

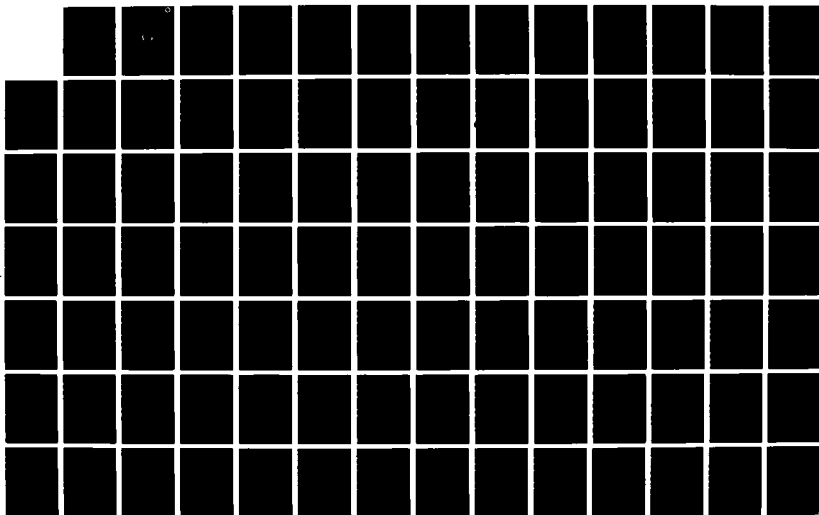
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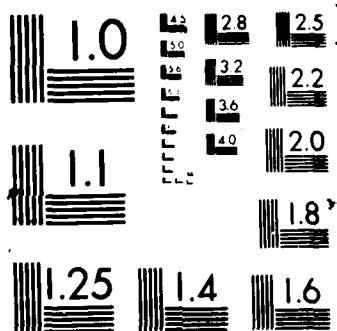
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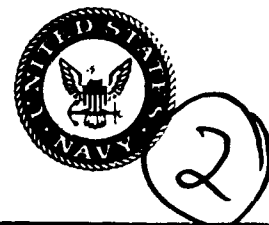




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**SIGNAL: A Structured Interview Protocol to
Improve the Placement of Naval
Shipyard Apprentices**

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DEPARTMENT OF THE NAVY
NAVY PERSONNEL RESEARCH AND DEVELOPMENT CENTER
SAN DIEGO, CALIFORNIA 92152-6800

3900
Ser 62/ 809
6 OCT 1987

From: Commanding Officer, Navy Personnel Research and Development Center

Subj: **SIGNAL: A STRUCTURED INTERVIEW PROTOCOL TO IMPROVE THE PLACEMENT OF NAVAL SHIPYARD APPRENTICES**

Encl: (1) NPRDC TN 88- 1

1. The research reported herein was funded by the Naval Sea Systems Command (NAVSEASYS COM) as part of an effort to improve the interviewing procedures used in placing job applicants. This report details the development of a structured interview protocol and supportive materials for use in employment interviews with apprentice program applicants.

2. This research is expected to benefit NAVSEASYS COM and the various naval shipyards. Because of the pervasiveness of employment interviews, the results reported here may be expected to make a contribution to the psychological literature and to benefit the industrial and research communities.

John J. Pass
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By direction

Distribution:

Defense Technical Information Center (DTIC) (2)
Naval Sea Systems Command (NAVSEA-072) (2)
Long Beach Naval Shipyard (2)

**SIGNAL: A Structured Interview Protocol to Improve
the Placement of Naval Shipyard Apprentices**

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San Diego, California 92152-6800



REPORT DOCUMENTATION PAGE

1a. REPORT SECURITY CLASSIFICATION UNCLASSIFIED			1b. RESTRICTIVE MARKINGS A185 925		
2a. SECURITY CLASSIFICATION AUTHORITY			3. DISTRIBUTION / AVAILABILITY OF REPORT Approved for public release; distribution is unlimited.		
2b. DECLASSIFICATION / DOWNGRADING SCHEDULE					
4. PERFORMING ORGANIZATION REPORT NUMBER(S) NPRDC TN 88- 1			5. MONITORING ORGANIZATION REPORT NUMBER(S)		
6a. NAME OF PERFORMING ORGANIZATION Navy Personnel Research and Development Center		6b. OFFICE SYMBOL (If applicable) Code 62		7a. NAME OF MONITORING ORGANIZATION	
6c. ADDRESS (City, State, and ZIP Code) San Diego, CA 92152-6800			7b. ADDRESS (City, State, and ZIP Code)		
8a. NAME OF FUNDING / SPONSORING ORGANIZATION Naval Sea Systems Command		8b. OFFICE SYMBOL (If applicable)		9. PROCUREMENT INSTRUMENT IDENTIFICATION NUMBER	
8c. ADDRESS (City, State, and ZIP Code) Washington, DC 20362-5101			10. SOURCE OF FUNDING NUMBERS		
			PROGRAM ELEMENT NO 9900N	PROJECT NO NIF	TASK NO. WORK UNIT ACCESSION NO
11. TITLE (Include Security Classification) SIGNAL: A Structured Interview Protocol to Improve the Placement of Naval Shipyard Apprentices					
12. PERSONAL AUTHOR(S) Spier, M. S., H. G. Baker					
13a. TYPE OF REPORT Interim		13b. TIME COVERED FROM 86 Jul TO 87 May		14. DATE OF REPORT (Year, Month, Day) 1987 October	
15. PAGE COUNT 98					
16. SUPPLEMENTARY NOTATION					
17. COSATI CODES			18. SUBJECT TERMS (Continue on reverse if necessary and identify by block number)		
FIELD 05	GROUP 09	SUB-GROUP	Structured interview, employment interview, job placement, personnel selection and classification).		
19. ABSTRACT (Continue on reverse if necessary and identify by block number) This report summarizes the development of a structured interview protocol and supportive materials for use in employment interviews with apprentice program applicants. The research identified five key dimensions in the retention of shipyard apprentices that form the core of the <u>Structured Interview Guide, Navy Apprentice Locator (SIGNAL)</u> .					
20. DISTRIBUTION / AVAILABILITY OF ABSTRACT ☒ UNCLASSIFIED/UNLIMITED ☐ SAME AS RPT ☐ DTIC USERS			21. ABSTRACT SECURITY CLASSIFICATION UNCLASSIFIED		
22a. NAME OF RESPONSIBLE INDIVIDUAL Baker, Herbert George			22b. TELEPHONE (Include Area Code) (619) 225-2408		22c. OFFICE SYMBOL Code 62

SUMMARY

Problem

The apprentice trades training program at the Long Beach Naval Shipyard (NAVSHIPYD) experience unacceptably high premature attrition (at times reaching 59%). Current placement procedures do not emphasize the systematic matching of applicant characteristics with trade openings. Management deduced that the person-job match could be improved by refining and structuring the interview portion of the placement process. It is hypothesized that a better person-job match would result in decreased attrition.

Objectives

The objectives were to (1) develop a structured interview protocol to serve as an overall guide for the processes of interviewing and placing apprentices at the Long Beach NAVSHIPYD, (2) conduct management training in the use of the protocol, and (3) demonstrate the products of this effort at other naval shipyards.

Method

The structured interview for the shipyard was developed to maximize the benefits of a four-step model: (1) patterning (constructing questions about the issues identified as critical), (2) questioning (choosing which questions to ask and mastering the process-oriented skills necessary to elicit appropriate answers to the questions), (3) recording (taking concise, descriptive notes), and (4) decision making (rating the job candidate on the basis of the information collected during the interview).

Questions were generated for each of the key trade dimensions through (1) interviews of subject-matter experts and (2) a review of internal documents and external information sources. A structured interview guide was developed and presented to Long Beach NAVSHIPYD management and then to small groups of general foremen, training administrators, and training leaders in two half-day introductory training sessions. Information gathered in these pilot presentations, as well as in presentations at other shipyards, led to revisions and refinements.

Results

This research identified five key dimensions in the retention of shipyard apprentices: (1) work interests, (2) relevant experience and training, (3) an understanding of shipyard work conditions, (4) career maturity, and (5) the presence or absence of elements that would preclude assignment to one or more of the apprentice trades. These dimensions form the core of the Structured Interview Guide, Navy Apprentice Locator (SIGNAL).

SIGNAL is organized into four main parts: (1) opening the interview, (2) questioning on each of the five trade dimensions, (3) closing the interview, and (4) evaluation of the job applicant on the five dimensions. SIGNAL provides specific directions to the interviewer and elicits similar information for each trade dimension. Included are (1) an overview of the dimension, (2) instructions to ask only questions related to the trade under consideration, (3) a general, work-related question, (4) trade-specific questions, (5) an opportunity for the candidate to ask about the trade, and (6) the rating of the candidate.

Personnel at the Long Beach NAVSHIPYD were trained in its use, and SIGNAL training was presented at four other naval shipyards. Products of this effort include the interview protocol, a user's manual, and a leader's guide to SIGNAL training. Each of these products can be used in recruiting and placement interviewing at any naval shipyard. Current plans are to incorporate SIGNAL into the placement process at Long Beach NAVSHIPYD and use it in the next apprentice hiring.

Conclusions

The structured interview format of SIGNAL should result in better placement decisions by both the organization and the apprentice candidate. SIGNAL should facilitate an exchange of information between the interviewer and the interviewee that will allow shipyard management to assess a candidate's suitability for a trade and allow the candidate to evaluate the suitability of the job and work environment. Based on management acceptance, the initial development of a structured interview protocol for use in apprentice placement must be considered successful.

Recommendations

1. Allow only persons who have been thoroughly trained in the use of SIGNAL to conduct placement interviews.
2. Subsequent to its use in an apprentice hiring at Long Beach NAVSHIPYD, interview placement personnel to assess the value of SIGNAL's use in placement.
3. Integrate other elements of the placement process with the structured interview for enhanced placement.
4. Continue using the job preference elicitation methods currently in use at shipyard job fairs as a means of obtaining additional applicant information.
5. Field test SIGNAL and validate it against apprentice retention to the 4 year (end of training) tenure mark.
6. Conduct follow-up research to refine the list of trade-specific questions and possibly to shorten the interview.

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INTRODUCTION

Problem

Premature attrition from the apprentice training program is a serious problem at the Long Beach Naval Shipyard (NAVSHIPYD) (and equally so at other naval shipyards).¹ Current placement procedures do not emphasize the systematic matching of applicant characteristics with trade openings. Management deduced that the person-job match could be improved by refining and structuring the interview portion of the placement process.

Objectives

The objectives were to (1) develop a structured interview protocol to serve as an overall guide for the processes of interviewing and placing apprentices at the Long Beach NAVSHIPYD, (2) conduct management training in the use of the protocol, and (3) demonstrate the products of this effort at other naval shipyards.

Background

In order to assure the availability of qualified journeymen in key skilled trades, the shipyard maintains 22 apprentice programs in five broad areas. These include the structural trades (welder, sheetmetal worker, boilermaker, and shipfitter, for example), the mechanical trades (machinist, pipefitter, insulator, marine machinery mechanic), the electrical trades (electrician, electronic mechanic), the service trades (production machinery mechanic, rigger, shipwright, painter), and quality assurance (metals inspector).

Apprentices receive 4 years of on-the-job work experience and between 2 and 4 years of concurrent trade-related coursework. In short, the apprentice programs involve a considerable investment in people, time, and dollars; it is a serious loss for the shipyard when apprentices resign from the program (Baker, 1986). For example, in "the class of '86"--those apprentices hired in 1982 and scheduled to graduate as journeymen in their trades in 1986--302 apprentices were hired in 15 trades that had openings. By the beginning of 1986, 14 of the 15 apprentice programs had experienced turnover ranging from 7.8 percent to 59 percent. A 25 percent or greater loss in apprentices was experienced by 8 of the 15 trades.

Naval Sea Systems Command (NAVSEASYS COM) estimates the cost of recruiting and training an apprentice at \$20,000. Moreover, these costs are disproportionately loaded on the first 2 years of training. Consequently, attrition at between 2 and 4 years results in unrecoverable loss of training funds. Added to this loss are the costs of recruiting a replacement into the apprentice program and the shortfall in personnel input into the trade.²

¹Personal communication, Dr. A. Sharon, Naval Sea Systems Command (NAVSEA-072).

²See Footnote 1.

People leave their jobs for many reasons; apprentices are no exception. Some leave for family and personal reasons. Some, in spite of all the positive indicators at the time of placement, simply perform poorly either in the classroom or on the job. Others, because they have some training in desirable and highly marketable skills, are lured away by offers of better pay and other career opportunities in the civilian industrial market. There are also people who leave the program because they are in the wrong jobs. Faced with the array of possible job openings, some individuals either choose for themselves or are selected for and placed in trades for which they have neither interest nor aptitude. This effort was focused on development of a procedure that would help reduce the turnover associated with the poor person-job match of this latter group of people.

The Hiring Process

NAVSEASYSOM relies primarily on local hiring at shipyards to fill a variety of skilled and semiskilled jobs. The process of finding candidates for the apprentice programs begins with shipyard management's forecast of personnel needs for projects 2, 3, and even 4 years in the future. These forecasts trigger notification of the Office of Personnel Management (OPM), which is instructed to locally announce the opening date for the receipt of applications and to set a date for administering the OPM employment examination for apprenticeship positions in the skilled trades. Many thousands of persons may apply, and several thousand may actually show up to be tested. Prospective apprentices must achieve a passing score on the OPM employment test to be considered for the apprentice openings.

Selection for shipyard jobs is thus accomplished primarily through OPM procedures. As such, selection is only partly under shipyard control. Placement, however (i.e., classification and assignment to a specific trades apprentice training program), is under local control.

Apprentice Applicant Characteristics

What kinds of people apply? Over 4,000 people at two locations were surveyed at a recent testing (Office of Staffing Policy, 1984). The results reveal the low level of sophistication of the applicant population in approaching the job market:

1. The majority of the applicants are young, first-time job seekers. The median ages of East- and West-coast persons were 24 and 26 years, respectively.
2. Nearly half of the East-coast applicants (48%) and a third of the West-coast applicants (34%) had no previous work experience or training in their chosen trades. This was especially true for female applicants.
3. In view of the lack of work history, a surprisingly large proportion of both the East- and West-coast applicants (83% and 89%, respectively) had already decided on the trade in which they wanted to work.
4. Interestingly, applicants who had had previous training or experience in the chosen trade did not differ from inexperienced applicants in regard to their first- and second-choice trades.
5. Certain trades (especially the electrical and electronic trades) were listed as first or second choices by more applicants than there were likely to be openings.

Expectations

These applicant characteristics suggest that some of the young job seekers are almost certain to be disappointed. First, they are unlikely to get their first or second choice. As a result, they enter the trade and the shipyard work setting with violated expectations and may find themselves being offered and accepting a trade about which they have little or no knowledge and for which they may have little or no interest or even aptitude.

Second, some who are placed in their preferred trade will come to the job with unrealistic expectations about both the job content and the shipyard work milieu. Job-naïve applicants are prime candidates for "reality shock," which is what happens when the expectations employees have about a job before taking it are significantly different from what they find when they actually get on the job (Dean, 1981). In one study, O'Brien and Dowling (1980) surveyed 1,383 employees and found that for some job factors, such as skill utilization and task variety, job satisfaction is related to the congruence between preemployment expectations and on-the-job perceptions.

In another study, Dean, Ferris, and Konstans (1985) collected accountants' job expectations on their first day on the job. On each person's first anniversary with the company, they were asked about what they perceived they were actually getting from their jobs. Results indicated that there was a significant discrepancy between what people expected and what they perceived that they were actually getting. Moreover, when this reality shock was correlated with a measure of commitment--namely, intent to stay with the company--there were significant negative correlations between commitment and discrepancies in job content (-.48), job climate (-.68), and career facilitation (-.49). In other words, people whose expectations about their work and job are violated may have little commitment to stay. Historically, research has shown that stated intention to remain is consistently a good predictor of employee retention.

Typical young prospective apprentices, and ultimately the new hires, have little or no previous job history, no special skill development, and may know little about their own abilities, interests, and job preferences and options. Equally important, applicants may know very little about the kind of work or the work setting they are seeking to enter. This state of confusion has been referred to as the ante-career crisis (Baker & Berry, 1987). In the absence of appropriate placement procedures, this career naivete can lead to unclear or unrealistic expectations on the part of the new apprentice; and, again, without careful placement procedures, there are likely to be equally unrealistic expectations on the part of the individual's supervisor. The sum total of expectations on the part of both job seeker and organization has been called the psychological contract. The impact of the psychological contract on job satisfaction, productivity, and tenure is significant; and important elements of the psychological contract are negotiated during placement (Baker, 1985).

Current shipyard placement procedures provide little opportunity for sound psychological contracting, in general (i.e., clarifying and establishing accurate mutual expectations), or for carefully matching the candidate with the trade opening. The result may be premature attrition of apprentice trainees.

The Employment Interview

Central to the placement process at the naval shipyard is the personal interview. Furthermore, shipyard managers want to retain the interview as part of the employment

process. Given the centrality of the personal interview to the shipyard apprentice placement process, it is essential that interviews be carefully designed and skillfully conducted. This can be achieved by structuring the interview and training shipyard management in the use of the structured interview--hence, the interest in creating a structured interview to help managers make better selection decisions, while allowing candidates to make more realistic career decisions.

The interview should allow both the interviewer and the interviewee to assess suitability for a trade and suggest and explore alternatives when suitability is not evident. Accordingly, in this effort, a structured interview protocol was designed to help improve selection and placement of applicants to the apprentice training programs at shipyard facilities. The interview development project is part of an overall effort to improve the person-job match with the aim of reducing turnover among trainees in the skilled trades apprentice programs (Baker, 1986). The structured interview protocol, called SIGNAL (Structured Interview Guide, Navy Apprentice Locator), was designed to accomplish three things:

1. Allow the interviewer to assess the candidate's suitability for the trade.
2. Provide applicants with information about job content and work environment for specific trades and more general information about working in the shipyard so they can assess their interest in and suitability for the shipyard environment and the trade.
3. Facilitate an exchange of information between the candidate and the interviewer to allow person-job matching through occupational exploration and refinement of expectations.

METHOD

Development of SIGNAL generally followed the four-step model outlined by Janz (1982) involving patterning, questioning, recording, and decision making.

Patterning

Patterning is the process of identifying the criterion-relevant factors and generating the questions to elicit information about these factors. In this effort, the first step was to collect information relevant to predicting apprentice retention--specifically, retention related to good person-job fit. In essence, the initial phase of patterning in the present study was the equivalent of conducting a thorough job analysis as a basis for developing retention-related predictors.

Subject-Matter Experts (SMEs) Interviews

Initially, apprentice exit interviews were examined, but they contributed little to the identification of factors related to the tenure of apprentices. Resignations generally involved leaving for a job with higher pay, unexplained "personal reasons," or poor classroom performance. The search for relevant factors then turned to interviews with subject-matter experts (SMEs), using a modified critical incident technique (Flanagan, 1954). The aim of the interviews was to collect information about critical issues related to retaining or losing apprentices at the shipyard.

Twenty-seven SMEs were interviewed either individually or in groups of two to four persons. They included (1) at least one representative of each of the 22 shipyard trades; (2) a cross-section of line managers (general foremen), training administrators (responsible for on-the-job and in-the-shop training of apprentices), and training leaders (classroom instructors); (3) persons who in the past had participated in some of the employment process (at the "job fair," as an interviewer, or as a member of a selection panel), and (4) some SMEs who were new to the placement process.

SME interviews lasted from 45 to 60 minutes for persons interviewed singly or in pairs and slightly longer (up to 90 minutes) for groups of three or more persons. Each interview began with a statement of the purpose of the project and proceeded through a semistructured pattern to elicit the relevant information (semistructured, because a series of stimulus questions was set in advance and the interviewer was able to deviate from the predetermined pattern as necessary). It was rare that all of the questions had to be used. The participants were highly motivated; with few exceptions, once the topic was announced and examples were solicited, the group discussion itself provided the catalyst.

A general opening statement, built around the one below, solicited the help of the interviewees.

Losing people is inevitable in any organization. Some leave for more money or for what they see as better jobs, some leave for family or health reasons, some just move away. What we're interested in at the Long Beach Naval Shipyard is the large number of people we're losing and we're especially interested in the ones we didn't have to lose--the apprentices who just found themselves in the wrong job or who found out too late that this wasn't their kind of job or work setting.

Interviews with the SMEs proceeded through a series of predetermined questions designed to elicit critical incidents related to apprentice retention:

1. How is the current system of selecting and placing apprentices working? What leads you to answer that way?
2. What do you think causes us to lose so many people before they graduate?
3. What kinds of people "make it" at the shipyard? How do you account for them staying?
4. What kinds of people "make it" in your trade? How do you account for that?
5. What are the critical things I should know if I was thinking about choosing your trade?
6. What kinds of people absolutely shouldn't choose your trade?
7. What are we doing right in selecting and placing apprentices? What should we be improving in the selection and placement of apprentices?

8. How effective is the "job fair"?
9. Is there anything else we could be doing to better match people to the job?
10. What kinds of questions do the apprentice candidates ask you about working at the shipyard or about your trade? What questions do you think they should ask?

In all cases, the participants were pressed for examples, incidents, descriptions, or detailed accounts of specific situations that would illustrate their responses.

Internal Shipyard Documents

Existing manuals and documents were an important additional source of information about critical factors in the various trades. The documents used were (1) job descriptions of each of the trades; (2) the "Shipyard SME Questionnaire," which was originally designed to establish similarities between shipyard occupations and non-Navy (i.e., civilian) trades; and (3) the "Long Beach Naval Shipyard Apprentice Training Plan," which outlined the classroom training plan for each trade.

External Sources of Information

Other sources of information about job and worker characteristics and about personal interests related to specific careers and jobs that parallel those at the shipyard, included the Dictionary of Occupational Titles (U.S. Department of Labor, 1977) and a popular book written for job seekers who wish to explore their interests and skills, What Color Is Your Parachute? (Bolles, 1986). Both sources were useful in suggesting areas to explore with applicants and suggesting questions and phraseology for the interview.

Instrument Development

The information collected from the sources listed above was analyzed to identify key dimensions in retaining apprentices (interest in work, experience and training, knowledge of the conditions of shipyard work, career maturity, reasons for exclusion from the trade), and questions were generated for gathering information about each of the dimensions. An interview guide called Structured Interview Guide, Navy Apprentice Locator (SIGNAL) (see Appendix A) was developed.

Pilot Presentations to Long Beach NAVSHIPYD Staff and Instrument Refinement

SIGNAL was presented to Long Beach NAVSHIPYD management and then to small groups of general foremen, training administrators, and training leaders in two half-day introductory training sessions. These pilot presentations resulted in (1) elimination of some interview questions, (2) the addition of several new interview questions, (3) a re-sequencing of the interview questions, and (4) modification of SIGNAL to make it easier to select questions specific to each trade and to provide more space for note taking.

Presentations at Other Shipyards and Instrument Refinement

SIGNAL, as it was initially revised, was presented in the half-day introductory format at the Charleston, Mare Island, Norfolk, and Philadelphia naval shipyards. Presentations at the additional sites had the effect of confirming the content validity of the dimensions

covered by the interview and the appropriateness of the questions. Suggestions for design and for additional areas to be covered were incorporated into the final protocol. Even though the base data for this project were collected at Long Beach, the interchange in the presentations at other shipyards provided information about local variations in the recruiting and interviewing process. Subsequently, SIGNAL (the interview protocol) and the Manual to Accompany SIGNAL (see Appendix B) were refined and cast in their final formats.

Training in the Use of Structured Interview

The 1-day training program for prospective interviewers focused on the same four steps of the Janz (1982) model, with the steps now regarded as key skills.

Patterning was reviewed in general and as specific to SIGNAL's development, so that the trainees understood the concept: constructing questions to elicit information about issues critical to apprentice retention.

Training was conducted in questioning--that is, in process-oriented skills necessary to choose which questions to ask and to ensure that the question gets answered. Question selection was done in small groups of representatives of the same or similar trades. As part of the training, prospective interviewers were also trained in Equal Employment Opportunity Commission (EEOC) guidelines regarding the types of questions that may and may not be asked of applicants (Koen, 1980; Mill, 1980). Training appropriate to the questioning phase also included videotaped practice and feedback in building rapport, asking questions, and maintaining control of the interview.

Interviewers were trained in recording, the skill of taking concise, descriptive notes on the content of the interview and the candidate's responses. They were taught not to record interpretations, hunches, or guesses, but rather what was said and what occurred.

Finally, training focused on decision making, in this case, using a structured rating form to rate the candidate on the basis of the information collected during the interview. In this method, the interviewer rates the apprentice candidate on each of the relevant dimensions. The scores for each of the dimensions are then combined into a single suitability score, using weights set by the trade representatives immediately after the dimensions were defined and before they had seen the actual interview guide.

RESULTS AND DISCUSSION

SIGNAL: Structured Interview Guide, Navy Apprentice Locator was developed for the Long Beach NAVSHIPYD (see Appendix A), where managers were trained in its use. SIGNAL was also presented at four additional naval shipyards. Feedback from these presentations was used to revise interview questions. Visits to the other shipyards resulted in a more "generic"--and thus potentially more applicable--end product. A major addition to the interview process (re-design of the Dream Sheet) provides applicants who are reluctant to ask questions with a structured format for participating in the interview.

The revised protocol and manual can fit the recruiting and interviewing patterns of any of the shipyards. The final version of SIGNAL is therefore transferable to other shipyards (and, to the other industrial settings characterized by similar hiring practices and work milieu).

Additional products include: (1) the Manual to Accompany SIGNAL (see Appendix B), a complete guide and explanation of the structured interview, its development and use; and (2) a Leader's Guide to SIGNAL Training (see Appendix C).

Results of the SME Interviews: Core Dimensions

Discussions with shipyard managers and trainers centered on critical incidents, behaviors, and situations at interviews, in the classroom, and on the job that might shed light on why some people leave the program early and why others complete it. Content analysis of the SME interview data identified five factors (dimensions) related to retaining shipyard apprentices:

1. The candidate has a real interest in the work or the trade. The candidate really wants to do and will enjoy the work of the trade.
2. The candidate has had work, school, or other relevant experiences and training that will help in classroom training or on the job.
3. The candidate really understands and is willing to work under the existing conditions of the job and of the shipyard.
4. The candidate knows the behaviors that are good work habits and is ready to build a career in this trade. In other words, the person has career maturity and occupational readiness.
5. There are no indicators ("red flags") that this candidate should not work in this specific trade. Each trade may have one or more special conditions (working with asbestos or working with isotopes, as examples) that, if rejected for reasons of personal preference or health, would suggest that the candidate is not suitable for that specific trade.

The above five dimensions form the core of SIGNAL. For example, having identified the relevant topics to cover in the interview, specific questions were designed to let the interviewer collect relevant information on each of the five dimensions. Wherever possible and appropriate, the questions were written using a sixth- to eight-grade level vocabulary (Dale & O'Rourke, 1979).

An Unexpected Finding

The SME interviews included a discussion of the kinds of questions that candidates ask the interviewer. The discussions highlighted an important and unexpected finding--namely, candidates rarely ask any questions, even when given the opportunity. Some of the candidates are so new to the job search process that they do not know what to ask. Other candidates may attend a job fair with people they know and may be embarrassed to ask any questions in front of their peers. Other candidates are afraid to ask a "dumb question" and be embarrassed. Others are afraid to ask the "wrong question" or "say the wrong thing" and lose the job.

Since a specific objective of the structured interview is an exchange of information that lets the applicant find out about the job and the shipyard while being interviewed, the applicants' reluctance to speak was a problem to overcome. The solution involved having

the applicant ask questions as a standard part of the interview (see Appendix D, and description below).

The Structured Interview Guide

Opening the Interview

The process-oriented skills of the employment interview may directly affect the quality of the information collected. Following the model established by Hakel (1982), the "Opening" section of SIGNAL provides specific directions to the interviewer for putting the applicant at ease.

Most of the candidates know very little about the shipyard or the trades when they apply. (Appendix B presents a complete account of how shipyard apprentices are recruited.) For purposes of the present discussion, it is enough to know that applicants who achieve a passing score (70%) on the OPM test may be considered for the apprentice openings. After preliminary screening of the standard application blank, candidates are "listed" in descending order of eligibility based on their OPM test scores (adjusted for Veteran Preference). It is from this pool of applicants that the future apprentices will be selected.

Each of the naval shipyards uses some variation of what Long Beach managers call the "Dream Sheet" (see Appendix D). This allows candidates to indicate their preferences from among the trades that are hiring at the time. These data are available to the interviewer as the interview begins. As part of their training, interviewers learn how to use the "Dream Sheet" to elicit information from the candidate and also to make a smooth transition to the trade dimensions.

Questioning on the Trade Dimensions

The core of the structured interview guide is built around the five factors identified by SMEs as relevant to apprentice retention. The structured interview format is similar for each factor:

1. Overview of the dimension.
2. Instructions to ask only questions related to the trade under consideration.
3. A broad, overview question.
4. The trade-specific questions themselves.
5. Opportunity for the candidate to ask about the trade.
6. Rating the candidate.

To illustrate the concept and design used for all of the dimensions, the following discussion focuses on "Dimension 1: Interest in the Work."

First, the interviewer is presented with an overview of the dimension under consideration. For example:

In considering the placement factor of interest in the work, the concern is with how much the candidate will really like doing this kind of work. What kinds of things do they like to do? What kinds of skills do they most enjoy using? For example, do they prefer to build things or to repair things? Do they like a lot of precise, detail work, or do they prefer work that involves less measuring and precision. An interest in and enjoyment of doing things can be different from their work experience up to this point. The kinds of hobbies they have, what they like to do around the house, even having a friend or relative who does this kind of work can be the source of a real interest.

The interview begins with an overall orienting question. Note that the questioning is followed by instructions to the interviewer about what to look for in candidates' responses. For the "Interest in the Work" factor, the interviewer is instructed as follows:

Start with a broad question. SAY: "We'll have a chance to talk about your schooling and work experience in a minute. I'd like to start by hearing about where your interest in this trade comes from. For example, how long have you been interested in doing this kind of work? How did you first get interested? How do you know you'll enjoy it? What do you think you'll enjoy about it? What do you think you won't like about it?"

(LOOK FOR: evidence of a real interest in the kind of work that the person will be doing in your opening. Follow up on each of the areas you asked about, for example, how they first got interested, what they think they'll enjoy about it, and so on.)

The interviewer continues by asking the trade-specific questions relevant to assessing the candidate's interests as they relate to the trade for which the candidate is being considered. For example:

ASK: "Do you play any sports? Do you enjoy lots of physical activity and moving around? Do you get "antsy" if you're not doing something physical or do you think of yourself as a less active person? Do you enjoy being outdoors?"

(LOOK FOR: the person's level of physical activity. What is the interest in working in a job that has a lot of out-of-doors work or a lot of physical work?)

Next, the candidate is offered an opportunity to ask questions about the shipyard and about the trades. The solution to candidate reluctance to ask questions took the form of an addition to the interview process that would: (1) make it "O.K." to ask questions, (2) give people who do not know what to ask a starting point, and (3) make sure that there is at least some exchange of questions.

Appendix D contains a sample of the form that was added to the "Dream Sheet" to ensure that candidates have questions to ask when they get to this point in the interview. The form contains three groupings of questions. The applicants fill out this sheet at the same time as they complete the "Dream Sheet"--that is, while they are waiting to be interviewed.

The questions in Group I relate to the candidate's interest in the work (Dimension 1), the job duties and activities. Group II questions relate to working conditions (Dimension 3). Questions in Group III are designed to tap into the candidate's ideas about work and working (Dimension 4). Thus, each candidate should come to the interview with six questions to ask, two in each of the three areas.

The interviewer is instructed to handle the questions as follows:

Take the time now to briefly answer the candidate's questions as honestly as possible.

(LOOK FOR: the candidate's reactions to your answers. As you finish each comment, ASK: "How does that sound to you?" or "How does that strike you?" or "What do you think about that?" Again, as the candidate asks you for more information or clarification, LOOK FOR: indications that this is something they might or might not enjoy doing.)

You may find some evidence for how interested the candidate is in this type of work in your follow-up to the candidate's questions:

ASK: "What was there about those two questions that caught your attention?" or "Why did you choose those particular questions?"

(LOOK FOR: indications that the person is really interested in the kind of work they'll be doing. Are any of the questions being asked because the candidate is worried that they might not like that kind of work? Or, are they asking because they want to be sure that the job includes this kind of activity?)

After completing the interview, the interviewer rates the applicant on the individual dimensions and summarizes the ratings into a single overall suitability score. The complete evaluation process is described below.

Closing the Interview

The major tasks of the closing center on giving the applicant a chance to ask any additional questions, letting the applicant know what will happen next, and coaching the interviewer in having a professional, deliberate close for the interview. Most significantly, since the interviewer is asked to delay rating, the instructions suggest the interviewer make some summary notes and quickly review all notes on each of the dimensions to be certain that the notes are legible.

Evaluation of the Five Dimensions

The rating scales for each of the dimensions are similar, differing only in content. As above, the rating scale for Dimension 1 is shown as an example:

Based on a review of your notes, CIRCLE THE NUMBER ON THE LINE BELOW THAT RATES YOUR JUDGMENT OF THE CANDIDATE'S INTEREST IN THE WORK. Remember, the rating is your opinion based on your experience in the trade.

1	2	3	4	5	6	7
Strong indication that it does not exist		Some indication that it does not exist	Not sure	Some indication that it exists		Strong indication that it exists

NOW, WRITE THE NUMBER YOU CIRCLED ABOVE IN THE "RATING" COLUMN NEXT TO DIMENSION 1 ON THE LAST PAGE OF THIS GUIDE.

Note that the last line of the instructions above refers the interviewer to the last page of the SIGNAL guide. Figure 1 shows the "Summary Rating Sheet" for SIGNAL, to which the interviewer is referred. Note that the Summary Rating Sheet contains entries for ratings on each of the first four dimensions. (The scoring procedure and rationale for Dimension 5 is explained below.) Note, also, that the ratings are multiplied by the trade-related weights that were preassigned to each dimension. Table 1 contains the weights assigned during training by the trade representatives at Long Beach. (Weights were also developed for the Dimensions at several of the other shipyards as part of the presentations.)

SUMMARY RATING SHEET FOR S.I.C.N.A.L.
STRUCTURED INTERVIEW GUIDE, NAVY APPRENTICE LOCATOR

Candidate:	Trade (Name) Being Rated:
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After you rate the candidate on the dimensions, write the ratings in the correct box below. The page number next to each dimension name is the page in this GUIDE on which you made that rating. Remember, each rating is YOUR judgment about the candidate based on YOUR experience in the trade.

DIMENSION	WEIGHT*	X	RATING	=	SCORE
1. Interest in the Work (p. 7)		x		=	
2. Relevant Experience & Training (p. 12)		x		=	
3. Understanding and Willingness to Work Under the Conditions (p. 16)		x		=	
4. Career Maturity/ Occupational Readiness (p. 21)		x		=	
TOTAL	100		TOTAL SCORE	=	
5. Presence of Trade-specific "Red Flags" (p. 22) CHECK ONE: ☐ No ☐ Yes, see comments.					

* The weights for your trade are listed in Appendix 3 of the MANUAL. Look them up and put them in the correct space.

Interviewer:	OPM Score:	Page #:	Date:
Candidate's Top 3 Choices (Trade names):			

Figure 1. Summary rating sheet.

Table 1
Weights Assigned to Four Dimensions by Representatives of
Mechanical Trades (Code 930) and Electrical Trades (Code 950)
at the Long Beach Naval Shipyard

Dimension	Shops					
	Code 930		Code 950			
	31 (%)	38 (%)	51 (%)	66 (%)	(Inside Shop) 67 (%)	(Outside Shop) 67 (%)
Interest	50	50	40	50	40	40
Experience	10	0	10	15	5	10
Working conditions	15	20	10	10	15	10
Attitude	25	30	40	25	40	40

Note. See Appendix E for trade and shop codes.

Overall, the interview follows the format described above. Two deviations, however, are worth mentioning. First, candidates should be able to learn about the job and work realities of the trades they are seeking to enter. Accordingly, in the interview section covering Dimension 3, "Understanding of and Willingness to Work Under Existing Working Conditions," interviewers are told:

It's O.K. to ask directly about the specific conditions which you know cause problems for people on this job. For example, if there are heavy equipment or tools that have to be carried, bring a sample to the Job Fair or bring a tool bag full of general tools and

ASK: "How would you feel about carrying this around?"

Similarly, videotaped presentations exist for several of the shipyard trades. If the videotapes are available, they may be set up for the applicants to view, either as a part of a job fair or while they are waiting to be interviewed. An "optional" section of the questioning for Dimension 3 instructs the interviewer in eliciting relevant responses to the videotaped segments. Again, having candidates select questions to ask from Group II (see Appendix D), presenting them with realistic work materials as described above, and allowing them to view the trade videotapes, should contribute to building more realistic job expectations in the area of working conditions.

Second, Dimension 5, "Presence or Absence of Trade-Specific 'Red Flags'," does not call for a rating. Instead, the interviewer has a list of crucial job and work conditions that the candidate must be willing to tolerate. Again, the interviewer only asks the

questions that are specifically relevant to the trade(s) for which the candidate is interviewing. As an example, such questioning might include:

ASK: "This opening involves working at extreme heights and crossing open spaces as high as 3 or 4 stories on scaffolding. Do you have a fear of heights?"

Current plans are to incorporate SIGNAL into the placement process at Long Beach NAVSHIPYD and use it in the next apprentice hiring.

CONCLUSION

Implementation of SIGNAL, a structured interview, should result in better placement decisions. SIGNAL should facilitate an exchange of information between the interviewer and the interviewee that will allow shipyard management to assess a candidate's suitability for a trade and allow the candidate to evaluate the suitability of the job or jobs and the general shipyard work environment. Based on management acceptance, the initial development of a structured interview protocol to serve as an overall guide for placing shipyard apprentices must be considered successful. Products of this effort are transferable to other shipyards and readily tailored to local conditions.

RECOMMENDATIONS

1. Only persons who have been thoroughly trained in the use of SIGNAL, and hence, in the use of a structured interview, should be allowed to interview.
2. Subsequent to its use in an apprentice hiring at Long Beach NAVSHIPYD, placement personnel should be interviewed to assess the value of SIGNAL's use in apprentice placement.
3. The structured interview should be integrated into the complete placement process. For example, one element of the overall project was the development of a computer-based career counseling system that apprentice candidates can use to match their own interests and skills with those required of the various trades (Norris & Baker, in press). This could be added to Dimension 1 of the structured interview when the computer system is operational. Similarly, Wanous and Baker (in press) developed four audiovisual realistic job preview segments that could be integrated into Dimension 3 of the structured interview. Lastly, Mattson (in press) reported on the ongoing development of an algorithm designed to create computer-based apprentice assignments using OPM scores, math abilities, and candidate preferences from the "Dream Sheet." When operational, such assignment recommendations might be used for prescreening interviewees. Or, since the structured interview itself generates a suitability score, the score might be included in such a formula as an additional source of data about job fit.
4. Job preference elicitation methods currently in use, specifically, the "Dream Sheet" data--especially the Group I, II, and III questions asked by the candidates--should be retained, both for future refinement of the list of questions and as a source of additional applicant information.
5. Clearly, the structured interview should now be field tested and validated against apprentice attrition to the 4-year (end of training) point. This will require that

shipyard management take the necessary steps to assure that SIGNAL is used as it was intended to be used--namely, that the interviewers ask the question and evaluate candidates using the structured format.

6. SIGNAL should be refined through follow-up research. The interview protocol accurately reflects the input of the SMEs regarding the factors to be emphasized, yet the interview may have to be shortened to fit a particular interviewing situation or to gain full management support for implementation. Should the shipyard wish to shorten the interview, Dimension 2, "Relevant Work Experience and Training" should be the factor omitted, because it consistently received the lowest weight in determining the overall suitability score.

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APPENDIX A

**SIGNAL: STRUCTURED INTERVIEW GUIDE,
NAVY APPRENTICE LOCATOR**

S.I.G.N.A.L.

STRUCTURED INTERVIEW GUIDE, NAVY APPRENTICE LOCATOR

OPENING THE INTERVIEW: Setting the stage for a productive discussion with the candidate.

(Don't ignore the first few minutes of the interview. The way you open the interview has a lot to do with the kind of information you will get from the candidate. Remember, the person in front of you already has ideas and expectations about your trade and about what it will be like to work in the shipyard. The best way to find out if the candidate has the right skills, interests, and expectations is to get them talking. The way you open the interview will have a lot to do with how well you can put the person at ease so that they will talk about themselves. You will find more discussion about OPENING THE INTERVIEW on page 9 of the MANUAL.)

- Greet the candidate with a friendly smile!
- Tell the candidate your name and what you prefer to be called. Ask the candidate's name AND, IF NECESSARY, ASK HOW TO PRONOUNCE IT CORRECTLY. Ask the candidate what he or she prefers to be called.
- Tell the candidate who you are and explain your job and role in the shipyard and your role in the apprentice program.
- Say something about how the interviewing is going for you. For example, SAY: "I enjoy getting to do these interviews and meeting our future apprentices. Actually, I went through the apprentice program myself." (IF that's true for you, of course.)
- ASK: "How did you decide to try to get into the apprentice program? OR, if the person is seeing more than one interviewer, ASK: "How are you finding the interviews up to now? Are you getting any surprises?"
- Take a moment now to outline the interview for the candidate. Tell the purpose of the interview and the general order of topics so they'll know what to expect
- SAY: "What I'd like to do in this interview is first get a feel for how you got interested in this kind of work. Then I'd like to talk with you about your training and experience up to now and about what you expect the job and the work to be like. I'll give you some information about the trade and about working in the shipyard as we go along. (As we talk we may find that this trade matches your interest and skills very well. Or, we may find some things that suggest that other trades may be better ones for you.) We'll take the time to let you ask about anything you want to know about. How does that sound to you?"

-Tell the candidate that you will be taking notes during the interview. SAY: "If it's O.K. with you, I'm going to be taking some notes as we talk. It will help me remember the key points."

-(You can use the following to get you into the next part of the interview.)

-Candidates filled out an "Apprentice Option List" ("Dream Sheet") to indicate their preferred trades. Ask to see the candidate's sheet. (If possible, hold it so that you can look at it together). Look over the whole sheet. Try to get a feel for the overall pattern of choices.

For example, are all of the person's top 4 or 5 choices clustered in a single CODE? (If all are in Code 950, for example, you might comment that, "You seem to be particularly interested in the electronics trades. How did you get so interested in that kind of work?")

For example, are the top 4 or 5 choices spread among several different codes? (If the top choices are scattered across several Codes, you can comment that, "You seem to have a fairly wide interest across the trades. What led you to rank [NAME THE TRADES] the highest?"

THERE IS NO RATING REQUIRED AT THIS POINT. CONTINUE THE INTERVIEW WITH DIMENSION 1 ON THE NEXT PAGE.

DIMENSION 1: Interest in the work.

(In considering the placement factor of interest in the work, the concern is with how much the candidate will really like doing this kind of work. What kinds of things do they like to do? What kind of skills do they most enjoy using? For example, do they prefer to build things or to repair things? Do they like a lot of precise, detail work, or do they prefer work that involves less measuring and precision? An interest in and enjoyment of doing things can be different from their work experience up to this point. The kinds of hobbies they have, what they like to do around the house, even having a relative or friend who does this kind of work can be the source of a real interest. You'll find more discussion about DIMENSION 1 on page 11 of the MANUAL.)

BEFORE YOU START, LOOK OVER THE QUESTIONS BELOW. SOME ARE MORE SUITED TO YOUR TRADE THAN OTHERS. PLACE AN "X" IN THE BOX TO THE LEFT OF THE ITEMS YOU WANT TO ASK.

1. Start with a broad question. SAY: "We'll have a chance to talk about your schooling and work experience in a minute. I'd like to start by hearing about where your interest in this trade comes from. For example, how long have you been interested in doing this kind of work? How did you first get interested? How do you know you'll enjoy it? What do you think you'll enjoy about it? What do think you won't like about it?"

(LOOK FOR: evidence of a real interest in the kind of work that the person will be doing in your opening. Follow up on each of the areas you asked about, for example, how they first got interested, what they think they'll enjoy about it, and so on.)

- ☐ ASK: "Do you know anybody who does this kind of work? What have you seen them do, or what have they told you about that makes you interested in this kind of work?"

(LOOK FOR: the influence of other important people in the candidate's life. Relatives and friends can affect the person's interests. Where does the interest in this type of work come from?)

- ☐ ASK: "What are your hobbies? What do you enjoy doing in your spare time?"
- ☐ ASK: "Do you belong to any hobby clubs or did you belong to any when you were in school?"

(LOOK FOR: the kinds of hobbies and other activities that are like the things they'll do on the job. For example, does the hobby involve building things? Does it involve a lot of precise measuring? Does it involve working to close tolerances or working with small details? Does it involve working with tools? What kind? If they enjoy working on cars, for example, what do they like best? Rebuilding the body? The engine? Upholstery? Do they like doing the body work or just working on the motor? Do they do the electrical or just the mechanical? Do they like trouble-shooting on friend's cars? Do they do pinstriping which, again, might involve a steady hand and attention to detail? Again, LOOK FOR: the kinds of skills they enjoy using. Are there any materials they enjoy working with? Any tools they've worked with or machinery operated?)

- ☐ ASK: "Are there any jobs around the house you hate to do?"

(LOOK FOR: the types of things they enjoy doing. Fixing things around the house? What kinds of things? Carpentry? Plumbing? Electrical? Painting?)

- ☐ ASK: "Do you play any sports? Do you enjoy lots of physical activity and moving around? Do you get "antsy" if you're not doing something physical or do you think of yourself as a less active person? Do you enjoy being outdoors?"

(LOOK FOR: the person's level of physical activity. What is the interest in working in a job that has a lot of out-of-doors work or a lot of physical work?)

2. ☐ -ASK: "Has anyone ever told you that you are 'good with your hands'? Why did they say it? Give an example)"

☐ ASK: "Would you rather build/make something, or, would you rather repair something? Why?" and "What do you like about one more than the other?"

☐ Then ASK: "Would you rather repair something, or would you rather 'troubleshoot' (be the person who figures out what's wrong with something, why it doesn't work, or what needs to be done to get it working)? Why?" and "What do you like about one more than the other?"

☐ Then ASK: "Would you rather 'troubleshoot' or would you rather build/make something? Why?" and "What do you like about one more than the other?"

3. As part of the interview each candidate chose questions they wanted to be sure to ask. Which questions did the candidate circle in GROUP 1? (If the candidate has not yet circled questions, pause right now and let them do it before going on with the interview.)

_____ and # _____

-Take the time now to briefly answer the candidate's questions as honestly as possible.

(LOOK FOR: the candidate's reactions to your answers. As you finish each comment, ASK: "How does that sound to you?" or "How does that strike you?" or "What do you think about that?" Again, as the candidate asks you for more information or clarification, LOOK FOR: indications that this is something they might or might not enjoy doing.)

4. You may find some evidence for how interested the candidate is in this type of work in your follow-up to the candidate's questions:

☐ ASK: "What was there about those two questions that caught your attention?" or "Why did you choose those particular questions?"

(LOOK FOR: indications that the person is really interested in the kind of work they'll be doing. Are any of the questions being asked because the candidate is worried that they might not like that kind of work? Or, are they asking because they want to be sure that the job includes this kind of activity?)

☐ ASK: "Are there any other questions in GROUP I that you would have liked to ask but didn't because you were limited to two questions?" (If "yes", record the numbers: #_____, #_____, #_____).

Again, take the time to briefly answer the questions as honestly as possible. (LOOK FOR: whether the interest in these questions suggests an interest in or a concern about these aspects of the job.)

GO ON NOW TO DIMENSION #2. YOU WILL RATE LATER

5. Take a moment now to re-read the description of the "Interest in the Work" factor on page 4. Take the time also to look over your notes.

Based on a review of your notes, CIRCLE THE NUMBER ON THE LINE BELOW THAT RATES YOUR JUDGMENT OF THE CANDIDATE'S INTEREST IN THE WORK. Remember, the rating is your opinion based on your experience in the trade.

1-----	2-----	3-----	4-----	5-----	6-----	7-----
Strong	Some	Not	Some		Strong	
Indication	Indication	Sure	Indication	Indication	Indication	
that it	that it		that it	that it	that it	
does not	does not		exists		exists	
exist	exist					

NOW, WRITE THE NUMBER YOU CIRCLED ABOVE IN THE "RATING" COLUMN NEXT TO DIMENSION 1 ON THE LAST PAGE OF THIS GUIDE.

DIMENSION 2: Relevant work experience and training.
To what extent will previous jobs and training be a help on this job or in apprentice training.

(In considering the placement factor of the candidate's previous training and work experience you will make judgments, based on your experience in the trade, about the relevant skills and training that the candidate may have. In other words, has the candidate already had direct experience in the work in which he or she is interested? If yes, what is the quality of the experience? Is it similar to the way things are done here? Has the candidate had any directly related trade or technical schooling or courses? Will their past experience and education be of help in successfully completing the apprenticeship program?)

IMPORTANT: Remember, the apprentice program trains people for the trade. The candidates who come to you have very different backgrounds. Some may have been to college while others will not have finished high school. Some will have a lot of work experience in a trade while others may have no work experience at all. Yet any of these people might make good workers in your trade based on other factors. So, questions about these areas may discourage, embarrass, or make some people feel "put down", even though they are interested in and trainable for the trade.

If, after your opening questions, it looks like the person doesn't have a lot of experience SAY:
"Well, that's O.K.. Let's go on and talk about your schooling or any courses you've taken." Then, just move directly to Question 2 below. And, if the person hasn't had a lot of schooling, SAY something like: "Well, that's O.K.. Let's go on and talk about some other things." Then, move directly to DIMENSION 3.

BEFORE YOU START, LOOK OVER THE QUESTIONS BELOW. SOME ARE MORE SUITED TO YOUR TRADE THEN OTHERS. PLACE AN "X" IN THE BOX TO THE LEFT OF THE ITEMS YOU WANT TO ASK.

1. Start with a broad question about relevant experience. SAY: "Let's start by looking at your work experience. Tell me about a job you've had that you think has prepared you to work in this trade. When did you work there? How did you get the job? How long did you work there? What was your work record like? Your attendance record? What did you do on the job? Why did you leave?" (USE THE BACK OF THIS PAGE IF YOU NEED MORE SPACE FOR YOUR NOTES.)

(LOOK FOR: relevance of the work experience to your opening. Follow-up on each of the areas you asked about, for example, about their work and attendance records, etc.. Ask about any machinery, equipment, or tools that you'd like to know if the person is experienced with. Ask about any procedures or ways of doing the job that you'd like to know if the candidate knows. Ask about any materials that are used on your job that you'd like to know if the candidate has worked with. Go more deeply into any area that will help you decide how closely the candidate's experiences match the shipyard job.)

- ☐ You may want to ask about other jobs the applicant has had if there is time and you feel there is more you can learn to make a better judgment. (USE THE BACK OF THIS PAGE FOR YOUR NOTES.)
- ☐ If relevant to your trade, ASK: "Has anyone ever told you that you have a good color sense? Why?" or "Do you think you have a pretty good sense of color? Why?"

2. Use another broad question now to move into the area of the candidate's training and education. SAY: "Let's move on now to talk about your training and education. Tell me about your schooling and the courses you've taken. What have you liked and disliked? What were your grades like? What did you learn in school that you think might be useful for you in this trade? What courses have you taken that might be helpful to you in this trade?" (USE THE BACK OF THIS PAGE IF YOU NEED MORE SPACE FOR YOUR NOTES.)

-Ask about specific courses that might be useful for your trade. For example, if relevant:

- ☐ ASK: "Have you taken any courses in drafting or mechanical drawing?"
- ☐ ASK: "Do you know how to read blueprints?"
- ☐ ASK: "Did you take any shop courses? Which did you enjoy the most? Which were you best at? Tell me about something you made that you really were proud of or felt good about."
- ☐ ASK: "Tell me about how much and what kind of math you took in school? How did you like the math courses? What kinds of grades did you get?"

(LOOK FOR: knowledge, skills and abilities relevant to your opening. LOOK FOR: items that may cause problems in class. LOOK FOR: what kinds of materials the candidate has worked with -- wood, metal, plastics -- and enjoyed working with.)

- ☐ ASK: "Based on your experience in school and courses up to now, what do you expect apprentice school to be like for you? What to you expect to be hard? What do you expect to be easier? What do you think you'll like about it? Dislike?"

- ☐ ASK: "Who were the toughest teachers you had in school? What made them so hard?" (LOOK FOR: concern about tests, homework. Also, LOOK FOR: attitude toward authority.)

- ☐ (Questions about school won't be as relevant for people who haven't been in school for 5 or 10 years. ASK: "You've been out of school now for some time. How do think you'll do coming back to school now? What kinds of things do you think you'll like and dislike? What will it be like for you coming back to school?")

GO ON TO DIMENSION #3, YOU WILL RATE LATER

-
3. Take a moment now to re-read the description of the "Relevant Work/Training" factor on page 8. Take the time also to look over your notes.

Based on a review of your notes, CIRCLE THE NUMBER ON THE LINE BELOW THAT RATES YOUR JUDGMENT OF THE RELEVANCE OF THE CANDIDATE'S PRIOR WORK EXPERIENCE AND TRAINING. Remember, the rating is your opinion based on your experience in the trade.

1-----	2-----	3-----	4-----	5-----	6-----	7-----
Strong indication that it does not exist	Some indication that it does not exist	Not Sure	Some indication that it exists	Strong indication that it exists		

NOW, WRITE THE NUMBER YOU CIRCLED ABOVE IN THE "RATING" COLUMN NEXT TO DIMENSION 2 ON THE LAST PAGE OF THIS GUIDE.

DIMENSION: 3. Understanding of and willingness to work under existing working conditions.

(In considering the placement factor of working conditions, the concern is with how well the candidate really grasps the conditions he/she will be working under in the shipyard and IN THIS TRADE. In other words, are there conditions which are unacceptable to the candidate or, is the candidate willing to proceed in pursuing this trade with a realistic knowledge of the conditions?)

BEFORE THE INTERVIEW, LOOK OVER THE QUESTIONS BELOW. SOME ARE MORE SUITED TO YOUR TRADE THAN OTHERS. PLACE AN "X" IN THE BOX TO THE LEFT OF THE ITEMS YOU WANT TO ASK.

1. List the specific job conditions which you are rating* (for example heat, heights, confined areas, etc.):

[*The specific job conditions for each trade are listed in Appendix 2 of the MANUAL. Look up the specific working conditions listed for your trade and write the name of the conditions in the spaces above.]

2. As part of the interview process, each candidate chose questions they wanted to be sure to ask.

☐ Which questions did the candidate circle in GROUP II?

_____ and # _____

-Take the time now to briefly answer the candidate's questions as honestly as possible.

(LOOK FOR: the candidate's reactions to your answers. As you finish each comment, ASK: "How does that sound to you?" or "How does that strike you?" or "What do you think about that?" Again, as the candidate asks you more information or clarification, LOOK FOR: indications that these are conditions that they have concerns about.)

3. Some indicators of willingness in this area may be found in your follow-up to the candidate's questions:

☐ ASK: "What was there about those two questions that caught your attention?" or "Why did you choose those particular questions?"

(LOOK FOR: indications that these are problem areas for the candidate. Are any of the areas "flagged" by the candidate the same ones that you listed above?)

☐ ASK: "Are there any other questions in GROUP II that you would have liked to ask but didn't because you were limited to two questions?" (If "yes", record the numbers: # _____, # _____, # _____. Again, probe the extent to which these might block the applicant in pursuing the trade.)

Again, take the time to briefly answer the questions as honestly as possible. (LOOK FOR: whether the person's interest in these questions suggests a concern about these aspects of the job.)

4. -ASK: "Do you know anybody who works in this kind of job? What do they say about it? What do they like or dislike about it? Have you ever gone to see them at work?"

☐ ASK: "Have you ever done this kind of work yourself, or have you ever done anything like this kind of work?"

☐ If the candidate has been working in the shipyard:
ASK: "Do you know people here who are doing this job?"

☐ ASK: "What do they like or dislike about it?" or "Have you seen people doing this job? What did you see them doing? What areas did you see them working in?"

☐ ASK: What is it that you saw that makes you think you might like this work?

☐ ASK: Did you see them working UP ON A MAST OR A CRANE?"
(The above question shows how you can ask about "working up on a mast or a crane" if you wanted to find out how the person feels about working at heights. If working at heights is not a factor for your trade, you can substitute any more appropriate condition.)

5. -(It's O.K. to ask directly about the specific conditions which you know cause problems for people on this job. For example, if there is heavy equipment or tools that have to be carried, bring a sample to the Job Fair or bring a tool bag full of general tools and,

☐ ASK: "How would you feel about carrying this around?"

Or, if the job involves climbing in and out of 18-24" manholes, bring along a ring about the same size and

☐ ASK: "How would you feel about climbing in and out of spaces like this? Have you ever done anything like this before? How do you know you won't mind?"

Or, if the job involves working with some especially dirty greases or other materials ("Red Dust"?), bring a sample and

- ☐ ASK: "How would you feel about getting dirty with stuff like this that doesn't wash off easily?"

- ☐ Or, ASK: "Tell me about a time you worked at heights or on a ladder." or "How comfortable will you be walking over open areas on scaffolding?" Again, the idea is for you to collect the information you need to make a judgment, based on your experience in the trade, about how well this candidate knows the special conditions of the job and wants to work under them.)

GO ON TO DIMENSION #4, YOU WILL RATE LATER

6. Take a moment now to re-read the description of the "Working Conditions" factor on page 13. Take the time also to look over your notes.

Based on a review of your notes, CIRCLE THE NUMBER ON THE LINE BELOW THAT RATES YOUR JUDGMENT OF THE CANDIDATE'S UNDERSTANDING OF AND WILLINGNESS TO WORK UNDER THE CONDITIONS OF THE TRADE. Remember, the rating is your opinion based on your experience in the trade.

1-----	2-----	3-----	4-----	5-----	6-----	7-----
Strong indication that it does not exist	Some indication that it does not exist	Not Sure	Some indication that it exists	Strong indication that it exists		

NOW, WRITE THE NUMBER YOU CIRCLED ABOVE IN THE "RATING" COLUMN NEXT TO DIMENSION 3 ON THE LAST PAGE OF THIS GUIDE.

7. OPTIONAL IF YOU HAVE VIDEO TAPES ABOUT THE TRADES:

-ASK: "Have you watched the TRADE VIDEO TAPE?" (If not and you think this might be a good candidate who does not know much about the job, it might be worth letting the candidate see the tape now and then go on with the interview.)

☐ ASK: "What did you think of the tape? What did you learn about the job?" and "Were there any surprises for you?"

☐ ASK: "What did you notice about the working conditions and about where they were working?"

(If the candidate does not bring up the job conditions you want to talk about, the question below is an example of how you can start a discussion about any working condition. If working in confined spaces isn't a problem in your trade, you can substitute any other condition in that sentence.)

☐ ASK: "How do you think you'd like to work in some of those SMALL, CLOSED-IN-AREAS THEY WERE WORKING IN?"

DIMENSION 4: Career Maturity/ Occupational Readiness

(In considering the placement factor of career maturity/ occupational readiness, the concern is with the how ready the candidate is to settle down and build a career instead of "just finding a job." It also deals with the kinds of work habits and expectations they have developed. Have they had a chance yet to think through what they want for themselves? Do they know what kinds of behaviors are expected on the job? You will make a judgment, based on your experience in the trade, about the candidate's readiness in these areas.)

1. As part of the interview, each person chose questions that they wanted to be sure to ask. Which questions did the candidate circle in GROUP III?

_____ and # _____

Take the time now to briefly answer the candidate's questions as honestly as possible.

(LOOK FOR: The candidate's reactions to your answers. As you finish each comment, ASK: "How does that sound to you?" or "How does that strike you?" or "What do you think about that?" Again, as the candidate asks for more information or clarification, LOOK FOR: indications of the person's attitude toward themselves, work in general, and toward working in the shipyard.)

2. Some evidence for the level of the candidate's personal career orientation and readiness may be found in your follow-up to the candidate's questions:

☐ ASK: "What was there about those two questions that caught your attention?" or "Why did you choose those particular questions?"

(LOOK FOR: indications that the person will be willing to work under the policies and conditions of the shipyard. LOOK FOR: level of awareness about what to even ask about. LOOK FOR: indications of what it is that might motivate this person.)

- ☐ ASK: "Are there any other questions in GROUP III that you would have liked to ask but didn't because you were limited to two questions?" (If "yes", record the numbers: #_____, #_____, #_____.)

Take the time to briefly answer the questions as honestly as possible. (LOOK FOR: indications of the candidate's attitudes towards work and towards specific work situations in the reactions to your answers.)

3. ☐ If a candidate has 5 or 10 or more years of experience in this trade, ASK: "You seem to have a good deal of experience in this line of work. What is it about the apprentice program that interests you instead of just getting a job outside the shipyard?"

-If a candidate says, "I want to work for the shipyard (or for the government) because I hear it's a good place to work."

- ☐ ASK: "What have you heard?" Probe their answers to find out more about their expectations about work in this trade and at the shipyard.

- ☐ Did the candidate finish school? If not ASK: "You mentioned before that you didn't finish school. Could you just briefly tell me some of the reasons? Since you'll be back in the classroom again, what has changed in your thinking since then?" (LOOK FOR: the

(LOOK For: the candidate's beliefs and attitudes about learning and about being back in school. LOOK FOR: indications of being ready to "settle down".)

-Has the candidate had a lot of jobs in a short period of time? or Have they changed jobs a lot in the past?

☐ ASK: "Could you tell me a little bit about how you came to move around so much in your jobs?" and "How do you feel that you or the situation has changed?"

4. -ASK: "When we call some of your references, what are they likely to tell us about your attendance and punctuality (lateness)?" (LOOK FOR: indications that the candidate understands how important these work behaviors are.)

☐ ASK: "Tell me about someone you know who has really 'made it'. Why did they succeed? What was it about them or about what they did that let them get ahead?"

(LOOK FOR: how the person defines success and how they think people get ahead. Is it all just luck and being in the right place at the right time? Or, is any skill and hard work involved?)

☐ ASK: "Who are the people you admire most in your life right now? What is it about them that you admire?"

☐ ASK: "If we got together a bunch of your friends or some of the people you hang out with, how would they describe you? What kind of person would they say you are? Why?"

- ☐ ASK: "If we got together some of the people you've worked for (or, some of your teachers) and asked them to sit down and talk about you, what would they say? What kind of worker (student) would they describe?"

(Again, for the above questions, LOOK FOR: indications that the person knows what good work behaviors are. Also LOOK FOR whether those descriptions are applied by others to the candidate.)

- ☐ ASK: "Tell me about some specific goals you've got for yourself over the next 3 years or so. How will you reach them?" (LOOK FOR: the existence of goals and some long-range plans. Is work and a career part of the plan?)

GO ON TO DIMENSION #5, YOU WILL RATE LATER

5. Take a moment now to re-read the description of the "Career Maturity/Occupational Readiness" factor on page 18. Take the time also to look over your notes.

Based on a review of your notes CIRCLE THE NUMBER ON THE LINE BELOW THAT RATES YOUR JUDGMENT OF THE CANDIDATE'S CAREER MATURITY/OCCUPATIONAL READINESS. Remember, the rating is your opinion based on your experience in the trade.

1-----	2-----	3-----	4-----	5-----	6-----	7-----
Strong Indication that it does not exist	Some Indication that it does not exist	Not Sure	Some Indication that it exists	Strong Indication that it exists		

NOW WRITE THE NUMBER YOU CIRCLED ABOVE IN THE "RATING" COLUMN NEXT TO DIMENSION 4 ON THE LAST PAGE OF THIS GUIDE.

NOTES AND COMMENTS (Use the back of this page if you need more space.):

**DIMENSION 5: Presence or absence of trade-specific
"red flags".**

(In considering the placement factor of "red flags", the concern is with whether there are any indications, unique to this trade, that suggest that the candidate should not be considered for the opening. In other words, a "red flag" is an alert that the candidate may be unsuited for one or more of the special requirements or conditions of the trade.)

NOTE: THIS DIMENSION DOES NOT CALL FOR A RATING. YOU NEED ONLY INDICATE WHETHER OR NOT YOU FOUND ANY OF THE "RED FLAGS" SPECIFIC TO YOUR TRADE. ONLY ASK THE QUESTIONS BELOW THAT APPLY TO YOUR TRADE.

IF APPROPRIATE:

- ☐ ASK: "This opening requires that you carry around tools or equipment that is pretty heavy (give the exact weight if you know it, or, as in DIMENSION 3, show them the equipment, if possible). Is there any reason you would not be able to carry this around?"

- ☐ ASK: "This opening involves working at extreme heights and crossing open spaces as high much as 3 or 4 stories high on scaffolding. Do you have a fear of heights?"

- ☐ ASK: "This opening involves working around fumes, gasses, solvents, smoke, and other smells. Do you have any respiratory problem that might keep you from working around these things?"

- ☐ ASK: "This job involves working with asbestos. Do you have any objections to working with asbestos?"

- ☐ ASK: "This job involves working with algebra and some trigonometry. Would you prefer not to work with this kind of math?"

- ☐ ASK: "This job involves matching colors and being able to see small differences between colors. Has anyone ever told you that you are color blind? Are you able to tell the difference between colors?"
- ☐ ASK: "This job involves working around radioactive material (isotopes). How do you feel about working around these kinds of materials?"
- ☐ ASK: "This job involves working around hazardous or toxic materials (name the materials). How do you feel about working with or around these materials? Do you have any allergies that would keep you from working around these materials?"
- ☐ ASK: "This job involves working in very small, cramped, confined spaces and going in and out of very small openings. Do you have any fear of working in tight, closed spaces? Do you get nervous when you feel 'closed in'? Do you ever describe yourself as having claustrophobia?"
- ☐ ASK: "This opening involves a lot of physical activity. There is a lot of climbing up and down stairs, a lot of bending, carrying and lifting. How do you feel about working in that kind of job? Is there any reason you could not do that kind of work?"
- ☐ ASK: "This opening involves working with electricity? Have you ever had a bad shock? How do you feel about working with electricity? How afraid are you of electricity?"

DIMENSION 5 DOES NOT REQUIRE A RATING. HOWEVER, YOU SHOULD INDICATE THAT YOU ASKED THE APPROPRIATE QUESTION BY WRITING DOWN THE CANDIDATE'S ANSWER TO THE QUESTION AND YOUR COMMENTS. LATER, BASED ON YOUR REVIEW OF YOUR NOTES, CHECK THE APPROPRIATE BOX NEXT TO DIMENSION 5 ON THE LAST PAGE OF OF THIS GUIDE.

GO ON TO THE CLOSING OF THE INTERVIEW

CLOSING THE INTERVIEW: Letting the candidate know what happens next.

Take the time now to close the interview in the same professional way you started it. The plan below may be of help.

1. Give the candidate a chance to ask any other questions that he or she might have.

-ASK: "Well, we've covered a lot of ground in this interview. I'll be glad to answer any other questions you've got about the shipyard or about the apprentice program or about anything else you'd like to know about the job or about working here."

(As before, answer as honestly as you can. LOOK FOR: the kinds of questions the candidate asks. You may be able to pick up additional information that will help you in your ratings.)
2. SAY something like: Thank you for coming in to talk, [use the candidate's name], I've enjoyed meeting you. What will happen after today is that people from all of the trades will meet and we'll bring together all of information on all of the candidates including your top preferences. We'll look at the openings and at the people like yourself who expressed an interest and we'll use all of that information, including what we've talked about here today to come to a decision matching the candidates with the openings."
3. Give the candidate some idea about when he or she might be hearing from the shipyard.
4. Thank the candidate again. If appropriate, send them on their way to the next interview.

RIGHT NOW, MAKE SOME SUMMARY NOTES ABOUT YOUR OVERALL IMPRESSION AND ABOUT POINTS YOU WANT TO BE SURE TO REMEMBER. QUICKLY LOOK BACK OVER YOUR NOTES ON EACH OF THE DIMENSIONS AND MAKE SURE THAT YOU CAN READ THEM. CLEAR UP ANY THAT MAY BE HARD TO READ SO THAT YOU WILL UNDERSTAND THEM WHEN YOU REVIEW THEM TO MAKE YOUR RATINGS.

NOTES AND COMMENTS (Use the back of this page if you need more space.):

SUMMARY RATING SHEET FOR S.I.G.N.A.L.

STRUCTURED INTERVIEW GUIDE, NAVY APPRENTICE LOCATOR

Candidate:	Trade (Name) Being Rated:
------------	---------------------------

After you rate the candidate on the dimensions, write the ratings in the correct box below. The page number next to each dimension name is the page in this GUIDE on which you made that rating. Remember, each rating is your judgment about the candidate based on your experience in the trade.

DIMENSION	WEIGHT*	X	RATING	=	SCORE
1. Interest in the Work (p. 7)		x		=	
2. Relevant Experience & Training (p. 12)		x		=	
3. Understanding and Willingness to Work Under the Conditions (p. 16)		x		=	
4. Career Maturity/ Occupational Readiness (p. 21)		x		=	
TOTAL	100		TOTAL SCORE	=	
5. Presence of Trade-specific "Red Flags" (p. 22) CHECK ONE: ☐ No ☐ Yes, see comments.					

* The weights for your trade are listed in Appendix 3 of the MANUAL. Look them up and put them in the correct space.

Interviewer:	OPM Score:	Page #:	Date:
Candidate's Top 3 Choices (Trade names):			

APPENDIX B
MANUAL TO ACCOMPANY SIGNAL

MANUAL TO ACCOMPANY

S.I.G.N.A.L.

STRUCTURED INTERVIEW GUIDE, NAVY APPRENTICE LOCATOR

MANUAL TO ACCOMPANY

S.I.G.N.A.L.

STRUCTURED INTERVIEW GUIDE, NAVY APPRENTICE LOCATOR

INTRODUCTION:

Having the right people -- being able to pick people who will do the job for you -- plays as important a part in the success of the shipyard and in your own success as an instructor, trainer, or manager as any other single factor. Placing an apprentice candidate in a trade in which he or she will perform best and get the most job satisfaction goes a long way toward ensuring that you will have the right person available when he or she is needed.

SIGNAL: STRUCTURED INTERVIEW GUIDE, NAVY APPRENTICE LOCATOR grew out of an interest in reducing turnover among workers being trained for the skilled trades. Given that goal, it makes sense to acknowledge that apprentices leave the program for many reasons. Sometimes a personal or family situation changes suddenly. Sometimes conditions in the civilian industrial job market lure people away with wages or opportunities beyond those that we can offer at the time. This structured interview focuses on the kinds of turnover we can more readily influence -- namely, turnover that occurs because people choose for themselves and/or are selected for a trade for which they are not suited, interested, or skilled.

Ultimately, of course, retaining apprentices begins with matching the right people with the right opening ("a good fit"). It continues throughout training and the employee's career through all of the teaching and management skills and techniques needed to prepare, motivate and manage an effective employee.

THE NAVAL SHIPYARD EMPLOYMENT PROCESS

The process of choosing your employees actually begins when you forecast your Group and Shop needs to cover projects 2, 3, and even 4 years in the future. Your personnel forecasts trigger a series of events that will end with selecting candidates for your apprenticeship openings. While the exact procedures may differ from location to location, below is an overview of the selection process that illustrates

some of the steps in selecting and placing apprentices. It is not meant to be a complete detailed presentation. Rather, what follows is designed to describe the context within which apprentice selection and placement is occurring. Generally, the process follows this sequence.

1. Recruiting - generating a "pool" of applicants.

Once your personnel projections are made, the U.S. Office of Personnel Management (OPM) is notified of the potential openings and is instructed to announce the opening date for receiving applications and to set a date for testing.

2. Testing - measuring aptitude.

As many as several thousand people may sign up to take the OPM employment examination for apprenticeship positions in the skilled trades. Over a thousand people may actually be tested. A score of 70% is required to pass the exam.

3. Application review - preliminary screening.

OPM screens the application (Standard Form 171) for accuracy and consistency of education and employment information. OPM also screens for such items as U.S. Citizenship, felony convictions, and so on.

4. Candidate listing - rating the applicants.

Based on test scores and military experience (to determine 5- or 10-point Veteran Preference) the applicants are listed in descending order of eligibility. First, those veterans with 10% or more disability (CP) are placed at the top of the list regardless of test scores. Then the remaining candidates are listed in descending order of eligibility based on OPM test scores with the highest overall score (including Preference Points) listed first, after the compensably disabled (CP) veterans.

5. Interviewing - providing trade information.

The interviewing process varies. In some locations applicants are interviewed one-on-one. In other locations a panel of representatives from several trades may do the interviewing. Some shipyards hold a "job fair" to which they invite about two times as many candidates as there are openings. They are given an overview of the shipyard as a place to work, given brief write-ups about the

various trades. The candidates also fill-out a "Dream Sheet" on which they rank order the available openings to indicate their own preferences. The candidates then move around the room meeting representatives of the trades and gathering information about the work from conversations and video presentations.

6. The Selection Panel - placing the candidates.

After the interviews, a Selection Panel of training management staff may meet to place the candidates into specific openings. (At some locations, a job offer may be made at the interview.) Candidates are then notified of the trade for which they were tentatively selected and are asked to respond by accepting or rejecting the offer. Those who accept the initial offer must pass a physical exam before a firm offer will be made.

LOOKING FOR A MATCH

Again, the discussion above is not meant to cover every point in detail. It is only meant to put what follows into the context of the process of choosing people for your openings. Some key points are worth noting:

- The OPM screening process presents you with a "pool" of candidates ranked on the basis of their test scores. Some of these rankings of OPM scores include "preference points" which raise the standing of some candidates beyond where their test scores alone would have placed them.
- We know also that the people who take the test are, overall, a young group. At recent testing, the median age of East-coast and West-coast applicants was 24 and 26 years, respectively. Nearly half (48%) of the East-coast and a third (33%) of the West-coast applicants had had no previous trade school, trade-related coursework, or trade-related work experience.
- Even with little or no previous exposure to our kind of work or to shipyard life, 83% of the East-coast people and 89% of the West-coast applicants has **ALREADY DECIDED ON A TRADE IN WHICH THEY WOULD LIKE TO WORK.**

All this is to say that the people you interview are pre-selected for you. And, they come with a personal

history and with expectations about the jobs they want. Those expectations may be realistic or unrealistic. The expectations include their ideas about what the particular job will be like and about what it will be like to work in the shipyard. Their expectations include their hopes for the future, ideas about the kinds of people they want to work with, the kind of boss they prefer to work for, and what kinds of job conditions they're willing to put up with.

Another thing worth noting is that you, the interviewer, come to this situation with your own expectations for the kind of person that would best fit the opening. You may be looking for people who want a career and not just a job, people who are really interested in the kind of work they'll be doing, candidates who may already have some knowledge or skill in the area or who will at least respond well to the training. You may have expectations about the kind of work attitudes you want in an apprentice. And you are looking for someone who is willing to work under the specific conditions of the job.

Of course there are many other expectations that you and the candidate may have about the job and about each other. This brief listing serves only to make the point that you each come to the interview with expectations that may or may not fit the way things really are. The apprentices you hire are more likely to enjoy their work and to want to stay with the job if they begin with a clear understanding of the work and with expectations that are more in line with reality. The interview is an ideal place for an exchange of information that will help candidates test their expectations.

The key phrase in that last sentence is "an exchange of information." Up to now, the interview has served mainly as a place for the candidates to get information about the trades so that they can tell us which of the jobs they are most interested in. A major goal of SIGNAL (Structured Interview, Navy Apprentice Locator) is to create a way to let you and the candidate exchange information that can result in an even better career decision for the candidate and an even better selection and placement decision for you.

WHAT IS A "STRUCTURED INTERVIEW"?

Since everyone of us has been interviewed at one time or another, you might be surprised to find out that the people who study these things tell us that the typical interview may be one of the worst ways to select an employee.

It's not easy to do a good interview. In the first place, it's hard to "zero in" on the most relevant information to ask about unless you've really studied the job or the situation and found out, exactly what makes people

successful or what to look for in people who stay on the job. Secondly, since we usually don't ask everyone we interview the same the same questions, the information we collect is different from person to person. The result is that we may have to rely on our impressions, hunches, or "gut feel" to fill in the blanks. Thirdly, since the interview basically relies on our judgments, there is a lot of room for personal opinions and personal preferences to influence the final decision. Lastly, few interviewers ever get training in how to do an effective interview. Actually, if you take all of these things together, it may not be such a surprise that it's hard to get different interviewers to agree with each other even when they've interviewed the same person. Or, if they do agree, it may be for totally different and unrelated reasons.

A structured interview (you may also hear it called a patterned interview) is a way of designing an interview so that it overcomes some of the problems noted above. A structured interview organizes the order of the interview and standardizes the questions that get asked. In other words, a structured interview gives you questions to ask and a planned way of asking them before you do the interview. That way, the people being interviewed are being asked similar questions and that the information that's being collected is relevant to what we're looking for. In the same way, if different people do the interview, they'll be more likely to come up with the same decision and for similar reasons.

SELECTION AND PLACEMENT AT THE SHIPYARD

Since we've been talking a lot about making decisions up to this point, it may be helpful to review just what it is we set out to do by creating SIGNAL. Recall that the total project grew out of a desire to reduce turnover in the apprentice program by focussing on areas we may have some relative control over -- namely, the kind of turnover that happens because people choose or get put in jobs for which they aren't suited.

Usually, when we think about "selection" we're thinking about finding the right person for the job. When we think about "placement" we're thinking about finding the right job for the person. It may be useful to realize that what we're trying to do with the apprentice program has elements of both selection and placement in it. It's a combination of trying to find the right person for the job and trying to find the right job for the person. Having said that, we're ready now to look at our goals for the SIGNAL process.

1. As you look over SIGNAL, you'll see that a goal was to come up with a way for you to collect

information from candidates that will help make a decision about suitability for your trade.

2. As you look over SIGNAL, you'll also see that a major goal was to structure the interview so that there is a logical, natural way to give candidates information they'll need to decide if yours is the right trade for them.
3. As you look at SIGNAL, you'll see that another goal was to make it easy for you and the candidate to exchange information. A key part of the process is to let you and the candidate talk about the things identified as playing a part in why apprentices leave the program. When you find a real difference between the candidates expectations and the way the job really is, you can give a more realistic picture of the job. When the job requires things that this candidate may not be suited for or be prepared to put up with you can point that out and suggest other trades that might be more in line with what the candidate can and wants to do.

THE STRUCTURED INTERVIEW: SIGNAL

Designing the interview involved several steps. First we identified the relevant topics to cover. Then, the interview itself was designed. That meant (a) designing a pattern of questions to get you the information you need to make judgments about each candidate and (b) setting up the interview flow in such a way that each candidate also gets the information he or she needs to make a good personal decision. A major goal is to get an exchange of information so that if a candidate's expectations are out of line with reality, you can give more information or even refer them to a trade that may be more in line with their wants and needs. The last step involved designing a way for you to record your judgments about each candidate and then combine the information to make a decision. Let's look at each of these steps in more detail.

IDENTIFYING THE AREAS TO COVER IN THE INTERVIEW

In an earlier section of this MANUAL we noted that a potential problem with interviews is with how hard it is to "zero in" on the right topics to ask about. Since the goal in developing SIGNAL was to come up with a tool that might help us keep more apprentices, we started by collecting information about why people leave the program. Exit interviews that had been conducted on apprentices who left the program helped focus the search, but the most

information came from interviews with Training Leaders, Training Administrators, and General Foremen from every trade in the shipyard. We began by identifying critical factors in keeping and losing apprentices.

The discussions with instructors and managers centered on critical incidents, behaviors, and situations at interviews, in the classroom, and on the job, that might shed light on why some people leave the program early and why others complete it. What makes a person a good apprentice? What kinds of things, when they exist, help a person make it through the program? What kinds of people probably shouldn't have been selected in the first place? What kinds of people shouldn't go into certain trades? Why do we lose people? When all of the information was in and analyzed, it only took five (5) overall factors to summarize all of the discussions. Of course there were lots of things mentioned that are outside of our control. But in the end, Training Leaders, Training Administrators, and General Foremen felt that the odds of a person successfully completing the apprentice program would be increased if we paid more attention to five key dimensions.

1. That the candidate has a real interest in the work of the trade. That the candidate really wants to do and will enjoy the kind of work he or she will be doing in your trade.
2. Whether or not the person has had work, school, or other relevant experiences and training that would help them get through the classroom training or that would help them on the job.
3. That the candidate really understands and is willing to work under the existing conditions of the job and of the shipyard.
4. That the candidate knows the behaviors that are good work habits and is ready to build a career in this trade. In other words, that the person has career maturity/occupational readiness.
5. That we don't miss any of the indicators that there are real reasons ("red flags") why this candidate should not work in this specific trade. Each trade may have one or more special conditions (working with asbestos or working with isotopes, as two examples) which if the candidate rejects for personal preference or for health reasons suggests that he or she would not be suitable for that specific trade.

These 5 dimensions are the core of the SIGNAL process. On page 25 of the SIGNAL guide is a copy of the "Summary Rating Sheet" you will use as the last step in the process. As you can see, you'll be asked to give your judgment about the candidate on each of the dimensions. You'll make your judgments based on your own experience in the trade.

Having identified the relevant topics to ask about during the interview, the next step was to come up with questions that you can ask each candidate that will give you the information you need to make your judgments.

CONDUCTING THE INTERVIEW

There is an overall plan to the interview. In fact, you'll find that SIGNAL is organized into three (3) main parts:

1. Opening the interview -- making the candidate comfortable;
2. The trade dimensions -- questioning the candidate and having a discussion on each of the 5 factors;
3. Closing the interview -- letting the candidate know what happens next and steering them to their next interview.

Again, let's take a closer look at each of these areas.

1. OPENING THE INTERVIEW: Setting the stage for a productive discussion with the candidate.

Opening the interview may be one of the most important parts of the whole process. Remember, you want to both give and get information during your talk with the candidate. You're ready to talk about your openings. But if you're going to do it in a way that helps us get the best match between the person and the job, you've got to get the candidate talking too. That's the only way you can find out about their expectations and ideas about the trade.

Again, recall something we said earlier; the candidate already has expectations about the trade and about what it will be like to work in the shipyard. You know from your own experience that not every trade will match what the candidate wants or expects to get. If you are going to be able to help the candidate and get the information you need, you've got to get the candidate to give you more than "yes", "no" and "I guess so" answers to your questions and probes.

The discussions with the Training Leaders, Training Administrators and General Foremen who have been to the Job Fair before also highlighted the problem of getting the candidates to talk. Some of the candidates are so new to this whole situation that they don't even know what to ask. Other candidates are there with people they know and may want to show they're "cool" (or "hot") by not having to ask any questions. Other candidates are afraid to ask a "dumb question" and be embarrassed. Others may be afraid to ask the "wrong question" or "say the wrong thing" and lose the job. So, you can see how important it is to get a good start.

Pages 2 and 3 of SIGNAL give you a plan for opening the interview. Again, there are several steps to the OPENING. First, of course, you'll greet the candidates as they come over to speak to you. A warm smile can help the person feel welcome and set a friendly, relaxed mood for the whole discussion. Next, you'll tell the person your overall plan for the interview. That is, you'll let the candidate know what the interview will cover, in what order, and when they get to ask questions. People are usually more at ease when they have some idea of what to expect.

Based on what the instructors and managers who have interviewed before told us about candidates' reluctance to ask questions, form was designed to (a) make it "O.K." to ask questions, (b) give people who don't know what to ask a starting point, and (c) make sure that there will at least be some give and take. A sample of the form called a "Dream Sheet" is attached as Appendix 1 in this MANUAL. Take a moment to look at the questions.

Each candidate should come to your interview with six (6) questions to ask, two in each of the three Groups of questions. If you look at the questions more closely, you may notice that the questions in GROUP I are designed to tap into the kinds of things that may indicate a person's interest in the work (DIMENSION 1) and in the kinds of things they may have to do on the job. If you look at the questions in GROUP II, you'll notice that they are designed to tap into the area of working conditions (DIMENSION 3). The questions in GROUP III are meant to tap into the candidate's ideas about work and working (DIMENSION 4).

2. THE TRADE DIMENSIONS: Questioning the candidate and having a discussion on each of the 5 factors.

After OPENING, continue by moving right into Dimension 1 (Interest in the Work) on page 4 of SIGNAL. Each of the five DIMENSION sections gives you a plan for getting the information and for focussing your talk with the candidate.

As you look over the questions for each DIMENSION, keep in mind that you don't have to ask the questions exactly as they appear in SIGNAL. In fact, you probably should modify them to fit your situation and your style of interviewing.

You don't even have to ask all of the questions in a section before going on. First of all, not all of the questions are relevant to your trade. Second, you'll notice that some of the questions are similar to each other. This was done to give you a choice about how to ask for the information. You'll notice, too, that some of the questions for one DIMENSION may be similar to questions for other DIMENSIONS. If you get the information you need in one place, there may be no need to ask the question again. The important thing to remember for whatever question you ask is to keep in mind the DIMENSION you are evaluating and look for specific indicators of those issues.

--Pages 4-7 in SIGNAL cover DIMENSION 1 (Interest in the work).

You'll start this part of the interview by asking a general question aimed at getting the candidate talking about how they got interested in your trade. Then you'll follow-up with questions to help you get at some of the things the candidate enjoys doing.

Next you'll get a chance to ask questions about specific interests that might be appropriate for people who want to work in your trade.

Then, you'll follow-up on the GROUP I questions that the candidate circled on the "Dream Sheet". (By the way, if you find that a candidate has not circled the questions when you get to this point in the interview, don't hesitate to pause and let them do it before going on with the interview.)

By now you may have noticed the rating scale for DIMENSION 1 on page 7 of the SIGNAL booklet. At this point we'll put off talking about the rating scales until we've covered until we've covered the interview itself. A discussion of the SIGNAL scoring system begins on page 14 of this MANUAL.

--Pages 8-12 in SIGNAL cover DIMENSION 2 (Relevant work experience and training).

As we review the plan for this section of the interview it worth remembering that an apprentice program is a training program. The point to be made here is that it is important to keep the topics of past experience and education in perspective. It would be an error to choose people only on the basis of their having already done the job or having

already had the training. The candidates may all have different advantages in this area. The young person with little work experience up to now may have an advantage in the classroom since he or she may still have some of the study and test-taking skills that are needed. The person who has already worked in the field may now have to re-learn how to learn in the classroom. Again, the point to keep in mind as we cover the questions about experience and education is that it is only one of the factors to consider. Remember, too, that questions in these areas may discourage potentially highly qualified people if they feel that all the emphasis will be placed on either prior work experience or education.

Your questioning begins with a broad question about previous jobs that might be relevant to work in your trade. Then there is a chance to ask about past work experience that is very specific to your trade.

Another broad question, this time about relevant training and education moves you on to a discussion of the schooling and coursework that the candidate might have had that is appropriate to the opening.

Again if you have been following this description in the actual SIGNAL booklet, you've seen the rating scale on page 12. As before, we'll delay discussion of the scoring until a later section of the MANUAL.

--Pages 13-16 in SIGNAL cover DIMENSION 3 (Understanding of and willingness to work under existing working conditions).

As you question the candidate about his or her willingness to work under the conditions of the job, keep your trade-specific conditions in mind. A list of the conditions that frequently "surprise" the new apprentice is in Appendix 2 of this MANUAL.

First, you'll follow-up on the questions the candidate circled for GROUP II on the "Dream Sheet".

Here's a good chance for you, also, to ask about specific conditions in your trade that you know cause problems for some people. Many of you are already bringing samples of, for example, the tools that must be carried around on the job to give the candidate a real idea about the job. The questions on page 15 and 16 of SIGNAL give some other ideas in this area.

(Again, a rating is required on this item, but we'll put off discussion about scoring until later in the MANUAL.)

(There may be another source of information about what it's like to work in your trade. Has the candidate seen the TRADE VIDEO? If it's available for your trade, strongly encourage the candidate to see it. Even those people who have had experience in the trade will get a chance to see how it is done in the shipyard. If the video is available at your location, use the questions in page 17 of SIGNAL.

--Pages 18-21 of SIGNAL cover DIMENSION 4 (Career Maturity/ Occupational Readiness)

DIMENSION 4 may well be the most difficult area to assess. Essentially, we want to evaluate a candidate's attitude toward work in general and toward working in the shipyard in particular. This includes, of course, questioning a candidate about his or her past behavior. Again, we have to be careful in making interpretations about the information we get. For example, some people will have had a lot of jobs. Before assuming that this is an unstable person, look at the nature of the jobs. Some people just haven't tried for or had access to what are called "primary" jobs up to now. Primary jobs are jobs that offer long term employment, benefits, training, opportunities for advancement, and so on. Many people start out in what are called "secondary" jobs (in retail, construction, etc.) that are good "first jobs". What we want to know is, is the candidate now ready to make the shift to a primary job with all that it means in terms of having to develop good work habits and attitudes.

Start by asking about the questions the candidate circled in GROUP III. Then continue by questioning the candidate using the appropriate questions. Again, you do not have to ask all of the questions listed. In fact, many of the questions are designed to get similar kinds of information. That leaves you free to choose one or two questions that you'd feel comfortable asking in this area.

(We will again delay discussion of scoring to a later section of this MANUAL.)

--Pages 22 and 23 cover DIMENSION 5 (Presence or absence of trade-specific "red flags".)

Actually, of all the dimensions, this may be the most direct to evaluate. It was clear in talking to the instructors and managers that almost every trade has some unique requirement or condition that may totally "turn off" a candidate. (As an example, some people simply will not want to work around radioactive material.) If that is true for this candidate, we and he or she need to know it. This is another example of a place where we can advise candidates that this is probably not the trade for them.

Please note that you do not have to make a rating for this item. But be careful to keep notes on your conversation with the candidate especially since you will probably not be considering the person further for the opening if a "red flag" turns up. Good notes are a must.

3. CLOSING THE INTERVIEW: Letting the candidate know what happens next.

You've had a good discussion with the candidate up to now, so use the planned approach (page 24 in SIGNAL) to CLOSE your interview also. Give the candidate a last chance to ask any questions he or she may have. Then, tell the candidate how the selection process will work from this point on and thank the candidate for the interview.

RECORDING, RATING, AND COMBINING JUDGMENTS

Up to this point, your job as an interviewer has been to collect information to match people to a trade. In the end, the results of the interview will be one of the things (along with OPM test scores, math scores, and the candidate's preferences) that will be taken into account in making a decision about where to place this candidate. Let's spend some time now on how you'll give your judgment about the candidate on each of the dimensions and how the judgments will be combined to come up with a total score.

As we said earlier, the typical interview has its problems. That's why SIGNAL was developed to give you a more planful approach. You may recall that one of the things that can go wrong in an interview happens when outside factors enter into the judgment made about the candidate instead of the judgment being based on what the person was being interviewed about. For example, one mistake interviewers make is in letting their "first impression" of the candidate influence their judgments about other things. So, if we like the person right away, we may be tempted, even without

knowing it, to minimize problem areas that show up in the interview. Later, of course we may be disappointed in his or her performance and not realize that we chose a person because of a first impression rather than on the relevant information we could have collected.

In the same way, if you see two or three "poor" candidates in a row, even if the next candidate who comes along is only an average candidate, he or she may be judged "outstanding". Again, that judgment probably won't be based on the information you collected. It was made because they looked so good in contrast to the ones who came before. Or, we're sometimes influenced by the first things a person says in the interview and then we have trouble shaking that influence as we rate on other factors. Or sometimes an interview is going well but then one of the last things the person says influences our overall judgment.

One way to avoid making these kinds of mistakes, or to at least keep the influence on your judgments to a minimum, is to delay making your ratings until some time after the interview. So, we're going to suggest that you collect all the information you need to make a judgment, but don't make your actual ratings until you finish all the interviews. That way, by separating the information collecting from the actual rating, it gives time for some of the influences we talked about above to have less of an influence.

Postponing your ratings makes the notes you take during the interview very important. Some interviewers aren't sure that it's O.K. to take notes during the interview. They worry that the candidate will think that the interviewer isn't paying attention. And they worry that they may miss something important if they take the time to write something down. The first worry, "What will the applicant think?" can be handled in your OPENING. The plan calls for you to let the candidate know that you will be taking notes to make sure that you don't forget any key points. Good interviewers always take notes for accuracy. Good interviewers know not to rely on memory, especially when they are seeing many candidates.

Not being able to give all of your attention to the candidate and missing something important can be a real concern. That's why you'll have to learn some good note taking habits. For example, don't try to write down everything the candidate says. The important point here is to keep the DIMENSION you're asking about in mind. That will help you to figure out what's important to write down. You will want to record information directly related to the DIMENSION to let you make a more objective rating later.

Use your own shorthand. Most people have ways of shortening words (just the way you do when you take a telephone

message). If you can, write down the candidate's exact words and use quotation marks ("") to show that it is a direct quote. You can leave out parts of what they say, just make sure that you indicate that words were left out by using dots or dashes. Make sure you get enough information down about the DIMENSION you are evaluating to be able to make a rating and give the reasons for your rating later. So make sure that use the sections labeled "NOTES AND COMMENTS".

Now that you have your notes about each DIMENSION, you will use them as the basis for making your judgment. Review the notes (don't rely on your memory) and mark the rating scale for each dimension. Remember, the number you circle is your judgment about the candidate based on your experience in the trade.

Take a look now at page 25 of SIGNAL. Filling out the "Summary Rating Sheet" is the last step. After you rate the candidate on each of the DIMENSIONS, transfer your ratings to the Summary Rating Sheet by writing the number you circled on each rating scale in the appropriate space in the "Rating" column. Notice that DIMENSION 5 does not involve a rating, but be sure to put a check mark in the appropriate space for that item.

The column labeled "Weight" has to do with the importance that each trade puts on the factors. It is possible for each of the trades to adjust the ratings to reflect their particular situation. A "weight" (importance score) was found for each DIMENSION by having instructors and managers in the trade divide up 100 points among the 4 items. The weights for your trade are listed in Appendix 3 in the MANUAL. Copy the weights for your trade into the proper column on the summary sheet. Now when you multiply the weight times the rating you will get a score (Weight x Rating = Score) for each DIMENSION. By adding up the scores for each DIMENSION, you will get a "TOTAL SCORE" that represents the candidate's suitability for your trade based on your judgment. The maximum score a candidate can get is 700 points, regardless of how the weights are set up. The minimum score a candidate can get is 100 points.

SUMMARY OF THE SIGNAL PROJECT

Remember, signal is a part of an overall project to help retain apprentices and to help you select people who have the potential to be most productive in and satisfied with their jobs. We especially wanted to focus on the people we lose because they are in a trade for which they are not suited or which cannot meet their expectations. In short, the goal was to develop an interview that would let us talk about about a person's expectations about the trade and the

shipyard so that both of us, the candidate and the shipyard, can avoid the "surprises" that cost us people.

We noted above that some important things can go wrong with the typical interview. First, the interview may not focus on the relevant areas that need to be measured. Second, the questions that get asked may be different for each candidate so that we don't get the information we need or have to fall back on hunches to make our judgments. Third, when judgments are involved, we have to be careful to watch for the influence of the interviewer's personal opinions and preferences that can creep into the rating. Lastly, the people who do the interviewing rarely get help in how to do an interview.

SIGNAL: Structured Interview Guide, Navy Apprentice Locator was designed to avoid some of these problems. We took the time to identify the relevant topics by asking the people most likely to know -- the people who do the interviewing, sit on the Selection Panel, do the apprentice and shop training, and manage the apprentices. Then questions were developed to tap into each of those areas and a plan was set up before the interview for how to best ask the questions. By asking you to delay making your ratings we aim to avoid some of the problems that can occur with judgments. This MANUAL and the interviewer training you'll receive should help us avoid the pitfall of not training or preparing interviewers for their important job.

Good interviewing!

APPENDIX C
LEADER'S GUIDE TO SIGNAL TRAINING

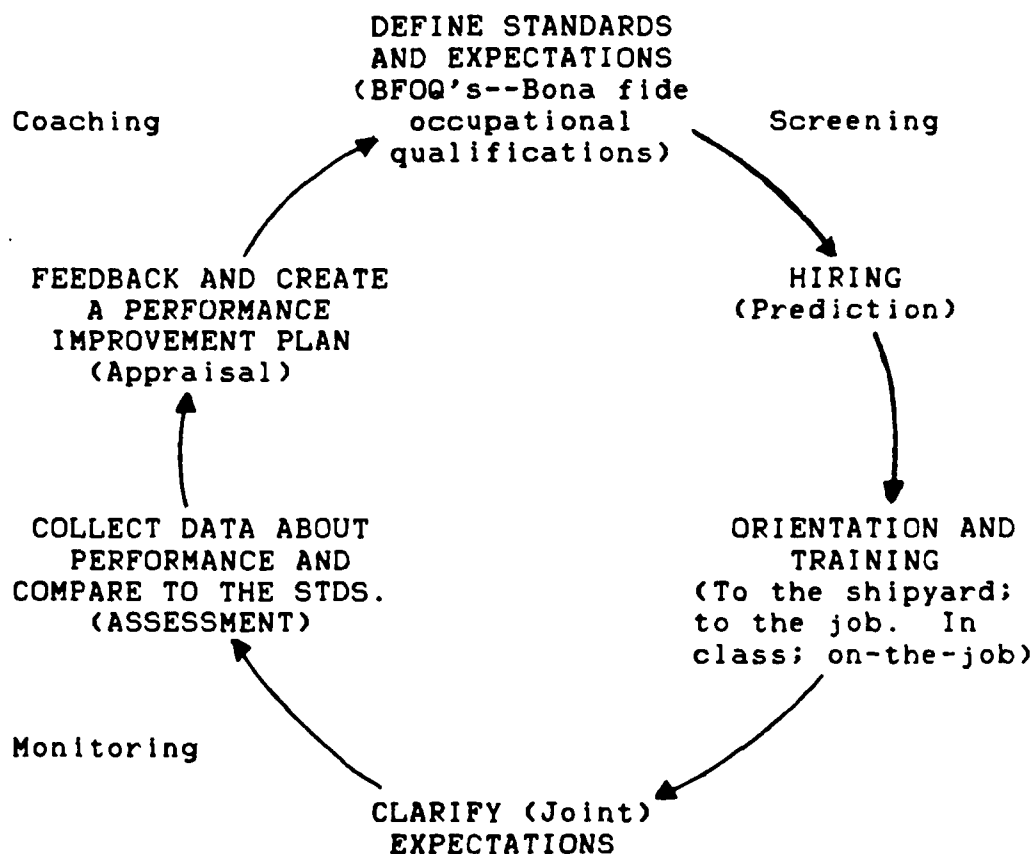
LEADER'S GUIDE TO S.I.G.N.A.L. TRAINING

<u>FOCUS</u>	<u>CONTENT</u>
INTRODUCTION BY A REPRESENTATIVE OF SHIPYARD MANAGEMENT	A. Briefly explain the purpose of this session and how it grew out of the shipyard's interest in reducing apprentice turnover at NSYLB.
-Set context. -Management support, program visibility, credibility.	B. Briefly review the 4 placement tools being developed: 1. <u>Realistic Job Preview (RJP)</u>: Video tape of 3 jobs--Painter, Electronics Mechanic, Marine Machinist--to give the person a good idea of what the job entails before entering it. 2. <u>Computerized Interest Counseling</u>: IBM-PC program that a candidate can use to explore his/her interests in relation to characteristics of the various shipyard jobs. 3. <u>Statistical Algorithm</u>: Being developed by NPRDC to place people objectively based on OPM score, math score, and the applicant's preferences. 4. <u>Structured Interview</u>: Focus of today's meeting, a tool to help you gather information and give job information that will better place applicants.
	C. Emphasize that interviewing skills learned in this training apply to other situations as well.
	D. Mention that interviewing they'll deal with in this session is aimed at reducing turnover due to putting the wrong apprentice in the wrong job. Remind the trainees also that the interviewing program is to be used with the Certificate Listing process.
	E. Briefly introduce the trainer.

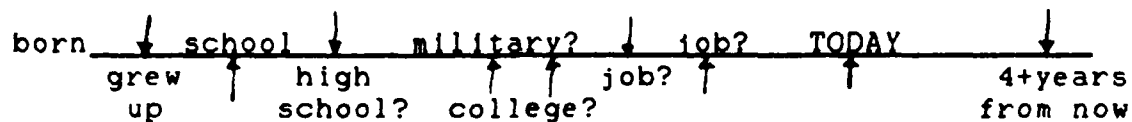
FOCUS	CONTENT
INTRODUCTION AND ORGANIZATION OF THE WORKSHOP BY THE TRAINER -Objectives. -Participant introductions & expectations. -Workshop schedule.	A. <u>Overview</u> 1. Today is about having the right people on board when you need them: selecting and placing apprentices in jobs that they'll do well in and get the most satisfaction. 2. "Effectiveness" includes both productivity and employee satisfaction. B. <u>Objectives</u>--on completion of this class you will: 1. Understand selection and placement in the context of the supervisor's job. 2. Know why many researchers think the traditional interview is the <u>worst</u> way to select people; and how a structured interview overcomes some of the problems. 3. Know how to conduct an interview using the structured format developed for NSYLB. 4. Have a chance to discuss how you might adapt/adopt the approach to placement in your jobs--including selecting questions. 5. Learn basic interviewing skills: building rapport, taking notes, listening, and so on. 6. Know some of the basic types of rating errors and how to lessen their effects. 7. Be able to discuss what you can and can't ask with regard to EEO issues in hiring. C. Now have the participants introduce themselves as follows: (OPTIONAL) 1. Ask them to write down 2-3 things they want to get out of today's training. 2. Then, have them write down one thing they don't want to have happen in the training.

FOCUS	CONTENT
INTRODUCTION AND ORGANIZATION OF THE WORKSHOP BY THE TRAINER (Continued)	3. Next have them introduce themselves and <u>their</u> expectations based on the above. 4. The trainer can make a list of the "wants" and "don't wants" on the blackboard/flip chart as they are mentioned. <u>After</u> all of the participants are introduced, the trainer should then respond to each item to finish setting expectations.
	D. Now that introductions have been made and you and the participants know what is expected, briefly review the overall workshop design, by saying something like: "We'll start with an overview of the manager's job and see where selection fits in. Then, we'll look at how selection and placement is done at this shipyard and how some others do it. Next we'll look at interviewing in general as a way of selecting people and at the structured interview as it can be applied here. You'll get a chance to practice interviewing and get to see yourself do it on video. And, we'll pull it all together in a design for the interview here at the shipyard." E. This is a good point, also to inform participants of the planned workshop hours and lunch and other planned breaks.

FOCUS	CONTENT
PERFORMANCE MANAGEMENT -Selection in the context of the manager's job. -Seeing "hiring" as prediction of success.	A. Effective management of the job performance of others begins with an understanding of the employee's job; namely, with clear, relevant standards, goals, and expectations having been defined for the person in the job or for the opening. B. The PERFORMANCE MANAGEMENT CYCLE below can be used to present an overview of the manager's job at the shipyard.



FOCUS	CONTENT
PERFORMANCE MANAGEMENT (Continued)	C. Make the point that it is useful to think of "hiring" as PREDICTION-- that is, when we see people at an interview, a great deal has already happened in their lives. D. Draw this "life line" to illustrate the ideas in "C" above:



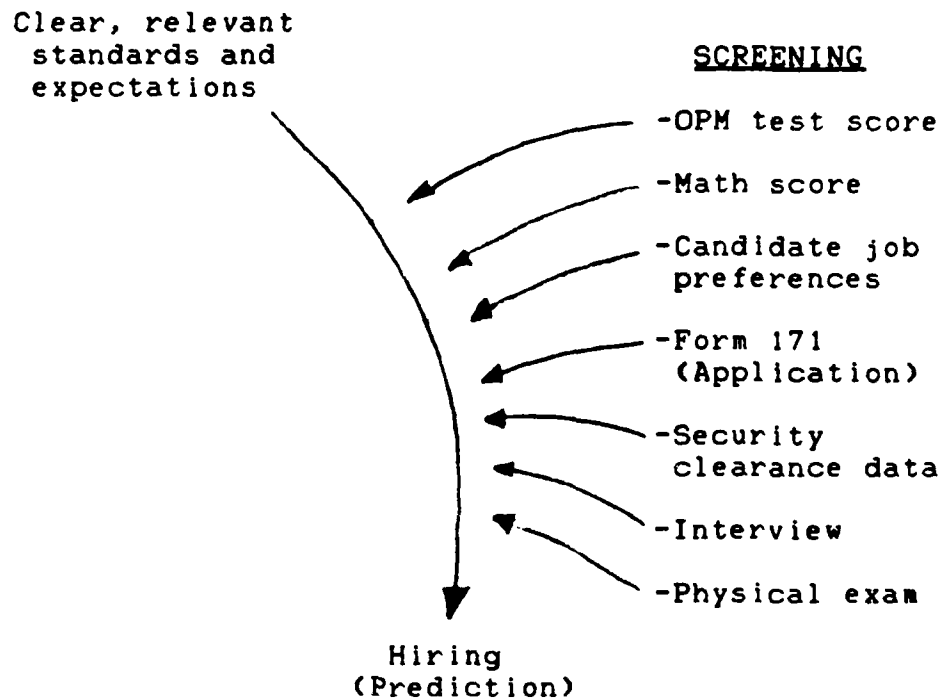
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- E. The object, of course, is to collect information about what has happened in the applicant's life up to now that will let us predict the person's performance at least four years out into the future (i.e., to predict who will finish apprentice training and go on to be a productive journeyman).
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FOCUS	CONTENT
THE SHIPYARD SELECTION PROCESS	A. Pages 1-5 in the "MANUAL TO ACCOMPANY S.I.G.N.A.L." are a source of material for a lecturette on how the naval shipyards currently recruit and select apprentices. B. Review the process with the participants noting that recruiting and selection proceed through the following stages: 1. Projections and forecasts for future manpower needs. 2. OPM is notified and announces date for testing and receiving applications. 3. Thousands may sign up for the test. A passing grade is 70%. 4. OPM screens the application (Form 171) for citizenship, arrests and convictions, etc. 5. A Certification List is prepared based on OPM test score and including "preference points" for military service and disability. C. The process, through Point #5, is essentially the same for all Navy shipyards. D. As noted in the MANUAL, the process differs at each location, but all include some way of asking for the applicant's rankings of the open jobs as an indication of personal preference. All locations also include a face-to-face interview with trade representatives if for no other reason than to give job information to the candidate.

FOCUS	CONTENT
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THE SHIPYARD
SELECTION PROCESS
(Continued)

E. The following diagram, drawn from a portion of the Performance Management Cycle, will help illustrate the sources of information available to the manager to make a prediction.



FOCUS	CONTENT
THE SELECTION INTERVIEW -Problems with the interview based on the way it's usually done. -Structured interviews. -3 goals for the new format.	A. Pages 4-6 in the MANUAL contain additional information for this lecturette. B. The traditional interview has been called the "worst" way to select people because of problems in three essential areas: 1. validity--namely, being able to zero-in on the critical, most relevant topics related to success; 2. reliability--different interviewers give different ratings leading to very inconsistent results; 3. fairness--allowing equal access to job opportunities. C. Elaborate as needed on these issues that affect the interview. 1. In the traditional interview, applicants aren't all asked the same questions. That makes it hard to compare candidates and forces interviewers to fill-in the missing data with hunches and impressions. 2. Different interviewers have different "templates" in mind for the ideal candidate. Thus, interviewers emphasize and look for different things. In fact, one interviewer may look for the very thing in an applicant that another interviewer dislikes. 3. Research suggests that we are frequently influenced by factors such as attractiveness or height even when they are irrelevant to the job we're interviewing for. 4. Research also suggests some decisions are made prematurely--some decisions are made in the 1st 4 minutes of the interview.

FOCUS	CONTENT
THE SELECTION INTERVIEW (Continued)	5. Interviewers may talk too much during the interview and thus fail to collect the information they need and again have to rely on impressions. 6. Most interviewers aren't trained --one day "you just are one."
	D. In spite of such problems, neither employers nor applicants want to do away with the interview.
	E. An answer may lie in a structured approach to the interview in which the questions and the order in which they are to be asked are specified in advance.
	F. In developing the structured interview that you are about to see, we had 3 main goals in mind: 1. develop a vehicle for you to use to collect information to make a placement decision; 2. develop a vehicle that allows the candidate to collect the information he or she needs to make a decision; and 3. allow for an <u>exchange</u> to take place between the manager and the apprentice candidate.

FOCUS	CONTENT
THE STRUCTURED INTERVIEW: S.I.G.N.A.L.	A. Pages 7-9 in the MANUAL contain additional information for this portion of the program.
-Development of S.I.G.N.A.L.	B. Distribute the MANUAL TO ACCOMPANY S.I.G.N.A.L. to the participants. Tell them to turn to page 8 in the MANUAL.
-Critical factors in keeping apprentices.	C. Describe how the "critical factors in retaining apprentices" were generated from interviews with 27 persons--representatives of every trade.
-Assigning wieghts.	1. The subject matter experts were asked to describe critical incidents that illustrated why some apprentices completed and others did not complete the program.
-Preferences and questions.	2. The 5 factors on page 8 of the MANUAL emerged from the discussions.
-Overview of the system.	D. Distribute a copy of the SUMMARY RATING SHEET FOR S.I.G.N.A.L. and point out that the 5 factors appear on the SUMMARY SHEET.
	1. This is the sheet on which they will make their ratings.
	2. This is the sheet they will use to make their selections.
	3. The sheet summarizes all of the information we've talked about up to now about the applicant.
	E. Remind the participants of the previous discussion about the traditional interview and note the issue of interviewers assigning different degrees of importance to various job factors. Then point out the column on the SUMMARY SHEET labeled "Weight".
	1. Explain that the importance of each factor may be different for each trade (shop) or group of trades (code).

FOCUS	CONTENT
THE STRUCTURED INTERVIEW: S.I.G.N.A.L. (Continued)	2. Explain that their first task will be to decide on how much emphasis to place on each of the dimensions. 3. Break the total class down now by asking persons from the same "code" (920, 930, 950, 970, 133, 400, and so on) to get together in small groups. 4. Once in small groups, the task is to discuss the distribution of 100 points among the first 4 dimensions (Dimension 5 is a "Yes"/"No" item only) to reflect their opinion as to how much importance this factor should carry in the final decision. 5. Explain that the weights need not necessarily be the same for all shops in the same code. 6. When completed, write the weights on a flip chart and ask each shop/code to give their rationale for the weights they chose. 7. Point out that the ratings will be made directly in the S.I.G.N.A.L. Guide which is the interview itself.
	F. Point out that during the interviews with the trade reps, another point was raised; namely, that the candidates are frequently reluctant to talk or ask questions. 1. Tell the participants to turn to page 19 (the next to the last page) in the MANUAL. 2. Explain that the purpose of the "Apprentice Option List" is to elicit the candidates' preferred jobs. Have the participants fill out this "Dream Sheet" for themselves. Solicit reactions. 3. Tell the participants to turn to page 20 (the last page) in the MANUAL.

FOCUS	CONTENT
THE STRUCTURED INTERVIEW: S.I.G.N.A.L. (Continued)	4. Explain that these questions were developed in response to the feedback that some applicants are reluctant to ask questions. Have the participants choose the questions to ask as if they were applicants. Solicit reactions. 5. Ask if anyone noticed anything about the questions; namely, that they are grouped together in such a way as to relate to job interests (Group I), working conditions (Group II), and work attitudes (Group III), respectively. 6. This is a good opportunity to ask the trainees which questions they would personally not be able to answer. If necessary, have a member of the shipyard personnel group sit-in on this part of the program to help answer the questions.
	G. Distribute the S.I.G.N.A.L. interview guide to the participants and point out that the interview has a definite structure: and OPENING, coverage of the TRADE DIMENSIONS, followed by a professional CLOSING. Each of these will now be explored in turn.

FOCUS	CONTENT
THE S.I.G.N.A.L. INTERVIEW: OPENING	A. Pages 9 and 10 in the MANUAL contain additional information for this lecturette.
-Building rapport. -Structure of the opening. -Importance of taking notes -Using the "Dream Sheet" -Role playing.	B. Point out that the OPENING is a critical, often overlooked part of the interview. It gets harder and harder to open the interview with a smile and friendly greeting as the day wears on and the interviewer wears down. But the Opening of the interview will have a lot to do with the quality and quantity of information that you get.
	C. Present an overview of this portion of the interview--that is, walk the trainees through each part of the OPENING. 1. Explain that the interview instructs them to begin with a smile and by introducing themselves to the applicant--with emphasis on what you do at the shipyard. 2. Next, point out that the interviewer should try to relax the interviewee; some suggested approaches are included. 3. Next, point out that the interview format calls for the interviewer to give an overview of the entire interview. It may help put the applicant at ease to know what to expect. 4. Note: Ask the trainees how they feel about taking notes during the interview. Expect a range of responses, including, "It makes it look like you're not paying attention." Take the time here to discuss the importance of taking notes and why it is fairer to the person to take notes than to make such an important decision based on memory alone--especially when you interview so many people.

FOCUS	CONTENT
THE S.I.G.N.A.L. INTERVIEW: OPENING (Continued)	5. Now, since the trainees have all filled out the "Apprentice Option List" (Dream Sheet) as practice for themselves, show how the applicant's choices can be used to start the interview and as a transition to the next section. D. Have the participants again form into small groups based on trade Codes. Instruct the trainees to discuss the OPENING in their small groups, generate any questions they may wish to ask, and appoint two "volunteers" to role play the OPENING on VCR. Note: You should spend some time at this point eliciting feelings about appearing on VCR--especially in front of one's peers. Point out that all will get a chance to do it. Point out that the goal is to learn, not critique. Etc., etc.. E. Ask for two volunteers (one to be interviewer and the other to be the candidate interested in the interviewer's trade). Start the camera and have the "candidate" enter the room and be greeted by the "interviewer" and allow the interview to proceed. Stop the role players when the OPENING portion of the interview is finished--before they begin the interview proper. F. Before showing the taped interview to the general session, ask the two "actors" for their reactions to how they feel the interview went. Ask what they noticed, what they learned, what they thought went well, what they would do differently next time, what advice they'd have for the next group to do it. (This is especially useful for allowing the "actors to point out their own "mistakes" before others do and thus "save face."

FOCUS	CONTENT
THE S.I.G.N.A.L. INTERVIEW: OPENING (Continued)	G. Now, rewind the tape and review it with all of the participants, stop the tape as needed to point out sections that particularly illustrate important learnings. (A handheld unit for "fast-forward" & "stop-action" is useful.) Also, ask the actors and other trainees to feel free to ask you to stop the tape if there is any point they'd like to comment on or ask about. Continue processing in this manner until you feel that you've made the points that you want to make.
	H. You may wish to tape and review the OPENING at least two times before moving on to the next training topic. After each taping, thank the "actors" for "allowing us to learn from you."

FOCUS	CONTENT
THE S.I.G.N.A.L. INTERVIEW: THE TRADE DIMENSIONS	A. Pages 10-14 contain additional information that will be useful for covering this portion of training.
-Define the Dimension & give rationale. -Choose which questions to ask. -Overview question. -Interpreting answers. -Candidates' questions. -Rating on this factor.	B. Note: What follows in this section is a model for covering all of the TRADE DIMENSIONS. Dimension 1: "Interest in the Work," is used to demonstrate the training process to be used for all of the Dimensions.
	C. Begin by asking the trainees to turn to the appropriate page in the S.I.G.N.A.L. interview guide. (In this case, since the focus is on Dimension 1, have the participants turn to page 4.) Now read aloud the paragraph describing the factor being reviewed.
	D. Point out that the questioning begins with a broad, orienting question by the interviewer and proceeds to more specific questions about the candidate's interests. Since NOT ALL QUESTIONS ARE EQUALLY RELEVANT TO ALL TRADES, the trainees, again working in small groups (by trade Code) will: (a) familiarize themselves with and discuss the Dimension; (b) come up with any questions they might have about the Dimension, (c) consensually choose (by placing an "X" in front of it) the questions to ask relevant to their trade; and (d) choose two volunteers to role play interviewing for this Dimension on the VCR)
	At this point proceed with the video-taping and review as for the OPENING above.

FOCUS

CONTENT

**THE S.I.G.N.A.L.
INTERVIEW: THE
TRADE DIMENSIONS
(Continued)**

- E. After the role play on this Dimension, have the observers rate the "interviewee" on the Dimension.
 - F. While the role play is proceeding, instruct the observers to take notes directly in the interview guide. After the role play, elicit what kinds of notes were taken by the observers. Lead a discussion about "What's important to record?" Also, lead a discussion about how to take notes--e.g., describe vs. evaluate, quotes when possible, don't assign traits, and so on.
-
- G. The discussion about note taking should include, or naturally lead to, review of what the trainees feel is a "good answer" for each question. Similarly, there should be a discussion about what to look for in a response that indicates interest or non-interest.

Note: It is especially important that the trainer lead a discussion about how the candidate's gender might affect responses to items. For example, females may be less likely than males to have taken "shop" courses in school; how will that be weighed? Similarly, will the interviewers know to follow-up on an interest in detail-oriented work with applicants who knit or do needle-point as a hobby? Again, the items listed here illustrate the type of discussion that should be conducted for each of the Dimensions.

FOCUS	CONTENT
THE S.I.G.N.A.L. INTERVIEW: THE TRADE DIMENSIONS (Continued)	H. Now, following-up on "E" above, discuss the ratings given by the observers. Lead a discussion about what led them to rate as they did. Similarly, have the trainees identify important and less important factors that should be taken into account when coming up with a rating, and so on. (Pages 14-16 in the MANUAL contain additional information about rating the candidate.)
	I. Again, the trainer should note that Dimension 1 is used above to illustrate the process to be used for each of the remaining Dimensions.
	J. Lastly, the CLOSING portion of the interview should be covered, for training purposes, in a manner similar to that used for the OPENING.

FOCUS	CONTENT
COMMON RATING ERRORS -Show how biases creep-in. -Awareness of six common errors.	A. The intention of this training module is to alert the interviewer/trainee to the typical rating errors. It may, thus, be appropriate to insert this exercise and lecturette in the previous section just before or during the discussion of the rating scales. B. Administer the "Employee Rating Scale" (see next page) saying, "We're going to take a few minutes now to take a look at how good a rater and judge of people you already are." Then read the "General Directions" aloud to the trainees. The trainees should mark their answers directly on the inventory. Scoring of the "Employee Rating Scale" involves simply adding-up all of the ratings given by a trainee and dividing by thirty (30). The result, of course, is the average rating given to each item on the survey. Interpretation of the responses is in terms of typical errors made in rating others, e.g., 1. Halo--using and overall, global impression to rate a specific factor; 2. Harshness/leniency--using only one end of the rating scale and not the other; 3. Central tendency--using primarily the middle of the scale and not the extremes.

EMPLOYEE RATING SCALE

GENERAL DIRECTIONS: This is a review of how people rate other people. You are given a brief sketch of 3 employees: George Drake, Harry Maynard, and Jim Nelson. On the basis of this sketch rate them on the personality traits, give your evaluation of their worth as employees, and answer the inventory statements as you think they did.

I. George Drake--Electrical Appliance Inspector

George Drake works as an inspector on the assembly line in a company manufacturing electrical appliances. He likes his work fairly well and has been promoted regularly. George is the kind of fellow who likes to study things. At one time he had wanted to study to be an engineer. This was impossible because at that time he had to support his mother. This doesn't seem to have affected him, however, except that he sometimes feels a little uncomfortable around college-trained men. George has lots of friends both at work and away from work.

Personality Ratings

On the basis of the information given, do you think George has the following qualities? Mark each one as follows:

(1) Quite unlike him; (2) A little unlike him; (3) A little like him; (4) rather like him; or (5) Quite like him.

1. Ambitious
2. Careful
3. Flexible

Evaluation

Assume that you are George's supervisor and must give him a merit rating on the following qualities. Mark each quality as follows: (1) Poor; (2) Fair; (3) Average; (4) Good; or (5) Superior.

4. Safety
5. Dependability
6. Initiative
7. Job Knowledge
8. Suggestiveness
9. Industriousness
10. Enthusiasm

II. Harry Maynard--Accountant

Harry Maynard is a senior accountant for a large paper company. He is 42 years old, married, and has two children of school age. His favorite recreation is fishing.

Harry started as a messenger, learned accounting on his own, and worked his way up. He has only a high school education,

although most of the other accountants are college trained. Nevertheless, he gets along with the others very well and he is well liked by them. Harry is a good accountant and he likes his work very much.

Personality Rating

On the basis of the information given, do you think Harry has the following qualities? Mark each one as follows:

(1) Quite unlike him; (2) A little unlike him; (3) A little like him; (4) Rather like him; or (5) Quite like him.

- 11. Friendly
- 12. Honest
- 13. Stable
- 14. Flexible
- 15. Practical

Evaluation

Assume that you are Harry's supervisor and must give him a merit rating on the following two qualities. Mark each quality as follows: (1) Poor; (2) Fair; (3) Average; (4) Good; or (5) Superior.

- 16. Safety
- 17. Punctuality

Inventory

Harry filled out an anonymous personality inventory when he was hired. He responded to each of the statements below by marking them: (1) Strongly disagree; (2) Disagree; (3) Neither agree nor disagree; (4) Agree; or (5) Strongly agree. Answer the following statements as you think Harry answered them.

- 18. I am guided in my conduct by firm principles.
- 19. I assert myself with energy on any occasion.
- 20. I never neglect serious things in order to have a good time.

III. Jim Nelson--Foreman

For the past ten years Jim Nelson has been the foreman in the shipping department of an automobile parts manufacturing company. When Jim was appointed foreman, several others with more seniority were also considered for the job. Jim got the job because he had more education than the others. Some of the men resented this and made Jim's task as supervisor a pretty tough one at first. However, this has been forgotten now and Jim gets along with the men very well. Jim's greatest handicap as a supervisor is the fact that he is somewhat shy. Also, he occasionally has difficulty expressing himself. His strongest quality is his sincere interest in his job.

Personality Ratings

On the basis of the information given, do you think Jim has the following qualities? Mark each one as follows: (1) Quite unlike him; (2) A little unlike him; (3) A little like him; (4) Rather like him; or (5) Quite like him.

- 21. Realistic
- 22. Ambitious
- 23. Flexible
- 24. Practical

Evaluation

Assume that you are Jim's supervisor and must give him a merit rating on the following qualities. Mark each quality as follows: (1) Poor; (2) Fair; (3) Average; (4) Good; or (5) Superior.

- 25. Initiative
- 26. Potential
- 27. Industriousness

Inventory

Jim filled out an anonymous personality inventory when he was hired. He responded to each of the statements below by marking them: (1) Strongly disagree; (2) Disagree; (3) Neither agree nor disagree; (4) Agree; or (5) Strongly agree. Answer the following 3 statements as you think Jim answered them.

- 28. I like reading about business trends.
- 29. I am systematic in caring for my personal property.
- 30. I never neglect serious things in order to have a good time.

FOCUS	CONTENT
COMMON RATING ERRORS (Continued)	(For the errors above, have the trainees count how many of each rating they actually gave. It's also appropriate to point out how likely we are to make judgments about people even if we don't have the relevant information on which to base our evaluations.) Include a brief lecturette, also, on such errors as: 4. Primacy/recency--rating candidates seen earlier in interviewing process differently than those seen later, or, vice versa; or, allowing something that happens early in the interview to affect the rating, or allowing something that happens later in the interview to influence overall scoring; 5. Contrast--allowing a rating for a candidate to be influenced by contrast to a candidate(s) who came before; 6. Similarity--allowing ratings to be influenced by how much we see the candidate as being similar to ourselves.

FOCUS	CONTENT
EEO ISSUES: WHAT YOU CAN AND CAN'T ASK DURING THE INTERVIEW -Re-emphasize sticking to the pattern. -Questions you cannot ask during the interview.	A. This section of the training module has as its major focus that of alerting the interviewer trainee to what questions may or may not be asked during the pre-employment interview. As suggested for the discussion about the candidates' questions above, it may be helpful to, again, have a representative of shipyard personnel present both to reinforce the presentation and to discuss any special requirements related to being a military/governmental facility. B. The materials used in this portion of the training are copyrighted materials which can be obtained as follows: Koen, C.M., Jr. (1980) The pre-employment inquiry guide. <u>Personnel Journal</u>, 59, 10 (October), 825-829. Mill, C.R. (1980) The pre-employment interview. In (Author), <u>Activities for trainers: 50 useful designs</u>. San Diego, CA: University Associates, pp. 129-136.

APPENDIX D
THE "DREAM SHEET"

"DREAM SHEET"

WELCOME TO THE SHIPYARD!

Please complete the following (Please Print)

NAME _____
(LAST) (FIRST) (INITIAL)

ADDRESS _____

CITY _____ STATE _____ ZIP _____

PHONE () _____ () _____
(HOME) (WORK)

You'll soon have a chance to meet and talk with people from the trades that have open jobs. It's a chance to learn more about the jobs. And, it's a chance for us to find out more about you. We're here to talk with you about the jobs and to help you find the jobs that you will be able to do the best among the jobs.

You'll also have a chance to learn which jobs are open, have a chance to rank the trades you'd most like to work in, and then talk to people who really know about the jobs. The open jobs are listed on the next page. The number after the name of the job shows how many people are being hired for each job.

First, we want you to have an idea about which jobs you think you'd like. Show us which jobs you are most interested in. Put a "1" in front of the job you want most. Put a "2" in front of the job you want second. Put a "3" in front of the job you want next. Keep ranking the jobs on the next page until you have done all 17 jobs.

You'll get a chance to do a lot of talking about the jobs and what you want. These people really know about the jobs, so be sure to ask them what you really want to know about what it's like to work in the shipyard or in that job. After your talk, the person you talked to might even tell you to look into a job you might be good at or enjoy.

- After you've talked to the representatives, again rank the trades you'd like to be considered for. This time put them in priority order in the "Final Order" column. Put an "X" in the "Final Order" column next to any trade you don't want to be considered for.

NO-A185 925

SIGNAL (STRUCTURED INTERVIEW GUIDE NAVY APPRENTICE
LOCATOR): A STRUCTURED. (U) NAVY PERSONNEL RESEARCH AND
DEVELOPMENT CENTER SAN DIEGO CA. M S SPIER ET AL.

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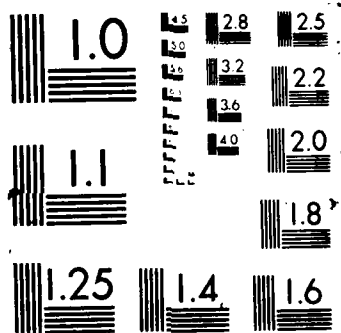
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TO START, SHOW WHICH JOBS YOU ARE MOST INTERESTED IN BY RANKING
(FROM 1 - 17) IN THE "PRIORITY ORDER" COLUMN BELOW.

APPRENTICE OPTION LIST

NAME: _____ PAGE # _____ SCORE _____

PRIORITY ORDER	APPRENTICE OPTIONS	FINAL ORDER	INTER- VIEWER INIT
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CODE 920 - STRUCTURAL

	SHEET METAL MECHANIC (8)		
	SHIPFITTER (8)		
	WELDER (10)		

CODE 930 - MECHANICAL

	MARINE MACHINERY MECHANIC (15)		
	MACHINIST (20)		
	PIPEFITTER (20)		

CODE 950 - ELECTRICAL

	ELECTRICIAN (14)		
	ELECTRONIC MEASUREMENT EQUIPMENT MECHANIC (15)		
	ELECTRONIC MECHANIC (12)		
	ELECTRONIC MECHANIC (FIRE CONTROL) (5)		
	ORDNANCE EQUIPMENT MECHANIC (5)		

CODE 970 - SERVICE

	ELECTRONIC INDUSTRIAL CONTROL MECHANIC (2)		
	PLASTIC FABRICATOR (2)		
	PRODUCTION MACHINERY MECHANIC (3)		
	RIGGER (10)		
	SHIPWRIGHT (5)		

QUALITY ASSURANCE

	METALS INSPECTOR (2)		
--	----------------------	--	--

In few minutes you'll meet and talk to people who know about the trades you are interested in or want know more about. This is a chance for you and the interviewer to find the job that might be best for you. The questions below can help you get started and make sure that you get to ask about some some of the things that are important to you.

1. Look over the questions in Group I. CIRCLE THE NUMBER IN FRONT OF THE TWO QUESTIONS YOU WANT TO BE SURE TO ASK THE INTERVIEWER.
2. Then do the same thing for Groups II and III.

CIRCLE THE NUMBER IN FRONT OF THE TWO QUESTIONS BELOW THAT YOU WANT TO BE SURE TO ASK

GROUP I

1. What do people in this job do day-to-day?
2. How much and what kind of experience should a person come into this trade with?
3. Is there a lot of precision and measuring work involved?
4. What's the hardest thing I'll have to do in this job?
5. What kinds of people don't "make it"?
6. What kinds of materials do you work with?
7. Do you work mainly alone or with other people?
8. How much classroom vs. work site training will I get?
9. Do you have to know algebra or geometry in this job?
10. Do I have to have good mechanical skills?
11. What tools or machinery will I learn to operate?
12. Do I have to read specifications?
13. Will I work more with people or things?
14. Does the job involve more building or more repairing?
15. Do you have to write a lot of reports?
16. Does this job involve paying close attention to detail.
17. Is there a lot of record keeping?
18. Will it help to be good at numbers?

CIRCLE THE NUMBER IN FRONT OF THE TWO QUESTIONS BELOW THAT YOU WANT TO BE SURE TO ASK.

Group II

1. Do you work on your own or are you closely supervised?
2. Is the work dangerous?
3. Is this a particularly clean or a particularly dirty job?
4. Will I be working in small or confined spaces?
5. Will I have to work at heights or on ladders or scaffolding?
6. Is this a job with a routine or do you get to try lots of new things?
7. Are there extreme temperatures of hot or cold?
8. Does this job require any protective gear?
9. Is the work mostly on on board ship or is it mostly in a shop?
10. What kind of people will I be working with?
11. Are there regular hours or do you work different shifts at different times?
12. Will there be excessive noise?
13. Will I be working with any hazardous or toxic materials?
14. Can I keep my beard or moustache?

CIRCLE THE NUMBER IN FRONT OF THE TWO QUESTIONS BELOW THAT YOU WANT TO BE SURE TO ASK.

GROUP III

1. How will I be evaluated?
2. What do I owe the Navy or the shipyard if they train me for 2, 3, or 4 years?
3. What if I don't like the trade I start out in, how hard is it to switch?
4. What benefits do we get?
5. What are the chances for advancement?
6. What kind of pension plan will I get?
7. Are there procedures for dealing with situations where a person has problems with his boss or co-worker?
8. What kind of job security is there? Are there lots of layoffs?
9. Do you get raises for time in grade or for merit?
10. For what reasons could I get fired?
11. Is there a grievance procedure?
12. What happens if I can't "keep up" in the training?
13. What if I need time off for personal business?
14. What kind of progression can I expect after I finish training?
15. What do supervisors expect of you?
16. What if I decide I don't like it after I've started?
17. What job is this trade similar to in the civilian job market?
18. Are there lots of tests and homework?

APPENDIX E
KEY TO TRADE AND SHOP CODES,
LONG BEACH NAVAL SHIPYARD

Key to Trade and Shop Codes, Long Beach Naval Shipyard
(shop codes in parentheses)

Code 920 -- Structural trades

- (11) Shipfitter
- (17) Sheet Metal Mechanic
- (26) Welder
- (41) Boilermaker

Code 930 -- Mechanical trades

- (31) Machinist
- (38) Marine Machinist
- (56) Pipefitter
- (57) Insulator

Code 950 -- Electrical, electronics, & weapons trades

- (36*) Electronic Mechanic, Fire Control
- (36**) Ordnance Equipment Mechanic
- (66) Electronics Mechanic, "in" (docked)
- (67) Electronics Mechanic, "out" (onboard)

Code 970 -- Service trades

- (06*) Production Machinery Mechanic
- (06**) Industrial Electronics Control Mechanic
- (64*) Plastic Fabricator
- (64**) Shipwright
- (71) Painter

Quality Assurance (QA)

- (133) Metals Inspector

* Refers to Maintenance

** Refers to Tool and Die

END

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