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RECRUITER'S MANUAL

INTERVIEWING AND RECRUITING FOR NSA

MANPOWER AND RESEARCH DIVISION
OFFICE OF PERSONNEL SERVICES

DECEMBER 1960

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PREFACE

This manual was prepared by the Manpower and Research Division with the cooperation and support of the Personnel Operations Division.

It should be useful to both new and experienced recruiters. A careful reading of the manual should enable the new recruiter to become quickly oriented to the major activities involved in the recruitment process. Both new and experienced recruiters should find the manual helpful as a ready reference to the instructions and information essential to the proper conduct of interviews and related administrative activities.

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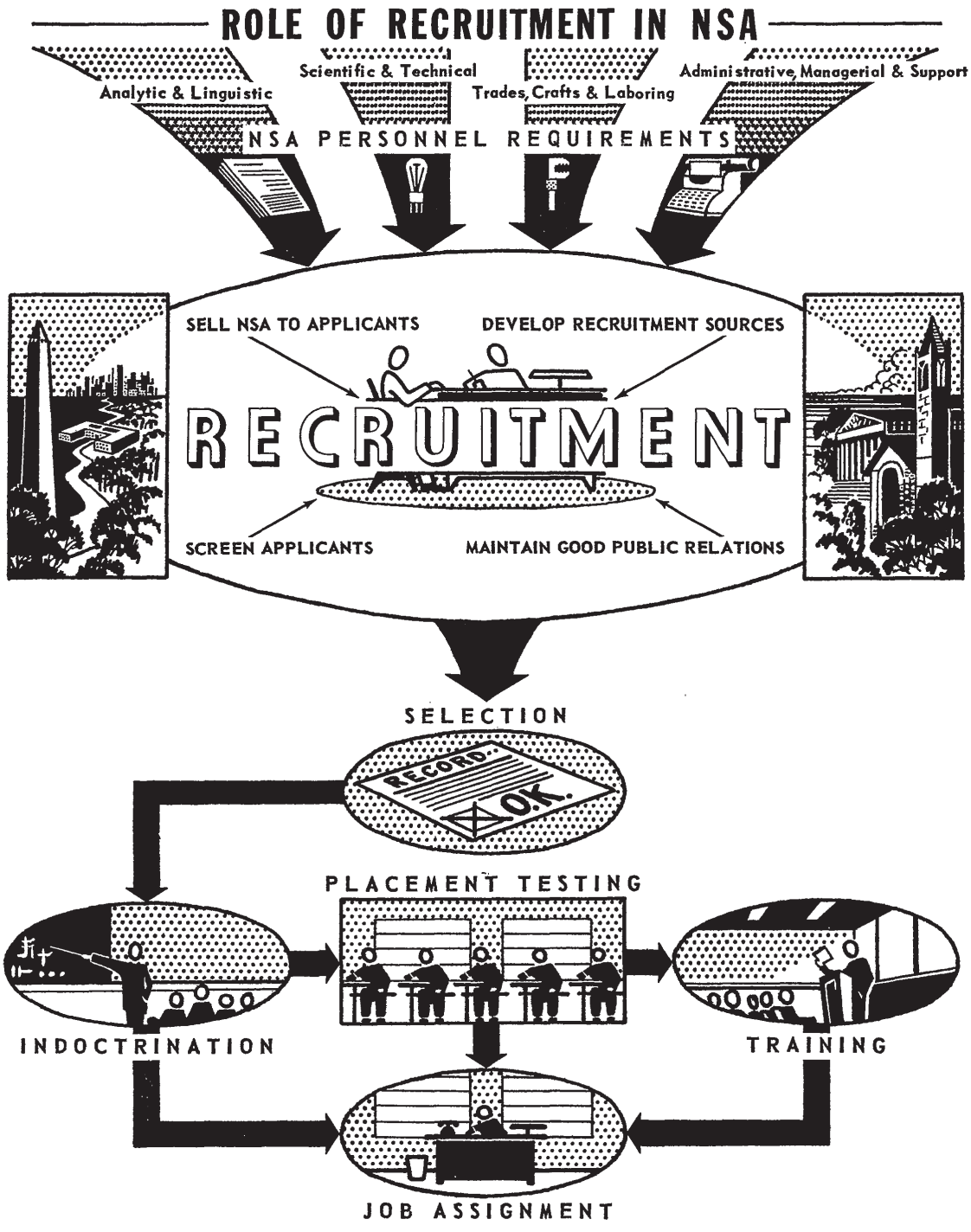

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SECTION 1

INTRODUCTION

The accompanying chart portrays graphically the recruiter's role in fulfilling the staffing requirements of the National Security Agency.

Personnel needs are determined by the operations and staff elements of the Agency on the basis of both technical and administrative considerations, such as the nature of the functions to be performed, workload and priorities, budget, and rate of attrition of various types of personnel.

The Agency's personnel requirements are grouped roughly into four major categories.

1. The analytic and linguistic category involves meticulous and detailed analysis of communications data encompassing work which is for the most part unique to the Agency's mission. It is considered that selected Liberal Arts graduates best fulfill the professional requirements in this area.

2. The scientific and technical category involves research and development work in the field of communications. The professional aspects of this work are performed by mathematicians, engineers, and physical scientists.

3. The administrative, managerial, and support category encompasses the work involved in providing services and support for the effective conduct of operations. The professional aspects of the work are performed by attorneys, accountants, librarians, psychologists, training instructors, industrial engineers, and others.

4. The trades, crafts, and laboring category encompasses work related to machining, model-making, printing, and reproduction trades.

In all of these categories, the nonprofessional aspects of the work are performed by personnel who either have had experience in related work or appropriate training in high school, trade school, or college, or possess the aptitudes for acquiring the skills needed.

The current and projected requirements are made known first to the personnel representatives who service the organizational elements. The personnel representatives in turn coordinate these requirements with the staff element responsible for selection and placement on an Agency-wide basis. Certain vacancies may be filled by placement from within the Agency. When it is determined which of the personnel requirements are to be filled from outside recruiting sources, this

information is forwarded to the staff element which is responsible for the actual procurement of the number and type of personnel needed.

The basic functions underlying the operations of the recruitment staff are as follows:

1. Cultivating and developing recruitment sources.

2. Maintaining good public relations.

3. Screening of applicants who show an interest in NSA employment.

4. Selling NSA to those applicants who appear to be suitable for employment.

In order to perform these functions adequately, it is necessary for recruiters to keep apprised of the trend in both labor market conditions and Agency personnel requirements, and to prepare and distribute appropriate recruitment literature.

The actual procurement of personnel is accomplished by means of both field and local recruitment programs.

An intensive college recruitment program is conducted annually and is the primary source for this Agency's new professional employees. In addition, Agency recruiters attend meetings of professional societies and make field trips to selected cities to recruit personnel of the calibre needed to fill special professional positions. It is sometimes necessary to resort to positive field recruiting to fill some of the nonprofessional personnel requirements, particularly at the higher skill levels. On such field trips, applications from both professional and nonprofessional personnel are often generated by newspaper, radio, and television publicity, and by referrals from U.S.E.S. offices.

The majority of the Agency's nonprofessional employees are recruited from the local area. When positive recruiting is necessary, it is conducted primarily through visits to local high schools and trade schools. Both professional and nonprofessional requirements are filled locally when applicants are referrals or military conversions.

Liberal Arts candidates are given the Professional Qualification Test. Those who make a qualifying score are interviewed by a recruiter. The recruiter, on the basis of the interview, test scores, and completed application forms, selects those whom he thinks would be suitable for employment by the Agency and refers them for further consideration. After transcripts and forms have been forwarded to the Agency and available information on each candidate is reviewed in relation to Agency requirements, final selections and commitments are made.

An interview is the chief means of initially screening candidates for engineering and other scientific positions; test scores, transcripts, and completed application forms are generally not available to the recruiter prior to the time he must determine whether or not he should make a referral. Candidates who are considered suitable for employment are instructed to furnish transcripts, and to complete any required forms and forward them to the Agency, so that final selections and commitments may be made. The Graduate Record Mathematics Examination and the Engineering Qualification Test are given to mathematicians and engineers, respectively, as a means of placing candidates and assessing capability for successful completion of graduate work.

Requests to fill specific vacancies may repuire positive recruitment to locate qualified candidates; however, many such requests are filled by persons who have previously filed applications for positions with the Agency. The majority of these vacancies occur among the clerical, administrative, or technical, rather than the professional occupational specialties.

Applicants for nonprofessional positions are initially screened by means of an interview and a review of application forms. Those tentatively selected are given the Career Entrance Placement Battery (CEPB) or the Electro-Mechanical Battery (EMB), and a preliminary security investigation. When it is impractical to administer the CEPB, as in the case of high school recruitment, a shortened battery may be used for selection and the complete CEPB administered later. Operations officials usually depend upon the recruiter or placement officer to select applicants for clerical and nontechnical positions. An applicant for a technical position will probably be interviewed also by the requesting official before a final commitment is made.

All applicants for Agency positions must take the Personnel Assessment Battery (PAB) prior to being selected for employment, irrespective of occupational specialty, pay scale, or grade level.

All personnel hired through the annual recruitment programs conducted at both high schools and colleges are given additional tests after they enter on duty to aid in making the best possible assignment. As mentioned previously, nonprofessional hirees are given the Career Entrance Placement Battery or the Electro-Mechanical Battery; professional engineers and mathematicians are given the Engineering Qualification Test and the Graduate Record Mathematics Examination; and Liberal Arts graduates are given the Professional Placement Battery, supplemented by a Preference Inventory and, where appropriate, by language proficiency and transcribing tests.

In addition to the testing, the placement program involves considerable processing of new employees, including such features as giving assistance on housing

problems, car registration, insurance, and the like, as well as covering such aspects as security screening, physical examination, and career-center orientation.

The most important phase of the placement program is the review of all data about new employees with emphasis on test scores, determination of most appropriate assignments, and scheduling of operational interviews.

The majority of recruits who are Liberal Arts graduates are selected for highly specialized work. Since this work is peculiar to the Agency, it is necessary to provide the training required. For this reason, an extensive training program is conducted by the Agency. All new employees are given the benefit of some training, the amount and type varying with the assignment. This training may be conducted by the Agency's training instructors or may be Agency-sponsored at colleges and universities. It will vary from mere general orientation to training toward advanced degrees. The time at which training is given varies with several factors, the major ones being the requirements for security clearance and the actual requirements of the job.

It is not appropriate to attempt to cover in detail the Agency training program. It is mentioned here as a part of the total effort of staffing the Agency with well qualified employees. It is more important for the purpose of this introduction to re-focus attention on the recruiter and to re-state his all-important role -- that of obtaining the best qualified individuals available to fill Agency personnel requirements. The total selection and placement program has been outlined. In the several chapters of this manual, there will be detailed explanations of the methods and procedures used by the well-trained recruiter.

This Recruiter's Manual is designed as a guide for interviewing applicants for professional and nonprofessional Agency jobs, both in the field and locally. To the extent that time pemits, the instructions in this manual should be closely followed in the field, as well as locally. In any case, the Recruiter's Interview Record is to be used by all recruiters.

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SECTION 2

GENERAL NATURE OF THE RECRUITMENT INTERVIEW

The purpose of the recruitment interview is twofold: (1) to identify from among qualified individuals those whose expressed vocational interests are related to the needs of the Agency, and (2) to induce such individuals to make formal application for employment. Thus, the recruitment interview includes both a SCREENING and a SELLING function. Because there is usually only limited time available for conducting the interview, and because an account of the individual's training and work experience can be obtained from a completed application blank, an attempt to obtain such information about an applicant's background is not necessary during the interview.

The interview is composed of two parts. In the first part, information is obtained from the applicant about his vocational interests. In the second part, the applicant's questions are answered and he is supplied with additional facts he should know about the National Security Agency and the jobs for which he might qualify. It is just as important for the applicant to have adequate information upon which to base his decision as to whether or not he would like to work for the Agency as it is for the Agency to have sufficient information upon which to base its decision to hire or not hire him. However, security restrictions will limit the information which may be given to an applicant. Consequently, the Recruitment Interview Record becomes an important medium to the applicant as well as the recruiter, because the recruiter often must participate in the applicant's as well as the Agency's decision.

The recruiter must relate the information in the Recruitment Interview Record to NSA career field requirements to determine the probability of interesting the applicant in the work to be learned and done.

Fortunately, many applicants, particularly those from Liberal Arts colleges, are open to suggestion from a vocational standpoint. Many will say to themselves, "If the tests show I can learn the work, and if this recruiter thinks my interests aren't too far off the mark, then I'll give it a try."

The interview will sometimes result in a recruiter's conclusion that is more negative than positive, that is, while the applicant's expressed interests are seemingly unrelated to NSA requirements, they are not necessarily opposed to them. In this event, the critical and experienced judgment of the recruiter is paramount.

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SECTION 3

GENERAL INSTRUCTIONS FOR CONDUCTING THE RECRUITMENT INTERVIEW

The major steps in the interview pattern which each recruiter should follow in conducting a recruitment interview are outlined below. The outline is followed by a brief explanation of each step. When conducting an interview, the recruiter should introduce each step in the same sequence as it appears in the outline.

Outline of the Recruitment Interview Pattern

1. Introduce yourself and exchange pleasantries.
2. Obtain the identifying data called for on the front of the Recruiter's Interview Record.
3. Explain the interview pattern to the applicant.
4. Explain the Agency's security clearance procedure.*
5. Ask the applicant questions.*
6. Permit the applicant to ask questions.*
7. Provide additional information about NSA.
   a. Agency's mission.
   b. Work interests relevant to the occupational fields for which the applicant appears to qualify.
   c. Training Program (if applicable).
   d. Cooperative Education Program (if applicable).
   e. Desirable features of employment with NSA.
   f. Undesirable features of employment.
8. Explain how to apply for employment

* The interview can be terminated at this stage if it seems desirable to do so.

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9. Close the interview.

Explanation of Each Step in the Interview Pattern

1. Introduce yourself and exchange pleasantries.

When the recruiter is ready to receive the applicant, he should greet him in a friendly manner and introduce himself. The recruiter should pronounce his own name slowly and distinctly, and, when in the field, should indicate that he is from the National Security Agency. After the introduction, brief pleasantries can be exchanged.

2. Obtain the identifying data called for on the Recruiter's Interview Record.

These data on the front of the Recruiter's Interview Record (Appendix H) include everything listed down through the section labeled "Education" plus the section labeled "Tests." Detailed instructions for completing the Recruiter's Interview Record are provided in a later section of this manual.

3. Explain the interview pattern to the applicant.

The recruiter should outline for the applicant the procedure to be followed during the rest of the interview. This will help the applicant develop the appropriate mental set for what is to follow and minimize interruptions at inappropriate times. The recruiter should use the following introductory statement, or a close equivalent, to explain the interview pattern to the applicant:

> "There are several things we should accomplish during this interview. First of all, I want to explain the security clearance procedure used for screening applicants for employment with the National Security Agency. Then, I would like to ask you a few questions about the kind of work you think you would like to do. Your answers will enable me to determine whether or not you would be interested in doing some of the kinds of work done at the National Security Agency. Then, if your responses suggest that your vocational interests are related to the needs of the Agency, you will have an opportunity to ask me questions which you undoubtedly would like to have answered. And finally, I will tell you something about the National Security Agency."

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4. Explain the Agency's security clearance procedures.

Before providing him with the information outlined in Appendix A, the recruiter should tell the applicant that if, after the Agency's security clearance procedure has been explained, he feels he probably could not be cleared, there would be no point in continuing the interview. He should be told that if this is the case, he can simply indicate that he would not be interested in being considered for employment.

5. Ask the applicant questions.

The recruiter should ask the applicant the questions indicated in Sections 4, 5, and 6 of this Manual and record his replies immediately. This should be done before the recruiter provides the applicant with specific information regarding the mission and the occupational fields within the Agency in order to miminize any tendency which the applicant might have to slant his answers in the direction of what he thinks the Agency's needs are. Furthermore, after the recruiter has learned through questioning what type of work the applicant thinks he would like, he will know what to emphasize when he tells him about the job opportunities within the Agency.

6. Permit the applicant to ask questions.*

After the recruiter has asked the specified questions, the applicant should be encouraged to ask questions which he would like to have answered. One can often determine what is important in a job to an interviewee by the inquiries he makes. For this reason, the applicant should be permitted to ask questions before the recruiter provides him with pertinent information about the work done at the Agency.

Whether the matter of salary is broached in this or the subsequent step, the recruiter should state what the grade for which he would recommend the applicant represents in terms of money. The grade for which an applicant might qualify will, of course, depend on his training and experience.

7. Provide additional information about NSA.

The next step in the interview consists of supplying the applicant with information about the Agency which he should have but did not inquire about in the

* During this and the following step, the recruiter can exercise considerable freedom in conducting the interview. While carrying out these two steps, the recruiter should attempt to fulfill the "selling" function of the interview referred to in the first paragraph of Section 2 of this Manual.

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preceding step. In addition to describing the mission of the Agency, the recruiter should enumerate very briefly the work interests relevant to the occupational fields for which he feels the applicant might qualify, describe any training programs which are pertinent, and point out the desirable and undesirable aspects of employment with the Agency.

Outlines of the points which can be covered in explaining the features of the Agency enumerated above, and a list of the special programs with which the recruiter should become thoroughly familiar are included in Appendices B through F. It is not necessary to cover all the points listed in each appendix with every applicant. The recruiter should mention only those details related to employment with the Agency which are most relevant for the applicant being interviewed. The undesirable, as well as the desirable, features of employment with the Agency should be pointed out to all applicants. If knowing the undesirable features will appreciably affect the applicant's attitude toward working at NSA, then he should be aware of them before he is hired. By pointing out some of the unsatisfactory aspects of employment with the Agency, the recruiter will not necessarily discourage the applicant. Most people realize that all jobs have disadvantages as well as advantages. The applicant will have more confidence in an organization that is willing to let him know in advance what the undesirable features are.

The desirable aspects of employment with the Agency should be presented before the undesirable ones are pointed out. However, after mentioning the latter, the recruiter should very briefly summarize the desirable features in order to give them added emphasis. An attempt should be made to cite all the desirable and undesirable features preceded by an asterisk in Appendices D and E, respectively. To the extent that time permits, additional features (those not preceded by an asterisk) should be mentioned.

8. Explain how to apply for employment.

Toward the close of an interview with an individual who appears to be a good job candidate, the recruiter should explain to him how he should make application for employment and provide him with the materials listed below. If he is applying for a professional position, he should be asked to have a transcript of each of his college records sent to the Recruitment Office. He should be told that he can expect to receive a notice within three to five weeks after the completed forms have been received as to whether or not he will be accepted for employment.

Forms to be given to all applicants recruited locally and in the field:

SF57 Application for Federal Employment

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DD398] Personal History Statement and
DD398S] Supplement
E2771 Conditions of Employment
DA1111 Certificate of Nonaffiliation With Certain Organizations
SF86 Security Investigation Data for Sensitive Positions (2 copies)
SF89 Report of Medical History
SF87 USCSC Fingerprint Chart
E2111 General Information for All Applicants

9. Close the interview.

Shake hands with the applicant, tell him you enjoyed meeting him, and thank him for his interest in coming for the interview.

It is not necessary to cover all the phases of the standardized recruitment interview pattern with every applicant. There are three stages at which the interview can be brought to an early close if it appears that the applicant would not be a good job candidate. As is indicated by the asterisk (*) in the Outline of the Recruitment Interview Pattern, the interview can be terminated after the recruiter has explained the Agency's security clearance procedure. If there is anything in the applicant's background which would prevent his being able to obtain a security clearance, there would be no point in continuing the interview. It would be highly desirable if the applicant were to state why he thinks he probably could not be cleared in order that the recruiter could make certain that he had not misunderstood the explanation of the security clearance procedure. However, if he does not voluntarily state why he thinks he could not be cleared, the recruiter should not probe for the reason.

The second stage at which the interview can be brought to an early close is after the recruiter has obtained some notion of the applicant's vocational interests. However, if the recruiter feels that it would be advisable to do so, he may delay terminating the interview until after the applicant has been given the opportunity of asking questions. As explained earlier, one can often obtain information about an interviewee on the basis of the kinds of questions he asks.

Regardless of the stage at which the interview is brought to a close, it should be done in a pleasant manner. The recruiter should keep in mind that an applicant who is treated in an unfavorable manner can conceivably do appreciable damage to the Agency's public relations efforts. In some instances the applicant will provide the recruiter with an opportunity to close the interview early by stating that he does not think he would be interested in being considered for a position. However, with others it will be necessary for the recruiter to initiate an early close. The recruiter need state only that on the basis of the applicant's expressed interests, he feels that

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the applicant probably would not enjoy doing the type of work performed at the Agency. Just as in the case of the applicants with whom he conducts a complete interview, the recruiter should tell such an individual that he enjoyed meeting him, and that he appreciated very much his interest in coming for the interview.

The procedure outlined above is all that is necessary for bringing an interview with an apparently unsuitable job candidate to a close. The recruiter should not attempt to discourage such an applicant from wanting to be considered for a job by emphasizing the undesirable features of working for the Agency. Since in the interview the recruiter will obtain some notion of the applicant's work interests, and since the applicant will assume that the recruiter is looking for individuals who meet specific requirements, it would be perfectly acceptable for the recruiter to state simply that he feels the applicant would not care for the work at the Agency. To attempt to bring the interview to an early close by emphasizing the undesirable features of working for the Agency not only would waste time, but also would contribute to bad publicity.

In special instances it might be necessary to complete all phases of the standardized recruitment interview even though it becomes evident early in the interview that the applicant is not a good job candidate. This might be the case if such an individual had been referred by an Agency or other government official. For the sake of maintaining good public relations, it is advisable to tell an unsuitable individual referred by such an official that there are currently no openings for which he qualifies, but that if he wishes he can submit an application which will be retained for future review. If the individual should inquire as to when this review might take place, it can be indicated that there is no way of knowing when a suitable job opening will occur. Nothing should be said to the individual which would permit him to jusitfiably quote the recruiter as having stated or implied that he would eventually be offered a job.

When an application is given to an individual whom the recruiter regards as being unsuitable for hiring, a notation of this fact should be made in order that the application can be handled appropriately when it is returned completed. If the official who referred the individual expects to be informed of the recruiter's decision, he should be notified that there are no openings for which the individual qualified, but that the latter's application has been retained and will be reviewed in the future should a suitable opening occur.

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SECTION 4

EXPLANATION OF THE RECRUITER'S INTERVIEW RECORD

Basis for the Development of the Record

The Interview Record is to be used with applicants for all jobs. The recruiter should indicate whether the interviewee is applying for a professional or a non-professional job by placing an "X" in the appropriate box on the front of the form.

The Work Interests section on the back of the Interview Record was designed to enable the recruiter to obtain an indication of an applicant's vocational interests in a limited amount of time. An explanation of why the Interview Record was restricted to an inquiry concerning the individual's work interests is given below. An interviewer should not normally take time to obtain from a job applicant information which the applicant could provide adequately on an application form.

The selection of an individual for employment should be based primarily on a knowledge of his relevant APTITUDES, ABILITIES, WORK INTERESTS, and PERSONALITY. The Agency has several batteries of tests to measure these factors. The appropriate batteries are administered to individuals who are being considered for all professional and nonprofessional jobs.

Since an estimate of an applicant's aptitudes and personality can be determined from available Agency tests, and since an evaluation of his abilities can also be ascertained from Agency tests as well as from reports of his previous work and school experience, the recruitment interview should not be concerned with an attempt to evaluate the applicant's aptitudes, abilities, and personality. It would be unreasonable to expect a recruiter to evaluate these factors on the basis of a brief interview. Consequently, the topics included in the Interview Record are limited to a direct attempt to solicit from the applicant statements concerning his work interests. His expressed interests, when compared with the work interests relevant to the various Agency occupational fields listed in Appendix C, should be used by the recruiter as a basis for determining whether or not the applicant should be recommended for further consideration.

It cannot be expected that applicants will express work interests that are highly related to several of the unique occupational fields which have no counterparts outside the Agency. Therefore, in some instances the recruiter may recommend an individual for further consideration simply on the basis of the fact that he was favorably impressed by the applicant and the applicant's expressed work interests were not in strong disagreement with those activities involved in the occupational fields for which he would recommend him. When such a recommendation is made, the

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recruiter should explain in the "Comments" section of the Recruiter's Interview Record specifically why this action was taken. A recruiter should not recommend someone whose work interests, although not contrary to those listed in Appendix C, are such that an injustice would be done the individual by encouraging him to apply for a job with the Agency.

Explanation of the Work Interests Section

Although the answers to the Education questions could be obtained from an application blank, it is convenient for the recruiter to have this information as a basis for understanding the applicant's responses to the work interests topics on the back of the Interview Record. These topics were designed to solicit information regarding the applicant's specific work interests in relation to the type of work he would like to do most.

All of the questions relevant to work interests in the Interview Record are listed below. Following each question is an explanation of the type of answer which can be considered adequate.

PROFESSIONAL

What is your major?

If the applicant has two majors, both should be listed. If he has more than one degree, the major(s) for each degree should be indicated in this fashion: Economics (BS); International Relations (MA).

What is your minor?

List all of the applicant's minors. If he has more than one degree, the minor(s) for each degree should be indicated in the same manner as that specified for the majors. If he does not have a minor, list the field(s), other than his major, in which he has taken the largest number of courses.

NONPROFESSIONAL

What course did you take in high school?

Although in many cases it will not be important for the recruiter to know what course the applicant took in high school, in some instances knowing that the individual took a commercial course or a shop course, or that he was not graduated from high school, will provide the recruiter with a framework within which to interpret the applicant's responses to later questions. Course names such as scientific,

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college preparatory, or commercial should be used. If the applicant says he took a shop course, the particular skill emphasized, such as printing or automotive repair, should be indicated.

What training have you had other than high school?
(Type of Training; Dates)

Both on-the-job training and more formal classroom instruction should be considered. The type of training, such as drafting or automotive repair, and the dates when the training was obtained, should be indicated in the "Comments" section on the front of the Interview Record. Training which the applicant has taken should be listed in the following fashion:

1. Drafting: July 57 to October 57

2. Automotive repair: January 58 to March 58

ALL APPLICANTS

If you could have your choice, in terms of training, experience, and ability, SPECIFICALLY what type of work would you like most of all to do?

The recruiter should not accept as an adequate response a broad, general statement such as "Work in which I could use my languages" or "Something related to geography." When applicants give such responses, the recruiter should ask, "Specifically what type of work do you have in mind?" The recruiter will base his recommendation as to whether or not the applicant should be given further consideration for employment primarily on a comparison between the applicant's expressed work interests and the "Work Interests Related to the Selected Occupational Fields" listed in Appendix C, when applicable. Consequently, he should become familiar with the latter in order to recognize immediately whether or not an applicant's response has provided him with information sufficient for making the necessary comparison. It will be too late to decide that a response was not adequate after the interview is over.

What aspects of such work do you think you would like most? Why?

Here again the recruiter should not be satisfied with a broad, general response such as, "Working with other people," or "Doing something that will enable me to make the best use of my language knowledge." The following is an example of a more useful response: "I would like to do translations of various types of materials related to a problem and then summarize the translations in a report."

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The recruiter should not fail to ask the "Why?" part of this question. The reason which an individual might give for liking a particular activity can contribute appreciably to the appraisal of his work interests. For example, in explaining why he would like to prepare a report based on the translation of various types of material, an applicant might state that in college he enjoyed writing term papers which required that he read a series of references and then integrate selected portions into a composite report.

It cannot be assumed that all individuals like a particular activity for the same reason. For example, a different response for the "Why?" just referred to could very well have been the following: "I have a flair for creative writing. I like to take cut and dried facts and dress them up so that they will be more interesting to a reader." As is indicated in Appendix C, an applicant for a position in the field of Analytic Linguistics should not expect to prepare translations with a literary style similar to that used in creative writing. Although an applicant should not be rejected simply on the basis of a response similar to the one just quoted, such a reply, when evaluated in conjunction with other statements of a similar nature, should cause the recruiter to question the advisability of recommending the applicant for further consideration.

What aspects do you think you would like least? Why?

Experience has demonstrated that when many young people consider the type of work they would like to do, they tend to restrict their attention to the desirable features of such activity. It does not occur to some people that all jobs have disadvantages as well as advantages, and that these both vary among individuals. There are still others who suspect that the undesirable features do exist, but they would prefer not to examine them for fear that this would introduce conflict in their choice of a job. Consequently, some applicants might not have a ready response to this question. However, this possibility should not deter the recruiter from attempting to obtain an adequate answer to the question. The aspects which an applicant might dislike about a particular type of work could represent the most salient features of the Agency Occupational Field to which he might be assigned if he were to be hired.

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SECTION 5

INSTRUCTIONS FOR RECORDING THE WORK INTERESTS RESPONSES

Purpose of the Instructions

The following instructions are provided to assist the recruiter in recording the responses to the work interests topics on the back of the Interview Record. These instructions are designed to help the recruiter minimize writing time and to establish a uniform recording pattern to facilitate the analysis of the responses for recruitment and possible subsequent placement and research purposes. By following these instructions, the recruiter will maintain a complete and yet succinct record of answers to assist him in objectively evaluating the applicant as a potential employee. Thus, with a written record of all the applicant's pertinent responses to the work interests topics, it will not be necessary for the recruiter to rely on his memory, which could cause either a distortion of the facts or a biased selection of particular responses for recall. Since the responses to these topics will be used later in the placement of applicants who are hired and possibly in personnel selection research, it is extremely important that all the recruiters adopt a uniform procedure for recording them.

Recording Instructions

1. Only the essential elements of a response should be recorded. For example, an applicant were to say: "Last summer I went to Iowa where I worked in a radio broadcasting station. My uncle is an engineer there. I assisted the engineers who were responsible for keeping the radio equipment in working order. I enjoyed the maintenance work most." The interviewer should not record this entire statement. Instead, he should write, "Last summer assisted engineers in maintaining radio equipment in broadcasting station. Enjoyed maintenance work most."

2. Key words in a response should not be paraphrased. For example, if the interviewee states that he "liked" something "very much," the interviewer should not write, "Enjoys doing this." Rather, he should record the response as it was stated: "Liked very much."

3. The words used in recording a response should follow a first person singular pattern. For example, if the applicant were to say, "I liked the work on this job except for one thing. I hated having to write weekly reports," the recruiter should write, "Hated having to write weekly reports." The interviewer should not record such a response thus: "Hates report writing." The latter could very well be a misstatement of fact. It is possible that an individual giving such a response might not have liked writing reports as often as once a week. Or possibly he did not like

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having to follow the format prescribed for weekly reports. If the interviewer were to record the above response in the third person singular, "Hates report writing", he probably would not probe for the exact reason why the interviewee hated writing weekly reports. Therefore, the essential words in a response should be recorded the same way they are verbalized.

4. If the applicant does not have an answer to a topic, the word "None" should be written in the answer space. It is not sufficient just to draw a line through the blank space. If this is not done, when the Interview Record is reviewed later, there would be no way of knowing that the question had been asked. If nothing is written in the space below a question, it will be assumed that the question was not asked.

5. If it is necessary to probe in order to obtain a complete answer to a topic, the recruiter should indicate that this has been done by placing a question mark within parentheses immediately after the response for which clarification was sought. The following is an example of a response for which probing was necessary after the interviewee was asked what aspects of the work he would like most: "Research work. (?) Studying intelligence reports and summarizing these in a single report." The question-mark notation indicates that the interviewee's initial response was merely "research work" and that the interviewer asked him to explain what he meant by "research work."

If after probing the applicant still has not provided an adequate response, the interviewer should nevertheless record what he did say. For example, assume that an applicant were to say that he thought the work would be "Challenging" but, after being probed, indicated that he really did not know how to explain it. The interviewer should record such a response thus: "Thought it would be challenging. (?) Don't know how to explain it". Although this is not an adequate response, it nevertheless indicates that the applicant did not have a clear notion of what he meant.

6. It is not necessary to inclose an applicant's responses within quotation marks as in the illustrations above.

7. If while asking questions about work interests the interviewer finds it necessary to ask an additional question, the question should be recorded within brackets. For example, suppose the applicant were to say something that would suggest that his father exercises considerable influence on his decisions. The recruiter might want to ask the applicant what his father would like him to do. Since this question is not included in the Interview Record, it should be written in elliptical fashion as follows: [What father want you do?] If in answer to this the applicant were to say, "He wants me to get into intelligence work"

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because he is in Army G-2", the interviewer might then want to know if the applicant really wants to do intelligence work, or if he would prefer doing something else. He would record his inquiry in this fashion [This what you want do?] The answer to this might be, "No, but I suppose I should do this if this is what he wants. After all, he paid for most of my education". Any necessary follow-up questions would be recorded in the manner just described.

A sample of completed work interests topics on the Interview Record is shown on the following page. The responses are those of an interviewee who was hired by the Agency. The identifying data at the top of the sample record were changed for obvious reasons.

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RECRUITER'S INTERVIEW RECORD

INTERVIEWER: J. A. Smith	DATE OF INTERVIEW: 4-2-59
NAME OF APPLICANT: Doe, John Henry	DATE OF BIRTH: 7-21-37
LOCAL ADDRESS: 496 North St., Iowa City, Iowa	PHONE: PArker 2-3333
PERMANENT ADDRESS: 12 Main St., Gates, Nebraska	PHONE: 312 J
[X] PROFESSIONAL [ ] NON-PROFESSIONAL	SOURCE CODE: 8 P 145
	DATE OF AVAILABILITY: 1 July 1959

EDUCATION

		SCHOOL	YEAR	MAJOR	MINOR
[ ]	NON-HIGH SCHOOL GRADUATE				
[ ]	HIGH SCHOOL GRADUATE				
[X]	B.A./B.S.	U. of Iowa	59	Spanish	Geography
[ ]	M.A./M.S.				
[ ]					

[ ] TRANSCRIPT ATTACHED
[X] TRANSCRIPT TO BE MAILED

GRADE AVERAGE: OUT OF

SPECIFIC WORK INTERESTS IN TERMS OF TRAINING, EXPERIENCE AND ABILITY.

monitoring broadcasts thruout world and compiling results.

ASPECTS MOST LIKED - WHY?

actual listening and attempting to make radio contacts. Done shortwave listening extensively 10 yrs. Took Corres. work in Radio & communications. Like idea using knowledge Spanish to know what being said. Like op. radio eq.

ASPECTS LEAST LIKED - WHY?

a. Rush jobs - having finish project in specified amt time that not long enuf
b. Don't like change suddenly too often.
a. Don't like hurry bc feel can't do careful enuf job.
b. makes me feel unsettled. Prefer stay around people I know.

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SECTION 6

SPECIFIC INSTRUCTIONS FOR CONDUCTING THE RECRUITMENT INTERVIEW

Purpose of the Instructions

This section contains a list of interviewing techniques with which the recruiter should become thoroughly familiar. It is extremely important that these instructions be carefully followed in order that each interview will be as complete as possible.

Interviewing Instructions

1. In an attempt to obtain sufficient information from an applicant in a minimum amount of time the following procedures should be observed:

a. The recruiter should memorize the few questions included in Section 4.

b. The recruiter should develop the habit of asking a subsequent question before recording an adequate response to a question just asked. Thus, while the applicant is thinking about an answer to a question, the recruiter can be writing the response to the previous question.

2. One of the most common errors made by interviewers is that of supplying answers to their own questions. For example, if an applicant does not have an immediate response to a question asked, an interviewer might make the mistake of suggesting to him a possible answer -- that it is the applicant, not the recruiter, who is applying for a job. Therefore, the recruiter should not feel obliged to assist the applicant in answering any question for which he does not have a ready response. Likewise, possible alternative answers should not be suggested. If in answer to a question an applicant states that he cannot think of anything, the interviewer can ask, "Nothing at all?" If this does not yield the needed information, the interviewer should go on to the next question.

One reason why an interviewer might make the mistake of supplying answers to his own questions is that he could be overly eager to put the applicant at ease. Another reason is that an interviewer might use this as a device to continue talking himself in an attempt to relieve his own uneasiness in the interview situation. One cannot expect an applicant to have a well-formulated answer prepared in advance for each question he will be asked. Therefore, the interviewer should allow the applicant a reasonable amount of time to think about the question.

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3. Another common mistake which an interviewer should avoid is that of interjecting his own philosophy or opinions into an interview. There are several reasons why an interviewer might do this. One is that he might feel the rapport between himself and the interviewee will be strengthened if he expresses an attitude of his own which is in agreement with something the applicant has said. Another is that he might have such a sentimental attachment for his own pet opinions that he habitually makes use of the slightest excuse for expressing them. And finally, as is the case with an interviewer who tries to assist the applicant in answering the questions asked, he might insert his philosophy and opinions in an attempt to reduce his own tenseness in the situation by talking. Such a procedure not only wastes time, but also contributes little or nothing to the mission of the interview.

4. The recruiter should be prepared in advance to request clarification of inadequate responses in order to avoid developing the poor habit of accepting answers which really do not provide the information called for. For example, if in answer to a question about specific work interests the applicant were to say, "I think I would like Government work", this would not be an adequate response. One would need to know specifically what type of work within the Government the applicant had in mind. Furthermore, if after probing the applicant were to state that he wanted to be a geographer and were to explain this choice, the recruiter would still need to know why he preferred being a geographer for the Government.

If in answer to the above question, the applicant were to say, "I would like to make use of my language training", the recruiter would need to know specifically in what way. Experience has demonstrated that some language majors who apply for a position with an intelligence agency visualize themselves doing interrogations and traveling in foreign countries. Many such individuals would be very dissatisfied if they were required to do written translations daily. Thus, the recruiter should request clarification for the expression "make use of my language training."

Clarification of a response can be requested in a variety of ways. Examples of these are "How do you mean that?"; "Specifically in what way?"; "Would you explain what you mean by that?"; "What actually did you have in mind?"

5. The recruiter should not record a response which would not be clear to someone else reading the answer at a later date. [The information to be obtained during the recruitment interviews will be kept for future reference in conjunction with the placement program and possibly in personnel selection research.] Likewise, the recruiter should not accept a response the meaning of which is not clear to himself. For example, if an applicant were to say, "I always thought I would like doing research", the interviewer should obtain a clarification of what he considers research to be.

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6. The interviewer should avoid accepting expressions such as "interesting" or "dull" as the only answer to questions which request the reason why the applicant thinks he either would or would not like a certain aspect of work. When such responses are given, the interviewer should ask, "In what way?" or "How do you mean that?". If an applicant indicates that he does not understand why "interesting" is not an adequate response, the interviewer could say something similar to the following: "If some one were to tell you that he thought a certain movie was "interesting", you would not know whether it was the plot, the acting, the photography, or all three that caused him to enjoy the movie".

7. It is extremely important that the recruiter attempt to obtain a meaningful answer to the "Why?" part of each question. It will not be easy for some applicants to provide an adequate explanation as to why they like or dislike a certain type of work. However, if an individual is unable to state why he either would or would not like a certain aspect of work, it would be relatively safe to assume that he has not given very serious consideration to his preferences. This knowledge should help the recruiter in evaluating the applicant's responses. After asking the "Why?" questions, the recruiter should be sufficiently patient to allow the applicant adequate time in which to formulate a response. Although an individual may know why he either does or does not like some activity, he may never have verbalized his feelings in a form sufficiently succinct for recording on an interview schedule. Consequently, the recruiter must be prepared to listen to a certain amount of "thinking out loud" before beginning to write the essential elements of a response.

The recruiter should not assume he knows why an individual expressed satisfaction or dissatisfaction with a given aspect of work. Different individuals presumably could like the same work activity for altogether different reasons. Likewise, even though the interviewer were to have heard the same reason for liking a given activity from a number of applicants, the possibility always exists that the next person interviewed will give a completely different reason. Since the reasons why an individual either would or would not like certain work activities will be used as a major basis for determining whether or not he would be satisfied with working for the Agency, it would be unfair to the applicant if the recruiter were to assume that he knew the real reason. The recruiter's assumption could be entirely erroneous. If an applicant appears to be annoyed by having to supply reasons for his preferences or dislikes, the recruiter can restate the explanation provided in Point 6. In most instances, individuals who become annoyed when asked to explain the reason for their preferences are exhibiting defensiveness. In reality, what the individual is objecting to is revealing his inability to provide an adequate answer.

8. After the applicant has named one or two items in response to a question which includes the phrase "what aspects", the interviewer should ask, "Are there

any others?" in order to insure as complete a response as possible. If an interviewer appears to be satisfied with a response, however inadequate, most interviewees will not bother to provide additional information. It is not the applicant's responsibility to decide whether or not a response is adequate. A recruiter would be unfair to the applicant, as well as to the recruitment effort, if he were not to obtain as complete a picture of the individual's vocational interests as possible within the time allowed.

9. If in answer to those questions which include the phrase "what aspects" the applicant mentions several, each of these should be separately identified with the letters a, b, c, etc. Then when the follow-up "Why" question is asked for each of these, the responses should be similarly labeled either a, b, or c, corresponding to the previous answers to which they refer.

10. One of the most common explanations given by applicants as a reason for liking a particular type of work is, "I enjoy working with other people". The recruiter should not accept this as an adequate response. Since most jobs involve working with others, the recruiter should obtain an explanation which refers to the work itself. If the applicant offers this type of very general response, the recruiter should indicate that most jobs involve working with other people, but that he would like to know what specific feature of the work itself the applicant thinks he would like.

11. Another common response to the request that a respondent explain why he likes a particular type of work is, "Because that's what I've done most", or "I've had more experience in it than in anything else". Such an answer does not provide a reason for his preference. In effect, the individual who gives such a response is saying, "This is the type of work with which I am most familiar". However, the fact that a person has had more experience with a certain type of work than with any other does not explain why he likes it. Many individuals dislike the type of work with which they have had the most experience. There are still others who are extremely fond of work which they have had much less opportunity to perform than other types of work. While an individual's interest in a particular kind of work can become keener as his experience with it increases, it is also possible that his dislike can become stronger as he continues to perform it. Summarily stated, the frequency with which a particular type of work has been performed does not explain why it is either liked or disliked. Therefore, when an applicant gives a response similar to the ones cited above, the recruiter should attempt to find out what it is about the work itself he likes.

12. When answering questions which the applicant might ask, and later when explaining to a potentially good job candidate the type of work for which he would probably qualify, the recruiter should emphasize those features of the work which closely parallel the vocational interests expressed by the applicant in answering

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the questions in the first part of the interview. For example, if a person trained in languages were to indicate that he is particularly interested in the science of languages, the recruiter could use the prepared statements in Appendix C which state in effect that certain linguist jobs in the Agency are concerned with the application of the science of language for the purpose of determining the meaning of new or unfamiliar foreign language terms and expressions, and of analyzing the structure and functioning of a language about which little is known.

13. Inasmuch as the recruitment interview is conducted for the purpose of providing the recruiter with information which will enable him to determine whether or not an individual would be a good candidate for employment with the Agency, the recruiter should concentrate a major portion of his attention on the applicant. A common error among some interviewers, especially the inexperienced, is that of being too self-aware in the presence of an interviewee. Such individuals tend to become so concerned about how the interviewee feels about them personally that they are unable to focus adequate attention on the responses and behavior of the interviewee and on the mechanics of effecting an adequate exchange of information during the interview.

14. Most people in applying for a job attempt to maintain a courteous manner. However, on rare occasions an interviewer might be confronted with an individual who behaves discourteously. It is possible, for example, that a person who has had a number of job possibilities made available to him might develop a feeling of independence which would result in his manifesting a supercilious attitude toward the recruiter. In dealing with an applicant who conducts himself in a distasteful manner, the interviewer should avoid responding in kind. He should keep in mind that his own status is not at stake in such a situation. If he were to react in an obviously negative manner to such an individual, the latter could do considerable damage to the Agency's public relations effort by telling others that he was treated discourteously by the recruiter. All applicants, whether they are good potential candidates for hiring or not, should be treated in a courteous manner.

15. If an applicant talks too much, the interviewer should break in at the earliest opportunity with the next question. In an attempt to minimize the possibility of offending the individual, the interviewer should relate the question to something which the applicant has just said. When breaking in on the applicant's response, the interviewer can say, "That's something I want to ask you about". It should not be necessary to do this more than once with most people. However, if an individual persists in being overly talkative, the interviewer can remind him in a pleasant way that only a limited amount of time remains in the interview and that it will be necessary to restrict the discussion to the barest essentials. The interviewer can look at his watch while saying this.

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16. The recruiter should keep in mind that we all have our biases for or against particular personality and physical characteristics. Although there are personal characteristics which are looked upon with favor by most people, there are others which are acceptable to some individuals but not to others. Thus, the individual who might make a favorable impression on one interviewer could very possibly be perceived by another as being undesirable. Such individuals usually are the exception. However, the phenomenon does exist. Consequently, the interviewer should be aware of what his biases are in this respect and guard against permitting his personal preferences to interfere with an objective appraisal of the individual's qualifications for a job with the Agency. The highly obnoxious individual will be recognized as such by most interviewers. It is the marginal case which might tend to be either favored or discriminated aginst by some interviewers because of their private preferences.

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SECTION 7

PROCEDURE FOR COMPILING NEW INTERVIEW TECHNIQUES

Occasionally a recruiter might employ an interviewing technique which he has not used before but which appears to be either particularly effective or ineffective. In order that a record of such techniques, which are often discovered spontaneously, can be maintained for future referral, the recruiter should make a written note of the technique. Since he will not have time to do this during the interview, he should make a brief notation which will serve as a reminder later when he has time in which to write out a more complete, but not necessarily lengthy, description of it. Techniques thus collected by all the recruiters can periodically be discussed at staff meetings, and those which appear to be of most value can eventually be incorporated into the Recruiter's Manual. Such discussions of techniques discovered will undoubtedly generate additional effective interviewing procedures in the minds of the participants.

The procedure just outlined should result in the development of a repertiore of techniques which are particularly well suited to the Agency's recruitment interview. If this systematic procedure of collecting the techniques is not employed, the recruiters will tend not to profit maximally from each other's experiences and will tend to forget their own discoveries. By maintaining a regular policy of collecting such techniques, the recruiters will probably become more aware of the techniques they are using than would be the case if they were to make only a haphazard attempt to remember these interviewing discoveries.

In order to illustrate how an effective technique could be discovered inadvertently, let us assume that in talking with an applicant from the Engineering College of a particular university, a recruiter happened to recall that one of the engineers whom he met at the Agency is a recent graduate of that university. And let us further assume that he mentioned the latter's name to the applicant, who said,"I know him. He was a good student. I guess if you have people like him there, it must be a good place to work".

Such an experience might suggest to the recruiter that it would be a good idea to obtain, in advance of a visit to a college or university, a list of the names of its recent graduates who are now employed at the Agency. It might also occur to him that such a list should include the college major of each individual named. Thus, while interviewing job candidates at a given college, a recruiter could mention some of the names of individuals on the list whom the applicant might know. Even if the applicant does not recognize any of the names mentioned, the fact that alumni from his school are employed at the Agency might induce him to become favorably disposed toward accepting a job offer.

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The foregoing, then, is an example of how a potentially effective technique could be discovered fortuitously. Such a discovery should be made a matter of record in order that the technique could be shared by all the recruiters.

Special attention is called to the fact that it was recommended above that a record should be made of especially ineffective techniques, as well as especially effective ones. It is just as important for an interviewer to sensitize himself against the use of faulty interviewing procedures as it is for him to develop a repertoire of effective ones.

An interviewing technique that appears to be effective in a particular situation might not necessarily be generally effective. Likewise, an interviewing procedure which yields unfavorable results in one situation might prove satisfactory in a different context. Therefore, when a technique is noted for the record, the context in which it was used should also be cited.

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SECTION 8

INSTRUCTIONS FOR COMPLETING THE RECRUITER'S INTERVIEW RECORD

General Instructions

A recruiter's Interview Record (NSA Form E 3ØØ7) is to be submitted for every applicant who is interviewed. The information called for on this form (Appendix H) is important not only for the recruitment program, but also for placement purposes and possible future research. It is necessary that Form E 3ØØ7 be completely filled out for all applicants who are recommended for further consideration by the recruiter.

If an interview is brought to an early close because the recruiter feels the applicant could not be cleared, or, because on the basis of either the applicant's responses to the questions about his work interests or his personal characterisitcs, it appears that he is not suited for the Agency, the recruiter should check the statement, "Do not recommend", and briefly explain why in the "Comments" section on the same side of the Interview Record. The Rating Scale need not be completed for such cases.

If an interview is brought to an early close because the applicant states he is not interested in being considered for employment with the Agency, the recruiter should follow the same procedure outlined above. Under the "Comments" section on the same side of the Recruiter's Interview Record, the recruiter should write a brief statement, such as "Applicant not interested because can get better salary elsewhere", to explain why he was not recommended.

If an individual, such as a junior in college or a graduate student who will not be available for employment until the following year, comes to the interview merely to talk with the recruiter briefly about employment opportunities at the Agency, the recruiter need indicate that "Applicant made only casual inquiry" in the section.

In all cases, regardless of when the interview was terminated, the recruiter should record his own name, the date, and the name, address, and telephone number of the applicant.

I. Completing the Front of the Record

This side of the form should be filled in during the interview. The first portion calls for identifying data, the second consists of a check list of items which the recruiter should cover during the interview, and the third contains the recruiter's recommendation about employment.

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A. Identifying Data

1. Interviewer. Write your name in the space provided.

2. Date of Interview. Fill in the date of the interview.

3. Name of Applicant. Print the last, first, and middle name of the applicant.

4. Date of Birth. Record day, month, and year.

5. Local Address. Write in the street address, city, and state where the applicant is living at the time of recruitment.

6. Phone. In recording the applicant's local telephone number, the exchange should be spelled out (e.g. LUdlow 2-4693).

7. Permanent Address. Write the address, including number, street, city, and state, at which the applicant can always be contacted.

8. Phone. Record the telephone number at which the applicant can always be contacted. Indicate the city and state in which the telephone is located if they are different from the permanent address.

9. Professional or Nonprofessional. Indicate with an "X" whether the interviewee is applying for a professional or nonprofessional job.

10. Source Code. This code consists of a single digit followed in turn by a letter and, when an applicant is a college graduate, three additional digits. The first digit in the code represents the location at which the applicant was recruited. The letter represents either the category of the person or organization which referred the applicant. The last three digits denote the particular college, if any, from which the individual was graduated. (When an applicant is not a college graduate, these three digits will not be included in the code.) Thus, in the Source Code 5 A 421, the first digit refers to the fact that the individual applied at NSA Fort Meade, the "A" indicates that he was referred by a present or former NSA employee,

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and the number 421 denotes that he is a graduate of Tufts College. The code numbers which are to be used to represent the various "Recruitment Locations," and the code letters which indicate the "Recruitment Source Reference" are listed in Appendix J.

11. Date of Availability. Record the earliest specific date on which the applicant could report for employment if he were to be offered a job.

B. Items To Be Covered During the Interview

These items represent a checklist of the points which the recruiter should discuss with the applicant.

1. Education.

a. See Section 4 for instructions on completing the academic background of the interviewee.

b. Transcripts. Occasionally an applicant will bring to the interview a transcript of his school record. When this occurs, and if the applicant is recommended for further consideration, the transcript should be attached to Form E 3ØØ7 and the appropriate box should be checked. In the "Grade Average" box, indicate the applicant's grade point average, for example, "3.5 out of 5.Ø". An applicant who does not bring a transcript to the interview, but who is being recommended for further consideration, should be told to request that his school(s) send a transcript to the NSA Recruitment Office. An "X" should be placed in the appropriate box to indicate that this has been done.

2. Screening. Place an "X" in the box beside each of the items listed in this section to indicate that the corresponding points have been discussed with the applicant. The terms used in the list serve as reminders of the points which the recruiter should cover. The first seven terms represent, respectively, the first seven statements listed in Appendix A. Because of the sensitive nature of the key words used in Points 8 through 12 in Appendix A, the term "Suitability" was used on the Interview Record to represent all five of these.

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The letters "PG" are used to represent the polygraph interview, which is part of the clearance procedure. In explaining the polygraph interview to an applicant, the recruiter should use the prepared statement provided in Appendix A.

When discussing the topic "Military Service", the recruiter should determine whether the applicant is either draft eligible, in one of the ROTC programs, in the reserve, classified as 4-F, or a veteran. His military service status should be indicated in the "Status" box. As is indicated in Appendix F, the recruiter should be familiar with the latest policy statement available at the Military Personnel Division regarding the assignment of military personnel to the Agency to fill operational positions. If the applicant is a veteran, the recruiter should ask how long he had been in the military service. If the period of service was relatively brief, for example, eight months or one year, the recruiter should attempt to find out why the applicant was in the service for such a short time. It is possible that the individual might have been released because of bad conduct or a mental illness. When such information is obtained, it should be referred to under the "Comments" section on the front of the Interview Record.

3. Agency Features. After each of the appropriate items listed in this section has been explained to the applicant, the corresponding box should be checked to indicate this fact. The salient features of the "Graduate Studies Program" or the "Cooperative Education Program" should be explained only to those applicants for whom they are relevant. The employment features of the Agency are outlined in Appendices A through E. All of the points listed in Appendices D and E should be explained to each applicant if time permits. At any rate, the recruiter should attempt to mention at least those points preceded by an asterisk in these two appendices.

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4. Tests Taken or Scheduled

   a. Tests. Check of the following tests the applicant took: Professional Qualification Test (PQT); Professional Placement Battery (PPB); Career Entrance Placement Battery (CEPB). If the applicant was given other tests, check the "Other" box and list the test beside it. Currently the two main "Other" batteries are the Electro-Mechanical Battery (EMB) and the Personnel Assessment Battery (PAB), and all applicants are required to take the latter.

   b. Results Attached. If the test results are attached, a check mark should be made to indicate this fact, and either the Professional Qualification Test Battery Card, the PPB Report of Results Form, the CEPB Report of Results Form, or the EMB Report of Results Form should be attached to Form E 3ØØ7 and forwarded with the applicant's case. In the case of the PQT, the composite staten score should be entered in the "Score" box.

   c. None Required. If the PPB, CEPB, or EMB is not required for the position for which the applicant is being considered, a check mark should be made in the appropriate box. (An applicant cannot be given final consideration for a job which requires a test until after he has taken the test) Recall, however, that all applicants are required to take the Personnel Assessment Battery (PAB) before they can be hired.

   d. Scheduled -- Place and Date. If the applicant has been scheduled to take a test, the appropriate box should be checked to indicate this fact. Then the spaces labeled "Scheduled" and "Date" should be filled in.

5. Forms. This section lists the employment forms which should be given to applicants either in the field or at the local recruitment office. Each of the appropriate boxes should be checked to indicate that the corresponding form has been given to the applicant along with a brief explanation of its purpose and instructions for returning it. The recruiter should be sure to give the applicant the sheet of instructions for completing the long form of the Personnel History Statement (DD398).

In addition, he should emphasize orally the following directions for filling out the form.

a. Use a typewriter or a pen with dark blue or black ink to complete the form. (Do not use a ball point pen.)

b. Use at least one given name, one initial, and your last name (e.g., John G. Jones not J. G. Jones).

c. All addresses given, including those of employers, should include a street number and name, and a city and state.

d. Answer every question. Do not leave any answer space blank. Use the expressions "No," "None," or "Not Applicable" when they are appropriate.

e. Answer each question as completely, but as briefly as possible.

f. If there is any information not asked for on the forms which you feel is important, put it in the "Remarks" section of the form.

g. Have the form signed by a witness.

C. Recruiter's Recommendation

This section is intended for the recruiter's recommendation as to whether or not an applicant should be given further consideration. It is to be completed last, but is placed here for convenience in reviewing the Record. A recommendation that an applicant be considered for employment does not constitute a commitment to hire. It merely indicates that on the basis of his observation, the recruiter feels it would be worthwhile to review the applicant's qualifications carefully.

1. Job Areas. The recruiter should list one or more job areas for which he feels the applicant might qualify. The titles used should be the same as those listed in Appendix C if the job area recommended corresponds to one of the selected occupational fields covered in Appendix C.

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2. Employment Potential. If the recruiter feels that on the basis of the information obtained during the interview (the applicant's work interests, personal characteristics, and apparent security suitability) he should be given further consideration for hiring, the first box should be checked.

   If the recruiter has some reservations about the potentialities of the applicant as an employee of the Agency, the second box should be checked. To illustrate a case for which the second box should be checked, let us suppose an applicant's stated vocational interests are not related to the needs of the Agency, but that he gives the impression of being an alert individual who would not resist considering a different vocation. The recruiter might deem it advisable to recommend such a person, and would then explain the basis of his decision in the "Comments" section at the bottom of the page.

   If the recruiter does not feel that the applicant should be given further consideration, he should check the third box and explain the reason for this decision in the "Comments" section on the same side of the form.

3. Grade (recommended). In the "Grade" box, indicate the GS or WB grade for which you feel the applicant might justifiably qualify if he were to be hired.

D. Comments

When necessary, the recruiter should use this space to explain any features of the applicant's case which are most directly related to the points listed on the front of the Recruiter's Interview Record. For example, it might be necessary to explain why an applicant should take tests other than those already listed. Any remarks regarding the recruiter's recommendation of the applicant should be recorded in this space. For example, if in the "Recruiter's Recommendation" section it is indicated that the applicant is either being recommended with reservations or that he is not being recommended, the recruiter should briefly explain the basis for his decision in the "Comments" space.

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II. Completing the Reverse of the Record

A. Rating Scale

The Rating Scale was designed to enable the recruiter to summarize quickly his evaluation of the Work Interests obtained from the applicant and to record his subjective impression of the applicant's personal characteristics. It should be completed for every applicant who is recommended by the recruiter.

Since the results of the Rating Scale will be used not only in the recruitment program, but possibly also for placement purposes and in future research, the following rules should be carefully observed:

When rating an applicant, consider each factor independently. One of the most common errors made by raters is that of permitting the rating on one factor to influence the rating assigned to all the other factors. To illustrate such an error, let us suppose that a recruiter were to rate a very friendly and cooperative applicant high on "Manner." Because the recruiter was impressed with the applicant's pleasing manner, he might tend to assign him a high rating on "Pertinence of Interests" even though objectively he should have been rated low on this. Likewise, a low rating given to one factor should not be permitted to affect the ratings given to the other factors. The recruiter might find it easier to avoid the error just described if he keeps in mind that even though an applicant is rated low on one of the factors, he can still recommend him for further consideration.

HALO EFFECT

The recruiter should not attempt to avoid apparent disparities in the ratings. It is quite possible that an applicant should be rated high on one or more of the factors but low on others. Relatively few applicants will be consistently high or consistently low on all factors.

Ratings of the "General Impression" of the applicant should be based on observations made throughout the entire interview. In other words, the recruiter should not permit something which the applicant says or does in one segment of the interview to influence his appraisal of the applicant's behavior during the other phases of the interview.

The recruiter should avoid being too lenient or too strict in assigning ratings. He should not acquire a tendency to rate each applicant too high or to be unrealistic in his standards.

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1. Personal Characteristics

   a. General Impression. This factor refers to the applicant's general conduct and behavior during the interview. In rating the individual on this factor, the recruiter should consider such things as his cooperation, his poise, and his apparent friendliness.

   b. Grooming. A neatly groomed applicant should be wearing pressed clothing free from soiled marks and lint. His shoes should be shined, and his hair should be combed. A woman's hairdo should not be elaborate, and her makeup should not be excessive. The person's nails should be clean.

2. Work Interests

   a. Definition of Interests. This factor refers to the clarity with which the applicant explained his work interests. The recruiter may assume that an applicant has a very clear notion of his work interests only if the content of the stated preferences leave no doubt in the recruiter's mind to what these interests are.

   b. Pertinence of Interests. This factor refers to the extent to which an applicant's expressed interests are related to the type of work done at the Agency. In order to use this scale properly, it will be necessary for the recruiter to become highly familiar with the general nature of the work done by all the occupational fields within the Agency. Summaries of the interests which applicants should have for certain selected occupational fields are provided in Appendix C. However, the recruiter should use these summaries only as a source for refreshing his memory on more detailed information which he should have obtained by studying the occupational structure developed by PERS.

   c. Specific Work Interests..., Aspects Most Liked..., Aspects Least Liked... See Section 4 for instructions on completing these sections.

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3. Comments. This space should be used by the recruiter for recording any brief remarks he feels are essential for an adequate interpretation of any evaluation he has made on the back of the form. For example, if the recruiter had indicated on the Rating Scale that an applicant's work interest are only remotely or not at all related to the needs of the Agency, yet for some reason he feels that the applicant should be given further consideration, he should explain the basis for his recommendation under the "Comments" heading. The recruiter should not repeat in the "Comments" section any fact about the applicant which is already adequately represented by some item checked on the Recruiter's Interview Record.

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SECTION 9

ADMINISTRATIVE ACTIVITIES TO BE CARRIED OUT BY FIELD RECRUITERS

This section of the Recruiter's Manual describes various administrative procedures which are to be carried out by recruiters at colleges and universities. Activities which are to be carried out before, during, and immediately following a field trip will be discussed, followed by a description for support activities which should be performed between field trips for public relations purposes. Frequent reference will be made in this section to the College File located in the Recruitment Office. This file contains a folder for each of the colleges at which recruitment is conducted. Each folder contains a variety of information to which the recruiter must refer while making preparations for visiting the college or university. The various items of information included in the folders will be referred to in the discussions which follow.

Activities Preceding the Field Trip

Each folder in the College File should include the name of the placement director of the college, names of professors and other key personnel at the school whom it might be advisable to contact, and names of leaders in the student organizations. These names, and additional information which will be referred to later, should either be checked for correctness or be added to the folder each time a recruiter returns from a field trip.

While making advanced preparations for a field trip, the recruiter should write to the placement director of each of the colleges on his itinerary. In his letter to the placement director, the recruiter should indicate the dates on which he will be at the college. (Although the placement director will already have arranged with the Recruitment Office the dates on which the Agency should send its representative, the recruiter's letter will serve as a final confirmation of this arrangement.) The placement director should be requested to fill any gaps in the recruiter's interview appointment schedule with the names of interested individuals who will be graduated sometime during the following academic year, and who are receiving training related to the needs of the Agency. If the college is one from which the Agency accepts students either for summer employment or for the Cooperative Education Program, the recruiter can request that the placement director fill any open times in his interviewing schedule with appointments with students who qualify for either of these programs. The recruiter should consult the Recruitment Chief in order to determine whether or not students from any of the colleges included in his itinerary are accepted for these programs.

If the college folder contains the names of deans, department heads, professors, or leaders of student organizations with whom the Agency has had previous contact,

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the recruiter should write to them indicating the dates he will be on the campus. He should briefly describe the qualifications of job candidates for which the Agency has a need, and request that they notify individuals to make an appointment with the recruiter at the college's placement office. If the Agency has a need for personnel in a field such as library science, which is not emphasized in the promotional brochures, the recruiter should write to the appropriate department head to notify him of the dates he will be at the college. The letter should specify the requirements of the positions that are open, and the head of the department should be requested to have qualified students make an appointment with the recruiter at the placement office of the college.

At a college to be visited there might be some one from the Agency studying under the fellowship program, a consultant to the Agency who is on the college staff, or a student who is a former employee of the Agency. The recruiter should write to such people to inform them of the dates he will be on the campus, and request that they suggest to students whom they feel the Agency would be interested in that they make an appointment with the recruiter at the college's placement office.

The names of Agency employees who are recent graduates of various colleges and universities are available on an IBM run, which lists the names according to the college attended. Using this list as a source of names, the recruiter can request that recent graduates of the colleges he will visit write to student acquaintances and their former professors to inform them of his planned visit. The recruiter can write to these people later and suggest that they make an appointment with him at the placement office of the college.

All the letters referred to above should be written well in advance of the planned visit in order to allow the individuals contacted sufficient time for making the arrangements requested. This is especially important in the case of contacts with student organizations, many of which hold meetings only once a month. Everyone to whom the recruiter writes should be contacted in person, or at least by telephone, when the recruiter is visiting the college.

While reviewing the contents of the appropriate folders in the College File, the recruiter should make a brief record of all relatively recent correspondence which had been sent to the colleges which he will visit. Likewise, after checking the NSA Speakers Pool folder, he should make a note of the names of the individuals who had been sent from the Agency to speak at any of the colleges. Thus, if while the recruiter is visiting a college, someone refers to a letter received from the Agency or to one of the Agency's speakers, he will not find himself in the embarrassing position of not being informed about what the individual has reference to. Because the recruiter represents the Agency, people with whom he will have

contact at the colleges will assume that he is familiar with the Agency's public relations efforts.

In a previous section of this manual, it was indicated that the recruiter should be thoroughly familiar with specified portions of the Agency's security regulations, with the occupational specialty requirements, and with the training programs listed in Appendix F. Before leaving on a field trip, the recruiter should review the salient features of these regulations, requirements, and programs. A recruitment staff briefing, which will be conducted before he leaves on his field trip, will provide him with additional information concerning current job openings and salaries.

While in the process of assembling the materials to be taken on his field trips, the recruiter should check the College Recruitment Program Chart to determine whether or not a supply of promotional brochures and posters has been sent to all the colleges included in his itinerary. If any of those colleges has not been sent these materials, the recruiter should either send a small supply of them in care of himself to the hotel where he will be staying while visiting that school, or take them with him. Even if the Chart indicates that the brochures and pamphlets were sent, the possibility always exists that someone at the college failed to distribute them. Therefore, it is always advisable to have a supply available in the field. Although the benefit which can be derived from an advance notice will have been lost, the brochures and posters which the recruiter has with him can be placed outside the interviewing room at the college for perusal by the students while they are waiting to see him. The brochures describing the personnel needs of the Agency can, of course, be kept by the student.

In addition to a supply of posters and brochures, an adequate number of each of the items listed in Appendix G should be assembled by the recruiter for use in the field. The Assistant Recruitment Chief will suggest how many of each item should be taken.

In addition to a supply of the application forms which are regularly distributed to recommended job candidates in the field (see the FORMS section of the Recruiter's Interview Record), the recruiter should take copies of the long Personal History Statement and Supplement, and fingerprint cards if he is to visit a college whose students are accepted for either summer employment or the Cooperative Education Program. An adequate supply of the Recruiter's Interview Record should also be taken. It should be kept in mind that a Recruiter's Interview Record is to be used for each applicant interviewed.

The recruiter should also take a supply of government envelopes addressed to himself at the Recruitment Office. These can be used to send communications by

mail to the Agency when he is on a field trip. Also, each person to whom application forms are given should be supplied with one of the envelopes for returning the completed forms.

At least three weeks before he is scheduled to leave on a field trip, the recruiter should apply at the Agency's Transportation Office for a "Transportation Request." Before doing so, he should have his itinerary completely worked out. He should supply the Transportation Office with the names of all the cities he will visit, the dates and time of arrival at and departure from each place, and information concerning whether he will travel by plane, train, or bus. On some trips it might be necessary to travel most of the distance by plane and the remainder by either train or bus. The recruiter should always plan to take a plane on long trips. The "Transportation Request" will be returned to the recruiter, who will sign it before he submits it to a commercial carrier in exchange for a ticket. The Transportation Office will make the travel reservations.

In those instances when the recruiter cannot supply in advance the exact dates of travel because he is unable to predict how long he must remain at one or more of the colleges on his itinerary, the Transportation Office will provide him with a series of "Transportation Requests" to be filled out as they are needed. In such cases, it will be necessary for the recruiter to make his own travel reservations.

If part of a trip must be taken by train or bus for which the fare is less than five dollars, the recruiter should pay for the transportation with his own funds. He will be reimbursed for the cost of such short trips when he presents his ticket stubs to the Transportation Office. Taxi fares, for which no receipt is necessary, will also be reimbursed by the Transportation Office.

Hotel reservations should be made well in advance of the planned visit. In the College File, the folder representing the school which the recruiter will visit should contain the names of suggested hotels in the town or city where the college is located. The Recruitment Office will make the hotel reservations, except in those instances when the recruiter makes his own travel arrangements because his exact itinerary cannot be predicted in advance. The recruiter should plan to check into his hotel the day before he is due to report at a college, and his hotel reservations should be scheduled accordingly.

In addition to names of hotels, the college folder will also offer suggestions on places to eat. The folder should contain directions for getting to the college's placement office. The time when the recruitment interviews are scheduled to begin at a given college will appear in the folder for the college. The recruiter should make a written note of this time.

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Activities During the Field Trip

The recruiter should plan to arrive at the placement office of each college he will visit at least one-half hour before he is scheduled to begin interviewing. However, this may not be possible if the first interview is scheduled for 8:ØØ. An early arrival will provide the recruiter with time in which to pay his respects to the placement director, and to inform him of any changes in the recruitment policy, such as the requirements that job applicants with an undergraduate mathematics major must take the Graduate Record Examination unless they have already done graduate work in this subject. The time can be used also to arrange Agency promotional brochures and posters outside the interviewing space to which the recruiter has been assigned, and to check the interviewing schedule in order to determine whether or not there are any open periods.

If the interviewing schedule is not full, the recruiter should request that the placement director refer to him any qualified students who might come to the placement office during the days he will be at the college. He could also ask the placement director to arrange interviews with juniors, students who will be graduates at midyear, and graduate students who presumably would be able to qualify as Agency job candidates the following year, and possibly with other qualified undergraduates if the college is one from which the Agency accepts students for summer employment and the Cooperative Education Program. If there is time before the first interview, or during those periods of the day when no interview is scheduled, the recruiter should contact college staff members with whom the Agency has had previous contact, to inform them of his presence on campus. He could request that these people refer students to him for interviewing, and also indicate his willingness to explain the job opportunities at NSA to classes or to any student organizations, including fraternities and sororities, which might hold a meeting during his stay on campus. Some student clubs have luncheon meetings which the recruiter could attend. Any speeches that are made to student groups should be planned in advance at the Agency, and a detailed outline of the speech should be checked against security regulations. The preparation of speeches will be referred to again in the "Support Activities" section.

Before beginning an interview with an applicant, the recruiter should obtain some notion of his background by reviewing the contents of the student's folder, which some, but not all, college placement offices maintain. At most colleges the placement office will also supply the recruiter with a data sheet on which the student will have indicated such information as the type of work he desires, the salary he expects, the geographical location he prefers, the date he would be available, and his military status.

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In a previous section of the Recruiter's Manual, it was indicated that a Recruiter's Interview Record should be completed for every applicant interviewed. In the "Comments" section the recruiter should explain why the applicant either was or was not recommended for further consideration. This should be done even if an apparently good job candidate states that he is not interested in a job with NSA. In many cases it will be necessary to supply only the applicant's identifying data, such as his name and address, and a single sentence in the "Comments" section explaining why he is not being recommended for further consideration. When the recruiter interviews a student whom he considers a good prospective job candidate, but who will not be available until the following year because he is either a junior, a graduate student, or will be a midyear graduate, or perhaps for some other reason, the Recruiter's Interview Record which will be filled out should be earmarked for filing in the school's folder in the College File at the Recruitment Office.

When there is time during his stay at a college, the recruiter should find out from the placement director what salaries other employers are offering the kinds of people in whom NSA is interested. He should also attempt to find out how great the demand is for individuals in each occupational category needed by NSA. These data should be included in the recruiter's trip report, which he will prepare after returning from a field recruitment assignment.

After he has completed his interviews, the recruiter should attempt to find out from the placement director whatever else he can regarding the qualifications of the students whom he interviewed. If any of this information is used by the recruiter in the evaluation of the student as a job candidate, this fact should be mentioned under "Comments" on the Recruiter's Interview Record.

Before leaving a college, the recruiter should attempt to see the placement director again in order to express appreciation for the cooperation afforded him during his visit. Since placement directors are usually very busy people, this visit should be kept as brief as possible. If time allows, any other individuals at the college who were especially helpful to the recruiter should be thanked, at least by telephone, for their assistance. Because letters of appreciation will be sent to such individuals after the recruiter returns to the Recruitment Office, he should not be overly concerned if there is insufficient time for contacting them before he leaves the college.

Activities Following the Field Trip

This section contains a summary of the action to be taken upon return from the field trip. Although most of these activities already have been enumerated in the first two sections, they are summarized here for convenience of referral.

Within one week after the recruiter returns from a field trip, he should write a trip report. Examples of the types of information that should be included in the report and the format which should be followed can be obtained by reviewing reports previously prepared by other recruiters. Special emphasis in the trip report should be given to any new public relations techniques which the recruiter might have discovered while he was working in the field.

If there has been any change in the college personnel with whom the Agency has regularly had contact, or if the recruiter has made any new contact which he feels it would be worthwhile to maintain, this should be noted in the report. For example, a former department head with whom the Agency has had regular contact at one university might become a dean at another college at which the Agency does recruiting. Such a fact should be included in the trip report. Likewise, if the recruiter discovers that a college staff member whom he visited dislikes government agencies, or if he learns that a former Agency employee who is now at the college has an unfavorable attitude toward NSA, mention of this fact should be made in the trip report to serve as a reminder that it might be best to avoid these people on future trips to the college.

In the discussion related to the administrative activities which the recruiter should engage in while visiting a college, it was indicated that an attempt should be made to learn from the placement director what salaries are being offered by other employers and what kinds of job conditions are most in demand. Such information should be included in the trip report.

Letters of thanks should be written to the placement director and to any others at a college who were especially helpful to the recruiter. These letters should be written as soon as possible after the recruiter returns from a field trip.

If the recruiter interviewed any promising juniors, graduate students, or students to be graduated at midyear, who will not be available until the following year, the Recruiter's Interview Record of these individuals should be placed in the folder maintained for the college at which they were interviewed. In advance of the time when the juniors should file an application for taking the Professional Qualification Test the next year, they should be sent letters in which it can be suggested that they make arrangements for taking the test.

In a previous section of the Manual, a procedure for compiling new interview techniques was discussed. It was suggested that each recruiter make a note of any interviewing technique which he had not used before but which appeared to be either particularly effective or ineffective. Any such techniques should be adequately described in writing and submitted to the Assistant Recruitment Chief in order that they can be discussed with the other recruiters at a staff conference.

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Those which appear to have the most promise should be added to the appropriate section of the Recruiter's Manual.

Support Activities

On occasion a member of the staff at a college which the recruiter visits might inquire as to whether or not the Agency could supply him with certain kinds of information. For example, he may have read in a technical journal an article which indicated that the National Security Agency was performing research in a particular area, and he might like to obtain more information about the research if it is available for general consumption. After the recruiter has completed all the administrative activities which should be performed during the period immediately following his return from a field trip, he should attempt to locate the organization within the Agency which has the information desired by the college staff member. If the information is unclassified and can be made available for distribution, the recruiter should either arrange to send it himself to the person who requested it, or ask the Agency organization which possesses the information to do so. If the latter course is followed, the recruiter should write to the staff member of the college and indicate that arrangements were made for his receiving the information requested. An accommodation such as this can serve as a good public relations gesture.

Periodically during the year the recruiter should write to the placement director of each of the colleges which he visited on his field trips, and to any other college staff members who were especially helpful. In the letter he can refer to the number of students from the college who were processed for employment. If he has time to examine the test results, he can mention how well the students from the addressee's college performed on the placement tests. If there are any changes in the Agency's recruitment policy, these also can be mentioned in the letter.

While writing the letters referred to above, the recruiter should keep in mind that the major purpose to be served by this activity is to develop and maintain good public relations with the colleges. Since the competition with commercial employers for college personnel is so keen, this public relations effort is an extremely important function.

Because the recruiter might be asked to address a student group while he is visiting a college, he should prepare in advance a speech, or at least a detailed outline of one, which he could deliver on short notice. He can prepare this sometime during the interim period between field trips. It should be submitted to the Recruitment Chief for approval.

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APPENDICES

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APPENDIX A

EXPLANATION OF NSA'S SECURITY CLEARANCE PROCEDURE

Because the National Security Agency is an intelligence organization which has the mission of assisting in the safeguarding of the Nation's security, candidates for employment with the Agency must be very carefully screened. The following are some of the reasons why an individual would very probably not be accepted for employment.

1. If he is not a native born citizen of the United States, or if he has spent long portions of his life in a foreign country.

2. If members of his or his spouse's immediate family are not citizens of the United States.

3. If he has close relatives, or friends with whom an especially close relationship exists, living in a foreign country.

4. If he holds, or has ever held, membership in an organization whose purpose it is, or was, to alter the form of the United States Government by unconstitutional means.

5. If he or any member of the family into which he was born has had a history of mental illness.

6. If he has ever been arrested, convicted, heavily fined, imprisioned, or placed on probation by the law.

7. If he has ever been discharged ("separated") from employment, the armed services, or school because of undesirable behavior.

8. If he has engaged in sexual perversion.

9. If he is or has been a chronic alcoholic or drug addict.

1Ø. If he has ever engaged in any activity or disgraceful conduct which would suggest that he is not trustworthy, that his loyalty to the United States is questionable, or that he could be vulnerable to blackmail.

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11. If he has ever deliberately given false information on Government forms, or omitted pertinent information from these forms, for the purpose of concealing facts which might affect his being employed.

12. If he has a history of financial indebtedness which is of such a nature to suggest that he lacks a moral sense of obligation, or that he might succumb to attempts to bribe him into revealing classified information.

In addition to having a complete background investigation, an applicant is required to undergo a medical examination and polygraph interview at the National Security Agency. The polygraph is more commonly referred to as the "lie detector." During this interview, an applicant is asked to verify certain information with respect to his background.

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APPENDIX B

MISSION OF THE NATIONAL SECURITY AGENCY

The National Security Agency is one of the major facilities of the United States Department of Defense.

The safety of the United States, and its allies, depends in part upon the activities carried out at the National Security Agency.

The National Security Agency is concerned with Signals Analysis, Signals Security, and Research and Development in these fields.

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APPENDIX C

WORK INTERESTS RELEVANT TO SELECTED OCCUPATIONAL FIELDS

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INDEX TO SELECTED OCCUPATIONAL FIELDS

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Law	C-12
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ANALYSIS

Applicants for a position in this occupational field should be interested in the following activities:

1. Working with material very much like a puzzle consisting of sequences of apparently unrelated letters and numbers.

2. Observing relationships (both mathematical and non-mathematical) among letters and numbers on an inspection basis.

3. Formulating hypotheses as to how the observed relationships could be used as a basis for deriving a meaningful pattern.

4. Testing hypotheses by using logical processes or analytical methods.

Some applicants should be interested also in the following activities:

1. Preparing reports.

2. Making use of machine aids in the analysis of data.

3. Applying a knowledge of statistics and/or higher algebra in the analysis of data.

4. Working for months on a single problem

Applicants should not expect to make use of an interest in the following activities:

1. Working with substantive material.

2. Applying only mathematical methods to the solution of a problem.

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ANALYTIC LINGUISTICS

Applicants for a position in this occupational field should be interested in the following activities:

1. Using a knowledge of the vocabulary and grammatical structure of a foreign language to reconstruct either technical or colloquial words and expressions which have been distorted in some way.

2. Establishing the meaning of new or unfamiliar foreign language terms and expressions.

3. Analyzing characteristic features of a foreign language.

4. Building a large vocabulary, both in English and a foreign language, used in many different types of subject matter.

5. Learning a new language.

6. Studying publications to gain knowledge of an assigned area.

7. Remembering many specific details related to world affairs.

8. Writing summaries and reports.

Applicants should be interested in one or more of the following activities:

1. Using a reading knowledge of a foreign language to do research on either a specific geographic area or a particular subject-matter field.

2. Changing foreign language from an oral to a written form in either the language, translations, or English summaries.

Applicants should not expect to make use of an interest in the following activities:

1. Working with textual material which is usually substantively complete and in a conventional form.

2. Conversing in a foreign language.

3. Interpreting.

4. Preparing translations or reports with a literary style similar to that used in creative writing.

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LANGUAGE RESEARCH*

Applicants for a position in this occupational field should be interested in the following activities:

1. Analyzing the structure and functioning of a language about which little is known.

2. Doing research to establish the meaning of new or unfamiliar foreign language terms and expressions.

3. Working with clear and distorted written texts, which could include either technical or colloquial expressions.

4. Using a comprehensive knowledge of the grammatical structure of a language.

5. Building a large vocabulary, both in English and a foreign language, used in many different types of subject matter.

6. Remembering many specific details related to world affairs.

7. Preparing dictionaries and other linguistic aids.

8. Learning a new language.

Applicants should not expect to make use of an interest in the following activities:

1. Preparing translations of textual material which is usually both substantively complete and in a conventional form.

2. Regularly translating spoken words.

3. Interpreting.

4. Preparing translations with a literary style similar to that used in creative writing.

* Applicants for one of these positions are usually recruited to fulfill a specific requirement.

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INTELLIGENCE RESEARCH ANALYSIS

Applicants for a position in this occupational field should be interested in the following activities:

1. Abstracting from many different sources elements of information, such as facts related to persons, places, and organizations, which appear to have potential intelligence value.

2. Attempting with the aid of a wide variety of reference materials to ascertain the actual meaning and accuracy of information which can be either vague, ambiguous, or seemingly clear.

3. Evaluating raw data in terms of its relation to intelligence requirements, its validity and the validity of its source, and its relation to other data.

4. Synthesizing data and information on a specific subject from various and disparate sources.

5. Objectively interpreting the significance of intelligence information.

6. Building a large vocabulary used in many different types of subject matter.

7. Maintaining a sustained interest in international affairs.

8. Remembering many specific details related to world affairs.

Applicants should be interested in one or more of the following activities:

1. Integrating elements of information into either a listing or a written exposition which is clear and valid and follows a prescribed format.

2. Employing a comprehensive knowledge of good English usage.

3. Compiling and maintaining files of information.

Applicants should not expect to make use of an interest in the following activities:

1. Preparing written material in a literary style similar to that used in creative writing.

2. Embellishing factual details for the express purpose of making them sound interesting.

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DATA SYSTEMS PROGRAMMING

Applicants for a position in this occupational field should be interested in the following activities:

1. Studying the operations of digital computers and other electronic computer-type machines.

2. Acquiring a basic understanding of the types of problems handled by those who request data processing.

3. Interpreting requests for data processing, and making block diagrams and flow charts to show in logical sequence the procedures to be carried out by a machine operator.

4. Preparing coded instructions which can be utilized by a machine.

5. Providing clear and complete written instructions to the computer operators.

6. Working for weeks, and sometimes months, on a single problem to develop the most efficient program.

7. Employing ingenuity and giving careful attention to details in developing and perfecting programs for a variety of problems.

Applicants should not expect to make use of an interest in the following activities:

1. Performing mathematical computations.

2. Operating high-speed digital computers regularly.

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ELECTRONICS ENGINEERING*

All applicants for a position in this occupational field should be interested in the following activity:

Acquiring a knowledge of the most recent techniques in such areas as communications and high-speed data processing.

All applicants should be interested in one or more of the following activities:

1. Applying pulse techniques in the design of equipment for automatic data processing and in the handling of transmissions carrying digital data.
2. Applying both advanced and conventional communications techniques in the design of all types of receiving equipment.
3. Conducting either theoretical or empirical research on solid state devices and other newly developed components.
4. Developing laboratory models of either data processing and computing equipment, radio and recording equipment, or auxiliary devices for use with standard communications equipment.
5. Applying a knowledge of the latest technical developments in electrical engineering in an attempt to improve the design of equipment which employs relay switching circuits and mechanical components.**

Most applicants should be interested in the following activities:

1. Monitoring contracts for either research on, or the design, development and production of communications and computer equipment.
2. Serving as a contact representative between the engineers who design equipment and the users of the equipment.
3. Evaluating prototypes of newly developed equipment on the basis of laboratory and/or service testing.

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* Applicants for a position as an Electronic Engineer should have a degree in either Electrical Engineering or Electronic Engineering.

** This information should be presented only to those individuals who appear to be more interested in the development and building of working models of equipment than in the more theoretical approaches required in Electronic Engineering.

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4. Supervising the maintenance and modification of communications or computer equipment.

5. Preparing written specifications, reports, and manuals when required.

Applicants should not expect to make use of an interest in the following activity:

Working on problems directly related to the generation and use of electricity for power, heat, and light.

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MECHANICAL ENGINEERING

All applicants for a position in this occupational field should be interested in the following activities:

1. Applying a knowledge of the latest technical developments in mechanical engineering in an attempt to increase the reliability and speed of the components and auxiliary devices used with high-speed electronic equipment.

2. Designing small, compact, intricate mechanisms.

3. Performing research on the packaging of communications equipment in order to meet user requirements, such as ease of maintenance and operation, durability, and size.

4. Devising ingenious solutions to design problems which must be worked out on the drawing board.

5. Developing laboratory models of mechanical and electro-mechanical equipment.

6. Applying an understanding of electrical engineering theory in the process of designing the mechanical features of electro-mechanical equipment.

Some applicants should be interested also in the following activities:

1. Monitoring contracts for either research on, or the design, development, and production of communications and computer equipment.

2. Serving as a contact representative between the engineers who design equipment and the users of the equipment.

3. Evaluating prototypes of newly developed equipment on the basis of laboratory and/or service testing.

4. Preparing written specifications, reports, and manuals when required.

Applicants should not expect to make use of an interest in the following activities:

1. Designing and building large machinery.

2. Applying an extensive knowledge of thermodynamics.

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INDUSTRIAL ENGINEERING*

Applicants for a position in this occupational field should be interested in the following activities:

1. Keeping abreast of new techniques and new equipment to improve the quality of products and the productive capacity of a plant.

2. Planning the most effective plant layout, developing the most efficient methods, and conducting work measurement studies for increasing production, saving personnel time, and reducing the cost of operations in office type and industrial plant settings.

Some applicants should be interested in one or more of the following activities:

1. Using techniques of time and motion studies, materials handling, and related industrial engineering techniques, to establish standards for production, quality, and inventory control, and in general, for the efficient use of personnel and equipment associated with electronic data processing.

2. Employing sampling techniques in conducting work measurement studies of paper processing operations.

3. Applying engineering standards commonly associated with piece work and assembly line processes in conducting work measurement studies of machinery operations and similar industrial type activities.

4. Analyzing materials-handling problems related to warehousing and supply systems.

Applicants should not expect to make use of an interest in the following activity:

Using an extensive knowledge of assembly line techniques commonly associated with the mass production of industrial products.

* Only applicants with an Industrial Engineering degree, or its equivalent, should be considered for this occupation. An applicant who does not qualify as an Industrial Engineer should not be considered for this occupation.

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MATHEMATICS

All applicants for a position in this occupational field should be interested in the following activities:

1. Acquiring a knowledge of any specialized mathematical topic required to deal with complex problems in communications and data analysis.

2. Using a knowledge of statistics, probability theory, and/or modern algebra either in the analysis of current problems or in the conduct of long-range research.

Some applicants should be interested in the following activities:

1. Assisting communications experts in the design of special features of communications sytems by investigating the problems which require the application of statistics, modern algebra, probability theory, and information theory.

2. Assisting computer experts in the design of automatic data processing equipment used primarily for the solution of logical problems.

3. Using high-speed computers and other computational devices.

4. Working with analytic personnel in the analysis of data in which statistical design of experiments and probability theory are often employed.

5. Working on problems in which some background in physics and engineering is useful.

6. Working on problems in which a specialized knowledge of logic or other abstract disciplines is useful.

Applicants should not expect to make use of an interest in the following activity:

Working on problems which require specialization in geometry.

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PHYSICS

Applicants for a position in this occupational field should be interested in the following activities:

1. Determining the physical characteristics of ionized regions, nuclear magnetic scatter of electromagnetic propagation, and the effect of tropospheric scatter.

2. Investigating nuclear counting techniques, the chemistry of solids and lubricants, and electromagnetic propagation as related to microwave communications systems.

3. Developing means of utilizing solid state devices in automatic computing machines and electronic circuits.

4. Solving mathematical physical equations by using digital computers.

Applicants should not expect to make use of an interest in the following activity:

Studying the properties of fissionable materials.

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LAW

Applicants for a position in this occupational field should be interested in the following activities:

1. Serving as a legal adviser to administrative officials.

2. Writing interpretative and administrative orders and regulations.

Some applicants should be interested in the following activities:

1. Preparing, reviewing, or interpreting contracts, agreements, and other legal documents requiring original phrasing to protect the interests of the government in matters pertaining to the procurement of materials, supplies, equipment, and services.

2. Rendering legal opinions on patent matters.

3. Preparing legal opinions when claims arise under Agency contracts.

4. Analyzing legal questions and matters of policy relative to patents and copyrights.

5. Investigating inventions in which the government, through the National Security Agency, must determine whether or not an application for a patent is warranted.

Applicants should not expect to make use of an interest in the following activity:

Serving as a trial attorney.

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COMMUNICATIONS SECURITY DOCTRINE

Applicants for a position in this occupational field should be interested in the following activities:

1. Acquiring and applying a comprehensive knowledge of regulations governing the use of communications security systems.

2. Analyzing field reports of communications operations in an attempt to determine the nature and extent of possible security violations.

3. Composing official correspondence concerning communications security matters.

4. Preparing instructions, written in a simple, direct style similar to that used in trade school manuals, for the use of special communications equipment.

5. Preparing written interpretations of communications security regulations for distribution to personnel in field locations.

Applicants should not expect to make use of an interest in the following activity:

Doing research on intelligence information.

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APPENDIX D

DESIRABLE FEATURES OF EMPLOYMENT WITH NSA

I. Nature of the Work

*A. Since the service being performed at the National Security Agency is vital to the safety of our nation and the free world, a great deal of personal satisfaction can be derived from doing the work required.

*B. Since much of the work done at the National Security Agency is unique, employees are provided with ample opportunity for learning new skills and acquiring new information.

C. Because the problems handled by the Agency are highly complex the work can be extremely challenging.

D. Because the work is complex, and because new and different problems for which the solutions are needed appear periodically, a successful employee, by necessity, must continuously develop and sharpen his skills.

II. Employment Benefits

(Describe the promotion features covered by the most recent publication which outlines the Agency's employment policy.)

*A. Employees of the National Security Agency who maintain a satisfactory work performance enjoy a high degree of job security.

*B. The annual and sick leave policies and retirement and insurance benefits, which are generally considered to be among the chief advantages of Federal employment, are available at the National Security Agency.

C. The pay scales and increments at the National Security Agency are the same as those offered by other Federal agencies.

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* An attempt should be made to mention all the items preceded by an asterisk. To the extent that time permits, additional items which the recruiter feels might appeal to the applicant being interviewed should be cited.

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D. Employees of the National Security Agency cannot be forced to relinquish their jobs to individuals with greater seniority who have been terminated from other agencies because of a reduction in force.

E. Men who have been employed at the National Security Agency, and who have not yet fulfilled their military service obligation, can request to be assigned to duty at the Agency after completing basic training. Military personnel who have been on duty in the operational units at the Agency usually can, upon request, obtain a civilian appointment when they are discharged from the service.

III. Educational Opportunities

(Describe the training features covered by the most recent publication which outlines the Agency's training programs, including the Cooperative Education Program.)

*A. The Agency offers a side variety of courses, related to the work, which are offered during working hours.

B. Employees may be permitted to take courses related to their work at local universities for a nominal fee, since the Agency will assume most of the cost.

C. The universities located within easy commuting distance of the Agency include American University, Catholic University, The George Washington University, Georgetown University, The University of Maryland, and Johns Hopkins University. All the universities offer courses during the evening hours and on Saturdays.

D. Various government agencies offer undergraduate and graduate courses during the evening hours.

E. The Agency offers fellowships for training at universities in engineering, mathematics, and statistics, and will provide moving expenses and full salary to the recipients.

IV. Geographical Location

A. The main site of the National Security Agency is located between two large metropolitan areas, Washington and Baltimore, which are connected by an expressway.

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B. Eastern seaboard cities, such as Philadelphia and New York, are easily accessible by train or automobile.

C. Chesapeake Bay, with its swimming, fishing, and boating facilities is nearby, as is the Maryland Hunt Country, with its senic beauty and opportunities for hunting and attending horse races.

D. The Atlantic Ocean and the Blue Ridge and Appalachian Mountains are all within a relatively convenient driving distance from the site of the National Security Agency.

V. Cultural Opportunities

A. Both Washington and Baltimore offer a wide variety of cultural activities through their libraries, art galleries, annual concert and lecture series, and their professional and semi-professional theaters.

B. There are fine public schools and numerous churches located in the residential areas where NSA personnel live.

VI. Working Conditions

The main NSA building, one of the largest in the Washington area, is a new, modern, air-conditioned structure which houses the most up-to-date facilities needed for efficient operation.

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APPENDIX E

UNDESIRABLE FEATURES OF EMPLOYMENT WITH NSA

I. Nature of the Work

*A. Much of the work done at NSA is unique and has relatively little direct applicability to jobs outside the Agency.

*B. Because much of the work is unique, employees in certain occupational fields are not able to use their previous training and experience directly.

*C. During the months of apprenticeship, much of the work is routine. Although one's work can eventually become highly specialized, a considerable amount of routine work will always be involved. (However, the information gained from the performance of such work can often be extremely valuable to the solution of a problem)

D. In certain occupational fields, only a segment of the problem is handled, and the over-all problem, as well as its solution, is never seen by individuals in these occupational fields.

E. The problems dealt with in some occupational fields are so complex that attempts to find solutions to them can continue for many, many months.

F. Since the successful solution of most of the problems handled by certain occupational fields represents the efforts of so many people, with few exceptions, no one person can be given recognition for the final solution.

G. The nature of the material handled on some occupational fields is extremely unstructured and symbolic. Having to work with such ambiguous materials can be highly frustrating to some individuals.

H. Because most of the work carries a TOP SECRET classification, an individual is not permitted to discuss his work outside the Agency.

* An attempt should be made to mention all the items preceded by an asterisk. To the extent that time permits, additional items which the recruiter feels might appeal to the applicant being interviewed should be cited.

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I. Every individual is required to observe very strict rules concerning security regulations.

II. Employment Conditions

*A. Employees at the National Security Agency do not acquire Civil Service Status. Thus, for example, if an employee with ten years continuous service were to leave NSA because of a reduction in force, he would not have preferential employment rights with another government agency.

B. Since the National Security Agency maintains a 24-hour operation, some individuals are required to do shift work. (However, the majority of the employees work during the morning and afternoon hours.)

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APPENDIX F

LIST OF REFERENCE MATERIALS

The recruiter should become thoroughly familiar with the content of the most recent edition of the following documents or sections of documents.

1. Cryptologic Occupational Specialties and other occupational information contained in the Cryptologic Career Occupational Handbook.

2. Chapter II: "Personnel Security" in NSA Security Manual (NSA Manual Number 120-1).

3. Chapter IV, Section 1: "Security of Classified Information and Material" in NSA Security Manual (NSA Manual Number 120-1).

4. Current material concerning the Agency's promotion policy.

5. Agency's training policy statements for various occupational fields.

6. The document which describes the Cooperative Education Program.

7. The latest policy statement available at the Military Personnel Division regarding the assignment of military personnel to the Agency to fill operational positions.

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APPENDIX G

LIST OF FIELD RECRUITMENT SUPPLIES

1. Posters
   a. Science and Engineering
   b. Liberal Arts
2. Brochures
   a. Mathematics - "To the Graduate Mathematician"
   b. Science and Engineering - "Opportunities Unlimited"
   c. Liberal Arts - "PQT Bulletin of Information"
3. Recruiter's Work Sheet
4. Recruiter's Interview Records
5. Application forms:
   a. SF57 Application for Federal Employment
   b. DD398] Personnel History Statement and
      DD398S] Supplement
   c. E2771 Conditions of Employment
   d. DA1111 Certificate of Nonaffiliation With Certain Organizations
   e. SF86 Security Investigation Data for Sensitive Positions (2 copies)
   f. SF89 Report of Medical History
   g. SF87 USCSC Fingerprint Chart
   h. E2111 General Information for All Applicants
6. Ball point pens
7. Pencils
8. Note paper
9. Self-addressed envelopes
10. Miscellaneous supplies including scotch tape and paper clips
11. Consolidated folder containing material from recruiters' briefing
12. Recruiter's Manual

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APPENDIX H

RECRUITER'S INTERVIEW RECORD

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RECRUITER'S INTERVIEW RECORD

INTERVIEWER	DATE OF INTERVIEW

NAME OF APPLICANT	DATE OF BIRTH
LOCAL ADDRESS	PHONE
PERMANENT ADDRESS	PHONE

	PROFESSIONAL		NON-PROFESSIONAL	SOURCE CODE	DATE OF AVAILABILITY

EDUCATION

☐	NON-HIGH SCHOOL GRADUATE			☐	TRANSCRIPT ATTACHED	GRADE AVERAGE OUT OF
☐	HIGH SCHOOL GRADUATE			☐	TRANSCRIPT TO BE MAILED	
☐	B.A./B.S.	SCHOOL	YEAR	MAJOR	MINOR	
☐	M.A./M.S.	SCHOOL	YEAR	MAJOR	MINOR	
☐		SCHOOL	YEAR	MAJOR	MINOR	

SCREENING

☐	NATIVE BORN *(self)*	☐	ARRESTS, HEAVY FINES, ETC.
☐	CITIZENSHIP *(close relatives)*	☐	SEPARATIONS
☐	FOREIGN RELATIONSHIPS	☐	SUITABILITY/PG
☐	ORGANIZATION MEMBERSHIP	☐	MILITARY SERVICE — STATUS
☐	MENTAL ILLNESS	▨	

AGENCY FEATURES

☐	AGENCY'S MISSION	☐	TRANSPORTATION AGREEMENT *(Engr. & Sci.)*
☐	DESIRABLE AGENCY FEATURES	☐	TRAINING AGREEMENT *(Engr. & Sci.)*
☐	UNDESIRABLE AGENCY FEATURES	☐	RELEVANT WORK INTERESTS

TESTS

☐	NONE REQUIRED	☐	PQT — SCORE
☐	CEPB	☐	RESULTS ATTACHED
☐	PPB	☐	SCHEDULED *(Place)* *(date)*
☐	OTHER *(Specify)*	▨	

FORMS

☐	SF 57	☐	NONE GIVEN
☐	LONG FORMS	☐	ATTACHED
☐	SHORT FORMS	☐	TO BE RETURNED IN PERSON
		☐	TO BE RETURNED BY MAIL

RECRUITER'S RECOMMENDATION

JOB AREAS		EMPLOYMENT POTENTIAL			
●	1.		☐	RECOMMEND W/O RESERVATIONS	GRADE
	2.		☐	RECOMMEND W/RESERVATIONS *(Specify)*	
	3.		☐	DO NOT RECOMMEND	

COMMENTS

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RATING SCALE

PERSONAL CHARACTERISTICS

GENERAL IMPRESSION		GROOMING	
	VERY FAVORABLE		VERY NEAT
	FAVORABLE		ADEQUATELY NEAT
	UNFAVORABLE		SOMEWHAT UNTIDY OR INAPPROPRIATE
	EXTREMELY UNFAVORABLE		VERY UNTIDY

WORK INTERESTS

DEFINITION OF INTERESTS		PERTINENCE OF INTERESTS TO AGENCY NEEDS	
	VERY CLEARLY DEFINED		HIGHLY RELATED
	CLEARLY DEFINED		SOMEWHAT RELATED
	FAIRLY CLEARLY DEFINED		REMOTELY OR NOT AT ALL RELATED
	POORLY DEFINED		OPPOSED

SPECIFIC WORK INTERESTS IN TERMS OF TRAINING, EXPERIENCE AND ABILITY.

ASPECTS MOST LIKED - WHY?	ASPECTS LEAST LIKED - WHY?

COMMENTS

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APPENDIX I

RECRUITER'S WORK SHEET

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RECRUITER'S WORKSHEET
DAILY SUMMARY

LIBERAL ARTS APPLICANTS		SCIENTIFIC APPLICANTS	EE	ME	IE	PHYS	MATH	OTHER	TOTAL
TOTAL NUMBER INTERVIEWED		TOTAL NUMBER INTERVIEWED							
a. ACCEPTED		a. ACCEPTED							
b. REJECTED		b. REJECTED							
c. DECLINED		c. DECLINED							
d. INFO ONLY		d. INFO ONLY							

REMARKS

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RECRUITER'S WORKSHEET

RECRUITER	PLACE OF RECRUITMENT	TYPE OF RECRUITMENT	DATE

	NAME OF APPLICANT	GR	SR	DECLINED	INFO ONLY	PENDING	POSITION TITLE	GRADE	SF 57	SHORT FORMS	LONG FORMS	ATTACHED	TO BE MAILED	TRANSCRIPT	COMMENTS
1															
2															
3															
4															
5															
6															
7															
8															
9															
10															
11															
12															
13															
14															
15															
16															
17															
18															
19															
20															

NSA FORM E1403 REV DEC 59 *(Supersedes 1403 REV OCT 54, which will be destroyed)*

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APPENDIX J

SOURCE CODE

Column 1 — Recruitment Location Codes

1. AHS
2. NSS
3. Baltimore
4. Vint Hill Farms
5. Ft. Meade
6. Field (Wash. area)
7. Overseas
8. Field
9. Blank

Column 2 — Recruitment Source Reference Code

A. Present or former NSA employee
B. Employee of other government agency
C. United States Employment Agency
D. Maryland Employment Agency
E. Interdepartmental Placement Conference
F. School or college placement office (without interview with field recruiter)
G. Professional association or society
H. Business or industrial organization
J. Self: Military restoration*
K. Self: Former military employee of either NSA or military security agency; e.g., Army security Agency
L. Self: Former civilian employee of NSA, or other agency with either closely related or allied mission
M. Self: General job inquiry, either in person or by mail
N. High School recruitment program
P. College recruitment program
Q. Co-op program
R. Field recruitment for the express purpose of filling a specific requirement
S. Other (Specify)

* Former employee who left NSA for active military duty and who has restoration rights to a civilian job in the Agency.

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