

EMPLOYMENT SERVICE UNIT SUPERVISOR - 11436



HOW TO PREPARE GUIDE

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I. INTRODUCTION

A written examination is being given in order to establish a register for the classification of Employment Service Unit Supervisor (11436). The purpose of this guide is to help you prepare for the written exam. Since all the material you will need to take the exam will be provided at test administration, you will not be allowed to bring this booklet to the exam with you.

II. THE JOB

Employment Service Unit Supervisor positions are with the Department of Labor and are located throughout the state.

This is specialized technical or supervisory work in an employment service program. Employees in this class perform responsible work in a specialized employment service program such as employer relations, placement activities, or veteran's employment. Work in a large local office or special unit involves supervision of interviewers and administrative staff, while work in an itinerant office involves serving as a lead interviewer. Work may also include contacting employers, providing information on services available, securing job orders, resolving problems, and assigning duties to interviewers and administrative staff in a large local office.

III. THE EXAMINATION

The examination for this classification is a written, multiple-choice exam. A multiple-choice exam is designed to measure specific knowledges and abilities. The test is divided into seven sections with each section measuring a different knowledge or ability. Applicants are presented with a test question and four possible responses to that question. Applicants then select the BEST possible response to the question. You will have 3 hours to complete the examination.

IV. HOW THE WRITTEN EXAMINATION WAS DEVELOPED

A study of the Employment Service Unit Supervisor classification was conducted before developing the examination. Employees who work in this position and their supervisors participated in this study to determine the job duties performed by Employment Service Unit Supervisors and knowledges and abilities Employment Service Unit Supervisors must possess in order to perform the job duties of the position.

The study showed that the following knowledges and abilities are associated with the job duties of the position. An Employment Service Unit Supervisor must possess the knowledges and abilities listed below their first day of work, before training:

- K01. Knowledge of basic computer functions such as word processing, spreadsheets, and Internet usage as needed to enter data, generate general correspondence/reports, and research information (e.g. contact information for a business).

- K02. Knowledge of U.S. Department of Labor guidelines, policies, and procedures as needed to ensure services provided are in compliance.
- K05. Knowledge of basic math to include addition, subtraction, multiplication, division, and working with decimals and percentages as needed to complete reports, determine eligibility, complete billing, and calculate statistics.**
- K06. Knowledge of interview techniques to include use of direct and leading questions and maintaining control of the interview as needed to obtain personal information, contact information, work history, and knowledge, skills, and abilities of applicants.
- K08. Knowledge of the English language to include spelling, syntax, sentence structure, grammar, and punctuation as needed to compose emails, letters, and memos.**
- K11. Knowledge of personnel management practices to include principles of motivation, delegation of responsibility, and empowerment of employees as needed to maintain high levels of initiative, to increase productivity, and to accomplish the objectives of the Alabama Department of Labor.
- K13. Knowledge of research sources such as Internet and reference material as needed to gather information, complete reports/forms/documents, and provide information to customers/agencies/divisions.
- K14. Knowledge of Alabama Department of Labor forms such as program forms, applicant registration forms, RS-1, and P&T forms as needed to provide services, comply with policies and procedures, and supervise and perform administrative functions.
- K16. Knowledge of training to include identifying appropriate subject matter, delivery methods and tools (e.g. PowerPoint), trainee assessment, and scheduling as needed to provide information, enhance skills, and implement changes.
- K17. Knowledge of ADOL-specific Internet, mainframe, and PC programs such as AJL and ABPS to include function, scope of information, and basic operations as needed to enter, retrieve, and send information.
- K19. Knowledge of databases such as O*NET, CICS, Eligible Training Provider List (ETPL), and AlaWorks as needed to review and analyze programs and data.
- A01. Ability to establish and maintain effective working relationships with people having diverse backgrounds to include subordinates, superiors, and others including the general public, community leaders, government officials, attorneys, and employers.
- A02. Ability to communicate orally in one-on-one and group situations such as interviews, telephone conversations, counseling sessions, and meetings to include listening, understanding, and talking at the level of the listener as needed to obtain and provide information and provide training.
- A03. Ability to plan and organize to include setting priorities, formulating goals and objectives, time management and monitoring of time spent on projects, applications, and research as needed to meet deadlines, allocate resources, and achieve objectives.**
- A04. Ability to operate a personal computer to include composing documents, developing spreadsheets, recording applicant/employer information, inputting and extracting data, analyzing data, and performing research as needed to retrieve, store, provide, and transmit information.
- A05. Ability to supervise employees to include directing activities, accurately and fairly evaluating performance, providing constructive feedback, and assigning tasks as needed to ensure work is performed efficiently, accurately, and in a timely manner.**

- A06. Ability to use office equipment such as personal computer, facsimile, telephone, typewriter, postage meter, copy machine, and calculator as needed to perform administrative functions.
- A07. Ability to read and comprehend technical information such as procedure manuals, and non-technical information and data as needed to conduct research and ensure compliance with applicable laws and provide information and services.**
- A08. Ability to analyze and interpret data and written information (e.g. placement reports, unemployment reports, Labor Market Information, etc.) as needed to provide information or guidance; to make decisions about services provided to applicants, employers, staff, and the general public; and to remain abreast of current trends.**
- A09. Ability to monitor/evaluate performance to include completed tasks and applications as needed to ensure accuracy and completion of job duties and compliance with regulations and to ensure program objectives are met.**
- A10. Ability to analyze detail such as identifying incorrect coding and recognizing whether information provided complies with requirements as needed to ensure accuracy and usefulness of information collected/entered.**
- A11. Ability to provide technical assistance to field personnel, local office staff, customers, and/or other agencies as needed to provide directions for program management and/or completion of forms and explain/clarify services provided.
- A12. Ability to learn new program offerings, software systems, etc. as needed to keep pace with changing job duties.
- A14. Ability to analyze and solve problems to include gathering all information, remaining impartial, etc. as needed to resolve complaints from staff, customers, etc., determine appropriate action for situations involving provided services, etc.**
- A15. Ability to remain calm in stressful situations to include communicating with people with conflicting views; dealing with emotional, aggravated, and indignant individuals; and remaining impartial as needed to maintain a professional working environment.
- A16. Ability to maintain databases of information to include entering current information and updating databases as needed to provide services to job seekers and employers.
- A18. Ability to review/write correspondence and technical documents such as letters, memoranda, contracts, progress reports, and/or departmental policy to include structure, organization of documents and spelling and grammar as needed to comply with departmental policies and regulations, identify problems, comply with requests, monitor work, obtain funding, and/or locate and disseminate information.**

The examination for Employment Service Unit Supervisor will measure the ten knowledges and abilities that appear above in **bold print**. The remaining abilities and knowledges will not be measured by the written test and must be demonstrated during the probationary period if you are hired as an Employment Service Unit Supervisor.

V. WHAT TO DO BEFORE YOU COME TO TAKE THE EXAMINATION

Here are some suggestions for what to do before the examination and for getting to the exam location on the correct day, on time, and with the proper materials that you will need to take the examination.

- **Get there early.** Give yourself plenty of extra time to get to the test center and to park. If you are rushed and late, you will be upset when you get there. Plan to get there before the scheduled exam time.
- **Do not bring this booklet or any study materials with you to the exam location.** This includes notes and any manuals and source documents that you may have used to prepare for the examination.
- **You must bring the test schedule card** that you received from the State of Alabama Personnel Department. This card lists the examination title, location of exam, and date and time of examination.
- **You must bring two sharpened #2 lead pencils.**
- **You must also bring picture identification to the exam location.** This may be your driver license, a military identification card, or a passport.
- You may bring a calculator to use for the Employment Service Unit Supervisor examination. Small solar powered or battery operated calculators that perform basic functions such as addition, subtraction, multiplication, division, square roots, or percentages are allowed. Calculators that plug-in, utilize tape, have word processing, spelling, thesauruses, or other storage and retrieval capabilities (except basic memory functions) are **not** allowed. **Calculators that are a feature on a cell phone are not permitted.** Calculators are subject to inspection by exam monitors. Applicants may not borrow or share calculators at the exam site.

Test Taking Tips

- **Listen** to the test monitors and follow their instructions carefully.
- If you are not sure of an answer, **go with your first choice.**
- Work through the test **without spending too much time on any one item.**
- If you cannot decide on the best answer to a question, **skip it and go back to it later.**
- Use your watch or the clock in the room to **keep track of your time** during the test.
- It is to your advantage to **answer as many questions as possible**, even if you must guess.
- **Mark your answers on the answer sheet and NOT in the test booklet.** Only answers clearly marked on the answer sheet can be given credit.
- If you have a question at **any time before or during the exam, ask the monitor for assistance.**

VI. HOW TO PREPARE USING THIS GUIDE

This How to Prepare Guide can be used as a practice guide. The questions contained in the guide are a representation of questions that will be on the actual examination. Familiarize yourself with the sample questions that begin on page 11. The answers to each question are provided on page 19. You would be well advised to read the instructions and answer each question carefully. Like the examination questions, the sample items are presented in the following categories:

Section I. Mathematics

Section II. Monitor/Evaluate Performance

Section III. Plan and Organize, Analyze/Solve Problems, Analyze Detail

Section IV. Reading Comprehension

Section V. English, Review Documents

Section VI. Analyze and Interpret Data and Written Information

Section VII. Ability to Supervise

The sample items are representative of the types of items that will appear on the exam. They are not necessarily based on the same information as the actual exam. All questions will be multiple-choice.

In addition, please review the [General Instructions to Candidates Taking Written Examinations](#) provided at the exam site on the day of the test.

VII. BANDED SCORING

When the written exam for Employment Service Unit Supervisor is graded, the scores will be grouped into bands. When you receive notification of how you performed on the exam, you will not be given a numerical score (i.e., 67 out of 80, 93 out of 100). Rather, you will be informed into which band (i.e., 1, 3, 6, 10) your score fell. The following information is provided to help you understand the banding procedure.

What is banding?

Banding is one way to reduce the impact of fluctuations in test scores that do not provide meaningful information about differences in the ability to perform the job. One important purpose of testing is to identify the differences in test scores that reflect real differences among candidates. Banded scoring is a statistical procedure for grouping raw test scores that statistically are not meaningfully different from one another. In banded scoring, bands are set objectively and statistically. They are not manipulated arbitrarily.

Misconceptions about banding.

There are many misconceptions about banding and the use of banded scores. Some of the most common misconceptions are listed below. Each misconception is followed by a clarification.

Misconception: Each band should have the same number of people.

We do not force bands to be a certain size. The people in a band are similar to each other in that statistically there is no meaningful difference in their scores. Sometimes Band 1 may be very large, and at other times it may be small. People's scores determine the size of the bands. We never know how many people will be in each band until we receive the test scores.

Misconception: Band numbers have no meaning. I don't have a score.

Band numbers do have meaning. Think of a band as a group of tied scores. Consider that in school two students with average grades of 94.5 and 94.3 would both be grouped into the same band. Just because one student made a 94.5 and one student made a 94.3, the teacher cannot be sure that 0.2 of a point means that the student who scored 94.5 is smarter or is a better student. The scores are so close to each other that they are basically the same.

For example, think of the achievement tests that children take in school. The fine print on these tests always informs you not to focus on the numerical score but rather on the comparative score, which uses some type of grouping technique such as percentiles, stanines, standard deviations, grade levels, etc. These grouping techniques are considered forms of banding. Banding compares your performance on the test to the other test takers' performance and groups your score with others that are statistically the same.

Misconception: Band numbers are the same as letter grades.

Band numbers are not the same as letter grades. Band 1 does not equate to an "A," Band 2 to a "B," and so on. In school, a predetermined numerical range of scores (i.e., 90-100, 80-89, 70-79) equals an alphabetical value (i.e., A, B, C). This grading system is a form of banding. In this case, unlike grade school, the width of bands is not set in advance. Scores are banded only in relation to one another, so you compete against other test takers. The scores of all test takers determine the width of the bands, and your score is set in relation to the scores of your peers.

Misconception: A banded score on one test has the same value as a banded score on another test.

Banded scores are test specific and cannot be compared from test to test. Consider that a test taker scored 88 on one test, and the highest score of all test takers was 89. It is likely for this exam that the test taker who scored 88 would be in Band 1. However, if the same person scored the same grade on another test, and the highest score of all test takers was 100, he/she may be in Band 2 or Band 3. Candidates' scores vary on each test, and since candidate scores determine the width of bands and into which band test takers fall, the value of a banded score varies from test to test.

Misconception: People with the most seniority who have been on the job longest should be in the top bands.

People with the most experience do not always fall into the top bands. Time spent in a job may not be the same as possessing a knowledge, skill, or ability needed to perform the job. The people with the strongest knowledges, skills, and abilities (or who did best on the exam) will be in the top bands. Some of the people in the top bands will have been in similar jobs for a long period of time, and others will have been in similar jobs for a short period of time. Years of service do not always equal proficiency. Candidates with seniority or experience do not automatically perform best on the test. Regardless of seniority, candidates who display the appropriate knowledges, skills, and abilities perform best on the test.

Misconception: A standing in Band 4 or below automatically indicates failure or ineligibility for jobs.

A band number of 4 or lower is not automatically equated with failure. For one test, there may only be 4 bands, and for another test, there may be 14 bands. So, your success on the test based on your position in a band varies from test to test. Your standing in a band does not indicate whether or not you pass or fail the test. The true test of success in your employment opportunities is whether or not you can be certified and considered for a job vacancy.

Misconception: Banding replaced the "Rule of 10."

Banding did not replace the "Rule of 10." The "Rule of 10" determines the number of bands to be certified. In the past, tied scores referred to an actual numerical score (e.g., two candidates with a score of 98.98 were considered tied) while now all of the scores within a band are considered tied.

Misconception: People in a band do not differ.

When several people are placed in the same band, it does not mean that those people do not differ at all. Instead, it means that their scores on the exam do not differ enough to be separate scores.

VIII. FREQUENTLY ASKED QUESTIONS ABOUT THE EMPLOYMENT SERVICE UNIT SUPERVISOR JOB

Are there any vacancies for the Employment Service Unit Supervisor?

You may contact the personnel office of the Department of Labor to determine current or future vacancies.

How are vacancies filled for the Employment Service Unit Supervisor?

The top ten applicants on each register are sent to the Department of Labor for consideration. Since the banded scoring process is used, all of the scores within a band are considered tied. **Therefore, all names within a band are certified out to the agency, which may include more than 10 names.** The names of people not selected stay on the register to be considered for future jobs. Employees are usually hired at the minimum of the pay range.

Test Results

Four to six weeks after completing the exam, you will receive a Notice of Examination Results postcard in the mail. This postcard will identify your score, or band placement, for the written exam. If you have not received your score within four to six weeks, you should call the State Personnel Department.

In addition to your Band placement, you may also obtain your standing, or rank on the register, online at www.personnel.alabama.gov. From the home page, you should click on “Applicant Portal” and then “Register Standings,” and follow the instructions. For security purposes, you must now create an online profile in order to access your standing.

How long will I remain eligible for appointment?

Your name will remain on the employment register for two years from the date you were placed on the register. You will be notified by mail when to reapply.

When will I receive my score?

Applicants will receive a postcard in the mail within four to six weeks notifying them of their Band and Rank.

Reasonable Accommodations

If you would like to request special testing accommodations or have any questions concerning the test site or testing conditions, please contact the State Personnel Department at (334) 242-3389.

Rescheduling a Written Examination

If there is a conflict in your schedule, and you are unable to attend the written exam at the time and date for which you have been scheduled, you must resubmit your Application for Examination. The State Personnel Department will schedule you for the next available administration of this written exam.

Administrative Questions

If you have any administrative questions or concerns about the exam or questions about any of the information presented in this booklet, you should contact the State Personnel Department. Exam administrators are not allowed to provide specific information about the content of the exam.

IX. Sample Test Questions

Section I. Mathematics

INSTRUCTIONS: For **questions 1-2**, calculate the following:

1. An employee has an annual salary of \$26,965. After he arranges to have deducted from his salary 12% for the purchase of bonds, 17% for federal withholding tax, and 3% for a retirement fund, what is the amount of his monthly check?
 - (A) \$1,528.02
 - (B) \$1,507.98
 - (C) \$1,597.88
 - (D) \$1,697.88

2. 250 applicants have applied for a job. 128 of these applicants are female, and the rest are male. 32 female applicants and 26 male applicants qualify for the job. What percentage of female applicants qualified for the job?
 - (A) 15%
 - (B) 20%
 - (C) 25%
 - (D) 35%

Section II. Monitor/Evaluate Performance

INSTRUCTIONS: It is time to analyze the operational data for the local office. You have requested and received the following printout regarding services and clients for the month of April.

Activity	Total	Female (over 22)	Youth (under 22)	Male (over 22)	Total Vets	Minorities	Migrant & Season Farm	Persons w/ Disabilities	Eligible Claimant
Active applicants	1299	118	5	1177	1275	959	0	113	569
Fully registered	1268	117	4	1148	1253	938	0	111	562
Provided some reportable service	1250	110	6	1134	1231	947	0	114	520
Testing	0	0	0	0	0	0	0	0	0
Referred to supportive service	102	13	0	89	99	78	0	21	35
Referred to WIA	1	1	0	0	1	1	0	0	0
Referred to Job Corps	17	2	0	15	16	14	0	1	6
Job development referral	8	1	0	7	8	4	0	2	1
Job development contacts	123	9	0	114	122	98	0	18	38
Referred to job	951	88	6	857	934	742	0	87	332
Obtained employment	122	12	0	110	121	94	0	12	48
Individuals Placed	241	24	0	217	239	187	0	27	79
3 days or less	7	4	0	3	7	6	0	1	2
4-150 days	11	3	0	8	11	9	0	2	6
Over 150 days	226	19	0	207	224	175	0	24	72

For **questions 3-5**, select the MOST APPROPRIATE choices, basing your responses on the information contained in the above situation only, not on previous experience.

3. One of the quotas for the local office is that one job development contact be made for every three fully registered applicants. For the month of April, which of the following is TRUE?
 - A. The office exceeded the quota.
 - B. The office met the quota.
 - C. The office did not meet the quota.
 - D. There is not enough information provided to answer the question.

4. One of the quotas for the local office is that fifteen percent of the fully registered applicants obtain employment. For the month of April, which of the following is TRUE?
 - A. The office exceeded the quota.
 - B. The office met the quota.
 - C. The office did not meet the quota.
 - D. There is not enough information provided to answer the question.

5. One of the quotas for the local office is that 78% of the fully registered persons with disabilities be referred to a job. For the month of April, which of the following is TRUE?
 - A. The office exceeded the quota.
 - B. The office met the quota.
 - C. The office did not meet the quota.
 - D. There is not enough information provided to answer the question.

Section III. Plan and Organize, Analyze/Solve Problems, Analyze Detail

INSTRUCTIONS: Assume the role of an Employment Service Unit Supervisor for an Employment Service Office. Read the following situation carefully, and consider the steps that you would take to resolve the situation.

SITUATION: Today is May 1st. It is now 8:00 A.M. and you have just arrived at work. You are an Employment Service Unit Supervisor at the Employment Service Office in Montgomery. At 10:00 A.M. today, Mr. Burke, your Employment Service Supervisor, is leaving for an extended trip. You will not have any way of contacting him during his two-week absence. This morning, he is expected to be in the office only from 9:30 A.M. until 10:00 A.M.

There are several items in your in-basket when you arrive in your office. Other events occur as noted. For **questions 6 through 8**, read scenarios 1 through 7. Then, decide in which order you would handle them.

1	A letter from a local high school teacher asks if Mr. Burke would address an assembly of students on the morning of June 15th for a Career Exploration Day. The teacher has written you because he met you recently and he believes you can approach Mr. Burke on his behalf.
2	Mr. Burke has left on your desk a quarterly plan that he wants to go over with you at 9:30 A.M. Before you meet with him, the document must be reviewed so you can recommend any suggestions for changes. It will take you at least 15 minutes to review.
3	The Administrative Support Assistant (ASA) has left ten letters for your signature. These should be proofread before you sign them. The mail is picked up at 10:00 A.M. and they must go out at that time. Since the ASA will not be in today, you must not only proofread and sign the letters, but you must also fold them and insert them into the envelopes.
4	Several weeks ago, before you knew your boss was leaving on this date, you scheduled an interview with a representative from a company opening a new store location in town. The representative is waiting when you arrive at work.
5	The phone rings at 8:15 A.M. The Deputy Director of the Department of Labor needs you to come to his office immediately. He indicates this should take no more than 45 minutes, including travel time.
6	Today, at 2:00 P.M., you will be presenting a school program about the Employment Service Division. All your materials are ready. You would like to review the materials again before you make the presentation.
7	Several calls are flashing on your telephone, indicating that people are waiting to talk to you.

6. Which of the following situations would you handle LAST?

- A. 2
- B. 3
- C. 4
- D. 6

7. Which of the following situations would you handle FIRST?

- A. 2
- B. 3
- C. 4
- D. 6

8. Which of the following situations would you handle LAST?

- A. 2
- B. 4
- C. 5
- D. 7

Section IV. Reading Comprehension

INSTRUCTIONS: Questions 9-10 are based on the following reading selection and should be answered only on the basis of the information in that selection.

WHAT IS A GOVERNMENTAL ENTITY

State Governmental Units - The law provides that "The whole of state government is considered to be one single entity." Therefore, the various departments, agencies, boards, commissions or other instrumentalities which administer the various functions of the government of the State of Alabama are covered and liable for the payment of the costs of paying unemployment benefits to their workers.

Local Government - A local governmental entity consists of each county, each city or town, each school district or each instrumentality of any single local governmental entity or one organized and operated jointly by two or more entities.

Local Governmental Instrumentalities - These are defined as being separately organized and operated independent organizations of a county or municipality to carry on some function of government for the city or county, or jointly, with power to hire, supervise and discharge its own employees, and generally to sue or be sued in its own name, to contract, or to hold and convey real and personal property. Examples are: Housing authorities, water and sewer boards, industrial development commissions.

9. Which of the following are local governmental entities according to the selection?
- I. Birmingham Fire Department
 - II. City of Gadsden
- A. Only I
B. Only II
C. Both I and II
D. Neither I nor II
10. Which of the following are characteristics of a local governmental instrumentality according to the selection?
- I. Having the power to levy and collect taxes
 - II. Having the power to legislate and enforce laws
- A. Only I
B. Only II
C. Both I and II
D. Neither I nor II

Section V. English, Review Documents

INSTRUCTIONS: For **questions 11-12**, only one of the four sentences is grammatically correct. Choose the sentence which is correct.

11. A. Each one of us were told that the manager and her assistant was here.
 B. Each one of us was told that the manager and her assistant was here.
 C. Each one of us was told that the manager and her assistant were here.
 D. Each one of us were told that the manager and her assistant were here.
12. A. He use to visit when he was supposed to.
 B. He use to visit when he was suppose to.
 C. He used to visit when he was suppose to.
 D. He used to visit when he was supposed to.

INSTRUCTIONS: For **question 13**, consists of a group of three words, any or all of which may be spelled **INCORRECTLY**. Determine how many, if any, of the words are spelled incorrectly.

13. usable
 offered
 hopefull

On your answer sheet mark

- A. (A) if **ONLY ONE WORD** is misspelled.
B. (B) if **TWO WORDS** are misspelled.
C. (C) if **ALL THREE WORDS** are misspelled.
D. (D) if **NO WORDS** are misspelled.

Answers to Sample Questions

Section I. Mathematics

1. A
2. C

Section II. Monitor/Evaluate Performance

3. C
4. C
5. B

Section III. Plan and Organize, Analyze/Solve Problems, Analyze Detail

6. D
7. B
8. A

Section IV. Reading Comprehension

9. B
10. D

Section V. English/Review Documents

11. C
12. D
13. B

Section VI. Analyze and Interpret Data and Written Information

14. B

Section VII. Ability to Supervise

15. A