# WORKSHOP II
# ENGLISH / READING PREPARATION

## November 28, 2006

# THE MANAGER II/III TESTING PROCESS

<u>All areas</u> which will be covered in the written AND the QAP (Oral exam), are outlined in the EXAMINATION SCOPE section of the Manager II/III Exam bulletin:

This examination will consist of a Written Test, weighted 60%, and a Qualifications Appraisal Interview, weighted 40%. Candidates must achieve a passing score on each phase of the examination and attain an overall score of 70% in order to be placed on the eligible list.

## EXAMINATION SCOPE

In evaluating the candidates' knowledge and abilities, the **examination** has been developed **to measure and competitively rate** each candidate's:

**A. Knowledge of:**
1. Provisions of the California Vehicle Code and related laws and regulations.
2. Office management principles.
3. Fiscal policies and practices.
4. Security:
    • Working environment.
    • Technology/data.
5. Leadership methodologies.
6. Concepts of project management.
7. Personnel management practices and principles.
8. Contract administration.
9. Equipment operations:
    • Office.
    • Automated.
10. Principles of effective supervision involving employee development, training and discipline.
11. The purpose and application of the Department's mission and values.
12. A supervisor's role in the department's Equal Employment Opportunity process.

**B. Ability to:**
1. Analyze situations accurately and take effective action utilizing management concepts/techniques.
2. Research, analyze and compile data. Prepare and provide recommendations on assignments and/or projects.
3. Establish and maintain courteous, professional and effective working relationships with employees at all levels, business partners and the public.
4. Plan, organize, direct and monitor the work of others.
5. Effectively contribute to Equal Employment Opportunity.

As you read this Scope, are there areas you JUST NEVER worked with or JUST DON'T know about at all? <u>THAT'S WHAT TO STUDY FIRST, FAST</u>. Near the back of this study guide is a list of various DMV reference materials with a brief discussion of their contents (I WISH I could remember which Manager out there contributed this to the study guide a few years back, but I can't. I thank them, though….). If you do have an area of this scope that you feel weak in, locate the relevant study materials or manual, and familiarize yourself with it. Start NOW, DON'T wait & CRAM over the Holidays…..

The remainder of this guide will cover some typical/historical written test areas and QAP concepts, to get you into test-taking mode, and maybe illuminate areas where you need greater practice or study.

# Data Analysis

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**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 |
| Time payment charge | $35 |
| Total fees, fines, and assessments | $5,238*    (* If you use an attorney, add $2,000) |

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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.

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**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).

# 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

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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.

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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.

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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 ($11 \times 6$) to equal 66 hours;
    • Multiply the number of months by the Sick Leave accrual rate ($11 \times 6\frac{1}{2}$) to equal 71½;
    • Add together the Vacation and Sick Leave hours ($66 + 71\frac{1}{2}$) to equal 137½.
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 ($12 \times 6$ and $37 \times 8$) 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 ($12 \times 6$ and $45 \times 8$) 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 ($40 \times 4$) 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 370½ ;
    • Add 272 and 370½ to determine the number of hours available, to equal 642½.

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 ($10 \times 8$) 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.

# Management Principles Sample Test Questions

1. Span of control refers to the:
    A. extent of a manager's authority.
    B. number of people a manager can supervise effectively.
    C. amount of responsibility to be given to one person.
    D. volume of work handled by an agency.

2. Any strong emotional state could usually affect an employee's
    A. Current Perceptions
    B. Genetic make-up
    C. Reflexes
    D. Past learning

3. 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
    A. immediately notify your office manager about the comment.
    B. confront the individual and demand an apology for the comment.
    C. ignore the comment and continue with your crowd direction activities.
    D. ask the individual to come back and explain why she made such a comment.

4. The most important requirement of a good report is that it should:
    A. Impress the reader with it's thoroughness
    B. Answer all the reader's questions
    C. Make a good appearance
    D. Support pre-determined conclusions.

5. 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:

    A.  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.
    B.  It restricts unwanted input from employees at the lower levels of the chain from interfering with the goals of upper management..
    C.  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.
    D.  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).

1. 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.

2. "A" is most correct. Emotional states cause physiological changes that effect the way events are sensed and remembered.

3. The most correct answer is C.

4. The most correct answer is B.

5. 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 LA**ST?
>
> OR
>
> What would you **most likely** do First?   **AND**   What would you **least likely** do Firs**t**?
>
> 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 begin 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)

# DMV Management Priorities

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 designate 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; 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….)

\* \* \*

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\* 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 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.

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# A FEW QUESTIONS DISCUSSED
## (With some data behind the thought process)

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

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

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

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

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

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

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

**QUESTION:** Can you define the term Reasonable Accommodations?  What are you required to do with a request?

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

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

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

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

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

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

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

FURTHER STUDY MATERIAL (For Written Test **And** QAP)

*Most of us CANNOT remember every point in every manual. However, if you begin reading through/scanning these reference materials NOW, one a week, then by the date of your written test & QAP Interview, you'll have a good idea of what's covered & where. AND, you'll have SEEN the 'answers' to most questions you may be asked...It COULD come back to you when you need it. If you've never seen it even once, the odds of remembering it diminish.…*

*AGAIN, study what you don't know. If you ARE the Return to Work Coordinator in you office, how much do you think you need to study the 'Return-To-Work/Early Intervention Package'?*

Health Management Section (HMS) Manual - The following seven (7) procedural handbooks are located in the HMS Manual.

Emergency Operation Plan Manual - reviews emergency procedures to follow in the event of an emergency (earthquake, fire, bomb threat, etc.).

Employee Assistance Program Supervisor 's Handbook outlines the Employee Assistance Program (EAP) as a method to help employees resolve personal problems that may have an impact on their lives and job. It also discusses when and how to complete a supervisor's Formal Referral Letter.

Injury & Illness Prevention Program Manual - provides direction and information in helping supervisors understand and enforce the Department's Health, Safety and Injury and Illness Prevention Program, which includes on-site inspections, employee training (ex: ergonomics, slip & fall training), proper accident reporting responsibilities, etc.

Reasonable Accommodation Policy and Procedures (American with Disabilities Act) Handbook - defines "reasonable accommodation" as "a logical adjustment made to a job and/or the work environment which enables a qualified person with a disability to perform the essential duties of his/her position."

Return-To-Work/Early Intervention Package (Adm. 7008) - provides supervisors/managers with instructions and letter/forms necessary to monitor the medical condition of employees who are off work due to an on-the-job injury/illness and to successfully return them to work as soon as possible with modified duties when applicable (reasonable accommodation).

Supervisor 's Handbook for Assisting an Injured/Ill Employee (Adm. 8001) -outlines the Department's policy to promote a safe, healthy and secure working environment. Also outlines how to proceed with an injury and illness investigation.

Violence in the Workplace Zero-Tolerance Policy and Procedures (Adm. 8006) -pamphlet that states the Department's policy on workplace violence. Outlines the recommended procedures to follow in the event of a violent incident, or during the preventive or reactive stages of workplace violence.

Accounting Manual - Chapter JO (Security) - reviews critical security issues that all supervisors/managers should be aware of.

Americans With Disabilities Act (Exec 92) - booklet outlines the responsibilities of a supervisor/manager as it applies to job discrimination.

Contract Administration Bargaining Unit Contracts - established as an equitable and peaceful procedure for the resolution of differences, hours of work, and other conditions of employment, including health and safety.

Drug Free Workplace: A Supervisor 's Guide (Adm. 1279) - pamphlet is help fill when dealing with situations where substance abuse may be an issue.

Employee Rights and Responsibilities (A dm. 134) - gives a general outline to introduce a new employee to the policies and procedures of our Department.

Family Medical Leave Act (FMLA) Guidelines for Supervisors & Managers Handbook (DMV 1280S) and Family Medical Leave (FMLA) Kit (DMV 1280) - guidelines for supervisors to follow to ensure we are adhering to the federal mandate and a kit that is given to an employee who has an absence that is protected under FMLA.

Handling and Reporting In formation Security Incidents (DMV 145) - contains the policies and practices used by management to identify, understand and discharge information security related responsibilities. Further outlines the action taken to report and resolve all information security incidents.

Intermittent Employment Handbook (ADM. 1330) - contains general information about intermittent employment, compensation, benefits, and work schedules. Most importantly, outlines PI "work scheduling policy" which is as follows: P1's are scheduled to work based on 1) the operational needs of the Department, 2) the employee's particular qualifications and job skills, and 3) the amount of time the employee is available to work.

Manager Manual - provided as a tool to assist newly appointed office managers when assuming responsibility for a field office. Also reviews automation, explanation of reports generated by the RS6OOO, general operating requirements, personnel issues and Field Office Division (FOD) policies and procedures.

Preventing Sexual Harassment - booklet states the Department policy of "zero tolerance" and clearly outlines the steps to take to investigate a sexual harassment complaint.

Protecting the Information on DMV Computers(DMV 166) - outlines to employees their responsibility and accountability for the information security policies, standards and practices of our Department.

Sick Leave Guidelines Memo - policy memo dated June 4, 1999, that outlines the Department's sick leave policy.

Supervisor 's Guide to Employee Discipline Handbook- outlines a variety of issues regarding employee discipline. Most importantly, clearly states the Department's three-phased system of employee discipline: Phase I- Preventive, Phase Il-Corrective and Phase III - Adverse Action.

> Preventive: The proactive steps taken by the supervisor to minimize problems that may result in corrective or adverse action (ex: train employees, communicate job expectations, counseling, EAP, etc.).

> Corrective: When the preventive actions fail to improve the employee's performance/behavior to an acceptable level or to prevent continued misconduct (ex:
> re-training, counseling, corrective interviews, etc.).

> Adverse Action: Formal disciplinary actions taken by management in response to an employee's continued failure to meet expectations, objectives or rules of the organization (ex: formal reprimand, suspension without pay, reduction in pay, demotion to a lower class, or dismissal from state service). The actions listed are in order of severity.

*The next section contains two glossaries:  A DMV-Centric Managerial glossary and a Sacto-generated Project Management glossary.  Reading over BOTH of these, a bit at a time, and THINKING about how the word/concept could apply to a DMV Manager II/III position, may help you on the written **and** QAP. If nothing else, you may become more open to some of the jargon used in the exam and every day in the real world of DMV management….*

# DMV GLOSSARY
## OF MANAGEMENT, SUPERVISORY,
## AND RELATED TERMS

**Glossary:** A collection of mission-relevant, associated terminology with a brief explanation.

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

**Authority**: The formal right to require action.

**Barriers**: Objects, ideas, practices, structures, systems, etc. that prevent or discourage action.

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

**Business Plan**: Integrated, all-encompassing written guidelines which define HOW an agency or Department INTENDS to meet its chartered objectives. See ISP.

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

**Business Re-engineering**: The planning and adoption of enterprise-wide initiatives with broad benefits to the organization (e.g. expansion of the delivery system; key changes in policies or missions, etc.)

**Cataloging**: The systematic organization of information, data, or materials so that they can retrieved when the requester needs them. Cataloging follows rules and practices that enable users to easily understand the system. The rules are flexible enough to enable interpretation and localization.

**Change**: An alteration; a modification or addition; substitution of one thing for another; an event that occurs when something passes from one state or phase to another; become different; lay aside, abandon; **The process of evolution of ideas, practices, processes, and systems.** Without change, there is no progress. Lack of change can be defined as stagnation.

**Change Management**: Adapting effectively to change; efficiently handling organizational changes; and even benefiting from Change

**Collaborative Management**: A management style that offers every employee the opportunity to participate closely in decisions about how tasks are performed and customers are best served.

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

**Community of Interest**: The people within the organization or those outside the organization who share interest in an aspect of the business or profession (AKA Stakeholders). People within an organization/community are linked by proximity, electronic media or print.

**Contingency Management**: Management technique which recognizes differences in people at various times and in actual situations. Also known as situational management; an approach which emphasizes that there can be NO "One Best Way" to perform a function n all situations.

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

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

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

**Culture**: A combination of organizational history, shared experience, group expectations, unwritten or tacit rules, ethics, and social interactions that affect the behavior of everyone in the organization. Culture is developed dejure (organizational rules and pronouncements from upper management) and defacto based on shared experience. Culture is a complex social structure. We simultaneously participate in many cultures such as family, local, religious, national, and organizational. One culture may permit an action, while another forbids it. Within organizations, culture can be conscientiously changed with a new rule from an executive. Culture can be changed by external stimuli (for example a new law). If culture has been placing barriers to the sharing of knowledge, the organization needs to take actions to create an atmosphere that is supportive and collaborative.

**Data**: the smallest unit of measure. Data are the components of information.

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

**Decision-making Process**: The goal of making decisions is to: Achieve some desired objective(s); and, avoid negative, unintended consequences. Few decisions can provide all of the desired objectives and no unintended consequences. A good decision, however, provides the most desired objectives with the fewest negative tradeoffs.

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

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

**DMV Core Values**: Honesty and integrity in recognition of the public trust we hold. Respect and consideration for each employee and customer. Accuracy and quality in all our products and services.

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

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

**Empowerment: Responsible Freedom**

**Excuse (n):** That which is offered as a reason for being excused; a plea offered in extenuation of a fault or irregular deportment; an apology. **EXCUSE (n), Legal Definition:**. A reason alleged for the doing or not doing a thing. This word presents two ideas differing essentially from each other. In one case an **excuse** may be made in order to assert that the party accused is not guilty; in another, by showing that though guilty, he is less so, than he appears to be.

**Explanation (n)**: a statement describing the relevant structure or operation or circumstances etc.; clarification of the critical components; an account characteristically telling us why something exists or happens, or must exist or happen (One should know the difference between and excuse and an explanation……)

**Explicit Knowledge**: The information and knowledge that has been captured and cataloged and is ready for people to use.

**Extreme**: Extending far beyond the norm. Much more often than "Normal". Well above average.

**EQUITABLE**:  CONFORMING TO THE PRINCIPLES OF JUSTICE AND RIGHT.

**FAIR**:  IMPARTIAL, HONEST, FREE FROM PREJUDICE, FAVORITISM OR SELF INTEREST.

**Harassment**: As defined by Federal Statute, "A course of conduct directed at a specific person that causes substantial emotional distress in such person, AND SERVES NO LEGITIMATE PURPOSE." -Black's Law Dictionary, 6th Ed, 1990.

**Ideas**:  Mental pictures. Ideas are 'unproved'.  They may or may not be verbalized.  They are not yet substantiated by data, but may be based on the person's knowledge.  Good ideas may have a positive impact on the organization if they can be substantiated or validated by data or input from others.  Bad ideas are those that have no ability to be implemented. Both good and bad ideas may help in the process of determining the best course of action.

**Individual Contributors**:  This term is often used to refer to entry-level and/or first-line employees who do not have employees reporting to them.

**Information**:  'organized data' that has been arranged for better comprehension or understanding.  What is one person's information can become an other person's data or knowledge.

**Information Strategy Plan (ISP):** Subset of a BUSINESS PLAN, which focuses on identifying and addressing the information NEEDS of the Plan and Organization. This broad framework identifies systems, data, technical architectures, proposed organizational changes, training planes and other high level operational issues.

**I/T**: **I**nformation **T**echnologies:

**a. I/T Architecture**: An overall design of information technologies into an infrastructure which provides a foundation for the automating of business processes & associated business practices.

**b. I/T Infrastructure**: The integration of computer hardware, software, rigidware, networks, methods, procedures and policies into a processing environment which supports the computing requirements determined ultimately by the business needs of the organization.

**Insubordination**: Black's 6th Ed. Law Dictionary defines Insubordination as "Disobedience to constituted authority.  Refusal to obey some order which a superior officer is ENTITLED TO GIVE and HAVE OBEYED.  Term imports a willful or intentional disregard of the lawful and reasonable instructions of the employer.

**KSA's:** Through the job analysis, the essential tasks or functions of the job can be identified, as well as the accompanying knowledge, skills, and abilities (KSAs).  A complete Job analysis is the first step in creating a written promotional test.

**Key Result Areas**: Those area which are most critical to the success of individuals and/or the mission at hand. These would include staffing, training, etc., and any other areas on which evaluations are based.

**Knowledge**:  The result of learning.  Knowledge is the internalization of information, data, and experience.  Tacit Knowledge is the personal knowledge resident within the mind, behavior and perceptions of individual members of the organization.

**Knowledge Management**:  A conscious, hopefully consistent, strategy implemented to gather, store and retrieve knowledge and then help distribute the information and knowledge to those who need it in a timely manner; The ability to utilize the available knowledge resources effectively, and in a timely manner, for organizational benefit or advantage.  The strategy includes rules, procedures, and cultural aspects that help put the knowledge management strategy into action. Knowledge management is a framework and management mind-set that includes building on experience and creating new avenues for exchanging knowledge. The strategy includes both technological infrastructure and human aspects.

**Leader**:  Very simply put, a leader is someone who sets direction in an effort and influences people to follow that direction.  They set direction by developing a clear vision and mission, and conducting planning that determines the goals needed to achieve the vision and mission.  They motivate by using a variety of methods, including facilitation, coaching, mentoring, directing, delegating, etc. As noted below, one of the four key functions of management is leading (along with planning, organizing and controlling). Leaders carry out their roles in a wide variety of styles, e.g., autocratic, democratic, participatory, laissez-faire (hands off), etc. Often, the leadership style depends on the situation, including the life cycle of the organization. There are many views about what characteristics and traits that leaders should have.  There are also numerous theories about leadership, or about carrying out the role of leader, e.g., servant leader, democratic leader, principle-centered leader, group-man theory, great-man (or woman) theory, traits theory, visionary leader, total leader, situational leader, etc.

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

**Leadership Development**: Leadership development refers to the activities involved in enhancing one's ability to establish vision and goals, and motivate and guide others to achieve the vision and goals.  Leadership development is critical at almost any level in the organization -- not just in the Supervision, Management, or administrative levels.

**Learning**:  The complex process of assimilating stimuli and changing behavior.  Learning happens in situations when people are using their minds best.  Different people have different styles of learning.  Adults as well as children learn using a methodology that is suitable for their condition and the subject they are learning.  Learning is a process that is self perpetuating, each step of learning is a foundation for the next step.

**Motivation**: An INNER STATE that energizes or activates behavior towards objectives. Motivation is the push of the mental forces to accomplish an action.  On the psychological level people need to be understood, affirmed, validated and appreciated. On the business level motivation occurs when people perceive a clear business reason for pursuing a transfer of knowledge or practices.

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

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

**Organization**:  Group of individuals being led to accomplish goals set forth by upper management.  Organizations are complex organisms.  For organizations in this information age to grow and prosper, they must become a learning organization that understands its roots but can also branch out to new endeavors.

**Paradigm** (Pronounced PAIR-UH-DEEM): Point of view so strong that it tends to prevent seeing anything "new". Pattern, example, or model; an overall concept ACCEPTED BY MOST PEOPLE, though not necessarily correct. e.g. Until 1492, the paradigm was that the earth was flat.

**Paradigm Shift**:  A change, to a perception or a set of rules and regulations that describe boundaries and means to success within those boundaries, resulting in a new way of doing business. (Have you ever heard the sound of a paradigm shifting WITHOUT A CLUTCH?)

**Parity**: In relationship to Equal Opportunity, this means a direct correlation between protected group's population and their representation among the workforce.  The workforce should mirror population figures for protected groups.  In a Field Office, it can be said that parity means *that both sides of the counter look the same* (have the same gender & ethnic composition).

**Personal Competence**:  a collection of behaviors including concentration, intensity, persistence, and self-sufficiency.  Concentration is required to examine, contemplate and make decisions.  Intensity refers to the depth of involvement in an activity.  Time is an important component of both concentration and intensity.  One must invest the proper amount of time to accomplish the task.  People must take the time to concentrate and this enables persistence.  Self-sufficiency is measured by the number and duration of responses that solve problems.

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

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

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

**Practices**:  The techniques, methodologies, procedures, and processes that are used in the organizations to get the job done.  Good practices are those practices that have fostered improved business results and continue to enable the organization to improve.  Bad practices are those that are detrimental to good business results.  Data is used to measure results and determine if the practice is good, bad, or is worth further investigation.  Best practices are any practices, use of knowledge, or experience that has been proven by data or experience to be valuable or effective to individuals, groups, or organizations. These best practices may be useful or be applicable to others.

**Premise**: The anticipated environment in which plans are expected to operate.

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

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

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

Protected Groups: Those groups which have been identified as having suffered and continue to suffer the effects of past discrimination/inequities. Primarily, these have been identified as:  African-Americans, Asians, Hispanics, Native Americans, Pacific Islanders, Filipinos, women, persons between 40 and 70, and disabled or handicapped persons.

**Reality**: Always a moving target.

**Reasonable**: NOT excessive or extreme. According to Black's 9th Ed.; Fair, proper, just, moderate, suitable under the circumstances. Fit and appropriate to the end in view.

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

**Relationships**:  The connections people have with other people.  Relationships may be between people with personal connections or those with connections based on print, media or correspondence.  People absorb more knowledge when the bond is with someone they know and respect.

**Responsibility**: The obligation to fulfill requirements.

**Review**: A critical evaluation and analysis of presented material; and examination of that material for completeness, correctness (form and content), relevance, and conformity to expectations.

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

**Sharing**: the human behavior that describes the exchange of knowledge.

**Staffing**: Supplying appropriate personnel to each position or task. Included in "appropriateness" is training, ability, availability, , etc.

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

**Standards**: Uniform goals or gauges set by authority as models of expected behavior, action, or abilities.

**Strategies**: Efficient use of resources. Denotes a general program of action; a deployment of emphasis and resources towards the attainment of objectives.

**Supervise**: To direct the efforts of others.

**Supervisors**:  The term "supervisor" typically refers to one's immediate superior in the workplace, that is, the person whom you report directly to in the organization. For example, a middle manager's supervisor typically would be a top manager.  A first-line manager's supervisor would be a middle manager.  A line-worker's supervisor typically would be a first-line manager. Supervisors typically are responsible for their subordinate's progress and productivity in the organization.  Supervision often includes conducting basic management skills (decision making, problem solving, planning, delegation and meeting management), organizing teams, noticing the need for and designing new job roles in the group, hiring new employees, training new employees, employee performance management (setting goals, observing and giving feedback, addressing performance issues, firing employees, etc.) and ensuring conformance to personnel policies and other internal regulations.  Supervisors typically have strong working knowledge of the activities in their group, e.g., how to develop their product, carry out their service, etc. Many also use the term "supervisor" to designate the managerial position that is responsible for a major function in the organization, for example, Supervisor of Customer Service.

**Supervisory Development**:  Supervisory development refers to the activities involved in enhancing one's ability to oversee, guide and evaluate activities of immediate subordinates in the organization.  Supervisor development often includes learning basic skills in employee performance management, managing meetings, project management, etc. Good supervisory development should also include developing skills in time and stress management -- the role of supervisor is often quite stressful to those who are first getting used to the hectic activities of management.

**Technology**:  The set of tools both hardware (physical) and software that help us act and think better. Technology includes all the objects from pencil and paper to the latest electronic gadget.

**Terminal behavior**: Behavior expected or standards achieved when current influence over an individual ends.

**Thinking**:  An internal mental process that uses information as input, integrates that information into previously learned material and the result may be knowledge or may be nothing. Problem solving, information integration, and analysis are three kinds of thinking.

**Tohubohu**: A State of extreme disorder: Chaos.

**Unreasonable**: Immoderate. Exceeding reasonable limits.

**Unwarranted**: Having nor real justification. Groundless.

**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.

**Wisdom**:  The result of learning and using knowledge for a strategic advantage.  After gaining knowledge, wisdom is used to meet new situations.  Wisdom resides in the minds of the users.

**Work**: Exertion of effort in order to accomplish a goal. "WORK IS OF TWO KINDS; FIRST, ALTERING THE POSITION OF MATTER AT OR NEAR THE EARTH'S SURFACE RELATIVE TO OTHER MATTER; SECOND, TELLING OTHER PEOPLE TO DO SO." -  BERTRAND RUSSELL (1872-1970)

**Work Directors:**  Work directors directly oversee the work of their subordinates.  They carry out their oversight role by specifically assigning work and then closely monitoring to ensure the work is carried out according to their wishes.  AKA Supervisors.

**Acceptance** - The formal process of accepting delivery of a product or a deliverable.

**Activity** - An element of work performed during a project.  An activity normally has:
- an expected duration,
- an expected cost,
- expected resource requirements.

Activities can be subdivided into tasks.

**Activity Definition** - Identifying the specific activities that must be performed to produce the various project deliverables.

**Activity Duration Estimating** - Estimating the number of work periods that will be needed to complete individual activities.

**Activity Sequencing** - Identifying and documenting logical relationships among activities.

**Administrative Closure** - Generating, gathering, and disseminating information to formalize phase or project.

**Assumptions** - Assumptions are factors that, for planning purposes, are considered to be true, real, or certain. Assumptions affect all aspects of project planning, and are part of the progressive elaboration of the project. Project teams frequently identify, document, and validate assumptions as part of their planning process. Assumptions generally involve a degree of risk.

**Communications Planning** - Determining the information and communications needs of the project stakeholders: who needs what information, when they will need it, and how it will be given to them.

**Contract** - A contract is a mutually binding agreement that obligates the seller to provide the specified product and obligates the buyer to pay for it. Contracts generally fall into one of three broad categories:
- **Fixed-price or lump-sum contracts**; This category involves a fixed total price for a well-defined product. Fixed-price contracts may also include incentives for meeting or exceeding selected project objectives, such as schedule targets.
- **Cost-reimbursable contracts**; This category of contract involves payment, (reimbursement) to the contractor for its actual costs. Costs are usually classified as direct costs, (costs incurred directly by the project, such as wages for members of the project team), and indirect costs, (costs allocated to the project by the performing organization as a cost of doing business, such as salaries for corporate executives). Indirect costs are usually calculated as a percentage of direct costs. Cost-reimbursable contracts often include incentives for meeting or exceeding selected project objectives, such as schedule targets or total cost.
- **Time and material contracts**; Time and material contracts are a hybrid type of contractual arrangement that contain aspects of both cost-reimbursable and fixed-price-type arrangements. Time and material contracts resemble cost-type arrangements in that they are open ended, because the full value of the arrangement is not defined at the time of award. Thus, time and material contracts can grow in contract value as if they were cost-reimbursable-type arrangements. Conversely, time and material arrangements can also resemble fixed-unit arrangements when, for example, the unit rates are preset by the buyer and seller, as when both parties agree on the rates for the category of "senior engineers".

**Contract Administration** - Managing the relationship with the seller.

**Contract Closeout** - Completion and settlement of the contract, including resolution of any open items.

**Constraint** - Applicable restriction that will affect the performance of the project. Any factor that affects when an activity can be scheduled.

**Corrective Action** - Changes made to bring expected future performance of the project in line with the plan.

**Cost Budgeting** - Allocating the cost estimates to individual work activities.

**Cost Estimating** - Developing an approximation (estimate) of the cost of the resources needed to complete project activities.

**Cost Variance (CV)** - 1) Any difference between the budgeted cost and actual cost of an activity. 2) In earned value, CV = EV - ACWP.

**Deliverable** - Any measurable, tangible, verifiable outcome, result, or item that must be produced to complete a project or part of a project. Often used more narrowly in reference to an external deliverable, which is a deliverable that is subject to approval by the project sponsor or customer.

**Dependency** - See logical relationship.

**Effort** - The number of labor units required to complete an activity or other project element. Usually expressed as staff hours, staff days, or staff weeks. Should not be confused with duration.

**Information Distribution** - Making needed information available to project stakeholders in a timely manner.

**Lessons Learned** - The learning gained from the process of performing the project. Lessons learned may be identified at any point. Also considered a project record.

**Logical Relationship** - A dependency between two project activities, or between a project activity and a milestone. See also precedence relationship. The four possible types of logical relationships are:
- **Finish-to-start**: The initiation of work of the successor depends upon the completion of work of the predecessor.
- **Finish-to-finish**: The completion of the work of the successor cannot finish until the completion of work of the predecessor.
- **Start-to-start**: The initiation of work of the successor depends upon the initiation of the work of the predecessor.
- **Start-to-finish**: The completion of the successor is dependent upon the initiation of the predecessor.

**Milestone** - A significant event in the project, usually completion of a major deliverable.

**Organizational Planning** - Identifying, documenting, and assigning project roles, responsibilities, and reporting relationships.

**Phase** - See project phase.

**Project Charter** - A document issued by senior management that formally authorizes the existence of a project and provides the project manager with the authority to apply organizational resources to project activities.

**Project Manager (PM)** - The individual responsible for managing a project.

**Project Network Diagram** - Any schematic display of the logical relationships of project activities. Always drawn from left to right to reflect project chronology. Often referred to as a PERT chart.

**Project Phase** - A collection of logically related project activities, usually culminating in the completion of a major deliverable.

**Project Plan Development** - Integrating and coordinating all project plans to create a consistent, coherent document.

**Project Plan Execution** - Carrying out the project plan by performing the activities included therein.

**Procurement Planning** - Determining what to procure and when.

**Quality Assurance** - 1) The process of evaluating overall project performance on a regular basis to provide confidence that the project will satisfy the relevant quality standards. 2) The organizational unit that is assigned responsibility for quality assurance.

**Quality Control** - 1) The process of monitoring specific project results to determine if the comply with relevant quality standards and identifying ways to eliminate causes of unsatisfactory performance. 2) The organizational unit that is assigned responsibility for quality control.

**Quality Planning** - Identifying which quality standards are relevant to the project, and determining how to satisfy them.

**Resource Planning** - Determining what resources (people, equipment, materials) are needed in what quantities to perform project activities.

**Risk Acceptance** - This technique of the risk response planning process indicates that the project team has decided not to change the project plan to deal with a risk, or is unable to identify any other suitable response strategy.

**Risk Avoidance** - Risk avoidance is changing the project plan to eliminate the risk or to protect the project objectives from its impact. It is a tool of the risk response planning process.

**Risk Database** - A repository that provides for collection, maintenance, and analysis of data gathered and used in the risk management processes. A lessons-learned program uses a risk database. This is an output of the risk monitoring and control process.

**Risk Management Plan** - A document that describes how the risk management processes will be carried out during the project. It is an output of risk management planning.

**Risk Management Planning** - Deciding how to approach and plan risk management activities for a project.

**Risk Mitigation** - Reduction of the probability and/or impact of a risk event.

**Risk Monitoring and Control** - Monitoring residual risks, identifying new risks, executing risk reduction plans, and evaluating their effectiveness throughout the project life cycle.

**Risk Transference** - Shifting the impact of a risk and ownership of the response to a third party.

**Schedule Development** - Analyzing activity sequences, activity durations, and resource requirements to create the project schedule.

**Scope Definition** - Subdividing the major deliverables into smaller, more manageable components to provide better control.

**Scope Planning** - The process of progressively elaborating the work of the project, which includes developing a written scope statement that includes the project justification, the major deliverables, and the project objectives.

**Scope Verification** - Formalizing acceptance of the project scope.

**Solicitation** - The act of obtaining quotations, bids, offers, or proposals as appropriate.

**Source Selection** - Choosing from among potential sellers.

**Staff Acquisition** - Getting needed human resources assigned to and working on the project.

**Stakeholder** - Individuals and organizations that are actively involved in the project, or whose interests may be positively or negatively affected as a result of project execution or project completion. They may also exert influence over the project and its results.

**Team Development** - Developing individual and group competencies to enhance project performance.

**Workaround** - A response to a negative risk event. Distinguished from contingency plan in that a workaround is not planned in advance of the occurrence of the risk event.

**Work Breakdown Structure (WBS)** - A deliverable-oriented grouping of project elements that organizes and defines the total work scope of the project. Each descending level represents an increasingly detailed definition of the project work.

FO **DMV** HQ

*As mentioned, the practice questions AND topics covered in this guide are supplied JUST to help you spot possible weaknesses in your test taking arsenal.  If you had difficulties with any of these areas, or if you KNOW you need to brush-up on any topic covered by the Manager II/III exam scope, THAT'S where you should focus your attention.  **Study what you don't know**.  Study what you have the most trouble with. This test process is weighted 60/40, so the higher you get on EACH exam portion (written & Oral), the higher you are on the list & the better chance you have of getting the job you really want.*

*Start now.  Study a few minutes a day for the next 4-5 months & you'll be ready for this exam process.*

*Good Luck from the entire DMV Management Team.*