

# State Personnel System



## Supervisor's Recruitment and Selection Program Manual

Division of State Human Resource Management

Revised December 4, 2025

Department of Management Services

HRM #2017-009



## TABLE OF CONTENTS

PREFACE .....	1
RECRUITMENT .....	2
INTRODUCTION .....	2
DOCUMENTATION .....	2
RECRUITMENT STEPS .....	3
USE OF SOCIAL MEDIA .....	6
USE OF ARTIFICIAL INTELLIGENCE, ALGORITHMS, AND LICENSED SOFTWARE AS PART OF THE SELECTION PROCESS .....	7
USING QUALIFYING QUESTIONS IN PEOPLE FIRST .....	8
SELECTION TECHNIQUES .....	10
INTRODUCTION .....	10
SELECTION TECHNIQUE DEVELOPMENT .....	10
TASK/KSA DEVELOPMENT .....	11
CANDIDATE SCREENING CRITERIA .....	11
INTERVIEW QUESTIONS .....	13
WORK SAMPLE .....	14
WILLINGNESS QUESTIONNAIRE .....	15
BEHAVIORAL/PERSONALITY/SKILLS TESTS .....	16
SELECTION STEPS .....	18
INTRODUCTION .....	18
CANDIDATE PROFILE REVIEW .....	18
ADMINISTERING ASSESSMENTS .....	19
ORAL INTERVIEW .....	19
CANDIDATES WITH DISABILITIES .....	20
IDENTIFYING THE BEST SUITED CANDIDATE .....	21
REFERENCE CHECKS/BACKGROUND SCREENING .....	22
SELECTIVE SERVICE REGISTRATION .....	23
RESOURCES .....	24
APPENDICES .....	26
APPENDIX A – EXAMPLES OF QUALIFYING QUESTIONS .....	27
APPENDIX B – TASK/KSA DEFINITIONS .....	29
APPENDIX C – TASKS WITH RELATED KSAs .....	30
APPENDIX D – AMERICANS WITH DISABILITIES ACT .....	32
APPENDIX E – EXAMPLES OF APPROPRIATE INTERVIEW QUESTIONS .....	33
APPENDIX F – EXAMPLES OF WORK SAMPLES .....	37
APPENDIX G – TIPS ON INTERVIEWING CANDIDATES WITH DISABILITIES .....	38

## **PREFACE**

The State Personnel System (SPS) is the employment system comprised of the positions within the Career Service (CS), Selected Exempt Service (SES), and Senior Management Service (SMS). The SPS is the largest of six personnel systems in state government. Other systems include the State University System, the Florida Lottery, the Legislature, the Justice Administration System, and the State Courts System. All CS, SES, and SMS appointments shall be made in accordance with SPS rules and agency operating procedures.

As an equal opportunity employer, the State of Florida follows all federal equal employment opportunity (EEO) laws and provides equal employment opportunities to all individuals who qualify regardless of their race, religion, color, sex, age, national origin, disability, or genetic information. In addition to adhering to the federal EEO laws, the state ensures that its employment practices follow the provisions stipulated by the Florida Civil Rights Act, Chapter 760, Florida Statutes (F.S.), section 110.112, F.S., Affirmative action; equal employment opportunity, and section 110.105 F.S., Employment policy of the state.

The SPS also provides veterans with preference in appointment and retention in accordance with section 295.07, F.S. These preferences apply to employment in CS positions only.

This program manual has been developed to provide supervisors/hiring managers with general guidelines for recruiting and selecting employees for positions within the SPS. This manual contains recruitment and selection best practices to guide supervisors/hiring managers to design selection techniques that are job-related, efficient, and comply with federal and state laws, which minimizes vulnerability to legal challenges while ensuring selection for appointment from among the most qualified candidates as stated in section 110.213, F.S.

Supervisors/hiring managers with questions concerning the recruitment and selection process, should contact their [agency's human resources office](#).

## RECRUITMENT

### **INTRODUCTION**

Each agency must be committed to ensuring that all job candidates receive equal opportunity in recruitment, selection, appointment, promotion, and other employment practices in accordance with applicable federal and state employment laws.

One of the most important responsibilities given to supervisors/hiring managers is the ability to select new employees for agency positions. At the conclusion of the selection process, supervisors/hiring managers, and the interview panel, if utilized, will determine the best suited candidate(s) based upon the information derived from the selection techniques and take into consideration veterans' preference when applicable.

The recruitment section is designed to help supervisors/hiring managers:

- Understand why it is a good business practice to have a recruitment and selection process.
- Understand the key components of an effective recruitment process.
- Understand supervisors/hiring managers' roles in the recruitment process.

There is a link in the resources section of this manual ([page 24](#)) to the [Uniform Guidelines on Employee Selection Procedures](#), 29 Code of Federal Regulations Part 1607, which covers all aspects of the selection process, including recruiting, testing, and interviewing, to assist employers in complying with federal regulations prohibiting discrimination in the recruitment process.

These federal regulations 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 candidates may challenge a hiring decision, supervisors/hiring managers should document each stage of the selection process. The more detailed the information, such as candidate responses, assessment results, responses to willingness questionnaires, 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 General Records Schedule](#). Any questions on how to properly document the selection process should be directed to your agency's human resources office for assistance.

### **DOCUMENTATION GUIDANCE**

Currently, there is no statute or rule directing the type of documentation required. The following guidance is provided to assist agencies in determining the types of documentation that would be appropriate. Your agency's human resources office should maintain and ensure proper documentation as directed below.

1. Records which document each step in the selection process and justify the selection decision.
2. Candidate assessment tools (if applicable), including testing and examination materials used

in the selection process. These materials should be kept confidential and maintained in a secure location in order to preserve their validity in accordance with section 119.071(1)(a), F.S.

3. For each appointment made, documentation should include:
  - a) A description of the minimum qualifications necessary to perform the job;
  - b) List of candidates' names and ratings or rankings (if applicable) for each selection technique;
  - c) Candidates' veteran status, if applicable;
  - 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 participated in the selection process and in the selection decision;
  - h) The position announcement and any other recruitment efforts; and
  - i) Other information related to the preceding paragraphs that affected the selection decision.

Each agency shall retain such records in accordance with the [Florida Department of State's General Records Schedule](#), as well as other applicable federal, state, and/or local laws and regulations regarding recordkeeping and records retention. Agencies should be aware of all laws and regulations relating to their records and recordkeeping requirements. Agencies who receive national or statewide accreditation or certification by professional societies, organizations, or associations may maintain records for a longer period than is required under state and federal laws to meet accreditation standards. Pending litigation or unresolved personnel issues may also require a longer retention of relevant records.

### **RECRUITMENT STEPS**

To initiate the recruitment process, begin by reviewing the position description to ensure that it accurately reflects the current duties and responsibilities of the position as well as all required knowledge, skills, and abilities (KSAs). If the position description is inaccurate, contact your agency's human resources office for assistance in updating the position description. Additional guidance on identifying tasks performed by the position and related KSAs are provided on [page 11](#) of this program manual.

Once it is determined that the position description is up to date:

1. Consider any Requests for Reassignment, Promotion, Transfer, or Lateral Action on file pursuant to an applicable collective bargaining agreement.
2. Review candidates from a previously announced position with the same job requirements and in

the same geographical area. It is recommended to review only candidates from announcements that closed within the last six months. Check with your agency's human resources office for any limitations.

3. Consider employees with a Layoff, pursuant to sections 110.107(15) and 110.227, F.S.
4. Consider individuals that have successfully completed an apprenticeship program registered and approved by the Department of Education as defined in subsection 446.021(6), F.S. Pursuant to section 110.211(3), F.S., open competition is not required for a position that will be filled by a person who has successfully completed an apprenticeship program with the hiring agency.

If you are unable to fill a CS position after considering the above, you will need to announce (advertise) the position.

The People First system should be utilized for the announcement 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 announcements within the People First Talent Management module are referred to as "requisitions." Instructions on how to open a requisition are available in the HR Practitioners' [Hiring Center User Guide](#) on the DMS/People First website.

Job categories provide a method in the system to help candidates locate announced positions in a given field or type of work. Therefore, an accurate selection will assist candidates searching for positions they believe fit their skill set. The following is a list of the job categories which may be used when announcing positions:

- Public Safety
- Science, Technology, Engineering and Mathematics
- Business and Financial Operations
- Health Care
- Management
- Administrative and Office Support
- Community and Social Services
- Facility, Construction and Maintenance
- Education
- Legal
- Other

Contact your agency's human resources office for examples of working job titles that are associated with each category.

There are no state requirements governing how long job announcements must be posted. However, it is considered a best business practice to post announcements for a minimum of three (3) days. Check with your agency's human resources office for guidance concerning the number of days each type of job announcement should be posted for.

There are three categories for job announcements:

- Internal Agency (includes promotions): The candidate pool is limited to current employees of the hiring agency only (including Other Personal Services [OPS] employees) and employees who have requests on file for promotion to applicable positions in accordance with a collective

bargaining agreement. If the position is announced as "internal," candidate profiles from candidates outside of the agency shall not be considered.

- Open Competitive: The candidate pool is open to anyone.
- State Personnel System: The candidate pool is limited to candidates currently employed in OPS, CS, SES, and SMS positions within the State Personnel System. If the position is announced as "State Personnel System," candidates from outside of the State Personnel System shall not be considered.

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

1. Re-announce (also known as readvertise): You may request the requisition to be re-announced for an additional period of time. A note should be added to the opening statements at the top of the requisition stating whether or not previous candidates are still being considered and whether or not they need to reapply. If a position is re-announced using the same requisition, candidates who previously applied cannot re-apply in People First unless they create a new profile. Check with your agency's human resources office for the length of time required for re-announced requisitions.
2. Pool requisition: Pool requisitions (also known as rolling requisitions) may be used to simultaneously fill multiple 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 announcement start date. The requisition should contain information advising the candidate that this is a "pool" announcement. This information can be added to the opening statements at the top of the requisition. It is not necessary to create a separate requisition for each position in the requisition pool. When candidates are hired from a requisition pool, the supervisor/hiring manager shall indicate on the requisition the candidate's name, hire date, and the position number they are filling. Agencies review these requisitions on a continuous basis and evaluate the candidates as they apply, so they can simply identify hires as they happen. Agencies should ensure that all personnel staff, hiring and requisition managers, and anyone else involved in the staffing requisition process are aware of this practice. The People First Service Center will assist supervisors/hiring managers, as necessary, in correctly documenting this information.

**Note:** Agencies should consider adding language to the job announcement notifying candidates that they may be considered for future vacancies.

In accordance with state and federal laws, all job announcements should include the following statements:

1. Pursuant to chapter 295.07, F.S., candidates eligible for Veterans' Preference will receive preference in employment for Career Service vacancies and are encouraged to apply. Certain service members may be eligible to receive waivers for postsecondary educational requirements, in accordance with section 295.07(2), F.S. Candidates claiming Veterans' Preference must attach supporting documentation with each application submission that includes character of service (for example, DD Form 214 Member Copy #4) along with any other documentation as required by Rule 55A-7, F.A.C. Veterans' Preference documentation requirements are available by clicking [here](#). All documentation is due by the close of the

vacancy announcement.

2. State of Florida is an Equal Opportunity Employer/Affirmative Action Employer and does not tolerate discrimination or violence in the workplace.
3. Male candidates born on after October 1, 1962, will not be eligible for hire or promotion unless they are registered with the Selective Services System (SSS) before their 26th birthday, or have a Letter of Registration Exemption from the SSS. For more information, please visit the SSS website: <http://www.sss.gov>.
4. We hire only U.S. citizens and lawfully authorized alien workers.
5. Candidates requiring a reasonable accommodation, as defined by the Americans with Disabilities Act, must notify the agency hiring authority and/or People First Service Center (1-866-663-4735). Notification to the hiring authority must be made in advance to allow sufficient time to provide the accommodation.
6. The State of Florida supports a Drug-Free workplace. All employees are subject to reasonable suspicion drug testing in accordance with section 112.0455, F.S., Drug-Free Workplace Act.
7. The State of Florida is a covered employer under the Family and Medical Leave Act (FMLA). For more information, please refer to the U.S. Department of Labor's FMLA rights site: <https://www.dol.gov/agencies/whd/posters/fmla>.
8. Additional statements may be required depending on position and agency requirements.

### **USE OF SOCIAL MEDIA**

The use of social media platforms and websites for recruitment and hiring is becoming increasingly common even among public sector agencies. When utilizing these tools, human resource practitioners should exercise caution to avoid inappropriately using personal information that can be obtained in the process.

### **USING SOCIAL MEDIA AS PART OF RECRUITMENT PROCESS**

Many employers, including state agencies, are using social media websites and applications such as LinkedIn, Google, Indeed, etc. to support recruitment efforts. Use of these websites has the potential to help reach additional candidates and highlight positions within the SPS as a compelling employment option. Utilizing social media platforms and websites for the purpose of recruiting and hiring can be a cost effective and strategic approach to increasing candidate pools and talent acquisition. However, it is recommended that recruitment announcements posted on these platforms and websites either directly link to or refer the candidate to the People First position announcement to ensure consistency and equity throughout the application and recruitment process.

### **USING SOCIAL MEDIA AS PART OF SELECTION PROCESS**

While agencies have the discretion to construct their selection processes in a manner that meets agency needs, it is important that they follow specific federal and state guidelines while screening and evaluating candidates and establish consistent policies to avoid claims of hiring discrimination, obtainment of false information, and violation of candidate privacy rights.

The primary concern of using social media as part of the selection process is that it gives employers access to information about candidates that cannot legally be considered in the recruitment and selection process and increases the risk of liability for employment discrimination. Examples of such information include:

1. Race
2. Disability
3. Age
4. Ethnicity
5. Gender
6. Marital or family status
7. Religious or other group affiliations
8. Sexual orientation
9. Confidential genetic information protected by the Genetic Information Non-discrimination Act (GINA)

The gathering and/or possession of such information may lead to claims that it was the basis for an adverse employment action.

Using social media can also make it difficult to ensure that the screening process is applied consistently to all candidates. Inconsistency in the screening process may result in allegations of disparate treatment, discrimination, etc. Consistency is important not only in assuring that each candidate is screened in the same manner, but also in how the information obtained from social media platforms and websites is used in making an employment decision.

In addition to the concern for consistency in the screening process and the possibility that a hiring decision may be discriminatory because of the type of information gathered from social media platforms and websites, there is also a concern about the reliability of social media content. Since most social media websites are public and often do not have secure access, they can be vulnerable to hacking and the creation of false accounts. The information posted on an individual's Facebook account, YouTube, or other social media may not have been initiated by the candidate you are screening. Individuals other than the candidate may use these accounts for fraudulent or malicious purposes and may cause you to make an employment decision based on incorrect information. For example, postings on a candidate's account from a third party (friend, fan, etc.) that are deemed distasteful, inaccurate, unwarranted, or not in line with an agency's goals can link a candidate to content beyond their control and cause unfavorable consequences in the screening process.

Considering these concerns, the use of a social media review as part of the selection or screening process should be done with extreme caution and align with federal and state laws, and agency policy. Any policy providing for use of social media as part of the selection or screening process should be adopted only after careful review by legal counsel. Following this consultation, if the decision is made that use of social media platforms and sites for these purposes is warranted or justified, the agency's access to a candidate's social media account information should be limited to that which is available publicly or is visible based on the candidate's selected security settings.

**At no time shall an agency request a candidate's or employee's password or security access information to obtain access to their social media accounts.** This includes pursuing viewership privileges of what is not made available by the candidate (publicly and based on settings) via other means, such as viewing their account through a secondary connected account (e.g., viewing their profile from an account that is "friends" with the candidate on Facebook and thereby accessing the candidate's information from that established connection).

## **USE OF ARTIFICIAL INTELLIGENCE, ALGORITHMS, AND LICENSED SOFTWARE AS PART OF THE SELECTION PROCESS**

With recent technological advances, employers and hiring managers now have access to various systems and tools that utilize algorithms to narrow down selections and help make decisions regarding large sets of data or information. These tools can include resume scanners, virtual chat assistants that provide initial screening questions regarding qualifications, and software that assess candidates based on answers to personality and aptitude tests. Just as it is crucial to monitor candidate screenings and hiring decisions made through standard practices, it is critical that employers monitor any use of technology relating to the hiring process and ensure results are consistent with federal Equal Employment Opportunity (EEO) laws and the protections afforded to candidates under Title VII of the Civil Rights Act of 1964<sup>1</sup>. Employers should verify that any administered assessments and screenings [issued through standard methods or use of artificial intelligence (AI)], are lawful as provided in the Uniform Guidelines on Employee Selection Procedures under Title VII.

Employers may be found liable and held responsible for discrimination under Title VII even if they are utilizing a vendor to implement software technologies. Therefore, whether the employer is directly managing the use of AI technology or contracting with a vendor, any administered assessments or screening tools should be evaluated to ensure that use does not result in bias or a selection rate for a group of candidates that is significantly different than that of another group of candidates<sup>2</sup>. Agencies' legal counsel should be consulted before the use of any AI, algorithms, or software during the hiring process.

## **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 candidates may have the necessary skills and abilities to perform the work. An effective way to identify qualified candidates and reduce the number of candidate profiles that must be screened is by use of "Qualifying Questions." Qualifying questions may be used to screen for any entry-level KSAs and special certification or licensure requirements of the position.

Supervisors/hiring managers have the ability to manually create a personal qualifying question "library" in People First Talent Management under "Recruiting" and then "Preferences" that can also be applied to future requisitions. Creating a personal library can save time when selecting qualifying questions for future requisitions. More information on creating a library can be found in the People First [Hiring Center User Guide for Managers](#).

**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 candidate possesses professional or technical licensure is acceptable.*

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

**Free Text** – this option is used when you want the candidate to provide specific information in

---

<sup>1,2</sup> "Assessing Adverse Impact in Software, Algorithms, and Artificial Intelligence Used in Employment Selection Procedures Under Title VII of the Civil Rights Act of 1964", Select Issues, U.S. Equal Employment Opportunity Commission, 2023

response to a question. The response would have to be reviewed and evaluated by the agency since the system does not conduct an analysis of free text.

**Multiple Choice** – this option is used to set each question with multiple answer options; however, only one answer can be correct. This would allow you to assess the knowledge of the candidate. True/False and Yes/No answer formats are created under this option as well.

**Numeric** – this option includes questions that are answered as one of the following: greater (higher) than, less (lower) than, or equal to.

**Rating Scales** – this option is used when a numeric response is required, for example, the number of years a candidate has experience in a specific field. Supervisors/hiring managers can enter the appropriate answer range (a number between \_\_\_ and \_\_\_) and the desired answer. All qualifying questions should be marked as required. If you would like to create a rating (percent correct) of candidate responses to qualifying questions, mark each question as scored and a weight will need to be assigned to the question. Total weight for all questions should be equal to 100%.

With the exception of Free Text, all of the question types listed have the ability to be set as “disqualifier” questions. If the candidate’s response does not match the requirement you set for the question, the system automatically determines that the candidate is not qualified and immediately sends the candidate a disposition letter. The candidate is also placed in the “Automatic Disqualified” category. Be careful when setting questions with the “disqualifier” feature. Once the candidate incorrectly answers a question and is “screened out” you have essentially deemed that individual as ineligible for the position. It is important to correctly utilize the “disqualifier” feature for Career Service positions as this could have an adverse effect on candidates claiming veterans’ preference. This feature should only be utilized if the qualifying question measures a minimum qualification of the position. If your intent is to keep candidates under consideration regardless of their response, this screening method may not be appropriate.

Candidates can also be disqualified if a required score is established for the entire set of qualifying questions. For example, if there are four questions with 25 percent weight for each and you set a required score of 80 percent, any candidate that answers three or fewer questions correctly will receive a disposition letter immediately after applying and will be placed in the “Automatic Disqualified” category. If your intent is to keep candidates under consideration regardless of their response, this screening method may not be appropriate.

Examples of qualifying questions that can be set with “disqualifier” responses are available in [Appendix A](#). (See question #5 in the “Yes/No” section for an example of a question that would be appropriate for the “disqualifier” feature.)

## SELECTION TECHNIQUES

### **INTRODUCTION**

Selection techniques are an integral part of the recruitment and selection process. These techniques are comprised of a number of separate components that detail different steps within the overall selection process.

As a supervisor/hiring manager, in accordance with section [110.211 F.S.](#), it is your responsibility to select the “best” candidate to fill positions from among the most qualified candidates. Your primary job is to get appropriate results through an effective selection process. With an effective selection process, you have the opportunity to hire those individuals best suited to perform the wide variety of jobs required in the agency and enhance the quality and productivity of the agency's workforce.

The steps in developing an effective selection technique require analysis of the position and become thoroughly familiar with the essential tasks or duties required and the KSAs necessary for successful job performance. Using this method will help ensure the selected candidate has the necessary KSAs to successfully perform the duties assigned to the position. Once a selection technique has been developed for a position, it may be used each time the position or another position with the same requirements needs to be filled. This approach provides a better defense should your hiring decision be challenged. Check with your agency's human resources office to determine if your agency has established selection techniques that must be used in the selection process. 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 that your agency's human resources office review the 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**

If there is no selection technique on file for the position, one should be developed prior to announcing the position. Some agencies use a point system to score candidates during the selection process. If this applies, a scoring mechanism for each component of your selection technique should be developed. Please check with your agency's human resources office for guidance.

There are several components to a selection technique. Choose those that will help in selecting the best candidate for the position. The components of a selection technique include, but are not necessarily limited to:

- Candidate Screening Criteria
- Interview Questions
- Assessments/Work Samples (if applicable)
- Willingness Questionnaire (if applicable)
- Skills Tests

A worksheet may be used to assist 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 candidate has the required KSAs to perform the identified tasks. Once the decision is made as to which components

to use and when to administer them, they should be consistently administered to all candidates meeting the established criteria.

TASK	KSA	SCREENING CRITERIA	INTERVIEW QUESTIONS	ASSESSMENT	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 in determining the tasks performed by the 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 KSAs required to accomplish each task. The identified KSAs will be used in the development of the selection technique. The position description will contain all of the KSAs required to perform the job.

The following steps should be completed:

1. Identify the tasks that are essential to successfully perform the job.
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.

### **CANDIDATE SCREENING CRITERIA**

When a job announcement closes, there may be a large number of candidates who applied for the position. An analysis may be needed to determine which of those candidates will advance to the next step in the selection process, e.g., an interview. This analysis is an assessment of job-related

experience, training, certification, license and/or education used to compare a candidate's qualifications as reflected on the candidate profile to the experience, training, certification, license and/or education required for a position.

**STEPS FOR ESTABLISHING 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 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 candidate meets.

**EXAMPLES OF SCREENING CRITERIA:**

- Licensure or certification requirements.
- Computer database experience.
- Training on or experience with 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.
- Training or experience in specialized field(s).

**LIMITATIONS ON THE USE OF POSTSECONDARY EDUCATION AS A POSITION REQUIREMENT:**

Pursuant to section 112.219, F.S., agencies may not require a postsecondary degree as a baseline requirement for a position unless otherwise required by law. If degrees are not required, they may be accepted as an alternative to the number of years of direct experience required, not to exceed:

- Two years of direct experience for an associate degree.
- Four years of direct experience for a bachelor's degree.
- Six years of direct experience for a master's degree.
- Seven years of direct experience for a professional degree.
- Nine years of direct experience for a doctoral degree.

**EXAMPLES OF INAPPROPRIATE SCREENING CRITERIA:**

- Stable work history (focus on their KSAs).
- Candidate profile 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...." (A candidate's level of knowledge, skill, or ability cannot be determined by a candidate profile or written application/resume).
- Agency specific experience (if the position was announced as open competitive or open to all SPS employees).

## **INTERVIEW QUESTIONS**

The interview questions are designed to obtain sufficient job-related information from the candidate to gain a better understanding of their ability to perform the job.

After development of the questions, include an example of the type of response you expect to receive from the candidate. This is the information that candidates should be able to relay in their responses to the interview questions. The examples will help to identify the desired KSAs that candidates should possess for successful performance on the job. Candidate responses are evaluated and/or rated by comparing them to the expected 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. Keep questions brief and to the point.
4. Use questions that ask the candidate to identify, describe, or explain.
5. Ask questions based on the KSAs essential to the job.
6. Ask questions on the candidate's ability to perform the job.
7. Identify suggested responses.

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

8. List the interview questions and suggested responses leaving room for noting the candidate's response and any other job-related comments to the questions.
9. The agency's human resources office should 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 candidates has been sufficiently narrowed.*

### **THINGS TO AVOID WHEN CREATING INTERVIEW QUESTIONS:**

- Yes/No or close-ended questions.
- Questions related to union affiliation or activities.

- Questions which cannot be aligned directly to the requirements of the job.
- Questions related to age, race, sex, national origin, religion, marital status, pregnancy, or disability.
- Questions concerning the candidate's spouse or inquiries regarding spouse's employment, salary, children, childcare arrangements or dependents.
- Questions about organizations, clubs, societies, and lodges to which the candidate or his/her family members belong.
- Questions relating to arrest records.
- Questions about a candidate's or family members' religious denomination, religious affiliations, church, parish, pastor, or religious holidays observed.
- Names or relationship of persons with whom the candidate resides.
- Whether the candidate owns or rents a home.
- How the candidate will get to work.
- 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 task or behavior that is used to measure skills which are necessary to perform the job. A work sample provides the candidate with the opportunity to demonstrate a job-related skill or 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 job tasks that can be best measured by a candidate's actual performance based on the work sample 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 supervisors/hiring managers 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 candidates complete the work sample.
4. The agency's human resources office should approve the work sample if they provide this type

of service.

## **WILLINGNESS QUESTIONNAIRE**

Sometimes there are unique aspects of a position that may not be suitable to a candidate. This is where a willingness questionnaire may be needed. The questionnaire will ask the candidate'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 candidate to self-assess their suitability for the job.

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

1. Determine if there are unique aspects of the position.
2. Develop a list of questions regarding the candidate's willingness to perform these aspects of the position.
3. Have your agency's 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 work sample.
5. Evaluate the willingness questionnaire – If the candidate answers “no” to a willingness question, supervisors/hiring managers may choose to ask for further information or 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 workstation 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 valid driver's license?

### **BEHAVIORAL/PERSONALITY/SKILLS TESTS**

Behavioral/Personality/Skills (BPS) tests are another way of supplementing traditional candidate screening tools such as interviews, and willingness questionnaires. They are intended to give more insight into potential candidates, but agencies should carefully consider whether these are appropriate selection tools for their recruitment efforts as these tests can be subject to legal challenges if not utilized appropriately. BPS tests are not designed to be a stand-alone tool. If used, they should be used in conjunction with other candidate screening techniques. BPS tests are not prediction tools but may provide indicators of success in a particular position if utilized appropriately and thoroughly validated. However, no test or procedure can measure a personal trait or ability with perfect accuracy for every single person and no test or procedure is completely accurate in predicting performance. No matter what type of BPS test is used, all tests should be job-related, consistent with business necessity, and compliant with federal and state regulations pertaining to pre-employment testing. Before using any BPS test, agencies should carefully review the tests and the testing procedures to ensure they are consistent with applicable federal and state laws and regulations.

The U.S. Equal Employment Opportunity Commission (EEOC) has issued guidance on pre-employment screening and testing for employers due to the potential discrimination or disparate impact of these types of employment tests. According to the EEOC, disparate impact occurs when an employer uses neutral tests or selection procedures that have the effect of disproportionately excluding persons based on race, color, religion, sex, national origin, age, disability or genetic information. Therefore, agencies must ensure that selection processes, including BPS tests, and any procedures related to employment decisions, are reliable and valid and should be prepared to demonstrate that the processes do not result in a disparate impact. Reliability refers to the degree to which a test dependably and consistently measures a particular characteristic, while validity refers to the characteristic the test measures and how well it measures it. For more information on the general standards for validity, employers may refer to the EEOC's "[Uniform Guidelines on Employee Selection Procedures](#)".

The U.S. Department of Labor's publication, "[Testing and Assessment: A Guide to Good Practices for Workforce Investment Professionals](#)," also provides valuable information for employers relating to the use of assessments as a recruitment tool. The following is a summary of the principles included in the document that should be considered by agencies when using BPS tests:

- Use assessment tools in a purposeful manner by having a clear understanding of what needs to be measured and for what purpose;
- Use the whole person approach to assessment and do not rely too much on any one test to make a decision;
- Use only assessment instruments that are unbiased and fair to all groups;
- Use only reliable assessment instruments and procedures that provide dependable and consistent information;
- Use only assessment procedures and instruments that have been demonstrated to be valid

for the specific purpose for which they are being used;

- Use assessment tools that are appropriate for the target population;
- Use assessment instruments for which understandable and comprehensive documentation is available so that the tests can be evaluated for appropriateness;
- Ensure that assessment administrators are properly trained;
- Ensure that testing conditions are suitable for all test takers;
- Provide reasonable accommodations in the assessment process for individuals with disabilities;
- Maintain the security of the assessment instrument; and
- Ensure that scores are interpreted correctly.

## SELECTION STEPS

### **INTRODUCTION**

The ultimate goal of the selection process is to hire the best candidate for each position. Each component of a properly developed selection technique will identify candidates that possess the necessary KSAs to successfully perform the duties of the position.

This section includes instructions on the following:

- How to review each candidate's profile based on screening criteria.
- How to administer work samples and willingness questionnaires.
- How to prepare for and conduct an effective oral interview.
- How to complete a reference check.

The agency's operating procedures will determine how to obtain candidate profiles received for a requisition. Contact the agency's human resources office for instructions.

Directions for printing candidate data are contained in the Training Materials at the link below on the People First website. The [Hiring Center User Guide for Managers](#) has information for printing.

### **CANDIDATE PROFILE REVIEW**

1. Review candidates who are eligible for veterans' preference in appointment and employment and ensure they provide all applicable documentation. Such candidates shall be given special consideration at each step of the employment selection process. However, veterans' preference does not require the employment of such candidates over other candidates who are more qualified for the position. Veterans' preference does not apply to SES, SMS, or OPS positions. Contact the agency's human resources office for assistance with applying and verifying veterans' preference.
2. Review each candidate profile based on the established screening criteria. This process allows you to screen out those candidates who do not possess the requirements and entry-level KSAs needed to perform the duties of the position. The review must include the following steps:
  - a) Review each candidate profile and indicate on the screening criteria form which criteria each candidate meets and does not meet.
  - b) Veterans' preference eligible candidates are only required to meet the minimum requirements set for the position, not preferred criteria.
  - c) Candidates who meet all or a specified number of the screening criteria shall continue in the selection process. Candidates 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 ASSESSMENTS**

Once you have determined when in the selection process you will administer an assessment, 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 assessments:

- Decide on the appropriate time – An 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 candidates prior to the interview to help in narrowing the pool of candidates to be interviewed.
- Determine the candidates who will be given the assessment – Inform candidates 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 assessment to be used. Prepare clear and concise instructions for candidates performing the assessment (e.g., including time limits and instructions for saving and submitting their completed work sample). Ensure each candidate 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 candidate. Make the candidate feel comfortable during the assessment.
- Allow sufficient time for assessments – Give the candidate plenty of time to complete the assessment documentation. However, each candidate should be scheduled for approximately the same amount of time. Allow sufficient time to answer any questions the candidate may have before they begin.
- Accommodate candidates – Be prepared to reasonably accommodate candidates with disabilities, if requested.
- Keep the assessment documentation in a secure location – Remember that the 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 candidates to see the assessment in advance.
- Evaluate the assessment documentation – Ensure the assessment documentation is evaluated consistently and use the same evaluator for all assessment documentation.

## **ORAL INTERVIEW**

1. Interview all candidates who meet the established screening criteria. Pursuant to rule 60L-33.004, F.A.C., if a laid off employee applies for a position and is minimally qualified, they have the right to a first interview. It is the candidate's responsibility to submit documentation of their laid off status along with the candidate profile. This only applies to employees laid off from CS positions.

**Note:** Structured interviews may be conducted by a panel of interviewers. It is recommended that the panel contain at least three and no more than five individuals. To ensure consistency in the interview process, the same interview panel should conduct all of the interviews for the particular position. Additionally, the panel should decide on the methodology by which the candidate 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 candidate collectively or will each panel member score the candidate on an individual basis.

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

*Below are some helpful 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 candidate - Do not try to hide difficult or undesirable aspects of the position if any exist.
- Obtain candidate information before the interview - For certain positions it is helpful to gain candidate information from candidate profiles, resumes, 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 sure the candidate feels 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 candidate.
- 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 candidate 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 candidate's weaknesses and strengths.
- Accommodate candidates - Be prepared to reasonably accommodate candidates with disabilities, if requested.
- Close the interview appropriately - Treat all candidates with respect during the interview. In closing the interview, you should inform them of the anticipated schedule for filling the job. Avoid giving candidates the impression that they are the selected candidate.

## **CANDIDATES WITH DISABILITIES**

The ADA establishes rules about “disability-related inquiries” which consist of a question or a series of questions that is likely to elicit information about a person’s 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 a candidate 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 a candidate or employee, contact your agency's human resources office. [Appendix G](#) contains tips on interviewing candidates with disabilities.

Even though a candidate 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 information regarding the ADA, contact:

- Your agency's human resources office,
- The U.S. Equal Employment Opportunity Commission - <https://www.eeoc.gov/laws/types/disability.cfm>, at 1-800-669-4000, (TTY) 1-800-669-6820, 1-844-234-5122 (ASL Video Phone for Deaf/Hard of Hearing callers only), or [info@eeoc.gov](mailto:info@eeoc.gov),
- The Job Accommodation Network - <https://askjan.org/> or,
- Florida Commission on Human Relations - (<http://fchr.state.fl.us>).

***Note: According to the ADA, an employer may not require a job candidate 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 consistent with business necessity. 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.***

## **IDENTIFYING THE BEST SUITED CANDIDATE**

Among the most qualified candidates, the best suited candidate for the position is the one who demonstrated, through the selection process, possession of the necessary KSAs best suited to perform the duties and responsibilities of the position as determined by the agency.

- The selected candidate(s) performed better in the selection technique than the majority of the other candidates who participated and had favorable employment reference checks.
- The selected candidate(s) performed as well as the other candidates in the selection technique, has more of the training or experience necessary for successful work performance in the position to be filled, and had favorable employment reference checks.
- The selected candidate(s) performed as well as the other candidates 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.

When selecting a candidate, agencies must ensure that all veterans' preference requirements have been properly applied. For more information on how to administer veterans' preference in the selection process, contact your agency's human resources office.

### **REFERENCE CHECKS/BACKGROUND SCREENING**

Each agency may have specific procedures for conducting reference checks and background screenings of a selected candidate. The candidate profile within People First contains the candidate's agreement to release any and all information (excluding records deemed confidential under the ADA) pertaining to the candidate to be used in relation to employment with the agency. These are general guidelines that should be followed and may be performed by the supervisors/hiring managers or the human resources office. Contact your agency's human resources office for agency-specific procedures.

1. Conduct a reference check on the top candidate(s). The employment reference check must be sufficient to verify the candidate meets the minimum requirements established for the position.
2. Verify education and/or licensure if required or specified for the position. For tips on verifying education and/or licensure, consult the [Program Manual for Assessing Candidates for Employment](#).
3. Review the candidate profile for gaps in employment.
4. Review "the reason for leaving" section for each employment period listed.
5. Review the "background information" section of the candidate profile. If the candidate indicates "yes" to any of the conviction questions, contact your agency's human resources office for guidance.
6. If the candidate is a current employee of an agency within the SPS, it's recommended the supervisor/hiring manager contact the agency and request a review of the candidate's personnel file.

*Some points to remember when conducting reference checks.*

- **Be Consistent** - Be sure standards of information are applied uniformly for the position, i.e., if one item is grounds for denial of a job to one person, it should be the same for any other candidate 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 and employment history 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 candidates 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 candidate has lost their proof of registration, their registration can be confirmed at <https://www.sss.gov> by entering the candidate's name, date of birth, and social security number. Print the verification for documentation purposes. For assistance with Selective Service, see [Selective Service FAQs](#).

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

**Note:** *If a candidate advises they were not required to register with the Selective Service, it is up to the candidate to provide proof from the Selective Service System. For more information and assistance with the Selective Service registration, please reach out to your agency's human resources office.*

## RESOURCES

- [State Personnel System - Agency Human Resources Office](#)
- [Florida Administrative Code](#)
- [Florida Statutes](#)

### **Helpful websites:**

- [Online Sunshine](#) – official site of the Florida Legislature
- Department of Management Services, [Division of State Human Resource Management](#)
- Department of Management Services, [People First Team](#)
- [Hiring Center User Guide for Managers](#)
- [Instructional Guide: Opening a Requisition with an Assessment](#)
- [HR Professional User Guide](#)
- The [Society for Human Resource Management](#) (SHRM)
- [U.S. Equal Employment Opportunity Commission](#) (EEOC)
- [Florida Commission on Human Relations](#)
- [U.S. Department of Labor](#)
- [Testing and Assessment: A Guide to Good Practices for Workforce Investment Professionals](#)
- The [Job Accommodation Network](#)
- [Selective Service System](#)
- Code of Federal Regulations  
[Uniform Guidelines on Employee Selection Procedures \(29 C.F.R. Part 1607\)](#)

### **Veterans' Preference:**

- [Program Guidelines](#) – Department of Management Services
- [Veterans' Recruitment Outreach Toolkit](#)
- [Job Fair Toolkit](#)

- [An Overview – Department of Veterans' Affairs](#)
- [Questions and Answers - Department of Veterans' Affairs](#)
- [Florida Department of State General Records Schedule](#)

# **APPENDICES**

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

Free Text – this option is used when you want the candidate to provide specific information in response to a question. The response would have to be reviewed and evaluated by the agency and cannot be used as a disqualifier during the submission process.

Examples of questions are:

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

Multiple Choice – you can set each question with multiple answer options; however, only one answer can be correct. This would allow you to assess the knowledge of the candidate.

1. Rate your knowledge and use of technology as a means of adult education.
  - a) Somewhat knowledgeable
  - b) Very knowledgeable
  - c) Extremely knowledgeable
2. Rate your level of experience using Excel.
  - a) Beginner
  - b) Intermediate
  - Expert
3. How would you rate your current customer service skill level?
  - a) None – I have no experience in customer service.
  - b) Limited: I primarily provide information and escalate most issues to others.
  - c) Moderate: I can resolve common issues independently, but complex or escalated problems require assistance.
  - d) Expert: I consistently resolve issues independently and deescalate difficult situations.

Numeric – this option includes questions that are answered as one of the following: greater (higher) than, less (lower) 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?

Rating Scales – supervisors/hiring managers 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 – candidate must answer either true or false using the multiple-choice question and answer format.

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 – candidate must answer either yes or no using the multiple-choice question and answer format.

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 candidates currently employed by a state agency within the SPS)
3. Do you possess at least four years' experience in \_\_\_\_\_?
4. Do you have experience using PowerPoint 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 Driver's License?

\*\*DO NOT request the candidate 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. This is 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.

### Administrative/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.

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.
- Ability to read, understand and apply applicable rules, regulations, policies, and procedures.

**APPENDIX D – AMERICANS WITH DISABILITIES ACT**

Americans with Disabilities Act

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?
Can you describe how you will perform specific job functions? (This can only be asked <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 a candidate with an obvious disability will need a reasonable accommodation to do the job, you may ask the candidate to describe or demonstrate how they 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's 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 candidate is able to express himself/herself effectively and in a well-organized manner,
  - Observe the candidate's non-verbal communication, and
  - Consider whether the candidate'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/hiring manager 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 a candidate'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 \_\_\_\_\_?
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 workday?
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 candidate 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 tools.)
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 or computer operation.
- Tool use.
- Trade skills (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 – TIPS ON INTERVIEWING CANDIDATES WITH DISABILITIES**

In light of the ADA, an individual may wonder what questions may and may not be asked when interviewing a candidate with a disability. In addition, individuals are often unsure of “disability etiquette” when interacting with individuals 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 a Candidate with Any Disability:

Before an offer of employment is made, do not ask a candidate 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 a Candidate 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 candidate 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 a Candidate 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 a candidate’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 candidate grasp your left arm, usually just above the elbow.

When Interviewing a Candidate Who Is Deaf or Hard of Hearing:

- do not shout.
- use a physical signal to get the candidate’s attention.
- enunciate clearly. If the candidate 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 candidate 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

- candidate.
- plan well in advance, beginning when the candidate's interview is confirmed, for an interpreter.