

# STUDY GUIDE



## N C J O S I<sup>2</sup>

National Criminal Justice Officer Selection Inventory - I

I/O SOLUTIONS

THE PUBLIC SAFETY  
SELECTION SPECIALISTS™



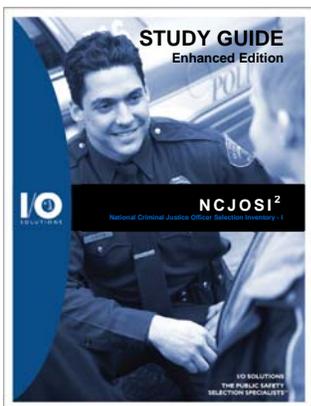
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# NCJOSI<sup>2</sup> Study Guide Introduction

This *Study Guide* has been developed to introduce you to the *National Criminal Justice Officer Selection Inventory - I (NCJOSI<sup>2</sup>™)*. The exam consists of a series of multiple-choice questions and rating scales designed to test important cognitive abilities and behavioral attributes that are necessary for effective job performance as a criminal justice officer.

In developing the NCJOSI<sup>2</sup>™, a national sampling of more than 1,400 law enforcement experts and incumbents from criminal justice agencies throughout the United States took part in a job analysis. The entry-level law enforcement job was thoroughly reviewed, and a listing of the most essential job tasks, duties and responsibilities was developed from this analysis. These tasks, duties and responsibilities are foundational to the performance of the job of a criminal justice officer.

In order to perform these job-essential tasks, duties and responsibilities, various skills and abilities are needed. Ten abilities were determined to be necessary to perform the job-essential tasks, duties and responsibilities. As such, it is essential for criminal justice officers to possess these 10 abilities. These 10 areas are listed below:

- Deductive reasoning
- Flexibility of closure
- Inductive reasoning
- Information gathering
- Problem sensitivity
- Selective attention
- Spatial orientation
- Verbal comprehension
- Verbal expression

- Visualization

These 10 abilities are part of the first section of the exam: the cognitive section. This section includes a total of 80 questions. In addition to these 10 abilities, various attitudes and behavioral characteristics were determined to be essential for the successful performance of a criminal justice officer.

The behavioral characteristics and attitudes are clustered together to form the second section of the NCJOSI<sup>2</sup>™, which includes a total of 120 questions.

The total time allowed for taking the NCJOSI<sup>2</sup>™ is two (2) hours.

The selection process for criminal justice officers is very competitive, and higher scores on the entrance exam will increase your chances of being hired by a law enforcement or corrections agency. Although you are not required to read or use this *Study Guide*, we encourage you to do so. The more you prepare for the test, the more likely you are to improve your score.

We hope this booklet will help you to become better prepared, and we wish you the best of luck on the examination.

## Objectives of this Study Guide

There are several objectives that we would like to accomplish with the use of this *Study Guide*. They are outlined for you below.

### **1) To help you become acquainted with the types of questions included in the exam.**

This *Study Guide* will provide you with a better understanding of the nature and format of questions that will appear on the NCJOSI<sup>2</sup>™. The exam is designed to be a measure of your job-relevant cognitive abilities and behavioral attributes. You will be tested on several behavioral attributes along with 10 separate cognitive abilities: deductive reasoning, flexibility of closure, inductive reasoning, information gathering, problem sensitivity, selective attention, spatial orientation, verbal comprehension, verbal expression and visualization. A definition of each of these areas and an explanation of how they apply to the job of an entry-level criminal justice officer will be provided in this guide. In addition, sample test questions are also provided in each measurement area to give you a good idea of the types of questions to expect.

We encourage you to become acquainted with the different measurement areas and question formats that will appear on the exam.

### **2) To inform you of the rules governing the testing process.**

This guide will provide you with information about what you will be allowed

to bring with you when you take the exam. Also included in this section is information about what is expected of you and what you can expect from the test proctors. It is a good idea to be aware of the rules before the day of the test so that you will not be distracted during the actual administration and can focus all of your efforts on doing well on the exam.

### **3) To provide specific instructions for completing the exam answer sheet.**

Because the NCJOSI<sup>2</sup>™ is computer scored, you will mark your answers on a computer scan sheet. If your answers are not marked correctly on this answer sheet, you will not receive credit for correct answers.

### **4) To provide you with some general test-taking strategies.**

It is very important to pay close attention to this section of the *Study Guide*. The general test-taking strategies presented in this section can help to ensure that you work as efficiently and effectively as possible on the exam. Following these general test-taking strategies may help to improve your overall score on the NCJOSI<sup>2</sup>™.

### **5) To provide you with information about common test-taking errors and strategies for avoiding them.**

This *Study Guide* explains errors typically made by test takers in multiple-choice exams and includes steps for analyzing your own errors and suggestions for avoiding the same errors in the future.

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## Exam Specifications

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The exam is divided into two sections.

**Section I:** The following 10 job-related cognitive abilities will be tested in this section:



- 1) Deductive reasoning
- 2) Flexibility of closure
- 3) Inductive reasoning
- 4) Information gathering
- 5) Problem sensitivity
- 6) Selective attention
- 7) Spatial orientation
- 8) Verbal comprehension
- 9) Verbal expression
- 10) Visualization

**Section II:** This section of the NCJOSI<sup>2</sup>™ measures various job-related behavioral attributes that indicate how successful you will be as a criminal justice officer.



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## Nine Basic Test Rules

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- 1) Promptness is mandatory for admittance to the test on the date and time scheduled.
- 2) Photo identification is mandatory for admittance to the test.
- 3) You must bring the following supplies to the test: two sharpened #2 pencils, an eraser and a watch. A small pencil sharpener is also recommended but not mandatory. No other supplies will be permitted at the test site. Calculators will NOT be allowed at the test site.
- 4) No portable electronic devices will be permitted during testing. **If you choose**

**to use an unauthorized portable electronic device, in violation of testing guidelines, your test will be collected and considered invalid.**

- 5) Handbags, backpacks or other personal items will be placed on the floor under your work area (table/desk). You may not open your handbag, backpack or any other personal belongings during the testing process.
- 6) You will undergo the same standardized process as all other candidates, with respect to the testing process (e.g., notification, instructions, etc.).
- 7) Due to the security measures that will be in place, only authorized candidates will be admitted to the test site.
- 8) All questions or concerns that arise during the testing process should be directed to the appropriate designated test administration staff person(s).
- 9) It is strictly prohibited for you to leave the test site with any test materials. All test materials supplied must be returned before you exit the test site.

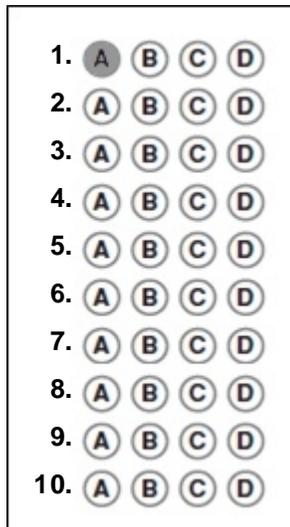


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## Instructions for Using the Answer Sheet

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This section describes the procedures used to fill in the answer sheet during the actual exam. All of the questions on the examination will be multiple choice. You will mark your answers on the scannable answer sheet included with the NCJOSI<sup>2</sup>™, and detailed instructions on how to use it will be outlined for you at that time. A sample of the answer sheet has been provided for your review (right).

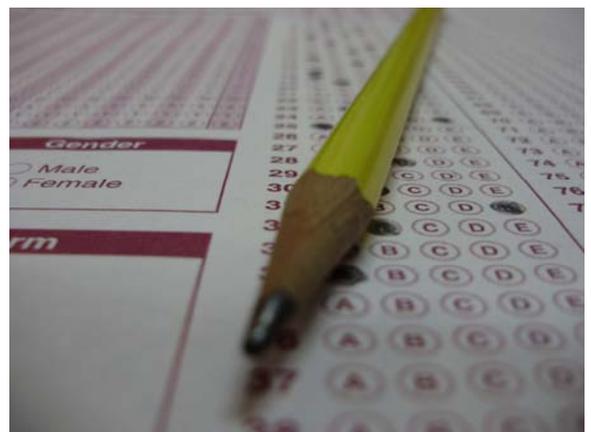


- ✓ Be sure that the number of the question you are working on corresponds with the number that you fill in on the answer sheet. For example, if you are working on question 37, make sure that you fill in your answer in the space marked 37 on the answer sheet. Periodically, check yourself to make sure that your answers are in the correct spaces.
- ✓ There are four alternatives (a, b, c and d) listed on the answer sheet for each question. Please be sure that you mark your answer in the appropriate column. You may want to go back and check your answers periodically to be sure that you have placed your answer in the correct column.

You will notice that on question 1 on the sample answer grid to the left, the circle marked “A” has been filled in. This indicates that alternative “A” has been selected as the correct answer for question 1. This is the correct way to mark your answer sheet. The reason that we ask you to take such care in marking your answer sheet is that the computer is not able to recognize other marks, such as checks (✓), X’s, partially filled-in circles, etc. If the computer encounters poorly erased responses or incomplete or stray marks on your answer sheet, you may not receive credit for a correct answer.

### Things to consider when marking the answer sheet:

- ✓ Make heavy black marks that fill the circles completely.
- ✓ Erase completely any answers that you wish to change.
- ✓ Do not make any other marks on the answer sheet.
- ✓ Use a #2 pencil ONLY. Pencil is required to complete the answer sheet because a computer will be reading these marks. Do not use ink or ballpoint pens.
- ✓ Place all of your answers on the answer sheet. Only answers on the answer sheet will be scored. You may use your exam booklet as scratch paper, but be certain to record your answers on the answer sheet.
- ✓ Use your exam booklet for scratch paper.

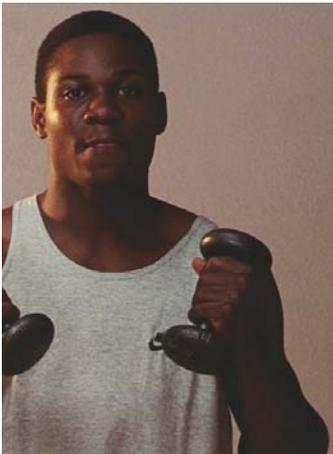


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## Tips for the Day of the Exam

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- ✓ **Preparation for the exam.**  
You will increase your chances of obtaining your best score if you spend some time preparing for the exam. This includes reading this *Study Guide* and finding out as much as possible about the exam ahead of time, trying to avoid becoming overly anxious about the exam, and using good test-taking strategies.
- ✓ **Your physical well-being.**  
Get a good night's sleep before the exam. Try to ensure that you are in the best possible condition both physically and mentally on the day of the exam.



- ✓ **Arrive early.**  
Make all necessary arrangements to ensure that you arrive early at the test site. You may need to make advance arrangements for such things as childcare and a ride to the test site. It would also be wise to anticipate traffic delays in traveling to the test site and to allocate extra travel time to ensure an early arrival even with delays. Give yourself ample time to settle in at the test site.

- ✓ **Confidence.**  
The more confident you are in your abilities, the more likely you are to do well on the exam. Try to stay focused so that you don't end up reading sentences and answer choices over and over again. You want to take control of the exam by feeling confident in your skills. Try to relax but concentrate on the exam you are about to take.
- ✓ **Attitude.**  
This exam is an opportunity for you to show your skills and abilities, and a positive attitude can have an impact on increasing your test score. Below are a few ways to fine-tune your attitude about taking this exam:
  - ✓ Look at this exam as a challenge but try not to get "stressed out" by thinking about it too much.
  - ✓ Remember that passing this exam is the first step in the selection process for entrance to the police academy, but it is not the only piece of information used to make that decision.
  - ✓ Remember that by using this *Study Guide* and practicing your strategies, you can be more prepared for the exam.

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## General Strategies for Taking the NCJOSI<sup>2</sup>™

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- ✓ **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.
- ✓ **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.
- ✓ **Note start and end times.**

Just before the test administrator begins the test, make a note of the time that the test will actually begin and the time that the test will end.
- ✓ **Keep track of time.**

It is important that you keep track of your time so that you are able to pace yourself throughout the exam. You do not want to run out of time and have unanswered questions. Since the score on the cognitive portion of your exam will be based on the total number of correct answers, you will want to work both quickly and efficiently. It is also important that you keep track of time so that you are able to allot a few minutes to guess on unanswered questions at the end of the exam.
- ✓ **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 may be times when you will not know the answer, and neither will other individuals taking the exam. If you believe that you have not done well on any particular type of question, try to remain calm and focus on doing your best for the rest of the exam.
- ✓ **Read each question carefully.**

Be sure that you understand what the question requires of you.
- ✓ **Read for meaning.**

Don't get stuck on words or sentences that you do not understand. You may be able to get the main idea from a sentence or paragraph without understanding the individual words or the individual sentences.
- ✓ **Try to answer the question correctly before you look at the answers given.**

If you know the answer, compare it to the available choices and pick the choice closest in meaning to the answer you have in mind.
- ✓ **Answer easy questions first.**

It is important that you answer the easy questions first on this exam. By doing so, you will afford yourself more time to spend on the difficult questions if necessary. Seek out questions you can answer. If there are particular kinds of questions that you feel most comfortable with, answer those questions first. For example, if you are particularly good at reading comprehension, then find those items first and complete them.
- ✓ **Don't waste time on questions you can't do.**

If you believe that you are not able to answer a question, then skip it. It is better to skip a difficult question than to

spend a lot of time on it and not be able to complete other exam questions.

- ✓ **Mark your exam booklet.**  
Mark in your exam booklet those questions that you have skipped so that you are able to come back to them later in the exam. Marking questions that you have skipped in your test booklet will help to ensure that you have answered all of the questions by the time the examination period has ended.
- ✓ **Use a process of elimination.**  
If a situation presents itself where you are unable to answer a question, use a process of elimination to narrow your options. First, eliminate any answers that are clearly wrong. Then determine how you feel about the remaining choices. If you believe that some answers are more correct than others, indicate that on your exam booklet. Later in the exam, you may have an opportunity to come back to these questions and answer them without having to read the entire question again.
- ✓ **Guessing.**  
It is important that you try to get as many points as possible on the examination. Points are given for correct answers only. Because there is no penalty (i.e., points deducted) for guessing or giving incorrect answers on this exam, you should try to answer every question. By leaving yourself enough time at the end of the test to fill in unanswered questions using your "best guess," you will increase the possibility of getting a few of them correct.
- ✓ **Extra time.**  
If you finish the exam before the time period is over, review your answers and make any changes that are necessary. Also make sure that you have marked

your answers on the answer sheet correctly.

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## Strategies for Analyzing and Avoiding Errors

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Four common causes for choosing incorrect responses are presented to you below along with suggestions for avoiding these errors. Reading through this section carefully can help you identify and correct any major weaknesses in your test-taking behavior.

### 1) Answer sheet marking errors and guessing errors.

- **Reason:** You may have missed a question because you skipped it and failed to come back to it later.

**Suggestion:** *Be sure to mark skipped questions in your exam booklet and remember to go back to them before the end of the exam period.*

- **Reason:** You may have lost track of the time and been unaware that the exam period was about to end before you could mark any remaining unanswered questions.

**Suggestion:** *Be sure to check your watch often (time goes by quickly during an exam) so that you can keep track of how much time you have left. Leave five minutes at the end of the exam so that you are able to go back to any unanswered questions and complete them.*

- **Reason:** You may have been forced to make guesses for questions at the end of the exam because you spent too much time working on difficult questions rather than skipping them and saving them for later.

**Suggestion:** *If you did skip difficult questions, it may be because you failed to narrow down the number of alternatives in the question.*

## 2) Misreading a question or answer.

- **Reason:** This may occur because you overlooked a key word or phrase.

**Suggestion:** *When choosing an answer, underline key words and phrases that stand out. Once you have underlined the key words and phrases, check the details of the possible answers with the details you underlined, one by one. Always keep in mind that you are looking for the best possible answer with the most accurate details.*

## 3) Not knowing the meaning of key words.

- **Reason:** This is a problem with vocabulary.

**Suggestion:** *When you come to an unfamiliar word, reread the sentence to determine the general, overall meaning of the sentence. This is known as “reading for meaning.” The meaning of the unfamiliar word should become clearer as you begin to understand the phrases and ideas that surround it.*

## 4) Answers that "look" good.

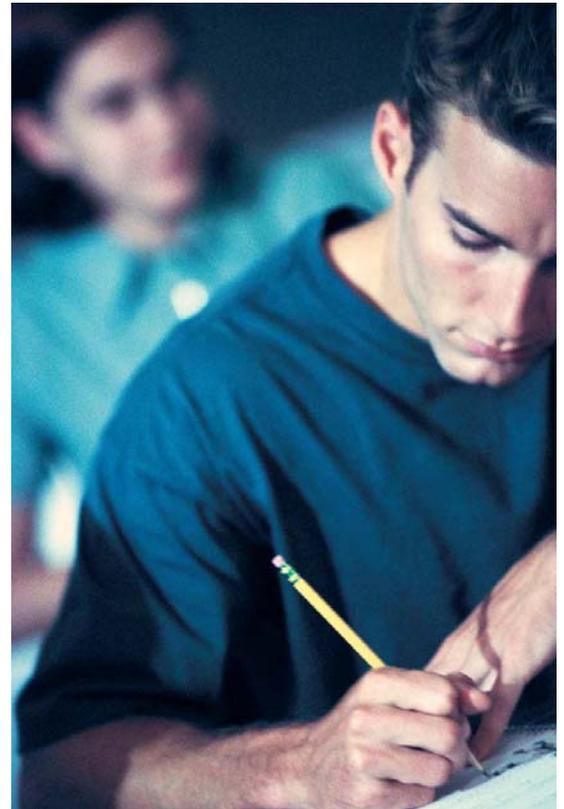
- **Reason:** An incorrect answer may contain an exact phrase from the original question.

**Suggestion:** *Beware of answers containing exact words or phrases from the question.*

- **Reason:** An incorrect answer may overstate information that was presented in the question. For example, if the

question says, “Some incidents...,” an incorrect answer may say, “All incidents...”

**Suggestion:** *Stick strictly to the facts described in the exam question itself. Don't be drawn to answers that stretch or exaggerate these facts or rules. This is the time to watch out for words like “only,” “never,” “always,” “whenever,” “all,” etc.*



### Other suggestions:

- *Have an answer in mind before you look over the alternatives. This will make you less likely to choose an answer that just looks good.*
- *Beware of choosing answers based on common sense or previous knowledge and experience. Answer ONLY on the basis of the material presented in the exam question itself.*

## Section I – Cognitive-Ability Areas

The information presented in this section of the *Study Guide* will assist you in becoming familiar with the structure of the cognitive-abilities section of the exam. A brief definition of each cognitive ability is presented along with sample questions to orient you to the different question formats.



It is important to note that all of the job-related questions presented in this area are designed to measure your basic abilities. **While these questions are presented in a criminal justice context, no prior knowledge of law enforcement or corrections is required to answer any question on this test.** Some questions will present specific laws and law enforcement procedures. No prior knowledge in these areas is necessary to answer these questions successfully. **You should answer all questions in this section solely on the basis of the information presented in the question.** Further, it should be noted that procedures and definitions contained in test questions are not necessarily those of any criminal justice agency.

The format that will be used to familiarize you with the areas of measurement on the examination is presented below.

### Definition

In this section, each ability is defined, and you are provided with examples of how the ability applies to the job of an entry-level criminal justice officer.

## General Information

This section describes the various types of questions that will be used to assess your abilities with respect to 10 cognitive-ability areas. For each type of question, you will see the correct answer to the sample question as well as some strategies to assist you in responding to such questions where appropriate.

### Sample Questions

In each of the ability areas, two sample questions are given to illustrate the types of questions that may appear on the NCJOSI<sup>2</sup>™. By answering the sample exam questions, you can assess your understanding of the information.

## Deductive Reasoning

### Definition

Deductive reasoning is defined as the ability to apply general rules to specific problems to come up with logical answers. It involves deciding if an answer makes sense. Law enforcement officers use this ability to apply state statutes, state policies, procedures and laws to specific situations.

### General Information

For deductive reasoning questions, you will be asked to read a passage that explains state laws or law enforcement policies. You will then be given a specific situation related to the policies, and you will have to decide the best course of action based on what you know about the laws or regulations.

## Sample Questions

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Please use the information below to answer sample questions 1 and 2.

Indictment must contain all of the following information:

- The name of the superior court in which it is filed; and
- The title of the action and, if the defendant is a juvenile offender, a statement in the title that the defendant is charged as a juvenile offender; and
- A separate accusation or count addressed to each offense charged, if there is more than one; and
- A statement in each count that the grand jury or, district attorney, if the accusatory instrument is a superior court, accuses the defendant or defendants of a designated offense, provided that in any prosecution under Article 485 of the Penal Law, the designated offense shall be the specified offense.

### Sample question 1

Based on superior court information, Richard Jones is accused of a designated offense. In this case, who would be the accuser?

- a. The Grand Jury
- b. The Superior Court
- c. The District Attorney
- d. The Defense Attorney

The correct answer to sample question 1 is **(c)** because when the accusatory instrument is a superior court, the district attorney is the accuser.

### Sample question 2

How many separate counts should be in the indictment if Richard Jones was charged with three offenses?

- a. Zero
- b. One
- c. Two
- d. Three

The correct answer to sample question 2 is **(d)** because “indictment must contain...a separate accusation or count addressed to each offense charged.” Since there are three offenses, three accusations or counts should be included.

## Flexibility of Closure

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### Definition

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Flexibility of closure is defined as the ability to identify or detect a known pattern (such as a figure, word or object) that is hidden in other material. The task is to pick out the disguised pattern from the background material. This ability involves finding an object that is somehow hidden within a group of other objects.

### General Information

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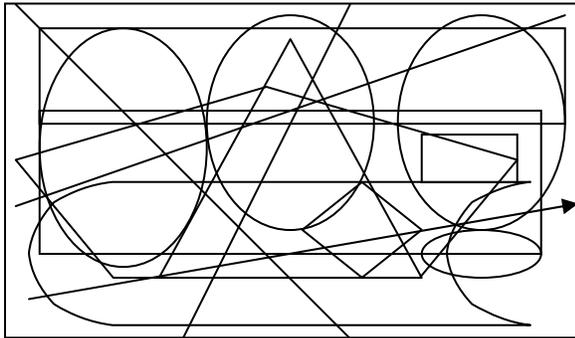
Flexibility of closure items would involve picking out a particular face in a crowd of people or an object in a figure.

### Sample Questions

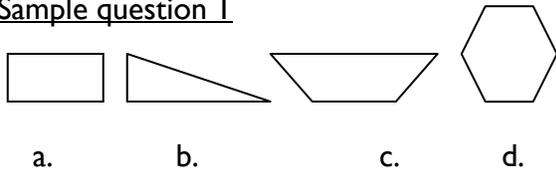
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For sample questions 1 and 2, select the object that is included in the figure below. Only **ONE** of the objects for each question is included in the figure. Objects may be larger, smaller or rotated in the picture as compared to those provided by the correct

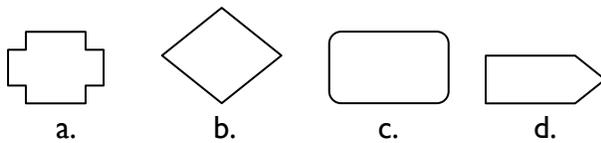
answer option choices, **but the proportions will be identical.**



Sample question 1



Sample question 2



For flexibility of closure sample question 1, the correct answer is **(a)**. None of the other objects are included in the figure. For sample question 2, the correct answer is **(b)**. None of the other objects are included in the figure.

## Inductive Reasoning

### Definition

Inductive reasoning is defined as the ability to combine separate pieces of information, or specific answers to problems, to form general rules or conclusions.

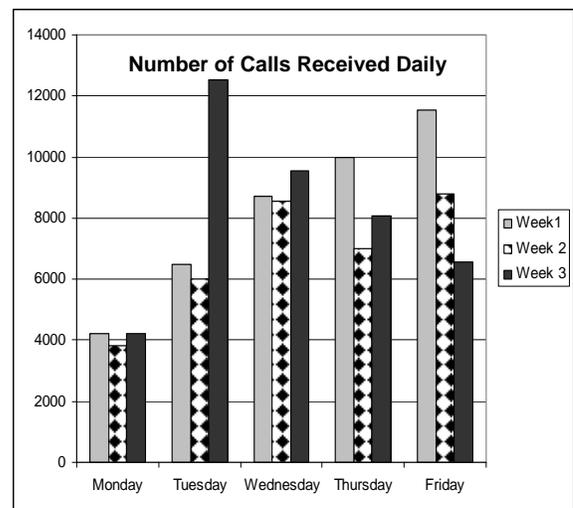
Law enforcement officers use this ability to perform any type of investigation to conclude that rules or laws have been violated.

## General Information

For inductive reasoning items, you will be given tables of information, bar graphs or pie graphs. You will be asked to make general conclusions based on the information provided in these tables and charts. What trends do you notice? Have specific strategies been successful or unsuccessful?

## Sample Questions

Use the graph below to answer sample questions 1 and 2.



Sample question 1

Your local police department has been looking at the number of phone calls received daily for the last three weeks. When did they receive the fewest phone calls?

- a. Wednesday of the first week
- b. Tuesday of the second week
- c. Friday of the third week
- d. Monday of the second week

For sample question 1, the correct answer is **(d)** because the department received fewer than 4,000 calls that day. Options (a), (b) and

(c) are all incorrect answers. On Wednesday of the first week, the department received more than 8,000 calls; on Tuesday of the second week, it received about 6,000 calls; and on Friday of the third week, it received a little more than 6,000 calls.

### Sample question 2

Which day of the week saw the largest increase in number of phone calls between week 1 and week 3?

- a. Monday
- b. Tuesday
- c. Wednesday
- d. Thursday

The correct answer to sample question 2 is **(b)** because there was an increase of almost 6,000 calls between Tuesday of the first week and Tuesday of the third week. Options (a), (c) and (d) are all incorrect answers. There was no increase between Monday of the first week and Monday of the third week; there was an increase of about 1,000 phone calls between Wednesday of week 1 and Wednesday of week 3; and there was a decrease between Thursday of week 1 and Thursday of week 3.

## **Information Gathering**

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### **Definition**

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Information gathering is defined as the ability to follow correctly a rule or set of rules to arrange things or actions in a certain order. The rule or set of rules used must be given. The things or actions to be put in order can include numbers, letters, words, pictures, procedures, sentences, and mathematical or logical operations.

Law enforcement officers use this skill when making arrests and issuing warrants. This skill is also used in applying first aid, following a procedure in operating equipment and arranging sentences in a meaningful paragraph.

### **General Information**

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For information gathering questions, you will be asked to place five or six statements in either chronological or logical order. For example, the statements could be part of a set of first-aid instructions or parts of policies or state laws. You may also encounter a passage featuring several witnesses' statements and be asked to link information between the different witnesses.

### **Sample Questions**

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#### Sample question 1

Officer Rodriguez takes the following statement from a witness.

1. I reached the woman and called the police.
2. I stopped and tried to locate exactly where the scream was coming from.
3. About halfway through my run, I heard a scream coming from the woods.
4. I got up at 6:00 a.m. for my morning run.
5. The scream seemed to come from the area just behind the picnic tables.
6. I ran towards the picnic tables and saw a man running away, leaving a woman behind.

What is the MOST logical order of these statements?

- a. 3, 2, 4, 5, 1, 6
- b. 2, 4, 5, 6, 1, 3
- c. 4, 3, 2, 5, 6, 1
- d. 3, 4, 2, 5, 6, 1

The correct answer to sample question 1 is **(c)**: (4) I got up at 6:00 a.m. for my morning run, (3) About halfway through my run, I heard a scream coming from the woods, (2) I stopped and tried to locate exactly where the scream was coming from, (5) The scream seemed to come from the area just behind the picnic tables, (6) I ran towards the picnic tables and saw a man running away, leaving a woman behind, (1) I reached the woman and called the police.

### Sample question 2

Officer Miranda Wright hears the testimony of four people who witnessed a car accident.

Witness 1: The red Ford Escort failed to stop at the stop sign and crashed into the passenger side of the blue Toyota Corolla.

Witness 2: Because of the impact, the Toyota Corolla crashed into the black sedan that was stopped at the stop sign across the street

Witness 3: The red Ford Escort was driving at about 35 mph at the time of impact. The black sedan was at a complete stop.

Witness 4: The blue Toyota Corolla was in the middle of the intersection when it was hit. The white pickup truck was stopped at the stop sign behind the Toyota.

According to the four witnesses, which cars were in motion at the time of the crash?

- a. The black sedan and the blue Ford Escort.
- b. The blue Toyota Corolla and the red Ford Escort.
- c. The white pickup truck and the black sedan.
- d. The blue Ford Escort and the red Toyota Corolla.

The correct answer to sample question 2 is **(b)** because according to witness 3, the red Ford Escort was traveling at 35 mph, and

according to witness 4, the Toyota Corolla was in the middle of the intersection. Options (a), (c) and (d) are all incorrect. According to witness 4, the white pickup truck was stopped, and according to witness 2, the black sedan was also stopped. Answer (d) is incorrect because the Toyota Corolla was blue, and the Ford Escort was red.

## **Problem Sensitivity**

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### **Definition**

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Problem sensitivity is defined as the ability to tell when something is wrong or is likely to go wrong. It includes being able to identify the whole problem as well as the elements of the problem.

Law enforcement officers rely on this skill when patrolling neighborhoods or interacting with individuals.

### **General Information**

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This skill involves the ability to sense that a situation is going to deteriorate or worsen, to recognize the symptoms of a physical problem requiring first aid and to sense that an individual has a problem even if he/she insists that everything is all right.

For this ability, you will be asked to read a short passage. You will then have to determine what is most likely to be the main problem in the situation that is presented in the passage. You may also be asked to determine what problem would most likely arise from the conditions presented in the passage or what step you would take to address the problem.

## Sample Questions

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Please use the information below to answer sample questions 1 and 2.

You are investigating a series of burglaries that have occurred over the past several days in the same neighborhood. Three victims, who all live alone, provided statements to the police. They are described below.

Victim #1 stated that he arrived home from work around 8:00 p.m. on Tuesday, December 14, to find his front door wide open. There were tool markings on the door lock, and a small personal safe was missing from the closet.

Victim #2 called police at 3:09 a.m. on Monday, December 13, when she awoke to a strange noise downstairs. When police arrived, they found blood on glass shards from a broken window in the kitchen, and the victim confirmed that several small electronics were missing from the living room.

Victim #3 came home on Monday, December 13, at 11:30 p.m. to find a masked man rummaging through her living room cabinets. She immediately ran to her neighbor's home to call the police. The police found that someone had tampered with the back door lock. Nothing was missing from the victim's home, but the burglar left the living room and dining room in disarray.

### Sample question 1

Based on the statements above, which victims' homes were MOST likely burglarized by the same person?

- a. Victim #1 and victim #2.
- b. Victim #2 and victim #3.
- c. Victim #1 and victim #3.
- d. All three victims' homes.

The correct answer to sample question 1 is **(c)**. Both of these burglars used some sort of tool to open a door and gain access to the home. Also, both of these burglars entered the home when no one was present. The burglar of victim #2's home entered through a broken window when the victim was asleep. Therefore, options (a), (b), and (d) are incorrect.

### Sample question 2

Which of the following would be MOST likely to lead to the conviction of one of the burglars?

- a. Finding victim #2's electronics at a pawn shop.
- b. Matching the tool marks on victim #1's door to a certain brand and model of screwdriver.
- c. Victim #3 identifying the burglar in a lineup.
- d. Matching the blood from victim #2's home to a suspect.

The correct answer to sample question 2 is **(d)**. The blood evidence proves that the suspect was at the home and likely broke the window. Finding the electronics or matching the tool marks to a screwdriver does not necessarily mean that police will find the suspect. Therefore, options (a) and (b) are incorrect. It is unlikely that victim #3 can identify her intruder because he was masked

and she immediately fled the scene. Therefore, option (c) is also incorrect.

## Selective Attention

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### Definition

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Selective attention is defined as the ability to complete a task in the presence of distractions or monotony. This ability allows one to concentrate even when there is a good deal of distraction in the environment. This ability also is involved in paying attention to important details during repetitive and monotonous tasks.

Law enforcement officers use this ability when sitting in a patrol car doing paperwork while the radio is on or while performing a security check when a lot of commotion is taking place.

### General Information

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For selective attention items, you will be asked to look at a series of letters, numbers and/or symbols and pick the same pattern.

### Sample Questions

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For sample questions 1 and 2, choose only one option that contains the exact pattern of letters, symbols and numbers of the first pattern shown while keeping the orientation of the letters, symbols and numbers constant.

### Sample question 1

#@\$#%^&)( )(\*%@#\$(^#570=467885I

- a. #@\$#%^&)( )(\*%@#\$(^#570=467885I
- b. #@\$#%^&() )(\*%@#\$(^#570=467885I
- c. #@\$#%^&)( )(\*%@#\$(^#570=467885I
- d. #@\$#%^&)( )(\*%@#\$(^#570=467885I

The correct answer to sample question 1 is **(a)**. Option (b) is incorrect because the parentheses “()” should be “(“(“. Option (c) is incorrect because the parenthesis “)” should be “(“(“. Option (d) is incorrect because the “\$” was replaced by “§”.

### Sample question 2

yt58r]ert(!∂φš3ń≥öú”Đ5Ř♣γí^È¶

- a. yt58r]ert(!∂φš3ń≥öú”Đ5Ř♣γí^È¶
- b. yt58r[]ert(!∂φš3ń≥öú”Đ5Ř♣γí^È¶
- c. yt58r]ert(!∂φš3ń≥öú”Đ5Ř♣γí^È¶
- d. yt58r]ert(!∂φš3ń≥öú”Đ5Ř♣γí^È¶

The correct answer to sample question 2 is **(d)**. Option (a) is incorrect because the parentheses should be “)ert“(“ and not “(ert)”. Option (b) is incorrect because the bracket should be “]” and not “[“. Option (c) is incorrect because there is “ú” instead of “ú”.

## Spatial Orientation

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### Definition

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Spatial orientation is defined as the ability to tell where you are in relation to the location of some object or to tell where the object is in relation to you.

Law enforcement officers use this ability when they have to reach a destination in a community. They have to be able to visualize

where they are in relation to their destination to determine the best route.

## General Information

For this ability, you will be provided with a map and a compass. You will then be given a situation in which you must determine the shortest (least distance) route from one location on the map to another. Alternately, you may be tested on where one object is in relation to another.

## Sample Questions



### Sample question 1

You are at the corner of E. 3<sup>rd</sup> Street and S. Center Street, and you want to go to E. 7<sup>th</sup> Street and S. Beacon Street. Which of the following would be the shortest (least distance) route to take to E. 7<sup>th</sup> Street and S. Beacon Street?

- Travel south on S. Center Street, then east on E. Willard Street and then north on S. Beacon Street.
- Travel south on S. Center Street, then east on E. 6<sup>th</sup> Street and then south on S. Beacon Street.
- Travel south on S. Center Street, then east on E. Willard Street and then south on S. Beacon Street.
- Travel south on S. Center Street and then east on E. 7<sup>th</sup> Street.

The correct answer to sample question 1 is **(c)**.

### Sample question 2

You are at the corner of E. 6<sup>th</sup> Street and S. Walnut Street, and you want to go to E. 9<sup>th</sup> Street and Hackley Street. Which of the following would be the shortest (least distance) route to take to E. 9<sup>th</sup> Street and Hackley Street?

- Travel east on E. 6<sup>th</sup> Street, then south on S. Madison Street and then east on E. 9<sup>th</sup> Street.
- Travel south on S. Walnut Street and then west on E. 9<sup>th</sup> Street.
- Travel north on S. Walnut Street, then east on E. Willard Street and then south on Hackley Street.
- Travel east on E. 6<sup>th</sup> Street and then south on Hackley Street.

The correct answer to sample question 2 is **(a)**.

## Verbal Comprehension

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### Definition

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Verbal comprehension is defined as the ability to read and understand written words and sentences.

Law enforcement officers use this ability when reading legal bulletins, state statutes, ordinances, policies and procedures.

### General Information

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For verbal comprehension questions, you will be given a passage to read. You will then answer questions that ask you to recall details from the passage and the meaning of the passage. In order to answer the questions correctly, you will have to understand the meaning of the preceding passage.

### Sample Questions

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For sample questions 1 and 2, please use the passage below.

Officers Wyatt and Yamaho have been partners for over 10 years. They started the police academy at the same time and have been partners ever since. On August 6, they started their shift at 6:00 a.m. Officers Wyatt and Yamaho were asked to appear at a community meeting at 9:00 a.m. and at the local elementary school at 1:00 p.m.

Once they were done at the elementary school, they patrolled the area around the park. At about 5:00 p.m., they encountered a group of teenagers who were drinking beer. Both officers got out of the vehicle and asked the teenagers for identification. All five teenagers were taken to the police department, where the officers called the

teenagers' parents. Officers Wyatt and Yamaho finished their shift at 6:30 p.m.

### Sample question 1

Where did Officers Wyatt and Yamaho go first on August 6?

- a. The police academy
- b. The community meeting
- c. The elementary school
- d. The park

The correct answer to sample question 1 is **(b)** because the community meeting started at 9:00 a.m. Options (a), (c) and (d) are incorrect because Officers Wyatt and Yamaho attended the police academy 10 years ago; the elementary school appearance was at 1:00 p.m.; and the officers were at the park at 5:00 p.m.

### Sample question 2

How many teenagers were taken to the police department?

- a. Four
- b. Five
- c. Six
- d. Seven

The correct answer to sample question 2 is **(b)** because five teenagers were taken to the police station.

## Verbal Expression

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### Definition

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Verbal expression is defined as the ability to write words and sentences that other people will understand.

Law enforcement officers use this ability to write the many reports, memos, affidavits and narratives that they are required to complete.

## General Information

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For verbal expression questions, you will be asked to choose correctly spelled words, detect misspellings in a sentence, and choose words or phrases that will be grammatically correct in the context of a sentence.

## Sample Questions

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### Sample question 1

Choose the word that correctly completes the sentence.

Robert Jones was having an argument with his wife, and he raised his voice more \_\_\_\_\_ he wanted to.

- a. then
- b. than
- c. thin
- d. den

The correct answer to sample question 1 is **(b)** because “than” is the only answer option that correctly completes the sentence.

### Sample question 2

Choose the word that is misspelled.

Officer Davenport and Officer Brown were patrolling the area when they noticed a car speeding away and turning abruptly.

- a. patrolling
- b. noticed
- c. speeding
- d. abruptly

The correct answer to sample question 2 is **(a)** because “patrolling” should be spelled “patrolling.” Options (b), (c) and (d) are all spelled correctly.

## Visualization

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### Definition

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Visualization is defined as the ability to imagine how something will look when it is moved around or when its parts are moved or rearranged. It requires the forming of mental images of how patterns, objects or people would look after certain changes, such as unfolding, rotation or physical alterations. One has to predict how an object, set of objects, pattern or person will appear after the changes are made.

Law enforcement officers use this ability when they need to find a suspect that may have changed physically, by changing hair color or shaving, for example.

### General Information

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For visualization items, you will be asked to recognize a face that has gone through some changes, such as different hair color, facial hair or expression.

## Sample Questions

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### Sample question 1

This person is seen from profile. Which headshot belongs to this profile?



- a.
- b.
- c.
- d.

The correct answer to sample question 1 is  
**(a).**

Sample question 2

Which headshot below  
belongs to this profile?



a.



b.



c.



d.

The correct answer to sample question 2 is  
**(a).**

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## Section II – Behavioral Orientation

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The information presented in this section of the *Study Guide* will assist you in becoming familiar with the structure of the behavioral attributes section of the exam. A brief definition of the behavioral-orientation component is presented along with sample statements to orient you to the different question formats.



The items appearing in this section are significantly different from the questions appearing in the cognitive-abilities section in terms of design and requirements for your response. **It is important to note that the statements in this section are not scored in terms of correct or incorrect answers.** These items are presented as a series of statements for you to respond to by marking the answer that best fits your belief. You will indicate your level of agreement using the following five-point agreement scale to record your response to each statement presented.

- |   |
|---|
| <p>1 - Strongly Agree<br/>2 - Agree<br/>3 - Not Sure<br/>4 - Disagree<br/>5 - Strongly Disagree</p> |
|---|

There are no obviously "correct" or "incorrect" responses to these types of items as there are on the cognitive questions. The goal of the behavioral component of the NCJOSI<sup>2</sup>™ is to compare your attitudes and behavioral characteristics to those of successful criminal justice officers. The closer your responses match those of successful officers, the more likely it is that you will be successful on the job.

Your response should be an indication of how you feel about the statement that is presented. You should respond honestly to each statement. A good guideline for answering these types of items is to put down the first response that feels right. Overanalyzing the statement or looking for hidden meaning can often cause you to misunderstand the statement and respond in a manner that does not reflect your true behavioral attributes.

Further, this section of the examination has been developed so that responding in a manner to "look good" or to "game" the test will result in lower scores. Honest responses and use of the full five-point scale is the best strategy.

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### Sample Behavioral-Orientation Statements

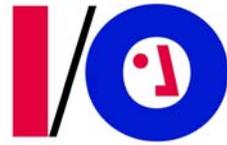
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Please rate the sample behavioral-orientation statements, using the scale previously provided.

- 1) I am sometimes nervous around friends whom I have not seen for a long time.
- 2) I enjoy trying to make others feel comfortable in new situations.
- 3) When I am uncertain of how to do a task, I will usually ask for clarity.
- 4) I am more assertive than most of my friends.
- 5) Most people feel stressed when they get home from work or school.

**Good luck on the NCJOSI<sup>2</sup>™ and in your criminal justice career!**





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