

## Sam Houston State University Human Resources

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### Police Annual Performance Appraisal Instructions

**Purpose** - The purpose of any performance appraisal program is employee development. The value of performance appraisal is in the process of communication between supervisor and employee and not merely in the completion of the form. Specific objectives of the Performance Appraisal program are:

- to increase professional development, skill level, and performance of each employee;
- to strengthen working relationships between the supervisor and employee;
- to clarify job duties and responsibilities;
- to establish mutually-understood standards for measuring performance; and
- to aid in promotion, retention, and salary decisions.

**Preparation Supervisor:** Complete the appropriate sections of this annual performance appraisal in advance of your conference with the employee and be prepared to discuss it in detail.

*Staff employee performance rating:* Select the most appropriate box(s) after considering the performance topic using the 1-5 (5=best) rating system. More than one statement can be selected if applicable.

*Summarize the performance over the past year:* This section gives you the opportunity to highlight the employee's strengths and areas of improvement opportunities. Specifics and details make the evaluation more meaningful.

*Indicate or list suggested ways, if any, employee can improve job performance:* List the goals, upcoming projects, and training/self-development planned for the employee. Discuss during the employee conference to confirm target dates.

*Overall rating of staff employee performance:* Select the most appropriate statement(s) to describe the overall appraisal of the employee's performance. More than one statement can be selected if more than one description is necessary to most clearly reflect the employee's performance.

*Employee Comments (optional):* This area is provided to the employee to make comments regarding the evaluation or evaluation process.

*Signature:* The signature area certifies the contents of the performance appraisal have been discussed. Signatures are not optional.

Supporting documents can be attached, if necessary.

Employee being appraised: Prior to your appraisal, you may be given a Self-Assessment form by your supervisor. Your completion of this form as a self-evaluation tool will acquaint you with the performance factors to be evaluated.

**Distribution of Completed Form** - Original maintained in the department. A copy is provided to the employee.

**Police Annual Performance Appraisal Form - Evaluation Period: April 2011 to March 2012**

**Instructions:** Use this form to document the employee’s annual performance review. This form should be completed by the supervisor and reviewed with the employee. This form is kept in the department’s file to maintain a record of the employee’s annual review. See Human Resources Policy ER-6, Staff Evaluation System.

**I. Employee:**

Employee Name \_\_\_\_\_ Sam ID# \_\_\_\_\_

Job Title \_\_\_\_\_ Dept/School/College \_\_\_\_\_

**II. Staff employee performance rating:**

**Instructions:** The immediate supervisor should complete this section as a part of the employee’s annual review. Rate only performance topics that relate to the job performance of the employee being rated. **It is understood that the performance topics have different levels of importance or weight relative to each specific job.**

- Each performance topic will be rated accordingly:**
- 5** Far above what is required; meets the highest standards
  - 4** Above normal expectations and standards
  - 3** Consistent with what is expected and considered acceptable
  - 2** Below normal expectations and standards
  - 1** Does not meet minimum requirements

**RATINGS**

**Performance Topics: Select the most appropriate box(es)**

	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
<p><b>1. Observance of work hours</b> Employee refers to punctuality in reporting or leaving a duty station in accordance with the designated schedule of working hours. Does the employee remain in their assigned area or do they take an excessive number of breaks and/or leave their assigned areas without permission? Can the employee be relied upon to be working when and where he/she is supposed to be during their shift?</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><b>2. Attendance</b> This category addresses the degree to which the employee can be relied upon to report for duty. Although unexpected illnesses and injuries can happen, does the employee abuse their time off and not report to duty?</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><b>3. Grooming and Dress</b> Uniformed members of the Department are expected to maintain their personal appearance and uniform according to exemplary standards of hygiene and dress code.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><b>4. Adherence to policies, procedures &amp; rules</b> Employee understands policies of the university and the Police Department and is constantly striving to stay abreast of all changes in Federal, State, and Local laws and policies and procedures.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><b>5. Initiative</b> Does the employee identify areas and/or activities that need to be addressed with minimal or no supervision? Employee should demonstrate willingness to take on additional responsibility when needed.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**II. Staff employee performance rating: (continued)**

<b><u>Performance Topics: Select the most appropriate box(es)</u></b>	<b><u>RATINGS</u></b>				
	<b><u>1</u></b>	<b><u>2</u></b>	<b><u>3</u></b>	<b><u>4</u></b>	<b><u>5</u></b>
<b>6. Organization &amp; use of time</b> Does the employee manage work assignments effectively? Does the employee maintain necessary records and documents? Does the employee maximize use of his/her time? Does the employee establish appropriate work routines as necessary for the position?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>7. Interpersonal Relations</b> This category addresses the employee's interaction with others within or outside the Police Department or University. Employees should strive to create an excellent and lasting impression in employees' participation and response to the needs of the public, administrators, faculty, students and other agencies. Employees are expected to cooperate and be professional towards others in their demeanor.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>8. Use of required technology</b> Employee is able to operate equipment and other devices required to perform assigned duties.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>9. Attitude</b> Does the employee address daily responsibilities in a positive manner?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>10. Job Knowledge</b> Does the employee have the basic knowledge and skills to handle his/her assigned duties?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>11. Work Judgment</b> This area applies to decision making and problem solving and the employee's ability to recognize, analyze and solve problems, and make recommendations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>12. Job Skill Level</b> Does the employee demonstrate the level of knowledge of policy, procedure, and law to perform the daily task of his/her assigned duties?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>13. Quality of work</b> This category addresses the employee's performance of his/her work thoroughly, effectively and accurately. Does the employee complete the appropriate amount of work on time and prioritize tasks?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>14. Accepts responsibility</b> Does the employee demonstrate and perform all tasks that are assigned to his/her particular assignment? Does the employee work effectively with minimal supervision?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>15. Accepts direction and change</b> Does the employee adapt to change and adjust quickly and effectively? Does the employee accept constructive criticism and suggestions in a positive manner to improve performance?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>16. Performance under stress</b> Does the employee work effectively and calmly under pressure? Is the employee able to balance multiple tasks? Does the employee control strong emotions such as anger, extreme frustration or stress and demonstrate calm behavior in stressful conditions?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**II. Staff employee performance rating: (continued)**

	<b><u>RATINGS</u></b>				
<b><u>Performance Topics: Select the most appropriate box(es)</u></b>	<b><u>1</u></b>	<b><u>2</u></b>	<b><u>3</u></b>	<b><u>4</u></b>	<b><u>5</u></b>
<b>17. Operation/care of equipment</b> This category addresses the employee's proper maintenance of all required equipment. Does the employee properly wear prescribed safety equipment and inspect specialized equipment to ensure it is in working condition? Does the employee maintain the cleanliness and service maintenance of patrol vehicles assigned to them? Does the employee properly maintain his/her duty weapons?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>18. Understands/follows instructions</b> Does the employee demonstrate the ability to implement tasks and carry out assignments or instructions with little or no supervision?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>19. Character (professional)</b> Employee's demeanor, activity, personal honesty and ethical standards are above reproach.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>20. Report writing/communication skills</b> Employee's reports should be submitted in a timely manner and with minimal errors. Reports and other documents should be well written and concise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>21. Quality of typing/data entry</b> Employee's daily work product should be proficient and concise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>23. Operation of special equipment</b> The employee demonstrates knowledge and understanding of functions of equipment required to conduct daily activities. The employee is proficient in the use of specialized equipment in order to perform their daily duties.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>24. Driving skills</b> The employee uses safe driving habits and adheres to traffic laws when operating assigned university vehicles.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>25. Verbal persuasiveness</b> Is the employee able to communicate with persons contacted during work assignments without use of threat or intimidation to carry out his/her assigned duties and responsibilities?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Performance Topics for those who supervise others: Select the most appropriate box(es)**

	<b><u>RATINGS</u></b>				
	<b><u>1</u></b>	<b><u>2</u></b>	<b><u>3</u></b>	<b><u>4</u></b>	<b><u>5</u></b>
<b>1. Scheduling and coordinating</b> Supervisor is proficient in scheduling employees and coordinating daily activities for assigned personnel to ensure proper shift coverage. Supervisor shall monitor payroll and attendance records for personnel assigned to their respective shifts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>2. Training and instructing</b> Supervisor keeps assigned employees abreast of changes that affect their daily duties. Supervisor is proactive in encouraging personnel to further their job knowledge through continuing education and in service training.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Employee Name \_\_\_\_\_

Sam ID# \_\_\_\_\_

**RATINGS**

	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
<b>3. Career Counseling</b> Supervisor encourages and supports subordinates to do a better job and enhance education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>4. Evaluating subordinates</b> Supervisor maintains records of exemplary or deficient activities and meets with subordinates to discuss those activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>5. Judgments and decisions</b> Supervisor displays sound judgment and makes reasonable decisions in regards to their subordinates.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>6. Leadership</b> Supervisor presents a positive image for subordinates and is proactive and encourages subordinates to do the best job they can do by setting an exemplary example.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

***III. Summarize the performance over the past year:***

***IV. Indicate or list suggested ways employee can improve job performance:***

**V. Overall rating of staff employee performance: Select the most appropriate statement(s)**

- Performance is superior, far above what is required. Employee consistently exceeds highest standards.
- Performance is consistently above normal expectations and standards. Employee excels when compared to others performing the same job.
- Performance is consistent with what is expected and considered acceptable. Employee is referred to as "doing a good job." Understands and demonstrates basic principles, techniques, and procedures necessary for efficient job performance.
- Performance is generally below the minimum requirements for the job.
- Performance does not meet minimum job requirements. Lack of improvement may result in disciplinary action.

**VI. Employee Comments: (Optional)**

**VII. Signatures:**

As signed below, we the supervisor and employee certify that the contents of this performance appraisal have been discussed.

Employee acknowledgment \_\_\_\_\_ Date \_\_\_\_\_

Supervisor's signature: \_\_\_\_\_ Date \_\_\_\_\_

**NOTE:** Attach supporting documents if necessary.