The Bill Blackwood
Law Enforcement Management Institute of Texas

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Police Performance Evaluations: A Review and Analysis of the Current System
Of Performance Evaluations used by the Round Rock Police Department

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ABSTRACT

In order to build and maintain a highly professional police force, law enforcement agencies across the country must evaluate the performance of their officers. Performance evaluations are essential in promoting the work process, improving communications within the organization, and the development of officers. Despite their importance, performance appraisal systems are often poorly designed and implemented (Conner 1991). Being generally subjective in nature and commonly associated directly to pay increases, the evaluation process can cause severe havoc within any police organization if inconsistencies occur.

The purpose of this research paper is to review the current evaluation process used by the Round Rock Police Department and identify deficiencies in the system. This review included a determination if the system is consistent with modern law enforcement trends in the area of performance appraisals, and if the Department is completing evaluations as intended.

The research method used to complete this report included reviewing the current performance evaluation manual and evaluation instrument, a Department survey, professional journals, magazines, books, periodicals, Internet web sites, and personal interviews.

This research found several deficiencies in the current evaluation system used at the Round Rock Police Department. Problems included inadequate training, inconsistencies between the rating supervisors, and a need to develop different evaluation criteria for civilian and support staff.

The results of this project indicated the need to make various changes to improve the efficiency of the system. A recommendation to the Command Staff will be made to form a team of various department members to review the information and implement changes.

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Introduction

In order to build and maintain a highly professional police force, law enforcement agencies across the country must evaluate the performance of their officers. Performance evaluations are essential in promoting the work process, improving communications within the organization, and the development of officers. Despite their importance, performance appraisal systems are often poorly designed and implemented (Conner 1991). Being generally subjective in nature and commonly associated directly to pay increases, the evaluation process can cause severe havoc within any police department if inconsistencies occur. Problems in the evaluation process of any organization will almost certainly foster low morale, a breakdown in supervisor/subordinate relationships, unfavorable views of management, and most of all, the quality of service provided to it's customers. When done properly, the performance evaluation will be of great benefit to both the employees and the organization. Employees have a clear vision of how they contribute to the organization and how management views their performance. The organization gains information for staffing decisions, pay increases, training needs, and they provide feedback for employees.

The purpose of this research paper is to review the current evaluation process used by the Round Rock Police Department and identify deficiencies in the system. The questions to be answered are: is the system is consistent with modern law enforcement trends in the area of performance appraisals, are legal requirements being met, and is the Department completing evaluations as intended. Other considerations will include training in the application of the process, supervisor/subordinate communications, feedback, consistency among raters, goal setting and attainment, and employee development. Employees must feel that any performance appraisal system is administered consistently, fairly, and without bias, or negative attitudes will

run throughout the organization. This research will identify potential or actual problems with the current performance evaluation system and seek solutions.

The research method used to complete this report will include multiple sources of information. The current performance evaluation manual and instrument used by the Round Rock Police Department will be explored, as well as the applicable policies of the City of Round Rock. A survey of department personnel will also be constructed to determine the overall attitude towards our current system and how it is applied. Other sources of information to be used during the research will include professional journals, magazines, books, periodicals, Internet web sites, and personal interviews.

Since the current evaluation process used by the Round Rock Police Department has been used for several years without any review of the process, this author projects that this review will reveal that many changes will be needed to make the system efficient and productive.

This research is being conducted primarily for the benefit of the Round Rock Police Department and the improvement of the performance evaluation process. The results will provide department administrators with information concerning deficiencies in the current system and recommendations for improvement. Implementation of needed changes will contribute to a more efficient appraisal system and promote employee morale and professional development. This research could also serve as a useful tool to other organizations considering a new performance evaluation system or updating what they presently use.

Review of Literature

In nearly all professional law enforcement organizations, a good performance appraisal program can provide law enforcement administrators with an effective personnel management tool. Most police organizations periodically evaluate the performance of individual police

officers and other employees. Studies reported in 1973, 1978, and 1990 all found that about 80 percent of police departments utilized formal performance evaluation of police officer personnel (Sheehan 1989). Formal performance measurement and evaluation have been staples of law enforcement agencies since the professional model of policing took hold in the 1960s (Kramer 1995).

Performance evaluations, also called performance appraisals, serve many different purposes for both law enforcement organizations and the individual employee. Three general purposes of performance evaluations are they provide information for personnel research, they provide input to staffing decisions, and they provide feedback to employees. Performance evaluation systems that meet these three general purposes help create healthy, work-based organizations.

Staffing decisions relating to promotion, assignment, demotion, and termination all depend on information about individual performance. Also, employees need periodic feedback on how well they are performing (Sheehan 1989). Having methods to evaluate police officers is obviously highly critical to determine if officers are performing in accordance with the mission of the organization and their job description (Trojanowicz 1998). Employees perform more efficiently and have higher job satisfaction when they know exactly where they stand in the organization, how management views their performance, and what the expectations are of the job they perform. A 1978 survey of police departments asked them to identify the importance of performance appraisal information for various staffing decisions. The following figures indicate the portion of the police agencies reporting that performance appraisal information was important for each type of decision (Sheehan 1989):

Dismissal	90.7%
Discipline	84.4%
Assignment/Transfer	81.8%
Counseling	81.8%
Training	75.1%
Promotion	73.5%
Salary Increase	30.3%

There are currently many different methods of performance evaluations being used to evaluate police employees. They include trait rating scales, behaviorally anchored rating scales (BARS), direct performance evaluation, peer evaluation, 360 degree feedback evaluations, and critical incident evaluations. The two most popular and widely used methods among law enforcement are the trait rating scales and behaviorally anchored rating scales.

In the trait rating scale method, officers are evaluated according to a list of traits such as "Dependability", "Job Knowledge", and "Quality of Work", which are assumed to be job related. Organizations widely use this method because it is easy to use, they are assumed to have content validity, and they produce standardized results. Its weaknesses, however, include the facts that the rated dimensions are usually arrived at nonempirically, the criteria standards are often vague and the end result often says more about the rater than the ratee (Kramer 1995).

In behaviorally anchored rating scales, performance is evaluated according to sample statements describing specific job behaviors while doing specific types of job tasks. Sample statements describe, in behavioral terms, what is considered unacceptable, average, and excellent performance in accomplishing specific job duties. The advantages of such a system include the facts that the behaviors are specific and observable, they are usually arrived at by consensus and the anchors are chosen by careful analysis of the patrol job (Kramer 1995). Other positive aspects of BARS that should be considered are they explain the job in detail, they articulate

levels of performance, and they identify each aspect of the job that will be evaluated (Conner 1985). The most relevant disadvantage to using the BARS method is the system is complex and takes many man-hours to develop the behavioral statements of performance. Complexity can be overcome through training of first-line supervisors and a cooperative spirit on the part of rank-and-file police officers (More 1999).

Regardless of which method is used to evaluate performance, certain common characteristics are necessary and must exist in all performance evaluation systems. According to Kramer (1995), all performance evaluation systems must include a positive organizational climate, administrative emphasis, subordinate involvement, specific and realistic criteria, rater training, direct observation, and have an emphasis on positive feedback.

Another aspect to be considered in any evaluation system is the validity and reliability of ratings. For any system to be both valid and reliable, the evaluation criteria must be made from a job analysis. The job analysis is a procedure for gathering the judgements and knowledge of people who know the job best (Whisenand 2001). This supports the suggestion that subordinate involvement is a crucial characteristic in the development of an effective evaluation system. One of the most important indicators of a reliable evaluation system is accuracy and consistency. If the measuring device is sound, similar results will be attained by any rater using it. In judgment, the results that an informed and qualified person obtains supposedly will be the same as those reached by any other person who has the same qualifications as the rater (Iannone 2001). A valid performance evaluation is an accurate measurement of traits or goal acquisition the evaluation process purports to measure (More 1999). The question of validity asks, "do these standards measure what I want to measure?" (Huckabee 1992).

One of the most important goals of any evaluation process is to provide employees with feedback about their individual performance. Organizations that have provided a combination of feedback to workers about job performance and an opportunity to develop goals for the future have increased the productivity of their employees (O'Leary 1989). Feedback most often occurs during the evaluation interview between the supervisor and the employee. The performance evaluation process can either be the key link in the supervisor-employee relationship or a periodic source of irritation (Cameron 1989). The evaluation interview, if done correctly, will enhance this relationship. The purpose of the evaluation interview is to explore the employee's strengths and weaknesses in light of objective evaluative data. If the performance meets or exceeds reasonable expectations, positive reinforcement should be provided. If deficiencies or performance problems are identified, however, remedial action must be agreed upon and initiated (More 1999).

Police organizations that utilize a performance evaluation system must also consider the legal aspects of evaluating its employees. Individual performance evaluations can result in employees filing suit against an agency for unfair labor practices, anti-discrimination laws, employee rights, and job tenure. Any personnel practice that results in the selection, training, transfer, retention or promotion of an employee is subject to two specific sets of Federal guidelines. The Federal rules are found in the Equal Employment Opportunity Commission (E.E.O.C.) guidelines on employee selection procedures, 35 Fed.Reg.12333 (1970), and in the Uniform guidelines on employees selection procedures, Civil Rights Act (1964) (Kerr 1996). The review of literature revealed several examples of lawsuits that were filed for alleged violations of the guidelines stated above. To avoid this type of litigation, performance evaluations must be valid in job content, contain written specific procedures and be conducted by

trained evaluators. The evaluation process must be clearly related to job performance based on objective criteria (Cantrell 1996).

Although employee performance evaluations are a critical management tool in every organization, they are one of the most misunderstood and least effective activities we do. A recent survey by the Bureau of National Affairs revealed that 90 percent of the chief executive officers of the Fortune 500 companies responding said that their performance appraisal system was not doing its job (O'Leary 1989). It is common to hear expressions such as "you can't live with them and you can't live without them" and "I don't know anybody who has a performance appraisal system that he's proud of". These attitudes are generally caused by various common rating errors that are made during the evaluation process.

The key to any performance evaluation process is the supervisor. The research conducted for this paper indicated that the most significant and common error in the evaluation process is not properly training the supervisor to rate employees. Without proper supervisor training, all evaluative systems are doomed for failure. These failures can manifest themselves into police union protests and low morale. In Oceanside California, the police union filed a protest because a sergeant was using tickets and arrest numbers as the criteria for rating his subordinates in a new evaluation process (Moreland 2001). In another case in Pinellas Park Florida, the union complained because after the first-line supervisor rated their subordinates, the middle managers known as Reviewers, would order first-line supervisors to lower their ratings. Some officers have complained to the union that such downgrading is commonplace in the Pinellas Park Police Department (Lindberg 2001). Supervisor training is the key to solving these types of complaints about performance evaluation systems.

Invariably, when ratings fail to accomplish their true purpose, it is found that the fault lies not in the form used but in the rater (Iannone 2001). Even with training, some common errors are bound to creep into the rating process. Errors are defined as influences that distort perceptions and interfere with an objective assessment (More 1999). While it is understood that errors in the evaluation process cannot be eliminated, supervisors can be trained to recognize and deal with the most common errors.

The error of leniency is probably the most common error. It occurs when the evaluator mistakenly gives all employees uniformly high ratings. Often the rater who commits this error will overrate his subordinates because of his intense desire to be popular and liked by his troops.

The error of central tendency occurs when the supervisor rates all subordinates in the middle-of-the-road of the evaluative scale. This usually prevents the supervisor from having to justify exceptionally high or low ratings on the scale and helps the supervisor avoid confrontation with subordinates during the evaluation interview.

The halo effect occurs when the first-line supervisor permits just one outstanding (positive or negative) characteristic or critical incident to shape the overall rating that is given to the employee (More 1999). Once the supervisor decides that an employee is good or bad, all ratings on the evaluation will be adjusted to reflect this belief.

One of the most widespread errors involves personal bias by the supervisors. Supervisors have a tendency to rate employees they know and like much higher than those they don't. This type of personal politics destroys the morale of truly competent employees.

Methodology

In order to build and maintain a highly professional police force, law enforcement agencies across the country must evaluate the performance of their officers. Despite their

importance, performance appraisal systems are often poorly designed and implemented. The purpose of this research paper is to review the current evaluation process used by the Round Rock Police Department and identify if there are deficiencies in the system. The literature researched concerning police performance evaluations indicated that the evaluation form or instrument is generally not the source of problems. Problems occur in the criteria used for rating an individuals performance and the errors made by first-line supervisors.

The research method used to complete this report included multiple sources of information. The current performance evaluation manual and instrument used by the Round Rock Police Department was explored, and a review of numerous professional journals, magazines, books, periodicals, and Internet web sites occurred.

A survey was distributed to all members of the Round Rock Police Department, which included both commissioned and non-commissioned personnel. The survey was distributed by use of the department e-mail system and was sent to all 135 employees. The survey consisted of ten questions relating to the evaluation system currently being used by the department. The sample questions sought to discover how employees felt about each part of the evaluation process. Of the 135 surveys that were distributed, 58 completed surveys were returned, accounting for 43 percent of the total employees of the department. The responses from the survey will be studied to determine what areas of the evaluation process are productive and where deficiencies are occurring.

Findings

After reviewing the vast amount of written material relating to performance evaluations, two main factors seemed to stand out. One factor is the need for organizations to evaluate the performance of their employees is critical to both the efficiency of the organization and it's

employees. The other prominent theme was that almost all evaluation systems seem to be plagued with some problems.

Performance evaluations are conducted for many different reasons. According to Whisenand (2001), the performance evaluation serves at least the following purposes:

- ♦ Promotion, separation, and transfer decisions.
- ♦ Feedback for each employee regarding how the organization views his or her performance.
- ♦ Evaluations of relative contributions made by individuals and entire departments in achieving higher-level organizational goals.
- ♦ Reward decisions, including merit increases, promotions, and other rewards.
- ♦ Criteria for evaluating the effectiveness of selection and placement decisions, including the relevance of the information used in those decisions.
- ♦ Ascertaining and diagnosing training and developmental needs for individual employees and entire divisions within the organization.
- ♦ Criteria for evaluating the success of training and development decisions.
- ♦ Information upon which work scheduling plans, budgeting, and human resources planning can be based.
- ♦ Specification of new performance objectives for the ensuing time period.

It is inherent in almost all performance evaluation systems that some problems will occur. The most common problems associated with performance evaluation systems are they lack specific performance measurement criteria based on a job analysis, they lack validity and reliability, and supervisors are often not trained in the intended use of the system or in the most common rater errors.

Errors in the performance appraisal process can occur by the rater or the process itself. There are four common types of errors to guard against: halo errors, strictness errors, leniency errors, and central tendency errors (Whisenand 2001). Although these types of errors usually surface when using any rating scale method of evaluation, the use of behaviorally anchored rating scales provides a partial remedy to these limitations by reducing the degree of judgment required from the supervisor. Additionally, raters can be trained to be more objective and to resist tendencies toward partiality (Sheehan 1989).

The Round Rock Police Department implemented a new performance evaluation system in February 2001. A committee of various members of the department had met for several months in order to develop a new system that would more accurately reflect the duties of a police officer. Since the implementation of the new system, numerous problems have developed that are consistent with what was found in the review of literature.

The survey that was distributed to the employees of the Round Rock Police Department contained a total of ten questions, which sought to determine how the employees felt about the evaluation process. The questions were written to address each component of the performance evaluation process.

The findings, presented in figures 1 through 3, generally support the trends noted earlier in the review of literature. Of note in these results is the trend that on the one hand, a majority of officers feel that the Performance Management Process does not accurately describe employee performance, is not helpful for career development and does not promote communication or help officers achieve Department objectives (figures 1 and 2). On the other, however, a majority of officers feel that supervisors are providing an accurate appraisal of their performance and the use of "performance traits" are an accurate and fair way of describing performance (figures 1 and 2).

Figure 1 and Figure 2 show the number of responses to each of the questions in the survey. A copy of the survey instrument with the number of responses by answer is provided as appendix 1.
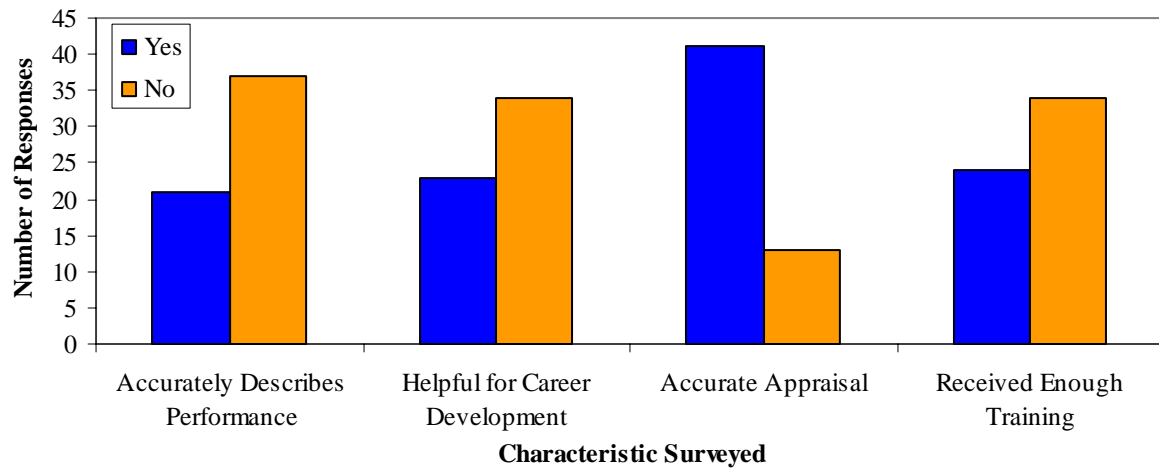
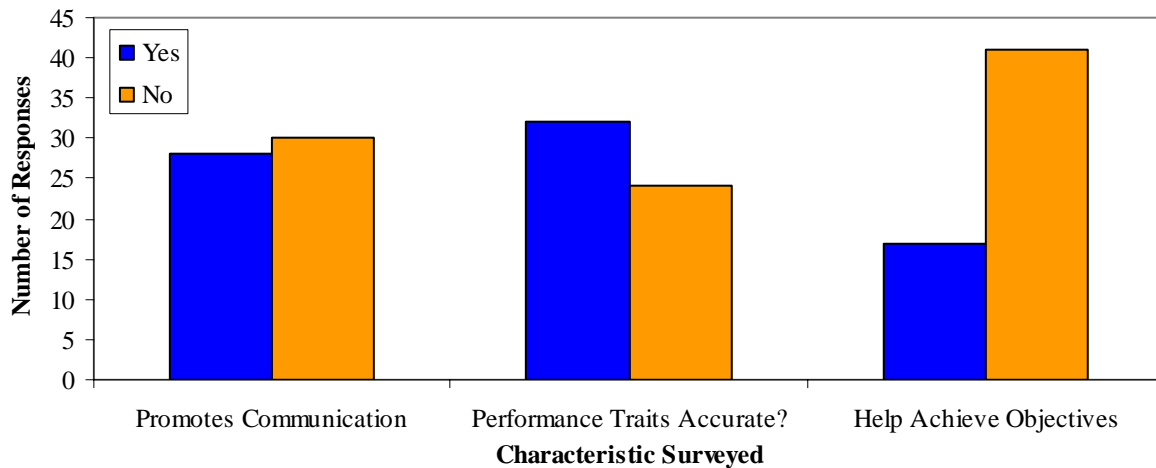**Figure 1.** Summary of Questions 1, 2, 3, and 5 of the Employee Survey

Figure 2. Summary of Questions 6 through 8 of the Employee Survey

The final point of discussion on the survey is the responses received in reference to the

question: "Overall, do you think that our evaluation process is good, needs minor changes, needs

major changes, or should be scrapped (Figure 3). Of the 58 responses received, 13 responses

indicated the system should be scrapped. The remaining 45 responses, accounting for 77 percent of all responses, indicated that the system could function effectively if some changes were made.

Figure 3 shows the various answers received in reference to the question: "Overall, do you think that our evaluation process is good, needs minor changes, needs major changes, or should be scrapped.
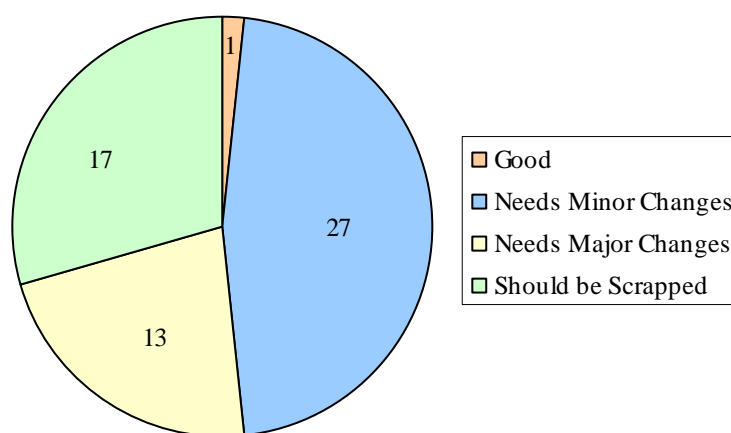
Figure 3. Responses to Question 9: Overall, do you think that our evaluation process is…?

The final question on the survey asked respondents to identify any problems with the evaluation process or to identify any needed changes. Various comments identified problems of subjectivity, supervisor bias, takes too much time, lack of training, and non-specific rating criteria. These comments were all consistent with the information that was obtained during the review of the literature.

Discussion/Conclusions

Virtually all law enforcement organizations recognize the need to evaluate the performance of their employees. Formal performance measurement and evaluation have been

staples of law enforcement agencies since the professional model of policing took hold in the 1960s (Kramer 1995). Despite their importance, performance appraisal systems are often poorly designed and implemented (Conner 1991).

The purpose of this research paper is to review the current evaluation process used by the Round Rock Police Department and identify if there are deficiencies in the system. The research indicated that in most evaluation systems the actual forms used generally had no bearing on the efficiency of the system. Problems occur in the criteria used for rating an individuals performance and the errors made by first-line supervisors.

The system used by the Round Rock Police Department, implemented in 2001, has had its share of problems. The Employee Evaluation Manual provided to employees states:

> "The City of Round Rock will provide a uniform and equitable process of communicating to employees the performance expectations, their actual achievements, and recommendations for improving performance. Performance management processes are critical because employees need to know areas in which they are having success as well as areas where they should improve".

The manual also states that the department wants to maintain a system that supports this process, and completes its employee evaluations in a consistent, accurate and fair manner. A copy of the Employee Evaluation Manual is provided as appendix 2.

In order to meet the objectives stated above, the current evaluation system has several key deficiencies that need to be addressed. The process is filled with frustration from both the supervisors doing the rating and the employees who receive the evaluations. These feelings of frustration are consistent with a recent survey by the Bureau of National Affairs, which revealed that 90 percent of the chief executive officers of the Fortune 500 companies responding said that their performance appraisal system was not doing its job (O'Leary 1989).

One of the problems identified with the RRPD system is that it uses the same evaluation form for both commissioned police officers and non-commissioned civilian personnel. The form used was developed based on a job analysis of the police officer. This makes the task of evaluating the civilian personnel difficult, if not impossible, because the behavioral statements assigned to the evaluation criteria are geared only towards the police officer. No specific criteria has been developed for non-commissioned personnel.

Another deficiency that became evident in reviewing the employee survey was a lack of training in the system. Of the 58 respondents to the survey, 58 percent felt that they received inadequate training to complete the evaluation process. Training was conducted on an individual basis when the system was implemented but no formal training class was held. Developing a formal lesson plan on all aspects of the evaluation process for both supervisors and employees can eliminate this problem.

In general, the survey indicated that the employees were somewhat comfortable with the "Performance Traits" being used as an accurate and fair way to describe their performance. Several comments on the survey indicated that some of the behavioral statements relating to the performance traits needs to be reviewed because they are broad in nature and do not accurately measure performance.

One of the most important problems recognized in this study appears to be the validity and reliability of the evaluation system. One of the most important indicators of a reliable evaluation system is accuracy and consistency. If the measuring device is sound, similar results will be attained by any rater using it (Iannone 2001). Because of the lack of training, first-line supervisors are not consistent among one another in the way they rate their employees. The supervisors were not trained in the most common errors such as the halo effect, central tendency,

leniency, and personal bias. These errors create inconsistencies from shift to shift and from different divisions. These inconsistencies cause the current system to be unreliable and ineffective. A formal training program, along with the continued use of a "Reviewer" to study the supervisor's ratings, should correct the reliability issue.

The final area of concern in the evaluation process is the use of goals to help achieve department objectives. The majority of respondents to the survey indicated that they did not view the goals as useful. The City currently mandates the use of goal achievement in the evaluation process so an emphasis must be made to train all employees in creating goals that are valid towards the department's mission. A better understanding of their purpose and need should be the focus, along with specific information about how to write individual goals.

In conclusion, the research indicates that the performance evaluation system being utilized by the Round Rock Police Department does have its problems, but is consistent with most other law enforcement organizations. The majority of the problems stated in this report can be reduced with a formal training program for all employees of the department. A committee of various members of the department, from different job classifications, including both commissioned and non-commissioned personnel, should be formed to address problems dealing with the rating scales and specific evaluations for different job functions. The considerations made in this research paper should be utilized by the Command Staff to correct the deficiencies in the evaluation process and can be used by any law enforcement organization to review and audit their own system of performance evaluation.

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Performance Management Process Survey

(Return to Lt. Evans)

1. **Do you think our current evaluation process accurately describes your performance?**

   Yes   No   **YES-21**   **NO-37**

2. **Do you feel that your evaluation provides you information that contributes to your career development?**

   Yes   No   **YES-23**   **NO-34**

3. **Do you believe that your supervisor does an accurate appraisal of your performance?**

   Yes   No   **YES-41**   **NO-13**

4. **Do you think our evaluation process is better, worse, or about the same as other evaluations that you received from previous employers?**

   Better **17**   Worse **15**   About The Same **25**

5. **Do you feel that you received sufficient training on completing the Evaluation process?**

   Yes   No   **YES-24**   **NO-34**

6. **Do you feel that the evaluation process promotes communication between you and your supervisor?**

   Yes   No   **YES-28**   **NO-30**

7. **Do you feel that the "Performance Traits" are an accurate and fair way to describe your performance?**

   Yes   No   **YES-32**   **NO-24**

8. **Do you feel the Developmental Plan (Goals) are a useful tool to help achieve Department objectives?**

   Yes   No   YES-17   NO-41

9. **Overall, do you think that our evaluation process is:**

   Good 1   Needs Minor Changes 27   Needs Major Changes 13   Scrap 17

10. **Please use the space below to identify any problems with the evaluation process Or changes that you think need to be made.**

Appendix 2

City of Round Rock

Round Rock Police Department

Employee Evaluation Manual
February 1, 2001

Employee Evaluation Manual

PART 1 - GENERAL

<u>Introduction</u>

This manual is provided to assist Raters in the Department with the management of their responsibilities in supporting the Department's efforts to operate a comprehensive process of personnel performance management, personnel performance evaluation, and support the City's Performance Management Process.

The City's Policy Manual states, "The City of Round Rock will provide a uniform and equitable process of communicating to employees the performance expectations, their actual achievements, and recommendations for improving performance. Performance Management Processes are critical because employees need to know areas in which they are having success as well as areas where they should improve to meet performance standards and/or career enhancement goals". This Department wants to maintain a system that supports this process, and completes its employee evaluations in a consistent, accurate and fair manner. The process incorporates an Employee Developmental Plan and the Performance Evaluation Report. These tools are both complementary and supportive of each other.

PART 2 - THE DEVELOPMENTAL PROCESS

Goal Development Responsibilities

The developmental process is designed to identify goals and supporting plans that allow the employee to improve their performance and enhance career opportunities, in order to prepare for lateral and/or vertical career changes. The employee goals come from several sources, and when completed should help the City and Department meet their strategic plans. The City publishes a document that establishes the City's general goals and associated departmental responsibilities to help obtain these goals. These goals will generally be developed to address issues such as transportation, citizen involvement, utilities, etc. Each Department in the city is tasked with requirements through Implementation Plans to support these goals. The City's General Plan will be the general of goals and plans for the Departmental Goals(s) section of the form.

The employee and supervisor/rater should use the General Plan to identify Individual Goals that apply to their specific area of responsibility or duties. The employee should set reasonable, measurable and attainable goals that complement the Team and Department goals, while supporting the employee's individual needs for career development.

Employee Developmental Plan

The Employee Development Plan is a form used to identify and document goals the employee establishes for the year. The form includes sections to list department, team and individual goals that are identified and appropriate for the employee. All employees shall meet with their supervisor to complete a Developmental Plan within the first thirty- (30) days of:
- the start of the annual evaluation period
- completion of Introductory Police Officer status (sworn personnel)
- completion of initial entry training (other personnel)
- transfer of the employee or supervisor
- upon a change in classification or duty assignment
(Refer to Section 3, Evaluation Schedule for additional information regarding exemptions.)

The Employee Developmental Plan includes a Brief Job Description section. This description is a brief summary statement of the duty position for which the Employee is assigned and will be evaluated. Employees should include additional duties that provide significant and measurable performance standards that are appropriate for review. These additional duties should also provide the employee with opportunities to establish specific goals in these areas.

The Employee Developmental Plan also includes sections for Departmental, Team and Individual Goals and the supporting plans to achieve these goals. In each category (Departmental, Team, Individual), list your Goal(s) followed by the supporting Plan(s).

- Departmental Goals(s) - These goals should be in line with the goals and missions of this department.

- Team Goal(s) – These goals should be related to the effort and mission of a team, such as a squad, specialty (SWAT, K-9, etc.) or group of individuals who have a specific purpose.

- Individual Goal(s) – These personal goals should represent what the employee desires to achieve regarding their performance or abilities within the department, and with educational plans that complement their career.

City of Round Rock
Round Rock Police Department
Employee Evaluation Manual

You'll notice the categories Goal(s) and Plan(s) are each titled with (S) included. This signifies that some employees may have only one goal under a category for the period. This will usually be rare but may be the result of unusual factors such as unscheduled reassignment, injury or the large scope of the goal. The employee and their supervisor should be realistic in setting goals to insure there is a balance between the objectives of the process and the reasonable expectation that the goals can be accomplished within the prescribed period.

Employee Developmental Plan Review

The employee's supervisor/rater must review the completed Employee Developmental Plan. This review insures the supervisor is aware of the employee's plan and can determine if it supports the Department's goals and plans. The review will also allow the supervisor to assist the employee in identifying goals that should be deleted, modified or added to the plan. Modifications should be made to insure the goals are applicable, reasonable, attainable and measurable. The employee and rater will sign the form and forward it to the appropriate person designated as the employees Reviewer.   The reviewer's role is to be aware of the employee's goals and validate that they are reasonable, and are consistent in scope and substance with goals established by other comparable employees within the Department.

The Employee Developmental Plan is an integral part in the evaluation process and must be considered by the rater in evaluating the employee's performance and goal attainment. The supervisor and employee should meet occasionally throughout the evaluation period and discuss the Employee Developmental Plan. These discussions help ensure constructive communication between the employee and supervisor in the interest of planned productivity. This allows the supervisor to review and document the employee's progress, and provide feedback to the employee on how well the employee is improving in the performance standards that were previously identified as needing improvement. The discussions should help the employee stay on track in achieving the goals established for the period.

Distribution

Once the Reviewer signs the Employee Developmental Plan, it will be distributed as follows:
- Original to Human Resources
- Copy maintained by the Supervisor/Rater and Reviewer
- Copy to the Employee

PART 3 - EMPLOYEE EVALUATION PROCESS

General

The purpose of the Employee Performance Evaluation report is to document the employee's performance in relation to the performance standards established by the Department and listed in the Performance Evaluation Report. The evaluation reflects the Supervisor/Rater's judgment of how the employee is meeting the requirements of their particular job. The Rater appraises the employee's performance in achieving prescribed standards and documents exceptional, deficient and improved performance achievements during the evaluated period. The Rater must specifically document in quantitative and/or qualitative terms whether or not, and to what degree, performance standards and achievements have been met. The Rater will also use the report to record specific and measurable goals from the Employee Development Plan that the Rater and Employee establish for the next evaluation period, or that need to be carried over from the period currently being evaluated.

The evaluation of the employee's performance is so much a part of regular supervision, much of the time it is not even thought of as such.   Supervisors should maintain a continuing process of employee evaluation through day to day observance and record keeping, thus facilitating the written evaluation when it becomes due. Supervisors should make every effort to have ratings actually reflect the employee's performance. Equal consideration should be given to each employee when making the evaluation, and the rating should not be viewed as something "to get out of the way". While no one form is the perfect answer to every rating situation, the Performance Evaluation Report is intended to make periodic appraisals as simple, understandable and practical as possible. It is designed to let the rater have considerable leeway in the rating process while still providing uniformity in the system. It should provide a good performance record for the Department and be a useful guideline for the employee. Properly and conscientiously used, this form will help every supervisor and every employee to do a better job. It will give insight to the employee's attitudes and aptitudes, and form a better link of communication between the supervisor and the employee.

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Evaluation Schedule

Employees will be evaluated on an Annual, Scheduled or Un-Scheduled basis. The Annual report will coincide with the City's fiscal year, and will serve as the basis for the "pay for performance" salary increases.

Scheduled and Un-Scheduled Reports will not be the basis for salary actions, but will provide a documented opportunity for the employee and supervisor to evaluate the employees performance and discuss progress toward meeting performance standards and periodic goals. Scheduled Reports are made separately from the Annual Report and will be completed to coincide with shift rotations or, when an Introductory Employee has completed their sixth (6) month of employment.

Scheduled Reports, other than reports completed for an Introductory Employee, shall be completed no later than fourteen (14) days preceding the completion of the evaluation period. The Reviewer shall have the report finalized on completion of the evaluation period. Reports for Introductory Employee's should be capable of completion in a shorter time frame due to the daily, or frequent performance evaluations that are part of their training program. The responsible rater for the Introductory Employee should have the Performance Evaluation Report completed to correspond with the date the employee completes the introductory period. Refer to section 4/1.01.01, Initial Assignment of the Police Department Policy manual for definition of these periods.

Un-Scheduled reports shall be completed within (30) thirty days, when an employee's status changes, or because of performance issues. The Chief must approve all exceptions to the thirty-day completion requirement. Changes in status will include transfers or changes in duty assignments, promotions, demotions and resignations. The criteria to be used in each circumstance is as follows:

- For a transferring <u>employee</u>, the current supervisor prepares a performance evaluation if the employee's last evaluation was completed more than three (3) months before the effective date of the transfer,
  Or
  Performance has significantly changed since their last appraisal.

- For a transferring <u>supervisor</u>, the supervisor prepares a performance evaluation if the employee's evaluation is due within three (3) months after the effective date of the transfer,
  Or

  Performance has significantly changed since the last appraisal.

- For changes in duty assignments, the current supervisor prepares a performance evaluation if the new duty assignment involves significant changes in the employee's duties and/or performance standards, and the last evaluation was completed more than sixty (60) days prior to the effective date of the assignment date.

- For promotions, demotions, resignations or terminations, the current supervisor prepares a performance evaluation if the last evaluation was completed more than thirty (30) days prior to the effective date of promotion. Reports involving demotions, resignations, and terminations shall be completed within 5 days of the effective date of the action.

- A supervisor may conduct an appraisal when:
  An employee's performance deserves special recognition,
  Or
  An employee's performance does not appear to be meeting expectations.

<u>Evaluation Form Completion</u>

The employee will first complete the Rated Employee section of the report by placing a check in one column for each standard listed in Section I. This gives the employee an opportunity to record the evaluation of his or her performance during the appraisal period. Each performance standard in this section has a check box under a performance standard. The standards are "Exceeds Standards", "Meets Standards", "Needs Improvement", "Unsatisfactory", and "Does Not Apply". A description of the standard to be used in the grading of each factor is provided in Part 5 of this manual.

Some factors may not have a check box for a specific standard. This indicates the performance factor is not evaluated with that specific standard applied. The employee will then provide the report to the rater for completion.

The rater should complete the Rater portion of Section I based on a qualified knowledge of the employee's performance during the evaluation period. The performance factors and standards listed in the Rater column are identical to the Rated Employee column. The rater will then record comments in Sections II and III that support their evaluation. The rater should then complete Section IV to record progress achieved by the employee in attaining previously set goals or improved work performance for personal or job qualification.

The rater and rated employee will then meet to discuss the evaluation. This is the first opportunity for the employee to rebut scores made in Section I by the rater. These rebuttals must be based on reliable information that provides the rater with significant additional knowledge concerning the employees performance. The Rater will then be able to apply this knowledge in a re-evaluation of the marks placed in the Raters portion of Section I, and adjust the scores if appropriate.

The employee and rater shall discuss the comments made by the rater in Sections II, III, and IV. This again provides the employee and rater an opportunity to insure all performance factors are reviewed, and the rater's comments reflect an accurate appraisal of the employee's performance.

The employee and rater will then discuss the performance plan for the next evaluation period. The rater will use Section V to record specific and measurable goals from the Employee Development Plan that the rater and employee establish for the next evaluation period, or that need to be carried over from the previous period.

> NOTE: When unscheduled reports are completed for employees that are being rated as a result of a transfer, Section V should be completed by the employee's new supervisor/rater. The thirty-day period should allow sufficient time for the employee to meet with their new supervisor and identify appropriate goals for the new period. The new supervisor should communicate with the employee's previous supervisor to insure the previous supervisor has the opportunity to provide input on goals that should not be overlooked.

The rater should now be prepared to complete the Summary Evaluation in Section VI. The rater will check the appropriate block by hand to show if the employee's performance during the evaluation period Exceeds Standards, Meets Standards, Needs Improvement, or is Unsatisfactory according to the rating scale in for the rating period. This block also contains check boxes for the rater to complete if the rated employee is completed their Introductory Employee period. The rater will sign the report in the Raters signature block. The rater will then provide the report to the employee for signature.

The employee's signature indicates they have conferred with the rater to discuss and review the report, that they were advised fully of their performance status, and that they will be provided a copy of the evaluation. The signature block contains a check box for the employee to check if the employee still disagrees with the evaluation and plans an appeal. The employee will check the box as necessary, initial in the space provided, and sign the form.

Employees who refuse to sign the report for any reason should understand that their signature does not imply or indicate agreement with the report, and that they may attach comments explaining any disagreements in a Evaluation Continuation Form. The employee may make rebuttal of the report in accordance with the City Policy Manual (section 8.06).

The report will then be forwarded to the reviewer to allow a proper review within the allotted period. The reviewer may suggest corrections as necessary to insure text quality, thorough content and overall consistency throughout his or her area of supervision. If corrections are required, the reviewer will give the form back to the rater. Corrections made to the report following review can be made by the completing the form again and incorporating the changes. If the corrections are minor; they may be made by hand and initialed by the employee and rater. The rater and employee will coordinate to completed any necessary corrections, and have the form returned to the reviewer within five (5) days.

This form should be completed electronically whenever possible. However it may be typed or handwritten. Handwritten reports will be completed in ink. All signature block information will be either typed as appropriate or completed in ink if handwritten.

Distribution

Once the Reviewer signs the Employee Developmental Plan, it will be distributed as follows:
- Original to Human Resources
- Copy maintained by the Supervisor/Rater and Reviewer
- Copy to the Employee

PART 4 – RATER GUIDELINES

Before You Begin the Evaluation

Familiarize yourself with the contents of the evaluation form. Analyze its general scope as well as the detailed instructions on the back of the form.

Understand thoroughly the duties and requirements of the employee's particular position to be rated. Consider the requirements and performance in terms of the level of the position. Refer to the job description portion of the employee's Developmental Plan and the Department Policy Manual.

Eliminate personal prejudice, bias or favoritism and be objective. For example, don't allow your own personal likes or dislikes of certain mannerisms, aspects of personal appearance or behavior, blind you to more important measures of competency or effectiveness.

Don't assume that excellence in one factor implies excellence in all factors. Observe and analyze the employee's performance objectively in terms of each factor listed on the rating form.

Consider the employee's performance during the entire rating period. While isolated occurrences may appropriately affect the rating, performance at all times should be considered. If the employee had a promotion or reassignment during the year, evaluate for the time during which performance was observed. Previous appraisals should not be allowed to influence current appraisals, but they can provide a point of departure to report improvement or further deterioration of performance and attainment of goals.

Consider seniority apart from performance. An employee with a short service record may not necessarily be less effective than one with a longer time of employment. Seniority does not guarantee excellence.

Additional factors you consider important enough to be included in the appraisal of the employee and cannot be included in the available fields of the report should be entered on an Employee Evaluation Continuation form. The Evaluation Report Form has been prepared to allow space that should be sufficient to give an overall picture of the employee's performance. However, there may be unusual or particular job functions of the Department, Team or individual position that require special attention.

Set performance standards that are fair, accurate, precise and meaningful, and provide a basis for how a job is being performed.

Suggestions on How to Proceed

Choose a quiet place where you can work without interruption and where unauthorized persons will not see the forms.

Mark the check boxes of Section based on a full understanding of the employees duty performance, while applying the criteria described in the Performance Standard for each factor listed, (see Part V of this manual). If you must complete this form by hand, make light pencil marks in the check boxes. You may later agree to change some ratings after conferring with the employee, or based on feedback from the Reviewer.

Be realistic in rating the of the employee's qualities weaknesses. Do not create over-confidence in an employee when improvements are really needed. Trying to avoid an unpleasant situation or risk of losing the employee's friendship by over or under-rating them is unfair, both to them and to the Department.

Use the spaces in Sections II – V effectively and efficiently. Comments concerning specific examples of employee performance are required to substantiate performance and identify goals. Use the Employee Evaluation Continuation form if there is insufficient space for your comments.

Consider unusual circumstances such as employees you have observed for only short period, employees who have done poorly because of ill health or other unavoidable conditions. In all circumstances, evaluate the actual work performance and comment fully to document your reasoning.

The overall evaluation is the entire report reduced into one of four (4) performance levels. Read the definitions of the rating scale in the form instructions or in this manual before you evaluate the employee's overall performance. Your own balanced judgement is the determinant factor in the overall evaluation. While your overall evaluation should logically reflect performance levels indicated by your individual ratings, it should not be dictated by factors that may vary in degrees of importance between different jobs and job levels. Ask yourself how well the employee measures up to the acceptable standards of in performance for their position.

It should be borne in mind that before introductory or permanent employees can be released for reasons of unsatisfactory performance, there must be documented evidence of a specified nature. Performance evaluation reports are intended to provide a written record of specified deficiencies and /or excellence during the rating period in which they were observed. Unrecorded performance is difficult to substantiate.

PART 5 – PERFORMANCE STANDARDS

1. OBSERVANCE OF WORK HOURS

Observance of work hours refers to demonstrated reliability in showing up for duty at the scheduled time and being prepared to begin duty. Preparedness includes having uniforms, equipment and supplies ready to take over pending or potential calls at the scheduled time for the shift to begin. Employees must be prepared to complete their shift duties in a timely manner. Paperwork and other duties should be completed as to allow the employee to end the shift as scheduled.

Exceeds Standards	Consistently reports to work early to complete shift preparation in a manner that is above the required standard, or remains as required to fully complete shift duties.
Meets Standards	Punctual in reporting to or leaving duty in accordance with work schedule, breaks or authorized leave and is prepared for scheduled duty.
Need Improvement	Periodically reports late for assigned duty and/or does not have necessary equipment ready for duty.
Unsatisfactory	Chronically reports late for assigned duty and/or does not have necessary equipment ready for duty.

2. ATTENDANCE

Employees must be dependable to insure adequate staffing levels are maintained. An unreliable employee increases the workload for the remaining personnel on duty and may critically impact the Departments ability to perform its mission. Other personnel may be required to report for extra duty to compensate for shortages. This can place other employee at a safety risk due to fatigue and minimal support. Abuse of sick leave is a primary component of poor attendance.

Exceeds Standards	Does Not Apply.
Meets standards	Reports for all shifts or other designated duties and is not absent without authorization.
Need Improvement	Periodically fails to report to duty without proper notification.
Unsatisfactory	Displays evidence of a pattern of abuse of sick leave privileges which may be demonstrated by frequent absences on Friday and/or Monday, maintaining a low or zero sick leave balance, and /or has frequent absences prior to or following a holiday.

3. GROOMING AND DRESS

Grooming and dress are fundamental indicators of the exhibited professionalism of the employee. The employee should demonstrate by their appearance, a complete understanding of Department policies concerning the dress codes, personal grooming, physical condition, personal hygiene and command bearing. The extra effort to go beyond the average or acceptable standard exemplifies a heightened awareness and concern of the employee in presenting a professional, "above the best" image.

Exceeds Standards	Uniform is consistently neat, clean and presents a tailored appearance. Duty gear is always clean and in good repair. Shoes are always spit-shined. Hair and is always trimmed and the employee demonstrates a superior level of personal hygiene. Employee demonstrates professional bearing and a physically fit appearance.
Meets Standards	Uniform is neat and clean. Uniform fits and is worn properly. Weapon duty gear and equipment is clean and operative. Hair is maintained within regulations. Shoes and brass are clean and shined.
Need Improvement	Periodically reports to duty with a wrinkled and/or soiled uniform. Uniform fits inoperable and/or is improperly worn. Hair is not groomed and/or is in violation of Department policy. Weapon or equipment is dirty, missing or inoperable. Displays poor standards of personal hygiene.
Unsatisfactory	Chronically reports to duty with a wrinkled and/or soiled uniform. Uniform fits improperly and/or is improperly worn. Hair is not groomed and/or is in violation of Department policy. Weapon and equipment is dirty, missing or inoperable. Displays poor standards of personal hygiene.

4. PHYSICAL FITNESS

The Department desires to have employees that maintain a reasonable level of physical fitness. Good health and fitness improves the performance, attendance and overall heath of the employee. A Wellness program is in place to allow each employee to evaluate their physical condition and set reasonable and attainable goals to improve their condition.

Exceeds Standards	Consistently participates in and exceeds all goals as established in the individuals wellness program.
Meets Standards	Employee participates in the Wellness program. Baseline medical (physical exam) and physical assessment are completed, and a performance plan for physical fitness improvement is formulated. Obtains goals established in the individuals Wellness Program.
Needs Improvement	Participates in but does not meet goals established in the individuals Wellness Program.
Unsatisfactory	Employee takes no initiative to participate in the Wellness program.

5. TIME MANAGEMENT

Time management is a key factor in the timely completion of work duties. Employees of the Department have many job functions that are repetitive or mandatory to complete their job duties. These duties can be carried out either efficiently or inefficiently. The way an employee uses time is largely a matter of habit patterns. The work habits of people who have achieved outstanding success invariably show a disciplined and well-designed pattern or schedule. When a person has several duties confronting them simultaneously, they often will fail to complete all of them. An employee who maintains good habits in time management benefits the organization as whole, by maintaining their own work load and helping others develop good time management practices.

Exceeds Standards	Consistently strives to create a more efficient and productive work environment. Demonstrates superior skills in the management of multiple tasks or goals. Identifies and recommends methods to increase time management in the department as a whole.
Meets Standards	Employee schedules their time wisely and productively to complete their assignments and goals in timely manner.
Needs Improvement	Periodically displays poor management of their duty time, and thereby occasionally fails to meet assignments or other responsibilities.
Unsatisfactory	Chronically displays an inability to complete assignments in a timely manner and demonstrates the lack of initiative to improve their time management.

6. APPEARANCE/CARE OF WORK ENVIRONMENT AND EQUIPMENT

Refers to the management of the employees designated work environment in a manner that enhances their ability to complete their job functions in an efficient manner. Workspaces are clean, organized and equipment/furnishings are maintained in good repair. Vehicles are clean and present a professional image of the department to the public. Vehicle is properly equipped and organized to maximize employee efficiency and safety. Employee management of their work environment contributes to the overall effectiveness of the organization.

Exceeds Standards	Consistently takes exceptional care of their city vehicle, equipment and work environment.
Meets Standards	Employee's work area is consistently clean and organized. City vehicle is maintained in accordance with the required maintenance schedule.
Needs Improvement	Periodically fails to maintain their city vehicle, equipment and work environment.
Unsatisfactory	Chronically fails to maintain their city vehicle, equipment and work environment.

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7. OBSERVANCE OF RULES AND SAFETY PRACTICES

Refers to the employee's application of practical and effective safety practices on the job. Displays a work attitude that fosters seriousness about safety rules and practices among other Department employees. Employee identifies hazards on the job; effectively manages associated risks, and also helps develop new methods to minimize risks.

Exceeds Standards	Consistently complies with and enforces established safety rules and regulations to provide a safe and healthy environment, and to avoid injury to coworkers, the public and damage to City and private property. Demonstrates initiative to promote safety by developing and implementing methods to increase safety.
Meets Standards	Complies with and enforces established safety rules and regulations to provide a safe and healthy environment, and to avoid injury to coworkers, the public and damage to City and private property.
Needs Improvement	Periodically fails to comply with and enforce established safety rules and regulations to provide a safe and healthy environment, and to avoid injury to coworkers, the public and damage to City and private property.
Unsatisfactory	Chronically fails to comply with and enforce established safety rules and regulations to provide a safe and healthy environment, and to avoid injury to coworkers, the public and damage to City and private property.

8. ACTIVELY PARTICIPATES IN, AND IS RECEPTIVE TO TRAINING

The employee has a positive attitude about all training opportunities. The employee seeks out training that supports his or her career growth while increasing their value to the Department. Participates in the training as appropriate and communicates through attitude a respect for the instructor, classmates and subject material. Is willing to assist in training program development for the benefit of other employees.

Exceeds Standards	Consistently attends scheduled training and takes an active and motivated role in the course of instruction. Takes initiative to help develop and implement training to help benefit the Department and public.
Meets Standards	Attends scheduled training and takes an active and motivated role in the course of instruction with the intent of learning new methods, materials, procedures and techniques to improve self-development and the job.
Needs Improvement	Periodically fails to attend scheduled training and/or take an active and motivated role in the course of instruction.
Unsatisfactory	Chronically fails to attend scheduled training or take an active and motivated role in the course of instruction.

9. FIREARM'S PROFICIENCY

Firearm's proficiency refers to the sworn officer's ability to perform in the Departments quarterly firearm's qualification.

Exceeds Standard	Officer works with firearms staff to develop training programs and assists in firearms training
Meets Standards	Officer consistently meets minimum department firearm's qualification standards without having to re-fire.
Needs Improvement	Officer fails to qualify after first attempt and requires additional re-fires.
Unsatisfactory	Officer does not meet minimum department qualification standards and must be retrained and or rescheduled to fire.

10. APPLICATION OF POLICY AND PROCEDURE

Application of policy and procedure refers to compliance with, adherence to, and enforcement of policies and procedures that are required in the job specific area. The employee should be aware of current and changing policies and procedures and demonstrate the ability to efficiently and effectively apply the same in a manner that promotes work objectives.

Exceeds Standards	Consistently demonstrates the application of policies and procedures that is superior in promoting work objectives. The employee is aware of and adheres to policies and procedures at a level that is significantly higher than the meets standards level. Achieves objectives in a superior manner.
Meets Standards	Adherence to policies and procedures that is acceptable and promotes work objectives. The employee is aware of and practically applies policies and procedures.
Needs Improvement	Adherence to policies and procedures that periodically fails to promote work objectives. The employee is less than effective in awareness and practical implementation of policies and procedures.
Unsatisfactory	Chronically fails to adhere to policies and procedures in attempts to promote work objectives. Substantial improvement is required in awareness and practical implementation of policies and procedures.

11. DECISION MAKING & PROBLEM SOLVING

The employee's ability to make sound decisions when the necessity arises without seeking instruction or direction from the supervisor. The ability to work through problems by using a variety of problem solving methods.

Exceeds Standards	Consistently demonstrates the ability to reason through even the most complex situations. Has excellent perception and anticipates problems and prepares solutions in advance. Relates past solutions to current problems.
Meets Standards	The employee is able to make decisions and use good judgement when the necessity arises without seeking instruction. Able to solve problems and considers the long and short term effects. Employee is able to work without constant guidance.
Needs Improvement	Periodically fails to make good decisions and does not think through the long and short-term effects of their decision. Employee has to have periodic coaching/supervision to accomplish objectives. Employee periodically does not use good judgement in making decisions.
Unsatisfactory	Chronically fails to make good decisions and does not think through the long and short-term effects of their decision. Employee continually has to have coaching and or supervision to make decisions.

12. ACCEPTS RESPONSIBILITY AND ACCOUNTABILITY

The ability and degree of willingness an employee exhibits when given responsibility and the manner in which the responsibility is carried out. Does the employee volunteer for extra responsibilities or is the employee unwilling to accept responsibility or accountability.

Exceeds Expectations	Consistently volunteers for extra responsibilities without being asked. Completes extra tasks in a timely and professional manner with no supervision required. Employee readily accepts responsibility for wrongdoing.
Meets Expectations	Employee is willing to accept new responsibility without being asked, and carries out the task in a responsible manner. Employee accepts responsibility for decisions, and does not make excuses for failures. Consistently acts in a responsible manner.
Needs Improvement	Periodically fails accept responsibility for his actions, and does not complete the tasks in a responsible manner. Employee avoids or does not accept responsibility.
Unsatisfactory	Chronically fails to accept responsibility for their actions or inaction. Continually fails to complete tasks as assigned.

13. ACCEPTS DIRECTION AND /OR CONSTRUCTIVE CRITICISM

This refers to the employee's ability or motivation level to accept direction or constructive criticism. Does the employee readily accept direction and constructive criticism? Is the employee resentful of direction or criticism?

Exceeds Standards	Employee readily seeks and applies directions and constructive criticism.
Meets Standards	Employee is always willing to accept direction and criticism. Employee will carry out direction with thought and not challenge the direction or constructive criticism.
Needs Improvement	Periodically unwilling to accept direction and constructive criticism. Employee fails to readily carry out instructions as defined or is resentful of directions and constructive criticism.
Unsatisfactory	Chronically unwilling to accept direction and constructive criticism. Continually challenges direction and constructive criticism and/or fails to carry out directions as instructed.

14. ACCURACY, NEATNESS AND THOROUGHNESS OF WORK

The degree of excellence of the work performed over the entire rating period is measured. In rating this standard, attention should be paid to the consequence of poor quality work. Is the employee's work neat, accurate, thorough and acceptable? Must the work be redone, thus reducing the potential volume of acceptable work that could have been produced? Does poor work too often reflect adversely upon the department? Does the employee take pride in their work and consistently make an effort to do their best?

Exceeds Standards	Consistently makes accurate form selection and rapidly completes detailed forms with no assistance. Displays a high degree of accuracy in form completion. Reports are a complete, detailed, and a chronological account of events. Reports are written and organized so that any reader understands what occurred. Reports are very neat, legible and contain no spelling or grammatical errors. Completes reports expeditiously.
Meets Standard	Employee has knowledge of the commonly used forms and understands their use. Completes them with reasonable accuracy and thoroughness. Completes reports, organizing information in a logical manner. Reports contain the required and necessary information and details. Reports are legible and grammar is at an acceptable level. Spelling is acceptable and errors are rare. Errors, if present, do not distract from understanding the report. Completes reports within a reasonable amount of time as compared to the amount of time that the average tenured officer would take for a similar report.

Needs Improvement   Periodically is unaware that a form must be completed and/or fails to complete the proper form for the given situation. Forms are incomplete, inaccurate or improperly used. Reports or illegible and contain an excessive number of misspelled words. Sentence structure and/or word usage is incorrect or incomplete. Requires an excessive amount of time to complete a report. Takes an excessive amount of time that the average, tenured officer would need for a similar report.

Unsatisfactory   Chronically is unaware that a form must be completed and/or fails to complete the proper form for the given situation. Unable to organize information and reproduce it in the required format, leaves out pertinent details and reports are illegible. Reports contain an excessive number of misspelled words. Sentence and/or word usage is incorrect. Requires and excessive amount of time to complete a report.

15. EFFECTIVENESS UNDER STRESS

There are some positions where pace, pressure and tempo is consistently demanding. Is the employee capable of meeting rapidly changing deadlines? Can they produce an acceptable volume and quality of work in an emergency? Is their work generally organized well enough to meet unforeseen contingencies? Before marking this standard, consider whether stress is inherent in the position or results from the employee's failure to properly plan and organize their work.

Exceeds Standards   Consistently assesses aspects of all situations, including the more unusual and/or complex ones. Quickly determines appropriate course of action and implements that course of action. Maintains calm and self-control even in the most extreme situations. Quickly restores control of the situation and takes command. Course of action taken is best possible.

Meets Standards   Properly assesses aspects of all situations, determines appropriate action and implements that course of action. Maintains calm and self-control in most situations, determines proper course of action and takes it. Does not allow a situation to further deteriorate.

Needs Improvement   Periodically becomes confused and disoriented when confronted stressful situations. Does not or cannot complete tasks. Occasionally takes wrong course of action or avoids taking any action, becomes emotional, panic stricken or unable to function or holds back and loses temper and over or under reacts. May periodically allow a situation to deteriorate.

Unsatisfactory   Chronically becomes confused and disoriented when confronted with stressful situations. Does not or cannot complete tasks. Takes wrong course of action or avoids taking any action, becomes emotional, panic stricken or unable to function or holds back, loses temper or displays cowardice and over or under reacts. Is unable to effectively manage deteriorating situations.

16. DEMONSTRATES GOOD WORK KNOWLEDGE AND JOB SKILLS

This includes the range of pertinent City and Department policies and procedures and its related occupational knowledge to include technological advances and legal changes relative to their occupational field. Does the employee demonstrate at a proper level the skills necessary to perform their occupation? Do they have the potential for acquiring or developing their job skills to a higher level of proficiency?

Exceeds Standards	Consistently demonstrates knowledge of the City/County Ordinances, Penal and Criminal Code of Procedure and Traffic Code and applies that knowledge to criminal and non-criminal activity.
Meets Standards	Recognizes commonly encountered offenses and applies appropriate sections of the City/County Ordinances, Penal and Criminal Code of Procedure and Traffic Code. Displays knowledge of City, Department policies and procedures and rarely violates them.
Needs Improvement	Periodically is unfamiliar with the elements of the basic sections of the City, Department policies/procedures or violates it. Occasionally does not know the elements of basic sections of the City/County Ordinances, Penal and Criminal Code of Procedure and Traffic Code. Periodically fails to recognize offenses when encountered or makes mistakes relative to whether or not an offense has been committed and if so, which offense.
Unsatisfactory	Chronically fails to display knowledge of City, Department policies/procedures or violates it. Does not know the elements of basic sections of the City/County Ordinances, Penal and Criminal Code of Procedure and Traffic Code. Chronically fails to recognize offenses when encountered or makes mistakes relative to whether or not an offense has been committed and if so, which offense.

17. SELF INITIATED ACTIVITY

Refers to the employee's ability to be proactive and take action without prompting. The employee readily participates in activities, which promote the department. Readily identifies problems or inefficiencies and utilizes "problem solving" for solutions.   Does the employee take opportunities to exercise initiative? Is the employee inventive, creative and intuitive?

Exceeds Standards	Consistently accepts projects or objectives to promote efficiency within the department and pursues goals without prompting. Identifies deficiencies and takes corrective action when needed. Frequently initiates work, which produces a positive product. Maintains a high workload and completes it with a high degree of efficiency. Promotes the Department in inventive ways.

Meets Standards Employee takes opportunities to initiate activity that is consistent with the Departments strategic plan. Employee displays creativity and inventiveness in identifying problems and developing solutions.

Needs Improvement Employee periodically fails in taking opportunities to initiate activity that is consistent with the Departments strategic plan. Employee periodically fails in their ability to be creative and inventive when identifying problems and developing solutions. Periodically avoids tasks requiring action and must be repeatedly prompted to complete work.

Unsatisfactory Employee chronically fails to take the opportunity to initiate activity that is consistent with the Departments strategic plan.   Chronically fails in their ability to be creative and inventive when identifying problems and developing solutions. Chronically avoids tasks requiring action and must be repeatedly prompted to complete work.

18. WRITTEN EXPRESSION AND COMMUNICATION

Written expression is the employee's ability to document events and information in a clear and concise manner. This includes writing that is legible, neat, informative and conveys the intended message. Does the employee document all necessary information? Are reports, electronic mail or memorandums clear and professional? Does the employee use slang or inappropriate words to express themselves?

Exceeds Standards Consistently writes in a very detailed and clear manner. The Employees intended message is easily identifiable and they rarely convey personal emotions in writings.

Meets Standards Writings are objective and professional and have a clear message that reflects a positive image of the department.

Needs Improvement Periodically writes without detail or clarity and thereby fails to convey the intended message.

Unsatisfactory Writings are chronically difficult to follow and often fail contain the necessary information. Writings convey misleading information.

19. ORAL EXPRESSION

Oral Expression is the employee's ability to communicate through speech in a clear, concise and efficient manner. This includes the verbal skills used in talking to peers, subordinates and citizens. Does the employee speak to others respectfully and professionally?   Does the employee allow his personal emotions to negatively effect his verbal communication. This includes participation in discussions at meetings, training sessions and briefings.

Exceeds Standards   Consistently communicates verbally with superior clarity and efficiency. The employee is understandable and keeps the listener's attention. Takes initiative to speak to large groups and promotes open discussion with citizens and peers. Reflects a positive and enthusiastic tone and demeanor with others that promotes a positive image of the department.

Meets Standards   Speaks with others clearly and professionally. Talks with the public and peers with respect and sincerity. Actively participates in discussions at meetings without being prompted.

Needs Improvement   Periodically conveys negative messages towards others through verbal expression. Periodically needs prompting to participate in open discussions. Is sometimes difficult to understand and demonstrates improper word usage.

Unsatisfactory   Chronically uses poor voice tone and content that conveys a rude and unprofessional message to others.   Chronically needs to be prompted to speak at meetings or discussions. Demonstrates a limited use of vocabulary.

20. COOPERATION WITH SUBORDINATES/PEERS/SUPERVISORS

This category measures the degree of cooperation and teamwork an employee exhibits with other department members. Does the employee work and relate well with others? What type of relationships does the employee have with peers? Does the employee accept and respect others in regards to rank or position? To what degree does the employee contribute as part of a team?

Exceeds Standards   Employee consistently fosters good relationships with all Department members. Actively assists others and is considered a peer group leader. Accepts and supports supervisor's position and responsibilities. Consistently displays a positive influence to others. Loyal to the Department, it's missions and goals.

Meets Standards   Understands and accepts role in organization and adheres to the chain of command. Considered a team player that contributes to accomplishing the task. Maintains good relationships with other Department members and displays a positive influence to others.

Needs Improvement   Periodically fails to understand or accept their role in the organization or disregards the chain of command. Periodically fails to operate as a team player by failing to contribute as needed. Disrupts good order by being insubordinate, argumentative and/or uncooperative; gossips. Projects a negative influence upon others.

Unsatisfactory   Chronically is negative in their influence toward others or job tasks. Actively disrupts the operation of the Department by behavior and actions. Refuses to participate and contribute to any team effort and does not accept their role in the organization.

21. INTERACTION WITH THE PUBLIC

This category refers to an employee's ability to interact with citizens during the course of the employee's duties. How well does the employee relate to citizens? What are their efforts to initiate positive and professional contacts with citizens? Measure the employee's communication skills. Does the employee effectively promote the department's vision and goals?

Exceeds Standards	Employee consistently portrays a positive, professional image of the Department in contacts with the public. Quickly establishes rapport with people and always projects an image of objective and concerned public service. Always demonstrates excellent non-verbal skills. Promotes citizen participation with the Department to identify and solve community issues.
Meets Standards	Portrays a professional image of the Department. Courteous, friendly and objective in contacts with people. Employee is service oriented and possesses good non-verbal skills.
Needs Improvement	Periodically fails to present a professional image of the Department. Employee is sometimes uncommunicative, biased, discourteous and/or arrogant in contacts with people. Periodically fails to demonstrate the desire to be service oriented and possesses poor non-verbal skills.
Unsatisfactory	Chronically fails to project an appropriate image. Does not properly interact with the public in all aspects. Fails to effectively communicate with citizens. Is callous, abusive or threatening in contacts with the public.

22. ADAPTABILITY TO NEW SITUATIONS/CHANGE

This category measures the employee's reaction to new situations or changes. How well does the employee accept and adapt to change? What is their behavior towards change? Is the employee able to consider and understand the purpose of a change? To what degree does the employee seek new responsibilities and skills?

Exceeds Standards	Consistently accepts and adapts to change. The employee ensures understanding and a smooth transition by being thoroughly knowledgeable of changes. Through self-initiative, the employee strives to seek new responsibilities and skills. Consistently offers constructive input to resolve problems and make improvements. Always remains positive towards changes and/or new situations. Recognizes that change is part of the Department's effort toward new goals or missions.
Meets Standards	Employee is flexible to new situations and changes. Employee accepts new responsibilities, stays informed of changes and keeps a positive outlook.
Needs Improvement	Periodically demonstrates an unwillingness to accept change. Employee periodically fails to understand the reasoning behind change. Employee criticizes or impedes implementation. Demonstrates reluctance in accepting new responsibilities or skill requirements.

Unsatisfactory — Chronically portrays change or new situations in a negative light. Fails to seek and/or resists new responsibilities or skills. Cannot adapt to new situations and actively impedes change.

23. ORGANIZING AND PLANNING

Knowledge, talent, and mental effort are required in planning and organizing the work of subordinates. Does the supervisor constantly keep alert to possibilities of work simplification? How well do they analyze and then put into effect improved and more efficient work processes? Do they plan improvements or changes and effect them in a logical and systematic manner?

Exceeds Standards — Supervisor consistently demonstrates an exceptional the ability to organize and plan various tasks or work processes. Always anticipates and addresses likely contingencies when developing feasible and acceptable plans. Consistently makes improvements or changes that promote work objectives at a superior level.

Meets Standards — Supervisor consistently demonstrates the ability to organize and plan various tasks or work processes at an acceptable level. Anticipates and addresses likely contingencies when developing feasible and acceptable plans. Proposes improvements or changes that promote work objectives in a logical and systematic manner.

Needs Improvement — Supervisor periodically fails to demonstrate the ability to organize and plan various tasks or work processes. Often fails to anticipate likely contingencies when developing plans; and plans are generally less than effective in promoting work objectives. Proposals for improvements or changes to work processes are generally not organized in a logical and systematic manner.

Unsatisfactory — Supervisor chronically fails to demonstrate the ability to organize and plan various tasks or work processes. The supervisor fails to anticipate likely contingencies when developing plans, and/or plans do not promote work objectives. Plans for improvements or changes to the work process are chronically ineffective or not implemented.

24. SCHEDULING AND COORDINATING

This category demonstrates the ability to schedule and coordinate the work process. Does the supervisor effect the necessary scheduling or rescheduling of work? Do they provide the necessary personal coordination of the work, not only among their subordinates, but also among other work sections, departments or divisions?

Exceeds Standards — Supervisor consistently schedules and coordinates activities that contribute to work objectives at a superior level. Schedules activities and resources in the most efficient manner possible to achieve work objectives. Consistently resolves complex scheduling conflicts among subordinates. Consistently utilizes resources from other work sections, departments, and divisions to accomplish work objectives efficiently.

Meets Standards — Supervisor demonstrates the ability to schedule and coordinate activities that contribute to work objectives. Schedules activities so the organization meets commitments in critical performance areas and delegate's tasks to ensure objectives are met. Recognizes and resolves scheduling conflicts among subordinates and coordinates the work process among other work sections, departments, and divisions. Allocates available resources in an efficient manner.

Needs Improvement — Supervisor periodically fails to contribute to work objectives when completing scheduling or coordinating activities. Periodically fails to schedule activities or resources in the most efficient manner possible to achieve work objectives. The supervisor has difficulty when resolving scheduling conflicts among subordinates. Periodically underutilized resources from other work section's, departments, and divisions are rarely utilized when their assistance would clearly contribute to work objectives.

Unsatisfactory — Supervisor chronically fails to contribute to work objectives when completing scheduling or coordinating activities. Activities or resources are rarely scheduled in an efficient manner to achieve work objectives. Steps are not taken to resolve scheduling conflicts among subordinates and are often ignored. Resources from other work section's, departments, and divisions are not considered when scheduling or coordinating activities.

25. TRAINING AND INSTRUCTING

Training and instructing refers to the supervisor's ability to teach and communicate information to peers or subordinates in formal or informal settings. This includes changing materials, methods, policy or procedures, techniques, as well as improving basic skills to their highest potential. Does the supervisor plan and carry out a program of training or instruction for subordinates? Do they provide for the correction of any technical skill deficiency in subordinates? Do they provide training for subordinates in new methods or procedures?   Do they assist subordinates in self-development programs?

Exceeds Standards — Supervisor provides training or instruction that is consistently promotes work objectives and develops job knowledge. Always presents information in a positive tone and provides employees with a clear understanding of the topic. Training and instruction contributes employee development.

Meets Standards — Supervisor provides training or instruction that is acceptable in promoting work objectives or specific job knowledge. Generally provides employees with a clear understanding of various technical skills, policies and procedures, operational issues, and Department information in both formal and informal settings. Training and instruction contributes to employee development.

Needs Improvement — Supervisor periodically fails to provide training or instruction that promotes work objectives or develops job knowledge. The training and instruction periodically fails to provide employees with a clear understanding of the topic.

Unsatisfactory   Supervisor chronically fails to provide training or instruction that promotes work objectives and does little to enhance job knowledge. Substantial improvement is required in providing employees with a clear understanding of the information and employee development needs are not met.

26. EVALUATING/COACHING SUBORDINATES

Measures the accuracy and manner in which the supervisor approaches and completes the formal evaluation of their subordinates. Does the supervisor exhibit a good balance of constructive criticism and praise in evaluating subordinates? Do they indicate how a subordinate's work may be improved when improvement is needed? Are their evaluations positive contributions to subordinate development? Are their evaluations consistently objective, fair and accurate?

Exceeds Standards   Supervisor consistently exhibits a good balance of constructive criticism and praise in evaluating subordinates, and always indicates how a subordinate's work may be improved when improvement is needed. The supervisor documents subordinate performance that contributes to positive employee development. The supervisor consistently takes an active role in positive employee development and takes measurable steps to ensure the subordinate achieves professional goals. Assists subordinates in establishing and accomplishing goals in the Employee Developmental Plan. Feedback is always encouraged and taken into consideration when completing evaluations. The supervisor uses creative and innovative strategies in coaching.

Meets Standards   Supervisor exhibits a good balance of constructive criticism and praise in evaluating subordinates and indicates how a subordinate's work may be improved when improvement is needed. The supervisor does an acceptable job of documenting subordinate performance that contributes to positive employee development. The supervisor assists subordinates in establishing and accomplishing goals in the Employee Developmental Plan. Feedback is encouraged and taken into consideration when completing evaluations.

Needs Improvement   Supervisor periodically fails to exhibit a good balance of constructive criticism and praise in evaluating subordinates and often does not indicate how a subordinate's work may be improved when improvement is clearly needed. The supervisor's evaluation of the subordinate's performance does not always contribute to positive employee development. The supervisor provides little input or direction when assisting subordinates in establishing and accomplishing goals in the Employee Developmental Plan. Feedback is periodically encouraged and taken into consideration when completing evaluations.

Unsatisfactory   Supervisor chronically does a poor job of evaluating a subordinates performance and does not indicate deficiencies. The supervisor does little to contribute to positive employee development and rarely documents positive or negative subordinate performance. Supervisor does not assist the subordinate with establishing or accomplishing goals in the Employee Developmental Plan. Feedback is not encouraged during the evaluation process.

27. LEADERSHIP AND ACCOUNTABILITY

Leadership and accountability refers to how effective a leader is and whether they accept responsibility for their actions and the actions of those that they lead.

Exceeds Standard   Supervisor consistently creates an environment where employees are optimistic and positive, and the goals of the organization are exceeded.

Meets Standards   Supervisor takes a leadership role while interacting with peers and subordinates by being positive and motivational. Sets the proper example by spurring subordinates to do their best, by example and force of personality (lead from the front) rather than relying on the authority of their position (leading from the rear). Takes a leadership role by molding teams whose cooperative endeavors surpass their individual performances. Through leadership an atmosphere is created where employees are optimistic and positive and the goals of the organization are consistently met. Accepts responsibility for assignments and assigned personnel.

Needs Improvement   Supervisor periodically fails to accept responsibility for their actions. Supervisor periodically fails to maintain a positive and motivational tone around peers and subordinates and/or periodically fails to create and maintain teams. Periodically fails to create an environment where employees are optimistic and positive, and the goals of the organization are not consistently met.

Unsatisfactory   Supervisor chronically fails to accept responsibility for actions.   The supervisor chronically fails to maintain a positive and motivational tone around peers and subordinates. Supervisor chronically fails to create or maintain teams. Chronically fails to create an environment where employees are optimistic and positive and the goals of the organization are not met.

28. UTILIZATION OF PERSONNEL AND RESOURCES

This refers to the supervisor's ability to assign his/her personnel where they are most effective in order to accomplish the mission. Does the supervisor call on other departments or outside resources to assist when necessary?

Exceed Standards   Supervisor continually plans ahead and has personnel deployed strategically to handle the changing dynamics of the day to day operations. Continually plans ahead and calls on other resources to assist as needed.

Meets Standards

Supervisor assigns personnel when and when they will be used effectively. Assigns personnel where their individual talents will be best used to accomplish the mission. Calls in other Department and outside resources to assist in the mission when needed. Uses available resources in order to minimize risks to personnel.

Need Improvement

Supervisor periodically fails to reallocate personnel to handle the dynamics of the mission. Periodically fails to call upon other Department or outside resources to assist with situations.

Unsatisfactory

Supervisor chronically fails to assign personnel in a manner that handles the mission. Failed to act or acted in a manner that placed additional burden or unnecessary risks on personnel.

29. SUPERVISORY CONTROL

Supervisory control refers to the maintenance of order in all areas of supervisory functions and jurisdiction. Employees under the supervisor's control should perform their duties and functions in an orderly and disciplined manner that promotes work objectives. Employees should be provided with a clear understanding of behavior and performance standards. The supervisor should be respected by subordinates and be in control at all times.

Exceeds Standards

Supervisor displays control that is consistently superior in promoting work objectives. Provides employees with a clear understanding of behavior and performance ideals, and promotes the employee's trust and confidence in their decisions. The supervisor fosters an environment where the subordinate is empowered to make decisions.

Meets Standards

Supervisor displays control that promotes work objectives. Provides employees with a clear understanding of behavior and performance standards. The supervisor is in control.

Needs Improvement

Supervisor periodically fails to display controls needed to promote work objectives. Supervisor is periodically ineffective in providing employees with a clear understanding of performance standards.

Unsatisfactory

Supervisor chronically fails to display controls that are needed to promote work objectives. Supervisor is periodically ineffective in providing employees with a clear understanding of performance standards. The objective of being in control is not met.

30. ENFORCEMENT OF POLICY AND PROCEDURES

Enforcement of policy and procedure refers to compliance with, adherence to, and enforcement of policies and procedures. The supervisor should be aware of current and changing policies and

procedures and demonstrate the ability to efficiently and effectively apply the same in a manner that promotes work objectives.

Exceeds Standards	Does not apply.
Meets Standards	Supervisor consistently demonstrates the enforcement of policies and procedures that promote work objectives. The supervisor is aware of, and objectively enforces policies and procedures. The supervisor enforces policy and procedures in a reasonable, practical and effective manner.
Needs Improvement	Supervisor periodically fails to demonstrate the enforcement of policies and procedures that promote work objectives. The supervisor is periodically unaware of, and/or fails to promote policies and procedures.
Unsatisfactory	Supervisor chronically fails to demonstrate enforcement of policies and procedures that promote work objectives. Substantial improvement is required in awareness and practical implementation of policies and procedures.

PART 6 – FORMS

There are two forms that are the primary forms utilized in the evaluation process. The Employee Developmental Plan and the Performance Evaluation Report are available in for electronic completion with Microsoft™ Word™. They are also available for manual completion as necessary. These forms should be available in the Forms drive of the police server. If not, check with your supervisor to obtain a copy.

PERFORMANCE EVALUATION REPORT
POLICE DEPARTMENT
CITY OF ROUND ROCK, TEXAS

Employee Name:		Department Name:	

Position Title:	Reporting Period: To	**Annual** ☐ **Scheduled** ☐ **Unscheduled** ☐

Rater/Supervisors Name:

Rated Employee					**Section I: General Standards**	**Rater**				
Exceeds Standards	Meets Standards	Needs Improvement	Unsatisfactory	Does Not Apply	Immediate Supervisor must check each factor in appropriate column. Check only one column for each factor. Checks in Exceeds Standards must be explained in Section II: Comments - Exceptional Performance. Checks in Needs Improvement and Unsatisfactory must be explained in Section III: Comments- Performance Deficiencies. (See Instructions on back or the Employee Performance Manual for explanation of performance categories.)	Exceeds Standards	Meets Standards	Needs Improvement	Unsatisfactory	Does Not Apply
					PERFORMANCE TRAITS					
☐	☐	☐	☐	☐	1. Observation of Work Hours	☐	☐	☐	☐	☐
	☐	☐	☐	☐	2. Attendance		☐	☐	☐	☐
☐	☐	☐	☐	☐	3. Grooming and Dress	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	4. Physical Fitness	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	5. Time Management	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	6. Appearance/Care of Work Environment and Equipment	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	7. Observance of Safety Rules and Practices	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	8. Actively Participates in, and is Receptive to Training	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	9. Firearms Proficiency	☐	☐	☐	☐	☐
	☐	☐	☐	☐	10. Application of Policy and Procedures		☐	☐	☐	☐
					QUALITY OF WORK					
☐	☐	☐	☐	☐	11. Decision Making & Problem Solving	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	12 Accepts Responsibility and Accountability	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	13. Accepts Direction and /or Constructive Criticism	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	14. Accuracy, Neatness and Thoroughness of Work	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	15. Effectiveness Under Stress	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	16. Demonstrates Good Work Knowledge and Job Skills	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	17. Self Initiated Activity	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	18. Written Expression	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	19. Oral Expression	☐	☐	☐	☐	☐
					PERSONAL RELATIONS					
☐	☐	☐	☐	☐	20. Cooperation with Subordinates/Peers/Supervisors	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	21. Interaction with the Public	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	22. Adaptability to New Situations/Change	☐	☐	☐	☐	☐
					SUPERVISORY TRAITS (Supervisors Only)					
☐	☐	☐	☐	☐	23. Organization and Planning	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	24. Scheduling and Coordinating	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	25. Training and Instructing	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	26. Evaluating/Coaching Subordinates	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	27. Leadership and Accountability	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	28. Utilization of Personnel and Resources	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	29. Supervisory Control	☐	☐	☐	☐	☐
	☐	☐	☐	☐	30. Enforcement of Policy and Procedures		☐	☐	☐	☐
					TOTALS					

Instructions
(General and Sections I, II, III)

General: 1.   Complete the heading fields and check the appropriate block to describe the type of evaluation in accordance with the Employee Performance Manual. These criteria are briefly described as follows:

Annual - evaluations completed to coincide with the City's annual Performance Management review.
Scheduled - evaluations completed at prescribed intervals.
Unscheduled - evaluations completed at any time for exceptional or unsatisfactory service, or when a Rater or Employee is being transferred, resigns or for any other change of status (to include being promoted or demoted).

2.   The Employee shall mark each factor in Section I prior to meeting with the Rater. The Rater shall mark each factor in Section I after the Employee has completed their markings, and while completing the Performance Evaluation with the Employee. All signatures shall be in ink. The Employee, Rater and Reviewer shall initial changes and corrections; or the Performance Evaluation Report can be re-done and re-signed by all parties if time allows.

3.   If space is insufficient for necessary comments in Sections II and III, the Employee and/or Rater will complete an Evaluation Continuation Form as required. This form should be typewritten but may be completed in ink as necessary. The Employee, Rater and Reviewer must sign each continuation form.

4.   Signed and completed copies of the Performance Evaluation Report will be distributed to the following: Original – Human Resources, Copy – Employee, Copy – Rater.

5.   Periodic evaluations should assist the Employee and Rater to accurately judge performance during the evaluation period and validate performance objectives for the next evaluation period. Evaluations completed at the end of the annual period should provide a document that not only validates any future performance objectives, but also provides an accurate and objective evaluation for the calculation of annual performance based pay raises.

6.   All Performance Evaluation Reports in an employees Personnel File are subject to review in accordance with City of Round Rock personnel policies.

7.   The Employee Performance Manual should be consulted for suggestions, definitions, interpretations and further instructions.

Evaluation
Criteria: The Employee and Rater will check the overall performance rating in each column of Section I taking into account performance over the full period of service being evaluated and in compliance with the following criteria.

1.   Exceeds Standards: Performance that consistently exceeds standards and is significantly better than the Meets Standards level. Achieves objectives in a superior manner.

2.   Meets Standards: Performance that is fully acceptable and consistently meets minimum performance objectives. Objectives are generally met in a timely manner.

3.   Needs Improvement: Performance is periodically less than expected; standards not met in some areas. Considerable improvement needed in some areas. Objectives are not met in a timely manner.

4.   Unsatisfactory: Performance that is chronically below standards and objectives are not met. Substantial improvement is required in current job position.

5.   Does Not Apply: This standard is not applicable to this employee in the performance of their normal duties.

Section II: Comments – Exceptional Performance
Record job strengths and superior performance incidents from Section I.
(Explain checks in Exceeds Standards)

Section III: Comments – Performance Deficiencies
Record specific job performance deficiencies from Section I requiring improvement or correction.
(Explain checks in Needs Improvement and Unsatisfactory)

Section IV: Comments – Areas of Improved Performance
Record progress achieved in attaining previously set goals or improved work performance for personal or job qualification.
(Refer to Sections III and V from the previous Performance Evaluation Report)

Section V: Performance Plan for Next Evaluation Period
Record specific and measurable goals from the Employee Development Plan that the Rater and Employee establish for the next evaluation period or needing to be carried over from the period currently being evaluated.

Section VI: Summary Evaluation and Signatures

☐ Exceeds Standards	☐ Meets Standards	☐ Needs Improvement	☐ Unsatisfactory
(Performance that consistently exceeds standards and is significantly better than the Meets Standards level. Achieves objectives in a superior manner.)	(Performance that is fully acceptable and consistently meets minimum performance objectives. Goals are generally met in a timely manner.)	(Performance is periodically less than expected; standards not met in some areas. Considerable improvement needed in some areas. Objectives are not met in a timely manner.)	(Performance that is chronically below standards and objectives are not met. Substantial improvement is required in current job position.)

☐ I do   ☐ I do not recommend this employee be retained for continued employment. (Introductory Employees Only)
I certify that this evaluation represents my best judgment, and was completed after joint review of the Employee Development Plan this employee completed prior to this evaluation period.

_____   _____   _____   _____

Raters Name   Raters Signature   Title   Date

I have read this performance appraisal and have discussed the contents with my Rater. My signature indicates that I have been fully advised of my performance status and understand that I will be provided with a copy of evaluation. I understand that I have a right to appeal this evaluation in writing within 5 working days. ☐   I agree   ☐   I do not agree with this evaluation.
                                            ☐   I plan an appeal this evaluation. _____ (initials)

_____   _____   _____   _____

Employees Name   Employees Signature   Title   Date

I certify that I have reviewed this evaluation and that it is complete, and consistent with other evaluations presented for my review.

_____   _____   _____   _____

Reviewers Name   Reviewers Signature   Title   Date

Instructions
(General and Sections IV, V, VI)

General: The Rated Employee and Rater will jointly review the goals established in the applicable Employee Development Plan (EDP) for the period of service being evaluated. This review will provide both with an opportunity to fully discuss the specific goals of the plan and obtain a clear picture of how the goals were, or were not completed. The Rater will objectively judge the completion and performance of the goals established in the EDP and record their decision in the Section VI in accordance with the Evaluation Criteria described below.

Section II: Used to describe specific strengths, skills or superior performance.

Section III: Used to describe performance requiring improvement or correction. Also describe specific and documented reasons why a probationary employee should not be recommended for permanent employee status, promotion or continued service in a re-assigned position.

Section IV: Used to describe progress or improvements in performance achieved since the last evaluation based upon previously established goals.

Section V: Used to describe specific performance goals agreed upon by the Rated Employee and the Rater for next evaluation period.

Evaluation
Criteria: Used to combine the evaluations of Sections I – IV in order to achieve a composite evaluation of the Employee's overall performance during the evaluation period.

    1.   Exceeds Standards: Performance that consistently exceeds standards and is significantly better than the fully superior level. Achieves goals and objectives in superior manner.

    2.   Meets Standards: Performance that is fully acceptable and consistently meets minimum performance objectives. Goals are generally met in a timely manner.

    3.   Needs Improvement: Performance is periodically less than expected; standards not met in some areas. Considerable improvement needed in some areas. Objectives are not met in a timely manner.

    4.   Unsatisfactory: Performance that is chronically below standards and objectives are not met. Substantial improvement is required in current job position.

    5.   Does Not Apply: This standard is not applicable to this employee in the performance of their normal duties.

Signatures: Both the Rater and the Employee shall sign and date the completed report. The employee's signature indicates that a conference has been held to fully discuss and review the report. If the employee refuses to sign the report for any reason, explain to them that their signature does not imply or indicate agreement with the report, and that they may attach comments explaining any disagreements in a Evaluation Continuation Form.

Appeal: If the Employee is dissatisfied with their Performance Evaluation, they should first indicate a planned appeal by checking and initialing the "Appeal" box in the Employee Name/Signature block. The Employee must then complete a written appeal within 5 working days to the Reviewer. The written appeal should be completed utilizing the Evaluation Continuation Forms by specifically addressing the refuted points in the appropriate blocks. All subsequent appeals will be completed in accordance with Department, or as superceded by City Policy.

ROUND ROCK POLICE DEPARTMENT
EMPLOYEE DEVELOPMENTAL PLAN

Date:_____   Employee number: _____   Period Covered: _____   to   _____

Employee: _____   Division: _____

Supervisor: _____   Division: _____

Time in Evaluated Position: (Yr./Mo.)   ____ / ____   Time With This Supervisor: (Yr./Mo.)   ____ / ____

TCLEOSE Certification Level: (Circle One)   Master   Advanced   Intermediate   Basic

Brief Job Description - This description is a brief summary statement of the duty position for which the Employee is assigned and will be evaluated. Include additional duties as appropriate.

_____
_____
_____
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_____

Departmental Goals (s) - These goals should be in line with the goals and missions of this department. In each category (Departmental, Team, Individual), list your Goal(s) followed by the supporting Plan(s).

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Team Goal(s) – These goals should be related to the effort and mission of a team, such as a shift, specialty (SWAT, K-9, etc.) or group of individuals who have a specific purpose.

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Individual Goal(s) – These goals should represent what the employee desires to achieve regarding their performance or abilities at the department.

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Signatures below indicate this document has been reviewed and accepted as the employee's developmental plan.

Employee: _____   Date: _____

Supervisor/Rater: _____   Date: _____

Reviewer: _____   Date: _____