



2026

Anne Arundel County Fire
Department

ORIENTATION GUIDE FOR
THE ENTRY LEVEL ABILITIES
AND BEHAVIORS EXAM AND
STRUCTURED ORAL PROCESS



4/13/2026

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INTRODUCTION

This orientation guide has been developed to help prepare you for the upcoming Anne Arundel County Fire Department Entry-Level Firefighter assessment process. This year, the Entry Level Abilities and Behaviors written exam and the Structured Oral Process will be administered on the same day. This orientation guide should serve as an informational guide and provide you with some of the specifics for each testing component as well as a general schedule that you can expect on the test day.

TEST DAY LOGISTICS

You have been assigned a specific date and time for the testing process. You should be prepared to arrive early and allow ample time to park and walk from the parking lot to the registration line. Those who are not in line at the appointed time will NOT be allowed to register.

Do not bring cell phones, cameras, smart devices (watches, glasses, etc.), or other electronic devices to the test site. These devices will not be allowed in the testing area. **You will need a valid photo ID to check in.**

After you register, you will be escorted into the testing room and assigned a seat. Once all candidates have registered, the Entry Level Abilities and Behaviors Exam will begin. This exam includes a pretest study period (explanation in a following section) and the actual exam. Once the test time elapses or if you complete the exam before the time elapses, you will hand in your answer sheet and receive a candidate number for the Structured Oral Process. You will then be escorted into a holding room and wait to be escorted to the actual Structured Oral administration. Because of the large number of candidates testing, restroom lines could be very long. No one will be allowed to go to the restroom when test instructions are being read, and there will be strict procedures to follow regarding the use of the restroom during test times. **BE PREPARED TO STAY THE ENTIRE DAY. FOR SECURITY**

REASONS, YOU WILL NOT HAVE ACCESS TO YOUR CELL PHONE FOR THE ENTIRE TIME YOU ARE IN THE TESTING AREAS (INCLUDING THE HOLDING ROOM).

Remember, this is a closed-book test. Candidates will not be allowed to bring any test aid material into the testing location.

WRITTEN EXAM INFORMATION

The following sections will discuss general examination information, the exam components in detail, and the types of questions included in each component.

TEST FORMAT

This written exam is designed to measure work behaviors, skills, and abilities important to becoming a firefighter. Although some questions are placed in a firefighting context, this exam does not require candidates to have previous firefighting knowledge or experience.

The following sections will discuss general examination information, the exam components in detail, and the types of questions included in each component.

WRITTEN EXAM COMPONENTS

The **Entry Level Abilities and Behaviors Exam** includes a Pretest Study Booklet, Answer Sheet, and Entry Level Abilities and Behaviors Exam Booklet.

The following abilities are assessed by this exam:

1. **Memory for Ideas:** Recalling the essence of previously studied material (e.g., the main point or topic of a paragraph). Rote recall of this material (e.g., specific words or sentences) is not required. Responses may be either written or oral.
2. **Associative Memory:** Recalling or reproducing items of information arbitrarily paired. Item groupings have no obvious relationship between them of a pair and no logical way of getting from item to the other except

- by memorization. Firefighters use associative memory to learn signal codes, the interpretation of fire conditions (fumes, color of smoke), the numeric identifiers of hazardous material classes (#8 is Corrosive).
3. **Mathematical computation:** Ability to add, subtract, multiply, or divide quickly and correctly.
 4. **Mathematical Reasoning:** Ability to apply math to solving test questions involving charts and tables.
 5. **Mechanical Reasoning:** Mechanical reasoning, also known as mechanical aptitude, is measured by the degree of familiarity with everyday physical objects, tools, and devices, especially their function, use, size, shape, weight, and appearance. Firefighters need to understand how certain tools and pieces of equipment work. They must be able to operate pumps and other complicated equipment and position ladders safely.
 6. **Reading Comprehension (Written Comprehension):** Ability to read and understand information and ideas presented (in English) in work related documents and other written materials.
 7. **Flexibility of Closure:** The ability to identify or detect a known pattern (a figure, object, word, or sound) that is hidden in other distracting material.
 8. **Spatial Orientation:** Ability to know your location in relation to the environment or to know where other objects are in relation to you. Firefighters need to know the relative position of their body parts or their location in a building when visibility is limited because of smoke.
 9. **Risk Assessment (Spatial Scanning):** Necessitates rapid visual exploration of a wide or complicated spatial field to foresee consequences for each step taken. May be considered visual planning. Selecting the one best series of steps from all possible steps

The behavioral portion of this exam includes behavioral questions that assess attributes such as Work Ethic, Accountability, and Teamwork.

ORDER OF EVENTS

1. Completion of the Answer Sheet – The administrator will guide you in completing your answer sheet before the Pretest Study Period to ensure a smooth transition into the exam.
2. Pretest Study Period – You will be given the Pre-Test Study booklet to read, study, and memorize material associated with the exam. You will be

allowed a designated period of time (announced on test day) to study and memorize the material presented in the Pretest Study booklet. You **MAY** write in this booklet. However, you must turn in the booklet at the end of the pretest study period. The material that must be learned and committed to memory typically contains written procedures, diagrams, and pictures. After the study period has ended, the Pretest Study booklet is collected, and the Entry Level Abilities and Behaviors Exam booklets are passed out.

3. Entry Level Abilities and Behaviors Exam – You will be allowed a designated period of time to complete this exam. This exam includes both cognitive and behavioral questions. You **MAY** write in this test booklet.

TIME LIMITS

You will be allowed a total of twenty-five (25) minutes to study the pre-test booklet. During this time period, you must learn and memorize content, including images, passages and other information. You will not be allowed to use the pre-test study booklet during the exam. At the end of the 25-minute study time, the pre-test booklet will be picked up, and you will be given the test booklet. You will be given three hours and fifteen minutes to take the test.

ANSWER SHEET BASICS

You will be provided with an answer sheet for the exam. All of the questions from the test are multiple choice format. You will be required to darken in the answer for each question.

Questions in Test Booklet

1. A major responsibility of firefighters is to:
 - a. give speeches.
 - b. repair water leakages.
 - c. direct traffic.
 - d. fight fires.

Items on Answer Sheet

1. A B C

Answer "d" is the best answer and bubble "d" has been darkened to show this.

When completing your answer sheet:

- Fill in the bubble completely. The computer may not score your answer correctly if the bubble is partially filled.

Correct Mark



Incorrect Marks



- If you erase an answer, be sure to erase it completely.
- Use a #2 pencil ONLY. Do not use ink or any other type of pencil.
- When marking an answer on the answer sheet, be sure the row of answer bubbles is numbered the same as the number of the question on which you are working.
- Darken only one (1) bubble for each question. If you darken more than one (1) bubble per question, you will receive no credit for that question.
- Always assume that one of the responses represents the best choice of the responses given. Your score on the test will be the number of correct answers. Therefore, it is generally to your advantage to guess if you do not know the answer, rather than leave the question blank.

TYPES OF WRITTEN EXAM QUESTIONS (WITH SAMPLES)

The questions included in the written exam are designed to measure your basic cognitive abilities and behavioral (non-cognitive) attributes. In this section, we will list the type of questions and present sample questions to familiarize you with the different question formats. The asterisk (*) indicates the correct answer for all sample questions.

Candidates may purchase a more comprehensive study guide and/or online 100-item practice test through Morris & McDaniel's website.

- 1) Online Entry-Level Fire Test (ELF) [Online Entry-Level Firefighter Practice Test – Morris and McDaniel](#)
- 2) Maximum Performance on Entry-Level Fire Exams [Maximum Performance On Entry Level Firefighter Exams – Morris and McDaniel](#)

Structured Oral Prep

[Entry Level Fire Structured Oral Interview Prep](#)

Sample Questions

Reading Passages and Questions

A portion of the Entry Level Abilities Exam includes written passages sometimes placed in fire suppression context and questions that follow the passage. The intent is for you to demonstrate how well you understand what you read. Reading comprehension, or understanding what you read, is very important to your success both on the test and on the job. A firefighter at any level will have to read and interpret volumes of information. How well you use this ability will directly relate to how well you do your job.

Example Passage and Questions

Passage

Oftentimes, when one thinks of a firefighter, they immediately visualize a dog in their midst, specifically a Dalmatian. This is appropriate and with good reason. Although they are not as important today, in ages past, when fire trucks were pulled by horse drawn carriages, the Dalmatians' skills were very important. In order to help the fire department run at full strength, dogs were trained and used to help guide and direct the horses where to go when en route to a fire scene. Because of their friendly behavior, ease of being trained, and ability to look after themselves, Dalmatians became the dog of choice. Since fire trucks are now powered by gasoline, the dogs are no longer needed. However, for the sake of tradition, some can still be found in many fire houses across the country.

Answer questions 1 -2 based on the Passage above.

1. According to the passage, dogs were often used to:
 - a. provide firefighters with companionship.
 - b. protect the fire house.
 - * c. guide and direct horses.
 - d. assist in rescues.

2. Which one of the following would be the most accurate title for the passage?
- a. Man's Best Friend
 - b. Traditions
 - * c. The Firehouse Dog
 - d. Training a Dalmatian

Memorization

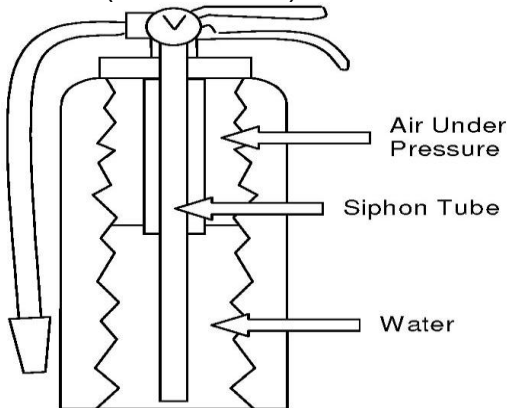
The Pretest Study Booklet includes written information, pictures, and diagrams that you will need to memorize to later answer questions in the Entry Level Abilities Exam Booklet. Being able to remember details of what is seen, heard, and read has always been a characteristic of a good firefighter. A firefighter must be able to remember the proper arrangement of equipment, routes in their assigned areas, and departmental procedures to prevent mishandling important duties for emergencies.

The Memorization information in the Entry Level Abilities Exam Booklet will be the first material from which you are tested for this exam. It is recommended that while memorizing the information in the Pretest Study Booklet, you use a method or plan and stay focused and attentive to the material. It may also be helpful to practice memorizing other material before the test.

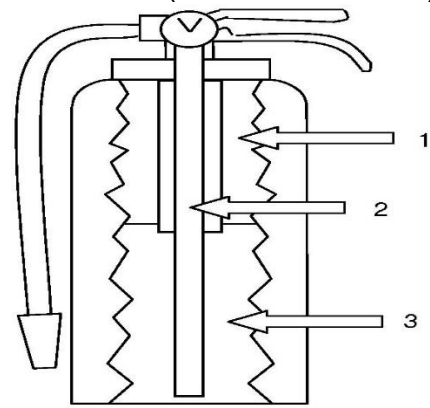
Example Question

Diagram I—Stored Pressure Water Extinguisher

Part 1 (from Pretest)



Part 2 (from Test Booklet)



Answer the following question based on Part 2 of Diagram I—Stored Pressure Water Extinguisher.

1. Which of the following does the number 3 represent?
 - * a. water
 - b. air
 - c. air under pressure
 - d. siphon tube

Math Questions

These type of questions involve mathematical reasoning to understand a word problem and to figure out what information the word problem is attempting to elicit. After identifying data necessary to solve the problem, you must be able to manipulate the numbers to generate a correct response.

A calculator is not provided for your use during this portion of the exam. Therefore, you should practice developing these skills without the use of a calculator. The mathematical operations that are generally tested in this section of the exam usually involve addition, subtraction, multiplication, division, percentages, decimals, fractions, and simple algebra. Sometimes the exam presents a table of data, and the test taker must perform mathematical computations on the data presented in the table.

Math is of extreme importance to firefighters because it helps them figure out necessary formulas, such as what size nozzle tip and what length of hose to use to fight a fire. Firefighters must also use formulas to compute various numbers such as the pounds per square inch of pressure needed to pump enough water onto a fire to extinguish it.

Example Questions

1. Assume that, for safety, the base of a ladder must be placed at a distance equal to 25% of its length away from the base of a building. If the ladder is 20 feet tall, how far away from the base of the building should the ladder be placed?
 - a. 2 feet
 - * b. 5 feet
 - c. 10 feet
 - d. 14 feet

2. Friction loss is the reduction of water pressure which occurs as water travels over distance and through any kind of restriction. Following is the formula for friction loss (FL) in a 2 ½ inch fire hose:

$$FL = 2Q^2 + Q \quad \text{where: } Q = \text{GPM}/100$$

Based on the information given above, what is the friction loss of a 2 ½ inch hose when the gallons per minute (GPM) is 185?

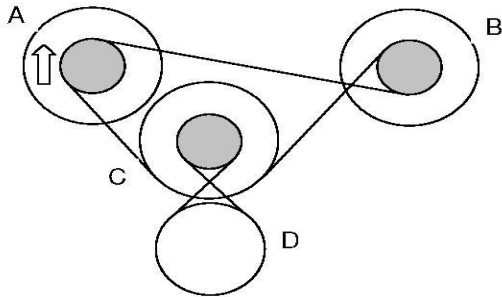
- * a. 8.7
- b. 15.5
- c. 9.3
- d. 10.2

Mechanical Questions

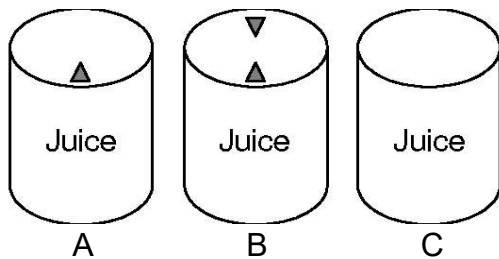
On this exam, you will be asked questions that deal with basic physical and mechanical principles. These questions could involve pulleys, gears, energy and power, motion, resistance, equilibrium, and fluidity.

Mechanical reasoning is important to firefighters because they must be able to understand how certain tools and pieces of equipment work. They must be able to operate pumps and other complicated equipment and position ladders.

Example Questions



1. Which of the following statements is **CORRECT** regarding the picture above?
- a. Wheel B is moving clockwise.
 - b. Wheel D is moving clockwise.
 - c. Wheel C is moving counterclockwise.
 - * d. Wheel D is moving counterclockwise.



2. Which of the following containers of juice pictured above will pour most easily?
- a. container A
 - * b. container B
 - c. container C
 - d. They will pour equally easily.

Spatial Questions (Shapes and Maps)

Shapes

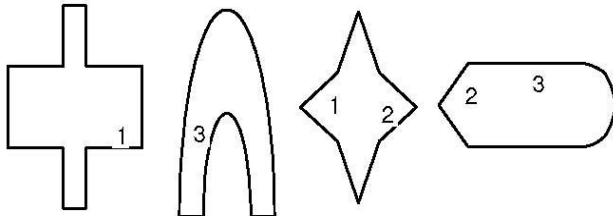
In the written exam, you will be presented with various shapes and will be required to mentally rotate and rearrange the shapes according to some given specifications or to fit them into a certain pattern. The objects that are to be mentally assembled appear at the beginning of each item and often will be marked

with one or more numbers or letters which identify some particular place on the object. There will be four choices of how the objects could be put together. The correct choice is assembled with the matching numbers or letters put together or lined up. The candidate must choose the correct choice from the given arrangements. Only one of the choices is correct. The given objects may need to be flipped, turned, or rotated as appropriate.

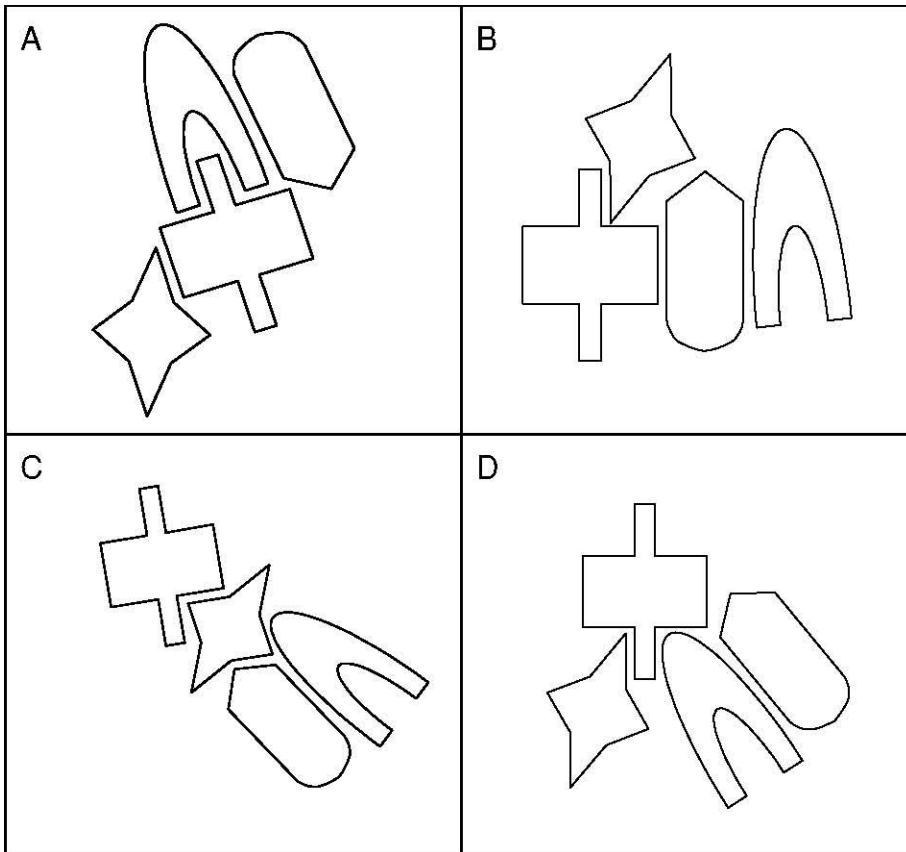
When presented with these questions, it is helpful to examine each of the response choices individually, and within each response choice, examine each shape. It may be helpful to compare each shape of the response choices with the matching shape in the given figure. Look at the numbers or letters that label that shape in the figure. Carefully label that shape in the response choice with the same numbers or letters. After you do this for all of the shapes in the response choices, it will be much easier to see if the numbers or letters match. The response choice that has matching numbers or letters is the correct response choice.

If you come across a response choice that seems to be correct, do not assume that it is in fact the correct choice. Continue this process of labeling the shapes for all of the response choices. It is possible that there is a better response choice. Also, if you continue to label the figures, you may discover an error that was made in labeling a previous response choice.

Example Question



1. Which of the choices below represents the parts above correctly assembled?
- a. A
 - b. B
 - * c. C
 - d. D



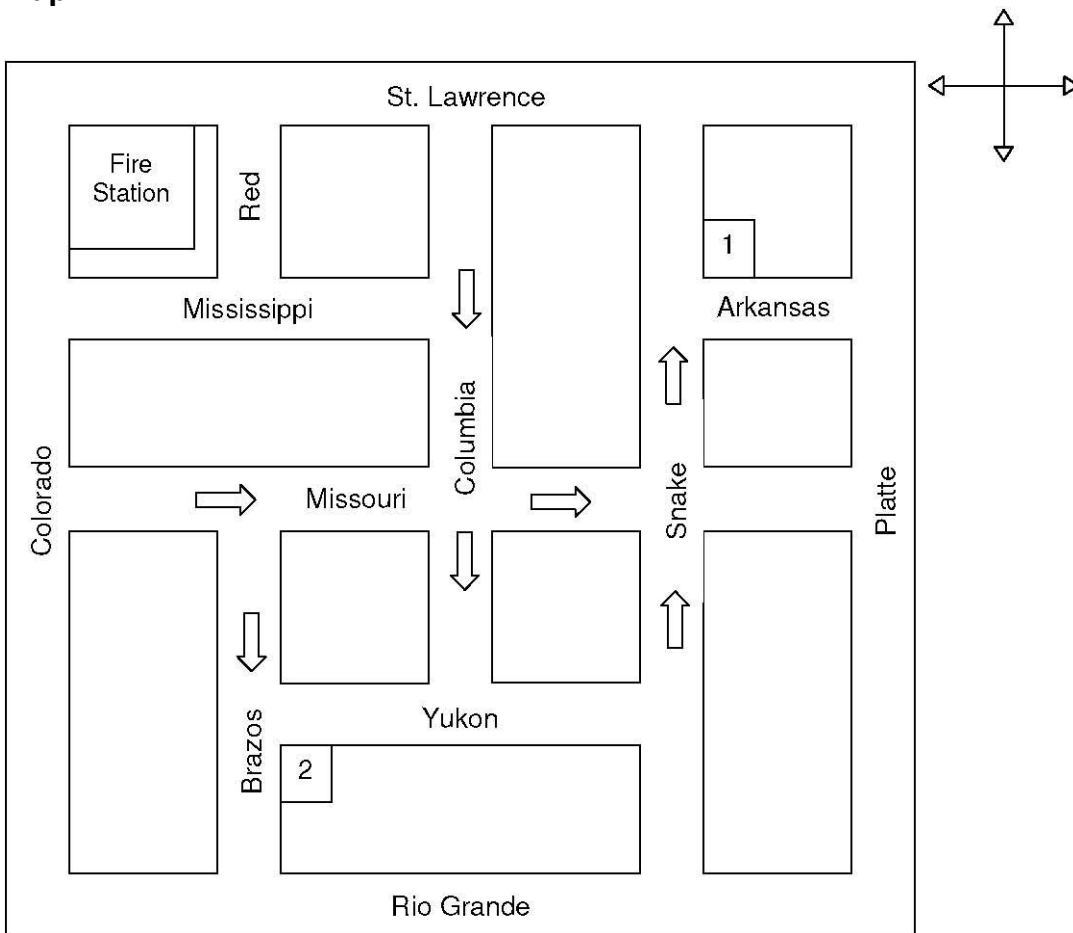
Maps

Directional orientation is a well-documented ability for good firefighters. This ability assists firefighters to respond to urgent situations and go from one point to another more efficiently.

In the exam, you will be presented with a map or plot diagram. Based on this map or diagram, you will answer questions related to the most direct route from one point to the next.

Example Questions

Map 1



Refer to Map 1 to answer questions 1 -2.

1. From the fire station, you are to drive to the northeast corner of Snake and Arkansas (#1). Without violating any traffic laws, which of the following is the shortest and most direct route to the corner?
 - a. east on St. Lawrence, south on Snake
 - b. south on Colorado, east on Missouri, south on Columbia, east on Yukon, north on Snake
 - * c. south on Colorado, east on Missouri, north on Snake
 - d. east on St. Lawrence, south on Columbia, east on Yukon, north on Snake

2. From the fire station, you are to drive to the southeast corner of Brazos and Yukon (#2). Without violating any traffic laws, which of the following is the shortest and most direct route to the corner?
 - * a. south on Colorado, east on Missouri, south on Brazos
 - b. south on Colorado, east on Rio Grande, north on Brazos
 - c. east on St. Lawrence, south on Columbia, west on Yukon
 - d. east on St. Lawrence, south on Snake, west on Yukon

Flexibility of Closure Questions

In this type of question, a picture of something related to fire suppression is presented along with four possible pictures below. Three of the four are slightly altered. You will be asked to identify which of the four pictures is exactly the same as the original picture given.

Read all instructions carefully. Your strategy should be to eliminate as many of the four choices as possible by focusing on the details of the given pictures, such as numbers, letters, or any other identifying information. Examine the choices one at a time until you have eliminated three of the four pictures. Double check all of the details of the original picture with the one you have chosen and verify that they are the same.

Example Question

Compare the four pictures at the bottom with the following picture. Choose the one picture of the four choices that is exactly the same as the following picture.



1. Which of the following is exactly the same as the picture above?

- a. A
- b. B
- c. C
- * d. D



TEST TAKING STRATEGIES

Before the Test Begins

- Arrive early on the day of the test.
- Visit the restroom before test administration begins. You may not be allowed restroom breaks during testing, or if they are allowed, you will not be able to make up that time.
- If you are feeling anxious, try taking a few, slow deep breaths. This tends to relax your muscles, calm your mind and make you feel more alert.
- Ensure that you don't have any electronic devices and/or study material that is not allowed during the exam. If you do, be sure to turn it into a test administrator before the exam begins.
- Pay close attention to the test administrator and the instructions provided. Make sure the test format and requirements are understood.
- Raise your hand if you have a question about test procedures.

While Taking the Test

- Answer every question on the test.** There is no penalty for guessing since your score is based on the total number of correct answers. This means you should respond to every question, even when you are not certain of the correct answer.
- Read all exam material and questions carefully.
- If you are uncertain of an answer, first eliminate any alternative you know is incorrect. Then use your best guess with the remaining alternatives to answer the question and move on. Balance the amount of time you spend on each question with the total amount of time allotted.
- Be sure to stop working as soon as you are told that time is up. Do not look at any other person's test booklet or answer sheet. Anything that looks like cheating will automatically disqualify you from the testing process and from further consideration for employment.
- Make sure the correct bubble on your answer sheet is completely filled in. Only fill in one answer bubble per question.
- Be aware of how much time has been allotted to complete the test. Candidates should keep track of the amount of time remaining in the examination period.

- Try to answer the question before looking at the choices. If the answer is known, compare it to the available choices and pick the closest alternative. A thorough understanding of the knowledge areas will allow questions to be answered without looking at the answer choices.

Find words that "harden" or "soften" statements:

AND means that one element of the alternative must be present or true in addition to another element for the alternative to be correct.

OR means that there is a choice of situations. Only one of the elements of the alternative must be present or true for it to be a correct alternative.

Proceed through the questions strategically

Skim through all materials pertaining to each scenario at least once before starting to respond to the multiple-choice items.

Read each scenario and examine each diagram pertaining to the scenario for a general understanding. Next, read each of the items associated with that scenario and return to the scenario and diagrams to check the details.

Answer items in a set at the same time.

The multiple-choice exam items will be organized around scenarios and diagrams. As a rule, all test items associated with a set of materials (scenario, diagrams) should be answered at the same time. It is very time-consuming to re-familiarize one's self with all of the materials for an item left unanswered in a set. If the set of items looks difficult in general, it would be more time efficient to skip the entire set of items and then come back to them later.

Tackle difficult questions methodically

Do not let unfamiliar vocabulary slow your progress. The main idea can be grasped without knowing the individual word or fully understanding an individual sentence.

Do not be afraid to go with the first answer that comes to mind. It can be changed later but, often, first guesses are correct.

Use process of elimination. If the answer to a question is not known, first eliminate those choices that seem completely wrong. This will save time by reducing the number of choices needed to be re-read and re-evaluated before selecting your final choice.

Guess

No more credit will be lost for an incorrect response than for leaving it blank, so it is to each candidate's advantage to respond to every question even if guessing is required. If the examination period is about to end and there will be a substantial number of questions (e.g., more than 5 or 10) that will not be completed, reserve some time (e.g., 60 seconds) toward the very end of the examination period to respond to these questions, even if guessing is the only option. While these guesses may not be correct, the alternative is to leave these questions blank and be assured of getting them wrong.

Use extra time wisely

If a candidate finishes the examination before the test time expires, he/she should go back and review the responses on their answer sheet prior to turning it in. Make any changes that are necessary.

Finally, remember that exam monitors will be there to help candidates with testing procedures. If there are any questions about the testing procedures, ask for assistance before the test begins.

Error Analysis

There are several possible reasons for choosing an incorrect response to a question. Six of these reasons are presented below along with suggestions for avoiding such errors. Consider past tests that have been taken and identify the errors (from among the six provided here) that tend to characterize previous test-taking behavior. Once the reasons for these errors have been identified, steps can be taken to avoid repeating such errors when answering questions on this, and future examinations. As previously mentioned, the suggestions laid out below are geared towards selecting the one best alternative. Listed below are various reasons incorrect answers might be selected:

Misreading a question or answer by overlooking a key word or phrase

Recognize key words and phrases that stand out when choosing an answer. Once key words and phrases have been identified, check the details of the possible answers with the details identified, one by one. If the details do not match, consider that answer suspect and try another, always keeping in mind that a candidate should be looking for the **BEST** possible answer.

Not knowing the meaning of one or more key terms

When taking the test, if difficulty with a term is encountered, re-read the sentence to determine its meaning without worrying about the meaning of a particular word.

Try to understand the general message of the sentence or paragraph. The meaning of the unfamiliar word could become clearer once you understand the general context within which it has been placed.

Difficulty understanding complex or difficult questions

Divide and conquer! As mentioned earlier, break up the material into small segments, and then concentrate on one segment at a time. One approach to difficult questions is to read the possible answers first, and then re-read the question. This tells the candidate what to concentrate on while reading the question. Concentrate on the parts of the question directly related to the possible answers even if the entire question is not understood. The entire question need not be understood to find the correct answer. Also, focus on the topic sentences that are usually the first and last sentences of a question. Read the difficult questions twice. The first time, read for the general meaning and do not let words or phrases that are not understood slow or discourage you. The second time, read for understanding that is more precise. The first reading will provide the context so that the second reading is more meaningful.

Comparing combinations of information

This is a problem of rearranging information in the correct way so that it makes sense. Identify critical pieces of information in the test question and then compare the information with the possible answers, point by point.

The alternative chosen looked correct

Several factors can cause incorrect alternatives to be selected:

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

An incorrect alternative may contain a phrase or sentence that is used out of context. For example, an idea that is expressed but then rejected in the relevant material may be presented as an idea that was supported.

Some strategies for avoiding the tendency to fall for incorrect alternatives include:

Have an answer in mind before looking over the alternatives. This will decrease the possibility of choosing an incorrect alternative merely because it looks good.

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

Stick strictly to the facts or rules of the relevant material. Do not fall for alternatives that stretch or exaggerate the facts or rules described in the relevant material.

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

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

STRUCTURED ORAL PROCESS (SOP) INFORMATION

Experience interactive practice for the Oral Assessment (SOP) with our AI Assessment Panel, designed and trained by the experts at Morris & McDaniel. Master critical scenarios, sharpen your problem-solving skills, and gain the confidence to excel in your Oral Assessment.

[Entry Level Fire Structured Oral Interview Prep](#)

OVERVIEW

As stated above, you will be escorted to a holding room after you complete the written exam. As individual testing rooms become available, you will be moved to a testing room and presented a brief orientation that informs you of basic information of what to expect and the dimensions on which you are going to be assessed on. You will be given 3 hypothetical scenarios. At the end of SOP, you will be escorted out to the checkout table to receive any belongings left at registration. You may then leave the building.

SPECIFICS

For the Structured Oral Process, on-site candidates will be seated at a table in an individual room with a laptop computer in front of them. They will be presented first with a brief orientation, then with 3 hypothetical scenarios via the laptop computer. For each scenario in the SOP, you will be asked the question, "What would you do and why?" Each scenario and question will be read aloud via the laptop, and you will be provided with a printed copy as well so that you may follow along.

All candidates will have 4 minutes to ORALLY respond to each question(s). You can use as much or as little of your allotted time period as you choose. You must speak your answer within the four minutes for each scenario. However, if you have not completed your oral response in the allotted time-period, you must stop and move on to the next scenario.

Your response to each question is being video recorded. It is natural to be nervous. Many candidates have found the following suggestions to be helpful, but you must decide for yourself what would be helpful for you.

- Try to look at the laptop camera and speak clearly and loudly enough to be heard (do not speak softly). Many people find that watching themselves in a mirror or video recording themselves while they practice answering questions gives them an idea of how they will look on camera.
- Listen carefully to each scenario and its question(s) and formulate an organized, comprehensive response.
- Answer the question that is asked.
- Avoid rambling on about unrelated issues or, the opposite, providing answers that are too short and do not convey your knowledge on the subject.
- Raters will not see or score your notes, nor will they score any non-verbal communication, so be sure to orally communicate anything you wish to be considered as part of your response.

Your video recorded responses will be rated by a panel of assessors after your SOP administration. Primarily, the substantive value of your spoken words is what the raters are interested in, not your physical appearance or actions such as referring to your notes during your presentation.

The following are dimensions for which you will be assessed in the Structured Oral Process:

1. Problem Identification & Analysis (PI)

The ability to quickly identify a problem and to analyze it; to notice details or phenomena; to sort out pertinent information; to foresee the consequences of various alternatives. The ability to obtain relevant information from available information and screen out less essential details. The ability to use data and related information in order to evaluate a problem. The ability to logically interpret information in order to solve problems.

2. Decision-Making (DM)

The ability to make sound decisions promptly on difficult problems; the exercise of judgment and consideration of available information; the willingness to make a decision when required. Basically, the ability to use all information provided in order to take the most appropriate action and exhibit a willingness to make decisions when necessary.

3. Teamwork (TW)

The attribute that permits an individual to work in collaboration with a group of people to achieve a common goal or pursue a mission. It invokes the concept of being able to work with others in a spirit of cooperation, even under trying or difficult conditions. Teamwork includes the ability to overcome or disregard any personal conflicts with other members of a group in order to preserve the cohesiveness and effectiveness of the group itself. To a certain extent, it contemplates a commitment, when necessary, to put the interests of the group ahead of the personal ambitions or desires of the person.

4. Oral Communication (OC)

The ability to express ideas clearly, concisely, and effectively in oral form; to listen to others attentively and with comprehension. The ability to speak clearly, be easy to follow, display self-assurance, and appear unflustered.

The following are the typical instructions you will receive on test day:

This is the Structured Oral Process. You should have four (4) consecutively numbered pages beginning with this page. Please take a moment and count your pages. If you do NOT have four (4) consecutively numbered pages, please inform a Proctor. You will be asked to respond to three (3) scenarios. Once a scenario has been read, you will have a maximum of four (4) minutes to respond to the question for the scenario. You will present your response to each scenario to a laptop webcam. Your performance on this exercise will also be video recorded. You may use some of the four (4) minute period to consider your response and prepare before you begin talking; however, you only have a maximum of four (4) minutes for each scenario. Should you complete your response before the four (4) minute time limit elapses, you may say, "That concludes my response." You will then be directed to the next scenario. You MAY NOT look ahead to the next scenario until you are directed to turn the page by the monitor. Once the four (4) minute period is over for any scenario, you MAY NOT go back to that scenario. Should you use the full four (4) minute time period, the monitor will stop you by indicating time is up. The monitor will then direct you to move on to the next scenario. You may write on the Candidate Packet or take notes on the scratch paper that is provided. If you complete your response to the third (3rd) scenario before the four (4) minute time limit elapses, stay in your seat until a monitor gives you further instructions. You MAY NOT speak to other candidates until you are told you may do so.

CONCLUSION

Good luck! We know it is an important day for you and wish you the best of luck in the process.