

Sample Test Material for:

Administrative supervision of staff

Test material will be presented in a job simulation exercise format.

For more information about this format, please see the section titled *More Information on Job Simulation Exercises* that follows the Sample Job Simulation Exercise.

Test Task: You will be given **Background** information on a fictional agency organization, its work units and sections, and asked to assume the role of an administrative supervisor. You will then be presented with a series of situations. Each situation will be followed by a list of choices that represent possible responses one could make. You will need to read the information presented and select the best choice(s) to take to collect relevant information and/or resolve the problem(s) in the situation described.

SAMPLE JOB SIMULATION EXERCISE:

Background and Sections A and B:

BACKGROUND

New York State Office of Telecommunication Services (NYSOTS)

The New York State Office of Telecommunication Services oversees electronic communications services for governmental agencies within New York State. NYSOTS is comprised of two divisions: the Administration Division and the Program Division. The Program Division includes four bureaus:

- Telecommunication Service Coordination
- Telecommunication Program Audit and Review
- Technology Development
- Municipal Assistance

You are employed as a Section Leader in the Bureau of Technology Development. You report to the Bureau Chief, Sam Tolan. As Section Leader, you supervise the following three units:

Unit A

Bob Corcoran, Unit Supervisor
3 staff

Unit B

Wanda Abele, Unit Supervisor
Steven Lent & 2 other staff

Unit C

Trishna Veda
4 staff

Your supervisor, Sam Tolan, has sent you an e-mail, asking you to revive a new technology development project for Lakeland County that was put on hold over a year ago. Units A, B, and C all contributed staff to the project team and initial research was completed before the project was put on hold. In his e-mail, Sam explains that the project has taken on new importance and that the agency now needs the project completed in two months.

Continue now with SECTION A.

SECTION A

Your first step would be to: (**Choose ONLY ONE.**)

1. Ask Sam Tolan for more information about the project and a detailed description of his expectations of what the project will accomplish.
2. Meet with the three Unit Supervisors from your section to discuss what information they have about the project.
3. Identify the staff from each unit who were assigned to the project and arrange to meet with them to discuss the work that has already been completed.
4. Review your section's written records and monthly reports for additional information about the project.

- Mark '**A**' on your answer sheet if you are **selecting** that choice or action.
- Mark '**B**' on your answer sheet if you are **not selecting** that choice or action.
- You **must** mark **A** or **B** for **each** choice presented.

Then, go to SECTION B on the next page.

SECTION B

Before you can take action, Steven Lent, one of the staff in Unit B, comes to your office. He says he just heard that the new technology development project for Lakeland County is being revived. Steven tells you that he does not want to work on that project again with Bob Corcoran, the Unit Supervisor from Unit A. Steven tells you that Bob was argumentative, constantly disregarded Steve's ideas and suggestions, and would change Steven's work without any discussion or follow up.

You would now ask Steven: (**Choose UP TO THREE.**)

5. why he was not able to resolve his problem with Bob
6. for some examples of the types of ideas and suggestions that Bob disregarded
7. what Bob's role on the project was
8. what Trishna's role on the project was
9. whether he would work on the project if he did not have to work with Bob
10. whether he has had personal problems that have affected his work relationships
11. whether he has discussed his concerns with Wanda
12. whether he feels pressured or overworked in his current assignment
13. whether he has noticed a pattern of conflict between Bob and other staff
14. whether he has any problems in working with other unit supervisors

- Mark 'A' on your answer sheet if you are **selecting** that choice or action.
- Mark 'B' on your answer sheet if you are **not selecting** that choice or action.
- You **must** mark **A** or **B** for **each** choice presented.

This is the end of the sample Background and Sections A and B.

The Solutions to Sections A and B are found on the following page.

Solution to Sections A and B from the Sample Job Simulation Exercise:

In the preceding sample Section A, the *first step* is to meet with the unit supervisors (choice 2) to gather the information they have on the project, what work was completed, and what work still needs to be done. It is premature to meet with Sam Tolan (choice 1) until you have collected and reviewed the available information; requesting a “detailed description of his expectations” would not be reasonable at this time. Choice 3, identifying and meeting with the project staff from each unit, and choice 4, reviewing your section’s written records, would not be as efficient or effective as choice 2. Therefore, choice 2 is valued at +1, and choices 1, 3, and 4 are valued at 0.

Listed below are all the choices presented in sample Section A and their assigned values:

1. Ask Sam Tolan for more information about the project and a detailed description of his expectations of what the project will accomplish. **0**
2. Meet with the three Unit Supervisors from your section to discuss what information they have about the project. **+1**
3. Identify the staff from each unit who were assigned to the project and arrange to meet with them to discuss the work that has already been completed. **0**
4. Review your section’s written records and monthly reports for additional information about the project. **0**

In the preceding sample Section B, the three *most appropriate* questions to ask Steve to follow up on his concerns are choice 6, examples of the ideas at issue between Steve and Bob; choice 7, Bob’s role on the project; and choice 11, whether Steve has talked with his supervisor about his concerns. Choice 5 shifts the blame to Steve; choice 8 is irrelevant; choices 9, 10, 12 and 14 all focus on potential personal issues that are irrelevant; choice 13 is gossipy and inappropriate. Therefore, in this “Choose UP TO THREE” section, choices 6, 7, and 11 are valued at +1. Choices 5, 8, 9, 10, 12, 13, and 14 are valued at 0.

Listed below are all the choices presented in sample Section B and their assigned values:

5. why he was not able to resolve his problem with Bob **0**
6. for some examples of the types of ideas and suggestions that Bob disregarded **+1**
7. what Bob’s role on the project was **+1**
8. what Trishna’s role on the project was **0**
9. whether he would work on the project if he did not have to work with Bob **0**
10. whether he has had personal problems that have affected his work relationships **0**
11. whether he has discussed his concerns with Wanda **+1**
12. whether he feels pressured or overworked in his current assignment **0**
13. whether he has noticed a pattern of conflict between Bob and other staff **0**
14. whether he has any problems in working with other unit supervisors **0**

Scoring Sections A and B from the Sample Job Simulation Exercise:

Section A is a “Choose ONLY ONE” section. There is only **one** positive choice in this section, choice 2, and that choice is valued at +1. There are three other choices in this section, choices 1, 3 and 4, and they are valued at 0.

In a “Choose ONLY ONE” section, only one of the candidate’s choices is scored. A choice with a value of 0 is scored before a choice with a value of +1.

Some of the possible scoring outcomes include the following:

- A candidate would receive the maximum credit for this section (+1) if the choice valued at +1 was selected and none of the choices valued at 0 were selected (i.e., if the candidate marked ‘A’ on the answer sheet for choice 2 and ‘B’ for choices 1, 3, and 4).
- A candidate would receive a section score of 0 if either of the choices valued at 0 were selected.
- If a candidate selected **more than** one choice, only one choice would be scored. A choice valued at 0 would be scored and additional choices valued at 0 or +1 would **not** be scored.
- A candidate would receive a section score of 0 if **no** choices were selected.

Section B is a “Choose UP TO THREE” section. There are **three** positive choices in this section, choices 6, 7, and 11, which are valued at +1. There are seven other choices in this section, choices 5, 8, 9, 10, 12, 13, and 14, and they are valued at 0.

In a “Choose UP TO THREE” section, only three of the candidate’s choices are scored. Choices with a value of 0 are scored before choices with a value of +1.

Some of the possible scoring outcomes include the following:

- A candidate would receive the maximum credit for this section (+3) if the three choices valued at +1 were selected and none of the choices valued at 0 were selected (i.e., if the candidate marked ‘A’ on the answer sheet for the positive choices 6, 7, and 11, and ‘B’ for choices 5, 8, 9, 10, 12, 13, and 14.)
- A candidate who selected three choices, two valued at +1 and one valued at 0, would receive a section score of +2, the sum of the three choices.
- A candidate who selected three choices, one valued at +1 and two valued at 0, would receive a section score of +1, the sum of the three choices.
- A candidate who selected *only two choices* would receive the section score that reflected the sum of those two choices (i.e., either +2, +1, or 0).
- A candidate who selected *only one choice* would receive the score associated with that choice (i.e., either +1 or 0).
- If a candidate selected **more than** three choices, only three choices would be scored. The choices valued at 0 would be scored first, then +1 choice(s) would be scored, up to a maximum of three choices total.
- A candidate would receive a section score of 0 if **no** choices were selected.

End Of Sample Job Simulation Exercise

MORE INFORMATION ON JOB SIMULATION EXERCISES:

Job simulation exercises present candidates with situational judgment problems, similar to those encountered on the job, and many possible answer choices.

Each answer choice is numbered. Candidates must select the best answer choice(s) presented and, on the separate scannable answer sheet, mark 'A' for the choice(s) selected and 'B' for the choice(s) not selected. Candidates must mark each and every answer choice as either one they are selecting or one they are NOT selecting.

In the preceding Sample Job Simulation Exercise, each choice has a value of +1 or 0. In sections that specify the number of choices to select (e.g. Choose ONLY ONE or Choose UP TO THREE), only that number of choices are scored. In these sections, a candidate's choices with a value of 0 are scored before the candidate's choices with a value of +1. If a candidate has selected more than the specified number, only the number of choices specified are scored.

To compute subtest scores for a job simulation exercise, candidate section scores are totaled and scaled according to the range of possible points for the subtest (e.g., 0 to 15, 0 to 30, etc.)

Directions for Job Simulation Exercises:

The job simulation exercises will present you with situations that are similar to those you might encounter on the job. The job simulation exercise will start with **Background** information that will tell you about the job setting and your role in that setting. The Background may also include some job-related issues, situations, and/or resource materials for you to consider.

You will then be given a series of situations in simulation Sections. Each Section will present the situation and choices representing possible responses one could make in that situation. You are to read the information and select the best choice(s) to take to collect relevant information and/or resolve the problem(s) in the situation presented.

The job simulation exercise will start with **Section A**. The Sections will continue in alphabetical order (Section B, then Section C, etc.) to the end of the exercise. Each Section will present you with choices, and you are to select the most appropriate choice(s) from among those presented.

Instructions for Selecting Answer Choices:

Each section will include an instruction on **how many** choices to select in that section. The instructions may tell you to:

- choose a specific number of choices, e.g., “**Choose ONLY ONE.**”
- choose “**up to**” a maximum number of choices, e.g., “**Choose UP TO THREE.**” (Candidates may choose fewer than three, but should not choose more than three.)
- choose as many choices as are appropriate, e.g., “**Choose AS MANY as are appropriate.**”

Follow the instructions to each section carefully. Failure to follow the instructions may result in a lower score.

Instructions for Marking Answer Choices:

In order to be scored, all your answers must be recorded on a separate, scannable answer sheet. Using a No. 2 pencil, you are to mark ‘A’ for the choices you select and ‘B’ for the choices you are not selecting. The following instructions will appear at the end of each Section:

- Mark ‘A’ on your answer sheet if you are **selecting** that choice or action.
- Mark ‘B’ on your answer sheet if you are **not selecting** that choice or action.
- You **must** mark **A or B** for **each** choice presented.

You must mark either **A** or **B** for each choice presented because your answer sheet will be optically scanned by a machine that reads the darkest filled-in circle next to a choice number as your selection for that choice number. Marking **A** for choices you select and **B** for choices you do not select will ensure that your choices are recorded accurately.

Complete instructions on how to mark your answer sheet will be provided with your test materials on the day of your test. Be sure to follow these instructions carefully to ensure that your answers are scored correctly.

End of More Information on Job Simulation Exercises