

INTERVIEWER'S MANUAL

A Guide to the Evaluation of  
Police Officer Applicants

by

WOLLACK & ASSOCIATES  
A Psychological Corporation  
P. O. Box 702  
Greenwood, CA

50113

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## INTRODUCTION

The information contained in this manual will serve as a guide for panel members interviewing candidates for the position of entry-level police officer. The interview content has been carefully prepared and the format for rating scales has been developed in conjunction with this content. In conducting these interviews, it is very important that panel members follow the information in this manual as closely as possible. The procedure recommended in this manual is essentially a "structured" interview. A "structured" interview requires that the interview panel adhere to the same general format with all candidates. However, it is not necessary to strictly limit the interview to the question areas suggested in this manual. In many situations, it will be necessary to ask additional, clarifying questions in order to develop sufficient information about the applicant's qualifications. Such clarification is not only appropriate, it may be essential to the reliable rating of the candidate. However, panel members should avoid asking questions that are irrelevant or not directly related to the job requirements.

It is also expected that interviewers will be familiar with and adhere to the "Pre-Employment Inquiry Guide" published by the Washington State Human Rights Commission (See WAC 162-12).

Panel members will be required to become thoroughly familiar with this manual and with the interview content before beginning the oral examinations. Any questions about this material that may arise during the course of the interviews should be thoroughly discussed with the other panel members in order to ensure a common understanding.

There are two variations of the recommended interview procedure described in this manual. These variations provide a substantial degree of flexibility to departments wishing to utilize this interview procedure.

1. Interview Occurs After Background Investigation

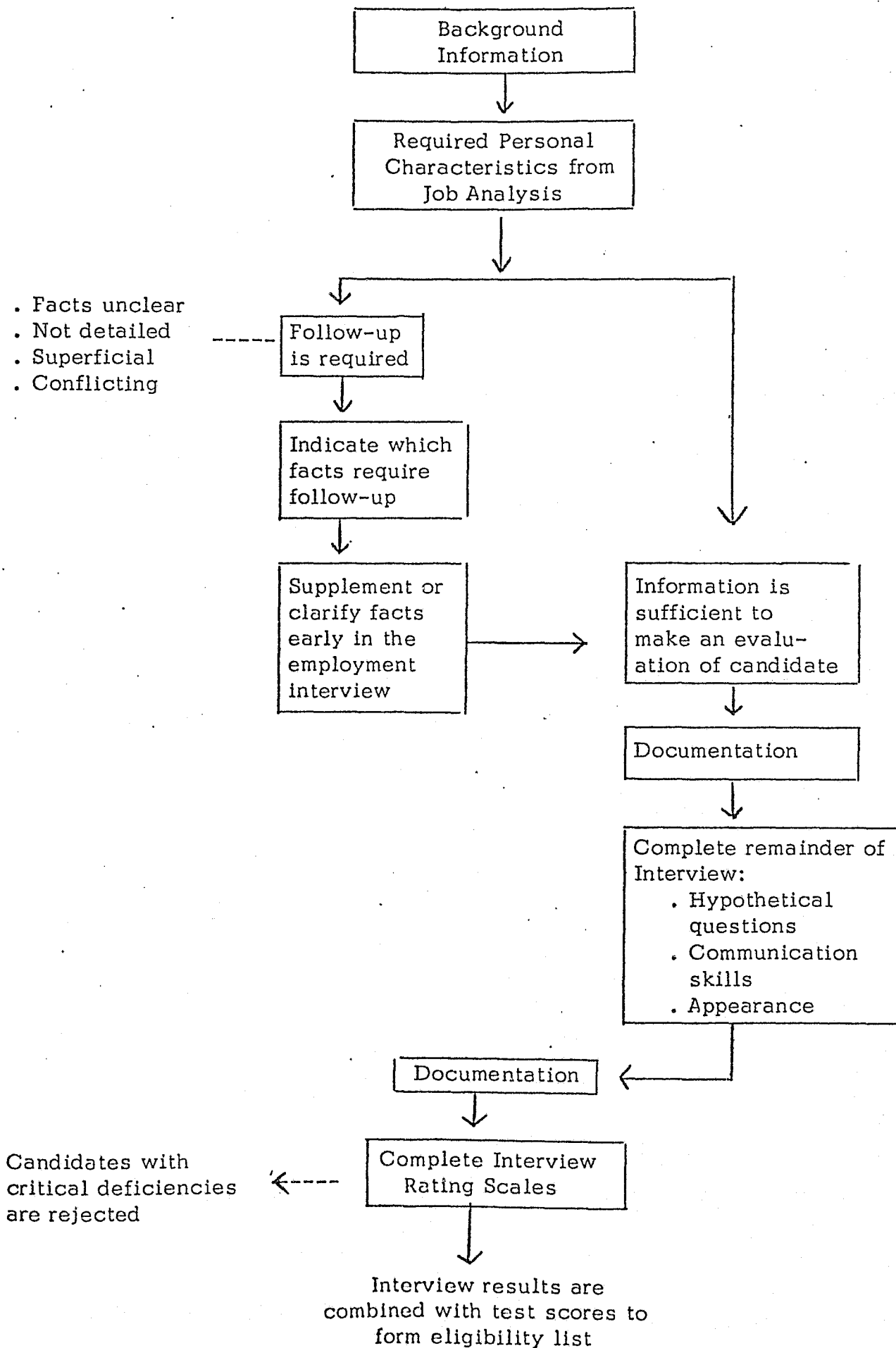
In departments which interview after the background investigation has been completed, the basis of the employment interview is the Evidence Organizer which is described in the Background Investigation Manual.

2. Interview Occurs Before Background Investigation

In departments which interview before the background investigation has been completed, the basis of the employment interview is either the Personal History Statement, which is also described in the Background Investigation Manual, or a similarly detailed employment application.

While greater depth of information is available to the interviewer for the first alternative, it may be entirely impractical for an agency faced with a large number of applicants. In the latter case, the applicant's written factual description of his personal history becomes the starting point of the employment interview.

# I. INTERVIEW FLOW CHART



## II. INTERVIEW DIMENSIONS

Through job analysis, a number of personal characteristics were determined to be essential for the successful performance of the police officer's job.

Some of these personal characteristics are evaluated by written examinations, a physical performance test, and by the background investigation. The following characteristics are to be evaluated by the oral interview panel and are referred to as "Interview Dimensions":

A. APPEARANCE      The appearance of a candidate is evaluated based on the extent to which the individual, as a law enforcement officer, might be expected to:

- adopt a reasonable grooming standard consistent with contemporary community standards and expectations
- take pride in his personal appearance and professional bearing
- work to stay in good physical condition
- maintain his uniform and equipment in top condition

B. DEPENDABILITY      The dependability of a candidate is evaluated based on the extent to which the individual, as a law enforcement officer, might be expected to:

- report for duty on time
- not malingering on calls
- react quickly to problems observed on the street or to dispatches received over the radio
- be accurate and thorough in handling the details of an assignment
- submit reports on time
- follow through on all assignments

C. INITIATIVE      The initiative of a candidate is evaluated based on the extent to which the individual, as a law enforcement officer, might be expected to:

- strive to put forth his best effort at all times
- work diligently and conscientiously in carrying out his assignments rather than merely "putting in his time"
- care about his competence as a law enforcement officer and want to improve his skills

- see himself as being responsible for learning the job and staying abreast of new developments in his occupational field
- proceed on assignments without waiting to be told what to do
- recognize his own deficiencies and strive to correct them

D. SITUATIONAL REASONING ABILITY

The situational reasoning ability of a candidate is based on the extent to which the individual, as a law enforcement officer, might be expected to:

- demonstrate good "common sense" in handling field situations
- know how to analyze a situation, identify the important elements and make a logical decision without undue delay
- accurately assess the potential consequences of alternative courses of action and select the one which is most acceptable
- have little difficulty deciding what to do in most situations
- recognize dangerous situations and act decisively to protect persons and property from harm
- be able to reach a decision quickly when faced with several alternative courses of action

E. INTERPERSONAL SKILL

The interpersonal skill of a candidate is evaluated based on the extent to which the individual, as a law enforcement officer, might be expected to:

- understand the motives of people and usually be able to anticipate how people will act in a given situation
- consider individual differences when dealing with people rather than treating everyone alike
- interact with people in a wide variety of circumstances without arousing antagonism
- be effective in persuading and influencing others to behave in an alternative manner
- resolve domestic and other interpersonal conflicts through persuasion and negotiation rather than force
- be assertive in appropriate circumstances
- work effectively as a member of a team when required to do so

F. ORAL COMMUNICATION SKILL- The oral communication skill of a candidate is evaluated based on the extent to which the individual, as a law enforcement officer, might be expected to:

- speak clearly and intelligibly to individuals, small groups and large crowds
- communicate effectively with persons of widely divergent cultural and educational background
- speak clearly over police radios and other electronic transmission equipment
- make concise and meaningful oral reports to supervisory police personnel
- communicate effectively with persons who are emotionally disturbed or seriously injured
- be articulate and understandable when testifying in court



### III. PRE-INTERVIEW ACTIVITIES

REVIEW OF EVIDENCE ORGANIZER OR PERSONAL HISTORY STATEMENT	Prior to the interview, the interviewer reviews the <u>Evidence Organizer</u> (interview following background investigation) or the <u>Personal History Statement</u> (interview preceding background investigation).
RELATE THE FACTS TO THE INTERVIEW DIMENSIONS	Interviewer reviews the Evidence Organizer or Personal History Statement using the <u>Interview Guide</u> as an aide in determining what information should be related to the job dimensions.
THE INTERVIEW GUIDE SHOWS YOU WHAT TO LOOK FOR	In relating background information to the job dimensions, the Interview Guide assists the interviewer in deciding what types of information are relevant.
THE INTERVIEW SUMMARY FORM DOCUMENTS THE EVIDENCE	The interviewer records pertinent factual data from the appropriate source document on the <u>Interview Summary Form</u> . This form is organized in such a way as to permit all of the information relevant to a particular dimension to be summarized in one place.
DECIDE IF THE EVIDENCE IS SUFFICIENT	If the factual information relating to some interview dimensions is ambiguous, unclear, incomplete, contradictory, or not sufficiently detailed, <u>follow-up</u> in the interview is required.
INDICATE WHAT REQUIRES FOLLOW-UP	In the space provided on the Interview Summary Form, the interviewer writes some <u>brief</u> notes indicating what follow-up information should be acquired.
SIGNIFICANT FACTS SHOULD BE DOCUMENTED	If the factual information is sufficient, any <u>significant</u> data should be summarized briefly in the space provided for each background factor.
CHECK MARK DENOTES THAT INFORMATION IS SUFFICIENT	When the factual information from the background information "speaks for itself" the interviewer <u>checks the box</u> provided to indicate that follow-up is not needed.
NO CHECK MARK MEANS FOLLOW-UP IS REQUIRED	When a background factor <u>has not been checked</u> , the interviewer will know he must follow up on it in the interview.

**INTERVIEW GUIDE**  
for  
**POLICE OFFICER**

<b>DEPENDABILITY</b>					
<p>This dimension requires the interviewer to seek out evidence indicating:</p> <ol style="list-style-type: none"> <li>1. Willingness of others to place their confidence in the candidate's ability</li> <li>2. Candidate's success or failure in honoring obligations</li> </ol>		<b>FINANCIAL HISTORY</b> <ul style="list-style-type: none"> <li>. Failure to repay debts</li> <li>. Excessive indebtedness</li> <li>. Good or poor reasons for indebtedness</li> <li>. Extent of current obligations</li> <li>. Was bad faith shown?</li> </ul>		<b>CRIMINAL RECORD</b> <ul style="list-style-type: none"> <li>. Nature of criminal act</li> <li>. Involve inability to get along with others?</li> </ul>	
		<b>EMOTIONAL PROBLEMS OR USE OF ALCOHOL</b> <ul style="list-style-type: none"> <li>. Has problem ever hindered candidate's performance in job, school, military, etc.?</li> <li>. Recency of problem</li> <li>. Severity of problem</li> <li>. Extenuating circumstances</li> </ul>		<b>EMOTIONAL PROBLEMS</b> <ul style="list-style-type: none"> <li>. Problem behavior directed at self or others</li> <li>. Have problems resulted in anti-social behavior?</li> <li>. Would problems affect use of authority?</li> <li>. Recency/severity of problem</li> </ul>	
<b>Background Factor</b>	<b>What to look for</b>	<b>GROUPS ASSOCIATIONS AND CLUBS</b> <ul style="list-style-type: none"> <li>. Nature of responsibilities</li> <li>. Position of trust?</li> <li>. Candidate's reputation</li> <li>. Groups reputation in community</li> <li>. Major accomplishments</li> </ul>		<b>GROUPS, ASSOCIATIONS, AND CLUBS</b> <ul style="list-style-type: none"> <li>. Purpose of group — people oriented?</li> <li>. Relationship with group members</li> <li>. Positions of trust</li> <li>. Elective office</li> <li>. Dealing with others required? How?</li> </ul>	
<b>WORK HISTORY</b> <ul style="list-style-type: none"> <li>. Degree of responsibility</li> <li>. Growth in responsibility</li> <li>. Recognition by employers/supervisors</li> <li>. Raises/promotions</li> <li>. Major accomplishments</li> <li>. Reprimands/disciplinary measures</li> <li>. Attendance/lateness</li> <li>. Work quality</li> <li>. Reasons for leaving jobs</li> <li>. Employers/supervisor satisfied</li> </ul>		<b>INTERPERSONAL SKILLS</b>		<b>GENERAL REPUTATION</b> <ul style="list-style-type: none"> <li>. Number of friends/associates</li> <li>. Contact with other ethnic groups?</li> <li>. Racial attitude</li> </ul>	
		<p>This dimension requires the interviewer to seek out evidence of the candidate's:</p> <ol style="list-style-type: none"> <li>1. Ability to deal effectively and positively with others</li> <li>2. Interest in working with people</li> <li>3. Desire to be of service to others</li> <li>4. Fairness in dealing with all segments of society</li> </ol>		<b>INITIATIVE</b>	
<b>UNEMPLOYMENT RECORD</b> <ul style="list-style-type: none"> <li>. Number of jobs in recent years</li> <li>. Times unemployed</li> <li>. Length of unemployment</li> <li>. Use of time when unemployed</li> <li>. Reasons for unemployment</li> </ul>		<b>Background Factor</b>	<b>What to look for</b>	<p>This dimension requires the interviewer to seek out evidence of the candidate's:</p> <ol style="list-style-type: none"> <li>1. Willingness to improve his own skills and knowledge</li> <li>2. Desire to improve his own performance level</li> <li>3. Motivation to do more than the minimum required</li> <li>4. Interest in finding improved ways for doing a job or task</li> </ol>	
<b>MILITARY RECORD</b> <ul style="list-style-type: none"> <li>. Job responsibilities</li> <li>. Promotions</li> <li>. Medals/awards</li> <li>. Reprimands/disciplinary measures</li> <li>. Convictions</li> </ul>		<b>WORK HISTORY</b> <ul style="list-style-type: none"> <li>. Relations with co-workers</li> <li>. Attitude of employers/supervisors</li> <li>. Team orientation</li> <li>. Responsible use of authority</li> <li>. Leadership experiences</li> <li>. Sensitivity to other's feelings</li> <li>. Problems in dealing with authority</li> <li>. Reason for job changes related to people?</li> <li>. Reprimands/disciplinary actions</li> </ul>		<b>Background Factor</b>	<b>What to look for</b>
<b>EDUCATIONAL HISTORY</b> <ul style="list-style-type: none"> <li>. Academic accomplishments/problems</li> <li>. Awards</li> <li>. School clubs or activities</li> <li>. Elective office</li> <li>. Positions of trust</li> <li>. Disciplinary problems</li> </ul>		<b>EDUCATIONAL HISTORY</b> <ul style="list-style-type: none"> <li>. Relationship with teachers/students</li> <li>. Activities requiring work with others</li> <li>. Leadership experience</li> <li>. Sports or other team activities</li> <li>. Discipline problems</li> </ul>		<b>WORK HISTORY</b> <ul style="list-style-type: none"> <li>. Efforts to improve job skills</li> <li>. Efforts to improve methods/procedures</li> <li>. Recognition by employer/supervisor for initiative</li> <li>. Doing more than the job required</li> <li>. Desire to assume increased responsibilities (promotion)</li> </ul>	

<b>MILITARY RECORD</b>	<ul style="list-style-type: none"> <li>. Interest in training/acquiring new skills</li> <li>. Desire to seek meaningful work</li> <li>. Better ways to do a job or task</li> <li>. Doing more than the bare minimum</li> </ul>	<ul style="list-style-type: none"> <li>. Were potential problems properly prioritized?</li> <li>. Were good questions asked or was candidate stalling?</li> <li>. Did candidate attempt to "duck" the problem?</li> <li>. Was caution used?</li> <li>. Was there any effort to use persuasion?</li> <li>. Would the action have succeeded?</li> </ul>	<b>NOTES:</b>
<b>EDUCATIONAL HISTORY</b>	<ul style="list-style-type: none"> <li>. Educational accomplishments</li> <li>. Personal sacrifice to obtain education</li> <li>. Extracurricular activities</li> <li>. Failure to complete courses/schooling — Why?</li> <li>. Low grades due to failure to prepare properly</li> </ul>	<b>ORAL COMMUNICATION SKILL</b>	
<b>SITUATIONAL REASONING ABILITY</b>		<p>This dimension requires the interviewer to seek out evidence of the candidate's:</p> <ol style="list-style-type: none"> <li>1. Clarity of speech</li> <li>2. Ability to make self understood</li> <li>3. Ability to communicate to all people</li> <li>4. Responsiveness to questions asked</li> </ol>	
<p>This dimension requires the interviewer to seek out evidence of the candidate's:</p> <ol style="list-style-type: none"> <li>1. Ability to use good judgment</li> <li>2. Sense of priorities</li> <li>3. Ability to take decisive action when required</li> <li>4. Ability to analyze a situation and draw valid conclusions</li> </ol>		<ul style="list-style-type: none"> <li>. Clear and to the point?</li> <li>. Proper use of grammar, vocabulary, etc.?</li> <li>. Loud enough to be heard?</li> <li>. Does candidate listen well?</li> <li>. Do answers respond to questions?</li> <li>. Able to make self understood to people of different backgrounds?</li> <li>. Serious impediments or defects in speech?</li> <li>. Answers well organized?</li> </ul>	
<ol style="list-style-type: none"> <li>I. Consider any permissible background information which might help in evaluating the candidate's situational reasoning ability.</li> </ol>		<b>APPEARANCE</b>	
<ol style="list-style-type: none"> <li>II. Hypothetical Situations — Consider the following questions when evaluating an applicant's response to a hypothetical situation. <ul style="list-style-type: none"> <li>. Was the candidate's reaction logical or impulsive?</li> <li>. Full range of factors considered <u>before</u> action was taken</li> <li>. Was there an accurate assessment of the <u>consequences</u> of candidate's decision?</li> <li>. Appropriate use of authority?</li> <li>. Appropriate degree of regard shown for safety of officer and public?</li> <li>. Were the decisions realistic?</li> <li>. Were human needs properly considered?</li> <li>. Were public relations aspects properly considered?</li> <li>. Was minimum force used?</li> <li>. Did candidate's reaction go beyond what was justified? Did it go far enough?</li> <li>. Was candidate's response clear or confused?</li> <li>. Was action taken decisively?</li> <li>. Was candidate reluctant to take the proper action because of attitudes towards use of force or weapons?</li> </ul> </li> </ol>		<p>This dimension requires the interviewer to make a judgment based on observation of candidate using the standards of:</p> <ol style="list-style-type: none"> <li>1. Cleanliness</li> <li>2. Grooming</li> <li>3. Posture and bearing</li> </ol> <p>Unless all of the following guidelines are met, the applicant's appearance should be considered acceptable:</p> <ul style="list-style-type: none"> <li>. The candidate's current appearance in the interview is unacceptable, AND</li> <li>. The candidate's unacceptable appearance is not due to some temporary, extenuating circumstance, AND</li> <li>. The judgment is not based on some medical factor which can better be evaluated by a physician (e.g. obesity, malnutrition, physical handicaps, etc.) AND</li> <li>. The candidate is unwilling to modify his appearance to conform to reasonable departmental standards.</li> </ul>	

INTERVIEW SUMMARY FORM  
for  
POLICE OFFICER

Name of Candidate \_\_\_\_\_

Rater \_\_\_\_\_ Date \_\_\_\_\_

A. APPEARANCE:

Pass

Fail

B. DEPENDABILITY:

5    4    3    2    1    (circle one)

Fail

C. INITIATIVE:

5    4    3    2    1

Fail

D. SITUATIONAL REASONING  
ABILITY:

5    4    3    2    1

Fail

E. INTERPERSONAL SKILL:

5    4    3    2    1

Fail

F. ORAL COMMUNICATION  
SKILL

5    4    3    2    1

Fail

Instructions: For each dimension, several background areas (e.g. work history, military record, financial history, etc.) are listed on the following pages of this form. Check each one only when you are fully satisfied with the quantity/quality of the information obtained. Be sure to provide enough documentation to justify your ratings on each dimension. Attach additional pages if required.

DEPENDABILITY

INITIATIVE

WORK HISTORY

WORK HISTORY

UNEMPLOYMENT RECORD

MILITARY RECORD

MILITARY RECORD

EDUCATIONAL HISTORY

EDUCATIONAL HISTORY

INTERVIEW NOTES

FINANCIAL HISTORY

GROUPS, ASSOCIATIONS, & CLUBS

ORAL COMMUNICATION SKILL

EMOTIONAL PROBLEMS/ALCOHOL USE

Describe any significant factors which have influenced your rating of the candidate's ability to communicate.

INTERVIEW NOTES

## SITUATIONAL REASONING ABILITY

## INTERPERSONAL SKILLS

BACKGROUND INFORMATION

WORK HISTORY

INTERVIEW NOTES

EDUCATIONAL HISTORY

CRIMINAL RECORD

## HYPOTHETICAL QUESTIONS

No. 1

EMOTIONAL PROBLEMS

No. 2

No. 3

GROUPS, ASSOCIATIONS, &amp; CLUBS

No. 4

No. 5

GENERAL REPUTATION

## APPEARANCE

INTERVIEW NOTES

If you have failed the applicant on this dimension, describe all factors that you considered.

## VI. EXAMPLE OF PRE-INTERVIEW WORK

This section illustrates the pre-interview work for a hypothetical candidate. Assume that an Evidence Organizer has been completed by the background investigator. The Interview Summary Form for this candidate has been completed (pre-interview work) by the interviewer based upon the background investigation report. The Interview Summary Form has been completed through the point of the pre-interview stage only. Please note how follow-up question areas have been indicated. Also, note the brief summaries of relevant and significant background evidence. This example illustrates how the pre-interview note-taking should be done. The Interview Summary Form, at this stage, does not include information which is based on the actual interview, but only that which an interviewer would be expected to review prior to the interview. Where the Personal History Statement is used as the basis of the interview, (i.e., no background investigation prior to interview) the same general procedure should be used.

INTERVIEW SUMMARY FORM  
for  
POLICE OFFICER

Name of Candidate George Lawson

Rater Lt. William Piper Date 8/18/77

A. APPEARANCE:

Pass

Fail

B. DEPENDABILITY:

5      4      3      2      1      (circle one)

Fail

C. INITIATIVE:

5      4      3      2      1

Fail

D. SITUATIONAL REASONING  
ABILITY:

5      4      3      2      1

Fail

E. INTERPERSONAL SKILL:

5      4      3      2      1

Fail

F. ORAL COMMUNICATION  
SKILL

5      4      3      2      1

Fail

Instructions: For each dimension, several background areas (e.g. work history, military record, financial history, etc.) are listed on the following pages of this form. Check each one only when you are fully satisfied with the quantity/quality of the information obtained. Be sure to provide enough documentation to justify your ratings on each dimension. Attach additional pages if required.



WORK HISTORY (1) Promoted to shift supervisor at A & P in 3 years (usually takes 6-8 years). Top performance ratings achieved 1972-1976. Past employers highly complimentary.

UNEMPLOYMENT RECORD

N/A

MILITARY RECORD

Honorably discharged from Navy 4/7/69. Served in Viet Nam for one year (1968-69).

EDUCATIONAL HISTORY

Graduated in upper quarter of class in Buena Vista High School. Night classes at Hillsdale Community College.

FINANCIAL HISTORY (3)

Garnishment of wages 1970--litigated in his favor.

GROUPS, ASSOCIATIONS, & CLUBS

Vice-President Rotary Club (1976). Big Brothers for last 7-8 years. Boy Scouts.

EMOTIONAL PROBLEMS/ALCOHOL USE

Non-drinker

INTERVIEW NOTES

1. Reason for wanting job change? When promoted?
2. How many units completed? In what grades?
3. Current obligations?

WORK HISTORY

Early promotion. Performance awards.

MILITARY RECORD

(1)

EDUCATIONAL HISTORY

Community college

(2)

INTERVIEW NOTES

1. What were his responsibilities?
2. Type of coursework.

ORAL COMMUNICATION SKILL

Describe any significant factors which have influenced your rating of the candidate's ability to communicate.

SITUATIONAL REASONING ABILITY	INTERPERSONAL SKILLS
<input type="checkbox"/> BACKGROUND INFORMATION (1) <i>Disarmed a person in mental distress. Used persuasion to get gun away; subdued him without assistance.</i>	<input checked="" type="checkbox"/> WORK HISTORY (1) <i>Has had no personal problems with other workers/supervisors. Seems to be well regarded. Described by Plant Manager as "a model employee".</i>
INTERVIEW NOTES  1. Military experiences	<input checked="" type="checkbox"/> EDUCATIONAL HISTORY <i>Football team in high school (2 year Reporter for school newspaper.</i>
HYPOTHETICAL QUESTIONS No. 1  No. 2  No. 3  No. 4  No. 5	<input checked="" type="checkbox"/> CRIMINAL RECORD  N/A
	<input checked="" type="checkbox"/> EMOTIONAL PROBLEMS  N/A
	<input checked="" type="checkbox"/> GROUPS, ASSOCIATIONS, & CLUBS (1) <i>Big Brothers and Boy Scout activities. Shows strong interest in working with young people.</i>
	<input type="checkbox"/> GENERAL REPUTATION <i>Neighbors were positive. Described him as "decent guy".</i>
APPEARANCE  If you have failed the applicant on this dimension, describe all factors that you considered.	INTERVIEW NOTES  1. How much contact with minorities? What are his attitudes?

## VII. INTERVIEW OBJECTIVES

COMPLETE THE  
FOLLOW-UP FIRST

The interviewer should begin by covering all the points which have not been check-marked.

LESS PRE-WORK REQUIRES  
MORE INTERVIEW TIME

The less complete the set of facts before the interview, the greater is the need to get those facts during the interview and the time requirement is therefore increased.

INTERVIEW SUMMARY  
FORM IS COMPLETED  
DURING INTERVIEW

During the interview, relevant information should be summarized on the Interview Summary Form using the space provided.

THE INTERVIEW SUMMARY  
FORM WILL BECOME A  
PERMANENT RECORD

The interview notes and the pre-work will need to be detailed and complete enough to justify the interviewer's ratings.

DON'T BE DISTRACTED BY  
NOTE-TAKING

Listen to what the candidate is saying and avoid "tuning out" while taking notes.

USE KEY WORDS AND PHRASES

Use key words and phrases in your notes which describe the candidate's significant strengths and weaknesses.

DESCRIBE BUT DON'T  
EVALUATE

While the notes need not be detailed, they should describe the candidate's background. Avoid evaluations at this point.

ALLOW ENOUGH TIME  
FOR THE SITUATIONAL  
REASONING QUESTIONS

After the follow-up questions are completed, the interview should allow enough time to cover the hypothetical questions fully.

GIVE CANDIDATE A CHANCE  
TO ASK YOU SOME QUESTIONS  
TOO

When the interviewer has gotten the information required to evaluate the candidate, then the candidate ought to be given a few minutes to ask the interviewer about the requirements of the job or about other matters on his or her mind.

## VIII. SAMPLE SITUATIONAL REASONING QUESTIONS.

1. Assume that you are a police officer and that your sergeant calls you into his office and tells you that you have given his girl friend a ticket for drag racing. He asks you to tear up the ticket and forget that the incident has ever happened. What action should you take?
2. Several squad cars are dispatched to the scene of a disturbance involving several neighborhood youths. As Officer Roberts steps out of his car, he notices a young girl, approximately 17 years old, with a "Molotov cocktail" in her hand. A Molotov cocktail is a fire bomb which is made of gasoline and rags stuffed into a bottle. The fire bomb has been ignited. The girl who stands about thirty feet away from Officer Roberts has her arm cocked and is about to throw the burning fire bomb through the window of a heavily occupied apartment building. What action should Officer Roberts take?
3. An officer on patrol observes a serious traffic accident at a busy intersection. While approaching the accident scene, he calls for an ambulance and a backup unit for the purpose of controlling traffic. The officer approaches on foot. The vehicle which was more seriously damaged contains a young woman and child, both of whom have been injured severely and are covered with blood. While observing the accident victims, the officer notices that the second vehicle involved in the accident makes a sharp turn and accelerates rapidly away from the scene obviously intending to avoid apprehension. What action should the officer take?
4. On a Sunday afternoon, Officer Michaels was driving east on a four lane street in very light traffic. About two blocks ahead, he observed a small foreign sports car exit a liquor store parking lot at about 15 m.p.h. The vehicle crosses two lanes of traffic and then swerves back toward the curb, almost striking a parked car before proceeding somewhat irrationally in the same direction as Officer Michaels. Before Officer Michaels can turn on his red lights and siren to stop the vehicle, the foreign car makes a sharp right turn onto a side street. As the officer turns the corner, he observes the foreign car turning into the driveway of a residence about half way down the block. Officer Michaels pulls into the driveway behind the vehicle. As he approaches the vehicle to investigate, he finds the driver, who is dressed in a tuxedo, slumped over the steering wheel in a drunken stupor. In the backseat of the car are four cases of beer and several gallons of unopened wine. What should the officer do in this situation?

- 4-A Suppose the officer in the above situation decides to take the driver into custody. He removes him from the car, searches and handcuffs him and then places him in the rear of the patrol car for transportation to the jail. At this time, about a dozen men and women dressed in formal clothes come out of the front door of the residence. One middle aged man comes over to Officer Michaels and says, "Officer, my name is Jack Hays. This is my house and we're having a small wedding reception here. My daughter got married today and you've arrested my new son-in-law!" How should the officer respond to this situation?
- 4-B Suppose that in the above situation, Officer Michaels explains that Mr. Hays' son-in-law is under arrest for drunk driving and any arrangements for bail must be made at the jail. Mr. Hays responds by explaining that had he or any of the others known that the suspect was going to leave, they would not have let him. But, apparently the party was running short of liquor and the suspect wanted everyone to have a good time on his wedding day. Mr. Hays, who appears to be a responsible individual, offers to take custody of the suspect, keep his car keys, see that he does not have any more to drink and personally drive the suspect and his new wife to the lodge where they plan to spend the first night of their honeymoon. At this point, the bride, still dressed in her wedding gown, comes out the front door of the house crying and screaming hysterically, "No, please, you can't take him to jail on his wedding day!" How should the officer respond to this new development?

## IX. SAMPLE INTERVIEW SUMMARY FORM

The following is an Interview Summary Form which shows how the form ought to be completed after the interview has been conducted. This form reflects both the pre-interview note-taking and the notes made during the interview.

INTERVIEW SUMMARY FORM  
for  
POLICE OFFICER

Name of Candidate Thomas Hunt  
 Rater Lt. Fred Sangster Date 6/4/76

A. APPEARANCE:

Pass  
 Fail

B. DEPENDABILITY:	5	4	3	2	(1)	<input type="checkbox"/> Fail
C. INITIATIVE:	5	4	(3)	2	1	<input type="checkbox"/> Fail
D. SITUATIONAL REASONING ABILITY:	5	4	3	(2)	1	<input type="checkbox"/> Fail
E. INTERPERSONAL SKILL:	5	4	(3)	2	1	<input type="checkbox"/> Fail
F. ORAL COMMUNICATION SKILL	5	(4)	3	2	1	<input type="checkbox"/> Fail

Instructions: For each dimension, several background areas (e.g. work history, military record, financial history, etc.) are listed on the following pages of this form. Check each one only when you are fully satisfied with the quantity/quality of the information obtained. Be sure to provide enough documentation to justify your ratings on each dimension. Attach additional pages if required.

## DEPENDABILITY

## INITIATIVE

WORK HISTORY (1) Santa Fe Railroad 1970-1972. Terminated due to excessive lateness. Three disciplinary days off at Acme Power (1974). Sleeping on job due to drinking problem-- but does not drink now.

UNEMPLOYMENT RECORD

Six weeks in 1972. Eleven weeks in 1973. Continuously employed since 1974.

MILITARY RECORD

Marines 1969-1970. Medical discharge-- allergies

EDUCATIONAL HISTORY (2)

Rancho Verde High School 1969. Average student. No discipline problems. No activities.

FINANCIAL HISTORY (3)

Checking account overdrawn 3 times in last year. Claims that paychecks from employer (landscaper) have been late. No major debts.

GROUPS, ASSOCIATIONS, & CLUBS

None

EMOTIONAL PROBLEMS/ALCOHOL USE (4)

Some drinking problems in 1974. Has not had a drink in two years. Alcoholics Anonymous.

## INTERVIEW NOTES

1. Reasons for disciplinary actions unclear.
2. Accomplishments? Problems? Activities?
3. Reasons for overdrawing account? Present obligations?
4. Discuss drinking problem

WORK HISTORY

No significant facts

MILITARY RECORD

Military experience just four months. Too brief to indicate initiative.

EDUCATIONAL HISTORY

C average in high school. No interest in college.

## INTERVIEW NOTES

## ORAL COMMUNICATION SKILL

Describe any significant factors which have influenced your rating of the candidate's ability to communicate.

Very articulate. Speaks simply, but makes himself understood very well. Good choice of vocabulary.



SITUATIONAL REASONING ABILITY	INTERPERSONAL SKILLS
<input checked="" type="checkbox"/> BACKGROUND INFORMATION <p><i>His lack of judgment about overdrawing checking account. Should have taken steps to correct problem.</i></p>	<input checked="" type="checkbox"/> WORK HISTORY (1)
<p>INTERVIEW NOTES</p> <p><i>Candidate seemed confused at times, and his answers were uncertain. He evaded some of the issues and was slow in responding. Answers #1 and #5 don't help to solve the problem at hand. Reasoning for answers was unclear.</i></p>	<input checked="" type="checkbox"/> EDUCATIONAL HISTORY (2) <p><i>No significant evidence</i></p> <input checked="" type="checkbox"/> CRIMINAL RECORD <p>N/A</p>
<p>HYPOTHETICAL QUESTIONS</p> <p>No. 1 <i>Radio for assistance</i></p> <p>No. 2 <i>Enter the bar and use whatever force is necessary.</i></p> <p>No. 3 <i>Arrest the boy and advise the girl that she should see a lawyer for help.</i></p> <p>No. 4 <i>Attend to the accident victim first.</i></p> <p>No. 5 <i>Fire a warning shot.</i></p>	<input checked="" type="checkbox"/> EMOTIONAL PROBLEMS <p>N/A</p> <input checked="" type="checkbox"/> GROUPS, ASSOCIATIONS, & CLUBS <p>None</p> <input checked="" type="checkbox"/> GENERAL REPUTATION <p><i>Friends all feel that he deserves a chance. Well liked, popular with neighbors.</i></p>
<p>APPEARANCE</p> <p>If you have failed the applicant on this dimension, describe all factors that you considered.</p> <p>NONE</p>	<p>INTERVIEW NOTES</p> <ol style="list-style-type: none"> <li>1. Review Interview Guide</li> <li>2. Review Interview Guide</li> </ol>

## X. RATING PROCEDURE OBJECTIVES

THE CANDIDATE IS RATED ON THE SIX INTERVIEW DIMENSIONS

After the interview has been completed, the candidate is rated by the interviewer on the six interview dimensions.

"APPEARANCE" IS RATED AS A PASS-FAIL FACTOR

The dimension of "Appearance" is rated as pass-fail based upon observation and using the rating standards described in the Interview Guide.

ALL OTHER FACTORS ARE RATED USING THE FIVE-POINT SCALES

The interviewer must refer to the five-point behaviorally-anchored Rating Scales before rating the candidate.

THE RATING SCALES CONTAIN EXAMPLES OF EXPECTED BEHAVIORS

The rating scales are based on concrete examples of expected behavior/performance of candidates if they were to be hired as officers.

"ORAL COMMUNICATION SKILLS" ARE ASSESSED FROM THE INTERVIEW

The interviewer rates the candidate's "Oral Communication Skills" on the basis of the interview using the Rating Scale and the Interview Guide.

THE OTHER INTERVIEW DIMENSIONS ARE BASED ON THE CONTENT OF THE INTERVIEW SUMMARY FORM

The dimensions of: "Dependability, Interpersonal Skills, Initiative, and Situational Reasoning Ability" are based upon the content of the Interview Summary Form.

ALL DECISIONS TO FAIL A CANDIDATE MUST BE DOCUMENTED

If the interviewer elects to fail a candidate, his reasons must be well documented on the Interview Summary Form.

A RATING OF THREE IS GIVEN TO AN AVERAGE CANDIDATE OR WHEN THERE IS LITTLE FACTUAL EVIDENCE

As a principle of rating, a rating of three is assigned to the average candidate or when there is little or no significant evidence available pertaining to the dimension.

EXTREME RATINGS REQUIRE COMPELLING FACTUAL EVIDENCE

The extreme ratings of one or five should be given only when strong positive or negative evidence of the candidate's ability has been obtained.

## XI. THE RATING SCALES

Each candidate will be rated on the following scales of "1" (lowest rating) to "5" (highest rating) based on how you might reasonably expect the candidate to perform as an officer on each dimension of the interview. The scales provide positive and negative examples of behaviors that might be expected of a candidate if selected as a patrol officer. The candidate should be rated in accordance with the scales for each dimension.

The dimension of "Appearance" is not rated using any of the following scales, but is treated as pass-fail based upon the standards described in the Interview Guide.

RATING SCALE

DIMENSION B--DEPENDABILITY

"5" OUTSTANDING

- + Could be expected to always be present and on time for scheduled court appearances
- + Could be expected to be back in service quickly on routine calls
- + Could be expected to remain awake and alert throughout a 12-hour nighttime stakeout where there is no activity
- + Could be expected to turn in required paperwork without being reminded
- + Could be expected to do his share of the paperwork even though he thinks it's boring stuff

"4" ABOVE AVERAGE

"3" AVERAGE

"2" BELOW AVERAGE

"1" MARGINAL

"Fail" UNACCEPTABLE

- Could be expected to occasionally fail to make court appearances even when he is a key witness
- Could be expected to consistently use the maximum sick time allowed every year
- Could be expected to be out of service longer than necessary on routine calls
- Could be expected to require disciplinary action before reducing tardiness
- Could be expected to frequently be late in submitting reports

RATING SCALE

DIMENSION C--INITIATIVE

"5" OUTSTANDING

- + Could be expected to carefully study maps so he doesn't get lost when assigned a new area to patrol
- + Could be expected to read the latest bulletins before going on patrol
- + Could be expected to actively look for an evaluation of his performance in order to improve his abilities as an officer
- + Could be expected to spend extra time on his own improving his skill at the firing range
- + Could be expected to participate in most voluntary in-service training programs

"4" ABOVE AVERAGE

"3" AVERAGE

"2" BELOW AVERAGE

"1" MARGINAL

"Fail" UNACCEPTABLE

- Could be expected to issue a lot fewer citations in bad weather than in good weather
- Could be expected to not work overtime unless ordered to do so
- Could be expected to just put in his time and that's all
- Could be expected to be satisfied if he just barely qualifies on the firing range
- Could be expected to think he has learned about all there is to know about police work and not seek any more training

## RATING SCALE

### DIMENSION D-- SITUATIONAL REASONING ABILITY

#### "5" OUTSTANDING

- + Could be expected to stay at the scene of a hit-and-run and administer first aid, rather than attempting to pursue a possible suspect
- + Could be expected to generally take the correct course of action in a tough situation
- + Could be expected to analyze a new situation logically before acting
- + Could be expected to change his approach to a situation if his first idea isn't working
- + Could be expected, when time permits, to carefully consider all alternatives before acting

#### "4" ABOVE AVERAGE

#### "3" AVERAGE

#### "2" BELOW AVERAGE

#### "1" MARGINAL

#### "Fail" UNACCEPTABLE

- Could be expected to take unnecessary risks
- Could be expected to seldom know what to do if faced with a difficult decision
- Could be expected to have considerable difficulty in deciding what to do when facing a new situation
- Could be expected to fail to recognize some obvious alternative courses of action in many situations
- Could be expected to act first and think later in most situations

## RATING SCALE

### DIMENSION E--INTERPERSONAL SKILLS

#### "5" OUTSTANDING

- + Could be expected to gain the respect of juvenile gang members
- + Could be expected to convince an obviously distraught victim that the danger is past and the officer has the situation under control
- + Could be expected to cooperate fully with others in working on a team project
- + Could be expected to deal diplomatically with two neighbors arguing about property rights
- + Could be expected to satisfy a complaining citizen that the police department is doing a good job

#### "4" ABOVE AVERAGE

#### "3" AVERAGE

#### "2" BELOW AVERAGE

#### "1" MARGINAL

#### "Fail" UNACCEPTABLE

- Could be expected to issue a citation in a manner such that the violator would be likely to file a complaint alleging police harassment
- Could be expected to have trouble getting along with his partner, even after several changes in personnel assignments
- Could be expected to change his behavior inappropriately when dealing with persons of a different ethnic background
- Could be expected to be discourteous and insulting to other officers
- Could be expected to act as a mean, tough cop to a group of school-age children

RATING SCALE

DIMENSION F--ORAL COMMUNICATION SKILL

"5" OUTSTANDING

- + Has clear, strong voice
- + Verbal presentation is logical
- + Speaks slowly and distinctly
- + Speaks with a good vocabulary
- + Answers to questions are brief but thorough

"4" ABOVE AVERAGE

"3" AVERAGE

"2" BELOW AVERAGE

"1" MARGINAL

"Fail" UNACCEPTABLE

- Speech is difficult to understand because of severe accent
- Speech is rambling or confused
- Speech is slurred
- Appears to have difficulty understanding spoken English
- Volume of speech is so low that it is difficult to hear



## XII. INTERVIEW SCORING PROCEDURE

### Step

1. Name Write candidate's name in space provided at top of worksheet.
2. Total Ratings Add the ratings given by all interviewers for the dimension of Dependability and write this total in the column marked "Total Ratings" for Dependability. Add the scores in the same manner for the remaining dimensions (excluding Appearance).
3. Average Rating Compute the average rating for Dependability by dividing the "Total Rating" on this dimension by the number of interviewers. Round off to the first decimal place and write this average in the space marked "Average Ratings" for the dimension of Dependability. Compute the average for the remaining dimensions.
4. z Score After all the interviews have been completed, compute the z score for each dimension by determining the mean and standard deviation of the average ratings for each dimension. These values are utilized for computing z scores. It is suggested that any standard introductory textbook on statistics be consulted for this procedure. The importance of z scores is to convert all ratings to a common scale. One property of such scores is that they are both positive and negative in sign.
5. Computing Weights The percentage weight assigned to each dimension in the job analysis appears in the column to the right of the z score column. Multiply the z score for the dimension of Dependability times the percentage weight for that factor and place the resulting product in the column designated as "z x weight", etc.
6. Total Points Compute total points for the interview by adding 50 points to each z x weight product. The purpose of this step is to assure that the resulting scores will be positive. Total the five scores in the last column to obtain the total interview points and enter that total in the space provided at the bottom of the worksheet.

## INTERVIEW SCORE WORKSHEET

Name of Candidate \_\_\_\_\_ Date \_\_\_\_\_

DIMENSION	Total Ratings	Average Ratings	z Scores	Percentage Weights	z x weight	Total points (add 50)
DEPENDABILITY				11		50 + _____ =
INITIATIVE				12		50 + _____ =
SITUATIONAL REASONING ABILITY				17		50 + _____ =
INTERPERSONAL SKILL				12		50 + _____ =
ORAL COMMUNICATION SKILL				15		50 + _____ =
APPEARANCE	<input type="checkbox"/> Pass <input type="checkbox"/> Fail					Total Points =



**END**