

Caseworker Interview Assessment Form

Date: _____

Classification: _____

Candidate's Name: _____

Interviewer Name(s): _____

Round One

Recommend for Round Two

Do Not Recommend for Round Two

Round Two

Recommend for Hire

Do Not Recommend for Hire at this Time

Part A: Competencies

Instructions: Check the rating next to the numeric score that best represents the candidate's proficiency level in each competency area based on his/her responses to the interview questions. Tally the numeric scores in the right-hand column and place that score into the Total Score section on page three. Please include any comments at the end of the section.

Competency	No Evidence of Proficiency (1)	Marginally Proficient (2)	Proficient (3)	Exceeds (4)	Greatly Exceeds (5)	Numeric Score
Adaptability: Adapts well to changes in assignments and priorities adapts behavior or work methods in response to new information, changing conditions, or unexpected obstacles; approaches change positively and adjusts behaviors accordingly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Building Trust: Interact with others in a way that gives them confidence in one's motives and representations and those of the organization. Is seen as direct and truthful; keeps confidences, promised, and commitments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Collaboration: Builds constructive working relationships with clients/customers, other work units, community organizations and others to meet mutual goals and objectives. Behaves professionally and supportively when working with individuals from a variety of ethnic, social and educational backgrounds.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Communication: Clearly conveys and receives information and ideas through a variety of media to individuals or groups in a manner that engages the listener, helps them understand and retain the message and invites response and feedback. Keeps others informed as appropriate. Demonstrates good written, oral, and listening skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Cultural Competence: Cultivates opportunities through diverse people; respects and relates well to people from varied backgrounds, understands diverse worldviews, and is sensitive to group differences; sees diversity as an opportunity, challenges bias and intolerance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Decision Making/Problem Solving: Breaks down problems into components and recognizes interrelationships; makes sound, well-informed, and objective decisions. Compares data, information, and input from a variety of sources to draw conclusions; takes action that is consistent with available facts, constraints, and probable consequences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Stress Tolerance: Maintains effective performance under pressure; handling stress in a manner that is acceptable to others and to the organization.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Work Standards: Sets high standards and well-defined, realistic goals for one's self; displays a high level of effort and commitment towards completing assignments in a timely manner; works with minimal supervision is motivated to achieve.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Total Score Competencies:						

Competencies

<p>Comments:</p>

Part B: Functional/Technical Skills (preferred qualifications)

Instructions: In the space provided, select the highest score in each category for which the applicant qualifies. The experience levels are in addition to the minimum entrance requirements. Tally the scores from each category and place that score in the Total Score section on page three.

Functional/Technical Skill	Possible Score	Candidate Score
Education		
Bachelors Degree	4	
Bachelors Degree with at least 15 semester credits in a related field*	6	
Masters Degree in a related field	8	

* Related fields in Human Services such as, but not limited to Criminal Justice, Sociology, Psychology, Social Work or Education.

Human Services Work Experience		
At least one year of human services or corrections/security experience	1	
One to three years of human services or corrections/security experience	2	
More than three years of human services of corrections/security experience	3	

Juvenile Justice Work Experience		
At least one year of work experience in the juvenile justice field	1	
One to three years of experience in the juvenile justice field	2	
More than three years of experience in the juvenile justice field	3	

Volunteer experience working with youth	1	
Volunteer/Internship experience in human service or corrections agency	1	
Volunteer/Internship experience in a juvenile justice agency	1	
Licenses / Certificates in related field	1	

<p>Comments:</p>

Calculate Total Score

Part A Score: _____ X .75 = Total Competency Score _____

Part B Score: _____ X .25 = Total Functional/Tech Skills Score _____

Total Score: competencies and skills combined: _____

Part C: Possible Disqualifiers

An applicant receiving an acceptable score in Parts A and B, above, may be disqualified based on demonstrating poor writing ability as determined by the writing exercise. An applicant may also be disqualified from further consideration based on observations or other information shared during the interview such as using profanity, speaking about youth using derogatory terms or having poor hygiene. In such case, the interview panelists must state the specific reasons in the "Other" box below.

Writing Ability: (Based on Writing Exercise)
Other: (Must be specific)

Group Worker I Interview Assessment Form

Classification: _____

Date: _____

Candidate's Name: _____

Recommendation:

Interviewer Name(s): _____

Consider for Future Opening

Do Not Hire

Part A: Competencies

Instructions: Check the rating next to the numeric score that best represents the candidate's proficiency level in each competency area based on his/her responses to the interview questions. Tally the numeric scores in the right-hand column and place that score into the Total Score section on page 3. Please include any comments at the end of the section.

Competency	No Evidence of Proficiency (1)	Marginally Proficient (2)	Proficient (3)	Exceeds (4)	Greatly Exceeds (5)	Numeric Score
Action Oriented: Consistently maintains high levels of activity or productivity; sustains long working hours when necessary, works with vigor, effectiveness and determination over a sustained period						
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Adaptability: Adapts well to changes in assignments and priorities adapts behavior or work methods in response to new information, changing conditions, or unexpected obstacles; approaches change positively and adjusts behaviors accordingly.						
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Applied Learning: Able to learn and properly apply new job-related information in a timely manner. Has the ability to absorb and comprehend job-related information from formal training and other formal and informal learning experiences						
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Communication: Clearly conveys and receives information and ideas through a variety of media to individuals or groups in a manner that engages the listener, helps them understand and retain the message, and invites response and feedback. Keeps others informed as appropriate. Demonstrates good written, oral and listening skills.						
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Conflict Management: Uses appropriate interpersonal styles and techniques to reduce tension and/or conflict between two or more people; able to size up situations quickly; able to identify common interests; facilitates resolution.						
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Customer/Client Focus: Makes customers/clients and their needs a primary focus of one's actions; shows interest in and understanding of the needs and expectations of internal and external customers (including direct reports); gains customer trust respect; meets or exceeds customer expectations.						
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Initiative: Takes action without being asked or required to; achieves goals beyond job requirements; being proactive; taking prompt action to accomplish objectives.						
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Stress Tolerance: Maintains effective performance under pressure; handling stress in a manner that is acceptable to others and to the organization.						
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Total Score Competencies:						

Competencies

Comments:

Part B: Functional/Technical Skills

Instructions: In the space provided, select the highest score in **each** category for which the applicant qualifies. Tally the scores from each category and place that score in the Total Score section on page three.

Functional/Technical Skill	Possible Score	Candidate Score
Education		
Some college, but less than two years	2	
Associates Degree or at least two years (60 semester credits) of college	4	
Associates Degree or at least two years of college with at least 9 credits in a related field*	6	
Bachelors Degree	8	
Bachelors Degree with at least 15 semester credits in a related field*	10	

Any Paid Work Experience		
At least one year of any paid work experience	1	
One to three years of any paid work experience	2	
More than three years of any paid work experience	3	

Human Services Work Experience		
At least one year of human services or corrections/security experience	1	
One to three years of human services or corrections/security experience	2	
More than three years of human services of corrections/security experience	3	

Juvenile Justice Work Experience		
At least one year of work experience in the juvenile justice field	1	
One to three years of experience in the juvenile justice field	2	
More than three years of experience in the juvenile justice field	3	

Volunteer experience working with youth	1	
Volunteer/Internship experience in human service or corrections agency	1	
Volunteer/Internship experience in a juvenile justice agency	1	
Licenses /Certificates in related field	1	

Comments:

*Related fields include Criminal Justice, Sociology, Psychology, Social Work, Education.

Calculate Total Score

Part A Score: _____ X .75 = Total Competency Score _____

Part B Score: _____ X .25 = Total Functional/Tech Skills Score _____

Total Score: competencies and skills combined: _____

Part C: Possible Disqualifiers

Listed below are discretionary evaluation areas. Interviewers may comment on his/her subjective impressions of the candidate's appearance, interpersonal skills, commitment or writing ability. This information can be considered along with the candidate's competencies and functional/technical skills score in the final selection process. If a "Possible Disqualifier" is identified as the reason for not hiring an otherwise acceptable candidate, the specific reason must be stated objectively.

Appearance: (Poor Grooming or Hygiene, Inappropriate Dress)
Interpersonal Skills: (Hostile, Defensive, Resistant, Evasive, Argumentative, Uses Profanity)
Commitment: (Shows little interest in position, only interested in "a job", Lacks Enthusiasm)
Writing Ability: (Disorganized, Poor Grammar, Poor Sentence Structure) Writing Exercise
Other: (Must be specific)

Group Worker II, III Interview Assessment Form Round 1

Classification: _____

Date: _____

Candidate's Name: _____

Recommendation:

Interviewer Name(s): _____

Consider for Future Opening

Do Not Hire

Part A: Competencies

Instructions: Check the rating next to the numeric score that best represents the candidate's proficiency level in each competency area based on his/her responses to the interview questions. Tally the numeric scores in the right-hand column and place that score into the Total Score section on page 3. Please include any comments at the end of the section.

Competency	No Evidence of Proficiency (1)	Marginally Proficient (2)	Proficient (3)	Exceeds (4)	Greatly Exceeds (5)	Numeric Score
Adaptability: Adapts well to changes in assignments and priorities adapts behavior or work methods in response to new information, changing conditions, or unexpected obstacles; approaches change positively and adjusts behaviors accordingly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Building Trust: Interact with others in a way that gives them confidence in one's motives and representations and those of the organization. Is seen as direct and truthful; keeps confidences, promised, and commitments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Communication: Clearly conveys and receives information and ideas through a variety of media to individuals or groups in a manner that engages the listener, helps them understand and retain the message and invites response and feedback. Keeps others informed as appropriate. Demonstrates good written, oral, and listening skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Customer/Client Focus: Makes customers/clients and their needs a primary focus of one's actions; shows interest in and understanding of the needs and expectations of internal and external customers (including direct reports); gains customer trust respect; meets or exceeds customer expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Decision Making/Problem Solving: Breaks down problems into components and recognizes interrelationships; makes sound, well-informed, and objective decisions. Compares data, information, and input from a variety of sources to draw conclusions; takes action that is consistent with available facts, constraints, and probable consequences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Stress Tolerance: Maintains effective performance under pressure; handling stress in a manner that is acceptable to others and to the organization.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Team Leadership: Communicates a vision and inspires motivation; engages with others (direct-reports and peers) in team process to solve problems; works to find a win/win resolution of differences; is aware of how management style impacts staff productivity and development; modifies leadership style to meet situational requirements; helps team stay focused on major goals while managing within a context of multiple directives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Total Score Competencies:						

Competencies

Comments:

Part B: Possible Disqualifiers

Listed below are discretionary evaluation areas. Interviewers may comment on his/her subjective impressions of the candidate's appearance, interpersonal skills, commitment or writing ability. This information can be considered along with the candidate's competencies and functional/technical skills score in the final selection process. If a "Possible Disqualifier" is identified as the reason for not hiring an otherwise acceptable candidate, the specific reason must be stated objectively.

Appearance: (Poor Grooming or Hygiene, Inappropriate Dress)

Interpersonal Skills: (Hostile, Defensive, Resistant, Evasive, Argumentative, Uses Profanity)

Commitment: (Shows little interest in position, only interested in "a job", Lacks Enthusiasm)

Writing Ability: (Disorganized, Poor Grammar, Poor Sentence Structure) Writing Exercise

Other: (Must be specific)

Group Worker II, III Interview Assessment Form Round 2

Classification: _____

Date: _____

Candidate's Name: _____

Recommendation:

Interviewer Name(s): _____

Consider for Future Opening

Do Not Hire

Part A: Competencies

Instructions: Check the rating next to the numeric score that best represents the candidate's proficiency level in each competency area based on his/her responses to the interview questions. Tally the numeric scores in the right-hand column and place that score into the Total Score section on page 3. Please include any comments at the end of the section.

Competency	No Evidence of Proficiency (1)	Marginally Proficient (2)	Proficient (3)	Exceeds (4)	Greatly Exceeds (5)	Numeric Score
Adaptability: Adapts well to changes in assignments and priorities adapts behavior or work methods in response to new information, changing conditions, or unexpected obstacles; approaches change positively and adjusts behaviors accordingly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Building Trust: Interact with others in a way that gives them confidence in one's motives and representations and those of the organization. Is seen as direct and truthful; keeps confidences, promised, and commitments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Communication: Clearly conveys and receives information and ideas through a variety of media to individuals or groups in a manner that engages the listener, helps them understand and retain the message and invites response and feedback. Keeps others informed as appropriate. Demonstrates good written, oral, and listening skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Conflict Management: Uses appropriate interpersonal styles and techniques to reduce tension and/or conflict between two or more people; able to size up situations quickly; able to identify common interests; facilitates resolution.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Customer/Client Focus: Makes customers/clients and their needs a primary focus of one's actions; shows interest in and understanding of the needs and expectations of internal and external customers (including direct reports); gains customer trust respect; meets or exceeds customer expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Stress Tolerance: Maintains effective performance under pressure; handling stress in a manner that is acceptable to others and to the organization.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Total Score Competencies:						

Competencies

Comments:

Part B: Possible Disqualifiers

Listed below are discretionary evaluation areas. Interviewers may comment on his/her subjective impressions of the candidate's appearance, interpersonal skills, commitment or writing ability. This information can be considered along with the candidate's competencies and functional/technical skills score in the final selection process. If a "Possible Disqualifier" is identified as the reason for not hiring an otherwise acceptable candidate, the specific reason must be stated objectively.

Appearance: (Poor Grooming or Hygiene, Inappropriate Dress)

Interpersonal Skills: (Hostile, Defensive, Resistant, Evasive, Argumentative, Uses Profanity)

Commitment: (Shows little interest in position, only interested in "a job", Lacks Enthusiasm)

Writing Ability: (Disorganized, Poor Grammar, Poor Sentence Structure) Writing Exercise

Other: (Must be specific)