



CALIFORNIA ENERGY COMMISSION

YOUR GUIDE THROUGH THE SELECTION PROCESS

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1516 NINTH STREET, MS-52
SACRAMENTO, CA 95814

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YOUR GUIDE THROUGH THE SELECTION PROCESS

The purpose of this handbook is to provide Commission Employees with basic information regarding the State of California's examination process and the interview process. This handbook is not intended to be comprehensive. Instead, it has been designed as a guide in understanding how to pursue and succeed in your career development.

It is hoped that you will use this handbook as a base of information to plan your career development. Hopefully, the information presented will assist you with your career plan. During the development of your plan, you may want to check with your supervisor, the Personnel Office, and the Training Office to be sure that your plans are compatible with personnel rules and regulations.

THE EXAMINATION BULLETIN

Examination bulletins announce the administration of an examination and provide you with important details and required information concerning a specific examination.

You should obtain and keep a copy of the examination bulletin for reference until your examination results are received. Distribution of the bulletin occurs three weeks before the final filing date for promotional examinations. For open examinations, distribution of the bulletin occurs four weeks before the final filing date.

Each department and the State Personnel Board (SPB) administer exams. Each department has its own logo that appears on the face of the exam announcement or bulletin. Bulletins are available from the Selection, Training & Equal Employment Opportunity Office (S, T, & EEO), the Commission's Intranet, website, or the State Personnel Board's web site.

Bulletins which are distributed through the mail may be color coded to distinguish open or promotional examinations. However, with the emergence of many departments utilizing the Intranet for bulletin distribution, white is now being used for all types of bulletins as well. If you have any questions regarding the bulletins, contact the S, T, & EEO Office.

COLOR	EXAM TYPE AND DESCRIPTION
WHITE	<u>Open or Open/Nonpromotional</u> Competition is open to all interested qualified applicants. If you are a State employee, three career credit points will be added to your passing final score in open/nonpromotional exams only.
PINK	<u>Promotional</u> State employees with a permanent appointment in the testing department are eligible to take the exam. The candidate must be an employee of the department shown on the bulletin. Persons employed by the Legislature who meet the provisions of Government Code section 18990 may also compete. Employees on Training and Development (T&D) assignments to another department may compete in their former and new department's promotional exams. Those who have transferred may compete in their former department's examination if certain requirements are met.
BLUE	<u>Open/Promotional Continuous</u> Competition is open to all interested qualified applicants. Employees competing in the exam process will follow the same criteria as regular promotional exams. Competitors may only test once during a testing period, even though there is no final filing date.
WHITE	<u>Limited Examination and Application Process (LEAP)</u> You need not be a State employee to apply, but the Department of Rehabilitation must certify you as having a disability.
GREEN	<u>Open, Spot</u> Competition is open to all interested qualified applicants. Some bulletins show multiple spot locations. You must choose only one. You must take the examination in the location shown on the examination bulletin regardless of place of residence. Each spot examination has its own list. As a result of the exam, a separate employment list is established and is used to fill jobs for each spot location.

UNDERSTANDING THE BULLETIN

To correspond with the bulletin discussion below, a sample examination bulletin follows this section.

1. The civil service classification or title of the exam.
2. The Exam Base tells you who may compete in the exam. The sample used is for a Departmental Promotional exam. The resulting list will be used to fill jobs within the Commission.
3. This section provides examination information. The exam can consist of a single or multiple parts. Regardless of the number of parts, the weight of all the parts together will always total 100.00%.
4. The anticipated date(s) of the exam tells you when to be available for each part of your examination. Rescheduling your exam can occur if you meet the criteria outlined by the State Personnel Board. Immediately contact the Examination Unit if you cannot take part in the scheduled examination.
5. The Filing Information informs you how, where, and when an application is accepted.
6. Salary Range: This section states the current salary information for the classification.
7. Applications will not be accepted if postmarked after midnight of the final filing date or those submitted in person after the close of business on the final filing date. Submitting an application to any office other than the one specified on the bulletin may jeopardize your participation in the exam.
8. Requirements for admittance to the exam: This section details the minimum qualifications (MQs) necessary to compete in the exam. State experience requirements are full-time equivalents. Qualifying experience that is part-time is prorated, but the total amount must equal or exceed the minimum number of years required for admittance to the exam.
9. The position statement briefly describes the nature of the position. It also may include information about the location(s) of positions/vacancies.
10. There are a variety of examination parts. For each exam, the Exam staff works with the management requesting the examination to establish the type of exam which will best assess the competitor's skills, abilities and knowledge of the classification. You will want to pay particular attention to the part in this section called SCOPE. The "Scope" section outlines the knowledge and abilities necessary to perform the job and is the basis for any test questions developed for the examination. Consultants familiar with the subject classification develop the exam questions. Most of them have either worked in the classification and/or supervise individuals working in the class. The exam consultants build on the "Scope" outline using their own knowledge to develop the technical questions.
11. Eligible List Information: This section describes the type of list that will be developed from the examination and the length of time that candidates will remain on the eligible list.

12. This section informs you about any special CREDIT that may apply in the exam. Extra credit can include ten or fifteen veteran's preference points in open exams. In open/nonpromotional exams, State employees receive three career credit points. This extra credit is added to your final passing score, which means that it is possible to receive a final score of more than one hundred percent.
13. The General Information section on all bulletins uses standardized language. However, this information is important because it: (a) assigns certain responsibility to you; (b) protects the discretion of the Commission to make changes in the exam while it is in progress; and (c) provides additional critical information about the exam and/or its processes.

The following is a brief description of the most frequently used exam types:

Exam Type	Description
Written Test	A timed written examination consists of multiple choice and/or essay questions to test your knowledge and abilities in relation to those needed to perform the duties of the classification. Located under the "Scope" portion of the bulletin identifies the knowledge, skills and abilities that will be tested. An Employee Self-Appraisal (ESA) report, performance test, and/or interview may follow the written examination.
Promotional Readiness Examination (PRE)	This exam evaluates your readiness for promotion. It includes the completion of a PRE report, written comments from your immediate supervisor, review by your second-level supervisor, and an interview.
Performance Examination	A performance examination is a work-sample test. The candidate must demonstrate specific skills by performing actual segments of work, using tools, materials, equipment, and methods characteristic of the job.
Qualifications Appraisal Panel (QAP)	More commonly called an oral exam. In this type of exam, a panel asks you a series of questions developed from the "Scope" portion of the exam bulletin. Ratings are based solely on your responses to interview questions compared to the responses of the entire candidate group.
Education and Experience Examination (E & E)	An education and experience examination consists solely of a rating of your education and experience as presented on the application. This type of exam is used with very small candidate groups (three to ten persons), and is subject to administrative requirements. All candidates meeting the requirements for admission to the exam are placed on an eligibility list.
Essay Examination	Candidates are given a problem or topic and asked to prepare a narrative written response. Raters evaluate candidates' responses using previously defined rating criteria. This format may be done in conjunction with other exam types, such as a QAP.
In-Basket Exercise	Candidates are given a variety of materials of varying importance and priority, which would typically be found in the in-basket for the job in question. Candidates deal with the materials as they would on the job and register their actions via various means, such as a multiple choice response form, by completing a long sheet indicating their actions, or by actually completing each item in its entirety. Candidate's performance can be evaluated by: (a) machine scoring multiple choice responses to alternative actions, (b) a paper review of actual or indicated actions, or (c) raters interviewing candidates concerning the actions they took and assigning scores utilizing previously defined rating criteria. This format may be done in conjunction with other exam types, such as a QAP.
Supplemental Application	Candidates enter/mark their responses to questions on a form with specifically defined choices regarding their training, work experiences, self-development efforts and special assignments. Responses are typically machine-scored, utilizing weighting factors for each question.



EXAMINATION ANNOUNCEMENT

CALIFORNIA ENERGY COMMISSION

1 ASSOCIATE GOVERNMENTAL PROGRAM ANALYST

2 DEPARTMENTAL PROMOTIONAL

3 EXAMINATION PLAN –NO WRITTEN TEST IS REQUIRED

The entire examination will consist of a structured qualification appraisal interview weighted 100% that may include pre-exposed interview questions, presentations, oral reports, role-playing exercises, in-basket activity, or preparation of written materials. In order to obtain a position on the eligible list, a minimum rating of 70.00% must be attained in the interview.

4 QUALIFICATIONS APPRAISAL

It is anticipated that interviews will be held during Date, XXXX

5 FILING INSTRUCTIONS

FILE BY MAIL OR IN PERSON WITH:

California Energy Commission
Selection, Training & EEO Office (AGPA)
1516 Ninth Street, MS #52
Sacramento, CA 95814

DO NOT SEND APPLICATIONS TO THE STATE PERSONNEL BOARD

Applications may be obtained at the State Personnel Board, any Employment Development Department in California, or the California Energy Commission. If you wish to download the application go to <http://exams.spb.ca.gov/capp.htm>.

Accepted applicants are required to bring either a photo identification card or two forms of signed identification to each phase of the examination.

SPECIAL TESTING ARRANGEMENTS

If you have a disability and need special testing arrangements, mark question #2 of the "Application for Examination." You will be contacted to make specific arrangements.

6 SALARY RANGE

\$4255 - \$5172

COMPETITION LIMITED TO STATE EMPLOYEES

Applicants must have a permanent civil service appointment with the California Energy Commission by the final filing date.

7 FINAL FILING DATE

DATE

All applicants must submit an Application (STD 678) no later than the final filing date. Applications personally delivered or received via interoffice mail **after 5:00 p.m. on the final filing date will not be accepted for any reason. Applications and/or resumes submitted via facsimile (FAX) machines or electronically mailed (e-mail) will not be accepted.**

8 REQUIREMENT FOR ADMITTANCE TO THE EXAMINATION

It is your responsibility to make sure you meet the education and/or experience requirements stated below by the final filing date. Your signature on your application indicates you have read, understood and possess the basic qualifications required. **All applications/resumes must include: "to" and "from" dates (month/day/year); time base (full-time/part-time/number of hours per week/month); and civil service class titles where applicable. Applications/resumes received without this information will be rejected.**

**MINIMUM
QUALIFICATIONS**

Experience applicable to one of the following patterns may be combined on a proportional basis with experience applicable to the other patterns to meet the total experience requirements, provided that the combined qualifying experience totals at least 30 months. Education may not be used to reduce this 30-month limit.

EITHER I

In the California state service, one year of experience performing the duties of a Staff Services Analyst, Range C.

Promotional candidates who are within six months of satisfying the experience requirements for this class will be admitted to the examination, but they must fully meet the experience requirement before being eligible for appointment.

OR II

Experience: Three years of professional analytical experience performing duties in one or a combination of the following or closely related areas: budgeting, management analysis, personnel, planning, program evaluation, or policy analysis, **AND**

Education: Equivalent to graduation from college. (Additional qualifying experience may be substituted for the required education on a year-for-year basis.) One year of graduate work in public or business administration, industrial relations, psychology, law, political science or a related field may be substituted for six months of the required nonsupervisory experience.

State experience applied toward "Pattern II" must include at least one year in a class at a level of responsibility equivalent to that of a Staff Services Analyst (Range C).

9 THE POSITION

The Associate Governmental Program Analyst position is a full journey level. Incumbents perform the more responsible, varied, and complex technical analytical staff services work and continually provide consultative services to management or others. They may act as team leaders or coordinate the efforts of representatives of various governmental agencies on larger projects.

Positions exist in Sacramento with the California Energy Commission.

10 SCOPE

Questions in the interview are designed to test broad knowledge of the topic under consideration and candidates should be prepared to respond to a wide variety of issues, both technical and procedural.

KNOWLEDGE OF

1. Principles, practices and trends of public and business administration, management and supportive staff services such as budgeting, personnel, and management analysis;
 2. Government functions and organization;
 3. Methods and techniques of effective conference leadership.
-

ABILITY TO

1. Reason logically and creatively and utilize a variety of analytical techniques to resolve complex governmental and managerial problems;
 2. Develop and evaluate alternatives;
 3. Analyze data and present ideas and information effectively both orally and in writing;
 4. Consult with and advise administrators or other interested parties on a wide variety of subject-matter areas;
 5. Gain and maintain the confidence and cooperation of those contacted during the course of work;
 6. Coordinate the work of others, act as a team or conference leader;
 7. Appear before legislative and other committees.
-

**SPECIAL PERSONAL
CHARACTERISTICS**

Demonstrated ability to act independently, open-mindedness, flexibility and tact.

**11 ELIGIBLE LIST
INFORMATION**

A departmental promotional list will be established for the California Energy Commission. The list will be abolished 12 months after it is established unless the needs of the service and conditions of the list warrant a change in this period.

**12 VETERANS
PREFERENCE POINTS**

WILL NOT BE GRANTED IN THIS EXAMINATION

CAREER CREDITS

DO NOT APPLY IN THIS EXAMINATION

ONLY INDIVIDUALS LAWFULLY AUTHORIZED TO WORK IN THE UNITED STATES WILL BE HIRED

13 GENERAL INFORMATION

For an examination without a written feature it is the candidate's responsibility to contact the Examination Unit at (916) 653-6532, three weeks after the final filing date if he/she has not received a progress notice. If a candidate's notice of oral interview or performance test fails to reach him/her prior to the day of the interview due to a verified postal error, he/she will be rescheduled upon written request.

If you meet the requirements stated on the reverse, you may take this examination, which is competitive. Possession of the entrance requirement does not assure a place on the eligible list. Your performance in the examination will be compared with the performance of the others who take this test, and all candidates who pass will be ranked according to their scores.

The California Energy Commission reserves the right to revise the examination plan to better meet the needs of the service if the circumstances under which this examination was planned change. Such revision will be in accordance with civil service laws and rules and all competitors will be notified.

Eligible Lists: Eligible lists established by competitive examination, regardless of date, must be used in the following order: 1) sub-divisional promotional, 2) departmental promotional, 3) multi-departmental promotional, 4) service-wide promotional, 5) open eligible list. When there are two lists of the same kind, the older must be used first.

General Qualifications: Candidates must possess essential personal qualifications including integrity, initiative, dependability, good judgment and ability to work cooperatively with others; and a state of health consistent with the ability to perform the assigned duties of the class. A medical examination may be required. In open examinations, investigation may be made of employment records and personal history, and fingerprinting may be required.

Promotional Examination Only: Competition is limited to employees who have permanent civil service appointment. Under certain circumstances, other employees may be allowed to compete under provisions of Rules 234, 235, and 235.2. State Personnel Board Rules 233, 234, 235, 235.2 and 237 contain provisions regarding civil service status and eligibility for promotional examinations. These rules may be reviewed at departmental personnel offices or at State Personnel Board offices.

DO NOT SEND APPLICATIONS TO THE STATE PERSONNEL BOARD

California Relay (Telephone) Service for the Deaf or Hearing Impaired
From TDD Phones: 1-800-735-2929 – From Voice Phones 1-800-735-2922

TDD is a Telecommunication Device for the Deaf and is reachable only from telephones equipped with a TDD device.

IT IS AN OBJECTIVE OF THE STATE OF CALIFORNIA TO ACHIEVE A DRUG-FREE WORK PLACE. ANY APPLICANT FOR STATE EMPLOYMENT WILL BE EXPECTED TO BEHAVE IN ACCORDANCE WITH THIS OBJECTIVE BECAUSE THE USE OF ILLIGAL DRUGS IS INCONSISTENT WITH THE LAW OF THE STATE, THE RULES GOVERNING CIVIL SERVICE, AND THE SPECIAL TRUST PLACED IN PUBLIC SERVANTS.

THE APPLICATION

A standard State application (STD 678) with original signature is required for all examinations. The form is available from the Selection, Training & EEO Office, your Personnel Office, the State Personnel Board, any Employment Development Department office, on the Commission's Intranet, or on the Internet at www.spb.ca.gov. Use a separate application form for each examination, unless instructions on the examination bulletin state otherwise.

Take the time to complete all required and applicable sections. If you have a disability and need assistance in the exam process, mark the appropriate box on the application. Assistance could include items such as a reader, note taker, sign language interpreter, or additional time to take the exam. Check the education and job experience requirements on the exam bulletin and make sure you list all of your qualifying experience on the application. Be sure to put "See Attachment" on the application if you need to attach additional pages. Then staple the additional pages to the application. Label each additional page with your name, social security number, and title of the exam.

Usually, your work experience over the last seven years is sufficient to demonstrate that you meet the Minimum Qualifications (MQ's). However, include any experience, education, or training you believe would enhance or substantiate your qualifications for the particular exam for which you are applying. Your completed application represents an example of your attention to details and your ability to follow directions. Type your application, print it off the Internet or neatly print in ink. Make sure your spelling, punctuation, and grammar are correct. An original signature is required on the application, and is certification that the information submitted is true and complete.

Submit your application by the final filing date to the Exam Office indicated on the exam bulletin. Applications postmarked or personally delivered after the final filing date, submitted via facsimile (fax) machines, or electronically mailed (e-mail) will not be accepted for any reason.

Deliver your application to the locations as instructed on the exam bulletin when you must "file in person" for the examination. Applications will not be accepted when mailed for a "file in person" examination.

Be sure to keep a copy of your completed application for future reference. You will want to review it as part of preparing for your interview. It will remind you of what information you submitted and it will help you prepare for your examination.

Application Review

The Exam staff will review your application to determine whether you meet the MQs for admittance to the examination. If you meet the MQs, you will receive a notice in the mail indicating your admittance to the examination. This process takes approximately two to three weeks after the final filing date has passed.

The "General Information" area on the back of the examination bulletin contains information covering whom to contact if you have not received notification of the written or interview schedule date. For a written exam, contact the Exam Office to which you mailed your application at least three days before the written test date. For exams without a written feature, contact the Exam Office to which you mailed your application three weeks after the final filing date if you have not received any notification.

If the Exam staff determines you do not meet the MQs, you will receive a notice in the mail informing you of that determination. You will have seven working days from the date of the notice to provide any additional information that you feel may qualify you for the examination. It is possible that the information on your application was unclear, inadvertently left out, or misinterpreted.

If you feel you submitted qualifying experience to meet the MQs and still were denied admittance to the exam, you have a right to appeal to the SPB. (See the Examination Appeal process for more information.)

THE RESUME

Using a Resume

Although an official State application is required for all examinations, you may attach a resume. A resume allows you to highlight and expand on your qualifications. To be most effective, keep your resume short and concise. If you use a resume, attach it to the State application and submit them together before the final filing date. It will be used by the examination staff to determine if you meet the MQ's for admittance to the examination.

The Purpose of a Resume

A resume is a self-marketing tool, which can serve as an advertisement of you. Use a resume to highlight experience, skills, and accomplishments of particular value in relation to the minimum qualifications (MQs) of the exam.

Preparing your Resume

When developing a resume, start by creating a "master work history" list in chronological order, beginning with your most recent work experience. Not everything on your "master work history" list will appear on THIS version of your resume. Include all paid and volunteer work and positions, dates you started and ended, your time base (hours per day, week or month), your classification and/or working titles, and the name and city of the company or organization and supervisor's names.

Develop a chronological "master education and training" list. Include schools you attended (with dates, degrees, and honors), personal study in your field (classes, workshops, and informal ways you have learned), and any other credentials or certificates. You should include any memberships in professional or trade organizations. Keep both master lists for future reference.

Review "The Position" portion of the exam bulletin; then select any relevant work and educational experiences that support that position. You are trying to create a work picture of yourself from the best of your experience. The people who read your resume will only care about relevant information. Cluttering up your resume with irrelevant experience will cause the reader to lose sight of highlights that may help determine whether or not you meet the MQ's.

Make your resume short and easy to read. Consider underlining or bullets- but not too much or it loses it value. Type it neatly. Never allow typographical, spelling or grammatical errors. Omit data such as height, weight, age, sex and race unless the specification requires it. Always submit an original resume, not a copy.

The words you use to describe your education, experience, and training are important. This observation applies to other written material you prepare as part of the exam process (e.g. self-assessment). Think about action words that also have a relationship with the job for which you are applying. In fact, you can find some words in the exam bulletin where it describes "The Position" or the "Scope" of the examination. Some sample action words can be found in the Appendix of Useful Information, section "Examples of Key Words".

THE WRITTEN EXAMINATION

Some exams may require you to pass a written test as part of the examination process. When this occurs, the written exam is weighted as indicated on the exam bulletin. If the bulletin states the written exam is pass/fail, then you must pass in order to continue in the exam process. Your overall score is based solely on your Qualifications Appraisal Interview (oral exam). If you fail to pass the written portion of the exam, then you are ineligible to compete further.

Preparing Ahead of Time

- ✓ Understand the duties, functions, and responsibilities of the classification.
- ✓ Reread the "Scope" portion of the exam bulletin and determine areas you need to review.
- ✓ Begin review and study immediately upon filing- do not procrastinate until two days before the exam.
- ✓ Speak with a few employees currently working in the classification. You may pick up hints or common terms that will be on the exam.
- ✓ Make notes while you study. You remember more of what you write, and notes are good for last minute reviewing.
- ✓ Obtain a copy of the classification specification from your Personnel Office or at SPB's web site.

The Day of the Written Examination

- ✓ Take the exam notification letter you received in the mail and one other form of picture identification (driver's license or security badge) or two forms of signed identification.
- ✓ Arrive early and be well rested and confident. Allow enough time for parking, unexpected delays or heavy traffic.
- ✓ Wear a watch, as most examinations are timed. If you do not have a watch, station yourself so you can see the wall clock.
- ✓ The proctor will give a ten or fifteen minute warning, as well as call for end of the exam.
- ✓ Try not to be distracted by environmental factors such as poor lighting, ventilation, heating, or air conditioning (you may want to bring a jacket or a sweater).
- ✓ Listen to all instructions carefully. If you are unsure of an instruction, do not be embarrassed to ask questions.

Taking the Written Exam

- ✓ Read carefully, work quickly, and follow instructions. Do not assume you know what is wanted.
- ✓ Most examinations are scored according to the number of correct answers. Pace yourself! If you are having trouble answering a question, leave it until you have finished the exam. Then go back to address the troublesome question(s).
- ✓ Beware of absolutes: “all, always, never, no, every, must, completely, entirely, absolutely, under all circumstances, at all times, and under no condition”.
- ✓ Follow these steps when interpreting paragraphs:
 1. Read the entire paragraph to get the general direction and main idea.
 2. Read each question. (Avoid looking for choices or possible answers).
 3. Reread the paragraph, concentrating on the parts that are related to the questions.
 4. Answer one question at a time, eliminating those answers that are ridiculous, false, irrelevant, or impossible. Some questions require making a judgment, but the judgment must be based on facts.
- ✓ Follow these steps when interpreting graphs:
 1. Spend a minute looking at the graph to understand what it signifies or stresses.
 2. Read each question without looking at the possible answers. Determine what is being asked.
 3. Inspect the graph and decide on an answer before you look at the choices.

PROMOTIONAL READINESS EXAMINATIONS (PRE)

What are they and how do they work?

A Promotional Readiness Examination (PRE) report is based upon job-related factors from the knowledge, skills, and abilities considered critical for successful job performance in the classification. You identify specific experiences, accomplishments, and/or training that demonstrates your promotional readiness for each critical factor. Once completed, your supervisor verifies the accuracy and completeness of the report and rates your degree of readiness to promote.

If you disagree with your supervisor's assessment, you may submit a written rebuttal for the interview panel's review. Whether you agree with your supervisor's comments or not, you must sign the report to signify you have read the comments.

PRE reports are used:

- For you and your supervisor to give the interview panel information that it may not completely ascertain on its own.
- To provide the panel an opportunity to consider your past and present work performance. The underlying premise is that on-the-job work performance is a valuable indication of your readiness for promotion. The value of a PRE evaluation process revolves around how well you prepare the evaluation and how objective your supervisor is when adding comments and preparing your overall rating.

The PRE may have a fixed weight as part of the exam process, and that will be reflected on the exam bulletin. When a fixed weight is used, the final rating assigned to you by the Department becomes a percentage of your final interview score that cannot be altered by the panel.

The Exam Analyst also can develop a process that assigns no fixed weight to the PRE. Instead, this kind of evaluation is only used to give the panel information. It has no definitive value as it relates to the final interview score the panel assigns. The panel is asked to take it into consideration, nothing more.

If you object to the results of your PRE, you may submit a written rebuttal with your evaluation. Prepare to discuss your rebuttal with the panel in a positive and constructive manner. Nothing hurts a candidate more than poor attitude during an interview, even if you are right.

Preparing the PRE Report

When you receive a PRE report, it will include instructions for its completion.

- Follow instructions; complete the PRE report accurately and within the allotted time frame. Not adhering to the time frame may disqualify you from the exam.
- Think of projects for which you were responsible that best demonstrate your knowledge, skills, and abilities. If you cannot think of an entire project, select portions of a project.

- Use strong “key words” to correlate your background with the exam for which you are applying.
- Be clear and concise in your descriptions.
- Read and edit your report carefully before turning it in. Check spelling, punctuation, and sentence structure. You should present an error-free appraisal report. Remember this is part of the exam. This document represents you.

Factors which are critical to most Promotional Readiness Exams:

- Technical skills and knowledge
- Analytical skills and abilities
- Interpersonal skills
- Written and oral communication skills
- Supervisory skills (if applicable)
- EEO program knowledge and contributions (where applicable)

Preliminary Review Committee (PRC)

A Preliminary Review Committee (PRC) may be used when an examination has thirty or more competitors in different units and/or geographic locations. The PRC evaluates the competitive merits of the candidates, either by grouping them into categories (such as, best qualified, average, and least qualified) or by ranking them in some other way based on their relative qualifications, and offers advice to the candidates for further preparation in the examination. You may prepare a written rebuttal for the Qualifications Appraisal Panel if you are not satisfied with the PRC ranking (for example, you received a “Not Ready”).

The findings and recommendations of Preliminary Review Committee should be summarized for use by the EDA (if used) Rating Committee (see below). In addition, it is mandatory that that the competitors receive PRC feedback about their qualifications and competitiveness (the same information is given to the EDA Rating Committee) sufficiently in advance of the EDA Rating Committee interviews (or the assignment final EDA scores if there are no interviews) so that the competitors will have time to prepare and submit to the EDA any additional information they feel is warranted.

Employee Development Appraisal (EDA) Rating Committee

The Examination Unit may also decide to use an Employee Development Appraisal (EDA) Rating Committee in a Promotional Readiness Exam. In the EDA process, each competitor must be rated by two or more supervisors or administrative staff members who have been in a position to observe and evaluate the competitor’s work performance as well as to assess his/her potential to perform successfully at the higher level. After considering all input, such as the competitor’s education and experience, the interview (if held), the EDA reports, any written rebuttals by the competitors, and any rank orderings or comments from the Preliminary Review Committee (if used), the EDA Rating Committee assigns a single final score to each competitor.

THE QUALIFICATIONS APPRAISAL INTERVIEW (ORAL EXAM) PROCESS

Qualifications Appraisal Interview

Your qualifications are evaluated competitively by a two or three member Qualifications Appraisal Panel (QAP) comprised of a certified chairperson and one or more State service representatives who serve as subject-matter experts. The identity of the panel members remains confidential until the first day of interviews. The chairperson is usually from the department administering the exam and may or may not be experienced in the classification being tested. The chairperson represents and is certified by SPB to ensure that examinations are conducted fairly, unbiased, confidentially and adheres to the laws, rules and regulations of the merit system process. The State service representatives are individuals experienced in (or with) the classification being tested. They are at least one, but preferably two or more levels above the testing class. As such, they are the technical experts representing the department.

The panel has the responsibility of determining your score, based solely on your responses to the structured pre-determined job-related questions. All competitors are rated in comparison to one another. This means that your answers to the structured questions are compared to all of the other candidates the panel interviews. The panel establishes your standing in relation to others by assigning a score. If other exam components are used along with a QAP per the exam bulletin, such as a PRE, these ratings will be included in the determination of your final score.

Specific information about the interview portion of each examination will be on the exam bulletin. In some examinations, a letter explaining the details is sent to you early in the exam process.

The two types of interview questions most frequently used are structured and pre-exposed.

- In a structured interview, the panel asks you predetermined job-related questions based on the KSA's needed to be successful in the classification. These questions elicit responses that demonstrate your knowledge and preparation for promotion or appointment to the classification being tested. Then the panel will score your responses and compare them to the responses of the other competitors participating in the exam. You are competing! Do not be passive when asked a question; respond directly. Avoid one-word responses like "yes" and "no". The interview questions provide you an opportunity to demonstrate your ability to perform the duties in the classification.
- In a pre-exposed interview, you have an allotted amount of time before your interview to review and prepare responses to predetermined questions. You may use your notes from the pre-exposed portion of the exam during the interview to help you respond to the questions. Only your verbal responses to the questions will be scored. Your notes are not used or scored by the panel, and are shredded after the interview process is completed.

Preparing for Your Interview

Your answers to the questions will determine the final score assigned to you. You should devote a lot of time to preparing for an oral examination. Once you have prepared, the key is to practice. The effort you put into preparing and practicing for the oral will help you feel more confident and make an effective presentation.

Your first step should be to review the duties of the classification. Obtain a copy of the exam bulletin and the classification specification (available from the S, T, & EEO Office and the SPB).

Study both and be prepared in the interview to:

- 1) Match the MQ's to your education and experience and the knowledge and abilities listed in the "Scope" as they pertain to the job-related structured questions.
- 2) If listed on the examination bulletin, provide examples of personal or special characteristics, such as willingness and ability to accept increased responsibility and ability to work under pressure as they pertain to the job-related structured questions.
- 3) Discuss education, work history, self-development, job knowledge, interpersonal skills, adaptability, and supervisory experience (if applicable) as they pertain to the job-related structured questions.

Define Major Job Requirements

Prepare a list of the most important requirements for the class using the classification specification sheet and exam announcement.

Scope (under "Examination Information") lists specific skills and abilities that will be competitively measured.

Match your work experience and abilities to the job requirements. Under each of the major job requirements, list your work experience and educational achievements that apply, including your part in a larger project (see Appendix of Useful Information, section "Transferable Skills", page 24).

Emphasize personal efforts to achieve self-development. Be sure to inform the panel if you have taken a class to improve skills and if you can tie this information to one of the structured interview questions.

Anticipate questions. Try to anticipate questions that the panel might ask by studying the "Position" section, as well as and the "Scope" section of the exam bulletin which states the knowledge and abilities that all oral interview questions are based on. Ask yourself what you would want to know if you were the interviewer. Write out answers to the questions you anticipate (see Appendix of Useful Information, section "Sample Questions").

Notification of Oral Interview

You will receive a letter notifying you of the date, time, and place for your oral interview. Some examinations will give you a designated time to prepare written responses to a set of questions before your interview (review "pre-exposed interview".)

Personal Appearance and Attitude

Most individuals taking exams are nervous, and the panel understands this. Think about what makes you nervous and look for remedies. Practice relaxing techniques like breathing deeply and regularly. It is in your best interest to demonstrate to the panel that you can control your nervousness and that you care about this opportunity to present yourself.

Arrange your schedule so you will arrive in an adequate amount of time prior to your scheduled interview appointment. Being early will allow you to find a parking space, the location of the interview, make a quick check of your appearance, and gather your thoughts.

First impression: Your appearance- Give careful attention to your appearance. Dress your best, but not your flashiest. Choose appropriate clothing for a business interview.

Second impression: Your attitude as expressed by the way you conduct yourself will have an effect on the panel. Your “body language” (the nonverbal gestures you make during the interview, such as your posture, handshake, visible reactions to questions) also influences the impression the panel forms about your attitude. They will be able to determine your enthusiasm, interest, confidence level, and suitability for the job. Your enthusiasm directly affects your attitude. Your state of mind is important to the success of the interview. You radiate what you feel. Think positively! Remember that you requested and were granted this opportunity to present your qualifications.

The Interview

The chairperson will greet you and direct you to the interview room. Acknowledge the introductions before you sit down. If you know a member of the panel, neither hide the fact nor make a particular point of it.

After the introductions occur, the chairperson will repeat your name “for the record” and state instructions regarding how the oral interview will proceed. This is because oral interviews are recorded in the event of an appeal.

The chairperson may start the actual questioning or turn it over to one of the other members. Each panel member will participate in the examination.

As you progress through the questions, remember to exhibit confidence and enthusiasm without overdoing it. Use the pronoun “I” rather than “we” when you tell the panel about your experience. They want to hear about what you have done, not what your unit or office accomplished.

Remember that while the panel is evaluating your answers to the interview questions, they will also be assessing your:

- Interpersonal skills
- Attitude
- Overall presentation

Candidates are often surprised to find “how” they presented their answers affected their final score. Remember that when your responses are organized, display efficiency, and are complete, you will receive a higher standing than the candidate who answers disjointedly, is unsure (guessing), and lacks completeness.

At the conclusion of your oral interview, remember to thank the panel and exit professionally.

The Panel Evaluation

The State Constitution requires that permanent appointments in the California civil service shall be made on the basis of fitness as ascertained by “competitive” examination.

The panel scores all competitors in the same manner by using the same group of job related structured questions. Your success is measured by your competitive relationship to others on the resulting employment list. The score you receive establishes that relationship. Therefore, you can get a different score on successive exams for the same class because the candidate group against which you are being compared can change. Your performance on the exam itself can change. Keep this in mind as you decide how much preparation you may need. Do not overestimate your ability to do well on the exam based on your past experience in exams. Prepare carefully for each exam.

Summary

Once notified that your application has been accepted, begin preparing. Review the “Scope” portion of the exam bulletin in beginning your preparation.

Be sure to:

- Demonstrate a pattern of growth and development.
- Relate your qualifications to the classification as they tie back to the structured questions.
- Make a positive response to every question.
- Dress appropriately for the classification for which you are interviewing.

Keep your confidence! An oral panel wants you to make the best impression possible. They know you are under pressure and want you to positively respond to pressure. They would rather give you a good rating than fail you, but they carry a heavy responsibility. Your responses and their subsequent decision will impact your success or failure in the exam.

Compromising the Exam

During the interview the chairperson will caution you not to discuss the questions or interview with anyone because this is a competitive process and may hurt your final score. By discussing the questions or interview with others, you may be helping a fellow competitor in the exam to score higher than you, and consequently, achieve a higher rank on the eligibility list.

Examination Appeal Process

If you are refused admittance to an examination, or if you feel that you have been treated unfairly during the testing process, you may file an appeal with the SPB. However, we encourage that you contact the Exam Office first. If your question is about your score, the Exam Office will coordinate a “debriefing” meeting for you to meet with the interview panel members and Exam Analyst to discuss your interview. If your concerns or questions are about how an exam was administered, the Exam Office will give you all permissible (non-confidential) information.

If you still feel your concerns are not resolved, you may submit your written appeal to the SPB. The Exam Office can give you a brochure on Examination Appeals. The brochure details the information you must provide when you file your appeal. Appeals must be filed within thirty days of the postmark on the envelope that contains your rejection notice or notice of results (e.g. written test, performance test, or interview). If the appeal concerns an interview, the SPB may, as part of its investigation, review the recording of your interview to determine whether you had equitable treatment. After its investigation, the SPB decides whether to sustain or reject the appeal. The California Energy Commission will abide by the SPB decision.

Filling a Position

The testing up to this point was to establish your list eligibility for an entire classification. The hiring interview is specific to a particular position. When a vacancy occurs, the Personnel Office may send contact letters to eligible candidates in the top three ranks to inquire if they are interested in an interview. Do not rely on that process! If you are interested in changing positions, monitor the vacancy listing at SPB’s website (under VPOS) and apply for any and all positions in which you are interested.

If you are contacted by the Personnel Office for an interview, you may turn down (or waive) as many job offers as you wish without having your name removed from a promotional eligibility list. On open lists, however, if you turn down a third job offer, your name is permanently removed from the eligible list. If you can only accept a position in specific geographic areas, write a letter to your Examination Unit listing the

areas. You will then only be contacted for positions in the areas you specified. It is essential that you respond to all contacts, as your name may be removed from the eligibility list.

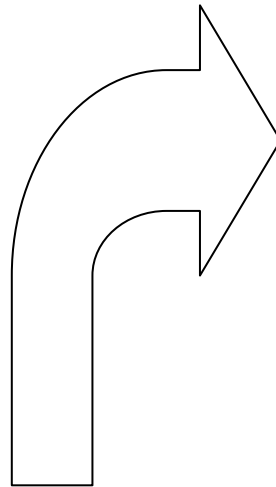
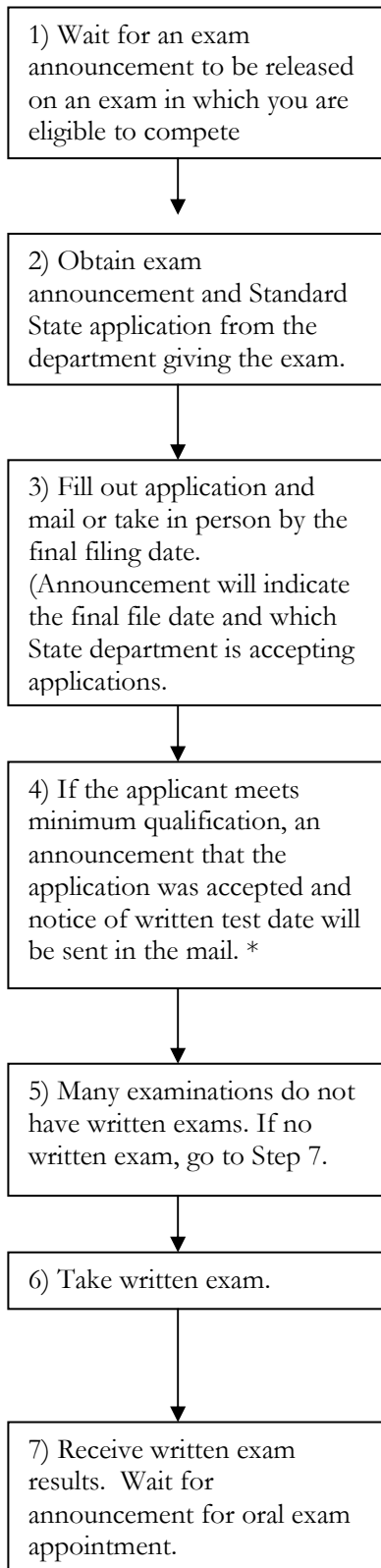
The hiring interview will review how your work experience, personal qualifications, and educational preparation compare to the duties performed in the position. Work experience questions review the nature, size and duration of any projects assigned. Personal qualifications questions consider your “demonstrated interest in the field” and/or your efforts in self-improvement and the development of technical and professional competence. Educational preparation questions review your field of academic concentration and benefits derived. You may be given an opportunity to provide additional information or ask questions. The hiring supervisor may provide you with an estimated date for selection notification.

If selected for the position, the hiring supervisor will discuss the reporting date and other department requirements that must be completed for appointment to the position.

The Probationary Period

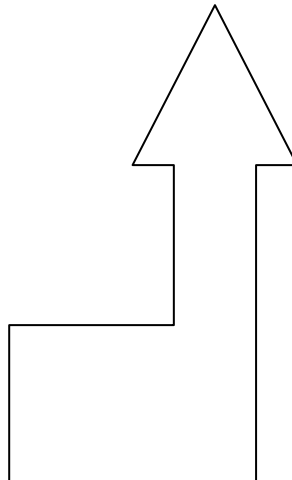
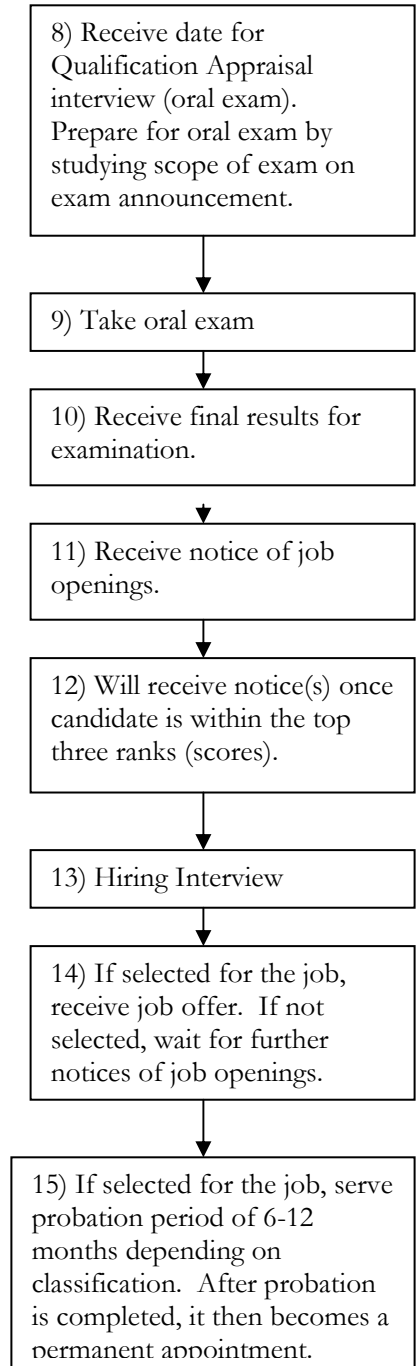
The probationary period is the final phase of the exam process. Once you have accepted the position, you will serve a probationary period of six months to one year, depending upon the classification. During the probationary period, you will meet and discuss three written probationary reports prepared by your immediate supervisor and reviewed by your second line supervisor. Once the probationary period has been successfully completed, you will become a Permanent State employee in that classification.

STATE CIVIL SERVICE PROCESS



*If you have further information to be considered to meet the entrance requirements, contact the Exam Unit by phone or letter no later than seven days from the date of your notice.

However, if application is again rejected because MQ's are not met, reapply when MQ's are completed and exam is again administered.



TIME LINE
 Steps 2-4 = 6 weeks
 Steps 4-5 = 4 weeks
 Steps 5-7 = 4 weeks
 Steps 7-8 = 6 weeks

APPENDIX OF USEFUL INFORMATION

TRANSFERABLE SKILLS AND ABILITIES

Evaluating your background to identify those skills and abilities you have acquired is an important part of preparing for an exam interview. Sometimes we do not recognize that a skill we have acquired in one job or environment can also be relevant to a new job or work environment in which we are interested. For example, a receptionist may have acquired the ability to interact successfully with a variety of people and that ability would also be applicable or “transferable” to another position. The following list is provided as a resource to assist you in identifying skills you have acquired that may be transferable to a different type of position. This information may also help you identify skills or abilities on an application form or resume.

A. Planning

- Determine and establish objectives
- Forecast, schedule, program
- Plan program evaluation and revision
- Formulate; determine requirements, policies, procedures, and budgets

B. Organizing

- Design organizational structure
- Assess reorganization proposals

C. Training

- Explain difficult concepts
- Teach
- Use materials and techniques to enhance learning process

D. Managing, Administering

- Design projects
- Chair committees; preside over groups
- Administer; manage human resources
- Administer projects, programs
- Direct or conduct public events

E. Leadership

- Initiate; formulate objectives
- Define objectives; select people
- Develop people (executive, technical, administrative, other)
- Solve problems, make decisions
- Motivate; trouble shoot

F. Time, Energy Management

- Manage time
- Prioritize efficiently
- Work from several agendas at once with ease
- Schedule, assess and evaluate competing needs
- Choose courses of action based on priorities

G. Paperwork and Detail

- File
- Write and file reports
- Use, set up reports systems
- Follow through on details

H. Analyzing, Synthesizing

- Evaluate programs, projects
- Interpret policy
- Analyze performance specifications
- Establish standards
- Revise standards
- Assess performance
- Analysis and review
- See relationships between ideas, things
- Involvement in sensitive and/or volatile situations

I. Personal traits that may add a unique quality to any of the above

- Demonstrate reliability
- Be perceptive
- Demonstrate unusual patience and persistence
- Highly observant
- Use imagination
- Courage of convictions
- Take the initiative
- Enthusiastic
- Adjusts to changing situations (life and work)
- Able to work under pressure
- Open to new experiences or situations

J. In describing your achievements, consider using descriptive words and phrases

- Responsible
- Play a key role
- Conceive and manage
- Develop and implement
- Establish and implement policies and procedures
- Plan and direct
- Program
- Design
- Develop a systematic program to achieve
- Won an award for
- Supervise the work of
- Administer
- Act as spokesperson for a group
- Organize
- Interpret
- Create
- Formulate policy for
- Coordinate
- Conduct
- Initiate
- Research
- Assess the value of

K. Identifying your Skills- Memory Jogs

- Numbers- calculate, count, keep records
- Words- write, talk, speak, teach
- Problem solving- research, analyze, systematize
- Intuition- create, develop
- People- help, serve
- Leadership- manage, direct others, supervising
- Selling- persuade, negotiate (thoughts and ideas)
- Counseling- teach, guide, encourage self-development

SAMPLES OF COMMUNICATING WORK SKILLS AND EXPERIENCE

A. Examples of experience in verbal communication skills are:

- Telephone duties
- Conducting/participating in staff meetings
- Coordinating activities with other sections
- Conducting training programs or presentations
- Presiding over meetings (e.g. PTA's, church groups, etc.)
- Membership in Toastmaster or International Training in Communication organizations
- Supervising a group of people (communicating is important here)
- Teaching a Sunday School class/ church class
- Teaching arts and crafts classes
- Door to door sales

B. Examples of experience in written communication skills include preparation of:

- Employee evaluations
- Correspondence/memos
- Reports for management
- Training material
- Work procedures/ procedure manuals
- Instructional material
- Summaries of meetings
- Newsletters
- Articles for publication
- Editing/reviewing material written by others

C. Examples of analyzing and interpreting written or numerical data include:

- Reviewing statistics to set production standards
- Reviewing production statistics for each employee to measure performance
- Keeping records of employee hours, use of leave credits and balances
- Reviewing intermittent employee hours to determine end of probation periods, Merit Salary Adjustment (MSA) anniversary dates, etc.
- Reviewing employee attendance records to measure absenteeism
- Maintaining time sheets for budgetary purposes
- Analyzing performance records for rating purposes
- Interpreting work procedures
- Interpreting rules and policies
- Interpreting instructional material/manuals
- Interpreting and analyzing suggestions/complaints
- Analyzing data on documents
- Serving as treasurer for an organization
- Assisting/preparing budgets
- Planning (long-range, short-range)
- Staffing/hiring projections
- Analyzing training progress to predict outcome

D. Examples of good working habits include:

- Ability to organize/carry out assignments
- Dependability (e.g. good attendance and punctuality)
- Ability to work independently
- Ability to produce motivated subordinates and develop their self reliance
- Accuracy in job performance
- Ability to anticipate potential problems

E. Use specific examples

- The examples above are intended only to stimulate thinking of your own experience and training. For your presentation, prepare specific examples of how you have demonstrated these qualities and/or abilities. For example, relate a specific incident where you were faced with an urgent deadline with inadequate resources of time and staff. Explain how you managed to complete the assignment in a timely manner.

F. Experience at work, school, volunteer, military service

- Chairing meetings
- Making presentations
- School courses
- Presentations at meetings or conferences
- PTA-charities
- Teaching
- Sales or selling
- Supervising, on the job training
- Debating

G. The ability to write effectively is essential. What kind of experience do you have in writing independently? Be specific!

- Writes articles, plays, poetry, music or words to music, stories, etc.
- Edits other people's writing
- Writes memos, letters, justification for projects
- Prepares reports, issue papers

DEFINITIONS OF KEY WORDS USED IN THE EXAMINATION PROCESS

Analyze- If you are asked to analyze, chances are that the question requires you to give reasons, interpret, compare, contrast, define, evaluate.

Compare- When you are asked to compare, you should examine qualities or characteristics to find what they have in common. You are usually asked to “compare with”, which implies that you are to emphasize similarities, although differences may be mentioned.

Contrast- When you are instructed to contrast, you should stress differences between associated things, qualities, events, or problems.

Define- Definitions call for concise, clear, authoritative meaning. In such statements, details are seldom required, but boundaries or limitations of the definition should be briefly cited. Keep in mind the class to which the item to be defined belongs and whatever differentiates it from all other classes.

Discuss- The term “discuss” directs you to examine, analyze carefully, and present consideration pro and con regarding the problems or items involved.

Enumerate- The word “enumerate” specifies a list or outline form of reply. Recount, one by one, in concise form, the points required.

Evaluate- In an evaluation you are expected to present a careful appraisal, stressing both advantages and limitations. Evaluation implies authoritative and, to a lesser degree, personal appraisal.

Explain- In explanatory answers it is imperative that you clarify, elucidate, and interpret the material you present. In such an answer it is best to state the “how”, and “why”, reconcile any differences in opinion or experimental results and, where possible, state causes.

Illustrate- A question which asks you to illustrate usually requires you to explain or clarify your answer to the problem by presenting a concrete example.

Interpret- An interpretation question is similar to one requiring an explanation. Expect to translate, exemplify, solve, or comment upon the subject and give your judgment or reaction to the problem.

Justify- When you are instructed to justify your answer, you must prove, or show grounds for, decisions. In such an answer, present evidence in concise form.

List- Listing is similar to enumeration. You are expected in such questions to present an itemized series or tabulation. Such answers should always be concise.

Outline- An outline answer is an organized description. Give main points and essential supplementary materials, omit minor details, and present the information in a systematic manner.

Relate- In a question, which asks you to show the relationship or to relate, your answer should emphasize connections and associations, usually in descriptive form.

Review- A review usually specifies a critical examination. Analyze and comment on, in organized sequence, the major points of the problem. Sometimes, however, a review question asks simply for a list.

State- In questions which direct you to state, specify, give or present, express the high points in brief, clear form. Details and examples may be omitted.

Summarize- When you are asked to summarize or present a summary, give the main points or facts in condensed form. Omit all details, illustrations, and elaboration.

Trace- When a question asks you to trace a course of events, give a description of progress, historical sequence, or development from the point of origin. Such questions may call for probing or for deduction.

ACTION VERBS

<u>Clerical or Detail Skills</u>	<u>Communication Skills</u>	<u>Creative Skills</u>	<u>Financial Skills</u>	<u>Helping Skills</u>	<u>Management skills</u>	<u>Research Skills</u>	<u>Teaching Skills</u>	<u>Technical Skills</u>
Approved	Addressed	Acted	Administered	Assessed	Administered	Clarified	Adapted	Assembled
Arranged	Arbitrated	Conceptualized	Allocated	Assisted	Analyzed	Collected	Advised	Built
Catalogued	Arranged	Created	Analyzed	Clarified	Assigned	Critiqued	Clarified	Calculated
Classified	Authored	Customized	Appraised	Counseled	*Attained	Diagnosed	Communicated	Computed
Collected	Collaborated	Designed	Audited	Demonstrated	Chaired	Evaluated	Coordinated	Designed
Compiled	*Convinced	Developed	Balanced	Diagnosed	Consolidated	Examined	Demystified	Devised
Dispatched	Corresponded	Directed	Budgeted	Educated	Contracted	Extracted	Developed	Engineered
Executed	Developed	Established	Calculated	* Expedited	Coordinated	Identified	Enabled	Fabricated
Generated	Directed	Fashioned	Computed	Facilitated	Delegated	Inspected	Encouraged	Maintained
Implemented	Drafted	*Founded	Developed	Motivated	Developed	Interpreted	Evaluated	Operated
Inspected	Edited	Illustrated	Forecasted	Referred	Directed	Interviewed	Explained	* Overhauled
Monitored	Enlisted	* Initiated	Managed	Represented	Evaluated	Investigated	Facilitated	Programmed
Operated	Formulated	* Introduced	Marketed		Executed	Reviewed	Guided	Remodeled
Organized	Influenced	* Originated	Planned		* Improved	Summarized	Informed	Repaired
Prepared	Interpreted	Performed	Projected		* Increased	Systematized	Instructed	Solved
Processed	Lectured	Planned	Researched		Organized		Persuaded	Upgraded
Purchased	Mediated	* Revitalized			Oversaw		Set goals	
Recorded	Moderated	Wrote			Planned		Stimulated	
Retrieved	Negotiated				Prioritized		Trained	
Screened	Persuaded				Produced			
Specified	Promoted				Recommended			
Systematized	Publicized				Reviewed			
Tabulated	Recruited				Scheduled			
Validated	Translated				* Strengthened			
	Wrote				Supervised			

More Verbs for Accomplishments: * Achieved, *Expanded, *Pioneered, * Reduced (losses), *Resolved (problems), *Transformed.
 Words with a * are especially good for pointing out accomplishments.

GUIDELINES FOR CLEAR INTERPERSONAL COMMUNICATION

A person wishing to achieve greater clarity in interpersonal communication should find the following guidelines helpful.

A communicator seeking to improve communication clarity should:

- Have a clear picture of what he/she wants the other person to understand.
- Analyze the nature and magnitude of his/her attitudes toward both the topic and the person with whom he/she is communicating.
- Assess his/her communication skills and those of the person listening.
- Seek to identify with the psychological frame of reference of the person receiving his ideas.
- Develop a realistic expectation for the degree of clarity obtainable in a given context.
- Make the message relevant to the person listening by using that person's language and terms.
- State ideas in the simplest possible terms.
- Define before developing and explain before amplifying.
- Develop one idea at a time; take one step at a time.
- Use appropriate repetition.
- Compare and contrast ideas by associating the unknown with the known.
- Determine which ideas need special emphasis.
- Watch for and elicit corrective feedback in a variety of channels.
- Eliminate or reduce noise if it is interfering.
- Pace communication according to the information-processing capacities of the channel and the person listening.

ROLES AND RESPONSIBILITIES FOR SUPERVISORS AND LEADPERSONS

A. Supervisor

A *supervisor* is an employee whose primary duty is management of an organizational unit within which he/she regularly directs the work of other employees. He/she regularly makes decisions with respect to the execution of work within the unit. To the extent he/she spends time performing work, the work is of a higher level than that of the employees supervised.

B. Leadperson

A *leadperson* is a working leader. He/she performs tasks substantially similar (in terms of nature and level) as the employees under his/her leadership. In addition, he/she has responsibility for assisting the supervisor in carrying out certain aspects of the supervisor's responsibility. The following table delineates the distinction in more detail.

Responsibility	Supervisor	Leadperson
Selecting employees	X	
Transferring employees	X	
Training employees	X	X
Promoting employees	X	
Preparing performance appraisals and development plans	X	
Providing input on performance		X
Approving or recommending merit salary adjustments	X	
Assigning work	X	
Assigning tasks within the work assignment		X
Reviewing work (deadlines and quality)	X	X
Approving overtime, time off, vacation, sign-off time sheets	X	
Disciplining employees (formal and informal)	X	
Rewarding employees (commendation letters)	X	X
Preparing and approving budget requests	X	

Responsibility	Supervisor	Leadperson
Preparing recommendations related to plans, budget requests, procedures and policies within the work unit	X	X
Approving changes in plans, procedures and policies within the work unit	X	
Making recommendations for layoffs and recalls	X	
Working to resolve employee grievances	X	

EXPECATIONS OF MANAGERS

As a manager at the California Energy Commission, you are expected to be a leader, a manager and a team player in implementing the Commission's goals and objectives. This involves all areas of work including interacting with people, developing strategies, preparing products, reviewing staff work, and attending meetings.

BE A LEADER

- **Develop your Division's or Office's direction** - Leadership is not passive work. It requires you to take time to think about and work on the direction your organization is going. What do you want it to be doing in one or two years? What will it take to get there? Are these directions and actions consistent with the rest of the organization? As a manager, you are expected to formulate your Division or Office goals with Commissioners, the Executive Office, and your staff and work together to achieve them.
- **Make decisions** - Know your responsibility and authority. If you have doubts about what these are, ask. Within the context of your responsibility and authority and the policies of the Commission, you are expected to make necessary decisions. Along with this comes the obligation to inform others of decisions that affect them. It is your responsibility to keep others informed so they are not "surprised" by activities you, your Division, or Office is involved in. This applies to people you work for and work with, as well as, the people who work for you. Decision-making is a process, not an autocratic right. The authority to make decisions is a privilege and you are expected, whenever appropriate, to obtain and consider the inputs of others prior to making your decision
- **Communicate** - Communication is the key to leadership. To have a thought or idea and transfer it to others so they, in turn, can catch the vision and implement it is an art. However, it is equally critical that you take time to listen - listen to what people are saying and what their needs are. In your communication, be direct, honest and constructive. This includes providing feedback on problems and pointing out errors, but not being destructive in how you do it. Finally, communication includes how you act toward and treat others. You are expected to treat everyone with respect and courtesy and you should expect others to treat you in the same manner

BE A MANAGER

- **Plan and direct your staff's work** - Management means "getting things done through others". This requires two things: involvement and delegation. As a manager, you have some supervisory responsibilities and as a supervisor, you must know what your staff is doing, is capable of doing, and will be able to do in the near future. This requires you to use management and organization skills, interact with your staff regularly, and anticipate work needs and potential issues. Delegation means that you do not do the work, but that you give your staff the necessary training, tools, and, as they progress, the freedom to do their work.
- **Grow your staff** - The people that work for you are a resource investment. As a manager, you have an obligation to hire the best people possible to accomplish the necessary tasks and work with others in the team. But, you also have an obligation to work with those people to develop their skills to meet the Commission's needs and to help them maximize their capability. Your job evolves from teacher to advisor to supporter as your staff develops. Throughout this process, you have a responsibility to let your staff know your expectations, provide them with "real time" feedback, hold

them accountable for their actions, and ensure they are producing high quality and timely products while performing in a professional manner.

- **Create a constructive work environment** - People are more productive and creative when they are motivated. Motivation comes from knowing what is important to the individuals who work for you and establishing an environment conducive to high morale. As a manager, you should strive to create an environment of consistency and openness. Be aware of the concerns of your staff and endeavor to resolve them. Specifically, be aware of the commitments you make to them and the expectations they have of you, and either meet them or, if appropriate, renegotiate them. Finally, be a conduit of factual information both to those that work for you and those you work for.
- **Know the Commission's Mission, Vision, Programs, and Priorities** – As a manager you must have the ability to support, promote and ensure alignment with the organization's vision and values. You must have the ability to understand how an organization must change in light of internal and external trends and influences.
- **Be Aware and Adhere to Commission Program and Administrative Policies** – The degree of trustworthiness and ethical behavior of an individual with consideration for the knowledge one has of the impact and consequences when making a decision or taking action. As a manager you have an obligation to ensure that you and your staff are aware and adhere to program and administrative policies, including (i.e., **Conflict of Interest, DVBE, Ethics, Sexual Harassment, etc...**) the use of professional standards in addition to identifying and immediately addressing ethical dilemmas.

BE A TEAM MEMBER

- **Contribute** - You are not an isolated part of the Commission but rather an important member of one or more "management teams". This means you are expected to contribute your thoughts, criticisms, and ideas to that team and to the direction of the Commission. This applies not just to issues that directly involve you but to issues that involve your team. Similarly, you are expected to support and do your best to implement decisions of the team once they have been made.
- **Be effective** - As part of a team, everything you or your Division or Office does, affects someone else. This means carefully considering any commitments and taking the necessary steps to meet those commitments. Since the resources you are using are being paid for by our primary client (the public), you are accountable for and expected to spend your personal resources and the resources of your Division or Office.
- **Seek to improve** - You should constantly look for ways to improve our Division's or Office's programs, internal relationships, interactions with the outside world, and individual performance. All managers are encouraged and expected to suggest improvements in any area of the Commission and to pass on any comments that may help us improve. Likewise, each of you is expected to attend conferences, seminars and training courses to help enhance your strengths and address your weaknesses, particularly in the areas of management and supervision.
- **Resolve conflicts** - Conflicts and disagreements are bound to arise and can even be a healthy and necessary part of the work environment. Conflict, however, needs to be dealt with in a manner that is open and not destructive to any group or individual. Disagreements should be dealt with immediately through a commonly understood conflict resolution process – starting at the lowest level possible and moving up the organization. Focus on products, outcomes and behaviors rather than personalities.

EXPECTATIONS OF MANAGERS SUMMARY

As a manager/supervisor at the California Energy Commission you are expected to be a member of the Division's management team and implement the Division's goals and objectives.

BE A LEADER

- ✓ **Develop your unit's/office's direction** - formulate unit or office goals with your staff and work together to achieve them.
- ✓ **Make decisions** - make necessary decisions and inform others of decisions that affect them.
- ✓ **Communicate** - directly, honestly and constructively. Listen. Treat everyone with respect and courtesy.

BE A MANAGER

- ✓ **Plan and direct your staff's work** - through involvement and delegation. Know what your staff is doing, is capable of doing and will be able to do in the future.
- ✓ **Grow your staff** - Hire the best people possible and work to develop their skills and maximize their capability. Let staff know your expectations, provide feedback, hold them accountable for high quality and timely products and professional behavior.
- ✓ **Create a constructive work environment** - Be aware of the concerns and endeavor to resolve them.
- ✓ **Know the Commission's Mission, Vision, Programs, and Priorities** – Know how to support, promote and ensure alignment with the organization's vision and values.
- ✓ **Adhere to Commission Program and Administrative Policies** –Ensure that you and your staff are aware and adhere to program and administrative policies (**i.e., Conflict of Interest, DVBE, Ethics, Sexual Harassment, etc...**).

BE A TEAM MEMBER

- ✓ **Contribute** - As a member of the management teams, contribute your thoughts and ideas, support and implement decisions.
- ✓ **Be effective** - Consider commitments and meet them, spend your resources wisely.
- ✓ **Seek to improve** - Seek to improve the Division's programs, relationships and performance.
- ✓ **Resolve conflicts** - Deal with conflict in an open and non-destructive manner immediately and at the lowest level possible.

EQUAL EMPLOYMENT OPPORTUNITY (EEO)

EQUAL EMPLOYMENT OPPORTUNITY is providing equal access to jobs, work assignments, training, and other employment-related opportunities to all job applicants, candidates and employees, regardless of political affiliation, race, ethnicity, color, ancestry, national origin, religion, gender, sexual orientation, age, marital status, medical condition, or mental or physical disability.

Commission managers and supervisors are responsible and accountable for helping the Commission to meet and maintain its overall goal of achieving a workforce that reflects the California population in all ethnic groups, gender and persons with disabilities (relevant labor force parity). Because of this commitment, candidates who participate in the exam process for managerial and supervisory positions should also be aware of the Director's Equal Employment Opportunity (EEO) Policy Statement as well as the responsibilities of managers and supervisors. This includes the active recruitment and selection of qualified candidates for employment. Expect questions that test: 1) your technical knowledge; and 2) how you would perform in actual situations.

A. Departmental Goals

The Department's goal is to achieve relevant labor force parity as it relates to all ethnic groups, each gender, and persons with disabilities. This goal applies to all levels of employment. You can easily expect to encounter oral exam questions about this subject and your personal contributions to it.

The "tools" by which the above can be accomplished are such things as lateral transfers, transfers-change-in-class, bridging classes, restructured positions, training and development (T&D) assignments, rotational training assignments, and other special employment programs. Your Personnel Officer can advise you about the criteria needed to use one or more of the "tools".

B. Roles and Responsibilities

All employees are responsible for understanding and implementing the Commission's EEO Program and for creating and maintaining a workplace free of discrimination or sexual harassment.

Managers and supervisors are responsible for implementing and maintaining an aggressive EEO Program. Specifically, they:

- Treat all employees and applicants for employment equitably in all matters related to employment.
- Assure that hiring, selection, and promotion patterns in the unit reflect the Department's EEO and personnel policies.
- Encourage use of lateral transfers, transfers-change-in-class, bridging classes, restructured positions, training & development assignments, special employment programs, and rotational assignments with training plans for qualified candidates.
- Take corrective action, including adverse actions, if subordinate employees treat other employees or the public in a discriminatory manner.
- Encourage recruitment and placement of qualified candidates in vacant positions and apprenticeship programs.
- Distribute information regarding Career Development Workshops and career counseling to interested candidates.

PROGRESSIVE DISCIPLINE

PHASE I- PREVENTIVE ACTION

- Establish open communication
- Employ active listening
- Let each employee know what conduct is expected
- Write clear and realistic standards/objectives
- Encourage employees and set a favorable working atmosphere
- Train employees
- Set a good example
- Monitor, evaluate, and document employee performance
- Resolve conflicts

PHASE II- CORRECTIVE ACTION

- Train and document
- Encourage employees
- Counsel and document
- Instruct verbally and in writing
- Monitor
- Motivate
- Change assignments
- Change the system
- Refer for assistance
- Remind
- Warn
- Conduct and document work improvement discussion
- Do corrective interview and write follow-up memo
- Write letter of warning

PHASE III- ADVERSE ACTION

- Letter of reprimand
- Suspension without pay
- Reduction of pay within the same class
- Demotion to a lower classification
- Dismissal from State service
- Take corrective action, including adverse actions, if subordinate employees treat other employees or the public in a discriminatory manner.

PROJECT MANAGEMENT/COMPLETED STAFF WORK PROCESS

Work Plan (Descriptive Title of Project)

- A. Authority: Identify who requested the study and when; who are the original and ultimate client(s); who is (are) the decision maker(s).
- B. Problem(s): Where a preliminary survey report is not attached, clearly identify the problem(s) [or apparent problem(s)].
- C. Objectives: What is (are) the objective(s) of your project? What is it that you are trying to accomplish? You may wish to identify these as specific or secondary objectives. Use concrete rather than abstract terms. Your objectives will in turn dictate the design of your project.
- D. Scope: What are the major areas of your study? What are the parameters?
- E. Limitations: This heading could logically be combined with Scope in that both define the limitations of your project. Include resource requirements or factors that will modify or restrict your project.
- F. Design: In designing your work plan, what are your assumptions and anticipated data collection processes?

Assumptions: What are some of your initial beliefs that must be considered and clarified? (These may also act to limit the scope of your project.)

Study Order: How do you propose to separate your projects into issues and sub-topics? Considering these, what type of data do you need? How do you plan to collect and evaluate these data? First think of what type of information is needed, how it will be used, what the sources of information are, and how the information will be collected.

- Sources: What people, publications, documents, records, and other references pertain to your project? Which are available to you?
- Data Collection: How do you intend to collect this information? Through reading, observation, interviews, questionnaires, telephone survey, other means? In what sequence do you expect to use the methods outlined for acquiring information?
- Data Use: (This is probably the most important area to consider when building a work plan.) What type of information do you need? How are you going to use it? Have this clearly in mind before starting the data collection.

- G. Expected Products: These fall into two classes: documentation and expected results (positive change).

Documentation: What memos, reports, recommendations, action documents, and/or presentations will be produced?

Results: What will be the expected results of this project? Is specific improvement expected?

- H. Responsibilities: Identify persons, task force members, decision-makers, and others who are responsible for specific actions.
- I. Implementation: Identify your involvement in the implementation of recommendation. (Build in feedback to interviewees and those providing information.)
- J. Evaluate: Monitor and revise project if necessary.
- K. Schedule: Include a schedule that is appropriate for the project. Keep in mind the client. Include checkpoints, decision points, and expected products. When studies are conducted in phases, provide sufficient information about the activities in these phases so the decision-maker can evaluate the usefulness of the overall project. The type of schedule used should be appropriate for the project. Keep in mind its usefulness for the client.

Potential Sources for Information	
State Administrative Manual (S.A.M.)	Departmental Manual
Legislation	Administrative Orders
Board of Control	Management Memos
SPB Rules	Operational Manuals
Organization Charts	Desk Guides
Unit Files	Unit Budgets
Previous Management Analysis Studies	Delegation Orders
Computer Printouts	

Project Management / Completed Staff Work – Definitions

Analyze: To separate the whole into its parts; to critically examine; to draw conclusions based upon critical information and evaluation.

Audience: Those who are affected by the problem (and subsequent recommendation) and those to who the report is addressed.

Client: The person for whom the work is being done, usually someone who represents the decision-maker.

Completed Staff Work: Includes specific recommendations which are fully supported and ready for signature.

Creative: Innovative, being able to bring something new into being, something different from what would normally be expected.

Decision maker: One who possesses the ultimate authority to approve or disapprove the study recommendations.

Issue: A state of controversy, disagreement or concerns.

Line: Persons directly involved in production.

Milestones: Major accomplishments, activities or products relating to the study.

Open- Mindedness: Being able to listen to others without screening the information through one's own biases and opinions.

Parameters; Anything which limits or constrains the study (time frames, subject matter, etc.).

Problem: A cause for concern, a question raised for inquiry, consideration or solution, an intricate, unsettled question.

Staff: Support or service personnel.

Symptom: A condition or evidence that indicates something is wrong.

Time Frame: The time allowable for the study.

Work Plan: An outline that identifies critical items and plans before one embarks on a study.

SAMPLE EXAMINATION QUESTIONS

The following sample questions are examples of the differences between examination interview questions and job interview questions. A job interview may take place after your eligibility on a list has been established as a result of the examination interview. The sample questions provided below are for the purpose of providing examples only and do not reflect actual questions that may or may not be utilized during the course of an examination or a job interview.

A. Possible Analytical Questions for Examinations

How would you conduct a survey?

What basic steps would you follow to solve a problem?

Describe the steps in writing an issue paper?

What is completed staff work?

How do you determine priorities in your present position?

Describe the steps you would take in making a presentation to your Office Chief? Director?

How do you keep up with current trends, information, technology, and policies in your present position?

B. Possible Examination Questions for Supervisory Positions

What is the role of a supervisor?

What are the most important qualities a supervisor should possess?

What are the most difficult tasks of a supervisor?

What is the main difference between a supervisory and a lead position?

What steps would you take to train an employee?

What would you do with an employee who is habitually tardy? (Know about circumstances requiring disciplinary actions and corrective methods/actions.)

How would you present a policy that you did not agree with to your subordinates?

As a supervisor, what would be your responsibility toward EEO? What are the Department's EEO policy and employment goals? (Be knowledgeable about the purpose of the EEO program and your responsibilities to the program.)

C. Possible Examination Questions for Managerial Positions

As a manager, what would be your responsibility toward EEO?

How would you handle a request from upper management to reduce your office staff?

If a union representative came to the work site to talk to employees without first obtaining your approval, how would you handle this situation?

What are the characteristics of leadership?

What are the key components of:

- *Planning*
- *Coordinating*
- *Directing*
- *Organizing*
- *Motivating*
- *Controlling*

D. Possible Technical Examination Questions

Technical questions are very classification specific. Please make sure that your response is not based only on issues in your area. Get a clear understanding on how the classification is used throughout the Commission. Therefore, learn as much as you can about the technical aspects of the entire classification before your interview. Use the exam bulletin to guide your preparation. Recap manuals, policies and directives as a source of information.

SAMPLE JOB INTERVIEW QUESTIONS

A. Possible Job Interview Questions

Why do you feel qualified for this position?

If there are obvious gaps between your knowledge/experience and that listed on the scope for the class, plan to show your efforts to offset any shortcomings. For example, if the job involved supervision and you have not had supervisory experience, research supervisory manuals.

What specific skills/abilities can you bring to this job?

Use facts in response to this question, if possible. Point to past accomplishments that indicate you can perform the new classification. Your knowledge of the duties of the classification will be evident here, and whether you have given any thought to what you hope to achieve in the position.

What are the most important/difficult duties of your current job?

How do you organize your work?

How much training have you had? What types of training have you had?

What have you done to prepare for this promotion?

What knowledge, skills, and abilities do you have to offer for this classification?

What is your greatest strength?

Tailor your answer to fit the needs of the classification. For example, if the job requires public contact and public relations skills, a good reply would be, "I am diplomatic and highly skilled at persuading people to cooperate." Then illustrate your statement with an example from your current job.

What are your limitations/weaknesses?

Try to change a limitation into a strength in response to this question. For example, if a position requires great detail work and accuracy, your response could be that you are a perfectionist and must take care that you do not spend too much time on details. Or, you may cite a weak area you have corrected, and state how you accomplished the change. Be discreet. Do not blurt out some serious failing of yours.

Where do you plan on being in your career two years from now? Five years?

Set some reasonable career goals and know what you must do to achieve them.

How are you preparing yourself for career advancement?

Be able to state short-term plans for skill development.

B. Possible Analytical Job Interview Questions

Have you spoken before groups?

Give an example of a project you were assigned because of your special skill or ability.

Of what single accomplishment are you most proud?

How would your supervisor describe your writing/speaking skills?

C. Possible Job Interview Questions for Supervisory Positions

What is the extent of your supervisory experience?

Since you have no supervisory experience, what else could you offer to offset this lack of experience?

As a supervisor, what would be your responsibility toward EEO? What are the Department's EEO policy and employment goals?

Be knowledgeable about the purpose of the EEO program and your responsibilities to the program.

D. Possible Job Interview Questions for Managerial Positions

Describe your management philosophy and management style.

What methods do you use to foster open communication with staff and management?

Describe how you motivated a group of people to do something they did not want to do.

What is your definition of Quality Assurance (QA), and who should be responsible for QA?

What single professional event made you most proud to be a manager?

Describe your method for getting subordinates to follow you.

As a manager, what would be your responsibility toward EEO?