

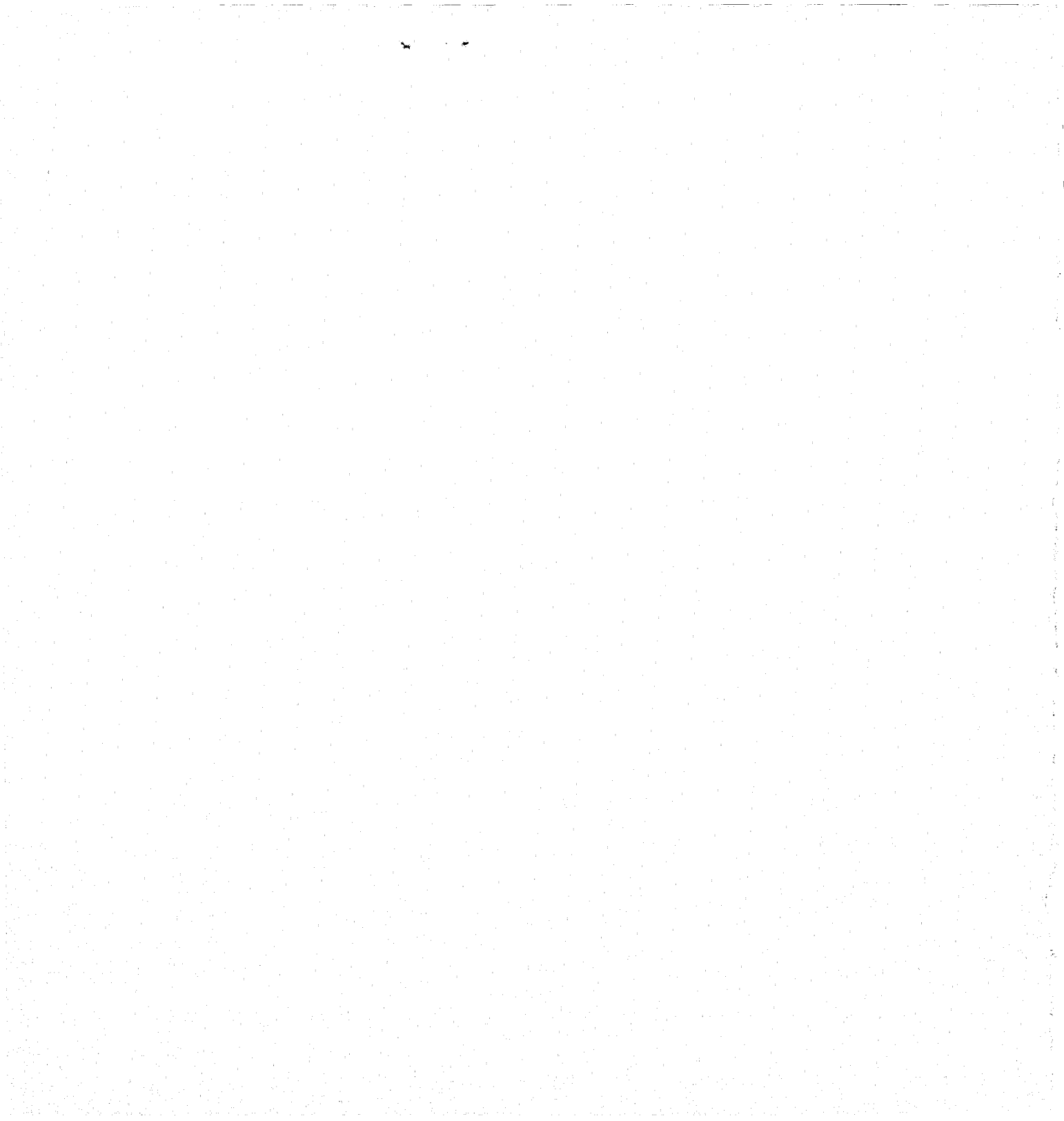
# THE NOSR PROCESS FOR PROGRAM DEVELOPMENT YOUTH WORK EXPERIENCE APPLICATION

- 9 Monitoring—Placement and Follow-up
- 8 Orientation and Assessment—Enrollee Contracts
- 7 Recruitment, Client Selection, and Enrollment
- 6 Volunteers and Supportive Services
- 5 Work Station Clusters and Classroom Modules
- 4 Data Collection
- 3 Planning Program Design Through Staff Training
- 2 Staff Selection
- 1 Formation of the Councils



National Office for Social Responsibility

44989



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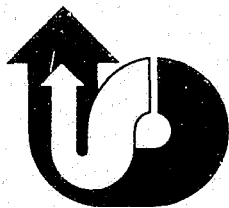
CC	Community Council
CETA	Comprehensive Employment and Training Act
CRQ	Community Resources Questionnaire
DOL	U.S. Department of Labor
IS	Impact Schedule
NOSR	National Office for Social Responsibility
TA	Technical Assistance
TRC	Technical Resource Committee
YNA	Youth Needs Assessment

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# **GUIDE 2: STAFF SELECTION**



**NATIONAL OFFICE FOR SOCIAL RESPONSIBILITY**

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## **GUIDE 2: STAFF SELECTION**

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- 1 Staff Selection Flow Chart**
- 2 Key Elements in Determining the Staffing Pattern**
- 3 Developing Job Descriptions**

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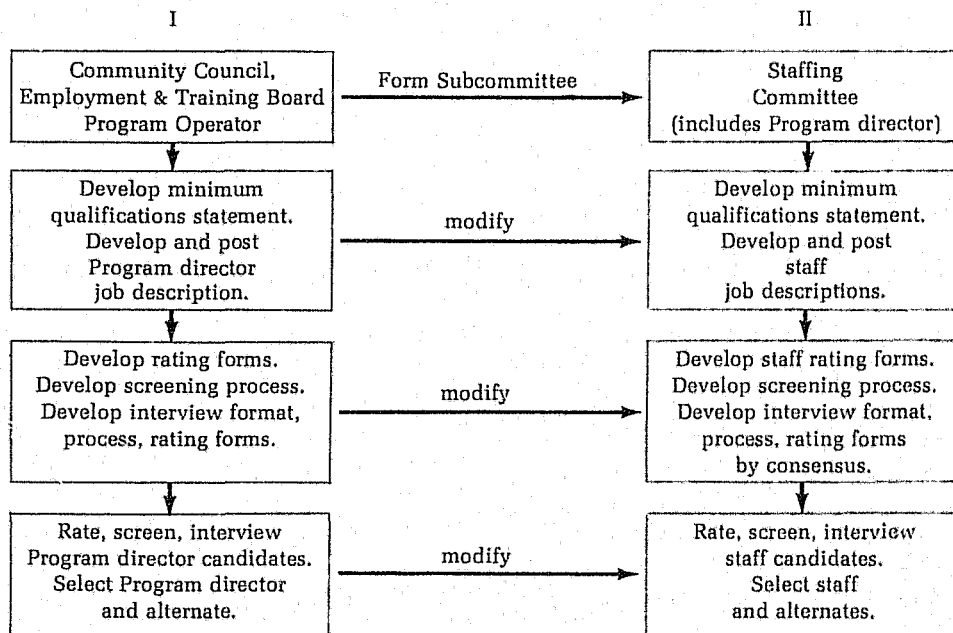
## SELECTION OF STAFF

—Responsibility for  
Staff Selection

Control of staffing can rest either with the prime sponsor in consultation with the contracting organization (Program operator such as NOSR) or with the community itself through the Community Council. Community input helps to build a trust relationship between the relevant elements in the community and the Program. The Community Council or its ad hoc predecessor may, therefore, substantially influence the staff selection procedure. Other arrangements of partial or mutual participation between the Community Council and the local Employment and Training Board can be effected.

### Staff Selection Flow Chart

The following selection flow chart details the order and responsibilities in the selection process:



The Community Council, the prime sponsor, or the Program operator normally will participate only in the selection of key administrative staff such as the Program director. After the selection of the Program director, the staffing pattern should be determined by a committee composed of representatives from the local Employment and Training Board, the Community Council, the contracting agency, and the Program director.

#### **Key Elements in Determining the Staffing Pattern**

Before the appropriate staffing pattern can be determined, the Staffing Committee should analyze

- the character of the community
- the nature of the Program
- the Program budget restrictions
- an affirmative action plan

In assessing the community, the Staffing Committee should have a breakdown of the following characteristics of the population to be served and should attempt to reflect these characteristics in the makeup of the staff.

- age
- sex
- ethnic composition
- educational background
- geographic distribution

The specific historical accidents of the community should be considered—especially as they relate to past programs and the level and efficiency of existing youth service delivery systems. This kind of specific information concerning the local community will assist the Committee in assessing the kinds of talent that will be needed to effect a



successful program. Specific abilities are required to deal with the following diverse groups involved in the Program:

- government
- clients
- councils
- statutory agencies
- private sector business
- labor
- community organizations
- other community elements with a demonstrated interest and commitment to youth.

Budget allocations will affect the staffing pattern of the Program. Salaries should be commensurate with those of other programs in the particular area. The fact that staffing budgets are sometimes restricted ought not to deter the Program from selecting outstanding staff personnel. Because of the nature of the work, it will be possible to find energetic, dedicated persons committed to the humane goals of the Program. If the applicant is not deeply enough committed to social services to accept the standard wages, he/she is probably in the wrong line of work.

The affirmative action plan of the contracting agent (such as NOSR) of the Program operator should be taken into account. In the event that there is no affirmative action plan, attempts should be made to locate a good model plan and implement it in the Program staffing procedure.

After the community assessment, Program budget, and affirmative action data have been compiled and examined, the Staffing Committee can turn its attention to the development of job descriptions.

## **Developing Job Descriptions**

Job descriptions evolve out of the determination of the staffing pattern and the assessment of the job/role to be accomplished. In writing

the job descriptions, care should be taken to tailor them to the community and the local employment situation. For example, in a rural community, certain skills that are abundant in an urban setting may be difficult to find, or vice versa. The language used in the job description should be appropriate to the specific job. There will be three general levels of staffing—administrative, programmatic, and clerical. The number of staff at each level will be determined by funding and by the number of clients the Program is intended to serve. The administrative and clerical staffs must supply support for the Technical Resource Committee and the Community Council (See Guide 1). The clerical staff will support the administrative and Program staffs. They will also provide extensive clerical services to the Community Council and the Technical Resource Committee. The Program staff will concentrate their activities directly on clients and supportive services. They must also be able to interact effectively with administrative and clerical staff.

#### **QUALIFICATIONS FOR STAFF**

In addition to the sample job descriptions which follow, the Staffing Committee should consider the following qualifications. The Youth Development Strategy, as the orienting principle of the Program, necessitates many of these requirements.

##### **Qualifications for Administrative Staff**

- ability to work with community boards, organizations, and other groups
- thorough knowledge of local community
- previous administrative experience with youth work experience programs, including supervision of staff
- CETA manpower experience is helpful
- understanding and appreciation of research and evaluation instruments

- ability to work at several different levels
- graduate degree or equivalent experience

In the interview the applicant must demonstrate an understanding or appreciation of the Youth Development Strategy. This can be built into the interview format through the rating form. (See the sample rating forms in Appendix B)

#### **Responsibilities of the Administrative Staff**

The responsibilities of the administrative staff include

- general supervisory duties
- accountability to Community Council and contracting agent and/or prime sponsor
- managerial and fiscal accountability

#### **Qualifications for the Program Staff**

Staff qualifications are dependent on and determined by the structure of the Program. If the Program is structured on the basis of specific components, then staff will be selected to perform the duties of each separate component.

The following are some typical qualifications:

- teacher certification—if an educational component exists within a school system
- a good knowledge of youth gained through experience in youth programs, not necessarily manpower programs
- experience with a variety of ethnic groups, if this is relevant to the clientele of the Program
- bilingual capability, if applicable
- BA in social sciences or related fields
- courses in psychology or related fields
- commitment to the Youth Development Strategy

The Program staff is responsible to the Program director.

### **Qualifications for the Clerical Staff**

Qualifications for the clerical staff will depend on the kinds of support that will be required in the individual community-based program. They may include

- experience related to youth programs
- knowledge and understanding of young people
- ethnic identity appropriate to the community served (The clerical staff as a whole should reflect the makeup of the community as closely as possible.)
- attitude supportive of the Program goals and the Youth Development Strategy
- bilingualism when and where this makes sense  
(The above qualifications are applicable in particular to individual staff members who will have direct contact with the youth served by the Program.)
- verbal abilities necessary for communication with the Technical Resource Committee and the Community Council
- shorthand (needed by at least one staff member to take minutes at the Technical Resource Committee and the Community Council meetings)
- willingness to work odd hours when necessary

### **Posting Job Descriptions**

The posting of job descriptions must comply with local CETA regulations whenever and wherever applicable. (See Appendix A for sample job descriptions) Generally speaking, a week or ten days is a long enough period for a job description to be posted, unless difficulty in finding certain types of applicants is anticipated. Normally jobs will be posted through regular CETA channels. However, it is highly desirable that the staff be representative of the community. Accordingly, the Staff Committee should see that

- jobs are posted at community organizations and meeting places
- spot announcements are placed on radio and public service TV
- notices are put in local newspapers

## **THE SELECTION PROCESS**

### **Screening the Applicants**

If the Community Council has not been directly involved in the staffing process up to this point, the contractor or the prime sponsor should involve its members at the screening phase. This will insure community input into the Program. Without this, the Program may never gain real support in the community. The community has a vested interest in making certain that its youth are under the supervision of competent and trustworthy staff. By including the Community Council in the screening process, the community begins to assume responsibility for the Program.

The Community Council should establish a "paper screening" process for staffing and it should design a Minimal Rating Form which lists key qualifications and minimal requirements. Since all applicants are to be rated on this form, fairness in selection is promoted.

Since all applications are reviewed by the Staffing Committee, the makeup and orientation of this committee are critical. Its membership should be reviewed by the Community Council and should probably include one or two representatives of the Council, a representative from the Manpower Advisory Board, and the project officer. After the Program director is selected, he or she should sit on the Staff Selection Committee. As key staff are hired, they may join the Selection Committee. All of the Committee members must be committed to the Youth Development Strategy and to the process of community development. Only then can the Committee become a foundation for community trust and provide a standard of fairness.

### **The Minimal Rating Form**

The committee should first evaluate the minimal rating forms and then by consensus select the best-qualified candidates for interviews, being careful throughout the entire process to consider all applicable CETA regulations. (See Appendix D for sample minimal rating form.) After the interview schedule has been established, the committee should interview first for key positions. There may be considerable leeway in the interviewing process for less critical positions. The director, for instance, might do all the interviewing for the clerical positions.

### **The Interview Rating Form**

First the Staffing Committee should develop a numerically indexed interview rating form. (See Appendix B.) Based on a ten-point system, ratings can be made on as many as fifteen different scales compiled from the list of qualifications above and from the minimal rating form. Relative values are assigned by the Staffing Committee to

- Program structure
- staff position in question
- priority of qualification
- any other element that the committee considers to be important

After its members have made independent ratings, the committee should again select the most qualified applicants by comparing the rating forms and then reaching a consensus. The use of the rating form should insure fairness and equal input from various committee members. In addition to selecting the most qualified applicants, the committee should also maintain a list of back-up or second-choice candidates.

Before the interviews, the raters should be given instructions so as to standardize the interview format and content as far as possible. See Appendix C for a sample Interview Rating Instruction Form.

**APPENDIX A: SAMPLE JOB DESCRIPTIONS****JOB OPPORTUNITIES**

**Position:** Project Coordinator - Special Youth Program  
**Salary:** \$1053 per month  
**Final Filing Date:** August 11, 1976  
**The Position:**

The individual selected for this position will work under the general supervision of the \_\_\_\_\_ County Employment and Training Office Director, developing and implementing a special youth work experience program under the Comprehensive Employment and Training Act of 1973 (CETA).

**Employment Standards:**

**Education and Experience:** Any combination of education and experience equivalent to a college degree and two years of experience in employment and training and/or youth development programs. Demonstrated past experience in an administrative capacity preferred.

**Knowledge and Ability:** Knowledge of Employment and Training programs and/or youth development programs; knowledge of community resources; knowledge of administrative and personnel procedures; ability to communicate effectively orally and in writing; ability to work effectively with councils and community organizations.

**Typical Duties:**

Supervise and direct all staff; develop and maintain liaison with community agencies; prepare fiscal and statistical reports; originate and maintain record keeping system; provide staff support to Community Advisory Council and Technical Resources Committee; conduct survey of community needs and resources.

**Responsibilities:**

Responsibilities of the position include: direct accountability to the \_\_\_\_\_ County Employment and Training Office Director and to the Regional Representative of the National Office for Social Responsibility; direct accountability for program expenditures and petty cash expenditures; program planning and projections that incorporate input of the Technical Resources Committee, Community Advisory Council, and the National Office for Social Responsibility; formulation of policy.

**AN EQUAL OPPORTUNITY EMPLOYER**

## NOTICE OF VACANCY

Position: Project Coordinator (position funded for one year)  
Salary: \$12,000/year  
Qualifications: Graduate degree in Public Administration, the Social Sciences, or related field. A minimum of two years experience in employment and training and/or work experience is preferred.  
Desirable skills and abilities:

- knowledge of locality
- knowledge of planning procedures
- ability to communicate effectively orally and in writing
- ability to work effectively with councils and community organizations

  
Responsibilities:

- Maintain overall responsibility for the programs, both directly and indirectly, through delegated responsibility to staff.
- Supervise and direct a staff of four.
- Maintain and develop liaison with local communities.
- Prepare reports and records as necessary.
- Be accountable for program expenditures within the budget.
- Provide staff support to an advisory council as well as a technical resource council.
- Assist in the development of instruments to be used in a Needs Assessment.

General responsibility for program planning in cooperation with staff, the community, and technical councils and consultants. Also responsible for formulation of policies consistent with the community plan and staff capabilities.

Position requires understanding of research, evaluation, and data generation techniques.

Responsible to: Director of Manpower Programs  
Application Procedure: Application forms and job descriptions are available at \_\_\_\_\_.  
Filing deadline: Date

AN EQUAL OPPORTUNITY EMPLOYER



### JOB OPPORTUNITIES

Position: Counselor - Special Youth Program  
Salary: \$800 per month  
Final Filing Date: August 11, 1976

#### *The Position*

The individual selected for these positions will work under direct supervision of the Project Coordinator, developing the employment potential of disadvantaged residents aged 16-21. Three counselors will be hired under the Comprehensive Employment and Training Act of 1973 (CETA) to facilitate career development of selected individuals through participation in a work experience program.

#### *Employment Standards:*

*Education and Experience:* Any combination of education and experience to equivalent to graduation from college in social work, psychology, counseling, or a related field and one year of experience in employment and training counseling and/or youth development counseling.

*Knowledge and Ability:* Knowledge of employment and training programs and/or youth development programs; knowledge of community resources; knowledge of counseling principles and techniques; ability to communicate effectively with young people; ability to work with other staff members.

#### *Typical Duties:*

Interview potential participants; assess eligibility of participants; maintain case records; maintain contact with participants by making telephone contacts, home visits, and work site visits; evaluate and monitor participants' progress and refer to other employment and training programs when necessary; establish and maintain contacts with parents, school counselors, and work site supervisor as necessary to achieve participant and program goals; participate and assist in planning sessions, staff meetings, and in-service training opportunities; attend community conferences and meetings when requested; conduct youth needs and community resources surveys; perform other duties as assigned.

AN EQUAL OPPORTUNITY EMPLOYER

## APPENDIX B: SAMPLE INTERVIEW RATING FORM

## QUALIFICATIONS APPRAISAL GUIDE

CIVIL SERVICE DEPARTMENT

CANDIDATE'S NAME: \_\_\_\_\_

TITLE OF EXAMINATION: \_\_\_\_\_

PROFESSIONAL - MANAGERIAL

1. APPEARANCE AND MANNER: Will his appearance, manner and bearing help or hinder him in his job? Gain or lose respect for him? Will he be impressive in personal contacts with the public? Drive? Stamina? Is he vague, confused, verbose?
2. ATTITUDES: Does he have professional attitude toward his job? Are his goals sound and well-considered? Can he make decisions? Are his feelings toward authority realistic? Can he apply the Youth Development Strategy to particular cases?
3. ALERTNESS AND JUDGEMENT: Does he understand questions and give thoughtful, undelayed answers? Will he be alert to need for change? Does he show discernment in referring decisions to a superior? Would YOU depend on his judgement?
4. SOCIAL ADJUSTMENT: Is he tactful and friendly? Will he accept constructive criticism? Is he tense, timid or aggressive? Does he relate directly with interviewers? Does he show undue anxiety in the interview? Can he adapt to changing demands of the job? Will he permit his private life to detract from his job?
5. BACKGROUND: Does his background prepare him for this position? Is his training and education sufficiently broad? Does he keep aware of new techniques in his profession? Does he have a self-improvement program?
6. ADMINISTRATIVE ABILITIES: Does he understand the principles of sound administration? Will he treat subordinates impartially, develop their potentials. Will he assume responsibility and get the job done?
7. OVERALL EVALUATION: If this candidate were to occupy even a low position on the employment list for this class, would you willingly select him?

Yes ☐No ☐

REMARKS:

Date: \_\_\_\_\_

BELOW PASSING		PASSING		
Clearly Not Acceptable 0-59	Deficient in Trait 60-66	Average 70-84	Above Average 85-93	Outstanding 94-100

NOTE: Any ONE rating in the "Not Acceptable" area should result in a final rating of "Grade Below Passing" for the candidate. The candidate's grade on your rating should be the same as shown in the "Not Acceptable" area. One or more checks in the "Deficient" column should cause serious study before qualifying such a candidate. Overall ratings need not be average of above listed traits.

My overall percentage rating is: \_\_\_\_\_

(70 is qualifying)

Rater's Signature: \_\_\_\_\_

## PROJECT COORDINATOR INTERVIEW RATING FORM

Applicant's name \_\_\_\_\_ Date \_\_\_\_\_

Please indicate by checking the following spaces your judgment of the applicant with reference to the traits below.

PRESENTATION: Communication skills appropriate to this class—ability to understand implications of questions and to respond with clarity and directness; ability to select, organize, and present ideas; resourcefulness, judgment, and perceptiveness in discussing practical problems of the job; appropriateness of language, terminology, and expressions.

un- accept- able	accept- able	good	out- stand- ing
------------------------	-----------------	------	-----------------------

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

BACKGROUND: Competitive quality of education and experience (length, breadth, recency, etc.); work record (continuity, progress, changes, etc.); effectiveness of self-improvement efforts, in-service training programs and job assignments; capacity for continuing development.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

KNOWLEDGE AND ABILITY: Knowledge of employment and training programs and/or youth development programs; knowledge of community resources; knowledge of administrative and personnel procedures; ability to work effectively with councils and community organizations; ability to establish and maintain cooperative working relationships.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

SUPERVISION: Ability to perform in a supervisory or administrative assignment as required in this class; to direct and control work of others; understanding and attitudes necessary for effective supervision.

OVER-ALL EVALUATION: In making your over-all rating, consider all of the above factors and any other pertinent personal qualifications which he may possess or lack.

Below 70

70-79

80-89

90-100

Unacceptable

Acceptable

Good

Outstanding

COMMENTS: \_\_\_\_\_

Signature of Rater: \_\_\_\_\_ Rating: \_\_\_\_\_

### APPENDIX C: SAMPLE INTERVIEW RATING INSTRUCTIONS

It is important to remember that the primary purpose of a job interview is to provide each candidate with a fair opportunity to present his or her qualifications relevant to the job in question. In order to do this, we ask you to do the following:

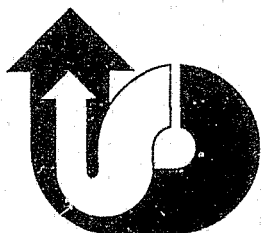
- Try to put the candidate at ease. A friendly, informal atmosphere allows the candidate to be natural.
- Phrase your questions simply and clearly. Be sure your question has been clearly understood and answered before you go on to the next question.
- Avoid questions that provoke only a yes or no answer. Much more information comes from encouraging a full response from the candidate.

Finally, and most importantly, questions should all bear on the candidate's suitability for the job in question. The candidate's prior job experience, educational background, and personal qualifications are all valid areas for inquiry, but only as they relate to the position for which application is being made. Questions on such topics as the candidate's marital status, religion, financial situation, or personal habits are irrelevant and in fact illegal and must be avoided.

## APPENDIX D: SAMPLE MINIMAL RATING FORM

Applicant _____		
Rater _____		
Factor	Should be Considered	Should not be Considered
Administrative experience with a youth work experience program.		
Budgeting		
Program planning		
Organizing		
Staffing		
Directing		
Evaluating		
Working knowledge of locality		
Evidence that applicant would be able to develop working relationships.		
With the community		
With business		
With education		
With government		
Sensitivity to and ability to work with various ethnic and cultural groups.		
Experience in working with a Community Board.		

SHOULD BE INTERVIEWED: ☐ YES ☐ NO



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