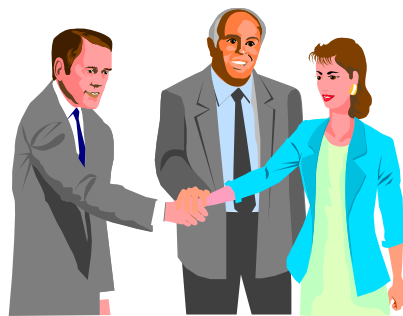


PREPARING FOR YOUR MANAGER I INTERVIEW



August/September 2005
MANAGER I ORAL EXAM PREPARATION

PREPARING FOR A SUCCESSFUL ORAL INTERVIEW

You should be as well prepared for your oral exam as you were for the written. Both of these parts of the exam process take study, preparation, and concentration. In order to prepare for the oral you should first read the job announcement CAREFULLY. Pay special attention to the POSITION, SCOPE PERSONAL CHARACTERISTICS, and the GENERAL QUALIFICATIONS. These list critical requirements which the panel will be looking for; try to match your experience to them. A primary rule of good preparation is **STUDY WHAT YOU DON'T KNOW**. For example, the oral might cover the purpose, organization and activities of DMV; **AND** Principles of effective Supervision; **AND** a manager's role in ensuring Equal Employment Opportunity. If DMV's EEO efforts are a grand mystery to you, research and STUDY EEO.

One of the first and last things to study is the application you sent. Your application gives the Interview Panel their first impression of you, long before you even enter the room. Before your interview **carefully review the bulletin and your application** to help focus the content of your presentation to the job requirements listed. Pay special attention to the areas where YOUR experience covers the Job announcement areas called Examination Scope.

APPEARING FOR YOUR ORAL

First impressions count. You must dress professionally and project a business-like image. Look the part. Shine the shoes. It's best if you don't wear anything that distracts the oral panel from your words. This would include long dangling earrings, studs in various parts of your visible anatomy, Day-Glo clothes, etc. You want the panel to listen to your words, not be fascinated by your eyebrow rings....

When you arrive at the oral location, find out the names of the panel members (they're usually posted). IF YOU SEE A NAME YOU RECOGNIZE, DON'T WORRY. If it's an old buddy, treat them in a business-like manner (No hugging, kissing, back slapping or laughing out loud...No personal questions). If it's an old enemy, treat them in a business-like manner.

As you're being led into the room, shake hands with anyone who offers you theirs.....

THE PANEL

The Oral Examination usually consists of 2 or 3 DMV panel members asking you a series of 5 or 6 *patterned* questions. These questions are asked so the interviewers can discover essential information about the candidate. The *Interview Panel* will evaluate the potential for success as a Manager I of each candidate based on the characteristics and qualifications expressed during the **10 to 30 minute interview**. This examination approach places responsibility on the *you* (the candidate) to showcase why *your* experience, knowledge, flexibility of judgment, communication, interpersonal skills and related abilities should place at the top of the list. And all in a **brief but articulate** fashion!

The Panel establishes your QAP final score based upon the answers you give and the information they amass from those answers. USUALLY there are no "RIGHT" answers, as it is your thought process and your presentation that are being analyzed by the panel. There are, however, WRONG answers, such as those which indicate a lack of caring about or awareness of safety, good public relations skills or security.

ONE of the panel members is the Chairperson; usually the one who first introduces themselves to you. Each has an equal "vote" concerning your final score.

WHAT A DIFFERENCE A HALF-DECADE CAN MAKE

NOT to scare any Manager I Applicants, but what's expected of DMV Manager I's has undergone a fundamental shift. Below is the Scope for the Manager I Exam given way back in the year **2000**. The concepts covered are right out of the Management training courses developed right after WWII: Plan, organize, & direct; gather & analyze data and write reports; Establish and maintain effective working relationships.

Compare this to the **2005 EXAM SCOPE** on the next page: 'Read and **Comprehend**; Interpret and **EXPLAIN**; Apply **LEADERSHIP** principles...Professional working **environment**; Recognize the need to **shift priorities**; Use **discretion and diplomacy**; Establish COOPERATIVE relations; **COACH AND MENTOR**; **Convey** expectations.'

The Devil's in the Details, and the Question areas might lie in the differences...It seems that the areas most ripe for potential QAP questions are: Prioritizing (mentioned FOUR TIMES in the Scope); Personal, Managerial, and Departmental EEO obligations (3 times); coaching & cooperation; training and presenting. It seems like those are the areas we should hit FIRST when preparing applicants for this QAP. But we could be wrong....How do YOU read it?

PROMOTIONAL EXAMINATION FOR MANAGER I, Department of Motor Vehicles

FINAL FILE DATE: January 13, 2000 is the final file date.

PROMOTIONAL READINESS INTERVIEW - WEIGHTED 100.00%

SCOPE:

In addition to evaluating the competitor's relative abilities as demonstrated by quality and breadth of experience, emphasis in the interview will be on measuring competitively, relative to job demands, each competitor's:

A. Knowledge of:

1. The purpose, organization and activities of the Department of Motor Vehicles.
2. Principles of effective supervision.
3. Office management principles, methods, and equipment.
4. A manager's role in ensuring Equal Employment Opportunities.

B. Ability to:

1. Analyze situations accurately and take effective action.
2. Gather and analyze data for reports.
3. Prepare clear and concise reports.
4. Establish and maintain friendly and effective working relationships.
5. Communicate tactfully with the public and co-workers.
6. Plan, organize and direct the work of others.
7. Accept responsibility and make sound decisions without close supervision.
8. Provide Equal Employment Opportunities.

**PROMOTIONAL EXAMINATION FOR
MANAGER I, DMV**

FINAL FILE DATE February 24, 2005 is the final file date.

WRITTEN TEST – WEIGHTED 60%

QUALIFICATIONS APPRAISAL PANEL INTERVIEW – WEIGHTED 40%

In evaluating the candidates' knowledge, skills, and abilities, the examination has been developed to measure the following:

A. Knowledge of:

1. Laws, policies, and procedures pertaining to driver licensing, vehicle registration and ownership, and/or other related issues to apply such laws, policies, and procedures.
2. Basic arithmetic concepts to calculate and process numerical data.
3. Time management techniques to prioritize and complete work assignments for self and staff.
4. Supervisory principles, practices, and techniques to plan, monitor, and direct the work activities of employees.
5. The department's equal employment opportunity program objectives.
6. A manager's role in the department's equal employment opportunity program and the processes available to meet equal employment opportunity objectives.

B. Skill to:

1. Read and comprehend reports, memos, manuals, documents and other job-related materials.
2. Interpret and explain policies, procedures, rules, and/or regulations to departmental employees, the public, and other State agencies.
3. Read and comprehend State statutes, laws, proposed legislation, and regulations in order to interpret, explain, and apply.
4. Perform basic mathematical calculations to prepare various program and project reports and summaries.
5. Write clear and concise correspondence, reports, policies, and/or procedures using proper grammar, punctuation and sentence structure.
6. Apply management, leadership principles and techniques to ensure a productive, professional working environment for completion of work tasks and assignments.
7. Document employee performance and complete employee performance evaluations and probationary reports.
8. Recognize the need to shift priorities, staff, and resources to maximize the operation of the work unit/office.
9. Use discretion and diplomacy when dealing with the needs, problems, and/or concerns of employees, the public, business partners, and other State agencies.
10. Establish and maintain cooperative relations with departmental employees, the public, business partners, and other State agencies.
11. Make formal oral presentations to groups of employees, the public and management.
12. Delegate work assignments and appropriate level of responsibility to employees to complete work assignments.
13. Coach and mentor employees to improve performance, productivity and expertise.
14. Convey expectations, priorities, and vision to others.
15. Provide on-the-job training to subordinate staff.

C. Ability to:

1. Adapt to changes in priorities, work assignments, and interruptions that impact the completion of projects and assignments.
2. Work within deadlines when completing projects or assignments.
3. Effectively contribute to the department's equal employment opportunity program objectives.

YOU MUST be able to **verbalize** (in whole, complete sentences) the job you are doing now, as it relates to this Examination Scope; Then **SHOW** that the skills you now use are **TRANSFERABLE** to the job of Manager I. **NEVER ASSUME THE PANEL KNOWS WHAT YOUR JOB ENTAILS.** Be ready to stress your experience at being a supervisor. Be able to discuss your ability to work in your current job with little or no assistance or direct supervision. One way to build an answer here is simple as 1,2,3:

1. From memory or your written records make a brief list of every thing you've done **INCLUDING AND other than** front-line customer service) for the past 5 years. Just list them...no details, e.g. Early Start, worked the Fair, United Way Rep, technical trainer, OJT trainer, 3 letters of commendation, etc.
2. Relate the things you have accomplished (your “assets”) to the “scope” issues.
 e.g. 1. Early Start = your "asset". The SKILLS which that asset *proves* are:
 - a. Communication Skills
 - b. Analytical Skills
3. Expand each of your listed/categorized topics (assets). Write out your listed accomplishments in sentence/paragraph form. Write in language that “sounds like You”. This will help you frame your qualifications in a natural way. This is important because it will make it easier to answers and inform the oral panel about:
 - A. What you can do and the kind of person you are.
 - B. The education and experience you've had.
 - C. Your personal attributes; and
 - D. How all of these "prove" that you can do the job you're trying to get. And why you should get a higher score that the next applicant, or the last applicant.

Now that you have a clear understanding of the skills involved in the job you do now, you have to know the **job and the basic duties for which you are interviewing**. You must be able to tell the panel the **positions and duties** of the job you’re going for, or they might not even consider you a serious candidate.

What you have to **SHOW** during your 25 minutes is the degree to which you possess/display:

Training : Related work and/or training

Manner : Polite behavior

Poise : Answering under pressure; appropriate body language

Skills : Proficiency, ability, expertness.

Dependability: Reliable, trustworthy, punctuality, Integrity

Appearance : Proper business attire

Abilities : Natural or acquired talents.

DURING THE INTERVIEW

DON'T BE AFRAID OF THE ORAL PANEL. It's really their job to help you through the best interview you are capable of giving. The interview will possibly be taped. Don't let the presence of the microphone and tape recorder rattle you.

During the oral, speak up (don't yell) and make eye contact (don't stare) with each member of the panel. Speak with confidence; no one knows more about you than you. Smile on occasion to help break the tension barrier. Be positive, be responsive, show enthusiasm. Watch your posture; sit straight but not rigid. *If you're a hand waver, control it by putting your hands together in your lap.*

When asked a question, avoid one word answers like "yes" or "no". Such answers don't really tell much about your thought process. On the other hand, avoid speeches that go on and on and on. **Never** use an oral test as a forum to discuss your personal gripes or beefs with the system, management, your co-workers, the customers, etc.

During the interview, ***Listen carefully to each question.*** If possible answer each question by relating actual experience with the subject. Your answers must show **results. How you make a difference.** Whatever experience or examples you elect to present, you have to show as directly and specifically as possible that as a result of this experience, you are equipped to handle this job. For example, responding to question dealing with "analytical Skills"(scope: Ability #1) one *could* say:

(01) "I am an expert in registration. (02) All of the other techs come to me with their questions when supervisors aren't around. (03) I am always able to spot holes in the new procedures, and can see where problems will occur".

That response is somewhat weak, because:

Statement 01 makes an *okay*, if *weak* point. It sounds like bragging. **Statement 02** says that I "wait" for people to come to me. That I am not a pro-active person. It's also a bit of a written slap at management. **Statement 03** says, again, I'm not pro-active, I let things happen. I go with the flow. I see problems coming, but I don't do anything about it.

In management, we're looking for people who do take the initiative, who are focused on positive solutions.

So, the following is an example showing analytical skills.

(01) "In November, I realized that the traffic flow in our office had changed: it didn't seem to move as efficiently as it should.

(02) My supervisor agreed, and assigned me the job of improving traffic flow.

(03) I observed the lobby; watching where customers came from and went, throughout the service area.

(04) A recent security problem had caused us to alter the function of one window, and that had apparently caused a change in traffic flow.

(05) By moving the Start Here booth, we were able to readjust the directions a customer had to travel.

(06) No one had to crisscross their own path in the lobby any longer.

(07) There have been numerous customer survey cards commenting on our efficient lay-out".

Statement 01 shows a self motivated self starter who is able to identify a problem.

Statement 02 shows an employee going through proper channels, and then being entrusted by a supervisor, to do an important task.

Statement 03 describes the analytical process actually used.

Statement 04 "proves" that the tech can analyze, because they came up with an answer.

Statement 05 describes the action suggested and taken. The supervisor trusts this individual's opinion.

Statement 06 shows further analytical ability, indicating why the traffic flow was bad.

Statement 07 is the most important Statement, because it shows results.

(The bold numbers are for reference sake....DON'T number your answers in the interview)

Situational (AKA Behavioral – Based) Questions

Job-related, real-world situational/behavioral-based interviews are becoming more and more common on QAP's and hiring interviews. Expect and be prepared for these hypothetical questions, and use the opportunity to show the interviewer how you are able and willing to do the job.

You can typically recognize a situational question because it will often begin with: "What if you . . . ?" or "How would you handle . . . ?" or, "This is a situational question..."

The best way to prepare for behavioral-based questions is to *analyze the job description/duties* and know what *skills* are required. Then prepare short stories recapping situations **from your own work experience that demonstrate** the required skills and work behavior. Within DMV it's generally acknowledged that **"Past performance is the best indicator of future behavior."** So, the more you're able to relate how you successfully handled a 'similar situation' to that being covered by the question, the more confident you sound, and the more complete your answers will be.

ONE WAY to prepare is to write brief stories of your successes, using the "S.T.A.R" method. Your ultimate 'answers' will be contained within the stories. (Note: Don't memorize ANY of your own stories, and then try to recite them during the oral or the hiring interview. You'll lose your place, stumble, make mistakes, and in general, perform badly during the interview itself, if you're trying to exactly fit some old war story to the question...There are too few identical, cookie cutter situations that will transfer, point for point to a new job....don't waste your time committing verbatim answers to memory).

The S.T.A.R. Method:

S = Situation: Describe a *similar* work situation from a former job. Don't go into **minute** detail, don't mention 'complete names', and don't use the time to bad-mouth prior supervisors. If you have to teach the interviewer **how to DO** the job you did, before the story will 'make sense', DON'T use that story. (Note: If you use a story/answer that's nowhere near 'similar' to the questions asked, just because you like the story, you're indicating that you don't understand the question OR the job....)

T = Task: Describe the task and challenge you faced. Be tactful, not brutal.

A = Action: Use action verbs (i.e. developed, initiated, performed, implemented) to describe what steps you took to overcome that task and challenge. Describing how you slightly bent silly rules is usually okay; aggressively going against policy, or taking the problem to the media might not be good behaviors to cover in an interview.

R = Results: Finish your story with the positive results. How did YOUR UNIQUE INVOLVEMENT make the difference?

After you write up your 'stories', compare them to the job you're about to interview for. If you haven't hit every skill and duty with at least one of the stories, think harder, **DOUBLE CHECK THE PROMOTIONAL FOLDER YOU'RE UNDOUBTEDLY KEEPING (the envelope with a copy of every 'significant' letter, report, anecdote, accomplishment, etc., in it)**, and write some more. And while you're at it, explore your stories for any strengths (or weaknesses) they may illustrate. You'll want to stress the strengths and be prepared to logically discuss any weaknesses.

TOPICS AND QUESTIONS (NOT ANSWERS)

You can pretty well assume that SOME FORM of this question will be asked:

Tell us about yourself or Could you tell us about your background as it relates to this position or What experience do you have that prepares you for this job? This is your opportunity to talk about something you know a whole lot about: You and your background. Use the time wisely. **DON'T** invent and memorize some rote answer for this. But you should practice various types of answers/topics in front of a mirror or into a tape recorder/video camera. Know **approximately** what you want to say and **exactly** the skills/duties/experience you want to talk about (SEE The Three E's, later in this booklet).

Usually, some form of this question is asked: **“Can you tell us some of the jobs a Manager I might do?”** We Field-centric applicants tend to fail to mention the jobs they do in Headquarters. On the Test announcement the question is answered in the paragraph entitled POSITION DESCRIPTION AND LOCATION. After you read that, if you have an questions about what Manager I's do, ask any section supervisor....Not only can they tell you what their job is, they're usually in contact with HQ Manager I's on a daily basis.

Some "situational" questions will probably be asked, to see how you think and how you might **REACT AS A SUPERVISOR MAKING DECISIONS, USING BOTH YOUR TECHNICAL BACKGROUND AND YOUR SUPERVISORY ABILITIES.** *For supervisory orals, you cannot “think like a technician.”* You must answer questions from the point of view of a supervisor, all the while considering Customer Service as the framework within which all answers must be constructed. **Again, ALL questions will be based on topics spelled out in the job announcement.**

In 1996-97, all Managers and Supervisors in DMV attended a class entitled “Hiring the Best Employee.” It is possible that some of the concepts covered in that class will find their way into the Manager I oral process. Briefly, the class taught that good questions consist of THREE parts:

I Introductory statement: When you first begin or when you change question areas. This statement indicates WHY the soon to be mentioned skill is important. E.g. We deal with the public constantly, so good verbal & written communications are vital...So my question is....

II The question: Must be job related and skill/attitude oriented (See the test announcement).

III The probing questions. These are used to get to the specific details. Further, such questions as these might be asked:

How did you handle your **last** Irate Customer...

Give an **example of when** it's justifiable to break Policy/Procedure

Give me an **example of when** communication between you and a customer was very difficult.

Give example of when you had LOTS of things to do “at one time” and how you organized them...

What **have you done** in your job that you considered very creative....

If you will, could you give me an example of a quick decision you made that you were proud of....

Note that these are indeed OPEN-ENDED, with no real RIGHT answer. If you are asked these type of questions, DO NOT give general answers; be specific but not nit-picky boring.

Since DMV is always in a state of change, there's often a question like, “How would you go about implementing a new program that seemed unpopular” or, “You take over a new unit and you're told the production must increase”. The panel is trying to see your thought process on affecting change in your environment...Do you throw up your hands and say, “The boss says we have to do this, so that's that” or

does your attitude say, “Well, it’s another silly change coming” or do you actually show the needed enthusiasm AND are able to verbalize the skills & abilities needed to effectively make change?

Below are some other questions/topics. Read each question. WRITE DOWN your answer to each, in whole and complete sentences.

Honesty/dishonesty: “Your managing a section and you become aware that a subordinate/fellow supervisor/your immediate supervisor (pick one) may be involved in an illegal activity. How might you handle this situation?”

Security: “You notice the same two people with no apparent business at DMV ‘hanging’ around the lobby for three days straight. What might your first few steps be...”

Respect: “An employee you supervise comes to you in a very agitated state. They indicate that a coworker is being very disrespectful of them and of the customers. One example is the use of foul language at the front-line window. What would you do?”

Ethics: “You overhear a coworker soliciting a bribe. What is your responsibility?”

Customer Service: “Customer relations is of critical importance to DMV. If, as a new manager, you found that one of your subordinates is consistently rude and unhelpful, how would you deal with the situation?”

Employee Discipline: “Can you tell us the difference between Adverse and Disciplinary Action?”

What do you consider the most important quality in a supervisor?

What is the most important function of DMV?

Can you tell us about the Equal Employment Opportunity Program within the Department?

Please define a Supervisor’s Role in Reasonable Accommodation.

How would the duties of a Manager I Office Manager differ from a Manager I Section Supervisor?

Define the term “Customer.”

How would you determine the training needs of a new section you just took over?

What is your perception of a supervisor’s role in the Department’s Upward Mobility Program?

Define leadership.

You become aware that an employee might be performing illegal computer searches. What might your first few steps be?

Could you give an example of when it’s justifiable to break Policy/Procedure

What steps would you take if you accepted a position as manager in a field office that had high error rate and low production?

Can you define sexual harassment? How would you know if it was happening in your work place?

A Union representative comes into your office un-announced and insists on speaking to your employees on Union business. What would you do?

A FEW QUESTIONS DISCUSSED **(Some data behind the thought process)**

At the start of the interview be ready to tell the panel what you presently do.....**BRIEFLY, CONCISELY, WITHOUT RAMBLING!** Also be prepared to tell them what a Manager I does at various duty stations throughout the state.

QUESTION: What are the basic adverse action procedures you should follow before disciplining an employee?

Contract provisions	<u>Be aware of union contracts.</u>
Preventative action	<u>Read the Leadership 2000 information</u>
Corrective action	<u>Read the Leadership 2000 information & the Guide to Employee Discipline</u>
Adverse action	<u>Read DMV's Guide to Employee Discipline</u>

QUESTION: Can you define sexual harassment? How would you know if it was happening in your work place?

Sexual harassment can be defined in many different ways but here are three examples: it is the telling of lewd jokes or stories, unwanted physical contact, or a request for sexual favors. The harassment can be blatant or subtle. We all can pretty much recognize blatant harassment such as a male worker putting his hands on female co-worker. A more subtle form could be you being offended by overhearing the telling of a lewd joke in the break room even though the joke was told to somebody else. The fact that the joke was told in the work place and is offensive to you could be Harassment.

QUESTION: What steps would you take if an employee complained she was being harassed by a co-worker?

Take the complaint seriously; Guarantee anonymity; Investigate complaint promptly and thoroughly; Talk to all parties involved, including witnesses, and document fully; Discipline offenders swiftly, appropriately, and consistently.

QUESTION: Can you define the term reasonable accommodations? What are you required to do with a request?

It simply means an adjustment made to a job or work environment which enables a qualified person with a disability to perform the essential duties of the position. The manager review the request and determines the propriety of the request and sends it to the EEO Office.

QUESTION: What are some of the types of reasonable accommodations you could make?

- a. Modify the work site
- b. Adjust work schedule.
- c. Restructure jobs.
- d. Provides assertive devices.
- e. Alternation job placement.

Keep in mind the accommodation cannot be unduly costly, extensive, substantial or disruptive, or fundamentally alter the nature or operation of the office, unit or division. Remember reasonable.

You may gets questions on "security." Think of what security measures you have in place in your office such as:

- A staff that is trained to be security conscious.
- Opening/closing Check-off sheets
- Access to control room
- Periodic skims
- Access to key cabinets. etc.

You should be constantly looking as possible flaws or weak spots in the office security for money and accountable items. You are ultimately responsible for what happens in your office involving security so having good security measures in place offers some protection in case of loss.

The Three E's: That Question Makes Me Scream! Eeeeeeeeeeeeeeee

(Reprinted from the 2005 Mgr I Promotional Guide, Jan., 2005, because of its importance....)

Somewhere in the first few questions of each Appraisal Interview (oral), the panel usually asks (**or implies**) a question similar to this: How has your previous experience prepared you for this position?

It could be "Tell us about yourself" or "Tell us what has prepared you to do this job" or any number of other variations. In theory, the question is asked to

1. Start the interview off with something YOU should know well: YOU
2. Relax you because you're talking about something familiar: YOU
3. Give the panel some insight into what's important to you about...YOU

The best way to respond to those 3 YOU's is with 3 E's:

Experience
Education
Extras

As mentioned numerous times in the past, you really don't want to memorize a pat statement word for word because you can get lost and have to start all over again. Think right now about the **last** 4 numbers of your Social Security Number....Did ya have to start with the first number to work your way the last four? That's how many people 'memorize' things: from first syllable through to the last. And if you do that, and get interrupted at some point, **AND THEN HAVE TO START ALL OVER AGAIN**, you've probably sunk your oral...At least THAT question.

It's probably okay to memorize ONE LEAD-IN sentence for each of the 3 topics you'll want to cover. From there, each topic should have some specific points you'll want to include in your answer. Don't let the panel see your hands for this, but imagine one finger for each topic (E), and count it off as your finish that topic.

Experience: Cover the experience you've had that closely relates to the *job you're going for*. If it's a supervision job, talk about what you've done & learned while **being** a supervisor or **sitting** in for a supervisor. If it's a job that demands decision making, talk about the jobs where you've had to do that. And always, discuss the **RESULTS** of your decisions and the **RESULTS** when you were supervisor/action supervisor, etc.

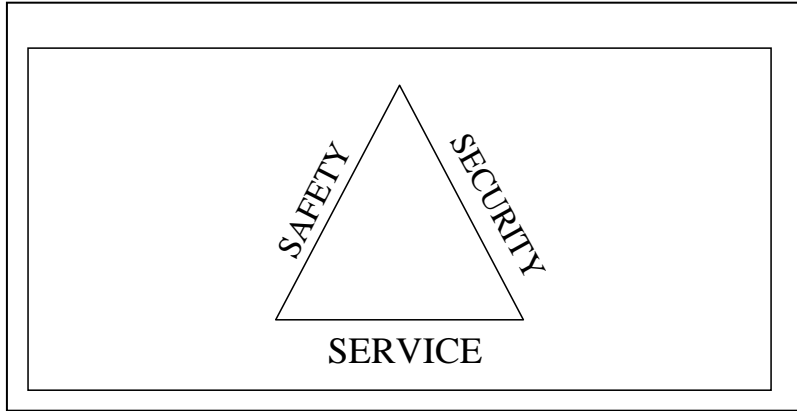
Education: Talk about any Education you've had that specifically addresses topics covered in the Scope or Minimum Qualifications. Almost every DMV job can benefit from someone whose taken courses in writing, supervision, and/or English. But in the bulletin, is there something about Enforcement-related duties, and **YOU'VE** had enforcement-style classes? Report writing? Math?

Extras: Do you have any special Certificates that might relate to the job? For example, a Computer LAN certificate or Microsoft license. Have you been on a special project or assignment that **SHOWS** how you can do the job? Have you done research on a subject and prepared a report? Any special skills? Any 'thank you' notes discussing participation in special events or projects?

If you remember the 3 E's, you'll be able to answer that first question about U, U, U. AND, if you think about it, the 3 E's approach can be used on just about EVERY Question you get asked during your interview...in a situational question, quickly review each "E" area & locate the best approach...In a specific knowledge question, do the same (e.g. Was I TAUGHT that or did I learn it through Experience or on a special project I was on???????) You can use the 3 E's as a pointer system for any question asked.

INTERVIEW TIPS FOR PROMOTIONAL TESTS

The three “S’s” Rule: Whenever a question is asked, especially a situational question, the answer must be **framed** by the 3 important “S” words: Safety, Security, Service.



PRACTICAL EXERCISE:

From your list of practice questions, select one that you are relatively familiar with. In the space below, jot down every point, thought, concept, etc., that comes to mind, under the relevant “S” category. **THESE** would be the high points you should hit when answering the question during an actual interview. On additional sheets of paper, write out the high points for as many questions as you can, between NOW and your actual interview. Run some of your answers by an incumbent in the job you’re going for.

SAFETY _____

SECURITY _____

SERVICE _____

Job Title Dependence
Or
You Know What I Mean

One thing that gets in the way of a GREAT Hiring Interview or high Oral Exam score is the “**You Know**” factor. The Interviewer asks about your background/how you’ve prepared for the new job/or about the jobs you’ve done or do now.

In their mind, the applicant often defaults to the Job Title; “I’m a Reg Tech [*or LRE or whatever*].” The applicant MIGHT then hit some of the high points of the job of MVFR [*or LRE or whatever*], but in the back of their mind the Job Title keeps asserting itself, and “**EVERYBODY KNOWS WHAT A REG TECH DOES**” [*or an LRE or Whatever*]. And many people depend on the JOB TITLE to do the bulk of the interview for them! YOU KNOW....

Two main problems caused here are:

1. Interviewers DO NOT always *know* what your job entails. And IF they DO;
2. It’s still YOUR TASK to **show the connections between**
 What you as an individual have **DONE**,
 WHAT YOU have specifically **LEARNED**, and then
 WHAT YOU CAN DO in the new job. This is the bottom line of every interview.

And THINKING/HOPING that the job title will explain it all is a guaranteed method of missing the ‘answer’ to this question completely. And it’s just about the most important question you get asked during an interview...

<u>Typical answer</u>	<u>PART of a Better answer</u>
I’m and LRE and I give Drive Tests (YOU KNOW what I mean...)	I evaluate results of written, eye and drive tests, to make decisions on the safety of drivers.
As an MVFR I work a Reg or DL Window (YOU KNOW what I mean...)	I’m considered an expert in both Registration and Drivers License. The most difficult and complicated problems are turned over to me by my coworkers and even the Supervisors.
I spent 15 years as a Homemaker (YOU KNOW what I mean...)	In addition to teaching and supervising my children, I worked as Secretary and treasurer for a local Service Organization, where I handled money , kept bank accounts, researched and wrote reports, and had extensive community contact .
....And I was a Job Steward (YOU KNOW what I mean...)	I have a great deal of experience in negotiating with Management, providing detailed instructions to peers and interpreting labor contracts.

The answers on the left side depend upon the Interviewer knowing *what you mean*, NOT WHAT YOU SAY. But interview scores HAVE to be based on what you know, WHAT YOU SAY and how you say it, NOT what’s in your mind or what ‘everyone knows’ about your job title.

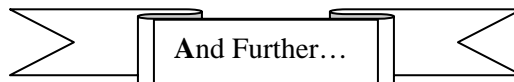
The best way to avoid this problem is to break down ALL of your relevant jobs (INCLUDING THE ONE YOU’RE GOING FOR) into their skill components, and jot down any job you had that utilized those particular skills. You CAN start with the official skills needed for the various jobs at DMV. The skills are listed on the Opportunity Bulletins and job flyers. For example:

MVFR	SMVT	LRE	CONTROL CASHIER	MANAGER I
Verbal communication	Written and Verbal Communication	Verbal communication	Interpersonal skills	Written and Verbal Communication
Interpersonal skills	Analytical	Interpersonal skills	Mathematical	Interpersonal skills
Learning ability	Interpersonal Skills	Analytical skills	Cashiering,	Supervisory and training
Mathematical and cashiering	Knowledge and Experience within FO Division is desired	Acts independently	Acts independently	Planning and organizing

Notice how the skills relate to each other yet change as the jobs increase in responsibility, difficulty and complexity. What similar skills have YOU developed from YOUR jobs, activities, hobbies, studies or avocations? The better you CONNECT your skills to the ones listed, the more the interview becomes an in-depth presentation about YOU; NOT simply a recitation of your job various titles.

“By thinking of yourself as a *person with skills* rather than as a person with a particular job title, you can break out of the *trap* you may be in; the **little** box that you (and others) have put you in.”

-“Skills” by California Employment Development Department



A second, possibly more serious aspect of Job Title Dependence, is that it CAN limit your own view of your own potential. Words can build walls in your mind. For example, things like “I’ve only worked at McDonalds before this” or “I’m just a line Tech” can narrow your focus and give you tunnel vision.

“In my job at McDonalds I handled money accurately, learned to work smoothly within a Team, practiced Customer Relations and Customer Service communication skills, completed personnel and inventory forms, and came to realize the importance of always being on time to work.”

or

“As a front line, Customer Service Technician, I learned how to read complex manuals and memos, analyze their meaning and translate that into being an outstanding advocate for my customers. I handled cash and checks and completed hundreds of state forms every day.”

The wide world of Upward Mobility possibilities are open to you when you see the components of the job, and haven’t limited your horizons by becoming Job Title Dependent.

Think outside of your box in the Department’s Organization Chart.

Lifeline for Qualifications Appraisal Panel (QAP) Interviews: The Dreaded BLANKS

Everyone who has been through a QAP Interview at DMV has experienced a moment when their mind just goes blank. When the blanks seize & freeze your mind, the odds are against you even being able to come up with your own middle name, let alone the 3 phases of the disciplinary process or the first priority in Employee-Employer relations.

So; how do you kick start your mind so it'll sail out of the blanks & back into the calm waters of recall and reason? Well, that depends on your mind. Are you a visual person or aural? Do you picture things easily or can you recall a song with ease? A bit of both?

Below, we've outlined 5 known ways of getting out of the blanks. Pick one that seems to fit YOUR MIND best, and give it a try. What have you got to lose, but some uncomfortable silences????

The Blanks, Take 1: Rehearsal; MORE Rehearsal!

(Quoted from http://www.quintcareers.com/tips/interviewing_tips_2.html, proving that this is a universal problem, **NOT just a DMV phenomenon**).

“What can you do to keep your mind from going blank in an interview, creating an awkward silence? Those silences in job interviews seem like they last for hours when your mind is racing for an answer, but all you draw is a blank. Not only is it embarrassing, it usually kills the interview. The easy answer is that you need more experience interviewing -- and more practice and rehearsals before big interviews. The more you rehearse, the less likely you will draw a blank. The best way is to ask a friend to serve as the interviewer and fire questions at you.

“Even if you've practiced, you should have a system down to give your mind more time to think, such as **asking the interviewer to rephrase the question or rephrasing the question yourself and asking the interviewer if that was what he/she had in mind.**”

The Blanks, Take 2: Mental Imaging

On the morning of your interview, use some mental imaging techniques **like athletes do** to envision **the whole interview process; beginning to end**. Run through some questions you could be asked and the *whole & complete sentences* you'd use to respond. Imagine how you may look to them and how you can make them remember you. Think through giving a firm handshake, making eye contact, and speaking clearly to, all panel members. **SEE yourself** walking OUT of the interview after having NAILED it.

It is very important that you use these techniques to quiet your nerves and mentally go through the process. Try to imagine how you would respond if your mind goes blank or what you would do if you just simply don't know an answer. Like anything in life it takes time to get really good at mental imaging. Using this visualization technique for ten minutes a day will train your brain to perform new behaviors. The results will astound you. If you do this in advance, you will be ready when the moment comes.

(Then, just before the interview, sitting in your vehicle, take some relaxing deep breaths (DON'T go to sleep & miss your interview); clear your mind of EVERYTHING BUT the Interview; and once again, envision yourself LEAVING the best interview you've ever given).

The Blanks, Take 3: Bits & Pieces

During the interview **STAY FOCUSED** on **THE MOMENT**; Think **ONLY** about the current question being asked. **DON'T** think about the answer you just gave or the question you worry they **MIGHT** ask. Don't allow yourself to wonder, "Oh, When will this end?" or even, "Yay; I haven't messed up...**YET!**"

If absolutely necessary, you **CAN (ONCE)** ask if you can think about that question for a few minutes and come back later.

If your **mind goes blank**, begin the next sentence out of your mouth with the last 3 or 4 words of the question.

Panel member: "So, what would be **the best way to proceed?**"

Applicant (MAYBE named Gabriela): "**The best way to proceed** is....."

Panel member: "Define **the word 'Customer'**."

Applicant (MAYBE named Gabriela): "**The word 'Customer'** at DMV means...."

The Blanks, Take 4: Dr. Frankenstein's Monster ("My name is Legion: For We are many")

TODAY, start building the perfect supervisor in your mind. For Example, That Supervisor over there is a flat-out Technical expert in Reg and DL. (But he swears like a sailor and treats people like children....) So, take the very best part of him (his Technical expertise), and add that to your perfect Supervisor.

There was the one who talked calm and reassuring; the one who had the best memory ever; the one who smiled at just the right times; the one who could calm the most irate customers; the other one who could train people like the best teacher that you ever knew.

You **HAVE** to really think about the best parts of the best supervisors you ever had (in DMV or outside), then take the best parts of each and 'build' your perfect supervisor. **IMAGINE ONE** person with the best parts from every boss you've had. Really **VISUALIZE** that newly-built person and **KNOW** they could handle every situation that ever came up (in an oral or in the real world).

NOW...PUT A FACE on your creation. **IF YOU'RE SMART**, you'll put **YOUR** face on your handiwork. But whatever face you use, during your QAP Interview if you get stuck for an answer or get the dreaded **BLANKS**, **VISUALIZE** your home-built Super-Supervisor rushing to your rescue with **JUST** the right thing to say and do. Ya gotta work at this one, but if you do, it **WILL** drag you out of the blanks.

The Blanks, Take 5*: So, Music is your Muse?

Have you ever read a book and listened to music at the same time? Twenty years later, you might hear that music again, and suddenly you're right back into that book, right back in that same little room on that same dreary Sunday. Music can move your mind through space and time...Maybe it can even pull you out of the blanks.

PROBABLY, the best way to do this is to select 2, maybe 3 good study songs. Listen to those songs every time you study for the test (written or oral). During the Interview, if you can't recall an answer or you get the dreaded blanks, quickly replay a brief bar or two of your songs.

ONE: The music could relax your brain just enough for you to remember the 'answer'.

TWO: The music could act like a lifeline, pulling you **OUT** of the blanks and **INTO** your study materials, where the answers are.

It has to be music you really like, and that is Unforgettable (Ah, that's a good study song, or what about 'Take Five*'?). Or, can you **EVER FORGET** the theme from **IT'S A SMALL WORLD** at Disneyland? Could that tune draw you right to the right answer (Or, alternately, drive you absolutely insane????)

So...If you want to avoid being done-in by the Blanks during your QAP, pick one of these (or a combination of two or more) and work at filling those blanks with memory and solid information.

Triple A

(Reprinted from the 2005 Mgr I Promotional Guide, Jan., 2005)

The Auto Club? Minor League Baseball? American Anthropological Association? The Australian Automobile Association? The American Academy of Audiology? No, this AAA has a much more immediate effect on your own future:

ABILITY

ATTITUDE

ATTENDANCE

Trying to get promoted? Trying to transfer to another office or Agency? Thinking about your future employment? The official DMV Background check, as well as the employment checks used by any business, organization or agency, often boils down to these three things.

ABILITY:

Can the employee DO the job they're working at right now?

Do they consistently do the job well, or are they just marking time until something 'better' comes along?

Do they consistently produce error-free, quality work?

Do they perform in such a way that it's pretty obvious they can do the job they're interviewing for?

Have they done the job well for a long time, or did they suddenly get inspired a few weeks back, when they wanted to try and get a good review...

ATTITUDE:

Do they display the mannerisms of "CAN DO!" or is it more often, "DO I HAVE TO"?

Do they try hard to help out, or do they tend to find ways to get out of work?

Do they dress the part, day in and day out?

Are they a *Team Player* or is it *I, Me, My*?

Are they a self-starter or do they have to be pushed to accomplish their tasks.

Do they have high, personal standards (also called PRIDE) that they consistently strive to achieve, or do they respond with, "What ARE the STANDARDS?"

Are they "team player" helping whoever and wherever they can? Do the little things- stocking work stations instead of grabbing from the window next to them; leaving the work station clean and orderly?

ATTENDANCE:

Do they come to work so consistently that you consider them DEPENDABLE?

When they call in sick do you think, "THEY MUST be sick" or is it simply, "AGAIN?"

Has their attendance been good for years and years, or did it just begin a few weeks/months back?

What level of Ability, Attitude and Attendance would YOU want in someone who:

Services the Airplane you're about to fly in?

Cleans the kitchen at your favorite fast-food restaurant?

Determines your retirement benefits or leave credits?

Handles the package you're mailing to a loved one?

Instructs your children at school?

Processes your taxes?

Fixes your computer?

Shouldn't you do the same for all of them?

ORAL INTERVIEW KNOCKOUT FACTORS

Lack of preparation: No research into DMV policies, procedures, regulations, programs, or terms.

No confidence or poise: Demonstrated by failure to make eye contact with panel members.
(But don't go overboard the other way and try to stare them down, either.)

Indifference: Giving answers which indicate that you don't care about the interview OR the job.

Poor appearance: Failure to dress professionally for the interview shows disrespect & indifference.

No enthusiasm: For the job, the Department, or the interview.

Inability to express oneself CLEARLY: Using poor grammar or vocabulary...mumbling.

Inability to VERBALIZE: About your current job, past jobs, **or** the job you're interviewing for.

Failure to answer the right question: e.g. Asked how the new Statement of Incompatible activities might *affect* you, one wrong answer would be to tell the panel **what** was listed on the statement, and then stop there....without answering the real question of **how**...

ANSWERING FROM THE WRONG POINT OF VIEW! As you sit in that QAP room, you must **BE a Manager I and answer all the questions from that level. If you're an LRE or MVFR or Control Cashier, and your answers are from one of those points of view, ALL of your answers are non-Managerial be definition...But they're looking for Managers & Managerial thinking.**

YOUR CLOSING

Usually at the end of the oral you will be asked if you have anything you would like to add. There are various schools of thought on this subject. MY PREFERENCE, as an interviewer AND applicant, is to not bring up anything **new** UNLESS it is truly spectacular or important or left completely out of a previous answer.

LAST THOUGHTS

Many applicants study hard for a written test, then they assume they can "wing-it" in the oral. **WRONG!** You should study the absolute hardest for your oral exam, as your score there **ULTIMATELY** determines where you're placed on the list (60% from the written and 40% from the oral). List position dictates when/if you will be called for a hiring interview, and a successful hiring interview is how you get the job. So each step is important, but they get more important as you go along; not less.

The bottom line is: Prepare well in advance for your Oral Exam; Be on time; be confident; have proper ID; and dress appropriately for the position. And remember: Don't work to just make the list, aim to be #1.

The next 7 pages or so of this study guide is various reference materials; places to look if you have the time between now & the QAP; discussions of topics which MIGHT arise during the Interview; and glossaries of some terms which WILL be covered within the scope of this exam.

Use all resources at your command. Read the books, explore Supervision on the Internet. TALK to efficient and effective Manager I's about the duties they perform and the things they must know to be successful. Take the best part of every great supervisor you've ever had, and BE that composite supervisor when you sit down before the Interview Panel. Study hard and make your own 'luck'.

MANAGEMENT REFERENCE RESOURCES

No one can really memorize the contents of the following, but you should be well aware of each, and generally what they contain. IF NOTHING ELSE, IF YOU GET ABSOLUTELY STUMPED FOR AN ANSWER, BUT YOU KNOW **WHERE** YOU WOULD LOOK UP THE ANSWER, YOU *MIGHT* GET PARTIAL CREDIT FOR YOUR ANSWER.

CALIFORNIA VEHICLE CODE

Division 2 (Authority/Duties of DMV)

Divisions 3 - 3.6 (Vehicle/Vessel Titling/Transfer & Registration)

Divisions 4 - 5 (Occupational Licensing)

Divisions 6 - 6.5 (Divers' License)

Divisions 7 - 10 (Financial Responsibility; Civil Liability; Accidents)

Division 11 (Rules of the Road)

ADMINISTRATIVE POLICY MANUAL (APM)

General DMV operational policies

STATE ADMINISTRATIVE MANUAL (SAM)

General and specific state operational policies/regulations

STRATEGIC BUSINESS PLAN (SBP)

DMV's Vision for meeting goals in the new century

Current and future DMV organizational designs/functions

STRATEGIC INFORMATION TECHNOLOGY PLAN (SITP)

DMV's plan for upgrading automated technologies

LABOR CONTRACTS:

Contract Administration,
CSEA/SIEU UNIT 4 (MVFR)
CAUSE UNIT 7 (LRE)

SUPERVISOR'S GUIDE TO EMPLOYEE DISCIPLINE

Policies/procedures for legally and contractually appropriate preventative/corrective activities

PERSONNEL MANUAL

Human Resources Branch (HRB) procedures

PROCEDURAL MANUALS:

Vehicle Registration,
Driver License,
Control Cashier,
Accounting

DISCRIMINATION: SOME OF WHAT A SUPERVISOR SHOULD KNOW

___ A supervisor may be held liable for discrimination, regardless of whether or not the supervisor was aware of the behavior. In other words, if the supervisor is in a position where they should have known about a discriminatory situation, he/she may be held liable...Personally liable.

___ Once a supervisor has knowledge that a discriminatory situation is occurring, he/she has a responsibility to take "immediate and corrective action" regardless if the complaint asks that nothing be done.

___ There is no stereotypical discriminator. A discriminator may be the "pillar of the community", and/or may be your best worker.

___ When you learn the identity of a discriminator, do not respond with, "that sounds like something he/she would do", he/she wouldn't do that", "you must have misunderstood", "that's just how he/she is", "you take things too seriously".

___ A recipient of discrimination may not feel comfortable telling you about the discrimination. Instead he/she may make vague references to being uncomfortable around a coworker or someone else in the organization, and/or request a job change. Be aware of the subtle manner in which employees may present their concerns.

___ In most cases, the recipient of discrimination is satisfied if the behavior stops.

___ A discrimination complaint very seldom resolves itself.

___ It is very important for a supervisor to be unbiased when resolving a discrimination complaint. Enlist the assistance of resource personnel (EEO Office, etc.) whenever necessary.

UPWARD MOBILITY EXPLORED

It is a policy of the DMV to Ensure equal employment opportunities by prohibiting discrimination based on race, color, national origin, ancestry, sex, marital status, disability, religious or political affiliation, age, or sexual orientation.

A primary goal of the Upward Mobility Program is to achieve a fully integrated state service work force, which mirrors each minority group and women in proportion to their representation in the labor pool. Efforts to provide EQUAL EMPLOYMENT OPPORTUNITY will be made on the basis of merit, efficiency, and fitness as ascertained by competitive examination.

All supervisors and managers SHALL be held directly accountable for performance of their equal opportunity and upward mobility responsibilities. ALL employees will be held accountable for their areas of responsibility as defined in the body of the plan. Any employee who knowingly fails to adhere to the intent of departmental equal employment policies can be subject to the appropriate disciplinary action.

The following are considered in evaluating the performance of management and supervisory personnel:

1. Hiring: Are all interview questions constructed to assess candidates solely on the basis of pertinent job requirements? Are promotions consistent with identified Upward Mobility goals and priorities? Are all candidates evaluated in a fair and consistent manner so as NOT to preclude viable candidates? Where no opportunity exists to hire and/or meet Upward Mobility goals, is supervisor/manager aware of their AA responsibilities? Are EXEC. 1308's completed in an objective manner?
2. Performance reports: Are all probationary and/or yearly performance reports constructively and positively written to encourage individuals to perform to the best of their abilities?
3. Promotional Opportunities: Are all employment opportunity bulletins distributed in a timely manner? Are opportunities provided for employees to participate in career counseling sessions and/or programs?

The Department of Motor Vehicles has established an Upward Mobility Plan which is used to help provide equal employment opportunities for all employees. Career ladders are provided and goals are established annually (at the time of the annual performance appraisal) with action steps to allow employees to develop and advance toward meeting their career objectives.

The goals of the Upward Mobility plan are:

1. Provide a method whereby employees can obtain counseling, training, and/or experience necessary for advancement into higher level positions within the Department.
2. Provide career ladders and viable upward mobility programs within each division TAILORED TO SPECIFIC PROGRAM NEEDS and use of civil service classifications.
3. Facilitate the inclusion of women, minorities, and disabled into upper levels of the Department's work force.

The objectives of the Upward Mobility program are

1. To ensure the representation of women, minorities, and disabled employees IN ALL CLASSIFICATIONS above clerical levels.
2. To establish realistic upward mobility goals, taking into consideration such factors as historical workforce turnover rates, projected vacancies, and anticipated departmental program changes.
3. To identify positions targeted for upward mobility purposes.
4. To identify ARTIFICIAL BARRIERS WHICH PRECLUDE POTENTIAL UPWARD MOBILITY CANDIDATES or otherwise hinder career development opportunities.

ABBREVIATED EEO GLOSSARY

Equal Employment Opportunity: Provides equal access to all available jobs and training, under equal terms and conditions, and with equal benefits and services, in the absence of actions, policies, and practices which differentiate among applicants and employees on the basis of race, color, national origin, ancestry, sex, marital status, disability, religious or political affiliation, age, or sexual orientation. (This includes equality in recruitment, hiring, layoff, discharge, recall, promotion, training, responsibility, wages, sick leave, vacation, overtime, insurance, retirement and pension benefits, and breaks.)

Discrimination: The effect of an action, policy, or practice which selects a class of persons to receive unequal treatment. Discrimination may involve a single act or may be a continuing policy or practice. Discrimination may be intentional or unintentional; purpose or intent is irrelevant when the effect of a particular action, policy or practice is to deny equal opportunity. Similarly, discrimination may be overt (that is, using sex or race to discriminate openly) or covert (that is, when a mechanism indirectly related to sex or race is used to discriminate).

Affected Class: Those groups protected by law, where the "effects" of past discrimination is found by the court. These groups include minorities, females, the elderly, and the disabled. Affected class status must be determined by analysis or court decision.

Protected Class: Legally identified groups that are specifically protected by statute against employment discrimination. Unlike "affected class" which must be demonstrated, protected class status is automatically conferred upon recognized minority group members, females, the elderly and disabled, by virtue of the law or other court decisions interpreting the law.

Employment Parity: When the proportion of affected groups in the external labor market is equivalent to their proportion in the workforce without reference to classification.

Underutilization (Deficiencies): Having fewer minorities or women in a particular job classification than would reasonably be expected by their availability (also called under representation). Once underutilization is quantitatively established, the burden of proof rests on the employer to demonstrate that the underutilization is the legitimate effect of Bona Fide Occupational Qualification and valid criteria of business necessity.

Career Ladder: Jobs which require related and increasingly more responsible duties through which employees advance by experience and in-service training in the lower jobs. Career ladders should be equal in quantitative opportunity and salary range for those jobs having high Equal Opportunity utilization compared with those having primarily white male incumbents.

Title VII of the Civil Rights Act of 1964 as Amended by the Equal Employment Opportunity Act of 1972: The first legislation to make it an unlawful employment practice to discriminate on the basis of race, color, religion, sex, or national origin. All other Federal and State EEO legislation is patterned after or supportive of Title VII.

EEOC: A Federal Commission on Equal Employment Opportunity which has the power to bring suits, subpoena witnesses, issue guidelines which have the force of law, render decisions, provide technical assistance to employers, provide legal assistance to complainants, etc.

Validity: The extent to which a test, criterion, or qualification measures the trait (some job performance ability) for which it is being used, rather than some other trait. "Business necessity" considerations are addressed to the usefulness of the test in predicting job performance and the minimum cut-off scores.

ABBREVIATED GLOSSARY OF MGMT/SUPERVISORY TERMS

Adverse Action: Actions, disciplinary in nature, taken for causes described in the Government Code. Specific formal steps taken in response to infractions of rules, policies, procedures, or regulations. The goal of Adverse Action is to permanently correct the divergent behavior, using minimal required means or resources.

Authority: The formal right to require action.

Behavior: Shaped by attitude; visible activity and deportment displayed by an individual in response to a given set of circumstances

Budget: A statement of plans and expected results expressed in numerical terms. A "numberized" plan. The budgeting process is the opportunity to fine tune details of the Business & Information Strategy Plans. One step along the way in the Planning Cycle.

Communication: Transfer of information from one person to another in a mutually understandable form. The purpose of all communication is to affect a change. Written communication must obey all rules of grammar, form, spelling, syntax, completeness, and specificity of terminology.

Controlling: Measuring, correcting, and improving performance, procedures, policies, etc. The conventionally recognized steps of controlling are: a. Establish standards b. Measure performance against standards c. Correct deviations.

Corrective Interview: A direct, person-to-person discussion of occurrence and/or behavior; A documented action taken in order to correct errors, faults, deviations from expectations, etc. (See Counseling session)

Counseling Session: Usually the first officially written documentation of a discussion between supervisor and subordinate, concerning aberrant behavior. Criteria: Standard or test by which terminal behavior is evaluated.

Decision: The actual selection from among alternatives of a course of action. A RATIONAL selection of a course of action based on known facts

Directing: Guiding and coordinating subordinates towards attainment of organizational goals. Includes all activities designed to encourage subordinates to work efficiently and effectively. Includes, but is not limited to: Motivate, communicate, inspire, lead, etc.

Discipline: a. (n) Instruction, training, teaching, etc., that corrects, molds, or perfects the mental faculties or moral character. b. (n) Control gained by enforcing obedience or order c. (vt) To punish or penalize for the sake of orderly conduct or proper pattern of behavior. d. (vt) To bring under control Note: The Quality of organizational discipline is dependent upon FAITH in management.

Documentation: Foundation for Disciplinary/Adverse actions. Chronological, detailed listing of relevant events and circumstances. Details must include behavioral terms, dates, times, place, witnesses, etc.

Empathy: Projecting oneself into the position of another, in order to predict their actions and reactions to a given situation.

Leadership: The ART of influencing people so they will strive WILLINGLY towards achievement of group goals.

Management: Creating and maintaining an internal environment in which individuals working in organized groups may be led to accomplish group goals.

Morale: Spiritual quality that reflects zeal and confidence. Based on trust of leadership and confidence in the future. Mental and emotional attitudes are shaped by PERCEPTIONS (not necessarily reality) of surroundings, leadership, self-worth, abilities, obligations, etc.

Motivation: An INNER STATE that energizes or activates behavior towards objectives.

Motivators: Forces that influence an individual's behavior and induces them to perform.

Objectives: Goals or end-points. The ends towards which activity is aimed. Short-term goals should be in harmony with long-range goals and plans.

Planning: Selecting from alternatives, an intended course of action. Short range plans must contribute to achievement of long range plans and goals.

Planning Cycle: Assigning resources to activities, using the Business plan and ISP. Goal if large-scale allocating of financial resources. See Budgeting process.

Policies: Guidelines for management decisions. General statements of understanding which guide thinking in decision making, and which reflect the philosophies of the organization.

Procedures: Standard method for handling ROUTINE situations. A chronological sequence of events with definite beginning and end points.

Programs: An integrated group of various plans, goals, policies, premises, procedures, etc., needed to carry out a specific course of action.

Project: A unique undertaking composed of interrelated activities that has a well-defined beginning and end, must be accomplished by people possibly from different organizations within specified constraints of resources, schedule and conformance to specification.

Reality: Always a moving target.

Reasonable Accommodation: Steps taken to alter the working environment, in order to allow physically or mentally disadvantaged employees to perform job duties to the fullest extent possible.

Responsibility: The obligation to fulfill requirements.

Rules: Simplest PLANS. No discretion involved; no deviation allowed. Rules plainly state a required action, inaction, or prohibition.

Stakeholder: Any person, group, or organization that receives or can make a demand on an organization's attention, resources, products or services, or is affected by those products or services. A CUSTOMER in the broadest sense.

Supervise: To direct the efforts of others.