

# State Personnel System



## **Supervisor's Guide**

to

Recruitment and Selection

Division of Human Resource  
Management

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DEPARTMENT OF MANAGEMENT  
**SERVICES**

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## **PREFACE**

The State Personnel System (SPS) is the employment system comprised of the positions within the Career Service (CS), Selected Exempt Service (SES), or Senior Management Service (SMS). The SPS is the largest of six personnel systems in state government and encompasses 32 agencies of the Executive Branch. Other systems include the State University System, the Florida Lottery, the Legislature, the Justice Administrative Commission, and the State Courts System. All CS, SES, and SMS appointments will be made in accordance with SPS rules and agency operating procedures. Also, the SPS adheres to requirements established by federal and state laws for assuring equitable representation of minorities and women in accordance with Title VII of the Civil Rights Act of 1964 (Title VII) and Chapter 110.112, Florida Statutes (F.S.) and providing for Veterans' Preference in employment opportunities in accordance with Section 295.07, F.S., and Chapter 55A-7, Florida Administrative Code (F.A.C.).

Many supervisors complain that selecting employees is time-consuming and frustrating. In addition, they fear hiring inadequate or unsuitable workers; even worse, they fear legal action being brought against them for the selection decision that was made.

This guide has been developed to provide the supervisor with general guidelines for recruiting and selecting employees for positions within the SPS. Agencies that have not delegated this responsibility to their supervisors may also use this guide for their human resources staff or as a resource to train supervisors. The ultimate goal of the recruitment and selection process is to hire the best suited applicant for each position in an efficient and legally defensible manner. Through the use of the information in this guide, you can design selection techniques that are job-related, efficient, and legally defensible, which result in hiring the best suited applicants. Productivity increases, costs associated with turnover decreases, and the agency achieves a favorable working environment by having well qualified staff.

If you have any questions concerning the recruitment and selection process, please contact your agency human resources office.

## RECRUITMENT

### INTRODUCTION

Each agency must be *committed* to ensuring each applicant receives equal opportunity in recruitment, selection, appointment, promotion, and other employment practices without regard to that person's race, color, sex, religious creed, national origin, political opinions or affiliations, marital status or age, except when such requirements constitute a bona-fide occupational qualification necessary to perform tasks associated with the position. The agency will likewise ensure an equal opportunity with respect to all employment practices to any disabled applicant or employee unless the disability prevents performance of the essential functions of the position in accordance with the Americans with Disabilities Act (ADA).

During the recruitment process, you should familiarize yourself with your agency's affirmative action plan. You will need to ensure that positions are announced in such a way as to attract targeted minorities to encourage their competition for these positions.

One of the most important responsibilities given to supervisors is the ability to select new employees for agency positions. It is through an organization's hiring decisions that it charts its course toward success or failure. Section 110.213, F.S., states, "Selection from among the most qualified candidates shall be the sole responsibility of the employing agency." At the conclusion of the selection process, you, the supervisor (and the interview panel if utilized), determine the best suited applicant(s) based upon the information derived from the selection techniques and taking into consideration veterans' preference when applicable.

The recruitment section is designed to help you:

- understand why it is good business practice to have a recruitment and selection process
- understand your role in the recruitment process
- understand the recruitment process

There is also a link in the resources section of this guideline (page 25) to a procedural document that is published in the Code of Federal Regulations (29 C.F.R. Part 1607) to assist employers in complying with federal regulations prohibiting discrimination in the recruitment process. This document, known as The Uniform Guidelines on Employee Selection Procedures, covers all aspects of the selection process, including recruiting, testing, and interviewing.

These federal regulations are issued pursuant to Title VII and the guidelines recommend that employers (including federal contractors) be able to demonstrate that selection procedures that have an adverse impact (or disparate impact) upon minorities or women are valid in predicting or measuring performance in a particular job.

## **DOCUMENTATION**

Because applicants may challenge a hiring decision, supervisors are asked to document each stage of the selection process. The more detailed the information such as applicant responses, work sample results, responses to willingness questionnaires, supplemental applications and reference checks, the better your agency's defense should the selection be challenged. The documentation shall be maintained in accordance with the Department of State's Records Retention Schedule. If you have any questions on how to document the selection process properly, please contact your agency's human resources office for assistance.

## **DOCUMENTATION GUIDANCE**

Documentation of the recruitment process is good business practice. Currently, there is no rule directing the type of documentation required; however, the following is guidance to assist you with determining the type of documentation that would be appropriate. The agency human resources office should maintain and ensure proper documentation as directed below.

1. Records are maintained which document the selection process and justify the selection decision.
2. All selection and assessment testing and examination materials used in the selection process should be kept confidential and maintained in a secure location in order to preserve their validity as an applicant testing tool in accordance with section 119.071(1)(a), F.S.
3. For each appointment made, documentation should include:
  - a) Details of the job analysis and identification of the knowledge, skills and abilities necessary to perform the job;
  - b) Demographic data of applicants including but not limited to race, sex, age and veteran status;
  - c) List of applicants' names and ratings or rankings (if applicable) for each selection technique;
  - d) Description of the selection process;
  - e) Selection techniques used and responses;
  - f) The current position description;
  - g) The names and titles of all persons who administered the selection process or participated in the selection decision;
  - h) The position requisition and any other recruitment efforts; and
  - i) Other information related to the preceding paragraphs that affects the selection decision.
4. Each agency shall retain such records in accordance with the retention schedule of the Department of State. Pending litigation or unresolved personnel issues may require longer retention.

## RECRUITMENT STEPS

I need to fill a position. What do I do?

Begin by reviewing the position description to ensure that it accurately reflects the tasks currently assigned to the position. Since the last review, some of the duties performed by the position may have grown or are no longer being performed. If the position description is inaccurate, contact your agency human resources office for assistance in updating the position description. On page 10 of this guide is additional guidance on identifying tasks performed by the position and related knowledge, skills, and abilities (KSAs).

Once it has been determined the position description for the position that needs to be filled is up to date:

1. Consider management directed demotions or reassignments. If none;
2. Consider the re-employment of laid-off employees. If none;
3. Consider any Requests for Reassignment on file pursuant to any applicable collective bargaining agreement. If after review, the requests on file are rejected or if there are none;
4. Review applicants from a previously advertised position with the same occupational profile or group, job requirements, and in the same geographical area. Generally, best practice would be to review only those requisitions previously posted that have closed within the last six months. Check with your agency human resources office for any limitations on these requisitions.
5. If you are unable to fill the position after considering the above, you will need to advertise the position. The position may be posted to recruit internally, within the SPS only, or open to all applicants. These options are explained below. The People First system should be utilized for the advertisement prior to considering other, more costly, means of recruiting. The People First system offers the ability to recruit electronically and provides ways to start the screening process. The advertisements within the People First Staffing section are referred to as "requisitions." The requisition should be completed to include the type of advertisement, requirements of the position and any special notes. Instructions on how to open a requisition are available on the DMS/People First website and may be accessed at: [http://www.dms.myflorida.com/human\\_resource\\_support/people\\_first/for\\_managers2](http://www.dms.myflorida.com/human_resource_support/people_first/for_managers2).

When posting the position, good business practice shows that requisitions should be posted for a minimum of three (3) days. Each agency is responsible for establishing procedures related to the posting of positions for recruitment. Check with your agency human resources office for guidance on posting the position and the number of days required for each type of requisition. There are three types of requisitions:

- Internal Agency (includes promotions) - The applicant pool is limited to current employees of the hiring agency only (including OPS employees) and employees who have requests on file for promotion in accordance with a collective bargaining agreement. If the position is advertised as "internal," applications shall not be accepted from outside of the agency.
- Open Competitive - Applications will be accepted from all applicants.

- State Personnel System - The applicant pool is limited to applicants currently employed with any state agency within the State Personnel System. This includes applicants employed in OPS, Career Service, Selected Exempt Service and Senior Management Service positions. If the position is advertised as "State Personnel System," applications shall not be accepted from outside of the State Personnel System.

***NOTE:** If a laid off employee applies for a position, they have the right to a first interview. It is the applicant's responsibility to submit documentation of their laid off status along with the application. This only applies to employees laid off from Career Service positions.*

Any of the above requisitions may require additional or continuous postings. This may be due to a low number of applicants, the applicants did not meet the requirements set for the position or the position may be difficult to fill. In these situations, one of the below options may be necessary:

1. The previous requisition may be "Re-advertised." You may request the requisition to be re-advertised for an additional period of time. A note should be added to the Special Notes section stating whether or not previous applicants are still being considered and may or may not need to reapply. Check with your agency human resources office for the length of time required for re-advertised requisitions.
2. The position may need to be posted as a "Pool" requisition. Pool requisitions (also known as rolling requisitions) may be used for positions with high turnover or recruitment difficulties. A best practice recommendation for this type of requisition is to request closure within six months of the requisition start date. The requisition should contain information advising the applicant that this is a "pool" announcement. This information can be placed in the Special Notes section or as separate statement within the requisition.

To comply with state and federal laws, all employment requisitions will include the following statements:

1. Certain veterans and spouses of veterans receive preference in employment by the state as provided by Chapter 295, F.S. (applies only to positions within the CS);
2. An Equal Opportunity Employer/Affirmative Action Employer and does not tolerate discrimination or violence in the workplace;
3. We hire only U.S. citizens and lawfully authorized alien workers;
4. If you require an accommodation to participate in the application/selection process, please contact the hiring authority or human resources office in advance.

Additional statements may be required depending on position and agency requirements.

## **SPECIAL NOTES**

When advertising a position, there may be specific skills or licensure the applicant must possess in order to perform the duties of the position. Placing a “special note” section into the advertisement gives you the opportunity to advise the applicants what may be needed in order to successfully perform in the position.

*Examples of special notes that may be used:*

1. Experience with Microsoft Word, Excel and PowerPoint.
2. Experience analyzing, designing, testing, and evaluating network systems, such as local area networks (LAN) and wide area networks (WAN).
3. Experience in classification and pay.
4. Experience in inmate classification or sentencing guidelines.
5. Position requires licensure as a Registered Nurse.

## **USING QUALIFYING QUESTIONS IN PEOPLE FIRST**

All positions should be announced through the People First system. Due to the highly accessible nature of this system, some positions receive a high number of applications even though not all applicants may hold the necessary skills and abilities to perform the work. An effective way to efficiently identify potentially qualified applicants and reduce the number of applications you need to personally screen is by use of the “Qualifying Questions.” Qualifying questions may include any entry-level knowledge, skills, or abilities and special certification or licensure requirements of the position.

\*Special Note: Qualifying Questions should not be used to gather driver’s license numbers, Social Security numbers, or any other sensitive personal information that may be vulnerable to identity theft. However, an inquiry into whether or not the applicant possesses professional or technical licensure is acceptable. (See pages 16, 28 and 38)

Qualifying questions may consist of any one or a combination of the following:

Comment – applicant responses require you to individually evaluate the response.

Free Text – this option is used when you are looking for the use of key words in the desired answer. These options include: contains any, contains all, and does not contain.

Multiple Choice – you can set each question with up to five (5) choices (only one answer can be correct). This would allow you to assess the knowledge of the applicant.

Number - this option includes questions that are answered as one of the following; greater than, less than, equal to, not equal to, greater than or equal to, and less than or equal to.

Number Range – hiring manager enters a number between \_\_\_and\_\_\_.

True/False – applicant must answer either true or false.

Yes/No – applicant must answer either yes or no.

All of the question types listed (with the exception of the “Comment” type question) have the ability to be set as “match/no match” questions. If the applicant’s response does not match the requirement you set for the question, the system automatically determines that the applicant is not qualified and places the following statement in the disposition column: Automatic Prescreening: Applicant did not meet one or more minimum job requirements. Be careful when setting questions with the “match/no match” feature. Once the applicant incorrectly answers a question and is “screened out” you have essentially deemed that individual as ineligible for the position. If your intent is to keep applicants under consideration regardless of their response, this screening method may not be appropriate.

You may also ask questions that require a comment from the applicant. This will require you to read and evaluate the response of the applicant. Your agency human resources office is able to assist you with setting up and selecting appropriate qualifying questions for your position.

Examples of qualifying questions that can be set with “match/no match” responses are available in Appendix A.

## **SELECTION TECHNIQUES**

### **INTRODUCTION**

Selection techniques are an integral part of the recruitment and selection process for filling positions. Selection techniques are comprised of a number of separate components which detail different steps within the overall selection process.

As a supervisor, it is your responsibility to select the “best” applicant to fill positions. Your primary job is to get appropriate results through an effective human resource selection process. The first step toward the proper use of your human resources is to hire those individuals best suited to perform the wide variety of jobs required in the agency. With an effective selection technique, you have an opportunity to enhance the quality and productivity of the agency’s workforce.

The steps in developing the selection technique require you to analyze the position and become thoroughly familiar with the essential tasks or duties required and the knowledge, skills and abilities (KSAs) necessary for successful job performance. Using this method will help ensure the applicant selected has the necessary KSAs to successfully perform the duties assigned to the position. Once a selection technique has been developed for a position, this selection technique may be used each time the position or another position with the same requirements needs to be filled. This approach in hiring practices provides a better defense should your hiring decision be challenged. Selection material shall be maintained in accordance with your agency’s policies and procedures.

Once you have created your selection technique, a best practice guideline would be to request your agency’s human resources office review your technique for compliance with state and federal law requirements prior to beginning your selection. All selection techniques are confidential and shall be kept confidential while in your possession.

## SELECTION TECHNIQUE DEVELOPMENT

What can I do while the position is being advertised?

If there is no selection technique on file for the position, develop the selection technique while the position is being advertised. Some agencies use a point system to score applicants during the selection process. If this applies to your agency, you may be required to develop a scoring mechanism for each component of your selection technique. Please check with your agency human resource office for guidance.

There are several components to a selection technique. Choose those that will help you select the best candidate for your position. Components of a selection technique are:

- Application Screening Criteria
- Interview Questions
- Work Sample
- Willingness Questionnaire
- Supplemental Application

A worksheet may be used to assist you in designing the components of a selection technique. The example below shows what the worksheet may contain (adjust the number of columns and column size to accommodate the elements needed). Use this worksheet to identify the tasks of the position. Then determine what component of a selection technique best determines if the applicant has the required knowledge, skills, or abilities to perform the identified tasks. Once the decision is made as to which components to use and when to administer them, it should be consistently administered to all applicants meeting the established criteria.

TASK	KSA	APPLICATION SCREENING CRITERIA	INTERVIEW QUESTIONS	SUPPLEMENTAL APPLICATION QUESTIONS	WORK SAMPLE	WILLINGNESS QUESTION(S)

## TASK/KSA DEVELOPMENT

Review all material that provides information about the job such as the position description and the occupational profile. This information will assist you in determining the tasks performed by your position and the KSAs required to perform those tasks. See Appendix B for examples of tasks and KSAs with corresponding definitions.

### STEPS FOR TASK/KSA DEVELOPMENT:

First, begin the job analysis by reviewing the position description to identify the tasks currently assigned to the position.

Once the tasks on the position description have been identified, the next step is to determine the knowledge, skill, and ability (KSA) required to accomplish each task. The identified KSAs will be used in the development of the selection technique. The position description will contain both the entry-level and full performance KSAs required to perform the job so you will need to:

1. identify the tasks that are essential to successfully perform the job and
2. identify the entry-level KSAs that are essential to the performance of the job tasks.

*Note: An important distinction must be made between entry-level and full performance KSAs for a position.*

- a) Entry-level KSAs are those an employee must bring to the job.
- b) Full performance KSAs are those an employee is expected to learn and develop while on the job.

Examples are provided in Appendix C to assist you with determining the KSAs related to the tasks identified for your position.

## **APPLICATION SCREENING CRITERIA**

When your job announcement closes, you may receive a large number of applications. An application analysis may be needed to determine which of those applicants will advance to the next step in your selection process, e.g., an interview. The application analysis is an assessment of job-related experience, training, certification, license and/or education used to compare an applicant's qualifications as reflected on the application to the experience, training, certification, license and/or education required for a position.

### **STEPS FOR ESTABLISHING APPLICATION SCREENING CRITERIA:**

1. Use the tasks required for the position and the KSAs identified on the TASK/KSA form to determine the screening criteria.
2. Identify the education, experience, training and/or licensure that are required to satisfactorily perform the duties of the position.
3. List the screening criteria on a form to assist with documenting which criteria each applicant meets.

### **EXAMPLES OF APPLICATION SCREENING CRITERIA**

- Licensure or certification requirements
- Computer database experience
- Training or experience on Microsoft Word, Excel or PowerPoint
- Training or experience using electronic mail systems
- Suspense and/or tracking system experience
- Office management experience
- Experience in the criminal justice system
- Experience in public relations
- Training or experience in a particular computer language or utilizing specific equipment
- Experience in the mental health field

### **EXAMPLES OF INAPPROPRIATE APPLICATION SCREENING CRITERIA**

- Stable work history (focus on their KSAs).
- Application typed without any misspelled words. (If typing is a necessary skill, this should be assessed with a "work sample" during the interview process.)
- Steady progression in career (not KSA related. Remember, focus on their KSAs).
- Language such as "knowledge in, skill in, or ability to ...." (An applicant's level of knowledge, skill, or ability cannot be determined by a written application/resume)
- Agency specific experience (if the position was advertised as open competitive or open to all SPS employees).

## **INTERVIEW QUESTIONS**

How do I develop interview questions?

The interview questions are designed to obtain sufficient job-related information from the applicant to predict their performance on the job.

After you have developed the questions, include an example of the type of response you seek from the applicant. This is the information that applicants should be able to relay in their response to the interview questions. The examples will help to identify the desired knowledge, skills, and abilities that applicants should possess for successful performance on the job. Applicant responses are evaluated and/or rated by comparing them to the suggested responses for each interview question.

### **STEPS FOR DEVELOPING INTERVIEW QUESTIONS:**

1. Review the examples of interview questions that may and may not be used on the Americans with Disabilities Act chart in Appendix D.
2. Determine interview questions. Interview questions should relate to the KSAs identified for the position. Examples of interview questions are available in Appendix E.
3. Identify suggested applicant responses.

Note: The suggested responses when matched with documented applicant responses will defend a hiring decision.

4. List the interview questions and suggested responses leaving room for noting the applicant's response and any other job-related comments to the questions.
5. Have your agency human resources office approve the interview questions if they provide this type of service.

*NOTE: An important point to remember about the interview process is that because interviews can be time-consuming, they should be used later in the selection process after the "pool" of applicants has been considerably narrowed.*

### **INTERVIEW QUESTIONS DOs AND DON'Ts**

#### **DO**

- Keep questions brief and to the point.
- Use questions that ask the applicant to identify, describe, or explain.
- Ask questions based on the knowledge, skills, and abilities essential to bring to the job.
- Ask questions on the applicant's ability to perform the job with or without an accommodation.

***DON'T***

- Ask Yes/No questions.
- Ask about union affiliation or activities.
- Ask questions which cannot be aligned directly to the requirements of the job.
- Ask questions related to age, race, sex, national origin, religion, marital status or disability.
- Ask questions concerning the applicant's spouse, or inquiries regarding spouse's employment, salary, children, child care arrangements or dependents.
- Inquire about the applicant's organizations, clubs, societies, and lodges to which he or she belongs.
- Ask questions relating to arrest records.
- Inquire about the applicant's religious denomination, religious affiliations, church, parish, pastor, or religious holidays observed.
- Inquire about the names or relationship of persons with whom the applicant resides.
- Inquire whether the applicant owns or rents a home.
- Ask how the applicant will get to work.
- Ask questions related to illnesses, disabilities, injuries, or sick leave usage (refer to Americans with Disability Chart in Appendix D).

## **WORK SAMPLE**

A work sample is the reproduction of a designed task or behavior and used to measure skills which are necessary to perform the job. A work sample provides the applicant with the opportunity to demonstrate a job-related skill or a particular knowledge, e.g., typing skills, writing skills, computer skills, trade skills, problem solving or analytical skills, knowledge of rules or procedures, etc. Appendix F provides some examples of work samples.

### **STEPS FOR DEVELOPING WORK SAMPLES:**

1. Identify tasks that can be best measured by an applicant's actual performance. Base the work sample on an analysis of the job.

*Note: For positions that require typing as part of the incumbent's duties and responsibilities, a typing work sample may be required. This may be accomplished by the supervisor developing a work sample and providing use of an office computer without distractions.*

2. Develop a work sample that consists of a task that is representative of work actually done on the job (e.g., typing a letter). Carefully construct the work sample, focusing on performance that is critical to the success of the job.
3. Pre-test the exercise to clear up any problems with it before the applicants complete the work sample.
4. Have your agency human resources office approve the work sample if they provide this type of service.

## **WILLINGNESS QUESTIONNAIRE**

Sometimes there are aspects of a position that may not be appealing to an applicant. This is where a willingness questionnaire may be needed. The questionnaire will ask the applicant's willingness to perform those aspects of the position, such as working rotating shifts, providing health care to clients or dealing with angry customers. A willingness questionnaire is also a method for the applicant to self-assess their suitability for the job.

### **STEPS FOR DEVELOPING WILLINGNESS QUESTIONNAIRES:**

1. Determine if there are unusual or unpleasant job-related work aspects of the position.
2. Develop a list of questions regarding the applicant's willingness to perform these tasks.
3. Have your agency human resources office approve the list of questions if they provide this service.
4. Decide on the appropriate time in the selection process to use the willingness questionnaire. For example:
  - At the time of interview; or
  - At the same time as a supplemental application or work sample.
5. Evaluate the willingness questionnaire – If the applicant answers “no” to a willingness question, you may choose to ask for further information or it may eliminate them from further consideration. It is important to determine in advance how this step will be handled and administer the process consistently.

### **EXAMPLES OF WILLINGNESS QUESTIONS:**

- Are you willing to work overtime that may be necessary to complete assignments/projects?
- Your work station will be located in the reception area of the office where there are continuous interruptions throughout the day. As such, you may be greeting visitors and answering several telephone lines and you will be expected to carry out such functions and still maintain your normal responsibilities. Are you willing to accept this responsibility?
- Are you willing to work rotating shifts?
- Are you willing to work “on-call”?
- Are you willing to deal with irate people?
- Are you willing to present training sessions?
- Are you willing to travel out of town overnight in the performance of your job?
- Are you willing to work in stressful situations?
- Are you willing to obtain and maintain a Florida Driver's License?

## **SUPPLEMENTAL APPLICATION**

A supplemental application is designed to obtain additional or more detailed information on the applicant's work history or education and training as it relates to the duties of the position and the necessary KSAs. The supplemental application provides information that cannot be obtained from the State of Florida employment application.

Supplemental applications will focus on the identified KSAs necessary to perform the duties of the position and asks the applicant to elaborate on past experience that demonstrates the KSA. See Appendix G for an example of a supplemental application.

In addition to obtaining more detailed work related information from the applicant, a specially designed supplemental application can be a good tool for collecting sensitive personal information, such as Social Security Number and/or driver license information. This method provides the agency control of when in the selection process it is used, how it will be received, and who will have access to it. (Note: The practice of collecting this sensitive personal information on the state application was stopped in 2009 in order to help the SPS better manage and maintain the privacy and security of on-line applicant and employee data).

### **STEPS FOR DEVELOPING SUPPLEMENTAL APPLICATIONS:**

1. Review the State of Florida Employment Application and determine if there is any job-related information not offered on the application.
2. Develop a supplemental application requesting this additional information.
3. Have your human resources office approve the supplemental application if they provide this service.
4. Decide on the appropriate time in the selection process to use the supplemental application. For example:
  - All applicants that meet the application analysis screening criteria to further identify those applicants to be interviewed;
  - At the time of interview; or
  - At the same time as a work sample or willingness questionnaire.

## **SELECTION STEPS**

### **INTRODUCTION**

The ultimate goal of the selection process is to hire the best suited applicant for each position. Each component of a properly developed selection technique will identify applicants that possess the necessary knowledge, skills, and abilities to successfully perform the duties of the position.

This section includes instructions on the following:

- How to review each application based on application analysis screening criteria.
- How to administer work samples, supplemental applications and willingness questionnaires.
- How to prepare and conduct an effective oral interview.
- How to complete a reference check.

Okay, I have my selection technique developed, the position has been advertised, now what do I do?

Your agency operating procedures will determine how you will obtain the applications received for your requisition. Contact your agency human resources office for instructions. Directions for printing applicant data are contained in the Training Materials at the below link on the People First website. The HR Professional User Guide has information for printing.

[http://www.dms.myflorida.com/human\\_resource\\_support/people\\_first/for\\_state\\_hr\\_practitioners](http://www.dms.myflorida.com/human_resource_support/people_first/for_state_hr_practitioners)

## **APPLICATION REVIEW**

1. Review applicants who are eligible for veterans' preference in appointment and employment. Such applicants shall be given special consideration at each step of the employment selection process. However, veterans' preference does not require the employment of such applicants over other applicants who are more qualified for the position. Veterans' preference does not apply to SES, SMS, or OPS positions. Contact your agency human resources office for assistance with applying and verifying veterans' preference.
2. Review each application based on the established application analysis screening criteria. This process allows you to screen out those applicants who clearly do not possess the requirements and entry-level KSAs needed to perform the duties of a particular position. The review must include the following steps:
  - a) Review each application and indicate on the application screening criteria form which criteria each applicant meets.
  - b) Veterans' preference applicants. If the application analysis measures "preferred criteria" and not minimum requirements, the veteran will be granted an interview. The veterans' preference eligible applicant is only required to meet the minimum requirements set for the position, not preferred criteria.
  - c) Applicants who meet all or a specified number of the screening criteria shall continue in the selection process. Applicants who do not meet the specified number of criteria shall not be interviewed nor participate in any other part of the selection process.
3. Determine in what order the components of the selection technique will be used.

## **ADMINISTERING WORK SAMPLES, WILLINGNESS QUESTIONNAIRES AND SUPPLEMENTAL APPLICATIONS**

Once you have determined when in the selection process you will administer a work sample, willingness questionnaire and/or supplemental application, there are some things to consider. For example; when, where and how to administer this part of the selection.

Here are some suggested guidelines and tips on administering one or all of the above:

- Decide on the appropriate time – The supplemental assessment may be administered at different times in the selection process. For example, the work sample may be administered at the time of the interview or to a larger pool of applicants prior to the interview to help in narrowing the pool of applicants to be interviewed.
- Determine the applicants to be given the supplemental assessment – Inform applicants in advance of any additional selection techniques (e.g., work sample) that will be administered so that they may request an accommodation, if necessary.
- Develop a template – Identify the objectives of the supplemental assessment to be used. Prepare clear and concise instructions for applicants performing the assessment (e.g. including time limits and instructions for saving and submitting their completed work sample). Ensure each applicant is given the same assessment documentation.
- Arrange the setting and atmosphere – The area should be free from interruptions, environmentally comfortable, clean and organized to help ease the tension of the assessment. Ensure that all the necessary equipment or supplies are provided to the applicant. Make the applicant feel comfortable during the assessment.
- Allow sufficient time for supplemental assessments – Give the applicant plenty of time to complete the assessment documentation. However, each applicant should be scheduled for approximately the same amount of time. Allow sufficient time to answer any questions the applicant may have before they begin.
- Accommodate applicants – Be prepared to reasonably accommodate applicants with disabilities, if requested.
- Keep the supplemental assessment documentation in a secure location – Remember that the supplemental assessment documents, like other components of selection techniques, are “tests” and as such, should be kept in a secured, locked location to reduce the potential for applicants to see the work sample in advance.
- Evaluate the supplemental assessment documentation – Ensure the supplemental assessment documentation is evaluated consistently and use the same evaluator for all supplemental assessment documentation.

## ORAL INTERVIEW

1. Interview all applicants that meet the established screening criteria.

*Note: Structured interviews may be conducted by a panel of interviewers. To ensure consistency in the interview process, the same interview panel shall conduct all of the interviews for the particular position. Additionally, the panel should decide on the methodology by which the applicant will be scored, assessed or evaluated prior to commencing the interviews. For example: determine if the panel members will discuss each interview and score the applicant collectively or will each panel member score the applicant on an individual basis.*

2. Interview each applicant with the approved interview questions and document their responses.

*Here are some useful interviewing tips:*

- Know the job to be filled - The interviewer(s) must have a thorough understanding of the job requirements. This can be gained by reviewing the position description and the TASK/KSA form.
- Create a realistic job picture for the applicant – Do not try to hide difficult or undesirable aspects of the position if any exist.
- Obtain applicant information before the interview - For certain positions it is helpful to gain applicant information from applications, resumes, supplemental applications, or willingness questionnaires prior to the interviews.
- Arrange interview setting and atmosphere - The interview area should be free from interruptions, environmentally comfortable, clean and organized to help ease the tension of the interview situation. It is a good idea to summarize up front what will happen during the interview. Make the applicant feel comfortable during the interview.
- Allow sufficient time for interviews - Each interview should be scheduled for approximately the same amount of time. Budget some time prior to each interview to review materials and allow time after each interview to make final notes about the applicant.
- Control the interview - The interviewer is responsible for establishing and maintaining control of the meeting.
- Ask meaningful questions - The questions asked will determine what information is received. Remember, you are trying to determine if the applicant has the necessary KSAs and experience to perform the duties and responsibilities of the position. All questions should be job-related and help to identify the applicant's weaknesses and strengths.
- Accommodate applicants - Be prepared to reasonably accommodate applicants with disabilities, if requested.
- Close the interview appropriately - Treat all applicants with respect during the interview. In closing the interview you should inform them of the anticipated schedule for filling the job. Avoid giving applicants the impression that they've "got the job."

## **Applicants with Disabilities**

The ADA establishes rules about “disability-related inquiries,” which consist of a question or a series of questions that is likely to solicit information about a disability. The ADA limits an employer’s ability to make disability-related inquiries at three stages.

1. First, the ADA prohibits all disability-related inquiries before an offer of employment, even if they are related to the job.
2. Next, after an applicant is given a conditional job offer, you may conduct medical examinations as long as the agency does so for all entering employees in the same job category. A job offer may be conditioned on the results of a medical examination, but only if the examination is required for all entering employees in similar jobs.
3. Last, after employment begins, an agency may make disability-related inquiries and require medical examinations only if they are job-related and consistent with business necessity.

For assistance in arranging a reasonable accommodation for an applicant or employee, contact your agency human resources office. Appendix H contains tips on interviewing applicants with disabilities.

Reminder ...

Even though an applicant discloses the need for an accommodation, *before an offer of employment*, an employer still may not inquire as to:

- the nature of a disability,
- the severity of a disability,
- the condition causing the disability,
- any prognosis or expectation regarding the condition or disability, or
- whether the individual will need treatment or special leave because of the disability.

If you need further assistance in the area of disabilities, contact:

- Your agency Human Resources Office,
- Governor’s Commission on Disabilities - Although the Governor’s Commission on Disabilities has been discontinued, its referral services are now being provided by the Agency for Persons with Disabilities. To speak with a disability specialist, call 1-866-APD-CARES (1-866-273-2273), or
- Florida Commission on Human Relations - (<http://fchr.state.fl.us>).

*Note: According to the Americans with Disabilities Act, an employer may not require a job applicant to take a medical examination, to respond to medical inquiries or to provide information about workers’ compensation claims before the employer makes a job offer; however, the agency may condition a job offer on the satisfactory result of a post-offer medical examination when it is required of all employees entering into a specific position. If an individual is not hired because a post-offer medical examination or inquiry reveals a disability, the reason(s) for not hiring must be job-related and necessary for the business. You also must be able to show that there was no reasonable accommodation that would have made it possible for the individual to perform the essential job functions.*

## **DETERMINING THE BEST SUITED APPLICANT**

Use the following guidelines to assist with determining the best suited applicant(s). The best suited applicant(s) is defined as “one or more applicants that have been recommended for hire and have demonstrated through the selection process to possess the highest level of knowledge, skills, and abilities necessary to perform the duties and responsibilities of the position.” Selection from among the most qualified applicants shall be the responsibility of the employing agency.

- The applicant(s) selected performed better in the selection technique than the majority of the other applicants who participated and had favorable employment reference checks.
- The applicant(s) selected performed as well as the other applicants in the selection technique and has applied and is eligible for Veterans' Preference and had favorable employment reference checks.
- The applicant(s) selected performed as well as the other applicants in the selection technique, has more of the training or education necessary for successful work performance in the position to be filled and had favorable employment reference checks.
- The applicant(s) selected performed as well as the other applicants in the selection technique, has more related work experience or skills compared with the most important duties/responsibilities of the position to be filled and had favorable employment reference checks.

## REFERENCE CHECKS/BACKGROUND SCREENING

Each agency may have specific procedures for conducting the reference check and background screening of a selected applicant. The State of Florida employment application contains the applicant's agreement to release any and all information (excluding records deemed confidential under ADA) pertaining to the applicant to be used in relation to employment with the agency. These are general guidelines that should be followed and may be performed by the supervisor or the human resources office. Contact your human resources office for agency specific procedures.

1. Conduct a reference check on the top applicant(s). The employment reference check must be sufficient enough to verify the applicant meets the requirements established for the position.
2. Verify education and/or licensure if required or specified for the position.
3. Review the application for gaps in employment.
4. Review "the reason for leaving" section for each employment listed.
5. Review the "background information" section of the State of Florida employment application. If the applicant indicates "yes" to any of the conviction questions, contact your human resources office for guidance.
6. If the applicant is a current employee of an agency within the State Personnel System, the hiring manager may contact the agency and request a review of the applicant's personnel file.

*Some points to remember when conducting reference checks.*

- Be Consistent - Be sure standards of information are applied uniformly for the position, e.g., if one item is grounds for denial of a job to one person, it should be the same for any other applicant similarly situated.
- Keep Inquiries Relevant - Information used for employment purposes should be job-related and based on essential functions.
- Check Several Sources - It is good business practice to contact at least three employers.
- Keep Written Documentation - Document the information gained from the reference check.

*REMEMBER: The reference check is one of the most important tools for evaluating the qualifications of a prospective employee. A thorough reference check should yield job-relevant information concerning an individual's past behavior, experience, education, performance, and other critical factors important in the overall selection process.*

## **SELECTIVE SERVICE REGISTRATION**

Verify the Selective Service registration status of selected applicants who are male and born on or after October 1, 1962 by having the individual provide proof of registration with the United States Selective Service System. In the event the applicant has lost their proof of registration, their registration can be confirmed at <https://www.sss.gov> by entering the applicant's name, date of birth and social security number. Print the verification for documentation purposes.

If the applicant has served in the military, they are not required to register with the Selective Service. Their military service shall be verified by the applicant providing a copy of the DD Form 214 or comparable discharge or separation documentation from the Department of Defense.

## RESOURCES

- Your agency human resources office
- Florida Administrative Code
- Florida Statutes

### Helpful websites:

Online Sunshine – official site of the Florida Legislature

- <http://www.leg.state.fl.us>

Department of Management Services, Division of Human Resource Management

- [http://dms.myflorida.com/human\\_resource\\_support/human\\_resource\\_management](http://dms.myflorida.com/human_resource_support/human_resource_management)

The Society for Human Resource Management (SHRM)

- <http://www.shrm.org/>

U. S. Equal Employment Opportunity Commission

- <http://eeoc.gov/>

Selective Service System

- <http://www.sss.gov/>

Code of Federal Regulations (29 C.F.R. Part 1607)

- [Uniform Guidelines on Employee Selection Procedures \(29 CFR Part 1607\)](#)

Veterans' Preference

- Program Guidelines – Department of Management Services  
[http://www.dms.myflorida.com/human\\_resource\\_support/human\\_resource\\_management/for\\_state\\_hr\\_practitioners/hrm\\_correspondence/program\\_guidelines](http://www.dms.myflorida.com/human_resource_support/human_resource_management/for_state_hr_practitioners/hrm_correspondence/program_guidelines)
- An Overview – Department of Veterans' Affairs:  
<http://www.floridavets.org/benefits/veteranspref.asp>
- Questions and Answers - Department of Veterans' Affairs  
[http://www.floridavets.org/pdf/vetpref\\_bro.pdf](http://www.floridavets.org/pdf/vetpref_bro.pdf)

# APPENDICES

## **APPENDIX A – EXAMPLES OF QUALIFYING QUESTIONS**

Free Text – this option is used when you are looking for the use of key words in the desired answer. These options include: contains any, contains all, and does not contain.

1. What techniques do you use for training presentations?  
Key words – PowerPoint, flip charts, role play, etc.
2. In what areas of HR do you have experience?  
Key words – employee relations, compensation, recruitment, etc.
3. What software do you have experience utilizing at an intermediate level?  
Key words – PowerPoint, Excel, Access, Word 2007, etc.

Multiple Choice – you can set each question with up to five (5) choices (only one answer can be correct). This would allow you to assess the knowledge of the applicant.

1. Rate your knowledge and use of technology as a means of adult education.
  - a) Somewhat knowledgeable
  - b) Very knowledgeable
  - c) Extremely knowledgeable
2. Which of the below would not be found in a document library?
  - a) Excel
  - b) PowerPoint
  - c) XML forms
  - d) Word document
3. Rate your level of experience using Excel.
  - a) Beginner
  - b) Intermediate
  - c) Expert

Number – this option includes questions that are answered as one of the following; greater than, less than, equal to, not equal to, greater than or equal to, and less than or equal to.

1. How many years of professional accounting experience do you possess?
2. In those years of professional accounting experience, how many were in a supervisory position?
3. How many years of experience do you possess in managing the workload of an organizational unit?

Number Range – hiring manager enters a number between \_\_\_and\_\_\_.

1. What is the largest number of people you have supervised?
2. What is the average number of cases you have handled in the past?
3. What is the largest case load you have handled in your current or previous positions?

True/False – applicant must answer either true or false.

1. FLSA stands for Florida Labor Statistics Act.
2. FMLA stands for Family and Medical Leave Act.
3. An included employee is not eligible for overtime pay.

Yes/No – applicant must answer either yes or no.

1. Are you an employee of the Agency/Department of \_\_\_\_\_? (This question would be used for internal announcements)
2. Are you currently an employee of an agency within the State Personnel System? (This question would be used when seeking only applicants currently employed by a state agency within the SPS)
3. Do you possess a Bachelor's degree or 5 years experience in \_\_\_\_\_?
4. Do have experience using Power Point at the intermediate level or above?
5. This position requires licensure/certification as a \_\_\_\_\_. Do you possess this requirement?
6. Do you possess a valid (Florida) Driver's License?

\*\*DO NOT request the applicant provide their Driver's License number at this time.

## **APPENDIX B – TASK/KSA DEFINITIONS**

**JOB ANALYSIS:** A review of the job tasks assigned to a position to identify the significant knowledge, skills, and abilities (KSAs) required for successful performance of the job. Here are a few examples of KSAs to assist you in identifying those required to perform the tasks of your position.

**TASK:** An assigned duty or responsibility. Some examples are:

- Open mail daily
- Prepare a monthly statistical analysis
- Input data

**KSA: KNOWLEDGE, SKILLS, AND ABILITIES**

**KNOWLEDGE:** The information, facts and/or principles that an individual must possess for successful job performance. Knowledge may be acquired through formal education, training, or personal experience. Some examples are:

- Knowledge of management principles
- Knowledge of data collection methods
- Knowledge of problem solving techniques

**SKILL:** The proficient manual, verbal or mental manipulation of data or things that an individual must possess for successful job performance. A skill is observable, quantifiable or measurable. Some examples are:

- Skill in operating heavy equipment
- Skill in typing
- Skill in using power tools

**ABILITY:** Power to perform an observable behavior or produce an observable product. Some examples are:

- Ability to move 50 pounds
- Ability to collect and compile information
- Ability to communicate verbally and in writing

## **APPENDIX C – TASKS WITH RELATED KSAs**

These are examples of tasks that may be performed by your position. The KSAs that would relate to each task are listed below each task. These are not an exhaustive list and are only suggestions designed to provide you with some guidance.

### Analytical related KSAs

- Knowledge of methods of compiling, organizing and analyzing data.
- Ability to analyze and interpret data.
- Ability to prepare various reports and statistical data.
- Ability to organize data in logical format for presentation in reports, documents and other written materials.

### Contract management related KSAs

- Ability to prepare contracts relating to inmate labor.
- Ability to develop programs for monitoring compliance with and meeting goals established for a private contract.

### Oral and written communication related KSAs

- Knowledge of the principles and techniques of effective verbal and written communication.
- Ability to compose written correspondence, policies and procedures and various reports.
- Ability to speak in front of groups and make effective presentations.
- Ability to establish and maintain effective working relationships with others.

### Organization and time-management related KSAs

- Ability to organize data into logical format for presentation in reports, documents and other written materials.
- Ability to plan, organize and direct program activities.
- Ability to schedule and coordinate assigned work responsibilities.
- Ability to work independently.

### Secretarial/clerical related KSAs

- Knowledge of office procedures.
- Knowledge of correct spelling, punctuation and grammar usage.
- Knowledge of letter, report and tabular formats.
- Knowledge of personal computers and software.
- Skill in typing.
- Skill in the use of word processing equipment.
- Ability to type letters, memoranda and other standard business forms in correct format.
- Ability to proofread typed material for typewritten and grammatical errors and to make necessary corrections.
- Ability to use correct spelling, punctuation and grammar.
- Ability to organize and maintain filing systems.
- Ability to compose correspondence.
- Ability to handle telephone calls in a courteous and effective manner.
- Ability to transcribe dictation using notes or a dictating machine.

Supervisory related KSAs

- Knowledge of the principles and techniques of effective verbal and written communication.
- Knowledge of the principles, methods and techniques of training or instruction.
- Ability to supervise people.
- Ability to determine work priorities, assign work, and ensure completion of assignments.
- Ability to review work for accuracy and quality of content.
- Ability to train others.
- Ability to assess employee work performance.
- Ability to communicate effectively verbally and in writing.
- Ability to establish and maintain effective working relationships with others.
- Ability to utilize problem solving techniques.

Writing and interpreting policy, rules, etc., related KSAs

- Knowledge of rules, policies, and procedures of the \_\_\_\_\_.
- Ability to read, understand and apply applicable rules, regulations, policies and procedures.

## APPENDIX D – AMERICANS WITH DISABILITIES ACT

Americans with Disabilities Act
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The following are examples of the types of questions that may or may not be asked during an interview.

MAY BE ASKED	MAY NOT BE ASKED
The attendance policy is ..... can you meet this requirement?	How many days were you absent from work because of illness last year?
Applicants may be asked to describe how s/he will perform specific job functions <u>if</u> this is required of everyone applying for a job in this job category, regardless of disability.	Do you have any disabilities or impairments which may affect your performance in the position for which you are applying?
If you believe an applicant with an obvious disability will need a reasonable accommodation to do the job, you may ask the applicant to describe or demonstrate how s/he would perform the job with or without reasonable accommodation.	Please list any conditions or diseases for which you have been treated in the past three years.
	Have you ever been hospitalized? If so, for what condition?
	Have you ever been treated by a psychiatrist or psychologist? If so, for what condition?
	Have you had a major illness in the last five years?
	Have you ever been treated for any mental condition?
	Are you taking prescribed drugs?
	Have you ever been treated for drug addiction or alcoholism?
	Have you ever filed for workers' compensation insurance?
	What is the nature of your disability?
	How severe is your disability?
	Will you need treatment or special leave because of your disability?
	What is the prognosis or expectation regarding the condition of your disability?

## **APPENDIX E – EXAMPLES OF APPROPRIATE INTERVIEW QUESTIONS**

The following sections provide sample interview questions that may be used in evaluating various performance factors. The following sample questions are not an exhaustive list of performance factors. Your agency human resources office can assist you in creating additional questions for your position if they provide this service. The example questions should be customized to fit your position. Normally, only two or three questions in each related category are asked.

**Communication Skills** - The following questions gather information relating to an individual's communication skills. During the interview, make the following observations:

- Consider if the applicant is able to express himself/herself effectively and in a well-organized manner,
  - Observe the applicant's non-verbal communication, and
  - Consider whether the applicant's grammar, sentence structure, etc. are appropriate to the requirements of the position.
1. We've all had occasions when we misinterpreted something that someone told us (like a due date, complicated instructions, etc.). Give us a specific example of when this happened to you. What was the situation? Why was there a misinterpretation? What was the outcome?
  2. What kind of reports/proposals have you written? Can you give us some examples?
  3. Give an example of when you told someone to do something, and they did it wrong. What was the outcome?
  4. What reports that you are currently preparing (or recently prepared) are the most challenging and why?
  5. What kinds of presentations have you made? Can you give us some examples? How many presentations do you make a year?
  6. Give us an example from your past work experience where you had to rely on information given to you verbally to get the job done.
  7. What different approaches do you use in talking with different people? How do you know you are getting your point across?
  8. What is the worst communication problem you have experienced? How did you handle it?

**Initiative** – The following questions are designed to gather information about an individual's ability to independently identify tasks that need to be done without supervisor direction.

1. Have you found any ways to make your job easier or more rewarding?
2. We've all had occasions when we were working on something that just "slipped through the cracks." Can you give us some examples of when this happened to you? What was the cause? What were the results?
3. In your past experience, have you noticed any process or task that was being done unsafely (incorrectly)? What did you do?
4. Give an example of how you handled completing a job assignment without enough information.

Job Motivation - The following questions help identify an applicant's motivation to do the type of work the position requires. The intent is not to see if they had good motivation/ satisfaction in their previous jobs, but to see if the types of things they enjoy doing will be available in this position. For example, if a person said he enjoyed his last job because he liked to work outside and with people doing different things all of the time, then a desk job in accounting would probably not provide high satisfaction.

1. What do you like best (least) about your job as a \_\_\_\_\_?
2. What were/are your reasons for leaving \_\_\_\_\_?
3. Give us some examples of experiences in your job at \_\_\_\_\_ that were satisfying? Dissatisfying? Why?
4. What gave you the greatest feeling of achievement in your job at \_\_\_\_\_? Why?
5. All jobs have their frustrations and problems. Describe specific job conditions, tasks, or assignments that have been dissatisfying to you. Why?
6. Give some examples of past work experience that you have found personally satisfying.
7. What are some recent responsibilities you have taken on? Why did you assume these responsibilities?
8. Why do you want to be a \_\_\_\_\_ (title of position)?
9. Why did you choose this (career, type of work)?

Leadership - The following questions gather information relating to an individual's utilization of appropriate interpersonal styles and methods in guiding individuals or a group toward task accomplishment.

1. Tell us about a time you had to take a firm stand with a co-worker. What was the situation? What was difficult about the co-worker? What was the firm stand you had to take?
2. Describe how you instruct someone to do something new. What were you training them to do? Walk me through how you did it.
3. Tell us about a time you had to win approval from your co-workers for a new idea or plan of action.
4. Tell us about a new idea or way of doing something that you came up with which was agreed to by your supervisor. What did you do to get it to the right person? What did you do to get the supervisor to agree? Be specific.
5. Describe any supervisory or leadership training, education, or work experience you have had and its relevance to this position.
6. What leadership skills and experience do you have that would qualify you as an effective leader? Be specific.

Planning and Organizing – The following questions gather information relating to an individual's ability to schedule work and handle multiple tasks.

1. How do you organize your work day?
2. How often is your time schedule upset by unforeseen circumstances?
3. What do you do when that happens? Tell us about a specific time.
4. Describe a typical day ... a typical week. (*Interviewers: Listen for planning.*)
5. How do you establish priorities in scheduling your time? Give examples.
6. What is your procedure for keeping track of items requiring your attention?
7. We have all had times when we just could not get everything done on time. Tell us about a time that this happened to you. What did you do?

8. Tell us how you establish a course of action to accomplish specific long and short term goals.
9. Do you postpone things? What are good reasons to postpone things?
10. How do you catch up on an accumulated backlog of work after a vacation or conference?

Stress Tolerance – The following questions are designed to provide information relating to an individual's stability of performance under pressure. These questions are not designed to rate a person's stress level. They are designed to give the interviewer an idea of how the applicant has reacted to past stressful situations.

1. What pressures do you feel in your job? How do you deal with them?
2. Describe the highest-pressure situations you have been under in your job recently and how did you cope with them?
3. How do you maintain constant performance while under time and workload pressures?
4. Describe the last time a person at work (customer, co-worker, or supervisor) became irritated or lost his/her temper. What did they do? How did you respond? What was the outcome?
5. Describe a situation where you became frustrated or impatient when dealing with (customers, co-workers, or supervisor). What did you do?

Teamwork - The following questions gather information relating to a person's ability to work and get along with others:

1. We've all had to work with someone who is very difficult to get along with. Give an example of when this happened to you. Why was that person difficult? How did you handle the person? What was the result?
2. When dealing with individuals or groups, how do you determine when you are pushing too hard? How do you determine when you should back off? Give an example.
3. How do you go about developing rapport (relationships) with individuals at work?
4. Give an example of when one of your ideas was opposed in a discussion. How did you react?
5. Tell us, specifically, what you have done to show you are a team player at \_\_\_\_\_.
6. We all have ways of showing consideration for others. What are some things you've done to show concern or consideration for a co-worker?
7. How do you keep your employees informed as to what is going on in the organization? What methods do you use to keep informed as to what is going on in your department?

Technical and/or Position Specific – The following questions gather information relating to an individual's past work experience, duties, and working conditions which are similar to those of the position for which the individual is being considered.

1. What training have you received in \_\_\_\_\_?
2. Describe your experience with the following tools and equipment. (Interviewer, list job-related tool.)
3. Walk me through the procedures you would follow to \_\_\_\_\_.
4. What equipment did you operate in your job at \_\_\_\_\_?
5. Describe your experience performing the following tasks. (Interviewer, list job-related tasks.)
6. What job experiences have you had that would help you in this position?

7. How do you follow the prescribed standards of safety when performing \_\_\_\_\_ (task)?

Work Standard - The following questions gather information relating to an individual's personal standard of performance (ability to get the job done):

1. What are your standards of success in your job? What have you done to meet these standards?
2. What do you consider the most important contribution your work group made to your department (company)? What was your role?
3. What factors, other than pay, do you consider most important in evaluating yourself or your success?
4. When judging the performance of others, what factors or characteristics are most important to you?
5. Describe the time you worked the hardest and felt the greatest sense of achievement.
6. Tell us about a time when you weren't very pleased with your work performance. Why were you upset with your performance? What did you do to turn around your performance?

## **APPENDIX F – EXAMPLES OF WORK SAMPLES**

### Skill Assessments

- Typing
- Drafting
- Proofreading
- Auditing a financial invoice
- Machine operation (sewing machine, word processing, duplication machine)
- Tool use
- Trade skill (welding, painting, engine repair, electronics repair, plumbing, carpentry)
- Cardiopulmonary resuscitation

### Supervisory and Management Ability Measures

- Situational problem resolution
- Interview simulations (e.g., employee counseling)
- Analysis problems (i.e., budget, organization, priorities, fact finding, decisions on alternatives)

### Writing Exercises

- Written problem analysis
- Compose a letter or report
- Preparation of legal brief or quasi-judicial decision
- News release
- Letter composition
- Arithmetic calculation for computing a claim
- Arrangement of files (e.g., alphabetical)
- Review of document for typographical errors

### Oral Communication Exercises

- Report to representatives of the public or the press
- Sales presentation
- Radio vehicle dispatch exercise
- Training presentation

## APPENDIX G – EXAMPLE OF A SUPPLEMENTAL APPLICATION FORM

### SUPPLEMENTAL APPLICATION FORM

NAME: \_\_\_\_\_

POSITION TITLE: \_\_\_\_\_ POSITION NUMBER: \_\_\_\_\_

### DIRECTIONS TO APPLICANTS

This supplemental application contains a summary of the duties and responsibilities assigned this position and the related knowledge, skills or abilities (KSAs). A space has been provided for you to relate any educational, work or life experience which you feel would indicate that you possess the related experience and work/or knowledge, skill, or ability needed for the job. Please complete this supplemental application and return to (supervisor's name) by (date) at (location).

This is a key support position, responsible for independently performing a variety of administrative duties involving all aspects of the ... (briefly describe duties and responsibilities of the position.)

### EXAMPLES OF SUPPLEMENTAL APPLICATION QUESTIONS:

1. KSA: Knowledge of governmental accounting principles.  
*Describe the type of accounting experiences you have had in governmental accounting, or a comparable entity (city, county or state).*
2. KSA: Ability to work independently.  
*This position handles a varied and high volume workload and coordinates functions. The incumbent must often make decisions regarding the priority of tasks to be performed. In describing your work or life-related experience, please give examples of work you've handled independently and how you prioritized their completion.*
3. KSA: Ability to design and/or develop computer assisted training.  
*Describe your experience and role in designing and/or developing computer assisted instruction, computer based or distance learning programs for training purposes.*
4. KSA: Ability to type letters and other standard business forms in correct format.  
*Please describe any experience you have preparing and completing documents of a legal nature.*
5. KSA: Ability to effectively communicate verbally and in writing.  
*What experience do you have in composing correspondence? Give examples.*
6. Special position requirement: This position requires the possession of a valid Driver License.  
*Do you possess a valid Florida Driver's License (or current valid driver's license of another State)? If yes, please provide State of issue, license number and expiration date.*

## **APPENDIX H – TIPS ON INTERVIEWING APPLICANTS WITH DISABILITIES**

In light of the ADA, an individual may wonder what questions may and may not be asked when interviewing an applicant with a disability. In addition, individuals are often unsure of “disability etiquette” when interacting with persons with disabilities. These guidelines are provided to help in the interviewing process and to enhance communication skills when interacting with prospective employees with disabilities.

### **When Interviewing an Applicant with Any Disability**

Before an offer of employment is made, do not ask an applicant questions regarding:

- the existence of a disability,
- the nature of a disability,
- the severity of a disability,
- the condition causing the disability,
- any prognosis or expectation regarding the condition or disability, or
- if the individual will need treatment or special leave because of the disability.

### **When Interviewing an Applicant Who Uses a Wheelchair**

- Do not lean on the wheelchair.
- Do not be embarrassed to use such phrases as “Let’s walk over to the auditorium”.
- Do not push the wheelchair unless asked to do so.
- Make sure you get on the same eye level with the applicant if the conversation lasts more than a couple of minutes.
- Keep accessibility in mind (Is that chair in the middle of your office a barrier to a wheelchair user? If so, move it aside.).

### **When Interviewing an Applicant Who Has a Visual Impairment**

- Do not be embarrassed to use such phrases as “Do you see what I mean?”
- Do not shout.
- Do not touch an applicant’s cane.
- Do not touch a guide dog when it is in harness. In fact, resist the temptation to pet a guide dog.
- Identify yourself and others present immediately; cue a handshake verbally or physically.
- Use verbal cues; be descriptive in giving directions. (“The table is about five steps to your left.”)
- Verbalize chair location or place the person’s hand on the back of the chair, but do not place the person in the chair.
- Keep doors either opened or closed; a half-opened door is a serious hazard.
- Offer assistance in travel; let the applicant grasp your left arm, usually just above the elbow.

### When Interviewing an Applicant Who Is Deaf or Hard of Hearing

- Do not shout.
- Use a physical signal to get the applicant's attention.
- Enunciate clearly. If the applicant is lip reading, keep your mouth clear of obstructions and place yourself where there is ample lighting. Keep in mind that an accomplished lip reader will be able to clearly understand 30 to 35 percent of what you are saying.
- If you do not understand what the applicant is telling you, do not pretend you did. Ask the candidate to repeat the sentence(s).
- If requested, use a sign language interpreter. Keep in mind that the interpreter's job is to translate, not to get involved in the interview in any other way. Therefore, always speak directly to the applicant.
- Plan well in advance, beginning when the candidate's interview is confirmed, for an interpreter.

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