

21. Routine procedures that have worked well in the past should be reviewed periodically by a supervisor MAINLY because
- A. they may have become outdated or in need of revision
  - B. employees may dislike the procedures even though they have proven successful in the past
  - C. these reviews are the main part of a supervisor's job
  - D. this practice serves to give the supervisor an idea of how productive his subordinates are
22. Assume that an employee tells his supervisor about a grievance he has against a coworker. The supervisor assures the employee that he will immediately take action to eliminate the grievance. The supervisor's attitude should be considered
- A. correct; because a good supervisor is one who can come to a quick decision
  - B. incorrect; because the supervisor should have told the employee that he will investigate the grievance and then determine a future course of action
  - C. correct; because the employee's morale will be higher, resulting in greater productivity
  - D. incorrect; because the supervisor should remain uninvolved and let the employees settle grievances between themselves
23. If an employee's work output is low and of poor quality due to faulty work habits, the MOST constructive of the following ways for a supervisor to correct this situation, GENERALLY, is to
- A. discipline the employee
  - B. transfer the employee to another unit
  - C. provide additional training
  - D. check the employee's work continuously
24. Assume that it becomes necessary for a supervisor to ask his staff to work overtime. Which one of the following techniques is MOST likely to win their willing cooperation to do this?
- A. Point out that this is part of their job specification entitled "performs related work"
  - B. Explain the reason it is necessary for the employees to work overtime
  - C. Promise the employees special consideration regarding future leave matters
  - D. Warn that if the employees do not work overtime, they will face possible disciplinary action
25. If an employee's work performance has recently fallen below established minimum standards for quality and quantity, the threat of demotion or other disciplinary measures as an attempt to improve this employee's performance would probably be the MOST acceptable and effective course of action
- A. only after other more constructive measures have failed
  - B. if applied uniformly to all employees as soon as performance falls below standard
  - C. only if the employee understands that the threat will not actually be carried out
  - D. if the employee is promised that, as soon as his work performance improves, he will be reinstated to his previous status



# TEST 3

DIRECTIONS: Each question or incomplete statement is followed by several suggested answers or completions. Select the one that BEST answers the question or completes the statement. PRINT THE LETTER OF THE CORRECT ANSWER IN THE SPACE AT THE RIGHT.

1. If, as a supervisor, it becomes necessary for you to assign an employee to supervise your unit during your vacation, it would generally be BEST to select the employee who

- A. is the best technician on the staff
- B. can get the work out smoothly, without friction
- C. has the most seniority
- D. is the most popular with the group

2. Assume that, as a supervisor, your own work has accumulated to the point where you decide that it is desirable for you to delegate in order to meet your deadlines. The one of the following tasks which would be MOST appropriate to delegate to a subordinate is

- A. checking the work of the employees for accuracy
- B. attending a staff conference at which implementation of a new departmental policy will be discussed
- C. preparing a final report including a recommendation on purchase of expensive new laboratory equipment
- D. preparing final budget estimates for next year's budget

3. Of the following actions, the one LEAST appropriate for you to take during an initial interview with a new employee is to

- A. find out about the experience and education of the new employee
- B. attempt to determine for what job in your unit the employee would best be suited
- C. tell the employee about his duties and responsibilities
- D. ascertain whether the employee will make good promotion material

4. If it becomes necessary to reprimand a subordinate employee, the BEST of the following ways to do this is to

- A. ask the employee to stay after working hours and then reprimand him
- B. reprimand the employee immediately after the infraction has been committed
- C. take the employee aside and speak to him privately during regular working hours
- D. write a short memo to the employee warning that strict adherence to departmental policy and procedures is required of all employees

5. If you, as a supervisor, believe that one of your subordinate employees has a serious problem, such as alcoholism or an emotional disturbance, which is adversely affecting his work, the BEST way to handle this situation *initially* would be to

- A. urge him to seek proper professional help before he is dismissed from his job
- B. ignore it and let the employee work out the problem himself
- C. suggest that the employee take an extended leave of absence until he can again function effectively
- D. frankly tell the employee that unless his work improves, you will take disciplinary measures against him

6. Of the following, the BEST way to develop a subordinate's potential is to
- A. give him a fair chance to earn by doing
  - B. assign him more than his share of work
  - C. criticize only his work
  - D. urge him to do his work rapidly
7. During a survey, an employee from another agency asks you to assist him on a job which would require a full day of your time. Of the following, the BEST immediate action for you to take is to
- A. refuse to assist him
  - B. ask for compensation before doing it
  - C. assist him promptly
  - D. notify his department head
8. Of the following, the BEST way to handle an overly talkative subordinate is to
- A. have your superior talk to him about it
  - B. have a subordinate talk to him about it
  - C. talk to him about it in a group conference
  - D. talk to him about it in private
9. While you are making a survey, a citizen questions you about the work you are doing. Of the following, the BEST thing to do is to
- A. answer the questions tactfully
  - B. refuse to answer any questions
  - C. advise him to write a letter to the main office
  - D. answer the questions in double-talk
10. Respect for a supervisor is MOST likely to increase if he is
- A. morose
  - B. sporadic
  - C. vindictive
  - D. zealous
11. A subordinate who continuously bypasses his immediate supervisor for technical information should be
- A. reprimanded by his immediate supervisor
  - B. ignored by his immediate supervisor
  - C. given more difficult work to do
  - D. given less difficult work to do
12. Complicated instructions should NOT be written
- A. accurately
  - B. lucidly
  - C. factually
  - D. verbosely
13. Of the following, the MOST important reason for checking a report is to
- A. check accuracy
  - B. eliminate unnecessary sections
  - C. catch mistakes
  - D. check for delineation

14. Two subordinates under your supervision dislike each other to the extent that production is cut down. Your BEST action as a supervisor is to
- A. ignore the matter and hope for the best
  - B. transfer the more aggressive man
  - C. cut down on the work load
  - D. talk to them together about the matter
15. One of the following characteristics which a supervisor should NOT display while explaining a job to a subordinate is
- A. enthusiasm
  - B. confidence
  - C. apathy
  - D. determination
16. Of the following, for BEST production of work, it should be assigned according to a person's
- A. attitude toward the work
  - B. ability to do the work
  - C. salary
  - D. seniority
17. You receive an anonymous written complaint from a citizen about a subordinate who used abusive language. Of the following, your BEST course of action is to
- A. ignore the letter
  - B. report it to your supervisor
  - C. discuss the complaint with the subordinate privately
  - D. keep the subordinate in the office
18. A supervisor should recognize that the way to get the BEST results from his instructions and assignments to the staff is to use
- A. a suggestive approach after he has decided exactly what is to be done and how
  - B. the willing and cooperative staff members and avoid the hard-to-handle people
  - C. care to select the persons most capable of carrying out the assignments
  - D. an authoritative, non-nonsense tone when issuing instructions or giving assignments
19. As the supervisor of a unit, you find that you are spending too much of your time on routine tasks and not enough on coordinating the work of the staff or preparing necessary reports. Of the following, it would be MOST advisable for you to
- A. discard a great portion of the routine jobs done in the unit
  - B. give some of the routine jobs to other members of the staff
  - C. postpone the routine jobs and concentrate on coordinating the work of the staff
  - D. delegate the job of coordinating the work to the most capable member of the staff
20. At times a supervisor may be called upon to train new employees. Suppose that you are giving such training in several sessions to be held on different days. During the first session, a trainee interrupts several times to ask questions at key points in your discussion. Of the following, the BEST way to handle this trainee is to
- A. advise him to pay closer attention so he can avoid asking too many questions
  - B. tell him to listen without interrupting and he'll hear his questions answered

- (2) answer his questions to show him that you know your field, but make a mental note that this trainee is a troublemaker
- (1) answer each question fully and make certain he understands the answers

21. Employee errors can be reduced to a minimum by effective supervision and by training. Which of the following approaches used by a supervisor would usually be MOST effective in handling an employee who has made an avoidable and serious error for the first time?

- A. Tell the worker how other employees avoid making errors
- B. Analyze with the employee the situation leading to the error and then take whatever administrative or training steps are needed to avoid such errors
- C. Use the error as the basis for a staff meeting at which the employee's error is discussed and discussed in an effort to improve the performance
- D. Urge the employee to modify his behavior in light of his mistake

22. Suppose that a particular staff member, formerly one of your most regular workers, has recently fallen into the habit of arriving a bit late to work several times a week. You feel that such a habit can grow consistently worse and spread to other staff members unless it is checked. Of the following, the BEST action for you to take, as the supervisor in charge of the unit, is to

- A. go immediately to your own supervisor, present the facts, and have this employee disciplined
- B. speak privately to this tardy employee, advise him of the need to improve his punctuality, and inform him that he'll be disciplined if late again
- C. talk to the co-worker with whom this late employee is most friendly and ask the friend to help him solve his tardiness problem
- D. speak privately with this employee, and try to discover and deal with the reasons for the latenesses

23. A supervisor may make an assignment in the form of a request, a command, or a call for volunteers. It is LEAST desirable to make an assignment in the form of a request when

- A. an employee does not like the particular kind of assignment to be given
- B. the assignment requires working past the regular closing day
- C. an emergency has come up
- D. the assignment is not particularly pleasant for anybody

24. When you give a certain task that you normally perform yourself to one of your employees, it is MOST important that you

- A. lead the employee to believe that he has been chosen above others to perform this job
- B. describe the job as important even though it is merely a routine task
- C. explain the job that needs to be accomplished, but always let the employee decide how to do it
- D. tell the employee why you are delegating the job to him and explain exactly what he is to do

25. A supervisor when instructing new trainees in the routine of his unit should include a description of the department's overall objectives and programs in order to
- A. insure that individual work assignments will be completed satisfactorily
  - B. create a favorable impression of his supervisory capabilities
  - C. develop a better understanding of the purposes behind work assignments
  - D. produce an immediate feeling of group cooperation

**KEY (CORRECT ANSWERS)**

- |       |       |       |
|-------|-------|-------|
| 1. B  | 6. A  | 11. A |
| 2. A  | 7. A  | 12. D |
| 3. D  | 8. D  | 13. C |
| 4. C  | 9. A  | 14. D |
| 5. A  | 10. D | 15. C |
| 6. A  |       | 16. B |
| 7. A  |       | 17. C |
| 8. D  |       | 18. C |
| 9. A  |       | 19. B |
|       |       | 20. D |
| 21. B |       |       |
| 22. D |       |       |
| 23. A |       |       |
| 24. D |       |       |
| 25. C |       |       |

TEST 4

DIRECTIONS: Each question or incomplete statement is followed by several suggested answers or completions. Select the one that BEST answers the question or completes the statement. PRINT THE LETTER OF THE CORRECT ANSWER IN THE SPACE AT THE RIGHT.

1. An integral part of every supervisor's job is getting his ideas or instructions across to his staff. The extent of his success, if he has a reasonably competent staff, is PRIMARILY dependent on the

- A. interest of the employee
- B. intelligence of the employee
- C. reasoning behind the ideas or instructions
- D. presentation of the ideas or instructions

2. Generally, what is the FIRST action the supervisor should take when an employee approaches him with a complaint?

- A. Review the employee's recent performance with him
- B. Use the complaint as a basis to discuss improvement of procedures
- C. Find out from the employee the details of the complaint
- D. Advise the employee to take his complaint to the head of the department

3. Of the following, which is NOT usually considered one of the purposes of counseling an employee after an evaluation of his performance?

- A. Explaining the performance standards used by the supervisor
- B. Discussing necessary disciplinary action to be taken
- C. Emphasizing the employee's strengths and weaknesses
- D. Planning better utilization of the employee's strengths

4. Assume that a supervisor, when reviewing a decision reached by one of his subordinates, finds the decision incorrect. Under these circumstances, it would be MOST desirable for the supervisor to

- A. correct the decision and inform the subordinate of this at a staff meeting
- B. correct the decision and suggest a more detailed analysis in the future
- C. help the employee find the reason for the correct decision
- D. refrain from assigning this type of a problem to the employee

5. An IMPORTANT characteristic of a good supervisor is his ability to

- A. be a stern disciplinarian
- B. put off the settling of grievances
- C. solve problems
- D. find fault in individuals

6. A new supervisor will BEST obtain the respect of the men assigned to him if he

- A. makes decisions rapidly and sticks to them, regardless of whether they are right or wrong
- B. makes decisions rapidly and then changes them just as rapidly if the decisions are wrong
- C. does not make any decisions unless he is absolutely sure that they are right
- D. makes his decisions after considering carefully all available information

7. A newly appointed worker is operating at a level of performance below that of the other employees. In this situation, a supervisor should FIRST
- A. lower the acceptable standard for the new man
  - B. find out why the new man cannot do as well as the others
  - C. advise the new worker he will be dropped from the payroll at the end of the probationary period
  - D. assign another new worker to assist the first man
8. Assume that you have to instruct a new man on a specific departmental operation. The new man seems unsure of what you have said. Of the following, the BEST way for you to determine whether the man has understood you is to
- A. have the man explain the operation to you in his own words
  - B. repeat your explanation to him slowly
  - C. repeat your explanation to him, using simpler wording
  - D. emphasize the important parts of the operation to him
9. A supervisor realizes that he has taken an instantaneous dislike to a new worker assigned to him. The BEST course of action for the supervisor to take in this case is to
- A. be especially observant of the new worker's actions
  - B. request that the new worker be reassigned
  - C. make a special effort to be fair to the new worker
  - D. ask to be transferred himself
10. A supervisor gives detailed instructions to his men as to how a certain type of job is to be done. One ADVANTAGE of this practice is that this will
- A. result in a more flexible operation
  - B. standardize operations
  - C. encourage new men to learn
  - D. encourage initiative in the men
11. Of the following, the one that would MOST likely be the result of poor planning is:
- A. Omissions are discovered after the work is completed.
  - B. During the course of normal inspection, a meter is found to be inaccessible.
  - C. An inspector completes his assignments for that day ahead of schedule.
  - D. A problem arises during an inspection and prevents an inspector from completing his day's assignments.
12. Of the following, the BEST way for a supervisor to maintain good employee morale is for the supervisor to
- A. avoid correcting the employee when he makes mistakes
  - B. continually praise the employee's work even when it is of average quality
  - C. show that he is willing to assist in solving the employee's problems
  - D. accept the employee's excuses for failure even though the excuses are not valid

13. A supervisor takes time to explain to his men why a departmental order has been issued. This practice is

- A. good, mainly because without this explanation the men will not be able to carry out the order
- B. bad, mainly because time will be wasted for no useful purpose
- C. good, because understanding the reasons behind an order will lead to more effective carrying out of the order
- D. bad, because men will then question every order that they receive

14. Of the following, the MOST important responsibility of a supervisor in charge of a section is to

- A. establish close personal relationships with each of his subordinates in the section
- B. insure that each subordinate in the section knows the full range of his duties and responsibilities
- C. maintain friendly relations with his immediate supervisor
- D. protect his subordinates from criticism from any source

15. The BEST way to get a good work output from employees is to

- A. hold over them the threat of disciplinary action or removal
- B. maintain a steady, unrelenting pressure on them
- C. show them that you can do anything they can do faster and better
- D. win their respect and liking, so they want to work for you

### KEY (CORRECT ANSWERS)

- 1. A
- 2. C
- 3. A
- 4. C
- 5. C
- 6. D
- 7. B
- 8. A
- 9. C
- 10. B

- 11. A
- 12. C
- 13. C
- 14. B
- 15. D

**SUPERVISION, ADMINISTRATION,  
MANAGEMENT AND ORGANIZATION**

**EXAMINATION SECTION  
TEST 1**

**DIRECTIONS:** Each question or incomplete statement is followed by several suggested answers or completions. Select the one that BEST answers the question or completes the statement. PRINT THE LETTER OF THE CORRECT ANSWER IN THE SPACE AT THE RIGHT.

1. A supervisor scheduled an interview with a subordinate in order to discuss his unsatisfactory performance during the previous several weeks. The subordinate's work contained an excessive number of careless errors. After the interview, the supervisor, reviewing his own approach for self-examination, listed three techniques he had used in the interview, as follows:  
 I. Specifically pointed out to the subordinate where he had failed to meet the standards expected.  
 II. Shared the blame for certain management errors that had irritated the subordinate.  
 III. Agreed with the subordinate on specific targets to be met during the period ahead.  
 Of the following statements the one that is MOST acceptable concerning the above 3 techniques is that

- A. all 3 techniques are correct
- B. techniques I and II are correct; III is not correct
- C. techniques II and III are correct; I is not correct
- D. techniques I and III are correct; II is not correct

2. Assume that the performance of an employee is not satisfactory. Of the following, the MOST effective way for a supervisor to attempt to improve the performance of the employee is to meet with him and to

- A. order him to change his behavior
- B. indicate the actions that are unsatisfactory and the penalties for them
- C. show him alternate ways of behaving and a method for him to evaluate his attempts at change
- D. suggest that he use the behavior of the supervisor as a model of acceptable conduct

3. Training employees to be productive workers is based on four fundamental principles:  
 I. Demonstrate how the job should be done by telling and showing the correct operations step-by-step  
 II. Allow the employee to get some of the feel of the job by allowing him to try it a bit  
 III. Put him on the job while continuing to check his performance  
 IV. Let him know why the job is important and why it must be done right.  
 The MOST logical order for these training steps is:

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

3. \_\_\_\_\_

2. \_\_\_\_\_

1. \_\_\_\_\_

4. Sometimes a supervisor is faced with the need to train under-educated new employees. The following five statements relate to training such employees.
- I. Make the training general rather than specific
  - II. Rely upon demonstrations and illustrations whenever possible
  - III. Overtrain rather than undertrain by erring on the side of imparting a little more skill than is absolutely necessary
  - IV. Provide lots of follow-up on the job
  - V. Reassure and recognize frequently in order to increase self-confidence
- Which of the following choices lists *all* the above statements that are generally CORRECT?
- A. II, III, and IV
  - B. II, III, IV, and V
  - C. I, II, and V
  - D. I, II, IV, and V
5. One of the ways in which some supervisors train subordinates is to discuss the subordinate's weaknesses with them. Experts who have explored the actual feelings and reactions of subordinates in such situations have come to the conclusion that such interviews *usually*
- A. are seen by subordinates as a threat to their self-esteem
  - B. give subordinates a feeling of importance which leads to better learning
  - C. convince subordinates to accept the opinion of the supervisor
  - D. result in the development of better supervision
6. The one of the following which BEST describes the rate at which a trainee learns departmental procedures is that he *probably* will learn
- A. at the same rate throughout if the material to be learned is complex
  - B. slowly in the beginning and then learning will accelerate steadily
  - C. quickly for a while, then slow down temporarily
  - D. at the same rate if the material to be learned is lengthy
7. Which of the following statements concerning the delegation of work to subordinate employees is *generally* CORRECT?
- A. A supervisor's personal attitude toward delegation has a minimal effect on his skill in delegating.
  - B. A willingness to let subordinates make mistakes has a place in work delegation.
  - C. The element of trust has little impact on the effectiveness of work delegation.
  - D. The establishment of controls does not enhance the process of delegation.
8. Assume that you are the chairman of a group that has been formed to discuss and solve a particular problem. After a half-hour of discussion, you feel that the group is wandering off the point and is no longer discussing the problem.
- In this situation, it would be BEST for you to
- A. wait to see whether the group will get back on the track by itself
  - B. ask the group to stop and to try a different approach
  - C. ask the group to stop, decide where they are going, and then to decide how to continue
  - D. ask the group to stop, decide where they are going, and then to continue in a different direction

9. One method of group decision-making is the use of committees. Following are four statements concerning committees.

- I. Considering the value of each individual member's time, committees are costly.
  - II. One result of committee decisions is that no one may be held responsible for the decision.
  - III. Committees will make decisions more promptly than individuals.
  - IV. Committee decisions tend to be balanced and to take different viewpoints into account.
- Which of the following choices lists *all* of the above statements that are generally CORRECT?

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

10. Assume that an employee bypasses his supervisor and comes directly to you, the superior officer, to ask for a short leave of absence because of a pressing personal problem. The employee did not first consult with his immediate supervisor because he believes that his supervisor is unfavorably biased against him.

Of the following, the MOST desirable way for you to handle this situation is to

- A. instruct the employee that it is not appropriate for him to go over the head of his supervisor regardless of their personal relationship
- B. listen to a brief description of his problem and then tactfully suggest that he take the matter up with his supervisor before coming to you
- C. request that both the employee and his supervisor meet jointly with you in order to discuss the employee's problem and to get at the reasons behind their apparent difficulty
- D. listen carefully to the employee's problem and then, without committing yourself one way or the other, promise to discuss it with his supervisor

11. Which of the following statements concerning the motivation of subordinates is generally INCORRECT? The

- A. authoritarian approach as the method of supervision is likely to result in the setting of minimal performance standards for themselves by subordinates
- B. encouragement of competition among subordinates may lead to deterioration of teamwork
- C. granting of benefits by a supervisor to subordinates in order to gain their gratitude will result in maximum output by the subordinates
- D. opportunity to achieve job satisfaction has an important effect on motivating subordinates

12. Of the following, the MOST serious disadvantage of having a supervisor evaluate subordinates on the basis of measurable performance goals that are set jointly by the supervisor and the subordinates is that this results-oriented appraisal method

- A. focuses on past performance rather than plans for the future
- B. fails to provide sufficient feedback to help subordinates learn where they stand
- C. encourages the subordinates to conceal poor performance and set low goals
- D. changes the primary task of the supervisor from helping subordinates improve to criticizing their performance

13. A supervisor can BEST provide on-the-job satisfaction for his subordinates by

- A. providing rewards for good performance
- B. allowing them to decide when to do the assigned work
- C. motivating them to perform according to accepted procedures
- D. providing challenging work that achieves departmental objectives

14. Which of the following factors *generally* contributes MOST to job satisfaction among supervisory employees?

- A. Autonomy and independence on the job
- B. Job security
- C. Pleasant physical working conditions
- D. Adequate economic rewards

15. Large bureaucracies typically exhibit certain characteristics. Of the following, it would be CORRECT to state that such bureaucracies *generally*

- A. tend to oversimplify communications
- B. pay undue attention to informal organizations
- C. develop an attitude of "group-think" and conformity
- D. emphasize personal growth among employees

16. When positive methods fail to achieve conformity with accepted standards of conduct or performance, a negative type of action, punitive in nature, usually must follow. The one of the following that is *usually* considered LEAST important for the success of such punishment or negative discipline is that it be

- A. certain
- B. swift
- C. severe
- D. consistent

17. Assume that you are a supervisor. Philip Smith, who is under your supervision, informs you that James Jones, who is also your subordinate, has been creating antagonism and friction within the unit because of his unnecessarily gruff manner in dealing with his co-workers. Smith's remarks confirm your own observations of Jones' behavior and its effects. In handling this situation, the one of the following procedures which will *probably* be MOST effective is to

- A. ask Smith to act as an informal counselor to Jones and report the results to you
- B. counsel the other employees in your unit on methods of changing attitudes of people
- C. interview Jones and help him to understand this problem
- D. order Jones to carry out his responsibilities with greater consideration for the feelings of his co-workers

18. The PRINCIPLE relating to the number of subordinates who can be supervised effectively by one supervisor is *commonly* known as

- A. span of control
- B. delegation of authority
- C. optimum personnel assignment
- D. organizational factor

19. Ascertaining and improving the level of morale in a public agency is one of the responsibilities of a conscientious supervisor.  
The one of the following aspects of subordinates' behavior which is NOT an indication of low morale is
- A. lower-level employees participating in organizational decision-making
  - B. careless treatment of equipment
  - C. general deterioration of personal appearance
  - D. formation of cliques
20. Employees may resist changes in agency operations even though such changes are often necessary. If you, as a supervisor, are attempting to introduce a necessary change, you should *first* fully explain the reasons for it to your staff. Your NEXT step should be to
- A. set specific goals and outline programs for all employees
  - B. invite employee participation in effectuating the change by asking for suggestions to accomplish it
  - C. discuss the need for improved work performance by city employees
  - D. point out the penalties for non-cooperation without singling out any employee by name
21. A supervisor should *normally* avoid giving orders in an offhand or casual manner MAINLY because his subordinates
- A. are like most people and may resent being treated lightly
  - B. may attach little importance to these orders
  - C. may work best if given the choice of work methods
  - D. are unlikely to need instructions in most matters
22. Assume that, as a supervisor, you have just praised a subordinate. While he expresses satisfaction at your praise, he complains that it does not help him get promoted even though he is on a promotion eligible list, since there is no current vacancy. In these circumstances, it would be BEST for you to
- A. minimize the importance of advancement and emphasize the satisfaction in the work itself
  - B. follow up by pointing out some errors he has committed in the past
  - C. admit that the situation exists, and express the hope that it will improve
  - D. tell him that, until quite recently, advancement was even slower
23. Departmental policies are usually broad rules or guides for action. It is important for a supervisor to understand his role with respect to policy implementation. Of the following, the MOST accurate description of this role is that a supervisor should
- A. be apologetic toward his subordinates when applying unpopular policies to them
  - B. act within policy limits, although he can attempt to influence policy change by making his thoughts and observations known to his superior
  - C. arrange his activities so that he is able to deal simultaneously with situations that involve several policy matters
  - D. refrain as much as possible from exercising permissible discretion in applying policy to matters under his control

24. A supervisor should be aware that *most* subordinates will ask questions at meetings or group discussions *in order to*

- A. stimulate other employees to express their opinions
- B. discover how they may be affected by the subjects under discussion
- C. display their knowledge of the topics under discussion
- D. consume time in order to avoid returning to their normal tasks

25. Don't assign responsibilities with conflicting objectives to the same work group. For example, to require a unit to monitor the quality of its own work is a bad practice. This practice is *most likely* to be bad because

- A. the chain of command will be unnecessarily lengthened
- B. it is difficult to portray mixed duties accurately on an organization chart
- C. employees may act in collusion to cover up poor work
- D. the supervisor may delegate responsibilities which he should retain

### KEY (CORRECT ANSWERS)

- 1. A
- 2. C
- 3. D
- 4. B
- 5. A
- 6. C
- 7. B
- 8. C
- 9. C
- 10. D
- 11. C
- 12. C
- 13. D
- 14. A
- 15. C
- 16. C
- 17. C
- 18. A
- 19. A
- 20. B
- 21. B
- 22. C
- 23. B
- 24. B
- 25. C

# TEST 2

## DIRECTIONS:

Each question or incomplete statement is followed by several suggested answers or completions. Select the one that BEST answers the question or completes the statement. PRINT THE LETTER OF THE CORRECT ANSWER IN THE SPACE AT THE RIGHT.

1. Some supervisors use an approach in which each phase of the job is explained in broad terms supervision is general, and employees are allowed broad discretion in performing their job duties.

Such a supervisory approach usually affects employee motivation by

- A. improving morale and providing an incentive to work harder
- B. providing little or no incentive to work harder than the minimum required
- C. creating extra pressure, usually resulting in decreased performance
- D. reducing incentive to work and causing employees to feel neglected, particularly in performing complex tasks

2. An employee complains to a superior officer that he has been treated unfairly by his supervisor, stating that other employees have been given less work to do and shown other forms of favoritism.

Of the following, the BEST thing for the superior officer to do FIRST in order to handle this problem is to

- A. try to discover whether the subordinate has a valid complaint or if something else is the real problem
- B. ask other employees whether they feel that their treatment is consistent and fair
- C. ask his supervisor to explain the charges
- D. see that the number of cases assigned to this employee is reduced

3. Of the following, the MOST important condition needed to help a group of people to work well together and get the job done is

- A. higher salaries and a better working environment
- B. enough free time to relieve the tension
- C. good communication among everyone involved in the job
- D. assurance that everyone likes the work

4. A supervisor realizes that a subordinate has called in sick for three Mondays out of the past four. These absences have interfered with staff performance and have been part of the cause of the unit's "behind schedule" condition.

In order to correct this situation, it would be BEST for the supervisor to

- A. order the subordinate to explain his abuse of sick leave
- B. discuss with the subordinate the penalties for abusing sick leave
- C. discuss the matter with his own supervisor
- D. ask the subordinate in private whether he has a problem about coming to work

5. Of the following, the MOST effective way for a supervisor to minimize undesirable rumors about new policies in the units under his supervision is to

- A. bypass the supervisor and communicate directly with the individual members of the units
- B. supply immediate and accurate information to everyone who is supposed to be informed

6. Which of the following is an *indication* that a superior officer is delegating authority PROPERLY?
- A. The superior officer closely checks the work of experienced subordinates at all stages in order to maintain standards.
  - B. The superior officer gives overlapping assignments to insure that work is completed on time.
  - C. The work of his subordinates can proceed and be completed during the superior officer's absence.
  - D. The work of each supervisor is reviewed by him more than once in order to insure quality.
7. Of the following supervisory practices, the one which is MOST LIKELY to foster employee morale is for the supervisor to
- A. take an active interest in subordinates' personal lives
  - B. ignore mistakes
  - C. give praise when justified
  - D. permit rules to go unenforced occasionally
8. As the supervisor who is responsible for the implementation of a new paperwork procedure, you note that the workers often do not follow the stipulated procedure. Before taking action, it would be ADVISABLE to realize that
- A. unconscious behavior, such as failure to adapt to change, is largely uncontrollable
  - B. new procedures sometimes have to be modified and adapted after being tried out
  - C. threats of disciplinary action will encourage approval of change
  - D. procedures that fail should be abandoned and replaced
9. The one of the following which is *generally* considered to be the MOST significant criticism of the modern practice of effective human relations in management of large organizations is that human relations
- A. weakens management authority over employees
  - B. gives employees control of operations
  - C. can be used to manipulate and control employees
  - D. weakens unions
10. Of the following, the MOST important reason why the supervisor should promote good supervisor-subordinate relations is to encourage his staff to
- A. feel important
  - B. be more receptive to control
  - C. be happy in their work
  - D. meet production performance levels
11. A superior officer decides to assign a special report directly to an employee, bypassing his supervisor. In general, this practice is
- A. *advisable*, chiefly because it broadens the superior officer's span of authority
  - B. *inadvisable*, chiefly because it undermines the authority of the supervisor in the eyes of his subordinates

12. Many supervisors make it a practice to solicit suggestions from their subordinates and to encourage their participation in decision making. The success of this type of supervision *usually* depends MOST directly upon the
- A. quality of leadership provided by the supervisor
  - B. number of the supervisor's immediate subordinates
  - C. availability of opportunities for employee advancement
  - D. degree to which work assignments cause problems

13. Small informal groups or "cliques" often appear in a work setting. The one of the following which is generally an *advantage* of such groups, from an administrative point of view, is that they
- A. are not influenced by the administrative set-up of the office
  - B. encourage socializing after working hours
  - C. develop leadership roles among the office staff
  - D. provide a "steam valve" for release of tension and fatigue

14. Assume that you are a superior officer in charge of several supervisors, who, in turn, are in charge of a number of employees. The employees who are supervised by Jones (a supervisor) come as a group to you and indicate several reasons why Jones is incompetent and "has to go."
- Of the following, your *best* course of action to take FIRST is to

- A. direct the employees to see Jones about the matter
- B. suggest to the employees that they should attempt to work with Jones until he can be transferred
- C. discuss the possibility of terminating Jones with your superior
- D. ask Jones about the comments of the employees after they depart

15. Of the following, the MAIN effect which the delegation of authority can have on the efficiency of an organization is to

- A. reduce the risk of decision-making errors
- B. produce uniformity of policy and action
- C. facilitate speedier decisions and actions
- D. enable closer control of operations

16. Of the following, the main DISADVANTAGE of temporarily transferring a newly appointed worker to another unit because of an unexpected vacancy is that the temporary nature of his assignment will, *most likely*,

- A. undermine his incentive to orient himself to his new job
- B. interfere with his opportunities for future advancement
- C. result in friction between himself and his new co-workers
- D. place his new supervisor in a difficult and awkward position

17. Assume that you, as a supervisor, have decided to raise the quality of work produced by your subordinates. The BEST of the following procedures for you to follow is to
- A. develop mathematically precise standards
  - B. appoint a committee of subordinates to set firm and exacting guidelines, including penalties for deviations
  - C. modify standards developed by supervisors in other organizations
  - D. provide consistent evaluation of subordinates' work, furnishing training whenever advisable
18. Assume that a supervisor under your supervision strongly objects whenever changes are proposed which would improve the efficiency of his unit. Of the following, the MOST desirable way for you to change his attitude is to
- A. involve him in the planning and formulation of changes
  - B. promise to recommend him for a more challenging assignment if he accepts changes
  - C. threaten to have him transferred to another unit if he does not accept changes
  - D. ask him to go along with the changes on a tentative, trial basis
19. Work goals may be defined in terms of units produced or in terms of standards of performance. Which of the following statements concerning work goals is CORRECT?
- A. Workers who have a share in establishing goals tend to set a fairly high standard for themselves, but fail to work toward it.
  - B. Workers tend to produce according to what they believe are the goals actually expected of them.
  - C. Since workers usually produce less than the established goals, management should set goals higher than necessary.
  - D. The individual differences of workers can be minimized by using strict goals and invariable procedures.
20. Of the following, the type of employee who would respond BEST to verbal instructions given in the form of a suggestion or wish is the
- A. experienced worker who is eager to please
  - B. sensitive and emotional worker
  - C. hostile worker who is somewhat lazy
  - D. slow and methodical worker
21. As a supervisor, you note that the output of an experienced staff member has dropped dramatically during the last two months. In addition, his error rate is significantly above that of other staff members. When you ask the employee the reason for his poor performance, he says, "Well, it's rather personal and I would rather not talk about it if you don't mind." At this point, which of the following would be the BEST reply?
- A. Tell him that you will give him two weeks to improve or you will discuss the matter with your own supervisor
  - B. Insist that he tell you the reason for his poor work and assure him that anything personal will be kept confidential

- C. Say that you don't want to interfere, but, at the same time, his work has deteriorated, and that you're concerned about it
- D. Explain in a friendly manner that you are going to place a warning letter in his personnel folder that states he has one month in which to improve

22. Research studies have shown that employees who are strongly interested in achievement and advancement on the job *usually* want assignments where the chance of success is

- A. low, and desire frequent supervisory evaluation of their performance
- B. high, and desire general supervisory evaluation of their performance
- C. high, and desire infrequent supervisory evaluation of their performance
- D. moderate, and desire specific supervisory evaluation of their performance

23. Of the following, a function of the supervisor that concerns itself with the process of determining a course of action from alternatives is *usually* referred to as

- A. decentralization
- C. controlling
- B. planning
- D. input

24. Favorable working conditions are an important variable in producing an effective work unit. Which of the following would be LEAST conducive in providing a favorable work situation?

- A. Applying a job enrichment program to a routine clerical position
- B. Setting practical goals for the work unit which are consistent with the overall objective of the agency
- C. Assigning individuals to positions which require a higher level of educational achievement than that which they possess
- D. Establishing a communications system which distributes information and provides feedback to all organizational levels

25. Every supervisor within an organization should know to whom he reports and who reports to him. Within the organization this will *most likely* insure

- A. unity of command
- B. confidentiality of sensitive issues
- C. excellent morale
- D. the elimination of the grapevine

KEY (CORRECT ANSWERS)

6 (#2)

- 1. A
- 2. A
- 3. C
- 4. D
- 5. B
- 6. C
- 7. C
- 8. B
- 9. C
- 10. D
- 11. B
- 12. A
- 13. D
- 14. D
- 15. C
- 16. A
- 17. D
- 18. A
- 19. B
- 20. A
- 21. C
- 22. D
- 23. B
- 24. C
- 25. A

# TEST 3

DIRECTIONS: Each question or incomplete statement is followed by several suggested answers or completions. Select the one that BEST answers the question or completes the statement. PRINT THE LETTER OF THE CORRECT ANSWER IN THE SPACE AT THE RIGHT.

1. In trying to improve the motivation of his subordinates, a supervisor can achieve the BEST results by taking action based upon the assumption that *most* employees

- A. have an inherent dislike of work
- B. wish to be closely directed
- C. are more interested in security than in assuming responsibility
- D. will exercise self-direction without coercion

2. Supervisors in public departments have many functions. Of the following, the function which is LEAST appropriate for a supervisor is to

- A. serve as a deputy for the administrator within his own unit
- B. determine needs within his unit and plan programs to meet these needs
- C. supervise, train, and evaluate all personnel assigned to his unit
- D. initiate and carry out fund-raising projects, such as bazaars and carnivals, to buy needed equipment

3. When there are conflicts or tensions between top management and lower-level employees in any public department, the supervisor should FIRST attempt to

- A. represent and enforce the management point of view
- B. act as the representative of the workers to get their ideas across to management
- C. serve as a two-way spokesman, trying to interpret each side to the other
- D. remain neutral, but keep informed of changes in the situation

4. A probationary period for new employees is usually provided in public agencies. The MAJOR purpose of such a period is *usually* to

- A. allow a determination of employee's suitability for the position
- B. obtain evidence as to employee's ability to perform in a higher position
- C. conform to requirements that ethnic hiring goals be met for all positions
- D. train the new employee in the duties of the position

5. An effective program of orientation for new employees usually includes *all* the following EXCEPT

- A. having the supervisor introduce the new employee to his job, outlining his responsibilities and how to carry them out
- B. permitting the new worker to tour the facility or department, so he can observe all parts of it in action
- C. scheduling meetings for new employees, at which the job requirements are explained to them and they are given personnel manuals
- D. testing the new worker on his skills, and sending him to a centralized in-service workshop

6. In-service training is an important responsibility of supervisors. The MAJOR reason for such training is to

6. \_\_\_\_\_

5. \_\_\_\_\_

4. \_\_\_\_\_

3. \_\_\_\_\_

2. \_\_\_\_\_

1. \_\_\_\_\_

7. There are many forms of useful in-service training. Of the following, the training method which is NOT an appropriate technique for leadership development is to
- A. provide special workshops or clinics in activity skills
  - B. conduct pre-season institutes to familiarize new workers with the program of the department and with their roles
  - C. schedule team meetings for problem-solving, including both supervisors and leaders
  - D. have the leader rate himself on an evaluation form periodically
8. Of the following techniques of evaluating work training programs, the one that is BEST is to
- A. pass out a carefully designed questionnaire to the trainees at the completion of the program
  - B. test the knowledge that trainees have both at the beginning of training and at its completion
  - C. interview the trainees at the completion of the program
  - D. evaluate performance before and after training for both a control group and an experimental group
9. Assume that a new supervisor is having difficulty making his instructions to subordinates clearly understood. The one of the following which is the FIRST step he should take in dealing with this problem is to
- A. set up a training workshop in communication skills
  - B. determine the extent and nature of the communication gap
  - C. repeat both verbal and written instructions several times
  - D. simplify his written and spoken vocabulary
10. Discipline of employees is usually a supervisor's responsibility. There may be several useful forms of disciplinary action in public employment. Of the following, the form that is LEAST appropriate is the
- A. written reprimand or warning
  - B. involuntary transfer to another work setting
  - C. demotion or suspension
  - D. assignment of added hours of work each week
11. Of the following, the MOST effective means of dealing with employee disciplinary problems is to
- A. give personality tests to individuals to identify their psychological problems
  - B. distribute and discuss a policy manual containing exact rules governing employee behavior

12. A recently developed technique for appraising work performance is to have the supervisor record on a continual basis all significant incidents in each subordinate's behavior that indicate unsuccessful action and those that indicate poor behavior. Of the following, a major DISADVANTAGE of this method of performance appraisal is that it
- A. often leads to overly close supervision
  - B. results in competition among those subordinates being evaluated
  - C. tends to result in superficial judgments
  - D. lacks objectivity for evaluating performance
13. Assume that you are a supervisor and have observed the performance of an employee during a period of time. You have concluded that his performance needs improvement. In order to improve his performance, it would, therefore, be BEST for you to
- A. note your findings in the employee's personnel folder so that his behavior is a matter of record
  - B. report the findings to the personnel officer so he can take prompt action
  - C. schedule a problem-solving conference with the employee
  - D. recommend his transfer to simpler duties
14. When an employee's absences or latenesses seem to be hearing excessiveness, the supervisor should speak with him to find out what the problem is. Of the following, if such a discussion produces no reasonable explanation, the discussion usually BEST serves to
- A. affirm clearly the supervisor's adherence to proper policy
  - B. alert other employees that such behavior is unacceptable
  - C. demonstrate that the supervisor truly represents higher management
  - D. notify the employee that his behavior is being observed and evaluated
15. Assume that an employee willfully and recklessly violates an important agency regulation. The nature of the violation is of such magnitude that it demands immediate action, but the facts of the case are not entirely clear. Further assume that the supervisor is free to make any of the following recommendations. The MOST appropriate action for the supervisor to take is to recommend that the employee be
- A. discharged
  - B. suspended
  - C. forced to resign
  - D. transferred
16. Although employees' titles may be identical, each position in that title may be considerably different. Of the following, a supervisor should carefully assign each employee to a specific position based PRIMARILY on the employee's
- A. capability
  - B. experience
  - C. education
  - D. seniority

17. The one of the following situations where it is MOST appropriate to transfer an employee to a *similar* assignment is one in which the employee
- A. lacks motivation and interest
  - B. experiences a personality conflict with his supervisor
  - C. is negligent in the performance of his duties
  - D. lacks capacity or ability to perform assigned tasks
18. The one of the following which is LEAST likely to be affected by improvement in the morale of personnel is employee
- A. skill
  - B. absenteeism
  - C. turnover
  - D. job satisfaction
19. The one of the following situations in which it is LEAST appropriate for a supervisor to delegate authority to subordinates is where the supervisor
- A. lacks confidence in his own abilities to perform certain work
  - B. is overburdened and cannot handle all his responsibilities
  - C. refers all disciplinary problems to his subordinate
  - D. has to deal with an emergency or crisis
20. Of the following, the BEST attitude toward the use of volunteers in programs is that volunteers should be
- A. discouraged, since they cannot be depended upon to show up regularly
  - B. employed as a last resort when paid personnel are unavailable
  - C. seen as an appropriate means of providing leadership, when effectively recruited and supervised
  - D. eliminated to raise the professionalism of personnel
21. A supervisor finds that he is spending too much time on routine tasks, and not enough time on coordinating the work of his employees. It would be MOST advisable for this supervisor to
- A. delegate the task of work coordination to a capable subordinate
  - B. eliminate some of the routine tasks that the unit is required to perform
  - C. assign some of the routine tasks to his subordinates
  - D. postpone the performance of routine tasks until he has achieved proper coordination of his employees' work
22. Of the following, the MOST important reason for having an office manual in looseleaf form rather than in permanent binding is that the looseleaf form
- A. facilitates the addition of new material and the removal of obsolete material
  - B. permits several people to use different sections of the manual at the same time
  - C. is less expensive to prepare than permanent binding
  - D. is more durable than permanent binding
23. In his first discussion with a newly appointed employee, the LEAST important of the following topics for a supervisor of a unit to include is the
- A. duties the subordinate is expected to perform on the job
  - B. functions of the unit
  - C. methods of determining standards of performance
  - D. nature and duration of the training the subordinate will receive on the job

24. A supervisor has just been told by a subordinate, Mr. Jones, that another employee, Mr. Smith, deliberately disobeyed an important rule of the department by taking home some confidential departmental material.  
Of the following courses of action, it would be MOST advisable for the supervisor first to

- A. discuss the matter privately, with both Mr. Jones and Mr. Smith at the same time
- B. call a meeting of the entire staff and discuss the matter generally without mentioning any employee by name
- C. arrange to supervise Mr. Smith's activities more closely
- D. discuss the matter privately with Mr. Smith

25. The one of the following actions which would be MOST efficient and economical for a supervisor to take to minimize the effect of seasonal fluctuations in the work load of his unit is to

- A. increase his permanent staff until it is large enough to handle the work of the busy season
- B. request the purchase of time and labor saving equipment to be used primarily during the busy season
- C. lower, temporarily, the standards for quality of work performance during peak loads
- D. schedule for the slow season work that it is not essential to perform during the busy season

**KEY (CORRECT ANSWERS)**

- |     |   |     |   |     |   |
|-----|---|-----|---|-----|---|
| 1.  | D | 6.  | B | 11. | B |
| 2.  | D | 7.  | D | 12. | A |
| 3.  | C | 8.  | D | 13. | C |
| 4.  | A | 9.  | B | 14. | D |
| 5.  | D | 10. | D | 15. | B |
| 6.  | B |     |   | 16. | A |
| 7.  | D |     |   | 17. | B |
| 8.  | D |     |   | 18. | A |
| 9.  | B |     |   | 19. | C |
| 10. | D |     |   | 20. | C |
| 21. | C |     |   |     |   |
| 22. | A |     |   |     |   |
| 23. | C |     |   |     |   |
| 24. | D |     |   |     |   |
| 25. | D |     |   |     |   |

# TEST 4

DIRECTIONS: Each question or incomplete statement is followed by several suggested answers or completions. Select the one that BEST answers the question or completes the statement. PRINT THE LETTER OF THE CORRECT ANSWER IN THE SPACE AT THE RIGHT.

1. Assume that, while instructing a worker on a new procedure, the instructor asks, at frequent intervals, whether there are any questions. His asking for questions is a  
A. *good practice*, because it affords the worker an opportunity to participate actively in the lesson  
B. *good practice*, because it may reveal points that are not understood by the worker  
C. *poor practice*, because workers generally find it embarrassing to ask questions  
D. *poor practice*, because it may result in wasting time on irrelevant matters
2. Any person thoroughly familiar with the specific steps in a particular type of work is well-qualified to serve as a training course instructor in the work. This statement is *erroneous CHIEFLY* because  
A. a qualified instructor cannot be expected to have detailed information about many specific fields  
B. a person who knows a field thoroughly may not be good at passing his knowledge along to others  
C. it is practically impossible for any instructor to be acquainted with all the specific steps in a particular type of work  
D. what is true of one type of work is not necessarily true of other types of work
3. Of the following traits, the one that is LEAST essential for the "ideal" supervisor is that she  
A. be consistent in her interpretation of the rules and policies of the agency for which she works  
B. is able to judge a person's ability at her first meeting with that person  
C. know her own job thoroughly  
D. appreciate and acknowledge honest effort and above-average work
4. The one of the following which is generally the basic reason for using standard procedures is to  
A. serve as a basis for formulating policies  
B. provide the sequence of steps for handling recurring activities  
C. train new employees in the policies and objectives  
D. facilitate periodic review of standard practices,
5. An employee, while working at the bookkeeping machine, accidentally kicks off the holdup alarm system. She notifies the supervisor that she can hear the holdup alarm bell ringing, and requests that the holdup alarm system be reset. After the holdup alarm system has been reset, the supervisor should notify the manager that the alarm  
A. is in proper working order  
B. should be shut off while the employee is working the bookkeeping machine to avoid another such accident

- C. kick-plate should be moved away from the worker's reception window so that it cannot be set off accidentally
- D. should be relocated so that it cannot be heard in the bookkeeping office

6. A supervisor who spends a considerable amount of time correcting subordinates' procedural errors should consider FIRST the possibility of

- A. disciplining those who make errors consistently
- B. instituting refresher training sessions
- C. redesigning work forms
- D. requesting that the requirements for entry-level jobs be changed

7. A supervisor has a subordinate who has been late the past four mornings. Of the following, the MOST important action for the supervisor to take FIRST is to

- A. read the rules concerning lateness to the employee in an authoritative manner
- B. give the subordinate a chance to explain the reason for his lateness
- C. tell the employee he must come in on time the next day
- D. ask the friends of the employee whether they can tell him the reason for the employee's lateness

8. During a conversation, a subordinate tells his supervisor about a family problem. For the supervisor to give EXPLICIT advice to the subordinate would be

- A. *desirable*, primarily because a happy employee is more likely to be productive
- B. *undesirable*, primarily because the supervisor should not allow a subordinate to discuss personal problems
- C. *desirable*, primarily because their personal relations will show a marked improvement
- D. *undesirable*, primarily because a supervisor should not take responsibility for handling a subordinate's personal problem

9. As a supervisor, you have received instructions for a drastic change in the procedure for processing cases. Of the following, the approach which is MOST likely to result in acceptance of the change by your subordinates is for you to

- A. inform all subordinates of the change by written memo so that they will have guidelines to follow
- B. ask your superior to inform the unit members about the change at a staff meeting
- C. recruit the most experienced employee in the unit to give individual instruction to the other unit members
- D. discuss the change and the reasons for it with the staff so that they understand their role in its implementation

10. Of the following, the principle which should GENERALLY guide a supervisor in the training of employees under his supervision is that

- A. training of employees should be delegated to more experienced employees in the same title
- B. primary emphasis should be placed on training for future assignments
- C. the training process should be a highly individual matter
- D. training efforts should concentrate on employees who have the greatest potential

KEY (CORRECT ANSWERS)

- 
- 1. B
  - 2. B
  - 3. B
  - 4. B
  - 5. D
  - 6. B
  - 7. B
  - 8. D
  - 9. D
  - 10. C

# EXAMINATION SECTION

## TEST 1

**DIRECTIONS:** Each question or incomplete statement is followed by several suggested answers or completions. Select the one that BEST answers the question or completes the statement. *PRINT THE LETTER OF THE CORRECT ANSWER IN THE SPACE AT THE RIGHT.*

1. The MAJOR responsibility of a director is to
  - A. make certain that his line supervisors keep proper control of staff activity
  - B. see that training is given to his staff according to individual needs
  - C. insure that his total organization is coordinated toward agency goals and objectives
  - D. work constructively with groups so that programs will reflect their needs
  
2. A good organization chart of a department is an IMPORTANT instrument because it can
  - A. make it easier to understand the mission of the department
  - B. help new employees become acquainted with department personnel
  - C. clarify relationships and responsibilities of the various department components
  - D. simplify the task of going to the top
  
3. Unnecessary and obsolete forms can be eliminated MOST effectively by
  - A. appointing a representative committee to review and evaluate all forms in relation to operating procedures
  - B. discarding all forms which have not been used during the past year
  - C. assembling all forms and destroying those which are duplicates or obsolete
  - D. directing office managers to review the forms to determine which should be revised or abolished
  
4. The director must adopt methods and techniques to insure that his budgeted allowances are properly spent and that organizational objectives are being reached. These responsibilities can be fulfilled BEST by
  - A. controlling operations with electronic data processing equipment
  - B. shifting caseload controls from caseworkers to clerical staff
  - C. installing a work simplification program and establishing controls for crucial areas of operation
  - D. assigning employees with special skills and training to perform the more important and specialized jobs
  
5. The MOST appropriate technique for making the staff thoroughly familiar with departmental policies would be to
  - A. maintain an up-to-date loose-leaf binder of written policies in a central point in the office
  - B. issue copies of all policy directives to the unit supervisors
  - C. distribute copies of policy directives to the entire staff and arrange for follow-up discussion on a unit basis
  - D. discuss all major policy directives at an office-wide staff meeting

6. When a proposed change in a departmental procedure is being evaluated, the factor which should be considered MOST important in reaching the decision is the

- A. extent of resistance anticipated from members of the staff
- B. personnel needed to execute the proposed change
- C. time required for training staff in the revised procedure
- D. degree of organizational dislocation compared with gains expected from the change

7. A director anticipates that certain aspects of a new departmental procedure will be distasteful to many staff members.

Assuming that the procedure is basically sound in spite of this drawback, the BEST approach for the director to take with his staff is to

- A. advise them to accept the procedure since it has the support of the highest authorities in the department
- B. point out that other procedures which were resisted initially have come to be accepted in time
- C. challenge staff members to suggest another procedure which will accomplish the same purpose better
- D. ask the staff members to discuss the *pros* and *cons* of the procedure and suggest how it can be improved

8. At a staff meeting at which a basic change in departmental procedure is to be announced, a director begins the discussion by asking the participants for criticisms of the existing procedure. He then describes the new procedure to be employed and explains the improvements that are anticipated.

The director's method of introducing the change is

- A. *good*, mainly because the participants would be more receptive to the new procedure if they understood the inadequacies of the old one
- B. *good*, mainly because the participants' comments on the old procedure will provide the basis for evaluation of the feasibility of the new one
- C. *bad*, mainly because the participants will realize that the decision for change has been made before the meeting, without consideration of the participants' comments
- D. *bad*, mainly because the discussion is focused on the old procedure, rather than on the procedure being introduced

9. Assume that you are conducting a staff conference to discuss the development of a procedure implementing a change in state policy. There are twelve participants whose office titles range from unit supervisor to senior supervisor, each of whom has responsibility for some aspect of the program affected by the policy change. After some introductory remarks, the BEST procedure for you to follow is to call upon the participants in the order of their

- A. titles, with the highest titles first because they are likely to have the most expertise and knowledge of the subject
- B. titles, with the lower titles first because they are likely to be less inhibited if they are permitted to give their views before the senior participants speak
- C. places around the table, to promote informality and democratic procedure
- D. specialized knowledge of the subject so that those with the most knowledge and competence may lead the discussion

10. A staff member has suggested a way of reducing the time required to prepare a monthly report by combining several items of information, separating one item into two parts, and generally revising definitions of terms.  
The CHIEF disadvantage of such a revision is that

- A. comparison of present with past periods will be more difficult
- B. subordinates who prepare the report will require retraining
- C. forms currently in use will have to be discarded
- D. employees using the records will be confused by the changes

11. Assume that a director happens to be present at a regular staff conference conducted by a senior supervisor. During the course of the conference, the director frequently takes over the discussion in order to amplify remarks made by the supervisor, to impart information about departmental policies, and to modify or correct possible misinterpretations of the supervisor's remarks.  
The director's actions in this situation are

- A. proper, mainly because the conference members were given the latest and most accurate information concerning departmental policies
- B. proper, mainly because the director has an obligation to assist and support the supervisor
- C. improper, mainly because the director did not completely take over the conference
- D. improper, mainly because the supervisor was put in a difficult position in the presence of his staff

12. A center has a serious staff morale problem because of rumors that it will probably be abolished. To handle this situation, the director adopts a policy of promptly corroborating rumors that he knows to be true and denying false ones.  
Although this method of dealing with the situation should have some good results, its CHIEF weakness is that

- A. it chases the rumors instead of forestalling them by giving correct information concerning the center's future
- B. the director may not have the necessary information at hand
- C. status is given to the rumors as a result of the attention paid to them
- D. the director may inadvertently divulge confidential information

13. Realizing the importance of harmonious staff relationships, one of your supervisors makes a practice of unobtrusively intervening in any conflict situation among staff members. Whenever friction seems to be developing, he attempts to soothe ruffled feelings and remove the source of difficulty by such methods as rescheduling, reassigning personnel, etc. His efforts are always behind the scenes and unknown to the personnel involved.  
This practice may produce some good results, but the CHIEF drawback is that it

- A. permits staff to engage in unacceptable practices without correction
- B. violates the principle of chain of command
- C. involves the supervisor in personal relationships which are not properly his concern
- D. requires confidential sources of information about personal relationships within the center

14. Assume that the department adopts a policy of transferring administrative personnel from one center to another after stated periods of service in a center, or in a central office. Of the following, the MAIN advantage of such a policy is that it helps
- A. prevent the formation of cliques among staff members
  - B. key staff members keep abreast of new developments
  - C. effect a greater utilization of staff members' special talents
  - D. develop a broader outlook and loyalty to the department as a whole, rather than to one center
15. A delegation of union members meets with you in your role as director to discuss obtaining assistance for a group of strikers who live in the neighborhood covered by the center. In the course of discussion, you learn that the strike has been called by the local union against the explicit directive of the national union's leadership. The MOST appropriate course of action for you to take in this instance is to advise the union committee
- A. of your sympathy and assure them that individual applications from the strikers for assistance will receive priority
  - B. that if the strikers are in need, they will be able to receive assistance as long as they are on strike
  - C. that since the strike is illegal, none of the workers will be eligible for assistance that there is no bar to any of the strikers receiving assistance provided they are in need and are ready and willing to accept other employment if offered
16. The quality control system is a management tool used to test the validity of the eligibility caseload. This system can be helpful to a director in the following ways, with the EXCEPTION of
- A. obtaining objective data to use in evaluating the performance of specific staff members
  - B. identifying the need for policy changes
  - C. sorting out the source of errors in determining eligibility
  - D. setting up training objectives for his staff
17. As director, you observe that there has been a sharp rise in the number of fair hearings. The increase seems to coincide with the intensified activities of the local recipients' organization. The MOST appropriate action under the circumstances is to
- A. determine whether the fair hearing requests result from weaknesses in the center's operation, and remedy the causes, if feasible
  - B. disregard the matter for the time being because complaints have been stirred up by an organized client group
  - C. emphasize to your staff the importance of meeting client needs promptly in order to avoid fair hearing requests
  - D. resolve the grievances with the leaders of the recipients' organization

18. As a director, you receive notice of a fair hearing decision from the State Commissioner ordering you to restore assistance to a family. You are appalled by the order because the facts cited by the hearing officer are at complete variance with what actually occurred, according to your personal knowledge of the case.

(Of the following, the MOST appropriate course of action for you to take first is to

- A. point out to central office that the decision should be reconsidered and appropriately modified
- B. comply with the decision under protest because it is patently wrong
- C. recommend to central office that it consider court action through an Article 78 proceeding to correct the erroneous decision
- D. comply with the decision, although an order of the State Commissioner has no force and effect of law

19. In your capacity as director, you have received a copy of the monthly statistical report issued by the department. In reviewing the report, you note that your center is showing a rise in caseload which is substantially higher than the average rise throughout the city. Which of the alternatives listed below would be MOST appropriate in order to deal with this situation?

- A. Make plans to discuss the situation with central office so that appropriate corrective action can be taken on the basis of your consultation
- B. Collect necessary information and data about the operations of your center and the area it serves to determine the cause of the trend, and plan appropriate action on the basis of your findings
- C. Call a meeting of your unit supervisors in order to impress upon them the importance of more diligent efforts to assist clients
- D. Assume that the rise in caseload is an inevitable result of the substantial increase in unemployment, and take no immediate action

20. Of the following phases of a training program for administrative personnel, the one which is usually the MOST difficult to formulate is the

- A. selection of training methods for the program
- B. obtaining of frank opinions of the participants as to the usefulness of the program
- C. chief executive officer's judgment as to the need for such a program
- D. evaluation of the effectiveness of the program

21. Assume that you are conducting a conference dealing with problems of the center of which you are the director. The problem being discussed is one with which you have had no experience. However, two of the participants, who have had considerable experience with it, carry on an extended discussion, showing that they understand the problem thoroughly. The others are very much interested in the discussion and are taking notes on the material presented. To permit the two staff members to continue for the length of time allowed for discussion of the problem is

- A. desirable, chiefly because introduction of the material by the two participants themselves may encourage others to contribute their work experience
- B. desirable, chiefly because their discussion may be more meaningful to the others than a discussion which is not based on work experience
- C. undesirable, chiefly because they are discussing material only in light of their own experience rather than in general terms
- D. undesirable, chiefly because it would reveal your own lack of experience with the problem and undermine your authority with the staff

22. In dealing with staff members, it is a commonly accepted principle that individual differences exist, suggesting that employees should be treated in an unlike manner in order to achieve maximum results from their work assignments. This statement means MOST NEARLY that
- supervisors should be aware of the personal problems of their subordinates and make allowances for poor performance because of such problems
  - standardized work rules are ineffective because of the different capabilities of employees to maintain such work rules
  - employees' individual needs should be considered by their supervisors to the greatest extent possible, within the practical limitations of the work situation
  - supervisor in assisting him to supervise his subordinates effectively
23. A supervisor under your jurisdiction reports to you that one of his subordinates has been taking unusually long lunch hours, has been absent from work frequently, and has been doing poorer work than previously. The BEST procedure for you to follow FIRST is to advise the supervisor to
- prefer charges against the employee
  - arrange for a psychological consultation for the employee
  - ascertain whether the employee is ill and, if so, arrange a medical examination for him
  - have a private conversation with the employee to obtain more information about the reasons for his behavior
24. If the term *executive development* is defined as the continuous, on-going, on-the-job process of constructing plans to improve individuals in specific positions, both for the purpose of present improvement as well as for any future advancement which is envisaged for the employee, it follows that the emphasis in an executive development program should
- provide learning experiences through formal or informal classes, seminars, or conferences, for which the focus is on the function of the position
  - be oriented to the individual participant and may include a host of planned activities, such as appraisal, coaching, counseling, and job rotation
  - attempt to create needs, to awaken, enlarge, and stimulate the individual so as to broaden his outlook and potentialities as a human being
  - insure that the individual is able to plan, organize, direct, and control operations in the bureau, division, or agency
25. Most psychologists agree that employees have a need for recognition for the work they perform. Therefore, it can be concluded that
- employees should be praised every time they complete a job satisfactorily
  - praise is a more effective incentive to good performance than is punishment
  - administrative personnel should be aware that subordinates do not have needs similar to their own
  - a formalized system of rewards and punishment is better than no system at all, as long as there is a built-in consistency in its administration

KEY (CORRECT ANSWERS)

- 1. C
- 2. C
- 3. A
- 4. C
- 5. C
- 6. D
- 7. D
- 8. C
- 9. D
- 10. A
- 11. D
- 12. A
- 13. A
- 14. D
- 15. D
- 16. A
- 17. A
- 18. A
- 19. B
- 20. D
- 21. B
- 22. C
- 23. D
- 24. B
- 25. B

## TEST 2

**DIRECTIONS:** Each question or incomplete statement is followed by several suggested answers or completions. Select the one that BEST answers the question or completes the statement. *PRINT THE LETTER OF THE CORRECT ANSWER IN THE SPACE AT THE RIGHT.*

1. Studies have shown that the MOST effective kind of safety training program is one in which the
  - A. training is conducted by consultants who are expert in the nature of the work performed
  - B. lectures are given by the top executives in an agency
  - C. employees participate in all phases of the program
  - D. supervisors are responsible for the safety training
2. Of the following, the MOST effective method of selecting potential top executives would be
  - A. situational testing which simulates actual conditions
  - B. a written test which covers the knowledge required to perform the job
  - C. an oral test which requires candidate to discuss significant aspects of the job
  - D. a confidential interview with his former employee
3. With regard to staff morale, MOST evidence shows that
  - A. employees with positive job attitudes always outproduce those with negative job attitudes
  - B. morale always relates to the employee's attitude toward his working conditions and his job
  - C. low morale always results in poor job performance
  - D. high morale has a direct relationship to effective union leadership
4. Of the following groups of factors, the group which has been shown to be related to the incidence of job accidents is
  - A. personality characteristics, intelligence, defective vision
  - B. experience, fatigue, motor and perceptual speed
  - C. coordination, fatigue, intelligence
  - D. defective vision, motor and perceptual speed, intelligence
5. Executives who have difficulty making decisions when faced with a number of choices USUALLY
  - A. have domestic problems which interfere with the decision-making process
  - B. can be trained to improve their ability to make decisions
  - C. are production-oriented rather than employee-centered
  - D. do not know their jobs well enough to act decisively
6. Studies of disciplinary dismissals of workers reveal that
  - A. the majority of employees were dismissed because of lack of technical competence
  - B. the supervisors were unusually demanding of employee competence
  - C. most employees were dismissed because of inability to work with their co-workers
  - D. the chief executive set unrealistic standards of performance

7. One philosophy of assigning workers to a specific job is that the worker and his job are an integral unit.  
This means, MOST NEARLY, that the

- A. employee and the job may both require adjustment
- B. employee must meet all the specifications of the job as a prerequisite for employment
- C. employee's morale will be affected by his salary
- D. employee's job satisfaction has a direct effect on his emotional health

8. The statement that the supervisor and the administrator are the *primary personnel men* means, MOST NEARLY, that

- A. supervisors and administrators are more skilled in personnel techniques than are professional personnel technicians
- B. they are in the best position to implement personnel policies and procedures
- C. employees have more confidence in their supervisors and administrators than in the professional personnel administrator
- D. personnel administration is most effective when it combines both centralized and decentralized approaches

9. Administrators frequently have to interview people in order to obtain information. Although the interview is a legitimate fact-gathering technique, it has limitations which should not be overlooked.  
The one of the following which is an IMPORTANT limitation is that

- A. individuals generally hesitate to give information orally which they would usually answer in writing
- B. the material derived from the interview can usually be obtained at lower cost from existing records
- C. the emotional attitudes of individuals during an interview often affect the accuracy of the information given
- D. the interview is a poor technique for discovering how well clients understand departmental policies

10. Leadership styles have frequently been categorized as authoritarian, laissez-faire, and democratic.  
In general, management's reliance on leadership to produce desired results would be MOST effectively implemented through

- A. the laissez-faire approach when group results are desired
- B. the authoritarian approach in a benevolent manner when quick decisions are required
- C. the democratic approach, when quick decisions are unimportant
- D. all three approaches, depending upon circumstances

11. As director, you are responsible for enforcing a recently established regulation which has aroused antagonism among many clients. You should deal with this situation by
- A. explaining to the clients that you are not responsible for making regulations
  - B. enforcing the regulation but reporting to your superior the number and kind of complaints against it
  - C. carrying out your duty of enforcing the regulation as well as you can without comment
  - D. suggesting to your clients that you may overlook violations of the regulation
12. One of the observations made in a recent psychological study of leadership is that the behavior of a new employee in a leadership position can be predicted more accurately on the basis of the behavior of the previous incumbent in the post than on the behavior of the new employee in his previous job. The BEST explanation for this observation is that there is a tendency
- A. for a newly appointed executive to avoid making basic changes in operational procedures
  - B. to choose similar types of personalities to fill the same type of position
  - C. for a given organizational structure and set of duties and responsibilities to produce similar patterns of behavior
  - D. for executives to develop more mature patterns of behavior as a result of increased responsibility
13. A director finds that reports submitted to him by his subordinates tend to emphasize the favorable and minimize the unfavorable aspects of situations. The MOST valid reason for this is that
- A. subordinates usually hesitate to give their supervisors an honest picture of a situation
  - B. the director may not have been sufficiently critical of previous reports submitted by his subordinates
  - C. subordinates have a normal tendency to represent themselves and their actions in the best possible light
  - D. many subordinates in the field have developed a tendency to understatement in the depiction of unfavorable situations
14. Effective delegation of authority and responsibility to subordinates is essential for the proper administration of a center. However, the director should retain some activities under his direct control. Of the following activities, the one for which there is LEAST justification for delegation by the director to a subordinate is one involving
- A. relationships with client groups
  - B. physical danger to clients
  - C. policies which are unpopular with staff
  - D. matters for which there are no established policies
15. According to the principle of *span of control*, there should be a limited number of subordinates reporting to one supervisor. Of the following, the CHIEF disadvantage which may result from the application of this principle is a reduction in the

- A. contact between lower ranking staff members and higher ranking administrative personnel
- B. freedom of action of subordinates
- C. authority and responsibility of subordinates
- D. number of organizational levels through which a matter must pass before action is taken

16. The CHIEF objection to a practice of decentralizing the preparation and distribution of memoranda by bureaus, rather than controlling distribution through central office, is that it is LIKELY to result in

- A. overloading bureaus with a multiplicity of communications
- B. limited and specialized rather than broad and general viewpoints in the memoranda
- C. violation of the principle of unity of command
- D. unimportant information being communicated to all bureaus

17. A report has been completed by members of your staff. As director, you have reviewed the report and feel that the information revealed could be damaging to the department. You find yourself in conflict in your multiple role as director, as a professional, and as a citizen.

The one of the following actions which would be MOST desirable for you to take FIRST would be to

- A. send a copy of the report to your supervisor and request an immediate conference with him
- B. instruct staff to re-check the report and defer issuance of the report until the findings are confirmed
- C. immediately share the report with your supervisors and your advisory committee
- D. file the report until your advisory committee makes a request for it

18. In order for employees to function effectively, they should have a feeling of being treated fairly by management. Which of the following general policies is MOST likely to give employees such a feeling?

- A. An employee publication should be mailed directly to the home of each employee.
- B. Employee attitude surveys should be conducted at regular intervals.
- C. Employees should be consulted and kept informed on all matters that affect them.
- D. Employees should be informed when the press publishes statements of policy.

19. In order to give employees greater job satisfaction, some management experts advocate a policy of job enrichment. The one of the following which would be the BEST example of job enrichment is to

- A. allow an aide to decide which portion of his normal duties and responsibilities he prefers
- B. increase the fringe benefits currently available to paraprofessional employees
- C. add variety to the duties of an employee
- D. permit more flexible working schedules for professional employees

20. Management of large organizations has often emphasized high salaries and fringe benefits as the most important means of motivating employees. The one of the following which is NOT an argument used to support this approach is

- A. most people endure work mainly in order to collect the rewards and to have the opportunity to enjoy them
- B. material incentives have proved to be the best means of stimulating creative capacity and the will to work
- C. the majority of employees place little emphasis on work-centered motivation to perform
- D. numerous research studies have shown that pay ranks first on a scale of factors motivating employees in government and industry in the United States

21. Some organizations provide psychologists or other professionally trained persons with whom employees can consult on a confidential basis regarding personal problems. Of the following, which is MOST likely to be a benefit management can derive from such a practice?

- A. increase in the authority of management
- B. Disclosure of the corrupt practices of those handling money
- C. Receipt of new ideas and approaches to organizational problems
- D. Obtaining tighter control on employees' private behavior

22. Authorities agree that it is generally most desirable for an employee experiencing mental health problems to seek competent professional help without being required or forced to do so by another person. They view self-referral as a most desirable action PRIMARILY because

- A. it shows that the employee probably is more aware of the problem and more highly motivated to solve his problems
- B. the employee's right to privacy in his personal affairs is maintained
- C. another person cannot be blamed in the event the outcome of the referral is not successful
- D. the employee knows best his problems and will do what is necessary to serve his own best interests

Questions 23-25.

DIRECTIONS: Questions 23 through 25 consist of three excerpts each. Consider an excerpt correct if all the statements in the excerpt are correct. Mark your answer as follows:

- A. if only excerpts 1 and 2 are correct
- B. if only excerpts 2 and 3 are correct
- C. if only excerpt 1 is correct
- D. if only excerpt 2 is correct

23. Many executive decisions are based on assumptions.

1. They may be assumptions supported by sketchy data about future needs for services; assumptions about the attitudes and future behavior of employees, perhaps based on reports of staff members or hearsay evidence; or assumptions about agency values that are as much a reflection of personal desires as of agency goals.

2. A good pattern of well-conceived plans is only a first step in administration. The administrator must also create an organization to formulate and carry out such plans. Resources must be assembled; supervision of actual operations is necessary; and before the executive's task is completed, he must exercise control. When a problem is well defined, good alternatives identified, and the likely consequences of each alternative forecast as best we can, one can assume that the final choice of action to be taken would be easy, if not obvious.

24. Principles of motivation are not difficult to establish because human behavior is not complex and is easily understood; individual differences in human beings are substantial; and people are continuously learning and changing.

2. What gives employees satisfaction or dissatisfaction indicates the nature of the motivation problem and provides positive guidance to the administrator who faces the problem of trying to get people to carry out a set of plans.

3. The administrator's job of motivation can be described as that of creating a situation in which actions that provide net satisfaction to individual members of the enterprise are at the same time actions that make appropriate contributions toward the objectives of the enterprise.

25. Administrative organization is primarily concerned with legal, technical, or ultimate authority; the operational authority relationships that may be created by organization are of major significance.

2. Accountability is not removed by delegation. Appraisal of results should be tempered by the extent to which an administrator must rely on subordinates.

3. In delegations to operating subordinates, authority to plan exceeds authority to do, inasmuch as the executive typically reserves some of the planning for himself.

KEY (CORRECT ANSWERS)

7 (#2)

- 1. C
- 2. A
- 3. B
- 4. B
- 5. B
- 6. C
- 7. A
- 8. B
- 9. C
- 10. D
- 11. B
- 12. C
- 13. C
- 14. D
- 15. A
- 16. A
- 17. B
- 18. C
- 19. C
- 20. D
- 21. C
- 22. A
- 23. A
- 24. B
- 25. D

PHILOSOPHY, PRINCIPLES, PRACTICES AND TECHNICS  
OF  
SUPERVISION, ADMINISTRATION, MANAGEMENT AND ORGANIZATION

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# PHILOSOPHY, PRINCIPLES, PRACTICES, AND TECHNICS OF SUPERVISION, ADMINISTRATION, MANAGEMENT AND ORGANIZATION

## 1. MEANING OF SUPERVISION

The extension of the democratic philosophy has been accompanied by an extension in the scope of supervision. Modern leaders and supervisors no longer think of supervision in the narrow sense of being confined chiefly to visiting employees, supplying materials, or rating the staff. They regard supervision as being intimately related to all the concerned agencies of society, they speak of the supervisor's function in terms of "growth", rather than the "improvement" of employees.

This modern concept of supervision may be defined as follows:

Supervision is leadership and the development of leadership within groups which are cooperatively engaged in inspection, research, training, guidance and evaluation.

## II. THE OLD AND THE NEW SUPERVISION

### TRADITIONAL

1. Inspection
2. Focused on the employee
3. Visitation
4. Random and haphazard
5. Imposed and authoritarian
6. One person usually

### MODERN

1. Study and analysis
2. Focused on aims, materials, methods, supervisors, employees, environment
3. Demonstrations, intervisitation, workshops, directed reading, bulletins, etc.
4. Definitely organized and planned (scientific)
5. Cooperative and democratic
6. Many persons involved (creative)

## III THE EIGHT (8) BASIC PRINCIPLES OF THE NEW SUPERVISION

### 1. PRINCIPLE OF RESPONSIBILITY

- Authority to act and responsibility for acting must be joined.
- a. If you give responsibility, give authority.
  - b. Define employee duties clearly.
  - c. Protect employees from criticism by others.
  - d. Recognize the rights as well as obligations of employees.
  - e. Achieve the aims of a democratic society insofar as it is possible within the area of your work.
  - f. Establish a situation favorable to training and learning.
  - g. Accept ultimate responsibility for everything done in your section, unit, office, division, department.
  - h. Good administration and good supervision are inseparable.

The success of the supervisor is measured by the extent to which the power of authority is not used.

## 2. PRINCIPLE OF AUTHORITY

- a. Exercise simplicity and informality in supervision.
- b. Use the simplest machinery of supervision.
- c. If it is good for the organization as a whole, it is probably justified.
- d. Seldom be arbitrary or authoritative.
- e. Do not base your work on the power of position or of personality.
- f. Permit and encourage the free expression of opinions.

## 3. PRINCIPLE OF SELF-GROWTH

The success of the supervisor is measured by the extent to which, and the speed with which, he is no longer needed.

- a. Base criticism on principles, not on specifics.
- b. Point out higher activities to employees.
- c. Train for self-thinking by employees, to meet new situations.
- d. Stimulate initiative, self-reliance and individual responsibility.
- e. Concentrate on stimulating the growth of employees rather than on removing defects.

## 4. PRINCIPLE OF INDIVIDUAL WORTH

Respect for the individual is a paramount consideration in supervision.

- a. Be human and sympathetic in dealing with employees.
- b. Don't nag about things to be done.
- c. Recognize the individual differences among employees and seek opportunities to permit best expression of each personality.

## 5. PRINCIPLE OF CREATIVE LEADERSHIP

The best supervision is that which is not apparent to the employee.

- a. Stimulate, don't drive employees to creative action.
- b. Emphasize doing good things.
- c. Encourage employees to do what they do best.
- d. Do not be too greatly concerned with details of subject or method.
- e. Do not be concerned exclusively with immediate problems and activities.
- f. Reveal higher activities and make them both desired and maximally possible.
- g. Determine procedures in the light of each situation but see that these are derived from a sound basic philosophy.
- h. Aid, inspire and lead so as to liberate the creative spirit latent in all good employees.

## 6. PRINCIPLE OF SUCCESS AND FAILURE

There are no unsuccessful employees, only unsuccessful supervisors who have failed to give proper leadership.

- a. Adapt suggestions to the capacities, attitudes, and prejudices of employees.
- b. Be gradual, be progressive, be persistent.
- c. Help the employee find the general principle; have the employee apply his own problem to the general principle.
- d. Give adequate appreciation for good work and honest effort.
- e. Anticipate employee difficulties and help to prevent them.
- f. Encourage employees to do the desirable things they will do anyway.
- g. Judge your supervision by the results it secures.

7. PRINCIPLE OF SCIENCE  
Successful supervision is scientific, objective, and experimental. It is based on facts, not on prejudices.

a. Be cumulative in results.

b. Never divorce your suggestions from the goals of training.

c. Don't be impatient of results.

d. Keep all matters on a professional, not a personal level.

e. Do not be concerned exclusively with immediate problems and activities.

f. Use objective means of determining achievement and rating where possible.

### 8. PRINCIPLE OF COOPERATION

Supervision is a cooperative enterprise between supervisor and employee.

a. Begin with conditions as they are.

b. Ask opinions of all involved when formulating policies.

c. Organization is as good as its weakest link.

d. Let employees help to determine policies and department programs.

e. Be approachable and accessible - physically and mentally.

f. Develop pleasant social relationships.

### IV. WHAT IS ADMINISTRATION?

Administration is concerned with providing the environment, the material facilities, and the operational procedures that will promote the maximum growth and development of supervisors and employees. (Organization is an aspect, and a concomitant, of administration.)

There is no sharp line of demarcation between supervision and administration; these functions are intimately interrelated and, often, overlapping. They are complementary activities.

### 1. PRACTICES COMMONLY CLASSED AS "SUPERVISORY"

a. Conducting employees conferences

b. Visiting sections, units, offices, divisions, departments

c. Arranging for demonstrations

d. Examining plans

e. Suggesting professional reading

f. Interpreting bulletins

g. Recommending in-service training courses

h. Encouraging experimentation

i. Appraising employee morale

j. Providing for intervisitation

### 2. PRACTICES COMMONLY CLASSIFIED AS "ADMINISTRATIVE"

a. Management of the office

b. Arrangement of schedules for extra duties

c. Assignment of rooms or areas

d. Distribution of supplies

e. Keeping records and reports

f. Care of audio-visual materials

g. Keeping inventory records

h. Checking record cards and books

i. Programming special activities

j. Checking on the attendance and punctuality of employees

3. PRACTICES COMMONLY CLASSIFIED AS BOTH "SUPERVISORY" AND "ADMINISTRATIVE"

- a. Program construction
- b. Testing or evaluating outcomes
- c. Personnel accounting
- d. Ordering instructional materials

V. RESPONSIBILITIES OF THE SUPERVISOR

A person employed in a supervisory capacity must constantly be able to improve his own efficiency and ability. He represents the employer to the employees and only continuous self-examination can make him a capable supervisor.

Leadership and training are the supervisor's responsibility. An efficient working unit is one in which the employees work with the supervisor. It is his job to bring out the best in his employees. He must always be relaxed, courteous and calm in his association with his employees. Their feelings are important, and a harsh attitude does not develop the most efficient employees.

VI. COMPETENCIES OF THE SUPERVISOR

- 1. Complete knowledge of the duties and responsibilities of his position.
- 2. To be able to organize a job, plan ahead and carry through.
- 3. To have self-confidence and initiative.
- 4. To be able to handle the unexpected situation and make quick decisions.
- 5. To be able to properly train subordinates in the positions they are best suited for.
- 6. To be able to keep good human relations among his subordinates.
- 7. To be able to keep good human relations between his subordinates and himself and to earn their respect and trust.

VII. THE PROFESSIONAL SUPERVISOR-EMPLOYEE RELATIONSHIP

There are two kinds of efficiency: one kind is only apparent and is produced in organizations through the exercise of mere discipline; this is but a simulation of the second, or true, efficiency which springs from spontaneous cooperation. If you are a manager, no matter how great or small your responsibility, it is your job, in the final analysis, to create and develop this involuntary cooperation among the people whom you supervise. For, no matter how powerful a combination of money, machines, and materials a company may have, this is a dead and sterile thing without a team of willing, thinking and articulate people to guide it.

The following 21 points are presented as indicative of the exemplary basic relationship that should exist between supervisor and employee:

- 1. Each person wants to be liked and respected by his fellow employee and wants to be treated with consideration and respect by his superior.
- 2. The most competent employee will make an error. However, in a unit where good relations exist between the supervisor and his employees, tenseness and fear do not exist. Thus, errors are not hidden or covered up and the efficiency of a unit is not impaired.
- 3. Subordinates resent rules, regulations, or orders that are unreasonable or unexplained.
- 4. Subordinates are quick to resent unfairness, harshness, injustices and favoritism.
- 5. An employee will accept responsibility if he knows that he will be complimented for a job well done, and not too harshly chastised for failure; that his supervisor will check the cause of the failure, and, if it was the supervisor's fault, he will assume the blame therefore. If it was the employee's fault, his supervisor will explain the correct method or means of handling the responsibility.

h An employee wants to receive credit for a suggestion he has made, that is used. If a suggestion cannot be used, the employee is entitled to an explanation. The supervisor should not say "no" and close the subject.

i Four and worry slow up a worker's ability. Poor working environment can impair his physical and mental health. A good supervisor avoids forceful methods, threats and arguments to get a job done.

ii A forceful supervisor is able to train his employees individually and as a team, and is able to motivate them in the proper channels.

iii A mature supervisor is able to properly evaluate his subordinates and to keep them happy and satisfied.

10. A sensitive supervisor will never patronize his subordinates.

11. A worthy supervisor will respect his employees' confidences.

12. Definite and clear-cut responsibilities should be assigned to each executive.

13. Responsibility should always be coupled with corresponding authority.

14. No change should be made in the scope or responsibilities of a position without a definite understanding to that effect on the part of all persons concerned.

15. No executive or employee, occupying a single position in the organization, should be subject to definite orders from more than one source.

16. Orders should never be given to subordinates over the head of a responsible executive. Rather than do this, the officer in question should be supplanted.

17. Criticisms of subordinates should, whenever possible, be made privately, and in no case should a subordinate be criticized in the presence of executives or employees of equal or lower rank.

18. No dispute or difference between executives or employees as to authority or responsibilities should be considered too trivial for prompt and careful adjudication.

19. Promotions, wage changes, and disciplinary action should always be approved by the executive immediately superior to the one directly responsible.

20. No executive or employee should ever be required, or expected, to be at the same time an assistant to, and critic of, another.

21. Any executive whose work is subject to regular inspection should, wherever practicable, be given the assistance and facilities necessary to enable him to maintain an independent check of the quality of his work.

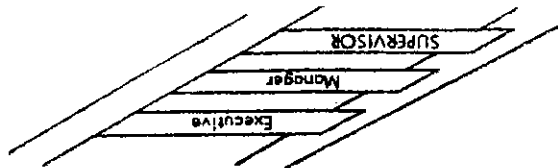
### VIII. MINI-TEXT IN SUPERVISION, ADMINISTRATION, MANAGEMENT, AND ORGANIZATION

#### A. BRIEF HIGHLIGHTS

Listed concisely and sequentially are major headings and important data in the field for quick recall and review.

#### I. LEVELS OF MANAGEMENT

Any organization of some size has several levels of management. In terms of a ladder the levels are:



The first level is very important because it is the beginning point of management leadership.

### 2. WHAT THE SUPERVISOR MUST LEARN

A supervisor must learn to:

- (1) Deal with people and their differences
- (2) Get the job done through people
- (3) Recognize the problems when they exist
- (4) Overcome obstacles to good performance
- (5) Evaluate the performance of people
- (6) Check his own performance in terms of accomplishment

### 3. A DEFINITION OF SUPERVISOR

The term supervisor means any individual having authority, in the interests of the employer, to hire, transfer, suspend, lay-off, recall, promote, discharge, assign, reward, or discipline other employees or responsibility to direct them, or to adjust their grievances, or effectively to recommend such action, if, in connection with the foregoing, exercise of such authority is not of a merely routine or clerical nature but requires the use of independent judgment.

### 4. ELEMENTS OF THE TEAM CONCEPT

What is involved in teamwork? The component parts are:

- (1) Members
- (2) A leader
- (3) Goals
- (4) Plans
- (5) Cooperation
- (6) Spirit

### 5. PRINCIPLES OF ORGANIZATION

- (1) A team member must know what his job is.
- (2) Be sure that the nature and scope of a job are understood.
- (3) Authority and responsibility should be carefully spelled out.
- (4) A supervisor should be permitted to make the maximum number of decisions affecting his employees.
- (5) Employees should report to only one supervisor.
- (6) A supervisor should direct only as many employees as he can handle effectively.
- (7) An organization plan should be flexible.
- (8) Inspection and performance of work should be separate.
- (9) Organizational problems should receive immediate attention.
- (10) Assign work in line with ability and experience.

### 6. THE FOUR IMPORTANT PARTS OF EVERY JOB

- (1) Inherent in every job is the *accountability* for results.
- (2) A second set of factors in every job is *responsibilities*.
- (3) Along with duties and responsibilities one must have the *authority* to act within certain limits without obtaining permission to proceed.
- (4) No job exists in a vacuum. The supervisor is surrounded by *key relationships*.

### 7. PRINCIPLES OF DELEGATION

Where work is delegated for the first time, the supervisor should think in terms of these questions:

- (1) Who is best qualified to do this?
- (2) Can an employee improve his abilities by doing this?
- (3) How long should an employee spend on this?
- (4) Are there any special problems for which he will need guidance?
- (5) How broad a delegation can I make?

## B. PRINCIPLES OF EFFECTIVE COMMUNICATIONS

- (1) Determine the media
- (2) To whom directed?
- (3) Identification and source authority
- (4) Is communication understood?

## C. PRINCIPLES OF WORK IMPROVEMENT

- (1) Most people usually do only the work which is assigned to them
- (2) Workers are likely to fit assigned work into the time available to perform it
- (3) A good workload usually stimulates output
- (4) People usually do their best work when they know that results will be reviewed or inspected
- (5) Employees usually feel that someone else is responsible for conditions of work, workplace layout, job methods, type of tools/equipment, and other such factors
- (6) Employees are usually defensive about their job security
- (7) Employees have natural resistance to change
- (8) Employees can support or destroy a supervisor
- (9) A supervisor usually earns the respect of his people through his personal example of diligence and efficiency

## 10. AREAS OF JOB IMPROVEMENT

The areas of job improvement are quite numerous, but the most common ones which a supervisor can identify and utilize are:

- (1) Departmental layout
- (2) Flow of work
- (3) Workplace layout
- (4) Utilization of manpower
- (5) Work methods
- (6) Materials handling
- (7) Utilization
- (8) Motion economy

## 11. SEVEN KEY POINTS IN MAKING IMPROVEMENTS

- (1) Select the job to be improved
- (2) Study how it is being done now
- (3) Question the present method
- (4) Determine actions to be taken
- (5) Chart proposed method
- (6) Get approval and apply
- (7) Solicit worker participation

## 12. CORRECTIVE TECHNIQUES OF JOB IMPROVEMENT

- |                   |   |                              |  |
|-------------------|---|------------------------------|--|
| Specific Problems | (1) Size of workload                          | (1) Departmental layout      | Corrective Techniques                                  |
|                   | (2) Inability to meet schedules               | (2) Flow of work             | (1) Study with scale model                             |
|                   | (3) Strain and fatigue                        | (3) Work plan layout         | (2) Flow chart study                                   |
|                   | (4) Improper use of men and skills            | (4) Utilization of manpower  | (3) Motion analysis                                    |
|                   | (5) Waste, poor quality, unsafe conditions    | (5) Work methods             | (4) Comparison of units produced to standard allowance |
|                   | (6) Bottleneck conditions that hinder output  | (6) Materials handling       | (5) Methods analysis                                   |
|                   | (7) Poor utilization of equipment and machine | (7) Utilization of equipment | (6) Flow chart & equipment study                       |
|                   | (8) Efficiency and productivity of labor      | (8) Motion economy           | (7) Down time vs. running time                         |
|                   |   |                              | (8) Motion analysis                                    |

13. A PLANNING CHECKLIST

- (1) Objectives
- (2) Controls
- (3) Delegations
- (4) Communications
- (5) Resources
- (6) Resources
- (7) Manpower
- (8) Equipment
- (9) Supplies and materials
- (10) Utilization of time
- (11) Safety
- (12) Money
- (13) Work
- (14) Timing of improvements

14. FIVE CHARACTERISTICS OF GOOD DIRECTIONS

In order to get results, directions must be:

- (1) Possible of accomplishment
- (2) Agreeable with worker interests
- (3) Related to mission
- (4) Planned and complete
- (5) Unmistakably clear

15. TYPES OF DIRECTIONS

- (1) Demands or direct orders
- (2) Requests
- (3) Suggestion or implication
- (4) Volunteering

16. CONTROLS

A typical listing of the overall areas in which the supervisor should establish controls might be:

- (1) Manpower
- (2) Materials
- (3) Quality of work
- (4) Quantity of work
- (5) Time
- (6) Space
- (7) Money
- (8) Methods

17. ORIENTING THE NEW EMPLOYEE

- (1) Prepare for him
- (2) Welcome the new employee
- (3) Orientation for the job
- (4) Follow-up

18. CHECKLIST FOR ORIENTING NEW EMPLOYEES

Yes No

- (1) Do you appreciate the feelings of new employees when they first report for work?

- (2) Are you aware of the fact that the new employee must make a big adjustment to his job?

- (3) Have you given him good reasons for liking the job and the organization?

- (4) Have you prepared for his first day on the job?

- (5) Did you welcome him cordially and make him feel needed?

- (6) Did you establish rapport with him so that he feels free to talk and discuss matters with you?

- (7) Did you explain his job to him and his relationship to you?

- (8) Does he know that his work will be evaluated periodically on a basis that is fair and objective?

- (9) Did you introduce him to his fellow workers in such a way that they are likely to accept him?

- (10) Does he know what employee benefits he will receive?

- (11) Does he understand the importance of being on the job and what to do if he must leave his duty station?

- (12) Has he been impressed with the importance of accident prevention and safe practice?

- (13) Does he generally know his way around the department?

- (14) Is he under the guidance of a sponsor who will teach the right ways of doing things?

- (15) Do you plan to follow-up so that he will continue to adjust successfully to his job?

19. PRINCIPLES OF LEARNING (1) Motivation (2) Demonstration or explanation (3) Practice

20. CAUSES OF POOR PERFORMANCE

- (1) Improper training for job  
 (2) Wrong tools  
 (3) Inadequate directions  
 (4) Lack of supervisory follow-up  
 (5) Poor communications  
 (6) Lack of standards of performance  
 (7) Wrong work habits  
 (8) Low morale  
 (9) Other

21. FOUR MAJOR STEPS IN ON-THE-JOB INSTRUCTION

- (1) Prepare the worker  
 (2) Present the operation  
 (3) Tryout performance  
 (4) Follow-up

22. EMPLOYEES WANT FIVE THINGS

- (1) Security (2) Opportunity (3) Recognition (4) Inclusion (5) Expression

23. SOME DON'TS IN REGARD TO PRAISE

- (1) Don't praise a person for something he hasn't done  
 (2) Don't praise a person unless you can be sincere  
 (3) Don't be sparing in praise just because your superior withholds it from you  
 (4) Don't let too much time elapse between good performance and recognition of it

24. HOW TO GAIN YOUR WORKERS' CONFIDENCE

Methods of developing confidence include such things as:

- (1) Knowing the interests, habits, hobbies of employees  
 (2) Admitting your own inadequacies  
 (3) Sharing and telling of confidence in others  
 (4) Supporting people when they are in trouble  
 (5) Delegating matters that can be well handled  
 (6) Being frank and straightforward about problems and working conditions  
 (7) Encouraging others to bring their problems to you  
 (8) Taking action on problems which impede worker progress

25. SOURCES OF EMPLOYEE PROBLEMS

On-the-job causes might be such things as:

- (1) A feeling that favoritism is exercised in assignments  
 (2) Assignment of overtime  
 (3) An undue amount of supervision  
 (4) Changing methods or systems  
 (5) Stealing of ideas or trade secrets  
 (6) Lack of interest in job  
 (7) Threat of reduction in force  
 (8) Ignorance or lack of communications  
 (9) Poor equipment  
 (10) Lack of knowing how supervisor feels toward employee  
 (11) Shift assignments

Off-the-job problems might have to do with:

- (1) Health (2) Finances (3) Housing (4) Family

**26. THE SUPERVISOR'S KEY TO DISCIPLINE**

- There are several key points about discipline which the supervisor should keep in mind:
- (1) Job discipline is one of the disciplines of life and is directed by the supervisor.
  - (2) It is more important to correct an employee fault than to fix blame for it.
  - (3) Employee performance is affected by problems both on the job and off.
  - (4) Sudden or abrupt changes in behavior can be indications of important employee problems.
  - (5) Problems should be dealt with as soon as possible after they are identified.
  - (6) The attitude of the supervisor may have more to do with solving problems than the techniques of problem solving.
  - (7) Correction of employee behavior should be resorted to only after the supervisor is sure that training or counseling will not be helpful.
  - (8) Be sure to document your disciplinary actions.
  - (9) Make sure that you are disciplining on the basis of facts rather than personal feelings.
  - (10) Take each disciplinary step in order, being careful not to make snap judgments, or decisions based on impatience.

**27. FIVE IMPORTANT PROCESSES OF MANAGEMENT**

- (1) Planning
- (2) Organizing
- (3) Scheduling
- (4) Controlling
- (5) Motivating

**28. WHEN THE SUPERVISOR FAILS TO PLAN**

- (1) Supervisor creates impression of not knowing his job
- (2) May lead to excessive overtime
- (3) Job runs itself -- supervisor lacks control
- (4) Deadlines and appointments missed
- (5) Parts of the work go undone
- (6) Work interrupted by emergencies
- (7) Sets a bad example
- (8) Uneven workload creates peaks and valleys
- (9) Too much time on minor details at expense of more important tasks

**29. FOURTEEN GENERAL PRINCIPLES OF MANAGEMENT**

- (1) Division of work
- (2) Authority and responsibility
- (3) Discipline
- (4) Unity of command
- (5) Unity of direction
- (6) Subordination of individual interest to general interest
- (7) Remuneration of personnel
- (8) Centralization
- (9) Scalar chain
- (10) Order
- (11) Equity
- (12) Stability of tenure of personnel
- (13) Initiative
- (14) Esprit de corps

**30. CHANGE**

Bringing about change is perhaps attempted more often, and yet less well understood, than anything else the supervisor does. How do people generally react to change? (People tend to resist change that is imposed upon them by other individuals or circumstances. Change is characteristic of every situation. It is a part of every real endeavor where the efforts of people are concerned.)

A. Why do people resist change?

People may resist change because of:

- (1) Fear of the unknown
- (2) Implied criticism
- (3) Unpleasant experiences in the past
- (4) Fear of loss of status
- (5) Threat to the ego
- (6) Fear of loss of economic stability

B. How can we best overcome the resistance to change? In initiating change, take these steps:

- (1) Get ready to sell
- (2) Identify sources of help
- (3) Anticipate objections
- (4) Sell benefits
- (5) Listen in depth
- (6) Follow up

B. BRIEF TOPICAL SUMMARIES

I. WHOMWHAT IS THE SUPERVISOR?

1. The supervisor is often called the "highest level employee and the lowest level manager."
2. A supervisor is a member of both management and the work group. He acts as a bridge between the two.
3. Most problems in supervision are in the area of human relations, or people problems.
4. Employees expect: Respect, opportunity to learn and to advance, and a sense of belonging, and so forth.
5. Supervisors are responsible for directing people and organizing work. Planning is of paramount importance.
6. A position description is a set of duties and responsibilities inherent to a given position.
7. It is important to keep the position description up-to-date and to provide each employee with his own copy.

II. THE SOCIOLOGY OF WORK

1. People are alike in many ways; however, each individual is unique.
2. The supervisor is challenged in getting to know employee differences. Acquiring skills in evaluating individuals is an asset.
3. Maintaining meaningful working relationships in the organization is of great importance.
4. The supervisor has an obligation to help individuals to develop to their fullest potential.
5. Job rotation on a planned basis helps to build versatility and to maintain interest and enthusiasm in work groups.
6. Cross training (job rotation) provides backup skills.
7. The supervisor can help reduce tension by maintaining a sense of humor, providing guidance to employees, and by making reasonable and timely decisions. Employees respond favorably to working under reasonably predictable circumstances.
8. Change is characteristic of all managerial behavior. The supervisor must adjust to changes in procedures, new methods, technological changes, and to a number of new and sometimes challenging situations.
9. To overcome the natural tendency for people to resist change, the supervisor should become more skillful in initiating change.

### III. PRINCIPLES AND PRACTICES OF SUPERVISION

1. Employees should be required to answer to only one superior.
2. A supervisor can effectively direct only a limited number of employees, depending upon the complexity, variety, and proximity of the jobs involved.
3. The organizational chart presents the organization in graphic form. It reflects lines of authority and responsibility as well as interrelationships of units within the organization.
4. Distribution of work can be improved through an analysis using the "Work Distribution Chart."
5. The "Work Distribution Chart" reflects the division of work within a unit in understandable form.
6. When related tasks are given to an employee, he has a better chance of increasing his skills through training.
7. The individual who is given the responsibility for tasks must also be given the appropriate authority to insure adequate results.
8. The supervisor should delegate repetitive, routine work. Preparation of recurring reports, maintaining leave and attendance records are some examples.
9. Good discipline is essential to good task performance. Discipline is reflected in the actions of employees on the job in the absence of supervision.
10. Disciplinary action may have to be taken when the positive aspects of discipline have failed. Reprimand, warning, and suspension are examples of disciplinary action.
11. If a situation calls for a reprimand, be sure it is deserved and remember it is to be done in private.

### IV. DYNAMIC LEADERSHIP

1. A style is a personal method or manner of exerting influence.
2. Authoritarian leaders often see themselves as the source of power and authority.
3. The democratic leader often perceives the group as the source of authority and power.
4. Supervisors tend to do better when using the pattern of leadership that is most natural for them.
5. Social scientists suggest that the effective supervisor use the leadership style that best fits the problem or circumstances involved.
6. All four styles -- telling, selling, consulting, joining -- have their place. Using one does not preclude using the other at another time.
7. The theory X point of view assumes that the average person dislikes work, will avoid it whenever possible, and must be coerced to achieve organizational objectives.
8. The theory Y point of view assumes that the average person considers work to be as natural as play, and, when the individual is committed, he requires little supervision or direction to accomplish desired objectives.
9. The leader's basic assumptions concerning human behavior and human nature affect his actions, decisions, and other managerial practices.
10. Dissatisfaction among employees is often present, but difficult to isolate. The supervisor should seek to weaken dissatisfaction by keeping promises, being sincere and considerate, keeping employees informed, and so forth.
11. Constructive suggestions should be encouraged during the natural progress of the work.

### V. PROCESSES FOR SOLVING PROBLEMS

1. People find their daily tasks more meaningful and satisfying when they can improve them.
2. The causes of problems, or the key factors, are often hidden in the background. Ability to solve problems often involves the ability to isolate them from their backgrounds. There is some substance to the cliché that some persons "can't see the forest for the trees."
3. New procedures are often developed from old ones. Problems should be broken down into manageable parts. New ideas can be adapted from old ones.

4. People think differently in problem-solving situations. Using a logical, patterned approach is often useful. One approach found to be useful includes these steps:
- (a) Define the problem
  - (b) Establish objectives
  - (c) Get the facts
  - (d) Weigh and decide
  - (e) Take action
  - (f) Evaluate action

## VI. TRAINING FOR RESULTS

1. Participants respond best when they feel training is important to them.
2. The supervisor has responsibility for the training and development of those who report to him.
3. When training is delegated to others, great care must be exercised to insure the trainer has knowledge, aptitude, and interest for his work as a trainer.
4. Training (learning) of some type goes on continually. The most successful supervisor makes certain the learning contributes in a productive manner to operational goals.
5. New employees are particularly susceptible to training. Older employees facing new job situations require specific training, as well as having need for development and growth opportunities.
6. Training needs require continuous monitoring.
7. The training officer of an agency is a professional with a responsibility to assist supervisors in solving training problems.
8. Many of the self-development steps important to the supervisor's own growth are equally important to the development of peers and subordinates. Knowledge of these is important when the supervisor consults with others on development and growth opportunities.

## VII. HEALTH, SAFETY, AND ACCIDENT PREVENTION

1. Management-minded supervisors take appropriate measures to assist employees in maintaining health and in assuring safe practices in the work environment.
2. Effective safety training and practices help to avoid injury and accidents.
3. Safety should be a management goal. All infractions of safety which are observed should be corrected without exception.
4. Employees' safety attitude, training and instruction, provision of safe tools and equipment, supervision, and leadership are considered highly important factors which contribute to safety and which can be influenced directly by supervisors.
5. When accidents do occur they should be investigated promptly for very important reasons, including the fact that information which is gained can be used to prevent accidents in the future.

## VIII. EQUAL EMPLOYMENT OPPORTUNITY

1. The supervisor should endeavor to treat all employees fairly, without regard to religion, race, sex, or national origin.
2. Groups tend to reflect the attitude of the leader. Prejudice can be detected even in very subtle form. Supervisors must strive to create a feeling of mutual respect and confidence in every employee.
3. Complete utilization of all human resources is a national goal. Equitable consideration should be accorded women in the work force, minority-group members, the physically and mentally handicapped, and the older employee. The important question is: "Who can do the job?"
4. Training opportunities, recognition for performance, overtime assignments, promotional opportunities, and all other personnel actions are to be handled on an equitable basis.

## IX. IMPROVING COMMUNICATIONS

1. Communications is achieving understanding between the sender and the receiver of a message. It also means sharing information -- the creation of understanding.
2. Communication is basic to all human activity. Words are means of conveying meanings; however, real meanings are in people.
3. There are very practical differences in the effectiveness of one-way, impersonal, and two-way communications. Words spoken face-to-face are better understood. Telephone conversations are effective, but lack the rapport of person-to-person exchanges. The whole person communicates.
4. Cooperation and communication go hand in hand. When there is a mutual respect between people, spelling out rules and procedures for communicating is unnecessary.
5. There are several barriers to effective communications. These include failure to listen with respect and understanding, lack of skill in feedback, and misinterpreting the meanings of words used by the speaker. It is also common practice to listen to what we want to hear, and tune out things we do not want to hear.
6. Communication is management's chief problem. The supervisor should accept the challenge to communicate more effectively and to improve interagency and intra-agency communications.
7. The supervisor may often plan for and conduct meetings. The planning phase is critical and may determine the success or the failure of a meeting.
8. Speaking before groups usually requires extra effort. Stage fright may never disappear completely, but it can be controlled.

## X. SELF-DEVELOPMENT

1. Every employee is responsible for his own self-development.
2. Toastmaster and toastmistress clubs offer opportunities to improve skills in oral communications.
3. Planning for one's own self-development is of vital importance. Supervisors know their own strengths and limitations better than anyone else.
4. Many opportunities are open to aid the supervisor in his developmental efforts, including job assignments; training opportunities, both governmental and non-governmental -- to include universities and professional conferences and seminars.
5. Programmed instruction offers a means of studying at one's own rate.
6. Where difficulties may arise from a supervisor's being away from his work for training, he may participate in televised home study or correspondence courses to meet his self-development needs.

## XI. TEACHING AND TRAINING

### A. The Teaching Process

Teaching is encouraging and guiding the learning activities of students toward established goals. In most cases this process consists in five steps: preparation, presentation, summarization, evaluation, and application.

#### 1. Preparation

Preparation is twofold in nature; that of the supervisor and the employee. Preparation by the supervisor is absolutely essential to success. He must know what, when, where, how, and whom he will teach. Some of the factors that should be considered are:

- (1) The objectives
- (2) The materials needed
- (3) The methods to be used
- (4) Employee participation
- (5) Employee interest
- (6) Training aids
- (7) Evaluation
- (8) Summarization

Employee preparation consists in preparing the employee to receive the material. Probably the most important single factor in the preparation of the employee is arousing and maintaining his interest. He must know the objectives of the training, why he is there, how the material can be used, and its importance to him.

## 2. Presentation

In presentation, have a carefully designed plan and follow it. The plan should be accurate and complete, yet flexible enough to meet situations as they arise. The method of presentation will be determined by the particular situation and objectives.

## 3. Summary

A summary should be made at the end of every training unit and program. In addition, there may be internal summaries depending on the nature of the material being taught. The important thing is that the trainee must always be able to understand how each part of the new material relates to the whole.

## 4. Application

The supervisor must arrange work so the employee will be given a chance to apply new knowledge or skills while the material is still clear in his mind and interest is high. The trainee does not really know whether he has learned the material until he has been given a chance to apply it. If the material is not applied, it loses most of its value.

## 5. Evaluation

The purpose of all training is to promote learning. To determine whether the training has been a success or failure, the supervisor must evaluate this learning. In the broadest sense evaluation includes all the devices, methods, skills, and techniques used by the supervisor to keep him self and the employees informed as to their progress toward the objectives they are pursuing. The extent to which the employee has mastered the knowledge, skills, and abilities, or changed his attitudes, as determined by the program objectives, is the extent to which instruction has succeeded or failed. Evaluation should not be confined to the end of the lesson, day, or program but should be used continuously. We shall note later the way this relates to the rest of the teaching process.

## B. Teaching Methods

A teaching method is a pattern of identifiable student and instructor activity used in presenting training material.

All supervisors are faced with the problem of deciding which method should be used at a given time.

As with all methods, there are certain advantages and disadvantages to each method.

### 1. Lecture

The lecture is direct oral presentation of material by the supervisor. The present trend is to place less emphasis on the trainer's activity and more on that of the trainee.

### 2. Discussion

Teaching by discussion or conference involves using questions and other techniques to arouse interest and focus attention upon certain areas, and by doing so creating a learning situation. This can be one of the most valuable methods because it gives the employees an opportunity to express their ideas and pool their knowledge.

3. Demonstration

The demonstration is used to teach how something works or how to do something. It can be used to show a principle or what the results of a series of actions will be. A well-staged demonstration is particularly effective because it shows proper methods of performance in a realistic manner.

4. Performance

Performance is one of the most fundamental of all learning techniques or teaching methods. The trainee may be able to tell how a specific operation should be performed but he cannot be sure he knows how to perform the operation until he has done so.

5. Which Method to Use

Moreover, there are other methods and techniques of teaching. It is difficult to use any method without other methods entering into it. In any learning situation a combination of methods is usually more effective than anyone method alone.

Finally, evaluation must be integrated into the other aspects of the teaching-learning process. It must be used in the motivation of the trainees; it must be used to assist in developing understanding during the training; and it must be related to employee application of the results of training.

This is distinctly the role of the supervisor.

USE THE SPECIAL PENCIL. MAKE GLOSSY BLACK MARKS.

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

Make only ONE mark for each answer. Additional and stray marks may be counted as mistakes. In making corrections, erase errors COMPLETELY.

ANSWER SHEET

TEST NO. \_\_\_\_\_

PART \_\_\_\_\_

TITLE OF POSITION \_\_\_\_\_

(AS GIVEN IN EXAMINATION ANNOUNCEMENT - INCLUDE OPTION, IF ANY)

PLACE OF EXAMINATION \_\_\_\_\_

(CITY OR TOWN) \_\_\_\_\_

(STATE) \_\_\_\_\_

DATE \_\_\_\_\_

RATING \_\_\_\_\_

USE THE SPECIAL PENCIL. MAKE GLOSSY BLACK MARKS.

1	A	B	C	D	E	26	A	B	C	D	E	1	A	B	C	D	E	76	A	B	C	D	E
2	A	B	C	D	E	27	A	B	C	D	E	2	A	B	C	D	E	77	A	B	C	D	E
3	A	B	C	D	E	28	A	B	C	D	E	3	A	B	C	D	E	78	A	B	C	D	E
4	A	B	C	D	E	29	A	B	C	D	E	4	A	B	C	D	E	79	A	B	C	D	E
5	A	B	C	D	E	30	A	B	C	D	E	5	A	B	C	D	E	80	A	B	C	D	E
6	A	B	C	D	E	31	A	B	C	D	E	6	A	B	C	D	E	81	A	B	C	D	E
7	A	B	C	D	E	32	A	B	C	D	E	7	A	B	C	D	E	82	A	B	C	D	E
8	A	B	C	D	E	33	A	B	C	D	E	8	A	B	C	D	E	83	A	B	C	D	E
9	A	B	C	D	E	34	A	B	C	D	E	9	A	B	C	D	E	84	A	B	C	D	E
10	A	B	C	D	E	35	A	B	C	D	E	10	A	B	C	D	E	85	A	B	C	D	E
11	A	B	C	D	E	36	A	B	C	D	E	11	A	B	C	D	E	86	A	B	C	D	E
12	A	B	C	D	E	37	A	B	C	D	E	12	A	B	C	D	E	87	A	B	C	D	E
13	A	B	C	D	E	38	A	B	C	D	E	13	A	B	C	D	E	88	A	B	C	D	E
14	A	B	C	D	E	39	A	B	C	D	E	14	A	B	C	D	E	89	A	B	C	D	E
15	A	B	C	D	E	40	A	B	C	D	E	15	A	B	C	D	E	90	A	B	C	D	E
16	A	B	C	D	E	41	A	B	C	D	E	16	A	B	C	D	E	91	A	B	C	D	E
17	A	B	C	D	E	42	A	B	C	D	E	17	A	B	C	D	E	92	A	B	C	D	E
18	A	B	C	D	E	43	A	B	C	D	E	18	A	B	C	D	E	93	A	B	C	D	E
19	A	B	C	D	E	44	A	B	C	D	E	19	A	B	C	D	E	94	A	B	C	D	E
20	A	B	C	D	E	45	A	B	C	D	E	20	A	B	C	D	E	95	A	B	C	D	E
21	A	B	C	D	E	46	A	B	C	D	E	21	A	B	C	D	E	96	A	B	C	D	E
22	A	B	C	D	E	47	A	B	C	D	E	22	A	B	C	D	E	97	A	B	C	D	E
23	A	B	C	D	E	48	A	B	C	D	E	23	A	B	C	D	E	98	A	B	C	D	E
24	A	B	C	D	E	49	A	B	C	D	E	24	A	B	C	D	E	99	A	B	C	D	E
25	A	B	C	D	E	50	A	B	C	D	E	25	A	B	C	D	E	100	A	B	C	D	E

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