

INTRODUCTION TO THE
**GUARDIAN
SELECTION
INVENTORY**

GSI



TEST OVERVIEW

The GSI has 207 multiple-choice questions. It will measure your cognitive abilities, situational judgement, and behavioral characteristics and attitudes.

When you get to the test site on the day of the test, you will need to follow the check-in process. Listen carefully and follow all instructions. Instructions will be read to you before the test starts. Make sure you understand these instructions before starting the test.

You should plan to spend a total of about three hours and 45 minutes at the testing site, between checking in, listening to the test instructions, taking the test, and checking out. The test will last three hours. Be sure to keep track of time. This will ensure that you can complete the full test. If you finish early, use the extra time to look over your work and check your answers. There is no bonus for finishing early. We suggest that you use all of your time to perfect your test.

WHAT DOES THE TEST MEASURE?

The test measures skills and abilities needed to be a successful law enforcement officer. The test has four sections. The sections measure cognitive ability, situational judgement, and behavioral characteristics and attitudes. The section breakdown of the test is as follows:

- **Section 1:** Behavioral Characteristics and Attitudes (85 questions)
- **Section 2:** Behavioral Characteristics and Attitudes (48 questions)
- **Section 3:** Cognitive Ability (50 questions)
- **Section 4:** Situational Judgement (24 questions)

It is important to note that the test does not measure job knowledge or any skills that require training. You will not need any law enforcement knowledge or skills to do well on the test.

SECTIONS 1 & 2: BEHAVIORAL CHARACTERISTICS AND ATTITUDES

Sections 1 and 2 measure behavioral characteristics and attitudes that are needed to be an effective law enforcement officer. Section 1 has two parts. For Part 1 of Section 1, you will indicate your level of agreement with each statement. For Part 2 of Section 1, you will choose which one of two statements most closely reflects your beliefs or attitudes. For Section 2, you will indicate your level of agreement with each statement.

SECTION 3: COGNITIVE ABILITIES

Section 3 of the test measures eight cognitive abilities:

Cognitive Abilities	
Pattern Recognition	Inductive Reasoning
Selective Attention	Grammar
Deductive Reasoning	Reading
Ordering of Information	Vocabulary

These cognitive abilities have been shown to be essential for success as a law enforcement officer based on our analysis of the job.

TEST OVERVIEW

SECTION 4: SITUATIONAL JUDGEMENT

Section 4 of the test measures your situational judgement. Situational judgement is your ability to respond in an appropriate and effective way to challenges at work. You will be presented with scenarios that reflect the types of challenges one could face at work. Each scenario has two responses. Each response has an action or actions one could take in the scenario. You will be asked to rate how likely it is you would take the action or actions to respond to the scenario.

ANSWER SHEET OVERVIEW

This section describes how you should fill in the answer sheet. All of the questions on the test will be multiple-choice. You will mark your answers on the answer sheet given to you. Full instructions on how to use it will be given at that time. A sample from the answer sheet is shown below.

Things to keep in mind when marking the answer sheet:

- Make heavy black marks that fully fill the circles.
- Fully erase any answers 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 test booklet as scratch paper. However, be sure to record your answers on the answer sheet.
- Be sure that the number of the question you are working on matches 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. Frequently check to make sure that your answers are in the correct spaces.
- There will be multiple options (e.g., a, b, c, and d) listed on the answer sheet for each question. Please be sure that you mark your answer in the correct column. You may want to go back and check your answers to be sure that you have placed your answer in the correct column.

1.	☐ A	☐ B	☐ C	☐ D
2.	☐ A	☐ B	☐ C	☐ D
3.	☐ A	☐ B	☐ C	☐ D
4.	☒ A	☐ B	☐ C	☐ D

You will see that on question 4 on the sample answer sheet above, the circle marked “A” has been filled in. This means that answer option “A” has been chosen as the correct answer for question 4. 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 read other marks such as checks, X’s, partially filled-in circles, etc. If the computer reads poorly-erased responses or incomplete or stray marks on your answer sheet, you may not get credit for a correct answer.

BEHAVIORAL CHARACTERISTICS/ATTITUDES MEASURES

Sections 1 and 2 of the test measure behavioral characteristics and attitudes. Section 1 contains two parts: Part 1 and Part 2. The items in Part 1 of Section 1 will ask you to rate your level of agreement with a number of statements using the five-point agreement scale shown below.

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

When answering this type of question, you should consider the statement that is presented. You should then choose a response that reflects your initial reaction about your level of agreement or disagreement. Your first reaction is usually the most accurate response.

For Part 2 of Section 1, you will be presented with two statements. You will be asked to choose the statement you MOST agree with. Again, you should go with your initial reaction to make sure that your responses are accurate.

The items in Section 2 will be similar to the items in Section 1 – Part 1. You will determine your level of agreement with a variety of statements using the same five-point scale presented above.

SAMPLE QUESTIONS

SECTION 1 – PART 1 SAMPLE QUESTIONS

This section contains a series of statements that you must rate based on your personal opinion. Read each statement and then choose a response based on the scale below.

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

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 help.

SECTION 1 – PART 2 SAMPLE QUESTIONS

For the following items, please review the response options and choose the response that most closely reflects your beliefs or attitudes.

1. A. I am more assertive than most of my friends.
B. Others would describe me as timid.
2. A. When I get home from work or school, I usually feel stressed.
B. I do not bring my feelings about work or school home with me.

BEHAVIORAL CHARACTERISTICS/ATTITUDES MEASURES

SECTION 2 SAMPLE QUESTIONS

The questions that follow require that you select the answer that best reflects your views and opinions. Please read each statement and then provide an honest response using the scale below.

In the context of the questions that follow, CULTURE describes how a group of people tend to behave, what they believe and value, the way they speak or dress, and the way they talk and behave with one another.

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

1. It is important to be aware of the differences between people from all kinds of cultures.
2. I find engaging with other cultures to be pointless.
3. It is acceptable to simply tolerate other cultures.

Section 3 of the test measures cognitive abilities. Cognitive abilities are the abilities of our brains to perceive, reason, understand, and interact with things in the world. The test measures deductive reasoning, ordering of information, inductive reasoning, grammar, vocabulary, reading, pattern recognition, and selective attention. Knowing what the abilities are and practicing where your skills are weaker will help you do well.

This study guide will describe each cognitive ability and the types of items in this section. It will also describe how each might be used on the job. These descriptions, along with sample questions, will help you prepare for the test.

COGNITIVE ABILITY MEASURE

DEDUCTIVE REASONING

Deductive reasoning is the ability to apply rules and guidelines to make decisions in a situation. It involves applying general rules to specific problems to find logical answers.

Law enforcement officers learn criminal and traffic laws. They also learn the elements of crimes. They apply this information to situations on the job. Applying rules, policies, procedures, and laws to specific situations on the job involves deductive reasoning.

SAMPLE QUESTION 1

Please use the following information to answer Sample Question 1.

Type of classification	Specific drug	Possession or intent to sell	Felony or misdemeanor	Maximum sentencing	Maximum fine
Stimulant	Cocaine	Possession	Felony	Up to 1 year in jail	\$1,000
		Intent to sell	Felony	Up to 99 years' imprisonment	\$250,000
	Amphetamine	Possession	Misdemeanor	Up to 60 days in jail	\$1,000
		Intent to sell	Felony	Up to 5 years' imprisonment	\$8,000
Opioid	Heroin	Possession	Felony	Up to 2 years in jail	\$10,000
		Intent to sell	Felony	Up to 99 years' imprisonment	\$100,000
	Fentanyl	Possession	Misdemeanor	Up to 180 days in jail	\$2,000
		Intent to sell	Felony	Up to 99 years' imprisonment	\$50,000
	Morphine	Possession	Misdemeanor	Up to 180 days in jail	\$2,000
		Intent to sell	Felony	Up to 99 years' imprisonment	\$50,000
Hallucinogen	Psilocybin (Mushrooms)	Possession	Felony	Up to 1 year in jail	\$2,500
		Intent to sell	Felony	Up to 20 years' imprisonment	\$20,000
	LSD	Possession	Felony	Up to 2 years in jail	\$8,000
		Intent to sell	Felony	Up to 99 years' imprisonment	\$250,000

COGNITIVE ABILITY MEASURE

1. Bella was stopped by an officer and had illegal drugs in her car. Later in court, she was charged with a misdemeanor and sentenced to 30 days in jail. She received the maximum fine for the offense, which was \$1,000. Which of the following was Bella charged with?
- a. Possession of amphetamine
 - b. Possession of cocaine
 - c. Intent to sell amphetamine
 - d. Possession of psilocybin
- CORRECT ANSWER: A

ORDERING OF INFORMATION

Ordering of information is the ability to choose the best order for a set of events. It involves placing events in a logical and meaningful order. This involves deciding the order of each event in a scenario to make a correct timeline.

Law enforcement officers use ordering of information when they collect facts and accounts from witnesses. They must put together the order of events based on different information. It is also used in following the correct steps to perform first aid or following a procedure to operate equipment.

SAMPLE QUESTION 2

For this item, you will be presented with a series of statements about an event. The statements are not in order. Please choose the answer option that contains the correct order of statements. You may take notes to help keep yourself organized.

Please use the information below to answer the question that follows.

Steve called 911 to report a noise complaint. The following statements are his descriptions of the event. The statements are not in order.

1. After they turned it back up, I finally decided to file a noise complaint with the police.
2. I walked over to their house to ask them to be quieter and they said they would turn down their music.
3. However, shortly after I went inside, I heard them turn their music back up. It was even louder than it was before!
4. On my way back to my house, I noticed they had turned the music down.
5. Loud music had been coming from my neighbor's house party all night.
6. An officer arrived within the hour and spoke with my neighbors.

2. Which of the following is the correct order of the above statements?
- a. 5, 2, 4, 3, 1, 6
 - b. 2, 5, 4, 3, 6, 1
 - c. 5, 2, 4, 1, 3, 6
 - d. 5, 2, 3, 4, 1, 6

CORRECT ANSWER: A

COGNITIVE ABILITY MEASURE

INDUCTIVE REASONING

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

Law enforcement officers use this ability when they take in pieces of information about a crime scene or incident. They must then decide how to react based on that information. This ability is used when investigating if rules or laws have been broken.

SAMPLE QUESTION 3

Please use the information presented to answer Sample Question 3.

Officers arrive at a local mall after receiving a call about a reported theft. Below are four witness statements taken at the scene:

Melissa Contreras: “I was having coffee at an outdoor café on Cranberry Street. It was a quiet afternoon when I suddenly heard shouting coming from across the street near the entrance of Fairview Mall. I saw an older gentleman running after two men and shouting at them. I think one of them was blonde and the other had brown hair. They outran him and jumped into the back seats of a red car. Then the car quickly drove out of the parking lot. They drove right past me as they left, and I got a look at the driver. He was wearing a white baseball cap.”

Daniel Hewitt: “I was walking down the sidewalk on my way to my car when two men came up to me and snatched both of my shopping bags. They looked young – maybe teenagers or in their early twenties. One of them had a black jacket and brown hair. The other one was dressed in blue. I tried to run after them, but they were faster than I was. Their friend was waiting in a red sedan and began driving away as soon as they climbed in. They left the lot and sped off through Cranberry Street. Afterwards, I spoke with the security guard on site for assistance.”

Christina Wright: “I was walking to my truck, which was parked at Fairview Mall. I noticed that two men were standing around near the eastern entrance, almost as if they were waiting for someone. One of them was blonde and wearing a blue sweatshirt, and the other one was wearing a black jacket. I kept an eye on them as I walked to my vehicle, which was parked near the intersection of Cranberry Street and Clark Avenue.”

Jack Thompson: “I was patrolling the east parking lot at three in the afternoon when the incident occurred. An older man and his son stole two shopping bags off a customer as he was exiting the mall. They then ran towards their car and quickly fled the scene. I went over to speak with the customer and make sure he was unharmed, then gathered his contact information. Afterwards, I reached out to mall security to report the incident and request a review of security footage.”

COGNITIVE ABILITY MEASURE

3. Based on the witness statements, which of the following conclusions is TRUE?

- a. The men involved in the theft fled the scene in a truck.
- b. The café faces the east entrance of Fairview Mall.
- c. The getaway driver had red hair.
- d. The east entrance of Fairview Mall faces Clark Avenue.

CORRECT ANSWER: B

GRAMMAR

Grammatical ability is a person's knowledge of word usage, spelling, and punctuation.

Law enforcement officers often communicate in writing. They must be able to correctly spell common words, use and pair parts of language (e.g., nouns, verbs), punctuate sentences, and compose meaningful sentences.

SAMPLE QUESTION 4

For Sample Question 4, please choose the word or phrase that correctly completes the sentence.

4. The officer stopped a couple on the highway to inform them that _____ tailight was out.

- a. they're
- b. their
- c. there
- d. them

CORRECT ANSWER: B

COGNITIVE ABILITY MEASURE

READING

Reading is the ability to read and understand written words and sentences.

Law enforcement officers must read and understand a large amount of training materials. They regularly complete training on the job that is presented in a written format. Law enforcement officers also have to read and understand policies, instructions, and plans.

SAMPLE QUESTION 5

Please use the following passage to answer Sample Question 5.

Over the last several years, many pedestrians have been hit by vehicles in the city of Fairview. Last year, high school student Makayla Hall was injured when she was crossing Astoria Avenue after walking home from a soccer game. This accident drew attention to the unsafe streets from other residents in the community. In response, the city government and the Fairview Police Department responded to the community's concern and modified their efforts to enforce traffic laws.

The police worked with the city government to implement new safety measures to make the streets safer for pedestrians. The city was able to identify two main ways to increase pedestrian safety: updating traffic laws and enforcing those laws more strictly, as well as increasing community awareness of pedestrian safety guidelines.

The first strategy was implemented by the Fairview city government, which decreased speed limits throughout several neighborhoods. Signs stating the new speed limit were posted throughout the city. The police department increased patrols to pull over drivers who were driving over the new speed limit. Speeding tickets were issued to drivers who were speeding. Additionally, the Fairview city government increased the number of designated crosswalks to deter pedestrians from crossing the street in busy areas.

Secondly, by reviewing the cases of pedestrian accidents, the city government was able to determine that most of the pedestrian accidents occurred during the summer months. This was likely due to favorable weather increasing the likelihood of individuals choosing to spend time outside. Additionally, the city was able to determine that many of these accidents involved high school aged children who were spending time in the community during their summer break. Due to this finding, the Fairview Police Department arranged for a few officers to host an assembly at the local high school before school ended for summer break. During the assembly, the officers taught students the importance of following pedestrian safety guidelines and precautions.

Over time, positive changes were observed. Pedestrian accidents decreased, and the community members felt more confident walking throughout their neighborhood. The police department continued their efforts to enforce traffic laws and educate the community about pedestrian safety guidelines in the area. Ultimately, the accident on Astoria Avenue motivated the Fairview community to improve pedestrian safety. The Fairview city government and the Fairview Police Department worked together to make significant changes that helped prevent accidents and protect the lives of community members.

COGNITIVE ABILITY MEASURE

5. The main idea of the passage is that ____.

- a. police and local government can make streets safer for pedestrians by modifying traffic laws and increasing awareness of pedestrian safety guidelines
- b. police need to strictly enforce speed limits by issuing speeding tickets to make streets and crosswalks safe for pedestrians
- c. pedestrians need to take accountability for their own safety by following pedestrian safety guidelines when walking on public streets and crosswalks
- d. pedestrian injuries and deaths can cause members of a community to feel concerned for their own safety when using crosswalks

CORRECT ANSWER: A

VOCABULARY

Vocabulary items measure your understanding of the meaning of words.

Law enforcement officers must be able to understand the meaning of the words in written policies, instructions, and plans they receive on the job.

Vocabulary questions on the test will be part of a reading passage (see Sample Question 5).

SAMPLE QUESTION 6

Please use the following passage (this is the same passage that was presented in Sample Question 5) to answer Sample Question 6.

Over the last several years, many pedestrians have been hit by vehicles in the city of Fairview. Last year, high school student Makayla Hall was injured when she was crossing Astoria Avenue after walking home from a soccer game. This accident drew attention to the unsafe streets from other residents in the community. In response, the city government and the Fairview Police Department responded to the community's concern and modified their efforts to enforce traffic laws.

The police worked with the city government to implement new safety measures to make the streets safer for pedestrians. The city was able to identify two main ways to increase pedestrian safety: updating traffic laws and enforcing those laws more strictly, as well as increasing community awareness of pedestrian safety guidelines.

The first strategy was implemented by the Fairview city government, which decreased speed limits throughout several neighborhoods. Signs stating the new speed limit were posted throughout the city. The police department increased patrols to pull over drivers who were driving over the new speed limit. Speeding tickets were issued to drivers who were speeding. Additionally, the Fairview city government increased the number of designated crosswalks to deter pedestrians from crossing the street in busy areas.

Secondly, by reviewing the cases of pedestrian accidents, the city government was able to determine that most of the pedestrian accidents occurred during the summer months. This was likely due to favorable weather increasing the likelihood of individuals choosing to spend time outside. Additionally, the city was able to determine that many of these accidents involved high school aged children who

COGNITIVE ABILITY MEASURE

were spending time in the community during their summer break. Due to this finding, the Fairview Police Department arranged for a few officers to host an assembly at the local high school before school ended for summer break. During the assembly, the officers taught students the importance of following pedestrian safety guidelines and precautions.

Over time, positive changes were observed. Pedestrian accidents decreased, and the community members felt more confident walking throughout their neighborhood. The police department continued their efforts to enforce traffic laws and educate the community about pedestrian safety guidelines in the area. Ultimately, the accident on Astoria Avenue motivated the Fairview community to improve pedestrian safety. The Fairview city government and the Fairview Police Department worked together to make significant changes that helped prevent accidents and protect the lives of community members.

6. The underlined word “modified” in the passage most closely means ____.

- a. began
- b. changed
- c. communicated
- d. completed

CORRECT ANSWER: B

COGNITIVE ABILITY MEASURE

PATTERN RECOGNITION

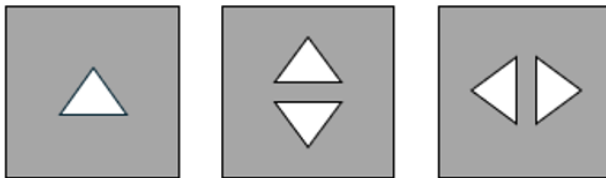
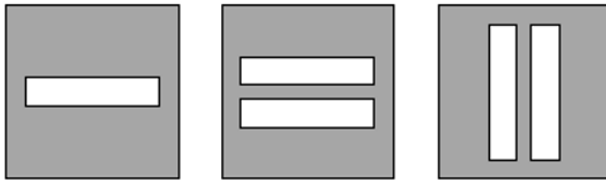
Pattern recognition is the ability to find the underlying rule, process, or change that is present in a set of materials. It involves finding a graphic or visual pattern when parts of the pattern are presented.

Law enforcement officers use this ability when analyzing cases to look for patterns or similar crimes. They may look for patterns in victim descriptions, methods of entry, or types of goods taken.

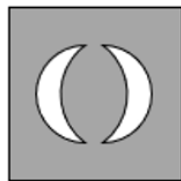
SAMPLE QUESTION 7

For the following item, a unique pattern is presented. Please select the tile that fits into the blank “?” box and completes the pattern.

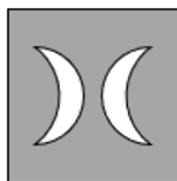
7.



a.



b.



c.



d.

CORRECT ANSWER: B

COGNITIVE ABILITY MEASURE

SELECTIVE ATTENTION

Selective attention is the ability to concentrate on a task over a period of time without being distracted.

Law enforcement officers use selective attention to pick out a pattern, person, or object hidden in a group. Law enforcement officers use selective attention to pick out a suspect's face from a crowd. They also use selective attention when looking for a specific license plate in traffic.

SAMPLE QUESTION 8

Please use the image below to answer Sample Question 8.



8. Which of the following license plate numbers appears in the above image?

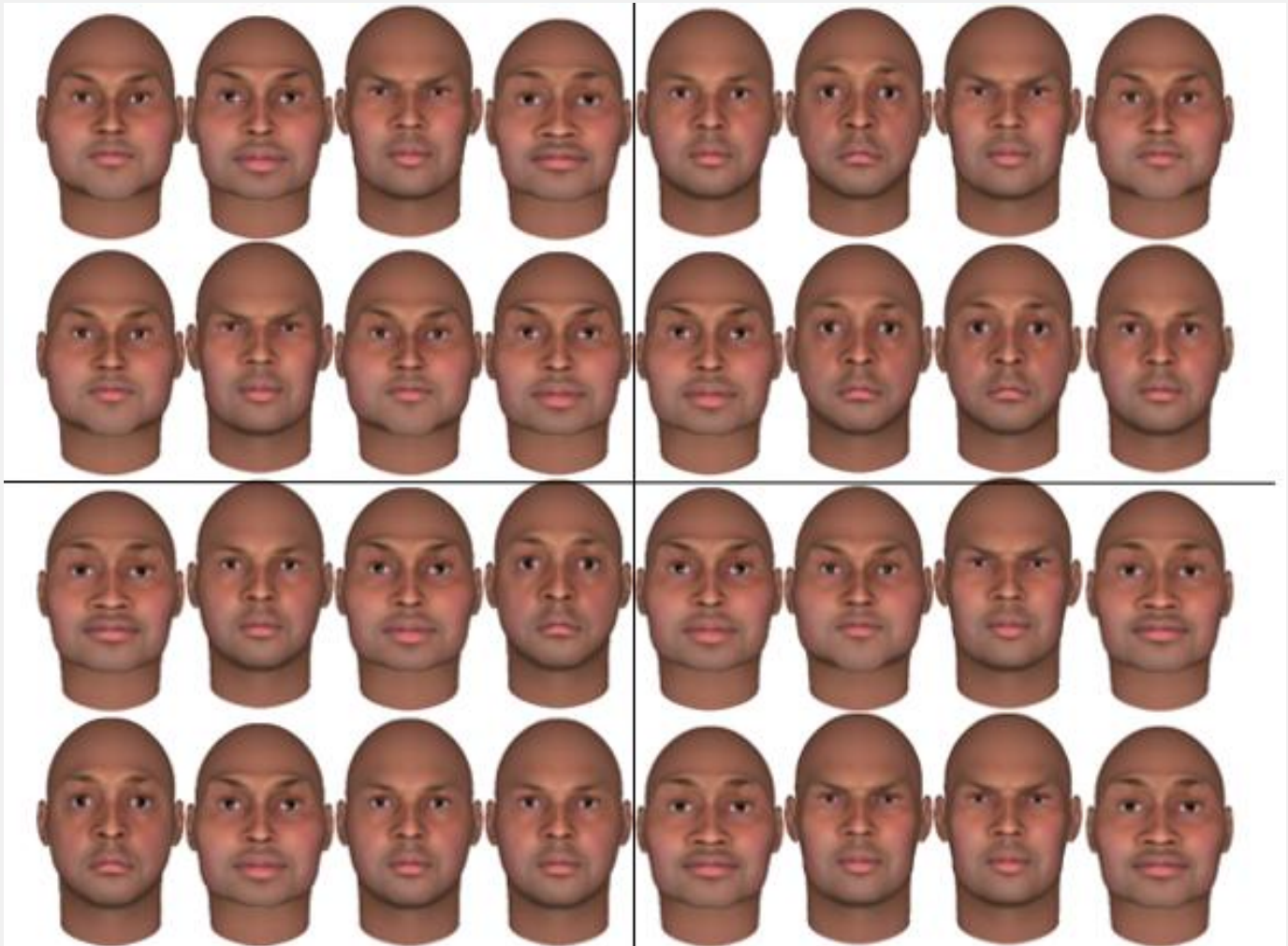
- a. EQP 6574
- b. FQR 4774
- c. ESS 6374
- d. ERS 6494

CORRECT ANSWER: A

COGNITIVE ABILITY MEASURE

SAMPLE QUESTION 9

Please use the image below to answer Sample Question 9.



9. How many times does the following face appear?

- a. Three times
- b. Four times
- c. Five times
- d. Six times



CORRECT ANSWER: D

SITUATIONAL JUDGEMENT MEASURE

Section 4 is the situational judgement measure of the test. This section measures how you typically make judgements in response to challenges at work. You will be presented with scenarios that reflect the types of challenges you could encounter in the work environment. Each scenario will be followed by two responses. Each response contains an action or actions taken in response to the situation. **You are not being asked to choose the best response. Instead, you will be asked to rate EACH response using the scale below.**

I definitely would not respond this way	I probably would not respond this way	I probably would respond this way	I definitely would respond this way
A	B	C	D

Select *A* if you believe you **definitely would not** respond to the scenario as indicated in the “response.” You would choose *A* if you believe the chance you would respond to the scenario, as indicated in the “response,” is extremely low / very unlikely.

Select *B* if you believe you **probably would not** respond to the scenario as indicated in the “response.” You would choose *B* if you believe the chance you would respond to the scenario, as indicated in the “response,” is low.

Select *C* if you believe you **probably would** respond to the scenario as indicated in the “response.” You would choose *C* if you believe the chance you would respond to the scenario, as indicated in the “response,” is high.

Select *D* if you believe you **definitely would** respond to the scenario as indicated in the “response.” You would choose *D* if you believe the chance you would respond to the scenario, as indicated in the “response,” is extremely high / very likely.

SAMPLE QUESTION

Sample Scenario: You are a new officer. You are confronted with a difficult task and there is no one available to assist you with this task. The task urgently needs to be completed and, while difficult, it can be safely completed individually.

1. Do your best to immediately address the task to the best of your ability.

- a. I definitely would not respond this way
- b. I probably would not respond this way
- c. I probably would respond this way
- d. I definitely would respond this way

2. Ignore the urgency of the task and wait until a more senior officer can assist you.

- a. I definitely would not respond this way
- b. I probably would not respond this way
- c. I probably would respond this way
- d. I definitely would respond this way

ADDITIONAL RESOURCES

ADDITIONAL RESOURCES FOR IMPROVING YOUR COGNITIVE ABILITIES

Your score on the cognitive ability section of the test can be improved by practicing the cognitive abilities that are measured by the test. For more practice with these abilities, you should consider the following resources:

- **GSI PRACTICE TEST.** The *GSI Practice Test* contains a 50-item cognitive ability test. The practice test is similar to the actual test. For the best chance at improving your cognitive abilities and performing at your best on the test, you should complete the *Practice Test*. Following the test is an answer key and score interpretation guide. You can use this to check your answers and determine where you should focus your study efforts. You can find the *Practice Test* on IOS' website at <https://iosolutions.com/ios-web-store>.
- **GRAMMAR, SPELLING, AND VOCABULARY WORKBOOKS.** For more resources to improve your grammar and vocabulary, consider referencing a study aid that focuses on high-school level (8th to 10th grade) grammar, spelling, and/or vocabulary. Appropriate study aids for the test would be tailored to people studying for high school or for the GED test. These types of books can be bought from bookstores or online retailers. They may also be available to check out from your local public library.
- **STUDY AIDS FOR IOS' FLAGSHIP ENTRY-LEVEL LAW ENFORCEMENT EXAMS.** IOS publishes several entry-level law enforcement exams which measure cognitive abilities similar to those measured by the GSI. The formats of some of the questions found on these exams differ from the formats of those on the GSI. However, the cognitive abilities measured by the exams are similar. Reviewing study materials for the following exams may prove helpful if you need more practice:
 - **NCJOSI².** Preparation materials for the NCJOSI² will help you with the following cognitive abilities: deductive reasoning, selective attention, and inductive reasoning. NCJOSI² study aids also help with verbal comprehension (similar to the reading items on the GSI), information gathering (similar to ordering of information), and verbal expression (similar to the grammar section on the GSI). NCJOSI² study aids do not contain information about vocabulary or pattern recognition items. Searching for and completing online pattern recognition games may be helpful for improving this skill.
 - **LST.** Preparation materials for the LST will help you with the following cognitive abilities: deductive reasoning, selective attention, inductive reasoning, and ordering of information. LST study aids also help with written comprehension (similar to the reading items on the GSI) and written expression (similar to grammar items). LST study aids do not contain information about vocabulary or pattern recognition items.

You can find these study aids on IOS' website at <https://iosolutions.com/ios-web-store>. Use the product navigation bar to find study materials for the exams mentioned here. If you have questions regarding these products, please contact IOS at 888-784-1290 or info@iosolutions.com.

Good luck on the test and in your law enforcement career!



Industrial/Organizational Solutions, Inc.

Public Safety Selection Experts

Confidential/Trade Secret

Copyright © 2026. All rights reserved.