

Registered Nurse in a NC Convalescent Center

Job Analysis and Selection Plan:

Registered Nurse (RN) in a North Carolina Convalescent Center

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Table of Contents

Executive Summary.....	3
Introduction.....	3
Job Analysis.....	3
Selection Plan.....	4
Application/Resume.....	4
Situational Judgement Test.....	4
Communication.....	5
Teamwork.....	5
Structured Interview.....	5
Background Checks and Drug Testing.....	5
Technical Ability Test.....	6
Physical Capability Test.....	6
Lafayette Grooved Pegboard Test.....	6
Weighting of Assessments.....	6
Screening Process.....	7
Concluding Remarks.....	7
References.....	8
Appendices.....	10
Appendix A – Work behaviors/task statements.....	10
Appendix B – Work Behavior Rating Form.....	15
Appendix C – KSAO Rating Form.....	17
Appendix D – Work Behavior * KSAO Matrix.....	23
Appendix E – Identified KSAOs for Screening.....	26
Appendix F – 16 Critical KSAOs and Selection Procedures.....	27
Appendix G – Structured Interview Questions.....	28
Appendix H – Interview Scoring Form.....	33
Appendix I – SJT/SI Scoring Formula.....	34

Executive Summary

Nurses Unlimited® is a large employer of Registered Nurses (RNs) within convalescent facilities (nursing homes) throughout the United States. Due to recent issues with turnover and quality of hires, our team was brought in to develop a comprehensive selection solution for the company. An initial job analysis was conducted through interviews with a Subject Matter Expert (SME) within the organization. From the job analysis, key work behaviors and tasks were identified, from which we extracted a list of relevant job specifications (KSAOs). The SME was asked to rate the importance of work behaviors and KSAOs, and also to identify the extent to which each KSAO was used in each work behavior. Multiple screens with these ratings resulted in a list of 16 critically important KSAOs for RNs.

From here, we developed a selection plan that could accurately assess applicants' levels of each of the 16 critical KSAOs. Consulting the research literature, we determined that the 16 job specifications were best assessed through a combination of the following selection procedures: Job Application & Resume review (allowing us to check applicants' nursing license credentials), two Situational Judgment Tests, ten Structured Behavioral Interview questions, a battery of Physical Ability Tests, and finally a drug screen and background check to safeguard against negligent hire lawsuits. Implemented properly, we believe that this selection system can mend many of the problems that *Nurses Unlimited* has experienced in its talent pipeline systems.

Introduction

The purpose of this review is to document the process our consulting group used to significantly improve the selection process at *Nurses Unlimited*. The current processes used are entirely subjective and legally indefensible. We will detail our job analysis process, explain the rationale behind our recommended selection measures, and conclude by describing the process by which an applicant moves through our new selection system.

Job Analysis

We developed our selection process from the ground up, starting with a thorough, legally defensible job analysis. Our job analysis contained five stages: (1) Subject Matter Expert (SME) identification of important work behaviors and tasks, (2) Inferring the employee specifications (KSAOs) necessary for these behaviors, (3) Rating the relative importance of work behaviors and KSAOs, (4) Using a Work Behavior * KSAO matrix to identify the relationships between work behaviors and KSAOs, and finally (5) Using multiple screens to determine the KSAOs to be assessed during our selection procedures.

In order to identify relevant work behaviors and task statements, a SME was initially interviewed using questions corresponding to Gatewood, Feild, & Barrick's (2011) job analysis interview guidelines. Ten core work behaviors were identified, and O*Net (2015) was used to develop ten specific task statements for each work behavior ([Appendix A](#)). We then used O*Net (2015) to derive a compendium of relevant Knowledge, Skills, Abilities, and Other characteristics (KSAOs) necessary for the performance of each of the ten work behaviors, resulting in a list of 25 KSAOs (including certifications) that spanned the entire scope of RNs' job specifications.

Our SME rated each of the ten core work behaviors on four dimensions: whether the behavior is actually performed, the frequency with which the behavior occurs on the job, the importance of the behavior to their overall performance, and whether a newly hired employee should be able to perform the behavior ([Appendix B](#)). Our SME then rated each of the 25 KSAOs on four dimensions: importance of the KSAO for the job, whether or not the KSAO was necessary when beginning the job, the degree to which the KSAO differentiated high performers from low performers, and, for knowledge specifications, the importance of being able to recall the knowledge from memory ([Appendix C](#)).

In the next stage of job analysis, we asked our SME to rate the extent to which each of the 25 KSAOs was important for each of the 10 work behaviors using a Work Behavior * KSAO matrix,

corresponding to figure 7.14 in Gatewood et al. (2011). For each of the 250 possible work behavior * KSAO pairs, the SME rated the KSAO's importance for that work behavior, responding on a 0-3 point scale from *not important* to *essential* (Appendix D).

Our last step was to use our feedback from stages 3 and 4 to determine which of our 25 KSAOs needed to be assessed in our selection procedures. In order to pass as a "critical" KSAO, the KSAO had to be rated a 3 or higher in importance, and rated as *necessary at job entry* by the SME on the KSAO rating form. Additionally, the KSAO had to be related to at least one important work behavior on the Work Behavior * KSAO matrix (score of 2 or 3). In other words, if the KSA was important, necessary at job entry, and related to a work behavior that was also rated as important, then the KSAO should be assessed during selection. This screening process resulted in an abbreviated list of 16 KSAOs that then informed our content areas for our selection procedures. A screening table corresponding to Figure 7.16 in Gatewood et al. (2011) can be found in Appendix E.

Selection Plan

Our next step consisted of actually developing a selection plan. We consulted the research literature in order to determine the most appropriate possible selection measure for each of the 16 critical KSAOs. Appendix F illustrates the selection procedures chosen for each KSAO. In the following pages, for each selection method chosen, we will provide an overview of what the method entails, and why we are choosing that method to measure the given KSAOs. Because all of our selection methods are linked to KSAOs identified through a legally defensible job analysis, we are confident of our selection process' ability to withstand legal challenges.

Application/Resume

On the online application form, the applicant's name, address, phone number, and social security number (SSN) will be obtained. The SSN is crucial in order to check the applicant's nursing license status with the North Carolina Board of Nursing, which in turn allows us to infer that the applicant possesses the required licensing, medical knowledge, medical device knowledge, and infection control technique KSAOs. The licensure cannot be obtained without the completion of a fully accredited nursing program, and the completion of this degree/diploma program ensures the necessary clinical training for Nursing licensure has been completed alongside a detailed education program. Thus, we do not need to formally measure these KSAOs because their license status has done that for us. Additionally, the submission of a resume provides information on their Nursing Degree or Diploma Program, completion date, and secondary confirmation of licensure, certification, and training. Faking is unlikely here due to our referencing the N.C. Board of Nursing (NCBON, 2015), which will provide the applicant's name and license expiration. For applicants licensed in other states, we will check with their state's boards to ensure that the applicant not only has a license, but also that the requirements to obtain a license for that state meet or exceed the standards of North Carolina's nursing curriculum.

Situational Judgement Test

Situational Judgment Tests (SJTs) ask an applicant to respond to a hypothetical work situation (Gatewood et al., 2011). SJTs are a popular choice in selection for many reasons, including validity, reduced likelihood of adverse impact compared to other selection methods, and an improved ability to provide a realistic job preview (Chan & Schmidt, 1997; Patterson et al., 2012). The questions either ask what the *correct* response is, or ask what the applicant *thinks they would do* in that situation, but this choice of phrasing ("response instructions") has come under scrutiny in recent studies. Lievens, Sackett, and Buyse (2009) showed evidence that very small, but statistically significant, differences in STJ scores resulted from using different response instructions. However, the authors note that the differences are so small as to be "not meaningfully important" (Lievens et al., 2009). Response instructions were also

unrelated to the criterion validity of the SJTs. For this reason, we are unconcerned with our SJTs' specific instructions, and will use SJTs to assess the KSAOs of communication and teamwork skill.

Communication SJT. To assess communication skills, we are using Lieven et al.'s (2012) video-based SJT that focuses on building and maintaining relationships and communicating and exchanging information in medicine. In this SJT, applicants will be shown 30 scenarios of communication-related incidents that frequently occur in nursing (e.g., a patient refusing to take their medication, conveying bad news) and asked to respond to a multiple choice question for each scenario that asks them to choose "the most effective response". This measure had incremental validity over general cognitive ability and reading skill when predicting physician's performance in the medical field, and was also moderately internally reliable, at $\alpha = .66$ (Lieven et al., 2012). Additionally, McDaniel et al. (2007) found that video-based SJTs assessing interpersonal skills had high criterion validity (.47) compared to other methods (e.g., paper tests), thus we can confidently assess this KSAO with an SJT.

Teamwork SJT. To assess teamwork skills, we are using the ACT WorkKeys SJT (ACT, 2015). This test, administered online, includes four scenarios and three multiple choice questions about each scenario (12 questions total). Each scenario involves a short story about a teamwork problem that must be read, analyzed, and responded to by the applicant. The multiple choice questions provide four possible responses to the teamwork issue at hand, and the scenarios become progressively more ambiguous and difficult to analyze as the test progresses. While we found no empirical validation of this particular scale, it does possess good face validity, and a meta-analysis from Christian et al. (2010) showed that SJTs measuring teamwork have particularly high validities compared to SJTs measuring other attributes. Thus, we are confident in assessing this KSAO with an SJT.

Structured Interview

To assess many of our "soft skills" KSAOs, we are implementing a structured interview (SI) with behaviorally-based situational questions in order to assess many of our critical KSAOs (see [Appendix F](#)). Structured interviews are superior to the currently used unstructured interviews due to enhanced validity (on par with the predictive ability of cognitive ability tests) and reduced susceptibility to rater bias (Ingold et al., 2014; Gatewood et al., 2011). We developed 10 questions (see [Appendix G](#)) and provided a rating scale with behavioral anchors specific to the question for each of the 10 questions. The question content spanned three major categories: Safety & Compliance, Patient Care & Family Focus, and Communication & Stress Response. An interview scoring form (see [Appendix H](#)) is also provided, detailing the guidelines for progressing or eliminating an applicant in the selection process. Each of the three sections contains a cutoff score corresponding to responses of 3 or higher for each question in the section (e.g., for the Safety & Compliance section, which contains four questions, the cutoff score is 12). This is the minimum score needed for an applicant to continue through the selection process: an applicant scoring below the cutoff score in *any* section is immediately disqualified.

Following recommendations from Gatewood et al. (2011), our SME was integrally involved in the development of these questions. While we did not use a specific set of guidelines to direct the SME (such as the Content Validation Form), we are confident that our SME's experience in the field ensures the appropriateness of the content of this selection measure.

Background Check and Drug Testing

Background checks are often used in selection procedures for multiple reasons, such as avoiding legal liability in negligible hiring suits and ensuring the quality of applicants in regards to prior criminal behavior, which has been identified as a predictor of future behavior (Gatewood et al., 2011). Drug testing is used for the same reasons, but is especially important in the medical industry, where nurses have access to commonly abused prescription drugs. Presence of such drugs in an applicant's system

could be an indication of an addiction problem in that applicant, which could put the organization, patients, and employees at future risk if the applicant is hired and has access to prescription medications.

We also note that we will not be including social media reviews of any kind during selection. Despite 93% of organizations using social media during talent acquisition (JobVite, 2014), using social media for selection is a minefield with no legal precedents, and may actually cause adverse impact (Van Iddeking et al., 2013). Thus, we will be relying only on validated, legally defensible selection measures.

Technical Ability Tests

To assess candidates' ability to perform tasks requiring physical exertion, stamina, and dexterity, we are implementing two types of testing: a Physical Capability Test and the Lafayette Grooved Pegboard Dexterity Test (Lafayette Instruments, 2015). Both of these tests can be administered to a candidate in one visit to a facility in conjunction with the drug testing (doctor's office, sportsmed center, etc.). Because these tests are paid by the company and often costly, we recommend the organization have these assessments performed post-offer of employment as an employment contingency.

Physical Capability Test. The Physical Capability Test assesses candidate's performance on tasks involving physical exertion and stamina. In nursing settings, RNs are required to perform tasks involving strength and exertion (moving/lifting patients, machinery, boxes shipped to the facility, and in some instances furniture in patient rooms). The physicals will involve testing their flexibility, hearing and vision, stamina (through treadmill testing), grip strength, and ability to lift 50 lbs. with ease. These physical abilities all directly relate to patient care tasks required of RNs, particularly the ability to move patients in a manner that is safe for both nurse and patient. This testing is done on a pass/fail basis. If a candidate cannot meet the minimum required standards for safely completing the tasks, they lose the job offer previously given. Physical ability tests are advantageous because they are valid measures of physical performance, can effectively screen applicants unable to perform job duties, and withstand applicants' attempts to fake responses (SIOP, 2015). Additionally, these tests not only reduce costs due to worker's compensation, but also reduce overall turnover (Gassoway & Flory, 2000).

Lafayette Grooved Pegboard Dexterity Test. RNs are often required to perform tasks requiring manual dexterity, such as administering shots and IVs, taking blood, dressing sensitive wounds/injuries, or correctly sorting pills for mass distribution to patients, so assessing this KSAO is critical. The Lafayette Grooved Pegboard Dexterity Test requires candidates to insert 25 grooved pegs into holes oriented in different ways using each hand at a time. For each hand, three scores are derived: (1) time taken to complete the task (cutoff of 5 minutes), (2) number of "drops," defined as an unintentional dropping of a peg onto the board or table, and (3) how many pegs were inserted into the board at the end of the cutoff time (Lafayette Instruments, 2015). A cutoff score is usually determined by developing a standard within an organization, so *Nurses Unlimited* will need to have their staff, especially newly hired employees, complete this assessment in order to determine a "norm" for their organization and, in turn, a minimum score required for a candidate to pass this section of the physical testing.

Weighting of Assessments

We weighted only the SJT and the SI sections of the selection procedure because the other components of our process are absolutely necessary and are judged on a pass/fail standard. The initial application information including licensure and educational information is pass/fail because registered nurses must meet minimum standards in order to legally practice the nursing profession. Additionally, the technical and background/drug testing have minimum standards that must be met by applicants, and failing to meet these immediately disqualifies an applicant from employment.

When determining the relative weights of the SJT vs. the SI, we calculated an average importance score for the critical KSAOs assessed by each measure, using the SME rating form responses ([Appendix C](#)). We found a negligible 3% difference between the rated importance of each group of KSAOs, (SJT

KSAOs mean importance = 3.5; SI KSAOs mean importance = 3.38) so in our mathematical weighting of these two methods, we are giving them equal weight - in other words, the SJT score matters just as much as the SI score, and we have combined the two into one score (the SJT/SI score). Applicants can obtain up to 100 points in their combined SJT/SI score - 50 from the SJT and 50 from the SI.

Calculation of SI points is fairly straightforward: applicants can score up to five points on each of the ten questions, leading to a potential total of 50 points. Calculation of SJT points is more complicated. The two SJTs assess the communication (12 questions) and teamwork (30 questions) content areas. However, our SME rated communication as a more important KSAO than teamwork (4.0 vs. 3.0), so weighting the two SJTs equally would fail to reflect the relative importance of the underlying KSAOs. Instead, communication SJT scores are weighted by a factor of 4, while teamwork SJT scores are weighted by a factor of 3. To make the two weighted SJT scores add to a total 50 points, a formula is used that can be found in [Appendix I](#). These points are then added to total SI points (max of 50) to arrive at a combined SJT/SI score (max of 100).

Screening Process

This section describes the process by which an applicant moves through each of our selection stages. The applicant starts at the online application stage, where they complete the application, submit a resume, and also complete the SJTs (because all three of these screens are computerized, it is convenient to conduct them together). If the applicant possesses the necessary academic credentials and license, they will be invited to a Structured Interview. Here, their responses will be rated according to [Appendix G](#). If the applicant meets the cutoff scores for the Interview ([Appendix H](#)), then their SJT/SI score will be calculated and compared to that of other applicants. The applicant with the highest SJT/SI score will then be made a preliminary job offer, contingent upon passing the Drug/Background screen and Technical Ability Tests (all pass/fail). Passing these screens is the last step for a new hire.

Concluding Remarks

The empirical backing of the proposed selection process represents a significant upgrade from the present system, in terms of both legal defensibility and criterion validity. A combination of SJTs, Structured Interviews, and a battery of Technical Assessments will likely eradicate the quality of hire and turnover issues currently plaguing *Nurses Unlimited*. The next step for them would be to use the information gathered from this Job Analysis to ensure their Performance Management system is equally valid and legally defensible.

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Appendix A (*back to job analysis*)**Work Behaviors and Task Statements****Work Behavior 1:**

Carries out orders relayed from patients' Physicians and/or Physician Assistants. Acts as the intermediary between the patient and physician/specialists.

Task Statements:

1. Measures health outcomes against patient care goals and standards of care set by Physician and/or Physician Assistant
2. Provides daily updates of patients' condition to Physician
3. Monitors patient's physiological responses to therapy, such as vital signs, arterial blood gases, or blood chemistry changes
4. Alerts physician if adverse reactions occur to medications or other forms of therapy
5. Prepares patients for examination by physicians
6. Hands items to Physicians during surgery or other medical procedures
7. Consults with physicians about patient behaviors and activities in order to make decisions
8. Refers patients requiring more specialized or complex treatments (physical therapy, inhalation therapy, or related therapeutic procedures) to other medical specialists while under the supervision of the Physician and/or Physician Assistant
9. Informs Physician of patient's condition during anaesthesia
10. Authorizes drug refills and provide prescription information to pharmacies after physician has created a prescription

Work Behavior 2:

Administer nursing care to ill, disabled, injured, or convalescent patients.

Task Statements:

1. Treats and dresses wounds and superficial lacerations
2. Manages patients' pain relief by providing medical intervention (medicines, food, etc.)
3. Prescribes, recommends, and administers drugs, medical devices, or other forms of treatment while adhering to the procedures provided by the Physician and/or Physician Assistant
4. Monitors patients subsequent to medication administration or treatments (catheterizations, enemas, suppositories, etc.) for reactions and/or side effects
5. Obtains specimens or samples (urine, fecal matter, etc.) for laboratory work
6. Make appointments, keep records, or perform other clerical duties in nursing facility
7. Administers first aid treatment or life support care to sick or injured persons in prehospital settings
8. Physically lifts and moves bedridden patients each day to prevent bed sores
9. Assists patients with bathing, dressing, maintaining personal hygiene, moving in bed, or standing and walking
10. Comforts and reassures patients during traumatic or stressful medical procedures

Work Behavior 3:

Advise and monitor patients and family members on health maintenance, disease prevention, and illness coping skills.

Task Statements:

1. Instructs patients and family members on health topics related to health improvement.
2. Promotes patient independence by establishing patient care goals
3. Teaches patient, friends, and family about patient's condition and medications, and teaches patient self-care skills
4. Assesses family adaptation levels and coping skills to determine whether intervention is needed.
5. Explains treatment procedures, medications, diets, or physician's' instructions to patients.
6. Counsels patients about drug regimens and possible side effects or interactions with other substances such as food supplements, over-the-counter (OTC) medications, or herbal remedies.
7. Coordinates "right-to-know" programs, regarding hazardous substances, that can prevent the spread of facility diseases.
8. Reports patient neglect cases involving facility staff to the facility health care social worker.
9. Assigns health care social worker appointment schedules to patients and family members in regards to client support services (financial questions, etc.)
10. Informs patients and family member of organized support groups to assist them with understanding and dealing with the issue.

Work Behavior 4:

Work with admissions director for incoming patient setups and social worker for patient discharges.

Task Statements:

1. Checks availability of beds and sanitized rooms for incoming patients
2. Documents patients' medical histories, physical assessments results, diagnoses, treatment plans, prescriptions, or outcomes in hospital computer system
3. Records current medications patient is taking and coordinates with pharmacy and doctor to get a supply of medication for later administration
4. Attends to the immediate needs of newly admitted patient needs such as filling up their water jug, delivering snacks, towels etc.
5. Obtains all authorizations from doctors, pharmacists, and medication delivery companies to discharge patient
6. Assesses mental stamina and physical ability of patient to determine how active they can be in their own care upon discharge
7. Accurately compile list of required medications, and medical equipment patient needs to have after discharge
8. Communicates with caregivers and the patient individualized medication schedules, and proper medication administration
9. Ensures patient has a proper support network upon discharge and coordinates with social worker when there is a lack of one
10. Coordinates with home health care agencies for specialized medication delivery and at home nurse care

Work Behavior 5:

Recommends diet and physical activity levels for patients.

Task Statements:

1. Monitors body weight and other physical markers of patients (e.g., blood cholesterol levels)
2. Monitors physical movement and physical ability of patient
3. Consults with activity coordinator to make recommendations for patient recreational therapy
4. Ensures patient diets align with physician recommendations; examines food trays for conformance to prescribed diet.
5. Removes problematic foods from patient diets at own discretion
6. Modifies patient treatment plans as indicated by patients' responses and conditions to medications and/or treatment.
7. Monitors and adheres to dietary restrictions and/or patient food allergies.
8. Measures food intake, liquid intake, urinary output and fecal output daily; monitors and watches for drastic changes in any of these measures
9. Inspects meals served for conformance to prescribed diets and standards of palatability and appearance.
10. Evaluates and adjusts prosthetic or orthotic devices recommended by orthotist for patient mobility.

Work Behavior 6: Organizational reporting and information management

Responsible for most administrative work involved with patients' stay at the facility. Documents all medications, therapy, and procedures administered to patients. Records patient behavior and reactions on specified forms, and ensures the facility does not become legally liable by remaining aware of facility, state, and federal regulations regarding documentation.

Task Statements:

1. Completes admission forms for new patients, including initial and full care plans
2. Maintains accurate patient reports regarding physical examinations, patient diagnosis, and treatment procedures
3. Records the use of, and administration of, facility's drugs and medical devices
4. Accurately submits pharmacy requests for patients prescriptions
5. Answers telephones and confirms patient diagnostic appointments
6. Enters data into spreadsheets and/or medical software programs
7. Delivers periodical summary reports to physicians and patients of their condition & prognosis
8. Prepares government or organizational reports which include birth, death, and disease statistics, workforce evaluations, or medical status of individuals.
9. Balances paperwork requirements with bedside care time to promote a positive patient experience
10. Remains up to date on all regulations surrounding the documentation of patient care

Work Behavior 7: Current Knowledge Maintenance

Continually educates self on contemporary nursing practices; maintain required licenses and certifications for patient care by participating in regular training and emergency simulations.

Task Statements:

1. Attends regular CPR classes
2. Attends regular heart attack and stroke identification and response training
3. Attends regular AED machinery training
4. Attends regular first aid simulation learning courses.
5. Engages in research activities regarding nursing
6. Participates in professional organizations and continuing education to improve practice knowledge and skills
7. Participates in the development, review, or evaluation of nursing practice protocols.
8. Develop, conduct, or coordinate health needs assessments and other public health surveys
9. Research well known outbreaks and illnesses that could affect nursing location and/or facility.
10. Research allied health certifications for any updates and/or changes that may be necessary for the facility staff.

Work Behavior 8:

Supervises and assists Licensed Practical Nurses, Certified Nursing Assistants, and professional and technical staff in implementing health programs, objectives, and goals.

Task Statements:

1. Supervise Certified Nursing Assistants on patient assistance to perform daily living activities, such as getting out of bed, dressing, using the toilet, walking, etc.
2. Assists CNAs with repositioning of bedridden patients to monitor patient response.
3. Ensures the reasonable stock of nursing supplies is fulfilled through clear communication with supply budgeting staff, Director of Nursing, and/or Nursing Facility Administrator.
4. Gathers medical records regarding patient vital signs (temperature, blood pressure, respiration rate, etc.) from CNAs; if unavailable the RNs on duty must directly gather these vital signs.
5. Supervise CNA to properly change and sanitize IV lines and dressings
6. Supervises and coordinates activities of specialized technicians and technical assistants (e.g., phlebotomists)
7. Identify malfunctioning equipment or devices for reports to building technicians for corrections.
8. Recommend CNA and LPN work schedules and assignments to health services managers based on current patient needs.
9. Implement organizational policies and procedures for the facility's proper team function.
10. Consult with medical groups and managers to discuss service problems and promote health programs.

Work Behavior 9: Crisis Response

Assists in the treating of patient emergencies such as heart attacks, strokes, accidents, burns, and deaths; Coordinates the facility's emergency response to fires and natural disasters.

Task Statements:

1. Communicates clearly and quickly with Emergency Medical Technicians
2. Arranges the intake and processing of new patients arriving from ambulances
3. Assesses nature and extent of illness or injury to establish and prioritize medical procedures

4. Quickly determines the correct drug or medical devices needed to assist with the specific health emergency
5. Monitors patients for changes in status and indications of emergency conditions (e.g., sepsis or shock), and institutes appropriate interventions
6. Informs Physicians and family members of serious patient events, such as a health emergency or death
7. Detects and responds to severely adverse drug reactions, with special attention to vulnerable populations such as older adults
8. Coordinates building evacuations, including all patients and staff, in the event of fires or natural disasters
9. Communicates with dispatchers or treatment center personnel to provide information about situation, to arrange reception of victims, or to receive instructions for further treatment.
10. Provides post-mortem care by washing and dressing cadavers

Work Behavior 10:

Minimize the spread of infectious disease within the facility by adhering to infection-control policies and protocols (handwashing, medication administration methods, medication storage, controlled substance regulations, etc).

Task Statements:

1. Disposes of used or contaminated equipment in the trash (used gloves, gowns etc.) and handles needles and hazardous material with extreme care
2. Disposes of blood or other biohazardous fluids or tissue, in accordance with applicable laws, standards, or policies
3. Wears protective attire in adherence to infection control policies, including wearing gowns, gloves, and masks around isolated or immunocompromised patients
4. Washes hands at intervals specified by policies and protocol
5. Cleans and disinfects all non-dedicated, non-disposable medical equipment used for patient care according to manufacturer's instructions and hospital policies
6. Monitors and reports incidents of infectious diseases to local and state health agencies.
7. Responds appropriately to infectious disease outbreaks within the hospital, following proper protocols
8. Maintains a log documenting all individuals who have entered rooms with isolated patients
9. Performs appropriate follow up care and precautions when patients are exposed to infections or infectious individuals
10. Keeps medications in specified, separate containers during storage and administration

Appendix B (*back to paper*)**Registered Nurse Work Behavior Rating Form**

Evaluation Form: Please review the *scales* for KSAO/Work Behavior ratings (in Appendix C) before completion; circle your response.

Work Behavior Description	Importance	Newly Hired	Relative Performance	Recall	Frequency
Carries out orders relayed from patients' Physicians and/or Physician Assistants	4 3 2 1 0 N/ A	Y N N/ A	3 2 1 0 N/A	3 2 1 0 N/ A	4 3 2 1 0 N/ A
Administer nursing care to ill, disabled, injured, or convalescent patients	4 3 2 1 0 N/ A	Y N N/ A	3 2 1 0 N/A	3 2 1 0 N/ A	4 3 2 1 0 N/ A
Advise and monitor patients and family members on health maintenance, disease prevention, and illness coping skills	4 3 2 1 0 N/ A	Y N N/ A	3 2 1 0 N/A	3 2 1 0 N/ A	4 3 2 1 0 N/ A
Work with admissions director for incoming patient setups and social worker for patient discharges	4 3 2 1 0 N/ A	Y N N/ A	3 2 1 0 N/A	3 2 1 0 N/ A	4 3 2 1 0 N/ A
Recommends diet and physical activity levels for patients.	4 3 2 1 0 N/ A	Y N N/ A	3 2 1 0 N/A	3 2 1 0 N/ A	4 3 2 1 0 N/ A
Performs administrative work and documents all medications, therapy, and procedures administered to patients.	4 3 2 1 0 N/ A	Y N N/ A	3 2 1 0 N/A	3 2 1 0 N/ A	4 3 2 1 0 N/ A

Continually educates self on contemporary nursing practices; maintain required licenses and certifications for patient care by participating in regular training and emergency simulations	4 3 2 1 0 N/ A	Y N N/ A	3 2 1 0 N/A	3 2 1 0 N/ A	4 3 2 1 0 N/ A
Supervises and assists Licensed Practical Nurses, Certified Nursing Assistants, and professional and technical staff in implementing health programs, objectives, and goals	4 3 2 1 0 N/ A	Y N N/ A	3 2 1 0 N/A	3 2 1 0 N/ A	4 3 2 1 0 N/ A
Assists in the treating of patient emergencies such as heart attacks, strokes, accidents, burns, and deaths; Coordinates the facility's emergency response to fires and natural disasters	4 3 2 1 0 N/ A	Y N N/ A	3 2 1 0 N/A	3 2 1 0 N/ A	4 3 2 1 0 N/ A
Minimizes the spread of infectious disease within the facility by adhering to infection-control policies and protocols	4 3 2 1 0 N/ A	Y N N/ A	3 2 1 0 N/A	3 2 1 0 N/ A	4 3 2 1 0 N/ A

Appendix C (back to [job analysis](#), back to [weighting](#))

Registered Nurse KSAO Rating Scale

Evaluation Scale: Please review the [scales](#) for KSAO/Work Behavior ratings before completion; circle your response.

KSAO Description	Importance	Newly Hired	Relative Performance	Recall	Frequency
Knowledge of human medical information and techniques	4 3 2 1 0 N /A	Y N N/ A	3 2 1 0 N /A	3 2 1 0 N /A	4 3 2 1 0 N /A
Knowledge of basic first aid techniques	4 3 2 1 0 N /A	Y N N/ A	3 2 1 0 N /A	3 2 1 0 N /A	4 3 2 1 0 N /A
Knowledge of customer service practices	4 3 2 1 0 N /A	Y N N/ A	3 2 1 0 N /A	3 2 1 0 N /A	4 3 2 1 0 N /A
Knowledge of human psychology	4 3 2 1 0 N /A	Y N N/ A	3 2 1 0 N /A	3 2 1 0 N /A	4 3 2 1 0 N /A
Knowledge of counseling and therapy techniques	4 3 2 1 0 N /A	Y N N/ A	3 2 1 0 N /A	3 2 1 0 N /A	4 3 2 1 0 N /A
Knowledge of human dietary information	4 3 2 1 0 N /A	Y N N/ A	3 2 1 0 N /A	3 2 1 0 N /A	4 3 2 1 0 N /A
Knowledge of the English Language	4 3 2 1 0 N /A	Y N N/ A	3 2 1 0 N /A	3 2 1 0 N /A	4 3 2 1 0 N /A
Knowledge of effective usage of computers and electronics	4 3 2 1 0 N /A	Y N N/ A	3 2 1 0 N /A	3 2 1 0 N /A	4 3 2 1 0 N /A
Knowledge of organizational processes & procedures	4 3 2 1 0 N /A	Y N N/ A	3 2 1 0 N /A	3 2 1 0 N /A	4 3 2 1 0 N /A
Knowledge of technical/mechanical devices for patients (e.g., orthotics)	4 3 2 1 0 N /A	Y N N/ A	3 2 1 0 N /A	3 2 1 0 N /A	4 3 2 1 0 N /A

Knowledge of relevant legal issues and governing policies	4 3 2 1 0 N /A	Y N N/ A	3 2 1 0 N /A	3 2 1 0 N /A	4 3 2 1 0 N /A
Knowledge of teaching / training techniques	4 3 2 1 0 N /A	Y N N/ A	3 2 1 0 N /A	3 2 1 0 N /A	4 3 2 1 0 N /A
Knowledge of group behavior, group dynamics, & societal trends	4 3 2 1 0 N /A	Y N N/ A	3 2 1 0 N /A	3 2 1 0 N /A	4 3 2 1 0 N /A
Knowledge of basic biology	4 3 2 1 0 N /A	Y N N/ A	3 2 1 0 N /A	3 2 1 0 N /A	4 3 2 1 0 N /A
Skilled in critical thinking	4 3 2 1 0 N /A	Y N N/ A	3 2 1 0 N /A	3 2 1 0 N /A	4 3 2 1 0 N /A
Skilled in social perceptiveness	4 3 2 1 0 N /A	Y N N/ A	3 2 1 0 N /A	3 2 1 0 N /A	4 3 2 1 0 N /A
Skilled in persuading others	4 3 2 1 0 N /A	Y N N/ A	3 2 1 0 N /A	3 2 1 0 N /A	4 3 2 1 0 N /A
Skilled in judgment and decision making under pressure	4 3 2 1 0 N /A	Y N N/ A	3 2 1 0 N /A	3 2 1 0 N /A	4 3 2 1 0 N /A
Skilled in Active Listening	4 3 2 1 0 N /A	Y N N/ A	3 2 1 0 N /A	3 2 1 0 N /A	4 3 2 1 0 N /A
Skilled in Emotional Intelligence	4 3 2 1 0 N /A	Y N N/ A	3 2 1 0 N /A	3 2 1 0 N /A	4 3 2 1 0 N /A
Skilled in Communication	4 3 2 1 0 N /A	Y N N/ A	3 2 1 0 N /A	3 2 1 0 N /A	4 3 2 1 0 N /A
Skill in infection control techniques & procedures	4 3 2 1 0 N /A	Y N N/ A	3 2 1 0 N /A	3 2 1 0 N /A	4 3 2 1 0 N /A

Skilled in instructing others	4 3 2 1 0 N /A	Y N N/ A	3 2 1 0 N /A	3 2 1 0 N /A	4 3 2 1 0 N /A
Skilled in time management	4 3 2 1 0 N /A	Y N N/ A	3 2 1 0 N /A	3 2 1 0 N /A	4 3 2 1 0 N /A
Skilled in monitoring the performance of self and others	4 3 2 1 0 N /A	Y N N/ A	3 2 1 0 N /A	3 2 1 0 N /A	4 3 2 1 0 N /A
Skilled in reading comprehension	4 3 2 1 0 N /A	Y N N/ A	3 2 1 0 N /A	3 2 1 0 N /A	4 3 2 1 0 N /A
Skilled in active learning (understanding importance of new information)	4 3 2 1 0 N /A	Y N N/ A	3 2 1 0 N /A	3 2 1 0 N /A	4 3 2 1 0 N /A
Skilled in learning strategies (using correct learning methods)	4 3 2 1 0 N /A	Y N N/ A	3 2 1 0 N /A	3 2 1 0 N /A	4 3 2 1 0 N /A
Ability to memorize information	4 3 2 1 0 N /A	Y N N/ A	3 2 1 0 N /A	3 2 1 0 N /A	4 3 2 1 0 N /A
Ability to sense potential problems & identify existing ones	4 3 2 1 0 N /A	Y N N/ A	3 2 1 0 N /A	3 2 1 0 N /A	4 3 2 1 0 N /A
Ability to communicate through writing	4 3 2 1 0 N /A	Y N N/ A	3 2 1 0 N /A	3 2 1 0 N /A	4 3 2 1 0 N /A
Ability to focus and attend to tasks selectively	4 3 2 1 0 N /A	Y N N/ A	3 2 1 0 N /A	3 2 1 0 N /A	4 3 2 1 0 N /A
Ability to comprehend data	4 3 2 1 0 N /A	Y N N/ A	3 2 1 0 N /A	3 2 1 0 N /A	4 3 2 1 0 N /A

Ability to perform deductive & inductive reasoning	4 3 2 1 0 N /A	Y N N/ A	3 2 1 0 N /A	3 2 1 0 N /A	4 3 2 1 0 N /A
Ability to perform tasks requiring physical exertion	4 3 2 1 0 N /A	Y N N/ A	3 2 1 0 N /A	3 2 1 0 N /A	4 3 2 1 0 N /A
Ability to perform tasks requiring physical stamina	4 3 2 1 0 N /A	Y N N/ A	3 2 1 0 N /A	3 2 1 0 N /A	4 3 2 1 0 N /A
Ability to perform tasks requiring manual dexterity	4 3 2 1 0 N /A	Y N N/ A	3 2 1 0 N /A	3 2 1 0 N /A	4 3 2 1 0 N /A
Ability to work harmoniously in teams	4 3 2 1 0 N /A	Y N N/ A	3 2 1 0 N /A	3 2 1 0 N /A	4 3 2 1 0 N /A
Ability to move flexibly between tasks	4 3 2 1 0 N /A	Y N N/ A	3 2 1 0 N /A	3 2 1 0 N /A	4 3 2 1 0 N /A
Ability to create numerous ideas	4 3 2 1 0 N /A	Y N N/ A	3 2 1 0 N /A	3 2 1 0 N /A	4 3 2 1 0 N /A
Diligence	4 3 2 1 0 N /A	Y N N/ A	3 2 1 0 N /A	3 2 1 0 N /A	4 3 2 1 0 N /A
Emotional stability under pressure	4 3 2 1 0 N /A	Y N N/ A	3 2 1 0 N /A	3 2 1 0 N /A	4 3 2 1 0 N /A
Compassion towards others	4 3 2 1 0 N /A	Y N N/ A	3 2 1 0 N /A	3 2 1 0 N /A	4 3 2 1 0 N /A
Academic Credentials (Associate Degree / Baccalaureate Degree / Diploma in Registered Nursing)	4 3 2 1 0 N /A	Y N N/ A	3 2 1 0 N /A	3 2 1 0 N /A	4 3 2 1 0 N /A

NCLEX-RN Licensure completion	4 3 2 1 0 N /A	Y N N/ A	3 2 1 0 N /A	3 2 1 0 N /A	4 3 2 1 0 N /A
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KSAO/Work Behavior Rating Scale (back to *KSAO* rating, *behavior* rating)

Below is a description for the Registered Nurse KSAOs/Job Task rating scale that must have a circled response. Each number in each category has a definition as listed:

Importance- How important is this KSA in performing your job effectively?

4- Critical (you cannot perform your job effectively unless you possess this KSA. SERIOUS problem if you do not possess this KSAO.)

3- Essential (you cannot perform your job effectively unless you possess this KSA. MAJOR problem if you do not possess this KSAO.)

2- Important (it is unlikely that you can perform your job effectively unless you possess this KSAO. PROBLEM if you do not possess this KSAO.)

1- Somewhat Important (you can probably perform your job effectively even if you do not possess this KSA)

0- Unimportant (you can definitely perform your job effectively even if you do not possess this KSA)

N/A- Not Applicable (you are unaware of this KSAO and have no response)

Newly Hired- Should a newly hired employee possess this KSA on their first day of work in this job?

Y- Yes (individuals on this job should possess this KSAO on their first day of work.)

N- No (individuals on this job do not need this KSAO on their first day of work.)

N/A- Not Applicable (you have no response)

Relative Performance- To what extent do individuals in this job who have more of this KSAO do a better job than individuals in this job who have less of this KSAO?

3- Considerably (having more of this KSA leads to considerably better overall job performance.)

2- Moderately (having more of this KSA leads to moderately better overall job performance.)

1- Slightly (having more of this KSA leads to slightly better overall job performance.)

0- Not At All (having more of this KSA does not lead to considerably better overall job performance.)

N/A- Not Applicable (you have no response)

Recall- At what level must you remember this knowledge in order to perform your job effectively?

3- Full Recall (I must be able to remember both general principles and specific details to perform all tasks. I cannot look in source documents or seek guidance from others.)

2- Working Knowledge (I must be able to remember both general principles and specific details to perform routine tasks. In unusual situations, I can look in source documents or seek guidance from other for specific details.)

1- General Familiarity (I must be aware of the general principles. For specific details, I can look in source documents or seek guidance from others.)

0- No Recall (I do not need to remember this knowledge to perform my job effectively.)

N/A- Not Applicable (you have no response)

Frequency - How often will a new hire use this KSA when performing duties?

4- Daily

3-Weekly

2-Monthly

1-Semi- Annually (every 4-6 months)

0- Yearly

N/A- Not Applicable or Other

Appendix D (back to *job analysis*)

Work Behavior * KSAO Matrix

Highly ranked Behaviors * KSAOs are highlighted. Important Behaviors and KSAOs are bolded.

	Carries out orders relayed from patients' Physicians and/or Physician Assistants	Administer nursing care to ill, disabled, injured, or convalescent patients	Advise and monitor patients and family members on health maintenance, disease prevention, and illness coping skills
Knowledge of human medical information & techniques	3	3	3
Knowledge of customer service practices	0	2	3
Knowledge of human psychology & counseling techniques	2	2	3
Knowledge of effective usage of computers & electronics	0	0	0
Knowledge of organizational processes & procedures	2	0	2
Knowledge of technical/mechanical devices for patients (e.g., orthotics)	3	3	3
Knowledge of relevant legal issues & governing policies	2	1	2
Knowledge of teaching/training techniques	1	0	3
Skilled in social perceptiveness & persuasion	0	1	3
Skilled in critical thinking, judgment, & decision making under pressure	3	3	3
Skilled in communication, active listening & emotional intelligence	3	3	3
Skilled in infection control techniques & procedures	3	3	2
Skilled in time management	3	3	3
Skilled in monitoring the performance of self & others	2	1	3
Skilled in learning strategies (using correct learning methods) & memorizing new information	1	0	3
Ability to sense potential problems & identify existing ones	0	3	2
Ability to focus & attend to tasks selectively, & move flexibly between tasks	3	3	3
Ability to comprehend data and perform deductive & inductive reasoning	3	1	3
Ability to perform tasks requiring physical exertion, stamina, & manual dexterity	3	3	3
Ability to work harmoniously in teams	1	2	3
Ability to remain emotionally stable under pressure	1	2	1
Diligence in work	3	3	2
Compassion towards others	2	3	3
Academic Credentials (Associate Degree / Baccalaureate Degree / Diploma in Registered Nursing)	3	3	3
NCLEX-RN licensure completion	3	3	3

Appendix D (cont'd)

	Recommends diet and physical activity levels for patients.	Performs administrative work and documents all medications, therapy, and procedures administered to patients.	Continually educates self on contemporary nursing practices; maintain required licenses and certifications for patient care by participating in regular training and emergency simulations
Knowledge of human medical information & techniques	3	3	3
Knowledge of customer service practices	0	1	3
Knowledge of human psychology/ & counseling techniques	1	0	3
Knowledge of effective usage of computers & electronics	0	3	3
Knowledge of organizational processes & procedures	1	3	3
Knowledge of technical/mechanical devices for patients (e.g., orthotics)	2	3	3
Knowledge of relevant legal issues & governing policies	0	3	3
Knowledge of teaching/training techniques	0	3	2
Skilled in social perceptiveness & persuasion	3	1	0
Skilled in critical thinking, judgment, & decision making under pressure	3	3	3
Skilled in communication, active listening & emotional intelligence	0	1	0
Skilled in infection control techniques & procedures	0	0	0
Skilled in time management	1	3	3
Skilled in monitoring the performance of self & others	2	2	2
Skilled in learning strategies (using correct learning methods) & memorizing new information	2	2	3
Ability to sense potential problems & identify existing ones	0	0	2
Ability to focus & attend to tasks selectively, & move flexibly between tasks	3	3	3
Ability to comprehend data and perform deductive & inductive reasoning	0	2	3
Ability to perform tasks requiring physical exertion, stamina, & manual dexterity	0	0	0
Ability to work harmoniously in teams	2	0	0
Ability to remain emotionally stable under pressure	0	0	0
Diligence in work	0	2	2
Compassion towards others	0	0	0
Academic Credentials (Associate Degree / Baccalaureate Degree / Diploma in Registered Nursing)	3	3	3
NCLEX-RN Licensure completion	3	3	3

Appendix D (cont'd)

		Supervises and assists Licensed Practical Nurses, Certified Nursing Assistants, and professional and technical staff in implementing health programs, objectives, and goals	Assists in the treating or patient emergencies such as heart attacks, strokes, accidents, burns, and deaths; Coordinates the facility's emergency response to fires and natural disasters	Minimizes the spread of infectious disease within the facility by adhering to infection-control policies and protocols
Knowledge of human medical information & techniques	3	3	3	3
Knowledge of customer service practices	3	3	3	0
Knowledge of human psychology & counseling techniques	2	3	3	0
Knowledge of effective usage of computers & electronics	2	3	3	0
Knowledge of organizational processes & procedures	3	3	3	3
Knowledge of technical/mechanical devices for patients (e.g., orthotics)	3	3	3	3
Knowledge of relevant legal issues & governing policies	3	2	2	2
Knowledge of teaching/training techniques	3	0	0	0
Skilled in social perceptiveness & persuasion	3	0	0	0
Skilled in critical thinking, judgment, & decision making under pressure	3	3	3	3
Skilled in communication, active listening & emotional intelligence	3	2	2	3
Skilled in infection control techniques & procedures	0	1	1	3
Skilled in time management	3	3	3	2
Skilled in monitoring the performance of self & others	3	0	0	3
Skilled in learning strategies (using correct learning methods) & memorizing new information	3	0	0	2
Ability to sense potential problems & identify existing ones	3	3	3	3
Ability to focus & attend to tasks selectively, & move flexibly between tasks	3	3	3	3
Ability to comprehend data and perform deductive & inductive reasoning	3	3	3	3
Ability to perform tasks requiring physical exertion, stamina, & manual dexterity	3	2	2	0
Ability to work harmoniously in teams	3	3	3	3
Ability to remain emotionally stable under pressure	3	3	3	2
Diligence in work	3	3	3	3
Compassion towards others	3	3	3	1
Academic Credentials (Associate Degree / Baccalaureate Degree / Diploma in Registered Nursing)	3	3	3	3
NCLEX-RN Licensure completion	3	3	3	3

Appendix E (back to *job analysis*)

Identifying KSAOs for Screening

Critical KSAOs are highlighted

KSAO	Important?	Necessary at Entry?	Related to Important work behavior?	Recommended for Selection?
Knowledge of human medical information and techniques	Y	Y	Y	Yes
Knowledge of customer service practices	Y	N	Y	No
Knowledge of human psychology & counseling techniques	N	N	Y	No
Knowledge of effective usage of computers and electronics	N	N	Y	No
Knowledge of organizational processes & procedures	N	N	Y	No
Knowledge of technical/mechanical devices for patients (e.g., orthotics)	Y	Y	Y	Yes
Knowledge of relevant legal issues and governing policies	N	N	Y	No
Knowledge of teaching / training techniques	N	N	Y	No
Skilled in social perceptiveness & persuading others	N	N	Y	No
Skilled in judgment and decision making under pressure	Y	Y	Y	Yes
Skilled in communication, active listening, & emotional intelligence	Y	Y	Y	Yes
Skill in infection control techniques & procedures	Y	Y	Y	Yes
Skilled in time management	Y	Y	Y	Yes
Skilled in monitoring the performance of self and others	N	N	Y	No
Skilled in active learning (understanding importance of new information)	Y	Y	Y	Yes
Skilled in learning strategies (using correct learning methods) & memorizing new information	Y	Y	Y	Yes
Ability to sense potential problems & identify existing ones	Y	Y	Y	Yes
Ability to focus & attend to tasks selectively	Y	Y	Y	Yes
Ability to comprehend data & perform deductive & inductive reasoning	N	Y	Y	No
Ability to perform tasks requiring physical exertion, stamina, & dexterity	Y	Y	Y	Yes
Ability to work harmoniously in teams	Y	Y	Y	Yes
Ability to remain emotionally stable under pressure	Y	Y	Y	Yes
Diligence in work	Y	Y	Y	Yes
Compassion towards others	Y	Y	Y	Yes
Academic Credentials (Associate Degree / Baccalaureate Degree / Diploma in Registered Nursing)	Y	Y	Y	Yes
NCEX-RN Licensure completion	Y	Y	Y	Yes

Appendix F ([back to selection plan](#), [back to structured interview](#))

Critical KSAOs and Selection Procedures for Assessment

Critical KSAOs	How to assess?
Knowledge of human medical information and techniques	Application (Licensure)
Knowledge of technical/mechanical devices for patients (e.g., orthotics)	Application (Licensure)
Skilled in judgment and decision making under pressure	SI- Q3
Skilled in communication, active listening, & emotional intelligence	SI - Q5, Q2; SJT
Skill in infection control techniques & procedures	Application (Licensure)
Skilled in time management	SI- Q7
Skilled in learning strategies (using correct learning methods) & memorizing new information	SI- Q8
Ability to sense potential problems & identify existing ones	SI- Q9
Ability to focus & attend to tasks selectively	SI - Q1
Ability to perform tasks requiring physical exertion, stamina, & dexterity	Pre-employment Physical Capacity Test and Grooved Pegboard Test
Ability to work harmoniously in teams	SI- Q10; SJT
Ability to remain emotionally stable under pressure	SI- Q3
Diligence in work	SI - Q1
Compassion towards others	SI- Q6
Academic Credentials (Associate Degree / Baccalaureate Degree / Diploma in Registered Nursing)	Application (Licensure)
NCLEX-RN Licensure completion	Application (Licensure)

Appendix G (back to [structured interview](#))**Sample Structured Interview with Rating Scale**

Q1 Think of a time when you had to follow a specific procedure thoroughly for a task. What did you do to stay on track and ensure that you followed the instructions correctly?

INSERT NOTES HERE:

Rating Scale	
N/A- 0	Did not answer the question or provide a relevant example
Poor- 1	Did not provide evidence of possessing this competency; the outcome was unfavorable
Fair- 2	Stayed focused on the task, but did not emphasize the importance of following procedure; did not review own work to detect deviations from procedure, the outcome may or may not have been successful
Acceptable- 3	Stayed focused on following procedure; understood the end goal and the importance of following the procedure; periodically reviewed own work; the outcome was successful
Good- 4	Stayed focused on the following procedure; understood the end goal and the importance of following the procedure; reviewed own work; corrected any deviations from the procedure; expressed pride/confidence in own ability to stay focused; the outcome was successful
Excellent- 5	Stayed focused on the following procedure; understood the end goal and the importance of following the procedure; followed strict adherence to the procedure; constantly reviewed own work; immediately corrected any deviations from the procedure; expressed pride/confidence in own ability to stay focused; the outcome was very successful; expressed appreciation for having procedure to follow

Q2 A requirement of a Registered Nurse is the ability to properly communicate health maintenance and disease prevention to a patient and his/her family members. Describe your most difficult/complicated patient communication event. How did you handle it and what was the result?

INSERT NOTES HERE:

Rating Scale	
N/A- 0	Did not answer the question or provide a relevant example
Poor- 1	Did not provide evidence of possessing this competency; the outcome of the situation was unfavorable
Fair- 2	Described a situation where he/she spent minimal time and effort communicating the patient health maintenance and disease prevention
Acceptable- 3	Described a situation where he/she demonstrated concern for the patient's needs; spent a reasonable amount of time and effort communicating the patient health maintenance and disease prevention

Good- 4	Described a situation where he/she put considerable time and effort into fulfilling the patient's understanding of health maintenance and disease prevention; treated the customer in a respectable manner
Excellent- 5	Described a situation where he/she voluntarily went above and beyond the patient's expectations when handling the communication barrier; treated the patient in a courteous and respectful manner; successfully resolved the communication barrier

Q3 As a Registered Nurse, there may be times when stressful situations threaten your ability to do your job. Think of a time when you were expected to finish a task, but several stressful issues got in the way. What actions did you take and what was the end result?

INSERT NOTES HERE:

Rating Scale	
N/A- 0	Did not answer the question or provide a relevant example
Poor- 1	Became frustrated and agitated; gave up on the task with no attempt to achieve end result; was removed from the situation by self or others due to the inability to cope
Fair- 2	Became frustrated and agitated with setbacks; attempted to achieve end result but gave up before result was achieved
Acceptable- 3	Became slightly frustrated with setbacks; persevered and attempted to complete task on time; achieved end result but left some issue unresolved
Good- 4	Remained composed; completed task on time, although not all setbacks were resolved completely
Excellent- 5	Remained composed and confident; addressed each setback as it occurred; followed through with completing the task on time; may have received a compliment or reward from supervisor or others

Q4 As a Registered Nurse, it is essential to maintain a safe work environment for the public, patients, other employees, and yourself. Describe a time when you ensured a safe work environment.

INSERT NOTES HERE:

Rating Scale	
N/A- 0	Did not answer the question or provide a relevant example
Poor- 1	Did not provide evidence of possessing this competency; the outcome of the situation was unfavorable
Fair- 2	Described a general situation where he/she performed mandatory safety precautions; identified and corrected safety issues only within the scope of normal job duties
Acceptable- 3	Described a situation where he/she followed established processes/rules exactly as designed; felt personally responsible for maintaining a safe environment; promoted safety standards to the best of his/her ability

Good- 4	Described a situation where he/she followed established processes/rules exactly as designed; felt personally responsible for maintaining a safe environment; promoted safety standards to the best of his/her ability; alerted others of potential safety hazards; encouraged others to be safe; immediately confronted the unsafe acts of others; identified safety issues throughout the workplace
Excellent- 5	Described a situation where he/she followed established processes/rules exactly as designed; felt personally responsible for maintaining a safe environment; promoted safety standards to the best of his/her ability; recognized the value of following rules to prevent problems; alerted others of potential safety hazards; encouraged others to be safe; immediately confronted the unsafe acts of others; maintained constant vigilance for safety issues; took direct action to correct safety hazards

Q5 DO NOT READ TO APPLICANT. Verbal Communication Skills. For the purpose of this evaluation, verbal communication refers to the fluency and effectiveness of the applicant's speech. Consider the fluency and effectiveness of the applicant's verbal communication during the interview.

INSERT COMMUNICATION NOTES HERE:

Rating Scale	
Poor- 1	Had some trouble expressing thoughts, ideas and intentions; speech contained many pauses and filler words; used incorrect grammar; did not appear polished or capable of communicating information; tone of voice was flat and did not reflect concern, compassion, or empathy for others
Fair- 2	Expressed main thoughts appropriately, but did not always express thoughts, ideas, or intentions in a consistent manner; rate of speech contained some pauses; used incorrect grammar on a few occasions; tone of voice was somewhat flat and lacking emotion
Acceptable- 3	Expressed thoughts, ideas, and intentions consistently; used appropriate rate of speech; tone of voice expressed some concern, compassion, or empathy for others
Good- 4	Expressed thoughts, ideas, and intentions clearly and consistently; summarized questions or comments as necessary to ensure full understanding; used appropriate rate of speech; tone of voice expressed concern, compassion, or empathy for others
Excellent- 5	Expressed thoughts, ideas, and intentions clearly and consistently; summarized questions or comments as necessary to ensure full understanding; rate of speech was appropriate for a normal conversation; used correct word pronunciation; tone of voice expressed concern, compassion, or empathy for others

Q6 Give me an example of a time when you were particularly perceptive regarding a patient's feelings and needs.

INSERT NOTES HERE:

Rating Scale	
N/A- 0	Did not answer the question or provide a relevant example
Poor- 1	Did not provide evidence of possessing this competency; the outcome of the situation was unfavorable
Fair- 2	Described a general situation where he/she performed mandatory perception.

Acceptable- 3	Described a general situation where he/she performed mandatory perception. Consoled the patient to fix the issue.
Good- 4	Described a detailed situation where he/she was perceptive regarding a patient's feelings and needs. Took the time to communicate with the patient for clarity before taking action. Insured the patient felt comfortable.
Excellent- 5	Described a detailed situation where he/she was perceptive regarding a patient's feelings and needs. Took the time to communicate with the patient for clarity before taking action. Insured the patient felt comfortable. Resolved the patient's needs and remembered to check on the patient for future reference.

Q7 How do you prioritize projects and tasks when scheduling your time? Give me some examples.

INSERT NOTES HERE:

Rating Scale	
N/A- 0	Did not answer the question or provide a relevant example
Poor- 1	Did not provide evidence of possessing this competency; the outcome of the situation was unfavorable
Fair- 2	Described a general organization tactic or scheduling routine.
Acceptable- 3	Described a time when he or she prioritized projects based on suggestions from others. Effectively completed the tasks, but no outside creativity in time scheduling was used or suggested.
Good- 4	Took the time to take detailed notes and familiarize themselves with the necessary tasks. Organized the tasks based on size, importance, etc in order to determine the most effective way to manage time and time constraints. A goal-setting plan was initiated and project management skills were demonstrated.
Excellent- 5	Took the time to take detailed notes and familiarize themselves with the necessary tasks. Organized the tasks based on size, importance, etc in order to determine the most effective way to manage time and time constraints. Described the components of the tasks and how effective his/ her performance was in planning. A goal-setting plan was initiated and project management skills were demonstrated. Pride was displayed in accurately and effectively completing tasks in an orderly manner.

Q8 What are some techniques that you use to learn new information about how to perform better as a nurse? Give an example of a time you used these techniques effectively.

INSERT NOTES HERE:

Rating Scale	
N/A- 0	Did not answer the question or provide a relevant example
Poor- 1	Did not provide evidence of possessing this competency; the outcome of the situation was unfavorable
Fair- 2	Described a general education experience.

Acceptable- 3	Described a required learning education experience. Was eager to learn new required information.
Good- 4	Expressed new thoughts, ideas, and intentions clearly and consistently about the learning experience. Took a detailed and organized initiative to effectively learn the new information. Took initiative to learn required information in addition to outside useful knowledge.
Excellent- 5	Expressed new thoughts, ideas, and intentions clearly and consistently about the learning experience. Took a detailed and organized initiative to effectively learn the new information. Showed enthusiasm about the new information and was eager to learn. Outside research was completed to improve performance as a nurse. Used creative education techniques to make the information interesting and memorable.

Q9 Tell me about a time when you anticipated a problem before it happened or was the first to notice an existing problem. What happened? How did you handle the situation?

INSERT NOTES HERE:

Rating Scale	
N/A- 0	Did not answer the question or provide a relevant example
Poor- 1	Did not provide evidence of possessing this competency; the outcome of the situation was unfavorable
Fair- 2	Described a general situation in which he/she assumed a problem.
Acceptable- 3	Described a time when he or she followed protocol or established guidelines for problem identification. Did not immediately suspect something out of the ordinary, but was able to accurately correct the issue.
Good- 4	Took a detailed initiative to focus on surroundings to identify any issues or problems. Was able to identify and unusable behavior/environment to anticipate a problem. Took the initiative to correct the problem and explain the incident to others.
Excellent- 5	Took a detailed initiative to focus on surroundings to identify any issues or problems. Was able to identify and unusable behavior/environment to anticipate a problem. Took the initiative to correct the problem and explain the incident to others. Took corrective actions to insure the problem could be anticipated by others by effectively communicating the unusual behavior/ environment. Valued his/her contribution to the correct problem analysis. Sought a leadership role.

Q10 Give an example of a successful project you were part of. What was your role? Why was the project successful?

INSERT NOTES HERE:

Rating Scale	
N/A- 0	Did not answer the question or provide a relevant example
Poor- 1	Did not provide evidence of possessing this competency; the outcome of the situation was unfavorable
Fair- 2	Described a general team project.

Acceptable- 3	Described a team project in which he or she contributed their assigned tasks effectively. Did not seek a leadership role, but was able to complete all tasks that were asked of him or her.
Good- 4	Detailed role and team initiative from the project experience. Was able to properly communicate ideas and successfully contribute to the team initiative. Assisted with resolving the team issue to effectively complete a task/assignment.
Excellent- 5	Detailed role and team initiative from the project experience. Went above and beyond expectations to assist the team. Was able to properly communicate ideas and successfully contribute to the team initiative. Assisted with resolving the team issue to effectively complete a task/assignment. Displayed enthusiasm for the team assignment. Sought a leadership role.

Appendix H (back to [structured interview](#), back to [screening process](#))

Structured Interview Scoring Form

Applicant Name: Interview Date: Position:
 Department: Interviewer Name: Location:

Calculating the Applicant’s Interview Scores:

1. Transfer each of your ratings for the 6 interview questions to the first column under “Interview Scores”.
2. Transfer your ratings from the first column to the appropriate space next to each numbered questions.
3. Add each column to obtain a “Total Score”.
4. Compare the applicant’s “Total Scores” to the cut-off scores.
5. The applicant is recommended for hire if every score is at or above the cut-off score.

Interview Scores			
	Safety & Compliance	Patient Care & Family Focus	Communication & Stress Response
Q1			
Q2			
Q3			
Q4			
Q5			
Q6			
Q7			
Q8			
Q9			
Q10			
TOTAL SCORE			
CUT-OFF SCORE	12	9	9
Did the applicant score at or above the minimum cut-off score for each of these dimensions? YES/ NO			

Appendix I (*back to weighting*)

SJT/SI Weighting Formula

$$\text{Total SJT points} = 50 * \{[(\text{Raw Comm. score} / 12) * 4] + [(\text{Raw Teamwork score} / 30) * 3]\} / 7$$

This results in communication SJT scores being weighted more heavily (by a factor of 4/3) than teamwork SJT scores, while making the combined score from both SJTs weigh the same as the Structured Interview scores.