

MANAGER I PROMOTIONAL STUDY GUIDE, October 2010

(Information and Materials)

2010 Manager I Promotional Study Guide

IT'S A 100% Written Test!

The 2010 Manager I examination will consist of a Written Test ONLY, weighted 100% of your final score...**your final spot on the eligible list.** You must score at least 70% to be on the list at all. The higher you score, the sooner you'll have opportunities to promote to Manager I, and get on with getting on.

The best way to 'study for the test' is to study for the job of Manager I. However...With a **Written test Only format**, there will probably be a number of Situational Judgment Questions (*Two; Two; Two answer for ONE question*); there may be f...f...FRACTIONS (Scary music gets louder here) and other spooky stuff on the test, and most of us haven't *consciously* divided fractions or reduced a number to the lowest common denominator in years. So...Attached is our **educated best guess Manager I Test Study Guide**...And when we use the word "**guide**," we mean we hope it will **guide** you to the areas YOU specifically need to study...And then **guide** you to in-depth study material for that area. Going through this booklet is not sufficient to meet all of your study needs...Its just a pointer...An indicator of what areas you need to study.

An old 7th or 8th Grade math book should supply you with MUCH of the math study material you will need; working with decimals, multiplying and dividing fractions, adding large groups of numbers, working with percentages, etc.

Any of the Ken, ARCO, or Peterson's study books that have Reading Comprehension sections will be excellent study material. However, DMV tests, EVEN WRITTEN-ONLY TESTS tend to be somewhat job specific. If 'WE' were writing the reading comprehension sections of the test, we'd pull paragraphs out of real-world materials that a Manager I would use in the course of their daily duties; The Vehicle Code, the VR & DL Manuals. So, to better *prepare for this exam and the next step in your DMV Career*, READ and critically examine the VC & the manuals; especially the newest laws and procedures. Pick out big paragraphs and practice breaking them down into understandable chunks...**(Remember though, ALWAYS answer reading comprehension questions based upon the reading material IN THE TEST, NOT on your 'prior knowledge')**.

All areas which will be covered in the written test are outlined in the EXAMINATION SCOPE section of the Manager I Exam bulletin. The SCOPE is ALWAYS the framework within which the test is based:

"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 statues, laws, proposed legislation, and regulations in order to interpret, explain, & 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."

So: THAT'S what will be on the test; all carefully broken down into written questions; Multiple choice, True-False, Multiple-answer-multiple-choice (SJT's/Low Fid Sims)!

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Many times when a person "fails" a written test, they can be heard to say, "I'm just not a test taker." Experience has shown that many times, such persons:

1. Tend NOT to study available material in order to prepare for the test; they prefer to "wing-it".
2. Tend to fail the SCORE SHEET by not paying proper attention to it during the test.
3. Tend to get discouraged and "not even care" about passing the test.

The following hints and tips can definitely solve the first two problems and MAYBE prevent #3:

- * **Begin studying for the next written test TODAY;** even if today is the very day after the LAST written test.
- * **Study WHAT YOU DON'T KNOW.** If you know math quite well; study English or reading comprehension.
- * **Approach the test confidently.** Take it calmly.
- * **Intensify study and review the week prior to the test.**
- * **DON'T CRAM,** especially the night before the test.
- * **Get a good night's sleep** before the test.
- * **Arrive on time.** It's best to make a dry-run to the test site.
- * **Choose a good seat,** NOT near a friend, and get comfortable.
- * **Arrive with all proper tools;** Identification, pen, pencil, whatever.
- * **LISTEN CAREFULLY TO ALL VERBAL INSTRUCTIONS.**
- * **Apportion your time intelligently** with an "exam budget" on any timed tests.
- * **READ INSTRUCTIONS** carefully and completely. Pay attention to the scoring; Is it True-False? Multiple choice? Low-Fidelity Simulation Multiple choice (2 answers for each question)? KNOWING the answers is one thing; *putting them in the right place* is another altogether...
- * **Scan complete test, if allowed, prior to answering any questions.** See if you can figure out the test's "pattern". Many times the hardest questions are first.

- * **Start right in, if possible.** Stay with it. Use every second effectively.
- * **Do the easy questions first;** postpone harder questions until later (but don't mix up your place on the answer sheet!)
- * **READ EACH QUESTION CAREFULLY.** Make sure you really understand WHAT is being asked. Re-read & re-phrase the question if necessary. Eliminate obviously wrong answers.
- * **THINK!** Avoid hurried answers. *Guess intelligently* IF guessing is needed.
- * **Watch for CUE words;** always, never, must, absolutely, in all cases, etc. These *usually* signal a "false" answer.
- * **If possible, refresh yourself** with a few, well-chosen rests during the test.
- * **Remember key concepts of various questions** as they may answer another question later on in the test. This is called *controlled association in test construction*.
- * **Edit, check, proofread your answers,** but DON'T CHANGE AN ANSWER UNLESS YOU ARE ABSOLUTELY SURE OF THE CHANGE.
- * **Be a "Bitter ender"** and stay until they make you go (*Though SOME say when you've done your best, get up & get out...First answers are usually the correct one; if you stay I re-read & re-read, you might change an answer you probably shouldn't....*)

Remember, there is always ONE answer that is "righter" than the others in Multiple Choice questions. When CUE words occur in a true/false question, the answer is usually false. If you have no way to even intelligently guess, pick "B" or "C", but stick with whichever letter you chose throughout the test; ALWAYS guess "B" OR ALWAYS guess "C"...Don't jump back & Forth.

READ THE ANSWER SHEET AS CAREFULLY, if not more so, as you do the questions themselves. You can know absolutely everything asked on the test, but if you get off by one mark on the answer sheet, you will fail the test. Many people keep their finger on the question number and their pencil on the corresponding answer sheet number, and then double check the test to the answer sheet EACH TIME they mark down an answer. It is an excellent way to insure against failing the answer sheet.

In general, preparation and close attention to details, along with the hints and tips outlined above, will see you through any Civil Service written test. Attached are some typical test sections...Just to get your mind headed in the right direction. Use this practice test to help **FOCUS YOUR STUDY ON WHAT YOU FEEL YOU'RE WORST AT**. Take the tests in this guide. Score them, & that should show you where you could use some brushing up. Then get some books from the library that covers civil service tests with charts, graphs, reading comprehension, etc. Do a little at a time from now until August and the written part of the exam process will literally be EASY.

The current announcement doesn't mention the possible use of calculators during the written test, so it's best to learn the basic math without a calculator (Last time, calculators WERE allowed, but only if you supplied your own).

The time to study is now. And as always, **STUDY WHAT YOU DON'T KNOW!** The remainder of this guide will cover some typical/historical written test areas & concepts, to get you into test-taking mode, and maybe illuminate areas where you need greater practice or study.

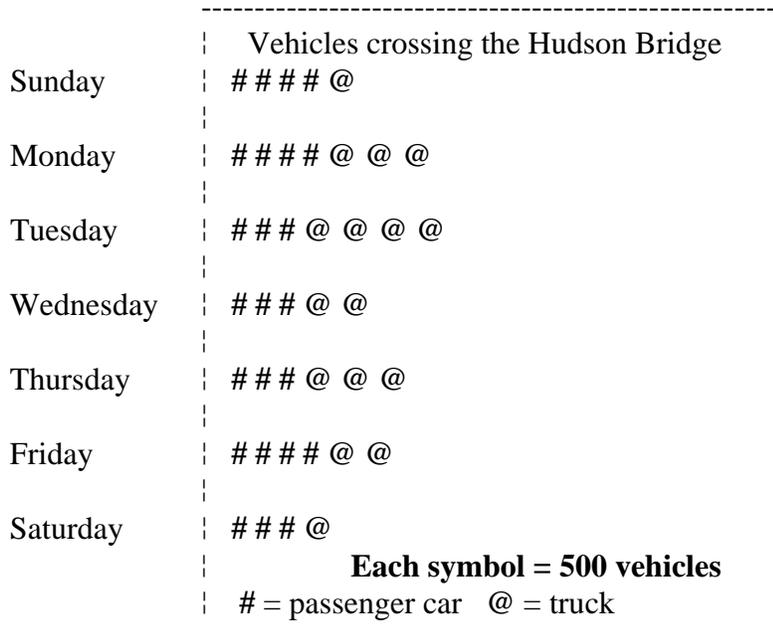
Manager I Study Guide Practice Test I

Some typical Math and written material analysis, interpretation and application

Circle the correct answer (See pg 7 for our answers):

1. A + 9 is to Z7, as P/63 is to R.73. A. Minus B. Plus C. What? D. Definitely
2. Reduce to the lowest terms 60/108. A. 1/48 B. 1/3 C. 5/9 D. 10/18
3. Add $16\frac{3}{8}$, $4\frac{4}{5}$, $13\frac{3}{4}$, and $23\frac{5}{6}$. A. $58\frac{91}{120}$ B. $57\frac{1}{4}$ C. 58 D. 59
4. Which fraction is largest? A. 9/16 B. 7/10 C. 5/8 D. 4/5
5. The population of Poway was 54,000 in the past census. It has increased 2/3's since then. Poway's present population is: A. 18,000 B. 36,000 C. 72,000 D. 90,000
6. Add 37.03, 11.5627, 3.4005, 3423 and 1.141. A. 3476.1342 B. 3500 C. 3524.4322 D. 3424.1342
7. Subtract 4.64324 from 7. A. 3.35676 B. 2.35676 C. 2.45676 D. 2.36676
8. Which is largest? A. .1 B. 0.01 C. .11 D. 0.10011
9. 10% written as a decimal is: A. 1.0 B. 0/01 C. 0.001 D. 0.1
10. Multiply the following: 800
 x.005 A. .4 B. 4.0 C. 5 D. 40
11. Add five hours and thirteen minutes, three hours and forty-nine minutes and fourteen minutes: A. 8 hr 16 min C. 9 hr 76 min B. 9 hr 16 min D. 8 hr 6 min

QUESTIONS 12 THRU 15 REFER TO THE FOLLOWING GRAPH:



12. What percent of the total number of vehicles on Wednesday were cars?
A. 30% B. 60% C. 20% D. 50%
13. What was the total number of vehicles crossing the bridge on Tuesday?
A. 7 B. 700 C. 1100 D. 3500
14. How many more trucks crossed on Monday than on Saturday?
A. 200 B. 1000 C. 1500 D. 2000
15. If trucks paid a toll of \$1.00 and cars paid a toll of \$.50, how much money was collected in tolls on Friday?
A. \$400.00 B. \$600.00 C. \$2000.00 D. \$2500.00

In questions 16 and 17, which sentence is grammatically incorrect?

16. A. Everyone at camp must have his medical certificate on file before participating in competitive sports.
B. A crate of oranges were sent from Florida for all the children in cabin six.
C. John and Danny's room looks as if they were prepared for inspection.
D. Three miles is too far for a young child to walk.
17. A. He was able partially to accomplish his purpose.
B. Let it lie there.
C. You are not so tall as he.
D. The people began to realize how much she had done.

Please read the following paragraph and answer the question that follows

18. "The prevention of accidents makes it necessary not only that safety devices be used to guard exposed machinery, but also that mechanics be instructed in safety rules that they must follow for their own protection and that the light in the plant be adequate."

This paragraph best supports the statement that industrial accidents:

- A. Are always avoidable.
- B. May be due to ignorance.
- C. Usually result from inadequate machinery
- D. Cannot be entirely avoided.
- E. Result in damage to machinery.

19. Please read the following paragraphs and answer the question that follows

- I. It shall be unlawful for any person to engage in or conduct the business of dealing in, trading in, selling, receiving or repairing condemned, rebuilt or used weighing or measuring devices without a permit therefore.
- II. Such permit shall expire on the twenty-eighth day of February next succeeding the date of issuance thereof.
- III. Every person engaged in the above business, within five days after the making of a repair or the sale and delivery of a repaired, rebuilt or used weighing or measuring device, shall serve notice in writing on the commissioner giving the name and address of the person for whom the repair has been made or to whom a repaired, rebuilt or used weighing or measuring device has been

sold or delivered, and shall include a statement that such device has been so altered, repaired or rebuilt as to conform to the regulations of the department.

According to the preceding selection the most accurate of the following statements is:

- A. A permit issued to engage in the business mentioned above, first issued April 23, 1963, expired on Feb. 28, 1964.
- B. A rebuilt or repaired weighing or measuring device should not operate with less error than the tolerance permitted by the regulations of the department.
- C. If a used scale in good condition is sold, it is not necessary for the seller to notify the commissioner of the name and address of the buyer.
- D. There is a difference in the time required to notify the commissioner of a repair or of a sale of a repaired device.

In the following groups which would be filed first in an alphabetic filing system?

- 20. A. Iowa B. Idaho C. Illinois D. Kentucky
- 21. A. Carey, Paul B. Carey, Max C. Carez, Arthur D. Carey, Anthony

In the following groups, which would be filed last in an alphabetic filing system?

- 22. A. Red B. Blue C. Orange D. Green
- 23. A. Buick B. Oldsmobile C. Rolls-Canardly D. Pontiac.

Which of the following words is spelled correctly?

- 24. A. Perrsonel B. Personnel C. Perssonel D. Personnell
- 25. A. Comissioner B. Commisioner C. Commissioner D. Comisioner

ANSWER SHEET

- | | | | | |
|---------------------------------------------------------|-------|-------|-------|-------|
| 1. There is no known answer....Made ya sweat, though... | | | | |
| 2. C | 7. B | 12. B | 17. A | 22. A |
| 3. A | 8. C | 13. D | 18. B | 23. C |
| 4. D | 9. D | 14. B | 19. A | 24. B |
| 5. D | 10. B | 15. C | 20. B | 25.C |
| 6. A | 11. B | 16. B | 21. D | |

SENTENCE RECONSTRUCTION

Rephrase or rewrite each sentence according to the directions given into a sentence which follows requirements of standard written English.

1. Returning as a mature person to the town of his birth he was greeted by those who had shunned him as a boy.

Begin the sentence with When he returned: _____

- A. to the town where he was born
- B. to his birthplace town
- C. to the town where he was given birth
- D. to the place of his birth

2. A tap on the door having interrupted her musings, she decided to finish washing her hair:

Begin the sentence with Since a tap of the door: _____

- A. had interrupted
- B. occurred to interrupt
- C. broke up
- D. interrupted
- E. was interrupted

3. The gate opened and the two men emerged.

Change The gate to As soon as the gate: _____

- A. , here the two men
- B. , we found that the two men emerged
- C. , the two men had emerged
- D. , the two men emerged

4. Summer was now coming on with hasty steps, and I was aware that my seventeenth birthday was fast approaching.

Change Summer was to Now that summer was: _____

- A. steps, I realized
- B. steps, because
- C. steps, it dawned on me
- D. steps, at last
- E. steps, I found

5. Take those apples even though they are a bit green.

Change even though they to which: _____

- A. nevertheless
- B. let's hope
- C. we realize
- D. consequently
- E. it seems

Sentence Reconstruction Answers:

1. A 2. A 3. D 4. A 5. C

READING COMPREHENSION

DIRECTION FOR THIS SECTION:

Each question or incomplete statement is followed by several suggested answer or completions. Select the one that BEST answer the question or completes the statement. PRINT THE LETTER OF THE CORRECT ANSWER IN THE SPACE AT THE RIGHT.

In its current application to art, the "primitive" is as vague and unspecific as the term "heathen" is in its application to religion. A heathen sect is simply one, which is not affiliated with one or another of three or four organized systems of theology. Similarly, a primitive art is one, which flourishes outside the small number of cultures, which we have chosen to designate as civilizations. Such arts differ vastly and it is correspondingly difficult to generalize about them. Any statements which will hold true for such diverse aesthetic experiences as the pictographs of the Australians, the woven designs of the Peruvians, and the abstract sculptures of the Africans must be of the broadest and simplest sort. Moreover, the problem is complicated by the meaning attached to the term "primitive" in its other uses. It stands for something simple, undeveloped, and, by implication, ancestral to more evolved forms. Its application to arts and cultures other than our own is an unfortunate heritage from the nineteenth-century scientists who laid the foundations of anthropology. Elated by the newly enunciated doctrines of evolution, these students saw all cultures as stages in a single line of development and assigned them to places in this series on the simple basis of the degree to which they differed from European culture, which was blandly assumed to be the final and perfect flower of the evolutionary process. This idea has long since been abandoned by anthropologists, but before its demise it diffused to other social sciences and became a part of the general body of popular misinformation. It still tinges a great deal of the thought and writing about the arts of non-European peoples and has been responsible for many misunderstandings.

1. The MAIN purpose of the passage is to
A. explain the various definitions of the term "primitive" 1. _____
B. show that the term "primitive" can be applied validly to art
C. compare the use of the term "primitive" to the use of the term "heathen"
D. deprecate the use of the "primitive" as applied to art
E. show that "primitive" arts vary greatly among themselves

2. With which of the following would the author agree?
A. the term "primitive" is used only by the misinformed. 2. _____
B. "primitive" arts may be as highly developed as "civilized arts."
C. The arts of a culture often indicated how advanced that culture was.
D. Australian, Peruvian, and African arts are much like the ancestral forms from which European art evolved.
E. A simple culture is likely to have a simple art.

3. According to the author, many misunderstandings
have been caused by the belief that 3. _____
A. Most cultures are fundamentally different.
B. Inferior works of art in any culture are "primitive" art.
C. "Primitive arts are diverse."
D. Non-European arts are diverse.
E. European civilizations is the final product of the evolutionary process.

READING COMPREHENSION answers

1. D 2. B 3. E

MATHEMATICS PROBLEM SOLVING

(Answers on Page 12)

Directions for this section:

Each question or incomplete statement is followed by several suggested answers or completion. Select the one that BEST answers the questions or completes the statements. PRINT THE LETTER OF THE CORRECT ANSWER IN THE SPACE AT THE RIGHT.

1. Mr. Marsh left an estate amounting to \$24,000. By his will, 10% was to be given to the local college, 15% to his church; and the remainder was to be divided equally among three nieces. How much money did each niece receive? _____
A. \$6129 B. \$2000. C. \$6333.33 D. \$6000
2. What is the difference in cost to a purchaser between an article listed at \$500 less 10% and 20% and one listed at \$490 less 20% _____
A. \$18 B. \$42 C. \$58 D. \$48 E. None of these answers
3. The afternoon classes in a school begin at 1 P.M. and end at 3:52 P.M. There are 4 class periods with 4 minutes between classes. How many minutes are there in each class period? _____
A. 39 B. 40 C. 59 D. 60 E. None of these answers
4. The gauge on a 10 gallon oil tank indicates that exactly $\frac{3}{8}$ of the oil remains in the tank. How many gallons will it require to fill the tank? _____
A. $2\frac{1}{4}$ B. $3\frac{3}{4}$ C. $6\frac{1}{2}$ D. $7\frac{1}{4}$ E. None of the answers
5. A dealer bought 3 gross of pencils at \$.38 a dozen. He sold the pencils at \$.05 each. How much was his profit per gross? _____
A. \$7.92 B. \$2.64 C. \$22. D. \$.66 E. None of these answers
6. A Village has an assessed valuation of \$2,400,000. The rate for school taxes is \$0.80 per \$100. valuation. If all but 2% of the taxes are collected, how many dollars remain uncollected? _____
A. \$18,816 B. \$285 C. \$315 D. \$485 E. None of these answers
7. A salesmen receives a monthly salary of \$80, a 2% commission on all monthly sale over \$2,000 and an additional 1% commission on all sales over \$11,000 a month. If his total sales for January came to \$13,500, how much did he earn that month? _____
A. \$335 B. \$285 C. \$315 D. \$485 E. None of these answers

8. At the rate of \$0.15 per 6-oz. bar of chocolate, what would a pound of chocolate cost? _____
 A. 45 B. 55 C. 50 D. 42 E. 40
9. How much longer does it take an automobile to travel one mile at 20 miles per hour than at 30 miles per hour? _____
 A. 1 minute B. 10 minutes C. 20 minutes D. 40 minutes
10. Mr. Brown owned a house, which her rented for \$60 a month. the house was assessed at \$9000 . In 1975 the rate of taxation was increased from \$25 to \$28 per \$1000 assessed valuation. By what amount should the monthly rent have been raised to absurd the increase in that year's taxes? _____
 A. \$7.20 B. \$2.25 C. \$ D. \$21 E. None of these answers

11. 10% written as a decimal is?
 A. 1.9 B. 0.01 C. 001 D. .01 _____
12. What percent of $\frac{5}{6}$ is $\frac{3}{4}$?
 A. 75% B. 60% C. 80% D. 90% _____
13. 200% of 800 equals
 A. 2500 B. 16 C. 1600 D. 4 _____

WORD MEANING

DIRECTIONS FOR THIS SECTION:

For the following questions, select the word or groups of words lettered A, B, C, D, E that means MOST NEARLY the seam as the word in capital letters. PRINT THE LETTER OF CORRECT IN THE SPACE AT THE RIGHT.

1. The pupil was criticized for his SLIPSHOD work. _____
 SLIPSHOD means most nearly: A. slow B. childish C. uncompleted D. careless E. incorrect
2. In business letter we state our business CONCISELY. _____
 CONCISELY means most nearly: A. Accurately B. fully C. briefly D. politely E. officially
3. He Startled the boy who was trying to unlock the car _____
 STARTLED means most nearly: A. surprised B. punished C. chased D. arrested E. helped
4. The door was left AJAR. _____
 AJAR means nearly: A. slightly opened B. unhinged C. unguarded
 D. unlocked E. completely blocked
5. The delegates will CONVENE at noon. _____
 CONVENE means most nearly: A. dine B. amused C. surprised D. disgusted E. agree
6. The antics of the monkeys DIVERTED the children. _____
 DIVERTED means most nearly: A. upset B. amused C. surprised D. disgusted E. frightened
7. Their aim seems to be to THWART our plans. _____

2. What is the value of II.?
1. 1,216
 2. 2,495
 3. 1,466
 4. 1,464
 5. None of the above, or cannot be calculated from the data provided.

3. What is the value of III.?
1. 288
 2. 1,420
 3. 1,132
 4. 1,430
 5. None of the above, or cannot be calculated from the data provided.

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4. What is the value of IV.?
1. 1,140
 2. 1,380
 3. 1,102
 4. 1,094
 5. None of the above, or cannot be calculated from the data provided.

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5. What is the value of V.? (Rounded to nearest tenth of a percent)
1. 18.3
 2. 81.7
 3. 21.5
 4. 22.5
 5. None of the above, or cannot be calculated from the data provided.

Tables & Chart Sample Questions Answers and Explanations

1. The answer is 148 or number 1. The figure represents the number of publicly owned units which is obtained by subtracting the number of privately owned units from the total: $1,398 - 1,250 = 148$.

2. The answer is 1,466 or number 3. The figure represents the total number of housing units which is obtained by adding the total number of privately owned units to the number of publicly owned units: $1,370 + 96 = 1,466$. Alternative number 1 represents the sum of the total number of publicly owned units and the number of 1-unit, privately owned structures. Alternatives 2 and 4 are irrelevant values.

3. The answer is 1,420 or number 2. It is obtained by subtracting the number of publicly owned units from the total number of housing units: $1,524 - 104 = 1,420$. Alternative number 1 is obtained by subtracting 1-unit, privately owned structures from the total number of units. Alternatives 3 and 4 are irrelevant values.

4. The answer is number 5. The number of privately owned 1-unit structures cannot be calculated, since the number of privately owned multi-unit structures is not given in the table. Alternative number 1 represents the difference between the number of privately owned units and the number of publicly owned units. Alternative number 2 represents the sum of publicly owned units and privately owned units. Alternatives 3 and 4 are irrelevant values.

5. The answer is 22.5 or number 4. The percent change is calculated by computing the increase or decrease and dividing the result by the number that existed before the change: $1,690 - 1,380 = 310$ and $310/1380 = 22.46$ or 22.5. Alternative number 1 erroneously divides 310 by 1,690 and alternative number 2 was found by erroneously dividing 1,380 by 1,690. Alternative number 3 is an irrelevant value.

MANAGER I PRACTICE TEST II

Data Analysis

The Cost of a Drink	
If you drink and drive these are the costs you could pay for a DUI:	
Vehicle towing and storage	\$187
Booking, fingerprinting, and photo fee	\$156
Driver license reinstatement fee	\$100
Car insurance increase	\$2,700
DUI fine	\$480
Assessment for the court system	\$816
Community service fee	\$44
DUI victims fund	\$100
Alcohol abuse education fund	\$50
DUI classes	\$550
DUI Victims' Impact sessions	\$20
<u>Time payment charge</u>	<u>\$35</u>
Total fees, fines, and assessments	\$5,238* (* If you use an attorney, add at least \$2,000)

Answer the following three questions using the Cost of a Drink table.

1. Assume 8 people with DUI's incur these exact costs. What would be the grand total of all Reinstatement fees, Community Service Fees, and their Booking, Fingerprinting and photo fees?
 - a. 1200 Dollars
 - b. 300 Dollars
 - c. 2400 Dollars
 - d. 2444 Dollars

2. Assume no one uses an attorney, and 7 people incur these fees. What is the total of all fees, minus all time payment fees.
 - a. 36,666 Dollars
 - b. 36,421 Dollars
 - c. 41,005 Dollars
 - d. 31, 005 dollars

3. Assuming that no attorney fees are included, what percent of the total does the DUI Fine represent?
 - a. 9.16%
 - b. 11.01%
 - c. 8%
 - d. None of the above.

<<*>>

Use the following Work plan Situation information to answer the next three questions.

Assume you supervise a work group that consists of seven employees. Each employee works 8 hours a day and has one lunch period from 12:00 to 1:00.

It is at the end of the week and you have organized the projects and numbered them by putting them into the table below, labeled "Work Plan." You have determined how many employee-hours it will take to complete each project and you also have the deadline of each assignment.

Project Number	Employee-Hours needed To complete project	Deadline
1	35	Friday
2	12	Monday
3	6	Tuesday
4	20	Monday

Work Plan Situation Questions:

4. Can project #2 be completed by 1 employee?
 - A. Yes
 - B. No

5. Would it be possible to have project #2 and project #4 completed by Monday?
 - A. Yes
 - B. No

6. If 3 hours per employee is given to project #3, how many employees would it take to complete project #3?
 - A. 1
 - B. 2
 - C. 3
 - D. 6

Data Analysis Answers

1. C
2. B
3. A.
4. B – (If the job takes 12 hours to complete and there is only 8 hours in a work day, it would at least take 2 employees from the work group to complete the project).
5. A – (If you have 7 employees each working 8 hours a day, then it is possible to have projects completed by Monday).
6. B – (divide 6 (Hours to complete project) by 3 (number of hours each employee is given to work on the project) and the answer is 2).

Extra Credit Analytical ability question:

If Q is equal to R, and
S is less than Q, and
S is not greater than T, and
T is not less than R, then:

- A) S may be greater than R.
- B) T must be greater than Q.
- C) S must be less than T.
- D) more than one of the above are true.

[Correct answer is C, but you could have fooled me.☺.....]

SAMPLE READING COMPREHENSION QUESTIONS

Reading comprehension questions test your ability to read and interpret written material. The following are examples of the most common types of passage interpretation reading comprehension questions. Answers and explanations for the questions follow.

INSTRUCTIONS: For each question, read the information provided and answer the question that follows.

1. Library customers may ask the librarians at the reference desk for information on borrowing books from other public library agencies. Cooperative agreements between the County of Los Angeles Public Library and local and national libraries allow County residents to obtain books and other materials that are not listed in the County Library catalog. Library customers will need to have a valid County Library card to request materials through the InterLibrary Loan (ILL) program. There is a \$3.00 non-refundable handling fee per item to place an ILL request.

Based on the information in paragraph 1, which of the following statements is **CORRECT**?

- A. a library customer must be a resident to obtain a valid County of Los Angeles Library card.
- B. the small fee for using the ILL program is applicable if more than one item is requested.
- C. the County of Los Angeles Library catalog has an extensive listing of books to be borrowed by its customers.
- D. a customer at a County of Los Angeles library can use the ILL program to request a book from an international library.

2. In accordance with federal law and local ordinance, Los Angeles County provides voter registration information, election materials and oral assistance in six languages other than English (Chinese, Japanese, Korean, Spanish, Tagalog and Vietnamese). Voters who request election materials in one of these languages will be mailed a translated sample ballot for all Los Angeles County-conducted elections. Additionally, poll locations that have been identified as requiring oral language assistance are supplied with translated voting materials and staffed with bilingual-speaking poll workers whenever possible. Signs are posted in those poll locations identifying the language(s) spoken.

Based on the information in paragraph 2, which of the following statements is **CORRECT**?

- A. Poll workers are hired based on their ability to speak several languages.
- B. A request must be made by the voter to receive election materials in a language other than English.
- C. Poll locations throughout Los Angeles County always have signs posted that indicate the minority languages spoken.
- D. Voters who speak a language other than English and the six identified minority languages may request registration materials in that language.

3. Computers may not make mistakes, but people programming them sometimes do. During a recent survey, Weights and Measures inspectors were overcharged by store scanners on more than one out of two items they purchased at retail and grocery stores. To protect consumers, the Los Angeles County Board of Supervisors passed an ordinance that increases the number of inspectors monitoring scanner accuracy, sets up a toll-free number for consumers to report overcharges, and requires stores to post the toll-free number near the checkout stand. Under this new law, stores that are repeat offenders for overcharging consumers must also post convictions notices on the front of the store.

According to the passage, which of the following is correct?

- A. the new ordinance requires all stores to post conviction notices where consumers can see them.
- B. scanner accuracy has decreased which has led to an increase in the overcharging of consumers.
- C. inspectors conducting a recent survey were overcharged more often than correctly charged.
- D. additional inspectors have been hired to handle the increased number of retail and grocery stores that overcharge customers.

4. The County of Los Angeles Air Quality-Rideshare Program complies with County Ordinance 90- 0033U, South Coast Air Quality Management District (SCAQMD) Rule 2202 Employee Commute Program, and the Federal Clean Air Act. Our mission is to promote ridesharing and telework as a workplace strategy that reduces traffic congestion, air pollution, and commuter costs. The Chief Administrative Office sets program policy and coordinates implementation of uniform procedures through a Countywide Coordinator Network. The County Labor-Management Advisory Committee has oversight responsibility for Civic Center rideshare strategies and achievement of regional air quality/rideshare goals.

According to the passage, of the following is correct?

- A. a central goal of Rule 2202 is to save money for the commuter.
- B. the Clean Air Act defines the rideshare goals that are mandated on local governments.
- C. programs within the workplace can assist in reducing air pollution in Southern California.
- D. each rule, ordinance, and act that governs commuting programs has a different focus and requirement that make developing a ridesharing program challenging.

5. Hundreds of thousands of bad checks are passed in Los Angeles County every year. Merchants lose millions of dollars to bad check activity while consumers share in these losses through higher prices. Everyone bears the additional cost of law enforcement efforts and prosecution of bad check cases in Los Angeles County. To combat this problem, the District Attorney's Office has created a dynamic program to track down bad check writers and recover losses for their victims. A check writer who qualifies for the new Bad Check Restitution Program is temporarily “diverted” from criminal prosecution and given an opportunity to make good on the check. Successful completion of the program requires attendance at an eight hour intervention class designed to address underlying behavioral issues that cause bad check activity. Cases on check writers who fail to fully repay their victims are reviewed for possible criminal filing. This diversion opportunity, coupled with the possibility of criminal prosecution, deters bad check writers from future offenses.

Based on the information provided, of the following is correct?

- A. bad check activity costs law enforcement agencies more than it costs businesses.
- B. an eight-hour intervention class is mandatory for those found guilty of forging bad checks.
- C. heavy losses that business experience due to bad checks is the reason for higher priced merchandise.
- D. a new program allows people who have written bad checks to potentially avoid criminal prosecution.

Answers and Explanations to Reading Comprehension Questions

1. The correct answer is **A**. The passage provides two clues that a customer must be a County resident to obtain a valid library card. First, it states that cooperative agreements allow County residents to obtain books not in the County catalog. Second, it states that library customers will need to have a valid County Library card to request materials through ILL.
2. The correct answer is **B**. The passage states that “voters who request election materials in one of these languages will be mailed a translated sample ballot.”
3. The correct answer is **C**. The passage states that inspectors were overcharged on “more than one out of two items they purchased.”
4. The correct answer is **C**. The passage states that ridesharing and telework are two examples of programs that reduce air pollution, traffic congestion, and commuter costs.
5. The correct answer is **D**. The passage states that the Bad Check Restitution program is an opportunity to avoid criminal prosecution, by making good on the bad check and attending an eight-hour intervention class.

ONE method of addressing Reading Comprehension Questions

1. **Skim** the questions before reading the passage to get a sense of what to look for.
2. Respond to the questions that are asked. You should base your answers to the questions solely on what is stated or implied in the passages (**NOT ON YOUR REAL-WORLD** experience or knowledge).
3. Try to predict an answer before reading the choices
4. Read all choices before making a selection.
5. Make sure that the answer chosen is the *best possible among the choices*.
6. Read each passage carefully –follow authors reasoning, tone, attitude, and style.
7. If a passage is too difficult, skip it and return to it later, **CAREFULLY**; don’t lose your place on the answer sheet!
8. In main idea questions, do not become distracted by statements that are true according to passage but are secondary to the central point.
9. Look for cue words like “**but,**” **However,**” and “**Therefore,**” as they often signal *major ideas of a passage*.
10. Rephrase difficult words or questions in your own words, but be careful not to change the meaning.

Data Interpretation

INSTRUCTIONS: To answer questions 1-5, read the information and answer the questions that follow by choosing the best response from the choices provided

VACATION/SICK LEAVE POLICIES AND PROCEDURES FOR NON-EXEMPT EMPLOYEES:

- I. Vacation and Sick Leave accrual shall be made available only to permanent, full-time employees .
- II. Vacation and Sick Leave accrual shall commence on the employee's start date of employment; however, the employee shall receive a full month's Vacation and Sick Leave credit regardless of his/her start date.
- III. Vacation and Sick Leave time shall accrue to the employee on the fifteenth day of the month following the month in which it was earned.
- IV. No employee shall be granted Vacation or Sick Leave time in advance of such leave being accrued.
- V. Vacation Leave shall be granted in eight (8) hour increments only, to equal one (1) working day.
- VI. Vacation Leave accrual shall be based on length of continuous service, and shall accrue to employees as follows:
- | | |
|----------------------|-----------------------------|
| Length of Service | Vacation Leave Accrual Rate |
| Less than 1 year | 6 hours per month |
| 1 year+ to 5 years | 8 hours per month |
| 5 years+ to 10 years | 12 hours per month |
| 10 years+ | 16 hours per month |
- VII. Employees may carry over hours of Vacation Leave from one anniversary year to the next, to a maximum of 800 hours at any time.
- VIII. Sick Leave shall accrue at the rate of six and one-half (6½) hours per one (1) month of service, to a maximum of 390 hours at any time.
- IX. An employee may substitute Vacation Leave for Sick Leave in the event of major illness to the employee or a close relative and if the employee has exhausted all of his/her Sick Leave.
- X. Under no circumstance may an employee substitute Sick Leave for Vacation Leave.

1. Gina McNamara has been a full-time, permanent employee since July 12, 2000. The total number of hours of Vacation and Sick Leave she may accrue as of her one-year anniversary date is most nearly

- A. 137 ½.
- B. 138.
- C. 149 ½.
- D. 150.

2. Miguel Santiago has been a permanent, full-time employee since April 10, 1996. What is the maximum number of days of vacation he may take as of May 21, 2000, if he has already used ten days?

- A. 35
- B. 36
- C. 37
- D. 38

3. Jennifer Scholl has worked as a permanent, full-time employee as of October 31, 1994, and since that time has used only five vacation days per year in August. Assuming she has used no Sick Leave, what is the maximum number of hours she may take off as of July 23, 1999 in the event of a major illness?

- A. 629 ½
- B. 642 ½
- C. 650 ½
- D. 666 ½

4. Flora Murray has worked in the Personnel Department since July 15, 1996. From May 17, 2001 to May 19, 2001 she used 24 hours of Sick Leave. Assuming she takes no other time, on what date will Flora accrue the maximum number of hours of Sick Leave?

- A. September 15, 2001
- B. October 15, 2001
- C. November 15, 2001
- D. December 15, 2001

5. Terry Bodwin has worked as a permanent, full-time clerk at the Gato Blanco DMV for the past 12 years. If her June 15, 2000 paycheck shows she has accrued 18 hours of vacation time, the soonest that Terry will be able to take ten days of vacation is

- A. September 2000.
- B. October 2000.
- C. November 2000.
- D. December 2000.

<<<*>>>

Answers and Logic to Data Interpretation Questions

1. The correct answer is A. To solve:

- Count the number of months for a year from July 12, 2000 for which Gina will accrue Vacation and Sick Leave (equals 11 months, per policies II and III);
- Multiply the number of months by the appropriate Vacation Leave accrual rate (11×6) to equal 66 hours;
- Multiply the number of months by the Sick Leave accrual rate ($11 \times 6\frac{1}{2}$) to equal $71\frac{1}{2}$;
- Add together the Vacation and Sick Leave hours ($66 + 71\frac{1}{2}$) to equal $137\frac{1}{2}$.

2. The correct answer is B. To solve:

- Count the number of months from April 10, 1996 to May 21, 2000 for which Miguel has accrued or will accrue Vacation Leave (equals 49);
- Multiply the number of months by their respective Vacation Leave accrual rates (12×6 and 37×8) to equal 72 and 296;
- Add together 72 and 296, to equal 368 total hours accrued;
- Subtract the number of hours already used (10 days equals 80 hours, per policy V) ($368 - 80$) to equal 288 hours available to take;
- Divide 288 by 8, per policy V, which equals 36 days.

3. The correct answer is B. To solve:

- Count the number of months from October 31, 1994 to July 23, 1999 for which Jennifer will accrue Vacation and Sick Leave (equals 57);
- Multiply the number of months by their respective Vacation Leave accrual rates (12×6 and 45×8) to equal 72 and 360;
- Add 72 and 360 to equal 432;
- Multiply the number of Vacation Leave hours used for each August vacation by the number of vacations taken during the period (40×4) to equal 160;
- Subtract the number of Vacation Leave hours used from the total number accrued ($432 - 160$) to equal 272;
- Multiply 57 by the Sick Leave accrual rate ($57 \times 6\frac{1}{2}$) to equal $370\frac{1}{2}$;
- Add 272 and $370\frac{1}{2}$ to determine the number of hours available, to equal $642\frac{1}{2}$.

4. The correct answer is C. To solve:

- Count the number of months from July 15, 1996 to May 17, 2001 for which Flora has accrued Sick Leave (equals 58);
- Multiply the number of months by the Sick Leave accrual rate ($58 \times 6\frac{1}{2}$) to equal 377;
- Subtract the hours used from the hours accrued ($377 - 24$) to equal 353;
- Subtract the balance of hours from the maximum allowable ($390 - 353$) to equal 37;
- Divide 37 by the number of hours accrued each month ($37 \div 6\frac{1}{2}$) to equal six accrual months (May 2001 to October 2001);
- Count ahead one month to determine the October Sick Leave accrual date (November 15, 2001).

5. The correct answer is B. To solve:

- Multiply the number of vacation days to take by the number of Vacation Leave hours allotted for each day (10×8) to equal 80;
- Subtract the hours needed for the vacation from the hours accrued ($80 - 18$) to equal 62;
- Divide the hours needed for the vacation by the number of hours accrued each month ($62 \div 16$) to equal approximately 4 months;
- Count forward 4 months starting with July 2000 to reach October 2000.

TESTS, TESTS, TESTS....

Written exams test your memory in 2 ways:

1. What you can REMEMBER (**Recall**)
2. What you can RECOGNIZE (**Figure out**)



REMEMBER/RECALL answers, whether in essay questions, short answer questions, True-False questions, or multiple choice questions are fairly simple; If you actually KNOW and REMEMBER something, it's an 'easy' question: **What's your name and address and where do you work?**

On a test of those questions, we'd all do quite well. But when we don't KNOW the answers (or don't recall them at that moment), we must rely on RECOGNIZING the correct answer: IT IS THERE, of course, just below the question, with some WRONG answers as company. The trick is recognizing the real from the fake, and often it's easier to spot the fakes first (and then ELIMINATE them from the pool of possible answers). AFTER you've answered all the questions whose answers you REMEMBER, go back to the ones you didn't know or didn't answer (Careful with that answer sheet & 'skipped' questions!).

Management Principles Sample Test Questions

- Span of control refers to the:
 - extent of a manager's authority.
 - number of people a manager can supervise effectively.
 - amount of responsibility to be given to one person.
 - volume of work handled by an agency.
- Any strong emotional state could usually affect an employee's
 - Current Perceptions
 - Genetic make-up
 - Reflexes
 - Past learning
- While you are directing the early morning, first of the month crowd to the correct service window, a citizen walks past you and makes a demeaning comment about DMV. You would most likely
 - immediately notify your office manager about the comment.
 - confront the individual and demand an apology for the comment.
 - ignore the comment and continue with your crowd direction activities.
 - ask the individual to come back and explain why she made such a comment.
- The most important requirement of a good report is that it should:
 - Impress the reader with its thoroughness
 - Answer all the reader's questions
 - Make a good appearance
 - Support pre-determined conclusions.
- Chain of command: A path along which instructions and directions are passed down from top management to front-line workers. Conversely, information, ideas, feedback, suggestions, positive and negative input follow the same path from front line back to top Management.

Which of the following is NOT supposed to be a function of the chain of command:

- It provides an avenue for official authorization and understanding of various problems, proposals, and requests submitted, ensuring that each member in the chain is aware of the actions to be taken.
- It restricts unwanted input from employees at the lower levels of the chain from interfering with the goals of upper management..
- It provides individuals with one specific supervisor. Employees are aware of the level at which they operate, specifically whom they answer to and which individual(s) they are responsible for.
- It provides an orderly flow of information to and from the Director to every employee in the Department.

Answers (remembering that **Management is an Art**, not a Science).

- The correct answer is number B. Span of control or span of supervision is a management term referring to the number of subordinate employees who are directly accountable to a particular supervisor.
- "A" is most correct. Emotional states cause physiological changes that effect the way events are sensed and remembered.
- The most correct answer is C.
- The most correct answer is B.
- The answer *should be* B.

The Situational Written Test Question

Written situational questions describe a hypothetical job-related situation that focuses on one of the relevant qualifications listed in the exam Scope. These questions require the candidates to reply with what they would do in a given situation, selecting from among 4 or 5 possibilities. Usually, there are clear differences between the actions of good and bad performers, AND the situations seem to require some immediate action.

Since the questions are job-related, the best answers come from candidates who can PUT THEMSELVES in the situation described, and chose the answer that would work BEST in the real world. These questions may be 'typical' Multiple Choice (select ONE answer), or 'Situational Judgment' questions, (Select TWO answers; the very best and the very worst), or use all 5 answers, but put them in priority order.

PLEASE NOTE: On Situational Judgment/Low Fidelity Situation questions, read the instructions carefully, EACH time. Within the same test, you may have to ANSWER in 3 or 4 different ways:

What would you most likely **do FIRST**? AND What would you most likely **do LAST**?

OR

What would you **most likely** do First? AND What would you **least likely** do First?

OR

What would you most likely **do First**? AND What would you **least likely do**?

Situation 1. You are relieving as Office Manager III in the Hace Diablo DMV, which is in California's Desert. It's a Wednesday in the middle of August, the temperature outside is 112 degrees, and the HVAC system stops working. By the time you verify that the problem isn't a simple tripped circuit breaker, it's 92 degrees inside the building.

Of the steps listed below, what would you most likely do FIRST? _____

Of the steps listed below, what would you most likely do LAST? _____

1. Open all doors and windows to try & get a breeze.
2. Ask the Manager I what they normally do when the HVAC stops working.
3. Call the Region Administrator for permission to close the office.
4. Close the office; it's too hot to mess around.

Situation 2. You are the Office manager if the Santa Mana DMV. The parking lot of your building is bordered on one side by the freeway. It's 10:00 A.M. on a slow Thursday morning, when a truck carrying Hazardous Materials has an accident on the freeway just beyond your parking lot. The Highway Patrol sends an Officer in to inform you that there's been no spill yet, but that it's possible, and that you should make preparations for a potential evacuation. The closest open DMV is 15 miles away.

Put the following steps you would take, in order of importance, with the most important step first:

1. Prepare 'closed' signs for you doors with directions to the nearest open DMV
2. Have all Technicians make a turn-in of as much cash as possible.
3. Contact your Regional Administrator, to start the process of getting permission to evacuate.
4. Inform employees of the *possibility* of, and reasons for an evacuation.
5. Contact your Telephone Service Center and advise them of the *possibility* of an evacuation.

Situation 3. Using the scenario in Situation 2, the officer returns and indicates that there is now a poisonous gas cloud floating towards your office.

Of the steps below, what would you most likely do First? _____

Of the steps below, what would you least likely do First? _____

1. Call Regional Administrator and advise them of your closure.
2. Call the local radio station so they can inform the public you have evacuated.
3. Evacuate the customer from your office
4. Have employees lock their cash drawers and evacuate.
5. Post the 'closed' signs.

Situation 4. Using the situation and answers in question 3, what would be the SECOND step you would take?

Situation 5. You are a Supervisor in a large, metropolitan DMV. You become aware that one of your employees is seen talking with the same person in the parking lot, almost every day. You notice that the customer is at the employee's window every few days. The employee, who had severe money problems last year, has just bought a new car.

Of the steps below, what would you most likely do First? _____

Of the steps below, what would you least likely do? _____

1. Confront the employee and the customer in the parking lot.
2. Document as many details as possible; dates & times of 'meetings', license plate numbers, etc.
3. Call your Regional Administrator and report your suspicions
4. Copy the employee's work on days he waited on the customer.
5. Send copies of everything to Investigations.

Situation 6. You are Manager of the Dolor Mesa DMV. Your office has been selected as one of 16 statewide offices to participate in the Double Duty Project. You are one of the 20 people formally working on this project, which will involve doubling your staff and doubling the number of hours your office is open. For the 5 year RealID window your office will be open from 6 AM until 11 PM, 5 days a week, and have two complete cadre's of personnel, including another Office Manager for the Late Shift.

Which step of the project are you probably in at this point in time?

1. Concept Phase
2. Initiation Phase
3. Planning Phase
4. Closing Phase)

Situation 7. You are a supervisor in a Technical Unit. Your Unit manager has directed you to institute a policy you do not agree with.

Of the steps below, what would you most likely do First? _____

Of the steps below, what would you least likely do? _____

1. Institute the policy without question
2. Discuss the policy with your unit manager
3. Institute the policy, but don't enforce it
4. Call other Supervisors to obtain input.

Situation 8. A subordinate manager has applied for a promotion in a unit that works closely with yours. You do not feel this person is ready for this promotion.

Of the possible actions listed below, what is the first action you would take?

1. You inform the hiring manager
2. You work with your subordinate to help them develop the skills needed for the job.
3. You inform the subordinate of your concerns
4. You review the job specifications with the subordinate, so they are aware they are not ready for the position.

Situation 9. *In Situation 8 above*, what Departmental program does the correct answer address?

1. The Hiring Disclosure Program
2. The Livescan/Background Check Program
3. The Affirmative Action Program
4. The Upward Mobility Program

Situational Written Test Answers.....Probably

- (answer to situation 1 = 2, 4)
(answers to situation 2 = 4, 3, 2, 1, 5)
(answers to situation 3 = 3, 2)
(answer to situation 4 = 4)
(answers to situation 5 = 2, 1)
(answer to situation 6 = 3)
(answers to situation 7 = 2, 3)
(answer to situation 8 = 2)
(answer to situation 9 = 4)

HOW TO ANSWER LOW FIDELITY SIMULATION AKA, SITUATIONAL JUDGMENT QUESTIONS

One way of looking at this type of question, is that they are simply **Multiple Choice** questions, but each question has **multiple answers**, instead of just one.

Though the SMVT answer sheet will differ, Situational Judgment Tests often look like this:

Questions 1 **AND** 2

You have become aware that a co-worker has been using office phone and fax facilities to run a private business. You think that she may have been warned about this once before and that she promised to stop. You have just found a fax for her business placed in your mailbox by mistake.

1. **The most effective response to this situation would be:**
 2. **The least effective response to this situation would be:**
1. Politely, tell your co-worker that you will inform the manager the next time you catch her using office resources for her private business.
 2. Report the incident to the manager.
 3. Put the fax in the manager's mailbox without saying anything to anyone.
 4. Put the fax in your co-worker's mailbox without saying anything to anyone.
 5. Give the fax to your co-worker and remind her that office equipment is not supposed to be used for personal use.

Number **5** is the most effective response, so you would darken circle number **5** on your answer sheet as illustrated below:

1. **The most effective response to this situation would be:**



Number **4** is the least effective response, so you would darken circle number **4** on your answer sheet as illustrated below:

2. **The least effective response to this situation would be:**



Questions 3 **AND** 4

You and a co-worker are working on a complex project that demands a great deal of effort from both of you. Your co-worker is frequently absent as a result of burnout and stress from his personal problems. You do not know much about the circumstances, nor have you known him for long. Your co-worker contributes very little to the project, and, as a result, you are putting in an excessive amount of overtime in order to keep the project moving ahead. You feel that your health may begin to suffer if you continue to work as many hours.

3. **The most effective response to this situation would be:**
4. **The least effective response to this situation would be:**

1. Ask other co-workers to help you manage your workload.

2. Raise the issue with your manager and request additional help to ensure that the project is completed on schedule.
3. Meet with your co-worker to request that he does his share of the work.
4. Continue to put in overtime to keep the project moving ahead.
5. Offer to help your co-worker deal with his personal problems.

Number **2** is the most effective response, so you would darken circle number **2** on your answer sheet as illustrated below:

3. The most effective response to this situation would be:



Number **4** is the least effective response, so you would darken circle number **4** on your answer sheet as illustrated below:

4. The least effective response to this situation would be:



ONE WAY TO APPROACH THESE QUESTIONS:

First, decide which alternative you would MOST LIKELY choose in response to the problem. It might not be exactly what you would do in that situation, but it should come the closest to what you would actually do, **AND** which best *demonstrates* the skills, abilities and behaviors mentioned earlier. Record your answers on the answer sheet by blackening the appropriate letter in the column labeled MOST LIKELY (OR Do First, or however it's asked).

Second, decide which alternative you would be LEAST LIKELY to choose in that situation. Blacken the letter of that alternative in the column labeled LEAST LIKELY.

IF the question calls for two answers, you must indicate 2 answers on your answer sheet in order to get the highest possible score. USUALLY, the answers present clear differences between what's considered a 'good' job, and one that's considered 'bad'. Picking the first answer (most likely) is usually fairly easy.

The second answer is sometimes more difficult to figure out. Ask yourself of EACH remaining answer, "If I did that in the *real world*, would it make things worse or better?" If it would make things worse, which answer would make things the absolute worst? That's usually your answer to the second part of the question.

ANSWERING True/False Questions

Every part of a true sentence must be "true" for the *answer* to be true. If any one part of the sentence is false, the whole sentence is false despite many other true statements.

Pay close attention to negatives, qualifiers, absolutes, and long strings of statements:

Negatives can be confusing.

If the question contains negatives, as "no, not, cannot", drop the negative and read what remains.

Decide whether that sentence is true or false. If it is true, it's opposite, or negative, is usually false

Qualifiers are words that restrict or open up general statements.

Words like "sometimes, often, frequently, ordinarily, generally" open up the possibilities of making accurate statements. They make more modest claims, are more likely to reflect reality, and usually indicate "true" answers.

Absolute words restrict possibilities.

"No, never, none, always, every, entirely, only" imply the statement must be true 100% of the time and usually indicate "false" answers

Long sentences often include groups of words set off by punctuation.

Pay attention to the "truth" of each of these phrases. If one is false, it usually indicates a "false" answer

Guessing on True-False: **Often true/false tests contain more true answers than false answers.** You have more than 50% chance of being right with "true". But **GUESS ONLY AS A LAST RESORT!** Looking at the possible answers presented, try to exclude as many True and False statements as possible, leaving fewer choices to Choose/Guess between.

ANSWERING Multiple Choice Questions

Multiple choice questions usually include a phrase or stem followed by three to five options:

Test strategies:

- **Read the directions carefully**
 - Know if each question has one or more correct option
 - Know if you are penalized for guessing
 - Know how much time is allowed (this governs your strategy)
- **Preview the test**
 - Read through the test quickly and answer the easiest questions first
 - Mark those you think you know in some way that is appropriate
- **Read through the test a second time and answer more difficult questions**
 - You may pick up cues for answers from the first reading, or become more comfortable in the testing situation
- **If time allows, review both questions and answers**
 - It is possible you mis-read questions the first time. HOWEVER, don't change any answers unless you KNOW FOR SURE that your FIRST selection is WRONG.

Answering options...Improve your odds by thinking critically:

Cover the options, read the stem, and try to answer

Select the option that most closely matches your answer

Read the stem with each option

Treat each option as a true-false question, and choose the "most true"

Strategies to answer difficult Multiple Choice questions:

- **Eliminate options you know to be incorrect**
Give each option of a question the "true-false test:" This may reduce your selection to the best answer
- **Question options that *grammatically* don't fit with the stem**
- **Question options that are totally unfamiliar to you**
- **Question options that contain negative or absolute words.** Try substituting a qualified term for the absolute one, like *frequently* for *always*; or *typical* for *every* to see if you can eliminate it
- **"All of the above:"**
If you know two of three options seem correct, "all of the above" is a strong possibility
- **Number answers:** toss out the high and low and consider the middle range numbers
- **"Look alike options"** probably one is correct; choose the best but eliminate choices that mean basically the same thing, and thus cancel each other out
- **Double negatives:** Create the equivalent positive statement and consider
- **Echo options:** If two options are opposite each other, chances are one of them is correct
- **Favor options that contain qualifiers** The result is longer, more inclusive items that better fill the role of the answer
- **If two alternatives seem correct,** compare them for differences, then refer to the stem to find your best answer

Multiple Choice Guessing:

- **Don't guess if you are penalized for guessing.**
- **Don't guess if** you have no basis in knowledge or fact, for changing your choice
- **Use hints from questions you know** to answer questions you do not.
- **Change your first answers** when you are sure of the correction, or other cues in the test cue you to change.

Remember that you are looking for the BEST answer, not only a correct one, and not one which must be true all of the time, in all cases, and without exception.

Speling*

Four Key Spelling Rules

- Write "i" before "e" except after "c," or when sounding like "a" as in "neighbor" and "weigh." When the "ie/ei" combination is not pronounced "ee," it is usually spelled "ei."

Examples fiery, friend, mischief, view,
: **ie** believe

Examples reign, foreign, weigh, neighbor,
: **ei** weird, receive

- If a word ends with a silent "e," drop the "e" before adding a suffix which begins with a vowel:

state--stating; like--liking

- When "y" is the last letter in a word and the "y" is preceded by a consonant, change the "y" to "i" before adding any suffix except those beginning with "i":

beauty--beautiful; fry--fries; hurry--hurried;
lady--ladies

- When forming the plural of a word which ends with a "y" that is preceded by a vowel, add "s":

toy--toys; play--plays; monkey--monkeys

- When a one-syllable word ends in a consonant preceded by one vowel, double the final consonant before adding a suffix which begins with a vowel:

bat--batted, --batting; prod--prodded, --
prodding

- When a multi-syllable word ends in a consonant preceded by one vowel, the same rule holds true: double the final consonant:

control--controlled; sum--summary;
god--goddess; prefer--preferred

** It's a joke...Get it?*

PRACTICE TEST III

(Answers begin Pg 39)

General Knowledge

- Which of the following pairs of words has the OPPOSITE meaning?
 - guarded-suspicious
 - legendary-mythical
 - expeditious-leisurely
 - rancid-putrid
 - delicate-frail
- Look at this series: 44, 44, 50, 50, 56, . . . What number should come next?
 - 44 48 56 62
- Which of the following multiplications is right?
 - $4 \times 27 = 118$
 - $4 \times 34 = 146$
 - $7 \times 22 = 144$
 - $8 \times 17 = 136$
 - $5 \times 27 = 145$
- Which of the following pairs of words has the SAME meaning?
 - sly-cunning
 - infallible-weak
 - decisive-hesitant
 - predictable-mysterious
 - derisive-complimentary
- PUNCTUAL is to LATE as FORMAL is to
 - casual hostile lonely likeable stern
- Which of the following pairs of words has the SAME meaning?
 - hardy-robust
 - civil-rude
 - headstrong-flexible
 - transpire-cease
 - clamor-silence
- Choose the correct sentence from the following list.
 - The search took place without incident, except for a brief argument between two residents.
 - The search took place without incident. Except for a brief argument between two residents.
 - The search took place. Without incident except for a brief argument between two residents.
 - The search, took place without incident except, for a brief argument between two residents.
- Choose the correct sentence from the following list.
 - They finished their search, left the building, and return to police headquarters.
 - They finished their search, left the building, and returns to police headquarters.
 - They finished their search, left the building, and returned to police headquarters.
 - They finished their search, left the building, and returning to police headquarters.
- Choose the correct sentence from the following list.
 - Searching for evidence, police officers, must be mindful of the Fourth Amendment.
 - Searching for evidence. Police officers must be mindful of the Fourth Amendment.
 - When searching for evidence. Police officers, must be mindful of the Fourth Amendment.
 - When searching for evidence, police officers must be mindful of the Fourth Amendment.

Customer Service Sample Questions

These test questions are designed to assess knowledge of effective methods and techniques and related human relations abilities associated with providing customer service. Each question describes a situation that might occur on the job, and you are asked the best way to handle the situation.

1. A customer walks into the office and asks for the deadline to file a permit application. You do not know the answer. It would be best for you to do which of the following?

1. Tell the person what you think the answer might be.
2. Refer the person to your supervisor.
3. Say that you are not allowed to give out that information to the public.
4. Inform the person that you don't know but will find out.

2. A person approaches you and tells you of many complaints he has about your department. You should first:

1. assume that he is just blowing off steam and ignore his complaints.
2. check into the legitimacy of the complaints.
3. ask for advice from your supervisor on the best way to handle the person.
4. regard the complaints as accurate and take immediate steps to correct them.

Spelling Sample Questions

The spelling test is *often* designed to resemble a proofreading task. You are presented with a passage. Each line of the passage is considered one test question. You are to read the passage and indicate how many spelling errors are contained in each line. In some cases, a spelling error will consist of the use of the wrong form of a word that has several correct spellings. The different correct spellings of such words have different meanings, for example "to", "two", and "too". Be sure that you look for these kinds of errors.

Directions: This section consists of a passage of written material. The lines are numbered in the left margin. You are to read the passage and indicate how many spelling errors are contained in each line by using the following key:

Key

- A = The line contains no spelling errors
B = There is one (1) spelling error in the line.
C = There are two (2) spelling errors in the line.
D = There are three (3) or more spelling errors in the line.

1. The main reasons for in-service training are to improve the work being done by
 2. employees in their present jobs and to meet the system and program goals of the
 3. agency. It is the responsibility of managers to support and encourage the use of
 4. skills learned in training classes. In-service training will be done during normal work
 5. hours and will be paid for by the employer.
-

Reading Comprehension Sample Questions

Many state jobs require skill in analyzing, understanding, and interpreting written material of varying levels of difficulty. The reading comprehension questions on our tests are designed to measure applicants' abilities to understand and interpret written material. These questions require an employee to read and understand a paragraph, and then, to choose an answer based on their understanding of the main concept put forth in the written passage. The correct answer will usually restate this main concept, using different wording. In some cases, the correct answer will be a conclusion that is drawn from the content of the paragraph. After reading the passage, choose as your answer the statement that is best supported by the contents of the passage.

I. A viable Upward Mobility program must contain specific procedures designed to achieve equal employment opportunities for specified groups. Appropriate procedures, without necessary determination to carry them out, are useless. Determination, without well defined procedures, will achieve only partial success.

The paragraph best supports the statement that:

1. Well defined procedures will assure the success of an Upward Mobility program.
2. A high degree of determination is necessary and sufficient for a highly successful Upward Mobility program.
3. It is impossible for an agency to develop a viable Upward Mobility program.
4. An agency may guarantee success of its Upward Mobility program by developing and implementing well defined procedures.
5. Two important ingredients of a successful Upward Mobility program are well defined procedures and a sincere resolve to implement those procedures.

II. Claimants who have become unemployed by voluntarily leaving the job, by refusing to accept suitable work, or due to misconduct should be temporarily disqualified from receiving benefits. However, the disqualification period should never be longer than the average period required for a worker to find employment. Unemployment insurance is designed to alleviate hardship due to unemployment. Benefits should definitely be paid if unemployment continues beyond a certain point and the claimant can show that he has made an honest effort to find employment.

The paragraph best supports the statement that:

1. If a claimant cannot find work after a certain period of time, he/she should no longer receive benefits.
2. In cases of willful misconduct, disqualification should continue indefinitely.
3. The reasons for unemployment change as the period of unemployment gets longer.
4. If a claimant cannot find employment after a certain period of time, he/she should be allowed to receive unemployment insurance benefits.
5. If a claimant chooses voluntary unemployment, he/she should receive unemployment insurance benefits immediately.

III. Education in the United States is a state responsibility, a local function and a federal concern. Unlike other social service programs, this arrangement also places state governments between the federal government and local governing bodies.

The paragraph best supports the statement that:

1. Enforcement of federal education policies is left to state discretion.
2. The federal government plays an advisory role only in matters concerning education.

3. Federal educational policies are generally implemented by local governments under the direction of the state.
 4. No federal funds are used to support local educational programs.
 5. Federal aid is often used to induce local school systems to implement federal policies.
-

IV. Technological and psychological conditions are changing so rapidly that most agencies and organizations must continually adapt to new situations in order to remain viable.

The paragraph best supports the statement that:

1. Changes in general conditions determine the effectiveness of an organization.
 2. The effectiveness of an organization depends more on technological advances than on psychological changes.
 3. Organizations must be able to adapt to technological and psychological changes in order to maintain effectiveness.
 4. The effectiveness of an organization is equally dependent upon technological advances and psychological changes.
 5. The effectiveness of an organization is dependent upon its technological and psychological advances.
-

English Usage & Grammar Sample Questions

Many DMV jobs require an employee to communicate, verbally and/or in writing, in accordance with the principles of correct English Usage. Test questions measure these abilities by testing your knowledge of grammar, punctuation, and sentence structure. (These questions are also called "Effective Writing", or "Effective Expression", on some tests.)

In these questions, choose the sentence that represents the best English Usage.

1. Of the two runners, John is the worst.
 2. Of the two runners, John is the better.
 3. John is the worst of the two runners.
 4. John is the best of the two runners.
-

1. We seldom ever receive this type of request anymore.
 2. Neither of the employees are doing what is expected of him.
 3. Each of these regulations apply to your case.
 4. I have enclosed a copy of the file you requested.
-

Reading Comprehension II

This test is designed to measure how well you understand what you read. It contains 20 questions. Some ask you to decide how two sentences are related. Others require you to read passages of various lengths, and then answer questions about what you have read. You may be asked to interpret and draw conclusions from what you have read.

Sample Questions for Reading Comprehension

1.) Every sip of milk contains 59 different bioactive hormones according to endocrinologist Clark Grosvenor. Imagine taking 59 different hormone pills every morning, afternoon and evening. These hormones cause mood swings, irritability and depression. Imagine the devastation that is created in your body by the cumulative effect of taking those powerful drugs? What is the gross effect on the total behavior of a society, so dosed? As we drink more and more

milk and increase the amount of genetically engineered milk and cheese and ice cream products containing increased levels of naturally occurring milk hormones, we most certainly have influenced the way we act as a society.

The author's argument is that:

- a) Many people are drug addicts
- b) Milk has an effect on the way our society acts
- c) Women need to take hormones
- d) Everyone should drink more milk

2.) Television can have a detrimental effect on children. Those who watch two or more hours of television per day tend to be more aggressive and overweight. A child's time would be better spent socializing, reading, playing outside or participating in creative activities.

According to the passage:

- a) aggressive children enjoy watching television
- b) children should divide their time between television and other activities
- c) watching television is not the best way to spend your time
- d) children who watch television are not good readers

3.) In 1860 riders were hired for the first overland mail courier service, connecting the eastern States with California. Thus was born The Pony Express. About 80 young riders were in use at any one time in this ambitious enterprise of delivering the mail cross-country in 10 days. In addition, some 400 other employees included station keepers, stock tenders and route superintendents. Riders were paid \$100 to \$125 per month. Though small in stature, their untarnished record proved them to have hearts of lions. History would record that they were among the most durable horsemen ever.

The author suggests that the Pony Express riders:

- a) were too young for the job
- b) were paid much more than the other employees
- c) did not deliver the mail quickly enough
- d) were strong and brave

4.) The rain froze as it touched the ground. Roads were slippery and dangerous. How are the two sentences related?

- a) the second sentence contradicts the first
- b) the two sentences set up a comparison
- c) the second sentence shows a direct result of the first
- d) the second sentence states what dangerous means

5.) The two-level George Washington Bridge crosses the Hudson River between upper Manhattan and Fort Lee, New Jersey and forms part of Interstate Highway I-95. This suspension bridge was designed by Othmar H. Ammann. Ground was broken for the original six-lane bridge in October 1927. The Port Authority opened the bridge to traffic on October 25, 1931. In 1946, two additional lanes were provided on the upper level. The lower level was opened on August 29, 1962. This increased the capacity of the bridge by 75 percent, making the George Washington Bridge the world's only 14-lane suspension bridge, and it is now one of the world's busiest bridges.

The passage states that the George Washington Bridge:

- a) is 75 percent larger than most suspension bridges
- b) is the world's only six lane bridge
- c) needed additional lanes to increase its capacity
- d) is the world's busiest tri-level bridge

Sentence Skills

Two kinds of questions are given in this test. You will be asked to correct a sentence by choosing a word or phrase to substitute for an underlined portion of a sentence. In the other type of question, you will be asked to rewrite a sentence in a specific way without changing the meaning. You will be presented a total of 20 questions.

Sample Questions for Sentence Skills

Sentence Correction Question:

Select the best version of the underlined part of the sentence. The first choice is the same as the original sentence. If you think the original sentence is best, choose the first answer.

Ms. Rose planning to teach a course in biology next summer.

- a) planning
- b) are planning
- c) with a plan
- d) plans

Construction Shift Question:

Rewrite the sentence in your head, following the directions given below. Keep in mind that your new sentence should be well written and should have essentially the same meaning as the sentence given you.

Being a female jockey, she was often interviewed.

Rewrite, beginning with; She was often interviewed...

The next words will be:

- a) on account of she was
 - b) by her being
 - c) because she was
 - d) being as she was
-

Grammar and Vocabulary

Add apostrophes where they're needed in the following:

1. Tennessee Williams play
2. two cents worth
3. three days wait
4. Its a shame.
5. a pennys worth
6. Whose car is it?
7. The change was OKd.
8. dos and donts
9. others dreams
10. the company and its employees

Word meaning

Select the correct meaning for each of the following words:

	A	B	C
1. Does cumbersome (adj.) mean	cumulative	wedge-shaped	unwieldy?
2. Does grievous (adj.) mean	hard to bear	repellent	kept safe?
3. Does particle (n.) mean	a tiny fragment	a separation	a game bird?
4. Does epithet (n.) mean	a disparaging name	a period of time	an epic poem?
5. Does carmine (adj.) mean	wordily	purplish-red	untroubled?
6. Does placate (v.) mean	to appease	to assign	to vex?
7. Does recoil (v.) mean	to remember	to fall back	to reimburse?
8. Does vitriolic (adj.) mean	visible	necessary	extremely caustic?
9. Does writhe (v.) mean	to make twisting movements	to treat roughly	to desire?
10. Does jaunty (adj.) mean	sprightly	resentful	golden?

Written Communication Skills

For the following five questions (1-5) you are to determine if the sentences listed below are grammatically correct or incorrect. The kinds of errors you will find include incomplete sentences, incorrect word usage, and subject-verb disagreements. There are no intentional errors in spelling, punctuation, or capitalization.

- I. Only one of the five scores are valid.
- II. The questions about training being offered usually involved the class content.
- III. The executive board is pleased with you're creativity on the new car campaign.
- IV. The supervisors' meeting is today.
- V. Recruitment, applicant eligibility, and analyzing the position based on the employee selection procedure.

For the following five questions (6-10) you are to determine if the sentences have correct or incorrect punctuation. The kinds of errors you will find include omissions of punctuation marks and misuse of commas and apostrophes. There are no intentional errors in spelling or grammar.

- VI. The new manager's creativity and originality has improved the divisions sales 20%.
- VII. Both the new training program and the system's upgrade are to take place next week.
- VIII. To gain access to the building, your badge must be worn properly.
- IX. The schools band won the state competition.
- X. The discussion became very intense when the director began to talk about employees benefit's.

For the next two questions you are to organize the sentences into paragraphs. Read the sentences listed for each question and then select the answer choice that represents the most appropriate and effective ordering of the sentences.

XI. Which arrangement of the four sentences below produces the best organized paragraph?

1. Without proper training it would be impossible for employees to achieve the organization's goals.
2. Training has become an increasingly important aspect of a human resource manager's job.
3. The new program is effective immediately since it has become increasingly important for employees to gain a realistic job preview.
4. Therefore, a new training program has been developed that will include not only classroom training, but also on the job training.

A. 1243 B. 2134 C. 2143 D. 1342

XII. Which arrangement of the four sentences below produces the best organized paragraph?

1. Our business is primarily based on our ability to talk and negotiate with our clients.
 2. Therefore, to gain clients' trust and business each employee will attend a seminar on "What makes an effective communicator?"
 3. Our business would benefit from employees being trained in this area.
 4. Having good communication skills is an essential part of this job, because without our clients' satisfaction and approval our business would not exist.
- A. 1243 B. 2341 C. 3124 D. 1432
-

Math Word Problems

Skill in solving math problems of varying degrees of difficulty is necessary in many state jobs. (On some of our tests these questions are referred to as "Quantitative Reasoning".) The math questions we use on our tests are designed to measure these abilities. Read each question carefully before attempting to solve the problem.

1. Angela Wilson processed 300 applications for food stamps during the month of June. During the month of July, she processed 10% fewer applications. How many applications did she process in July?

1. 220 2. 240 3. 270 4. 280 5. None of the above.
-

2. A personnel officer drove from Lake Charles to a conference in Baton Rouge. The total distance for the round trip was 240 miles. The time required to travel one way to Baton Rouge was two hours. Due to heavy traffic during the return trip to Lake Charles, an extra hour was required. How much slower was the personnel officer traveling on the return trip?

1. 10 mph slower 2. 15 mph slower 3. 20 mph slower 4. 25 mph slower
5. None of the above.
-

3. A state park is budgeted at an amount 9 times the amount budgeted for a nearby city park. If the combined yearly budget of both parks is \$1,000,000, what is the average monthly budget of the city park?

1. \$8,111.00 2. \$8,222.22 3. \$8,333.33 4. \$8,444.44
-

4. The estimated completion time for a particular 100 item test is $3\frac{1}{3}$ hours. Ten applicants actually took the test and completed it in 3 hours. What is the difference between the actual and estimated rate of completion per item?

1. 10 seconds per item
2. 12 second per item
3. 14 seconds per item
4. 16 seconds per item
5. None of the above.
-

Situational Judgment Testing

Over the past decade situational judgment tests have increased in popularity as a **predictor of performance**. In the typical situational judgment test (SJT), an applicant is presented with a variety of situations s/he would be **likely to encounter on the job** — these situations are usually gleaned from recent critical incidents or other job analytic methods. The applicant is then asked to **select the best, as well as the worst**, course of action from several possible ways of handling the situation. Scoring is done by comparing the applicant's choices to a key of correct/incorrect **answers**, which themselves are usually determined by the **organization's** subject matter **experts**. This suggests that situational judgment tests can capture something unique, like decision making ability.

Practice Question 1:

An Employee with 30 years of seniority is going to retire in less than a year. This Employee is widely respected by the other Employees. Recently, the Employee's performance has slipped badly and their attendance has become irregular. What would you do?

1. Let the Employee work out the year until they retire.
2. Reduce the Employee's hours and put them on the easiest assignments.
3. Coach the Employee and, if necessary, take disciplinary action.
4. Suggest to the Employee that they take early retirement.
5. Encourage the Employee to transfer to another area.

1. Most Likely _____ 2. Least Likely _____

Practice Question 2:

You have noticed that there is a lack of cooperation and trust among the employees in the organization you manage. This counterproductive behavior is adversely affecting both the quality and the quantity of the work produced by the employees. You would . . .

- A. Inform the employees that failure to cooperate and work harmoniously will result in disciplinary action.
- B. Bring in someone to do some team building with the employees.
- C. Meet with the employees to discuss your observations and identify the cause of the interpersonal problems.
- D. Change some of the work assignments in order to attain a more cohesive and cooperative work group.

1. Most Likely _____ 2. Least Likely _____

Practice Test III Answers

General Knowledge Answers

1. **c.** Something done in an expeditious manner is done promptly. Something done in a leisurely fashion is done more slowly. The other choices are essentially synonyms.
2. **c.** This is an alternation with repetition series, in which each number repeats itself, then increases by 6.
3. **d.** 27 times 4 is 108. 34 times 4 is 136. 22 times 7 is 154. 27 times 5 is 135.
4. **a.** The other four choices are essentially antonyms.
5. **a.** *Late* is the opposite of *punctual*, as *casual* is the opposite of *formal*.
6. **a.** The other four choices are essentially antonyms.
7. **a.** Answers **b** and **c** contain sentence fragments. Answer **d** uses commas incorrectly.
8. **c.** The word *returned* is in the past tense, as are *finished* and *left* in the first part of the sentence, so this sentence is the only one that uses proper parallel structure.
9. **d.** Answers **b** and **c** contain sentence fragments. The first part of answer **a** is a dangling modifier; in addition, no comma should separate *police officers* from *must*.

Answers to Customer Service Sample Questions

1. The correct answer is **4**. It is best for you to be honest and admit that you do not know the answer and will find out the answer to the customer's question rather than making up an answer or referring the customer to someone else in the office.
2. The correct answer is **2**. The first step to take is to determine how valid the individual's complaints are. Then, you can decide whether further action is needed or that the complaints were unfounded and require no further action.

Answers to Spelling Sample Questions

1. The correct answer is **B**. There is one spelling error. The word "improve" is misspelled as "inprove".
2. The correct answer is **B**. The word "there" is not spelled correctly for the use of the word in this sentence. In this case, we need the plural, possessive pronoun "their", so one spelling error is found in this line.
3. The correct answer is **D**. There are three misspelled words in this line: "responsibility", "support" and "the".
4. The correct answer is **A**. This line contains no spelling errors.
5. The correct answer is **B**. This line contains one spelling error. The word "paied" is misspelled and should be "paid" or "payed". Both are acceptable forms though "paid" is probably more commonly used.

Reading Comprehension Sample Question Answers and Explanations

- I. The correct alternative, 5, restates the idea presented in the paragraph. Statements 1 and 2 each contain only one of the ingredients. Alternative 4 overstates the implications of the paragraph.
- II. The correct alternative, 4, summarizes the meaning of the passage as a whole. Alternative 1 concerns the length of time the claimant should receive benefits. Alternatives 2 and 5 contradict parts of the passage and the idea expressed in 3 is not addressed in the paragraph.

III. Correct alternative, 3, is supported by the paragraph. The ideas expressed in alternatives 1, 2, and 4 are not addressed in the paragraph. Although alternative 5 is probably true, it is not mentioned in the paragraph.

IV. Correct alternative, 3, effectively restates the essence of the paragraph. In contrast to alternatives 1 and 2, the paragraph states that organizations must adapt to changes. Alternatives 4 and 5 imply that effectiveness of an organization depends on change; however, the paragraph states that effectiveness depends on an organization's ability to adapt to change.

English Usage & Grammar Sample Questions Answers and Explanations

1. The correct answer is number 2. The sentence with the best English Usage is number 2. The correct way to write Number 1 is "Of the two runners, John is worse." The correct way to write Number 3 is "John is the worse of the two runners." The correct way to write Number 4 is "John is the better of the two runners."

2. The correct answer is number 4. The sentence with the best English Usage is Number 4. The correct way to write Number 1 is "We seldom receive this type of request." The correct way to write Number 2 is "Neither of the employees is doing what is expected of him." The correct way to write Number 3 is "Each of these regulations applies to your case."

Reading Comprehension II Answers

1. b
2. c
3. d
4. c
5. c

Sentence Skills Answers

Sentence Correction: d

Construction Shift: c

Grammar and Vocabulary Apostrophe Answers:

1. Williams' or Williams's; 2. cents'; 3. days'; 4. It's; 5. penny's; 6. Whose (no apostrophe needed); 7. OK'd; 8. do's and don'ts; 9. others'; 10. its (no apostrophe needed)

Answers to Word Meaning

1. C; 2. A; 3. A; 4. A; 5. B; 6. A; 7. B; 8. C; 9. A; 10. A

Written Communication Skills Answers:

- I. Incorrect – there is a subject-verb disagreement
- II. Correct
- III. Incorrect – misuse of the abbreviation "you're"
- IV. Correct
- V. Incorrect – incomplete sentence
- VI. Incorrect – "divisions" needs an apostrophe

- VII. Correct
- VIII. Correct
- IX. Incorrect – "schools" needs an apostrophe
- X. Incorrect – "employees" needs an apostrophe
- XI. C – represents the best organized paragraph
- XII. D – represents the best organized paragraph

Math Word Problems answers and explanations

1. The answer is number 3. First, compute 10% of 300: $300 \times .10 = 30$. Second, subtract the result from 300: $300 - 30 = 270$.
2. The answer is number 3. First, compute the distance one way: $1/2 \times 240 = 120$ miles. Second, calculate the rate going: 120 miles 2 hours = 60 mph. Third, calculate the rate returning: 120 miles 3 hours = 40 mph. Fourth, compute the difference: $60 \text{ mph} - 40 \text{ mph} = 20 \text{ mph}$.
3. The correct answer is number 3. Let x = the annual city park budget and $9x$ = the annual state park budget. Therefore, $10x = \$1,000,000$ and $x = \$100,000$. $100,000$ divided by 12 = $\$8,333.33$, the average monthly city park budget.
4. The answer is number 2. The estimated time per item equals the estimated time divided by the number of items: $31/3 \times 60$ divided by 100 = $10/3 \times 60$ divided by 100 = 10×20 divided by 100 = 200 divided by 100 = 2 minutes.
The actual time equals 3 hours or 180 minutes. The actual time per item equals 180 minutes divided by the number of items: $180/100 = 1.8$ minutes. The difference in estimated time and actual time equals 2 minutes minus 1.8 minutes:
 $2.0 - 1.8 = .2$ minutes or $.2 \times 60$ seconds = 12 seconds.

Situational Judgment Question Answers...Sort of....

1. OFTEN, in SG questions, ONE of the two answers is obvious, while the other is not. The creators of this question feel that the **most likely** course of action for a competent, concerned and consistent Supervisor is 3; Coach the Employee and, if necessary, take disciplinary action (with proper coaching, disciplinary action is unlikely). This answer as your 'most likely course of action', would probably get you 7 points (or 10, or whatever the test creators have assigned as the point count for the 'right' answer in the 'right' place). If you chose this as your LEAST LIKELY approach, you'd probably get a zero on that part of the answer.

The remaining options each have a fundamental problem at their core, and **your judgment** on which of those errors is the WORST determines your choice for the **least likely** thing you would do. How close YOUR thinking is to the thought process of the test creators, ultimately determines your overall score for this question. For example:

Let the Employee work out the year until they retire: Doing NOTHING is *seldom* the correct approach in modern Management. If this were your MOST LIKELY CHOICE, you might get +1 point. If this was your LEAST LIKELY, you might get +4 points.

Reduce the Employee's hours and put them on the easiest assignments. Rewarding poor performance, for whatever reason, is likely to negatively impact morale and production in all those people who 'widely respect' the employee. They TOO will perform poorly and be absent a

lot; Why not? Management rewards this behavior...If this were the **MOST LIKELY** thing you'd do, perhaps you'd get a 1 point on the first half of the question.

HOWEVER, if this is the **LEAST likely** course of action **YOU** would take, you might get +5 points for the second half of the question.

Suggest to the Employee that they take early retirement. This is just another way of NOT doing anything. **AND**, it's possibly illegal (You **COULD** be accused of ageism), or it could just be contra-indicated by employee Bargaining Unit Contracts. As a **FIRST Choice**, 'most likely to do', this could be a **ZERO**, but if it's the **LEAST LIKELY** thing you might do, perhaps a + 6.

Encourage the Employee to transfer to another area. Unloading **YOUR** problem onto another Unit/Office, **WON'T** help the Department in the long run. **AND**, your own reputation takes a hit...Who would trust your word from then one? As a **First Choice**, this could earn a Zero (it **SHOULD** be a minus 5!); as a least likely choice, perhaps a +6.

2. **Most Likely**; Probably "C" would get you the most points, perhaps followed by D, then B (or vice-versa). Picking "A" as your first choice would equate to a big zero. **SO**, the **LEAST LIKELY** thing you'd try, is "A". Again, **ONE** of the two answers **OFTEN** jumps right out at you. Figuring out the other half is where your Managerial, critical thinking comes into play.

So. On these 2 questions, you could get as many as 25 points or as few as zero. Our best advice for Situational Judgment Questions is to put yourself in the **CHAIR** of someone who already **HAS** the job you're testing for. How would **YOU** handle this situation in the real world, from the point of view of an incumbent? It is, after all, the incumbents who sat down and thought up the questions **AND** gave the answers they most probably would actually **DO** (or had already done) in their daily jobs.

Listed below are some more Low Fidelity Simulation questions. Please answer each question with the MOST likely answer and LEAST likely answer PRESENTED HERE (*Your own personal course of action might not be presented here...chose from these alternatives only*). Answer the questions by circling the TWO APPROPRIATE LETTERS per question on the following page.

1. You are the office manager of the Winter-Weather FO. Your Regional Administrator has requested that you attend a meeting called by the local legislature. You already have another meeting planned at the same time, with a local newspaper reporter.

- A You inform your RA of the scheduling difficulty
- B You send another manager to meet with the legislature
- C You call the Legislature's office and reschedule
- D You attend the meeting with the legislature and send a replacement for the other meeting.

1. You are reporting to the Santa Gato office as the office manager. As you are introduced to an employee, he asks to meet with you immediately. He informs you that one of the front line managers calls the employees 'stupid' in front of the customers.

- A You tell the employee to mind his own business
- B You tell the employee if it's that bad he should request a transfer
- C You thank the employee for bringing the situation to your attention.
- D You call the front line manager into the meeting.

3. Your Administrative Manager has not addressed a personnel issue with an employee that requested to speak to them. You as office manager....

- A Inform the Administrative Manager they are not performing their job
- B Speak informally with the Administrative Manager to find out problem.
- C Speak to the employee yourself
- D Request the first line manager talk with employee again

4. You are a supervisor in an Unit. Your Unit manager has directed you complete a report that you have no understanding about.

- A You complete the report to the best of your ability.
- B You discuss the report with your manager for assistance.
- C You delegate the report to a subordinate manager.
- D You call a manager in another unit for assistance.

5. An employee approaches you and states their direct manager consistently corrects them in front of other employees. You have NOT observed this.

- A You wait to observe this yourself
- B You talk to the manager about the employees' concerns
- C You wait for other employees input before doing anything
- D You meet with the employee and manager to discuss the incident.

6. You are a first-line supervisor. You have a subordinate employee that consistently goes to your superior without attempting to go through the chain of command.

- A You talk to your manager about the situation
- B You do nothing
- C You talk to the employee about the correct chain of command
- D You remind all employees of the chain of command.

7. As a new First-line Supervisor in the Unit, you realized that the Unit supervisor is very controlling. They want to know EVERY detail of everything that occurs in the office. They personally want direct input into every decision that's made. You:

- A Follow orders and keep your supervisor informed
- B Tell your supervisor only the items you think they need to know
- C Tell your supervisor that you feel you are not being allowed to do your job.
- D Leave notes for your supervisor to keep them apprised of the office.

8. Two employees have a confrontation in the work area. One of the employees is a Section Supervisor. You as Administrative Manager
- A Request a meeting with both employees immediately
 - B You immediately remove the employees from the work area
 - C You separate the employees and wait until the end of the day to discuss the incident with them.
 - D Meet with the manager first then with both the manager and employee.
9. A union Representative arrives at your unit at 8:00 am and demands to speak to an employee that is having performance problems. It's a busy morning, but not too crowded. You as unit manager...
- A Allow the union representative to speak with the employee
 - B Inform the union representative they must return another day
 - C Inform Union representative they must wait until employees break time
 - D Inform union representative that you will allow them to speak to the employee this time, but in the future they must notify you before meeting with an employee in your unit on state time.
10. An employee calls in sick for 5 days with bronchitis. You as their manager are aware of the Family and Medical Leave Act of 1993 (FMLA).
- A You give them a memo about placing them on FMLA for the days they were off.
 - B On second day they called in sick, you mailed, by certified mail, a letter and the forms to place them on FMLA for this illness
 - C You have the attendance clerk handle the FMLA
 - D You give them a memo upon their return giving them the option to use FMLA

ANSWER SHEET (Circle your MOST **and** LEAST likely choice for each of the preceding questions)

Most LIKELY

LEAST LIKELY

1. a b c d e
2. a b c d e
3. a b c d e
4. a b c d e
5. a b c d e
6. a b c d e
7. a b c d e
8. a b c d e
9. a b c d e
10. a b c d e

- a b c d e
- a b c d e
- a b c d e
- a b c d e
- a b c d e
- a b c d e
- a b c d e
- a b c d e
- a b c d e
- a b c d e

OUR *agreed* upon correct answers ☺:

Most LIKELY	LEAST LIKELY	Most LIKELY	LEAST LIKELY
1. a	10. b	1. a	10. b
2. c	9. c	2. c	9. c
3. b	8. b	3. b	8. b
4. c	7. c	4. c	7. c
5. b	6. a	5. b	6. a

PRACTICE TEST IV

Please Read the following 7 pages carefully.



EEO AT-A-GLANCE UNDER THE EEO UMBRELLA

Like this Manager I Exam, many DMV Job Announcements list the job requirements of “Knowledge of the Department’s Equal Employment Opportunity Processes” and the “Ability to Effectively contribute to Equal Employment Opportunity.” The Department’s EEO Program has many facets and many tools. The more expert one becomes at using these tools, both creatively and typically, the more one is able to EFFECTIVELY contribute to the Program.

It would (and does) take volumes and volumes of legal documents to FULLY discuss, describe and delineate the totality of EEO at DMV; it’s depth and breadth. But in general, within DMV, the following topics or areas are *loosely* considered to come under the umbrella of “EEO” policies, procedures or *tools*.

BRIEFLY, the policy states:

3.210 Equal Employment Opportunity Performance Evaluation

It is the policy of this department to ensure compliance with state and federal laws pertaining to equal employment opportunity (EEO) and upward mobility, and that resulting departmental programs and policies are upheld and supported by supervisory and management personnel.

All supervisors and managers shall be held directly accountable for performance of their equal employment opportunity and upward mobility responsibilities. Their performance and/or compliance shall be evaluated and documented on an annual basis.

Under the EEO Umbrella (Though NOT necessarily under the EEO office itself), the following areas are of vital interest to DMV employees:

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, sex, age, and religion. (This includes equality in recruitment, hiring, layoff, discharge, recall, promotion, training, responsibility, wages, sick leave, vacation, overtime, insurance, retirement and pension benefits, and breaks.)

As part of the Equal Opportunity Program, the DMV strives to maintain an environment, which is free from harassment. Incidents of harassment will be regarded extremely seriously and can be grounds for disciplinary action up to and including dismissal. All employees of this Department are responsible for helping to ensure that individuals do not suffer any form of harassment.

Harassment can be a source of great stress to an individual and is likely to cause them to feel isolated with repercussions to their mental and physical health. Harassment may occur when a supervisor or Manager uses their position unreasonably. Harassment may equally occur, for example, between employee to employee.

Sexual Harassment

Harassment of any kind is bothersome, demeaning, irritating, and annoying behavior. Sexual harassment is specifically harassment of a sexual nature. Most sexual harassment is simply disrespectful behavior towards others. The involved parties can be men or women; supervisors, subordinates or peers.

Sexual Harassment may be defined as -

Any unwanted sexual attention, through verbal or physical advances, or sexually derogatory or discriminatory statement or act made by someone in the Department environment such as the following -

- Sexual assault

- Unnecessary and unwelcome physical contact, touching or patting

- Sexually suggestive and unwelcome comments or derogatory remarks including any regarding the sexual orientation or preference of an individual

- Compromising invitations or presents

- Unwanted requests or demands for sexual encounters

- Indecent exposure

- Sexual graffiti or displays of pornographic or degrading pictures or objects including sexually oriented displays on computer screens

- Aggressively foul language

- Any comments which imply that gender or sexual orientation impairs the person's ability
- Incitement to any of the above.

Hostile Work Environment-defined

A hostile environment is one in which unwelcome conduct of a sexual nature creates an intimidating, offensive or disruptive work environment. Conduct of a sexual nature may consist of sexually explicit behavior or comments, sexual innuendo or behavior or comments that are sex-based and directed against someone because of his or her gender. Examples of this conduct may include sexually explicit talk or emails, sexually provocative images, comments on physical attributes or inappropriate touching.

Risky Behaviors - Verbal

The following behaviors may contribute to creating a hostile environment if they are unwelcome:

- derogatory comments of a sexual nature or based on gender

- comments about clothing, personal behavior, or a person's body

- sexual or gender-based jokes or teasing

- requests for sexual favors

- repeated requests for dates

- terms of endearment, such as "honey," "dear," "sweetheart," "babe"

- references to an adult as "girl" or "boy," "doll" or "hunk"

- sexual innuendoes or stories

- grunts, wolf whistles, catcalls, hoots, sucking noises, lip-smacks and animal noises

- tales of one's partner's sexual inadequacies or prowess

- tales of sexual exploitation

- graphic descriptions of pornography

- obscene phone calls or emails

lies or rumors about a person's personal or sex life
puns such as turning work discussions to sexual topics

Third Party Harassment

Persons offended by a hostile work environment need not be direct participants or targets of the hostile behavior. They can be third parties.

The most critical factor in determining if behavior is sexual harassment is whether it is unwelcome. The workplace is not an entirely free and voluntary environment, and people have to work at designated locations in proximity to each other. In these circumstances, behavior that is comfortable between direct participants may be unwelcome to others close by (third parties) who cannot avoid observing it.

Racial Harassment may be defined as Any unwanted racially derogatory statement or act such

as:

- Physical assault or unwelcome physical contact
- Threats or verbal abuse
- Derogatory racial remarks or name-calling
- Insults or racist jokes
- Racist graffiti, objects or pictures
- Any comments which imply that race impairs the person's ability
- Incitement to any of the above.

DISCRIMINATION

Title VII of the Civil Rights Act of 1964 protects individuals against **employment discrimination** on the basis of **national origin** as well as race, color, religion and sex. No one can be denied equal employment opportunity because of **birthplace, ancestry, culture, or linguistic characteristics** common to a specific ethnic group. Equal employment opportunity cannot be denied because of **marriage or association** with persons of a national origin group; **membership or association** with specific **ethnic promotion groups; attendance or participation in schools, churches, temples or mosques** generally associated with a national origin group; or a **surname associated with a national origin** group.

Employers have a responsibility to maintain a workplace free of national origin harassment. Employers may be responsible for any on-the-job harassment by their agents

Employee Discipline

Employees are DMV's most valuable assets. As such, it is extremely important to guide all employees towards the establishment of desirable work habits. This is often the most challenging part of management. To reach that goal the department uses a method of standardized progressive discipline.

- Guide to Employee Discipline (ADM 1289, rev. 7/99). This booklet provides most information necessary to correct employee behavior or, when necessary to follow through with discipline and/or adverse action.
- Drug Free Workplace: A Supervisor's Guide (ADM 1279). This pamphlet is helpful in situations where substance abuse may be an issue
- Preventing Sexual Harassment (EXEC 31). This booklet provides specific invaluable information regarding this topic.
- Employee Rights and Responsibilities pamphlet (ADM 134)
- Violence in the Workplace (ADM 8006)

Employee Assistance Program (EAP)

The EAP is a service designed to help you manage life's challenges. Everyone needs a helping hand once in a while, and your EAP can provide it. EAP can refer you to professional counselors and services that can help you resolve emotional health, family, and work issues.

UPWARD MOBILITY

Upward Mobility: A series of steps or programs which provide for the preparation and promotion of qualified or qualifiable candidates. Underlying premise is to assist employees in meeting the Minimum Qualifications (MQ's) for entrance into an examination. A primary tool by which Equal Opportunity Goals may be reached at all levels.

REASONABLE ACCOMMODATION

Under the Americans with Disabilities Act, supervisors might be called upon, at any point in the employment relationship, to provide reasonable accommodations so that an employee can perform the essential functions of his/her job. If the supervisor does not understand the essential functions of the job in question, an appropriate analysis of a reasonable accommodation request is not possible.

Reasonable Accommodation Definition: 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.

A request for reasonable accommodation is the process which authorizes a manager to provide justifiable adjustments to the job requirements for any employee of disability. The modifications may be to the job duties, work settings or to purchase specialized equipment that will enable the employee to perform their normal daily job requirements. To initiate a reasonable accommodation, provide the employee with form Exec 96 (Request for Reasonable Accommodation).

Family Medical Leave Act (FMLA)

FMLA is a federal law administered by the U.S. Department of Labor. It provides up to twelve (12) weeks of unpaid, job protected leave to eligible employees for certain qualifying events. If an employee has (or expects to have) repetitive absences for:

- the birth and care of a newborn child,
- the care of a newly adopted child,
- the care for an immediate family member (spouse, child or parent, not parent-in-law) with a serious health condition,
- a serious medical condition of the employee when the employee is unable to work because of the condition, the supervisor must assume the employee is eligible for FMLA benefits.

When a supervisor has identified that an employee may have a qualifying FMLA event, it is their responsibility to provide the FMLA Kit (DMV 1280s) to the employee and have the employee sign an acknowledging receipt.

Disability and Reasonable Accommodation

It is the department's policy that discrimination on the basis of disability in its hiring or employment practices deprives the department of a rich source of diversity, and deprives members of the disabled community of the opportunity to lead a full life through employment that makes the most of their skill, education and experience. To that end, the department provides reasonable accommodation to the known physical or mental disabilities of its employees.

DMV'S ZERO-TOLERANCE POLICY ON VIOLENCE IN THE WORKPLACE POLICY

It is the policy of this department that any violent acts or threats against another person's life, health, well-being, family or property, directly or indirectly, regardless of intent, made to or by any DMV employee are entirely unacceptable. Such acts, if caused by a DMV employee, will result in adverse action up to and including dismissal from State service. This policy applies to any threats or acts of violence made on DMV property, at DMV events, or under other circumstances that may negatively affect DMV's ability to conduct its business.

Mentoring/ Succession Training

Mentoring--from the Greek word meaning enduring--is defined as a sustained relationship between a youth and an adult. Through continued involvement, the adult offers support, guidance, and assistance as the younger person goes through a difficult period, faces new challenges, or works to correct earlier problems. In particular, where parents are either unavailable or unable to provide responsible guidance for their children, mentors can play a critical role.

The two types of mentoring are natural mentoring and planned mentoring. Natural mentoring occurs through friendship, collegiality, teaching, coaching, and counseling. In contrast, planned mentoring occurs through structured programs in which mentors and participants are selected and matched through formal processes.

In 2006, a video from The Director discussed Mentoring and **Succession Training**. To paraphrase,

As a result of the aging of the "Baby Boomer" generation, many managers, supervisors, and Lead Technicians will be eligible for retirement in the next few years. A Succession Training Program can help Identify & develop people for promotion, to fill the void that will be created by these retirements. A Succession Training Program tries to attract those with the greatest potential for assuming future leadership positions.

Succession planning is nothing more than having a systematic process where managers identify, assess and develop their staff to make sure they are ready to assume key roles within the Department. The subject matter such a program should cover:

1. Leadership & Character
2. Communication
3. Human Relations
4. Analysis & Decision Making
5. Delegation & Team Building
6. Planning & Organizing
7. Maximizing Human Resources
8. Customer Service

RESPECT

R - E - S - P - E - C - T. Aretha Franklin reminded us how to spell it, but a lot of us need coaching on how to show it. In both personal and political relationships the failure to treat each other with respect is generating incivility, contempt and violence.

There's an important distinction between respecting a person in the sense that we admire and hold that person in especially high esteem and treating others with respect. **While respecting others is desirable, respectfulness is morally mandatory.** Thus, people of character treat everyone with respect, even those who are not personally respectable.

The way we behave toward others is an expression of **our** values and character. Thus, we should treat others with respect, not because they have a right, but because we have a moral duty to do unto others the way we want them to do unto us. Again, it's not because they deserve it, but because **doing less would diminish our own character.**

-From the Josephson Institute of Ethics

Mediation

The State Employee Mediation Program (SEMP) offers a voluntary, confidential, collaborative problem solving process where disputing parties have an opportunity to discuss their issues and generate mutually satisfying agreements. Unlike many other dispute or complaint processes where a third party makes a final decision, mediation assists employees and employers in finding their own solutions. It's an effective alternative for managing conflicts in the workplace. During mediation, parties are given an opportunity to give their perspective on the conflict. With the guidance of mediators, the parties eventually communicate directly with each other and begin to develop options for resolving the problem. The mediation process not only addresses current problems, it also provides assistance in developing ways to resolve future disputes.

SOME of the EEO Responsibilities of DMV Supervisors:

Performance Appraisals and Probationary Reports Performance Appraisals

Management is responsible for appraising the work of all employees on a regular basis. Non-probationary employees must be provided with a performance appraisal annually. For rank and file employees, the annual performance appraisal is provided on an Individual Development Plan (STD 637). Manager and supervisor performance is reported on the Supervisory/Managerial Performance Appraisals *Field Operations Division* (ADM. 1296F). Copies of the completed forms must be sent to HRB as they are part of the formal personnel file.

If a manager/supervisor is attempting to inform an employee of undesirable behavior, it is appropriate to provide additional performance appraisals on a regular basis so that the employee remains fully aware of their progress (or their lack of progress).

Harassment

Supervisors employed by California Department of Motor Vehicles exercise authority on behalf of the employer, which gives them important additional responsibilities regarding sexual harassment.

The California Fair Employment and Housing Act defines "Supervisor" as any individual having the authority, in the interest of the employer, to hire, transfer, suspend, lay off, recall, promote, discharge, assign, reward, or discipline other employees, or the responsibility to direct them, or to adjust their grievances, or effectively to recommend that action, if, in connection with the foregoing, the exercise of that authority is not of a merely routine or clerical nature, but requires the use of independent judgment.

Supervisors' Responsibilities in Harassment Complaint PREVENTION:

There are many things you, as a supervisor, can do towards preventing harassment before it occurs:

Discourage behavior which may be discriminatory or harassing - such as offensive remarks or demeaning verbal, written or visual jokes directed toward individuals or groups. You, personally, can set an example by being a model of the type of behavior standards you expect from your employees. Within your area of responsibility, try to create an atmosphere in which people feel comfortable addressing issues and participating in problem solving.

The law requires those in positions of authority to take action if they know or should have known of discriminatory behaviors. This means you do not need to wait for a complaint to be filed before taking action. If you become aware of a harassing or discriminating situation, take action immediately to stop the inappropriate behavior.

Ensure that all employees complete required training and receive a copy of the sexual harassment and non-discrimination policies. Be sure that everyone is familiar with and understands the DMV's complaint procedures and are aware of their rights and responsibilities. This includes informing employees that they have a right to a harassment-free environment and an obligation to report any incidences of sexual harassment that they may experience or witness, without fear of reprisals for doing so.

*

This is not a complete accounting of EEO policies, procedures and tools. Nor is it a complete description of Supervisory responsibilities as they relate to EEO. (This could barely be considered a LIST of these topics). However, as with all of our training materials, it may illuminate WHAT YOU DON'T KNOW...the areas in which you need to study further before you're prepared for a QAP OR an assignment as a DMV Supervisor/Manager.

Questions based on these last 7 pages of EEO Information:

1. According to the FIRST Paragraph concerning EEO:
 - a. Knowledge of EEO information is an unimportant part of a Supervisor's job
 - b. Very few Job Positions have anything to do with the DMV EEO Program
 - c. There are many components to DMV's EEO Program.
 - d. All of the above.

2. According to the final Paragraph concerning EEO:

This is a very comprehensive compilation of DMV Information. A. = True
B = False

3. According to this EEO information this is an incomplete listing of Supervisory EEO Duties. A= True
B = False

4. Which of the following, according to the presented material, can constitute
 - a. Sexually explicit talk or emails
 - b. Sexually provocative images
 - c. comments on physical attributes
 - d. All of the above

For the purpose of the following questions, you ARE the Manager in charge of the employees in each example.

5. It's a barely busy Tuesday morning and one of your LRE's approaches you and indicates that they feel one of their Supervisors has created a hostile work environment. At that moment you are MOST LIKELY TO _____ and LEAST Likely to _____.

- a. Explain the chain of command and direct the employee to speak to the Supervisor.
- b. Tell the employee they should be discussing this with the EEO Officer in Sacramento.
- c. Ensure privacy of your discussion, and listen carefully to the employee.
- d. Tell the employee that you will arrange a time when you, the employee and the Supervisor in question can sit down together and discuss their complaint.

In question 5, you decide that DMV Mediation is the best solution to the problem between the LRE and the Supervisor. Once you've made that decision,

6. You would most likely _____ 7. You would least likely: _____

- a. Contact a Mediator from outside of DMV, to insure impartiality.
- b. Discuss Mediation with both employees, attempting to get both to voluntarily agree to Mediation.
- c. Set up a Mediation session and direct both employees to attend.
- d. Have the employee complete a written complaint form.

EEO ANSWER SHEET...Sort of...

1. C 2. B. 3. A 4. D 5. C, A. 6. B. 7. C

NOW...Let's look at some of the answer-logic and an example of scoring...sort of...

1. The words 'Many components' in the question *mirror* the words 'Many facets' in paragraph 1, and 'c' is the answer. We tried to slip the 'UN' in unimportant into answer a, hoping to get some quick reader to bite. Answer b is obviously WRONG from the 'Many job announcements and requirements.'

2-4 are fairly self-explanatory...

5. "C" is easy, as a most likely. 'A' is a good LEAST likely, because you're sending the employee right back to the person they're probably complaining about! "b" means you HAVEN'T tried to solve the problem at the lowest possible level, and 'd' is being NOT immediately responsive to the problem, plus a couple of other problems... The SCORING for Question #5 *might* look something like:

MOST LIKELY	LEAST LIKELY	SCORE
C (5)	A (5)	10
C (5)	B (4)	9
C (5)	D (3)	8
A (0)	C (0)	0
A (0)	B (4)	4
A (0)	D (3)	3
B (4)	C (0)	4
B (4)	A (5)	9
B (4)	D (3)	7

Etc....

If you want top score, put the correct Most likely AND the correct LEAST likely in the correct spot

PRACTICE TEST V: PrioritiZING!

Setting priorities and responding to them appropriately, is one of two important characteristics that separate Great Supervisors from typical supervisors. (Consistently making valid decisions and following through appropriately is the *other* important characteristic).

Successful Managers and Supervisors **TEND** to assign priorities based upon the following order of importance:

The **Customers***, followed *immediately* by

The **Employees**, then

The **State of California**. (By that, we mean the **laws** of the State, followed by the **rules** of the State, then the **policies** of the State, then the **polices** of the Department, followed by the **procedures** of the Department and then the **policies** of their Region and the **procedures** set by Region, and then the **polices** of their office followed by the **procedures** within that office and finally, the **processes** established in that office).

NONE of these levels are UNIMPORTANT, but they are to be attended to in **order** of their IMPORTANCE AT ANY GIVEN MOMENT, UNDER THE SPECIFIC **CIRCUMSTANCES AT THAT MOMENT**: that's what we mean by prioritizing.

And in today's DMV, we may have to **SHIFT** our priorities dozens of times in a day...maybe hundreds of times. We could be in the middle of helping an employee with a **situation**, and a **CUSTOMER problem** pops up. Do you immediately drop what you're doing with the employee to help the customer? **MAYBE!** And **MAYBE NOT**; **MAYBE BOTH** Simultaneously! It depends upon the severity of both problems, the immediacy of both problems, the availability of someone else to handle one or the other, and 50 other what-if's that make up the priorities **at that precise moment in time** (*what if* the situation is a death in the immediate family of the employee? Is that more or less of a priority than a customer who didn't receive their sticker)? Consistently keeping the priorities straight (in order of importance **at that moment**) is the mark of a professional supervisor.

All members of the Department's Management Team are expected to prioritize properly; consistently make correct decisions in a timely manner, without being reminded or directed; and accomplish multiple tasks at the same time. That's the job we signed up for, and the dance we must do daily. (And considering the major changes in store for the DMV over the next 3 years, we'd ALL better break-in some comfortable dancing shoes....)

* There are often arguments as to which one **SHOULD** come **FIRST**; The Customers or the Employees:

>"If there were no customers, there'd be no jobs for the employees"

VS

>"If there were no employees, there'd be no service for the customers."

BOTH positions have **SERIOUS** merit. However, the most successful and effective Managers and Supervisors **TEND** to put the customers first, if for no other reason than we work for the government and, as Lincoln said, we are a government "**OF** the people, **BY** the people, **FOR** the people". And though we **ARE** included in that section of 'BY the people', "**FOR** the people" is the ultimate reason for the existence of the Government and the agencies that make up that government.

PRIORITIZING QUESTIONS

1. You are a Section Manager in the Santa Solo DMV. You arrive at the office as the opening manager at 7:30. The office manager has left a project on your desk that is due tomorrow at 8 am. The control cashier has called in sick, and the back up is not scheduled in until 10 am. The pick up for the deposit is due at 11:00. The other back up is a PI that is scheduled off today. The queue system is non operational.

Which do you deal with first? _____

- Work on the project the office manager left
- Prepare the deposit
- Call in the PI to prepare the deposit
- Call Region to tell them that you can not open the office as the queue is not working.

Which is the last thing that you would do? _____

2. You arrive at the office at 9:00 am as the late manager. You notice one of your fellow Manager I s is conducting a drive test and they inform you both LREs called in and there are 5 drives waiting. The office manager informs you that the Region Manager is on the phone for you. As you walk to the phone, you hear two employees in the break room yelling at each other. Place in sequential order what you would handle first, second, etc.

- _____, _____, _____
- Talk with the Region Manager
 - Go to the break room to see what the problem is with the 2 employees.
 - Go conduct drive tests.

3. It's 9:20 am and you receive an email from the Office Manager informing you that you have to prepare training on Vehicle Verifications for the Wednesday training tomorrow. You have 1 probationary report left to write for one of your employees that is due today. The office manager has informed you that a technician that action is being taken on needs to have their cashier's technique observed and documented. You are scheduled to meet with the local driving school in 40 minutes concerning the driver education certificates. What would you do first?

- _____
- Work on the training
 - Observe the cashier's technique then prepare report.
 - Contact the driving school and reschedule
 - Complete probationary report
 - Ask the control cashier to observe the cashier and prepare documentation on what was observed.

What would you do next? _____

4. The RS 6000 computers just went down. There are 55 customers in the queue, waiting for service, and the wait time just reached 45 minutes. There are 20 customers waiting at the Start Here station to get a ticket. An employee wants to discuss their critical discrepancy with you, as they do not feel that the check is unacceptable. Region just called and wants to know the status of the March of Dimes fund raiser . What are the two things you would do first? _____ & _____

- Call CPD to find out problem with computers
- Tell Start Here to just hand out tickets to the customers waiting
- Tell the employee with the discrepancy you will talk to them later.
- You tell Region the computers are down and you will provide the information on the fund raiser after the system is operational.
- You tell Start Here to tell all of the customers in line that the computers are down and you don't know when they will be operational.
- You have the Control Cashier contact CPD
- You have the employees at the window start scanning the lobby to assist the customers as best you can.

What are the two things you would NOT do? _____ & _____

5. You are set to go on vacation on June 16. When you arrive in the office on Jun 5, your boss gives you a special project, where you have to conduct training to one of the local auto clubs on June 11 from 8:30 to 9:30. You have scheduled interviews for the vacant full time position for that day to start at 8:30 am and are scheduled for every 30 minutes. There are 10 candidates. You have been requested to attend the Administrative Manager's meeting on Tuesday, June 10, in place of the Adm mgr, who is on vacation. You need to prepare the questions for the interview, and have a counseling memo to write on an employee that has incurred 6 discrepancies in one month. You have two MVFRs that are interested in promoting, but they have never given a training presentation. What priority would you assign a-e?

- a. Reschedule the interviews to later in the day, and changing to every 15 mintues
- b. Delegate the training to the MVFR's to train as a team
- c. Review the office files for questions already used to create interview questions.
- d. Ask the office manager if you can be excused from the Adm meeting.
- e. Lock yourself in the back room to work on the counseling memo.

6. You are at your desk, when an employee approaches with a technical question. As the employee is asking the question, you hear a loud bang and several gasps – a customer has fainted in the lobby. The computers just went down, and the control room informs you that one of your employees has incurred a critical discrepancy as the check they accepted is not written correctly. List your order of handling:

- a. Answer employees question
- b. Assist ill customer
- c. Contact help desk concerning computers
- d. Contact customer concerning incorrect check.

7. You arrive at work with your list of TO DO Items for the day: 1. make next week's schedule; 2. finish probationary report; 3. Prepare incident report for critical discrepancy; 4. talk with a newly promoted LRE about the drive test criteria; 5. Prepare training for Wednesday training hour. On top of your to do list, is a note from your office manager informing you that you will need to meet with the landscaper over the broken sprinklers. The landscaper is due to be here in 20 minutes. What do you handle first?

What is the last thing you would handle on your to do list?

8. According to the presented information, which statement is closest to 'True'? _____

- A. Prioritizing is most usually a straightforward, easily recognizable path, which any supervisor can easily follow from beginning to end.
- B. Once priorities are established, they seldom change.
- C. Procedures can easily take precedent over laws.
- D. Priorities may change many times in the course of a day.

Answers....Maybe (DEPENDS upon YOUR priorities....)☺

- | | |
|--------------|------------------|
| 1. c, d | 5. b, a, c, d, e |
| 2. b, a, c | 6. b, c, a, d |
| 3. e, a | 7. 3, 1 |
| 4. f, e a, b | 8. d |

THE DREADED ESSAY:

*Below are two hypothetical situations. There probably **WON'T** be essay questions (AKA In-Basket) on the Manager I exam, but there may be situations similar to these presented, with questions, & specific answers for you to choose answers from. It is the thought process behind your answers that the Situational questions are meant to uncover. There are definite priorities which should be acknowledged in these situations. We've included no answers to these questions.*

1. Address the following problem as if you are the Manager III in charge of the Santa Gorda DMV:

It's 7:30 A.M. on Monday, July 3; the first working day of the new pay period. You arrive at work, where it appears there's been a burglary: The door has been broken down, papers are thrown all over, desk drawers are on the floor, and the safe has been broken open.

Before you can use the telephone, your only LRE who's not on vacation calls in from the hospital, sick. You are the only other person in the office who can give drive tests.

You have an 8:30 A.M. appointment with your local State Senator (at his request).

The nearest DMV is the Los Nombre office, some 30 Miles away. It also is a grade III office, but the Manager is on vacation this week.

You've now finished dialing the phone and the call goes through. Answer the following questions on the attached answer sheet.

1. Who is this first call to?
2. Briefly list the intended goal(s) of this conversation.
3. Who would your next 3 phone calls be to, in order.
4. List the next 4 steps you would take, in priority order, to begin alleviating problems and proceeding with normal business.

ANSWER SHEET

1.

2.

3.

4.

2. Assume you are Mx. Jones, the Admin Officer of Santa Vista FO. Below is a note you received from Shirley Smith, a Technician in your office. Mr. Stevens, who is mentioned in the note, is one of your subordinate supervisors.

On the answer sheet list the first few specific steps you would take to address this problem. Give a one sentence explanation of each step you list.

Mx Jones:

I've only worked here for a 6 months, but something is happening that I don't think is right.

Every day in the break room, John the LRE tells the filthiest jokes I've ever heard. One-on-one, I asked him not to. He still does. His supervisor, Mr. Stevens sits there and listens to the jokes and never says anything. Of course, John can get away with anything because he's Mr. Stevens' favorite...He lets him take extra breaks, long lunches, and tell dirty jokes in front of everyone.

I really don't like to complain, but I've had to leave the lunch room every day this week because of the dirty jokes. I thought the lunch room was for everyone.

ANSWER SHEET

1.

2.

3.

4.

As mentioned, the practice questions in this guide are supplied to help you spot possible weaknesses in your personal test taking arsenal. Take all these tests and compare your answers to ours. **Study what you don't know.** Study what you have the most trouble with. If you had difficulties with any of these areas, or if you KNOW you need to brush-up on any topic covered before the Manager I exam rolls around, THAT'S where you should focus your attention.

There's a great written test study guide on the net, originally intended for Supervisory Entry-Level Homeland Security Personnel. If you want additional written test practice & instruction, you can view it or download it from:

http://www.customs.ustreas.gov/linkhandler/cgov/careers/study_guides/guides_supervisory/entry_guide/cprepmanual.ctt/cprepmanual.pdf

ANOTHER great set of study guides may be found at the Los Angeles County Site...There are online study courses OR Printable guides you can download:

<http://dhr.lacounty.info/>
<http://dhrdcap.co.la.ca.us/olt/index.cfm?fuseaction=general.showPrintables>

These L.A. County guides, last verified as existing on Cinco De Mayo, 2008, are GREAT...They come in 3 or 4 difficulty levels, covering 3 or 4 major test topics. These will help you in ANY test you'll ever take, that MIGHT contain Math, English, Reading Comprehension, etc.

End Note, # 1, dated 05.05.08: 2008 will see three members of The Usual Gang/Usual Group retiring: Marc Bailey, Mike Dillon and Brad Campbell. HOWEVER, even more Managers and Supervisors have stepped up, determined to conceive and create these study guides. Whenever you or anyone in your office/unit wants Upward Mobility Information & study materials, *Speak first to your immediate Supervisor.* From there, some of the Managers who have been creating, and will still be creating these guides in the future will be: Mari West, Robert Nelson, Roberto Gutierrez, John Martin, Lidia Markiz, LoisMarie Mayer; and a few more that have shown the interest & ability, but haven't given us the final "OK" yet.

End Note 2.0; Last words from the three Retirees: Between the 3 of us, we have over 100 years of experience with DMV. We've had good times, great times, and some bad times. This Department, overall, has been very good to us. And it can be equally good to you. Work at it, work hard, make your voice be heard, make suggestions to improve DMV; be inventive, be creative. To make the DMV work **FOR you** (and less **ON you**), the absolute finest 'tools' you have are your **sense of humor**, your **sense of wonder**, and your **common sense**.

In MANY of these guides we slipped in a quote here, or bit of philosophy there, for the careful readers to find. One which has always held great meaning, especially to those of us working at a DMV in constant flux, is from Gandhi: "**You must be the change you wish to see in the world.**" Well, take it from our 100 years of experience: **You must BE the change you wish to see in the DMV. Leaders, lead the way.**

Good luck from 3 old-timers whose time has come.

--Mike, Marc, & Me.

We Are Out Of Here...