

ESQ2 Interview Guide

What is the ESQ2 Interview Guide?

The ESQ2 Interview Guide provides a series of employment interview questions that were developed to guide the interview process based on an applicant's ESQ2 results. It also provides best practice interview guidelines as well as step by step information to help you structure your interview process from start to finish. When used in combination with the ESQ2 report, this guide will help you better understand an applicant's fit for the job and ultimately make better hiring decisions.

Why Use this Guide?

The guide improves your interview process by introducing a standard structure on the questions you ask ESQ2 test takers, and the method you use to evaluate their answers.

- **SIGMA's Structured Interview Method (SSIM)** leverages decades of research on factors affecting the quality of the interview process, to provide you with a proven scientific method to enhance your interviews and selection decisions.
- **Law Enforcement/Police/Public Safety Relevance:** The importance of utilizing this guide for police officers has to do with their primary role for demonstrating compassion, care, and immediate assistance to the public. The positive work behaviour of customer service for example is crucial for recruiters to be able to determine whether an applicant through demonstrated communication, and another information can provide the public with the service required for proper execution. For example, attentive, de-escalation abilities, compassion.
- **Productivity/Commitment and Accuracy** are related to this area of work in terms of understanding the motivation of the applicant once the recruiter is able to interview and complete a thorough background of the individual. The ESQ2 assists in delineating what is "most" and "least" like the individual. A suggestion for recruiters in this area would be to delve into an applicant's intrinsic values, such as providing a safe community for them to speak to one another can motivate police officers more than pay raises or promotions. Are there other strategies?
 - **Discuss the possibility of working in other police units?**
 - **Is there an interest in completing different tasks? How do you feel about multitasking?**
 - **How do you feel about shiftwork that is required when you become a Police Officer?**
 - **How important is community support?**
- **Promotability** test items are designed to provide indicators whether an applicant can be raised to a more important or responsible job or rank. Another gauge in this area is to see whether an applicant has the ability to progress or grow in various positions in the organization.

- **Example: Please provide me an example of when you took the lead while completing a project/group activity/leadership role or position?**
- **Do you gravitate to positions that require a leadership role?**
- **What are the characteristics that would attribute to leadership?**
- **How did you mitigate challenges?**
- **Preference in working alone, or with others, what is the best approach? Can the approach change that depends on the situation?**
- The **Counterproductive Work Behaviours** such as lateness loafing, theft, driving delinquencies in part are punishable by crime and would not appear to be ideal for an applicant who possesses these traits to be considered for a career in policing. For example, how to probe an applicant that has demonstrated risky behaviour in these categories?
 - Need Suggestions:
- **Other important reasons to use this Guide:**
 - Explore areas that have been flagged in the ESQ2 report as areas of concern and areas of strength
 - Objectively rate the quality of answers to interview questions
 - Compare applicants based on the same criteria or benchmarks
 - Identify areas of concern to explore when conducting your reference and background checks.
 - Understand best practice guidelines for interviews

Before the Interview...

Interview Information

Complete the following general information.

Applicant's Name: _____

Open Position: _____

Position Location: _____

Interviewer Name: _____

Interview Date: _____

Interview Time: _____

Other Information: _____

Step 1: Review the Applicant’s ESQ2 Report

- Make sure you have reviewed the applicant’s ESQ2 report prior to the interview.
- Use the table below to quickly identify behaviors that have been flagged as a potential concern or strength by the ESQ2 Report. The table is designed for the use of the interviewer only. Remember, we strongly recommend that you do not show the applicant his/her ESQ2 results. Consider focusing your interview on those areas you feel require most attention.

Positive Work Behaviors	Potential Concern (< 40)	Average Score (40-60)	Potential Strength (>60)
Customer Service			
Productivity			
Accuracy			
Commitment, Job Satisfaction			
Promotability			
Risk of Counterproductive Behaviors	Low Score (< 40)	Average Score (40-60)	Potential Concern (>60)
Unauthorized Absences			
Driving Delinquency			
Lateness			
Loafing			
Sabotage of Production or Property			
Safety Infractions			
Theft			
Risk of Counterproductive Behavior			

Resume QuickScore

Resume Checklist	What to look for	Yes	No
1. Is the overall appearance of the resume neat, visually appealing, and professional?	<ul style="list-style-type: none"> ▪ Neat, clear formatting ▪ White or neutral paper ▪ 10-12-point font 		
2. Is the resume clearly written? Has it been proofread?	<ul style="list-style-type: none"> ▪ Proper grammar and punctuation ▪ Free of spelling mistakes ▪ Past tense used consistently ▪ Clear and concise language ▪ Consistent message ▪ Bullets or point-form 		
3. Is the resume well organized and formatted consistently?	<ul style="list-style-type: none"> ▪ Format appropriate for the situation ▪ Dates, job titles, descriptions in same format, logical order ▪ Sections and headings 		
4. Is the resume current and complete?	<ul style="list-style-type: none"> ▪ Not too long (under 2 pages) ▪ Provides relevant information ▪ Dates are clear and logical 		
5. Does the resume describe the experience, education, and qualifications required for the job?	<ul style="list-style-type: none"> ▪ Past jobs ▪ Continuing education ▪ Relevant certifications 		
6. Does the resume describe concrete accomplishments and achievements?	<ul style="list-style-type: none"> ▪ Statements backed up by quantifiable facts and examples ▪ Short, action-oriented phrases ▪ Well-rounded, unique qualities 		
7. Is the resume free of any red flags?	<ul style="list-style-type: none"> ▪ Unexplained gaps in work or education history ▪ Lengthy periods of self-employment ▪ Conflicting information or overlapping dates ▪ Career regression/downward trend ▪ Absence of date for degrees/diplomas ▪ Unable to provide references 		
Total:			

Step 4: Prepare Applicant Questions in Advance

- Make sure that you do the required homework and be prepared to answer key questions the applicant might have about the position (e.g., compensation, start date, hours).

Potential Question	Answer/Response
1.	
2.	
3.	
4.	
5.	

Step 5: Prepare Materials and Interview Location

- Gather all materials you might need during the interview. Also, ensure that you have a place to conduct the interview that is free from distractions and interruptions.

Materials Checklist

Item	Check
Paper & pencil for notes	
Applicant's Resume	
Applicant's Application	
ESQ2 Report	
Watch/Timer	
Other Items?	

Step 6: Review Best Practice Guidelines

- Located at the end of this Guide. Pay attention to the “What Not to Do” section.

Step 7: Review the Structured Interview Questions and Key Indicators

- On pages 11 through 21.
- During the interview, you will have to indicate whether the applicant’s response to each structured question is more like the “Low Score” indicators or more like the “High Score” indicators. Therefore, it is important that you review the indicators for each question before the interview begins.

During the Interview...

1. Establish a connection.

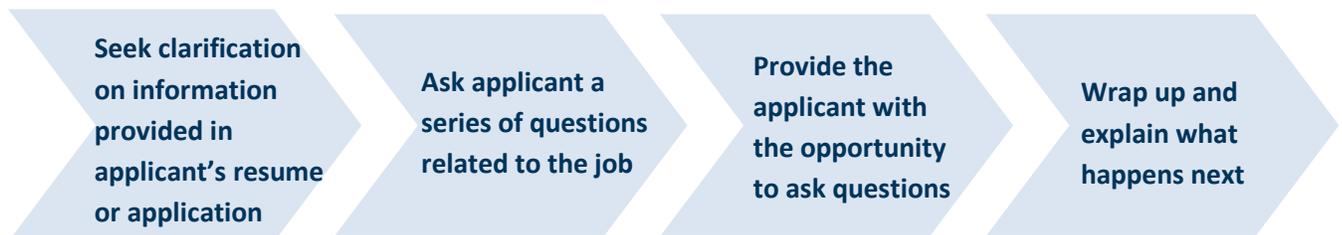
Likely, the applicant is nervous. Begin by trying to make them feel comfortable. Use a friendly, but business-like attitude. Thank the applicant for coming and let them know how much time has been allotted for the interview. Start by asking the applicant some general questions such as:

- How did you hear about this job opening?
- What made you decide to apply for this position?
- You can also share information with the applicant about the job and the organization.

2. Share the Interview Agenda.

Next give the applicant an idea of what the interview will cover and what to expect.

Process Overview:



Example:

Before we get started, let me give you an idea of what we will be covering today. First, I would like to talk to you about your skills and your work experience. I am also going to be asking you some specific questions about how you have responded in the past or how you might respond to various situations at work.

I will be taking notes to make sure that I can accurately recall what we discussed today. Feel free to take your time when responding to my questions. You may want to take notes on any questions you have that come to mind during the interview (offer applicant paper and pencil).

Do you have any questions for me before we get started?

3. Seek clarification on resume or application information.

If there is important information on the application or resume that is missing or unclear, then gather the information that you need. Ensure the questions you ask are as specific and concise as possible.

4. Transition to Structured Interview Questions.

Let the applicant know that the remainder of the interview will involve answering a series of specific questions about different situations they may have encountered in the workplace or how they would respond if they did encounter the situation.

Example:

During the remainder of the interview I'm going to ask you to respond to some situations that you may have encountered in your previous jobs, or if you don't have experience with the situation, how you would respond if you did encounter it.

Begin Structured Interview Questions...

Customer Service

Q1. Tell me about a time when you went “above and beyond” what was required of you at your work to provide exceptional customer service.

Probes:

- What did you do?
- What was the outcome?

...if the candidate has no direct experience with the situation then ask:

Tell me what going above and beyond to provide outstanding customer service would “look like” to you.

Probes:

- How would you respond or how would you behave toward the customer?
- How would you know the customer was satisfied?

Key Indicators

Low Score (Value = 1)	(Value = 2)	High Score (Value = 3)
<input type="checkbox"/> Describes an experience or hypothetical situation that is routine or trivial, having little effect on the overall customer experience/satisfaction	<input type="checkbox"/>	<input type="checkbox"/> Provides service that is outside of required duties to satisfy the customer
<input type="checkbox"/> Gives up easily when attempting to address the customer’s needs or passes the customer off to someone else	<input type="checkbox"/>	<input type="checkbox"/> Shows genuine concern, spends extra time, stays late to accommodate customer’s needs, provides customer with creative solutions to problems
<input type="checkbox"/> Invests too much time in the customer, not prioritizing appropriately, and/or balancing the customer’s needs with that of the company	<input type="checkbox"/>	<input type="checkbox"/> Balances customer’s needs with that of the company. Spends an appropriate amount of time/resources in order to maximize customer satisfaction
Applicant’s assigned score for this question is: _____		

Notes:

Productivity

Q1. Tell me about a time when your supervisor or manager assigned you a task that was difficult to complete.

Probes:

- Describe what happened.
- Did you ask for help from others or try to do it yourself?
- What was the outcome?

...if the candidate has no direct experience with the situation then ask:

Consider a situation where your supervisor assigns you a new role or asks you to lead a team project that is new and challenging to you (e.g., community project, be a team leader, deal with a community complaint, deal with conflict among your group members).

Probes:

- How would you react? What would you do?
- Would you be able to complete the task? If so, how would you approach it?
- Would you ask for help from others or try to do it yourself?
- What do you think the outcome would be?

Key Indicators

Low Score (Value = 1)	(Value = 2)	High Score (Value = 3)
<input type="checkbox"/> Responds negatively to the challenge of being presented with a difficult task or situation; sees it as a burden or hassle	<input type="checkbox"/>	<input type="checkbox"/> Responds positively to the challenge of being presented with a difficult task or situation; sees it as a learning opportunity
<input type="checkbox"/> Lacks confidence in abilities; focuses on the potential for failure rather than success	<input type="checkbox"/>	<input type="checkbox"/> Demonstrates confidence in abilities and a willingness to learn
<input type="checkbox"/> Is not able to complete the task or deal with the situation independently	<input type="checkbox"/>	<input type="checkbox"/> Is able to complete the task or deal with the situation independently
<input type="checkbox"/> Seems to give up easily or is quickly discouraged when presented with challenges or obstacles	<input type="checkbox"/>	<input type="checkbox"/> Persists in the face of obstacles and challenges until the task is complete
<input type="checkbox"/> Does not ask for assistance if required	<input type="checkbox"/>	<input type="checkbox"/> Asks for assistance if required
<input type="checkbox"/> Fails to generate a plan or a process	<input type="checkbox"/>	<input type="checkbox"/> Generates a plan or a process and completes the task in a timely manner
<input type="checkbox"/> Task is left incomplete, or not completed at the required standard	<input type="checkbox"/>	<input type="checkbox"/> Receives recognition for a job well done

Applicant's assigned score for this question is: _____

Notes:

Productivity

Q2. There are busy and slow times at any workplace. Tell me about a time when you had very little to do at work.

Probes:

- Describe the situation.
- What did you do?
- What was the outcome?

...if the candidate has no direct experience with the situation then ask:

There are busy and slow times at any workplace. Tell me what you would do during a slow time at work.

Probes:

- How would you fill your time?
- What would you do?

Key Indicators

Low Score (Value = 1)	(Value = 2)	High Score (Value = 3)
<input type="checkbox"/> Does not take initiative in asking for more to do; waits to be told what to do	<input type="checkbox"/>	<input type="checkbox"/> Takes initiative to ask for more things to do; actively looks for ways to stay busy and productive
<input type="checkbox"/> Is aimless; unsure of what to do	<input type="checkbox"/>	<input type="checkbox"/> Has a routine or plan of what to do during slow times
<input type="checkbox"/> Does not seem concerned about keeping busy and productive – enjoys the slower times at work	<input type="checkbox"/>	<input type="checkbox"/> Expresses a preference for staying productive and active at work – prefers the busier times at work
<input type="checkbox"/> Doesn't recognize or acknowledge that the slow times can provide an opportunity to accomplish neglected tasks	<input type="checkbox"/>	<input type="checkbox"/> Recognizes that slow times can provide an opportunity to accomplish neglected tasks
<input type="checkbox"/> Spends time socializing, distracting others, or engaged in non-sanctioned, personal activities (calling friends, texting, surfing the internet, etc.)	<input type="checkbox"/>	<input type="checkbox"/> Recognizes or acknowledges that it is inappropriate to spend time on non-sanctioned personal activities
Applicant's assigned score for this question is: _____		

Notes:

Accuracy

Q1. Some tasks require close attention to detail to complete them accurately. Can you tell me about a time when you were required to complete such a task?

Probes:

- Briefly describe what you were asked to do.
- Tell me how you approached the task.
- Was there a deadline for the task? Did you get it done on time?
- Did you feel like you did a good job? Why?

Key Indicators

Low Score (Value = 1)	(Value = 2)	High Score (Value = 3)
<input type="checkbox"/> Describes a disorganized, haphazard approach to the task	<input type="checkbox"/>	<input type="checkbox"/> Describes an organized, systematic approach to the task
<input type="checkbox"/> Does not seek out any additional information that might be required to complete the task	<input type="checkbox"/>	<input type="checkbox"/> Asks any clarifying questions that are required in order to complete the task accurately
<input type="checkbox"/> Does not prioritize appropriately	<input type="checkbox"/>	<input type="checkbox"/> Prioritizes tasks in order of importance according to efficiency
<input type="checkbox"/> Does not acknowledge the importance of reviewing the work themselves or having someone else check it over for errors and omissions	<input type="checkbox"/>	<input type="checkbox"/> Describes the importance of reviewing the work themselves or having someone else check it over for errors or omissions
<input type="checkbox"/> Does not complete the task or is not able to complete it by the designated deadline	<input type="checkbox"/>	<input type="checkbox"/> Completes the task in a timely manner Receives positive feedback on the work
Applicant's assigned score for this question is: _____		

Notes:

Accuracy

Q2. Can you describe a situation where you were under some time pressure to complete a task at work or were running out of time to complete a job that your manager had asked you to do?

Probes:

- What were you asked to do?
- Tell me how you approached the task.
- Describe the outcome.

...if the candidate has no direct experience with the situation then ask:

What would you do if you were under pressure to get a task done at work and running out of time to complete the job?

Probes:

- Tell me how you would approach the task?
- What would you do?
- What do you think the outcome would be?

Key Indicators

Low Score (Value = 1)	(Value = 2)	High Score (Value = 3)
<input type="checkbox"/> Indicates that they did not follow proper procedure or “cut corners” to get the job done on time	<input type="checkbox"/>	<input type="checkbox"/> Recognizes that rushing and not following proper procedure is an undesirable approach that could result in negative consequences, and generally should not be done
<input type="checkbox"/> Does not prioritize tasks in order of importance according to efficiency	<input type="checkbox"/>	<input type="checkbox"/> Prioritizes tasks in order of importance according to efficiency
<input type="checkbox"/> Approach described by the applicant could have led to an undesirable experience for the customer, an accident in the workplace, or some other negative outcome	<input type="checkbox"/>	<input type="checkbox"/> Prefers to ask for more time to complete the job rather than rush, and potentially make a mistake
<input type="checkbox"/> Does not consider enlisting the help of others or otherwise misses an opportunity to come up with a solution	<input type="checkbox"/>	<input type="checkbox"/> Enlists the help of others to get the job done on time <input type="checkbox"/> If extra time is not an option, provides a reasonable explanation for not being able to complete the task, or comes up with a creative or resourceful solution that enables them to accomplish the task or satisfy the requirement

Applicant’s assigned score for this question is: _____

Notes:

Commitment, Job Satisfaction

Q1. Tell me about a time when you had a conflict with a coworker or a customer. What caused the conflict, and how did you deal with it?

Probes:

- What did you do?
- What was the outcome?

...if the candidate has no direct experience with the situation then ask:

Consider a situation where you are working on a project or a detailed task with a coworker who feels you should approach it a certain way, but you completely disagree. When you try to explain your point of view, your coworker refuses to listen. How would you respond?

Probes:

- What would you do? How would you handle the situation?
- What do you think the outcome would be?

Key Indicators

Low Score (Value = 1)	(Value = 2)	High Score (Value = 3)
<input type="checkbox"/> Describes a scenario suggesting he/she (the applicant) was responsible for initiating the conflict	<input type="checkbox"/>	<input type="checkbox"/> Actively tries to reach a solution through cooperation, communication, and listening
<input type="checkbox"/> Shifts the blame or reason for the conflict to the coworker	<input type="checkbox"/>	<input type="checkbox"/> Accepts responsibility for his/her part in the conflict
<input type="checkbox"/> Does not express an understanding for the coworkers' position Engages in behavior that exacerbates the conflict	<input type="checkbox"/>	<input type="checkbox"/> Expresses an understanding of the value of smooth working relationships and the ability to move past (versus dwell on) a bad experience
<input type="checkbox"/> Situation is left unresolved and compromise is not met	<input type="checkbox"/>	<input type="checkbox"/> Situation is resolved or compromise is achieved
Applicant's assigned score for this question is: _____		

Notes:

Commitment, Job Satisfaction

Q2. How have you typically dealt with people you do not get along with (at work or in general) especially individuals you cannot avoid?

Probes:

- How do you behave toward these people?
- Why do you think that your approach is the best approach?

Key Indicators

Low Score (Value = 1)	(Value = 2)	High Score (Value = 3)
<input type="checkbox"/> Goes out of his/her way to avoid them, no matter how difficult it might be	<input type="checkbox"/>	<input type="checkbox"/> Understands the importance of getting along with others; values other perspectives that differ from their own
<input type="checkbox"/> Constantly experiences conflict whenever he/she is forced to interact with them	<input type="checkbox"/>	<input type="checkbox"/> Makes a concerted effort to improve the relationship
<input type="checkbox"/> Engages in belittling or disrespectful behavior <input type="checkbox"/> Requests to be moved to a different job or team to avoid the person	<input type="checkbox"/>	<input type="checkbox"/> Makes a concerted effort to understand the individual's perspective
<input type="checkbox"/> Cannot defend his/her approach or explain what is gained by dealing with the situation in the way they've described	<input type="checkbox"/>	<input type="checkbox"/> Treats others with dignity and respect
Applicant's assigned score for this question is: _____		

Notes:

Promotability

Q1. Consider a situation where you have been asked to do a job or solve a problem at work that you have not dealt with before. Would you try to solve the problem on your own or ask for help?

Probes:

- Why do you think your approach is best?
- What are some of the things that would influence your decision?
- What would be the outcome or result?

Key Indicators

Low Score (Value = 1)	(Value = 2)	High Score (Value = 3)
<input type="checkbox"/> Prefers to seek help rather than tackle problems on his/her own	<input type="checkbox"/>	<input type="checkbox"/> Prefers to try to solve problems on his/her own if possible
<input type="checkbox"/> Seems dependent, hesitant, and lacks confidence in his/her ability	<input type="checkbox"/>	<input type="checkbox"/> Conveys a willingness to take initiative Conveys confidence in his/her ability
<input type="checkbox"/> Expresses discomfort with being assigned new tasks or problems to solve	<input type="checkbox"/>	<input type="checkbox"/> Enjoys the challenge of taking on a new task or a new problem <input type="checkbox"/> Mentions a sense of accomplishment that comes with completing a task independently
<input type="checkbox"/> Does not appropriately weigh the risks associated with tackling a task on their own versus seeking help	<input type="checkbox"/>	<input type="checkbox"/> Acknowledges the importance of seeking help if/when required for difficult tasks or tasks they feel are unsafe to tackle on his/her own; takes calculated risks
Applicant's assigned score for this question is: _____		

Notes:

Promotability

Q2. Tell me about a time when you took on a formal or informal leadership role at work. If you cannot recall a leadership role that you have taken on in the workplace, describe a leadership role that you have taken on outside the workplace, for example at school or on a team.

Probes:

- Tell me more about the situation and the role. How did you come to be in the role?
- What was involved with this role, what did you have to do or accomplish?
- What was the outcome? How do you see your performance in this role? Did you get any feedback about your performance? Is there anything you would have done differently?

Key Indicators

Low Score (Value = 1)	(Value = 2)	High Score (Value = 3)
<input type="checkbox"/> Cannot come up with an example of taking on a leadership role either at work or outside of work; expresses disinterest in the role without giving an acceptable reason	<input type="checkbox"/>	<input type="checkbox"/> Showed initiative in taking on or developing the role <input type="checkbox"/> Describes a relevant and important leadership role; expresses interest in such roles and in taking on more responsibility
<input type="checkbox"/> Seems to not actually influence or lead anyone, and provides little guidance or direction	<input type="checkbox"/>	<input type="checkbox"/> Provides guidance and direction to team members; is available for help and consultation
<input type="checkbox"/> Describes a team that has trouble collaborating, cooperating, or has several conflicts	<input type="checkbox"/>	<input type="checkbox"/> Describes a team that works well together, seems to have respect of the team
<input type="checkbox"/> Does not meet objectives and/or receive positive feedback from team members or a superior	<input type="checkbox"/>	<input type="checkbox"/> Meets objectives and receives positive feedback from team members or a superior
Applicant's assigned score for this question is: _____		

Notes:

Counterproductivity

Q1. What would you do if you saw a coworker doing something you know they should not do?

Probes:

- Can you tell me more about the situation you're thinking about?
- How would you react? Why?
- What do you think the outcome would be?

Key Indicators

Low Score (Value = 1)	(Value = 2)	High Score (Value = 3)
<input type="checkbox"/> Would ignore the behavior or do nothing	<input type="checkbox"/>	<input type="checkbox"/> Assists coworker to confirm that they understand company policy and the right thing to do – leads by example
<input type="checkbox"/> Fails to recognize when to alert a manager about the behavior	<input type="checkbox"/>	<input type="checkbox"/> Recognizes when to alert a manager about the behavior and uses appropriate channels for reporting violations
<input type="checkbox"/> Does not seem to understand or care about the impact of the behavior on others and/or the business (e.g., safety, cost implications)	<input type="checkbox"/>	<input type="checkbox"/> Understands the impact of the behavior on others and/or the business (e.g., safety, cost implications)
<input type="checkbox"/> Exacerbates the situation, resulting in a negative outcome	<input type="checkbox"/>	<input type="checkbox"/> Helps to address or resolve the situation, resulting in a positive outcome
Applicant's assigned score for this question is: _____		

Notes:

Counterproductivity

Q2. How would you deal with a situation where you had to choose between breaking the rules or completing a task on time?

Probes:

- What would you do?
- What are some of the things that would influence your decision?
- Given your choice or decision, what do you think the outcome would be?

Key Indicators

Low Score (Value = 1)	(Value = 2)	High Score (Value = 3)
<input type="checkbox"/> Indicates that they think it would be acceptable to break the rules (e.g., if the rules made it inconvenient to get something done and it was quicker to do it another way; if they thought they could get away with it)	<input type="checkbox"/>	<input type="checkbox"/> Indicates that they would prefer to follow the rules and ask for more time to complete the task
<input type="checkbox"/> Lacks understanding of the potential consequences of breaking the rules	<input type="checkbox"/>	<input type="checkbox"/> Acknowledges and understands the potential consequences of breaking the rules (e.g., I wouldn't want to get fired)
<input type="checkbox"/> Questions the legitimacy of the rules. Doesn't appreciate that rules are in place for a reason	<input type="checkbox"/>	<input type="checkbox"/> Doesn't question the legitimacy of the rules. Respects that rules are in place for a reason (e.g., to protect their safety)
<input type="checkbox"/> Doesn't make an effort to plan or come up with a solution to accomplish the task on time	<input type="checkbox"/>	<input type="checkbox"/> Generates a viable solution that doesn't involve breaking the rules, but allows the task to get done on time
Applicant's assigned score for this question is: _____		

Notes:

During the Interview...

5. Wrap Up Interview

Things to keep in mind during the wrap-up:

- Thank the applicant for their time
- Provide the applicant with the opportunity to ask questions
- Clearly communicate what will happen next
- Provide a time frame for when the applicant can expect to hear from you
- If appropriate, provide the applicant with your business card in case they have any additional questions about the position

Example:

That wraps up the questions that I had for you today. I appreciate you taking the time to come in and meet with me. Do you have any questions for me? Someone will be contacting you within the next few days if we determine that your skills are a good fit for the available position. Thanks again for your time.

After the Interview...

1. Score the interview.

To score the applicant's interview:

- Transcribe the resume score into score column in the grid on the next page
- Transcribe the applicant's score (out of 3) for each interview question into the score column
- Add up the scores (out of 6) for each performance dimension
- Determine the total score (out of 43) by adding up the resume score and the scores for each performance dimension

ESQ2 Scoring Grid

ESQ2 Performance Dimension	Question Score		Total Score
Resume			/7
Customer Service*	Q1	/3	/6
	Q2	n/a	
Productivity	Q1	/3	/6
	Q2	/3	
Accuracy	Q1	/3	/6
	Q2	/3	
Commitment, Job Satisfaction	Q1	/3	/6
	Q2	/3	
Promotability	Q1	/3	/6
	Q2	/3	
Counterproductivity	Q1	/3	/6
	Q2	/3	
OVERALL TOTAL SCORE			/43

* Note: There is only one interview question for Customer Service. To obtain a total score out of 6 for this performance dimension, multiply the question score by 2.

Any additional comments on any of the above areas?

2. Recommendation:

Based on the combined information provided in the ESQ2 Report and the applicant's scores on the resume and interview questions, the final step is to identify whether you recommend the candidate for hire. Select one of the following options for the candidate:

- Recommended for Hire
- Not a Match
- No Decision Yet

Any additional information/action required before extending the offer?

Appendix A: Best Practice Guidelines

The key to developing a valid, legally defensible interview is to standardize it so that all applicants have an equal opportunity to demonstrate their fit for the job. There are three main features of standardized interviews: (a) structure (b) objectivity (c) and alignment with the job. The ESQ2 Interview Guide was designed with these features in mind, and they are described in more detail below.

What to do:

- **Impose Structure:** Structure is important because it ensures the interviewer asks each applicant the same questions, follows proper procedures for asking follow-up questions, and scores applicants' responses using the same method. A standardized structure helps interviewers accurately compare the quality and thoroughness of applicants' answers.
- **Ensure Objectivity:** The goal is to ensure that all applicants are measured against the same standards. This means replacing an interviewer's first impressions and personal opinions with structured scoring criteria. Research has clearly shown that interviewers' impressions of an applicant can be influenced by many irrelevant factors, including the attractiveness of the applicant, the interviewer's mood, and whether the interviewer and applicant have things in common. Objective scoring criteria help to minimize the impact of these types of "biases" on selection decisions.
- **Establish Alignment:** The interview questions must be related to knowledge, skills, abilities, personality traits, and other qualities (KSAOs) that are important to effective job performance. Research indicates that the ESQ2 measures qualities that are important to performance in the types of jobs for which you are hiring.

What not to do:

The purpose of the interview is to identify whether the applicant is a good fit for a job. However, some interview questions and topics are "off limits," because they are not relevant to the job requirements and may in fact discriminate against the applicant. Ontario Human Rights Legislation prevents you to ask specific questions relating to:

- Age
- Gender
- Marital Status
- Family Status
- Sexual Orientation
- Nationality or Ethnic Origin
- Language
- Religion
- Disabilities
- Medical Information
- Height and weight
- Pardoned convictions
- Military service

Topic	Do Not Ask:	Instead, Ask:
Age	<ul style="list-style-type: none"> ▪ How old are you? ▪ How long do you think it will be before you retire? 	<ul style="list-style-type: none"> ▪ Do you meet the age requirement to work for this company? ▪ What are your long-term career goals? Where do you see yourself in 3 years or 5 years?
Gender	<ul style="list-style-type: none"> ▪ Do not ask questions inquiring about gender or those that imply limitations or special treatment because of gender 	
Marital Status	<ul style="list-style-type: none"> ▪ What does your spouse do for a living? Can he/she be transferred? ▪ What is your maiden name? 	<ul style="list-style-type: none"> ▪ Are you able to travel or relocate for this position?
Family Status	<ul style="list-style-type: none"> ▪ Do you have children? Do you plan to? ▪ Could you arrange for childcare if required to work overtime or travel on short notice? ▪ If you become pregnant, do you plan to continue working after maternity leave? 	<ul style="list-style-type: none"> ▪ Are you able to work overtime and/or travel on short notice? ▪ What are your long-term career goals or plans?
Sexual Orientation	<ul style="list-style-type: none"> ▪ Do not ask questions inquiring about sexual orientation or those that imply limitations or special treatment because of sexual orientation 	
Nationality or Ethnic Origin	<ul style="list-style-type: none"> ▪ Are you a citizen of this country? ▪ Where were you born? ▪ How long have you been a resident of this region or country? 	<ul style="list-style-type: none"> ▪ Are you legally permitted to work in this country?
Language	<ul style="list-style-type: none"> ▪ What is your first language? 	<ul style="list-style-type: none"> ▪ In what languages are you proficient? ▪ Are you able to understand, speak, read, and write the language(s) necessary for the job?
Religion	<ul style="list-style-type: none"> ▪ What religion are you affiliated with? ▪ Are you able to work on a specific religious holiday? ▪ Are you affiliated with a club or organization? 	<ul style="list-style-type: none"> ▪ Are you available to work the required days? ▪ Are you able to work the required schedule? ▪ Are you affiliated with any relevant professional or trade groups?

Topic	Do Not Ask:	Instead, Ask:
Disabilities	<ul style="list-style-type: none"> ▪ Do you have a disability? ▪ Have you ever received psychiatric care or treatment for psychological problems? ▪ Have you ever received worker’s compensation? 	<ul style="list-style-type: none"> ▪ Are you able to perform the specific job requirements? ▪ Are you able to safely perform the job as required?
Medical Information	<ul style="list-style-type: none"> ▪ Do you or have you ever had any health problems, illnesses, or operations? ▪ Do you smoke, drink, or use drugs? 	<ul style="list-style-type: none"> ▪ Are you able to perform the requirements of the job? ▪ Have you ever been disciplined for violating company policy?
Height and Weight	<ul style="list-style-type: none"> ▪ How tall are you? ▪ How much do you weigh? 	<ul style="list-style-type: none"> ▪ Are you able to perform the physical requirements of the job?
Pardoned Convictions	<ul style="list-style-type: none"> ▪ Have you ever been convicted of a crime? ▪ Have you ever been arrested? ▪ Do you have a criminal record? 	<ul style="list-style-type: none"> ▪ Laws prohibiting questions about arrest and conviction records vary by state and by country (U.S. and Canada). It is generally not appropriate to ask about arrest and criminal records, but if bonding is a job requirement, then ask if the applicant is eligible. When criminal record checks or background checks are warranted for the position, employers are required to advise the applicant in writing that a background check will be conducted, obtain the applicant’s written authorization, and notify the applicant that the check will not automatically result in disqualification from employment.
Military Service	<ul style="list-style-type: none"> ▪ Have you been honorably discharged from the military? ▪ Do you currently serve in the military? 	<ul style="list-style-type: none"> ▪ Tell me how your previous experience in the military can facilitate your performance in the current position. ▪ Do you expect to be away from work for an extended period of time?

Appendix B: Proposed Questions to Assist Police Recruiters

Questions

Q. *Why do you want to be a police officer in this police service?*

(The negative answer)

I know the job is really exciting and have always followed police shows.

Good pay and benefits

My friend joined, and told me I should to.

(The Positive Answer)

First off, the recruiter should be looking for honesty and sincerity in the candidate's answer which is well thought out.

Look for an answer that is history based in a candidate's personal life history of wanting to be a police officer, and if such an answer is given, what has the candidate done historically to better prepare her/himself to be an outstanding candidate such as;

Education, volunteering in the community, sports or other group events where involved in a team or leadership capacity.

Within this answer the recruiters should be looking for the candidate to provide in their answer the importance of policing is in our society and a strong emphasis on their dedication to serving their community and probe this answer where a candidate has shown past experiences of serving their community.

Q. *Why do you think you are the right candidate to be a police officer in our service?*

(The negative answer)

The recruiter should be wary of a candidate who is overly boastful in their answer verses indicating confidence.

(The Positive Answer)

Very early in this question the candidate should be impressing the recruiter with self confidence in their answer.

In probing the answer, the recruiter needs to ask the candidate to provide real life example(s) of their past job experience and look to hear in the answer that the candidate exceeded the expectations of what was required of them within the job description or specific job task.

If the candidate has any prior law enforcement or security experience, the recruiter should be asking the candidate to give a real-life experience within these past professions.

Within their answer or life experience the recruiter should be looking for answers that include the candidate's abilities to work in a team environment among working with others with different personalities, strengths and weaknesses with an emphasis of always being willing to learn and improve themselves. Such an answer should be probed to where the candidate has actually done this in the past.

Situational Questions for Candidates

Q. *As a new police officer, what if you were dispatched or came across an emergency situation that required immediate action. How would you handle this?*

(The Positive Answer)

The candidate is providing their answer to a situational question which they have likely not experienced and this is where the recruiter can see the preparation that has been put in by the candidate in knowing their responsibilities as a future police officer in any organization and how to prioritize their response with such suggested responses as;

(The candidate would likely be answering such a situational based question in first person format.)

1. The protection and saving of lives of those they are sworn to protect as well as their peers and other emergency first responders.
2. As the first responding officer to an emergency situation I need to ensure I take control of the scene and the people involved and assist in the co-ordination of the required emergency response.
3. I need to ensure the protection and preservation of any scenes associated to the situation.
4. Any emergency situation needs to be fully investigated and resources need to be notified. Part of my duty and role is to assist the community and others back to a restoration of normality once the investigation has been completed.

Q *How do you believe community policing can work within our police service and the community we serve?*

(Once again, this could be an important question by the police recruiter for any new candidate wanting to be a police officer. Most police services across North America have implemented some form of community policing. This again is a good question in a police interview to see if the candidate has done their homework on the policing profession. Many police organizations often have specific mission statements associated to community policing and the recruiter should be looking to see if the candidate is aware of their mission statement during the interview process.)

The response in the candidate's answer should have such key words or details as;

1. The candidate may be able to provide the three key components of a police organization's community policing strategies which are;
 - a. organizational transformation.
 - b. community partnerships.
 - c. shared problem solving.

When providing the three components the recruiter should be looking for an expanded knowledge of the components of community policing where the candidate is able to explain that the police and community work together to decentralize the police operations and actions to any one problem and make the police more accountable to the community in working together to seek out the root causes of any community problem whether it be criminal or non-criminal issues. The candidate may close their answer with; *when community policing is effective the community forms a trust in their police service.*

Q *As a new police officer in our organization, you are dispatched to the local recreation center in the community where a pickup game of basketball has begun to implode into a possible fight between two players. You quickly learn that one player has been using racist insults towards the other player. How will you handle this situation?*

(This is a very current and important situational question that should be included in any police recruiter's interview of a new applicant and again will indicate whether the applicant has properly prepared for their interview. In the province of Ontario, the applicant should be focusing on the Ontario Human Rights Commission definition of racism.)

The response in the candidate's answer should have such key words or details as;

Racial Harassment

What is racial harassment?

Racial harassment means that someone is bothering you, threatening you or treating you unfairly because of your perceived:

- race
- colour
- ancestry
- place of origin
- ethnic origin
- creed
- citizenship.

(The above definition is directly copied from the Ontario Humans Right Commission.)

As a new officer attending the scene the candidate has to be fully aware of what is racial harassment in order to deescalate the situation. This is a good opportunity for the recruiter to probe the candidate on their knowledge of racism and racist remarks, and probe about a real situation the candidate can relate to.

As the first officer on scene I am aware I need to defuse the situation by first calming everyone down and separating them. Once this has taken place, I would speak to the complainant to gather such information relating to the alleged racist remarks and what was actually said and how it made the complainant feel.

I would then speak to the alleged person who made such comments and get their version of the events and comment made.

Part of my objective is to ensure the situation has been defused for the short-term goal. But also knowing the long-term goal of my response is to educate everyone involved. I need to ensure the person who made the comments is aware of how hurtful the comments can be to another individual and to ensure the complainant and others in the recreation centre have trust in myself and the police service to be aware of such racism, to be professional in the handling of the situation and to reinstate confidence by all parties of the police.

I need to communicate to all involved of the awareness of racism and that myself as an individual, that I do not tolerate such racism or racist remarks and nor should anyone be the subject of such remarks. Before I would leave the location, I would ensure the environment has been made safe and a comfortable place to continue to play for those involved.

(The answer the candidate gives needs to ensure their understanding of what constitutes racism and in their answer that they as an individual will not tolerate such racism and it is their duty to educate others accordingly.)

Questions

1. You are a new member of a police platoon and your partner takes you to a restaurant that provides free meals to you and your partner. What would you do in this situation?
2. A nightclub situated in your police division historically hires a lot of police pay duties. You are on a paid duty at the club and you see numerous liquor infractions but other officers tell you to ignore them as it will affect their pay. What would you do in this situation?
3. Your police partner cannot get time off at the start of the shift due to a shortage of personnel on your shift. She tells you she has a pressing personal issue to deal with and asks you to sign her into work as there is no supervisor on duty. What would you do in this situation?
4. You are in a hurry to attend a non-emergency call for service and inadvertently fail to stop at a stop sign. A citizen confronts you about this. What would you say to them?
5. You are asked to be part of a closed police social media group by members of your workplace. Once on the social media site, you notice that there several officers posting racist comments. What would you do in this situation?
6. You conduct a vehicle stop for a traffic violation. The driver of the vehicle is the spouse of your unit commander. What would you do in this situation?