

1. Kepner-Tregoc management training courses are MOST closely involved with \_\_\_\_\_  
 A. management by objectives  
 B. development of overall leadership qualities  
 C. leadership style  
 D. problem-solving techniques
2. The BASIC purpose of the Managerial Grid training program is to train managers to \_\_\_\_\_  
 A. have concern for both production and the people who produce  
 B. utilize scientific problem-solving techniques  
 C. maximize efficient communication  
 D. improve the quality of their leadership in "brainstorming" sessions
3. In establishing employee development objectives, management must make sure that they are \_\_\_\_\_  
 A. stated in broad terms  
 B. relevant to job performance  
 C. developed by a training expert  
 D. written in the vocabulary of the training field
4. In order that group conferences serve their purpose of developing professional staff, it is essential that \_\_\_\_\_  
 A. discussion of controversial matters be limited  
 B. notes be taken by the participants  
 C. participants be encouraged to take part in the discussions  
 D. chairmanships be rotated at the meetings
5. Of the following, the PRIMARY objective of sensitivity training is to \_\_\_\_\_  
 A. teach management principles to participants  
 B. improve and refine the decision-making process  
 C. give the participants insight as to how they are perceived by others  
 D. improve the emotional stability of the participants
6. In considering the functions of a manager, it is clear that the FIRST step in building a quality work force is the manager's need to \_\_\_\_\_  
 A. design jobs to meet the realities of the labor market  
 B. examine the qualification requirements for his positions and eliminate those which appear to be controversial  
 C. determine the methods to be used in reaching that specific public deemed most suitable for the agency  
 D. establish controls so that there is reasonable assurance that the plans established to staff the agency will be properly consummated
7. Based on data documenting the differences between healthy and unhealthy organizations, which statement describes a HEALTHY as contrasted with an unhealthy organization? \_\_\_\_\_  
 A. Innovation is not widespread but exists in the hands of a few.  
 B. Risks are not avoided but accepted as a condition of change.  
 C. Decision-making is not dispersed but delegated to organizational levels.  
 D. Conflict is not overt but resolved without confrontation.
8. Which of the following management actions is NOT conducive to greater job satisfaction? \_\_\_\_\_  
 A. Diversifying tasks in the unit as much as feasible  
 B. Permitting workers to follow through on tasks rather than carry out single segments of the process  
 C. Avoiding the use of "project teams" or task forces"  
 D. Delegating authority to each layer of the hierarchy to the maximum extent possible
9. When the span of control of a manager or administrator is widened or increased, a MOST likely result is \_\_\_\_\_  
 A. greater specificity of operational procedures  
 B. a decrease in total worker-administrator contacts  
 C. a blurring of objectives and goals  
 D. an increase in responsibility of subordinates
10. Which of the following interview styles is MOST appropriate for use in a problem-solving situation? \_\_\_\_\_  
 A. Directed  
 B. Non-directive  
 C. Stress  
 D. Authoritarian
11. According to studies in personnel and industrial psychology, information that travels along the "grapevine" or informal communication system in an organization usually follows a pattern BEST classified as \_\_\_\_\_  
 A. cluster--key informants tell several individuals, one of whom passes it on in the same way  
 B. wheel--around through successive informants until it reaches the source  
 C. chain--double informants linked to successive pairs  
 D. random probability--informant tells anyone he happens to encounter, and so forth
12. Of the following, the consideration which is LEAST important to the development of the division budget is \_\_\_\_\_  
 A. adequacy of the current year's budget for the division  
 B. changes in workload that can be anticipated  
 C. budget restrictions that have been indicated in a memorandum covering budget preparation  
 D. staff reassignments which are expected during that fiscal year
13. It is generally accepted that work attitudes and interpersonal relationships contribute at least as much as knowledge and ability to job performance. Several personality measuring and appraisal devices have been found useful in predicting personality and work attitudes. A MAJOR drawback in their use in competitive selection however, is the \_\_\_\_\_  
 A. "fakeability" of responses possible in such selection situations  
 B. cost of the materials and their interpretation  
 C. inability of these measures to predict actual job performance  
 D. lack of reviewability of these devices

14. Employee training is described BEST as a process that 14. \_\_\_\_\_  
A. increases retention of skills  
B. changes employees' knowledge, skills, or attitudes  
C. improves the work methods used  
D. improves the work environment

15. In regard to the use of on-the-job training methods, 15. \_\_\_\_\_  
the theory is that it is possible to create maximally favorable conditions for learning while on the job. In actual practice it has been found that these favorable conditions are difficult to achieve. The MAIN reason militating against such ideal conditions is that  
A. the primary function on the job is production, and training must therefore take second place  
B. an adequate number of skilled and knowledgeable employees is usually not available to engage in effective person-to-person training  
C. expensive equipment and work space are tied up during training, which is not advantageous to establishing good rapport between trainer and trainee  
D. an appraisal of trainee learning under pressure of job demands is not conducive to showing the trainee the reasons for his mistakes

16. Which of the following statements concerning 16. \_\_\_\_\_  
performance appraisal systems is NOT correct?  
A. They require line management participation.  
B. They provide for periodic discussions of performance between the supervisor and employee.  
C. They are used primarily to uncover employee weaknesses.  
D. They require supervisor training to assure uniform appraisals.

17. In the forced-choice technique of performance 17. \_\_\_\_\_  
evaluation, the rater is forced to judge which of the several alternative statements is most descriptive of an employee's performance. It forces the rater to discriminate on the basis of concrete aspects of a subordinate's work behavior rather than to rely on an impression of his/her total worth.

The one of the following which is NOT considered a value of this technique is that it

- A. increases rater ability to produce a desired outcome  
B. is relatively free of the usual pile-up at the top of the scale  
C. tends to minimize subjective elements  
D. produces results that correlate positively with other variables associated with effective job performance

18. Of the following, the one which is NOT an advantage 18. \_\_\_\_\_  
of the proper delegation of work by a manager is it  
A. increases planning time  
B. relieves the tension of seeing to details  
C. increases the manager's familiarity with routine work  
D. increases understanding of the responsibilities of subordinates

19. The one of the following which is generally considered 19. \_\_\_\_\_  
to be the MOST important advantage of the written questionnaire method of obtaining information is that this method

- A. assures accuracy of response greater than that obtained from other methods  
B. gives the persons to whom the questionnaire is sent the opportunity to express their opinions and feelings  
C. makes it possible to obtain the responses of many persons at small cost  
D. permits errors in the information obtained to be corrected easily when they are discovered

20. Studies pertinent to predicting occupational success 20. \_\_\_\_\_  
from measured intelligence lead to general finding that

- A. the relationship between intelligence and job success is dubious  
B. ability is the single most important predictor of performance  
C. jobs can be related hierarchically in terms of intelligence requirements  
D. most individuals perform as well as their intellect allows

21. Research studies pertinent to personnel selection 21. \_\_\_\_\_  
indicate that measures of intelligence, if used, should be used

- A. for all classes of work rather than selectively  
B. as a qualifying rather than a weighted factor  
C. with high rather than low scores eliminated  
D. when scored for factored rather than for general traits

22. The BASIC fact which should underlie all attempts 22. \_\_\_\_\_  
at problem solving is that

- A. problems must be solved quickly since they usually cost money  
B. there may be many basic causes of a single problem  
C. a problem cannot be solved unless its cause is known  
D. the committee method is the best problem-solving technique

23. In selecting experimental and control groups to 23. \_\_\_\_\_  
evaluate the effectiveness of a training course, it is BEST that the two groups

- A. avoid contact with each other  
B. be given the same coaching  
C. be given a combined orientation session  
D. be completely matched as to age, occupation, sex, etc.

24. Of the following, the one which is an example of 24. \_\_\_\_\_  
simulation training is the

- A. incident process  
B. conference method  
C. case-problem method  
D. in-basket exercise

25. Inherent in all programmed instruction is the asset of 25. \_\_\_\_\_

- A. delayed feedback  
B. a consistent difficulty level as the learner progresses  
C. maximization of error  
D. learning at the individual's own rate

26. Of the following steps in the decision-making process, 26. \_\_\_\_\_  
the one which IMMEDIATELY follows the statement of  
the problem is  
A. determining alternative courses of action  
B. obtaining the facts of the situation  
C. planning a course of action  
D. testing alternative courses of action
27. In management terminology, the MAIN difference 27. \_\_\_\_\_  
between a policy and a directive is that a policy  
A. is a rule of action, while a directive is a  
guideline for action  
B. is a guideline for action, while a directive  
is a rule of action  
C. does not allow for a judgment decision, while  
a directive does  
D. provides answers to specific questions, while  
a directive does not
28. When making a job analysis, it is MOST appropriate 28. \_\_\_\_\_  
to have the questionnaire filled out by the  
A. employee and his/her supervisor  
B. person doing the job analysis and the employee  
C. classification analyst and the employee's supervisor  
D. employee and the classification analyst
29. Of the following, the MAIN reason it is important 29. \_\_\_\_\_  
for an administrator in a large organization to  
properly coordinate the work delegated to subordinates  
is that such coordination  
A. makes it unnecessary to hold frequent staff meetings  
and conferences with key staff members  
B. reduces the necessity for regular evaluation of  
procedures and programs, production and performance  
of personnel  
C. results in greater economy and stricter accountability  
for the organization's resources  
D. facilitates integration of the contributions of the  
numerous staff members who are responsible for  
specific parts of the total workload
30. The one of the following which is NOT generally a 30. \_\_\_\_\_  
function of the higher-level supervisor is  
A. projecting the budget and obtaining financial  
resources  
B. providing conditions conducive to optimum  
employee production  
C. maintaining records and reports as a basis for  
accountability and evaluation  
D. evaluating program achievements and personnel  
effectiveness in accordance with goals and  
standards
31. Of the following, a serious DISADVANTAGE of a 31. \_\_\_\_\_  
performance evaluation system based on standardized  
evaluation factors is that such a system tends to  
A. exacerbate the anxieties of those supervisors who  
are apprehensive about determining what happens  
to another person
- B. subject the supervisor to psychological stress by  
emphasizing the incompatibility of his/her dual  
role as both judge and counselor
- C. create organizational conflict by encouraging  
personnel who wish to enhance their standing to  
become too aggressive in the performance of their  
duties
- D. lead many staff members to concentrate on measuring  
up in terms of the evaluation factors and to disregard  
other aspects of their work
32. When a supervisor requires approval for case action 32. \_\_\_\_\_  
on a higher level, the process used is known as  
A. administrative clearance B. going outside channels  
C. administrative consultation D. delegation of authority
33. In delegating authority to his/her subordinates, the 33. \_\_\_\_\_  
one of the following to which a GOOD supervisor should  
give PRIMARY consideration is the  
A. results expected of them  
B. amount of power to be delegated  
C. amount of responsibility to be delegated  
D. their skill in the performance of present tasks
34. Of the following, the type of decision which could 34. \_\_\_\_\_  
be SAFELY delegated to LOWER-LEVEL staff without  
undermining basic supervisory responsibility is one which  
A. involves a commitment that can be fulfilled only  
over a long period of time  
B. has fairly uncertain goals and promises  
C. has the possibility of modification built into it  
D. may generate considerable resistance from those  
affected by it
35. The one of the following which would be the MOST 35. \_\_\_\_\_  
appropriate way to reduce tensions between line and  
staff personnel in public service agencies is to  
A. provide in-service training that will increase  
the sensitivity of line and staff personnel to  
their respective roles  
B. assign to staff personnel the role of providing  
assistance only when requested by line personnel  
C. separate staff from line personnel and provide staff  
with its own independent reward structure  
D. give line and staff personnel equal status in making  
decisions
36. A method sometimes used in public service agencies 36. \_\_\_\_\_  
to improve upward communication is to require  
subordinate supervisory staff to submit to top  
management monthly narrative reports of any problems  
which they deem important for consideration. Of the  
following, a major DISADVANTAGE of this method is, it may  
A. enable subordinate supervisors to avoid thinking  
about their problems by simply referring such  
matters to their superiors  
B. obscure important issues so that they are not  
given appropriate attention  
C. create a need for numerous staff conferences in  
order to handle all of the reported problems

- D. encourage some subordinate supervisors to focus on irrelevant matters and compete with each other in the length and content of their reports
37. When establishing planning objectives for a service program under your supervision, the one of the following principles which should be followed is that objectives \_\_\_\_\_
- are rarely verifiable if they are qualitative
  - should be few in number and of equal importance
  - should cover as many of the activities of the program as possible
  - should be set in the light of assumptions about future funding
38. One of the most difficult tasks of supervision in a modern public agency is teaching workers to cope with the hostile reactions of clients. In order to help the disconcerted worker analyze and understand a client's hostile behavior, the supervisor should FIRST \_\_\_\_\_
- encourage the worker to identify with the client's frustrations and deprivations
  - give the worker a chance to express and accept his feelings out the client
  - ask the worker to review his knowledge of the client and his/her circumstances
  - explain to the worker that the client's anger is not directed at the worker personally
39. Although some kinds of instructions are best put in written form, a supervisor can give many instructions verbally. In which one of the following situations would verbal instructions be MOST suitable? \_\_\_\_\_
- furnishing an employee with the details to be checked in doing a certain job
  - instructing an employee on the changes necessary to update the office manual used in your unit
  - informing a new employee where different kinds of supplies and equipment that he/she might need are kept
  - presenting an assignment to an employee who will be held accountable for following a series of steps
40. In order to distribute and schedule work fairly and efficiently, a supervisor may wish to make a work distribution study. A simple way of getting the information necessary for such a study is to have everyone for one week keep track of each task done and the time spent on each. Which one of the following situations showing up in such a study would MOST CLEARLY call for corrective action? \_\_\_\_\_
- the newest employee takes longer to do most tasks than do experienced employees
  - one difficult operation takes longer to do than most other operations carried out by the section
  - a particular employee is very frequently assigned tasks that are not similar and have no relationship to each other
  - the most highly skilled employee is often assigned the most difficult jobs
41. The authority to carry out a job can be delegated to a subordinate, but the supervisor remains responsible for the work of the section as a whole. As a supervisor, which of the following rules would be the BEST one for you to follow in view of the above statement? \_\_\_\_\_
- Avoid assigning important tasks to your subordinates, because you will be blamed if anything goes wrong.
  - Be sure each subordinate understands the specific job he/she has been assigned, and check at intervals to make sure assignments are done properly.
  - Assign several people to every important job, so that responsibility will be spread out as much as possible.
  - Have an experienced subordinate check all work done by other employees, so that there will be little chance of anything going wrong.
42. Of the following, the MOST important reason why a supervisor is given the authority to tell subordinates what work they should do, how they should do it, and when it should be done is that USUALLY \_\_\_\_\_
- most people will not work unless there is someone with authority standing over them
  - work is accomplished more effectively if the supervisor plans and coordinates it
  - when division of work is left up to subordinates, there is constant arguing, and very little work is accomplished
  - subordinates are not familiar with the tasks to be performed
43. Assume that as a manager you must discipline a subordinate, but all of the pertinent facts necessary for a full determination of the appropriate disciplinary action to take are not yet available. However, you fear that a delay in disciplinary action may damage the morale of other employees. The one of the following which is MOST appropriate for you to do in this matter is to \_\_\_\_\_
- take immediate disciplinary action as if all the pertinent facts were available
  - wait until all the pertinent facts are available before reaching a decision
  - inform the subordinate that you know he/she is guilty issue a stern warning, and then let him/her wait for your further action
  - reduce the severity of the discipline appropriate for the violation
44. A commonly used training and development method for professional staff is the case method, which utilizes the description of a situation, real or simulated, to provide a common base for analysis, discussion, and problem-solving. Of the following, the MOST appropriate time to use the case method is when professional staff needs \_\_\_\_\_
- insight into their personality problems
  - practice in applying management concepts to their own problems
  - practical experience in the assignment of delegated responsibilities
  - to know how to function in many different capacities

45. The incident process is a training and development method in which trainees are given a very brief statement of an event or of a situation presenting a job incident or an employee problem of special significance. Of the following, it is MOST appropriate to use the incident process when 45. \_\_\_\_\_
- trainees need to learn to review and analyze facts before solving problems
  - there are a large number of trainees who require the same information
  - there are too many trainees to carry on effective discussion
  - trainees are not aware of the effect of their behavior on others
46. In establishing rules for his/her subordinates, a supervisor should be PRIMARILY concerned with 46. \_\_\_\_\_
- creating sufficient flexibility to allow for exceptions
  - making employees aware of the reasons for the rules and the penalties for infractions
  - establishing the strength of his/her own position in relation to his/her subordinates
  - having his/her subordinates know that such rules will be imposed in a personal manner
47. The practice of conducting staff training sessions on a periodic basis is GENERALLY considered 47. \_\_\_\_\_
- POOR; it takes employees away from their work assignments
  - POOR; all staff training should be done on an individual basis
  - GOOD; it permits the regular introduction of new methods and techniques
  - GOOD; it ensures a high employee productivity rate
48. Following are three statements concerning on-the-job training: I. On-the-job training is rarely used as a method of training employees. II. On-the-job training is often carried on with little or no planning. III. On-the-job training is often less expensive than other types. Which of the following BEST classifies the above statements into those that are correct and those that are not? 48. \_\_\_\_\_
- I is correct, but II and III are not
  - II is correct, but I and III are not
  - I and II are correct, but III is not
  - II and III are correct, but I is not
49. Suppose you and another supervisor on the same level are assigned to work together on a report. You disagree strongly with one of the recommendations the other supervisor wants to include in the report but you cannot change his/her views. Of the following, it would be BEST that 49. \_\_\_\_\_
- you refuse to accept responsibility for the report
  - you ask that someone else be assigned to this project to replace you
  - each of you state his/her own ideas about this recommendation in the report
  - you give in to the other supervisor's opinion for the sake of harmony
50. The BASIC purpose behind the principle of delegation of authority is to 50. \_\_\_\_\_
- give the supervisor who is delegating a chance to acquire skills in higher level functions
  - free the supervisor from routine tasks in order that he/she may do the important parts of his/her job
  - prevent supervisors from overstepping the lines of authority which has been established
  - place the work delegated in the hands of those employees who can perform it best
51. An accepted management principle is that decisions should be delegated to the lowest point in the organization at which they can be made effectively. The ONE of the following which is MOST LIKELY to be a result of the application of this principle is that 51. \_\_\_\_\_
- no factors will be overlooked in making decisions
  - prompt action will follow the making of decisions
  - decisions will be made more rapidly
  - coordination of decisions that are made will be simplified
52. The 'span of control' for any supervisor is the 52. \_\_\_\_\_
- number of tasks he/she is expected to perform
  - amount of office space he/she occupies
  - amount of work he/she is responsible
  - number of subordinates he/she can supervise effectively
53. Of the following duties performed by a supervising employee, which would be considered a LINE function rather than a STAFF function 53. \_\_\_\_\_
- evaluation of office personnel
  - recommendations for disciplinary action
  - initiating budget requests for replacement of equipment
  - inspections, at irregular times, of conditions and staff in the field
54. Of the following aspects of a training program for supervisory personnel in a public agency, the aspect for which it is usually the MOST difficult to develop adequate information is the 54. \_\_\_\_\_
- determination of the training needs of the supervisory personnel in the agency
  - establishment of the objectives of the program
  - selection of suitable training methods for the program
  - evaluation of the effectiveness of the training program

55. \_\_\_\_\_  
visors on supervisory techniques and problems. When one of the participants in the conference proposes what you consider to be an unsatisfactory solution for the problem under discussion, none of the other participants questions the solution or offers an alternate solution. For you to tell the group why the solution is unsatisfactory would be

- A. *desirable* chiefly because satisfactory rather than unsatisfactory solutions to the problems should be stressed in the conference
- B. *undesirable* chiefly because the participants themselves should be stimulated to present reasons why the proposed solution is unsatisfactory
- C. *desirable* chiefly because you, as the conference leader, should guide the participants in solving conference problems
- D. *undesirable* chiefly because the proposed unsatisfactory solution may be useful in illustrating the advantages of a satisfactory solution

56. \_\_\_\_\_  
16 It is generally BEST that the greater part of in-service training for the operating employees of an agency in a public jurisdiction be given by

- A. a team of trainers from the central personnel agency of the jurisdiction
- B. training specialists on the staff of the personnel unit of the agency
- C. a team of teachers from the public school system of the jurisdiction
- D. members of the regular supervisory force of the agency

57. \_\_\_\_\_  
7 You are responsible for training a number of your subordinates to handle some complicated procedures which your unit will adopt after the training has been completed. If approximately 30 hours of training are required and you can arrange the training sessions during working hours as you see fit, learning would ordinarily be BEST effected if you scheduled the trainees to devote \_\_\_\_\_ to the training until it is completed.

- A. a half day each week
- B. one full day each week
- C. a half day every day
- D. full time

58. \_\_\_\_\_  
3 Assume that you are giving a lecture for the purpose of explaining a new procedure. You find that the employees attending the lecture are asking many questions on the material as you present it. Consequently, you realize that you will be unable to cover all of the material you had intended to cover, and that a second lecture will be necessary.

In this situation, the MOST advisable course of action for you to take would be to

- A. answer the questions on the new procedure as they arise

- B. answer the questions that can be answered quickly and ask the employees to reserve questions requiring lengthier answers for the second lecture
- C. suggest that further questions be withheld until the second lecture so that you can cover as much of the remaining material as possible
- D. refer the questions back to the employees asking them

59. \_\_\_\_\_  
59. As a supervisor, you are conducting a training conference dealing with administrative principles and practices. One of the members of the conference, Mr. Smith, makes a factual statement which you know to be incorrect and which may hinder the development of the discussion. None of the other members attempts to correct Mr. Smith or to question him on what he has said, although until this point, the members have participated actively in the discussions. In this situation, the MOST advisable course of action for you to take would be to

- A. proceed with the discussion without commenting on Mr. Smith's statement
- B. correct the statement that Mr. Smith has made
- C. emphasize that the material discussed at the conference is to serve only as a guide for handling actual work situations
- D. urge the members to decide for themselves whether or not to accept factual statements made at the conference

60. \_\_\_\_\_  
60. With the wholehearted support of top management, the training bureau of a public agency schedules a series of training conferences for all the supervisory and administrative employees in order to alter their approaches to the problems arising from the interaction of supervisors and subordinates. During the conferences, the participants discuss solutions to typical problems of this type and become conscious of the principles underlying these solutions. After the series of conferences is concluded, it is found that the first-line supervisors are not applying the principles to the problems they are encountering on the job. Of the following, the MOST likely reason why these supervisors are not putting the principles into practice is that

- A. the training conferences have not changed the attitudes of these supervisors
- B. these supervisors are reluctant to put into practice methods with which their subordinates are unfamiliar
- C. the conference method is not suitable for human relations training
- D. the principles which were covered in the conferences are not suitable for solving actual work problems

61 Assume that you are the leader of a training conference dealing with supervisory techniques and problems. One of the problems being discussed is one with which you have had no experience, but two of the participants have had considerable experience with it. These two participants carry on an extended discussion of the problem in light of their experiences, and it is obvious from their discussion that they understand the problem thoroughly. It is also obvious that the other participants in the conference are very much interested in the discussion and are taking notes on the material presented. For you to permit the two participants to continue until the amount of time allowed for discussion of the problem has been exhausted would be

- A. *desirable* chiefly because their discussion, which is based on actual work experience, may be more meaningful to the other participants than would a discussion which is not based on work experience
- B. *undesirable* chiefly because they are discussing the material only in the light of their own experiences rather than in general terms
- C. *desirable* chiefly because the introduction of the material by two of the participants themselves may put the other participants at ease
- D. *undesirable* chiefly because the other participants are not joining in the discussion of the problem

62. You are a supervisor in charge of a unit of clerical employees. One of your subordinates, Mr. Smith, has not seemed to be his usual self in the past several weeks, but rather has seemed to be disturbed. In addition, he has not been producing his usual quantity of work and has been provoking arguments with his colleagues. He approaches you and asks if he may discuss with you a problem which he believes has been affecting his work. As Mr. Smith begins to discuss the problem, you immediately realize that, although it may be disturbing to him, it is really a trivial matter. Of the following, the FIRST step that you should take in this situation is to

- A. permit Mr. Smith to continue to describe his problem, interrupting him only when clarification of a point is needed
- B. tell Mr. Smith that his becoming unduly upset about the problem will not help to solve it
- C. point out that you and your subordinates have faced more serious problems and that this one is a relatively minor matter
- D. suggest that the problem should be solved before it develops into a serious matter

63. A line supervisor can play an important role in helping his subordinates to make healthy mental, emotional, and social adjustments. The one of the following which would NOT be considered to be a part of the supervisor's role in helping his subordinates to make these adjustments is to

64. —
- A. ascertain which subordinates are likely to develop maladjustments
  - B. recognize indications of these types of maladjustments
  - C. refer subordinates displaying signs of maladjustments that he cannot handle to specialists for assistance
  - D. create a work environment that will tend to minimize his subordinates' preoccupations with personal problems

64. One of the principal duties of the management in a public agency is to secure the most effective utilization of personnel. The one of the following which would contribute LEAST to effective utilization and development of personnel in a public agency is

- A. the use of training programs designed to prepare employees for future tasks
- B. a comprehensive list of skills and abilities needed to perform the work of the agency effectively
- C. a systematic effort to discover employees of high potential and to develop them for future responsibilities
- D. the assignment of employees to duties which require the maximum use of their abilities

65. During a training session for new employees, an employee becomes upset because he is unable to solve a problem presented to him by the instructor. Of the following actions which the instructor could take, the one which would be MOST likely to dispel the employee's emotional state is to

- A. give him a different type of problem which he may be able to solve
- B. minimize the importance of finding a solution to the problem and proceed to the next topic
- C. encourage the other participants to contribute to the solution
- D. provide him with hints which would enable him to solve the problem

66. Studies in human behavior have shown that an employee in a work group who is capable of producing substantially more work than is being produced by the average of the group GENERALLY will

- A. tend to produce substantially more work than is produced by the average member of the group
- B. attempt to become the informal leader of the group
- C. tend to produce less work than he is capable of producing
- D. attempt to influence the other members of the group to increase their production

Questions 67-70

DIRECTIONS: Questions 67 through 70 are to be answered SOLELY on the basis of the information contained in the following paragraph.

A standard comprises characteristics attached to an aspect of a process or product by which it can be evaluated. Standardization is the development and adoption of standards. When they are formulated, standards are not usually the product of a single person, but represent the thoughts and ideas of a group, leavened with the knowledge and information which are currently available. Standards which do not meet certain basic requirements become a hindrance rather than an aid to progress. Standards must not only be correct, accurate, and precise in requiring no more and no less than what is needed for satisfactory results, but they must also be workable in the sense that their usefulness is not nullified by external conditions. Standards should also be acceptable to the people who use them. If they are not acceptable, they cannot be considered to be satisfactory, although they may possess all the other essential characteristics.

67. According to the above paragraph, a processing standard that requires the use of materials that cannot be procured is MOST likely to be 67. —  
A. incomplete  
B. inaccurate  
C. unworkable  
D. unacceptable
68. According to the above paragraph, the construction of standards to which the performance of job duties should conform is MOST often 68. —  
A. the work of the people responsible for seeing that the duties are properly performed  
B. accomplished by the person who is best informed about the functions involved  
C. the responsibility of the people who are to apply them  
D. attributable to the efforts of various informed persons
69. According to the above paragraph, when standards call for finer tolerances than those essential to the conduct of successful production operations, the effect of the standards on the improvement of production operations is 69. —  
A. negative  
B. nullified  
C. negligible  
D. beneficial
70. The one of the following which is the MOST suitable title for the above paragraph is 70. —  
A. The Evaluation of Formulated Standards  
B. The Attributes of Satisfactory Standards  
C. The Adoption of Acceptable Standards  
D. The Use of Process or Product Standards

Questions 71-74

DIRECTIONS: Questions 71 through 74 are to be answered SOLELY on the basis of the information contained in the following paragraph.

Management, which is the function of executive leadership, has as its principal phases the planning, organizing, and controlling of the activities of subordinate groups in the accomplishment of organizational objectives. Planning specifies the kind and extent of the factors, forces, and effects, and the relationships among them, that will be required for satisfactory accomplishment. The nature of the objectives and their requirements must be known before determinations can be made as to what must be done, how it must be done and why, where actions should take place, who should be responsible, and similar problems pertaining to the formulation of a plan. Organizing, which creates the conditions that must be present before the execution of the plan can be undertaken successfully, cannot be done intelligently without knowledge of the organizational objectives. Control, which has to do with the constraint and regulation of activities entering into the execution of the plan, must be exercised in accordance with the characteristics and requirements of the activities demanded by the plan.

71. The one of the following which is the MOST suitable title for the paragraph is 71. —  
A. The Nature of Successful Organization  
B. The Planning of Management Functions  
C. The Importance of Organizational Objectives  
D. The Principle Aspects of Management
72. It can be inferred from the paragraph that the one of the following functions whose existence is essential to the existence of the other three is the 72. —  
A. regulation of the work needed to carry out a plan  
B. understanding of what the organization intends to accomplish  
C. securing of information of the factors necessary for accomplishment of objectives  
D. establishment of the conditions required for successful action
73. The one of the following which would NOT be included within any of the principal phases of the function of executive leadership as defined in the paragraph is 73. —  
A. determination of manpower requirements  
B. procurement of required material  
C. establishment of organizational objectives  
D. scheduling of production
74. The conclusion which can MOST reasonably be drawn from the paragraph is that the control phase of managing is most directly concerned with the 74. —  
A. influencing of policy determinations  
B. administering of suggestion systems  
C. acquisition of staff for the organization  
D. implementation of performance standards



Questions 75-76

DIRECTIONS: Answer questions numbered 75 and 76 on the basis of the following paragraph:

Under an open-and-aboveboard policy, it is to be expected that some supervisors will gloss over known shortcomings of subordinates rather than face the task of discussing them face-to-face. It is also to be expected that at least some employees whose job performance is below par will reject the supervisor's appraisal as biased and unfair. Be that as it may -- these are inescapable aspects of any performance appraisal system in which human beings are involved. The supervisor who shies away from calling a spade a spade, as well as the employee with a chip on his shoulder, will each in his own way eventually be revealed in his true light -- to the benefit of the organization as a whole.

75. The BEST of the following interpretations of the above paragraph is that 75. \_\_\_\_\_
- A. the method of rating employee performance requires immediate revision to improve employee acceptance
  - B. substandard performance ratings should be discussed with employees even if satisfactory ratings are not
  - C. supervisors run the risk of being called unfair by their subordinates even though their appraisals are accurate
  - D. any system of employee performance rating is satisfactory if used properly
76. The BEST of the following interpretations of the above paragraph is that 76. \_\_\_\_\_
- A. supervisors generally are not open-and-aboveboard with their subordinates
  - B. it is necessary for supervisors to tell employees objectively how they are performing
  - C. employees complain when their supervisor does not keep them informed
  - D. supervisors are afraid to tell subordinates their weaknesses

Questions 77-78

DIRECTIONS: For questions numbered 77 and 78 select the best interpretation of the following paragraph.

One of the most familiar "type" dichotomies is Jung's introvert versus extrovert. Introverts are motivated by principles, extroverts by expediency; introverts are thinkers, extroverts are doers; and so on. Analysis of the way people react to principle versus expediency situations, however, has demonstrated that most people would have to be described as ambiverts (i.e., they exhibit both introverted and extroverted behavior depending upon the specific situation). Of course, some people behave in a more introverted way than others. A graphic representation of the number of persons exhibiting various degrees of such behavior along a continuum would approximate the familiar ball-shaped curve.

77. 77. \_\_\_\_\_
- A. Extreme extroverts exhibit deviant behavior.
  - B. The bell-shaped curve would indicate that there are slightly more introverts than extroverts.
  - C. A continuum is used to determine whether a person is an introvert or an extrovert.
  - D. There is really very little difference between an introvert, an extrovert, or an ambivert.
78. 78. \_\_\_\_\_
- A. Extroverts are not thinkers and introverts are not doers.
  - B. Ambiverts "think" more than they "do".
  - C. Ambiverts outnumber introverts in the general society.
  - D. Extroverts possess fewer principles than introverts.
79. 79. \_\_\_\_\_
- Criterion dimensions can be either static or dynamic. Studies have demonstrated that there are different predictions for
- A. early and late productivity
  - B. rate of increase in productivity and job satisfaction
  - C. productivity and output
  - D. early productivity and trainability

30. When a subordinate fails to perform a delegated task, the *NOST* important question for the supervisor to consider is 80
- A. why the subordinate did not perform the task
  - B. whom he can get to perform the task
  - C. whether the task should be performed
  - D. how he might delegate more efficiently
31. The type of interview in which the supervisor sits down with a subordinate to discuss his performance over the last year is *NOST* likely to be 81
- A. an information exchange interview
  - B. a problem-solving interview
  - C. a decision-making interview
  - D. an initial interview
32. When a supervisor is required to discuss a work appraisal with an employee, he tends to rate the employee 82
- A. objectively, letting the "chips fall where they may"
  - B. in comparison with the worst worker rather than the best
  - C. on the basis of outmoded information rather than on timely information
  - D. higher than the facts justify
33. From the standpoint of the organization, the greater part of inservice training is *BEST* given by 83
- A. instructors from local schools and universities
  - B. the personnel representative in the training unit
  - C. the regular supervisory force of the department
  - D. an expert from other organizations of similar type
34. Training in human relations has focused on the supervisory levels of the organization and covers such broad areas of subject matter as communications, formal and informal organization, employee morale and motivation, and building work teams. The objective of such employee development programs is to 84
- A. promote cooperation and teamwork
  - B. develop an atmosphere conducive to sound manpower development
  - C. create the understanding and desire for the kinds of change taking place in the organization
  - D. generate in managers a deeper understanding of themselves and others

85. One of the responsibilities of the supervisor is to provide top administration with information about clients and their problems that will help in the evaluation of existing policies and indicate the need for modifications. In order to fulfill this responsibility, it would be *NOST* essential for the supervisor to 85
- A. routinely forward all regularly prepared and recurrent reports from his subordinates to his immediate superior
  - B. regularly review agency rules, regulations and policies to make sure that he has sufficient knowledge to make appropriate analyses
  - C. note repeated instances of failure of staff to correctly administer a policy and schedule staff conferences for corrective training
  - D. analyze reports on cases submitted by subordinates, in order to select relevant trend material to be forwarded to his superiors
86. You find that your division has a serious problem because of unusually long delays in filing reports and overdue approvals to private agencies under contract for services. The *most* appropriate step to take *FIRST* in this situation would be to 86
- A. request additional staff to work on reports and approvals
  - B. order staff to work overtime until the backlog is eliminated
  - C. impress staff with the importance of expeditious handling of reports and approvals
  - D. analyze present procedures for handling reports and approvals
87. When a supervisor finds that he must communicate orally information that is significant enough to affect the entire staff, it would be *NOST* important to 87
- A. distribute a written summary of the information to his staff before discussing it orally
  - B. tell his subordinate supervisors to discuss this information at individual conferences with their subordinates
  - C. call a follow-up meeting of absentees as soon as they return
  - D. restate and summarize the information in order to make sure that everyone understands its meaning and implications
88. Of the following, the *BEST* way for a supervisor to assist a subordinate who has unusually heavy work pressures is to 88
- A. point out that such pressures go with the job and must be tolerated
  - B. suggest to him that the pressures probably result from poor handling of his workload
  - C. help him to be selective in deciding on priorities during the period of pressure
  - D. ask him to work overtime until the period of pressure is over

89. Leadership is a basic responsibility of the supervisor. The one of the following which would be the *LEAST* appropriate way to fulfill this role is for the supervisor to 89. —
- help staff to work up to their capacities in every possible way
  - encourage independent judgment and actions by staff members
  - allow staff to participate in decisions within policy limits
  - take over certain tasks in which he is more competent than his subordinates
90. Assume that you have assigned a very difficult administrative task to one of your best subordinate supervisors, but he is reluctant to take it on because he fears that he will fail in it. It is your judgment, however, that he is quite capable of performing this task. The one of the following which is the *HOST* desirable way for you to handle this situation is to 90. —
- reassure him that he has enough skill to perform the task and that he will not be penalized if he fails
  - reassign the task to another supervisor who is more achievement-oriented and more confident of his skills
  - minimize the importance of the task so that he will feel it is safe for him to attempt it
  - stress the importance of the task and the dependence of the other staff members on his succeeding in it
91. Experts generally agree that the content of training sessions should be closely related to workers' practices. Of the following, the *BEST* method of achieving this aim is for the training conference leader to 91. —
- encourage group discussion of problems that concern staff in their practice
  - develop closer working relationships with top administration
  - coordinate with central office to obtain feedback on problems that concern staff
  - observe workers in order to develop a pattern of problems for class discussion
92. The one of the following which is generally the *HOST* useful teaching tool for professional staff development is 92. —
- visual aids and tape recordings
  - professional literature
  - agency case material
  - lectures by experts
93. The one of the following which is *NOT* a good reason for using group conferences as a method of supervision is to 93. —
- give workers a feeling of mutual support through sharing common problems
  - save time by eliminating the need for individual conferences
  - encourage discussion of certain problems that are not as likely to come up in individual conferences
  - provide an opportunity for developing positive identification with the department and its programs

94. The supervisor, in his role as teacher, applies his teaching in line with his understanding of people and realizes that teaching is a highly individualized process, based on understanding of the worker as a person and as a learner. 94. —
- This statement implies, *HOST NEARLY*, that the supervisor must help the worker to
- overcome his biases
  - develop his own ways of working
  - gain confidence in his ability
  - develop the will to work
95. Of the following, the circumstances under which it would be *HOST* appropriate to divide a training conference for professional staff into small workshops is when 95. —
- some of the trainees are not aware of the effect of their attitudes and behavior on others
  - the trainees need to look at human relations problems from different perspectives
  - the trainees are faced with several substantially different types of problems in their job assignments
  - the trainees need to know how to function in many different capacities
96. Of the following, the *MAIN* reason why it is important to systematically evaluate a specific training program while it is in progress is to 96. —
- collect data that will serve as a valid basis for improving the agency's overall training program and maintaining control over its components
  - insure that instruction by training specialists is conducted in a manner consistent with the planned design of the training program
  - identify areas in which additional or remedial training for the training specialists can be planned and implemented
  - provide data which are usable in effecting revisions of specific components of the training program
97. Staff development has been defined as an educational process which seeks to provide agency staff with knowledge about specific job responsibilities and to effect changes in staff attitudes and behavior patterns. Assume that you are assigned to define the educational objectives of a specific training program. In accordance with the above concept, the *HOST* helpful formulation would be a statement of the 97. —
- purpose and goals of each training session
  - generalized patterns of behavior to be developed in the trainees
  - content material to be presented in the training sessions
  - kind of behavior to be developed in the trainees and the situations in which this behavior will be applied
98. In teaching personnel under your supervision how to gather and analyze facts before attempting to solve a problem, the one of the following training methods which would be *HOST* effective is 98. —
- case study
  - role playing
  - programmed learning
  - planned experience

99. After giving a new task to an employee, it is a good idea for a supervisor to ask specific questions to make sure that the employee grasps the essentials of the task and sees how it can be carried out. Questions which ask the employee what he thinks or how he feels about an important aspect of the task are particularly effective. Which one of the following questions is *NOT* the type of question which would be useful in the foregoing situation?
- A. "Do you feel there will be any trouble meeting the 4:30 deadline?"
  - B. "How do you feel about the kind of work we do here?"
  - C. "Do you think that combining those two steps will work all right?"
  - D. "Can you think of any additional equipment you may need for this process?"
100. Of the following, the *LEAST* important reason for having a continuous training program is that
- A. employees may forget procedures that they have already learned
  - B. employees may develop short cuts on the job that result in inaccurate work
  - C. the job continues to change because of new procedures and equipment
  - D. training is one means of measuring effectiveness and productivity on the job
101. In training a new employee, it is usually advisable to break down the job into meaningful parts and have the new employee master one part before going on to the next. Of the following, the *BEST* reason for using this technique is to
- A. let the new employee know the reason for what he is doing and thus encourage him to remain in the unit
  - B. make the employee aware of the importance of the work and encourage him to work harder
  - C. show the employee that the work is easy so that he will be encouraged to work faster
  - D. make it more likely that the employee will experience success and will be encouraged to continue learning the job
102. For very important announcements to the staff, a supervisor should usually use both written and oral communications. For example, when a new procedure is to be introduced, the supervisor can more easily obtain the group's acceptance by giving his subordinates a rough draft of the new procedure and calling a meeting of all his subordinates. The *LEAST* important benefit of this technique is that it will better enable the supervisor to
- A. explain why the change is necessary
  - B. make adjustments in the new procedure to meet valid staff objections
  - C. assign someone to carry out the new procedure
  - D. answer questions about the new procedure
103. Assume that, while you are interviewing an individual to obtain information, the individual pauses in the middle of an answer. The *BEST* of the following actions for you to take at that time is to
- A. correct any inaccuracies in what he has said
  - B. remain silent until he continues
  - C. explain your position on the matter being discussed
  - D. explain that time is short and that he must complete his story quickly

104. When you are interviewing someone to obtain information, the *BEST* of the following reasons for you to repeat certain of his exact words is to
- A. assure him that appropriate action will be taken
  - B. encourage him to switch to another topic of discussion
  - C. assure him that you agree with his point of view
  - D. encourage him to elaborate on a point he has made
105. Assume that you are asked to make up a budget for your section for the coming year, and you are told that the most important function of the budget is its "control function." Of the following, "control" in this context implies, *most* nearly, that
- A. you will probably be asked to justify expenditures in any category when it looks as though these expenditures are departing greatly from the amount budgeted
  - B. your section will probably not be allowed to spend more than the budgeted amount in any given category, although it is always permissible to spend less
  - C. your section will be required to spend the exact amount budgeted in every category
  - D. the budget will be filed in the Office of the Comptroller so that when the year is over the actual expenditures can be compared with the amounts in the budget
106. Typically, when the technique of "supervision by results" is practiced, higher management sets down, either implicitly or explicitly, certain performance standards or goals that the subordinate is expected to meet. So long as these standards are met, management interferes very little. The *most likely* result of the use of this technique is that it will
- A. lead to ambiguity in terms of goals
  - B. be successful only to the extent that close direct supervision is practiced
  - C. make it possible to evaluate both employee and supervisory effectiveness
  - D. allow for complete dependence on the subordinate's part
107. When making written evaluations and reviews of the performance of subordinates, it is *usually* *ADVISABLE* to
- A. avoid informing the employee of the evaluation if it is critical because it may create hard feelings
  - B. avoid informing the employee of the evaluation whether critical or favorable because it is tension-producing
  - C. to permit the employee to see the evaluation but not to discuss it with him because the supervisor cannot be certain where the discussion might lead
  - D. to discuss the evaluation openly with the employee because it helps the employee understand what is expected of him

108. There are a number of well-known and respected human relations principles that successful supervisors have been using for years in building good relationships with their employees. Which of the following does *NOT* illustrate such a principle? 108

- A. Give clear and complete instructions
- B. Let each person know how he is getting along
- C. Keep an open-door policy
- D. Make all relationships personal ones

109. Assume that it is necessary for you to give an unpleasant assignment to one of your subordinates. You expect this employee to raise some objections to this assignment. The most appropriate of the following actions for you to take *FIRST* is to issue the assignment 109

- A. orally, with the further statement that you will not listen to any complaints
- B. in writing, to forestall any complaints by the employee
- C. orally, permitting the employee to express his feelings
- D. in writing, with a note that any comments should be submitted in writing

110. Of the following, the *BEST* way for a supervisor to increase employees' interest in their work is to 110

- A. allow them to make as many decisions as possible
- B. demonstrate to them that he is as technically competent as they
- C. give each employee a difficult assignment
- D. promptly convey to them instructions from higher management

111. The one of the following which is *LEAST* important in maintaining a high level of productivity on the part of employees is the 111

- A. provision of optimum physical working conditions for employees
- B. strength of employees' aspirations for promotion
- C. anticipated satisfactions which employees hope to derive from their work
- D. employees' interest in their jobs

112. Of the following, the *MAJOR* advantage of group problem-solving, as compared to individual problem-solving, is that groups will more readily 112

- A. abide by their own decisions
- B. agree with agency management
- C. devise new policies and procedures
- D. reach conclusions sooner

113. The group problem-solving conference is a useful supervisory method for getting people to reach solutions to problems. 113

Of the following the *reason* that groups usually reach more realistic solutions than do individuals is that

- A. individuals, as a rule, take longer than do groups in reaching decisions and are therefore more likely to make an error
- B. bringing people together to let them confer impresses participants with the seriousness of problems
- C. groups are generally more concerned with the future in evaluating organizational problems
- D. the erroneous opinions of group members tend to be corrected by the other members

114. A competent supervisor should be able to distinguish between human and technical problems. Of the following, the *MAJOR* difference between such problems is that serious human problems, in comparison to ordinary technical problems, 114

- A. are remedied more quickly
- B. involve a lesser need for diagnosis
- C. are more difficult to define
- D. become known through indications which are usually the actual problem

115. Of the following, the *BEST* justification for a public agency establishing an alcoholism program for its employees is that 115

- A. alcoholism has traditionally been looked upon with a certain amused tolerance by management and thereby ignored as a serious illness
- B. employees with drinking problems have twice as many on-the-job accidents, especially during the early years of the problem
- C. excessive use of alcohol is associated with personality instability hindering informal social relationships among peers and subordinates
- D. the agency's public reputation will suffer despite an employee's drinking problem being a personal matter of little public concern

116. Assume you are a manager and you find a group of maintenance employees assigned to your project drinking and playing cards for money in an incinerator room after their regular working hours. 116

The one of the following actions it would be *BEST* for you to take is to

- A. suspend all employees immediately if there is no question in your mind as to the validity of the charges
- B. review the personnel records of those involved with the supervisor and make a joint decision on which employees should sustain penalties of loss of annual leave or fines
- C. ask the supervisor to interview each violator and submit written reports to you and thereafter consult with the supervisor about disciplinary actions
- D. deduct three days of annual leave from each employee involved if he pleads guilty in lieu of facing more serious charges

7. Following are three statements concerning supervision: 117
- I. A supervisor knows he is doing a good job if his subordinates depend upon him to make every decision.
  - II. A supervisor who delegates authority to his subordinates soon finds that his subordinates begin to resent him.
  - III. Giving credit for good work is frequently an effective method of getting subordinates to work harder.

Which one of the following *correctly* classifies the above statements into those that are CORRECT and those that are NOT?

- A. I and II are correct, but III is not
- B. II and III are correct, but I is not
- C. II is correct, but I and III are not
- D. III is correct, but I and II are not

8. Of the following, the LEAST appropriate action for a supervisor to take in preparing a disciplinary case against a subordinate is to 118

- A. keep careful records of each incident in which the subordinate has been guilty of misconduct or incompetency, even though immediate disciplinary action may not be necessary.
- B. discuss with the employee each incident of misconduct as it occurs so the employee knows where he stands
- C. accept memoranda from any other employees who may have been witnesses to acts of misconduct
- D. keep the subordinate's personnel file confidential so that he is unaware of the evidence being gathered against him

9. Praise by a supervisor can be an important element in motivating subordinates. 119

Following are three statements concerning a supervisor's praise of subordinates:

- I. In order to be effective, praise must be lavish and constantly restated.
- II. Praise should be given in a manner which meets the needs of the individual subordinate.
- III. The subordinate whose work is praised should believe that the praise is earned.

Which of the following *correctly* classifies the above statements into those that are CORRECT and those that are NOT?

- A. I is correct, but II and III are not
- B. II and III are correct, but I is not
- C. III is correct, but I and II are not
- D. I and II are correct, but III is not

10. A supervisor feels that he is about to lose his temper while reprimanding a subordinate. 120

Of the following, the BEST action for the supervisor to take is to

- A. postpone the reprimand for a short time until his self-control is assured
- B. continue the reprimand because a loss of temper by the supervisor will show the subordinate the seriousness of the error he made
- C. continue the reprimand because failure to do so will show that the supervisor does not have complete self-control
- D. postpone the reprimand until the subordinate is capable of understanding the reason for the supervisor's loss of temper

121. Following are three statements concerning various ways of giving orders to subordinates: 121

- I. An implied order or suggestion is usually appropriate for the inexperienced employee.
- II. A polite request is less likely to upset a sensitive subordinate than a direct order.
- III. A direct order is usually appropriate in an emergency situation.

Which of the following *correctly* classifies the above statements into those that are CORRECT and those that are NOT?

- A. I is correct, but II and III are not
- B. II and III are correct, but I is not
- C. III is correct, but I and II are not
- D. I and II are correct, but III is not

122. The one of the following which is NOT an acceptable reason for taking disciplinary action against a subordinate guilty of serious violations of the rules is that 122

- A. the supervisor can "let off steam" against subordinates who break rules frequently
- B. a subordinate whose work continues to be unsatisfactory may be terminated
- C. a subordinate may be encouraged to improve his work
- D. an example is set for other employees

123. At the first meeting with your staff after appointment as a supervisor, you find considerable indifference and some hostility among the participants. 123  
Of the following, the *most* appropriate way to handle this situation is to

- A. disregard the attitudes displayed and continue to make your presentation until you have completed it
- B. discontinue your presentation but continue the meeting and attempt to find out the reasons for their attitudes
- C. warm up your audience with some good natured statements and anecdotes and then proceed with your presentation
- D. discontinue the meeting and set up personal interviews with the staff members to try to find out the reason for their attitude

124. Use a written rather than oral communication to amend any previous written communication. 124

Of the following, the BEST justification for this statement is that

- A. oral changes will be considered more impersonal and thus less important
- B. oral changes will be forgotten or recalled indifferently
- C. written communications are clearer and shorter
- D. written communications are better able to convey feeling tone

125. Assume that a certain supervisor, when writing important communications to his subordinates, often repeats certain points in different words. 125  
This technique is generally  
A. *ineffective*; it tends to confuse rather than help  
B. *effective*; it tends to improve understanding by the subordinates  
C. *ineffective*; it unnecessarily increases the length of the communication and may annoy the subordinates  
D. *effective*; repetition is always an advantage in communications

126. Effective communications, a basic necessity for successful supervision is a two-way street. A good supervisor needs to listen to, as well as disseminate, information and he must be able to encourage his subordinates to communicate with him. Which of the following suggestions will contribute LEAST to improving the "listening power" of a supervisor? 126  
A. Don't assume anything; don't anticipate, and don't let a subordinate think you know what he is going to say  
B. Don't interrupt; let him have his full say even if it requires a second session that day to get the full story  
C. React quickly to his statements so that he knows you are interested, even if you must draw some conclusions prematurely  
D. Try to understand the real need for his talking to you even if it is quite different from the subject under discussion

127. Of the following, the MOST useful approach for the supervisor to take toward the informal employee communications network known as the "grapevine" is to 127  
A. remain isolated from it, but not take any active steps to eliminate it  
B. listen to it, but not depend on it for accurate information  
C. use it to disseminate confidential information  
D. eliminate it as diplomatically as possible

128. An important supervisory responsibility is coordinating the operations of the unit. This may include setting work schedules, controlling work quality, establishing interim due dates, etc. In order to handle this task it has been divided into the following five stages: 128  
I. Determine the steps or sequence required for the tasks to be performed.  
II. Give the orders, either written or oral, to begin work on the tasks.  
III. Check up by following each task to make sure it is proceeding according to plan.  
IV. Schedule the jobs by setting a time for each task of operation to begin and end.  
V. Control the process by correcting conditions which interfere with the plan.

The MOST logical sequence in which these planning steps should be performed is

- A. I, II, III, IV, V  
B. II, I, V, III, IV  
C. I, IV, II, III, V  
D. IV, I, II, III, V

129. Assume that a supervisor calls a meeting with the staff under his supervision in order to discuss several proposals. After some discussion, he realizes that he strongly disagrees with one proposal that four of the staff have rather firmly favored. 129  
At this point, he could BEST handle the situation by saying  
A. "I have the responsibility for this decision, and I must disagree."  
B. "I am just reminding you that I have had a great deal more experience in these matters."  
C. "You have presented some good points, but perhaps we could look at it another way."  
D. "The only way that this proposal can be disposed of is to defer it for further discussion."

130. As far as the social activities and groups of his subordinates are concerned, a supervisor in a large organization can BEST strengthen his tools of leadership by 130  
A. emphasizing the organization as a whole and forbidding the formation of groups  
B. ignoring the groups as much as possible and dealing with each subordinate as an individual  
C. learning about the status structure of employee groups and their values  
D. avoiding any relationship with groups

131. If a subordinate asks you, his supervisor, for advice in planning his career in the department you should 131  
A. encourage him to feel that he can easily reach the top of his occupational ladder  
B. discourage him from setting his hopes too high  
C. discuss career opportunities realistically with him  
D. explain that you have no control over his opportunities for advancement

132. A supervisor's evaluation of an employee is usually based upon a combination of objective facts and subjective judgments or opinions. Which of the following aspects of an employee's work or performance is *most likely* to be subjectively evaluated?  
 A. Quantity B. Accuracy C. Attitude D. Attendance 132
133. Of the following possible characteristics of supervisors, the one *most likely* to lead to failure as a supervisor is  
 A. a tendency to seek several opinions before making decisions in complex matters  
 B. lack of a strong desire to advance to a top position in management  
 C. little formal training in human relations skills  
 D. poor relations with subordinates and other supervisory personnel 133
134. People who break rules do so for a number of reasons. However, employees will break rules *less* often if  
 A. the supervisor uses his own judgment about work methods  
 B. the supervisor pretends to act strictly, but isn't really serious about it  
 C. they greatly enjoy their work  
 D. they have completed many years of service 134
135. Assume that an employee under your supervision has become resentful and generally noncooperative after his request for transfer to another office closer to his place of residence was denied. The request was denied primarily because of the importance of his current assignment. The employee has been a valued worker, but you are now worried that his resentful attitude will have a detrimental effect. Of the following, the *MOST* desirable way for you to handle this situation is to  
 A. arrange for the employee's transfer to the office he originally requested  
 B. arrange for the employee's transfer to another office, but not the one he originally requested  
 C. attempt to re-focus the employee's attention on those aspects of his current assignment which will be most rewarding and satisfying to him  
 D. explain to the employee that, while you are sympathetic to his request, department rules will not allow transfers for reasons of personal convenience 135
136. Of the following, it would be *LEAST* advisable for a supervisor to use his administrative authority to affect the behavior and activities of his subordinates when he is trying to  
 A. change the way his subordinates perform a particular task  
 B. establish a minimum level of conformity to established rules  
 C. bring about change in the attitudes of his subordinates  
 D. improve the speed with which his subordinates respond to his orders 136

137. Assume that a supervisor gives his subordinate instructions which are appropriate and clear. The subordinate thereupon refuses to follow these instructions. Of the following, it would then be *MOST* appropriate for the supervisor to  
 A. attempt to find out what it is that the employee objects to  
 B. take disciplinary action that same day  
 C. remind the subordinate about supervisory authority and threaten him with discipline  
 D. insist that the subordinate carry out the order immediately 137
138. Of the following, the *MOST* effective way to identify training needs resulting from gradual changes in procedure is to  
 A. monitor on a continuous basis the actual jobs performed and the skills required  
 B. periodically send out a written questionnaire asking personnel to identify their needs  
 C. conduct interviews at regular intervals with selected employees  
 D. consult employees' personnel records 138
139. Assume that you, as a supervisor, have had a new employee assigned to you. If the duties of his position can be broken into independent parts, which of the following is usually the *BEST* way to train this new employee? Start with  
 A. the easiest duties and progressively proceed to the most difficult  
 B. something easy; move to something difficult; then back to something easy  
 C. something difficult; move to something easy; then to something difficult  
 D. the most difficult duties and progressively proceed to the easiest 139
140. The oldest and most commonly used training technique is on-the-job training. Instruction is given to the worker by his supervisor or by another employee. Such training is essential in most jobs, although it is not always effective when used alone. This technique, however, can be effectively used alone if  
 A. the skills involved can be learned quickly  
 B. a large number of people are to be trained at one time  
 C. other forms of training have not been previously used with the people involved  
 D. the skills to be taught are mental rather than manual 140
141. It is generally agreed that the learning process is facilitated in proportion to the amount of feedback that the learner is given about his performance. Following are three statements concerning the learning process:  
 I. The more specific the learner's knowledge of how he performed, the more rapid his improvement and the higher his level of performance.  
 II. Giving the learner knowledge of his results does not affect his motivation to learn. 141



III. Learners who are not given feedback will set up subjective criteria and evaluate their own performance.

Which of the following choices lists ALL of the above statements that are generally correct?

- A. I and II only  
B. I and III only  
C. II and III only  
D. I, II and III

Questions 142-147

ANSWERS: Answer Questions 142 to 147 ONLY according to the information given in the paragraph below.

The use of role-playing as a training technique was developed during the past decade by social scientists, particularly psychologists, who have been active in training experiments. Originally this technique was applied by clinical psychologists who discovered that a patient appears to gain understanding of an emotionally disturbing situation when encouraged to act out roles in that situation. As applied in government and business organizations, the purpose of role-playing is to aid employees to understand certain work problems involving interpersonal relations and to enable observers to evaluate various reactions to them. Thus, for example, on the problem of handling grievances, two individuals from the group might be selected to act out extemporaneously the parts of subordinate and supervisor. When this situation is enacted by various pairs among the class and the techniques and results are discussed, the members of the group are presumed to reach conclusions about the most effective means of handling similar situations. Often the use of role reversal, where participants take parts different from their actual work roles, assists individuals to gain more insight into other people's problems and viewpoints. Although role-playing can be a rewarding training device, the trainer must be aware of his responsibilities. If this technique is to be successful, thorough briefing of both actors and observers as to the situation in question, the participants' roles, and what to look for, is essential.

142. The role-playing technique was FIRST used for the purpose of 142. \_\_\_\_\_

- A. measuring the effectiveness of training programs  
B. training supervisors in business organizations  
C. treating emotionally disturbed patients  
D. handling employee grievances

143. When role-playing is used in private business as a training device, the CHIEF aim is to 143. \_\_\_\_\_

- A. develop better relations between supervisor and subordinate in the handling of grievances  
B. come up with a solution to a specific problem that has arisen  
C. determine the training needs of the group  
D. increase employee understanding of the human relation factors in work situations

144. From the above passage, it is MOST reasonable to conclude 144. \_\_\_\_\_ that when role-playing is used it is preferable to have the roles acted out by

- A. only one set of actors  
B. no more than two sets of actors  
C. several different sets of actors  
D. the trainer or trainers of the group

145. Based on the above passage, a trainer using the technique of role reversal in a problem of first-line supervision, should assign a senior employee to play the part of a(n) 145. \_\_\_\_\_

- A. new employee  
B. senior employee  
C. principal employee  
D. angry citizen

146. It can be inferred from the above passage that a limitation of role-play as a training method is that 146. \_\_\_\_\_

- A. many work situations do not lend themselves to role-play  
B. employees are not experienced enough as actors to play the roles realistically  
C. only trainers who have psychological training can use it successfully  
D. participants who are observing and not acting do not benefit from it

147. To obtain good results from the use of role-play in training, a trainer should give participants 147. \_\_\_\_\_

- A. a minimum of information about the situation so that they can act spontaneously  
B. scripts which illustrate the best method for handling the situation  
C. a complete explanation of the problem and the roles to be acted out  
D. a summary of work problems which involve interpersonal relations

148. Of the following, the MOST important reason for a supervisor to prepare good written reports is that 148. \_\_\_\_\_

- A. a supervisor is rated on the quality of his reports  
B. decisions are often made on the basis of the reports  
C. such reports take less time for superiors to review  
D. such reports demonstrate efficiency of department operations

149. Of the following, the BEST test of a good report is whether it 149. \_\_\_\_\_

- A. provides the information needed  
B. shows the good sense of the writer  
C. is prepared according to a proper format  
D. is grammatical and neat

150. When a supervisor writes a report, he can BEST show that he has an understanding of the subject of the report by 150. \_\_\_\_\_

- A. including necessary facts and omitting nonessential details  
B. using statistical data  
C. giving his conclusions but not the data on which they are based  
D. using a technical vocabulary

ANSWERS TO ASSOCIATE STAFF ANALYST TEST COMPILED BY OSA

1.	D	26.	B	51.	B	76.	B	101.	D	126.	C
2.	A	27.	B	52.	D	77.	A	102.	C	127.	B
3.	B	28.	A	53.	D	78.	C	103.	B	128.	C
4.	C	29.	D	54.	D	79.	A	104.	D	129.	C
5.	C	30.	A	55.	D	80.	A	105.	D	129.	C
6.	A	31.	D	56.	D	81.	A	106.	C	131.	C
7.	B	32.	A	57.	C	82.	D	107.	D	132.	C
8.	C	33.	A	58.	A	83.	C	108.	D	133.	D
9.	D	34.	C	59.	B	84.	D	109.	C	134.	C
10.	B	35.	A	60.	A	85.	D	110.	A	135.	C
11.	A	36.	D	61.	D	86.	D	111.	A	136.	C
12.	D	37.	D	62.	A	87.	D	112.	A	137.	A
13.	A	38.	B	63.	A	88.	C	113.	D	138.	A
14.	B	39.	C	64.	B	89.	D	114.	C	139.	A
15.	A	40.	C	65.	D	90.	C	115.	B	140.	A
16.	C	41.	B	66.	C	91.	A	116.	C	141.	B
17.	A	42.	B	67.	C	92.	C	117.	D	142.	C
18.	C	43.	B	68.	D	93.	B	118.	D	143.	D
19.	C	44.	B	69.	A	94.	B	119.	B	144.	C
20.	A	45.	A	70.	B	95.	C	120.	A	145.	A
21.	B	46.	B	71.	D	96.	A	121.	B	146.	A
22.	C	47.	C	72.	B	97.	D	122.	A	147.	C
23.	A	48.	D	73.	C	98.	A	123.	D	148.	B
24.	D	49.	C	74.	D	99.	B	124.	B	149.	A
25.	D	50.	B	75.	C	100.	D	125.	B	150.	A