# TABLE OF CONTENTS

**PREFACE** .......................................................... 1

**RECRUITMENT** ...................................................... 2
- Introduction ................................................................ 2
- Documentation ....................................................... 3
- Recruitment Steps .................................................. 4
- Special Notes ........................................................ 6
- Using Qualifying Questions in People First .................. 7

**SELECTION TECHNIQUES** ......................................... 9
- Introduction .......................................................... 9
- Selection Technique Development ......................... 9
- Task/KSA Development ....................................... 10
- Steps for Task/KSA Development ......................... 10
- Application Screening Criteria ............................... 11
- Interview Questions ............................................. 12
- Work Sample ....................................................... 14
- Willingness Questionnaire .................................... 15
- Supplemental Application ..................................... 16
- Behavioral/Personality/Skills Tests ....................... 17

**SELECTION STEPS** .................................................. 18
- Introduction ........................................................ 18
- Application Review ............................................. 18
- Administering Work Samples, Willingness Questionnaires & Supplemental Applications ........ 19
- Oral Interview .................................................... 20
- Candidates with Disabilities ................................. 21
- Determining the Best Suited Candidate .................. 22
- Reference Checks/Background Screening ................ 23
- Selective Service Registration ............................... 24

**RESOURCES** .......................................................... 25

**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 – Example of a Supplemental Application Form ........................................... 39
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 section 110.112, Florida Statutes (F.S.), which also includes individuals with disabilities, and providing for Veterans’ Preference in employment opportunities in accordance with section 295.07, F.S., and Rule 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 program manual 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 resource staff or as a resource to train supervisors. The ultimate goal of the recruitment and selection process is to hire the best suited candidate 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 candidates. Productivity increases, costs associated with turnover decreases, and the agency achieves a favorable working environment by having well qualified staff.

During the implementation of the new Talent Management System in People First, the State of Florida employment application form was discontinued effective January 1, 2017. Due to this change, all candidates for positions are required to complete a Candidate Profile within People First that serves as the application for employment when applying to announced positions. The term “application” when used in this document refers to the Candidate Profile submitted by each candidate.

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

INTRODUCTION

Each agency must be committed to ensuring each candidate 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 candidate or employee with a disability 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. In addition, all hiring managers are encouraged to familiarize themselves with training available for hiring individuals with disabilities. Questions concerning available training should be directed to your agency human resource office.

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 candidate(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 candidates may challenge a hiring decision, supervisors are asked to document each stage of the selection process. The more detailed the information such as candidate 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 resource 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 resource 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 a candidate 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 candidates including but not limited to race, sex, age and veteran status;
   c) List of candidates’ 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 resource 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 or Lateral Action 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 candidates from a previously announced 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 resource office for any limitations on these requisitions.

5. If you are unable to fill the position after considering the above, you will need to announce the position. The position may be posted to recruit internally, within the SPS only, or open to all candidates. These options are explained below.

6. 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 Performance and Talent Management section are referred to as “requisitions.” The requisition should be completed to include the type of announcement, job category which the position falls under, 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/content/download/130000/807831.

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 in their search for positions they believe fit their skill set. There are a total of 11 job categories that can be used in allocating announced positions. Contact your agency Human Resource Office for examples of job titles that are associated with each category. The following is a list of job categories which may be used when advertising positions, with examples of the types of positions that might be included in each.

- Public Safety
- Science, Technology, Engineering and Mathematics
- Business and Financial Operations
- Health Care
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 resource 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 candidate 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 announced as “internal,” applications shall not be considered from outside of the agency.

- Open Competitive – Applications will be accepted from all candidates.

- State Personnel System - The candidate pool is limited to candidates currently employed with any state agency within the State Personnel System. This includes candidates employed in OPS, Career Service, Selected Exempt Service and Senior Management Service positions. If the position is announced as “State Personnel System,” candidates from outside of the State Personnel System shall not be considered.

**NOTE:** If a laid off employee applies for a position, 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 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 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 below options may be necessary:

1. The previous requisition may be “Re-announced.” 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 may or may not need to reapply. Check with your agency human resource office for the length of time required for re-announced 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 candidate that this is a “pool” announcement. This information can be added in the opening statements at the top of the requisition.
To comply with state and federal laws, all employment requisitions will include the following statements:

1. Pursuant to chapter 295, F.S., candidates eligible for Veterans’ Preference will receive preference in employment for Career Service vacancies and are encouraged to apply. 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. We hire only U.S. citizens and lawfully authorized alien workers;

4. 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;

5. 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.

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

**SPECIAL NOTES**

When announcing a position, there may be specific skills or licensure the candidate must possess in order to perform the duties of the position. Placing a “special note” section in the requisition gives you the opportunity to advise the candidates 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 candidates may hold the necessary skills and abilities to perform the work. An effective way to efficiently identify potentially qualified candidates 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.

Hiring managers have the ability to create a personal qualifying question “library”. This library is manually created by the hiring manager and can be applied to future requisitions. Creating a personal library can save hiring managers time when selecting qualifying questions for future requisitions.

**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. (See pages 16, 28 and 38)

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 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 – 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. True/False and Yes/No answer formats will be created under this option.

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. The hiring manager 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 equal 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 less 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 also 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 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” candidate 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 candidate 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 resource 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 announced?

If there is no selection technique on file for the position, develop the selection technique while the position is being announced. Some agencies use a point system to score candidates 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
- Behavioral/Personality/Skills Tests
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 candidate 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 candidates meeting the established criteria.

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<th>TASK</th>
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<th>APPLICATION SCREENING CRITERIA</th>
<th>INTERVIEW QUESTIONS</th>
<th>SUPPLEMENTAL APPLICATION QUESTIONS</th>
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**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 candidates 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 a candidate’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 candidate 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).
- 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 written application/resume)
- Agency specific experience (if the position was announced 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 candidate 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 candidate. This is the information that candidates 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 candidates should possess for successful performance on the job. Candidate 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 candidate responses.

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

4. List the interview questions and suggested responses leaving room for noting the candidate's response and any other job-related comments to the questions.

5. Have your agency human resource 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 candidates has been considerably narrowed.

INTERVIEW QUESTIONS DOs AND DON'Ts:

DO

- Keep questions brief and to the point.
- Use questions that ask the candidate to identify, describe, or explain.
- Ask questions based on the knowledge, skills, and abilities essential to bring to the job.
- Ask questions on the candidate'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 candidate’s spouse, or inquiries regarding spouse’s employment, salary, children, child care arrangements or dependents.
- Inquire about the candidate’s organizations, clubs, societies, and lodges to which he or she belongs.
- Ask questions relating to arrest records.
- Inquire about the candidate’s religious denomination, religious affiliations, church, parish, pastor, or religious holidays observed.
- Inquire about the names or relationship of persons with whom the candidate resides.
- Inquire whether the candidate owns or rents a home.
- Ask how the candidate 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 candidate 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 a candidate’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 candidates complete the work sample.

4. Have your agency human resource 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 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 unusual or unpleasant job-related work aspects of the position.

2. Develop a list of questions regarding the candidate's willingness to perform these tasks.

3. Have your agency human resource 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 candidate 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 candidate’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 employment application.

Supplemental applications will focus on the identified KSAs necessary to perform the duties of the position and asks the candidate 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 candidate, 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 candidate and employee data).

STEPS FOR DEVELOPING SUPPLEMENTAL APPLICATIONS:

1. Review the 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 resource 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 candidates that meet the application analysis screening criteria to further identify those candidates to be interviewed;
   - At the time of interview; or
   - At the same time as a work sample or willingness questionnaire.
BEHAVIORAL/PERSONALITY/SKILLS TESTS

Behavioral/Personality/Skills (BPS) tests are another way of supplementing traditional candidate screening tools such as interviews, supplemental applications, 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 recruitments 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 utilized, they should be used only 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, including those provided by an outside vendor, agencies should carefully review the tests and the testing procedures to ensure they are consistent with legal, professional and ethical standards.

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 in 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, or disability. 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 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 suited candidate for each position. Each component of a properly developed selection technique will identify candidates 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 announced, 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 resource office for instructions.

Directions for printing candidate 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

APPLICATION REVIEW

1. Review candidates who are eligible for veterans’ preference in appointment and employment. 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 your agency human resource 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 candidates 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 candidate meets.

   b) Veterans’ preference candidates. If the application analysis measures “preferred criteria” and not minimum requirements, the veteran will be granted an interview. The veterans’ preference eligible candidate is 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 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 candidates prior to the interview to help in narrowing the pool of candidates to be interviewed.

- **Determine the candidates to be given the supplemental 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 supplemental 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 supplemental 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 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 candidates 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 candidates 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 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.

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 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 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 candidate 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 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've "got the job."
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 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 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 human resource office. Appendix H contains tips on interviewing candidates with disabilities.

Reminder …

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 Human Resource Office,
- 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 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.
DETERMINING THE BEST SUITED CANDIDATE

Use the following guidelines to assist with determining the best suited candidate(s). The best suited candidate(s) are those who 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 candidates shall be the responsibility of the employing 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 education 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 resource office.
REFERENCE CHECKS/BACKGROUND SCREENING

Each agency may have specific procedures for conducting the reference check and background screening 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 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 supervisor or the human resource office. Contact your human resource office for agency specific procedures.

1. Conduct a reference check on the top candidate(s). The employment reference check must be sufficient enough to verify the candidate meets the 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 listed.

5. Review the “background information” section of the candidate profile. If the candidate indicates “yes” to any of the conviction questions, contact your human resource office for guidance.

6. If the candidate 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 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, e.g., 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 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.

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.
RESOURCES

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

**Helpful websites:**

Online Sunshine – official site of the Florida Legislature
- [http://www.leg.state.fl.us](http://www.leg.state.fl.us)

Department of Management Services, Division of Human Resource Management

The Society for Human Resource Management (SHRM)
- [http://www.shrm.org/](http://www.shrm.org/)

U. S. Equal Employment Opportunity Commission
- [http://eeoc.gov/](http://eeoc.gov/)

Selective Service System
- [https://www.sss.gov/](https://www.sss.gov/)

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

Veterans’ Preference
- Program Guidelines – Department of Management Services
- An Overview – Department of Veterans’ Affairs:
- Questions and Answers - Department of Veterans’ Affairs
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 2007, 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. 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

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 – 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 – candidate must answer either true or false using the multiple choice question and answer format.

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 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 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. 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

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

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

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 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.