

Campus Safety

CONFERENCE 2019

Making Campuses Safer — TOGETHER

Signing the Right Players for the Team:

The Assessment Center Interview Process

Dr. Amanda M. Guthorn
Assistant Vice President of Public Safety
La Salle University



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About Me

- 35 years in campus law enforcement
- Music/theatre/museum geek
 - Elton John, The Who, Blondie, Elvis Costello, Chicago, Earth, Wind and Fire
 - The Book of Mormon, Sweeney Todd, King Lear, Kinky Boots, improv, comedy
 - Philadelphia Museum of Art, The Met, American Jewish History Museum, Museum of the American Revolution, The Queens Museum
- TV and Audible book junkie
- Yoga, walking, doing stuff
- Mom to The Boys: JohnnyB (2) and Dobbie (15)



About this Session

Session Takeaways

- The benefits of using an assessment center for new employee selection and internal promotion
- How to develop exercises to meet the needs of your organization
- How to run an assessment center process

Group Exercise

Pick a scribe and/or one person to report out for the group.

You are interviewing 3 sergeants for one lieutenant's position in your department.

1. As a group, come up with the 3 questions you would ask during the interviews.
2. Describe how the candidates will be evaluated based on the interview.
3. Share out and pick the best 3-5 questions from all those shared

What is an Assessment Center?

- Employs multiple assessment methods and exercises to evaluate a wide range of competencies*
- Can be used for candidate selection, promotion, career development
- Can also be used in group settings: leaderless group discussion, problem solving, etc.
- Exercises are developed/used based on the competencies needed

*US Office of Personnel Management, <https://www.opm.gov/>

Why use it?

- Competency based
 - Develop based on need
- Objective(ish) evaluation of candidates
 - Pre-determined performance dimensions
 - Pre-determined evaluative criteria
- Multiple evaluators for exercises
- Same exercises for all applicants
- Fairness and transparency

Types of Assessment Exercises

- Structured interview*
 - High structure – all candidates get the same set of pre-defined initial questions and follow-up questions; scored on benchmark criteria
 - Low structure – no constraints on questions; makes validity difficult; can disadvantage candidates due to perceived or actual bias
- Group Interview
 - Sets of numbered questions
 - Randomly selected numbered chairs/candidates
 - Timed exercise

*US Office of Personnel Management, <https://www.opm.gov/>

Types of Assessment Exercises (cont.)

- Leaderless group exercise
 - Problem-solving, working with others
- Work Sample exercise
 - Written exercise (timed) – report writing, present a scenario to describe, show photos and request description and action recommended
 - Inbox exercise
- Application/skills review
 - Degree of agreement with required skills and abilities
 - Skills self-assessment

Determine Most Important Competencies

- Task assessment
 - What are the most important skills and abilities required?
 - How often (frequency) are these skills needed?
 - How critical are they?

SKILL	FREQUENCY	CRITICALITY	SCORE
Report writing	3	4	7
Verbal Communication	5	5	10
Organizational skills			
Knowledge of law			
Decision making			
Patrol procedures			

Develop Exercises to Assess Skills

- What type of exercises would you use to assess:
 - Report writing
 - Verbal communication
 - Organizational skills
 - Knowledge of the law
 - Decision making
 - Patrol procedures
 - Leadership skills
 - Works and plays well with others

Interviews

- **Low structure**
 - Open-ended with follow up questions
 - Examples:
 - What do you see as the main difference between your current position and the lieutenant's position?
 - What do you think will be the most difficult part of the job?
 - What has been your greatest success in your position?
 - What is the difference between a supervisor and a leader?

Interviews (cont.)

- **High structure**
 - Generally situational or behavior based
 - Examples:
 - You are the supervisor on the overnight shift and X happens, what would you do?
 - You have an officer who consistently comes in late. How do you address that?
 - You notice an officer who is usually very squared away coming in looking disheveled and inattentive. How do you manage that?

Interviews (cont.)

- Group Interview
 - Recruit a panel of evaluators (3-5)
 - For new hires, panelists should be familiar with the mission and role of the department as well as the position for which they are interviewing
 - A note about internal candidates
 - Prepare questions and scenarios prior to interview (three or four “sets”)
 - Include common patrol and management scenarios and ethical questions
 - Number the questions based on the number of candidates

Interviews (cont.)

- Applicants select numbers randomly or sit in numbered seats
- Moderator asks questions: 2 minutes for initial response, other applicants have 1 minute to add to or refute the response
- Candidates are excused at the end of the interview
- Panelists evaluate/grade applicants and provide feedback to moderator/hiring manager
- Feedback is combined with the outcome of the other exercises

Performance Dimensions for Assessment

SCORE	PERFORMANCE
5	<p>Recommend With Confidence</p> <p>This is an appropriate rating when the applicant demonstrates superior use of verbal and non-verbal communication skills. This may include the ability to express complex facts or ideas clearly and effectively using an appropriate vocabulary. Applicant is persuasive and convincing. For this rating, the applicant should have maintained eye contact with all members of the board, used appropriate hand or other gestures and responded with confidence under pressure.</p>
4	<p>Recommend</p> <p>This rating is appropriate when the applicant responds satisfactorily to questions posed. Usually maintains eye contact with board members. Board members are able to understand the facts or ideas expressed by the applicant. Applicant is generally confident. Vocabulary is sufficient to the situation. May use non-verbal communication cues effectively.</p>
3	<p>Meets Requirements</p> <p>This rating is appropriate when the applicant responds minimally to questions posed i.e. content is correct but communicates the minimum amount of information. Eye contact is minimally sufficient; applicant appears neither overly confident nor nervous though may appear uncomfortable under pressure; vocabulary is sufficient to the situation. Minimal but effective use non-verbal communication.</p>
2	<p>Hesitate To Recommend</p> <p>This rating is appropriate when the applicant vacillates between satisfactory and unsatisfactory responses. This may include when the applicant is consistently unable to express facts or ideas clearly; when moderator must pose questions a second or third time; vocabulary used is less than satisfactory; does not respond with persuasion, conviction or confidence; eye contact with board is moderate to low.</p>
1	<p>Not Recommend</p> <p>It is appropriate to use this rating when the demonstrated communication skills are of such low quality that he/she does not appear able to perform satisfactorily in the position for which he/she has applied. This may include an applicant who talks too much or too little, does not understand questions asked, or fails to give direct responses. The applicant does not have satisfactory eye contact or is not “connected” to the board. Cannot express facts or ideas clearly enough to be understood. Applicant trying to “snow” the board or give responses calculated to please.</p>

Interview Evaluation Form

Candidate Name: _____ #: _____ Panelist: _____

Please rate each candidate's responses from 1 (poor) to 5 (outstanding) in the areas listed below. Feel free to make comments on the candidate's responses below.

	Not Recommend 1	Hesitate to Recommend 2	Meets Requirements 3	Recommend 4	Recommend with Confidence 5
Content					
Clarity					
Organization					
Presentation/ Verbal Skills					
TOTAL					

SCORE:

Comments:

Practice Exercise

- Need 3 “candidates”, a “moderator” and 3 “panelists”
- Questions from earlier exercise
- Moderator asks questions
- Evaluate the “candidates”

Benefits:

Transparency – candidates hear other’s responses

Fairness – questions are pre-determined

Demonstrates job knowledge, problem solving, ability to think quickly and articulate clearly in an organized and cohesive manner in a stressful environment, willingness to disagree when needed

Other Exercises

- Inbox exercise
 - Create a scenario with a list of tasks. Have candidate prioritize the tasks.
 - Example:
 - A student is waiting for an escort at the subway stop (in a high crime area).
 - The President calls to complain about exiting traffic after the basketball game.
 - The neighbors call about a loud party and students in the street near campus getting rowdy.
 - Dispatch tells you an irate parent is on the phone demanding to speak to the supervisor immediately.
 - The local police are at a residence hall responding to an unknown incident and requesting the supervisor.

Other Exercises (cont.)

- Leaderless group exercise
 - Assign a task to the group (problem-solving, assembling, creating, building, etc.). Be creative.
 - Explain objective to the group.
 - Set conditions such as time limits and resources.
 - Observe, but don't participate.
 - Suggestions:
 - Deserted Island
 - Lost at Sea
 - Fox, Chicken and Sack of Grain

Demonstrates problem-solving, listening, willingness to lead and follow, cooperation, working as a group, compromise, consensus-building

Quick Recap

1. Determine required skills and competencies
2. Develop exercises, questions and scenarios for the skills and competencies
3. Create performance dimensions/evaluative criteria
4. Recruit and brief panelists
5. **Communicate with candidates about the process**
6. Schedule adequate time
7. Prepare materials and spaces (have a facilitator/handler to help)
8. Have fun

Questions?

Thank you!

Reminders

- Access to the presentation
- Evaluations
- Social Media

Contact Info

Amanda Guthorn

AVP Public Safety, La Salle University

215-991-2025

guthorn@lasalle.edu

lasalle.edu/public-safety/



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