



## **HOW TO PREPARE GUIDE**

### **DEPARTMENTAL OPERATIONS SPECIALIST-11978**

### **WRITTEN EXAMINATION**

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## **I. INTRODUCTION**

A written examination is being given in order to establish a register for the classification of Departmental Operations Specialist. The purpose of this booklet is to help you prepare for the written exam. Since the material you need to take the exam will be provided at the test administration, you will not be allowed to bring this booklet to the exam with you.

## **II. JOB PREVIEW**

Departmental Operations Specialist positions are with various departments and are located statewide. This is highly responsible technical or general administrative work in the coordination of departmental business activities and program support efforts involving tasks of considerable scope and complexity in order to relieve managers of basic administrative duties. Duties at this level are highly specialized and involve problem-solving and decision-making responsibilities in areas that require comprehensive departmental knowledge and experience. Work at this level is differentiated from that of lower levels in that it involves the interpretation and application of complex policies and procedures to a variety of situations. Employees in this class develop and establish office procedures, maintain complex informational and administrative records and accounts, review and sign departmental forms and documents, and assist in the preparation of budgets, payrolls and other departmental reports. Work involves responsibility for making office operation decisions, changing procedures to meet evolving needs, and coordinating office services with other sections, divisions, and/or agencies. Supervision may be exercised over technical and/or office support staff engaged in processing a variety of departmental records, documents and transactions. Supervision is received through personal conferences, general observation of work, and review of completed tasks.

## **III. HOW THE WRITTEN EXAMINATION WAS DEVELOPED**

A study of the Departmental Operations Specialist classification was conducted prior to developing the examination. A number of employees who work in this position and their supervisors participated in this study. Incumbents and supervisors determined what job duties are performed by Departmental Operations Specialists and what knowledges and abilities a Departmental Operations Specialist must possess in order to perform these job duties.

The study showed that a Departmental Operations Specialist must possess the following knowledges and abilities on their first day of work before training.

- ✓ Knowledge of guidelines governing operations such as federal and state laws, departmental policies and procedures to include departmental function, operating procedures, and organizational structure as needed to operate efficiently, accomplish goals, and ensure compliance.
- ✓ Knowledge of accounting to include types of deposits, auditing, financial statements, fixed assets, and long-term liability as needed to respond to internal audits, reconcile bank statements, and balance agency accounts.

- ✓ **Knowledge of English such as language and business and professional writing to include format, grammar, punctuation, sentence structure, syntax, and spelling as needed to provide information and effectively communicate orally and in writing.**
- ✓ **Knowledge of filing methods such as alphabetical, numerical, and chronological to include method used to organize departmental data and most efficient method based on type of data as needed to organize data, maintain current information source and make information accessible.**
- ✓ Knowledge of personnel laws and regulations such as ADA laws, EEOC requirements, State Employee Workers' Compensation, Family Medical Leave Act (FMLA), and Fair Labor Standards Act (FLSA) to include major provisions, eligibility requirements, and contact persons as needed to supervise employees and provide advice/information to other staff members and the public.
- ✓ Knowledge of State Personnel Board Policies and Procedures to include payroll (i.e., deductions, increases, overtime and compensatory time) leave accrual, contact persons, performance appraisal procedures, required documentation, and hiring procedures as needed to answer questions and remain in compliance.
- ✓ Knowledge of bookkeeping to include procedures for crediting, debiting, and balancing an account and posting budget as needed to develop and implement a budget, monitor invoices and expenses, and maintain operations within a budget.
- ✓ Knowledge of standard office procedures to include answering the telephone, greeting clients, and preparing correspondence and documents as needed to perform clerical duties, ensure efficient operations, and accomplish departmental goals.
- ✓ Ability to communicate orally with individuals such as coworkers, legal counsel, members of the general public, bank employees, state agencies, school superintendents, customers, local school system employees, legislators, software companies, Medicare and Medicaid fiscal intermediaries, contractors/vendors, representative from the University of South Alabama Medical Center and College of Medicine, and subgrantees to include speaking clearly and concisely, using proper grammar and diction, listening effectively, facilitating exchange of information, adjusting communication to the level of the audience, and explaining technical information in non-technical terms as needed to answer questions and explain information, train new employees, conduct training workshops and in-service training, and accomplish departmental goals.
- ✓ **Ability to communicate in writing in documents such as documentation, paperwork, memos, letters, research papers, contractual agreements, progress reports, correspondence, and departmental policy statements to include organizing information, explaining information, using proper grammar and appropriate sentence structure, adjusting communication to the level of the audience, and explaining technical information in non-technical terms as needed to prepare presentations and compose documents, correspondence, and reports.**
- ✓ Ability to maintain effective working relationships with individuals such as coworkers, legal counsel,

members of the general public, bank employees, state agencies, school superintendents, customers, local school system employees, legislators, software companies, Medicare and Medicaid fiscal intermediaries, contractors/vendors, and subgrantees to include establishing rapport, coordinating efforts, and facilitating the exchange of information as needed to enhance morale and communication, improve performance, increase efficiency, and accomplish goals.

- ✓ **Ability to perform basic arithmetic operations and calculations such as addition, multiplication, division, fractions, percentages, ratios, and decimals to include using algebraic formulas, statistical formulas, or complex procedures with business data as needed to ensure adherence to the budget, develop reports, interpret data, and make projections.**
- ✓ **Ability to manage effectively to include time management, prioritizing activities, managing multiple projects simultaneously, and managing resources (i.e., personnel, funds) as needed to meet deadlines and accomplish goals.**
- ✓ **Ability to plan to include organizing and prioritizing tasks, establishing a timeline, scheduling departmental activities, and coordinating employee work schedules and assignments as needed to meet deadlines and achieve division objectives.**
- ✓ Ability to compile information from multiple sources such as current periodicals and publications, reports, graphs and charts, oral instructions, and customers/clients to include gathering information, determining relevant information, and organizing information as needed to develop final reports, projects, conclusions, or recommendations.
- ✓ **Ability to proofread information such as data, documents, reports, and forms to include comparing information; double-checking information; editing for grammar, misspelled words, punctuation, and organization; and recognizing inconsistencies as needed to review application forms, compile reports or data, and ensure accuracy.**
- ✓ Ability to analyze information such as legislation, guidelines, reports, current publications and periodicals, and departmental data or information to include recognizing need for changes, researching information, identifying problems, reviewing and evaluating alternatives, conducting analysis of data, and choosing the best option as needed to make decisions, improve agency/division efficiency, conduct feasibility studies, and accomplish goals
- ✓ Ability to conduct research to include gathering, evaluating, compiling, organizing information/reports, and applying to departmental operations as needed to solve problems, make recommendations or decisions regarding operations, and increase efficiency.
- ✓ Ability to interpret technical information such as graphs, forms, charts, statistical data, data from reports (i.e., Fixed Assets Report, SEITCF, insurance certifications), research, and surveys to include understanding information, interpreting data, applying information to appropriate departmental operations as needed to evaluate departmental operations, make decisions, and develop plans.
- ✓ **Ability to read and comprehend information such as legislation, regulations, manuals,**

**letters, memorandum, summaries, reports, current publications and periodicals, and legal documents to include evaluating information, making revisions, determining relevant information, and applying information to departmental operations as needed to implement programs/projects, remain abreast of current issues, identify changes in the law, and ensure compliance with rules and regulations.**

- ✓ Ability to operate office equipment such as copier, telephone, calculator, facsimile machine, and typewriter to include basic operations, malfunctions, and contact people as needed to facilitate workflow.
- ✓ Ability to operate a computer to include basic operation and department related program/software (i.e., Microsoft Word, Excel, PowerPoint, Access, PowerPoint, Protégé, DORMIS, DARTS, PHALCON, LOTUS, FEMIS, EMIS, EM2000, CaST II, MedQuest) as needed to maintain an updated source of information and to document and access information.
- ✓ Ability to supervise individuals such as ASA III's, ASA II's, ASA I's, Law Clerks, and Account Clerks to include explaining and demonstrating work procedures and techniques, applying personnel rules in a consistent manner, and assessing the capabilities and limitations of individuals as needed to complete work efficiently and effectively, enhance performance of employees, and facilitate workflow.
- ✓ Ability to exercise independent judgment and resolve matters not requiring the direct attention of the supervisor.
- ✓ Ability to maintain confidentiality when dealing with personal employee information.

The examination for Departmental Operations Specialist will measure the two knowledges and six abilities that appear in **bold print** in the above list. The remaining knowledges and abilities cannot be measured by a written test and must be demonstrated during the probationary period if you are hired as a Departmental Operations Specialist.

#### IV. 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. All test materials needed for the examination will be provided.
- ✓ You must bring the test-scheduling card that you received from the State of Alabama Personnel Department. This card lists the examination title, location of exam, and date, day, and time of examination.
- ✓ You must bring two sharpened #2 lead pencils. You may also want to bring a highlighter.
- ✓ You must also bring picture identification to the exam location. This may be your driver's license, a military identification card, or a passport.
- ✓ You may bring a calculator to use for the 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.



- ✓ **Remember that some sections of the test consist of reading passages and related questions.** These sections of the test may take you longer to complete than the other sections. While reading the passages, you may want to underline or highlight important information or take brief notes as you read. If you choose to take notes, make sure they are very brief so you do not waste any time.
- ✓ If at **any time before or during the exam**, you have a question, **ask the monitor for assistance.**

## V. BANDED SCORING

When the written exam for Departmental Operations Specialist 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, 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, 80-90, 70-80) 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, the person 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.

## **VI. General Questions about the Departmental Operations Specialist Job**

### **How are vacancies filled for the Departmental Operations Specialist?**

The top ten applicants on the register are sent to the hiring agency 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. Persons are usually hired at the minimum of the pay range.

### **How long will I remain eligible for appointment?**

If you pass the examination, your name will remain on the employment register until the job is re-opened for the receipt of applications. You will be notified by mail when to reapply.

### **Reasonable Accommodation**

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.

**IMPORTANT, PLEASE READ CAREFULLY!** This exam should be graded approximately four to six weeks after it is administered. You will receive notification of your score by mail within this time frame. Please wait until six weeks have passed to inquire about your status.

### **Contact Person**

The contact person for the Departmental Operations Specialist examination is Crystal Crump, a Personnel Analyst with the State Personnel Department. If you have questions about the contents of this document, please call her at (334) 242-3389.

## VII. SAMPLE TEST INSTRUCTIONS AND ITEMS

The written examination for Departmental Operations Specialist is divided into eight sections. Each section is designed to measure one of the knowledges or abilities described on the previous page of this booklet. The instructions for each section of the examination are provided on the following pages. In addition, you are given a sample question for each section. These sample questions are representative of the items found on the actual test.

You will note that there is a magnifying glass symbol found with each set of instructions. This symbol is provided throughout the test booklet and indicates new instructions. Please be aware of this symbol as you prepare for the written examination.

### Section I

### Knowledge of English



Section I questions are designed to measure your knowledge of Standard English usage. After you have selected your answer, blacken the corresponding space on your answer sheet.

#### **Example:**

Select the sentence that best represents Standard English usage.

- A. The trainee should have known that he hadn't ought to ask for supplies without a requisition.
- B. The trainee should have known that he should not ask for supplies without a requisition.
- C. The trainee should have known that he should not of asked for supplies without a requisition.
- D. The trainee should have known that he ought not ask for supplies without a requisition.

The correct answer is B. Choices A, C, and D contain grammatical errors.

## Section II

## Knowledge of Filing Methods



Section II questions are based solely on the information preceding each group of questions. These questions are designed to measure your knowledge of filing methods, not your knowledge of a particular subject. After you have selected your answer, blacken the corresponding space on your answer sheet.

Refer to filing system described below to answer the following question.

CABINET	DRAWER NUMBER	CONTENTS
	1	Faxes
A	2	Invoices
	3	Manuals

In which cabinet and drawer would you file an invoice for office supplies?

- A. A-1
- B. A-2
- C. A-3
- D. None of the above

The correct answer is B. All invoices should be filed in cabinet A, drawer 2.

### Section III

### Ability to Communicate in Writing

Section III questions are based solely on a scenario preceding each group of questions. These questions are designed to assess your ability to communicate effectively in writing, not your knowledge of a subject. After you have selected your answer, blacken the corresponding space on your answer sheet.



#### **Read the scenario below and answer the following question**

You are sending a Monitoring Report to Sophia Mosely. You must write a letter to accompany the report. You must include the following information in the letter:

- If Ms. Mosely has any questions, she should call you at (334) 555-1515.
- The report was prepared by the Monitoring Unit of the Alabama Service Delivery Area.
- Ms. Mosely's response will be reviewed by the Planning and Grants Management staff for adequacy.
- The report evaluates the activities of Assessment and Case Management, located in Huntsville, Alabama.
- All reviewed projects are subject to follow-up evaluations at the discretion of the Workforce Development Division.
- The contract number is 99-007.
- Within ten working days, Ms. Mosely must supply a written response outlining action that has been or will be taken to correct the problem mentioned in the report.
- Ms. Mosely will be sent a follow-up letter telling her if her response was acceptable or if she needs to take further action.

Of the following choices, which is the **BEST** letter to send?

A. Dear Ms. Mosely,

Enclosed is the Monitoring Report. Should you have any questions in this matter, please feel free to call me at (334) 555-1515.

The Monitoring Report was prepared by the Monitoring Unit of the Alabama Service Delivery Area. Your response will be reviewed by the Planning and Grants Management staff for adequacy.

All reviewed projects are subject to follow-up evaluations at the discretion of the Workforce Development Division. You must have sent a written reply regarding the corrective action taken or that you will be taking within ten working days.

The contract number is 99-007 and evaluates the activities of the Assessment and Case Management, located in Huntsville, Alabama.

B. Dear Ms. Mosely,

Enclosed is the Monitoring Report prepared by the Monitoring Unit of the Alabama Service Delivery Area. The report evaluates the activities of Assessment and Case Management, contract number 99-007, located in Huntsville, Alabama.

Within ten working days, you must supply a written response outlining the corrective action you have or will take in order to rectify the problems mentioned in the report. If you have any

questions, call me.

The Planning and Grants Management staff for adequacy will evaluate your response. You will be sent a follow-up letter informing you if your response was acceptable or if you need to take further action.

C. Dear Ms. Mosely,

Enclosed is the Monitoring Report prepared by the Monitoring Unit of the Alabama Service Delivery Area. The report evaluates the activities of Assessment and Case Management, contract number 99-007, located in Huntsville, Alabama.

The problem outlined in this report requires a written response within ten working days, outlining the corrective action that has been or will be taken. All responses will be reviewed by the Planning and Grants Management staff for adequacy. A follow-up letter will be sent notifying you if your response was acceptable or if you need to take further action.

D. Dear Ms. Mosely,

Enclosed is the Monitoring Report prepared by the Monitoring Unit of the Alabama Service Delivery Area. The report evaluates the activities of Assessment and Case Management, contract number 99-007, located in Huntsville, Alabama.

All reviewed projects are subject to follow-up evaluations at the discretion of the Workforce Development Division. Within ten working days you must supply a written response outlining the corrective action you have or will have taken in order to rectify the problems mentioned in the report. If you have any questions please call me at (334) 555-1515.

The Planning and Grants Management staff will review your response for adequacy. You will be sent a follow-up letter informing you if your response was acceptable or if you will need to take further action.

The correct answer is D. Choices A, B, and C do not incorporate all of the required information into the letter.

## Section IV

## Ability to Perform Math Functions



Section IV questions are designed to assess your knowledge of basic math functions. After you have selected your answer, blacken the corresponding space on your answer sheet.

### **Example:**

What is the decimal equivalent of 67.5%?

- A. .0675
- B. .675
- C. .6705
- D. 6.75

The correct answer is B. To calculate the decimal equivalent of a percentage, divide the number of the percentage by 100.  $67.5 \div 100 = .675$ . Another method is to simply move the decimal point two (2) places to the left.



## Section V

## Ability to Manage Effectively



Section V questions are based solely on a scenario preceding each group of questions. These questions are designed to assess your ability to manage effectively, not your knowledge of a particular subject. After you have selected your answer, blacken the corresponding space on your answer sheet.

### Example

Today is May 14<sup>th</sup>. It is now 8:00 a.m. You have just arrived at work. You are the Departmental Operations Specialist at a small state agency. At 10:00 a.m. today, the Director, Mr. Burke, 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.

Several items are in your in-basket when you arrive in your office. Other events occur as noted. Read situations 1-7. Decide in what order you would handle the situations.

1	A letter from a local high school teacher asks if Mr. Burke would address an assembly of students on the morning of November 15 <sup>th</sup> . The teacher has written you because he met you at a recent conference and he believes you can approach Mr. Burke on his behalf.
2	Mr. Burke has left on your desk a six-month 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 make any suggestions for changes. It will take you at least 15 minutes to review.
3	The secretary 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 secretary is not in today, you must fold them and insert them in the envelopes as well as sign them.
4	Several weeks ago, before you knew your boss was leaving on this date, you scheduled an interview with an applicant for a position in the agency. The applicant is waiting when you arrive at work.
5	The phone rings at 8:15 a.m. An emergency has come up in another building. You <b>MUST</b> go to the site. If you leave now, you should be back in the office by 9:00 a.m.
6	Today, at 2:00 p.m., you will be presenting a school program about your agency. All of 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.

Which of the following situations would you handle *first*?

- A. 1
- B. 3
- C. 4
- D. 6

The correct answer is C. Choices A, B, and D do not require immediate attention.

## Section VI

## Ability to Plan



Section VI questions are based solely on the information preceding each group of questions. These questions are designed to assess your ability to plan, not your knowledge of a particular subject. After you have selected your answer, blacken the corresponding space on your answer sheet.

### **Example:**

Today is March 31. You work from 8:30 a.m. to 5:30 p.m. with a one-hour lunch break. It is now 8:55 a.m. You have several tasks that you need to perform today. These tasks are:

Task 1. Prepare for a Career fair that you will participate in tomorrow at 8:00 a.m. (1 hour)

Task 2. Meet with one of your employees at 9:00 a.m. to discuss her workload (30 min)

Task 3. Meet with your supervisor at 2:00 p.m. (3 hours)

Task 4. Return telephone calls (1 ½ hours)

Task 5. Meet with the employees in your unit at 11:00 a.m. (1 ½ hours)

According to the above scenario, which of the tasks can be put off until tomorrow?

- A. Task 2
- B. Task 4
- C. Task 2 and Task 3
- D. Task 4 and Task 5

The correct answer is B.

**Section VII**

**Ability to Proofread**



Section VII questions are based solely on the information preceding each group of questions. These questions are designed to assess your ability to proofread, not your knowledge of a particular subject. After you have selected your answer, blacken the corresponding space on your answer sheet.

**Example:**

The following chart is an excerpt from an office supplies catalog. Use the information on the chart below to answer the following question.

**Plastic Clipboards  
Carton of 12**

No.	Color	Size	Each
<b>A. Transparent with Conventional Clip</b>			
SER 2204-BE	Blue	Letter	\$7.00
SER 2204-RD	Red	Letter	\$7.00
<b>B. Transparent Neon with Low Profile Clip</b>			
SER 3604-GN	Green	Letter	\$8.20
SER 3604-PK	Pink	Letter	\$8.20

**Weekly Order Form - Week of 5/21**

Item #	Color	Size	Description	Price Each	Number Ordered
1. SER 2204-BE	Blue	Letter	Transparent w/ Conventional Clip	\$8.20	1 carton of 12
2. SER 3604-GN	Green	Letter	Transparent Neon w/ Low Profile Clip	\$8.20	1 carton of 12

In the order form shown above, which line(s) contains errors?

- A. 1
- B. 2
- C. 1 and 2
- D. Neither 1 nor 2

The correct answer is A. According to the chart preceding the order form, the cost of item number SER 2204-BE is \$7.00 per carton of 12, not \$8.20 as listed on the Weekly Order Form.

## Section VIII

## Ability to Read and Comprehend



Section VIII questions are based solely on the reading passage preceding each group of questions. These questions are designed to measure your ability to read and comprehend, not your knowledge of a particular subject. You should answer each question based only on the reading passage; do not use any prior knowledge of the reading passage content that you may possess. After you have selected your answer, blacken the corresponding space on your answer sheet.

### **Example:**

Financial statement analysis is the judgmental process which aims to evaluate the current and past financial positions and result of operations of a company with the primary objective of determining the best possible estimates and predictions about future conditions and performance. The process of financial statement analysis consists of applying analytical tools and techniques to financial statements in order to derive from them measurements and relations that are significant and useful for decision making. This definition stresses two aspects. First, financial statements analysis is intended to aid decision making which is usually future-oriented. The past is used as a guide to the future. Second, while ratios are an important tool of the analyst, they are not the only such tool. Other tools and techniques of financial statement analysis include comparative financial statements showing year-to-year amount changes, index number trend series showing year-to-year percentage changes, and common-size financial statements showing percentage relationships within a given statement. Other tools also include cash forecasts, analysis of changes in financial position, analysis of variation in gross margin, and analysis of cost-volume earnings (profit) relationships.

What is the main subject matter of the preceding passage?

- A. Gross profit margins
- B. Financial statement analysis
- C. Analytical evaluations
- D. Financial operations

The correct answer is B. The main subject matter of the preceding passage is financial statement analysis.