

PREPARING FOR SUCCESS

AS A

MANAGER II/III



February, 2003

A New Way to Prepare For Success As A Manager II or III

*“Don’t settle for what you used to be or have been.
Keep reaching for what you can yet become.”*

- Robert K. Cooper

The DMV will change more in the next decade than it has in the past 70 years. The pace of change is accelerating at the same rate we see in virtually every individual and community aspect of our lives. Throughout our organization, people are working to ensure that we will meet the growing needs and expectations of the public and business customers who depend on the services we provide. New computer equipment, programming, procedures and training are going to give us better tools and skills to do our jobs.

But all of these efforts won’t be enough.

Energetic, inspired leadership will make the difference. It always does. The opportunities and challenges facing us will require the most knowledgeable, flexible and supportive leaders possible. Throughout the department, executives, administrators, managers and supervisors are deeply committed to developing the next generation of DMV leaders. And we’ve got no shortage of talent. We see it every day in so many of our coworkers.

Our purpose here is to help further evolve the leadership gifts within you. We want you to excel. This study-guide is designed help you develop a set of personalized analysis tools that will serve you well as a leader during every phase of your career, from the written/interview exam cycle to long-range performance excellence in *all* aspects of management.

This study method consists of 3 different approaches to addressing *any* given leadership/management topic. For the first run-through of this process, select one *situational-type* question from your lists of practice questions. Complete *each* of the 3 exercise sheets for the *same* question. On subsequent run-throughs, select *any* sample question and go through all 3 exercises with it (though not all questions will ‘work’ as well on the final exercise, called *Withitness*). So, as the title of this guide implies, here’s a fresh approach to the promotional/performance quest:

As you read through this booklet, you’ll note our emphasis on maintaining a personal “**Promotion Folder**” to assist in identifying and highlighting your career accomplishments, talents and contributions to the DMV. We suggest that you make your folder a central resource as you use the exercises included on upcoming pages.

This study format is being released (or possibly, it escaped) in February of 2003. The Final filing date for the next Manager II/III exam should be in April, with the test tentatively scheduled for November; *nine* months away. If you *start today*, actively working this method for *each and every practice question* you can get your hand on (or invent), by the time the actual **Qualifications Appraisal Interview (QAI)** comes around, you will have analyzed hundreds of situations from every possible angle. It won’t matter what questions they ask that day at all...You will have developed a method of

critical thinking which can be applied to any question, any concept, or any **real-world situation** (which means that your daily tasks could also be somewhat easier....).

Further, you will have been 'forced' to think through all of the sample questions thoroughly and completely; you will have written down the answers and **re-written them for brevity and clarity**; you may have asked a Manager II/III incumbent you trust, about their thoughts on this question or that. The act of taking notes, reading over notes and rewriting notes will help insure that the answers, the words, the concepts that you need to remember during the QAI will more easily come to mind. And if you start today, this will be a painless, slow but sure way of preparing for your next promotional interview, and *all* such exams to come.

Again, when you're 'done' you'll have 3 separate answer sheets for every practice question available. Just for the 50 or so practice questions accompanying this exercise, that's a notebook of 150 pages. THAT notebook could easily be the best management study guide you've ever had at DMV.

So...Start now, and painlessly work your way to the top of the Manager II/III list....considering all of the uncertainties in our immediate future, three things remain fairly certain:

1. Those at the very top of the lists have the best chance at getting promoted to Manager II or III.
2. Those who wait until the last minute to attempt any form of study, and those who wait for someone else to study for them, usually do not end up at the top of the list.
3. Those who hesitate are lost.

We (the Usual Gang), strongly recommend that you begin using this guide *now*, to improve your chances of being at the top of the Mgr II/III list. Those who *do* begin now will probably be heavily represented in the top 3 ranks of the 2003/4 Manager II/III list. A list that could remain viable through the year 2006 or 7. It's a long time till the *next* II/III test (2007? 2008?)...Why wait? Start studying *now* to score well on the 2003/4 list.

Begin *now*; it's time to get on with getting ahead.

(Signed)

-TUG (The Usual Gang of Managers among many, dedicated to Employee Upward Mobility)

THE RULE OF 3E'S

I. **The Rule of 3E's:** Somewhere in the first few questions of each *Qualification Appraisal Interview*, the panel usually asks (**or implies**) a question similar to this: How has your previous experience prepared you for this position?

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

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

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

Experience,
Education,
Extras.

As mentioned numerous times in the past, you really don't want to memorize a pat statement, word for word because you can get lost and have to start all over again. Think right now about the **last 3** numbers of your Social Security Number....did ya have to start with the first number to work your way the last four? That's how many people 'memorize' things: from first syllable through to the last. And if you do that, and get interrupted at some point, *and then have to start all over again*, you've probably sunk your interview... or at least *that* question.

It's probably okay to memorize *one short lead-in* phrase for each of the 3 areas you'll want to cover (the 3 e's). From there, each question, area or topic should have some specific points you'll want to include in your answer:

Experience: Relate *all* of your experience as a manager to the *specific job* you are seeking. For example, bring forward experience as a field office or staff manager and talk about what you've done & learned while acting in that capacity. And always, discuss the *results* of your decisions and the *results* of your actions.

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

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

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

The THREE E'S EXERCISE

Once again, look at as many sample questions as possible, and relate them to the 3 E's: **Experience, Education, and Extras.** Use one "answer sheet" for each sample question.

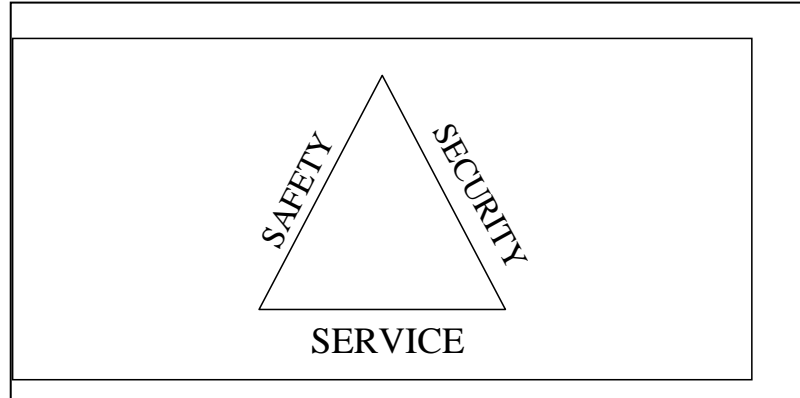
Write out the Question (any sample question you wish): _____

1. How does your prior **EXPERIENCE** *specifically address this* question?

2. How does your **EDUCATION** address *this* question? _____

3. Do you have any **EXTRAS** in your background that address *this* question? (e.g. a unique experience, a special certificate, an award, a focused field of self-study, a great example, a horrible example, a really special project or accomplishment, etc).

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



PRACTICAL EXERCISE:

Look at the question you wrote down for the 3 e’s exercise: Fill out this 3s’s sheet for the same question(s). In the space below, jot down every point, thought, concept, etc., that comes to mind, under the relevant “S” category. *these* would be the high points you should hit when answering the question during an actual interview (and in the real world, should this situation arise...).

SAFETY:

SECURITY:

SERVICE:

WITHITNESS: AN ADVANCED EXERCISE

Some Managers seem to always ‘get it’ and some Managers seem to be just stepping out of a fog bank. Some seem to understand and then proceed, whereas others need lengthy explanations with charts and graphs and 8x10 glossy photos with paragraphs on the back. Some Managers seem to sail down the highway of DMV business, while others seem to just spin their wheels. One way of defining the differences between these types of Managers is *Withitness*...One gets it, and the other wants it explained in detail, with manual sections notated and precedents all spread out in alphabetical order: A written down answer for every possible question. Some think on their feet and some seem to think *with* their feet. **However:**

***Withit* people are acutely and actively aware of what’s going on around them.** They anticipate what *could* happen next; they act and react so as to harmonize the program currently in vogue with the Unit’s Mission and the underlying imperatives of the job...*They* make the program work, they make it work for *them* and they make it work for the *Department*...’cause they’re *Withit*. *And* then they carry on a bit of the former program into the newer program, to help *it* work and to provide continuity within the DMV and themselves.

Withit* people are responsive.** They not only appear to be actively listening to their peers, supervisors, subordinates or customers, ***they actually are listening! They hear and understand what’s being said. They even listen to what’s being said between the lines. And they respond, act and react accordingly. They communicate the feeling that they know what’s going on, and are prepared (or preparing) to deal with it appropriately. You’ve seen ‘em, you know a few...How do their actions and words get that message across to you? Think about it carefully.

Withitness hasn’t been ‘formally’ defined too often within the Department, but it *is* the bottom line that every interview panel seeks in every candidate it screens. Your actions and words and descriptions and common sense *all* have to combine to *show* the panel that you’re with it....You have *Withitness*. (And yet, if you *USE* that word during your next oral, they’ll probably look at you like you grew a softball out of your forehead...You have to *show*, not say). We need to bring out specific examples of *Withitness* in you, so you can see the pattern of your best behavior. It’s that pattern you must have on hand, to show the oral panel on the big day.

Look at your list of sample Manager II/III QAI (Oral) questions. For *EACH* question*, **fill out the withitness answer sheet in writing, in whole complete sentences**....picture yourself *as* a Manager II/III who gets asked the question in the real world by a real boss/peer/subordinate and/or customer. Look at *every* scrap of paper in your own personal **Promotion Folder** (See Attachment 1 for details concerning the Promotion Folder) for ideas.

(*Management, being an art, as well as a science, is not always precise and exacting. For that reason, not every single sample question will apply to this exercise, and not every point in the exercise will fit every sample question...*however*, the more you try, the more relevant answers you get down on paper (slowly but surely), and the more you can relate *your* Withitness answers to the other parts of this overall written exercise, the better chance you have of recalling words, phrases and concepts, *no matter what the questions might be on that fateful day of your exam* (and in your daily dealings with our public and our workforce). So...Start with the same question you used for the 3e’s & 3s’s, and apply your own Withitness to answer the question. (This will work *best* on the situational-type questions).

WITHITNESS EXERCISE ANSWER SHEET

Withit managers prevent problems, often ***before*** they even become problems. **What examples can you write down now where you've been a withit manager in the situation outlined in the sample question?**

***Withit* managers are complete communicators...**they just never miss what's being said. Considering the question, and considering your abilities, how have you demonstrated your Withitness in this area?

***Withit* managers can prioritize seemingly effortlessly.**

Considering the question, and considering your prioritizing skills in a similar situation, how have you demonstrated your Withitness?

***Withit* managers are responsive.** Responsive managers succeed in building mutual bonds of respect and trust with those around them. Considering the question, and considering your behavior in a similar situation, how have you demonstrated your Withitness?

***Withit* managers always act consistently with the principles and goals of their jobs.** Considering the question, and considering your behavior in a similar situation, how have you demonstrated your Withitness?

***Withit* managers remove obstacles that might prevent success.** Considering the question, and considering your behavior in a similar situation, how have you demonstrated your Withitness?

END NOTES

Now, read back through your written answers in all 3 sections; the 3s's, the 3e's, and Withitness. Put yourself IN the situation that's described. How was your answer after you had all the time in the world to think about it and write it out? Again, we recommend that you really go through this exercise, for as many questions you find can. And then when you're "done", go back through each set of answers for each question. **Rewrite every answer in whole, complete, yet brief sentences.** If you rambled on and on with your written answers, you might do that in the oral; you don't want to do that. You want to be concise and precise in your answers, hitting all of the important high points; those most important points are the ones you want on the final versions of your answer sheets.

(P.S. Some additional characteristics of *Withit* managers: *Fair*, flexible, *positive*, consistent, *concerned*, courteous, *cooperative*, reasonable, *discrete*, trustworthy. How do *you* measure up? Write out some strong examples of your behavior in these important areas, as related to the 3s's, 3 e's and Withitness...Use your personal Promotion Folder as reference material).

ADVANCED INDIVIDUAL PREPARATION

"It's the small choices that bear us irresistibly toward our destiny"

Now....What if you can't really see a past example where, for instance, your outstanding communication skills ***really and truly made a significant difference to the job***...Sure, you can remember when your ability to communicate under difficult situations really helped a customer when it seemed no one else could. ***But***. But, can you see when it made a real, lasting difference to the work environment itself?

No? Well, maybe we've hit upon something that might have been holding you back in you career. Perhaps this could be a weakness that you haven't recognized fully. None of us can fix it if we can't find it. For ANY of the traits mentioned here or in the duty statement of Manager II/III, **if you can't EASILY see your own Withitness consistently in action, then that's where you need to concentrate your attention...your self-improvement and training efforts.**

William James, a pioneer in philosophy and psychology, said, "*All of life is but a mass of small choices-practical, emotional and intellectual-systematically organized for our greatness or grief.*" When asked if these choices could be altered, he replied, "Yes, one at a time. But we must never forget that it's not only our big dreams that shape reality. ***Whether changed or ignored, it's the small choices that bear us irresistibly toward our destiny.***"

When you seat yourself in front of the interview panel, show them that you have the skill set DMV is looking for in those who will lead the department forward to meet the opportunities and challenges of the future. Let them see and hear that the small "everyday" choices you'll make as a Manager II or III will fit well into the big picture of the Department's evolving Mission.

It's the all-around '*always-on*' '*always with it*' candidates that *must* rise to the top of this list. Good Luck,

-TUG (The Usual Gang)

Some Questions With High Points Outlined

1. How has your past experience prepared you for this position? (Tell us about yourself)
 - > Their work experience as a supervisor or acting supervisor (*not* As a Technician/LRE)
 - > Any education that will contribute to their success (Supervision classes, English, psychology, etc.)
 - > Any Special skills/ certificates / Achievements / projects / special assignments
2. You're applying for the position of supervisor...what do you consider to be the most important qualities in a Supervisor?
 - > Ability to lead people...Leadership
 - > Ability to treat people equitably..."Fairness"
 - > Knowledgeable...Of the work to be done, of the customers we serve, of the Department, of the laws & regulations
 - Ability to get people on the team.
 - Ability to organize/prioritize
 - flexibility
3. What is your perception of a supervisor's role in the Department's Upward Mobility Program? (or any other programs)
 - > Understand the program itself...It's goals, it's mechanisms.
 - > To prepare every employee for promotions. Training to make them the best Tech/LRE possible, preparation (mental & emotional) for tests, interviews, success & let-downs.
 - To identify the levels and forms of assistance needed by each employee INDIVIDUALLY.
 - To Avail yourself to all employees
4. Define leadership.
 - > The ability to inspire people to follow....Ability to help employees want to succeed as a team
 - > The ability to support their employees.
 - The ability to guide people, not necessarily push them.
 - Loyalty to organization
5. You become aware that an employee might be performing illegal computer searches. What might your first few steps be?
 - > Carefully collect any printouts or reports that might indicate this problem.
 - > Notify my immediate superior.
 - > Try and make note of any patterns that might be occurring
 - > Compile documentation & forward

Some Questions to Ponder and Practice with

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

A union rep comes into the office and demands time to speak to any employee. How would you handle this situation?

What is the manager's role in handling a grievance and what are the levels of review?

What is a Skelly hearing and who conducts it? What recourse does the employee have following a Skelly hearing if they are not satisfied with the hearing officer's decision?

What action would you take if you had a supervisor who continually failed to show up for work on Mondays and Fridays?

What do you consider to be the most important 2 qualities in a Supervisor?

Have you ever been involved in a disciplinary action, either as a supervisor or technician?

How has your past experience prepared you for this position?

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

Which one of the Department's 5 Goals or Objectives do you think is most important to your day-to-day work?

Describe the duties of an Admin Manager.

What can you tell me about the Department's Strategic Business Plan?

Can you tell me the difference between Disciplinary Actions and Adverse Actions?

Could you give us a brief outline of the major steps of a project.

Please pick any one of DMV's *Core Values*, and discuss any one of the strategies for achieving it.

You have an employee who has been losing their temper at customers and coworkers. He's become loud and abusive. He loudly tells a supervisor, "I'm going to get you for that" and storms out of the office. What are your next few steps going to be and how are you going to ultimately try and resolve this problem?

Have you ever had to deal with a subordinate who had a drug problem that was affecting their job? How did you handle it?

Could you synopsise the Blakeley decision for us?

What do you feel would be the responsibility of running a large grade II/III office and what have you done to prepare yourself for this kind of responsibility?

What differences do you see between managing this office and what you do today?

If you were responsible for insuring a diverse, representative candidate pool for a particular

classification. What steps would you take to see that this is accomplished?

If you were responsible for orchestrating the move of a field office, what areas would you consider as far as security is concerned ?

If you get the job what would be your highest priority?

What would be your customer service goals?

What do you see to be your responsibilities with respect to employee morale and how would you accomplish them?

What are the factors in setting priorities?

When you consider all the responsibilities entailed in managing a grade II/III office, what do you feel is the most important?

What are the significant differences in job duties between the office and operations manager positions in a grade three office?

What does the term *resource manager* does it mean to you?

What new innovative approach to enhance customer service have you identified or tried in the last year?

As an office manager of a grade II/III office who are your customers?

What single attribute do you look for most in your hiring of a new employee?

What do you feel will be your strongest skill that you bring to this position?

What types of jobs or positions are held in this department by a Manager II/III ?

In the area generally called "Sexual harassment", what are your responsibilities?

What is your role in public relations for the department as a Manager II?

Why do you, or what have you done, on your present job that makes you qualified to be a Manager II/III?

What is Progressive Discipline?

Are there any new programs, projects, public or private partnerships in your area?

How would you deal with a work bottleneck situation in your office?

What might your approach to this situation be: You take over a new office/unit that historically has very low production. You're told that the staff will be reduced by 5% in the next few months, but that your supervisors will expect a significant increase in production.

What experiences have you had communicating to a group of employees or with the public?

What would you do in this situation: You're relieving as Office Manager of a Small Manager II office in your Region. As the day goes on, you observe 'odd' behavior in an employee at the window. It looks more and more like the employee is taking money from their cash drawer and putting it in their pocket. How would you proceed?

What personal and professional qualities do you have that set you apart from the other candidates?

Describe a situation where it was necessary to confront a coworker or a supervisor, and how did you handle it?

Can you give an example of how you have dealt with an argumentative or hard-to-deal-with customer?

Describe for us the most significant organized project you've been involved with. What was your part in the project?

Can you tell us when you had to carefully analyze another person or situation in order to be effective in making a difficult decision.

As Manager of a large Grade III office, you've heard through the grapevine that one of your subordinates is experiencing personal problems at home. They have been with the Department for 10 years and, in general, their performance has been acceptable.

Ten minutes ago he became upset with one of his coworkers in the office and in a loud voice called the coworker a mild obscenity. You happened to be passing by the lunchroom and heard the remark.

There have been two other reported and recorded incidents if the employee 'losing it' in the last 6 weeks.

How would you address this situation?

Can you give an example of what you did when an employee backed themselves into a corner, but you had to override the decision they made?

How would you handle an employee with a discrepancy problem which appeared to be caused solely by inattention?

How would you handle an employee with a discrepancy problem which appeared to be the result of dishonesty?

If you were a Manager III of a busy DMV office, what would be your top 3 priorities, and why?

As an Office/Unit Manager interviewing for a subordinate supervisor, what strengths and traits would you look for in a candidate?

What's *your* definition of good supervision?

As office manager, an employee comes to and indicates that they've just 'broken off' their romance of two years with a coworker. She says she's worried that the coworker will attempt to make her look bad or appear to be making errors at work that she's not really making. What might your first few steps be? What potential problems do you have to think about? (Separate question, same situation, but the coworker is the employee's section Supervisor....What's different in your approach, actions, and your worries?

THE PROMOTION FOLDER

Employees interested in moving up *any of DMV's* numerous promotional ladders should begin their Promotional Folder *today*...In fact, this will help your *Upward Mobility* in general...No matter where your career takes you.

Employees who have what it takes to promote tend to be engaged in the job; tend to have that elusive quality called *Withitness*; and tend to be involved in more activities, opportunities and projects than their peers. *Unfortunately*, they don't often *document* those activities, opportunities or projects, and when the times comes for promotions, they don't always remember all the great things they've done for the Department, for their community, or for our customers.

And that's where a Promotional Folder comes in. Grab a manila envelope or an expandable file folder, or anything that will hold small scraps of paper...Precious small scraps of paper.

Then, every time you do something 'different' you drop a note in the folder.

- Represented office at "Government day"; drop a note in the folder.
- Complementary letters from the public; a copy of the letter goes into the folder.
- United Way Representative; drop a note.
- Memo from Manager concerning your input; a copy goes into the folder.
- Prepared a training class on that last OHV procedure; jot down a note & in it goes.
- Caught a stolen vehicle during a verification; send in a note.
- Spoke to a group of High Schoolers or Senior Citizens; add another to the folder.

THEN, when a P.R.E. or QAI or hiring interview comes up, you get all those notes out and use them as memory refreshers or as an actual *outline* for your presentation.

Promotional Readiness Examinations (P.R.E.), Employee Self Appraisals (ESA) or some such are used in many DMV Exams. These give the applicant a chance to address a series of situations/questions with examples of *HOW* they responded in the Real-World to that specific situation. *None* of us has a memory good enough to recall every activity, opportunity or project we've been involved with. But a note from a Promotional Folder can bring it all back.

For PRE's, you simply stack your pieces of paper on the question/situation it seems most applicable to. Then a simple sorting and rewriting process is involved, and not some lengthy attempt at *accurately* remembering everything you've done for the past few years.

For Hiring Interviews or Qualification Appraisals Interviews, a read-through of *your* Promotional Folder gives you factual, specific responses to virtually any question that's thrown at you. Responding with things you *did*, rather than what you *might do*, makes your answers stronger, more accurate, and less open to mistakes during the dreaded, "Well, what if..." half of many situational questions. You tend to come off more as a *withit* doer, than someone who's just in it for the promotion.

So...*start* the folder today. Then start thinking about all the 'stuff' that you *could/should have* put in there in the past. And then start jotting down notes *about* all that stuff you've done in the past....drop 'em in the folder along with the new ones.

Preparedness is *one* hallmark of employees who are ready for the next level of responsibility. A Promotional Folder is one tool to help prepare for that promotion.

A word to the wise is sufficient and a word to the sufficient is wise. **Word.**

The THREE E'S EXERCISE

Once again, look at as many sample questions as possible, and relate them to the 3 E's: **Experience, Education, and Extras**. Use one "answer sheet" for each sample question.

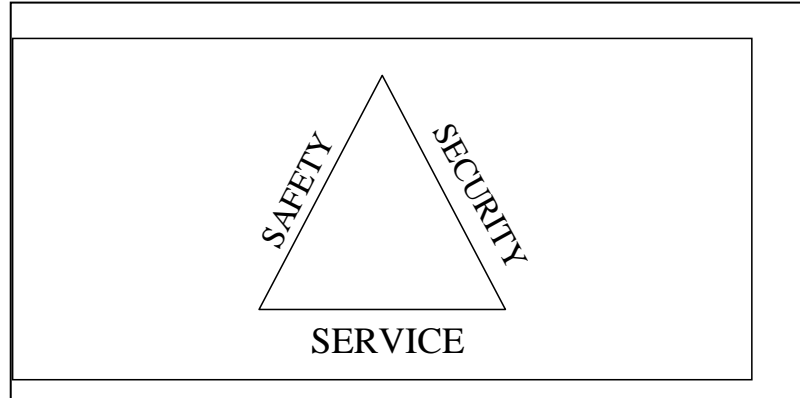
Write out the Question in question (any sample question you wish): _____

1. How does your prior **EXPERIENCE SPECIFICALLY ADDRESS this** question?

2. How does your **EDUCATION** address **this** question? _____

3. Do you have any **EXTRAS** in your background that address **this** question? (e.g. a unique experience, a special certificate, an award, a focused field of self-study, a great example, a horrible example, a really special project or accomplishment, etc).

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



PRACTICAL EXERCISE:

Look at the question you wrote down for the 3 e’s exercise: Fill out this 3s’s sheet for the same question. In the space below, jot down every point, thought, concept, etc., that comes to mind, under the relevant “S” category. THESE would be the high points you should hit when answering the question during an actual interview (and in the real world, should this situation arise...).

SAFETY:

SECURITY:

SERVICE:

Withit managers prevent problems, often ***before*** they even become problems. **What examples can you write down now where you've been a withit manager in the situation outlined in the sample question?**

***Withit* managers are complete communicators...**they just never miss what's being said. Considering the question, and considering your abilities, how have you demonstrated your Withitness in this area?

***Withit* managers can prioritize seemingly effortlessly.**

Considering the question, and considering your prioritizing skills in a similar situation, how have you demonstrated your Withitness?

***Withit* managers are responsive.** Responsive managers succeed in building mutual bonds of respect and trust with those around them. Considering the question, and considering your behavior in a similar situation, how have you demonstrated your Withitness?

***Withit* managers always act consistently with the principles and goals of their jobs.** Considering the question, and considering your behavior in a similar situation, how have you demonstrated your Withitness?

***Withit* managers remove obstacles that might prevent success.** Considering the question, and considering your behavior in a similar situation, how have you demonstrated your Withitness?

Leadership Self-Assessment

LEADERSHIP COMPETENCY AND SKILLS	EXAMPLES OF WHAT YOU DO WELL	EXAMPLES OF AREAS YOU NEED TO DEVELOP
Oral Communication 1. Listens to others and shows understanding of what they are saying. 2. Makes clear and effective oral presentations to individuals and groups.		
Writing 1. Communicates facts and ideas in writing in a clear, succinct, and organized manner. 2. Reviews and critiques others' writing in a constructive and substantive manner.		

<p>Interpersonal Skills</p> <ol style="list-style-type: none"> 1. Considers and responds appropriately to the needs, feelings, and capabilities of others. 2. Creates a work environment where individuals are treated equitably. 		
<p>Self-Development</p> <ol style="list-style-type: none"> 1. Realistically assesses own strengths, weaknesses, and impact on others. 2. Seeks and makes use of feedback on others. 3. Invests time and energy in self-development and growth. 4. Maintains technical proficiency in area of responsibility. 		

<p>Flexibility</p> <ol style="list-style-type: none"> 1. Adapts behavior and work methods in response to ambiguity, new information, changing conditions, or unexpected obstacles. 2. Copes effectively with personal and job pressures that cause stress. 3. Responds to reversals and setbacks in a constructive manner. 		
<p>Problem Solving and Decision Making</p> <ol style="list-style-type: none"> 1. Anticipates potential problems, issues, and opportunities. 2. Recognizes and defines a problem or issue, gathers the data, and distinguishes between relevant and irrelevant information. 3. Uses qualitative and quantitative data and analytical tools in problem solving. 4. Considers the values, risks, impact, and implications of decisions in evaluating and choosing alternative solutions. 		

<p>Time Management</p> <ol style="list-style-type: none"> 1. Manages own time efficiently. 		
<p>Conflict Resolution and Negotiation</p> <ol style="list-style-type: none"> 1. Facilitates the resolution of individual and group confrontations and disagreements in a constructive manner. 2. Addresses and seeks to resolve formal and informal complaints from employees. 3. Identifies and understands the interests of others in the negotiation process. 4. Negotiates to find mutually acceptable solutions. 		

<p>Team Leadership</p> <ol style="list-style-type: none"> 1. Fosters cooperation and teamwork among team members. 2. Creates an environment that encourages open communication and collective problem solving. 3. Seeks consensus among diverse viewpoints to build group commitment. 4. Plans and conducts efficient and effective meetings. 		
<p>Commitment to Work Force Diversity</p> <ol style="list-style-type: none"> 1. Manages work force diversity by being sensitive to employees with gender, racial, social, educational, and other individual differences. 2. Provides employment and development opportunities for a diverse work force. 		

<p>Quality Centered</p> <ol style="list-style-type: none"> 1. Integrates customer needs and expectations into the development and delivery of services or products. 2. Establishes and uses communication/feedback systems to ensure the requirements/expectations of customers are met. 3. Seeks ways to continuously improve the quality of services, products, and processes. 		
<p>Results Focus</p> <ol style="list-style-type: none"> 1. Works persistently toward agreed-upon goals despite opposition, distractions, and setbacks. 2. Recognizes and takes advantage of opportunities to further goals and objectives. 3. Puts priority on getting results and displays accountability for those results. 		

<p>Role Modeling</p> <ol style="list-style-type: none"> 1. Demonstrates a commitment to excellence in own performance, and serves as a role model to organization and employees. 2. Shows congruence between words and actions, and follows through on commitments. 3. Demonstrates and encourages high standards of honesty, integrity, trust, and respect for others. 		
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KNOWING OR LEARNING

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Is your school, family, or organization about *knowing* or *learning*?

A school, family, or organization that focuses on "knowing" will put the emphasis on measuring being *right*. **The "knowing" culture requires that:**

- :: *Some people know, some do not.*
- :: Those who know more are in charge.
- :: *Those in charge must keep some knowledge secret.*
- :: There is one right answer.
- :: *Authority comes from having the answer.*
- :: Challenging the answer means challenging authority.
- :: *There is not enough knowing to go around.*
- :: If everyone gets an "A," there is a problem.
- :: *People demonstrate their excellence by showing they have memorized.*
- :: The authority decides if people have done well and rewards them.
- :: *Comfort is essential; confusion and challenge are in the way of learning.*
- :: Caring and emotions are only important because they help people know more.
- :: *The purpose of knowing is to demonstrate that knowledge and be acknowledged for it.*
- :: The ideal is perfection.

A system of *learning* focuses on *growth*. The emphasis is on measurable progress. **The "learning" culture requires that:**

- :: *No one knows exactly; there are many perspectives.*
- :: Those most committed to learning are in charge.
- :: *Those in charge must support others to learn as much as possible.*
- :: There are many right answers.
- :: *Authority comes from relationships.*
- :: Challenging the answer means success.
- :: *There is plenty of learning to go around.*
- :: If everyone gets an "A," there is a success.
- :: *People demonstrate their excellence by challenging existing beliefs.*

KNOWING OR LEARNING

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- :: The authority supports people to recognize that they have done well, and they reward themselves.
- :: *Consistent comfort is of secondary importance; confusion and challenge are parts of learning.*
- :: Caring and emotions essential because they are part of what we're learning about.
- :: *The purpose of learning is to make a difference in the world.*
- :: The ideal is doing your best.

The "*system of knowing*" has a lot of appeal. It is simpler, more linear, we know what to believe, and ultimately one system can meet all the needs. On the other hand, it is inherently stagnant, dehumanizing (mechanistic), and stifles intrinsic motivation.

The "*system of learning*" has a lot of challenges. It is messy, controversial, the lack of certainty creates discomfort, and there must be hundreds of different systems to meet diverse and changing needs. On the other hand, it is inherently dynamic, self-improving, and supportive of human interaction, and automatically builds lasting motivation.

What kind of system are you creating in your classroom, school, family, team, or company? What kinds of actions are you taking to ensure that system is living and functioning?

RESPECT-O-METER

(Where do *you* stand?)
(Where would you *LIKE* to stand?)



This is the minimum level of respect I deserve, because I am a human being. I'm NOT Gandhi, but I'm not Charles Manson. I do what I have to do to get by. I only lie and cheat when I think it's necessary.



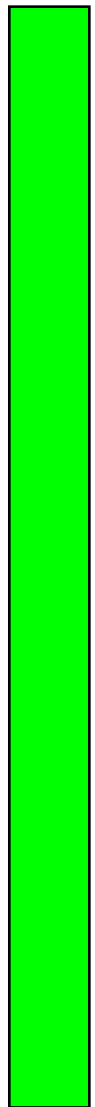
I deserve *this* level of respect when I treat people the way they treat me; I vote and help little old ladies across the street. I seldom lie, cheat or step on people's feet.



To achieve *this* level of respect, I treat people the way I LIKE them to treat me. I work hard. I usually keep my word. I try to be ethical in all endeavors. My Word is *almost* always my bond.



To get *this* high level of Respect, I ALWAYS GIVE this high level of Respect. I NEVER gossip, lie or take unfair advantage of people. My Integrity is obvious and undeniable.



Respect at *this* level comes when I treat others the way They would treat themselves. I am ethical 100% of the time.

“R - E - S - P - E - C - T Find out what it means to me.”



We must
be the change
we wish to see
in the world.

STATE OF CALIFORNIA DEPARTMENT OF MOTOR VEHICLES



PROMOTIONAL EXAMINATION FOR

MANAGER II, DMV

MONTHLY SALARY RANGE \$3257 - \$3959

3MV13-01

FINAL FILE DATE	MAY 23, 2003 is the final file date. Applications (STD. 678) must be postmarked no later than the final file date. Applications postmarked, personally delivered after 5:00 p.m., or received via interoffice mail after the final file date will not be accepted.				
WRITTEN TEST DATE	SEPTEMBER 13, 2003 is the written test date.				
INTERVIEW DATE	It is anticipated that mandatory interviews will be held in December 2003/January 2004.				
WHO MAY APPLY	Competition Limited to Department Employees Applicants must have a permanent civil service appointment with the California Department of Motor Vehicles by the above listed final file date in order to take this examination. Under certain circumstances, former Department of Motor Vehicles' employees may be allowed to compete under the provisions of Rule 235. (See General Information on reverse side.)				
HOW TO APPLY	Submit Examination Application (STD. 678) <table><tr><td>By mail to: Department of Motor Vehicles Selection Services Unit Manager II/III, DMV Exam P.O. Box 932315 Sacramento, CA 94232-3150</td><td>OR</td><td>In person to: Department of Motor Vehicles Human Resources Branch 2570 - 24th Street 1st Floor Lobby - Examination Drop Box Sacramento, CA 95818</td></tr></table> All applications/resumes must include "to" and "from" employment dates (month/day/year), time base, and official classification titles. Applications/resumes received without this information will be rejected.		By mail to: Department of Motor Vehicles Selection Services Unit Manager II/III, DMV Exam P.O. Box 932315 Sacramento, CA 94232-3150	OR	In person to: Department of Motor Vehicles Human Resources Branch 2570 - 24th Street 1st Floor Lobby - Examination Drop Box Sacramento, CA 95818
By mail to: Department of Motor Vehicles Selection Services Unit Manager II/III, DMV Exam P.O. Box 932315 Sacramento, CA 94232-3150	OR	In person to: Department of Motor Vehicles Human Resources Branch 2570 - 24th Street 1st Floor Lobby - Examination Drop Box Sacramento, CA 95818			
CROSS-FILING INFORMATION	This applies to an examination that consists of more than one classification, (a series exam). If you meet the entrance requirement of this classification and for the Manager III, DMV examination, you may file for both examinations on a single application.				
SPECIAL TESTING ARRANGEMENTS	If you have a disability and need special testing arrangements, mark the appropriate box in part 2 of the "Application for Examination". You will be contacted about specific arrangements.				
REQUIREMENTS FOR ADMITTANCE TO THE EXAMINATION	NOTE: All applicants must meet the entrance requirements for this examination by the written test date. The following patterns may be combined proportionately, when applicable, to meet the overall experience requirement: Either I One year of experience in the Department of Motor Vehicles performing the duties of a class with a level of responsibility equivalent to that obtained in the class of Manager I, Department of Motor Vehicles. Or II Two years of experience in the Department of Motor Vehicles performing the duties of a class with a level of responsibility equivalent to that obtained in the class of Supervising Motor Vehicle Representative. Or III Four years of experience in work requiring a knowledge of the regulations of the State of California governing the registering of motor vehicles or the licensing of drivers, at least one year of which must have been in a managerial or supervisory position. (Experience in California state service applied toward the managerial or supervisory requirement must have been in a class with a level of responsibility not less than that of Manager I, Department of Motor Vehicles. College education may be substituted for two years of general, non-supervisory experience on the basis of one year of education for six months of experience.)				
DEFINITION OF TERMS	"Performing the duties of a class with a level of responsibility equivalent to..." to meet this requirement, the applicant must have State service experience of appropriate type and length in a class at substantially the same (or higher) level of responsibility as the class specified.				
ADDITIONAL DESIRABLE QUALIFICATION	Possession of a valid driver license.				
POSITION DESCRIPTION AND LOCATION	Manager II, DMV, incumbents either (1) serve as a manager responsible for a small field office; or (2) serve as an office manager or administrative manager in a larger field office or telephone service center; or (3) in a staff or specialized headquarters assignment, perform technical or managerial duties comparable in difficulty to the other assignments at this classification level. Positions exist throughout the State. Written Test and Interviews will be conducted throughout the State of California. See reverse side for additional information.				

IT IS AN OBJECTIVE OF THE STATE OF CALIFORNIA TO ACHIEVE A DRUG-FREE STATE WORK PLACE. ANY APPLICANT FOR STATE EMPLOYMENT WILL BE EXPECTED TO BEHAVE IN ACCORDANCE WITH THIS OBJECTIVE BECAUSE THE USE OF ILLEGAL DRUGS IS INCONSISTENT WITH THE LAW OF THE STATE, THE RULES GOVERNING CIVIL SERVICE AND THE SPECIAL TRUST PLACED IN PUBLIC SERVANTS.

CALIFORNIA STATE GOVERNMENT--AN EQUAL EMPLOYMENT OPPORTUNITY EMPLOYER--PROVIDE OPPORTUNITIES TO ALL REGARDLESS OF RACE, COLOR, CREED, NATIONAL ORIGIN, ANCESTRY, SEX, MARITAL STATUS, DISABILITY, RELIGIOUS OR POLITICAL AFFILIATION, AGE OR SEXUAL ORIENTATION.

STATE OF CALIFORNIA DEPARTMENT OF MOTOR VEHICLES



PROMOTIONAL EXAMINATION FOR

MANAGER III, DMV

MONTHLY SALARY RANGE \$3917 - \$4761

3MV13-02

FINAL FILE DATE MAY 23, 2003 is the final file date. Applications (STD. 678) must be postmarked no later than the final file date. Applications postmarked, personally delivered after 5:00 p.m., or received via interoffice mail after the final file date will not be accepted.

WRITTEN TEST DATE SEPTEMBER 13, 2003 is the written test date.

INTERVIEW DATE It is anticipated that mandatory interviews will be held in December 2003/January 2004.

WHO MAY APPLY Competition Limited to Department Employees
Applicants must have a permanent civil service appointment with the California Department of Motor Vehicles by the above listed final file date in order to take this examination. Under certain circumstances, former Department of Motor Vehicles' employees may be allowed to compete under the provisions of Rule 235. (See General Information on reverse side.)

HOW TO APPLY Submit Examination Application (STD. 678)
By mail to: Department of Motor Vehicles
Selection Services Unit
Manager II/III, DMV Exam
P.O. Box 932315
Sacramento, CA 94232-3150
OR
In person to: Department of Motor Vehicles
Human Resources Branch
2570 - 24th Street
1st Floor Lobby - Examination Drop Box
Sacramento, CA 95818
All applications/resumes must include "to" and "from" employment dates (month/day/year), time base, and official classification titles. Applications/resumes received without this information will be rejected.

CROSS-FILING INFORMATION This applies to an examination that consists of more than one classification, (a series exam). If you meet the entrance requirement of this classification and for the Manager II, DMV examination, you may file for both examinations on a single application.

SPECIAL TESTING ARRANGEMENTS If you have a disability and need special testing arrangements, mark the appropriate box in part 2 of the "Application for Examination". You will be contacted about specific arrangements.

REQUIREMENTS FOR ADMITTANCE TO THE EXAMINATION **NOTE: All applicants must meet the entrance requirements for this examination by the written test date.**
The following patterns may be combined proportionately, when applicable, to meet the overall experience requirement:
Either I
One year of experience in the Department of Motor Vehicles performing the duties of a class with a level of responsibility equivalent to that obtained in the class of Manager II, Department of Motor Vehicles.
Or II
Two years of experience in the Department of Motor Vehicles performing the duties of a class with a level of responsibility equivalent to that obtained in the class of Manager I, Department of Motor Vehicles.
Or III
Four years of experience in work requiring a knowledge of the regulations of the State of California governing the registering of motor vehicles or the licensing of drivers, at least two years of which must have been in a managerial or supervisory position. (Experience in California state service applied toward the managerial or supervisory requirement must include at least one year in a class with a level of responsibility not less than that of Manager II, Department of Motor Vehicles, or at least two years in a class with a level of responsibility not less than that of Manager I, Department of Motor Vehicles. College education may be substituted for two years of general, non-supervisory experience on the basis of one year of education for six months of experience.)

DEFINITION OF TERMS "Performing the duties of a class with a level of responsibility equivalent to..." to meet this requirement, the applicant must have State service experience of appropriate type and length in a class at substantially the same (or higher) level of responsibility as the class specified.

ADDITIONAL DESIRABLE QUALIFICATION Possession of a valid driver license.

POSITION DESCRIPTION AND LOCATION Manager III, DMV, incumbents either (1) serve as a manager of a medium-sized field office; or (2) serve as an office manager or administrative manager in a larger field office or telephone service center; or (3) in a staff or specialized headquarters assignment, perform technical or managerial duties comparable in difficulty to the other assignments at this classification level.

Positions exist throughout the State.
Written Test and Interviews will be conducted throughout the State of California.

See reverse side for additional information.

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MANAGER III, DMV

VQ75-8734

DM/MS

EXAMINATION INFORMATION

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.

WRITTEN EXAMINATION - WEIGHTED 60% QUALIFICATIONS APPRAISAL INTERVIEW - WEIGHTED 40%

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.

ELIGIBLE LIST INFORMATION

A departmental promotional eligible list will be established for the Department of Motor Vehicles. The list will be abolished 12 months after it is established unless the needs of the service and/or conditions of the list warrant a change in this period.

VETERANS AND CAREER POINTS

Veterans' preference points and career credits are not granted in promotional examinations.

GENERAL INFORMATION

It is the candidate's responsibility to contact the Department of Motor Vehicles, Selection Services Unit (916) 657-7713 three days prior to the written test date if the candidate has not received a Notice.

For an examination without a written feature it is the candidate's responsibility to contact the Department of Motor Vehicles, Selection Services Unit (916) 657-7713 three weeks after the final file date if the candidate has not received a progress Notice.

If a candidate's Notice of Interview or Performance Test fails to arrive prior to the day of the interview due to verified postal error; the candidate will be rescheduled upon written request.

Applications are available at State Personnel Board offices, local offices of the Employment Development Department and the Department noted on the front.

If you meet the requirements stated on the reverse, you may take this examination, which is competitive. Possession of the entrance requirement does not assure a place on the eligible list. Your performance in the examination described on the other side of this announcement will be compared with the performance of the others who take this test, and all candidates who pass will be ranked according to their scores.

The Department of Motor Vehicles reserves the right to revise the examination plan to better meet the needs of the service, if the circumstances under which this examination was planned change. Such revision will be in accordance with civil service laws and rules and all competitors will be notified.

General Qualifications: Candidates must possess essential personal qualifications, including integrity, initiative, dependability, good judgment, and ability to work cooperatively with others; and a state of health consistent with the ability to perform the assigned duties of the class. A medical examination may be required. In open examinations, investigation may be made of employment records and personal history, and fingerprinting may be required.

Criminal Record Clearance Information: Some positions, within various divisions of the Department of Motor Vehicles, are subject to fingerprinting and criminal records check requirements. This check will be completed by the Department of Justice. Applicants will be notified during the hiring process if the position is affected by the criminal records clearance procedure. Criminal record clearance is a condition of employment in positions affected by this procedure.

Rule 235: An employee who has moved from one agency to another agency without a break in service may participate in the promotional examination for the agency from which that employee moved while employed under probationary status, limited-term appointment, or temporary authorization (TAU). If a promotional examination is being held for an agency to establish an employment list for an administrative, professional or technical class, an employee of another agency who is otherwise eligible may participate, if that employee had promotional eligibility in the designated agency at any time within three years of the date of the examination and has had no subsequent break in state service by resignation, non disability retirement or removal for cause.

High School Equivalence: Equivalence to completion of the 12th grade may be demonstrated in any one of the following ways: 1) passing the General Education Development (GED) Test; 2) completion of 12 semester units of college-level work; 3) certification from State Department of Education, a local school board, or high school authorities that the candidate is considered to have education equivalent to graduation from high school; or 4) for clerical and accounting classes, substitution of business college work in place of high school on a year-for-year basis.

TDD is Telecommunications Device for the Deaf and is reachable only from phones equipped with a TDD Device

California Relay Telephone Service for the deaf or hearing impaired
from TDD Phones: 1-800-735-2929
from Voice Phones: 1-800-735-2922

UPON REQUEST, THIS DOCUMENT CAN BE PRODUCED IN BRAILLE OR LARGE PRINT.

MANAGER II, DMV
VQ80-8740

PM/MS 3MV13-01

BULLETIN RELEASE DATE: APRIL 25, 2003
FINAL FILE DATE: MAY 23, 2003

STATE OF CALIFORNIA DEPARTMENT OF MOTOR VEHICLES



PROMOTIONAL EXAMINATION FOR

MANAGER III, DMV

MONTHLY SALARY RANGE \$3917 - \$4761

3MV13-02

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Or II

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Or III

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ADDITIONAL DESIRABLE QUALIFICATION

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