

8310/8510 Sheriff's Lieutenant Preparation Guide



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Introduction

Thank you for participating in the promotional process for Lieutenant. You have already performed highly responsible work in your current position with the department. Should you become a Lieutenant, your performance will impact many more people both inside and outside the department. You will manage personnel activities, assuming all supervisory responsibility for those under your command and serve as a role model for all personnel in the department.

What is the Purpose of the Preparation Guide?

The purpose of this guide is to help you prepare for the examination and acquire an understanding of the promotional testing process in the City and County of San Francisco.

The goal of a promotional testing process is to measure your job-related knowledge and abilities in a controlled (i.e., standardized) environment. Since the test is based on the job, it is usually in your best interest to learn as much as possible about job duties and the knowledge and abilities that are required to perform those duties.

Test Security & Confidentiality

In the development of promotional examinations, the Department of Human Resources Public Safety Team takes many steps to ensure test security and confidentiality. These steps may include test development at an off-site location, secure filing systems, signed confidentiality agreements, multiple versions of test forms when appropriate, “blind” scoring of test papers, and other techniques.

The loss or disclosure of examination information or material, unintentional or otherwise, is a very serious matter as it can threaten the validity of the process. Since examinations represent a significant investment in time and money to develop and administer, a security violation can be very costly and disruptive to the operations of DHR and the department. Intentional disclosure of test material is also illegal.

Charter Sec. 10.101 notes that: *The [Civil Service] Commission shall have power to institute and prosecute legal proceedings for violations of any civil service merit system or Department of Human Resources provisions of this Charter. [...] In any hearing conducted by the Commission or by any hearing officer it appoints pursuant to this section, the Commission or the hearing officer shall have the power to subpoena and require the attendance of witnesses and the production of records.*

You can help contribute to a professional testing program by avoiding situations that might be misinterpreted by other candidates. For example, you may be discussing what you think will be on the test with a coworker. A third person walks by and overhears only

part of the conversation and concludes that you have “insider” information and a rumor is born.

You have been informed regarding the identity of the subject matter experts that will be assisting with test development. You must avoid the temptation to ask *anything* related to the process, even general questions of these individuals. Our experts signed a detailed confidentiality agreement, and it is inappropriate to ask them to potentially violate the law.

DHR is committed to providing as much information as we can. When we do not share information, it is because (a) we’re protecting test security or the confidentiality of results, (b) we’re still working on the test or scoring, or (c) we simply do not know the answer. Also, due to the sensitivity of the information we are reluctant to speculate, offer an opinion, or answer hypothetical questions. We want to be helpful, but we need to be careful.

We sometimes get calls from candidates with questions we will not answer. Providing information to one candidate and not others simply wouldn’t be fair. Our goal is to share the same information with everyone at the same time. We also attempt to disseminate information through parallel channels, such as mailed correspondence, email, department bulletins, postings on the intranet, or group announcements. *The best source of accurate information is official correspondence and documents provided by DHR or those issued jointly by the SFSO and DHR.*

Sample Confidentiality Agreement

To participate, you will be required to sign a confidentiality agreement prior to the examination. A sample agreement is shown below.

	Sheriff's Lieutenant Examination CONFIDENTIALITY AGREEMENT				
As a candidate in the Sheriff's Lieutenant promotional examination process, I understand that Civil Service Commission Rules prohibit candidates from sharing, copying, loaning, assigning, removing, releasing or publishing any of the documents, data or information relative to this examination process to any person, agency or jurisdiction without the expressed written consent of the Assistant Deputy Director, Department of Human Resources. I also understand that Civil Service Commission Rules prohibit candidates from engaging in any conversation in which the topics, content and/or format of the examination are discussed until after the conclusion of the performance exercise administration on October 19, 2026. I understand that breach of these instructions may be viewed as a violation under Civil Service Commission Rule 111 as follows: Sec. 111.9 Cheating or Fraud in Examinations <i>It is the policy of the Civil Service Commission that examinations shall be conducted in a fair and impartial manner in order to test fairly the relative qualifications, merit, and fitness of applicants. Any person cheating, attempting to cheat, or assisting other persons in cheating in any phase of the examination process shall be prosecuted to the full extent of the Charter and other laws. Actions to be taken include elimination from the examination process, dismissal, and ineligibility for future employment. Cheating shall include the use or attempted use of materials not authorized by the scheduling notice to candidates to report for the examination. Significant false statements by applicants on the application or during the selection process shall be good cause for the exclusion of such person from the examination and such other appropriate action as may be recommended by the Human Resources Director.</i> Sec. 111.9.1 Aid, Hindrance, Fraud and Collusion in Examinations <i>No person or officer shall, by himself/herself or in cooperation with other persons, defeat, deceive or obstruct any person in respect to his or her right of examination; or falsely mark, grade, estimate or report upon the examination or proper standing of any person examined hereunder, or aid in so doing; or make any false representations concerning the same, or concerning the person examined; or furnish to any person any special or secret information for the purpose of either improving or injuring the prospects or chances of any person of being appointed, employed or promoted. [. . .] Any eligible securing standing on a list by fraud, concealment of fact or violation of Commission Rules shall be removed from such list and if certified or assigned to a position shall be removed therefrom.</i> Further, the Charter of the City and County of San Francisco, Section 10.101 General Powers and Duties, states: <i>The Commission shall have power to institute and prosecute legal proceedings for violations of any civil service merit system or Department of Human Resources provisions of this Charter.</i> I have read and understood the terms of this Confidentiality Agreement and I understand the consequences for failure to comply with them, and I attest to the following: • I have no knowledge of the specific content of this examination and agree not to provide any exam content information to anyone for the duration of this agreement. • I understand that all my responses must be clear in order to receive credit for my answers. • I understand that, if I wish to challenge the way this test is administered, I am to file a protest in writing <u>prior</u> to leaving the test center after each test administration. <table style="width: 100%; margin-top: 20px;"><tr><td style="width: 50%; text-align: center;">_____ Signature</td><td style="width: 50%; text-align: center;">_____ Date</td></tr><tr><td style="width: 50%; text-align: center;">_____ Print Last Name, First Name</td><td style="width: 50%; text-align: center;">_____ Star #</td></tr></table>		_____ Signature	_____ Date	_____ Print Last Name, First Name	_____ Star #
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Examination Components

The selection process for 8310/8510 Sheriff's Lieutenant will consist of three components. The first component, the Supervisory Examination, is scheduled to be administered on October 17, 2026. The second [Management Exercise] and third [In-Basket Exercise] components will be administered on October 19, 2026. The reporting times will be sent out approximately ten (10) days before the test administration.

The tentative component weights are:

- 1) Supervisory Examination (Weight: 10%)
- 2) Management Exercise (Weight: 37%)
- 3) In-Basket Exercise (Weight: 53%)

SUPERVISORY EXAMINATION [SE]

What is the Supervisory Examination?

The Supervisory Examination consists of a video-based observation component and situational judgment questions.

All directions are clearly stated in the test itself.

Part I Officer Observation and Evaluation

Part II Supervisory Judgment Multiple Choice

Corrective or Progressive Discipline as Used in This Exam

A key part of a supervisory job is the training, coaching and counseling of staff. In most cases, performance issues and problems can be corrected by giving verbal coaching or simply talking with the employee, determining the cause of the problem and providing appropriate feedback and training. Sometimes problems can be more severe or of a continuing nature. In other words, there may be negative consequences for the employee for failure to comply. In this case, you need to follow organizational policy and follow a progression of steps to initiate corrective action or discipline. For purposes of this exam, the following simplified steps are defined. Whenever a question choice involves one or more of these steps, refer to the following definition of each step. Note that these definitions may not correspond exactly to the process you are familiar with in your current department. In the test, these steps will be bolded and in quotes so you will know that the test refers specifically to the action defined below. For example, a choice might read, "The supervisor should issue a **'Written Reprimand.'**"

Steps	Definition
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(1) Oral Reprimand	An oral reprimand is a formal conversation between a supervisor and an employee about a specific aspect of the employee's performance and/or conduct. The employee is put on notice that this is the first step in corrective discipline, but no record will be made in the individual's personnel file.
(2) Written Reprimand	A written reprimand is a formal written notice to the employee regarding repeated offenses or significant misconduct. The employee is given written notice of disciplinary action that will occur. Supervisors will usually involve management of Human Resources and provide documentation of the employees' action leading up to the reprimand. The reprimand is recorded in the personnel file and is signed by the employee.
(3) Unsatisfactory Service Rating or Other Consequences	Depending upon the nature of the problem, various types of actions can result, ranging from a notice of unsatisfactory service to suspension or termination.

(Do not bring this handout to the test. All instructions, including the table above, are contained in the test booklet.)

Marking Your Answers

The answer sheet is machine scored so mark only one answer for each question and fill in the circle completely. If you mark more than one answer, you will get the question wrong. Erase all changes completely. Mark only on the Scantron sheet provided. If you don't know the answer to a question, the best strategy is to mark an answer anyway because you may get it right and you will definitely get it wrong if you don't answer. Some choices may receive partial credit.

What Knowledge Areas and Abilities Does the Supervisory Examination Measure?

The Supervisory Examination is designed to measure a candidate's ability to effectively manage and supervise within a custodial setting. The exercise measures the following knowledge areas and abilities:

- Communication skills
- Interpersonal relations
- Working with management
- Inmate management
- Prioritization and resources management
- Staff and interpersonal relations
- Integrity and reliability

- Training and career development
- Managing performance
- Managing change
- Team development and delegation
- Discipline and managing difficult employees
- Managing conflict
- Changing role to supervisor
- Written communication
- Knowledge of management and supervisory methods, techniques, policies and practices.
- Ability to follow written instructions and directives.
- Ability to follow oral instructions.
- Ability to use good judgment and common sense in making decisions.
- Ability to recognize issues, know when to take action and what type of action is appropriate.
- Ability to prioritize tasks for self and subordinates.
- Ability to seek out and determine pertinent information, render judgments based on the data at hand, analyze and solve problems with practical and timely solutions.
- Ability to organize, prioritize and address several competing and or simultaneous demands.
- Ability to plan and organize effectively by thinking proactively, determining and setting priorities, delegating tasks and duties, assigning responsibilities and coordinating activities.
- Ability to analyze, isolate and identify problem areas and key facts, using a systematic, logical and creative approach to determine and recommend alternative courses of action.
- Ability to use a systematic and logical approach in solving problems.
- Ability to demonstrate creativity in solving problems.
- Ability to accurately recall names, numbers, processes and other information to carry out work responsibilities.
- Ability to listen to what individuals have to say and respond in an appropriate and timely manner.
- Ability to think and act quickly, calmly, effectively in stressful/emergency situations.
- Ability to establish and maintain positive, cooperative and professional interpersonal relations with Command Staff, subordinates, co-workers, peers, civilians and members of the public.

MANAGEMENT EXERCISE [ME]

What is the Management Exercise?

The ME is a job simulation designed to measure your ability to apply the knowledge and abilities that a Sheriff's Lieutenant needs to competently perform duties of the job. The exercise will involve two meetings presented through pre-recorded video scenarios regarding a job-related fictitious scenario: a meeting with a citizen who has a complaint, and a muster. The scenarios will be presented through pre-recorded videos, and your responses to both meetings will be video recorded. In both meetings, you will be playing the role of Sheriff's Lieutenant Chris Candidate.

You will be provided with notepaper and writing implements for your use throughout the exercise. You may request additional notepaper at any time. However, your notes will not be reviewed or seen by the raters; only the video recording of your exercise will be viewed.

A proctor will be in the test room to operate the camera and read aloud your ID number. A timer will be displayed on the screen for the various segments of the exercise. The proctor will not answer substantive questions or interact with you during the recorded portion of the test.

ME ADMINISTRATION

Sample Instructions [The instructions will be finalized before administration of the test.]

San Francisco Sheriff's Office 2026 8310/8510 Lieutenant Management Exercise *Sample Candidate Instructions*

Exercise Overview

For this exercise, you will assume the role of newly promoted Lieutenant Chris Candidate of the San Francisco Sheriff's Office. The exercise involves three parts: 1) preparation for the two Management Exercise meetings during the combined three (3) hour ME/IBE preparation period, 2) a video-recorded scenario involving a citizen who has a complaint, and 3) a video-recorded scenario involving a muster. The preparation and both meetings will take place in your "office".

This is a video-based simulation exercise. During the exercise, you will be presented with pre-recorded video scenarios. You should respond directly to the camera as though you are speaking to and interacting with the individual(s) presented in the video. There will be no live role players present and no live interaction or dialogue.

You should respond as similarly as possible to how you would handle the situation in the normal course of your job. Your responses will be video recorded and later viewed and rated by a panel of trained assessors.

Part 1 – Preparation Period

You will complete your preparation for the Management Exercise during a combined three (3) hour preparation period for both the Management Exercise and In-Basket Exercise. During this time, you will read these instructions and prepare for your two meetings: with the complainant, and your muster, while also completing the preparation and written work required for the In-Basket Exercise. A countdown timer will be displayed on the screen so you can monitor the time remaining. It is your responsibility to manage your time to accomplish all required objectives within the combined preparation period. Either at the end of the three (3) hour preparation period or when you are ready to proceed, a proctor will escort you to complete the recorded portions of the exercises.

Part 2 – Meeting with Complainant

A citizen, Ash Wright, has submitted a complaint that requires your attention. You will be presented with a pre-recorded video involving Ash Wright.

After viewing the video, you will have five (5) minutes to respond. You should respond directly to the camera as though you are speaking to Ash Wright in person. Your response will be video recorded for later evaluation.

A countdown timer will be displayed on the screen so you can monitor the time remaining. It is your responsibility to manage your time effectively to accomplish your objectives within the allotted time.

Part 3 – Muster

As you are newly promoted, the Captain would like you to introduce yourself to your members, and discuss your leadership style and expectations. For this shift meeting, you will play the role of a newly promoted Lieutenant.

You will be presented with a pre-recorded video scenario involving members under your supervision. You should respond directly to the camera as though you are conducting the muster with the members present. When responding, you will be “in-role” and should remain in-role for the entire shift meeting. The extent to which and the way you cover all aspects of this exercise is your responsibility.

An Introduction to Your Leadership Style and Your Expectations

This is your first meeting with your members as their Lieutenant. You should use this opportunity to set the stage for the future in working with these individuals. You should address the following in your introduction:

- Your management and leadership style/approach and how this will benefit the department.
- Your role in the day-to-day functioning of the department.
- What members can expect from you as their Lieutenant.
- Your expectations for your members.
- How you will handle certain key issues as a Lieutenant (e.g., dictate, lead by example, involve all in decisions, etc.).

Essentially, you should tell your members what they should expect from you and what you will expect from them. You should discuss the points above to the best of your ability, while remaining aware of the time that you want to devote to the other aspects of the meeting. How you choose to discuss your leadership style and expectations and the amount of time you decide to devote to that presentation is your responsibility.

You will have 20 minutes for your introduction and muster. A countdown timer will be displayed on the screen so you can monitor the time remaining. The countdown timer will pause during the pre-recorded scripted portion and resume when you are instructed to continue your muster. It is your responsibility to manage your time effectively to accomplish your objectives within the allotted time.

Captains' Observations Regarding Your Members

[The actual test instructions will contain observations about the members.]

Note that there are no sample answers for the ME.

How Should I Prepare for the ME?

The following are recommendations to prepare for the ME:

1. **Reading Materials.** Copies of relevant references from the Suggested Reading Materials [see Pages 24-25] in the Preparation Guide will be provided to you on the day of the test. Not all items listed in the Suggested Reading Materials will be provided or used during the examination. You should be familiar with the materials so that you can quickly apply that knowledge to situations as they evolve in the meetings of the ME.
2. **A Word About Video-recorded Exercises.** This test is not intended to measure your potential to be a Hollywood actor. However, in this exercise you will be evaluated on verbal and non-verbal communication skills.

During the exercise, you will view pre-recorded video scenarios and provide your responses directly to the camera. You should respond as though you are speaking directly to the individual(s) presented in the video. It is recommended that you practice speaking in front of a video camera.

3. **Practice.** If you are not familiar with this test format, it may be helpful to simulate the test at home. Use the sample instructions and create your own notes on job-related topics. Then, practice viewing a simulated or pre-recorded scenario and responding directly to a video camera as though you were speaking to the individual(s) presented in the scenario. Play the recording for feedback.

How is Performance on the ME Evaluated?

A rating committee comprised of subject matter experts from outside the SFSO will receive specific rating guidance and training. All ratings will remain anonymous. You will identify yourself as Chris Candidate, and the raters will identify you by your candidate ID#.

Your video-recorded responses to the scenarios will be viewed and rated independently by a team of raters. After completing independent ratings, the raters will confer to produce final ratings of your ME.

IN-BASKET EXERCISE [IBE]

What is the IBE?

The IBE is a job simulation designed to measure your ability to apply areas of knowledge required of a Sheriff's Lieutenant in the completion of his or her duties. In the IBE, you will perform tasks that are typically handled by a Sheriff's Lieutenant. The IBE will be comprised of job-related scenarios to which you must respond, based on

fictitious information provided to you in the form of completed documents (e.g., assignment sheet, payroll report, inmate grievance form, etc.).

What Knowledge Areas and Abilities Do the IBE & ME Measure?

The exercises are designed to measure job knowledge areas and abilities that were identified during the job analysis as critical and essential on the first day on the job as a Sheriff's Lieutenant. The job knowledge areas and abilities tested will be sampled from the following:

- Knowledge of staffing guidelines, policies and procedures (e.g. minimum staffing requirements, overtime, scheduling procedures, etc.).
- Knowledge of City & County of San Francisco and Sheriff's Office (SFSO) administrative work rules, collective bargaining agreements, regulations, policies and procedures.
- Knowledge of performance standards and conduct and what constitutes a violation of work rules.
- Knowledge of subordinate disciplinary practices, policies and procedures.
- Knowledge of currently incarcerated disciplinary practices, policies and procedures.
- Knowledge of Sheriff's Office procedures and requirements for completing memos, forms and reports.
- Knowledge of the Sheriff's Office organizational structure and internal systems, and the responsibilities of division, unit and facility personnel.
- Knowledge of management and supervisory methods, techniques, policies and practices.
- Knowledge of departmental resources to assist staff with personal and work-related problems (e.g. EAP, peer support, etc.).
- Knowledge of internal departmental resources, equipment and facilities.
- Knowledge of appropriate laws, codes, and penal sections (e.g., penal code sections 4000-4030, Title XV, Title XXIV, Accreditation Standards for Adult Detention Facilities, Fire and Life Safety in Local Juvenile and Adult Detention Facilities, etc.).
- Knowledge of federal/state/municipal laws and regulations governing the criminal justice system.
- Knowledge of the functioning of the criminal justice system, including criminal law and criminal procedures.
- Knowledge of employee development and training resources, methods and practices.
- Knowledge of EEO and ADA rules, regulations, policies and procedures.
- Knowledge of current law enforcement tactics, strategies and methodology.

- Knowledge of defensive tactics, search methods, approved restraining methods, various types of weaponry and use of force techniques.
- Knowledge of the practice of prisoner care, welfare and treatment.
- Knowledge of safety principles and procedures as applied to staff, currently incarcerated and the general public within Sheriff's Office jurisdiction.
- Knowledge of law enforcement equipment care and use (firearms, radio, etc.).
- Knowledge of departmental organization and function (including chain-of-command).
- Knowledge of security requirements for each Sheriff's Office facilities and units.
- Knowledge of first aid and CPR.
- Knowledge of Sheriff's Office mission and goals.
- Knowledge of jail, court, and criminal justice system.
- Knowledge of different gang affiliations and classifications systems.
- Knowledge of structure, detail, process, and continuity in planning for organizational development.
- Knowledge of department computer systems.
- Knowledge of effective oral communication skills as applied to both individuals and groups within a work setting.
- Knowledge of effective written communication techniques (e.g., style, content, vocabulary, persuasion, etc.).
- Ability to follow written instructions and directives.
- Ability to follow oral instructions.
- Ability to use good judgment and common sense in making decisions.
- Ability to recognize issues, know when to take action and what type of action is appropriate.
- Ability to prioritize tasks for self and subordinates.
- Ability to plan for emergency situations and respond quickly and effectively.
- Ability to process, analyze and summarize a set of facts or ideas about an event or situation for the purpose of accurately communicating them orally and/or in writing.
- Ability to follow up on actions and directives to ensure that expectations are being met within acceptable time frames.
- Ability to seek out and determine pertinent information, render judgments based on the data at hand, analyze and solve problems with practical and timely solutions.
- Ability to formulate and establish an appropriate and efficient course of action for self and/or others to accomplish a goal.
- Ability to organize, prioritize and address several competing and or simultaneous demands.

- Ability to plan and organize effectively by thinking proactively, determining and setting priorities, delegating tasks and duties, assigning responsibilities and coordinating activities.
- Ability to analyze, isolate and identify problem areas and key facts, using a systematic, logical and creative approach to determine and recommend alternative courses of action.
- Ability to recognize violations of Departmental rules, regulations, policies and procedures.
- Ability to anticipate problems and to be proactive rather than reactive.
- Ability to take and/or recommend corrective actions based on findings of investigations and inspections.
- Ability to use a systematic and logical approach in solving problems.
- Ability to detect deficiencies and problems in equipment and/or facilities under inspection.
- Ability to develop short and long range plans and to administer rules & regulations, City & County directives and policies & procedures.
- Ability to demonstrate awareness of organizational goals and objectives.
- Ability to demonstrate creativity in solving problems.
- Ability to perform arithmetic calculations including addition, subtraction, multiplication, division, fractions, percentages, etc.
- Ability to accurately recall names, numbers, processes and other information to carry out work responsibilities.
- Ability to elicit and obtain information from others.
- Ability to provide clear instructions to others.
- Ability to listen to what individuals have to say and respond in an appropriate and timely manner.
- Ability to communicate expectations and standards to staff and to hold self and staff accountable.
- Ability to communicate the technical aspects of the job in an understandable manner to staff.
- Ability to speak articulately in a clear, concise, meaningful and effective manner so that others understand.
- Ability to make effective verbal presentations to individuals and groups.
- Ability to speak in a professional manner using correct grammar, syntax and sentence structure.
- Ability to communicate effectively using non-verbal communication techniques such as eye contact, body language, etc.
- Ability to write comprehensive, effective, and concise reports, letters, procedural orders, instructions, memos, etc.

- Ability to accurately record information learned in an inspection and/or investigation.
- Ability to use appropriate grammar, syntax, spelling, punctuation and sentence structure in written reports, memos and correspondence.
- Ability to effectively organize and prepare written material on a variety of issues.
- Ability to keep clear, organized and accurate records.
- Ability to be persuasive and effective in getting his/her point of view across and explaining his/her actions.
- Ability to maintain a positive, open and approachable manner.
- Ability to enforce institutional rules and regulations with firmness, tact and impartiality.
- Ability to maintain control of assignments, personnel and activities.
- Ability to direct and motivate employees toward organizational goals through collaboration, cooperation, and participation.
- Ability to work with other Lieutenants and peers in a cooperative manner to meet the goals and objectives of the department.
- Ability to create an organizational climate which is positive, reinforcing, and supportive.
- Ability to take the role needed to accomplish tasks and activities.
- Ability and willingness to objectively represent management positions and policies (even if unpopular) to subordinates.
- Ability, willingness, and courage to objectively advocate issues on behalf of staff to management.
- Ability to initiate an investigation of incidents involving subordinates, staff, currently incarcerated, and/or the general public to document the incident.
- Ability to implement conflict resolution skills in order to resolve problems between staff, currently incarcerated, or members of the public.
- Ability to enforce laws, rules and regulations with firmness, tact and impartiality.
- Ability and willingness to follow through on projects and assignments.
- Ability to assume and accept responsibility for establishing procedures, implementing decisions and providing directions for the accomplishment of tasks and goals.
- Ability to demonstrate commitment and professionalism to the job, the mission and goals of the department, and to the achievement of results.
- Ability to maintain a consistent level of tolerance and professionalism with subordinates, peers, superiors and the public.
- Ability to work under the direct supervision of a superior rank and/or Command Staff for the purpose of carrying out assigned tasks and duties.

- Ability to think and act quickly, calmly, effectively in stressful/emergency situations.
- Ability to maintain composure and retain effectiveness of performance under pressure or adverse conditions.
- Ability to deal with conflict and confront others when necessary.
- Ability to sustain a level of tolerance to stress and negative aspects of the job over the long term.
- Ability and willingness to accept responsibility for the work performance, behavior and actions of self and subordinates.
- Ability to separate personal feelings from the issues at hand.
- Ability to set an example for others.
- Ability and willingness to make a decision, take a stand and support decisions in the face of pressure or criticism.
- Ability to demonstrate initiative and take risks when necessary.
- Ability to establish and maintain positive, cooperative and professional interpersonal relations with Command Staff, subordinates, co-workers, peers, civilians and members of the public.
- Ability to display a genuine respect for others.
- Ability to be tactful and courteous when dealing with the public, employees and other City & County department personnel.
- Ability to maintain patience when dealing with others (i.e. subordinates, peers, superiors, currently incarcerated, general public, etc.) in difficult or stressful situations.
- Ability to effectively deal with people without arousing antagonism and to use de-escalating tactics.
- Ability to demonstrate flexibility, adapt to changing circumstances and be open to new situations.
- Ability to interact with others in a fair, objective and consistent manner.
- Ability to command attention and gain the respect of others.
- Ability to create a good first impression and to maintain it.
- Ability to empower or instill self confidence in others.
- Ability to motivate staff and create a team atmosphere for the purpose of achieving tasks/projects in an effective, efficient and cooperative manner.
- Ability to demonstrate a cooperative attitude and function as part of a team.
- Ability to recognize subtle, but significant, changes in behavior in subordinate staff and to take timely action to make improvements and provide assistance.
- Ability to handle problems in a manner that shows awareness for the feelings of other people.

- Ability to promote socially acceptable behavior and decorum of self and subordinates.
- Ability to act as a role model and mentor to others.
- Ability to represent self and others in a positive and professional manner.
- Ability to take initiative (actively influence events) at appropriate times and in a professional manner.

IBE ADMINISTRATION

What Will I be asked to do in the IBE?

For the IBE, you will receive candidate instructions, including background information that pertains to completing the exercise, an envelope which contains all of the items/documents in your “in-basket”, and a packet of reference materials. For each item in your in-basket, you will answer specific questions about that item. Please note that you will state your final responses to the in-basket exercise aloud. Your responses will be recorded using video-recording equipment; however, only the audio from the recording will be extracted and provided to the raters for evaluation. You will also be directed to respond in writing to one of the items using MS Word. Raters will listen only to the extracted audio of your recorded responses and review your one written response to evaluate your effort.

You will complete your IBE preparation during a combined three (3) hour preparation period for both the In-Basket Exercise and Management Exercise. During this time, you will make notes in preparation for your IBE verbal responses, complete the Writing Exercise, and prepare for the two Management Exercise video scenarios. Either at the end of the three (3) hour preparation period or when you are ready to proceed, a proctor will escort you to complete the recorded portions of the exercises.

Notepaper will be provided for your use during the IBE. You may use notepaper to make notes for your responses. You may refer to your notes while recording your responses, but your notepaper will not be read or evaluated. You will be required to turn in all documents, including your notepaper, at the end of the exam.

Again, you will provide your answers for the IBE in two (2) different formats:

1) For one of the in-basket items you will provide your response in **WRITING** on a computer, using Microsoft Word. You will review the item and, based on the information presented in the item and any resource materials provided, respond to the item in writing. Although you will have notepaper upon which to make notes, your final response to this item must be provided in the Word document in order to be rated.

2) For all other IBE items, your answers will be SPOKEN aloud and recorded. Although video-recording equipment will be used to capture your responses, only the audio will

be extracted and used for rating. Remember that although you may refer to your notes and test materials, your answers must be spoken aloud in order to be rated. You will respond aloud to all other IBE items.

As you work on the IBE, remember the following:

- Be sure to carefully read and follow the instructions in the test packet.
- The in-basket items are separate and independent of one another. Each item should be reviewed and addressed independently.
- You may use the reference materials provided to assist you in responding to the in-basket items.
- You may refer to, and write on, the in-basket items and/or reference materials at any time during the IBE.
- Pace yourself, as you must prepare responses to all in-basket items, complete the Writing Exercise, and prepare for the Management Exercise video scenarios within the combined three (3) hour preparation period.

How Should I Prepare for the IBE?

The following are recommendations to prepare for the IBE:

Reading Materials. Copies of relevant references from the Suggested Reading Materials [see Pages 24–25] in the Preparation Guide will be provided to you on the day of the test. Not all items listed in the Suggested Reading Materials will be provided or used during the examination. You should be familiar with the materials so that you can quickly locate and apply relevant information when responding to the items in the IBE.

Practice. If you are not familiar with this test format, it may be helpful to simulate the test at home. Use the sample instructions and create your own notes on any job-related topic. Then, use a voice recorder, speak your presentation out loud and then play it for feedback.

Review Sample Test Materials. The sample instructions and materials below are similar to what you will receive on the day of the test. The sample answer below is **only an example**. The answers that you provide in the actual examination will be in your own words and should be detailed and comprehensive, but not repetitive.

Sample Instructions [The instructions will be finalized before administration of the test. Note that the supplemental information described in the instructions will be provided on the day of the test.]

San Francisco Sheriff's Office
2026 8310/8510 Lieutenant
In-Basket Exercise
Candidate Instructions

Exercise Overview:

You are Lieutenant Chris Candidate. You use the name Lieutenant Candidate, not your own name, in your responses. For the purpose of the exam, today's date is Thursday, July 02, 2026.

In addition to these instructions, you should have the following materials:

- Notepaper
- Packet of In-Basket Items
- A packet of References
- 2 pens, 2 pencils, 1 highlighter

It is your responsibility to verify that you have all of the materials. If at any time you believe that you are missing materials, or if you require additional notepaper and/or writing instruments, raise your hand and a proctor will assist you.

Exercise Format

Your task is to respond to each of the items in your in-basket. You will have one combined three (3) hour preparation period to prepare your verbal responses to the in-basket items, complete the written response to one of the items, and prepare for the two Management Exercise video scenarios. Either at the end of the three (3) hour preparation period or when you are ready to proceed, a proctor will escort you to complete the recorded Management Exercise scenarios and the IBE audio recording. You will have twenty-five (25) minutes to record your verbal responses to IBE items #2–#12.

The notepaper is for your use in making notes with regard to your response to each item. Carefully review each item and formulate your response. Be sure to answer all of the questions for each item in your in-basket.

You have been provided with notepaper for your use if you need additional space upon which to write. However, your final response for the Writing Exercise must be provided in the Word document, and your responses to all other IBE items must be spoken aloud and recorded. Although video-recording equipment will be used, only the audio from

your IBE recording will be extracted and used for grading. Again, the notepaper will not be reviewed or evaluated but must be turned in with your materials at the end of the test.

You may refer to the reference materials provided at any time during the exercise. You may make notes and/or highlight in the reference materials.

You may use the restroom during the combined three (3) hour IBE/ME preparation period; however, any restroom break will be taken on your own time, and the preparation period will not be paused or extended.

Either at the end of the three (3) hour preparation period or when you are ready to proceed, a proctor will escort you to the appropriate test room to complete the recorded portions of the exercises. When you finish recording your responses to the IBE items, or when the twenty-five (25)-minute time period has expired, open your door to alert a proctor. Do not stop the video camera. Do not leave the test room until you are released by a proctor.

When you are finished with the exercise, you will place all materials into the test envelope. Do not close the clasp on or seal the envelope. To maintain test security, you must turn in all test materials.

How is Performance on the IBE Evaluated?

A rating committee comprised of subject matter experts from outside the SFSO will be trained on the scoring key by exam experts. Your responses to this exercise will be evaluated independently by the rating committee who will listen to the extracted audio of your recorded IBE responses and read your written response. All ratings will be anonymous; the raters will only hear your voice and candidate ID#. After completing independent ratings, the raters will confer to produce a final rating of your responses.

Example of Test Format

This sample is provided to give you an idea of the format of the test. The actual exercise will **involve more items, which will be independent of one another**. It will also be more complex and challenging.

Item 1



San Francisco Sheriff's Office INTER-OFFICE CORRESPONDENCE

June 25, 2026
Reference: CJX-26-1628

TO: Lt. C. Candidate
FROM: Sgt. Bravo #5731
RE: Workload Standards

Lately I've noticed that some Deputies are preoccupied with the upcoming Sergeant's promotional test. These conversations are supported, and in some cases, encouraged by their supervisors.

My concern is about routine duties are not being accomplished in a timely manner. As a result, my shift ends up playing catch up to ensure that the work gets done.

I support the career development of our sworn personnel, but this is getting out of hand. I believe we need a facility-wide policy to ensure that work is the priority, and not

Item 2



San Francisco Sheriff's Office INTER-OFFICE CORRESPONDENCE

June 25, 2026
Reference: CJX-26-1748

TO: Facility Commander, CJ-X
FROM: Dep. Foxtrot
RE: Educational Opportunity

Sir:

I would like to respectfully request that I be allowed to attend the upcoming POST training seminar. The seminar is an excellent overview of supervisor responsibilities in custody situations.

I have been devoting a lot of time and energy to preparing for the Sergeant test. Also, I believe that the one-week course is essential for my career development, and will help prepare me for the Sergeant's promotional test in two months.

Background Information

Capt. A, the Facility Commander, is well respected. You have a good working relationship and can speak openly with him.

Sgt. Bravo has been with the department for 20 years and is a reliable supervisor.

Deputy Foxtrot has five years on the job and is well liked by coworkers. He is considered ambitious and often seeks out new assignments. Since the Sergeant test was announced, the quality of his work has declined."

Sample Answer

Item 1

A) Describe the steps you would take to handle this item and state your reasoning.

- *Meet with Bravo to get more info about duties being neglected and to ensure that a problem actually exists*
- *Meet with supervisors from other shifts to discuss situation*
- *Draft a policy regarding “test preparation” while on duty for Captain’s review*
- *Discuss situation/policy during muster across all shifts*

Item 2

A) Describe the steps you would take to handle this item and state your reasoning.

- *Review Foxtrot’s history of requests for training to ensure that he has not taken the course previously*
- *Review Foxtrot’s job duties to ensure the course is related to his current work*
- *Review the staffing schedule to determine the impact of a one-week absence*
- *Discuss the request with Foxtrot’s Sergeant especially in light of the recent decline in performance and the observation by Sergeant Bravo regarding routine duties not being performed*
- *Instruct Foxtrot’s Sergeant to meet with Foxtrot regarding the request and how approval relates to current job performance*
- *Instruct Foxtrot’s Sergeant to report back to me with a recommendation*

SUGGESTED READING MATERIALS

A. Collective Bargaining Agreement between the City & County of San Francisco and the San Francisco Deputy Sheriffs’ Association, Unit 12A (July 1, 2024 - June 30, 2027)
Link: [Deputy-Sheriffs-Association-2024-2027.pdf](#)

B. Collective Bargaining Agreement between the City & County of San Francisco and the San Francisco Sheriffs’ Managers and Supervisors Association, Unit 12B (July 1, 2024 - June 30, 2027)
Link: [Sheriffs’ Managers and Supervisors Association](#)

C. Collective Bargaining Agreement between the City & County of San Francisco and the Service Employee International Union (July 1, 2024 – June 30, 2027)
Link: [Collective Bargaining Agreement Between and for Service Employees International Union Local 1021 and the City and County of San Francisco](#)

D. Title 15 of the California Code of Regulations, Adult Detention Facilities - Minimum Standards for Local Detention Facilities, Division 1, Chapter 1, Subchapter 4: Articles 1-

7; Article 8 Section 1100-1101; Article 9 Section 1140-1144; Articles 11-15. (Effective 04/01/25)

Link: [Title-15-Adult-Full-Regulation-Text-2025-Effective-4.1.2025.pdf](#)

E. Title 24 of the California Code of Regulations (v.8/2015), Adult Detention Facilities – Minimum Standards for Local Detention Facilities: Part 1, Section 13-102(A) and 13-102 (C); Part 2, Section 1231.1

Link: [Microsoft Word - Adult Title 24 - CLEAN - Effective 07.01.2024.docx](#)

F. The California Penal Code, Code of Civil Procedures, Family Code, Government Code, Labor Code, Welfare and Institution Code. The specific statutes will be provided by the department.

Link: <https://leginfo.legislature.ca.gov/faces/home.xhtml>

G. The San Francisco Sheriff's Office Division Manuals and Policies & Procedures.

H. Book: Supervision of Police Personnel, Ninth Edition, Nathan F. Iannone, Marvin D. Iannone, and Jeff Bernstein. ISBN-13: 978-0-13-518623-7. Candidates must purchase this book at their own expense.

Candidates are responsible for obtaining reference materials A, B, C, D, E, and F (listed above) online and reference material G (listed above) on Lexipol. Reference material H must be purchased at the candidate's own expense.

EXAMINATION OVERVIEW

What Should I Expect at the Test Site?

The Supervisory Exercise is scheduled to be administered on Saturday, October 17, 2026, at Skyline College, located at 3300 College Drive, San Bruno, CA 94066.

- For the Supervisory Exercise (SE), please expect to be at the testing site for approximately three (3) hours.
- There is no dress code for this component. You can come in casual clothing.
- There are parking lots available for candidates.

The Management Exercise/In-Basket Exercise (ME/IBE) is scheduled to be administered on Monday, October 19, 2026 at Holiday Inn Golden Gateway, located at 1500 Van Ness Ave, San Francisco, CA 94109.

- For the Management Exercise/In-Basket Exercise (ME/IBE), please expect to be at the testing site for approximately five (5) hours.

- Please dress in plain clothes (i.e., civilian) business attire. Do not wear anything indicating rank, organization affiliation or insignias of any kind.
- There is no parking for candidates at the test site. We urge you to consider public transit or have someone drop you at the test site.

You must bring your Driver License or SFSO Photo Identification Card to the test site to be admitted. At check-in, you will submit your signed confidentiality agreement to participate in the test.

Possession of any electronic or battery-operated communication devices is prohibited during the test. Many of these devices can transmit and/or store information. Therefore, to deter cheating and loss of test security, you will be required to relinquish all electronic communication and smart devices—including cell phones, smart watches, Meta smart glasses, other smart glasses, and similar wearable or connected devices—before taking the examination. There will be no exceptions to this rule. Candidates found with electronic communication devices during the test will be disqualified from the selection process.

You may wear a standard, non-smart watch; however, watches with communication, recording, data-storage, or other smart-device capabilities are prohibited. Standard watches with an audible alarm or tone that could distract others are also prohibited.

Please help us streamline the check-in process by leaving these devices at home or in another secure location.

All exam materials (paper, pencils, pens, highlighters) will be provided to you. Do not bring any writing utensils, paper, calculators, highlighters, stopwatches or any other devices or study materials to the test site.

No food, chewing gum or drinks (other than bottled water) will be allowed into the test site.

You will be given the opportunity to use the restroom prior to registration. Thereafter, there will be no formal restroom breaks. You may use the restroom during the combined three (3) hour IBE/ME preparation period; however, any restroom break will be taken on your own time, and the preparation period will not be paused or extended.

You may not discuss the examination or any examination content with other candidates at any time. Once you have completed the examination, please leave the building and premises quietly and immediately.

PREPARATION INFORMATION

In our experience, one of the most helpful preparation methods for this type of assessment is to practice! How might one do this?

Informal Study Group Method

Some individuals may wish to form a study group to prepare for this assessment. This study group would spend some time individually brainstorming potential assessment content, scenarios and questions. This could entail the creation of an extensive list of situations/incidents (tactical incidents, management challenges, supervisory problems, leadership challenges, etc.) that a SFSO Lieutenant might face. The group could then review the individual brainstorming lists and combine this information into a master list.

The group might assign these scenarios to group members and each individual could outline several basic testing scenarios. The individuals could also outline general questions related to the scenarios and potentially research (and document) the appropriate responses. The group could submit their scenarios and questions to an administrative lead whose job would be to compile the scenarios into a study guide.

The group could meet to discuss the scenarios. This part of the process is critical. Individuals should share, discuss and debate their responses. This is a process where real “learning” often occurs, as group members can gain the perspective of others in the group, especially in terms of how they would address a given scenario! For this reason, taking notes during these discussions is recommended.

Individual Study Method

Many of the recommendations included in the study group method also apply to individual preparation. One could brainstorm scenarios, outline responses related to the scenarios, and research the appropriate responses to these scenarios. This information then could be compiled into a study guide and used to prepare for this assessment.

If you choose to prepare on your own, you might try to network with others conducting a similar method of preparation. You can share your study guide with others in advance of the assessment administration and review the study guides created by other individuals.

While some individuals who engage in individual preparation may feel that they are potentially benefitting their “test competitors” by sharing a well-prepared study guide, it is nevertheless important to note that reviewing study guides and “scenarios” prepared by others provides one with an opportunity to explore perspectives that one otherwise might not consider when addressing an incident. In other words, it allows one to obtain the “best” information from others’ study guides for incorporation into one’s own guide. Individuals who prepare this way can spend the last few weeks before the assessment to continually review their revised study guide.

Note that these methods require no cost and simply rely on ingenuity, effort and the cooperation of others. We have found that these methods are reported in post-assessment candidate surveys as being the methods most closely associated with a high degree of success in the promotional process!

General Strategies

- Expectations of a SFSO Lieutenant. Familiarize yourself with the roles and responsibilities of a SFSO Lieutenant. The examination will ask you questions regarding how you will handle supervision and other issues as a supervisor. Therefore, it is important to understand what duties you will be responsible for in this role.
- Reading list. Review your departmental policy and procedure manuals. This will help you to further understand the proper way to respond to various situations that may be integrated into the assessment.
- Research “Hot Topics.” You can prepare yourself for the types of scenarios you may encounter in the assessment process by researching important "hot topics" within the SFSO. Researching topics that could be the basis for hypothetical problems or meetings will help you give/select well-informed and structured responses.
- Brainstorm. Ask yourself questions such as: How will I handle problematic situations as a supervisor?; How will I manage and lead my subordinates?; How will I communicate information to others?, and; What do I know about important issues related to the City?
- Practice. Practice by working with study partners to create questions with multiple parts, a few response options, and then answering the questions.

Diligent preparation for this assessment will help you succeed; however, there are other considerations that can affect your performance on the day of the assessment, including:

- Your Physical Well-being. If you can, get a good night's rest before the assessment and eat right. Try to ensure that you are in the best possible condition, both physically and mentally on the day of the assessment. Candidates in public safety promotional processes across the U.S. often work the day before or even the day of testing. Plan ahead and think how you can put yourself in the best possible situation for the assessment!
- Arrive Early. Make all necessary arrangements to ensure that you arrive early at the assessment site. It would be wise to anticipate traffic delays in traveling to the

site and to allocate extra travel time to ensure an early arrival even with delays, especially due to the limited parking in the neighborhood.

- **Controlling Anxiety and Stress.** Many candidates experience anxiety as a result of the stress and pressure to perform well on the assessment. This is a common and natural response. Understanding this anxiety is important. This anxiety is sometimes displayed in individuals as tension or even anger (e.g., on edge, quick to be set off, etc.). Again, acknowledging these feelings may help you to relax and put yourself in a better mindset for taking the assessment. As much as possible, you need to have a positive attitude on the day of the assessment.

General Test Taking Strategies

There are several strategies and tips to keep in mind when taking the examination that will ensure your test score is accurate and reflects your level of knowledge about the job.

1. **Listen carefully.** The exam administrator will provide you with complete instructions for taking the exam. Be sure that you pay close attention to all test instructions. It is extremely important that you completely understand the directions before the exam begins.
2. **Ask questions.** If there are instructions that you do not understand or if something is not clear, please feel free to ask the exam administrator any questions that you may have before the exam begins.
3. **Keep track of time.** Be aware of the time allotted for each examination component and pace yourself accordingly. Use the timing information and/or countdown timer provided to monitor your remaining time. For components with unanswered questions, be sure to manage your time so that you have an opportunity to respond to all questions before time expires.
4. **Remain calm.** It is important that you remain calm throughout this exam so that you are able to work most effectively. You can't allow yourself to become nervous or confused by a few difficult or challenging questions. There are going to be times when you are not going to know the answer and neither will other individuals taking the exam.
5. **Read each question carefully.** Be sure that you understand what the question requires of you.

Things to consider when marking the Supervisory Examination answer sheet:

- Make heavy black marks that fill the circles completely.
- Completely erase any answers you wish to change.
- Do not make any stray marks on the answer sheet.

- You must use the #2 pencil that is provided to you. A pencil is required to complete the answer sheet because a computer will be reading these marks.
- Place all of your answers on the answer sheet. Only answers on the answer sheet will be scored.
- Be sure that the number of the question you are working on corresponds with the number that you fill in on the answer sheet. For example, if you are working on question 37, make sure that you fill in your answer on line 37 of the answer sheet. Periodically check yourself to make sure that your answers are in the correct spaces.

QUESTIONS

If you have any questions regarding this Preparation Guide, please send an e-mail to dhr-publicsafety@sfgov.org by 5:00 PM on Friday, September 25, 2026. To ensure fairness, questions cannot be answered individually. Responses to all relevant questions will be made available to all candidates via e-mail prior to the administration of the exercises.

It is extremely important that we have your current contact information. If you changed your e-mail address after filing your application, be sure to login to your Smart Recruiter profile and update your information. If you have problems updating your information online, contact the Public Safety Team at dhr-publicsafety@sfgov.org.

Reasonable Accommodation

Applicants with disabilities requiring a reasonable accommodation for this examination process must contact PST as soon as possible, but no later than 5:00 PM on **Friday, September 25, 2026** by email to dhr-publicsafety@sfgov.org.