that is "more right than the others."

Some questions ask *What would you do?* or *What do you think?* It may be that none of the choices provided reflects what your actions or thoughts would be; however, in any given situation, there are ways to respond that are better or more appropriate than others. Choose the response that seems better than the other choices, even if it is not exactly what you would do.

Tip #8

Provide a response to all questions, even if you are unsure about the correct answer.

You do not have a chance to get a correct score on a question if you do not answer it.

On the basic skills questions, such as Reading and Writing, if you cannot determine the correct answer, you can usually eliminate one or more responses that you know are definitely wrong and then choose between the remaining alternatives.

On the situational and self description questions, if you are not sure how you would respond in a situation, follow your first impulse about what you would probably do.

Tip #9

Be yourself and be honest.

In answering some questions, there may be a difference between how you think you "should" handle a situation and how you "would" actually respond in real life. You should keep the following point in mind:

Important!

It is in your best interest to answer questions *honestly* in order to accurately reflect your skills, abilities, and aptitude to become a law enforcement officer.

Example References

You are *not* required to study any specific material for the test.

The references provided below are examples of the types of reading and study material that are available to assist you in your test preparation. Please note that some of these references may go out of print or be replaced with newer editions after the printing of this list. Additionally, there are many excellent books and other resources about these topics, and it is not necessary for you to find the same references we have listed. For information on these and other resources, you may wish to visit your local library or bookstore.

ENGLISH AND WRITING:

1. **Easy English, Basic Grammar and Usage.** Bonet, Diana. Menlo Park, CA: Crisp Publications, Inc. 1993.
2. **English Made Simple.** Waldhorn, Arthur and Zeiger, Arthur. Garden City, NY: Doubleday & Company, Inc. 1981.
3. **Write Right! A Desktop Digest of Punctuation, Grammar, and Style.** Venolia, Jan. Berkeley, CA: Ten Speed Press. 2001.
4. **Writing that Works: Communicating Effectively on the Job.** Oliu, Walter, Brusaw, Charles, and Alred, Gerald. 2009.
5. **Rewrite Right!** Venolia, Jan. 2000.

READING:

1. **501 Reading Comprehension Questions.** Skill Builders. 2006
2. **Improving Reading Comprehension & Speed, Skimming & Scanning, Reading For Pleasure.** McGraw-Hill. 2001.
3. **Reading Comprehension Success in 20 minutes a day.** Chelsla, Elizabeth

CRIMINAL JUSTICE and LAW ENFORCEMENT

1. **Becoming a Police Officer. An Insider's Guide to a Career in Law Enforcement.** Baker, Barry M. 2006.
2. **Becoming a Police Officer.** Learning Express. 2009.
3. **Police Officer Exam.** Learning Express. 2007.
4. **Snagging a Badge: The Real Guide to Becoming a Police Officer.** Hughes, Shawn. 2008.
5. **Barron's Police Officer Exam.** Schroeder, Donald, Ph.D. 2009.
6. **John Douglas's Guide to Landing a Career in Law Enforcement.** 2004.
7. **Police Women: Life with the Badge.** Wells, Sandra and alt, Betty. 2005.

GENERAL CAREER GUIDANCE

1. **Career Directions. The Path to Your Ideal Career.** Yena, Donna J. 2010.
2. **What Color is your Parachute? A Practical Manual for Job-Hunters & Career Changers.** Bolles, Richard Nelson. 2010.

INTERPERSONAL SKILLS

1. **The Hard Truth about Soft Skills.** Klaus, Peggy. 2008.
2. **Effective Interpersonal Relationships.** Lucas, Robert W. Burr Ridge, IL. Irwin Professional Publishing 1994.
3. **Effective Listening Skills.** Kratz, Dennis M and Kratz, Abby Robinson. Burr Ridge, IL. Irwin Professional Publishing. 1995.
4. **Charisma: Seven Keys to Developing the Magnetism that leads to Success.** Alessandra, Anthony. 2000.
5. **The Lost Art of Listening.** Nichols, Michael. 2009.
6. **Messages: The Communication Skills Book.** McKay, Matthew. 2009.

EMOTIONAL OUTLOOK & SKILLS

1. **Raising Your Emotional Intelligence: A Practical Guide.** Segal, Jeanne. New York, NY: Holt and Company. 1997.
2. **How Good is Your IQ?** Haselbauer, N.
3. **7 Steps to Emotional Intelligence.** Merlevede, Patrick, et al. Carmarthen, UK: Crown House Publishing. 2001.
4. **Self-Scoring Emotional Intelligence Tests.** Daniel, M. 2000.
5. **The Language of Emotional Intelligence: The Five Essential Tools for Building Powerful and Effective Relationships.** Segal, Jeanne. 2008.

PRACTICAL SKILLS

1. **7 Kinds of Smart: Identifying and Developing Your Multiple Intelligences.** Armstrong, Thomas. 1999.

Sample Questions

The next few pages contain sample questions similar to the types that you will see on the actual test. It is best to review the Sample Questions in a “test-taking” environment that is quiet and away from distractions. Allow about 20 minutes to read and answer these questions. The content and format of actual questions will vary.

Practical Skills, Interpersonal Skills, and Emotional Outlook

(Question Types: Situational Questions and Questions about You)

Questions 1 – 3 refer to specific situations for which you must indicate your response. Choose one answer.

1. Lately, you have noticed that there has been an increase in salespeople coming to your door trying to sell you various items. You find this irritating, and you wish they would stop. What is the best way to solve this problem?
 - 1) Angrily tell each salesperson to leave you alone.
 - 2) Let the salespeople believe that they are close to making a sale, then tell them to leave.
 - 3) Let the salespeople tell you about their products before deciding whether you are interested.
 - 4) Put up a sign on your door that says, “No Solicitors.”
 - 5) Refuse to open your door to anyone who looks like a salesperson.

2. When a co-worker is having personal problems that are affecting his ability to get his work done, it is better to:
 - 1) Encourage him to talk to someone who can help him solve his problems.
 - 2) Encourage him to tell you about his problems so that you can help him.
 - 3) Let him know that you would be willing to take some of his work if it would help.
 - 4) Not discuss personal problems at work, and let him work it out for himself.

3. You are attending a playoff game for your university basketball team, the Tigers. They are playing the Elks. As you go to get a hotdog, you accidentally bump into an Elks fan. Even though you apologize, he turns to you and yells: “What’s the matter with you, you idiot? You better look where you’re going, you stupid Tiger fan. Where’d you get that stupid hat? All you stupid Tiger fans are wearing those stupid hats. Those hats are stupid and you’re stupid!”

You do not feel threatened by the man, but you think he is irritating. Of the following, which would you be most likely to say?

- 1) “Move away from me please.”
- 2) “No wonder everyone thinks Elks fans are a bunch of hot-heads.”
- 3) “Security can kick you out of here for bothering people.”
- 4) “Why don’t we just go back to our seats and enjoy the game.”
- 5) “You’re the one who’s acting like an idiot. Go sit down.”

Educational Skills such as Reading and Writing

(Question Type: Factual)

Questions 4 – 7 refer to the following Reading Comprehension passage.

The emotional abilities children acquire in later life build on those of the earliest years. And these abilities are the essential foundation for all learning. Successful learning is not predicted by how many facts a person knows or the ability to read so much as by emotional and social measures: being self-assured and interested; knowing what kind of behavior is expected and how to rein in the impulse to behave poorly; being able to wait, to follow directions, and to turn to others for help; and expressing needs while getting along with others.

A child's emotional abilities depend on the most basic of all knowledge, *how* to learn. There are seven key ingredients of this crucial capacity – all related to emotional intelligence:

<i>Confidence:</i>	A sense of control and mastery of one's body, behavior, and world; the child's sense that he is more likely than not to succeed at what he undertakes, and that adults will be helpful.
<i>Curiosity:</i>	The sense that finding out about things is positive and leads to pleasure.
<i>Intentionality:</i>	The wish and capacity to have an impact, and to act upon that with persistence. This is related to a sense of competence, of being effective.
<i>Self-control:</i>	The ability to modulate and control one's own actions in age-appropriate ways; a sense of inner control.
<i>Relatedness:</i>	The ability to engage with others based on the sense of being understood by and understanding others.
<i>Capacity to Communicate:</i>	The wish and ability to verbally exchange ideas, feelings, and concepts with others. This is related to a sense of trust in others and of pleasure in engaging with others, including adults.
<i>Cooperativeness:</i>	The ability to balance one's own needs with those of others in group activity.

- | | |
|---|---|
| <p>4. According to this passage, which of the following is true?</p> <ol style="list-style-type: none"> 1) The ability to read is not important to a child's successful learning. 2) A child's level of emotional intelligence is highly related to how well she can control her impulses. 3) Emotional intelligence is learned early in life and does not change once adulthood is reached. 4) A child's level of emotional intelligence is independent of the child's ability to learn in school. <p>5. Sara is selling chocolate bars to raise money for the school's new gymnasium. The first ten people she asks refuse to buy any chocolate. According to this passage, she should:</p> <ol style="list-style-type: none"> 1) Think of other ways to make money for the new gymnasium instead of continuing to fail. 2) Stop trying to sell the chocolate since she has been unsuccessful. 3) Freely vent her frustration to other students who are selling more candy. 4) Believe that she will begin to sell more chocolate if she remains positive and keeps trying. | <p>6. A class is attending a science fair at which there are several new scientific inventions. As the children walk past the displays, one of the students, Joseph, talks to the other students about topics not related to the science fair. When he is not talking, he seems to walk quickly by the displays. Based on the information in this passage, what do you think about Joseph's behavior?</p> <ol style="list-style-type: none"> 1) He is balancing his need to socialize with the need to let other students enjoy the science fair. 2) He is lacking self-control because he does not like the science fair. 3) He seems to lack a natural curiosity and appreciation for learning about new things. 4) He only feels understood if he is talking about himself. <p>7. A school counselor notices that a young student named Marisha is a loner. She only speaks when someone speaks to her first. During lunch and in classes, she sits by herself. Which of the seven key ingredients for being able to learn does Marisha seem to be missing?</p> <ol style="list-style-type: none"> 1) Self Control 2) Curiosity 3) Intentionality 4) Cooperativeness 5) Capacity to Communicate |
|---|---|

For Questions 8 – 13 refer to grammatical rules of Standard English. For the items in this section, choose the option that represents the correct usage, spelling, or punctuation. You should choose the ONE response that makes the statement most clear, concise, and effective.

8. After an emergency incident, there is sometimes _____ of paperwork that needs to be done.

- 1) alot
- 2) much
- 3) tons
- 4) a lot

9. Small children need lots of attention because they cannot care for _____.

- 1) theirselves
- 2) theirselves
- 3) themselves
- 4) themselfs

10. The Chief met us at the station where we _____ the emergency incident.

- 1) disgust
- 2) discust
- 3) disgussed
- 4) discussed

11. The police officers will _____ be praised for their excellent work.

- 1) definitely
- 2) definatly
- 3) defenately
- 4) defenitely

12. Choose the sentence that does not have any spelling, punctuation, or word usage errors.

- 1) I would prefer a plain bagel to one with raisins and cinnamon.
- 2) I would prefer a plane bagel; to one with raisins and cinnamon.
- 3) I would prefer a plain bagel too one with raisins and cinnamon.
- 4) I would prefer a plane bagel to one with raisins and cinnamon.

13. Choose the sentence that does not have any spelling, punctuation, or word usage errors.

- 1) John has a picture of his wife, Karen, on his desk.
- 2) John has a pitcher of his wife, Karen on his desk.
- 3) John has a picture of his wife Karen on his desk.
- 4) John has a pitcher of his wife, Karen, on his desk.

Answers for Sample Questions

Practical, Interpersonal, and Self Awareness Skills

1. Option 4 is the best answer. It provides a logical solution and demonstrates sound judgment, while the other options will either exacerbate the problem or cause unnecessary interpersonal conflict. This question measures practical skills.
2. Option 1 is the best answer. This answer offers support and empathy, and recognizes that the co-worker's problems appear serious enough that professional help may be necessary. This question measures Interpersonal Skills.
3. Option 4 is the best answer. It is the least confrontational and most likely to defuse the situation, rather than make it worse. This question measures Emotional Outlook.

Reading Comprehension

4. Option 2 is correct. Self Control is one of the emotional skills listed in the passage.
5. Option 4 is correct. Sara is demonstrating Intentionality by believing that she can sell more chocolate.
6. Option 3 is correct. Based on Joseph's behavior, it is not clear if any of the other statements are true.
7. Option 5 is correct. Marisha clearly has trouble communicating with others.

Writing Skills

8. Option 4 is correct.
9. Option 3 is correct.
10. Option 4 is correct.
11. Option 1 is correct.
12. Option 1 is correct. "Plain" is correct, not "plane."
13. Option 1 is correct. "Picture is correct, not "pitcher," and commas should separate the wife's name.

Frequently Asked Questions

You may have some specific questions about the test you will be taking to become a law enforcement officer. Some answers to frequently asked questions are provided below. If you have questions that are not listed below, refer to the job bulletin for more information.

1. What does this test measure?

As with many other law enforcement tests, this test will measure your ability to read and use proper grammar. It will also measure other skills that research has found to be important for law enforcement officers, such as the ability to learn the technical aspects of the job and the ability to get along with others.

2. How was the test developed and validated?

The test development and validation process followed strict professional and legal standards. Part of the development process included interviewing current law enforcement officers, administering detailed questionnaires about the duties performed and skills required, and having law enforcement personnel actually take the test. The validation process included statistically analyzing data from current law enforcement personnel to show that those who perform better on the test also perform better on the job.

3. Is this a personality or a psychological test?

The test does not determine or evaluate your personality “type.” It uses situational questions to measure your skills in interacting with diverse people, handling your reactions, and dealing with problems. It is also not a psychological exam. This is a skills test, that measures how well you are able to solve problems, interact with people, understand complex situations, and other job related abilities.

4. What if I am not sure of the right answer?

If you cannot determine the correct answer, try to eliminate one or more responses that you know are definitely wrong and then choose among the remaining alternatives. It is in your best interest to answer all questions.

5. Do I have to study or memorize any information?

The test does not contain any questions that require specific job knowledge or memorization of information. The references provided in this study guide are only examples of the types of resources that are available to help you improve your skills in any weak areas.

6. Some of the sample questions do not seem relevant to the job of a law enforcement officer. What does this test have to do with law enforcement?

The questions on the test are designed to measure some aspect of Practical Skills, Interpersonal Skills, Emotional Outlook, or Basic Educational Skills, which have each been determined to be important skills for law enforcement personnel. The test does not measure your knowledge of law enforcement because these will be taught during on-the-job training.

7. How do you determine the correct answers for situational questions? Isn't it a matter of opinion?

The correct answers are based on research, not opinion. The scoring key was based on interviews with Subject Matter Experts (people who perform or understand the job well), research into the skills being measured, and objective data based on how successful law enforcement personnel have answered the questions.

We wish you success in achieving your career goals!