

**Texas Commission
on
Law Enforcement Officer
Standards and Education**

**ORAL INTERVIEW
PROCEDURE MANUAL**

53321



INTERVIEWER'S MANUAL
A Guide to the Evaluation of
Municipal Police Officer Applicants

NCJRS

JAN 81

ACQUISITIONS

Prepared for
Texas Commission on Law Enforcement
Officer Standards and Education

by
Wollack & Associates
Greenwood, California

TABLE OF CONTENTS

INTRODUCTION.....1

I. INTERVIEW FLOW CHART.....3

II. INTERVIEW DIMENSIONS.....4

III. PRE-INTERVIEW OBJECTIVES.....7

IV. INTERVIEW GUIDE.....8

V. INTERVIEW SUMMARY FORM: POLICE OFFICER.....13

VI. EXAMPLE OF PRE-INTERVIEW WORK.....16

VII. INTERVIEW OBJECTIVES.....20

VIII. SAMPLE SITUATIONAL REASONING QUESTIONS.....21

IX. SAMPLE INTERVIEW SUMMARY FORM.....23

X. RATING PROCEDURE OBJECTIVES.....27

XI. THE RATING SCALES.....28

XII. RATING SCALE DIMENSIONS.....29

XIII. CRITERIA FOR FAILURE.....38

INTRODUCTION

The information contained in this manual will serve as a guide for panel members interviewing candidates for the position of municipal 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 consists primarily of a "structured" interview. A "structured" interview requires that the interview panel adhere to the same general format with all candidates. It is not necessary to limit the interview to the question areas suggested in this manual. In many situations, it will be appropriate to ask additional, clarifying questions that are related to the candidate's qualifications. Such clarification is not only appropriate, but may be necessary to provide the most accurate rating of the candidate. However, panel members should avoid asking questions that are irrelevant or not directly related to the job requirements.

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 regarding these interviews.

There are two variations of the newly-developed 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

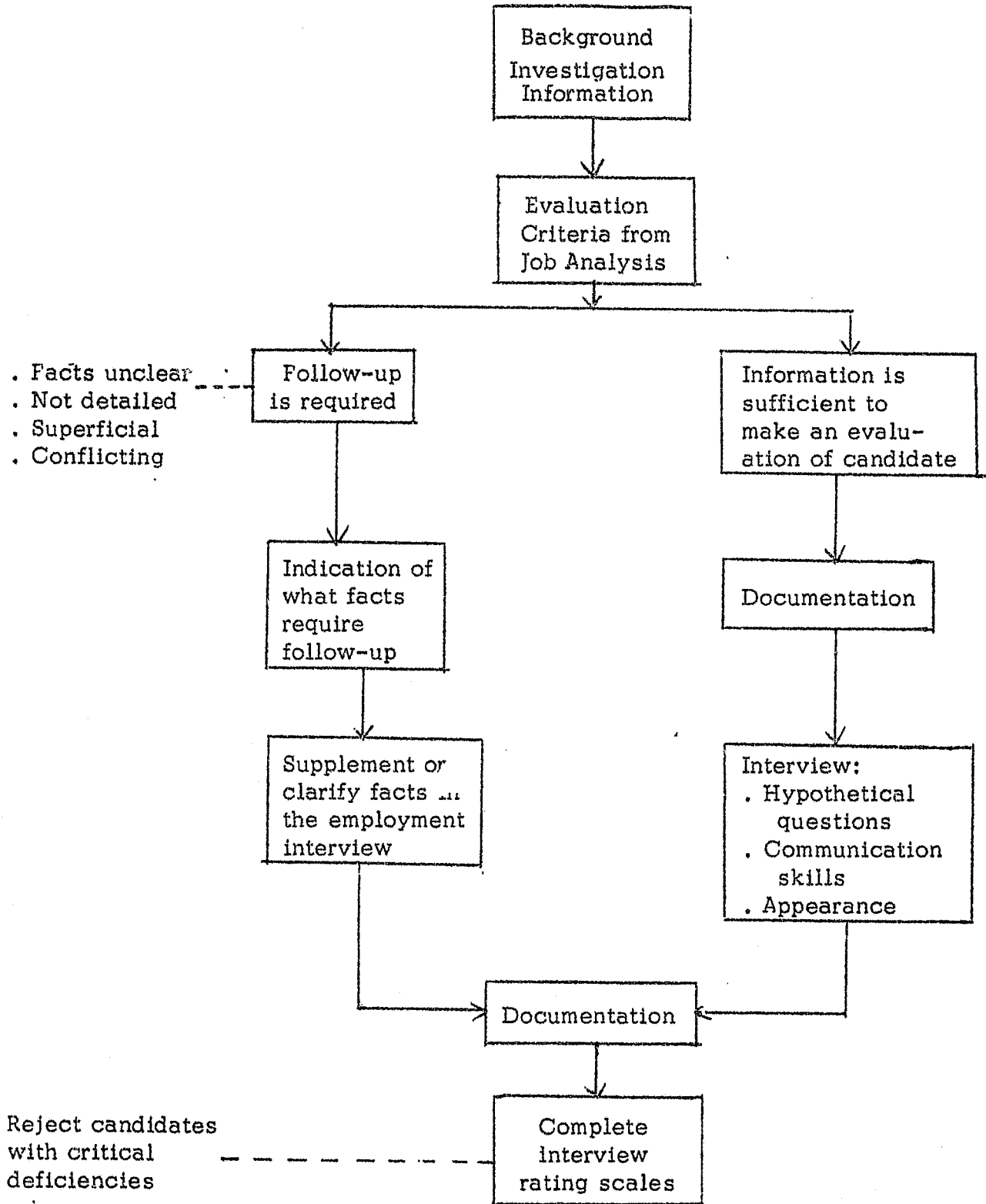
In departments which interview after the background investigation has been completed, the basis of the employment interview is the Evidence Organizer which is described in the manual for background investigation.

2. Interview Occurs Before Background Investigation

In departments which interview before the background investigation has been completed, the basis of the employment interview is the Personal History Statement completed by the candidate as described in the manual for the background investigation.

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

I. 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

II. 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

III. 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

IV. 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

V. 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

VI. ORAL COMMUNI-
CATION 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 OBJECTIVES

REVIEW OF EVIDENCE ORGANIZER

Prior to the interview, the interviewer reviews the Evidence Organizer, the form which summarizes the findings of the background investigation.

RELATING THE FACTS TO THE JOB DIMENSIONS

Interviewer reviews the Evidence Organizer using the Interview Guide 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 background investigation on the Interview Summary Form. This form is based on the job dimensions.

DECIDING IF THE EVIDENCE IS SUFFICIENT

If the factual information relating to some job dimensions is ambiguous, unclear, incomplete, contradictory, not detailed, etc., follow-up in the interview is required.

INDICATE WHAT REQUIRES FOLLOW-UP

In the space provided on the Interview Summary Form, the interviewer writes some brief notes indicating what follow-up information should be gotten.

SIGNIFICANT FACTS SHOULD BE DOCUMENTED

If the factual information is sufficient, any significant 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 investigation "speaks for itself" the interviewer checks the box provided to indicate that follow-up is not needed.

NO CHECK MARK MEANS FOLLOW-UP IS REQUIRED

When a background factor has not been checked, the interviewer will know he must follow it up in the interview.

IV. INTERVIEW GUIDE

DEPENDABILITY

This factor requires the interviewer to seek out evidence indicating:

1. Willingness of others to place their confidence in candidate's ability
2. Candidate's success or failure to honor obligations
3. Candidate's success or failure to perform

Background Factor	What to look for	Background Factor	What to look for
WORK HISTORY	<ul style="list-style-type: none"> . Degree of responsibility? . Growth in responsibility? . Recognition by employers/supervisors? . Raises/promotions? . Attitude of co-workers? . Major accomplishments? . Reprimands/disciplinary measures? . Attendance/lateness? . Work quality? . Reasons for leaving jobs? . Employers/supervisors satisfied? 	EDUCATIONAL HISTORY	<ul style="list-style-type: none"> . Academic accomplishments? Problems? . Awards? . School clubs or activities? . Elective office? . Positions of trust? . Disciplinary problems?
	UNEMPLOYMENT RECORD		<ul style="list-style-type: none"> . Number of jobs in recent years? . Times unemployed? . Length of unemployment? . Use of time when unemployed?
MILITARY RECORD		<ul style="list-style-type: none"> . Job responsibilities? . Promotions? . Medals/awards? . Reprimands/disciplinary measures? . Convictions? 	EMOTIONAL PROBLEMS OR USE OF ALCOHOL

INTERPERSONAL SKILLS

This factor requires the interviewer to seek out evidence of candidate's:

1. Ability to deal effectively and positively with others
2. Interest in working with people
3. Desire to be of service to others
4. Fairness in dealing with all segments of society

Background Factor	What to look for	Background Factor	What to look for
<p>WORK HISTORY</p>	<ul style="list-style-type: none"> . Relations with co-workers? . Attitude of employers/supervisors? . Team orientation? . Responsible use of authority? . Leadership experiences? . Sensitivity to other's feelings? . Problems in dealing with authority? . Reason for job changes related to people? . Reprimands/disciplinary actions? 	<p>MARITAL HISTORY/FAMILY RELATIONS</p>	<ul style="list-style-type: none"> . Consideration shown to spouse/children? . Behavior problems with spouse/children? . Soundness of family relationship? . Nature of domestic problems? . Interest in family affairs? . Appropriate, responsible use of authority? . Good parental model of conduct?
<p>EDUCATIONAL HISTORY</p>	<ul style="list-style-type: none"> . Relationship with teachers? Students? . Activities requiring working with others? . Leadership experience? . Sports or other team activities? . Discipline problems? 	<p>EMOTIONAL PROBLEMS</p>	<ul style="list-style-type: none"> . Problem behavior directed at self or others? . Have problems resulted in anti-social behavior? . Would problems affect use of authority? . Recency/severity of problem?
<p>CRIMINAL RECORD</p>	<ul style="list-style-type: none"> . Was there a victim (person)? . Would associations affect ability to enforce law? . Would credibility under oath be compromised? 	<p>GROUPS, ASSOCIATIONS, AND CLUBS</p>	<ul style="list-style-type: none"> . Purpose of group people-oriented? . Relationship with group members? . Positions of trust? . Elective office? . Dealing with others required? How?
		<p>GENERAL REPUTATION</p>	<ul style="list-style-type: none"> . How seen by neighbors? . Number of friends/associates? . Contact with other ethnic groups? . Racial attitude?

INITIATIVE

This factor requires the interviewer to seek out evidence of the candidate's:

1. Willingness to improve his own skills and knowledge
2. Desire to improve his own performance level
3. Motivation to do more than the minimum requirements of a situation
4. Interest in finding improved ways for doing a job or task

Background Factor.	What to look for
WORK HISTORY	<ul style="list-style-type: none"> . Efforts to improve job skills? . Efforts to improve methods/procedures? . Recognition by employer/supervisor for initiative? . Doing more than the job required? . Desire to assume increased responsibilities (promotion)?
MILITARY RECORD	<ul style="list-style-type: none"> . Interest in training/acquiring new skills? . Desire to seek meaningful work? . Better ways to do a job or task? . Doing more than the bare minimum? . Positive attitude about service?
EDUCATIONAL HISTORY	<ul style="list-style-type: none"> . Advanced training (voluntary or required)? . Educational accomplishments? . Personal sacrifice to obtain education? . Extracurricular activities? . Failure to complete courses/schooling? . Low grades due to failure to prepare properly?

SITUATIONAL REASONING ABILITY

This factor requires the interviewer to seek out evidence of the candidate's:

1. Ability to think on his feet
 2. Sense of priorities
 3. Ability to take decisive action when required
 4. Balanced judgement, common sense
-

I. Consider any background information which might help in evaluating the candidate's common sense, judgement.

II. Hypothetical Situations

- . Was the candidate's reaction logical or impulsive?
- . Full range of factors considered before action was taken?
- . Was there an accurate assessment of the consequences of candidate's decision?
- . Appropriate use of authority?
- . Appropriate degree of regard shown for safety of officer and public?
- . Were the decisions realistic?
- . Were human needs properly considered?
- . Were public relations aspects properly considered?
- . Was minimum force used?
- . Did candidate's reaction go beyond what was justified? Did it go far enough?
- . Was candidate's response clear or confused?
- . Was action taken decisively?
- . Was candidate reluctant to take the proper action because of attitudes towards use of force or weapons?
- . Were potential problems properly prioritized?
- . Were good questions asked or was candidate stalling?
- . Did candidate attempt to "duck" the problem?
- . Was caution used?
- . Was there any effort to use persuasion?
- . Would the action have succeeded?

ORAL COMMUNICATION SKILL

This factor requires the interviewer to seek out evidence of the candidate's:

1. Clarity of speech
 2. Ability to make self understood
 3. Ability to communicate to all people
 4. Responsiveness to questions asked
-

- . Clear and to the point?
 - . Proper use of grammar, vocabulary, etc.?
 - . Loud enough to be heard?
 - . Does candidate listen well?
 - . Do answers respond to questions?
 - . Able to make self understood to people of different backgrounds?
 - . Serious impediments or defects in speech?
 - . Answers well organized?
 - . Command presence?
-

APPEARANCE

This factor requires the interviewer to make a judgement based on observation of candidate using the standards of:

1. Cleanliness
 2. Grooming
 3. Posture and bearing
-

Consider the following guidelines before rating the candidate's Appearance:

- . The candidate's current appearance in the interview is unacceptable, AND
- . The candidate's unacceptable appearance is not due to some temporary, extenuating circumstance, AND
- . The judgement is not based on some medical factor which can better be evaluated by a physician (e.g., obesity, malnutrition, physical handicaps, etc.), AND
- . The candidate is unwilling to modify his appearance to conform to reasonable departmental standards.

V. INTERVIEW SUMMARY FORM: POLICE OFFICER

Name of Candidate _____

Rater _____ Date _____

Dimension

Rating

I - APPEARANCE:

Pass

Fail

(circle one)

II - DEPENDABILITY:

5 4 3 2 1

Fail

III - INITIATIVE:

5 4 3 2 1

Fail

IV - SITUATIONAL REASONING
ABILITY:

5 4 3 2 1

Fail

V - INTERPERSONAL SKILL:

5 4 3 2 1

Fail

VI - 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 report. 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

INTERPERSONAL SKILLS

WORK HISTORY

WORK HISTORY

UNEMPLOYMENT RECORD

EDUCATIONAL HISTORY

MILITARY RECORD

CRIMINAL RECORD

EDUCATIONAL HISTORY

MARITAL HISTORY/FAMILY RELATIONS

FINANCIAL HISTORY

EMOTIONAL PROBLEMS

GROUPS, ASSOCIATIONS, & CLUBS

GROUPS, ASSOCIATIONS, & CLUBS

EMOTIONAL PROBLEMS/ALCOHOL USE

GENERAL REPUTATION

INTERVIEW NOTES

INTERVIEW NOTES

INITIATIVE	SITUATIONAL REASONING ABILITY
<input type="checkbox"/> WORK HISTORY	BACKGROUND INFORMATION
<input type="checkbox"/> MILITARY RECORD	INTERVIEW NOTES
<input type="checkbox"/> EDUCATIONAL HISTORY	
INTERVIEW NOTES	HYPOTHETICAL QUESTIONS #1 #2 #3 #4 #5
ORAL COMMUNICATION SKILL Describe any significant factors which have influenced your rating of the candidate's ability to communicate.	APPEARANCE Describe any significant factors which have influenced you to <u>fail</u> this candidate on the basis of his or her appearance.

VI. EXAMPLE OF PRE-INTERVIEW WORK

These materials illustrate 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 a hypothetical candidate has been completed (pre-interview work) by the interviewer based upon the background investigation which you have been asked to assume. The Interview Summary Form has been completed to the point of the pre-interview work only. Please note how follow-up question areas have been indicated. Also, note the brief summaries which have been provided of relevant and significant background evidence. This example illustrates how the pre-interview note-taking ought to be done. The Interview Summary Form does not include information which is based on the actual interview, but only that which an interviewer would be expected to accomplish prior to the interview.

V. INTERVIEW SUMMARY FORM: POLICE OFFICER

Name of Candidate Glen Edward Russell

Rater Captain John Doe Date 9/20/76

Dimension

Rating

I - APPEARANCE:

Pass

Fail

(circle one)

II - DEPENDABILITY:

5 4 3 2 1 Fail

III - INITIATIVE:

5 4 3 2 1 Fail

IV - SITUATIONAL REASONING
ABILITY:

5 4 3 2 1 Fail

V - INTERPERSONAL SKILL:

5 4 3 2 1 Fail

VI - 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 report. 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

INTERPERSONAL RELATIONS



WORK HISTORY

Works overtime willingly, never late, no lost days in two years. Turned down promotion in fairness to employer. (Hopes to be a police officer instead)



WORK HISTORY

Numerous comments re: ability to get along with others. Employer's comments re: ability to handle difficult customers.



UNEMPLOYMENT RECORD

No significant facts



EDUCATIONAL HISTORY

Apparently got along well in high school: remarks of principal; student body officer.

①



MILITARY RECORD

N/A



CRIMINAL RECORD

N/A



EDUCATIONAL HISTORY

Student body vice president

①



MARITAL HISTORY/FAMILY RELATIONS

N/A



FINANCIAL HISTORY

No delinquencies, always pays promptly



EMOTIONAL PROBLEMS

②



GROUPS, ASSOCIATIONS, & CLUBS

②



GROUPS, ASSOCIATIONS, & CLUBS

③

④



EMOTIONAL PROBLEMS/ALCOHOL USE



GENERAL REPUTATION

Secondary reference cites ability to defuse arguments at softball game. Settled family fight in neighborhood. Friends go to him for advice and counsel.

INTERVIEW NOTES

1. Responsibilities as student body Vice-President
2. Level and type of responsibility in "CB Flyers".

INTERVIEW NOTES

1. Problem indicated in gaining entrance to University of Texas.
2. Use of word "Nigro" in reference: traffic accidents.
3. Check personal relationships in "CB Flyers" and check nature of assistance given to church youth activities
4. Reason for rejection by Sheriff's reserves

INITIATIVE

SITUATIONAL REASONING ABILITY

<p><input type="checkbox"/> WORK HISTORY</p> <p style="text-align: right;">①</p>	<p>BACKGROUND INFORMATION</p> <p style="text-align: right;">①</p>
<p><input checked="" type="checkbox"/> MILITARY RECORD</p> <p style="text-align: center;">N/A</p>	<p>INTERVIEW NOTES</p> <p>1. Explore applications University of Texas, reasons for not reapplying.</p>
<p><input type="checkbox"/> EDUCATIONAL HISTORY</p> <p style="text-align: right;">②</p>	
<p>INTERVIEW NOTES</p> <p>1. Reason for not accepting promotion to manager?</p> <p>2. Explore why he hasn't continued his education (excellent academic record.) Continued education on his own when not permitted to register at University of Texas.</p>	<p>HYPOTHETICAL QUESTIONS</p> <p>#1</p> <p>#2</p> <p>#3</p> <p>#4</p> <p>#5</p>
<p>ORAL COMMUNICATION SKILL</p>	
<p>Describe any significant factors which have influenced your rating of the candidate's ability to communicate.</p>	
<p>APPEARANCE</p> <p>Describe any significant factors which have influenced you to <u>fail</u> this candidate on the basis of his or her appearance.</p>	

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.

EACH SUMMARY OF FACTS
WILL BECOME A PERMANENT
RECORD

The interview notes and the pre-work will need to be detailed and complete enough to justify the decision on challenge.

DON'T BE DISTRACTED BY
THE 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 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 interviewer should provide enough time to cover the hypothetical questions fully.

GIVE CANDIDATE A CHANCE
TO ASK YOU SOME QUES-
TIONS 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.



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?

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!"

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.

V. INTERVIEW SUMMARY FORM: POLICE OFFICER

Name of Candidate Glen Edward Russell

Rater Captain John Doe Date 9/20/76

Dimension

Rating

I - APPEARANCE:

Pass

Fail

(circle one)

II - DEPENDABILITY	5	<input checked="" type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	<input type="checkbox"/> Fail
III - INITIATIVE:	5	<input type="radio"/> 4	<input checked="" type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	<input type="checkbox"/> Fail
IV - SITUATIONAL REASONING ABILITY:	5	<input type="radio"/> 4	<input checked="" type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	<input type="checkbox"/> Fail
V - INTERPERSONAL SKILL:	5	<input type="radio"/> 4	<input checked="" type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	<input type="checkbox"/> Fail
VI - ORAL COMMUNICATION SKIL:	5	<input checked="" type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 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 report. 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

INTERPERSONAL SKILLS

WORK HISTORY
 Works overtime willingly, never late, no lost days in two years. Turned down promotion in fairness to employer.
 (Hopes to be a police officer instead)

WORK HISTORY
 Numerous comments re: ability to get along with others. Employer's comments re: ability to handle difficult customers.

UNEMPLOYMENT RECORD
 No significant facts

EDUCATIONAL HISTORY
 Apparently got on well in high school: remarks of principal; student body officer. Displayed frustration & anger with U.T. personnel. When cooled off, did apologize. 1

MILITARY RECORD
 N/A

CRIMINAL RECORD
 N/A

EDUCATIONAL HISTORY
 Student body vice president.
 Presided at meetings in absence of President. Coordinates the work of all committees. ①

MARITAL HISTORY/FAMILY PROBLEMS
 N/A

FINANCIAL HISTORY
 No delinquencies, always pays promptly.

EMOTIONAL PROBLEMS
 The driver of the other vehicle had no insurance and was intoxicated. Frustration and anger were displayed again. 2

GROUPS, ASSOCIATIONS, & CLUBS
 Serves as Secretary-Treasurer of Club. Also serves as program chairman. ②

GROUPS, ASSOCIATIONS, & CLUBS
 Has good relationship with members: feels some people abuse the C.B. Reserves only accept certified officers. 3 4

EMOTIONAL PROBLEMS/ALCOHOL USE

GENERAL REPUTATION
 Secondary reference cites ability to defuse arguments at softball game. Settled family fight in neighborhood. Friends go to him for advice and counsel.

INTERVIEW NOTES
 1. Responsibilities as student body Vice-President.
 2. Level and type of responsibility in "CB Flyers".

INTERVIEW NOTES
 1. Problem indicated in gaining entrance to University of Texas.
 2. Use of word "Nigro" in re: traffic accidents.
 3. Check personal relationships in "CB Flyers" and check nature of assistance given to church youth activities.
 4. Reason for rejection by Sheriff's reserves

INITIATIVE

SITUATIONAL REASONING ABILITY

WORK HISTORY

Did not feel it was fair to employer since he wants to leave to be police officer.

(1)

MILITARY RECORD
N/A

EDUCATIONAL HISTORY

The frustration and anger at University of Texas personnel are still visible. Might enroll next year.

(2)

INTERVIEW NOTES

1. Reason for not accepting promotion to manager?
2. Explain why he hasn't continued his education (excellent academic record). Continued education on his own when not permitted to register at University of Texas.

ORAL COMMUNICATION SKILLS

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

Very well spoken. Uses good choice of vocabulary. Makes himself understood very well.

BACKGROUND INFORMATION

Does not want to start at mid-year. If becomes police officer will want to arrange schedule around shift assignments.

(1)

INTERVIEW NOTES

1. Explore applications university of Texas, reasons for not reapplying.

HYPOTHETICAL QUESTIONS

- #1 Radio for assistance
- #2 Enter the bar and use whatever force is necessary
- #3 Arrest the boy and advise the girl that she should see a lawyer for help
- #4 Attend to the accident victim first
- #5 Fire warning shot

APPEARANCE

Describe any significant factors which have influenced you to fail this candidate on the basis of his or her appearance.

None

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 are composed of examples of behaviors that might be expected of a candidate if selected as a patrol officer.

Candidates should be rated at the point on each scale that is closest to describing how you would expect the candidate to act on the job, if hired. Your expectations about this candidate must be based upon information relevant to the candidate's qualifications that you obtain in the interview. It is unlikely that you would expect any candidate to exactly match the examples given for each point on the rating scales. You must question the candidate carefully to determine which point on the rating scale is the best general description of how you expect that candidate to act.

Dimension I (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.

Dimension II--DEPENDABILITY

Rating Scale

Rating Scale Value

Examples of Dependability

"1"

- could be expected not to respond to a call for assistance on a crime in progress
- could be expected to turn off his police radio for awhile because he is tired of running from one minor complaint to another
- could be expected to be suspended at least once in his first year because he consistently would not follow procedures
- could be expected to occasionally fail to make court appearances when he is a key witness
- could be expected to consistently miss important details in an assignment

"2"

- could be expected to be late for roll call about half the time
- could be expected to report radio trouble when dispatched to an unpleasant assignment
- could be expected to call in sick along with other officers to protest some working conditions
- could be expected to be unpredictable in his court appearances
- could be expected to be late in submitting about half his reports

"3"

- could be expected to need disciplinary action before reducing his lateness for assignments
- could be expected to be out of service longer than necessary on routine calls
- could be expected to get his reports in on time even if incomplete

Rating
Scale Value

Examples of Dependability

"4"

- could be expected to do his share of paper work even though he thinks it's boring stuff
- could be expected to read a suspect his rights at the appropriate time
- could be expected to turn in required paper work without being reminded
- could be expected to have his weapon serviceable at all times

"5"

- 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 stake-out where there is no activity going on
- could be expected to always be present and on time for scheduled court appearances
- could be expected to be an officer that can always be counted on

Dimension III--INITIATIVE

Rating Scale

Rating
Scale Value

Examples of Initiative

"1"

- could be expected to think he has learned all there is to know about police work and not seek any more training
- could be expected to not try to learn anything new during in-service training programs
- could be expected to refuse remedial training in an area of weakness if he doesn't get paid overtime for it
- could be expected to just stand around during an investigation until he is told what to do

"2"

- could be expected to be satisfied if he just barely qualifies on the firing range
- could be expected to be satisfied being a patrol officer until he retires
- could be expected to think all officers have about the same chance of getting ahead no matter what they do
- could be expected to sign up for voluntary training programs, but not complete very many of them

"3"

- could be expected to volunteer for a parade
- could be expected to take notes at roll call when relevant information is being presented
- could be expected to participate in most voluntary in-service training
- could be expected to read the latest bulletin before going on patrol

Rating
Scale Value

Examples of Initiative

"4"

- could be expected to volunteer for difficult assignments
- could be expected to develop good, reliable "contacts" shortly after being assigned to a new beat
- could be expected to work hard preparing for promotional opportunities
- could be expected to spend extra time on his own improving his skill at the firing range
- could be expected to keep track of crime trends in other areas that might affect his own area

"5"

- could be expected to request additional training in an area where he may be weak
- 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 maintain his own set of departmental memos with notes and his own cross-reference system worked out

Dimension IV--SITUATIONAL REASONING ABILITY

Rating Scale

Rating
Scale Value

Examples of Situational Reasoning Ability

- "1"
- could be expected to shoot at a car containing bank robbery suspects and their hostages
 - could be expected to "lose his cool" in a tight situation
 - could be expected to act first and think later in all situations
 - could be expected to think he has a solution before he even knows what the problem is
- "2"
- could be expected to seldom know which way to go if faced with a difficult situation
 - could be expected to take unnecessary risks
 - could be expected to not recognize when a situation is deteriorating
- "3"
- could be expected to make correct decisions in simple situations, but generally "blow" the tough ones
 - could be expected to fail to recognize some obvious alternative courses of action in many situations
 - could be expected to make snap decisions when the situation does not require it
 - could be expected to have considerable difficulty in deciding what to do when facing a new situation
 - could be expected to stop and think things out when the situation requires fast action
- "4"
- could be expected to exercise reasonable caution when entering an unlighted warehouse at night
 - could be expected to know when a situation requires additional backup units
 - could be expected to change his approach to a situation if his first idea is not working

Rating
Scale Value

"5"

Examples of Situational Reasoning Ability

- could be expected, when time permits, to carefully consider all alternatives before acting
- could be expected to have almost no difficulty in deciding what to do when facing a new situation
- could be expected to generally take the correct course of action in a tough situation
- could be expected to never fail to do the right thing in every situation

Dimension V--INTERPERSONAL SKILL

Rating Scale

Rating
Scale Value

Examples of Interpersonal Skill

"1"

- could be expected to laugh at the parents of a child who is missing
- could be expected to ignore information received from a fellow officer because that officer is a different race
- could be expected to be discourteous and insulting to other officers
- could be expected to verbally insult and/or strike at someone who calls him names

"2"

- could be expected to be considered by other officers as a "real loser"
- could be expected to tell a lost motorist that he is too busy fighting crime to give directions
- could be expected to appear as a mean, tough cop to a group of school age children

"3"

- could be expected to permanently end his friendship with a neighbor who accidentally blows his cover while on a stake-out
- could be expected to tell participants in a neighborhood dispute that he would arrest them all if he was called back again
- could be expected to work better as a "loner" rather than with a partner
- could be expected to ignore an angry citizen complaining about a speeding ticket that the officer issued two years ago

"4"

- could be expected to ignore someone who insults him
- could be expected to convince a hardened criminal that the officer is really his friend
- could be expected to change his behavior as appropriate when dealing with individuals of a different ethnic background
- could be expected to satisfy a complaining citizen that the police department is doing a good job

Rating
Scale Value

"5"

Examples of Interpersonal Skill

- could be expected to be considered by other officers as a "really fine person"
- could be expected to issue a citation in a manner such that the violator would actually be grateful for receiving the ticket
- could be expected to always be friendly and helpful
- could be expected to cooperate fully with others in working on a team project

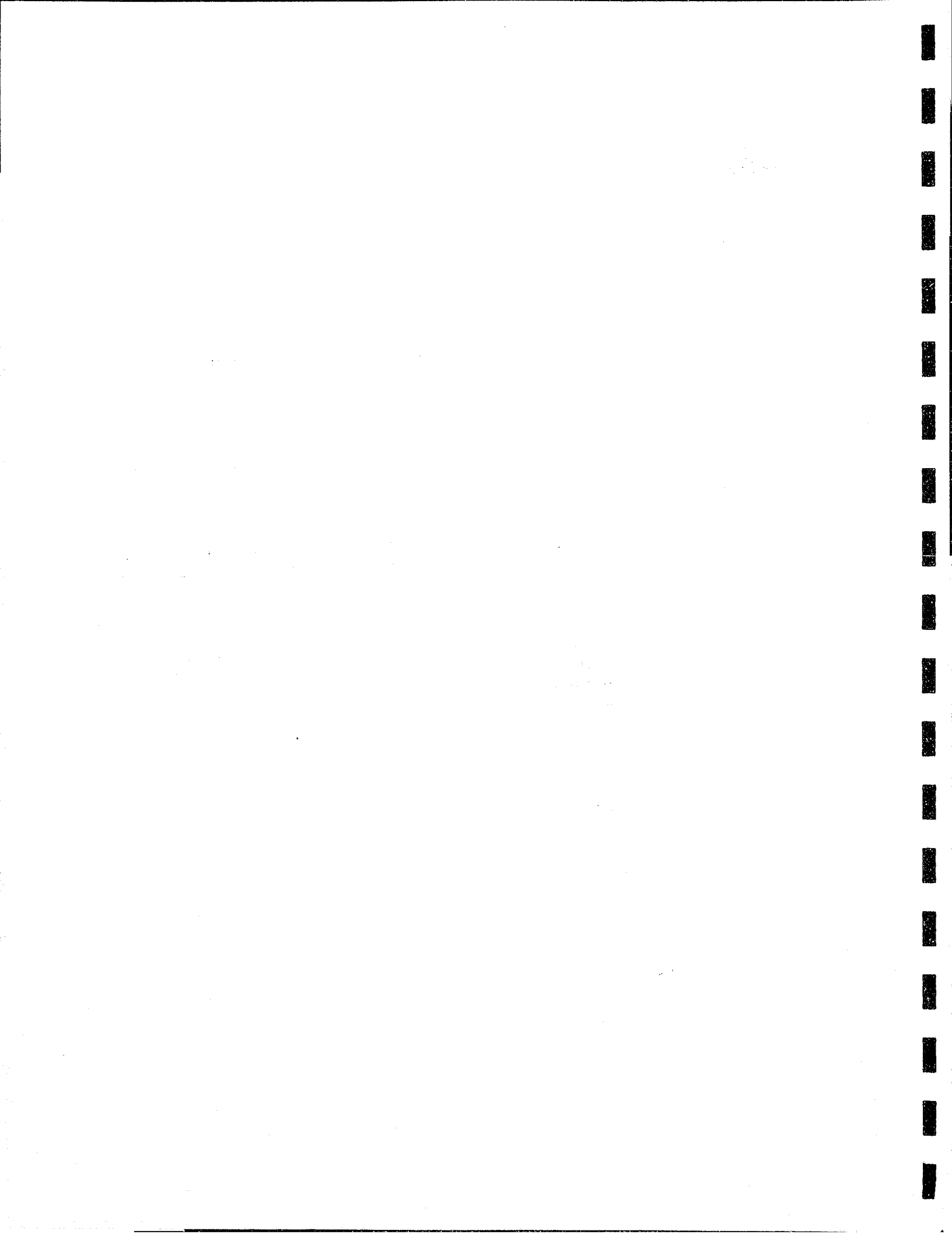
Dimension VI--ORAL COMMUNICATION SKILL

Rating Scale

Rating Scale Value

Examples of Oral Communication Skill

- | | |
|-----|---|
| "1" | <ul style="list-style-type: none">- uses obscene language in conversation- speech is rambling or confused- has severe speech impediment (i.e., stuttering, stammering, etc.)- does not pay attention to others when they are speaking- appears to have difficulty understanding spoken English |
| "2" | <ul style="list-style-type: none">- speech is slurred- speech is difficult to understand because of severe accent- speaks too rapidly to be understood- stares at one place while speaking- volume of speech is so low that it is difficult to hear- speaks in voice that is abnormally loud; appears to be shouting |
| "3" | <ul style="list-style-type: none">- appears to respond to some questions with a "canned" or memorized speech- nasal voice; talks through nose- uses colorful or flowery language- uses lots of "big" words in speaking to others |
| "4" | <ul style="list-style-type: none">- does not struggle to make self understood- is very familiar with "street lingo"- has a pleasant voice |
| "5" | <ul style="list-style-type: none">- waits for others to finish before starting to talk- speaks slowly and distinctly- has clear, strong voice- verbal presentation is logical- answers to questions are brief but thorough- maintains good "eye contact" when speaking or listening |



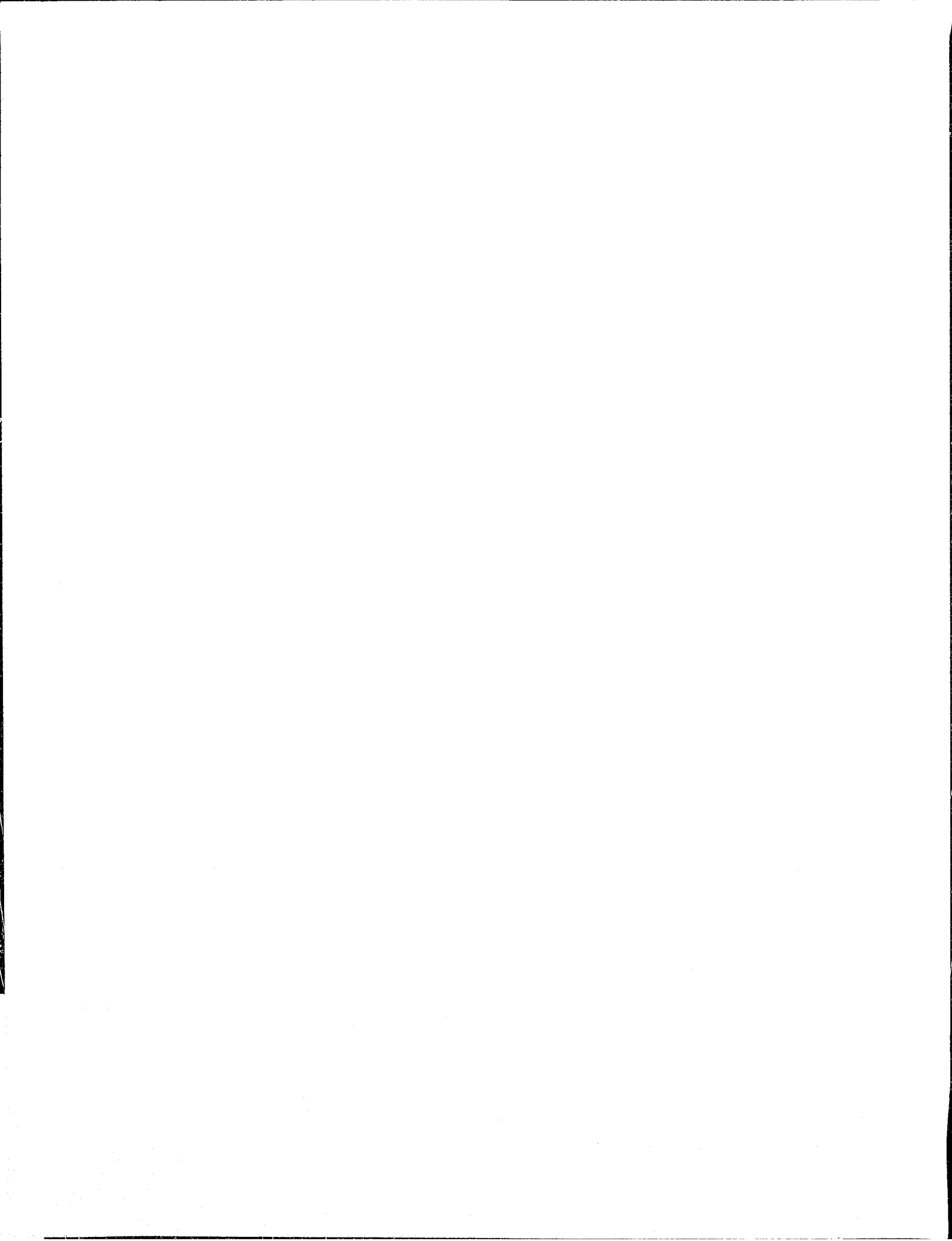
XIII. CRITERIA FOR FAILURE

The decision to fail a candidate in the employment interview should be based upon a standardized set of evaluation criteria which are understood by all interviewers. There are three specific circumstances which justify a decision by the interview panel to fail a candidate for employment as an entry-level police officer:

1. When compelling negative evidence is discovered bearing upon a particular interview dimension.
2. When two or more dimensions are rated 2.0 or below.
3. When any one dimension is rated 2.0 or below and none of the remaining ratings exceed 3.0.

It should be remembered that members of the interview panel are afforded the opportunity to reach agreement on ratings which are highly discrepant. If there is compelling negative evidence on a single interview dimension and all interviewers agree, then the panel is justified in failing the candidate, and thereby removing him from further consideration for employment. Should this occur, it is especially important to document fully on the Interview Summary Form the reasons for this action.

When candidates are rated 2.0 or below on two or more dimensions, the decision to fail is also justified. The criterion of 2.0, it should be noted, refers to the final average rating on a particular dimension, reflecting the average rating of all panel members. Similarly, when any one dimension is rated 2.0 (average) or below and none of the remaining ratings exceed an average of 3.0, failure of the candidate is warranted. These criteria for failure provide an important safeguard against the employment of candidates whose set of skills are critically deficient or, at best, marginal.



END