Employee Performance Appraisals

Revised Version 05.22

FLS

Tom Ross

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?**

Annual?

- Before promotions? (Different one?)
- Daily Observation Report (DOR) during FTO
- As a condition of probation?
- Laterals?

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 ➡

Frequent (Once a Shift)

☐ There should be no surprise…………….

POLICE1 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

62%

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

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.**

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.?**

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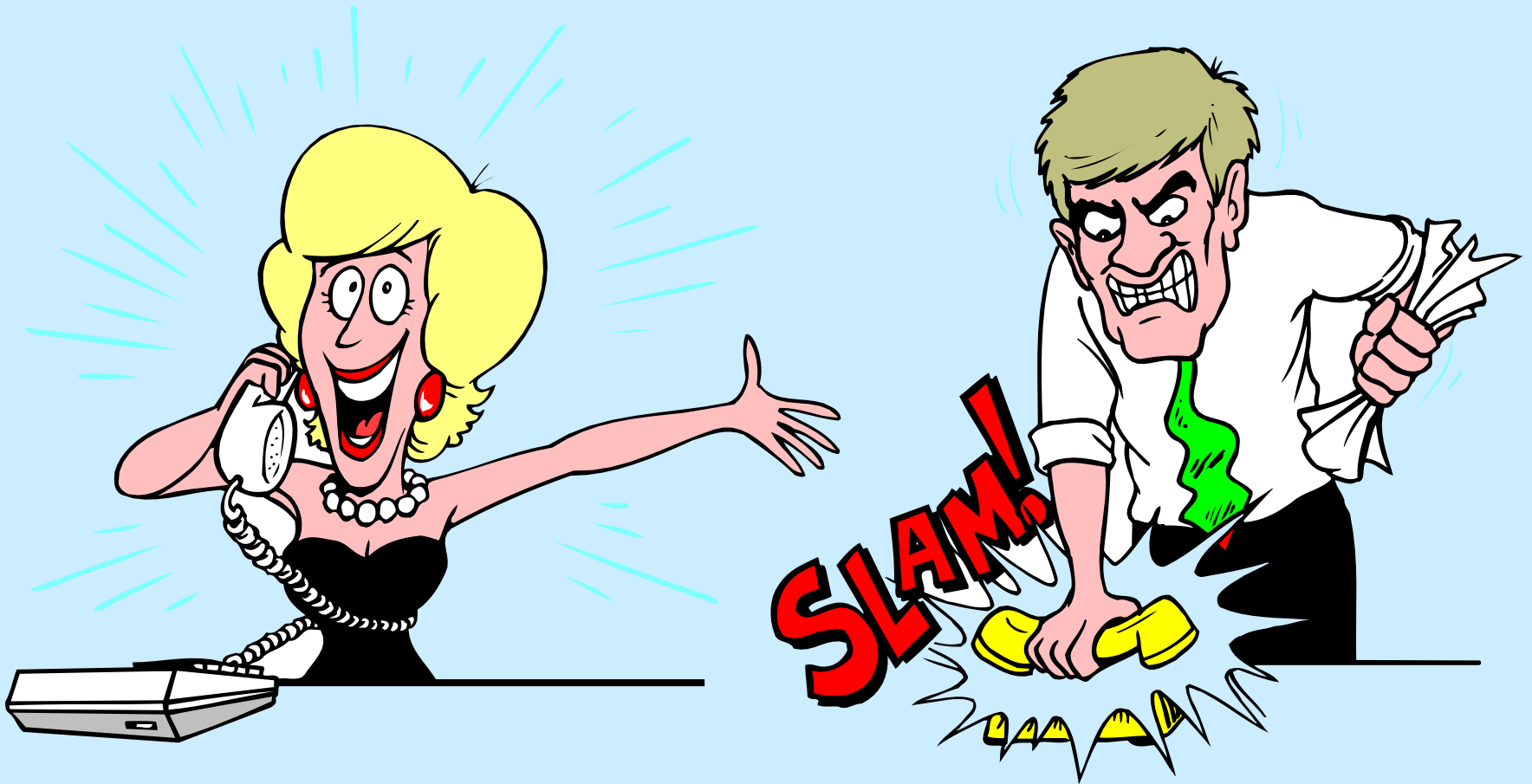
- 1 – 5 scale = 20 categories (100)
  - 5 = Superior
  - 4 = Exceeds Standards
  - 3 = Meets Standards
  - 2 = Needs Improvement
  - 1 = Unsatisfactory

- 1 – 3 scale = 33 categories (99)
  - 3 = Exceeds Standards
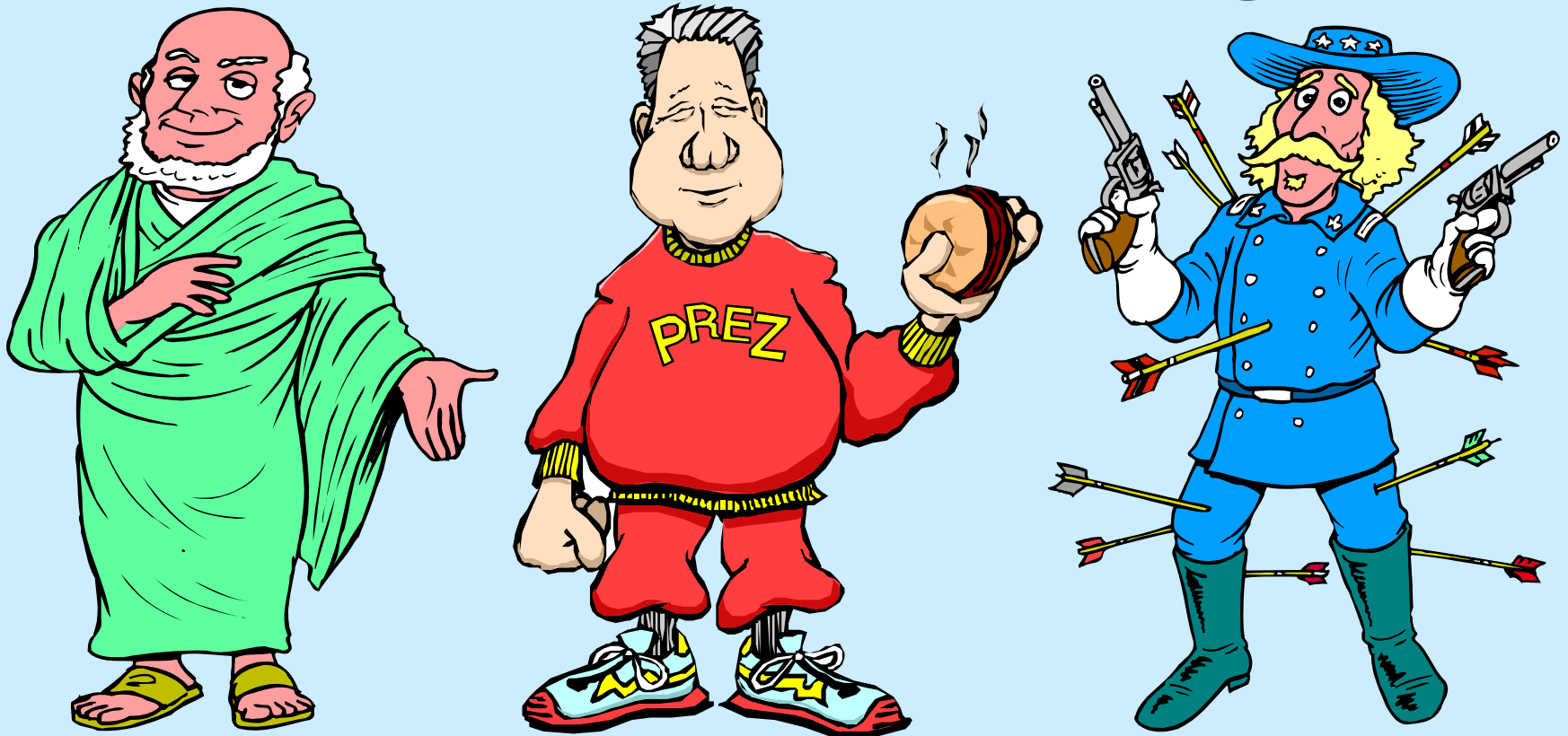 - 2 = Meets Standards
  - 1 = Unsatisfactory
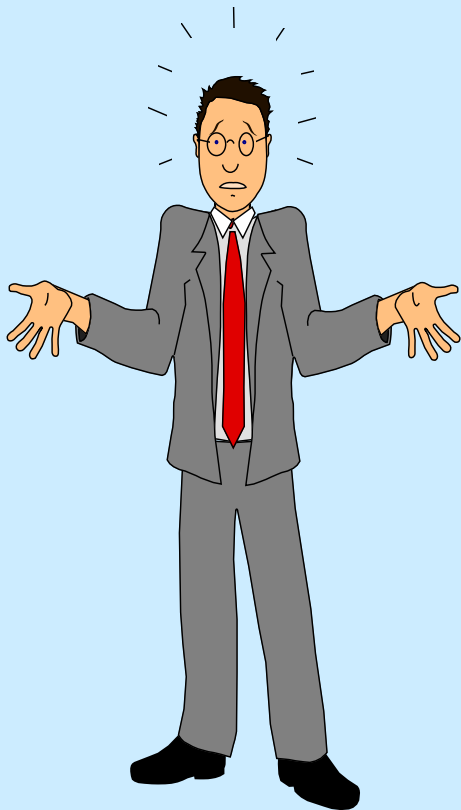
1. *Communication* is the key to success

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

The Human Animal

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

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 *<u>total performance</u> **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??

Performance Improvement Plans (PIPs)

- **In writing**
- **A realistic plan for improvement**
- **Adequate documentation specifying any major deficiencies**
- **Employee takes responsibility 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"

* ***<u>Follow-up</u> by the supervisor completes the evaluation cycle* - Monitor compliance**

☐ Then it starts all over again for the next time