

Preparing Effective Performance Evaluations

Texarkana, Texas Police Department
Supervisor's Training February 12-13, 2008

Objectives

- Discuss The Purpose Of Performance Evaluations
- Review Common Terms
- Discuss What To Rate And How To Rate It
- Examine and Discuss Rater Errors
- Make Performance Evaluations Work For YOU!



What's a Performance Appraisal?

- A. Formal, periodic reviews of _____
- B. Usually done 1-2 times per year – on paper
- C. Based on documented information that is compared to _____
- D. A tool for rewarding / improving / correcting employee performance
- E. Something I hate doing
- F. All of the above

Performance Appraisals – Why?

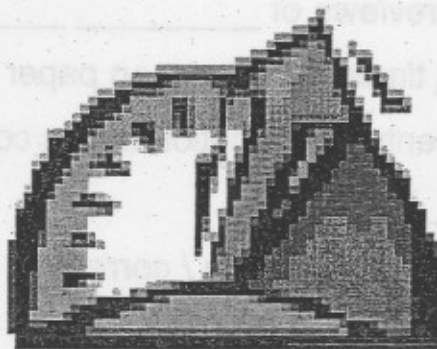
- Three primary reasons for performance appraisals:
 - Standardize the _____ of job performance.
 - Provide a system that assures the public that the agency employees are competent to conduct their duties.
 - Provide a system that gives employees a _____ on their performance, and information necessary to maintain appropriate behaviors and correct inappropriate behaviors.

What Do Employees Want To Know About Their Performance?

“Employees want to know what is expected of them personally, what’s going on generally in the rest of the organization, how changes will affect their work, how they are doing, and how they can achieve their potential in their chosen field.”

(Effective Performance Appraisals, Robert B. Maddox)

Right, but that’s not all.
What else?



Uses of Performance Appraisals

- Recruitment and Selection
- Training
- _____
- Selection for Specialized Units
- Promotion
- Compensation (Merit Systems)
- _____ (Potentially Both Sides)
- Sometimes, They Don't Mean A Thing...

What Do I Measure?

- Productivity – Not only how much, but how
 - _____ – The cost of providing service
 - Effectiveness – How well the task is performed
 - Equity – The quality (_____ / _____) of the service delivered
 - Accountability – The meeting of _____, demands of the agency (Are the employees' efforts put to proper purposes?)



- **REALITY CHECK!**

- Research shows the outcome is the same regardless of system used.

Rater Errors

- There are several mistakes that raters typically make when doing evaluations.

- Break into six groups and I will give you a rater error.
- Review pages 133-135 in your text as your guide.
- Complete the template on your rater error.
- Report on your results to the class.



- **10 Minutes to Prepare**

Documentation

- An ongoing, continuous process
- Absolutely critical
- If it ain't written down.... It didn't happen
- Did I mention it is an ongoing, continuous process?
- At ALL COSTS – THERE SHOULD BE _____ AT EVALUATION TIME!!
- Take the quiz!!

Man, I Hate Doing This!

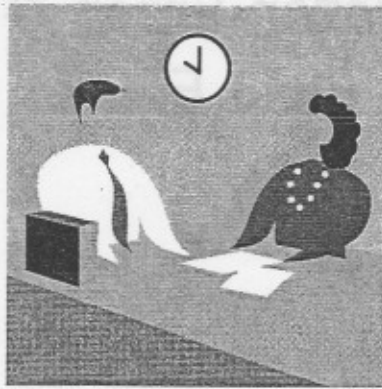
- You probably use a system that you did not design
 - Department wide system
 - City/County/State wide system
 - No system

- Evaluations are about a -1 on the "I care-o-meter"
 - BUT, What do people want? – To be praised, evaluated, know what's expected (even if they don't say it)



Making Evaluations Work For You

- Watch employee performance _____
- Praise / Correct / Document _____
- Ask for employee input on their accomplishments (brag sheet)
- Review your assessments with colleagues to check _____
_____ and get theirs
- Make the format fit your need. (Customer service, safety, productivity, planning)
- Be descriptive in comments, use _____ (documents, acts, formulates)
- Avoid general phrases (writes lots of tickets, answers calls promptly, gets along with others)
- Don't mix the message (Rated exceptional w/ "meets shift average for citations")
 - Don't overrate _____, don't reward bad behavior, acknowledge improvement / weaknesses
 - Finish evaluation on as positive a note as possible
- Be honest, be factual, be objective. You may see your words again... while under oath.

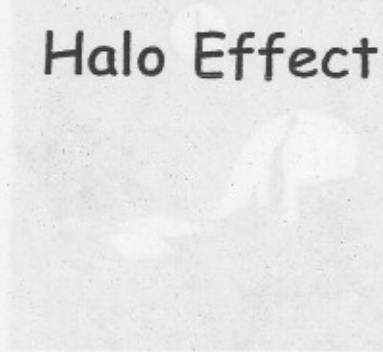


The Performance Appraisal Meeting

- Control the environment / Plan _____
- State what you will be talking about
- Ask for the _____ on his/her performance
(Make them talk).
- Listen, listen, listen (active, empathetic)
- Give your assessment
 - BEER Method
 1. Describe the employee's _____
 2. _____ why the behavior is appropriate or inappropriate
 3. Discuss the _____ of the employee in regard to the behavior.
 4. Explain the _____ for successfully and unsuccessfully meeting the expectations and goals.
 - Build on the employee's strengths
 - Get the employee's reaction
 - _____ specific performance expectations/goals
 - Close the meeting.

Rater Error #1 Halo Effect

What is it?



Give an example: You may use the one in the book, or your own experience.

What do you look for in appraisals to make certain you are not guilty of this error?

Rater Error #2 Recency Problem

What is it?

Give an example: You may use the one in the book, or your own experience.

What do you look for in appraisals to make certain you are not guilty of this error?

Rater Error #3 Rater Bias

What is it?

Give an example: You may use the one in the book, or your own experience.

What do you look for in appraisals to make certain you are not guilty of this error?

Rater Error #4 Constant Error Problem

What is it?

Give an example: You may use the one in the book, or your own experience.

What do you look for in appraisals to make certain you are not guilty of this error?

Rater Error #5 Unclear Standards

What is it?

Give an example: You may use the one in the book, or your own experience.

What do you look for in appraisals to make certain you are not guilty of this error?

Rater Error #6

Other Mistakes Raters May Make

What are they?

Give an example: You may use the one in the book, or your own experience.

What do you look for in appraisals to make certain you are not guilty of this error?

Documentation Quiz

Circle True or False

- T F 1. Documentation should be done only during the month prior to the appraisal meeting.
- T F 2. It is important to document positive and negative performance.
- T F 3. Documentation is not confidential and should be recorded on the shared drive of your computer.
- T F 4. Effective documentation is time-consuming.
- T F 5. When you document a positive or negative performance issue, you should always meet with the employee to give feedback.
- T F 6. Minor issues of poor performance need not be documented since they are not a serious problem.
- T F 7. When documenting performance, be factual and precise.
- T F 8. There should be no negative surprises to the employee during the appraisal meeting.

RATE YOUR EFFECTIVENESS

The characteristics below describe what an effective supervisor must be able to do during the appraisal process. Circle the number that best represents where you think you are on the scale. When you are finished, write your score in the space provided. *Be honest with yourself.*

Never Always

- | | | | | | |
|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | I sincerely care about my employees. |
| 1 | 2 | 3 | 4 | 5 | I am concerned when my employees don't succeed. |
| 1 | 2 | 3 | 4 | 5 | I encourage my employees to visit with me about problems. |
| 1 | 2 | 3 | 4 | 5 | My employees feel free to talk to me about almost anything. |
| 1 | 2 | 3 | 4 | 5 | I give positive feedback whenever possible. |
| 1 | 2 | 3 | 4 | 5 | I can give corrective feedback when necessary. |
| 1 | 2 | 3 | 4 | 5 | I want my employees to tell me what they think. |
| 1 | 2 | 3 | 4 | 5 | I can listen to people without interrupting. |
| 1 | 2 | 3 | 4 | 5 | I like being responsible for other people. |
| 1 | 2 | 3 | 4 | 5 | I pay attention to the needs of my employees. |
| 1 | 2 | 3 | 4 | 5 | I know what training and development resources are available to my employees. |
| 1 | 2 | 3 | 4 | 5 | I have a positive and caring attitude toward my employees. |

Total Score: _____

A score of 48-60 indicates that you have the characteristics needed to be an effective discussion leader. If you scored 36-47, you have a solid base on which to build. Look at any items rated 3 or below. These may indicate opportunities for improvement. Regardless of your score, look for ways to sharpen your skills and build on your strengths.

