



INTERVIEWER'S TOOLKIT

Staff Assessment Selection Process Overview

Version 5.6

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Staff AssessmentSM Selection Process

HealthcareSource Staff AssessmentSM

The HealthcareSource Staff Assessment was designed and validated specifically to assist hospitals and other healthcare organizations select and promote individuals who are most likely to be successful in that environment. The purpose of the Staff Assessment is to provide the individuals responsible for staffing with a **complete selection system**. As such, the Staff Assessment provides six distinct types of information:

1. “Confidence-In-Results” Scale
2. “Inflated Response” Scale
3. Job Fit Indices
4. Service & Values Scales
5. Job Preview Matrix
6. Structured Interview Guide

Each of the six components is described briefly below. Before discussing each of the six components, you should know that the Staff Assessment is really five different instruments, not just one. The Staff Assessment was developed and validated for five distinct Job Groups or Families. As such, separate scoring keys, group norms, and interview questions have been developed for each of five different Job Families:

Job Family	Jobs Include
Nursing	RN, LPN, Nurse Practitioner
Patient Care	CNA/NA/STNA, Home Health Aide, Medical Assistant, Phlebotomist
Administrative/Clerical	Administrative Assistant, Billing Specialist, Data Entry, File Clerk, Medical Transcriptionist, Patient Registration, etc.
Entry-level Service	Environmental Services, Dietary, Patient Transport, Greeter, Security, etc.
Professional & Technical	Cardiac Sonographer, Cath Lab Rad Tech, EEG Tech, Lab Tech, Occupational Therapist, Pharmacy Tech, Radiology Technologist, Respiratory Therapist, etc.

When administering the Staff Assessment, make sure that all applicants for a particular position are placed in the correct Job Family so that results are directly comparable.

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1. “Confidence-In-Results” Scale

This scale provides test administrators with an index of the applicant’s assessment validity. The score on this scale indicates the degree to which the applicant’s personality profile can be trusted as being consistent and interpretable. Typically, a **caution** score on this scale means that the applicant either had trouble reading and interpreting item content *OR* he/she was not paying attention to the instrument and was randomly answering the items.

Exhibit 1
“Confidence-In-Results” Scale

“CONFIDENCE-IN-RESULTS” SCALE	
OK <input checked="" type="checkbox"/>	CAUTION <input type="checkbox"/>
This applicant responded to questions in a consistent manner. It appears they were paying attention and able to read the survey.	

2. “Inflated Response” Scale

This scale provides test administrators with an index of social desirability responses. Typically, a **caution** score on this scale means that the applicant is either trying to make a very favorable impression on hiring decision-makers or the applicant has an unrealistic positive view of self.

Exhibit 2
“Inflated Response” Scale

“INFLATED RESPONSE” SCALE	
OK <input checked="" type="checkbox"/>	CAUTION <input type="checkbox"/>
This applicant responded to questions in a forthright, realistic manner.	

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3. Job Fit Indices

The Job Fit Indices give an overall view of the applicant’s potential for success. Three scales are used to provide this overall picture of likely job performance:

1. Job Performance Index
2. Retention Index
3. Service Excellence Index

Exhibit 3 shows an example of what this feedback might look like for a particular applicant.

Exhibit 3
Job Fit Indices

JOB FIT INDICES - Nursing										
When scores are in the 1-2 range the applicant should be pursued with a considerable degree of caution (providing the index is relevant).	LOW		AVERAGE						HIGH	
	1	2	3	4	5	6	7	8	9	10
<p>JOB PERFORMANCE INDEX The higher an individual scores on this index, the more likely they are to be rated as a “top performer” within this Job Family.</p>										
<p>RETENTION INDEX The higher an individual scores on this index, the more likely they are to be committed to the organization, and, less likely than their coworkers to leave the organization.</p>										
<p>SERVICE EXCELLENCE INDEX The higher an individual scores on this index, the more likely they are to be rated as a “top service provider” within this Job Family.</p>										

Generally speaking, when scale scores are in the 1-2 range, the applicant should be viewed with a considerable degree of skepticism or caution. Some organizations may choose to automatically reject applicants that score in the “low” range for one or more of the three indices. If you do decide to automatically reject applicants with scores of 2 or lower, make sure that the “Service Excellence” index is job related. For example, jobs with little or no patient or client contact (e.g. food preparation, laundry) may not require a high score on Service Excellence. If the applicant will likely perform well (i.e., Overall Performance Index) and stay with the organization (i.e., Retention Index), then a low score on Service Excellence may be acceptable for certain jobs.

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Applicants with scores ranging from 3 to 8 are considered “average” or acceptable, and scale scores of nine and above are considered “high.” For example, the Job Fit scores shown in Exhibit 3 indicate that the applicant will likely be good performer. The likelihood of their leaving the organization is somewhat high, and, they are in the 5th percentile in terms of their Customer Service attributes as compared to other Nurses.

4. Service and Values Scales

The Staff Assessment measures nine critical service and values performance factors determined to be important in healthcare organizations.

These nine scales have been identified as important factors contributing to successful job performance. Scores in the “low” range (scores 1-2.5) indicate a *POTENTIAL* problem area. Custom-written interview questions are provided in the Feedback Report to determine if the applicant’s “fit” is in alignment with job and organizational requirements.

Exhibit 4
Service and Values Factors

SERVICE & VALUES SCALES											
The following scales and service attributes have been identified as important factors contributing to successful job performance. Scores in the “low” range (score 1-2.5) indicate a <i>POTENTIAL</i> problem area. Custom-written interview questions are provided to determine if the applicant’s “fit” is in alignment with job and organizational requirements.											
	LOW SCORES	LOW			AVERAGE			HIGH		HIGH SCORES	
		1	2	3	4	5	6	7	8		9
WORK ETHIC/ATTENDANCE Conscientious, hard working and dependable.	Lacks ambition, requires direction, poor attendance.										Self motivated, believes in hard work and good attendance.
ENERGY Maintains a high level of activity.	Slow work pace, minimal work effort.										Helps others and seeks additional work.
TEAMWORK Works closely with others and reinforces the contributions of others.	Avoids team settings. Frequent conflicts with others.										Team oriented. Works with others to achieve goals.
CUSTOMER FOCUS Warm friendly demeanor. Enjoys personal contact with customers.	Ignores or avoids request for service. Sees customers as an imposition.										Responds to needs of others. Satisfies patients and families.
COMPASSION Genuine desire to help and assist others.	Cold and distant. Impatient.										Genuine concern for patients. Sympathetic and patient.
FLEXIBILITY/ADAPTABILITY Ability to adjust to changes in priorities, demands and procedures.	Resists change. Complains when asked to adjust priorities.										Quickly adjusts to change. Flexible to changes in priorities and demands.
MULTI-TASKING Ability to manage multiple tasks simultaneously.	Frustrated by multiple demands. Focuses on one thing at a time.										Easily manage multiple demands and activities.
VALUING DIVERSITY Accepts and embraces differences among people.	Intolerant/critical of others. Has difficulty with others that are “different.”										Relates well with others different from self (varied race, gender, age, etc).
OPENNESS TO LEARNING Willingness to update and improve job related skills and knowledge.	Avoids training opportunities. Resists new methods.										Embraces training. Updates skills on own.

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The feedback example shown in Exhibit 4 provides scores on each of the nine service and values factors. As shown, scores for both *Teamwork* and *Customer Focus* are in the “low” range and indicate potential problem areas. Custom-written interview questions are provided to follow-up and determine if the applicant’s “fit” is in alignment with job and organizational requirements. This example shows that the applicant scored “high” in a number of other areas. The key to interpreting this portion of the feedback is to carefully examine the importance of each of the nine scales for the target job or position.

5. Job Preview Matrix

This component provides feedback on how well the interests of the applicant match with the work demands of the typical healthcare environment. Issues such as being on-call, working unconventional schedules, and being around sick individuals are examined. Exhibit 5 shows an example of what Job Preview feedback might look like for a particular applicant.

Exhibit 5
Job Preview Matrix

JOB PREVIEW MATRIX					
Review the job requirements. Probe requirements where an applicant has expressed “reluctance” or “refusal.” Refer to the Staff Assessment Interviewer’s Toolkit for specific follow-up questions.	REFUSAL	RELUCTANT	WILLING		
	I WILL NOT:	RATHER NOT:	NOT 1ST CHOICE:	DOESN'T MAKE A DIFFERENCE:	I PREFER TO:
Work on-call (available to work as needed)		X			
Work around people with contagious diseases				X	
Work on holidays		X			
Work evenings (2nd shift)				X	
Work nights (3rd shift)			X		
Work a 12-hour shift			X		
Work weekends	X				
Deal with body fluids and blood			X		

Interviewers should carefully review the requirements of the job and then probe the applicant regarding any tasks where an applicant has expressed “refusal” or “reluctance.” If, for example, the results in Exhibit 6 were obtained from a applicant, then the interviewers should follow-up with questions regarding “working on-call”, “working holidays”, and “working weekends.” If the requirement is not part of the job (e.g., the employee does not have to work weekends), then probing on that requirement would not be necessary.

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6. Structured Interview Guide

The Staff Assessment Feedback Report will provide you with a structured interview guide that contains pre-developed interview questions and space to insert your own position-specific technical questions. As such, the Interview Guide is comprised of four sections:

1. Job Preview follow-up questions
2. Questions for Service and Values factors that are in the “low” range
3. General questions that are tailored for each job family
4. Space formatted to include position-specific technical questions

Section 1: Job preview follow-up questions.

Selection research shows that interviewers should avoid sugar coating their descriptions of the job, and instead, provide applicants with a realistic job preview (RJP). To avoid unfulfilled expectations and costly turnover, interviewers should provide accurate communication regarding job requirements prior to the hiring decision. By providing an accurate description to applicants, the process of job choice is facilitated; those who accept employment will be more satisfied and thus be less likely to leave voluntarily.

As previously discussed, the Staff Assessment assists the realistic preview process by asking eight RJP-related questions (e.g., working on holidays, being “on-call”) and reporting applicant responses to those questions. In those situations where the applicant expresses “reluctance” or “refusal” to perform the job requirement (and the requirement is job related), the interviewer should follow-up with questions to assess the applicant’s willingness to perform certain aspects of the job. ***Job Preview Questions contains sample questions to aid in that assessment.***

Section 2: Service & Values custom questions for “low” scores.

This section of the interview guide provides you with specific questions to probe areas of concern revealed from the Staff Assessment results (any of the nine scale scores in the “low” range). Use these questions to follow-up and determine if the applicant’s “fit” is in alignment with job and organizational requirements. The guide automatically provides a minimum of three pre-determined questions for any scale score in the “low” (1-2.5 score) range. But interviewers should feel free to:

1. Use any or all of the questions and probes provided as is.
2. Modify those questions to fit the job and circumstances.
3. Use additional questions provided in *Interview Questions by Competency*.

Interviewers should also feel free to use the questions provided in the *Interview Questions by Competency* to probe areas that are important to the target job but that didn’t receive a score in the “low” range. For example, suppose that “Openness to Learning” is seen as a critical aspect of job performance but the applicant scores at an acceptable level on the Staff Assessment. Interviewers may still think that the factor is important enough to ask a couple of interview questions assessing that important factor.

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Section 3: General questions.

This section of the Structured Interview Guide provides questions and probes targeted for the five Job Families previously discussed (i.e., Nursing, Patient Care, Entry-Level Service, Administrative/Clerical, and Technical/ Professional). Interviewers should feel free to use any or all of the questions provided.

Additional interview questions for each of the five families may be found in *Peer Interview Guides by Job Family*.

Section 4: Technical questions.

While the Staff Assessment selection system is effective for assessing the general factors or competencies important for success in a particular job (the so-called “soft” skills), it makes no pretense for measuring specific technical skills and knowledge (“hard” skills) important to job success. To develop a bank of technical questions for the hundreds of separate job classifications in healthcare organizations would be unrealistic. However, because assessing the applicant’s technical knowledge and skills is an important component of the selection process, we have provided a section of the Interview Guide that allows interviewers the opportunity to ask very technical or skill oriented questions related to the target position. This section provides a “sample technical question” and space for additional user-defined questions.

Note: Additional “sample” technical questions can also be found in *Peer Interview Guides by Job Family*. These sample questions are only intended to provide interviewers with enough examples to obtain a reasonable understanding of what a good technical question should look like. They are not intended to be relevant for all jobs or comprehensive.

Note: Individualized scoring keys and feedback reports have been developed for the five specific Job Families previously mentioned (i.e., Nursing, Patient Care, Entry-Level Service, Administrative/Clerical, and Technical/Professional). Each Feedback Report has a specific scoring formula tailored to one of the five Job Families. The tailoring of reports was accomplished by validating the Staff Assessment for each Job Family and developing separate scoring keys, norms, and interview questions that are reflective of that particular grouping of jobs.