



# REACT P R O M O T E

## REACT Supervisory Multiple-Choice Test Preparation

Thank you for participating in the department's promotional process. You have already performed highly responsible work in your current position with the department. Should you be promoted, your performance will impact many more people both inside and outside of the department. You will be engaged in higher level duties and decision making for the department. You will be assuming all supervisory responsibility for those under your command and your performance will serve as a role model for all under your supervision, as well as, all other lower ranking members of the department. Subordinates will look to you for guidance about how to handle a wide variety of problems.

### ***Test Content***

REACT Promote supervisory multiple-choice test was developed to measure specific aptitudes important in corrections supervisory positions. There are two components to this supervisory exam: an employee observation component based on video scenarios and a series of written test questions and written test items that measure judgment and interaction skills. All test items were developed through rigorous research with panels of experienced corrections and supervisory professionals. You don't need experience to answer the questions in this test. Common sense is always your best guide.

The test was designed to measure your ability in the following skill areas: Communication, Managing Staff Performance, Employee and Team Development, Staff Relations, Discipline and Managing Difficult Employees, Managing Change, Managing Conflict, Use of Time and Resources/Prioritization, Integrity, Working with Management, Written Communication and Offender Relations. Further definitions are attached to the end of this document.

The questions are not intended to sample your knowledge of department procedures and rules. They are rather, questions that probe your understanding of the impact of supervisory management actions and decisions. The purpose of using a written test is to present a large quantity of questions to compare candidates on their ability to consistently display good supervisory management thinking when analyzing issues, evaluating priorities, making decisions and providing guidance to subordinates. Here is an example question:

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**Example Question.** Your supervisor sends you a memo stating that you will need to provide a subordinate for a special assignment assisting a vendor. Only when the vendor arrives do you realize that you forgot to schedule a subordinate to perform this assignment. Only the normal number of unit staff are present. Which of the following should you do immediately?

- a) Notify your supervisor that you forgot to schedule a subordinate to assist the vendor.
- b) Act as assistant for the vendor in place of your subordinate who was not assigned.
- c) Assign a subordinate from the unit to work with the vendor.
- d) Tell the vendor you cannot provide an assistant today.

### ***Test Security and Confidentiality***

Character is important in all promotional processes. You will be required to sign a security and confidentiality agreement stating that you have not and will not violate test security through coaching or exchange of specific information about test items. Breach of this agreement is subject to prosecution under federal copyright law and would be viewed as an unacceptable integrity breach for an employee, particularly a management candidate.

### ***Marking Your Answers***

The answer sheet is machine scored so mark only one answer for each question and fill in the circle completely. If you mark more than one answer, you will get the question wrong. Erase all changes completely. Mark only on the answer sheet provided; do **not** mark in the test booklet. If you don't know the answer to a question, the best strategy is to mark an answer anyway because you may get it right and you will definitely get it wrong if you don't answer. Some choices may receive partial credit.

### ***REACT Promote Video Test Questions***

In the first component, you will be shown video situations involving four officers. For each of these officers you will make a series of evaluations. Instructions for the exam are provided on the video tape and in the test booklet. Make sure you can see and hear the video tape adequately. Let the administrator know immediately if you need to be reseated.

### ***REACT Promote Written Test Questions***

This component of the exam has a series of written, multiple-choice questions, most of them similar to the example provided on the previous page. Consider the possible consequences of the action on the unit involved and department as a whole, as well as, the effect on your supervisory relationship with subordinates. All directions are clearly stated in the test itself.

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## ***Corrective or Progressive Discipline as Used in This Exam***

A key part of a supervisory job is the training, coaching and counseling of staff. In most cases, performance issues and problems can be corrected by simply talking with the employee, determining the cause of the problem and providing appropriate feedback and training. Sometimes problems can be more severe or of a continuing nature. In other words, there may be negative consequences for the employee for failure to comply. In this case, you need to follow organizational policy and follow a progression of steps to initiate corrective action or discipline. For purposes of this exam, the following simplified steps are defined. Whenever a question choice involves one or more of these steps, refer to the following definition of each step. Note that these definitions may not correspond exactly to the process you are familiar with in your current department. In the test, these steps will be bolded and in quotes so you will know that the test refers specifically to the action defined below. For example, a choice might read, “The supervisor should issue a ‘**Written Reprimand**.’” This information about corrective action or disciplinary steps and the following definitions are also provided in the test booklet.

<i>Steps</i>	<i>Definition</i>
<b>(1) Oral Reprimand</b>	An oral reprimand is a formal conversation between a supervisor and an employee about a specific aspect of the employee’s performance and/or conduct. The employee is put on notice that this is the first step in corrective discipline, but no record will be made in the individual’s personnel file.
<b>(2) Written Reprimand</b>	A written reprimand is a formal written notice to the employee regarding repeated offenses or significant misconduct. The employee is given written notice of disciplinary action that will occur. Supervisors will usually involve management or Human Resources and provide documentation of the employee’s actions leading up to the reprimand. The reprimand is recorded in the personnel file and is signed by the employee.
<b>(3) Unsatisfactory Service Rating or Other Consequences</b>	Depending upon the nature of the problem, various types of actions can result, ranging from a notice of unsatisfactory service to suspension or termination.

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## ***Dimensions Covered***

Key supervisory dimensions covered in the multiple-choice test:

**Communication** - Using good communication skills to effectively convey information and expectations to staff and others. Listening actively and encouraging open and honest communications from others. Giving clear concise instructions, getting to the point. Communicating at appropriate level and with appropriate people. Holding effective meetings and taking steps to keep staff fully informed.

**Managing Staff Performance** - Providing subordinates with timely and useful feedback on their work performance, discussing specific results. Recognizing and rewarding good performance. Recognizing need for improvement. Setting goals for improvement. Motivating and involving employees. Spending enough time with employees to be sure they know how to do their jobs and are competent.

**Employee and Team Development** - Taking proactive steps to develop employees to higher levels of competence. Working to develop team pride and orientation. Developing a strong sense of shared goals and encouraging employees to work together toward those goals. Giving staff appropriately challenging assignments and the opportunity to grow. Involving staff in decision making and delegating responsibility whenever possible. Cross-training for backup.

**Staff Relations** - Developing rapport with staff and creating a friendly, cooperative work environment. Gaining respect of subordinates. Considering short term and long term staff relations when making decisions. Demonstrating sense of value for diversity, showing understanding and respect for differences, including cultural differences. Demonstrating courtesy and professionalism in relations with staff.

**Discipline and Managing Difficult Employees** - Focusing on performance issues and taking action to improve substandard performance. Treating employees fairly. Using the most effective and appropriate level of corrective action when dealing with problems. Clearly conveying expectations. Listening to employee's side of story and getting all pertinent facts before acting.

**Managing Change** - Communicating strategic direction in a compelling way to others. Taking an honest and straightforward approach. Letting employees know why things are changing. Persuading others about positive opportunities. Modifying plans in response to changing conditions.

**Managing Conflict** - Making good decisions about how to facilitate resolution of conflict. Handling conflict expeditiously by seeking positive solutions and redirecting conflict to problem solving. Promoting staff professionalism and clearly defining expectations. Listening and fully understanding all key facts. Dealing effectively with emotions and pride that may be involved in conflict.

**Use of Time and Resources/Prioritization** - Making wise use of staff time and other department resources. Avoiding waste. Solving problems and scheduling in ways that create the least depletion of department resources, while still completely meeting organizational operational needs. Managing own time efficiently, prioritizing work and using delegation effectively.

**Integrity** - Being dependable, committed, honest and dedicated. Admitting personal mistakes, learning from them and moving on to correct situations. Taking ultimate responsibility for problems and decisions. Following through on commitments. Promoting a safe, professionally responsive environment for staff and offenders. Serves as a positive role model in terms of integrity and compliance with organizational policies. Maintaining confidentiality.

**Working with Management** - Demonstrating attitude of ownership of the whole organization. Identification with the role of supervisory management. Following chain of command. Supporting other managers. Not losing focus on department mission goals when working with staff. Maintaining good relations with outside departments. Keeping higher level managers informed of progress and issues and involving them in problems, as appropriate. Supporting initiatives within the department. Building effective network with other supervisors and managers. Taking steps to minimize department liability when handling problems.

**Written Communication** - Writing effective reports and memos. Monitoring the quality of written communications submitted by staff.

**Offender Management** - Promoting and insisting on a professional correctional atmosphere with fair and professional treatment of offenders within the facility. Demonstrating and expecting appropriate response from subordinates to offender needs and reasonable expectations. Demonstrating and expecting effective response from subordinates to offender behaviors, including manipulative or provocative behaviors. Demonstrating and expecting professional interactions with offenders, visitors and offender supporters such as family and advocates. Demonstrating and expecting appropriate enforcement of rules and policies. Taking steps to correct any issues that negatively impact professional offender management.