

PROMOTION TEST BATTERY GUIDE

for the

PROMOTION TEST BATTERIES

for

SUPERVISORS and SPECIALISTS

and for

Mid-Level and High-Level

MANAGERS and ADMINISTRATORS

NOTE: The same Guide will be used for both Promotion Test Batteries and for other examinations being given on the same dates as the Batteries.



TABLE OF CONTENTS

The Promotion Test Batteries.....	Page 1
What The Test Will Be Like	Page 1
What The Test Will Cover	Page 3
Written Simulation Tests	Page 13
Materials	Page 13
Opening Scene	Page 14
Problem Sections	Page 14
Answer Sheets	Page 16
Response Booklet	Page 18
Scoring	Page 18
Hints	Page 19
If You Don't Know Where To Go Next In The Problem	Page 20
A Sample Problem	Page 21
Taking The Test	Page 21
Sample Problem Test Booklet	Page 22
Sample Problem Answer Sheet	Page 27
Sample Problem Response Booklet	Page 28
Working Through The Sample Problem	Page 31
Taking The Sample Problem	Page 31
Scoring The Sample Problem	Page 43
An Illustrative Problem	Page 47
Taking The Illustrative Problem	Page 47
Illustrative Problem Test Booklet	Page 48
Illustrative Problem Answer Sheet	Page 68
Illustrative Problem Response Booklet	Page 69
Illustrative Problem Scoring Instructions	Page 78
At The Test	Page 81
Score Notices	Page 81
Conclusion	Page 84

THE PROMOTION TEST BATTERIES

The Promotion Test Batteries are in-depth tests of the common characteristics that employees must possess in order to succeed in most positions at the Grade 23 and above levels. There are two Promotion Test Batteries. The Promotion Test Battery for Supervisors and Specialists is used for promotions to the Grade 23 through 26 and M-1 levels and is open to all permanent State employees at Grade 18 and higher. The Promotion Test Battery for Mid- and High-Level Managers and Administrators is used for promotions to the Grade 27 through Grade 38 and M-2 through M-8 levels and is open to all permanent State employees at Grade 23 and higher. Test battery results will be used in many promotion examinations, but the battery itself is not a civil service examination. No appointments will be made from the results of the Promotion Test Batteries without a specific examination announcement.

When a promotion eligible list is needed for a specific title using the Batteries, an examination announcement will be issued, inviting applications from State employees in qualifying titles. The announcement will specify how to apply, the minimum qualifications and any additional tests candidates must pass in order to be placed on the resulting eligible list. The examination announcement will specify whether results from the Supervisors, Specialists, Mid-Level Managers and Administrators or High-Level Managers and Administrators Promotion Test Battery will be used in establishing the eligible list. For many titles in the target salary grades, the Promotion Test Battery will be the only written test. For some promotion titles, other tests such as oral tests, training and experience evaluations, performance assessments or additional written tests may also be held prior to creating the eligible list; if so they will be specified on the examination announcement for the promotion title.

If you qualify for the announced examination, you must file an application, and your best score from the annual holding of the appropriate Promotion Test Battery will be combined with your passing scores from any additional tests, as specified in the announcement. Your seniority and veterans' credits, if any, will be included at that time to compute a final examination score and to establish the eligible list.

WHAT THE TEST WILL BE LIKE

There will be separate announcements issued for the Promotion Test Battery for Supervisors and Specialists and for the Promotion Test Battery for Mid- and High-Level Managers and Administrators. The Promotion Test Battery for Supervisors and Specialists will consist of questions in the areas of *Managing and Supervising Subordinate Staff*, *Written Communication* and *Analysis of Information*. The following is a description of the type of test material in these areas.

Managing and Supervising Subordinate Staff - This portion of the Promotion Test Battery will consist of a written simulation test. Much of the information in this Guide is designed to familiarize you with written simulation tests and to give you an understanding of how to take a written simulation test and of how it will be scored.

Written Communication and Analysis of Information - The test questions in both of these areas will be multiple-choice questions. There will be several different formats of multiple-choice questions presented and there will be a separate set of instructions preceding each different format of test questions. Each of the instructions will be somewhat different, so it is important that you read each set of directions carefully and follow them exactly.

The Promotion Test Batteries for Mid- and High-Level Managers and Administrators will consist of questions in the areas of *Management and Supervision* and *Written Communication*. The following is a description of the type of test material in these areas.

Management and Supervision - This portion of the Promotion Test Batteries will consist of a written simulation test. Much of the information in this Guide is designed to familiarize you with written simulation tests and to give you an understanding of how to take a written simulation test and of how it will be scored.

Written Communication - This portion of the Promotion Test Batteries will consist of multiple-choice questions. There will be several different formats of multiple-choice questions presented and there will be a separate set of instructions preceding each different format of test questions. Each of the instructions will be somewhat different, so it is important that you read each set of instructions carefully and follow them exactly.

WHAT THE TEST WILL COVER

Below are detailed descriptions of the areas covered by the Promotion Test Battery for Supervisors and Specialists and the Promotion Test Batteries for Mid- and High-Level Managers and Administrators. The descriptions are similar in many areas but there are some significant differences, so be sure to read the announcement for a description for the Battery you intend to take.

The **Promotion Test Battery for Supervisors** assesses knowledge, skills and abilities in areas of managing and supervising subordinate staff, written communication and analysis of information. The **Promotion Test Battery for Specialists** covers only the areas of written communication and analysis of information. The dimensions covered in these areas are listed on the examination announcement. The following expands on the description by providing illustrative tasks and competencies that may be assessed under the different dimensions. Although the test will cover each of the dimensions, it will not cover every possible task and competency listed under every dimension. Choices and actions within a problem often have impact across several of the dimensions. For instance, a particular problem choice may involve aspects of analyzing information, communicating information and interacting with others. The appropriateness of an action depends on its impact and effectiveness across the dimensions, in the context of the situation presented in the test problem.

Section I – Management and Supervisory Dimensions

A. Analyzing information for problem solution

- Absorb and respond appropriately to new information.
- Analyze potential organizational problems or changing situations.
- Anticipate potential threats or opportunities.
- Assess the various aspects of a problem.
- Determine objectives and strategies.
- Keep abreast of key agency policies and priorities likely to affect the program area.
- Obtain relevant information before making a decision.
- Perceive impact and implications of decisions.

B. Communicating information within an organization and across organizations

- Encourage open communication and input from staff.
- Explain significant goals, activities, policies, and procedures to staff.
- Ask questions to clarify issues.
- Provide a means for regular contact and feedback from clients.
- Train staff how to do their work.
- Anticipate the needs of clients.
- Communicate the organization's vision and mission to staff.
- Encourage regular communication with clients to ensure their needs are met.
- Inform higher level management of program developments.
- Inform staff of developments and their impact on organizational activities.
- Present information to bosses (when, what, how).
- Provide feedback to management.

C. Interacting with others for the purposes of accomplishing work

- Motivate staff to do good work.
- Assist staff with job related problems.
- Coach staff.
- Establish networks with key individuals or groups.
- Manage conflict among staff.
- Coordinate with other parts of the organization to accomplish goals.
- Create a work environment where individuals are treated fairly.
- Encourage trust.
- Gain cooperation from others to obtain information and accomplish goals.
- Involve relevant people in decision making.
- Model high standards of honesty and integrity.
- Obtain support from superiors before taking critical action.
- Resolve problems and reach a workable solution among the parties.
- Respond appropriately to the needs, feelings, and capabilities of staff.
- Show respect for others.
- Work with others to achieve goals.

D. Monitoring quality, quantity and timeliness of work

- Review program for conformance with existing policies.
- Use client feedback system to evaluate delivery of service.
- Advise staff of performance standards.
- Conduct formal performance appraisals.
- Evaluate program performance and project accomplishments.
- Identify potential problems in staff's behavior and take appropriate action.
- Insure that effective internal controls are developed and maintained.
- Keep staff informed of the quality of their own performance.
- Maintain a high level of professional expertise.
- Monitor and evaluate staff work products.
- Monitor programs to identify problems.
- Monitor progress on programs.
- Monitor progress on work assignments.
- Review the quality of work.
- Set standards for work and for handling cases where standards are not met.

E. Designing and implementing action plans

- Establish organizational objectives to provide direction for assignment of resources.
- Initiate self-directed action.
- Negotiate solutions acceptable to the people involved.
- Seek opportunities to move the organization toward its goals.
- Work effectively under pressure.
- Adjust work procedures to avoid future problems.
- Adjust work/action plans as a result of budget changes.
- Determine specific projects or actions to accomplish the goals of the organization.
- Develop strategies with contingency plans to implement goals.
- Establish a balance among competing objectives to accomplish overall organizational goals.
- Make decisions.
- Manage financial aspects of a program or programs.
- Recommend solutions to critical or sensitive problems.
- Show flexibility when conditions change.

F. Assigning and scheduling work

- Match staff's interests, abilities, strengths and weaknesses to the job.
- Adjust work schedules to meet changing priorities.
- Explain the parameters of work assignments.
- Schedule work assignments.
- Set and adjust priorities.
- Set deadlines for project completion.

G. Empowering others to act on their own initiative

- Challenge staff to do good work.
- Encourage innovation.
- Encourage staff to take innovative approaches to problem solving.
- Promote teamwork within the organization.
- Provide recognition and reward for effective performance.
- Share rewards for good work.

Section II - Written Communication and Analysis Dimensions

H. Developing written communications which are sound in mechanics and content, or reviewing mechanics and content of written communications. Written communications may include memos, letters, reports, RFPs/contracts, meeting minutes, agendas, performance evaluations, press releases, hearing notes, speeches, policy manuals, newsletters, etc. Criteria include:

- Accuracy, clarity, organization, structure and correct grammar
- Relevance and responsiveness
- Conformity with agency policy
- Soundness of conclusions

I. Developing appropriate written communications or reviewing appropriateness of written communications. Criteria include:

- Tone--whether message is conveyed in appropriate manner
- Impression conveyed about the author's agency
- Compliance with outlook of higher management
- Appropriateness for intended audience
- Appropriateness for purpose

J. Analyzing information

- Understand and apply material provided in written form.
- Apply logical reasoning to reach sound conclusions.
- Apply logical reasoning to recognize and avoid unsound conclusions.
- Recognize the relevance and relative importance of information.
- Recognize the relative significance of changes in conditions.
- Read, understand and apply information from simple numerical tables.
- Read, understand and apply numerical information embedded in text.
- Understand and apply basic concepts of appropriateness and adequacy of samples.
- Understand and apply basic concepts of means and weighted average.
- Understand and apply basic concepts of cost-effectiveness.
- Recognize simple trends in data.
- Read and interpret simple flow charts representing processes.
- Analyze and understand significance of changes in processes.

The **Promotion Test Batteries for Mid-Level and High-Level Managers and Administrators** assess knowledge, skills and abilities in areas of management and supervision and written communication. The dimensions covered in these two areas are listed on the examination announcement. The following expands on the description by providing illustrative tasks and competencies that may be assessed under the different dimensions. Although the test will cover each of the dimensions, it will not cover every possible task and competency listed under every dimension. Choices and actions within a problem often have impact across several of the dimensions. For instance, a particular problem choice may involve aspects of analyzing information, communicating information and interacting with others. The appropriateness of an action depends on its impact and effectiveness across the dimensions, in the context of the situation presented in the test problem.

Section I – Management and Supervisory Dimensions

A. Analyzing information for problem solution

- Absorb and respond appropriately to new information.
- Analyze potential organizational problems or changing situations.
- Anticipate potential threats or opportunities.
- Assess the various aspects of a problem.
- Determine objectives and strategies.
- Explore new work methods and systems using new technology.
- Keep abreast of key agency policies and priorities likely to affect the program area.
- Obtain relevant information before making a decision.
- Perceive impact and implications of decisions.

B. Communicating information within an organization and across organizations

- Encourage open communication and input from staff.
- Explain significant goals, activities, policies, and procedures to staff.
- Ask questions to clarify issues.
- Anticipate the needs of clients.
- Communicate the organization's vision and mission to staff.
- Encourage regular communication with clients to ensure their needs are met.
- Inform higher level management of program developments.
- Inform staff of developments and their impact on organizational activities.
- Present information to bosses (when, what, how).
- Provide feedback to management.

C. Interacting with others for the purposes of accomplishing work

- Motivate staff to do good work.
- Assist staff with job related problems.
- Coach staff.
- Establish networks with key individuals or groups.
- Manage conflict among staff.
- Negotiate with internal and external groups to facilitate program implementation.
- Coordinate with other parts of the organization to accomplish goals.
- Create a work environment where individuals are treated fairly.
- Encourage trust.
- Establish an environment that encourages innovation.
- Gain cooperation from others to obtain information and accomplish goals.
- Involve relevant people in decision making.
- Model high standards of honesty and integrity.
- Obtain support from superiors before taking critical action.
- Resolve problems and reach a workable solution among the parties.
- Respond appropriately to the needs, feelings, and capabilities of staff.
- Show respect for others.
- Work with others to achieve goals.

D. Monitoring quality, quantity and timeliness of work

- Review program for conformance with existing policies.
- Use client feedback system to evaluate delivery of service.
- Advise staff of performance standards.
- Conduct formal performance appraisals.
- Evaluate program performance and project accomplishments.
- Identify potential problems in staff's behavior and take appropriate action.
- Insure that effective internal controls are developed and maintained.
- Keep staff informed of the quality of their own performance.
- Maintain a high level of professional expertise.
- Make decisions on significant personnel actions.
- Monitor and evaluate staff work products.
- Monitor programs to identify problems.
- Monitor progress on programs.
- Monitor progress on work assignments.
- Review the quality of work.
- Set standards for work and for handling cases where standards are not met.

E. Designing and implementing action plans

- Establish organizational objectives to provide direction for assignment of resources.
- Initiate self-directed action.
- Integrate client expectations into the delivery process or products.
- Negotiate solutions acceptable to the people involved.
- Seek opportunities to move the organization toward its goals.
- Work effectively under pressure.
- Adjust work procedures to avoid future problems.
- Adjust work/action plans as a result of budget changes.
- Determine specific projects or actions to accomplish the goals of the organization.
- Develop strategies with contingency plans to implement goals.
- Establish a balance among competing objectives to accomplish overall organizational goals.
- Get for staff the resources (equipment, knowledge, people) they need to get their work done.
- Make decisions.
- Manage financial aspects of a program or programs.
- Recommend solutions to critical or sensitive problems.
- Show flexibility when conditions change.

F. Assigning and scheduling work

- Match staff's interests, abilities, strengths and weaknesses to the job.
- Provide career growth opportunities for staff.
- Adjust work schedules to meet changing priorities.
- Explain the parameters of work assignments.
- Schedule work assignments.
- Set and adjust priorities.
- Set deadlines for project completion.

G. Empowering others to act on their own initiative

- Challenge staff to do good work.
- Reward good work.
- Share power and authority.
- Establish organizational procedures and policies to empower staff.
- Push authority downward.
- Encourage innovation.
- Encourage staff to take innovative approaches to problem solving.
- Give staff substantial authority and discretion to do work and make decisions.
- Promote teamwork within the organization.
- Provide recognition and reward for effective performance.
- Share rewards for good work.

Section II - Written Communication Dimensions

H. Developing written communications which are sound in mechanics and content, and reviewing mechanics and content of written communications. Written communications may include memos, letters, reports, RFPs/contracts, meeting minutes, agendas, performance evaluations, press releases, hearing notes, speeches, policy manuals, newsletters, etc. Criteria include:

- Accuracy, clarity, organization, structure and correct grammar
- Relevance and responsiveness
- Conformity with agency policy
- Soundness of conclusions

I. Developing appropriate written communications or reviewing appropriateness of written communications. Criteria include:

- Tone--whether message is conveyed in appropriate manner
- Impression conveyed about the author's agency
- Compliance with outlook of higher management
- Appropriateness for intended audience
- Appropriateness for purpose

J. Managing written communication related activities

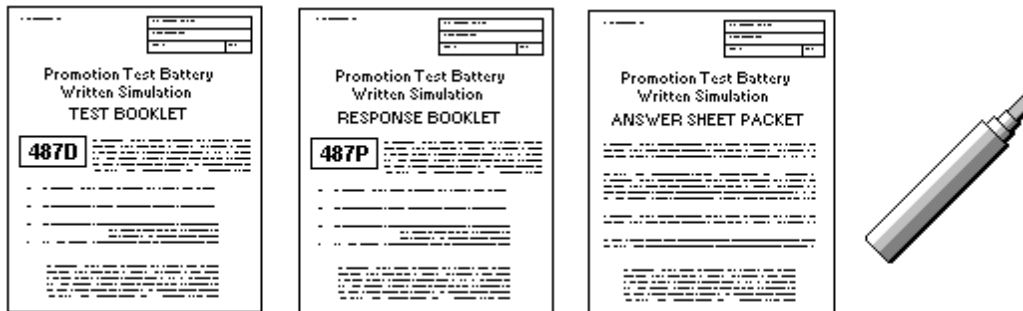
- Organize and/or coordinate writing efforts of subordinates or peers.
- Oversee revision/disposition of written communications.
- As appropriate, train subordinates on how to approach similar future communications.
- Make sound judgments on trade-offs between completeness and timeliness.
- Correctly distinguish crucial information.
- Recognize the value of positive public relations.
- Utilize means which are effective, efficient, and appropriate to convey information.

WRITTEN SIMULATION TESTS

As the name implies, written simulations reflect reality, but in a controlled manner. These written simulation tests consist of problems which involve you in realistic situations like those you would encounter as a first-line supervisor, manager or administrator. You will be required to work your way through each situation, making decisions about the best course of action to solve the problem that is presented. A problem unfolds as a result of decisions you make about how to handle the situations. Different people will have different ways of solving problems and managing situations. These differences may cause the problem to unfold in different ways. The written simulation test is designed so that actions you choose give you information or produce outcomes, eventually leading to a conclusion.

MATERIALS

The written simulation problems require three separate booklets -- a Test Booklet, a Response Booklet and an Answer Sheet Packet -- and a developer pen.



A Sample Problem is included in this guide. Although the actual test materials will be in three separate booklets (as mentioned above), in this Sample Problem they are printed on consecutive pages so that they can be included in this guide. The Sample Problem contains, in order, the test sections, an answer sheet, and the responses.

Portions of the Sample Problem will now be used to show how a simulation problem works. After this explanation of written simulations, the entire Sample Problem will be presented and you will be taken through it section by section and have the scoring explained.

OPENING SCENE

When you open the Test Booklet, the problem will begin with an opening scene.

The opening scene introduces you to the problem. It tells you what your role is and what is happening. At the end of the opening scene, you will usually find the direction **Continue now with Section A**. Section A follows the opening scene.

Sample Problem

Assume you are a new supervisor in a unit that has an assignment to provide seminars to the public about your agency's programs. Joan, who reports to you, held the first session last Friday. On Monday, you receive an e-mail from your supervisor who indicates that the Commissioner has received complaints from participants at the seminar who indicated that there were not sufficient seats and handouts for the participants at the Friday session. Joan is currently holding the second session with a different group at the seminar site, which is located outside the office.

Continue now with Section A.

PROBLEM SECTIONS

All sections of the written simulation problem contain choices. Each section is identified by a letter of the alphabet. Section A is the first section presented in the problem. You will generally not be directed to other sections in alphabetical order. (For example, you may be directed from A to Q to H to C, etc.). Also, you may not be directed to every section in the problem. **GO ONLY TO THOSE SECTIONS TO WHICH YOU ARE DIRECTED.** Some sections may have more than one page. Be sure that you start with the first page of the section. Also, make sure that you look at every page in a multi-page section.

In each section, you will find a list of things you could do or information you might want to know to respond to the situation. Some of the things are good choices, while others are neutral or even poor. In some of the sections, you will see additional information about the situation. In every section, you will see instructions for selecting choices. Some sections require you to **Choose ONLY ONE** of the choices; others permit you to **Choose AS MANY** as are appropriate, to **Choose UP TO** a specified number or to **Choose A SPECIFIC NUMBER**. Failure to follow these instructions could negatively affect your score on the test.

Section A

You would now: **(Choose ONLY ONE, unless otherwise directed.)**

1. Leave a message on Joan's desk for her to see you tomorrow.
2. Call your supervisor to find out more about the incident.
3. Talk to the Commissioner's staff about the complaints.
4. Go to the seminar and talk to Joan immediately.
5. Contact someone else from your unit who attended the session on Friday.
6. Contact the seminar site and leave a message for Joan to call you.

In answering a **Choose ONLY ONE** section you should assume that you will be allowed to make only one choice. You should evaluate all the choices and choose the one you believe is better than all the others. Occasionally, the response to that choice may direct you to make another choice in the same section. This does not necessarily mean that you have made a poor choice. It may be the preferred choice. However, you should **never assume** that you will have the opportunity to make a second choice.

In answering a **Choose AS MANY** section you will have the opportunity to make several choices. Not all the choices represent proper actions to take. You should evaluate all the choices and choose all those that you believe represent proper actions while not choosing any of those that you believe represent inappropriate actions.

In answering a **Choose UP TO** section you will be told the maximum number of choices you can make (e.g., **Choose UP TO FOUR**). You do not have to choose four but you cannot choose any more than four. If you do choose more than four, you will receive credit for the four lowest valued choices and may receive a lower score.

In answering a **Choose A SPECIFIC NUMBER** section you will be told the exact number of choices you must make (e.g., **Choose THREE**). You should not leave this section without making three choices. If you make more or fewer choices (four choices or two choices), you may receive a lower score. If you cannot find three choices that you believe are positive steps, you should look for choices that you believe will not be negative steps so that you can make the required three choices.

A **Choose AS MANY**, a **Choose UP TO** or a **Choose A SPECIFIC NUMBER** section will generally end with a numbered direction that begins: "**After you have chosen....**" This numbered direction does NOT count as one of the number of choices you may make in the section. You should make the appropriate number of choices in the section before following the instructions in the final numbered direction.

ANSWER SHEETS

Once you have made a selection, you must find the response for that choice. The answer sheet serves as the place for you to record your choices. It also tells you which response number to look up to find the outcome of a particular choice.

A	1		C	11		E	21		F	31		H	41	
	2			12			22			32			42	
	3			13			23			33			43	
	4			14			24			34			44	
	5			15			25			35			45	
B	6		D	16		G	26		G	36		G	46	
	7			17			27			37			47	
	8			18			28			38			48	
	9			19			29			39			49	
	10			20			30			40			50	

The answer sheets contain numbers with blank boxes to the right of them. Letters that identify each of the sections are positioned to the left of the first choice in that section. The visible numbers correspond to the choices in the Test Booklet. The boxes to their right contain "latent information": numbers, words, or checkmarks that cannot be seen until they are exposed with the special developer pen. Because each answer sheet is designed for a specific problem, it is essential that you use the answer sheet that corresponds to the problem you are working on.

When you lightly rub the developer pen across the box next to your choice number, you will expose the latent information. TAKE CARE TO EXPOSE ONLY THE BOX WHICH CORRESPONDS TO YOUR CHOICE. When exposing material on the answer sheet, rub the developer pen once over the area you wish to develop. The image will appear in one to two seconds. **DO NOT** repeatedly rub an area. Repeated

rubbing may cause the image to be scrubbed off the paper and become unreadable. This will make it difficult for you to continue with the test and may result in your getting a lower score than you would have gotten otherwise.

Using the developer pen on a choice box creates a record of your choice. Unlike a multiple-choice test, there is no way you can erase a choice once you make it. As in real life, once an action is taken, it is not possible for it to be rescinded. Subsequent steps can be taken to counteract the action, but the original action remains.

When you expose the box on the answer sheet that corresponds to the number of the choice you selected in the Test Booklet, you will see one of three things: a **checkmark**, a **GO TO** statement or a three-digit **number**, as indicated in the following example.

A	1		C	11		E	21	183	F	31		H	41	
	2			12			22	180		32			42	
	3			13			23			33	178		43	✓
	4			14	161		24	GO TO F		34			44	
	5	156		15			25			35			45	
	6	GO TO G		16			26			36			46	✓
B	7		D	17		G	27		G	37		H	47	
	8			18	173		28			38			48	
	9			19	153		29			39			49	
	10			20			30			40	164		50	152

If a **checkmark** appears, continue to follow directions in the **SAME** section in which you are working in the Test Booklet. The checkmark merely means that your answer has been recorded, but no new information is presented to you as a result.

If a **GO TO** statement appears, go to the indicated lettered section in the Test Booklet. Be sure to develop the **ENTIRE** box, because some sections may be labeled with double letters (AA, BB, etc.).

If a three-digit **number** appears, look up that numbered response in the Response Booklet, read the response, and follow the directions at the end of the response.

In sections that allow more than one choice, make your choices one at a time. **READ THE RESPONSE (IF ANY) TO EACH CHOICE BEFORE MAKING YOUR NEXT CHOICE.**

RESPONSE BOOKLET

The Response Booklet contains the responses, which provide both feedback on your choices and directions for proceeding through the written simulation problem.

The following illustration shows the kinds of responses and directions you can expect to see.

If the directions send you to another section (**GO TO SECTION D**), go immediately to that section and make no more choices in the section in which you were working. If the directions tell you to **Make another choice in the same section**, you **must** return to the section in which you were working and make another choice. If the directions tell you to **Return to the section you are working in and continue**, return to that section, make any additional choices that are appropriate and follow any further directions you are given.

- | |
|--|
| <p>181. He says he hopes so.
GO TO SECTION D.</p> <p>182. There have been none. Make another choice in the same section.</p> <p>183. She says she was prepared to make her presentation.
Return to the section you are working in and continue.</p> |
|--|

Responses provide information and/or directions for working through the problem. HOWEVER, not all the responses in the booklet are actual parts of the problem you are working on. Some responses present information which may be false or misleading. These have been included to prevent candidates from trying to piece the problem together by reading only the responses. The best course of action for you to take is to pay close attention **ONLY** to the responses to which you have been directed.

SCORING

CHOICES, NOT RESPONSES, ARE SCORED. Every time you use the developer pen on a box, you are recording a choice. Only the boxes exposed on the answer sheets will count toward your test score. Nothing you write in the Test Booklet or in the Response Booklet will be counted toward your final score.

EVERYTHING YOU EXPOSE ON THE ANSWER SHEET(S) WILL BE TAKEN INTO ACCOUNT IN SCORING. Be very careful using the developer pen on the answer sheet. Avoid making stray marks or smudges with the developer pen. When you expose a box, make sure it is the one that corresponds to your choice. Whatever you expose on an answer sheet - EVEN BOXES THAT YOU EXPOSED ACCIDENTALLY - will be scored, except in those cases where exposing additional response numbers contrary to instructions would advantage you. You will NOT be allowed to change or cross out exposed boxes. If you cross them out, they will be scored anyway. You will NOT be allowed to obtain a fresh answer sheet to make different selections.

Each choice in the written simulation test is valued positively, negatively or neutrally. In order to achieve the best score you can, you should select only the choices that you consider to be positive. In those sections that allow you to make more than one choice, you should select all the choices that you consider to be positive, while taking care not to select poor choices.

You may not be able to tell from the response to a choice whether that choice has a positive, negative or neutral value. As in real life, you may make the right decision but not immediately get good results. It is also possible to make a poor decision but have things appear to turn out all right in the short run. Do not become discouraged if a response to one of your choices suggests that the situation is not improving.

HINTS

Because you will be working the problem by going back and forth between the Test Booklet, the Answer Sheet Packet, and the Response Booklet, you could lose your place in the problem. You may find it helpful to leave your Test Booklet open to the section you are working in while you mark the answer sheet or look up responses so that you can return to the correct Test Booklet section quickly and easily. This is especially true of **Choose AS MANY** and **Choose UP TO** sections where you may go back and forth several times before being directed to another section.

You may find it helpful to track your path on a separate piece of paper by listing, in order, the sections to which you have been directed. This will enable you to review the events of the problem in the order they occurred and to keep track of your progress. You can also make any notations you wish in the rest of the Test Booklet. Although the answer sheets will show the sections in which you have exposed choices, they will not give you information on the order in which you have gone through the sections.

You should NOT make notations or stray marks on the answer sheets.

You should keep working on a problem until you are directed to a response that tells you it is the **END OF PROBLEM**.

IF YOU DON'T KNOW WHERE TO GO NEXT IN THE PROBLEM...

. . . follow the steps below. You are responsible for keeping track of where you are in the problem. The monitor is not permitted to assist you in finding your place.

If you find that you have answered only a few sections of the problem, and don't know where to go next, you've almost certainly missed a direction. If you become lost, **LOOK FIRST** in that section of the Test Booklet in which you're working:

- If the section directs you to **Choose AS MANY**, **Choose UP TO**, or **Choose A SPECIFIC NUMBER**, you may have missed the very last choice in the section that will usually tell you what box to expose next on the answer sheet in order to find the response that tells you where to go next.
- If the section directs you to **Choose ONLY ONE**, the box you exposed on the answer sheet either will have a **GO TO** statement, or will direct you to a response number. That numbered response either will have a **GO TO** statement at the end or will direct you to make another choice in the same section. If the response does neither, **MAKE SURE** you have exposed the correct numbered box on the answer sheet. If you have, then **MAKE SURE** you have read the correct numbered response in the Response Booklet.

If you still find yourself not knowing where to go next in the problem, the **SECOND** thing to do is retrace your path through the problem to make sure you haven't gone to a wrong section by mistake.

The last thing to remember, should you become lost, is not to give up. Entering a wrong section is not fatal. Back yourself up and pick up again where you went off the track.

A SAMPLE PROBLEM

We will now present a complete sample simulation problem. We will show all of the choices in the problem, the full answer sheet for the problem and all of the responses for the problem. We will discuss how to select choices in a section, and how to use the answer sheet to go to the responses that relate to the choices that are selected. We will show how to proceed through a section and how a problem progresses from section to section. Finally, we will show a fully exposed answer sheet so that you can see the responses associated with each of the choices and how making different choices could affect how a problem develops.

TAKING THE TEST

During an actual test, the simulation problem typically requires you to use three separate booklets:

Test Booklet - This booklet presents the problem situations and the possible choices that you can select. Pages 22 through 26 of this Promotion Test Battery Guide show the type of material that you will find in the Test Booklet.

Answer Sheet Packet - This small booklet contains the answer sheets for the different problems. Page 27 of this Promotion Test Battery Guide shows a sample answer sheet before any of the choices have been exposed. During the actual test you will need to use the special developer pen in order to mark a choice on the answer sheet, which may reveal other directions or information.

Response Booklet - Pages 28 through 30 of this Promotion Test Battery Guide show the type of material that you will find in the Response Booklet. When you select a choice, the answer sheet may indicate a numbered selection for you to read in the Response Booklet. The numbered selection in the Response Booklet will often provide additional information about the problem, and will give you directions to either continue in the section you are working in, or go to a different section of the Test Booklet.

Look over the sample Test Booklet, Answer Sheet and Response Booklet in this Promotion Test Battery Guide, and then go to page 31 of this Guide for a “walk-through” of the sample problem.

SAMPLE PROBLEM TEST BOOKLET

On the following pages are the opening scene and all the sections (A through H) of a sample problem.

SAMPLE PROBLEM

Assume you are a new supervisor in a unit that has an assignment to provide seminars to the public about your agency's programs. Joan, who reports to you, held the first session last Friday. On Monday, you receive an e-mail from your supervisor who indicates that the Commissioner has received complaints from participants at the seminar who indicated that there were not sufficient seats and handouts for the participants at the Friday session. Joan is currently holding the second session with a different group at the seminar site, which is located outside the office.

Continue now with Section A.

Section A

You would now: **(Choose ONLY ONE, unless otherwise directed.)**

1. Leave a message on Joan's desk for her to see you tomorrow.
2. Call your supervisor to find out more about the incident.
3. Talk to the Commissioner's staff about the complaints.
4. Go to the seminar and talk to Joan immediately.
5. Contact someone else from your unit who attended the session on Friday.
6. Contact the seminar site and leave a message for Joan to call you.

Section B

You would now: **(Choose ONLY ONE, unless otherwise directed.)**

7. Explain to your supervisor why the information that the Commissioner received was incorrect.
8. Draft a letter to the participants explaining the situation.
9. Direct Joan to make the changes she suggested.
10. Reassign Joan from the project.
11. Meet with your staff to resolve the dispute.
12. Tell Mike he must do what Joan has asked.
13. Tell your supervisor that you are unable to resolve the situation.

Section C

You would now say to Mike: **(Choose ONLY ONE, unless otherwise directed.)**

14. You appreciate him thinking about the problem and you want to hear what he has to say.
15. In light of Friday's problems, he is no longer going to be working on arrangements for seminars.
16. He should have done that in time to keep the problem from happening.
17. He will get a chance to explain it directly to the Commissioner.

Section D

When you speak with Joan, you would: **(Choose UP TO FOUR)**

18. Tell her about the complaint.
19. Ask her how the sessions are going today.
20. Tell her you are upset with her over the way she handled the situation.
21. Ask her if she was prepared on Friday.
22. Ask her what happened on Friday.
23. Ask her if she has any thoughts on how to avoid problems like those on Friday.
24. **After you have chosen UP TO FOUR, have marked your choices on the answer sheet, and have read the responses, EXPOSE 24 ON THE ANSWER SHEET.**

Section E

Your supervisor says he received a couple of calls complaining about the lack of seats and handouts. You would also want to ask him: **(Choose AS MANY as are appropriate.)**

25. whether he is aware of any other complaints
26. whether Joan has held seminars like this before
27. how Joan's work performance is in general
28. whether he wants you to discipline Joan
29. if the Commissioner wants to talk to Joan
30. if you should conduct the remaining seminars yourself
31. **After you have chosen as many as are appropriate, have marked your choices on the answer sheet, and have read the responses, EXPOSE 31 ON THE ANSWER SHEET.**

Section F

You would now: **(Choose ONLY ONE, unless otherwise directed.)**

32. Inform your supervisor that Mike caused the problem.
33. Discuss the situation with Mike.
34. Tell your supervisor that you have learned some things about Friday's seminar.
35. Ask Mike if he has any ideas about why there was a problem with Friday's seminar.
36. Schedule a meeting with your supervisor to discuss Mike and Joan's behavior.

Section G

Before speaking with Joan you would: **(Choose ONLY ONE, unless otherwise directed.)**

37. Ask for the evaluation sheets from Friday's seminar.
38. Tell your supervisor that you are going to straighten out the mess Joan has made.
39. Make a list of all the things Joan appears to have done wrong.
40. Make a list of the various questions you plan to ask Joan.
41. Ask if any complaints about Friday's seminar have come directly to your office.

Section H

You would plan to discuss the following with Mike: **(Choose AS MANY as are appropriate.)**

42. whether he was deliberately trying to embarrass Joan
43. whether he realized they were short seats and handouts Friday
44. whether he knows why more people appeared Friday than he had prepared for
45. whether he has any ideas on how to prevent a recurrence of Friday's problems
46. whether he has talked to Joan about what happened Friday
47. that you think your supervisor is overreacting
48. whether setting up the proper number of places was too much effort
49. that you are upset over the way he mishandled the situation
50. **After you have chosen as many as are appropriate and have marked your choices on the answer sheet, EXPOSE 50 ON THE ANSWER SHEET.**

SAMPLE PROBLEM ANSWER SHEET

Below is the answer sheet for the sample problem with no responses exposed.

**Sample Problem
Answer Sheet**

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

C	11	
	12	
	13	
	14	
	15	
	16	
D	17	
	18	
	19	
	20	

E	21	
	22	
	23	
	24	
	25	
	26	
	27	
	28	
	29	
	30	

F	31	
	32	
	33	
	34	
	35	
	36	
G	37	
	38	
	39	
	40	

H	41	
	42	
	43	
	44	
	45	
	46	
	47	
	48	
	49	
	50	

SAMPLE PROBLEM RESPONSE BOOKLET

On the following pages are the responses, numbered 151 through 183, for the sample problem. Pay special attention to the note at the beginning of the responses. It says that not all of the responses listed are actually part of the problem. Be sure that you read only the responses to which you have been directed.

RESPONSES

PLEASE BE AWARE: Not all of the responses below are actually a part of the problem you are working on. They may state accurate names and plausible events, but the information they present is misleading. These responses have been included to keep you from being able to piece the problem together by reading only the responses. The best course of action for you to take is to pay close attention **ONLY** to the responses to which you have been directed.

151. **There are no instructions in this problem that direct you to this section. You may have made an error in following the directions from the box on the answer sheet or from the response; or you may not have completely exposed a direction in the choice box. Go back over your choices, the directions in the responses, and any notes you have made to determine where you should be in the problem. You will not be penalized for exposing this box on your answer sheet.**
152. Mike tells you he thinks he knows what went wrong Friday and how to keep it from happening again. **GO TO SECTION C.**
153. She says they seem to be going well. **Return to the section you are working in and continue.**
154. Joan says she has a number of personal issues which may be affecting her performance. **Return to the section you are working in and continue.**
155. They have no additional information about the complaints. **Make another choice in the same section.**
156. No one is available. **Make another choice in the same section.**
157. Joan says she will not tolerate Mike treating her like this. **Return to the section you are working in and continue.**
158. She says she did the best she could under the circumstances. **Return to the section you are working in and continue.**
159. He says she has. **Return to the section you are working in and continue.**
160. He suggests that Mike does not usually cause problems. **Make another choice in the same section.**
161. He explains how the problem occurred and offers a good solution to keep it from happening again. **This is the end of the sample problem. Make no more choices in this problem.**

162. Mike says he made that suggestion to Joan several times but she ignored him. **Return to the section you are working in and continue.**
163. He says that doesn't seem necessary. **Return to the section you are working in and continue.**
164. You compile a short list of questions. **GO TO SECTION D.**
165. He asks to meet with you. **GO TO SECTION H.**
166. He suggests you meet with Mike to better find out what happened. **GO TO SECTION H.**
167. He says she is a good employee. **Return to the section you are working in and continue.**
168. She says she has been thinking about it. **Return to the section you are working in and continue.**
169. He says he is not. **Return to the section you are working in and continue.**
170. He looks very dejected and walks away. **This is the end of the sample problem. Make no more choices in this problem.**
171. He says that's good and you should continue your investigation. **Make another choice in the same section.**
172. Joan and Mike say they cannot reconcile their differences. **Return to the section you are working in and continue.**
173. She says she is not surprised that there was a complaint. **Return to the section you are working in and continue.**
174. He says he does not. **Return to the section you are working in and continue.**
175. Mike says he would rather transfer to another unit. **Return to the section you are working in and continue.**
176. They are not available. **GO TO SECTION D.**
177. He says that seems premature. **Return to the section you are working in and continue.**
178. Mike says that he would like to meet with you. **GO TO SECTION H.**
179. You decide you do not have enough information to do this. **GO TO SECTION D.**

180. She says that Mike, who works for you, was responsible for setting up the room the previous day and for having the handouts ready. When she arrived on Friday there were chairs and handouts for 30 people, but 45 people actually showed up. She got a few extra chairs from another room, and asked people to share the handouts. **Return to the section you are working in and continue.**
181. He says he hopes so. **GO TO SECTION D.**
182. There have been none. **Make another choice in the same section.**
183. She says she was prepared to make her presentation. **Return to the section you are working in and continue.**

WORKING THROUGH THE SAMPLE PROBLEM

TAKING THE SAMPLE PROBLEM

Working with these three parts of the problem - the test sections, the answer sheet and the list of responses - we will now proceed through the sample simulation test as we might in a real test situation. Always begin by reading the introductory material. For a real simulation problem it may be several pages long. For the sample problem, it is the paragraphs below.

SAMPLE PROBLEM

Assume you are a new supervisor in a unit that has an assignment to provide seminars to the public about your agency's programs. Joan, who reports to you, held the first session last Friday. On Monday, you receive an e-mail from your supervisor who indicates that the Commissioner has received complaints from participants at the seminar who indicated that there were not sufficient seats and handouts for the participants at the Friday session. Joan is currently holding the second session with a different group at the seminar site, which is located outside the office.

Continue now with Section A.

The introduction concludes by directing us to Section A. Introductory material in a real simulation problem will also direct you to Section A. Section A of the sample problem is shown next.

Section A

You would now: **(Choose ONLY ONE, unless otherwise directed.)**

1. Leave a message on Joan's desk for her to see you tomorrow.
2. Call your supervisor to find out more about the incident.
3. Talk to the Commissioner's staff about the complaints.
4. Go to the seminar and talk to Joan immediately.
5. Contact someone else from your unit who attended the session on Friday.
6. Contact the seminar site and leave a message for Joan to call you.

Candidates are directed to choose only one of the choices presented. The choices in Section A tend to fall into two categories - - those that propose an action to contact Joan and those that attempt to get additional information. We'll decide to get additional information before doing anything directly with Joan. We'll select choice 5. We then go to the answer sheet and, using the developer pen, expose the box immediately to the right of the number 5. Information will appear as shown next.

A	1		C	11		E	21		F	31		H	41	
	2			12			22			32			42	
	3			13			23			33			43	
	4			14			24			34			44	
	5	156		15			25			35			45	
	6			16			26			36			46	
B	7		D	17		G	27		37		47			
	8			18			28			38			48	
	9			19			29			39			49	
	10			20			30			40			50	

The number 156 has appeared in the box. We now go to the list of responses and read response number 156. It reads as follows:

156. No one is available. **Make another choice in the same section.**

Note that in addition to the information given, the response also directs candidates to make another choice in the same section. Even though the initial directions in the section said choose only one, we have now been directed to return to section A and make another choice. This time, we'll select choice 6 and expose the box to the right of number 6 on the answer sheet. The answer sheet now looks like the following:

A	1		C	11		E	21		F	31		H	41	
	2			12			22			32			42	
	3			13			23			33			43	
	4			14			24			34			44	
	5	156		15			25			35			45	
B	6	GO TO G	D	16		G	26		G	36		H	46	
	7			17			27			37			47	
	8			18			28			38			48	
	9			19			29			39			49	
	10			20			30			40			50	

The exposed box contains the words GO TO G. These are directions to go to Section G in the test. We should stop working in Section A and go directly to Section G. Section G is shown next.

<p>Section G</p> <p>Before speaking with Joan you would: (Choose ONLY ONE, unless otherwise directed.)</p> <p>37. Ask for the evaluation sheets from Friday's seminar.</p> <p>38. Tell your supervisor that you are going to straighten out the mess Joan has made.</p> <p>39. Make a list of all the things Joan appears to have done wrong.</p> <p>40. Make a list of the various questions you plan to ask Joan.</p> <p>41. Ask if any complaints about Friday's seminar have come directly to your office.</p>
--

Section G begins by asking what you would want to do before speaking to Joan. Candidates must now choose one of the options presented. We'll choose choice 40 and expose the box to the right of 40 on the answer sheet. The answer sheet now looks like the following:

A	1		11		21		31		41	
	2		12		22		F 32		H 42	
	3		13		23		33		43	
	4		C 14		24		34		44	
	5	156	15		E 25		35		45	
	6	GO TO G	16		26		36		46	
B	7		17		27		G 37		47	
	8		D 18		28		38		48	
	9		19		29		39		49	
	10		20		30		40	164	50	

The number 164 has appeared in the box. We go to the list of responses and read response 164 which reads as follows:

164. You compile a short list of questions. **GO TO SECTION D.**

This response directs the candidates to go to Section D. It may be tempting to go back into Section G and select choice 37. However, this is not a good thing to do. In exposing the box to the right of number 37 on the answer sheet, we may receive a lower score or directions that take us to a different section of the problem and leave us faced with conflicting directions on how to proceed. This could result in our having difficulty completing the problem or in receiving a lower score than we would otherwise receive. Once we have made a choice, exposed the answer sheet and come to a response that directs us to another section, we go immediately to that section without making any additional choices in the section in which we are currently working.

We are now in Section D, which is shown next.

Section D

When you speak with Joan, you would: **(Choose UP TO FOUR)**

18. Tell her about the complaint.
19. Ask her how the sessions are going today.
20. Tell her you are upset with her over the way she handled the situation.
21. Ask her if she was prepared on Friday.
22. Ask her what happened on Friday.
23. Ask her if she has any thoughts on how to avoid problems like those on Friday.
24. **After you have chosen UP TO FOUR, have marked your choices on the answer sheet, and have read the responses, EXPOSE 24 ON THE ANSWER SHEET.**

Section D is different from the first two sections we have worked in because it now directs us to choose up to four of the choices offered. Even though we can choose up to four choices, we will choose one choice at a time, expose the answer sheet and read the corresponding response before going on to making any additional choices. We will begin by choosing number 18, and exposing the answer sheet. The answer sheet now looks like the following:

A	1		C	11		E	21		F	31		H	41	
	2			12			22			32			42	
	3			13			23			33			43	
	4			14			24			34			44	
	5	156		15			25			35			45	
B	6	GO TO G	D	16		G	26		G	36		H	46	
	7			17			27			37			47	
	8			18	173		28			38			48	
	9			19			29			39			49	
	10			20			30			40	164		50	

We are directed to response number 173 which reads:

173. She says she is not surprised that there was a complaint. **Return to the section you are working in and continue.**

We then decide to choose response 19. After exposing the box on the answer sheet, the answer sheet now looks like the following:

A	1		C	11		E	21		G	31		H	41	
	2			12			22			32			42	
	3			13			23			33			43	
	4			14			24			34			44	
	5	156		15			25			35			45	
	6	GO TO G		16			26			36			46	
B	7		D	17		27		37		47				
	8			18	173	28		38		48				
	9			19	153	29		39		49				
	10			20		30		40	164	50				

We are directed to response 153 which reads as follows:

153. She says they seem to be going well. **Return to the section you are working in and continue.**

We then decide to choose response 22. After exposing the box on the answer sheet, the answer sheet now looks like the following:

A	1		C	11		E	21		F	31		H	41						
	2			12			22	180		32			42						
	3			13			23			33			43						
	4			14			24			34			44						
	5	156		15			25			35			45						
	6	GO TO G		16			26			36			46						
	B	7			D		17			G	27			47	37		48	47	
		8					18	173			28				38			48	
		9					19	153			29				39			49	
		10					20				30				40	164		50	

We are directed to response 180 which reads as follows:

180. She says that Mike, who works for you, was responsible for setting up the room the previous day and for having the handouts ready. When she arrived on Friday there were chairs and handouts for 30 people, but 45 people actually showed up. She got a few extra chairs from another room, and asked people to share the handouts. **Return to the section you are working in and continue.**

At this point we have selected three responses from Section D. We are allowed four, so we will select one more choice. We decide to take response 21. After exposing the box on the answer sheet, the answer sheet now looks like the following:

A	1		C	11		E	21	183	F	31		H	41						
	2			12			22	180		32			42						
	3			13			23			33			43						
	4			14			24			34			44						
	5	156		15			25			35			45						
	6	GO TO G		16			26			36			46						
	B	7			D		17			G	27			47	37		48	47	
		8					18	173			28				38			48	
		9					19	153			29				39			49	
		10					20				30				40	164		50	

We are directed to response 183 which reads as follows:

183. She says she was prepared to make her presentation. **Return to the section you are working in and continue.**

At this point we have made four choices and four is the maximum number of choices allowed in this section.

Choice 24 tells us that after we have chosen up to four, and have marked the choices on the answer sheet and read the responses, to expose the box to the right of number 24 on the answer sheet. We do this and the answer sheet now looks like the following:

A	1		C	11		E	21	183	F	31		H	41		
	2			12			22	180		32			42		
	3			13			23			33			43		
	4			14			24	GO TO F		34			44		
	5	156		15			25			35			45		
	6	GO TO G		16			26			36			46		
	B	7			D		17			G	37			47	
		8					18	173			38			48	
		9					19	153			39			49	
		10					20				40		164	50	

The box to the right of number 24 contains the directions to GO TO F. At this point we will make no more choices in Section D and will go immediately to Section F which is shown next.

Section F

You would now: **(Choose ONLY ONE, unless otherwise directed.)**

32. Inform your supervisor that Mike caused the problem.
33. Discuss the situation with Mike.
34. Tell your supervisor that you have learned some things about Friday's seminar.
35. Ask Mike if he has any ideas about why there was a problem with Friday's seminar.
36. Schedule a meeting with your supervisor to discuss Mike and Joan's behavior.

Section F asks us to choose only one of the choices offered. We will choose number 33. After exposing the answer sheet, the answer sheet now looks like the following:

A	1		C	11		E	21	183	F	31		H	41	
	2			12			22	180		32			42	
	3			13			23			33	178		43	
	4			14			24	GO TO F		34			44	
	5	156		15			25			35			45	
B	6	GO TO G	D	16			26		G	36			46	
	7			17			27			37			47	
	8			18	173		28			38			48	
	9			19	153		29			39			49	
	10			20			30			40	164		50	

The number 178 has appeared on the answer sheet. We go to the list of responses and read response number 178 which reads as follows:

178. Mike says that he would like to meet with you. **GO TO SECTION H.**

The response provides us with some information. It also directs us to go immediately to Section H which is shown next.

Section H

You would plan to discuss the following with Mike: **(Choose AS MANY as are appropriate.)**

42. whether he was deliberately trying to embarrass Joan
43. whether he realized they were short seats and handouts Friday
44. whether he knows why more people appeared Friday than he had prepared for
45. whether he has any ideas on how to prevent a recurrence of Friday's problems
46. whether he has talked to Joan about what happened Friday
47. that you think your supervisor is overreacting
48. whether setting up the proper number of places was too much effort
49. that you are upset over the way he mishandled the situation
50. **After you have chosen as many as are appropriate and have marked your choices on the answer sheet, EXPOSE 50 ON THE ANSWER SHEET.**

Section H is different from the first four sections we have worked in because it now directs us to choose AS MANY of the choices offered as you consider appropriate. We will make each choice separately and expose the answer sheet before moving on to any additional choices. We will start by choosing number 43. The exposed answer sheet now looks like the following:

A	1		C	11		E	21	183	G	31		H	41			
	2			12			22	180		F	32			42		
	3			13			23				33		178	43	✓	
	4			14			24	GO TO F			34			44		
	5	156		15			25				35			45		
	6	GO TO G		16			26				36			46		
	B	7			17			27					37		47	
		8			18		173	28					38		48	
		9			19		153	29					39		49	
		10			20			30					40	164	50	

All that has appeared is a checkmark. As stated earlier, a checkmark tells us that our answer has been recorded but no new information is presented. We continue to work in the same section. Our second choice is number 46. The exposed answer sheet now looks like the following:

A	1		C	11		E	21	183	F	31		H	41				
	2			12			22	180		32			42				
	3			13			23			33	178		43	✓			
	4			14			24	GO TO F		34			44				
	5	156		15			25			35			45				
	6	GO TO G		16			26			36			46	✓			
	B	7			D		17			G	27			37		47	
		8					18	173			28			38		48	
		9					19	153			29			39		49	
		10					20				30			40	164	50	

Again, a checkmark has appeared showing that our answer has been recorded. We decide that these two things are all we need to discuss with Mike and we move to choice 50 which tells us that after we have made as many choices as are appropriate and have marked the answer sheet, to expose box 50 on the answer sheet. The exposed answer sheet now looks like the following:

A	1		C	11		E	21	183	F	31		H	41				
	2			12			22	180		32			42				
	3			13			23			33	178		43	✓			
	4			14			24	GO TO F		34			44				
	5	156		15			25			35			45				
	6	GO TO G		16			26			36			46	✓			
	B	7			D		17			G	27			37		47	
		8					18	173			28			38		48	
		9					19	153			29			39		49	
		10					20				30			40	164	50	152

The number 152 has appeared in the answer sheet. Response 152 reads as follows:

152. Mike tells you he thinks he knows what went wrong Friday and how to keep it from happening again. **GO TO SECTION C.**

The information and response in 152 tells us that Mike believes he knows what the problem was on Friday. We are then directed to go immediately to Section C. Again, if we had arrived at response 152 without choosing choices 43 and 46, we should not go back into Section H and choose them later. Without knowing what information will be exposed when we go to the answer sheet, we cannot be sure that it will not create serious problems for us continuing with the problem. We are now in Section C, which is shown next.

Section C

You would now say to Mike: **(Choose ONLY ONE, unless otherwise directed.)**

14. You appreciate him thinking about the problem and you want to hear what he has to say.
15. In light of Friday's problems, he is no longer going to be working on arrangements for seminars.
16. He should have done that in time to keep the problem from happening.
17. He will get a chance to explain it directly to the Commissioner.

We are again directed to make only one choice. We will choose number 14. After exposing the box on the answer sheet, the answer sheet now looks like the following:

A	1		C	11		E	21	183	G	31		H	41			
	2			12			22	180		F	32			42		
	3			13			23				33		178	43	✓	
	4			14	161		24	GO TO F			34			44		
	5	156		15			25				35			45		
	6	GO TO G		16			26				36			46	✓	
	B	7			17			27			37			47		
		8			D		18	173		28			38		48	
		9			19		153	29			39			49		
		10			20			30			40		164	50	152	

The number 161 has appeared in the answer sheet. When we read response number 161, it reads as follows:

161. He explains how the problem occurred and offers a good solution to keep it from happening again. **This is the end of the sample problem. Make no more choices in this problem.**

This response tells us that the problem has been concluded. At this point, we should make no more choices in the problem. A similar statement will appear when you have concluded a real simulation problem. Once you read that statement, make no more choices in the problem and be sure to follow any other directions that appear in the response.

SCORING THE SAMPLE PROBLEM

All choices in a simulation problem have a value of plus (+), minus (-) or zero (0). Below is a list of all the choices in this test along with their respective values.

SCORING TABLE

	Choice	Value		Choice	Value		Choice	Value		Choice	Value		Choice	Value
A	1	-1		11	0		21	0		31	0		41	+1
	2	+1		12	0		22	+1	F	32	-2	H	42	-1
	3	0		13	0		23	+1		33	+2		43	+1
	4	-2	C	14	+2		24	0		34	0		44	+1
	5	+1		15	-2	E	25	+1		35	+2		45	+1
	6	+2		16	-1		26	+1		36	-2		46	+1
B	7	0		17	-2		27	+1	G	37	+1		47	-1
	8	0	D	18	+1		28	-1		38	-2		48	-1
	9	0		19	+1		29	-1		39	-1		49	-1
	10	0		20	-1		30	-1		40	+2		50	0

Let's score ourselves on the test we just took. We chose choices 5, 6, 14, 18, 19, 21, 22, 24, 33, 40, 43, 46, and 50. Those choices are listed below along with their corresponding values from the table above.

Choice	Value	Choice	Value
5	+1	24	0
6	+2	33	+2
14	+2	40	+2
18	+1	43	+1
19	+1	46	+1
21	0	50	0
22	+1		

Using that list, we can add up our score and see that we received a score of +14 on the problem. Let's see how we might have done even better. Below is an answer sheet with every single choice exposed.

Sample Problem Answer Sheet

A	1	GO TO G	C	11	151	E	21	183	F	31	GO TO G	H	41	182
	2	GO TO E		12	151		22	180		32	160		42	✓
	3	155		13	151		23	168		33	178		43	✓
	4	GO TO G		14	161		24	GO TO F		34	171		44	✓
	5	156		15	170		25	169		35	165		45	✓
	6	GO TO G		16	170		26	159		36	166		46	✓
B	7	151	D	17	170	G	27	167	G	37	176	H	47	✓
	8	151		18	173		28	177		38	181		48	✓
	9	151		19	153		29	174		39	179		49	✓
	10	151		20	158		30	163		40	164		50	152

We would never select every choice when taking a test but having the fully exposed answer sheet allows us to look at what response goes with every choice in the test and to see the effect of making different choices.

A general rule for getting the best score possible in a simulation test is to choose all of the positively weighted choices and choose none of the negatively weighted choices. Let's see how this rule applies to the choices we made when we took this test. In Section A, we took two of the three positively weighted choices. We did not choose choice 2. However, as we can see from the exposed answer sheet, a response to choice 2 directs candidates to go to Section E. Therefore, we could not have chosen both choice 2 and choice 6 since they have conflicting directions, and we would have been directed out of Section A after choosing either one of them. This section highlights the dangers in making more choices than are allowed by the directions, or not stopping when directed to go to a new section. A person who ignored the directions and chose both 2 and 6 would be faced with conflicting directions and would find it very difficult to continue with the problem.

In Section C, we chose choice 14. This was the only positively weighted choice in that section. Therefore, we received the maximum number of points in Section C as well. In Section D, we chose choices 18, 19, 21, 22 and 24. Choices 18, 19 and 22 were positively weighted, which added to our score. However, we did not choose choice 23. It was also positively weighted and had we chosen it, our score would have been one point higher. However, it was important that we did not choose choice 20. This was negatively weighted and would have subtracted a point from our score. Choosing choice 21 could have had an effect on our score even though that choice was assigned a weight of zero. In this section we were allowed to choose up to four and choice 21 was our fourth choice. By selecting it, we are prevented from taking any other remaining choices.

We were not directed to Section E so we were not able to make any choices in that section. In Section F, we chose choice 33 which was one of the two positively weighted choices in that section. We were only allowed to make one choice in that section, therefore +2 was the most points we could have received. Had we chosen choice 35 instead of choice 33, we would have been directed to response 165 which was essentially the same response we got for choosing choice 33. Therefore, we received the maximum points and it did not matter which of the two positively weighted choices we chose.

In Section G, we took choice 40 which was weighted +2. Had we chosen choice 41 first, we would have been directed to response 182 and allowed to make another choice in the section. We could then have chosen choice 40 second and received +1 for choice 41 and +2 for choice 40 for a total score of +3. However, had we chosen choice 37 first, we would have been directed to response 176 which would have sent us directly to Section D and we would not have had the opportunity to choose either choice 40 or choice 41. Then the maximum we could have received in that section would have been +1. This section demonstrates the dangers in not following the directions carefully. Candidates who violated the directions and chose choices 37 and 40 would have received only the +1 credit for choice 37. They would not have been given credit for choice 40. Again, this points out that you should not go back and make any extra choices after you have been directed out of a section.

In Section H, we took choices 43 and 46; two of the four positive choices. Had we also taken choices 44 and 45 we would have received two more points. It's also worth noting that no matter what choices we had taken, at the end we would have been directed to response 152. This response has Mike indicating that he thinks he knows what went wrong and then directs all candidates out of the section.

In summary, we could have improved our score by choosing a few more positive choices in the **Choose AS MANY** or **Choose UP TO** sections. However, it is important to note that most of the choices we did take were positive choices, and as a result we got a very good score. While it is important to choose as many positive choices as possible, automatically choosing all the choices will not result in improving your score. Section H illustrates that. We chose two positive choices and had a score of +2 for that section. Had we chosen the other two positive choices, we could have had a score of +4. However, if we had chosen all 8 of the choices we would have made 4 positive choices and 4 negative choices and our net score would have been zero, two points less than what we received when we made only two choices. It is important to choose wisely in a **Choose AS MANY** or **Choose UP TO** section. You will **NOT** get the best score by exposing all the responses.

There were two sections in this problem that we did not make any choices from: Section B and Section E. Section B is a section that no candidates should ever go to if they follow the directions carefully. This section is placed in the simulation problem after Section A to redirect candidates who are not following directions and are simply going alphabetically through the sections. In all cases, candidates who make a choice in Section B are directed to response 151 which reads as follows.

151. **There are no instructions in this problem that direct you to this section. You may have made an error in following the directions from the box on the answer sheet or from the response; or you may not have completely exposed a direction in the choice box. Go back over your choices, the directions in the responses, and any notes you have made to determine where you should be in the problem. You will not be penalized for exposing this box on your answer sheet.**

All choices in Section B have a weight of zero, so candidates are not penalized for making choices in that section. The section exists only to remind candidates to carefully follow the directions in determining which section to answer next.

We also did not make any choices in Section E. Section E could only be entered by choosing response 2 in Section A. Because we did not choose response 2, we were not directed to Section E. We will not necessarily be directed to every section in the simulation problem and should not be concerned if there are sections in which we did not make any choices.

Also, if we were to go through the exposed answer sheet and check which responses were exposed, we would see that five response numbers were not listed on the exposed answer sheet. Responses 154, 157, 162, 172 and 175 are nowhere on the exposed answer sheet. The introductory note to the responses warns candidates that there may be responses listed that are not part of the problem. Candidates who tried to figure out this problem by reading all of the responses would have seen responses suggesting that a disagreement exists between Mike and Joan and would have received misinformation. It is important to read only the responses to which you have been directed from the answer sheet.

AN ILLUSTRATIVE PROBLEM

Taking the Illustrative Problem

On the next several pages is an actual simulation problem that has been used to assess managerial and supervisory ability. Like the Sample Problem presented earlier in this Guide, this illustrative problem is presented in parts. The first part is the Test Booklet, which contains the various sections of the problem and the options from which candidates must choose. The second part is the Answer Sheet. In this case, all of the answers are “exposed” although in an actual test you would use a special developer pen to expose the boxes next to each of the choices you made. The third part is the Response Booklet which provides feedback on your choices and directions for proceeding through the problem. The fourth and final part is the Scoring Instructions. This information would normally only be available at a computational review, but is included here to enable you to see how different choices have been valued and allow you to compute your own score on this problem.

We suggest you approach the problem as if you were taking an actual test. In taking the problem as a test, you should highlight or otherwise mark on the answer sheet each of the choices you select. This will enable you to compute your score when you are finished. After you have done that, you can go back and read the remaining choices and responses that you did not originally select if you wish.

Illustrative Problem Test Booklet

BACKGROUND FOR THE PROBLEM

To answer this problem, you are to place yourself in the role of a manager in the fictional agency described on this and the following pages. You are not expected to know anything about the technical aspects of what this agency does. The test will not assess your knowledge of the program functions that the staff perform, but rather your organization and management of the work effort. The problem begins on page 52.

The Organization

Assume that a new bureau has just been organized within the Department of Regulation Coordination. This Bureau of Public and Internal Communications has as its principal objective the efficient and effective flow of communication and information both within and among divisions and between the Department and its publics.

The Bureau of Public and Internal Communications is comprised of three groups:

The Public Relations Group serves as the liaison between the Department's Commissioner and Executive Office and the public -- primarily the media.

The Freedom of Information Group maintains and processes requests from individuals and groups for information under the Freedom of Information Laws and Regulations.

The Central Communications Group serves as an information and communication center for Department management and the general public.

An organizational chart which displays the bureau's position and reporting relationship within the Department of Regulation Coordination is attached.

You have recently been appointed as head of the Central Communications Group within the Public and Internal Communications Bureau. The principal functions and activities of your group are as follows:

- Make and coordinate presentations on Department issues to the public and other interest groups.
- Respond to letters and telephone inquiries on general issues pertinent to Department operations.
- Serve as liaison between the Department and Legislative staff.
- Produce Departmental publications.

- Design forms for public and internal use.
- Prepare Department annual report and other reports as assigned.
- Assist Public Relations Group staff with publicity issues.
- Review communication flow within the Department and recommend necessary improvements.
- Assist in drafting and disseminating policies and procedures.

Rita Meyers

Your supervisor, Rita Meyers, is the Director of the bureau. Throughout her long career within the Department she has worked in responsible positions in several divisions. She is known to be very competent and for running a “tight ship.” She is both task and results oriented. She is also extraordinarily busy. In fact, much of her time is spent “on the road” conducting hearings at the request of the Commissioner.

The Staff

Frank Williams

Frank Williams has been an employee with the Department for almost 20 years. He has worked in several divisions in the Department and has a wide breadth of experience with Department programs. He produces work of acceptable quality, particularly in preparing correspondence; however, sometimes not on a timely basis.

Mary Walters

Mary Walters is an employee with close to 10 years of experience. She is pleasant and easy to deal with and has very strong interpersonal skills. Mary is a very popular speaker and enjoys addressing groups. Her day-to-day work is completed on time; however, since she is not a good writer, her written work frequently requires extensive supervisory review. She volunteered to join this group since she thought it would increase her opportunities to speak to and deal with the public.

General Background Continued

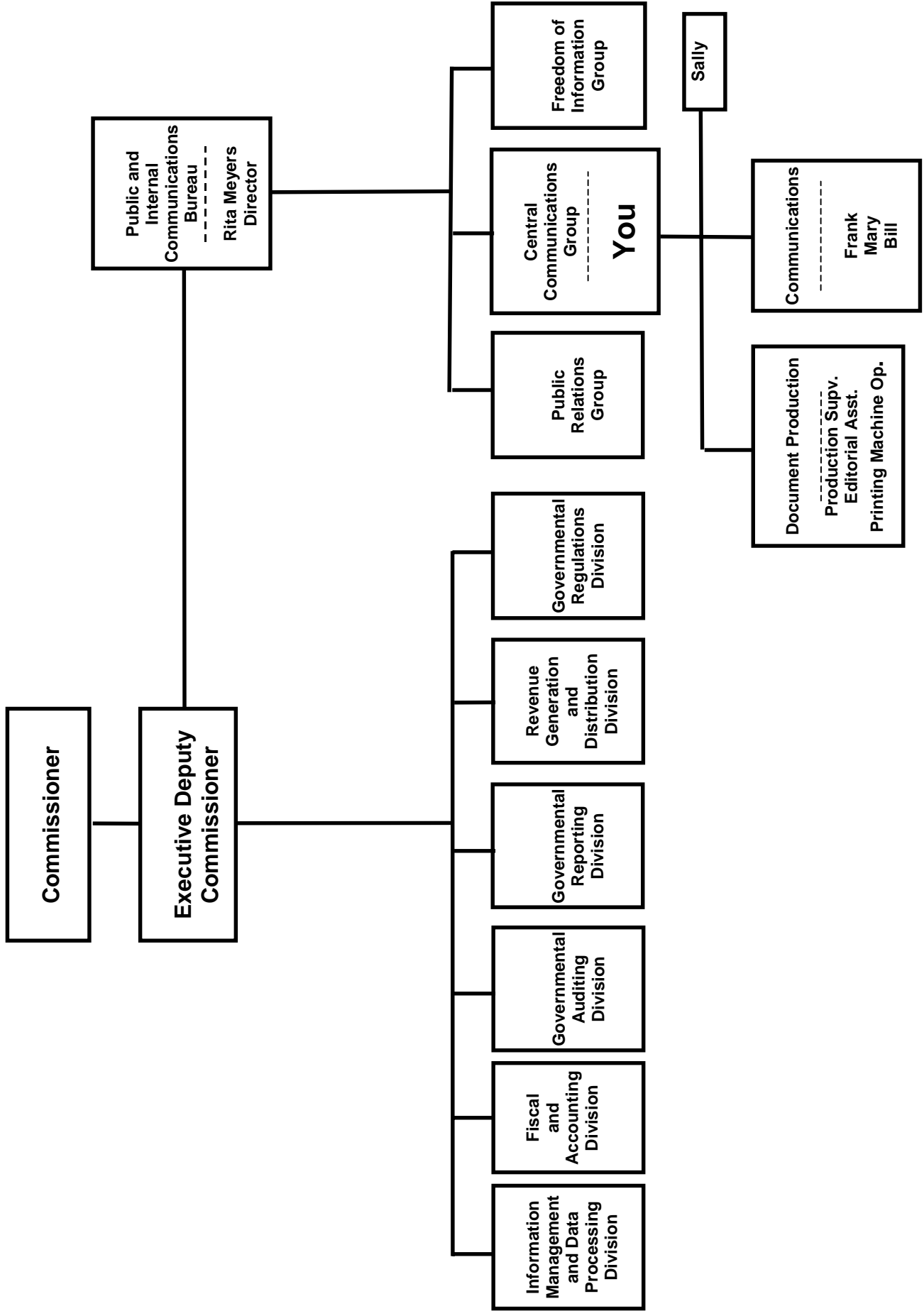
Bill Richards

Bill Richards is a recent college graduate with a master's degree in Public Administration. He has recently been assigned to your group after spending the first 18 months of his two-year traineeship in one of the line divisions. It is expected he will remain in your group when his traineeship is completed. He produces a substantial volume of work, is always eager and willing to accept assignments, and has repeatedly asked to do "more important" work. A review of the correspondence Bill has prepared shows it to be timely and written with good tone and style, if not always correct. Bill can be abrasive. On several occasions he has offended colleagues in the Department. In the short time he has been assigned to the group he has already had one argument with your secretary, Sally Majors, who also provides secretarial support to the rest of the group.

Sally Majors

Sally is a Secretary 1 and is regarded as bright, capable, easygoing and eager to work. In addition to working as your secretary, she also provides word processing support to Frank, Mary and Bill.

DEPARTMENT OF INTERGOVERNMENTAL RELATIONS



PROBLEM

Before beginning this problem, be sure you have read the Background on pages 48 through 51.

Assume today is Monday, December 16 and you have been head of the Central Communications Group for just under two months. You return from three days away from the office and find the following items pertaining to Bill Richards in your in-basket:

- a memo from Bill to Rita concerning an “Ethical Decision Making” training course
- a memo from Bill to you concerning his workload
- a memo from Sally to you complaining about Bill

**READ THE IN-BASKET MATERIALS
ON PAGES 53 THROUGH 55.**

MEMORANDUM

TO: Rita Meyers
FROM: Bill Richards
SUBJECT: What this Department needs . . .
DATE: December 10

. . . is a new training course on “Ethical Decision Making.”

From my experience in working with public inquiries and Department correspondence it strikes me that our decisions are difficult, and the “best” solutions are seldom without costs. Yet we need to make these decisions without undue delay.

In one of my graduate courses, we studied F. Mosher, who emphasized the need for flexibility and value priorities in public decision-making. There is a high ethical content in governmental decisions - often they do not succumb neatly to factual analysis. Rarely are they totally right or totally wrong. And the public character of this Department’s decisions adds complicating dimensions to ethical behavior.

Anyway, I have lots of ideas that would be useful for this course. I’d like to present it to interested Department employees in general and bureau staff in particular (they need it!).

I’m available to discuss this further in detail if you want at your convenience.

TO: *You*
December 12
What’s with this?
Rita

MEMORANDUM

TO: You
FROM: Bill Richards
SUBJECT: Workload
DATE: December 11

I'm pleased to be assigned to this group, since the work involves critical activities occurring throughout the Department. I enjoy most of the work I have had to date, and am always eager for more.

However, I get the impression that you think some of my work is "incomplete" or has "erroneous" information. Let me point out that I probably produce more than Frank and Mary combined. Maybe if they did more of their share of the work I would feel less rushed.

So far all of my assignments involve gathering information or preparing letters or reports under very tight deadlines. I would like to get some assignments that involve longer range planning or project development as well as get a chance to do some public speaking. Also, there are some divisions I am not familiar with. If I knew more about the work of these divisions, I'm sure my work would be even better.

I would appreciate the opportunity to discuss better ways of scheduling the workload with you as soon as possible. I had a course in workload scheduling if that will be of any help.

MEMORANDUM

TO: You

FROM: Sally

DATE: December 13

Bill Richards has insulted me again and it's just not fair! I'm trying to type everybody's work around here and he keeps insisting that his is "top priority" and should be done first. He told me I'm just too slow!

I don't need this.

I'm going to ask for a transfer if he doesn't stop.

CONTINUE NOW WITH SECTION A

SECTION A

To address the most urgent of these three items you would first deal with: **(Choose ONLY ONE, unless otherwise directed.)**

1. Rita's and Bill's memos concerning the proposed training course
2. Bill's comments about the group's workload
3. Sally's complaint about Bill

SECTION B

You would now: **(Choose ONLY ONE, unless otherwise directed.)**

4. Send a copy of Bill's memo to Rita.
5. Send a copy of Frank's memo to Rita.
6. Send a copy of Mary's memo to Rita.
7. Send a copy of Sally's memo to Rita.

SECTION C

You would now: **(Choose AS MANY as are appropriate.)**

8. Ask him what aspects of his work concern him the most.
9. Ask him in what ways he feels the work isn't distributed equitably.
10. Ask him how he thinks Frank and Mary feel about their assignments.
11. Ask him why he feels he is always so rushed and under so much pressure.
12. Ask him what changes he would make in Frank's and Mary's work to make the workload more equal.
13. Review Frank's and Mary's current assignments with him.
14. Review his current assignments and his overall workload with him.
15. Explain to him that because of Mary's strong interpersonal and communication skills you've had to give her most of the group's speaking assignments and they are very time consuming.
16. Ask him what gave him the impression that you view some of his work as being incomplete and erroneous.
17. Tell him that although he had the most assignments, Frank's and Mary's are more long-range and complex and require a great deal of thought and experience.
18. Acknowledge that he is a hard worker and that you appreciate the work he does.
19. Tell him that some of the elements in the memo he sent to you seemed patronizing and he should try and avoid that tone in the future.
20. Ask for his suggestions on ways in which he could improve his knowledge of other divisions.
21. **After you have chosen AS MANY as are appropriate, have marked your choices on the answer sheet, and have read the responses, EXPOSE 21 ON THE ANSWER SHEET.**

SECTION D

At this point, a reasonable assessment of the situation is that: **(Choose AS MANY as are appropriate.)**

22. Bill's main focus is on his work, not his relationships with others.
23. Bill seems unaware of how his interpersonal relationships can affect his effectiveness.
24. There is a pattern of occasional interpersonal conflicts between Bill and other employees.
25. Overall group morale is poor.
26. Bill feels he's under a lot of pressure.
27. Sally reacted inappropriately to the most recent incident.
28. Noting this episode in Bill's personnel file will improve his behavior.
29. You should pay closer attention to Bill's interpersonal behavior.
30. Sally's workload priorities may be unclear to your staff.
31. Sally needs to make better use of her time.
32. Completing assignments on time is important to Bill.
33. Bill's tendency to give Sally work at the last minute contributes to the tension between them.
34. **After you have chosen AS MANY as are appropriate and have marked your choices on the answer sheet, EXPOSE 34 ON THE ANSWER SHEET.**

SECTION E

In bringing the discussion about the incident with Sally to a close, you would now say:
(Choose AS MANY as are appropriate.)

35. "Bill, we need to have things going smoothly around here. I feel you owe Sally an apology."
36. "How can we best put this incident behind us and improve your working relationship with Sally?"
37. "If the group is going to be effective, it is important that we maintain good working relationships both within and outside the group. We can't tolerate any more incidents like this."
38. "Bill, you have to realize that trying to resolve these kinds of problems takes a lot of my time and energy. Please try to avoid them in the future."
39. "I know you're trying to do a good job and I value your work; your work would be even better if we could find ways to avoid interpersonal conflicts."
40. "You know, Bill, interpersonal skills are reflected in the performance appraisal process."
41. "I am going to schedule a meeting to discuss approaches to prioritizing the work we give Sally."
42. "Quite frankly, I haven't seen any of the problems with Sally's work that you've mentioned."
43. "Bill, you do the best work in the group and I don't want situations like this to hurt your reputation."
44. **After you have chosen AS MANY as are appropriate, have marked your choices on the answer sheet, and have read the responses, EXPOSE 44 ON THE ANSWER SHEET.**

SECTION F

You would now: **(Choose AS MANY as are appropriate.)**

45. Ask her why she wasn't able to resolve this problem with Bill.
46. Ask her for additional details about the complaint.
47. Ask her how well she and Bill got along before this recent argument.
48. Ask her to file a formal complaint against Bill.
49. Ask her if she also has interpersonal problems with Mary and Frank.
50. Suggest to her that she work with Bill to resolve their differences.
51. Ask her if she gets a lot of pressure to do "top priority" work right away from everyone or primarily from Bill.
52. Ask how she sets priorities for her work.
53. Ask her for ideas on how she could improve her productivity.
54. Apologize to her for Bill's behavior.
55. **After you have chosen AS MANY as are appropriate, have marked your choices on the answer sheet, and have read the responses, EXPOSE 55 ON THE ANSWER SHEET.**

SECTION G

Over the course of the next few months you would: **(Choose AS MANY as are appropriate.)**

56. Give Bill a greater variety of assignments.
57. Make sure that Bill understands that since he's a new employee you don't expect excellence in the work he produces.
58. Assign more of the work involving tight deadlines to Mary and Frank.
59. Note the recent incident with Sally in Bill's personnel file.
60. Periodically check with Sally about her working relationship with Bill.
61. Set up periodic meetings with Rita to discuss Bill's progress.
62. Increase the number of assignments which will help Bill learn more about other divisions.
63. Ask Sally, Mary and Frank to let you know as soon as possible if they have any problems with Bill.
64. Set up regularly scheduled meetings with Bill to discuss the status of his work in progress.
65. Meet with Bill before any new major assignments to discuss approaches to the work and clarify your expectations.
66. Give Bill more feedback as to your rationale for revisions to his work and let him know it's part of the normal supervisory review process.
67. **After you have chosen AS MANY as are appropriate and have marked your choices on the answer sheet, EXPOSE 67 ON THE ANSWER SHEET.**

SECTION H

You would now: **(Choose AS MANY as are appropriate.)**

68. Review Bill's trainee plan and prior evaluations.
69. Ask Frank and Mary if they have had any personal problems working with Bill.
70. Check informally with others in the Department and see how they view Bill.
71. Briefly review Frank's, Mary's and Bill's assignments and overall workload.
72. **After you have chosen AS MANY as are appropriate, have marked your choices on the answer sheet, and have read the responses, EXPOSE 72 ON THE ANSWER SHEET.**

SECTION J

In continuing your discussion, you would say: **(Choose AS MANY as are appropriate.)**

73. "Sally does the work for several people and at any given point in time your work is not necessarily her highest priority."
74. "Your way of dealing with people is starting to become a real problem."
75. "Did Sally give you any reason why she wouldn't do your work?"
76. "In what ways do you think Sally's performance could improve?"
77. "Don't you think your behavior toward Sally was unjustified?"
78. "Even if your concerns are correct, the way you expressed them caused problems with Sally."
79. "If you have any more of these problems with people, I may have to make note of them in your personnel file."
80. "Why did you insult Sally?"
81. "Sally feels that you often give her work at the last minute and want it done right away."
82. "Are you unhappy working here?"
83. "You've been in the Department less than two years and you already have had a number of incidents like this."
84. **After you have chosen AS MANY as are appropriate, have marked your choices on the answer sheet, and have read the responses, EXPOSE 84 ON THE ANSWER SHEET.**

SECTION K

As a follow up to your discussion, you would, over the next few days: **(Choose AS MANY as are appropriate.)**

85. Summarize Sally's complaints for Rita.
86. Meet individually with Frank and Mary to discuss their workload and any concerns they may have with their assignments.
87. Meet with Frank and Mary individually to discuss Bill's complaints about the inequitable distribution of workload.
88. Tell Frank and Mary about Bill's problems with deadlines and shift some of the more urgent work to them.
89. Ask Frank and Mary if they would be willing to accept some changes in workload and assignment.
90. Tell Frank and Mary individually that a review of the work assignments shows that Frank handles most of the long-term assignments; Mary has most of the speaking engagements; and Bill has the majority of the work with short deadlines. Tell them you would like to establish a more varied distribution of work among the staff.
91. Tell Frank and Mary how you see each of them benefiting from more varied assignments.
92. Tell Bill to issue a revised work plan for the entire staff.
93. Meet with Sally and tell her you discussed her complaint with Bill and, without going into specifics, indicate that she shouldn't have any more problems with him.
94. Let Sally know that you talked with Bill and explain that his assignments put him under a lot of pressure. Tell her you're going to make some changes and you expect things to improve.
95. Set up a meeting to discuss approaches to prioritizing Sally's work.
96. **After you have chosen AS MANY as are appropriate and have marked your choices on the answer sheet, EXPOSE 96 ON THE ANSWER SHEET.**

SECTION L

In continuing your discussion, you would now: **(Choose UP TO THREE.)**

97. Ask Bill to describe for you reasons why Sally may have reacted the way she did.
98. Advise Bill that Sally does not waste time.
99. Ask Bill if he can think of anything that he is doing that might cause situations like the one with Sally to occur.
100. Remind Bill that his behavior has offended others before he came to the group, and describe how this could impair his career.
101. Tell Bill he must be reasonable and give Sally more lead time to do his work.
102. Ask Bill if he agrees that conflicts with others can detract from the effectiveness of his work.
103. Ask Bill why he expects Sally to type his work right away.
104. **After you have chosen UP TO THREE, have marked your choices on the answer sheet, and have read the responses, EXPOSE 104 ON THE ANSWER SHEET.**

SECTION M

You would now: **(Choose ONLY ONE, unless otherwise directed.)**

105. Ask him if there are any problems he'd like to discuss.
106. Tell him of Sally's complaint and ask him what happened.
107. Ask him what he likes about working in the group.
108. Praise the overall quality and quantity of his work.
109. Ask him if he is aware of the effect of his interpersonal style on others.

SECTION N

In concluding your discussion, you would now: **(Choose AS MANY as are appropriate.)**

110. Tell him not to worry about deadlines but to focus on the accuracy of his work.
111. Suggest that if he organized his work better there would be less pressure.
112. Tell him you plan to look further into the issue of the mix of assignments among staff and will talk to Frank and Mary.
113. Tell him you will try to assign the work more equitably in the future.
114. Ask him if he would like to be relieved of certain assignments.
115. Tell him that since the workload is balanced, you are not going to change any assignments.
116. Tell him that perhaps the degree of urgency he places on the completion of his assignments may sometimes exceed your actual expectations.
117. Ask him if he would like a short-term rotation to another division so he can learn more about the operations of that division.
118. Tell him that, in general, suggestions and revisions pertaining to his written work are not meant to imply that his work is unsatisfactory.
119. Advise him that his suggestion that the Department needs an "Ethical Decision Making" course may be interpreted that the Department is not making ethical decisions. Suggest it would be better if he did not pursue it any further.
120. Tell him that you noticed he sent his memo on the "Ethical Decision Making" course directly to Rita rather than through you, and in the future, it is important to route these kinds of memos through you so that you are informed and can respond appropriately.
121. Suggest that perhaps you could reduce some of the pressure on him by reassigning some of his current work to Frank or Mary.
122. **After you have chosen AS MANY as are appropriate, have marked your choices on the answer sheet, and have read the responses, EXPOSE 122 ON THE ANSWER SHEET.**

Illustrative Problem Answer Sheet

EXAM DATE	CITY	IDENTIFICATION NO.										EXAM NO(S).	TITLE
ROOM	BUILDING	0	1	2	3	4	5	6	7	8	9		
XXX-X Illustrative Problem		0	1	2	3	4	5	6	7	8	9		
		0	1	2	3	4	5	6	7	8	9		
		0	1	2	3	4	5	6	7	8	9		
		0	1	2	3	4	5	6	7	8	9		
		0	1	2	3	4	5	6	7	8	9		
		0	1	2	3	4	5	6	7	8	9		
		0	1	2	3	4	5	6	7	8	9		
		0	1	2	3	4	5	6	7	8	9		

Use **ONLY** the developer pen to expose the boxes on these answer sheets. You may not change your answers.

A	1	214	26	✓	51	212	76	207	101	247
	2	230	27	✓	52	208	77	246	102	259
B	3	251	28	✓	53	279	78	258	103	266
	4	201	29	✓	54	284	79	265	104	GO TO E
C	5	201	30	✓	55	269	80	275	M 105	218
	6	201	31	✓	G 56	✓	81	280	106	227
D	7	201	32	✓	57	✓	82	285	107	204
	8	244	33	✓	58	✓	83	270	108	237
E	9	231	34	GO TO L	59	✓	84	GO TO D	109	248
	10	240	35	222	60	✓	K 85	✓	N 110	219
F	11	252	36	232	61	✓	86	✓	111	228
	12	262	37	242	62	✓	87	✓	112	238
G	13	277	38	254	63	✓	88	✓	113	249
	14	282	39	263	64	✓	89	✓	114	260
H	15	287	40	211	65	✓	90	✓	115	267
	16	213	41	278	66	✓	91	✓	116	276
I	17	272	42	283	67	256	92	✓	117	281
	18	253	43	273	H 68	215	93	✓	118	286
J	19	241	44	268	69	224	94	✓	119	203
	20	289	F 45	223	70	234	95	✓	120	288
K	21	GO TO N	46	233	71	245	96	GO TO G	121	271
	D 22	✓	47	243	72	257	L 97	217	122	GO TO K
L	23	✓	48	255	J 73	225	98	226		
	24	✓	49	264	74	216	99	206		
M	25	✓	50	274	75	235	100	236		

NEW YORK STATE DEPARTMENT OF CIVIL SERVICE

Illustrative Problem Response Booklet

PLEASE BE AWARE: Not all of the responses are actually a part of the problem you are working on. They may state accurate names and plausible events, but the information they present is misleading. These responses have been included to keep you from being able to piece the problem together by reading only the responses. The best course of action for you to take is to pay close attention **ONLY** to the responses to which you have been directed.

RESPONSES

201. **There are no instructions in this problem that direct you to this section. You may have made an error in following the directions from the box on the answer sheet or from the response; or you may not have completely exposed a direction in the choice box. Go back over your choices, the directions in the responses, and any notes you have made to determine where you should be in the problem. You will not be penalized for exposing this box on your answer sheet.**
202. They both say that they believe that their assignments should stay the way they are. **Return to the section you are working in and continue.**
203. He responds, "My professors advocated this for all bureaucracies. It seemed like a good idea to me." **Return to the section you are working in and continue.**
204. He says the work is challenging and interesting. **Make another choice in the same section.**
205. Their work currently includes a variety of assignments, ranging from general letters to several publications, reports, seminars, and presentations. Generally, work has been assigned to staff as follows:
- Frank:
- Prepare Annual Report
 - Lead project to review and improve Departmental communication flow
 - Develop seminar projects
 - Handle policy coordination with divisions
- Mary:
- Conduct numerous presentations
 - Coordinate presentations conducted by Department staff for groups outside the agency
 - Prepare governmental innovations publication
 - Coordinate forms review
- Bill:
- Coordinate responses to Legislative staff inquiries for Department management
 - Research material to respond to Executive Office and Legislative inquiries
 - Draft responses to correspondence for Commissioner and Department management
 - Handle most of group telephone inquiries

The workload for all three employees is generally equal. They all include both short and long term projects along with some public speaking.

Return to the section you are working in and continue.

This page contains responses 201 to 205

206. He says, "I hadn't really seen this as an issue before but I guess I do tend to get abrupt and harsh when I'm under a lot of pressure." **Return to the section you are working in and continue.**
207. He responds, "I could show her how to better use her time and schedule her work." **Return to the section you are working in and continue.**
208. She responds, "I generally do your work first unless something else is an emergency. The rest generally depends upon when I get it and how soon it's due." **Return to the section you are working in and continue.**
209. A review of Bill's assignments shows that they are similar to Frank's and Mary's and include short and long term projects along with some public speaking. **Return to the section you are working in and continue.**
210. Rita asks why you didn't tell her sooner. **Return to the section you are working in and continue.**
211. He responds, "I realize that." **Return to the section you are working in and continue.**
212. She says, "No. Everyone is pretty reasonable except Bill. He always seems to want his work done first." **Return to the section you are working in and continue.**
213. He responds, "Sometimes when I've given you work you have asked me to get additional information and expand on various concepts. Also, on a lot of my work you make an awful lot of editorial revisions." **Return to the section you are working in and continue.**
214. As you are considering your approach, Rita calls and says she has heard that Sally is unhappy about Bill. She says that she herself is concerned about the way Bill deals with people and she wants you to deal with this right away. Bill is not in the office today and you leave a note on his desk asking him to come to your office when he comes in tomorrow. **GO TO SECTION H.**
215. Bill's prior supervisor notes that Bill has excellent work skills but occasional interpersonal clashes. The trainee plan indicates he needs a variety of assignments to become familiar with overall Department functions, and also indicates that his assignments should be broadened to include more public speaking and project development activities. **Return to the section you are working in and continue.**

This page contains responses 206 to 215

216. He responds, "If people want to be treated like professionals they should act that way." **Return to the section you are working in and continue.**
217. He says, "I guess I leaned on her pretty hard. I suppose she has pressures on her too." **Return to the section you are working in and continue.**
218. He says, "At some point I'd like to talk about my workload." **Make another choice in the same section.**
219. He responds, "I agree that my work should be accurate, but I think it is important to get it done quickly." **Return to the section you are working in and continue.**
220. He says, "I like tight deadlines. It's a challenge to get work done quickly." **Return to the section you are working in and continue.**
221. Frank and Mary say that they are under a lot more pressure than Bill. **Return to the section you are working in and continue.**
222. He says, "OK. I'll apologize if you say so." **Return to the section you are working in and continue.**
223. She says, "Bill doesn't see this as a problem and he doesn't listen to me." **Return to the section you are working in and continue.**
224. They say, "He is sometimes a little abrasive but we can deal with him." **Return to the section you are working in and continue.**
225. He responds, "I know that, but if I'm to complete my work on time, it's critical that Sally types it as soon as possible." **Return to the section you are working in and continue.**
226. He says, "It appears that way to me." **Return to the section you are working in and continue.**
227. He says, "I didn't mean to offend her. I had something I needed typed right away and she wouldn't do it." **GO TO SECTION J.**
228. He responds, "I don't think it is as much a question of how I organize my work as it is of too much work and too many deadlines." **Return to the section you are working in and continue.**

This page contains responses 216 to 228

229. He says, "It looks like people are jealous of me." **Return to the section you are working in and continue.**
230. As you are considering your approach, Rita calls and says she has heard that Sally is unhappy about Bill. She says that she herself is concerned about the way Bill deals with people and she wants you to deal with this right away. Bill is not in the office today and you leave a note on his desk asking him to come to your office when he comes in tomorrow. **GO TO SECTION H.**
231. He says, "I do most of the work that requires a quick turnaround and Frank and Mary don't seem to be as busy as I am; they seem to be under less urgent time constraints." **Return to the section you are working in and continue.**
232. He replies, "Perhaps it will help if I apologize to her." **Return to the section you are working in and continue.**
233. She states, "Bill treats me in a condescending manner, believes all his work is urgent and has a higher priority than anyone else's. He also said I'd get more done if I worked harder." **Return to the section you are working in and continue.**
234. They say they have heard his work is good but he seems abrasive. **Return to the section you are working in and continue.**
235. He says, "She said, 'I have something of Frank's I have to finish up first.' " **Return to the section you are working in and continue.**
236. He becomes defensive and says, "I thought my career would be determined by the quality and quantity of work that I do." **Return to the section you are working in and continue.**
237. He thanks you and says he tries to work hard. **Make another choice in the same section.**
238. He says, "Good idea. I would like to see a better mix in the variety of assignments among the staff so I don't have all the tight deadline work." **Return to the section you are working in and continue.**
239. He says, "I don't think I have done anything wrong." **Return to the section you are working in and continue.**
240. He replies, "I'm sure they're content; their assignments are a 'piece of cake.' " **Return to the section you are working in and continue.**

This page contains responses 229 to 240

241. He says, "I'm sorry if it came across that way. I'm just trying to share the knowledge I've picked up in my course work." **Return to the section you are working in and continue.**
242. He responds, "You're right, but some conflicts are unavoidable if we're going to get our work done properly." **Return to the section you are working in and continue.**
243. She says, "We've only had one other argument but he's been hard to work with ever since he came into the group." **Return to the section you are working in and continue.**
244. He responds, "I always feel rushed because I'm doing so much and it seems that Frank and Mary are doing a lot less than I am." **Return to the section you are working in and continue.**
245. Their work currently includes a variety of assignments, ranging from general letters to several publications, reports, seminars, and presentations. Generally, work has been assigned to staff as follows:

Frank: - Prepare Annual Report
- Lead project to review and improve Departmental communication flow
- Develop seminar projects
- Handle policy coordination with divisions

Mary: - Conduct numerous presentations
- Coordinate presentations conducted by Department staff for groups outside the agency
- Prepare governmental innovations publication
- Coordinate forms review

Bill: - Coordinate responses to Legislative staff inquiries for Department management
- Research material to respond to Executive Office and Legislative inquiries
- Draft responses to correspondence for Commissioner and Department management
- Handle most of group telephone inquiries

The workload for all three employees is generally equal. However, most of Bill's assignments have short deadlines while Frank and Mary are engaged in planning oriented activities with long range schedules.

Return to the section you are working in and continue.

This page contains responses 241 to 245

246. He responds, "No. I had to get my work done and she wouldn't do it." **Return to the section you are working in and continue.**
247. He says, "I can try but I'm already giving her the work as soon as I can." **Return to the section you are working in and continue.**
248. He says he is not aware of any problems. **Make another choice in the same section.**
249. He says, "Thanks. What I'd like is a better mix in the variety of assignments." **Return to the section you are working in and continue.**
250. Sally says that she doesn't see how your suggestion will help. **Return to the section you are working in and continue.**
251. As you are considering your approach, Rita calls and says she has heard that Sally is unhappy about Bill. She says that she herself is concerned about the way Bill deals with people and she wants you to deal with this right away. Bill is not in the office today and you leave a note on his desk asking him to come to your office when he comes in tomorrow. **GO TO SECTION H.**
252. He responds, "A lot of the assignments I get -- like draft letters for the Commissioner -- have tight deadlines. When you give me something like that with a date due to you, I want to get it to you before that date so you have plenty of time for review." **Return to the section you are working in and continue.**
253. He says, "I appreciate that word of recognition but it doesn't change the inequities in the workload." **Return to the section you are working in and continue.**
254. He says, "I will if I can." **Return to the section you are working in and continue.**
255. She indicates she has already sent you a memo and would prefer not to go any further than that. **Return to the section you are working in and continue.**
256. **THIS IS THE END OF THIS PROBLEM.** You should proceed to the Illustrative Problem Scoring Instructions on the page following response 289.
257. A short time later, Sally comes into your office and asks if she can talk to you about the problem she is having with Bill. **GO TO SECTION F.**

This page contains responses 246 to 257

258. He responds, "Maybe I was a little harsh, but she was giving me a hard time about typing my work right away." **Return to the section you are working in and continue.**
259. He says, "I hadn't really thought of it that way before, but I guess you're right." **Return to the section you are working in and continue.**
260. He says, "I would like to do less of the tight deadline work." **Return to the section you are working in and continue.**
261. Bill tells you that he will ask for a transfer if you do that. **Return to the section you are working in and continue.**
262. He says, "Let me give that some thought." **Return to the section you are working in and continue.**
263. He responds, "Thanks. I'm glad you think I do good work and I'm always anxious to improve." **Return to the section you are working in and continue.**
264. She says, "No. We get along fine." **Return to the section you are working in and continue.**
265. He responds, "It's not my fault. If there have been any conflicts it is because I'm trying to get my work done." **Return to the section you are working in and continue.**
266. He says, "It's important to me to get my work in to you on time and a lot of my work has short deadlines." **Return to the section you are working in and continue.**
267. He says, "You've got the final say, but it still leaves me with a lot of pressure." **Return to the section you are working in and continue.**
268. At this point in your discussion with Bill, you decide to address the concerns he has raised about his workload. **GO TO SECTION C.**
269. Your meeting with Sally concludes. It is now tomorrow morning and Bill is in your office. **GO TO SECTION M.**
270. He responds, "That's the nature of bureaucracy. To get work done there's always going to be some conflict." **Return to the section you are working in and continue.**

This page contains responses 258 to 270

271. He responds, "Maybe, but I like to finish what I start." **Return to the section you are working in and continue.**
272. He responds, "I think I could handle that kind of work." **Return to the section you are working in and continue.**
273. He says, "I appreciate your support and concern." **Return to the section you are working in and continue.**
274. She says, "I've tried, but I need your help." **Return to the section you are working in and continue.**
275. He responds, "I didn't mean to insult her. I just wanted her to work on my assignments right away." **Return to the section you are working in and continue.**
276. He responds, "You might be right. I know you have real high standards and I want to be sure I measure up to them." **Return to the section you are working in and continue.**
277. Bill reiterates the points he made in his December 11 memo. **Return to the section you are working in and continue.**
278. Bill responds, "That seems like a good idea." **Return to the section you are working in and continue.**
279. She says, "I think my productivity is good. I work hard and get a lot done." **Return to the section you are working in and continue.**
280. He responds, "I have so much work to do and so much pressure on me, that I often can't get it to Sally until the last minute." **Return to the section you are working in and continue.**
281. He responds, "I'd like to be here a little longer." **Return to the section you are working in and continue.**

This page contains responses 271 to 281

282. A review of Bill's assignments shows that he handles almost all of the group's telephone inquiries -- many of which require additional background research and work. He also is currently drafting responses to numerous letters for the Commissioner's signature and doing research for Department management in response to inquiries from the Legislative staff. His share of the workload is comparable to Frank's and Mary's but is different in that it requires much tighter turnaround time. Bill consistently completes his work on tight deadline assignments a few to several days before the deadline date that you set for him. He has no speaking/presentation work scheduled for the immediate future.
Return to the section you are working in and continue.
283. He responds, "I don't understand that because I have problems getting my work done." **Return to the section you are working in and continue.**
284. She says, "Thanks, but that doesn't help." **Return to the section you are working in and continue.**
285. He responds, "I like the work." **Return to the section you are working in and continue.**
286. He replies, "I don't mind when you change a few words here and there, but when it goes beyond that I feel you think the work isn't any good." **Return to the section you are working in and continue.**
287. He replies, "I'd like more of that kind of assignment myself." **Return to the section you are working in and continue.**
288. He responds, "OK, I have no problem with that." **Return to the section you are working in and continue.**
289. He says, "It's in my trainee plan that I need this experience; I'd like the opportunity to increase my understanding of the work that other divisions do."
Return to the section you are working in and continue.

Illustrative Problem Scoring Instructions

The scoring key on the following two pages lists all the choices and their values for the illustrative simulation problem. Use this list to help compute your problem score. In an actual computational review, you would have a photocopy of your answer sheet which would indicate which choices you exposed. For this illustrative problem, consider any choice that you marked on the answer sheet on page 68 to be an "exposed" choice.

- Locate the choices you exposed on your answer sheet.
- Follow the directions that are in each of the sections of the scoring key. They will tell you which choices to mark on the scoring key. Mark only the choices you are directed to mark. Special instructions appear in Sections A, L and M to help you to mark your choices correctly. BE ALERT to those places where these special instructions appear.
- Sum the values of all your marked choices. Be sure to **subtract** negatively valued choices from the positive total, rather than adding them to it.

Depending on the choices you made in this problem, you could have a score as low as -51 or as high as +51. When this problem was actually used, the average score was between 28 and 29. If this problem were part of the Promotion Test Battery for Supervisors and Specialists, the scores would be placed on a 25 point scale. If it were part of the Promotion Test Battery for Mid- and High-Level Managers and Administrators, the scores would be placed on a 40 point scale.

Scoring Key for the Illustrative Problem

Section	Choice	Value
A	Mark Only One (the lowest value exposed choice) Among:	
	1.	-2
	2.	-1
	3.	+2

Section	Choice	Value
B	All Choices Are Valued At 0.	

Section	Choice	Value
C	Mark All Exposed Choices .	
	8.	+1
	9.	+1
	10.	-1
	11.	+1
	12.	-1
	13.	-1
	14.	+1
	15.	-1
	16.	+1
	17.	-1
	18.	+1
	19.	-1
	20.	+1
21.	0	

Section	Choice	Value
D	Mark All Exposed Choices .	
	22.	+1
	23.	+1
	24.	+1
	25.	-1
	26.	+1
	27.	-1
	28.	-1
	29.	+1
	30.	+1
	31.	-1
	32.	+1
	33.	+1
	34.	0

Section	Choice	Value
E	Mark All Exposed Choices .	
	35.	-1
	36.	+1
	37.	-1
	38.	-1
	39.	+1
	40.	-1
	41.	+1
	42.	-1
	43.	-1
44.	0	

Section	Choice	Value
F	Mark All Exposed Choices .	
	45.	-1
	46.	+1
	47.	+1
	48.	-1
	49.	-1
	50.	-1
	51.	+1
	52.	+1
	53.	-1
	54.	-1
	55.	0

Section	Choice	Value
G	Mark All Exposed Choices .	
	56.	+1
	57.	-1
	58.	+1
	59.	-1
	60.	+1
	61.	-1
	62.	+1
	63.	-1
	64.	+1
	65.	+1
	66.	+1
	67.	0

Section	Choice	Value
H	Mark All Exposed Choices .	
	68.	+1
	69.	0
	70.	-1
	71.	+1
	72.	0

Section	Choice	Value
J	Mark All Exposed Choices .	
	73.	+1
	74.	-1
	75.	+1
	76.	-1
	77.	-1
	78.	+1
	79.	-1
	80.	-1
	81.	+1
	82.	-1
	83.	-1
84.	0	

Section	Choice	Value
K	Mark All Exposed Choices .	
	85.	-1
	86.	+1
	87.	-1
	88.	-1
	89.	0
	90.	+1
	91.	+1
	92.	-1
	93.	-1
	94.	+1
	95.	+1
	96.	0

Scoring Key for the Illustrative Problem (cont.)

Section	Choice	Value
L	Mark Up To Four (the lowest value exposed choices) Among:	
	97.	+1
	98.	-1
	99.	+1
	100.	-1
	101.	0
	102.	+1
	103.	0
	Mark All Exposed Choices Among:	
	104.	0

Section	Choice	Value
M	Mark All Exposed Choices Among:	
	105.	-1
	107.	-1
	108.	0
	109.	-1
	Mark Only One (the lowest value exposed choice) Among:	
106.	+2	

Section	Choice	Value
N	Mark All Exposed Choices.	
	110.	-1
	111.	-1
	112.	+1
	113.	-1
	114.	-1
	115.	-1
	116.	+1
	117.	0
	118.	+1
	119.	-1
	120.	+1
	121.	-1
122.	0	

Add the values of all your marked choices and write the sum in the box. This is your RAW SCORE for the Illustrative Problem.

AT THE TEST

The only difference between the way we approached the Sample and Illustrative Problems and the way you will approach your actual test is that you will be exposing boxes on the answer sheet using the special developer pen. At the test, a space will be provided on your Answer Sheet Packet for you to test your developer pen to be sure that it works properly and develops the image. Remember to rub the pen **ONCE** over the area you want to expose. **DO NOT** rub the pen back and forth, as you might rub off the information.

You **will not** be allowed to bring this Promotion Test Battery Guide to the test. All the information you need to complete the test will be included in the directions you will receive with your test. In addition, you will be provided a brief summary of the most important points in this Guide.

SCORE NOTICES

You will receive a score notice from the Promotion Test Batteries. The following is an example of the score notice from the Promotion Test Battery for Supervisors and Specialists. You can see that there are two scores being reported.

Your score on the Supervisors Test Battery is (This score is based on all three test sections listed below.)	85.
Your score on the Specialist Test Battery is (This score is based on Written Communications & Analysis of Information only.)	80.

The Supervisors Test Battery score is based on all three sections of the test; the Specialists Test Battery score is based only on the *Written Communications* and *Analysis of Information* test questions. Candidates' scores on the two options will differ depending on how they do on the *Managing and Supervising Subordinate Staff* portion of the test.

The reason there are two scores is that titles in the target salary range fall into two categories - those that require incumbents to supervise others and those that do not. When examinations are announced for titles requiring supervision of others, candidates' scores from the Supervisors option of the Test Battery will be used. When examinations are announced for titles not requiring supervision, candidates' scores from the Specialists option of the Test Battery will be used.

The following is an example of the score notice from the Promotion Test Batteries for Mid- and High-Level Managers and Administrators. You can see that there are two scores being reported for these Batteries as well.

Your score on the Mid-Level Test Battery is	85.
Your score on the High-Level Test Battery is	80.

All candidates for the Managers and Administrators Batteries will receive a score for both the Mid-Level Test Battery and the High-Level Test Battery. Although the test material is the same for both of them, different scoring formulas will be used to calculate your scores. Scores from the Mid-Level Managers and Administrators Promotion Test Battery generally will be used in establishing eligible lists for titles from Grade 27 up to Grade 31 and M-2 up to M-4. Scores from the High-Level Managers and Administrators Promotion Test Battery generally will be used in establishing lists for titles from Grade 31 through Grade 38 and M-4 through M-8. Subsequent examination announcements will specify, based on the duties and responsibilities of the title, whether Mid-Level or High-Level Promotion Test Battery scores will be used for a specific Grade 31/M-4 title.

In addition to receiving your informational scores on the Promotion Test Batteries, you will also receive a Written Test Profile. The following is an example of the profile for the Promotion Test Battery for Supervisors and Specialists.

WRITTEN TEST PROFILE FOR CANDIDATE ID #

Written Test Sections	Number of questions you answered correctly	You did as well as or better than the following percentage of candidates **
Managing and Supervising Subordinate Staff	25 of 50 *	41
Written Communication	16 of 20	47
Analysis of Information	15 of 20	87

* This portion of the test was a simulation test. For this test, the “Number of questions you answered correctly” refers to the number of *points* you earned out of a possible 50 *points* rather than to the number of questions you answered correctly.

**The last column of the Test Profile tells you how well you did compared to other people who took the test. For example, if the column shows you did as well as or better than 70 percent, this means that 30 percent of the people answered more questions correctly than you did in that section.

The following is an example of the profile for the Promotion Test Batteries for Mid- and High-Level Managers and Administrators.

WRITTEN TEST PROFILE FOR CANDIDATE ID #

Written Test Sections	Number of questions you answered correctly	You did as well as or better than the following percentage of candidates **
Management and Supervision	30 of 80 *	41
Written Communication	33 of 40	98

* This portion of the test was a simulation test. For this test, the “Number of questions you answered correctly” refers to the number of *points* you earned out of a possible 80 *points* rather than the number of questions you answered correctly.

**The last column of the Test Profile tells you how well you did compared to other people who took the test. For example, if the column shows you did as well as or better than 70 percent, this means that 30 percent of the people answered more questions correctly than you did in that section.

The profile is designed to give you a better idea of how well you did on each of the components of the written test. In the profile for the Promotion Test Battery for Supervisors and Specialists, each of the three components will be listed under the heading Written Test Sections. For the *Written Communication* and *Analysis of Information* components, the middle column will tell you how many questions you answered correctly out of the total number of questions in that part of the test. For the

Managing and Supervising Subordinate Staff component, this column will indicate how many points you earned out of a maximum of 50 points. In the final column, there will be an indication of how well you did compared to the rest of the candidates who took those test questions. Simply looking at the number of questions answered correctly may not tell you how well you did compared to everybody else. For an extremely easy block of 20 questions, a score of 16 may not be that high compared to everyone else. For a very difficult block of 20 questions, a score of 15 may be higher than most candidates received. This final column will take the difficulty of the test material into consideration and then tell you how you did in comparison with the other candidates in the competition. The sample profile for the Promotion Test Battery for Mid- and High-Level Managers and Administrators can be interpreted the same way.

EXAMINATION ELIGIBLE LISTS USING THE PROMOTION TEST BATTERIES

Many candidates will notice that their final score on an examination using only Promotion Test Battery scores is higher than the banded informational score they received when the Promotion Test Battery results were sent. This higher score is due to adding seniority credits and any war-time veterans credits to produce the final eligible list score. When you are a candidate for an examination that uses only Promotion Test Battery results, your seniority will be credited as specified on the announcement and will be computed based on your seniority at the time the list is created. Your seniority credits, if any, will be used in combination with either your multiple-choice score (if the Specialist option is being used) or your combined multiple-choice and simulation scores (if the Supervisors or Mid- or High-Level Managers and Administrators option is being used), and that total will be banded to determine your final score. If you qualify for veterans credits, they will be added to the final banded score.

CONCLUSION

This Promotion Test Battery Guide was developed to provide you with additional information about the Promotion Test Batteries and to familiarize you with the format of the written simulation problems that will be included in the Promotion Test Batteries. We hope the information in this Guide will make you more comfortable taking the simulation problems on the day of your test.