Performance Appraisals

Police Departments spend 80% to 90% of their budget on <u>personnel</u>

  - Payroll & Benefits

Personnel development focuses on <u>the employees</u>

  - Our # 1 asset

  - The Quantity & Quality of each individual's output

?QUESTION?

- **What do you think??????**
- **Are they fair?**
- **Are they objective?**
- **Is objectivity possible considering the human factor?**
- **Are there inherent problems?**
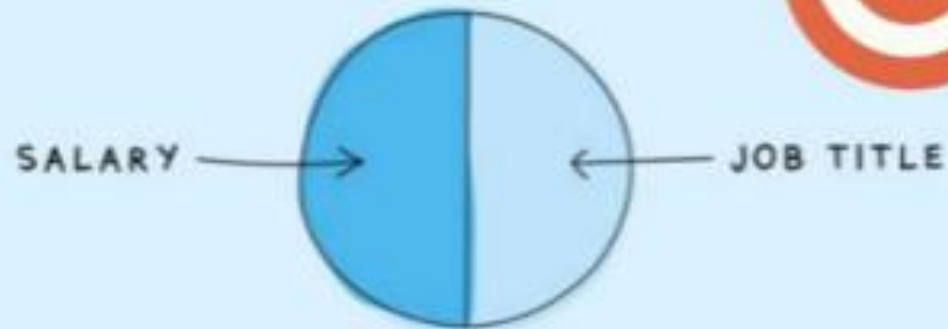- **What is the real purpose of evaluations?**

Rear View vs 50,000 Foot View

⬆ Evaluations do review what happened in the **past**.

We use THAT information to get an **overall** view & focus on the future ➡

Purpose

From a management perspective, performance appraisals should be used to:

1. Allocate resources
2. Reward competent employees
3. Provide feedback
4. Maintain fair relationships & open communication

Elements

The most important elements of performance appraisal have the following characteristics

1. Job centered & focus on the specific job tasks
2. Clear & simply stated
3. Observable
4. They target actual performance
5. Measurable in terms of predetermined standards
6. To help safeguard the quality and professionalism of police work, performance appraisals should be Need to be OBJECTIVE, THOROUGH & FREQUENT

Frequent (Once a Shift)

☐ There should be no surprise……………

POLICE 1 BY LEXIPOL

NEWS PRODUCTS TOPICS VIDEOS CAREERS TRAINING GRANTS COVID-19

Poll Is your agency implementing strategies to conserve fuel?

Polls

In the past year, how frequently have you received recognition from your supervisor?

Police1 Poll Results: Mar 02, 2022 - Mar 10, 2022

Often	12 %
Sometimes	26 %
Rarely	32 %
Never	30 %
Total	**786**

62%

MORE POLLS >

Regular communication with supervisors was a key request of the 2,300+ officers who participated in Police1's "What cops want in 2022: State of the Industry survey." **Click here to read more.**

Standards

- **What are they?** **What is their purpose?**

  Managers need to prepare a detailed job description and define performance standards

- **Do they promote teamwork or individual self servings?**

- **Vague goals = vague outcomes**

- **Are they accepted as having worth by the rank & file?**

Validity & Reliability

☐ **<u>Validity</u> refers to how well a test measures what it is purported to measure.**

☐ **<u>Reliability</u> is the degree to which an assessment tool produces stable and consistent results OVER TIME**

➢ **The critical steps to make sure performance assessments are not a waste of time or bias based must be based upon Validity & Reliability - Otherwise it's a waste of time**

Documentation
Important for Career Development!

- "It is becoming increasingly important for organizations to maintain accurate records to protect themselves against charges of discrimination.."

- **What does this mean?**

- What, when, how do you document the performance, successes, blunders, etc. of your subordinates?

- Ask 100 lawyers, get 100 different answers

Formal vs. Informal Evaluation / Appraisal

- **Real leadership involves daily interaction, evaluating, coaching, and consistent communication.**

- **There should be no surprises during the Formal Evaluation/Appraisal meeting.**

- **Who should do the formal evaluations?**

  - **Immediate supervisor or pool of mgrs.?**

The Graphic Rating Scale

Advantages
1. *Simple to design*
2. *Easy to fill-out*
3. *Interpretation not hard*
4. *Employee can be compared based on a composite score*

Disadvantages
1. *Rigidity*
2. *Rater error*
3. *Manipulation*

2 GRAPHIC RATING SCALE WITH PROVISION FOR COMMENTS

Appraise employee's performance in PRESENT ASSIGNMENT. Check (✔) most appropriate square. Appraisers are *urged to freely use* the "Remarks" sections for significant comments descriptive of the individual.

1. KNOWLEDGE OF WORK: Understanding of all phases of his/her work and related matters
   - Needs instruction or guidance
   - Has required knowledge of own and related work
   - Has exceptional knowledge of own and related work
   - Remarks: *Is particularly good on gas engines.*

2. INITIATIVE: Ability to originate or develop ideas and to get things started
   - Lacks imagination
   - Meets necessary requirements
   - Unusually resourceful
   - Remarks: *Has good ideas when asked for an opinion, but otherwise will not offer them. Somewhat lacking in self-confidence.*

3. APPLICATION: Attention and application to his/her work
   - Wastes time Needs close supervision
   - Steady and willing worker
   - Exceptionally industrious
   - Remarks: *Accepts new jobs when assigned.*

4. QUALITY OF WORK: Thoroughness, neatness, and accuracy of work
   - Needs improvement
   - Regularly meets recognized standards
   - Consistently maintains highest quality
   - Remarks: *The work he turns out is always of the highest possible quality.*

5. VOLUME OF WORK: Quantity of acceptable work
   - Should be increased
   - Regularly meets recognized standards
   - Unusually high output
   - Remarks: *Would be higher if he did not spend so much time checking and rechecking his work.*

10 Categories

1. **Job Knowledge**
   rules, regulations, policies & procedures, law, court decisions
2. **Task Completion**
   QUALITY - accuracy, neatness
3. **Productivity**
   QUANTITY - initiative, uses time wisely
4. **Safety**
   practices, habits & tactics
5. **Communication Skills**
   co-workers, supervisors, suspects, public, **** written & oral
6. **Decision Making / Problem Solving**
   judgment, independence
7. **Teamwork / Collaborative Relationships**
   interpersonal skills
8. **Investigative Skills**
   preliminary - advanced
9. **Community Relations**
   compliments, commendations & complaints
10. **Work Habits / Professionalism**
   appearance, attitude, & attendance

Rate 1 -10 For Each Category

10 = Superior

9 = Outstanding

8 = Exceeds Standards

7 = Meets Standards

6 = Needs Improvement

5 -1 = Unsatisfactory

10 X 10 = 100 possible points total

90 - 100 A

80 - 89 B

70 - 79 C

60 - 69 D

50 - 59 F

ABCD - Socialization

☐ An employee may receive a 5 or 6 in two or three different categories, not get a 10 in <u>any</u> category, yet still come out as an "Above Average" employee with a "B" grade

EXAMPLE

9 Job Knowledge
6 Task Completion
6 Productivity
9 Safety
9 Communication Skills
9 Decision Making / Problem Solving
8 Teamwork / Collaborative Relationships
9 Investigative Skills
9 Community Relations
6 Work Habits / Professionalism

"80" = B

Likert Scale

- **Rensis Likert** (pronounced 'Lick-urt')
- 1903–1981 American educator and organizational psychologist.
- Founder of the University of Michigan's Institute for Social Research and was the director from its inception in 1946 until 1970.

- 1 – 5 scale = 20 categories (100)
  - 5 = Superior
  - 4 = Exceeds Standards
  - 3 = Meets Standards
  - 2 = Needs Improvement
  - 1 = Unsatisfactory

- 1 – 3 scale = 33 categories (99)
  - 3 = Exceeds Standards
  - 2 = Meets Standards
  - 1 = Unsatisfactory

Contrast Error

- **A Specific Type of Rating Error**

  Judging the performance of a subordinate based not on "objective" criteria, but on their OWN expectations & aspirations

  - **What type of cop are/were you?**
  - **What do you believe is important?**
    - ➢ **Traffic**
    - ➢ **Drunk Drivers**
    - ➢ **Gangs**
    - ➢ **Narcotics**
    - ➢ **Community Policing**

One Way To Avoid Contrast Error

➢ **Improve performance!**

➢ **Set a goal to enable officers to make decisions and use discretion for the purpose of making them a better employee than you were when you were!**

Self Evaluations

- **Evaluation form given to employee prior to appraisal meeting**
- **Research shows that most people evaluate themselves <u>lower</u> than their supervisors do**
- **will it work with Gen X?**
- **Could backfire???**
- **Person's agenda???**
- **Is there trust???**

MERIT Evaluations

- **WHAT DO YOU THINK???????**
- **$$, promotion, time off, assignments, bonuses, etc.?**
- **Does it effect the evaluator?**
- **Do they motivate??**
- **Skill-based pay;** *system that rewards employees for acquiring new skills or knowledge. The employee becomes more diverse and hence more valuable to the company/organization.*

Merit Pay

- Detective
- Evidence
- SWAT
- Bomb Squad
- Diver
- Firearms Instructor
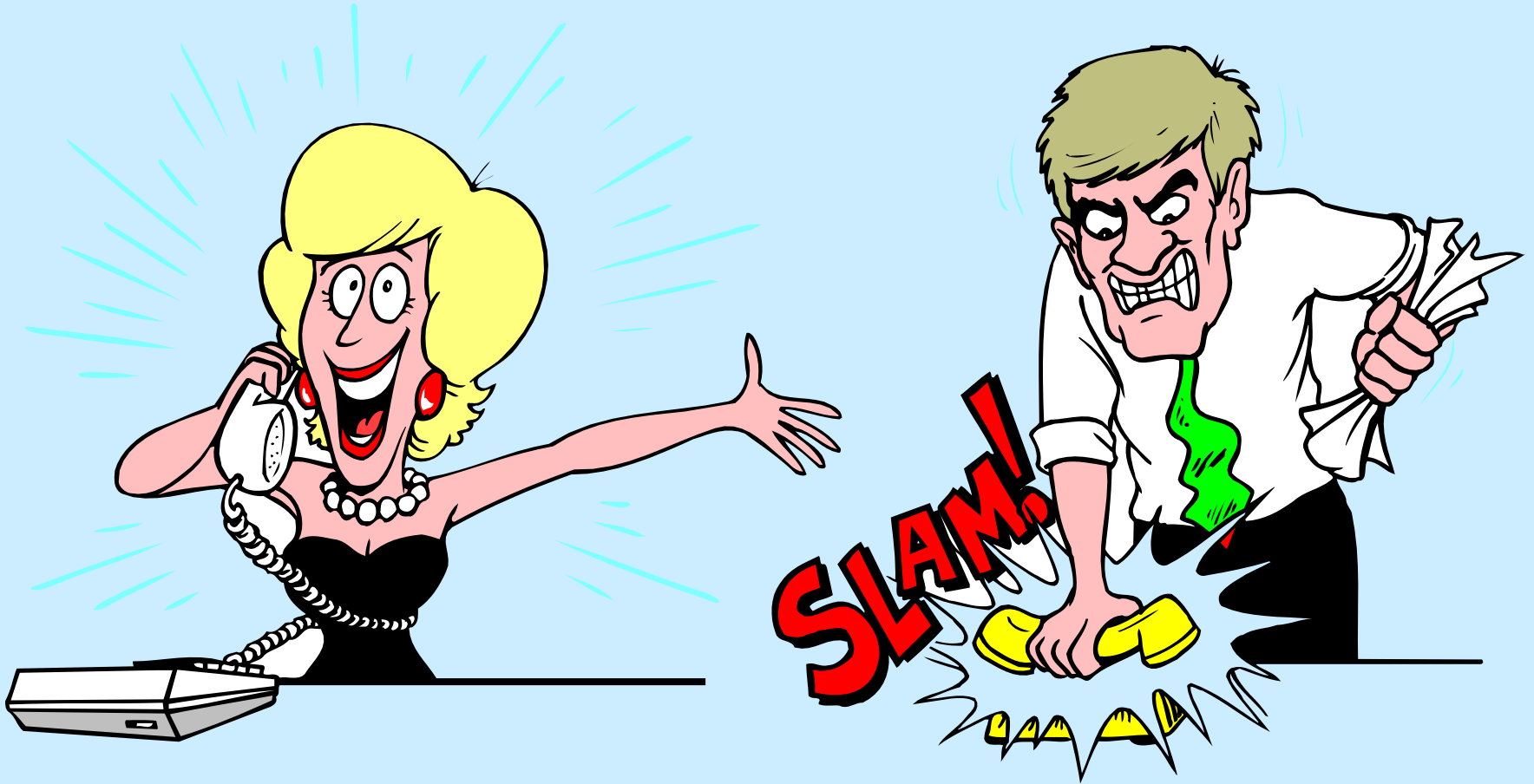
Evaluations of Supervisors

- **Evaluation form given to rate the boss**
- **Part of "Participative" management**
- **Thomas Whetstone's theory**
- **Could it backfire ???**
- **Other Person's agenda???**
- **Is there trust???**
- **Because much of a supervisor's work is not observed by subordinates, the appraisal should focus on LEADERSHIP**
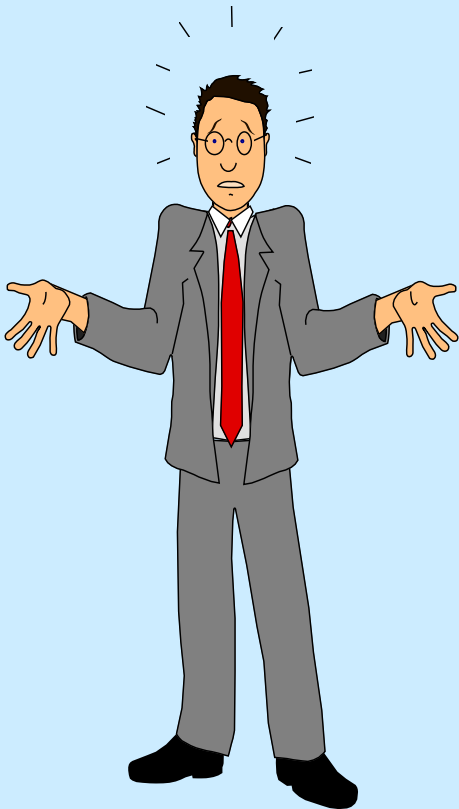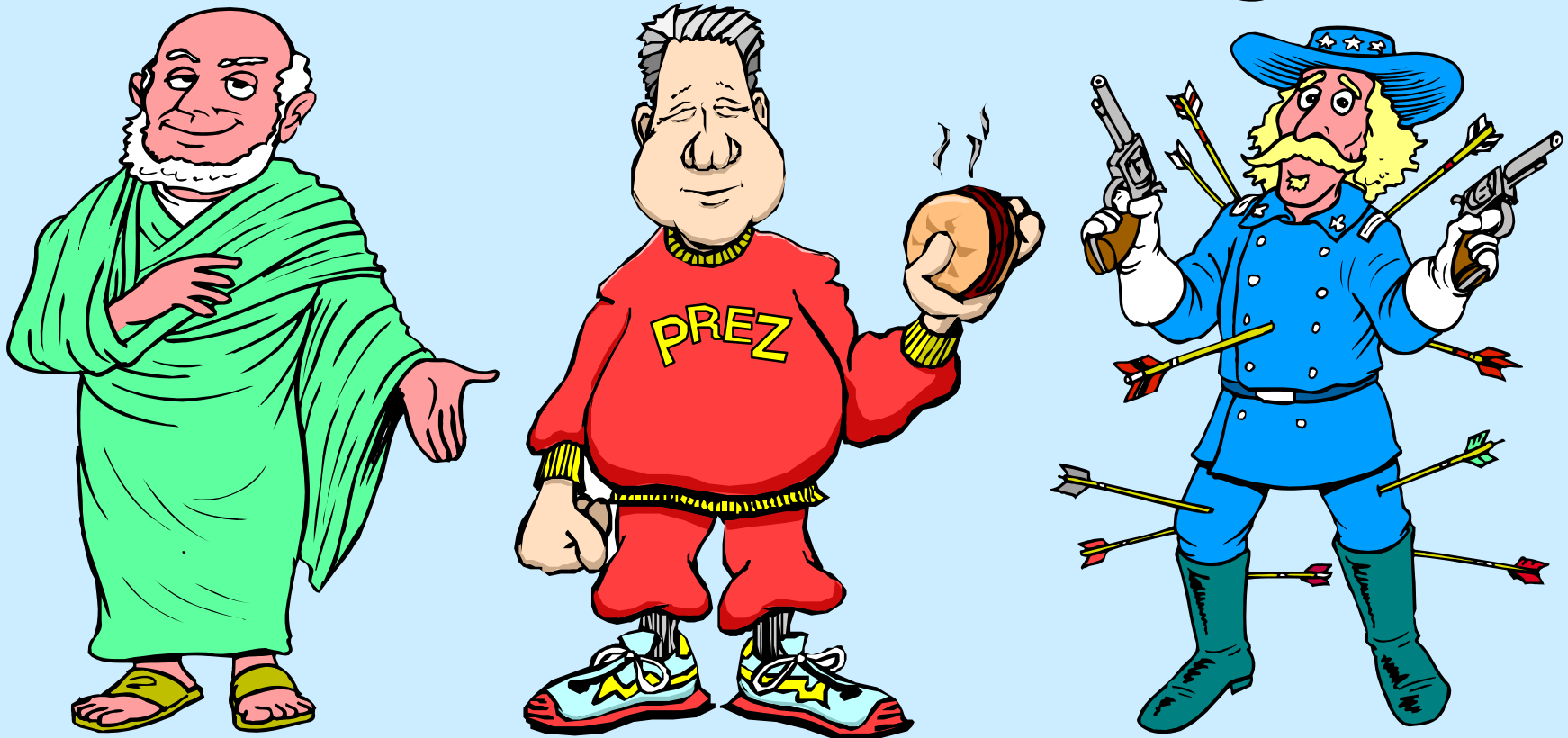
1. *Communication* is the key to success

2. All people have a *need to feel* significant, worthy, and important when interacting with other human beings

3. All members of the humanoid family have an ....

IDIOT living inside of them

The Human Animal

- **Human beings are _not_ creatures of logic**
- **They are emotional beings motivated and ruled by: needs, wants, desires, pride, vanity, fear, ???????**
- **Failure to achieve the above is what brings out the IDIOT**
- **John Dewey: "_The deepest urge in human nature is the desire to be important_."**

Formal Appraisals

- **Provides a framework**
- **Forces scrutinizing of work by supervisors**
- **Means of telling employees how they are doing**
- ***NOT designed to be a punitive disciplinary device but rather an evaluation of overall performance***
- **Basis for coaching and counseling**

HOW "NOT" TO EVALUATE

☐ EVALUATE ON THE BASIS OF ONE RECENTLY COMPLETED EVENT.

☐ BASE IT ON EITHER THE LAST TWO MONTHS OR FIRST TWO MONTHS OF PERFORMANCE PERIOD.

☐ EVALUATE NOT ONLY ON PERFORMANCE, BUT HOW SUPERVISOR "FEELS" ABOUT THEM.

The Process

- Completing a written appraisal form
- Conducting an appraisal interview

The Written Instrument

- **The same form should be used by <u>all</u> raters to facilitate the process and compare raters**

- **Ratings should be based on total performance and the employee's particular job - except for grievous mistakes, violations, or significant successes**

- Should reflect the realities of the job and include agreed upon standards

Drafts?

- Be VERY careful with "Draft" evaluations
- Email?
- Copied?
- Why changed?

Problems with Appraisal Forms

- **Terms are ambiguous;** *"exceptional", "above average", "fair", "poor", "exceeds expectations", "meets expectations", etc*

- **depends on the rater's perceptions, biases, knowledge, level of self-esteem**

- *Disparity in different mgrs. & their expectations/criticism of employees*

Leniency Errors

- *"Supervisors give employees higher ratings than they deserve."*
- **Fear of confrontation**
- **reflection of leadership skills**
- **Eager to be liked**
- fear that employees may rebel and become less cooperative

Other Problems

Halo effect / horns effect: *rating on one factor to result in similar ratings on other factors.*

Effectiveness and efficiency: being efficient in one area may not mean that the employee is effective in all areas necessary to be rated high
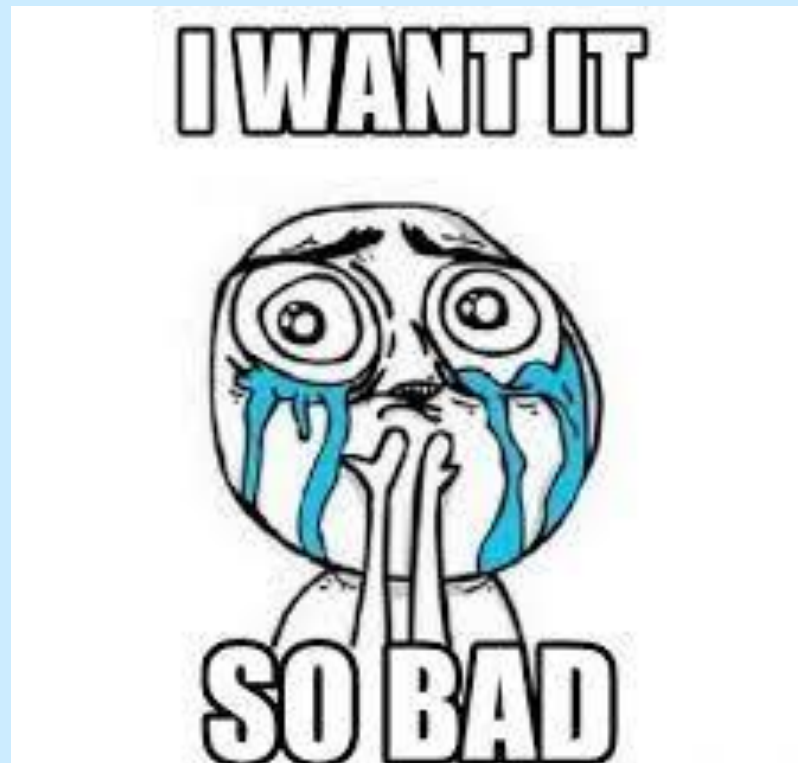
Personal biases, can you factor them out??

The Appraisal Interview

- *"the most vital part of the process"*

- Should begin with recognition of achievements and strengths and then major areas that need improvement

- A forum for positive face-to-face interaction and the chance to provide FEEDBACK

Valence

 The strength of the officer's desire for a PARTICULAR outcome

Performance Improvement Plans (PIPs)

- **In writing**
- **A realistic plan for improvement**
- **Adequate documentation specifying any major deficiencies**
- **Employee takes <u>responsibility</u> for the deficiencies**
- **_Coaching_ -counseling, and training opportunities offered**
- **Specific parameters concerning improvement and time frame**

Closing The Meeting

- **Establish that the employee has a clear understanding of her rating and her actual performance**

- **Agree on mutual goals and strategies**

- **Communicate your commitment to the employee**

The Evaluation "Cycle"

Follow-up by the supervisor completes the evaluation cycle - Monitor compliance

☐ Then it starts all over again for the next time