



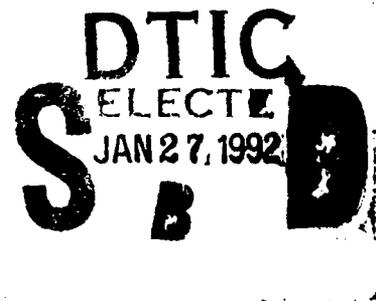
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# Development and Evaluation of a Standard Form 171 Videotape

Paul Rosenfeld  
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92-01717



**Development and Evaluation of a Standard Form 171 Videotape**

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## FOREWORD

The research described in this report is the eighth published work performed within Program Element 0603707N (advanced development work unit R1770-MP012), Equal Employment Opportunity Enhancement. The present study describes the development and evaluation of a videotape designed to assist in the completion of the Standard Form 171 application required for government employment. It was part of a larger effort investigating the underrepresentation of Hispanics in the Navy's civilian work force. The authors acknowledge the following individuals who supplied valuable assistance in the conduct of this project: Luis Joseph, Jack E. Edwards, and Hal Rosen.

RICHARD C. SORENSON  
Technical Director (Acting)



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## **SUMMARY**

### **Problem**

The Navy has had difficulty attracting and retaining Hispanics in its civilian work force. In recognition of these difficulties the Navy instituted a multi-year Equal Employment Opportunity (EEO) Enhancement Research Project which was tasked with identifying the cultural, individual difference, and organizational barriers that are preventing Hispanics from attaining employment in Navy's civilian work force. Phase I of the project identified the Standard Form 171 (SF-171) application for government employment as a barrier facing Hispanics.

### **Objectives**

This report reviews the development of a videotape aimed at helping Hispanics complete the SF-171. It also presents the results of an evaluation of the tape by individuals working in areas related to Navy civilian EEO as well as those seeking civilian employment in a Navy activity. The objective of this report is to document the development of the videotape and provide empirical data that may be useful in implementing the tape as well as serving as a basis for future related efforts.

### **Procedure**

The videotape focused on three general problem areas involved in completing the SF-171: (1) failure to conform to basic instructions, (2) improper and incomplete descriptions of previous work experience, and (3) failure to recognize the importance of completing the background information data in an honest and accurate fashion. The videotape was shown in a number of settings to EEO staff members including Deputy Equal Employment Opportunity Officers (DEEOOs) and Hispanic Employment Program Managers (HEPMS). These individuals completed a 6-item rating form that contained questions assessing their view of the tape. Also, the tape was shown to a group of individuals seeking civilian employment with the Navy. Their written comments were solicited as well.

### **Findings**

In general, the evaluators' ratings of the videotape were positive for all six items. Although small sample sizes precluded comparisons to determine statistical significance, descriptive comparisons indicated that the ratings for the item "the work experience section of the SF-171 is clearly explained" were highest and those for "the videotape will help Hispanics complete the SF-171 in a high quality manner" were lowest. When the ratings of EEO, DEEOOs, and HEPMS staff members were compared, it was found that EEO staff were the most positive, DEEOOs slightly less positive, and HEPMS least positive. The written comments of both the EEO professionals and those actually applying for jobs were also generally favorable.

### **Recommendations**

While the videotape's positive overall evaluation indicates that Navy-wide implementation is warranted, the fact that there was least agreement that the tape would help Hispanics suggests that

future versions or variations of this initial effort should target the Hispanic audience more specifically. Three recommendations are offered based on the results of the evaluation:

1. Implement the SF-171 videotape on a limited basis at Navy activities that have participated in the EEO Enhancement Research Project.
2. Develop a Spanish-language SF-171 videotape.
3. Develop a written package to serve as a supplement to the videotape.

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## INTRODUCTION

*To some, it is the federal sector's great leveler, the common denominator between the lowest level staffer and the most senior manager. To others, it represents all that is wrong with federal service: a monolithic device designed by bureaucrats more interested in processes than results. It is the Standard Form 171, the universal job application that nearly anyone who wants to move into or through federal government must complete.*" (Zeidner, 1990, p. 5)

### Background

One of the most dramatic recent changes in the makeup of the United States work force has been the large influx of Hispanics-- "individuals whose own origin or ancestral origin is a Spanish-speaking country" (Chiswick, 1988, p. 32). The Hispanic component of the population has grown from 6.4 percent in 1980 to over 8 percent currently, and is projected to further increase to nearly 11 percent by the year 2000 (Koretz, 1989). The Census Bureau (United States Department of Commerce News, September 7, 1988) reported that the March 1988 estimate of 19.4 million Hispanics in the United States represented an increase of 34 percent (5 million) from the 1980 Census. In contrast, the non-Hispanic component of the population grew by only 7 percent during the same period. According to *Time Magazine* (23 October 1989, p. 43), if the present rate of Hispanic growth continues, they will surpass Blacks as the largest U.S. minority group by 2015.

The increasing Hispanic component of the work force and the projected decline among the non-Hispanic white majority group have implications for the Navy--a large employer of civilians in both blue-collar and white-collar areas. In a shrinking white male labor pool, the Navy will increasingly have to turn to women and members of minority groups to meet its manpower needs.

Historically, the Navy has had difficulty attracting and retaining Hispanics in its civilian work force. During the last decade the representation of Hispanics in the Navy's civilian work force has lagged behind their numbers in the general population. In 1980, Hispanics comprised 3.2 percent of Navy's civilian labor force (CLF) in comparison to 6.4 percent of the total U.S. CLF. This disparity increased during the 1980s. While Hispanics in the CLF had increased 1.8 percentage points to 8.2 percent by the late 1980s, the Navy's civilian Hispanic representation had increased, by 1989, only 0.3 percentage points to 3.5 percent.<sup>1</sup> This 3.5 percent representation level is less than half of the national Hispanic employment average of 7.3 percent in the private sector (*Federal Times*, January 29, 1990)

In recognition of the difficulties in attracting Hispanics to its civilian work force, the Navy instituted a multi-year Equal Employment Opportunity Enhancement (EEO) Research project which had among its goals the identification of cultural, individual difference, and organizational barriers that may be preventing Hispanics from attaining employment in the civilian Navy work force. Previous research has attempted to accurately define the scope of the Hispanic underrepresentation problem (Edwards & Thomas, 1989; Thomas, 1987), reviewed the literature on attitudes and demographics related to work outcomes (Edwards, 1988), assessed the geographic mobility of Hispanics for employment (Edwards, Thomas & Bower, 1989), and compared the

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<sup>1</sup>Memo from Secretary of the Navy, dtd 16 May 1989, Subj: *Civilian Hispanic Employment*

responses of new Hispanic and non-Hispanic white employees on an organizational survey (Edwards, Rosenfeld, & Thomas, 1990).

During Phase I of the EEO Enhancement research project, Thomas (1987) identified the application form for government employment (SF-171) as a barrier that Hispanics seeking government employment face. In interviews with Hispanic Employment Program Managers (HEPMs) at 10 Navy activities, difficulties with the SF-171 application form were mentioned by HEPMs as problematic for Hispanics. Furthermore, workshops on how to complete the SF-171 was the activity most commonly undertaken by HEPMs in the ongoing effort to increase the number of Hispanics at their Navy activities.

Although the SF-171 is a complicated form, it is prerequisite for all government employment, both blue- and white-collar (exceptions being made only for Census Bureau enumerators and certain summer occupations within the National Forest Service).<sup>2</sup> Since its introduction by the Civil Service Commission in 1968, the SF-171 has remained the universal screening method for potential government employees despite criticisms regarding its excessive length, awkward physical appearance, and "nitpicky" questions (Zeidner, 1990).

There are reasons to believe that Hispanics would be particularly affected by this complex, multi-section application form. In addition to the obvious lack of facility with written English due to the high proportion of immigrants (1/3 of the immigrants to the United States during the 1980s were from Latin America (Koretz, 1989)), Hispanics are also the most under-educated segment of the American population. The Hispanic high school dropout rate of nearly 40 percent is dramatically higher than the rates for Blacks (17%) and Whites (14%) (Koretz, 1989). While high school graduation is not required to qualify for civilian Navy employment, the lack of basic education may hinder proper completion of the SF-171 upon which so much of the selection process hinges.

If the SF-171 stands as a barrier preventing greater Hispanic representation in Navy's civilian work force, and HEPMs are devoting much of their time to SF-171 training sessions, it would seem that a standardized SF-171 training device could be a useful step toward increasing Hispanic civilian representation as well as freeing EEO personnel from a repetitive, labor-intensive training activity. Such a training aid was previously suggested by Thomas (1987, p. 13):

*For example, most (HEPMs) were conducting workshops to help Hispanics fill out their SF-171 and were networking with Hispanic organizations in the local area. On their own, each designed and presented SF-171 workshops, and each developed and nurtured community contacts. Ideally, they should have had a professionally prepared videotape on completing the SF-171.*

This report describes the development and evaluation of such a videotape aimed at a standardized presentation of material relevant to preparing the SF-171. Recommendations for implementing the tape at Navy activities are also offered.

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<sup>2</sup>Phoncon with P. Rosenfeld and Larry Lorenz of OPM, 30 Jan 1990.

## DEVELOPMENT OF THE VIDEOTAPE

The videotape (officially called "Application for Government Employment, SF-171 Preparation") was produced by a contractor and delivered on November 3, 1988. In order to give the tape as wide a potential audience as possible, a number of decisions were made regarding its content, length, and the target audience. First, although the videotape was aimed at Hispanics, it was produced in English since the SF-171 must be completed in English to qualify for federal employment. This decision allows the tape to be used for non-Hispanic applicants as well. Second, since the EEO Enhancement Research project has focused on blue-collar jobs, the examples used in the tape were for blue-collar, Wage Grade (WG), positions. Finally, the length and complexity of the SF-171 made it impractical to develop a tape that would deal with each item requested on the form. Rather, it was decided that the tape would focus on general problem areas that personnelists identified as crucial to successful completion of the SF-171.

In order to become familiar with issues relating to the SF-171, individuals from the contracting organization attended a half-day seminar conducted by the Veteran's Administration called "Group Orientation for Completing Form SF-171, Application for Civil Service Employment." In addition, the contractor interviewed a number of personnelists and staffing specialists at Navy activities in the San Diego area (e.g., Public Works Center, San Diego). These interviews indicated that there were three general problem areas in completing the SF-171 that affect most applicants:

**1. Failure to conform to basic instructions for filling out the SF-171.** The SF-171 contains many sets of instructions. Interviews with personnelists indicated that in cases of equally qualified applicants, failure to follow instructions carefully may result in one application being rated lower than another.

**2. Improper and incomplete descriptions of previous work experience.** The personnelists interviewed by the contractor were in agreement that the most important and problematic part of the SF-171 was the Work Experience section (on page 2 of the SF-171) where an applicant lists his or her previous job experiences. The form requests descriptions of the duties, responsibilities, and accomplishments for each job held.

**3. Failure to recognize the importance of completing the Background Information data in an honest and accurate fashion; leaving this section blank.** While the background information cannot be initially evaluated, a later government background check can result in termination of employment if the applicant has lied or omitted critical information.

Based on these interviews, the contractor produced a videotape which is slightly over 30 minutes in length. Although the contract called for a 10-15 minute tape that would stress key areas, there was clearly too much material to be included in that limited amount of time. The lengthening of the tape was suggested by the contractor and was implemented at no additional cost to the government.

The finished videotape features a female narrator on-screen and a male narrator off-screen presenting material focusing on the General Instructions, Work Experience, and Background Information sections of the SF-171. Word slides and color graphics are used to clarify and highlight key points of the presentation. Major points are stressed several times and summarized. Although

the examples are taken from blue-collar positions, the information is general enough to be relevant to anyone completing the SF-171. Since some applicants who would be viewing the tape may have limited language skills, the script and storyboard were written at about a 4th grade reading level and avoided excessive use of acronyms.

### EVALUATION OF THE VIDEOTAPE

The evaluation consisted of a content evaluation by EEO representatives, personnelists, and other "expert" judges as well as written comments by individuals who were completing the SF-171 as part of the process of seeking a job with the federal government.

#### Evaluation Feedback from EEO Representatives/Personnelists

##### Evaluators and Evaluation Settings

The videotape was shown in a variety of settings in an effort to collect data from federal employees closely involved in the recruitment and hiring of minorities and women. The number of evaluators per viewing location is summarized in Figure 1. Figure 2 presents the number of evaluators by position. A total of 57 evaluators viewed the tape, primarily in an EEO setting.

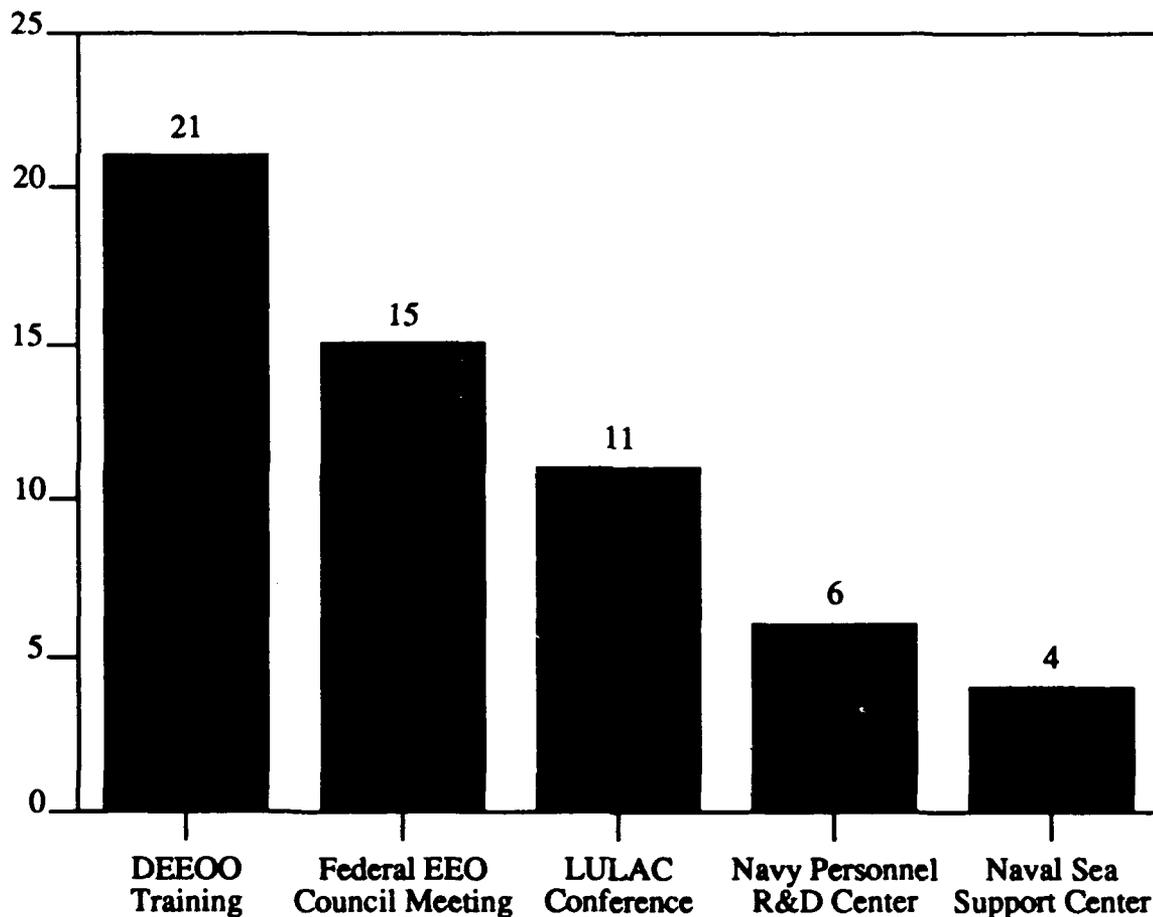
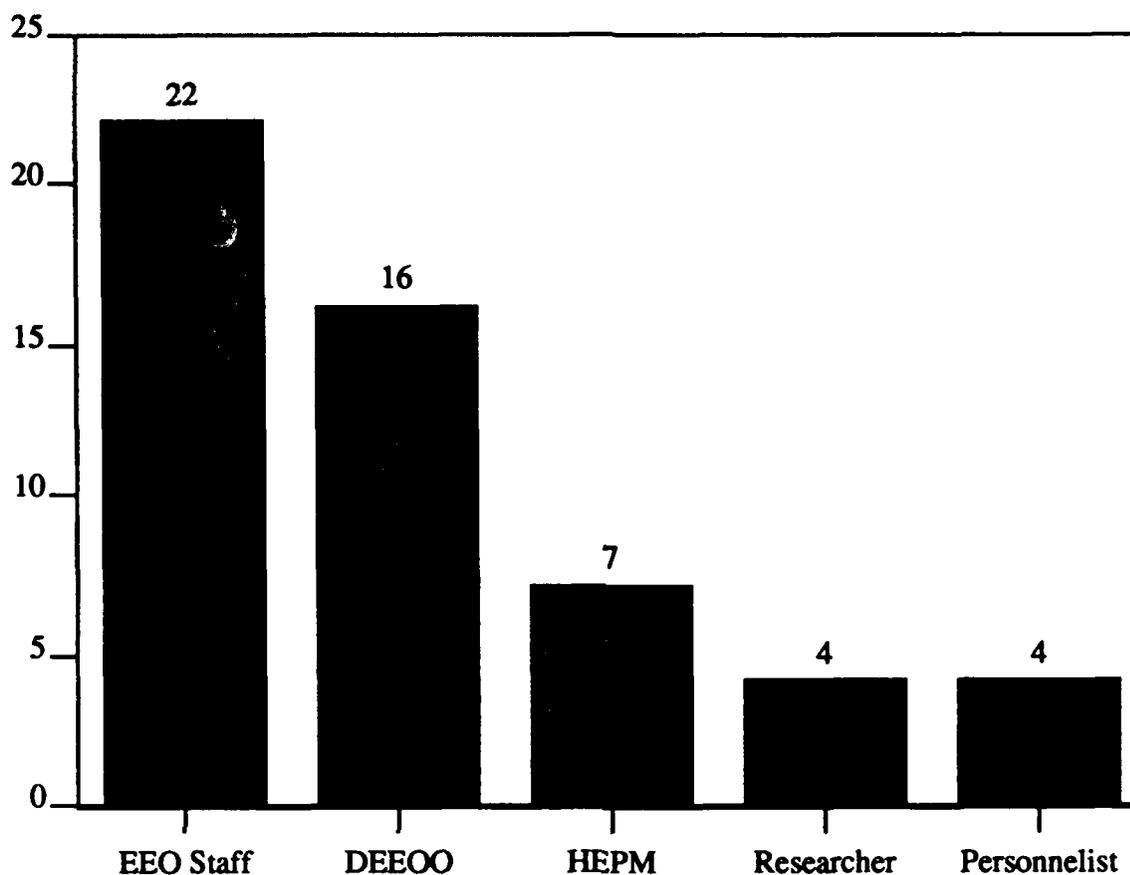


Figure 1. SF-171 Videotape: Evaluators by location.



Note. There are 4 missing cases.

**Figure 2. SF-171 Videotape: Evaluators by position.**

The videotape was shown at six locations. It was first shown to EEO Staff and Personnel Research Psychologists at the Navy Personnel Research and Development Center (NAVPERSRANDCEN). These individuals either held EEO positions full- or part-time, or were conducting research on personnel related topics; and thus, were considered expert judges.

The videotape was next shown at the Naval Sea Support Center, Pacific Fleet (NAVSEACENPAC) on two occasions in March 1989. Feedback was received from people holding EEO positions as collateral duties, such as the HEPM, and Federal Women's Program Coordinator (FWPC), along with personnelists.

Members of the California Department of Rehabilitation requested viewing the videotape. Since the tape was developed to assist a variety of people in completing the SF-171, including people with disabilities, feedback from rehabilitation counselors was appropriate. The videotape was shown to a group of rehabilitation counselors and supervisors in May 1989. Since these individuals were not employees of the federal government, their evaluations were not included in the present analysis. Their reactions to the tape were, however, very positive.

The videotape was next shown in June 1989 to members of the San Diego Federal Equal Opportunity Council. This Council is composed of San Diego area EEO representatives (e.g., HEPMs, Deputy Equal Employment Opportunity Officers (DEEOOs), FWPMs). Many of these people hold full-time or collateral duty EEO positions. In this capacity, they often hold training classes on how to complete the SF-171. All of the HEPMs have been involved with assisting potential Hispanic applicants complete the SF-171; thus, they are well aware of the problems this form creates for Hispanics.

The videotape was also shown at a regional meeting of federal DEEOOs, which was held in San Diego in July 1989. DEEOOs typically hold full-time positions, and have knowledge and experience concerning employment issues of minorities and disabled people. The DEEOOs viewed the videotape and completed rating forms during a visit to NAVPERSRANDCEN.

The final showing, in June 1990, involved individuals attending a Department of the Navy Symposium at the Annual Meeting of the League of Latin American Citizens (LULAC) in Albuquerque, NM. Individuals in attendance were Navy personnel who held full-time or collateral positions dealing with Hispanic issues.

### **Data Collection Form**

After viewing the videotape, participants were asked to rate the videotape using a 7-point rating scale, where "1" represents strongly disagree, "4" represents neither agree nor disagree, and "7" represents strongly agree. The evaluators were asked to indicate: (1) whether the videotape would help people complete the SF-171 in a high quality manner, (2) whether it would specifically help Hispanics complete the form, (3) if the various sections of the SF-171 (overall preparation, work experience, and background) were clearly described, and (4) whether applicants would increase their chances of being hired if they followed the advice given in the videotape. Along with the rating information, participants were asked to provide written comments describing what they liked and what they would change about the videotape. The rating form may be found in the Appendix.

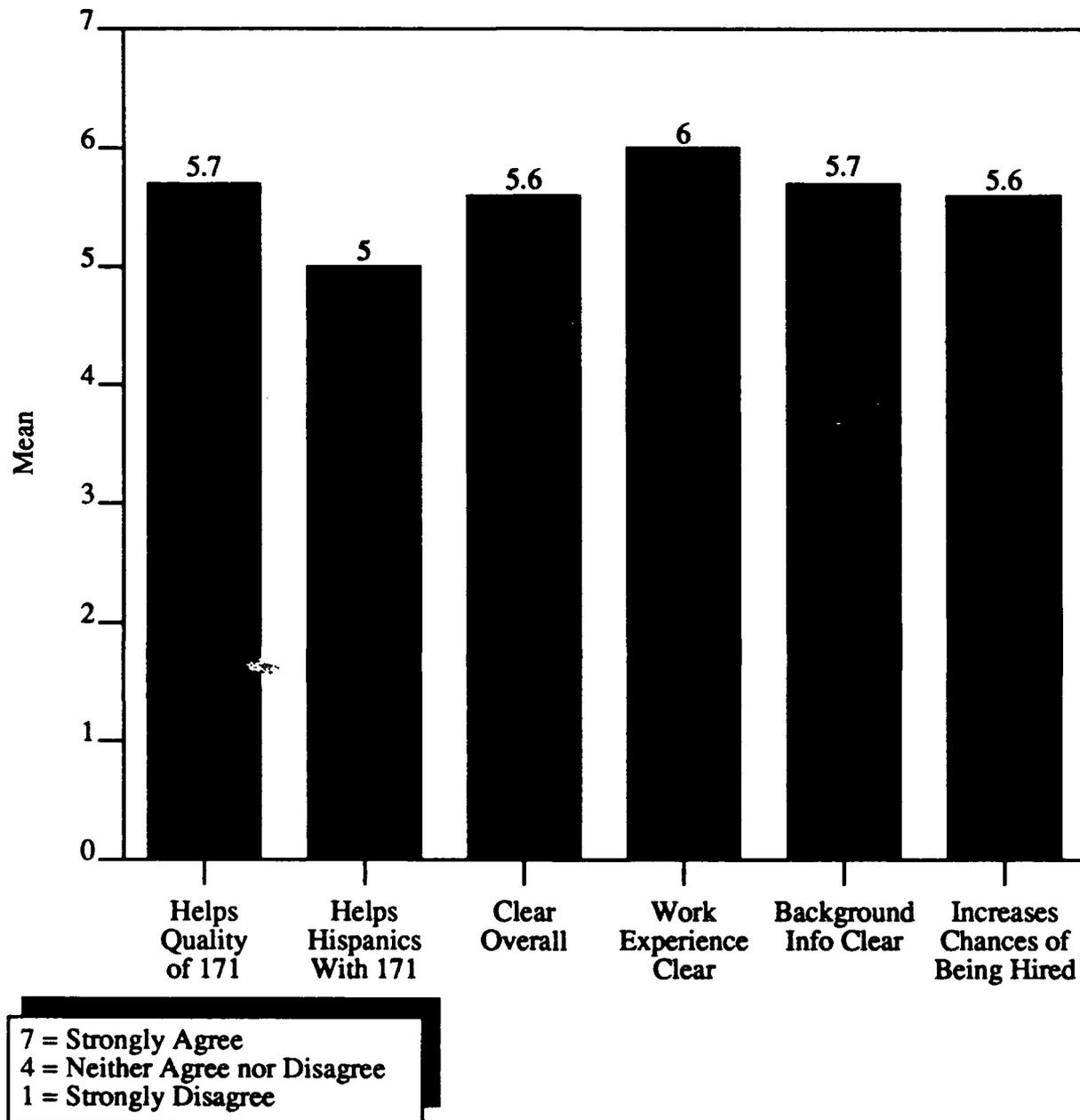
### **Data Analysis**

Responses provided to the rating questions were combined and averaged. Since the numbers in each group were small, descriptive statistics were used to compare the responses to each item. Thus, determinations of statistical significance between mean responses to the items were not made.

### **Results**

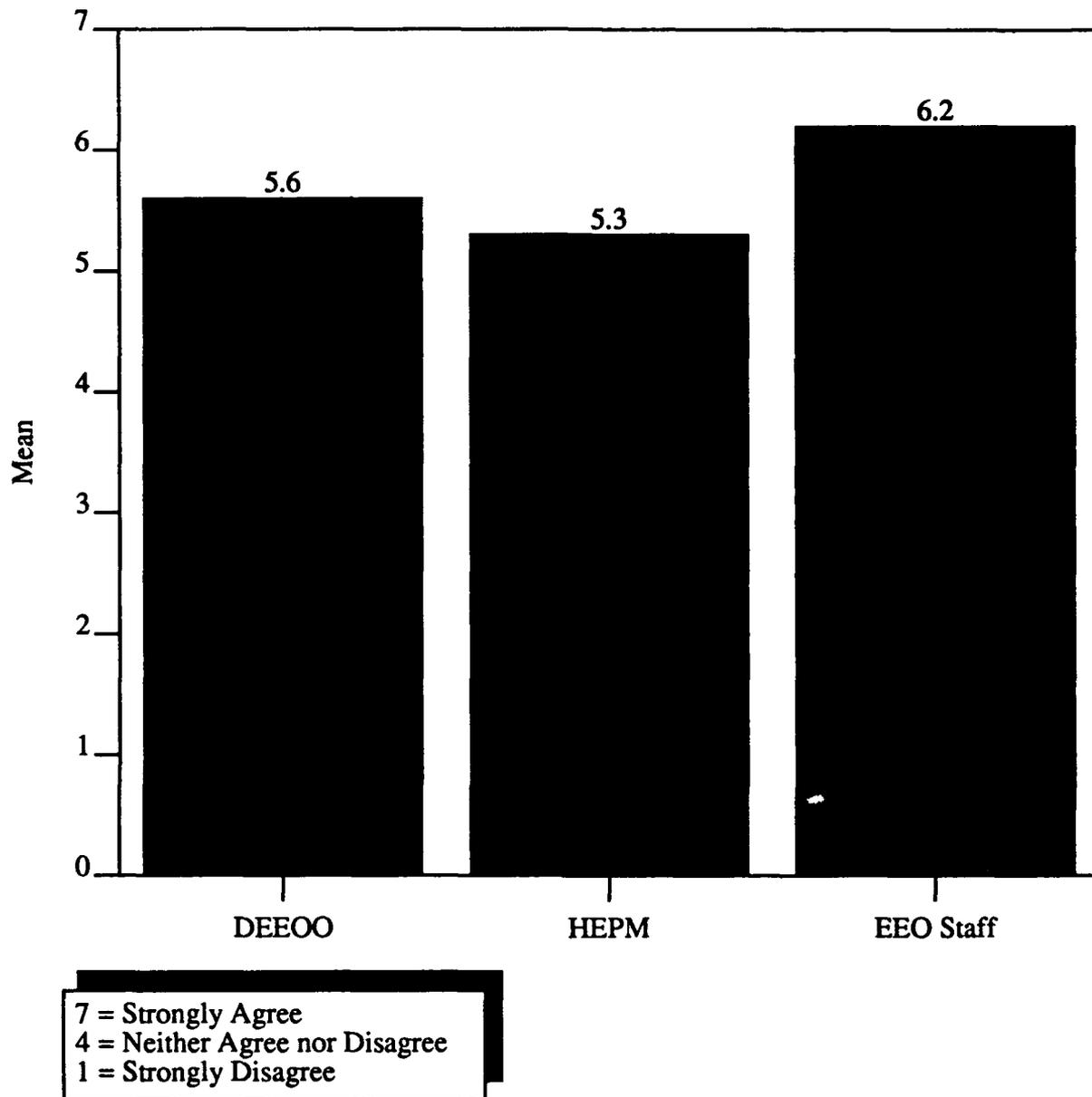
The average ratings of the evaluators on the six items are summarized in Figure 3. All the ratings are positive with the highest agreement being for the statement "the work experience section of the SF-171 is clearly explained" (M = 6.0). There was also agreement with the statements that "the videotape will help people complete the SF-171 in a high quality manner" (M = 5.7), "applicants will increase their chances of getting hired by following the advice given in the videotape" (M = 5.6), "the background information section is clearly explained in the videotape" (M = 5.7), and the overall preparation of the SF-171 was clear overall" (M = 5.6).

Interestingly, the evaluators rated the statement “the videotape will help Hispanics complete the SF-171 in a high quality manner” the lowest of all the statements (M = 5.0), although the average rating for this item was still on the agree portion of the scale.

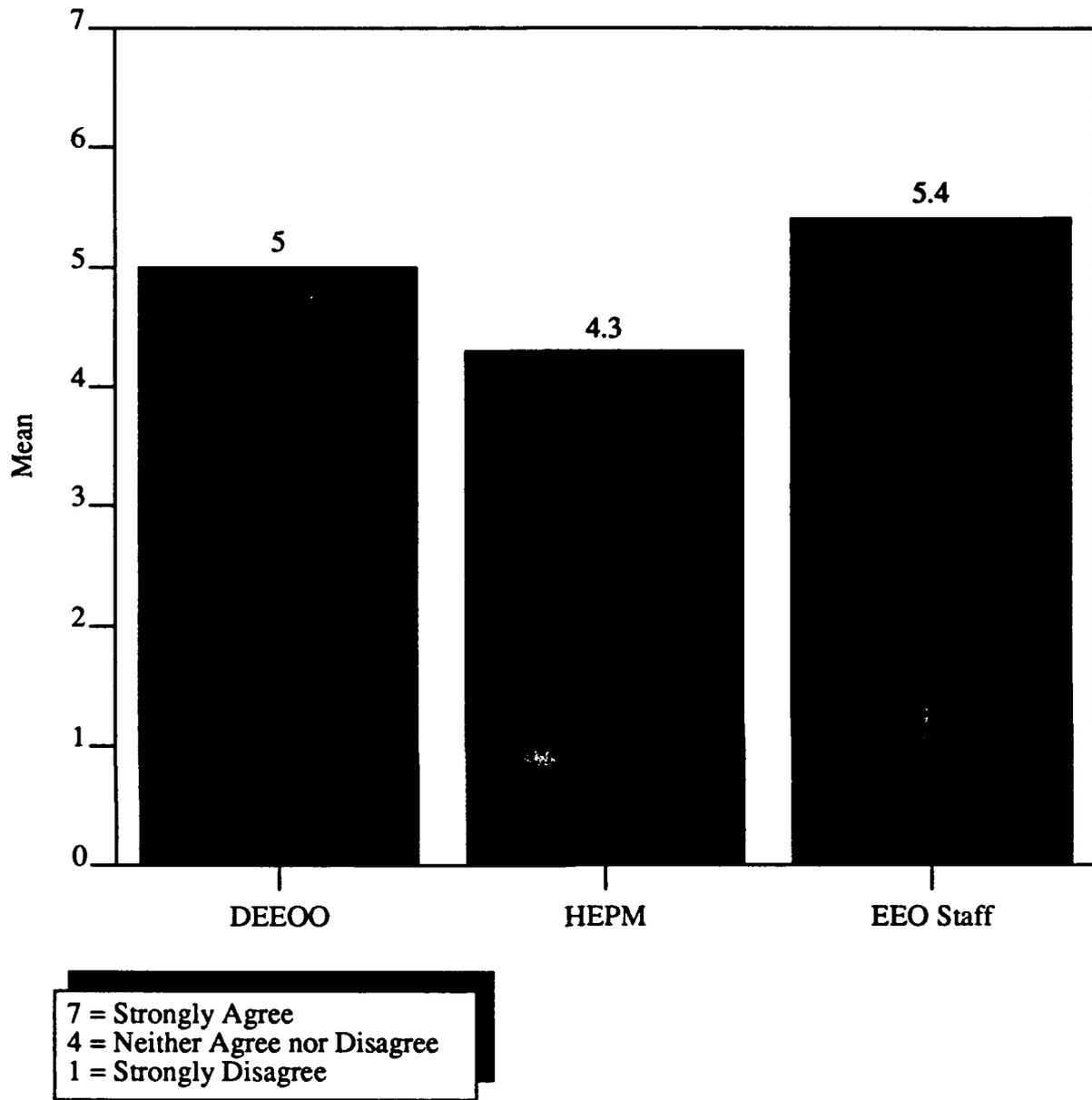


**Figure 3. SF-171 Videotape: Overall evaluation.**

For comparison purposes, the ratings of the three major categories of evaluators: DEEOO (N = 16), HEPM (N = 7), and EEO staff members (N = 22) were contrasted for the six questionnaire items. The data for two of these items are presented in Figures 4 and 5.



**Figure 4. The video will help people to complete the SF-171 in a quality manner.**



**Figure 5. The video will help Hispanics to complete the SF-171 in a quality manner.**

Although the low number of HEPMs who evaluated the tape preclude any firm conclusions, the pattern shown in Figures 4 and 5 is generally the same for all items: EEO staff were the most positive, DEEOOs about the same or slightly less positive, and HEPMs were the least positive.

The evaluators also indicated what they liked about the videotape and what suggestions they had for improving it. Most of the comments concerning the videotape were generally positive. These comments are summarized in Table 1. The comments indicate that the videotape was

perceived as clearly and comprehensively presenting material related to completing the SF-171. Additionally, after viewing the videotape, several evaluators expressed interest in obtaining copies of the videotape to use at their activities

**Table 1**

**Summary of Evaluator Comments  
What did you like about the videotape?**

---

The "step-by-step" format should aid those submitting a 171.  
Addresses problem areas met by the average applicant applying for federal employment.  
Provides useful information on a level most would understand.  
The clarity and emphasis on the work experience section.  
Clear and systematic method of presentation.  
Outstanding film, particularly the assistance on work experience.  
Especially like the idea about creating a good picture of yourself.  
Direly needed in many agencies and community organizations.  
Covered all areas well and was concise.

---

Evaluators also had suggestions for how the videotape could be improved. These comments are summarized in Table 2. A number of individuals indicated that there should be a Spanish or bilingual version of the tape. These comments may explain the comparatively lower ratings obtained on the questionnaire for the item assessing perceptions of whether the tape would help Hispanics complete the form as well as the overall lower ratings of the tape by HEPMs. Other suggestions tended to focus on the need for a professional narrator and greater emphasis on presenting information concerning the application process and form that were not included on the videotape.

## **Table 2**

### **Summary of Evaluator Comments What would you change about the videotape?**

---

There should be a Spanish version of the tape. The tape could also use closed caption for the hearing impaired.

The tape could be used at Job Information Centers if you take out references to a counselor being present.

Employ professional actors who would present the information in a more animated and interesting manner.

Show the pages of SF-171 more clearly and address all sections.

Emphasize the first or only impression of themselves is the SF-171.

Provide time between significant points for viewers to write notes.

Towards the end, slow down on the dos and don'ts

Supplemental page 2 may not necessarily be available--explain what to do in this situation.

---

### **Evaluation by Prospective Job Applicants**

In order to assess the impact of the tape among actual applicants in a realistic setting, the videotape was shown at an SF-171 workshop in Oxnard, CA. The workshop was conducted by the HEPM of the Pacific Missile Test Center (PMTTC) on 22 September 1989, at the Employee Development Department of the State of California. The Oxnard location was chosen because of the high percentage of Hispanics in that community. A total of 11 individuals (8 males, 3 females) who were interested in applying for jobs with the federal government (PMTTC is a major employer in the Oxnard area) attended the workshop and viewed the tape. All 11 individuals (about half were Hispanic according to the PMTTC point of contact) were given an overview of employment in the federal government and the application process. They then viewed the videotape. Afterwards, they were asked to provide written comments about the tape including: (1) what they liked, (2) what they disliked, and (3) changes or modifications they had. These comments are summarized in Table 3. The comments were generally very favorable. The videotape was considered informative and relevant to the task at hand: completing the SF-171. Additionally, it gave a number of applicants new perspectives on completing the form.

### **Table 3**

#### **Summary of Comments by Job Applicants**

---

I found the tape to be very informative, emphasizing a number of points I was unaware of. It will assist greatly in filling out the SF-171.

Work experience--how to break it down, that was probably the best part of the tape.

It (the tape) got my attention. Some parts of the tape were boring, but it was about less than 5 percent of the tape. Overall the tape was helpful.

I thought the tape was helpful. But I think you need to give a handwritten example to people so when they go home to think over their work and school history, they have something to refer to, or at least an outline of the points covered by the tape.

The video helped to get somewhat a better idea of how to fill out the SF-171. It also aided in giving me additional ideas of how to organize the preparation of the form. On the negative side, it was a little on the monotonous side and I began to nod off a couple of times.

I felt that the tape was very informative and helpful and the format coincided with the application form.

The tape was well done and easy to understand. It gave me a much better idea of how to fill out page 2 in how to paint a better picture of myself.

The woman giving the information looked away from the T.V. too much. Other than that, it was informative. It had very good information on using past work knowledge.

I thought the tape was well edited, and that it was helpful in giving me better ideas in filling out the 171 application.

I thought this video helped a lot. There were many things that I didn't know about in ways to fill out the SF-171 form. This video covers everything we need to know about it. This video was a great idea for those that are not aware of how to fill it out.

I thought the videotape helped (make) my point of view towards the SF-171 application a lot more clear.

In watching the video on filling out the 171 application, I feel that it was very clear and it opened my eyes to things I didn't think about when filling out an application. I didn't find anything I disliked about the video.

---

## CONCLUSIONS

As can be seen from the results, individuals who viewed the SF-171 videotape were favorably disposed toward it. Both professionals with full-time or collateral EEO duties and prospective applicants for Navy civilian employment evaluated the tape positively. There was widespread agreement that the use of the videotape would improve the quality of SF-171 applications, that the videotape was clear overall (especially in its coverage of work experience and background information sections), and would help individuals get hired. Surprisingly, there was least agreement among all evaluators that the tape would help Hispanics. Furthermore, HEPMs had less favorable ratings about the tape than other EEO personnel. Since the initial impetus behind developing the tape was to increase Hispanic representation, it may be that future versions or variations of this initial effort need to more specifically target the Hispanic audience. One obvious possibility is to develop a Spanish version of this videotape to assist those whose English skills are weak. Additionally, Spanish language materials could be used as supplements to the tape in actual SF-171 workshops.

In sum, it is best to view this SF-171 videotape as an initial effort. It ultimately can be cost-effective by providing a standardized supplement to current SF-171 presentations. The videotape can also serve as a stand-alone entity (with written training materials) in instances where experts are unavailable or otherwise committed.

## RECOMMENDATIONS

**1. Implement the SF-171 videotape on a limited basis at Navy activities that have participated in the EEO Enhancement Research Project.**

The EEO Enhancement Research Project was completed at the end of FY90. According to the implementation plan, the research products are to be transitioned for use in the civilian Navy work force. It is recommended that the SF-171 videotape be one of the products that is transitioned to operational use. Doing so will require that the Office of Civilian Personnel Management make minor revisions on the tape (e.g., addition of Navy emblem), distribute it to select commands, and monitor its use and effectiveness. It is suggested that the tape initially be distributed to those activities that participated in the various aspects of the EEO Enhancement Research Project since underrepresentation of Hispanics in the blue-collar work force exists at these locations. Moreover, providing the tape to these commands would reward them for their assistance to the research project. If funds are available, the tape should also be distributed to the 19 Echelon II Navy commands.

**2. Develop a Spanish-language SF-171 videotape.**

Although targeted at members of the Hispanic community, less favorable perceptions regarding the videotape were found among HEPMs, individuals who have the responsibility for recruiting Hispanics. Thus, in order to better target the Hispanic applicant pool, a Spanish version of the present tape should be developed. Hispanic applicants who have limited English skills probably find the SF-171 instructions formidable. If they clearly understood the directions, completing the form would be less of a barrier to attaining Navy employment.

### **3. Develop a written package to serve as a supplement to the videotape.**

Since the videotape provides a lot of information about how to complete the SF-171, providing a written package would greatly assist people in assimilating the information. While instructors in a workshop format may provide this additional information in many cases, there is a need for the tape to serve as a stand-alone entity. For instance, applicants may show up individually at commands or job centers seeking employment. The tape along with written materials (e.g., information about working for the federal government) could guide people through the application process without the need for additional personnel. Also, the written materials could be used as handouts by instructors in SF-171 workshops and thus standardize the information applicants are given regarding employment with the federal government. Additionally, where appropriate, the written materials should be translated into Spanish for use with applicants with limited English-language skills.

Use of the written materials as a supplement to the videotape would put Navy ahead of other SF-171 training programs used by federal agencies. For example, the Federal Research Service, Inc. has been sponsoring half-day sessions on how to complete the SF-171 for the past 10 years. However, their sessions (currently at a cost of \$67 per person) neither utilize a videotape nor do they offer any special consideration for the unique needs of Hispanics.<sup>3</sup>

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<sup>3</sup>Telecon between P. Rosenfeld of NAVPERSRANDCEN and Amy Carson of Federal Research Service, Inc., Washington, DC on 7 May 90.

**PUBLISHED WORKS OF THE EQUAL EMPLOYMENT ENHANCEMENT  
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**APPENDIX**  
**EVALUATION OF THE SF-171 VIDEOTAPE**

## EVALUATION OF THE SF-171 VIDEOTAPE

Position \_\_\_\_\_ Gender:  female  male

EEO Position (if applicable) \_\_\_\_\_ Date \_\_\_\_\_

Is your EEO position:  full-time  part-time

**1. The videotape will help people complete the SF-171 in a high quality manner.**

|                      |   |   |                               |   |   |                   |
|----------------------|---|---|-------------------------------|---|---|-------------------|
| 1                    | 2 | 3 | 4                             | 5 | 6 | 7                 |
| Strongly<br>Disagree |   |   | Neither Agree<br>nor Disagree |   |   | Strongly<br>Agree |

**2. The videotape will help Hispanics complete the SF-171 in a high quality manner.**

|                      |   |   |                               |   |   |                   |
|----------------------|---|---|-------------------------------|---|---|-------------------|
| 1                    | 2 | 3 | 4                             | 5 | 6 | 7                 |
| Strongly<br>Disagree |   |   | Neither Agree<br>nor Disagree |   |   | Strongly<br>Agree |

**3. The overall preparation of the SF-171 is clearly explained in the videotape.**

|                      |   |   |                               |   |   |                   |
|----------------------|---|---|-------------------------------|---|---|-------------------|
| 1                    | 2 | 3 | 4                             | 5 | 6 | 7                 |
| Strongly<br>Disagree |   |   | Neither Agree<br>nor Disagree |   |   | Strongly<br>Agree |

**4. The work experience section of the SF-171 is clearly explained in the videotape.**

|                      |   |   |                               |   |   |                   |
|----------------------|---|---|-------------------------------|---|---|-------------------|
| 1                    | 2 | 3 | 4                             | 5 | 6 | 7                 |
| Strongly<br>Disagree |   |   | Neither Agree<br>nor Disagree |   |   | Strongly<br>Agree |

**5. The background information section is clearly explained in the videotape.**

|                      |   |   |                               |   |   |                   |
|----------------------|---|---|-------------------------------|---|---|-------------------|
| 1                    | 2 | 3 | 4                             | 5 | 6 | 7                 |
| Strongly<br>Disagree |   |   | Neither Agree<br>nor Disagree |   |   | Strongly<br>Agree |

**6. Applicants will increase their chances of getting hired by following the advice given in the videotape.**

|                      |   |   |                               |   |   |                   |
|----------------------|---|---|-------------------------------|---|---|-------------------|
| 1                    | 2 | 3 | 4                             | 5 | 6 | 7                 |
| Strongly<br>Disagree |   |   | Neither Agree<br>nor Disagree |   |   | Strongly<br>Agree |

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