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Performance Appraisal: The Policy Capturing of
Sergeants in the New Zealand Police Service

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ABSTRACT

This study investigated the policy of sergeants for combining and weighting performance appraisal information about constables. The experiment was conducted in several steps. In the first step constables and sergeants were interviewed about performance dimensions that were necessary for the job of constable. Twenty six constable performance dimensions were identified. Sergeants then rated between eight and ten of their constables on each of the 26 performance dimensions. Factor analysis was used to identify the sergeants underlying performance weighting structure. Eight factors were identified that explained 79% of the total variance. In Step Three behavioural examples of constable performance for each of the eight factors were generated. In Step Four sergeants assigned grades to 60 hypothetical constable protocols which were made up of the statements generated in Step Three. Sergeants also estimated how much weight they felt they assigned each of the eight factors when rating the protocols. A multiple regression equation was computed for each sergeant. Sergeants were found to use four to five factors when assessing constable performance with one factor contributing over half the variance. They were not consistent as a group when rating constables, in terms of the factors they used and their corresponding weights. They also had little insight into their rating policies. Implications of the results for the police's current performance appraisal system are discussed.

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TABLE OF CONTENTS

Abstract	i
Acknowledgements	ii
List of Tables and Figures	
Chapter One : Overview of Performance Appraisal	1
Chapter Two : Police Performance Appraisal	12
Chapter Three : Overview of Present Study	31
- Hypotheses	50
Chapter Four : Method	51
- Subjects	51
- Experimental Steps	51
- Step One	51
- Step Two	53
- Step Three	55
- Step Four	56
Chapter Five : Results	60

Chapter Six : Discussion	72
Chapter Seven : Summary and Conclusions	84
References	87
<u>Appendicies</u>	
Appendix A : Police 204 Rating Form	104
Appendix B : Patrol Officer Performance Dimensions	109
Appendix C : Patrol Officer Factor Loadings	116
Appendix D : Multiple Regression Weights (United States Study)	117
Appendix E : Constable Job Analysis	119
Appendix F : Constables' Performance Appraisal	125
Appendix G : Definitions of the Eight Performance Factors	156
Appendix H : Generation of Constable Behaviour Statements	158
Appendix I : Performance Evaluation Questionnaire	170
Appendix J : Presentation of Factor Loadings for the Present Study and the United States Study	194

LIST OF TABLES AND FIGURES

TABLES

Table 1: Studies that have captured judgemental policies	36
Table 2: Constable performance factors generated in Step 1(A)	61
Table 3: Factor loadings (>0.5) for constable performance dimensions from principal components factor analyses after varimax rotation	63
Table 4: Unstandardised regression weights for the constable performance factors for 57 sergeants	65
Table 5: Significance levels of the B weights for the eight constable performance factors across 57 sergeants	68

FIGURES

Figure 1: Process model of performance rating (Landy & Farr, 1980)	8
Figure 2: Plot of the eigenvalues against factors (Scree Test)	54
Figure 3: Sergeants' unstandardised mean b weights and standard deviations for the eight factors.	67

Figure 4: Sergeants' mean estimates and standard deviations of weights (out of 100) they assigned the eight factors 67

Figure 5: Correlations between estimated factor importance and b weights across the eight factors. 71

CHAPTER ONE

OVERVIEW OF PERFORMANCE APPRAISAL

There is no escape from performance appraisal. It is impossible to go through life without being assessed in some way. Famous examples of assessment come readily to mind; Henry the Eighth judged his wives on their ability to produce male heirs (Fisher, 1913). Spartans assessed their new born babies on their ability to withstand a night in the cold (Eaton, 1970). Today, we are assessed early in life by the plunket nurse, kindergarten and school teachers, and later, by the bank manager, lecturers, dance instructors and many others. We often assess people who provide us with services such as doctors, chefs and hairdressers and act on our judgement of their effectiveness to decide whether we continue to use their services.

To appraise anything is to set a value on it. The purpose is to find out how a person measures up when compared with some standard of performance. The most common and frequent type of performance appraisal takes place in the work setting. Performance appraisal systems are constructed with the understanding that performance evaluations represent meaningful distinctions among employees that correspond to actual behavioural differences (Wendelken and Inn, 1981). The overall aim of the appraisal is to remove the influence of extraneous factors from the evaluation process in order to focus solely on aspects of performance that are related to some specific criterion.

There are a number of uses for the assessment of work performance. The most general is for administrative personnel decisions such as promotions, salary increases, and layoffs. Cummings (1973) has termed this as one of providing structure for a reward/punishment system. He also suggests that there are at least three other uses for performance appraisal systems - (1) providing criterion information for the selection process (2) providing objectives for training programmes (3) providing elements for supervisory feedback and control. Overall, performance appraisal plays an important role in all personnel decisions.

Organisations continue to express disappointment in performance appraisal systems despite advances in technology (Banks and Murphy, 1985). Reliability and validity remain major problems and new appraisal methods are often met with substantial resistance. In essence, effective performance appraisal in organisations continues to be a compelling but unrealized goal.

Over the past 35 years, researchers have developed several methods to assist performance appraisal in organisations. Contributions fall within three general categories: appraisal formats, training programmes for raters, and appraisal processes (Banks and Murphy, 1985). Researchers developed numerous formats such as checklists, rating scales, narratives, and work samples that help structure the appraisal (Bernardin and Beatty, 1983; Carroll and Schneir, 1982). Formats aid actual appraisals by determining the type and number of dimensions assessed, the types of judgements made, appraisal length,

and comprehensiveness. Some researchers also argue that particular formats guide appraisal judgements (Bernardin and Smith, 1981). Rater training programmes were designed to promote proper utilization of appraisal systems and to improve rating skills. Some of these training programmes incorporate learning principles such as practice, feedback, and active participation (Spool, 1978) and emphasize behavioural observation (Boice, 1983; Thornton and Zorich, 1980). Various approaches were developed to assist the appraisal process. Examples of these approaches are the critical incident method (Flanagan, 1954), diary-keeping (Bernardin and Walter, 1977), participation in format development (Friedman and Cornelius, 1976), and goal setting (Latham and Locke, 1979). These approaches, as well as others, consist of a set of techniques appraisers can use to help them generate valid rater data.

Such methods are useful in an ideal sense because they promote (but do not guarantee) systematic, job-related, and relatively error free evaluation. However, they have not been adopted widely (DeVries, Morrison, Shullman, and Gerlach, 1981). For the most part, the appraisal systems actually used in organisations have failed to draw on this body of research.

Landy (1985) states that ideally, complete performance measurement should include the combination of three indices of performance - objective data, personnel data and judgemental data. The multi-dimensionality of job "performance" only becomes apparent when these categories are considered simultaneously. For example, is a successful worker one who

turns out the greatest number of units (objective data), one who has not been absent for 27 years (personnel data), or one who is rated highly on quality of work by a supervisor (judgemental data)?

There are several problems with objective data. It is difficult to measure reliably in that each objective measure probably has an unstable observation period. For example, if we take the total number of tickets issued by a traffic officer over a one week period, the relationship between one week and another could depend on a number of factors eg. what shift was assigned, what area was patrolled, time of year etc. The fact that the nature of work is also changing makes it difficult to collect objective data. For example, a major change is the increase in automation in industry where workers who were once operators are now observers. If only objective data is considered for people who observe machines then no differential performance data on these individuals could be obtained unless a machine malfunctions. Another problem is that many workers tend to work in groups such as in car assembly plants, making it difficult to collect individual data. There are also many jobs for which no good objective measures are available eg., manager. There are no clear indicators of what makes one manager better than another?

Personnel data also has weaknesses. This data includes variables such as tardiness, absences, type of salary adjustment, number of accidents etc. Almost all these measures tend to reflect the climate of the organisation, but are rather global in nature. Often the classifying and recording of personnel data is poorly performed. One such example

is the recording of absences, in that they may be either absolute number of days not at work or number of absences regardless of the length of each absence. Latham and Pursell (1975) suggest it may make more sense to measure attendance rather than absences. Overall, personnel data tends to fall prey to the potential confounding effects of other variables in much the same manner as described for objective data.

All this does not imply that objective and personnel data have no value as criteria, but rather, if they are to be useful, a careful analysis of the relationship between the elements of the job as identified by job analysis and elements of behaviour as related to performance appraisal is necessary (Landy, 1985).

Judgemental data is the most frequently used form of measurement. Landy (1985) reported that a literature review of validation studies in the Journal of Applied Psychology between 1965 and 1975 revealed that ratings were used as the primary criterion in 72% of the cases. These judgements can take several forms. They may be a simple comparison of one employee with another, a list of statements which are applied to each employee, or some form of rating by which the employee is placed on a continuum depending on their level of proficiency.

By far the most widely used judgemental measure is the rating scale. These scales can be distinguished from each other on three different dimensions (Guion, 1965). The first dimension is the degree to which the meaning of the response category is defined. This deals with how

the rating scale is marked off into units, whether it is numerical or descriptive. The second dimension is the degree by which the person interpreting the scales can tell what response was intended by the ratee. Response clarity is largely determined by the structure of the scales. The third dimension is the degree to which the performance dimension being rated is defined for the rater. Scale anchors that are defined precisely are less open to misinterpretation and give the rater a reasonable idea of what performance dimensions are being considered.

In spite of the different forms and widespread use of judgemental indices of performance there has been constant dissatisfaction with these measures on the part of the researcher and practitioner. The major source of dissatisfaction can be largely attributed to three types of rating errors- halo, central tendency and leniency errors (Anastasi, 1982). Halo errors occur when a rater has a generally favourable or unfavourable impression of the person to be rated. Ratings are therefore assigned which are consistent with that impression. No method has been devised that effectively eliminates halo errors, and research on alternative solutions still continues (King, Hunter and Schmitt 1980; Landy, Vance, Barnes-Farrell and Steele 1980). The second type of error central tendency, is characterised by an unwillingness by the rater to assign extreme ratings, both high and low. Leniency error, the third type of error refers to the reluctance on the part of many raters to assign favourable and unfavourable ratings. This results in ratings being bunched up towards the lower and upper ends of the scale. Both leniency and central tendency errors reduce the effective width of the

scale and make ratings less discriminative (Anastasi , 1982). An enormous amount of research has been conducted in an attempt to minimize the effects of these errors by using alternative evaluation schemes. A brief examination of the research demonstrates that the process of appraising performance is incredibly complex, with many opportunities for the ratings to be influenced by factors other than the performance of the ratee.

Researchers in the area of performance appraisal have concluded that a model is necessary before any significant advances can be made in understanding judgemental performance measures (DeCotiis, 1977; Kane and Lawler, 1978; Zedeck, Jacobs and Kafry 1976). Landy and Farr (1980) proposed a process model that suggests the effects of various components on the overall accuracy of ratings (see Figure 1). It is important to keep in mind that the goal of performance rating is to provide an accurate performance description of the ratee. In this model, it is represented as the box on the right hand side labelled "Performance Description". All the other boxes may be thought of as potential obstacles to accurate performance appraisal. They act as filters, systematically distorting the attempt by the rater to accurately describe the job-related behaviour of the ratee.

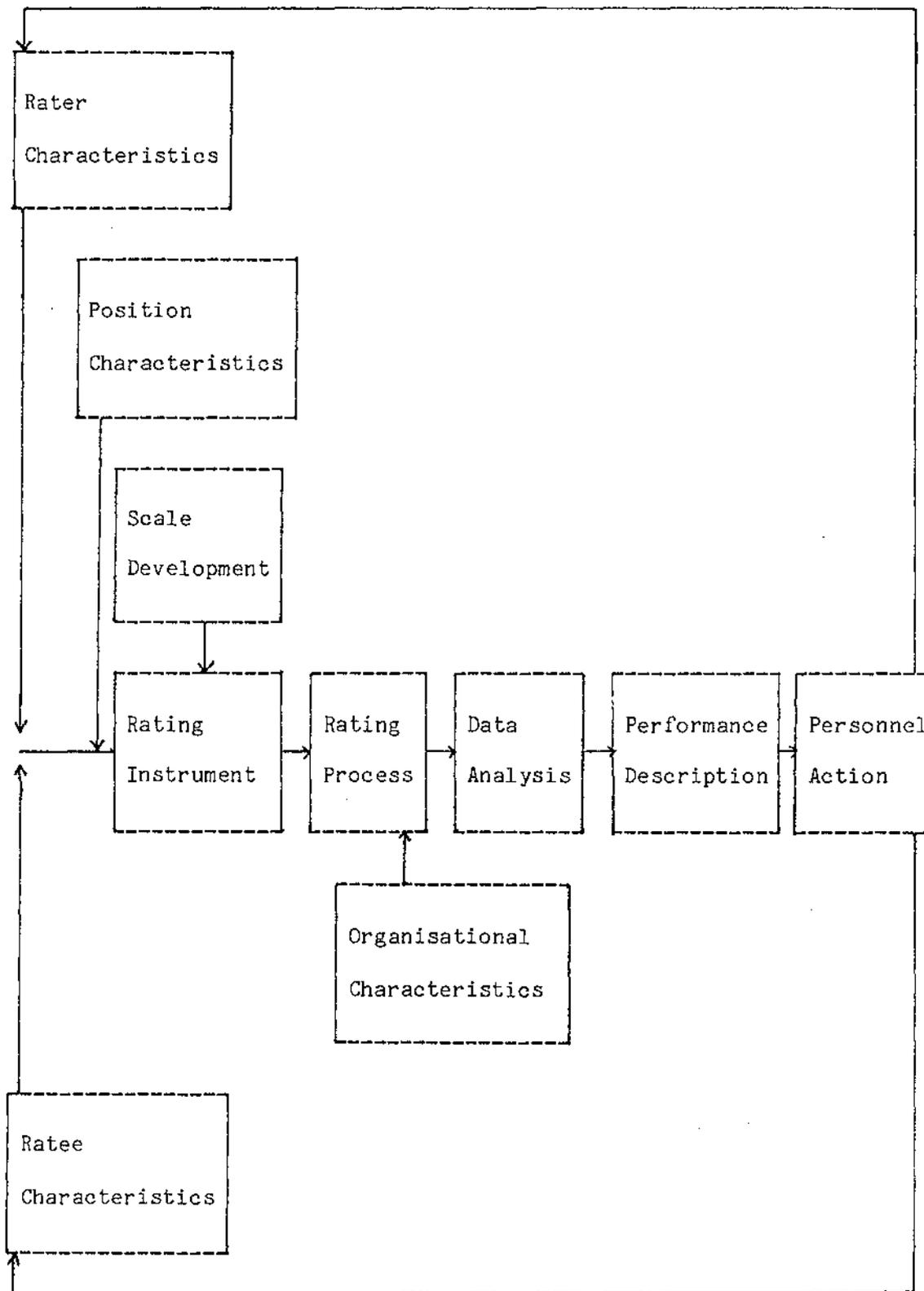


Figure 1: PROCESS MODEL OF PERFORMANCE RATING (Landy and Farr, 1980)

The model assumes that there are certain characteristics brought to the rating task that are properties of the ratee and the rater. For example, the rater introduces biases that may be related to age, sex, race, leadership style, personal relationship with the ratee, and so forth. In addition to the main effects of raters and ratees, there are undoubtedly interactions of rater and ratee characteristics. For example, DeJung and Kaplan (1962) and Hamner, Kim, Baird and Bigoness (1974) found that ratees who were the same race as the rater received higher ratings than ratees of a different race. Other rater-ratee characteristics that interact may include factors such as education, previous experience with performance rating, and tenure in the organisation. Several factors interact to influence the overall accuracy of performance description as seen in Figure 1. The position the person to be rated holds in the organisation is a factor that affects the choice and/or development of a rating instrument, and the purpose for which rating is done. It is not uncommon to see ratings used to make administrative decisions at one level in an organisation but used for counselling at another level.

A conceptually independent variable in the system is the instrument actually used to gather the performance information. Through a process of scale development, or selection, an instrument is identified that presumably is capable of helping raters make distinctions among ratees with respect to the various categories of behaviour. The scale development may involve developmental groups as in the case of the Behaviourally Anchored Rating Scales (BARS) methodology, or item analysis derived from a study of current employees, as in the case of

Summated Ratings or Forced-Choice Inventories. Regardless of the method of development, an instrument will be selected or constructed to produce judgements about performance. The component labelled rating process refers to the constraints placed on the rater by requests or demands. For example, when raters are faced with a short length of time to make a judgement about someone, individuals tend to use fewer sources of information and to weigh unfavourable information more heavily in making evaluations (Wright, 1974). The organisation in which the ratings are gathered might have certain characteristics that also influence the accuracy of ratings eg., turnover levels, part-time to full-time employee ratio, and seasonal variation in the work force. After ratings have been gathered, the data are analysed to produce accurate and reliable performance descriptions. Various analytic techniques have been shown to be more successful at reducing or eliminating rating errors than other techniques (Landy and Farr, 1980). The combination of all these elements discussed above produce a performance description. On the basis of this information certain personnel actions are implemented either actively or by default eg., selection systems are maintained or changed, salaries or work force levels are altered, employees are told of weaknesses and strengths.

While this model does not offer much in the way of an explanation as to why these elements may have adverse effects on the accuracy of performance appraisal, it does provide a view of the complexity of the rating process.

One area of performance appraisal that is particularly complex and important, is the rating of police men and women. The Police Service is one of the larger employers in New Zealand, and its performance needs to be carefully monitored to ensure the well-being and protection of society. In the next section an attempt will be made to look at the work that has already been done in the area of police performance appraisal. Difficulties that have been encountered in the assessment of police performance will be highlighted.

CHAPTER TWO

POLICE PERFORMANCE APPRAISAL

In this chapter the literature pertaining to police performance appraisal is briefly reviewed, with reference, wherever possible, to the police person on the street eg., the constable in New Zealand and the patrol officer in the United States. First, an understanding of the New Zealand Police Service is required.

The New Zealand Police Service has almost 5,500 sworn personnel and 650 civilian support staff. The police have sole jurisdiction for all crimes and offences, irrespective of where they are committed. The Police Service is a multi-level organisation structured in the form of a pyramid. At the Head of the Department is the Commissioner of Police and at the lowest level are constables, constituting over 75% of the work force.

The Police Service is organised into 16 districts, each under a Chief entitled the District Commander. District Commanders act relatively autonomously but are responsible to the Commissioner of Police at National Headquarters. The Commissioner is a career police officer appointed by the Governor-General on the recommendation of the retiring Commissioner and the Minister of Police. Police stations range in size from one-person units in the rural areas to District Headquarters

stations of up to 500 plus in the main centres (Cummings and Trendle, 1979).

Like most work settings police organisations have power, authority, influence, status, prestige, privilege and personal rights distributed through the service in a particular way (Gaines and Ricks, 1978). In many Police Departments, there are more of these things at the top than at the bottom of the organisation. To people in the community it is the uniformed constable, who usually walks the beat or drives a patrol car, who is the most visible, the most prevalent, and the most frequently called on representative of the nation's justice system. So we have the ironic fact that the constables who symbolize power and authority to the person on the street may share little of this in their own organisation.

The police, unlike many other complex organisations, do not manufacture a tangible product, the quality of which can be readily measured. Rather they render a service to the public, the quality of which - in terms of performance and success is extremely difficult to define and measure (Jones, 1980). Unlike the police, measurement of "service" is not difficult for some organisations which provide specific services to people eg., restaurants, hairdressers, and hotels, in that the quality of performance is measured individually by the customer or client. However, such an evaluation of performance cannot apply to the Police Service for two reasons. First, the police often provide a service which is unpopular with the client i.e. the enforcement of law. Secondly, the efforts of a police organisation tend not to be directed

at individuals, as such, but rather are aimed at serving society as a whole (Blau and Scott, 1963). Police agencies tend to measure their efficiency principally by using statistics which centre on the more tangible aspects of police work such as the type and extent of crime reported, number of arrests made and so forth. But there are other police duties which are difficult to measure such as those aimed at crime prevention. These include the maintenance of public order and a wide variety of duties which are broadly defined as the social tasks of the police. Social tasks include being providers of information, comfort, assistance, and relief (Jones, 1980). Therefore, it is difficult to evaluate police performance and define success.

As problems exist with the measurement of police organisational performance, so are there similar problems in appraising the performance of police officers. It is usually possible for a police agency to generate a great deal of data related to performance. These data are often referred to as productivity data (Vaugh, 1981) and include numbers of domestic disputes attended, arrests and conviction rates. Although productivity data reflect performance in part, they are not a valid basis on which to build an entire performance system (Hatry, 1972), as these statistics do not adequately reflect quality of performance. Countless factors such as the opportunity for arrests or for heroic action make it difficult to interpret these data (Shaffer, 1980). Furthermore, an officer may excel in one area that is easily quantifiable while at the same time perform poorly in an aspect of the job that can only be assessed subjectively (Lawther, 1984). Various errors have been made in the past such as citing the number of arrests

as the major criterion for evaluating the performance of the police (Shanahan, 1978). Constables spend most of their time on preventative activities, and performance of these activities must become more important in the total evaluation. Therefore, in appraising the performance of police officers there has been a move from concentrating on the "figures" orientation of police work towards an objective assessment of the personal qualities of individual police people eg., their ability to make good judgements. Jones (1980) states that in practice, the figures orientation which applies to the overall police organisation tends to permeate appraisal systems applied to police officers. This has been largely attributed to the fact that a "good police person" has not been well defined. As a result, supervisors tend to assess constables according to their enforcement statistics, which is reflected in the objective appraisal of their personal qualities.

Performance appraisal can be defined as both a process and method by which a police service obtains feedback and thus, provides guidelines for the effectiveness of its personnel. In general terms the process and method serve an auditing and control function by generating information upon which many departmental decisions are made. The New Zealand Police Service sees its performance appraisal system as having four objectives:

- (1) Development- To strengthen and improve performance by identifying strong and weak points in individual achievements, recording these as objectively as possible and providing

constructive counsel to each member who is reported on. To assist in identifying training and development needs.

(2)Stimulation- To stimulate self-improvement and provide incentives for better performance.

(3)Potential- To assist in identifying and assessing potential for promotion and placement.

(4)Supervisory Responsibility- To emphasize supervisory responsibility by requiring supervisors to periodically assess their staff (New Zealand Police Personal Reports: Manual of Guidance, 1984).

To ensure that all these objectives are met, an appraisal system that takes into account the multi-dimensional nature of police performance needs to be developed. The first step in a sequence designed to provide information about job performance is job analysis (Cordner, 1980). Job analysis seeks to describe the important elements of a job which differentiate it from other jobs. It requires knowledgeable individuals to describe the processes involved in the job or to make a series of judgements about specific activities and behaviours required to accomplish the job (Cornellius and Lynnes, 1980). Job related information provides the data not only for the performance appraisal but also for a wide range of personnel activities including selection, placement, manpower planning, establishment of organisational relationships, safety programmes and training (McCormick, 1976).

Job elements can be identified in several ways. Blum and Naylor (1968) listed nine different methods, including questionnaire and checklist methods; individual, observation and group interviews; technical conferences; diary method; work participation and critical incident methods. These methods may be thought of as variations on three general categories; (1) talking to workers (2) watching workers (3) playing the role of worker. Due to the nature of police work, the third category is not used to identify job elements.

There are two basic approaches to job analysis. They are known as the task-oriented approach and the worker-oriented approach (McCormick, Cunningham and Gordon, 1967). The task-oriented approach breaks jobs into elemental units called tasks. Although the definition of a task varies somewhat, the analysis invariably focuses on the work activity itself. The worker-oriented approach on the other hand does not examine task activity per se, but rather focuses on generalised human behaviours required to do the work. Because worker-oriented analyses are less tied to the technological aspects of the particular job, they produce data that are more useful in giving feedback to employees in the form of performance appraisal information (Landy, 1985).

Numerous task-oriented and worker-oriented job analyses have been performed at various levels of the Police Service in the United States. The heightened use of job analyses in the last fifteen years seems directly attributable to the legal requirement that selection procedures should be valid (Cordner, 1980). The general pattern of events has usually begun with a claim by the aggrieved parties that the

police selection process unfairly discriminates against their obtaining employment. Through the courts or Equal Employment Opportunity Commission (EEOC), the key issue has frequently been the job relatedness of the selection process. In order to examine the latter, a job analysis is performed to determine what the job actually is, and what requirements it makes of its workers.

Police job analysis have been largely neglected in New Zealand. To date only one job analysis has been carried out, and that was with constables (Robinson, 1982). This task-oriented analysis was achieved by having 240 constables, who had completed either 6, 18 or 30 months service, keep diaries of their actions over a five week period. Data were recorded in terms of frequency of duties performed, such as the number of calls to domestic disputes, number of arrests, etc. This job analysis could not be used for performance appraisal purposes because it did not generate descriptions of constable behaviour and behaviour patterns.

The most frequently used rating instrument by the police in the United States and in New Zealand are based on traditional judgemental methods and usually take one of two basic forms: rating or ranking (Whisenand, 1981). These appraisal methods are based on traditional descriptive forms of job analysis. The types of rating instruments commonly used in the police service are outlined below.

The Graphic Rating Scale, with its great variety, is the most common method of evaluating law enforcement employees (Knowles and

DeLadurantey, 1974). The scale compares constables with a standard. Typically it requires the rater to appraise a person on such traits as co-operation, initiative and attitude, using scale headings such as "excellent" "good" and "fair". This method is difficult to implement for three reasons. First, sergeants using the same instruments may interpret its scales differently and therefore would give disparate evaluations of the same constable's job performance because of the lack of objective criteria for anchoring those traits. Secondly, because the points on the scale are difficult to define, what is excellent to one rater may be average to another, resulting in scales with low reliability and validity. Thirdly, in assessing a person's traits, the supervisor gives the person a score on their personality rather than on specific desired characteristics of job performance. Goodale and Burke (1975) state that a supervisor, explaining to a subordinate why they have been given a low rating on a personality trait such as attitude, knows why it is so difficult to use personality traits as they provide little in the way of assistance to employees in improving performance.

The system used in the New Zealand Police Service to assess constable performance -Form 204- employs a type of Graphic Rating Scale (see Appendix A). Form 204 has three sections. In the first section constables are asked questions about their duties, level of their current performance and their preferences with regards to career development. In the second section sergeants are required to rate their constables on seven factors on an A - E scale and provide their comments on the first section. The third section is completed by a senior sergeant who reviews the ratings and indicates whether his

ratings of the constable are consistent with that of his sergeants. Constables are rated every six months for the first two years of their probationary period and thereafter every three years. Every constable gets a chance to see their rating form and discuss it with their sergeant. This was not the case with the previous police rating form which was discontinued in 1981. In this form constables were rated on 12 dimensions on either a five or ten point scale with a space for general comments at the bottom.

Graphic Rating Scales are extremely vulnerable to a variety of errors (refer Chapter One), because they define the qualities to be assessed and levels of such qualities in broad and global terms. Attempts have been made to minimize these common errors of rating by using alternative evaluation schemes such as Ranking Procedures, Pair-Comparisons, Checklists, Mixed Standard Rating Scales and Behaviourally Anchored Rating Scales (Landy, 1985).

The first of these, Ranking Procedure, requires people to be ranked from most effective to least effective. One of the problems of this method is the nature of the data that results from the ranking. It is of little use to know that an individual is ranked second out of thirty on some performance dimension unless you have some notion as to whether that represents poor, good or average performance. Another problem arises when, for example, Sergeant A's section is compared with Sergeant B's section. The lowest ranking constable in Sergeant A's section may be better than the highest rating constable in Sergeants B's section. A further criticism is that the ranking is usually done

on one overall suitability category rather than on separate performance dimensions. When more than one dimension is used, ranking may suffer from halo error to the same degree as rating scales (Cummings and Schwab, 1978). Therefore this method is not easily adaptable to an equitable compensation and reward system and not very useful for counselling and training purposes (Wiatrowski, 1985).

In the Pair-Comparison procedure instead of simply ranking people on an absolute basis, each individual is paired with every other individual, and the rater must choose the best member of each pair. The individual's score consists of the number of times he or she was chosen as the best of a pair. The number of resulting pairs can be calculated from the formula $n(n-1)/2$ where n =number of people to be evaluated. This method has similar disadvantages to that of the ranking procedure. Pair-Comparisons can become quite tedious if a large number of people have to be evaluated. In addition, the individual department can never determine the absolute effect of a training or motivation programme on performance since there is no information about the relative or absolute levels of performance. It has also been noted that when constables are appraised by this method, the younger ones, due to their inexperience tend to be placed lower - with the probability that they become discouraged (Shanahan, 1978).

A further type of rating instrument is the Checklist. With this method a list of descriptive statements about effective or ineffective performance on a specific job is assembled. Each descriptive statement is given a weighted score. The rater, unaware of the scores, is

required to check off those statements which apply to an employee (Wiatrowski, 1985). The scores obtained from the numerical ratings are then totalled up. In the Checklist approach the rater is not required to check any of the statements, therefore items that have high social desirability but say little about performance are checked. In an effort to avoid non discriminatory responses and possibly to identify those raters who give socially desirable responses, an effort was made to introduce socially desirable items into the evaluation procedure (Landy, 1985).

A variation of the Checklist is the Forced Choice Format. This format has been used with the Ohio State Highway Patrol since 1960 (Landy, 1974). In this approach the rater is presented with a group of statements that have been assessed for social desirability as well as for their ability to discriminate good from poor performance. The rater is usually required to pick from four statements, two that best describe the ratee, or alternatively pick the statements most and least descriptive of an individual. Since the rater must choose two statements, and it would be difficult to choose both the desirable and undesirable items, at least one discriminating item is chosen. The forced-choice format was originally introduced in an attempt to reduce and control leniency error. One of the main problems with this method is that the rater does not know the scale values of the items chosen, and therefore does not have a basis for appraisal feedback to the ratee. Another disadvantage is that the rater is required to make "all or none" judgements as to whether or not a phrase applies to a ratee so that the rater is not allowed to specify the degree to which the

various phrases pertain to the person being rated (Cummings and Schwab, 1978).

The Mixed Standard Rating Scale (MSRS) is a variation of the rating format and was introduced by Blanz and Ghiselli (1972). In this procedure items that discriminate between good and poor performance are obtained from experts (usually supervisors). These items are chosen to form a scale for each performance dimension. Three items representing good, average and poor performance are chosen. These items are randomly mixed with items from scales measuring other dimensions. The rater assesses each example of a person's behaviour and decides whether the individual is "better than the statement", "worse than the statement" or "does the statement fit the ratee". The logic for this format was derived from earlier research which indicated that halo and leniency errors are reduced when ratings are not made on an obvious scale. One of the strengths of this method is that it identifies raters who are not using the scale as it was intended.

Another type of rating scale called the Behaviourally Anchored Rating Scale (BARS), was introduced by Smith and Kendall (Smith and Kendall, 1963). They developed a procedure for constructing a performance scale based on work with critical incidents (Flanagan, 1954). Critical incidents are examples of behaviour that appear critical in determining whether performance is good, average or poor. The identification of these critical incidents and the grouping of the behaviour which these incidents represent is called job analysis, as described earlier. The logic of the procedure is that anchors on rating scales should be

statements that discriminate the good from the poor performer. These statements are derived from people who are familiar with the job in question. The procedure for producing BARS satisfies many purposes simultaneously. The identification of dimensions crucial to performance, their definitions, and adequate examples of these dimensions is the equivalent of a worker-oriented job analysis (Whisenand, 1981). While the Behavioural Anchoring process is cumbersome, expensive and time consuming, it provides a sufficient set of checks and balances at every step to ensure a reasonably good job analysis. BARS is similar to the MSRS in that it consists of behaviourally based statements which have high relevance to task performance. The MSRS differs in that it includes only three anchors representing excellent, average and poor performance for a particular dimension and usually includes a larger number of dimensions (Loar, Mohrman and Stock, 1982).

It is assumed that raters will make more accurate and reliable judgements about the level at which their employees are performing if they are provided with descriptions of the kinds of behaviours characterising effective and ineffective performance on each performance dimension (Barnes-Farrell and Weiss, 1984). Behaviourally based, job related appraisal systems offer the prospects of improved objectivity, reliability, validity and acceptance by both employees and supervisors (Rossinger, Myers, Levy, Loar, Mohrman and Stock, 1982).

To construct BARS, groups of workers and/or supervisors are gathered together in an attempt to identify and define all of the important

elements necessary for successful performance on a particular job. A second group takes the elements as they have been defined by the first group, and provides examples of high, average and low performance. Then a third group is given a list of each of the elements and a randomized list of each of the examples provided by the second group. It is asked to allocate each example to the category they feel it represents. This is known as "retranslation". If examples cannot be allocated to the factor for which they were written, they do not represent unambiguous anchors and are not used. A fourth group then considers each of the examples that survive the retranslation and places a scale value on them, indicating the level of performance they feel each example represents. The means and standard deviations are then computed, and items are chosen for the final scale if they have: (1) mean values that provide anchors for the entire scale (2) low standard deviations. If an item has a high standard deviation it indicates that judges cannot agree on the level of performance that the example represents, and if they cannot agree the eventual raters will also probably disagree. The item is then discarded because the level of performance it represents is not clear.

The Smith and Kendall format sought to define, clarify and operationalize the implicit rating process of the rater. The purpose was to encourage observation and explicit formulation of the implications and interpretations of behaviour (Bernardin and Smith, 1981). The main emphasis of BARS is to enhance future observations, which distinguishes it from other approaches such as forced choice, summated and simple graphic scales. The approach is designed to

facilitate a common frame of reference in observers to ensure they look for the same kind of behaviour and interpret it in essentially the same way. The use of BARS throughout an appraisal period should reduce the idiosyncrasies in a raters perceptions as they observe the same or similar ratee behaviour. Thus the idea is to foster valid stereotypes of effective and ineffective performance prior to observation. In addition, the sequence provides an opportunity to verify and validate the summary ratings by individual raters that are made after lengthy performance periods (Bernardin, 1979).

According to Smith and Kendall (1963), BARS has two major advantages in that rater commitment and acceptance of the rating process are facilitated, and more relevant performance dimensions are generated. It differs from other rating instruments in that it assesses behaviours not traits. The subjective nature of rating systems, as discussed earlier, which judge traits as "all or none" judgements making them subject to litigation, is sharply reduced in the use of BARS (Jacobs, Kafry and Zedeck, 1980). One of the main disadvantages of BARS is the time and expense associated with writing and scaling incidents for each dimension. Although there has been an abundance of empirical comparisons between BARS and other rating formats (Schwab, Heneman and DeCotiis, 1975; Bernardin, 1977; Kingstrom and Bass, 1981), unfortunately the BARS format and its rating procedures have not been subjected to methodological scrutiny. The literature shows that BARS is often constructed haphazardly with a number of different formats being used. Therefore, it is virtually impossible to compare BARS with other scales until such time that studies adhere to an empirically

supported methodology (Kingstrom and Bass, 1981).

Several BARS have been developed for various levels of the Police Service in the United States (Landy, 1974; Berner and Kohls, 1976; Dunnette and Motowidlo, 1976). Dade County in the United States has used BARS to evaluate patrol officers since 1975. After the BARS procedure had been operating for a year, a sample of 300 old ratings and 300 new ratings from the personnel folders of patrol officers were examined to determine if the new scales discriminated between the performance of officers better than the old graphic rating scales. The old scales showed no variation across performance categories; approximately 96% of the ratings were "satisfactory". The new BARS form showed much wider variation; the standard deviations for the ratings were approximately 1.65 on all dimensions (computed on a nine point rating scale), indicating a full use of the scale values. These results suggest that supervisors could better describe the strengths and weaknesses of patrol officers with the new scales.

It appears that the behavioural approach to performance evaluation has much to recommend it for the rating of police officers. First, the scales are couched in the terminology of law enforcement personnel rather than that of city administrators which is so often the case. Secondly, the scales are behaviourally anchored and task specific. This gives supervisors the opportunity to discuss, with subordinates, their behaviour in terms of actual behaviours. While BARS serves to accurately document past performance, it can also be used as a stimulus to direct future efforts. Finally, the scales have the potential for

guiding training programmes. The behaviours on each dimension can be referenced to define the types of activities which represent both very effective and ineffective performance. This approach can be applied to constables wishing to improve their skills by setting specific goals based on the scales or to probationary constables, to gain a better understanding of what is expected of them when they leave training college and hit the streets.

In an attempt to further improve the measurement of police officer performance, members of the public in Los Angeles who had been in contact with the police were interviewed (Wycoff, 1982). A sample of citizens who had requested police service were called and asked a series of standard questions about the service they had received. The caller would determine how long the citizen perceived the response time to be, how long the officer was perceived to be at the scene, what actions the officer took, the manner of the officers behaviour toward the citizen, and the citizen's reaction to the officers handling of the call. Telephone "follow ups" constituted a standard component of officer evaluation and are routinely conducted by groups of supervisors who might be assigned these duties. The major problem with this approach is that the public's perception of police performance may not be objective. It raises the question as to whether the public is sufficiently knowledgeable about services to judge performance.

Stipak (1979) presented data showing that citizens' reported satisfaction with police services in the Los Angeles are only weakly related to "objective" measures of those services. Using follow up

survey interviews to obtain citizens' views of their recent contacts with police may be a good way of monitoring the quality of police community relations. However in addition to the associated expense, officers may feel threatened and resist its implementation, or undercut it by refusing to report contacts that would reflect poorly on them (Mastrofski, 1982).

Police officer peers have also been called on to help improve the measurement of performance in the form of peer ratings. In a recent study of a medium sized police department, supervisors rated subordinates significantly lower than the subordinates rated peers (Jacobs, 1981). One interesting problem arises whenever the supervisory - peer rating difference is observed. The question is raised as to which of these two sources represents the "true" level of performance?. The use of fellow police officers to evaluate each other has long been scorned due to the belief that such evaluations are nothing more than popularity contests. This belief, however, has been proven incorrect through research in other organisations where peers have been used to appraise performance (Hollander, 1956; Love, 1978; Kane and Lawler, 1978). This research indicates that peers can contribute accurate and unique information regarding the work performance of their colleagues.

In conclusion, solving the dilemma of choosing an appropriate performance appraisal method is not easy. Police work, like other professions, is characterised by a high degree of uncertainty and complexity. The police are required to perform a wide range of

difficult and often dangerous tasks. Although some tasks seem routine and almost mundane, others require an officer to appraise a situation and correctly apply procedures or principles to reach a solution. Transporting a prisoner to jail is quite different from defusing a domestic squabble, yet constables are required to perform both types of tasks. Therefore any valid performance appraisal system must be sensitive to the wide range of task complexity. In the following chapter, Berner and Kohls' (1976) study of patrol officers in the United States is reviewed as well as outlining the aims and objectives of the present study.

CHAPTER THREE

OVERVIEW OF PRESENT STUDY

This study is concerned with how sergeants combine information about constables in order to make decisions or judgements concerning their overall performance. This decision making process is not unique to the police. Decision makers in many professions are frequently required to integrate information from several sources to reach a decision or judgement. For example, a stockbroker may combine information concerning a company's sales trend, shares outstanding, dividends, profits, etc., when deciding whether to recommend a stock. Court judges must pass sentence using information on severity of crime, defendant's past record, sex and age of defendant, etc. In both these cases, the expert must combine multiple sources of information to make a final decision or judgement.

One method frequently used to identify judgemental policies accurately and objectively is known as "policy capturing" (Taylor and Wilsted, 1974). Policy capturing involves presenting subjects with sets of multicue profiles, each profile representing a person, and requiring the subject to make some response based on the information in each profile. Policy capturing analyses judgements and cues and builds a model, which, through multiple regression or analyses of variance techniques, weights the cues according to their actual influence in the decision (Gorman, Clover and Doherty, 1978). Such techniques determine

the implicit weighting a judge or rater gives to each performance element in the overall assessment of others.

To capture rating policies, subjects are asked to deal with sheets of paper which are supposed to represent real people. The use of paper people does have advantages. For example, if a researcher is interested in capturing a rater's policy, they can simply generate cue profiles for an appropriate number of hypothetical ratees and present them to the rater. Generation of hypothetical ratees also allows the researcher to manipulate dimensions such as order, means, variances, cue intercorrelations, etc., and to present common sets of profiles to each rater (Gorman, Clover and Doherty, 1978). In areas such as medical or psychiatric diagnoses, generation of hypothetical patients permits investigations of a judge's behaviour in situations which might otherwise occur too rarely for appropriate analysis.

While the use of paper people has advantages, there are potential weaknesses, especially when a rater normally has contact with the ratees. In such a case, the extent to which the use of paper people can be considered representative is unknown (Brunswick, 1952). There are many unanswered questions with respect to the differences in the behaviour of a judge or a rater in response to real versus paper people. For example, what impact does the interaction with a real person have on a judge's use of existing paper cues?. Will the interaction cause the judge merely to add new information to the paper cues or will the perception and use of paper cues be altered in light of other cues available as a result of personal interaction?. Will the

interaction with a real person "soften" the judge so that ratings become more lenient than in the impersonal evaluation of paper people?.

Much of the work concerning judgement making and information processing can be divided into a number of different research paradigms (Slovic and Lichtenstein, 1971). These paradigms cover a wide range of approaches i.e., regression (Hoffman, 1960), Bayesian (Edwards, 1966), process-tracing (Kleinmuntz, 1968), multidimensional scaling (Wiggins, 1972), signal detection theory (Green and Swets, 1966). The methodology favoured in the present study was the regression approach, because of its ability to capture swiftly, using reasonably straight forward methodology, the judgemental policies of groups of individuals.

The regression approach is so named because it uses multiple regression techniques to develop algebraic models that describe the method by which individuals weight and combine information (Hoffman, 1960). Using this method, the rater makes quantitative evaluations of a number of ratees, each of whom is defined by one or more criterion elements, each of which in turn has several possible levels. For example, a rater has a ratee, A, who is high on criterion elements such as organisational ability, low on communication ability, and average on leadership ability. Ratee B is low, low, and high on the same three elements. The rater provides some overall assessment of A and B. If there are a sufficient number of ratees for whom the rater must provide an overall judgement, and each of the ratees is described by the same set of elements (though at different levels), then a regression equation can be developed for a rater which describes his/her

idiosyncratic method of combining and weighting information (Zedeck and Kafry, 1977). The mathematical model represents the policy of the rater. The relationship between each of the criterion elements and the overall assessments (validity coefficients, b and beta weights) identify the subtle and inferential processes of the rater. That is, the coefficients identify the relative degrees of importance of the criterion elements as they influence the rater's decision. In sum, the key aspect of the procedure is that the rater has not been requested to explicitly state his/her subjective assessments of the importance of the criterion elements. Instead, the main focus is on the overall assessment made by the rater. The importance of the elements is inferred from the analytical results; objective weights are computed for the rater based on his/her overall assessment of each ratee.

The development of the regression paradigm has followed two streams. One stream has focused on the judge where the goal is to describe the judge's idiosyncratic method of combining and weighting information by developing mathematical equations representative of the combinational processes.

The other stream developed out of the work Egon Brunswick (Brunswick, 1956) whose philosophy of "probabilistic functionalism" led him to study the organism's successes and failures in an uncertain world. Brunswick's main emphasis was not on the organism itself, but on the adaptive interrelationship between the organism and its environment. Thus, in addition to studying the degree to which a judge uses cues, he analysed the manner in which the judge learned the characteristics of

his/her environment. He developed the "lens model" to represent the probabilistic interrelations between organismic and environmental components of the judgement situation.

The theory underlying the regression paradigm assumes that most judgements depend on a mode of thought that is quasi-rational, that is, a synthesis of analytic and intuitive processes (Coombs, 1974). The elements of quasi-rational thought are cues (attributes) their weights, and their functional relationships between (linear and nonlinear) to both the environment and the judge's responses. Brunswick's lens model and multiple regression analysis are used to derive equations representing the judge's cue utilization policy. Judgemental performance is analysed into knowledge and "cognitive control" the latter being the ability to employ one's knowledge consistently (Hammond and Summers, 1972).

Numerous investigators have identified the judgemental policies of a wide range of people (see Table 1). Linear equations have accounted for most of the predictable variance in these complex judgements. The coefficients of these equations have provided useful descriptions of the judge's cue weighting policies and have pinpointed the sources of interjudge disagreement and nonoptimal cue use.

The various cues or factors that are used to make a judgement or decision, are not usually equally important and judges do not weight them equally. Large individual differences among weighting policies have been found in almost every study that reports individual equations

TABLE 1

STUDIES THAT HAVE CAPTURED JUDGEMENTAL POLICIES

AUTHORS	RATERS
Phelps and Shanteau (1978)	Livestock raters
Dawes (1971)	Graduate school performance
Marques, Lane and Darfman (1979)	Teachers
Naylor and Wherry (1965)	Air Force supervisors
Taylor and Wilsted (1974)	Air Force supervisors
Zedeck and Kafry (1977)	Nursing supervisors
Hamner and Carter (1975)	Business managers
Ashton (1974)	Auditors and accountants
Libby (1975)	Loan officers
Einhorn and Koelb (1976)	Literary critics
Louviere (1974)	Trout hatchery employees
Slovic (1969)	Stockbrokers
Hoffman, Slovic and Rover (1968)	Radiologists
Ebbenen and Konecni (1975)	Court judges

(Slovic and Lichtenstein, 1971). A striking example of individual differences in a task demanding a high level of expertise comes from a study of nine radiologists by Hoffman, Slovic, and Rover (1968). The stimuli were hypothetical ulcers, described by the presence or absence of seven reontgenological signs. Each ulcer was rated according to its likelihood of being malignant. There was considerable disagreement among radiologist's judgements as indicated by a mean interjudge correlation across stimuli of only 0.38. A factor analysis of these correlations disclosed four different types of judges, each of which was associated with a particular kind of policy equation.

Past research seems to indicate that judges or raters may be limited in their ability to combine and use information from several sources. Experts have been reported to use only a portion of the relative information available to them. For example, stockbrokers have been found to use six to seven factors of information (Slovic, 1969), radiologists two to six factors (Hoffman, Slovic and Rover, 1968), and court judges one to three factors (Ebbenen and Konecni, 1975). In each case, much more relevant information was available. This implies that important decisions may be reached without adequate attention to all relevant information (Phelps and Shanteau, 1978).

After regression equations have been computed for each rater, a number of studies have fed back the equations to the raters. This is done for training purposes with the training objective of making raters more consistent in their assignment of weights to performance factors (Smith, 1976). Studies that have focused on the effectiveness of the

feedback training have produced mixed results (Schmitt, 1976). Recently, training has focused on improving interviewers' predictive validity in the selection interview (Dougherty, Ebert and Callender, 1986). The training programme emphasized information uniquely available in the interview, methods for eliciting information on certain rating dimensions and ways of encouraging the applicant to do most of the speaking to maximize the information gained. The interviewers' predictive validities and consistency(R^2) increased after training. Increased predictive validities possibly reflects increased use of information gathered in the interview, or alternatively, a higher quality of information content.

Thus far, the weighting policies that have been discussed are assessed by fitting a regression model to the judges' responses. They are thought of as "computed" or "objective" policies. Judges' "subjective" policies have also been assessed in a number of studies. These weights are determined by having the judges describe the relative weights they assign each performance factor when deciding on an overall weighting of performance. The correspondence between the "subjective weights" and the computed weights serves as an indication of the judges or raters self insight into their own rating policy. The typical comparison of subjective and objective weights have involved either an "eyeball" comparison or at best a rank order correlation between the two sets of weights (Schmitt and Levine, 1977).

Comparisons of objective and subjective weighting policies have consistently shown that statistical and subjective indices of judgement

policies disagree (Hoepfl and Huber, 1970; Hoffman, 1960; Oskamp, 1962; Pollack, 1964; Slovic, 1969; Slovic, Fleissner, and Bauman, 1972; Zedeck and Kafry, 1977). One type of error in self insight has emerged in all these studies. Judges strongly overestimate the importance they place on minor factors (ie., their subjective weights greatly exceed the computed weights for these cues) and they underestimate their reliance on a few major factors. Subjects are apparently quite unaware of the extent to which their judgement can be predicted by only a few factors. A number of studies have shown that three factors usually account for more than 80% of the predictable variance in the judges' responses. The most important factor usually accounted for more than 40% of the variance (Zedeck and Kafry, 1977). In general, the objective weights indicate a more efficient system in that fewer elements are needed to explain decision variance than is the case with subjective weights.

Shepard (1964, p.266) presented an interesting explanation of the subjective underweighting of important factors and overweighting of minor cues. He hypothesized that;

"Possibly our feeling that we can take into account a host of different factors comes about because, although we remember that at some time or other we have attended to each of the different factors, we fail to notice that it is seldom more than one or two factors we consider at any one time".

The purpose of the present study was to capture the rating policies of sergeants in the New Zealand Police Service. The information processing strategies of sergeants were explored to determine the performance factors influencing overall assessments of constable and the weightings they are assigned. Another aspect of the study was to compare sergeants' subjective and objective weighting policies.

The present study partially replicates, where applicable- taking into consideration the different structure of the police organisations, Berner and Kohls' (1976) evaluative study of patrol officer performance appraisal measures in the United States. Their main objective was to assess how raters (sergeants) combine information about their patrol officers to arrive at overall ratings. The objectives of the present study were:

- (1) Identify those performance factors presently being utilized to assess constable performance.
- (2) Calculate the weightings sergeants assign constable performance factors.
- (3) Identify any differences in results between the New Zealand and the United States study.
- (4) Compare the performance dimensions currently used in the police 204 performance appraisal form with the factors derived in the study.

(5) Compare sergeants' objective and subjective weighting strategies of constable performance factors.

Berner and Kohls' study in relation to the present study

Berner and Kohls' study was part of a six component selection study conducted by the State Personnel Board of California, during the period August 1973 through to December 1974. A total of 96 police departments, 68 city departments, 29 county departments and nine university departments participated in the study. They used "Policy Capturing" to determine indirectly how sergeants in the State of California actually combine, process, or integrate information to form overall assessments of their patrol officers. In order to implement this method the project was conducted in six major steps or phases. The following is a description of the method and results of each project step.

The first step was to determine the full range of performance dimensions considered relevant to the evaluation of patrol officers. A questionnaire was mailed to each of the 96 participating departments for the purpose of establishing what performance dimensions they consider to be important. Results from job analyses carried out for the New York City Police Department, the Chicago Police Department, the Selection Consulting Centre in the State of California, and many others formed the basis for the questionnaire. Thirty three potential performance dimensions were identified for inclusion. Participating departments were asked for their opinion on whether the dimensions were

a current consideration for success, an appropriate consideration for success, and whether changes needed to be made to the dimension's definition. As a result of this process, all 33 original dimensions were retained and two additional dimensions emerged (see Appendix B).

Using the performance dimensions identified in the first step, the second step of the project was devoted to the construction and administration of a performance appraisal instrument for the purpose of obtaining performance ratings of Californian patrol officers. Sergeants were required to rate a number of their patrol officers on the 35 dimensions. Each dimension was placed on a nine point scale from Frequent or Serious problems to Highest Achievable Performance. Over 800 patrol officers were rated on the 35 performance dimensions .

In the second step, factor analysis was used to determine whether the 35 performance dimensions were separate and distinct (i.e, are there really 35 unique areas of performance?). A Principal Components Factor Analysis was performed on the appraisal data. Nine factors were extracted (see Appendix C). The factors were then rotated to obtain four different solutions (one orthogonal and three with varying degrees of factor interdependence). The oblique solution which permitted the factors to correlate mildly ($\Delta=1.00$) was chosen as the most interpretable solution. The nine factors are :

- (1) Practical Judgement and Problem Solving
- (2) Disciplinary Actions and Valid Complaints
- (3) Orientation to Work
- (4) Physical Ability

- (5) Mental Ability
- (6) Operation of a Motor Vehicle
- (7) Recognition for Outstanding Job Performance
- (8) People Orientation
- (9) Knowledge of Equipment and Procedures

All but four of the original 35 dimensions entered into the nine identified factors. These four were Integrity and Personal Ethics, Desire for Self - Improvement, Knowledge of Overall Assignment, and Demeanor. The nine factors account for 77% of the variance which occurred in the performance ratings of the 800 patrol officers rated. Stated another way, 77% of the variance in the ratings of the 800 patrol officers can be represented by variations on these nine factors.

The next steps in the project were designed to capture rater policies of success, and thereby provide answers to the following questions: (1) Can a rater's definition of success be described or captured? (2) What are the similarities and differences among departments with respect to their definition of successful performance? (3) Is there a systematic method for exploring these differences and understanding their nature?.

In the third step, each jurisdiction provided a behavioural example of seven different levels of performance on each of the nine factors. For example, a statement representing above average performance for the factor of People Orientation was "Continually uses right approach (e.g., low key vs. assertive) to solve interpersonal problems". The

behavioural statements generated by the jurisdictions were edited by the selection consultations staff. Statements which did not meet the criteria of a high level of clarity, good grammar and the expression of a single thought were eliminated. The remaining statements were put in the form of a questionnaire which was presented to a panel of consultants. Panel members reviewed the statements in order to verify that the statement was, in fact, an example of behaviour for a particular factor and they were asked to indicate what level of performance (on a nine point scale) is indicated by each behavioural statement. The original seven point scale was expanded to nine to reduce the difficulty of classifying such a large number of items. The items for which agreement was reached were retained.

In the fourth step, the behavioural statements were used to construct 60 different hypothetical descriptions of patrol officer performance. Each hypothetical officer was described as possessing a different combination of strengths and weaknesses on the nine performance factors. In each description there were nine behavioural statements - one for each factor. An example of a hypothetical patrol officer is provided below.

This officer tends to complete investigations and paperwork as needed to satisfy his basic responsibilities while leaving the follow up for others to complete. He has received more than the average number of disciplinary actions and valid complaints. Although he exercises, he has no set schedule. He was detailed

to a shoplifting call and handled the assignment properly without supervisory help. He is qualified to instruct deputies in the use and maintenance of firearms and other police equipment. He makes serious mistakes in reporting, occasionally "blowing" the case because of errors. He is an experienced driver and has had no accidents during his tenure. Upon observing a fellow officer using undue force and abusing a suspect of a minority race, he stepped in and took control of the situation. Later he took appropriate corrective action to prevent a recurrence of the situation.

Scale levels for each of the nine performance factors were chosen by means of a computer algorithm, which specified that the intercorrelations between factors was to be zero. Sergeants were asked to rate the overall performance of each officer on a nine point scale from "poor" to "top notch". They were also required to answer some questions relating to their personal history. This information was collected for the purposes of determining whether any significant differences exist in rater success policies, as a function of rater or departmental variables. Three hundred and forty five questionnaires were returned from 67 of the 96 participating jurisdictions.

In the fourth step, multiple regression analysis was used to determine the relative importance placed by the rater on each performance factor. Results of the multiple regression showed that, in general, raters placed the greatest importance on the following factors in order of decreasing importance; Practical Judgement and Problem Solving, People

Orientation, Orientation to Work, Mental Ability, Disciplinary Actions and Valid Complaints, Knowledge of Equipment and Procedures, Recognition for Job Performance, Physical Ability and Operation of a Motor Vehicle. Results showed that the first four factors were by far the most important (see Appendix D). The R^2 values of the regression equation were fairly consistent with the largest R^2 being 0.84, the smallest 0.39, and the average 0.70. This indicated that the raters were fairly consistent in the weights they assigned the factors across the 60 hypothetical protocols. Results were reported for a random sample of 100 sergeants.

A statistical technique known as the Judgement Analysis Technique (JAN) was used to identify groups of raters which differed significantly with respect to the relative importance they placed on the nine performance factors. This procedure groups raters into clusters on the basis of the homogeneity of their regression equations which, in turn, are used to predict the single criterion measure, overall effectiveness, from a number of criterion elements in such a way as to minimize loss in predictive efficiency (Naylor and Wherry, 1965). No significant rater group differences were found.

The present study, as mentioned earlier, has the same general aim as the American study in that it is concerned with how sergeants assess information about various criterion elements for a constable in order to form an overall evaluation. This study improves on Berner and Kohls' study which had some methodological problems. The changes to the original study are as follows.

A seven point scale is included in the second step instead of a nine point scale. In this step sergeants are required to rate their subordinates on several performance dimensions. The scale is reduced by two because research has shown that the reliability of ratings decreases with less than three, or more than seven response categories (Finn, 1972). It is suggested that the rating format should require the rater to use one of a limited number of response categories, that should be less than nine (Landy and Farr, 1980).

A further change to the rating scale is implemented in step four. In this step the seven point scale used to derive the behavioural statements, is reduced to a five point A to E scale, with 'A' representing Outstanding Performance and 'E' Unsatisfactory Performance. In the "retranslation" process the 67 hypothetical constables are rated on this five point scale. The A-E scale is an improvement on the seven point scale because sergeants currently use it to rate constables (see Appendix A). Use of scales that sergeants are familiar with helps ensure the rating process is as realistic as possible.

Although the content of performance appraisal instruments vary somewhat in the United States, Berner and Kohls' (1976) provided an example of a "composite" rating device which was characteristic of the police performance devices currently in use. No nine point scale that they used to evaluate officers in step five, could be found on the form, but rather a five point alphabetical scale is used. This widens the simulation gap between the real life practice and the experiment by not

taking into account sergeants' current means of rating officer constructs. It is important when attempting to capture reliable ratings by using paper people, to create a situation that is as close as possible to regular practices (Gorman, Clover and Doherty, 1978).

In the fourth step- the construction of hypothetical constables- the American study used nine values for each factor, while the present study uses only three. These values are A, C and E which represent effective, average and ineffective behaviours which serve as the criterion elements or cues by which to describe constables. The procedure of using three cue values (two extreme and a middle value), has been used effectively in previous studies and ensures that the analysis is not unnecessarily complicated (Zedeck and Kafry, 1977).

In the second step, Principal Components Analysis with varimax rotation was used. The factors therefore did not correlate as in the United States study. As several researchers have concluded, it is more difficult to interpret factors if they are correlated (Dudycha and Naylor, 1966; Schenk and Naylor, 1968; Schmitt and Levine, 1977).

In the fourth step, unstandardised regression weights (b weights) were used instead of standardised regression weights (beta weights) as in Berner and Kohls' study. There was no need to use standardised regression weights because the same scales were used for both the dependent and independent variables. B weights represent the raw data and can be directly manipulated. Also, since most dimensions along which people are required to make judgements are intercorrelated, the

use of standardised regression weights is undesirable because of their instability (Schmitt and Levine, 1977).

The grouping of sergeants into clusters as detailed in Berner and Kohls' study was not the intention of this study. Rather the aim was to calculate the relative importance of each factor to the sergeants, to estimate the variability across factors, and to compare sergeants' subjective and objective policies. The clustering of sergeant's rating policies by the JAN technique was regarded as an unnecessary exercise. Determining the extent of the variability of different rating policies can be obtained by inspecting sergeants' multiple regression equations, making the JAN procedure somewhat redundant. Any tendency towards a greater similarity of policies would be apparent from changes in the b weights. The JAN technique is also potentially invalid because R^2 on which the technique is based is not a very stable statistic. The combining of the sergeants' regression equations is also problematic because this would compromise the independence of the data which is an assumption for Multiple Regression which should not be transgressed.

The original study was also expanded by having sergeants estimate how much weight they assign various performance factors when they rate constables. Regression weights could then be compared with subjective weights to assess the sergeants' ability to describe their own decision policies.

The following hypotheses, encompassing the general questions posed for the present study, were generated.

HYPOTHESES

(1) That sergeants do not use all the performance factors available to them when rating constables.

(2) That sergeants as a group do not use the same performance factors and weights when rating constables.

(3) That sergeants' regression weights differ from their subjective weights when describing their own decision policies.

CHAPTER FOUR

METHOD

SUBJECTS

Sergeants and constables in the New Zealand Police Service were used as subjects. Sergeants qualified for inclusion if they were currently in charge of a section, which resulted in the supervision of constables. Palmerston North sergeants were used as a reference group in two of the four steps, due to their proximity to the experimenter and familiarity with the tasks of constables. Sergeants in Palmerston North are more likely to be familiar with constable tasks than sergeants in larger cities because their sections are smaller, consequently, they are able to observe the work of the constables more closely. Sergeants with larger sections have a more administrative role and are less able to observe the work of constables. Precise numbers and details of the subjects used in each particular step are outlined below.

Experimental Steps:

STEP ONE

The performance dimensions considered relevant and important for the evaluation of constables were derived in this step. Two male constables from Palmerston North, who had completed their probationary

period of two years, were interviewed about their duties. Robinson's (1982) job analysis of constables, which documented the frequency of constable activities, was used as a framework for the interview. The performance dimensions arrived at in Berner and Kohls' (1976) study also served as a means for generating questions about their role as constables. The constables were interviewed for two hours and 30 minutes. Thirty four dimensions describing constable performance were identified and included in a questionnaire (see Appendix E). The questionnaire sought information on whether the dimensions were currently being used to evaluate constables, and if the dimensions were appropriate for the evaluation of constables. Information was also sought on whether the definitions of the performance dimensions needed to be redefined.

The questionnaire containing the 34 performance dimensions was administered to four male sergeants from Palmerston North. Their experience as sergeants ranged from four months to six years (mean= 2.9 years). As a result of this process, the original 34 performance dimensions were reduced to 26. There were numerous suggestions for changes in the definition of dimensions. The meeting lasted two hours and 45 minutes.

A second meeting was held with the same four sergeants, to show them the reconstructed performance dimensions, and to see if any further changes needed to be made. As a result of this process, all 26 dimensions were retained. The meeting lasted an hour.

STEP TWO

A performance appraisal questionnaire was constructed containing the 26 dimensions identified in step one (see Appendix F). Each performance dimension was given a seven-point scale ranging from (7) Highest Achievable Performance to Lowest Achievable Performance (1). The respondents, were 34 sectional sergeants from the six main districts. These districts were Auckland, Otahuhu, Hamilton, Wellington, Christchurch and Dunedin. For inclusion in this step sergeants were required to have at least eight constables on their section. Sergeants were required to rate between eight and ten of their constables on the 26 performance dimensions. Overall, 330 constables were rated on the 26 performance dimensions.

Analyses

Factor analysis was used to determine whether the 26 performance dimensions were separate and distinct (i.e., are there really 26 unique areas of performance?). A Principal Components Analysis was conducted with varimax rotation similar to Berner and Kohls' (1976). Orthogonal factors were extracted, therefore eliminating correlations between the eight factors. A scree test (Cattell, 1966) was used to determine the number of factors that should be extracted. Eight factors were chosen for extraction instead of four as would be initially indicated by the scree test (see Figure 2). The additional four factors were extracted for two reasons. First, when looking for a cutoff point in this study it is important to capture the greatest amount of variance, without including factors that contribute little to the solution,

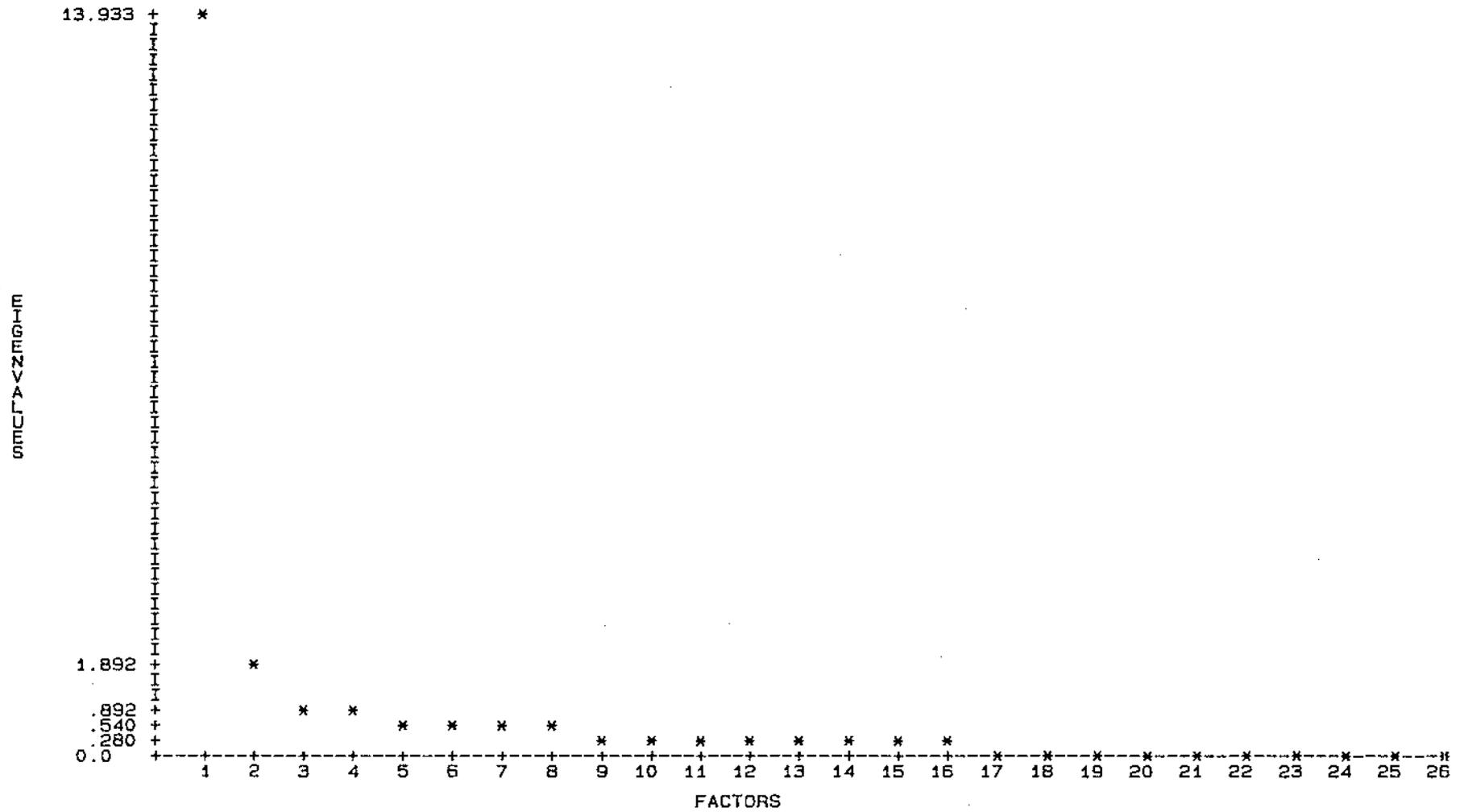


FIGURE 2 : PLOT OF THE EIGENVALUES AGAINST FACTORS (SCREE TEST)

therefore a logical cutoff point was factor eight since factors five to eight added 11% to the total variance. Second, there were indications from earlier interviews with constables and sergeants that four factors would have been considered an insufficient number on which to rate constables and that more factors needed to be used if the rating was to have any credibility. Factor loadings greater than 0.5 were adopted in the present study for the purpose of identifying factors. This conservative value was adopted after consideration of the sample size and issues surrounding the extraction of salient loadings presented by Gorsuch (1983). Data was analysed using the SPSS-X package (Norusis, 1985). See Appendix G for the names given to the eight performance factors.

STEP THREE

In this step, examples of constable performance for each of the eight factors were generated. The methodology is similar to Smith and Kendall's (1963) procedure for developing Behaviourally Anchored Rating Scales. Fifteen sergeants, one female and 14 male, who attended a four week sergeants' induction course at the Porirua Police College were asked to describe specific behavioural episodes that illustrate both effective and ineffective constable performance on each of the eight factors. Examples of performance were provided for seven levels, ranging from Frequent or Serious Problems(1) to Outstanding Performance(5) (see Appendix H). The statements were completed in two hours.

The next stage was the retranslation step of the Smith and Kendall procedure. This procedure was in two parts. Firstly, the definitions of the eight factors were presented to four male Palmerston North sergeants who were asked to sort each incident into the dimension that they felt it most closely represented. If total agreement was not met then the incident was rejected. Over 40% of the original incidents were discarded. Secondly, each incident was rated on a five point scale (A-E) based on the degree of effective or ineffective performances that it represented, relative to the performance factor in which it was grouped. Incidents were retained if three out of the four sergeants agreed on the scale values assigned (75% agreement).

STEP FOUR

In this step, hypothetical protocols of constables were constructed from the behavioural incidents in the previous step. For each of the eight factors the most effective, the average and the most ineffective behaviours on the scale (values of A, C and E respectively) were selected and served as cues to describe constables. Sixty protocols were constructed, each of them containing a different combination of scale levels covering the eight factors (see Appendix I). Random number tables were used to select the scale levels for the eight factors, the order of statements in the protocols, and the order of profiles in the questionnaire.

Pearson R's were computed for the scale values on each of the eight factors to ensure that correlations between each of the factors approximated zero. The eight cue values assigned to each of the 60 profiles were correlated with each other to ensure that there were no intercorrelations among factors.

Respondents were 57 male sergeants from 13 districts. These districts were Whangarei, Auckland, Hamilton, Rotorua, Gisborne, Napier, New Plymouth, Wanganui, Palmerston North, Wellington, Christchurch, Dunedin and Invercargill. Ages ranged from 29 to 51 years (mean= 35.5 years). Experience as a sergeant ranged from one to 23 years (mean= 5.5 years).

Sergeants were requested to provide a global assessment for each of the protocols on a five point scale (A-E), 'A' representing Outstanding Performance and 'E' Unsatisfactory Performance. After each of the raters completed their 60 evaluations of constable performance, they estimated how much weight they assigned each of the eight factors. The specific task required the rater to allocate points out of 100 to the eight factors according to their relative criterion importance (see Appendix I).

Analyses

Backward, stepwise multiple regressions were used to analyse the 60 overall ratings of constable performance by the 57 sergeants. The Backward, stepwise procedure produced similar results to the Stepwise procedure but in one or two cases R^2 was improved so that the combination of the backward elimination and the stepwise procedure was

adopted. The first step in this method involving Backward elimination was where all variables are put in the equation and then considered for removal in turn. For this study the defaults as presented in the SPSS-X handbook (Norusis, 1985) were used. The second part of the procedure allows for both inclusion into and removals from the equation of all the variables and is the simple stepwise approach. This is particularly useful when it is possible that most of the variables contribute significantly to the equation as in this study (Hull and Nie, 1979).

A multiple regression equation was computed for each sergeant in terms of unstandardised regression coefficients (b weights). The b weights were used because the scale used for all the independent variables was the same. The b weights can be interpreted directly as the relative weight applied to each factor when making assessments about constables. The squared multiple correlation R^2 , is an indication of the consistency of the raters judgment across the 60 ratee paragraphs. The higher the R^2 , the more consistent sergeants are in the weighting of factors.

The final stage of the analysis was a comparison between the sergeants' estimates of factor importance and their actual factor weightings determined from their b weights. Mean scores and standard deviations were calculated for both the estimates of factor importance and for their actual weights. This meant the rank order of importance for the estimates and actual weights could be compared. The two sets of mean scores (estimates and b weights) for the eight factors were correlated

using Pearson R. This analysis ascertained whether sergeants' estimates of factor weights were consistent with their actual ratings i.e., do they rate how they say they rate?.

CHAPTER FIVE

RESULTS

The study was conducted in a number of steps, so the analysis of results pertinent to each step is examined in turn.

Step One: Construction of constable performance dimensions

As seen from Table 2 eight of the 34 constable performance dimensions generated in step 1(A), for the evaluation of constables, were discarded in step 1(B).

All of the discarded dimensions, with the exception of knowledge of traffic enforcement and control, were discarded because the sergeants felt they overlapped with previous performance dimensions. Knowledge of traffic enforcement and control was discarded by the sergeants because it is predominantly a Ministry of Transport function.

TABLE 2

CONSTABLE PERFORMANCE FACTORS GENERATED IN STEP 1(A)

- (1) Oral communication
- (2) Written communication
- (3) Learning ability
- (4) Knowledge related to crime prevention
- (5) Knowledge related to emergency situations
- *(6) Knowledge of traffic enforcement and control
- (7) Knowledge related to equipment used on the job
- (8) Observation and perception skills
- (9) Information gathering
- (10) Judgement and problem solving
- *(11) Reaction to stress
- (12) Self motivation
- (13) Works independently
- *(14) Physical ability
- *(15) Operation of a motor vehicle
- (16) Dependable and reliable
- (17) Demeanor
- *(18) Integrity and personal ethics
- (19) Appearance
- (20) Work attitude
- *(21) Use of police authority
- (22) Productivity
- (23) Adaptability and initiative
- (24) Decisiveness and initiative
- (25) Co-operation with supervisors
- (26) Relation with co-workers
- (27) Dealing with public
- (28) Appropriate assertiveness with people
- (29) Mediator
- (30) Punctuality and attendance
- (31) Knowledge of overall assignment
- (32) Perseverance
- *(33) Recognition for outstanding job performance
- *(34) Number of disciplinary actions

* Performance dimensions discarded in step 1(B)

Step Two: Analysis of performance dimensions

The eight factors extracted from the factor analysis explained 79% of the total variance, with the first factor explaining 54%, and the remaining factors explaining 7 to 2%. Table 3 presents factor loadings for these dimensions. Five performance dimensions failed to exhibit any factor loadings above 0.5. These dimensions were information gathering, demeanour, relations with co-workers, works independently and perseverance.

As seen from Table 3, Factor 1 has larger loadings on the dimension appropriate assertiveness with people and the dimension concerned with mediation. Moderate loadings were observed on knowledge related to crime prevention, observation and perception skills, decisiveness and initiative, and can be thought of as a Practical Judgement and Problem Solving factor. The lowest loadings on knowledge of overall assignment, judgement and problem solving and information gathering would support this interpretation.

The second factor has a larger loading on self motivation and moderate loadings on work attitude, and dependability and reliability. These, combined with lower loadings on such values as productivity and learning ability suggest that this factor could best be labelled as Orientation towards Work.

TABLE 3 :

FACTOR LOADINGS (>0.5) FOR CONSTABLE PERFORMANCE DIMENSIONS FROM
PRINCIPAL COMPONENTS FACTOR ANALYSES AFTER VARIMAX ROTATION

PERFORMANCE DIMENSIONS	FACTOR LOADINGS							
	FACTOR 1	FACTOR 2	FACTOR 3	FACTOR 4	FACTOR 5	FACTOR 6	FACTOR 7	FACTOR 8
Assertiveness (people)	.86107	.22970	.12813	.07077	.07288	.10637	.11333	.06657
Knowledge (crime prevention)	.75191	.324724	.05412	.27921	.10072	-.00265	.12165	.06482
Observation/perception skills	.70683	.397337	.08503	.19399	.19342	.04746	.14850	.10915
Mediator	.69811	.07208	.43120	.11295	.21701	.19999	-.05961	.11408
Decisiveness & initiative	.64592	.35425	.25059	.29613	.14145	.03258	-.00419	.17472
Knowledge (emergency sitn's)	.57199	.14472	.13345	.56409	.25201	.04934	-.11820	.19438
Knowledge (overall assignment)	.57139	.11170	.33126	.24603	.40388	.30244	-.06422	.08683
Judgement & problem solving	.51549	.32687	.19336	.41108	.44847	-.05104	.10563	-.15906
Information gathering	.50795	.32163	.34800	.43319	.24243	-.03781	-.00170	.13224
Self-Motivation	.31982	.73376	.14348	.03262	.21648	.13312	.17670	.11480
Work attitude	.30271	.66959	.30535	.12296	.03152	.22933	.23276	.06379
Dependable & reliability	.38579	.62049	.27142	.24844	.14786	.24772	.08275	.19449
Productivity	.25610	.57360	.20261	.28960	.40391	.25608	.08131	-.10259
Perseverance	.45083	.48735	.28774	.29764	.10575	.08992	.17033	-.24819
Works independently	.47134	.47300	.24835	.32721	.22764	.11425	-.02723	.27427
Dealing with public	.30222	.45077	.77436	.07124	.24670	.04056	.28076	-.05836
Co-operation with supervisors	.08956	.38801	.65307	.05729	.07970	.38861	.05837	.08178
Adaptability & initiative	.14190	.39559	.55373	.35481	.00232	.07662	.17732	.21815
Relation with co-workers	.37129	.43480	.45717	.19028	.09269	.28259	.12052	.19578
Demeanour	.41114	.35546	.42606	.16234	.17014	.01809	.41176	.29321
Knowledge (equipment)	.36014	.13277	.11400	.76890	.21315	.18967	.09453	.08694
Written communication	.17026	.12333	.08536	.24392	.8135	.08329	.15720	.15167
Learning ability	.28469	.51775	.27191	-.02931	.57427	.04056	.00210	.21496
Punctuality & attendance	.09216	.24591	.16803	.10348	.07878	.87495	.13458	.01164
Appearance	.02430	.18291	.20001	.01851	.14032	.13259	.82428	.06679
Oral communication	.34166	.21080	.14815	.20604	.35199	.04067	.19369	.63767
FACTOR CONTRIBUTIONS								TOTAL
To total variance	54	7	4	4	3	3	3	2 79%
To explained variance	68	9	5	5	4	4	4	3 100%

Factor 3's largest loading is on the dimension concerned with relations with co-workers, a moderate loading on co-operation with supervisors, and a low loading on adaptability and initiative. These dimensions may readily be labelled as a People Orientation factor.

The fourth factor loads on knowledge related to equipment used on the job and knowledge in emergency situations. This factor is labelled Knowledge of Equipment.

Written Communication has a large loading on factor 5, with a smaller loading on learning ability. Factor 5 is labelled Written Communication and Learning Ability.

The largest loading on factor 6 is on the dimension punctuality and attendance. This factor has been called Punctuality and Attendance.

Factor 7, with its loading of 0.89 on the appearance dimension is the largest loading across the 8 factors. Factor 7 is labelled Appearance.

The final factor loaded on oral communication and has been called Oral Communication.

Step Three :Multiple regression analyses

Table 4 presents the results of the regression analyses in terms of unstandardized regression coefficients (b weights) for each sergeant, as outlined in the method.

TABLE 4 :

UNSTANDARDISED REGRESSION WEIGHTS FOR THE CONSTABLE PERFORMANCE FACTORS FOR 57 SERGEANTS

UNSTANDARDISED REGRESSION COEFFICIENTS											R ²	F
SERGEANTS	FACTOR 1	FACTOR 2	FACTOR 3	FACTOR 4	FACTOR 5	FACTOR 6	FACTOR 7	FACTOR 8	CONSTANT			
1	.4946663	.405694	.397998	.2099001	.0000000	.2111592	.3966355	.077000	1.11	1.11	1.11	.5686**
2	.5580886	.368048	.4082888	.1819994	.0495664	.1419188	.3071374	.1422833	1.11	1.11	1.11	.2580**
3	.4511237	.4486277	.3875551	.0495664	.0495664	.3555641	.3769242	.1613161	1.11	1.11	1.11	.4999**
4	.7966608	.3635215	.285761	.2611170	.2611170	.3199552	.1955173	.1362113	1.11	1.11	1.11	.2211**
5	.6445822	.4800475	.3033834	.167674	.167674	.1593112	.2935375	.3004884	1.11	1.11	1.11	.3247**
6	.4555697	.4300598	.2866709	.3050237	.3050237	.1441066	.1897440	.1300484	1.11	1.11	1.11	.1644**
7	.3888967	.4400541	.4139311	.0888499	.0888499	.2637472	.1616199	.1300484	1.11	1.11	1.11	.1644**
8	.3556094	.4400541	.4139311	.0888499	.0888499	.2637472	.1616199	.1300484	1.11	1.11	1.11	.1644**
9	.4611337	.4400541	.4139311	.0888499	.0888499	.2637472	.1616199	.1300484	1.11	1.11	1.11	.1644**
10	.4922613	.4400541	.4139311	.0888499	.0888499	.2637472	.1616199	.1300484	1.11	1.11	1.11	.1644**
11	.3632277	.4400541	.4139311	.0888499	.0888499	.2637472	.1616199	.1300484	1.11	1.11	1.11	.1644**
12	.557382	.4400541	.4139311	.0888499	.0888499	.2637472	.1616199	.1300484	1.11	1.11	1.11	.1644**
13	.4047994	.4400541	.4139311	.0888499	.0888499	.2637472	.1616199	.1300484	1.11	1.11	1.11	.1644**
14	.4334177	.4400541	.4139311	.0888499	.0888499	.2637472	.1616199	.1300484	1.11	1.11	1.11	.1644**
15	.4922613	.4400541	.4139311	.0888499	.0888499	.2637472	.1616199	.1300484	1.11	1.11	1.11	.1644**
16	.3552277	.4400541	.4139311	.0888499	.0888499	.2637472	.1616199	.1300484	1.11	1.11	1.11	.1644**
17	.4334917	.4400541	.4139311	.0888499	.0888499	.2637472	.1616199	.1300484	1.11	1.11	1.11	.1644**
18	.4922197	.4400541	.4139311	.0888499	.0888499	.2637472	.1616199	.1300484	1.11	1.11	1.11	.1644**
19	.397976	.4400541	.4139311	.0888499	.0888499	.2637472	.1616199	.1300484	1.11	1.11	1.11	.1644**
20	.478431	.4400541	.4139311	.0888499	.0888499	.2637472	.1616199	.1300484	1.11	1.11	1.11	.1644**
21	.5522379	.4400541	.4139311	.0888499	.0888499	.2637472	.1616199	.1300484	1.11	1.11	1.11	.1644**
22	.0001749	.4400541	.4139311	.0888499	.0888499	.2637472	.1616199	.1300484	1.11	1.11	1.11	.1644**
23	.533404	.4400541	.4139311	.0888499	.0888499	.2637472	.1616199	.1300484	1.11	1.11	1.11	.1644**
24	.792243	.4400541	.4139311	.0888499	.0888499	.2637472	.1616199	.1300484	1.11	1.11	1.11	.1644**
25	.359930	.4400541	.4139311	.0888499	.0888499	.2637472	.1616199	.1300484	1.11	1.11	1.11	.1644**
26	.78301	.4400541	.4139311	.0888499	.0888499	.2637472	.1616199	.1300484	1.11	1.11	1.11	.1644**
27	.429193	.4400541	.4139311	.0888499	.0888499	.2637472	.1616199	.1300484	1.11	1.11	1.11	.1644**
28	.467315	.4400541	.4139311	.0888499	.0888499	.2637472	.1616199	.1300484	1.11	1.11	1.11	.1644**
29	.495366	.4400541	.4139311	.0888499	.0888499	.2637472	.1616199	.1300484	1.11	1.11	1.11	.1644**
30	.400537	.4400541	.4139311	.0888499	.0888499	.2637472	.1616199	.1300484	1.11	1.11	1.11	.1644**
31	.6855009	.4400541	.4139311	.0888499	.0888499	.2637472	.1616199	.1300484	1.11	1.11	1.11	.1644**
32	.351505	.4400541	.4139311	.0888499	.0888499	.2637472	.1616199	.1300484	1.11	1.11	1.11	.1644**
33	.73218	.4400541	.4139311	.0888499	.0888499	.2637472	.1616199	.1300484	1.11	1.11	1.11	.1644**
34	.619525	.4400541	.4139311	.0888499	.0888499	.2637472	.1616199	.1300484	1.11	1.11	1.11	.1644**
35	.299797	.4400541	.4139311	.0888499	.0888499	.2637472	.1616199	.1300484	1.11	1.11	1.11	.1644**
36	.458538	.4400541	.4139311	.0888499	.0888499	.2637472	.1616199	.1300484	1.11	1.11	1.11	.1644**
37	.673431	.4400541	.4139311	.0888499	.0888499	.2637472	.1616199	.1300484	1.11	1.11	1.11	.1644**
38	.434587	.4400541	.4139311	.0888499	.0888499	.2637472	.1616199	.1300484	1.11	1.11	1.11	.1644**
39	.240306	.4400541	.4139311	.0888499	.0888499	.2637472	.1616199	.1300484	1.11	1.11	1.11	.1644**
40	.441664	.4400541	.4139311	.0888499	.0888499	.2637472	.1616199	.1300484	1.11	1.11	1.11	.1644**
41	.658133	.4400541	.4139311	.0888499	.0888499	.2637472	.1616199	.1300484	1.11	1.11	1.11	.1644**
42	.311370	.4400541	.4139311	.0888499	.0888499	.2637472	.1616199	.1300484	1.11	1.11	1.11	.1644**
43	.359159	.4400541	.4139311	.0888499	.0888499	.2637472	.1616199	.1300484	1.11	1.11	1.11	.1644**
44	.444826	.4400541	.4139311	.0888499	.0888499	.2637472	.1616199	.1300484	1.11	1.11	1.11	.1644**
45	.441178	.4400541	.4139311	.0888499	.0888499	.2637472	.1616199	.1300484	1.11	1.11	1.11	.1644**
46	.319050	.4400541	.4139311	.0888499	.0888499	.2637472	.1616199	.1300484	1.11	1.11	1.11	.1644**
47	.355098	.4400541	.4139311	.0888499	.0888499	.2637472	.1616199	.1300484	1.11	1.11	1.11	.1644**
48	.351915	.4400541	.4139311	.0888499	.0888499	.2637472	.1616199	.1300484	1.11	1.11	1.11	.1644**
49	.506473	.4400541	.4139311	.0888499	.0888499	.2637472	.1616199	.1300484	1.11	1.11	1.11	.1644**
50	.226583	.4400541	.4139311	.0888499	.0888499	.2637472	.1616199	.1300484	1.11	1.11	1.11	.1644**
51	.009646	.4400541	.4139311	.0888499	.0888499	.2637472	.1616199	.1300484	1.11	1.11	1.11	.1644**
52	.33484	.4400541	.4139311	.0888499	.0888499	.2637472	.1616199	.1300484	1.11	1.11	1.11	.1644**
53	.417826	.4400541	.4139311	.0888499	.0888499	.2637472	.1616199	.1300484	1.11	1.11	1.11	.1644**
54	.405694	.4400541	.4139311	.0888499	.0888499	.2637472	.1616199	.1300484	1.11	1.11	1.11	.1644**
55	.397998	.4400541	.4139311	.0888499	.0888499	.2637472	.1616199	.1300484	1.11	1.11	1.11	.1644**
56	.2099001	.4400541	.4139311	.0888499	.0888499	.2637472	.1616199	.1300484	1.11	1.11	1.11	.1644**
57	.0000000	.4400541	.4139311	.0888499	.0888499	.2637472	.1616199	.1300484	1.11	1.11	1.11	.1644**
Mean	.4404	.4138	.3415	.2118	.3292	.1667	.2893	.1965				.4916
S.D	.1557	.1237	.1219	.0895	.1180	.0152	.0174	.1102				

*p < .05 **p < .01

The b weight can be interpreted directly as the relative weight sergeants assign each performance factor when rating constables. The higher the b weight (positive or negative) the more important the factor in the assessment of constables. For example, sergeant 54 assigned the most importance or weighting on Factor 1, Practical Judgement and Problem Solving, in determining the overall rating of constables. While sergeant 55 assigned the least weighting to this factor when making his overall judgement of constables.

The R^2 column in Table 4 is an index of the consistency of rater judgement across the 60 ratees. There were large differences between raters. The R^2 values ranged from a high of 0.6814 (rater 35) to a low of 0.1005 (rater 55) with a mean of 0.4916.

The mean scores and standard deviations of the b weights are shown in Figure 3. As seen from this figure the largest mean b weight was recorded on Factor 1, Practical Judgement and Problem Solving and the lowest mean b weight was recorded on Factor 6, Punctuality and Attendance. The standard deviations varied considerably across the factors. The largest standard deviation was recorded on Factor 1 (0.155) and the smallest on Factor 6 (0.015). The sergeants ranked the factors in the following order, 1,2,3,5,7,4,8,6, with 1 being the most important factor and 6 the least important.

Significance levels for each factor across the 57 sergeants is presented in Table 5. A significant level was interpreted to mean that the corresponding performance factor played a significant part in the sergeants' evaluation of constables.

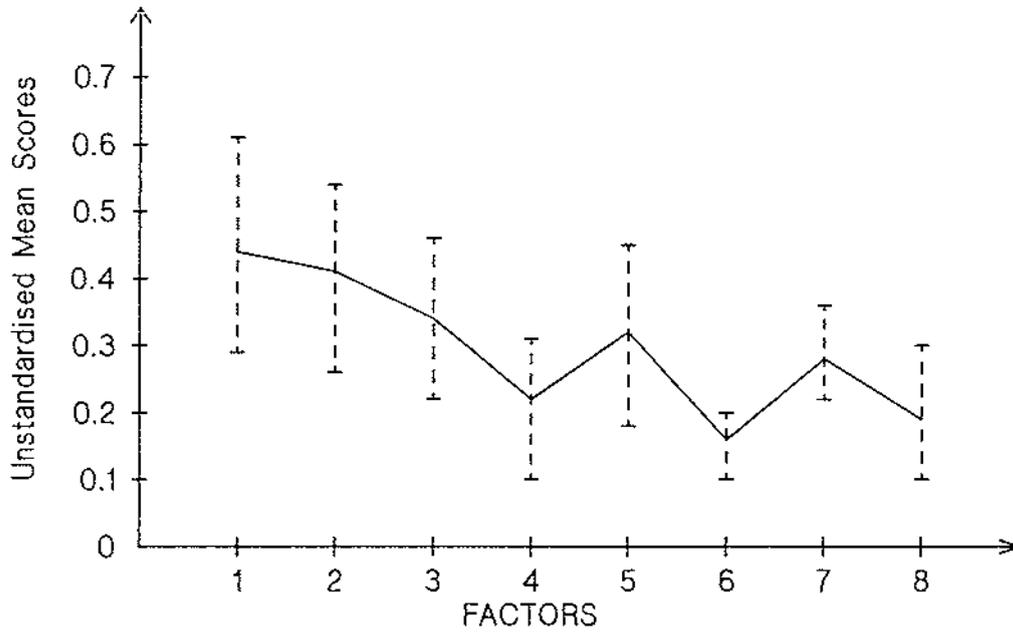


FIGURE 3 : SERGEANTS' UNSTANDARDISED MEAN B WEIGHTS & STANDARD DEVIATIONS FOR THE EIGHT FACTORS

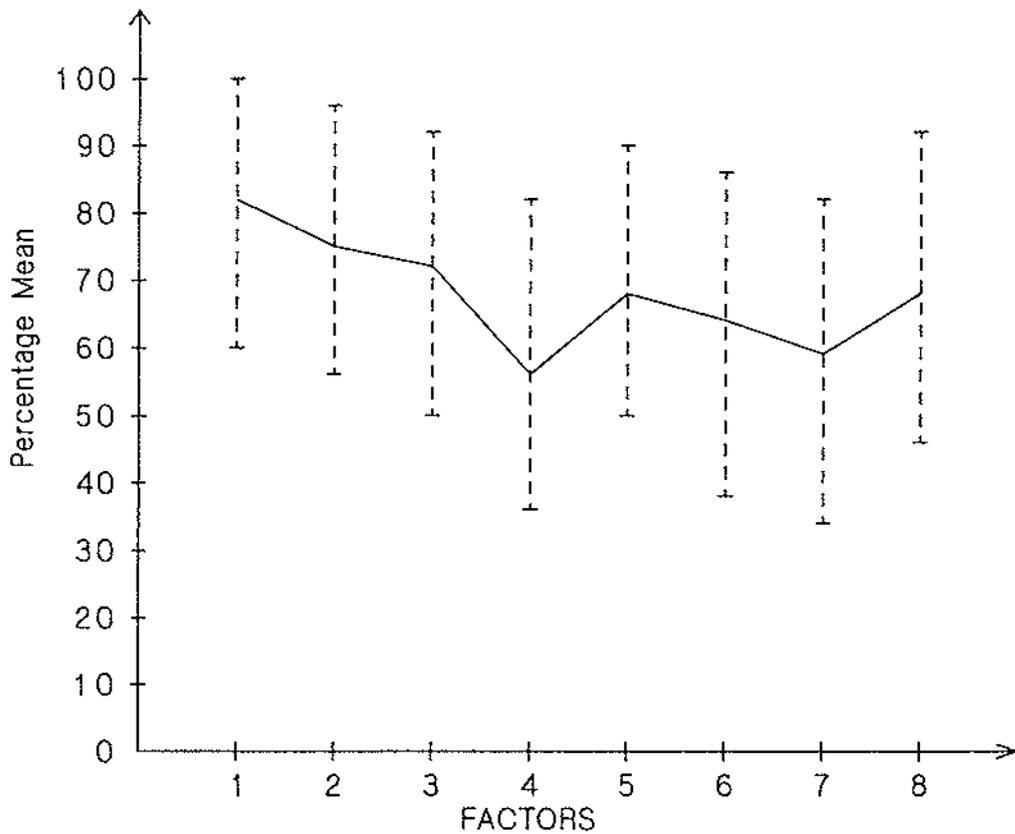


FIGURE 4 : SERGEANTS' MEAN ESTIMATES & STANDARD DEVIATIONS OF WEIGHTS (OUT OF 100) THEY ASSIGNED THE EIGHT FACTORS

TABLE 5

SIGNIFICANCE LEVELS OF THE B WEIGHTS FOR THE EIGHT CONSTABLE
PERFORMANCE FACTORS ACROSS 57 SERGEANTS

Sergeants	1	2	3	4	5	6	7	8	Total Factors
1	**	**	**		**		**		5
2	**	**	**		**		**		5
3	**	*	**		**		*		5
4	**	**	**		**	*	*		6
5	**	*	**	*	**			**	6
6	**	**	**	*	**	**		**	7
7	**	**	**	*	**	**	*		7
8	**	**	**	*	**	**	*	*	8
9	**	**	**	*	**	**	*	*	8
10	**	**	**	*	**	**	*	*	8
11	**	**	**	*	**	**	*	*	8
12	**	**	**	*	**	**	*	*	8
13	**	**	**	*	**	**	*	*	8
14	**	**	**	*	**	**	*	*	8
15	**	**	**	**	**	**	*	*	8
16	**	**	**	**	**	**	*	*	8
17	**	**	*	*	**	**		*	7
18	**	*	**	*	**	**		*	6
19	**	**	**	*	*	**		*	6
20	**	*	**	*	**	**		*	6
21	**	**	**	*	**	**	*	*	7
22	**	**	**	*	**	**	*	*	7
23	**	**	**	*	**	**	*	*	7
24	**	**	**	*	**	**	*	*	7
25	**	**	**	*	**	**	*	*	7
26	**	**	**	*	**	**	*	*	7
27	**	**	**	*	**	**	*	*	7
28	**	**	**	*	**	**	*	*	7
29	**	**	**	*	**	**	*	*	7
30	**	**	**	*	**	**	*	*	7
31	**	**	**	*	**	**	*	*	7
32	**	**	**	*	**	**	*	*	7
33	**	**	**	*	**	**	*	*	7
34	**	**	**	*	**	**	*	*	7
35	**	**	**	*	**	**	*	*	7
36	**	**	**	*	**	**	*	*	7
37	**	**	**	*	**	**	*	*	7
38	**	**	**	*	**	**	*	*	7
39	**	**	**	*	**	**	*	*	7
40	**	**	**	*	**	**	*	*	7
41	**	**	**	*	**	**	*	*	7
42	**	**	**	*	**	**	*	*	7
43	**	**	**	*	**	**	*	*	7
44	**	**	**	*	**	**	*	*	7
45	**	**	**	*	**	**	*	*	7
46	**	**	**	*	**	**	*	*	7
47	**	**	**	*	**	**	*	*	7
48	**	**	**	*	**	**	*	*	7
49	**	**	**	*	**	**	*	*	7
50	**	**	**	*	**	**	*	*	7
51	**	**	**	*	**	**	*	*	7
52	**	**	**	*	**	**	*	*	7
53	**	**	**	*	**	**	*	*	7
54	**	**	**	*	**	**	*	*	7
55	**	**	**	*	**	**	*	*	7
56	**	**	**	*	**	**	*	*	7
57	**	**	**	*	**	**	*	*	7
Total	55	47	41	33	44	14	33	19	X=4.82
*p < .05	5	9	8	17	12	9	12	10	
**p < .01	50	38	33	16	32	5	21	9	

*p < .05 **p < .01

The mean number of factors used by the 57 sergeants was 4.82. Factor 1 was the most frequently used factor and Factor 6 the least. Twenty six different rating policies existed at the $p < .01$ level. The rating policy using factors 1,2,3,5,7 was the most common with a total of 11 sergeants adopting it. Just Factor 1, and Factors 1 and 2 were the next most frequently used policies, with a total of five sergeants using each policy.

Step Four: Analysis of estimated factor weights and b weights

Figure 5 presents the mean weights sergeants estimated they assigned the eight factors. The estimated weights were based on a 100 point allocation procedure as outlined earlier in the method. As seen from Figure 5 the largest weighting was on Factor 1 (80.25) and the lowest on Factor 4 (57.66). The standard deviations ranged from 20.90 on Factor 1 to 24.54 on Factor 7. The sergeants ranked the factors in the following order, 1,2,3,5,8,6,7,4, with Factor 1 being the most important and Factor 4 being the least important factor.

A comparison of the rank order of estimated weights (Figure 4) and b weights (Figure 3) would indicate that sergeants agree on the order of importance for the first four factors; Practical Judgement and Problem Solving (Factor 1), Orientation towards Work (Factor 2), People Orientation (Factor 3) and Written Communication and Learning Ability (Factor 5). Sergeants are not in agreement over the order of importance for the last four factors; Knowledge of Equipment (Factor 4), Punctuality and Attendance (Factor 6), Appearance (Factor 7) and Oral Communication (Factor 8).

Figure 5 shows the Pearson R correlations between the sergeants' estimated factor weightings and their actual factor weightings. As seen from this figure sergeants' estimated factor weightings differ greatly from their actual factor weightings. The predominantly low values of the Pearson R indicates that in most cases what raters thought they weighted factors was simply not the case. These correlations were not significant at $p < .01$. Figure 5 indicates that raters were more accurate in estimating the weights they assigned Factors 2, 4, and 7 (Orientation towards Work, Knowledge of Equipment and Appearance respectively) and less accurate in estimating the weights they assigned Factors 1, 3, 5, 8 Practical Judgement and Problem Solving, People Orientation, Written Communication and Learning Ability and Oral Communication respectively.

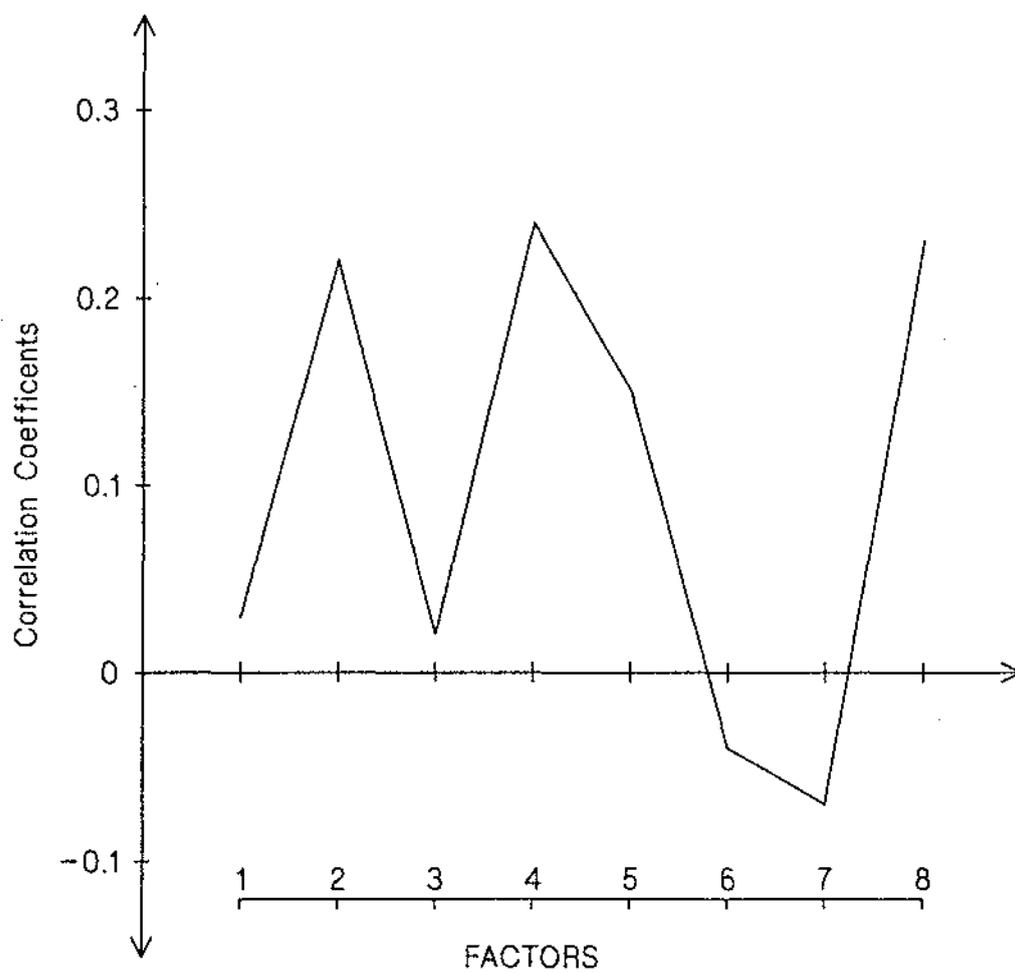


FIGURE 5 : CORRELATIONS BETWEEN ESTIMATED FACTOR IMPORTANCE AND B WEIGHTS ACROSS THE EIGHT FACTORS

CHAPTER SIXDISCUSSION

The first hypothesis that sergeants do not use all the performance factors available to them when rating constables has been supported by the results of the present study. The second hypothesis was also supported in that sergeants as a group did not use the same performance factors and weights when evaluating constable performance. Results support the third hypothesis, in that, sergeants had little insight into their rating policies as demonstrated by the difference between their regression and subjective weights.

The results support previous literature which demonstrates people do not use all the information available to them when evaluating a ratee's performance (Ebbenen and Konecni, 1975; Hoffman et al, 1968; Phelps and Shanteau, 1978; Slovic, 1969). As seen from Table 5, the range of factors used to evaluate constable performance was large, with some sergeants using only one factor and others using the whole eight. The fact that the majority of sergeants used only just over half the available factors implies that many sergeants resorted to simplified rating strategies, many of which led them to ignore or misuse relevant information. It is interesting to note that throughout the study subjects frequently commented to the experimenter that eight was an insufficient number on which to even consider rating constables on, yet

as seen from Tables 4 and 5, sergeants only used about half of the available performance factors. They attributed the need for a large number of performance factors to the multi-faceted requirements of the job. They also felt that accurate constable assessment can only be achieved by increasing the number of performance factors. This indicated that sergeants had little insight into their rating policies. Past research has demonstrated that by increasing the amount of information available to the rater only serves to increase the confidence of the rater without increasing the quality of their decisions (Slovic and Lichtenstein, 1971).

Table 1 illustrates that there is one general constable performance factor, Practical Judgement and Problem Solving, that accounted for over half of the variance in the rating of constables. The identification of one general factor which accounts for more than 40% of the variance is in accordance with past research (Zedeck and Kafry, 1977). In previous policy capturing studies the combination of the three most important factors usually accounted for 80% of the total variance. In the present study the combined variance of 65% was not as high (see Table 3). The factors, Knowledge of Equipment, Appearance and Oral Communication, were the least used factors which implies that they were possibly redundant as rating factors. Overall, sergeants did not use all the available information to rate constables nor did they assign equal weightings in terms of importance to these factors.

Considered in total, the "picture" which emerges from the present study is that a successful constable is one who above all: (1) Can assess

problems and take the appropriate action (2) Is dedicated to the profession and motivated to improve skills and knowledge (3) can relate to and work with a wide range of people and (4) can learn from practical experience and whose written communication (eg., files) is of a high standard. To a lesser extent, a constable needs to be neat and well groomed. Of less importance again is a knowledge of police equipment, an ability to communicate orally and to be punctual and conscientious about attendance.

As shown by Table 5, over 26 different policies were used by sergeants to rate constables. Apart from everyone agreeing on the importance of Factor 1 there is little agreement on the use and importance of the other seven factors. The fact that sergeants have different rating policies indicates that the overall assessment of constables has limitations and that it is possible for a ratee to receive two different rater evaluations (low inter-rater agreement). The use of several policies to rate constables is not encouraging in terms of using the present rating system for fair promotion decisions, in fact for any decisions. Substantial individual differences in weighting policies have been found in previous studies as mentioned earlier (Slovic and Lichtenstein, 1971), but it is not possible to directly compare the number of rating policies arrived at in the present study with other studies due to the wide range of statistical techniques that have been used to cluster raters.

Although sergeants were not consistent in the way they used and weighted performance factors as a group, they were fairly consistent

within themselves in the way they combined information on the eight factors (see Table 4). That is, the weights sergeants assigned the eight performance factors, were used in approximately the same way for each of the 60 hypothetical constables they rated. Unfortunately individual consistency does little to aid the problem of low inter-rater agreement.

In previous policy capturing studies, the regression model has predicted raters' policies fairly consistently and to a reasonably high degree as indicated by R^2 values ranging from 0.40 to 0.80 (Slovic and Lichtenstein, 1971). In the present study the R^2 was approximately 0.49. Only two of the 57 subjects had equations which were not statistically significant. This insignificance could be attributed to a lack of concentration displayed by the two sergeants, suggesting perhaps that they rated the protocols in a random manner. Thus, the conclusion for the present data is, as it was for other studies, that the linear regression equation can explain raters strategies. This is particularly encouraging given that the descriptions of constables were established to minimise intercorrelations between factors. Reducing intercorrelations may not be very realistic, raters were able to make discriminations and assessments as evidenced by their individual R^2 . The regression equation, however is only as good as the group it simulates. Changes in policy over time, or changes in the job or other variables requires a reassessment of the policies. It should be noted, that the consistency of the weighting of performance factors in the present study is unlikely to mirror the 'real' world situation exactly, where raters are influenced by such things as personality, rumours,

age, and sex (Landy and Farr, 1980).

Sergeants lack of insight into their rating policies, as indicated by the mismatch between regression and subjective weights, is supported by previous policy capturing research (Hoepfl and Huber, 1970; Hoffman, 1960; Oskamp, 1962; Pollack, 1964; Slovic, 1969; Slovic et al 1972; Zedeck and Kafry, 1977). Lower correlations on Factor 1 and Factor 3 would seem to indicate that sergeants underestimate the importance they place on major factors, and similarly the low correlations on Factor 6 and 7 would indicate an overestimation of the importance they place on minor factors (see Figure 5). The overestimation and underestimation of minor and major factors would indicate that sergeants think they weight many of the performance factors equally.

One explanation for the underweighting of important factors and the overweighting of minor ones may be a function of recall as outlined in Chapter Three. We remember at various times different pieces of information about a person and therefore when we come to rate them we think we are rating them on all the dimensions. Another explanation for the self insight discrepancy may in fact be methodological. Typically, the 100 point allocations of importance are obtained after the protocols have been evaluated, as in the present study. Therefore there is a set on the part of the rater to read and consider "x" number of factors in the protocols. It is not too surprising that subjects indicated that many of the "x" factors that were in the protocols influenced the decisions they had just made.

A comparison of the results with Berner and Kohls' United States study is interesting. Both studies performed a factor analysis on a number of constable performance dimensions. Although differences existed in the number of performance dimensions used and their definitions, a comparison of the analyses illustrated that many of the constable performance dimensions loaded on similar factors in the two studies (see Appendix J). The main difference being that, the factors derived from the United States study seem to place more emphasis on recognition of outstanding job performance, disciplinary actions and valid complaints. New Zealand sergeants felt these performance dimensions did not play a large part in the assessment of constables and therefore did not warrant inclusion as a performance dimension.

The nine factors extracted in the American study accounted for 77% of the variance (see Appendix C) in the rating of patrol officers. It was interesting that the present study produced similar results in that the eight extracted factors accounted for 79% of the variance. The American study did not provide details of the factor contributions in terms of variance for each one, but it would appear from Appendix C, that Factor 1, Practical Judgement and Problem Solving, contributed the greatest amount of variance as was the case in the present study.

The United States study demonstrated that four of the nine performance factors were considered more important than the others (see Appendix D). These factors were in order of importance, from most to least, Practical Judgement and Problem Solving, People Orientation, Orientation to Work and Mental Ability. The present study produced

similar results in that the four factors sergeants considered to be the most important were the same as the American study. The only difference was the order of importance of these factors. Orientation towards Work, People Orientation and Mental Ability (Written Communication and Learning Ability in the present study) were placed second, fourth and third respectively with Practical Judgement and Problem Solving remaining in first position. In both studies Practical Judgement and Problem Solving contributed the greatest amount of variance.

The performance factors generated in the present study were also compared with the factors currently used in the police 204 form (see Appendix A). The three most important factors generated in the study (Practical Judgement and Problem Solving, Orientation towards Work and People Orientation) are present in the 204 form, albeit under slightly different names. They are called Judgement and Decision Making Ability, Work Performance and Relationship with Public. The factors "Acceptance of Discipline and Compliance with Standards" and "Character" in the 204 form are additional to those generated in the present study. Knowledge of Equipment does not feature in the 204 form yet it was ranked reasonably highly in the assessment of constables. The factors "Appearance" and "Communication Skills", although present in the 204 form, had little bearing on the overall assessment of protocols. This would indicate that they are possibly redundant as rating factors. The factor "Punctuality and Attendance" was the least used factor in the study and is not present in the 204 form. No guidelines are provided in the police 204 form in terms of the

weighting that should be given to each factor when assigning an overall grade to constable performance. Overall, the three most important performance factors, as determined by the study, are in the 204 form. The factors, "Appearance" and "Communication Skills", which were rated low in terms of importance in the study, are also included in the 204 form.

Subjects responses throughout the various steps of the study were varied. In the first stage of step three, when sergeants were required to generate behavioural statements for each of the eight performance factors, over 75% of the group were reluctant to comply and in fact the request led to an air of hostility. The experimenter repeatedly outlined the rationale for critical incidents and the simplicity of the task, but the reluctance persisted in most cases. Two subjects totally refused to have anything to do with the study. Many explained their reluctance by commenting "our rating system is good so just leave it alone", "we know how to rate- you've either got a good cop or a bad cop" and yet another "we have just got used to this rating system, so we don't need someone who's not in touch with the person on the street coming in and changing it". It should be noted that at the completion of the session at least a third of the participating subjects apologised to the experimenter for their animosity and rudeness, saying they were not trying to "get at" the experimenter, but rather they were nearing the end of their course and many of them felt tired and overworked.

The attitude displayed by many of the subjects in step three is not unique to the present study. In recent years there has been an upsurge in psychological research on issues related to the police service. One such issue has been the level of cynicism among police personnel. Niederhoffer (1967) has described the term "police cynicism" as an attitude typified by feelings of resentment, alienation and hostility towards the police organisation and social world in general. The New Zealand police would seem to be no exception. Singer, Singer and Burns (1984) found that New Zealand police officers have significantly higher cynicism scores than police recruits. This cynical attitude fosters resistance to change of any kind. Resistance to change can be encountered in almost every organisation, although resistance to change in police circles is relatively strong because of the conservative character of the police service (Van Reenen, 1983).

Subjects who participated in the rating of the 60 hypothetical profiles in step five provided interesting feedback. Some subjects found the assigning of grades to paper constables a difficult task as indicated by their comments i.e., "it is impossible to rate constables when you know little about them as a person", "this is an unrealistic task as we rate constables on more categories than are provided here" and "you have to know your men before you can rate them". A few subjects commented that they found the task unrealistic as they doubted that constables described in the profiles existed in the police service while others provided the following comments "I am interested in your results because I know quite a few of the constables you describe" and "are you describing constables from Auckland? - I'm familiar with at

least eight of them".

Throughout the various steps of the study many of the subjects spoken to by the experimenter were keen to talk at length about their present rating system. Overall, three main points emerged: (1) That a separate rating system should be designed for probationary constables, as they are unfamiliar with the job and therefore cannot be rated on the same performance factors as experienced constables; (2) That sergeants feel they need more training and guidelines in terms of rating constables; (3) That the rating a constable receives largely depends on the rating style of their sergeant as well as how they interact with their sergeant on a personal level. These points warrant further follow up by the police as it is important that raters have input into their rating system if it is to be used properly.

Results from this study suggest a number of possible recommendations to the Police Service. First, that the constable selection criteria should be reviewed in terms of whether the performance factors deemed important in the study are being used as criteria. For example, a large component of the selection procedure should assess the factor Practical Judgement and Problem Solving since this factor contributes over half of the variance in the rating of constables. It is essential that selection criteria are related to performance criteria, as this increases the likelihood of success. Secondly, in order to achieve consistency across raters, clear performance standards for each factor need to be developed. As the rating form stands at present, it lends itself to individual interpretation of performance standards ie; what

represents outstanding performance to one sergeant may represent average performance to another. One way of improving inter rater consistency would be the implementation of BARS, as outlined in Chapter Two. This would provide sergeants with specific, coherent behavioural definitions of unsatisfactory to outstanding performance. These can in turn be used to help raters develop stable and consistent performance schems (Bernardin, 1979). It would also provide ratees with guidelines in terms of what behaviour is expected of them in the future. Many organisations assume that because individuals have achieved supervisory positions, they are automatically capable of evaluating the performance of others. This is not so. An effective performance evaluation system is largely dependent on the validity and applicability of the training provided to raters. Without proper training, a variety of errors are likely to occur, as outlined in earlier chapters. A third recommendation is that the Police Service should ascertain whether the weighting of factors, as outlined in the present study, are in accordance with their policy. If this is not the case appropriate training programmes should be implemented to outline the weighting of each factor so as to increase inter and intra-rater consistency (Dougherty, Ebert and Callender, 1986).

A greater total sample size of sergeants would aid in the designing of a performance appraisal system. Although a full job analysis is expensive and time consuming, it is time well spent as it identifies critical job elements that are most important for job success. To be useful, performance measurement should be designed jointly by those who will be using the measure and those who have technical expertise in

designing measures and interpreting them.

In terms of future research, it would be interesting to determine if responses were likely to be different if the purpose of the rating varied. That is, if the same set of raters were given the same set of constable protocols on two different occasions, with each occasion requiring a different decision response, would the individual's strategy differ? For example, is the strategy for processing factors different if the decision concerns routine performance appraisal or recommendation for promotion?. It would also be interesting to determine whether the various rating policies can be attributed to rater characteristics ie; age of rater, years of service, promotional exams taken etc. A further line of investigation would be to see if there are any differences between rural and city sergeants in terms of the factors used and their corresponding weights.

In conclusion, organisations and situations are continually changing and a performance appraisal system must be prepared to change with them. The rapid growth of computer technology in business, for example, has created a vastly different set of problems in the case of fraud than those confronting law enforcement officers in previous decades. Therefore, rating systems should be examined regularly to ensure they continue to function as intended.

CHAPTER SEVENSUMMARY AND CONCLUSIONS

This study provided a clear demonstration that sergeants do not use all the information available to them when rating constables. Constables are rated on four to five main factors. These factors are, in order of importance, Practical Judgement and Problem Solving, People Orientation, Orientation towards Work, Written Communication and Learning Ability and Knowledge of Equipment. The first factor, Practical Judgement and Problem Solving plays a major role in the overall assessment of constable performance in that it contributes to over half the variance.

The three most important factors derived in the study are present in the police 204 form. The 204 form also contains two factors that were ranked lowly in the study (Appearance and Oral Communication). Two factors, (Acceptance of Discipline and Compliance with Standards and Character), which were not considered important enough to be included in the study are present in the 204 form.

Sergeants were found to be consistent in the manner in which they combined performance information on the eight factors when rating constables. However they were not consistent as a group, in that over 26 different policies were used to rate constables. Large differences

in rating policies are not encouraging in terms of comparing the grades of constables across sergeants, for promotional decisions.

It was also shown that sergeants have very little insight into their individual rating policies. This was indicated by the overweighting of minor factors and the underweighting of important ones.

The results of the study and Berner and Kohls' United States study produced very similar results in that the order of importance of many of the constable factors and weightings was similar.

The results of the study have implications for the police in terms of their selection criteria, their 204 form and rater training. For example, what is the relationship between the constable performance factors deemed important in the present study and the police's criteria for constable selection? Does their selection procedure focus on the main factor Practical Judgement and Problem Solving? The factors in the 204 rating form clearly need to be defined in behavioural terms, so as to ensure that factor definitions are not left up to the sergeants' individual interpretation. Results from the study also indicate that a couple of the factors present in the 204 form may possibly be redundant. Therefore a review of the performance factors in the form may be required. The Police Service needs to determine whether the weights the sergeants are assigning the various factors are in accordance with its policy. If not, the service should be implementing the appropriate training courses. Training courses could also highlight the types of behaviour sergeants should be observing in an

effort to increase inter-rater reliability. If changes are made to the 204 form, it is critical that the people who use the form have a large input into its reconstruction, so as to ensure it is used properly.

In conclusion, performance appraisal is a powerful tool because it links three distinct enterprises: determining what ought to be, determining what is and determining a process of change. Above all performance measurement programmes need to be kept flexible and open to revision as new social problems arise and a new understanding of policing develops.

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PERSONAL REPORT

(Reg. 19)

104
APPENDIX A

MEMBER
Rank Initials Surname Reg. No.

Station Forwarded to Member on
Date

Nature of report
(Issuing Officer
to circle as
applicable)

Routine	Probationary	Permanent Appointment
Det. Constable	Pre- Promotion	Other (Specify)

For information of members:

The personal reporting system is designed not only to allow you the opportunity to make your particular aspirations and development needs known so that wherever practicable your supervisor and management generally can assist you in meeting these, but also to feed back to you as accurately as possible information on your strengths, weaknesses and potential as assessed by both your supervisor and reviewing member.

Within two weeks of receiving this personal report form, please complete Part I and hand or forward it in a sealed envelope enclosed "Staff - Restricted" to your immediate supervisor. He will complete and discuss Part II with you and allow you to read his final report. Following this, your supervisor's report will be reviewed and openly discussed with you at a special interview to be conducted by a Reviewing Member who will complete Part III.

PART I

(To be completed by Member)

1. YOUR LENGTH OF SERVICE AND MARITAL CIRCUMSTANCES

Service

Single	Married	Separated
Divorced	Dependent Children No.	

(Circle as applicable)

2. YOUR DUTIES:

(a) Briefly outline the nature of the duties you have performed since you were last* reported on.

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.....
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(b) Time spent on present duties

* 'Last' report also includes the comments from College Instructors at end of initial course if in fact you have not been reported on since.

3. YOUR PERFORMANCE:

(a) With regard to your present tasks, which ones do you consider you are most proficient at ?

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(b) With which tasks do you experience the most difficulty and why?

.....
.....105.....
.....

(c) Briefly outline the nature of any notable work achievements you have accomplished since your last report.

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.....

4. YOUR CAREER DEVELOPMENT AND FUTURE:

(a) Covering the period since your last report, please supply brief details of:

(i) Any private study programme you have undertaken or continued with

.....
.....

(ii) Any police or other formal courses attended

.....
.....

(iii) Any police promotion examinations –
(Circle if applicable and then
give details below)

Passed

Attempted but
awaiting results

Attempted but
not passed

.....
.....

(b) Looking to the future and bearing in mind your short and intermediate term career objectives, and the need to equip yourself to achieve these:

(i) What type of work, duties or position would you like during say the next few years, and why?

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.....
.....

(ii) What assistance in terms of training and/or education do you feel you require?

.....
.....
.....

5. GENERAL COMMENTS:

Please comment on any other matter not covered above but which has relevance as far as you are concerned (e.g. factors which may have prevented you from doing a better job; special abilities, knowledge or experience you have and feel could be used more effectively; your future generally).

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Signature of Member

Date:...../...../.....

PART II
(To be completed by Supervisor)

Code range (The appropriate letter code is to be inserted in the box opposite each item heading below).

- A. **OUTSTANDING:** a truly exceptional member.
- B. **VERY GOOD:** consistently above average.
- C. **MEETS JOB REQUIREMENTS:** a good acceptable standard.
- D. **NOT ENTIRELY SATISFACTORY:** slight improvement needed.
- E. **UNSATISFACTORY:** room for considerable improvement.
- X. **UNABLE** to assess.

CODE

1. **APPEARANCE** (consider dress, bearing and personal appearance).

Comments

.....

2. **COMMUNICATION SKILLS** (consider oral expression and ability to write clearly and accurately).

Comments

.....

3. **WORK PERFORMANCE** (consider how hard member works, member's acceptance of a fair share of the work-load, quality of the work, self-starting energy and use of commonsense initiative).

Comments

.....

4. **JUDGEMENT AND DECISION-MAKING ABILITY** (consider readiness to make and soundness of decisions, and degree to which actions and word can be relied on).

Comments

.....

5. **RELATIONSHIP WITH PUBLIC** (consider approach, ability to handle offenders, suspects and public generally, to use tact and be fair but firm, to remain (and be seen to be) objective and professional in dealing with difficult situations and people, and to communicate without antagonising).

Comments

.....

6. **ACCEPTANCE OF DISCIPLINE AND COMPLIANCE WITH STANDARDS** (consider acceptance of discipline and standards as indicated in General Instructions, Police Regulations, Commissioner's Circulars, District instruction, other Police publications and verbal orders issued by supervisory staff).

Comments

.....

7. **CHARACTER** (self-explanatory)
If the member's character is in question a special report is to be attached to this report.

ADDITIONAL FOR NCOs AND OFFICERS

8. **DISCIPLINE/STANDARDS** (consider dress and appearance of member's staff; attention to maintenance of reasonable and honest discipline; extent to which the member ensures his staff comply with approved policies, systems, procedures and methods; and example set by member in regard to all matters under this heading).

Comments

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9. **TRAINING AND ASSESSING STAFF** (consider attention given to on-the-job induction, coaching, guidance and training of staff, judgement in assessing staff).

CODE

107

Comments

.....

10. **COMMAND** (within member's sphere of influence, consider degree to which he/she fulfills responsibility of his/her rank especially in regard to planning, organising, co-ordinating and controlling).

Comments

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11. **OVERALL LEADERSHIP** (consider overall leadership abilities, e.g. to assume command and take charge of situations when necessary, to exercise balanced judgement and commonsense, determination to see all work is done well, exercise of initiative, moral courage to correct subordinates when necessary and ability to motivate and elicit co-operation from subordinates).

Comments

.....

ADDITIONAL FOR ALL MEMBERS (i.e. Constables, NCOs, Officers)

12. Do you agree with member's own assessment (see items 3, 4 and 5 of Part I) of his/her work performance, future aspirations and training needs? If not, give details.

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13. Briefly summarise the member as he/she appears to you (noting particularly stronger and weaker points; effectiveness with which the member is working now; how he/she is responding to your training, coaching and advice; where relevant - suitability for confirmation of appointment, potential generally, and any other relevant matters not covered in previous items). In addition, if the member is qualified by examination for further promotion or is a Commissioned Officer, what is your opinion (with supporting reasons) regarding his/her suitability/potential for promotion - keeping firmly in mind the requirements of the next higher rank rather than those of the present rank?

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14. **OVERALL ASSESSMENT OF PRESENT PERFORMANCE** (after taking all significant factors into consideration and weighing the results achieved by the member while under your supervision against the requirements of the job, insert the grading code which best characterises the member's overall performance just now).

The member has served under me for years/months

Supervisor's Signature: Rank: No.

Supervisor's Name: (Print) Date:/...../.....

ACKNOWLEDGEMENT OF MEMBER:

I have read the report in full. I wish/do not wish to make a written submission.

Signature of Member

Date:/...../.....

PART III
(To be completed by Reviewing Member)

1. Having studied the report, counselled the member and also from your own knowledge, do you consider the supervisor's findings as indicated in items 13 and 14 are fairly consistent with your own assessment? If not, briefly explain situation including any necessary and corrective action taken or required.

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2. Keeping in mind the aims of the reporting scheme, are there any further comments you would like to add? (If so, please outline.) Also outline any recommendations you have arising from the member's own comments on his/her career development and which require implementation.

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Signature: Rank: No.

Name: (Print) Date:/...../.....

PART IV

To be completed by District/Division Commander or in respect of Constables, the senior Commissioned Officer delegated to receive a report)

Report seen. Further comments/action/recommendations (if any).

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Signed: Date:/...../.....

District/Division Commander/Authorised Officer

For HQ Use Only:

PART V

Exhaustive List of Patrol Officer
Performance Appraisal Dimensions

- | | |
|--|---|
| (1) Oral Communication | (18) Works Independently |
| (2) Written Communication | (19) Reaction to Stress |
| (3) Learning Ability | (20) Physical Ability |
| (4) Knowledge - Crime Prevention
and Suppression | (21) Dependable and Reliable |
| (5) Knowledge - Emergency Situations | (22) Integrity and Personal Ethics |
| (6) Knowledge - Traffic Enforcement
and Control | (23) Demeanor |
| (7) Knowledge - Firearms and Other
Equipment | (24) Appearance |
| (8) Observation Skills | (25) Use of Police Authority |
| (9) Information Gathering | (26) Work Attitude |
| (10) Judgment and Problem Solving | (27) Productivity |
| (11) Decisiveness and Initiative | (28) Recognition for Outstanding
Performance |
| (12) Cooperation With Superiors | (29) Number of Disciplinary Actions |
| (13) Relation With Co-Workers | (30) Adaptability - Flexibility |
| (14) Dealing With the Public | (31) Punctuality and Attendance |
| (15) Sufficient and Appropriate
Assertiveness With People | (32) Operation of a Motor Vehicle |
| (16) Number of Valid Complaints From
Private Citizens | (33) Reading Skills |
| (17) Desire for Self-Improvement | (34) Knowledge of Overall
Assignment |
| | (35) Perseverance |

NOTE: The remainder of the questionnaire required that raters use the same rating scale to evaluate the officers on the following performance dimensions:

111

Written Communication

Writes in a clear, concise, and readable form. Conveys through writing, opinions, ideas, facts, circumstances, etc., in a manner which is accurate, descriptive, thorough, and complete. Expresses ideas in a logical, comprehensive way.

Learning Ability

Has the capability of learning the factual material, such as laws, statutes, and procedures which are necessary for the job. Also learns the necessary information in a sufficiently short amount of time (the proper time depends on the formal or informal standards in your department). This capability can only be judged by observing the person applying what has been learned. A person is said to have "learning ability" to the extent that he or she can demonstrate comprehension and proper application of what was supposed to have been learned.

Knowledge - Crime Prevention and Suppression

Know effective modes of crime prevention/suppression such as lighting, security fences, patrol techniques (e.g., random patrol), etc. Knows well the assigned patrol area, including streets, buildings, location of alarm systems and possible escape routes. Maintains awareness of trends in criminal activity and keeps an eye on potential or known criminals in the area. Knows the laws and police procedures as they relate to crime prevention/suppression. In general, has a good grasp of standard crime prevention/suppression procedures as they relate to the patrol officer's job.

Knowledge - Emergency Situations

Can apply knowledge in emergency or hazardous situations. In other words, not only has "book-knowledge", but also can apply it in difficult situations such as in apprehension of dangerous criminals, evacuation and restriction of movement of individuals in dangerous areas, crowd control, administration of first aid. (Although these situations are quite different in nature, they require quick application of knowledge in emergency or difficult situations.)

Knowledge of Traffic Enforcement and Control

Knows effective action for enforcing vehicular and pedestrian traffic safety. Has a working knowledge of traffic laws. Knows how to deal with offenders and proper procedures in routine accident situations (e.g., accident investigative techniques).

Knowledge - Firearms and Other Equipment Which is Used on the Job

Knows how to use and care for special equipment which requires training and practice, such as firearms, radios, radar equipment, etc.

Observation Skills

Aware and alert to cues that something might be wrong, or at least unusual or out of the ordinary. Able to sense or perceive when there might be some type of trouble. Combines a good memory for details, alertness and inquisitiveness with the result that relevant cues, potential problems and important changing conditions are quickly perceived.

Information Gathering

Knows when and how to gather information for various purposes. Conducts thorough investigations and collects relevant and appropriate information which allows him (her) or some other individual to take appropriate future action (e.g., with regard to the identification and apprehension of suspects). Attends to details which allows for transmission of complete information, such as in written or oral reports.

Judgment and Problem Solving

Takes into account all appropriate relevant information, including various alternatives, and makes the appropriate decision or takes the correct action. Good at analyzing a situation and determining when to take action and what action to take. Is logical and analytical and also has common sense when it comes to problem solving.

Decisiveness and Initiative

Is not reluctant to make a decision when the situation calls for it. Although exercises judgment and proper restraint, is sufficiently assertive with problems and difficult situations. Doesn't hesitate when action is called for. Assumes authority (takes charge) when it is appropriate and required. Handles situations decisively and with determination.

Cooperation with Supervisors

Follows orders, takes advice and constructive criticism well; keeps superiors informed insofar as it is helpful or required. Accepts supervision. Complies with departmental rules and regulations. Supports and works toward goals established by departmental policy.

Relation with Co-Workers

Helps others, cooperates with others, allows others to help when appropriate. Does share of the work, and generally regards the job as a team effort. Is respected by co-workers.

Dealing with the Public

Courteous and understanding. Respectful and tactful. Interested in people. Objective and fair in attitude. Maintains perspective despite the fact that many (although not most) of the people dealt with are law breakers. Can deal effectively with a wide range of

people (ethnically, socially, educationally, economically). Improves image of the department in the eyes of the public. NOTE: The above qualities do not imply an inability to deal firmly with the public when it is appropriate and necessary.

Sufficient and Appropriate Assertiveness with People

Ability and willingness to be as assertive with people as is needed to prevent or correct problems. Can appropriately confront and challenge people who are behaving in a suspicious manner. Can mediate arguments and exert control over individuals and groups when required.

Number of Valid Complaints from Private Citizens

The number of substantiated and well-founded complaints from private citizens. (Of course, this depends on the particular assigned duty. Nevertheless, this dimension refers to the kind of valid and legitimate citizen complaints involving more than just a trivial matter or misunderstandings and which could result in disciplinary action depending on such things as the officer's past record and the circumstances surrounding the event.)

Desire for Self-Improvement

Seeks to improve performance in various ways, such as seeking voluntarily new knowledge and skills. Sees self as being responsible for learning the job and has a high degree of interest and self-drive in caring about and wanting to improve skills and knowledges.

Works Independently

Works well without supervision, not always needing to be told what to do. Feels personal responsibility and pride for quality of performance. Able to follow directions with only a minimum of instructions. A self-starter.

Reaction to Stress

Maintains composure and control under pressure and retains the ability to handle the situation (e.g., judgment remains quick, logical, decisive). Possesses emotional control in trying circumstances (e.g., avoids over-reaction, doesn't resort to excessive use of force). Stress does not appreciably detract from performance. (It should be noted that this dimension is different from the dimension "Application of Knowledge in Emergency Situations".)

Physical Ability

Possess the necessary agility, strength, coordination, endurance, and stamina to meet the demands of the job and departmental standards. Maintains physical condition and fitness.

Dependable and Reliable

A "steady" performer. Can be counted on to perform share of work

and to give extra effort when necessary. Is conscientious. Supervisors and co-workers can "depend" on the individual.

Integrity and Personal Ethics

Would not expect this person to use the badge, uniform, or authority for personal gain or gratification regardless of the circumstances. Would be expected to maintain integrity in personal and professional relationships.

NOTE: This dimension measure your perception of the officer's susceptibility to unethical conduct under very tempting circumstances which might arise in the future.

Demeanor

Possesses a professional manner. Has the kind of poise which is effective in interpersonal situations. Commands the respect of people with whom he (she) deals. Has "Command Presence".

Appearance

Is neat and well groomed and shows personal pride in general appearance.

Use of Police Authority

Utilizes the range of discretionary police authority involved in the job. Does not exceed the bounds of his constituted authority. Has the ability to assess the situation and request assistance of higher authority when warranted.

Work Attitude

Is committed to the job. Loyal to department, badge, personnel, and the profession. Interested and dedicated to police work. Shows real enthusiasm for his work and its various aspects (e.g., interested in serving the public and enforcing the law). Is professional in orientation to the job. Able to put up with the routine aspects of the job, but still maintain alertness and enthusiasm. Willing to accept any reasonable assignment.

NOTE: This is not the same as the dimension "Desire for Self-Improvement".

Productivity

Includes both quantity and quality of work. Does the amount of work which is within accepted standards. Always completes work on schedule. Maintains a high quality of work.

NOTE: This dimension should be evaluated according to accepted departmental standards, keeping in mind that everybody has their own work pace.

Recognition for Outstanding Job Performance

Includes awards, commendations citations, etc.

NOTE: Although this dimension is not always an indicator of per-

formance and may be dependent on the nature of the officer's assignment, the rating on this dimension should closely reflect the number of such rewards.

Number of Disciplinary Actions

The evaluation of this dimension should include number, recency, and severity.

Adaptability-Flexibility

Ability to perform effectively in new situations. Can respond to change and new departmental policies without unduly resisting them. Is flexible.

Punctuality and Attendance

Is generally punctual and has a good attendance record. Is never late or absent without informing supervisors and having a "good cause". Observes working hours.

Operation of Motor Vehicle

Has ability to control vehicle in emergency situations, (e.g., in pursuit of criminals). Complies with departmental and state driving and safety regulations. Has a good driving record (not responsible for any accidents).

Reading Skills

Reading speed and comprehension are good. Has the ability to read and understand even the most difficult written material which is required as part of the law enforcement officer's job.

NOTE: This is not the same dimension as learning ability. Also, ability on this dimension can be inferred from application of what is read.

Knowledge of Overall Assignment

Has a good grasp and concept of the overall goals and objectives of a law enforcement officer. In addition, knows well the laws, ordinances, practices, procedures, and policies which affect and govern how the job should be done.

Perseverance

Tends to complete assignments despite difficulties encountered. Tends to persist in the face of minor setbacks. Has "stick tuitiveness".

In addition, raters were required to evaluate the overall performance of officers on the same nine-point scale:

"Bearing in mind the overall picture you have of this person's strengths and weaknesses, please make an evaluation of his typical in comparison with other law enforcement officers with comparable experience."

Factor 1: PRACTICAL JUDGMENT AND PROBLEM SOLVING

DIMENSIONS:

Knowledge-Crime Prevention (.68), Knowledge-Emergency Situations (.78), Observation Skill (.74), Information Gathering (.65), Judgment and Problem Solving (.72), Decisiveness and Initiative (.77), Works Independently (.64).

Factor 2: DISCIPLINARY ACTIONS AND VALID COMPLAINTS

DIMENSIONS:

Number of Disciplinary Actions (.85), Number of Valid Complaints From Private Citizens (.84).

Factor 3: ORIENTATION TO WORK

DIMENSIONS:

Dependable and Reliable (.63), Productivity (.62), Punctuality and Attendance (.81), Perseverance (.67), Work Attitude (.70).

Factor 4: PHYSICAL ABILITY

DIMENSIONS:

Physical Ability (.89), Appearance (.79).

Factor 5: MENTAL ABILITY

DIMENSIONS:

Oral Communications (.75), Written Communication (.84), Learning Ability (.79), Reading Skill (.80).

Factor 6: OPERATION OF A MOTOR VEHICLE

DIMENSIONS:

Operation of a Motor Vehicle (.89).

Factor 7: RECOGNITION FOR OUTSTANDING JOB PERFORMANCE

DIMENSIONS:

Recognition for Outstanding Job Performance (.95).

Factor 8: PEOPLE ORIENTATION

DIMENSIONS:

Cooperation With Superiors (.83), Relation With Co-Workers (.74), Dealing With the Public (.78), Use of Police Authority (.68), Adaptability-Flexibility (.70).

Factor 9: KNOWLEDGE OF EQUIPMENT AND PROCEDURES

DIMENSIONS:

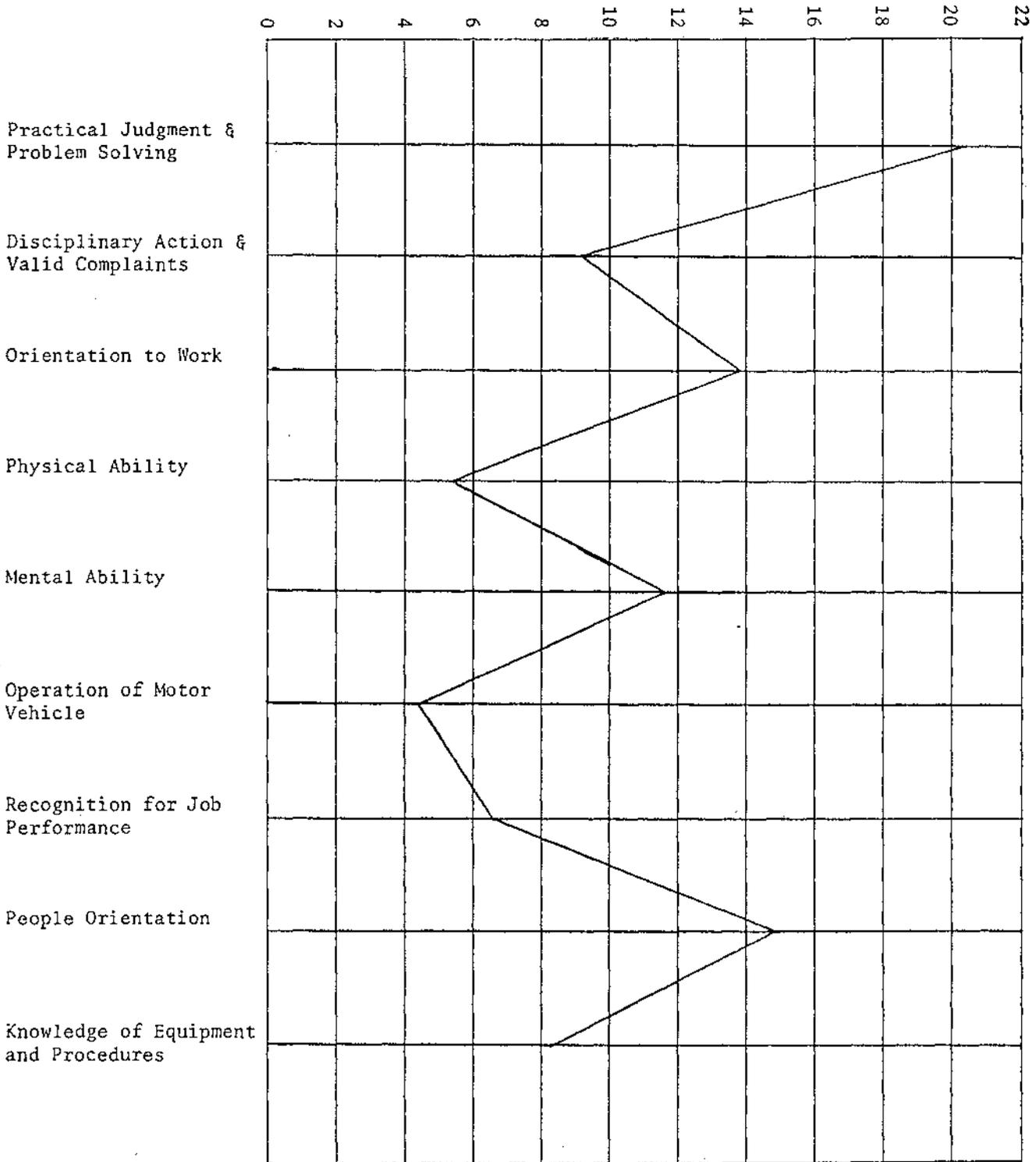
Knowledge-Firearms and Other Equipment Used on the Job (.87), Knowledge of Traffic Enforcement and Control (.74).

Average Relative Weight for Each Performance Factor

<u>Performance Factor</u>	<u>Mean</u>	<u>Standard Deviation</u>
Practical Judgment and Problem Solving	20.47	8.21
Disciplinary Actions and Valid Complaints	9.15	6.20
Orientation to Work	13.84	7.03
Physical Ability	5.34	7.98
Mental Ability	11.63	7.48
Operation of Motor Vehicle	4.49	5.80
Recognition for Job Performance	6.73	6.56
People Orientation	15.06	8.57
Knowledge of Equipment and Procedures	8.41	7.51

Average Relative Weight

Profile of Average Relative Weights for Nine Performance Factors



CONSTABLE JOB ANALYSIS

The following questionnaire attempts to identify the full range of performance considerations which are currently being used to evaluate constables. The performance dimensions currently being used will be referred to as "success dimensions". The purpose of this questionnaire is to consider each performance dimension and determine whether it is a current success consideration. Also, if there are constable success considerations operating in the police service which do not appear on the list, these need to be identified.

The questionnaire contains a list of potential success considerations. This list was compiled from past research and interviews with constables.

Begin by quickly reading through all the items, then we will proceed with the evaluation of each item.

For each dimension you are to consider the following points.

(A) Definitions

Are there any suggestions concerning the wording of the dimension definition which would improve its clarity or relevance to the work of a constable?

(B) Success Considerations

Is the dimension a current success consideration? It is realised that those attending the meeting cannot speak for all sergeants, therefore you must make a judgement based on your own knowledge and beliefs. A dimension should be identified as a success consideration if the group decides that they or some other raters are using the dimension to evaluate constables. Anything that is known to influence the overall evaluation of a constable (e.g. attendance, judgement, appearance etc) would be a success consideration. A dimension is not a success consideration if the quality of a constable's performance on that dimension does not influence or effect the raters overall performance rating.

(C) Appropriate Success Consideration

After deciding whether a dimension is a current success consideration, the group should reach a consensus as to whether or not it is an appropriate constable success consideration. The fact that a dimension is being used as a success consideration does not mean it is being used appropriately, or whether it should be used at all. If the group decides that a dimension is not an appropriate success consideration - an explanation needs to be provided e.g. "The job does not include this activity", "There is no way to observe or measure performance on this dimension" etc.

(D) Additional Dimensions

If any success considerations are absent from the list please do not hesitate to mention them, and they will be added to the list.

Performance Dimensions Questions

For each of the 34 performance dimensions the following areas need to be addressed.

- (1) Do any of the performance dimensions need to be redefined?
- (2) Is the performance dimension a current success consideration?
- (3) Is the performance dimension an appropriate success consideration?
- (4) If the dimension is judged inappropriate, explain why.
- (5) Are there any suggestions for additional items?

Performance Dimensions(1) ORAL COMMUNICATION

Speaks in a direct and understandable fashion. Communicates in a clear and concise manner, so that others know exactly what is meant. Can converse with individuals at the various levels of the police service (e.g. supervisors, peers and subordinates) and individuals from the various segments of society. Demonstrates these skills regardless of the nature of the discussion.

(2) WRITTEN COMMUNICATION

Writes in a clear, concise and readable form. Files are written up in a manner which is accurate, descriptive and thorough. Expresses ideas in a logical and comprehensive way.

(3) LEARNING ABILITY

Is capable of learning factual material, such as laws, statutes and procedures which are necessary for the job. A person is said to have "learning ability" when they can demonstrate comprehension and proper application of the material that is supposed to have been learned.

(4) KNOWLEDGE - CRIME PREVENTION & SUPPRESSION

Knows effective modes of crime prevention/suppression such as lighting, alarm systems, patrol techniques, etc. Knows well the assigned patrol area, including streets, buildings, location of alarm systems and possible escape routes. Maintains awareness of trends in criminal activity and keeps an eye on potential or known criminals in the area. In general, has a good grasp of standard crime prevention/suppression procedures.

(5) KNOWLEDGE - EMERGENCY SITUATIONS

Can apply knowledge in emergency or hazardous situations (e.g. bomb scare). Has "book knowledge" and is able to apply it in difficult situations (e.g. apprehension of dangerous criminals, evacuation of individuals in dangerous areas and crowd control).

(6) KNOWLEDGE OF TRAFFIC ENFORCEMENT AND CONTROL

Knows the effective action for enforcing vehicular and pedestrian traffic safety. Has a working knowledge of traffic laws and liaises with M.O.T. officers when necessary. Knows how to deal with offenders and the proper procedures in routine accident situations.

(7) KNOWLEDGE - EQUIPMENT USED ON THE JOB

Knows how to use special equipment which requires training and practice (e.g. batons, radios, finger-printing equipment)

(8) OBSERVATION SKILLS

Aware and alert to cues that indicate something may be wrong or at least unusual or out of the ordinary.

(9) INFORMATION GATHERING

122

Knows when and how to gather information. Conducts thorough investigations and collects relevant information which allows the constable or some other individual to take appropriate future action (e.g. in the identification and apprehension of suspects). Attends to details which allows for the complete transmission of information, as in the case of written and oral reports.

(10) JUDGEMENT AND PROBLEM SOLVING

Takes into account all appropriate relevant information and makes the appropriate decision based on the information. Is able to analyze a situation and determine what action needs to be taken and when it should be taken. Is logical and analytical and also has common sense when it comes to problem solving.

(11) DESIRE FOR SELF-IMPROVEMENT

Seeks to improve performance in various ways, such as seeking voluntarily new knowledge and skills. Sees self as being primarily responsible for learning the job. Has a high degree of interest and self-drive in caring about and wanting to improve skills and knowledge.

(12) WORKS INDEPENDENTLY

Works well without supervision, does not always need to be told what to do. Is able to follow directions with only a minimum of instruction.

(13) REACTION TO STRESS

Maintains composure and control under pressure and has the ability to handle any given situation. Possesses emotion control in trying circumstances. Stress does not appreciably detract from performance.

(14) PHYSICAL ABILITY

Has the necessary agility, strength, co-ordination, endurance and stamina to meet the demands of the job and departmental standards. Maintains physical condition and fitness.

(15) DEPENDABLE AND RELIABLE

A "steady" performer. Can be counted on to perform their share of work and gives that little bit extra when necessary. Is conscientious.

(16) INTEGRITY AND PERSONAL ETHICS

The constable would not use their position for personal gain or gratification regardless of the circumstances. Would be expected to maintain integrity in personal and professional relationships.

(17) DEMEANOUR

123

Has a professional manner. Has the kind of poise which is effective in interpersonal situations.

(18) APPEARANCE

Is neat and well groomed and shows personal pride in general appearance.

(19) USE OF POLICE AUTHORITY

Utilizes the range of discretionary police authority involved in the job. Does not exceed the bounds of constituted authority. Has the ability to assess a situation and request assistance of higher authority when warranted.

(20) WORK ATTITUDE

Is committed to the job. Interested and dedicated to police work. Is professional in orientation to the job. Able to put up with the routine aspects of the job, but still maintain a sense of alertness and enthusiasm.

(21) PRODUCTIVITY

Includes both quantity and quality of work. Does the amount of work which is within accepted standards. Completes work on schedule. Maintains a high quality of work.

(22) RECOGNITION FOR OUTSTANDING JOB PERFORMANCE

Includes awards and commendations.

(23) NUMBER OF DISCIPLINARY ACTIONS

The evaluation of this dimension should include number, recency and severity.

(24) ADAPTABILITY/FLEXIBILITY

Ability to perform effectively in new situations - can respond to change and new departmental changes. Is flexible.

(25) DECISIVENESS AND INITIATIVE

Is not reluctant to make a decision when the situation calls for it. Exercises judgement and proper restraint and is sufficiently assertive with problems and difficult situations. Handles situations with decisiveness and with determination.

(26) CO-OPERATION WITH SUPERVISORS

Follows orders and takes advice and constructive criticism well. Keeps superiors informed in so far as it is helpful or required. Accepts supervision.

(27) RELATION WITH CO-WORKERS

124

Co-operates with others and allows others to help when appropriate. Generally regards the job as a team effort. Is respected by co-workers.

(28) DEALING WITH THE PUBLIC

Is courteous and understanding. Respectful and tactful. Interested in people. Has an objective attitude. Can deal effectively with a wide range of people (e.g. ethnically, socially, educationally, economically). Improves the image of the department in the eyes of the public. (NOTE: The above qualities do not imply an inability to deal firmly with the public when it is appropriate and necessary).

(29) APPROPRIATE ASSERTIVENESS WITH PEOPLE

Is able and willing to be assertive with people in order to prevent or correct problems. Can confidently confront and challenge people who are behaving in a suspicious manner.

(30) MEDIATOR

Can mediate arguments and exert control over individuals and groups when required (eg. domestic disputes).

(31) PUNCTUALITY AND ATTENDANCE

Is generally punctual and has a good attendance record. Is never late or absent without a informing supervisors and having a "good reason". Observes working hours.

(32) OPERATION OF MOTOR VEHICLE

Has ability to control motor vehicle in emergency situations (e.g. in the pursuit of criminals). Complies with departmental and driving regulations. Has a good driving record (not responsible for any accidents).

(33) KNOWLEDGE OF OVERALL ASSIGNMENT

Has a good grasp and concept of the overall goals and objectives of a constable. In addition, knows well the laws, practices, procedures and policies which affect and govern how the job should be performed.

(34) PERSEVERANCE

Tends to complete assignments despite minor setbacks and potentially difficult situations. Has "stick ability".

CONSTABLES' PERFORMANCE APPRAISAL

PERFORMANCE EVALUATION

This questionnaire is part of an overall study which aims to evaluate the procedures currently being used to rate constables. More specifically, it looks at the effectiveness and reliability of the current rating form. You are being asked to rate a number of constables on your section on 26 performance dimensions. A "dimension" is an aspect or component of work a performance which has been identified through job analysis, to be important for success on the job.

Every effort has been made to identify all the important areas of a constable's performance. Each rating dimension has been defined as completely and thoroughly as possible. Titles of dimensions (eg "Observation Skills") are often vague and potentially misleading. Therefore a rater must pay careful attention to the definition of each dimension in order to know exactly what should be rated.

Please be as objective and candid as possible in your ratings. The rating process requires time, concentration and effort on the part of the raters. Nevertheless, the time and thought is well spent, as the resulting information will aid in the design of future constable rating forms. Your help is greatly appreciated. Without the information you will be providing, further work in this area would be impossible.

The ratings will not be stored in any personnel or departmental file, and will have no effect on any constable's career.

INSTRUCTIONS

- 1 On a scrap of paper write down the names of the 10 constables you intend rating. Turn to dimension 1 (Oral Communication) and place the constables' initials in the space provided. There should be a column of ten sets of initials going down the page, each initial having a corresponding line of numbers (1 to 7).

EXAMPLE:

CONSTABLES' INITIALS	HIGHEST ACHIEVABLE PERFORMANCE		TYPICAL AVERAGE PERFORMANCE			LOWEST ACHIEVABLE PERFORMANCE	
	7	6	5	4	3	2	1
F K	7	6	5	4	3	2	1
S R	7	6	5	4	3	2	1
L T	7	6	5	4	3	2	1

Now go through the questionnaire writing in the constables' initials under each dimension (in the same order). It is important to fill in the initials before starting the rating process.

- 2 The rating continuum for each dimension is in the form of a 7-point scale. The following points need to be taken into consideration.
- Each rater must decide the definition of each point on the scale. When we talk about 'high' or 'low' performance we mean 'high' or 'low' from the point of view of the rater.
 - Your definition of a performance will depend on the range of performance you have observed on the job (among past and current constables).

Eg - You should define level 7 by thinking of the best performer on that dimension you have known. In other words, rate the constable in terms of what you know can be achieved on a dimension. Similarly, level 1 should not be defined as being so low that no one could be at that level without being discharged. Level 1 should describe those constables who having serious problems on the dimension in question.

It is important to define your anchor points for each dimension.

- 3 Begin assigning dimension ratings to the constables. Place a circle round the constables estimated level of performance.

EXAMPLE:

CONSTABLES' INITIALS	HIGHEST ACHIEVABLE PERFORMANCE		TYPICAL AVERAGE PERFORMANCE			LOWEST ACHIEVABLE PERFORMANCE	
	7	6	5	4	3	2	1
FK	7	6	5	4	3	2	1
SR	7	6	5	4	3	2	1

In the above example Frank Knowles scored a 7, which means Frank's performance on that dimension equals the best performer (constable) that the sergeant has known. Sam Rose rates a 1 which means Sam's performance equals the worst constable's performance on that dimension that the sergeant has known.

Rate all the constables on one dimension before going on to the next. Assign the first rating number to the constable in your sample who is performing highest on that dimension (not necessarily at the 7 level). Next, assign a number to the poorest performer in the group (not necessarily at level 1). Continue with the second highest, second lowest etc, until all constables in the group have been rated.

- 4 Read the next definition . Define your anchor points for that dimension (eg, define level 7 by thinking of the best performer on that dimension you have known). proceed in the same manner described above, until the 10 constables have been rated on each of the 26 performance dimensions.

POTENTIAL RATING PROBLEMS

Before commencing the rating procedure itself, it would be well to discuss some typical problems associated with ratings, and how they may be dealt with.

The "Halo" Effect. It would be truly unusual if a constable was very good, very poor, or just adequate in all aspects of police performance. If this were true, we would only have to ask for one overall rating instead of 26 separate ratings. Everyone knows that a person's abilities vary; each has his/her strengths and weaknesses. However, some raters have a tendency to give persons the same ratings on all items. This tendency is usually related to some general idea about their overall performance. That is, a generally good constable will be rated high on all items while one who is generally poor will be rated low on all items. Please be alert to this problem. Rate each constable on the basis of the specific definition of each dimension. Remember each person has his/her good and weak points. It is rare to find a constable who is good or poor at everything.

Restricting the scale range. Another problem that frequently occurs is the tendency for the rater to use only part of the scale in making the ratings. Most frequently, raters tend to be too lenient (rating all people high). Less often, the rater tends to be too strict or may use only the mid-range of the scale (Central Tendency). Periodically, check to make sure you are using the scale range (1-7) as a reference for your ratings. You can't use the entire scale range for all people, but, on the other hand, make sure that you have not unwittingly changed the scale to, for example, a 5 to 7 point scale or a 3 to 7 point scale. Try as much as possible to use the full range of the scale.

Each item is a Unique Rating. The third problem that frequently occurs is that the rater may not be entirely clear as to the meaning of the items to be rated. To eliminate such a problem with this rating instrument, complete definitions of each dimension have been written. Each definition should be read and thoroughly understood before the ratings are made.

FACTOR DEFINITIONSFACTOR ONE: Practical Judgement and Problem Solving

In assessing a problem combines knowledge related to standard procedures (e.g. crime prevention and emergency situations) with initiative, decisiveness and observation skill. Is able to display appropriate assertiveness and control over individuals and groups when gathering information. Taking into account appropriate relevant information analyzes the situation and makes the appropriate decision.

FACTOR TWO: Orientation towards Work

Can be depended on to do an acceptable job, in terms of quality. A steady performer. Is able to complete assignments, even when difficulties are encountered and perseverance is required. Displays a high degree of interest in the job and is both motivated and dedicated to improve skills and knowledge.

FACTOR THREE: People Orientation

Is able to develop and maintain a good working relationship with the various individuals encountered on the job including supervisors and private citizens. Can deal effectively with a wide range of people (ethnically, socially, educationally, economically). Is aware of the importance of projecting a good public relations image. Has no problem accepting supervision or discipline from superiors.

FACTOR FOUR: Knowledge of Equipment

Knows how to use special equipment which requires training and practice (e.g. finger-printing equipment for crime scene examinations, breath-testing equipment etc).

FACTOR FIVE: Written Communication and Learning Ability

Writes in clear, concise and readable form. Files are written up in a manner which is accurate, descriptive, thorough and complete. Ideas are expressed in a logical and comprehensive way. Is capable and willing to learn factual material (e.g. laws, statutes etc) which are necessary for job. Has the ability to learn law enforcement procedures through experience.

FACTOR SIX: Punctuality and Attendance

Is generally punctual and has a good attendance record. Is never late or absent without informing supervisors and having a "good cause". Observes working hours.

FACTOR SEVEN: Appearance

Is neat and well groomed. Shows personal pride in general appearance.

FACTOR EIGHT: Oral Communication

Speaks in a direct and understandable fashion. Is clear and concise in communicating so that others know exactly what is meant. Can converse with individuals at various levels within the Police Service (e.g. peers, NCO's and officers) and individuals from the various segments of society.

GENERATION OF BEHAVIOURAL STATEMENTS RELATED TO THE
WORK OF CONSTABLES

This questionnaire is the second part of an overall study which aims to evaluate the procedures currently being used to rate Constables. In the first part of the study 26 Constable performance dimensions were identified as being important for success on the job. These dimensions (an aspect or component of work) were arrived at as a result of a job analysis which was performed following the advice and with the assistance of a number of Constables and Sergeants stationed at Palmerston North. The next step consisted of rating Constables on the 26 performance dimensions. Thirty-four Sergeants throughout the main centres rated between 8 to 10 Constables on their section. Using a statistical technique called Factor Analysis the 26 dimensions were condensed and summarised into eight major factors which are listed below:

- 1 Practical Judgement and Problem Solving
- 2 Orientation toward Work
- 3 People Orientation
- 4 Knowledge of Equipment
- 5 Written Communication and Learning Ability
- 6 Punctuality and Attendance
- 7 Appearance
- 8 Oral Communication.

Eventually we want to determine how the eight factors are being used to make decisions about overall Constable performance. That is, how much importance do Sergeants place on each factor when deciding how well a Constable is performing. Before this goal can be reached, we must first verify that the rating dimensions are clearly understandable. Second, examples of good, average and poor performance must be written for each factor in order to make the factors easier to understand and more precise.

The generation of behavioural statements requires time, concentration and effort on the part of the Sergeant. Nevertheless, the time and thought is well spent, as the resulting information will aid in the design of future constable rating forms. Your help is greatly appreciated.

INSTRUCTIONS

(ONE) The factor definitions described in the next few pages were written with the following considerations in mind.

- Each definition should cover one and only one unique area of performance. Therefore, two different factor definitions should not cover the same area of performance.
- Definitions should be clear, concise, accurate and understandable.
- Definitions should be written in language which is typically used by Sergeants.

Space for your comments is provided below each definition. If you feel the definition fulfills the particular factor just leave the appropriate space blank. If it does not, please state the improvements you would make to the definition (eg. change wording, add a sentence etc). Please do not hesitate to make changes to the wording - as it is important to bring the definition into line with the language used by Sergeants.

(TWO) The most common type of rating scale is numerical. For example, if one started with a rating factor of 'Physical Ability', a scale would then be created in order to measure Physical Ability. If a seven point scale were chosen for this purpose, it would be necessary to define or anchor each one of the seven-scale positions. For example :

1	2	3	4	5	6	7
Extremely Poor Physical Ability	Poor Physical Ability	Below Average Physical Ability	Average Physical Ability	Above Average Physical Ability	High Physical Ability	Outstanding Physical Ability

Individuals could then be rated by being assigned a number corresponding to the anchor which best describes their performance.

However, there is a problem with the above type of verbal anchors. Words such as 'high', 'low' and 'average' mean different things to different raters. Therefore, the worth of the rating information, is linked by the amount of agreement the raters have about the exact meaning of the verbal anchor.

One way to get around this problem is to use a different more specific kind of anchor, called a behavioural anchor. A behavioural anchor is an example of the kind of behaviour you would expect of a person who is performing at a certain level. For example, if a Constable is outstanding on the factor of Physical Ability - you might expect the following specific behaviour :

"Has outrun or outclimbed any suspect fleeing on foot. Has easily overcome physical resistance from any suspect without causing any physical injuries to either party."

An example of extremely poor performance may be:

"Overweight, short of breath and is unable to defend themself in most situations."

Similar statements can be written for all seven scale positions. See Figure One. Your task is to write the same kinds of behavioural anchors for each of the seven-scale positions on each factor. Remember that the statement should be the kind of specific behaviour you expect of a constable who is performing at a particular level on each factor.

EXAMPLE

Figure One: Behavioural Anchors for the factor of Physical Ability

Definition: Possess the necessary agility, strength, co-ordination, and stamina to meet the demands of the job and departmental standards. Maintains physical condition and fitness which results in a better overall performance.

- | | |
|---------------------------------------|---|
| (7) Outstanding
Performance: | As a result of continuous physical conditioning, has quickly subdued violent suspects who have been considerably taller and heavier than the Constable, without injury to the Constable or the suspect. |
| (6) High
Performance: | Walks briskly one mile each day. Is able to run several blocks and then perform typical police tasks. |
| (5) Above
Average
Performance: | Exercise and/or diets when necessary, and participates in athletics or light exercise schedules to maintain physical appearance. |
| (4) Average
Performance: | Has no regular physical fitness routine, but appears to be in good condition. |
| (3) Below
Average
Performance: | Weight fluctuates with no planned or scheduled physical activities to maintain desired physical conditioning. |
| (2) Poor
Performance: | Overweight - does not adhere to programmed exercise. Cannot jog one block and still accomplish police tasks. |
| (1) Extremely
Poor
Performance: | Lacks stamina. Unable to protect themselves. Obese. Unable to outrun or outclimb any suspect fleeing on foot. |

Factor One : Practical Judgement and Problem Solving

Definition : In assessing a problem combines knowledge related to standard procedures (eg. crime prevention and emergency situations) with initiative, decisiveness and observation skill. Is able to display appropriate assertiveness and control over individuals and groups when gathering information. Taking into account appropriate relevant information analyses the situation and makes the appropriate decision.

Changes to Definition : _____

Write a behavioural anchor which indicates the kind of behaviour you would expect of a Constable performing at the following levels of this factor.

- (7) Outstanding Performance _____

- (6) High Performance _____

- (5) Better than Typical Performance _____

- (4) Typical Performance _____

- (3) Below Typical Performance _____

- (2) Poor Performance _____

- (1) Frequent or Serious Problems _____

Factor Two : Orientation towards Work

Definition : Can be depended on to do an acceptable job, in terms of quality. A steady performer. Is able to complete assignments, even when difficulties are encountered and perserverance is required. Displays a high degree of interest in the job and is both motivated and dedicated to improve skills and knowledge.

Changes to Definition : _____

Write a behavioural anchor which indicates the kind of behaviour you would expect of a Constable performing at the following levels of this factor.

- (7) Outstanding Performance _____

- (6) High Performance _____

- (5) Better than Typical Performance _____

- (4) Typical Performance _____

- (3) Below Typical Performance _____

- (2) Poor Performance _____

- (1) Frequent or Serious Problems _____

Factor Three : People Orientation

Definition : Is able to develop and maintain a good working relationship with the various individuals encountered on the job including supervisors and private citizens. Can deal effectively with a wide range of people (ethnically, socially, educationally, economically). Is aware of the importance of projecting a good public relations image. Has no problem accepting supervision or discipline from superiors.

Changes to Definition : _____

Write a behavioural anchor which indicates the kind of behaviour you would expect of a Constable performing at the following levels of this factor.

(7) Outstanding Performance _____

(6) High Performance _____

(5) Better than Typical Performance _____

(4) Typical Performance _____

(3) Below Typical Performance _____

(2) Poor Performance _____

(1) Frequent or Serious Problems _____

Factor Four : Knowledge of Equipment

Definition : Knows how to use special equipment which requires training and practice (eg. finger-printing equipment for crime scene examinations, breath-testing equipment etc).

Changes to Definition : _____

Write a behavioural anchor which indicates the kind of behaviour you would expect of a Constable performing at the following levels of this factor.

(7) Outstanding Performance _____

(6) High Performance _____

(5) Better than Typical Performance _____

(4) Typical Performance _____

(3) Below Typical Performance _____

(2) Poor Performance _____

(1) Frequent or Serious Problems _____

Definition : Writes in clear, concise and readable form. Files are written up in a manner which is accurate, descriptive, thorough and complete. Ideas are expressed in a logical and comprehensive way. Is capable and willing to learn factual material (eg. laws, statutes etc) which are necessary for job. Has the ability to learn law enforcement procedures through experience.

Changes to Definition : _____

Write a behavioural anchor which indicates the kind of behaviour you would expect of a Constable performing at the following levels of this factor.

- (7) Outstanding Performance _____

- (6) High Performance _____

- (5) Better than Typical Performance _____

- (4) Typical Performance _____

- (3) Below Typical Performance _____

- (2) Poor Performance _____

- (1) Frequent or Serious Problems _____

Factor Six : Punctuality and Attendance

Definition : Is generally punctual and has a good attendance record. Is never late or absent without informing supervisors and having "good cause". Observes working hours.

Changes to Definition : _____

Write a behavioural anchor which indicates the kind of behaviour you would expect of a Constable performing at the following levels of this factor.

- (7) Outstanding Performance _____

- (6) High Performance _____

- (5) Better than Typical Performance _____

- (4) Typical Performance _____

- (3) Below Typical Performance _____

- (2) Poor Performance _____

- (1) Frequent or Serious Problems _____

Factor Seven : Appearance

Definition : Is neat and well groomed. Shows personal pride in general appearance.

Changes to Definition : _____

Write a behavioural anchor which indicates the kind of behaviour you would expect of a Constable performing at the following levels of this factor.

- (7) Outstanding Performance _____

- (6) High Performance _____

- (5) Better than Typical Performance _____

- (4) Typical Performance _____

- (3) Below Typical Performance _____

- (2) Poor Performance _____

- (1) Frequent or Serious Problems _____

Factor Eight : Oral Communication

Definition : Speaks in a direct and understandable fashion. Is clear and concise in communicating so that others know exactly what is meant. Can converse with individuals at various levels within the Police Service (eg. peers, NCO's and Officers) and individuals from the various segments of society.

Changes to Definition : _____

Write a behavioural anchor which indicates the kind of behaviour you would expect of a Constable performing at the following levels of this factor.

(7) Outstanding Performance _____

(6) High Performance _____

(5) Better than Typical Performance _____

(4) Typical Performance _____

(3) Below Typical Performance _____

(2) Poor Performance _____

(1) Frequent or Serious Problems _____

PERFORMANCE EVALUATION QUESTIONNAIRE

This questionnaire is the last phase of an overall study which aims to evaluate the procedures currently being used to rate Constables. You have been chosen to participate in this phase as you have direct experience in evaluating Constable performance, and have been one for a number of years.

The following pages contain descriptions of hypothetical Constables. Each description describes certain behaviours and actions performed by a Constable. Your task is to evaluate the overall performance of each Constable.

At this point in the study we would like to thank you for your valuable assistance. The response rate has been very good. Without your help further work in this area would be impossible. The results from this study will be published in the Police Bulletin.

INSTRUCTIONS

171

Before you begin your ratings please complete the first part of this questionnaire by filling in the personal history form. This information is being gathered to find out whether there is a relationship between the way in which you rate and other things such as the number of years you have been a Sergeant. It should be emphasized that the kinds of differences which will be examined are general trends and that individual responses will be kept anonymous.

After you have completed the personal history form - turn to the first description of a Constable. Read through the description and assign a grade that represents the persons level of overall performance. Place the grade in the box alongside the description. The grade you assign indicates the level of performance you feel the description represents. The grades you assign are similar to the ones you use in the Police 204 form.

- A = Outstanding : a truly exceptional member
- B = Very Good : consistently above average
- C = Meets Job Requirements : a good acceptable standard
- D = Not Entirely Satisfactory : slight improvement needed
- E = Unsatisfactory : room for considerable improvement

Please do not use pluses or minuses when assigning grades. If you feel a Constables performance is worth a B+ or a B- then assign a B₂. Continue through the descriptions in the same manner.

RATING HINTS

When making your ratings it is important to:

- 1 Use the entire range of the rating scale. Try to avoid a 'middle of the road' response pattern. Do not hesitate to give out A's and E's. It is noted that Sergeants don't readily give out A's and E's when rating 'real' Constables. But because these examples of Constables are hypothetical it is likely that A's and E's will be used a lot more.
- 2 Because the descriptions involve a bit of thought - it is recommended that you rate no more than 15 Constables in one setting.
- 3 Refrain from trying to read between the lines. There are not 'trick' items.
- 4 Be as honest and accurate as possible. There are no 'right' or 'wrong' answers. The purpose of this study is simply to determine how raters combine information to arrive at an overall evaluation. Some statements may appear a little contradictory - don't worry about this - in real life we get contradictory information about different people. What we are interested in is your overall evaluation.

1 She has little interest in her work, is not willing to learn and is constantly upsetting people. Has no public relations what so ever. Does not get on with fellow workers and has no regard for rank. Is a racist. Her communication is usually at an acceptable level, sometimes lacks ability to learn new skills, written work is complete. Shoes 'spit' polished - hair always neat. Uniform always looking like it has just arrived from the cleaners. Has written communication skills to be a lecturer in her field. Work is never returned. Always appears at meetings and is never late without a good excuse. She displays good initiative at jobs - uses information to the best of her ability. Has had several attempts at using equipment but still unable to do so.



2 His clothes are usually clean and reasonably tidy. Tries his very best and sets his goals to develop relationships with people. Understands requirements for public support and co-operation in boosting moral and efficiency in the Police. Needs some paperwork supervision - knows where to look for details of statutes. Excellent ability to resolve difficult situations with a minimum of fuss and with speed and tact. His files are usually in on time and does the work asked of him. Doesn't answer back. More often than not late for work, does not heed warnings, leaves shift early without being dismissed. Has no ability to learn and use equipment. He is an exceptionally clear and concise speaker who communicates exceptionally well with whoever he meets.



3 He rarely upsets people. Has to be supervised and motivated at all times. He is extremely articulate and converses easily with persons of all levels. Could do with a bit of tidy up. More often than not uniform is untidy and shoes need cleaning. Doesn't often show pride in appearance. He is occasionally a couple of minutes late for work, but usually punctual. Has thorough knowledge of all equipment and uses knowledge to obtain good results. Is able to communicate extremely clearly and effectively in his written work. Reports are never sent back. Exercises ability to measure a given situation, taking full control - uses his excellent knowledge of Police Procedures to arrive at solutions. Is decisive, remains unflustered and obtains results with information known.



4 He is an average speaker and is understood by most that hear him. He is consistently late for work and takes excessive sicktime. Judgement can't be trusted. Every decision must be checked, cannot be allowed to work on his own. Submits good paper work most of the time - has some difficulty learning and accepting new material. Is able to operate all common equipment in use by the Police without error. Uniform is scruffy and dirty - never ironed. Tries his very best and sets his goals to develop relationships with people. Understands requirements for public support and co-operation in boosting moral and efficiency in the Police. Files need to be returned occasionally - but is keen to learn from mistakes.



5 He handles all equipment in an expert fashion. He has an excellent manner of speaking, good grasp of english, communicates effectively and precisely. Needs some paperwork supervision, knows where to look for details of statutes. His uniform is always immaculate, shoes shine like a mirror and he shows pride in his appearance. Hair is always neat. When making judgements listens carefully, dissects information obtained, takes into account various factors, allows for error and remains unflustered obtaining information. Puts in late work frequently, files are poorly prepared, lacks initiative, and self motivation. Gets on well with most people - tries with everyone. Has never arrived late to work at any stage and has never left work unless he has been released.



6 His written work has far too many mistakes, illegible writing, spelling mistakes and wrong statutes. He is a reasonable public speaker, seeks help when he gets out of his depth, seems to have a magic affect on all people. Never upsets anyone, a true diplomat. Accepts discipline and has respect for rank. A well liked popular member. Always scruffy, shoes in a state of disrepair. Trousers never cleaned. Errors are made continually in files - does not learn by his mistakes. Judgement is generally unsound, would not be trusted to work with junior member. Handles all equipment in an expert fashion. Is always on time for work.



7 She has an excellent ability to measure a given situation, taking full control - uses her excellent knowledge of Police procedures to arrive at solutions. Is decisive, remains unflustered and obtains results with information known. Is extremely well groomed and uniform is immaculate. Generally avoids doing anything unless specifically told to do so. Able to write in understandable form with a minimum of spelling mistakes. Excellent manner of speaking, good grasp of English, communicates effectively and punctual. Trust is lacking with supervisors - is moody at times and has difficulty in accepting discipline. Can upset public when contact is made. Has trouble with equipment, needs to attend refresher courses.



8 He is able to communicate extremely clearly and effectively in his written work. Reports are never sent back. Is reliable and can be depended on to make sensible decisions. Is extremely well groomed and uniform is immaculate. Does not take supervision or criticism at all well - is always on the defensive. He is always late for work and leaves early and doesn't offer reasons. Handles equipment competently. Everyone understands him when he talks. Is good at most jobs and tries hard to master them.



9 He is a withdrawn silent person who hates discipline - will not accept supervision. Socially withdrawn and isolates himself from other staff. Occasionally a couple of minutes late for work, but usually punctual. Excellent ability to resolve difficult situations with a minimum of fuss and with speed and tact. Not many people understand him when he is talking without a lot of qualification. Encounters problems with practical application in regards equipment. Tends to shut off when being given instructions. His appearance is usually untidy and scruffy - no care in general appearance. Able to write in understandable form with a minimum of spelling mistakes. Well motivated and able to perform all tasks given effectively.



- 10 She is always late for work - needs counselling. Always submits written material that is well balanced and presented. Always well groomed, clothes neatly pressed. Full use of equipment known - is able to perform at a good practical level. Has difficulty working a problem through too a logical conclusion. She has a general lack of interest towards her job. Gets on well with most people - tries with everyone. Very difficult to understand as pronunciation is a problem.
- 11 Her judgement can't be trusted. Every decision must be checked, cannot be allowed to work on her own. Appearance usually untidy and scruffy - no care in general appearance. More often than not late to work, does not need warnings, leaves shift early without being dismissed. Communicates usually at an acceptable level, sometimes lacks ability to learn new skills. She gets on well with most groups. No complaints forthcoming. Maintains public relations. Handles all equipment in an expert fashion. When she meets difficulties she cannot cope with, she seeks advice from NCO or officer in charge. Written work has far to many mistakes, illegible writing, spelling mistakes and wrong statutes.
- 12 She is never late or leaves work early. Excellent performer in all aspects of her job. Has exceptional perserverance and the ability to motivate herself. Always seeks further training. Handles all equipment in an expert fashion. Written communication is neat, accurate and understandable. She has good working relationship with staff and public, accepts discipline and communicates well in all situations. An exceptional clear and concise speaker who communicates exceptionally well with whoever they meet. Excellent ability to resolve difficult situations with a minimum of fuss and with speed and tact. Is extremely well groomed and uniform is immaculate.

13 Her clothes are usually neat and tidy. Has to be supervised and motivated at all times. Very difficult to understand her as pronunciation is a problem. Always appears at meetings and is never late without a good excuse. Excellent ability to resolve difficult situations with a minimum of fuss and with speed and tact. Has thorough knowledge of all equipment and uses knowledge to obtain good results. Polite and courteous. Interested in people. Doesn't come on strong. Isn't moody. Is able to communicate extremely clearly and effectively in her written work. Reports are never sent back.



14 He has no ability to learn and use equipment. When making judgements listens carefully, dissects information obtained, takes into account various factors, allows for error and remains unflustered obtaining information. Is never late for work, or leaves early. Not many people understand him when he talks without a lot of qualification. Reports are generally complete and require few revisions. Tries his very best and sets his goals to develop relationships with people. Understands requirements for public support and co-operation in boosting morale and efficiency in the Police. Is good at most jobs and tries hard to master them. Shoes 'spit' polished-hair always neat. Uniform always looking like it has just arrived from the cleaners.



15 His judgement can't be trusted. Every decision must be checked, cannot be allowed to work on his own. Uniform is tidy to acceptable level. Hair tidy and shoes are clean. Has no problems with his oral skills at any level. Handles all equipment in an expert fashion. He is popular with all staff - relates extremely well with public and offenders. Leaves excellent impression. Is always late for work - needs counselling. His files are usually in on time and does the work asked of him. Doesn't answer back. Always submits written work that is well balanced and presented.



16 He could do with a bit of tidy up. More often than not uniform is untidy and shoes need cleaning. Doesn't show pride in his appearance. Can communicate with all aspects and degrees of the human race - with a high degree of ability. He has no ability to learn and use equipment. Judgement can't be trusted. Every decision must be checked, cannot be allowed to work on his own. Very good work record, performs more than his share of work load, completes files early, is keen and motivation level is high. Has necessary skills to complete task at hand. Needs some paperwork supervision - knows where to look for details of statutes. Not often absent, usually punctual and prepared to work overtime willingly. Usually copes with most situations arising in day to day Police work and has no problems on deciding a course of action.



17 He has the written communication skills to be a lecturer in his field. Work is never returned. He constantly upsets people. Has no public relations what so ever. Does not get on with fellow workers and has no regard for rank. Is racist. Has to be supervised and motivated at all times. He has an excellent manner of speaking, good grasp of English, communications effectively and precisely. Always well groomed, clothes neatly pressed. Judgement is satisfactory - seeks assistance concerning decisions frequently. Occasionally a couple of minutes late for work, but usually punctual. Has thorough knowledge of all equipment and uses knowledge to obtain good results.



18 She handles all equipment in an expert fashion. Is able to communicate extremely clearly and effectively in her written work. Reports are never sent back. Is good at most jobs and tries hard to master them. Always submits written material that is well balanced and presented. Her uniform is always immaculate, shoes shine like a mirror and shows pride in her appearance. Hair is always neat. Excellent ability to resolve difficult situations with a minimum of fuss and with speed and tact. Is an average speaker and is understood by most that hear her. She has a good working relationship with staff and public. Accepts discipline and communicates well in all situations.



- 19 He is constantly upsetting people. Has no public relations what so ever. Does not get on with fellow workers and has no regard for rank. Is racist. His appearance is usually untidy and scruffy - no care in general appearance. Communicates usually at an acceptable level, sometimes lacks ability to learn new skills. Handles all equipment in an expert fashion. He is hardly ever late for work and advises when unable to attend. Very good work record, performs more than his share of work load, completes files early, is keen and motivation level is high. Has necessary skills to complete task at hand. Excellent ability to resolve difficult situations with a minimum of fuss and with speed and tact. Written work has far to many mistakes, illegible writing, spelling mistakes and wrong statutes.
- 20 He seems to have a magic effect on all people. Never upsets anyone, a diplomat. Accepts discipline and has respect for rank. A well liked popular member. Is good at most jobs and tries hard to master them. Reasonably fluent, easily understood and has an adequate command of the English language. He could do with a bit of a tidy up. Doesn't often show pride in appearance. Enjoys and goes out of his way to use equipment eg. new computers, radio etc. Needs some paper work supervision. Knows where to look for details of statutes. He listens carefully, dissects information obtained, takes into account various factory, allows for error and remains unflustered obtaining information.
- 21 She is able to communicate extremely clearly and effectively in her written work. Her reports are never sent back. Anti-type person, can't relate with anyone - creates complaints. Very good work record, performs more than her share of the work load, completes files early, is keen and motivation level is high. Has necessary skills to complete task at hand. She is error prone when demonstrating equipment, poor learner, is not interested in gaining further skills in regards equipment. Uniform is untidy, dirty shoes, hair unacceptable length - could place more emphasis on department. Usually discourteous when communicating to the public and is blunt, arrogant and rude. Judgement is satisfactory - seeks assistance concerning decisions frequently. Is always late for work - needs counselling.

22 She has difficulty working a problem through to a logical conclusion. Has had several attempts of using equipment but still unable to do so. Lacks interest in job-orientated activity and has shown little initiative in most areas. She is extremely articulate and converses easily with persons of all levels. Is popular with all staff - relates extremely well with public and offenders. Leaves excellent impression. Her uniform is always immaculate, shoes shine like a mirror and shows pride in her appearance. Hair is always neat. Written work has far too many mistakes, illegible writing, spelling mistakes and wrong statutes. Not often absent, usually punctual and prepared to work overtime willingly.



23 She listens carefully, dissects information obtained, takes into account various factors, allows for error and remains unflustered obtaining information. Has never arrived late to work at any stage and has never left work unless she has been released. She gets on well with most groups. No complaints forthcoming. Maintains public relations. Is able to communicate extremely clearly and effectively in her written work. Reports are never sent back. Uniform tidy to acceptable level. Hair tidy and shoes clean. Knowledge of equipment is of an acceptable standard, knows just enough to use equipment. Excellent work performance, does not require supervision, paperwork is of a high standard. Model Constable - enthusiastic towards all jobs. Always keen to seek out new skills and knowledge. Very difficult to understand when she speaks, as pronunciation is a problem.



24 He can communicate with all aspects and degrees of the human race - with a high degree of ability. Extremely articulate and converse easily with persons of all levels. He has trouble with equipment, needs to attend refresher courses. Can be relied upon most of the time to be punctual. He is always scruffy. Shoes in state of disrepair. Trousers never cleaned. Written work has far too many mistakes, illegible writing, spelling mistakes and wrong statutes. Excellent ability to resolve difficult situations with a minimum of fuss and with speed and tact. Works well, takes pride in work most of the time, well motivated to improve knowledge and skills.



25 She is more often than not late for work, does not heed warnings, and leaves shift early without being dismissed. She has average communication skills, written work is adequate, willing to learn new skills and with experience will develop further. Very good work record, performs more than her share of work load, completes files early, is keen and motivation level is high. Has necessary skills to complete task at hand. Despite a number of years in the job - she does not have sound judgement. Tends to panic when under pressure. Trust is lacking with supervisors, is moody at times and has difficulty in accepting discipline. Can upset public when contact is made. Handles all equipment in an expert fashion. Usually discourteous when communicating to the public, is blunt, arrogant and rude. She is always well groomed and her clothes are neatly pressed.



26 He has exceptional perserverance and the ability to motivate himself. Always seeks further training. He can communicate with all aspects and degrees of the human race, with a high degree of ability. Excellent ability to measure a given situation, taking full control - uses his excellent knowledge of Police procedures to arrive at solutions. Is decisive, remains unflustered and obtains results with information known. Clothes usually clean and reasonably tidy. He is hardly ever late for work and advises when unable to attend. He is an average speaker and is understood by most that hear him. Encounters problems with practical application in regards equipment. Tends to shut off when being given instructions. Written communication is at an alarming level, it is incomplete and lacks detail.



27 He is usually discourteous when communicating to the public - and is blunt, arrogant and rude. Always submits written material that is well balanced and presented. Uniform is untidy, dirty shoes, hair unacceptable length - could place more emphasis on deportment. Has exceptional perserverance and the ability to motivate himself. Always seeks further training. Is always late to work - needs counselling. Has trouble with equipment - needs to attend refresher courses. Can communicate with all aspects and degrees of the human race - with a high degree of ability. Judgement can't be trusted. Every decision must be checked, cannot be allowed to work on his own.



28 She has a thorough knowledge of all equipment and uses knowledge to obtain good results. Written communication is at an alarming level, it is incomplete and lacks detail - she is not willing to learn new material. She is not often absent from work, usually punctual and prepared to work overtime willingly. Judgement is generally unsound, would not be trusted to work with junior member. Always well groomed and turned out - cares about appearance. Reasonably fluent, easily understood and has an adequate command of the english language. Has no real problems relating to people. Well motivated and able to perform all tasks given effectively.



29 She has great difficulty communicating effectively. Her uniform is immaculate (everything), well ironed, polished and clean - is never faulted. She is polite and courteous. Interested in people. Doesn't come on strong. Isn't moody. Works well, takes pride in work most of time, well motivated to improve knowledge and skills. Despite a number of years in the job - does not have sound judgement. Tends to panic when under pressure. Average communication skills, written work is adequate, willing to learn new skills and with futher experience will develop. Her files are usually in on time and does the work asked of her. Doesn't answer back. More often than not late to work, does not heed warnings, leaves shift early without being dismissed.



30 He has no pride in himself or his uniform. Uniform never looks clean or tidy. Shoes never clean and hair constantly scruffy. Extremely articular and converses easily with persons of all levels. Very good work record, performs more than his share of work load, completes files early, is keen and motivation level is high. Has necessary skills to complete task at hand. Handles all equipment in an expert fashion. Is reliable and can be depended on to make sensible decisions. He rarely upsets people. Written communication is neat, accurate and understandable. Has never arrived late to work at any stage and has never left work unless he has been released.



31 She is reasonably fluent, easily understood and has an adequate command of the English language. Always late for work and leaves early and doesn't offer reasons. Handles equipment competently. Trust is lacking with supervisors - is moody at times and has difficulty in accepting discipline. Can upset public when contact is made. She is well motivated and able to perform all tasks given effectively. Written work has far too many mistakes, illegible writing, spelling mistakes and wrong statutes. Her uniform is always immaculate, shoes shine like a mirror and shows pride in her appearance. Hair is always neat. Has not been faulted on judgement, in spite of being placed in difficult situations.



32 He handles all equipment in an expert fashion. He constantly upsets people. Has no public relations what so ever. Does not get on with fellow workers and has no regard for rank. Is racist. Occasionally can display good judgement and solve problems. Needs some paperwork supervision - knows where to look for details of statutes. He is always punctual for shift start and has no sick time. He is a reasonable public speaker, seeks help when he gets out of his depth. Errors are made continually in files - does not learn by his mistakes. Is extremely well groomed and uniform is immaculate.



33 His reports are generally complete and require few revisions. An exceptionally clear and concise speaker who communicates exceptionally well with whoever they meet. His attendance is very good - always punctual. Encounters problems with practical application in regards equipment. Tends to shut off when being given instruction. Always well groomed, clothes neatly pressed. Displays good initiative at jobs - uses information to his ability. Trust is lacking with supervisors - is moody at times and has difficulty in accepting discipline. Can upset public when contact is made. Well motivated and able to perform all tasks given effectively.



- 34 Has no problems with his oral skills at any level. When he meets difficulties he cannot cope with, he seeks advise from NCO or officer in charge. Exceptional ability to readily assess a difficult situation and establish the best course to be taken to solve problems that arise. He handles equipment competently. More often than not late to work, does not heed warnings, leaves shift early without being dismissed. Written work has far too many mistakes, illegible writing, spelling mistakes and wrong statutes. Clothes usually clean and tidy. Can communicate with all aspects and degrees of the human race - with a high degree of ability.
- 35 She handles all equipment in an expert fashion. Always appears at meetings and is never late without a good excuse. Communicates usually at an acceptable level, sometimes lacks ability to learn new skills. Seems to have a magic effect on all people. Never upsets anyone, a diplomat. Accepts discipline and has respect for rank. A well liked popular member. Generally avoids doing anything unless specifically told to do so. Is reliable and can be depended on to make sensible decisions. Has the written communication skills to be a lecturer in her field. Work is never returned. She is always well groomed, clothes neatly pressed.
- 36 He has thorough knowledge of all equipment and uses knowledge to obtain good results. Always well groomed and turned out - cares about appearance. Judgement can't be trusted. Every decision must be checked, cannot be allowed to work on his own. Is popular with all staff - relates extremely well with public and offenders. Leaves excellent impression. Errors are made continually in files - does not learn by his mistakes. Written work has far to many mistakes, illegible writing, spelling mistakes and wrong statutes. An exceptional clear and concise speaker who communicates exceptionally well with whoever he meets. Is never late or leaves work early.

- 37 He is constantly upsetting people. Has no public relations what so ever. Does not get on with fellow workers and has no regard for rank. Is racist. Displays good initiative at jobs - use information to his ability. Usually no problems with judgement. Errors are made continually in files - does not learn by his mistakes. Has good knowledge of equipment and has obtained some good results. Only late for work once in a while. He is very difficult to understand as pronunciation is a problem. Written communication is at an alarming level, it is incomplete and lacks detail - he is not willing to lean new material. He is extremely well groomed and uniform immaculate.
- 38 She is extremely articulate and converses easily with persons of all levels. Could do with a bit of a tidy up. More often than not uniform is untidy and shoes need cleaning. Doesn't often show pride in appearance. Excellent ability to resolve difficult situations with a minimum of fuss and with speed x-tact. She rarely upsets people. Always appears at meetings and is never late without a good excuse. When she meets difficulties she cannot cope with, she seeks advice from NCO or officer in charge. She handles equipment competently. Written work has far to many mistakes, illegible writing, spelling mistakes and wrong statues.
- 39 His clothes usually clean and reasonably tidy. Has difficulty working a problem through to a logical conclusion. Handles all equipment in expert fashion. Very difficult to understand as pronunciation is a problem. Only late for work once in a while. He has a very good work record, performs more than his share of work load. He is constantly upsetting people. Has no public relations what so ever. Does not get on with fellow workers and has no regard for rank. He is racist. He is able to write in understandable form with a minimum of spelling mistakes.

40 She has no ability to learn and use equipment. Her files are usually in on time and does the work asked of her. She doesn't answer back. She seems to have a magic effect on all people. Never upsets anyone, a diplomat. Accepts discipline and she has respect for rank. She is a well liked popular member. Her judgement can't be trusted. Every decision must be checked. She cannot be allowed to work on her own. She is always well groomed and turned out. She cares about her appearance. Is always late for work and needs counselling. Has no problems with her oral skills at any level. Her written work has far to many mistakes, illegible writing, spelling mistakes, and wrong statutes.



41 She has exceptional perserverance and the ability to motivate herself. She always seeks further training. Is never late. She gives early notice when sick. Is not waiting in the line-up room to knock off. She plans leave with workmates in mind. Her reports are generally complete and require few revisions. Her uniform is scruffy, dirty, and never ironed. Has difficulty in effectively communicating of working with certain groups of people. She is usually discourteous when communicating to the Public. She is blunt, arrogant and rude. She displays good initiative at jobs. Use information to her ability. Full use of equipment known and she is able to perform at a good practical level.



42 She lacks interest in job-orientated activity and she has shown little initiative in most areas. Her trust is lacking with supervisors. She is moody at times and has difficulty in accepting discipline. She can upset public when contact is made. Not many people understand her when she talks without a lot of qualifications. She is reliable and can be depended on to make sensible decisions. Her written communication is at an alarming level, it is incomplete and lacks detail. She is not willing to learn new material. Has good knowledge of equipment and has obtained some good results. She more often than not is late to work, she does not head warnings, leaves shift without being dismissed. Uniform is untidy.



43 He needs some paperwork supervision - knows where to look for details of statutes. Is never late. Gives early notice when sick and is not waiting in the line-up room to knock off. He suffers from inadequate washing (ie. BO problems.) Uniform looks like it has been slept in. Judgement cannot be trusted. Every decision must be checked, cannot be allowed to work on his own. Handles equipment competently. Files need to be returned occasionally - but is keen to learn from mistakes. He is popular with all staff - relates extremely well with public and offenders leaves excellent impression. Extremely articulate and converses easily with persons of all levels.



44 She is never late or leaves work early. Has no pride in herself or her uniform. Uniform never looks clean or tidy. Shoes never clean. Hair constantly scruffy. She usually copes with most situations arising in day to day Police work and she has not problems deciding on a course of action. Polite and courteous. Interested in people. Doesn't come on strong. Submits good paper work most of the time. She has some difficulty learning and accepting new material. Handles all equipment in expert fashion. Excellent work performance, does not require supervision, paperwork is of a high standard. Model Constable - enthusiastic towards all jobs. Always keen to seek out new skills and knowledge. Very difficult to understand as she has a pronunciation problem.



45 She is never late or leaves work early. Anti-type person, she can't relate with anyone, creates complaints. Judgement is generally unsound would not be trusted to work with junior member. Has excellent perseverance and the ability to motivate herself. Always seeks further training. Has thorough knowledge of all equipment and uses knowledge to obtain good results. Always well groomed, clothes neatly pressed. Not many people understand her when she talks without a lot of qualification. Able to write in understandable form with a minimum of spelling mistakes.



46 She can be relied upon most of the time to be punctual. Uniform tidy to acceptable level. Hair tidy and shoes clean. Very good work record, performs more than her share of work load, completes files early, is keen and motivation level is high. Has necessary skills to complete task at hand. Is able to communicate extremely clearly and effectively in her written work. Her reports are never sent back. Only late for work once in a while. She is able to operate all common equipment in use by the Police without error. An exceptional clear and concise speaker who communicates exceptionally well with whoever they meet. Gets on well with most people. Tries with everyone.



47 She is always on time for work. Has difficulty working a problem through to a logical conclusion. Generally good turn out in uniform. Does not take supervision or criticism at all well - she is always on the defensive. Usually discourteous when communicating to the Public and is blunt, arrogant and rude. Encounters problems with practical application in regards equipment. She does tend to shut off when being given instructions. Has exceptional perseverance and the ability to motivate herself. Her written communication is at an alarming level, it is incomplete and lacks detail. She is not willing to learn new material.



48 He has no ability to learn and use equipment. Has not been faulted on judgement, in spite of being placed in difficult situations. Has great difficulty communicating effectively. Has trouble with equipment needs to attend refresher courses. Is popular with all staff - relates extremely well with public and offenders. Leaves excellent impression. Is extremely well groomed and uniform is immaculate. Consistently late for work, excessive sicktime. He has excellent work performance, does not require supervision, paperwork is of a high standard. Model Constable - enthusiastic towards all jobs. Always keen to seek out new skills and knowledge.



49 He can communicate with all aspects and degrees of the human race - with a high degree of ability. Has never arrived late to work at any stage and has never left work unless he has been released. Always well groomed and turned out - cares about appearance. His files are usually in on time and does the work asked of him. Doesn't answer back. Has written skills to be a lecturer in his field. Work is never returned. Judgement can't be trusted. Every decision must be checked. He cannot be allowed to work on his own. Excellent manner of speaking, good grasp of English, communicates effectively and precisely. He encounters problems with practical application in regards equipment. Tends to shut off when being given instructions.



50 He always appears at meetings and is never late without a good excuse. His uniform is always immaculate, shoes shine like a mirror and shows pride in his appearance. Hair always neat. Gets on well with most people. Tries with everyone. Has to be supervised and motivated at all times. Handles equipment competently. Has great difficulty communicating effectively. Written work has far to many mistakes, illegible writing, spelling mistakes, and wrong statutes. Excellent ability to resolve difficult situations with a minimum of fuss and with speed and tact.



51 Her knowledge of equipment is of an acceptable standard, knows enough to use equipment. Is reliable and can be depended on to make sensible decisions. She has great difficulty communicating effectively. Written work has far to many mistakes, illegible writing, spelling mistakes and wrong statutes. Her uniform is always immaculate, shoes shine like a mirror and shows pride in her appearance. Hair is always neat. Has never arrived late to work at any stage and has never left work unless she has been released. Has to be supervised and motivated at all times. Is popular with all staff - relates extremely well with public and offenders. Leaves excellent impression.



- 52 She has thorough knowledge of all equipment and uses knowledge to obtain good results. Displays good initiative at jobs - uses information to her ability. Always submits written material that is well balanced and presented. Is extremely well groomed and uniform is immaculate. Has exceptional perserverance and the ability to motivate herself. Always seeks further training. Is an average speaker and is understood by most that hear her. Not often absent, usually punctual and prepared to work overtime willing. Trust is lacking with supervisors - is moody at times and has difficulty in accepting discipline. Can upset public when contact is made.
- 53 He seems to have a magic effect on all people. Never upsets anyone, a diplomat. Accepts discipline and has respect for rank. A well liked popular member. He is never late or leaves work early. Uniform is scruffy and dirty - never ironed. Generally avoids doing anything unless specifically told to do so. Always submits written material that is well balanced and presented. Despite a number of years in the job - does not have sound judgement. Tends to panic when under pressure. Handles all equipment in expert fashion. Very difficult to understand as pronunciation is a problem.
- 54 He is more often than not late to work, does not heed warnings, leaves shift early without being dismissed. His uniform is scruffy and dirty - never ironed. Average communication skills, written work is adequate, willing to learn new skills and with experience will develop further. Has no problems with his oral skills at any level. Has exceptional perserverance and the ability to motivate himself. Always seeks further training. Does not take supervision or criticism at all well - is always on the defensive. Handles equipment competently. Usually copes with most situations arising in day to day Police work and has no problems deciding on a course of action.

- 55 He is always late to work - needs counselling. He is a reasonable public speaker, seeks help when he gets out of his depth. Is able to communicate extremely clearly and effectively in his written work. Reports are never sent back. Gets on well with most people - tries with everyone. Has a general lack of interest towards his job. His uniform is always immaculate, shoes shine like a mirror and shows pride in his appearance. Hair is always neat. Full use of equipment known - is able to perform at a good practical level. Has difficulty working a problem through to a logical conclusion.
- 56 She has an exceptional ability to readily assess a difficult situation and establish the best course to be taken to solve problems that arise. She is always well groomed and clothes neatly pressed. Always submits written material that is well balanced and presented. Has little interest in her work and is not willing to learn. Always late for work and frequently off sick. Has great difficulty communicating effectively. Is liked by peers and supervisor. Gets on well with members of the public. Handles all equipment in an expert fashion.
- 57 She can communicate with all aspects and degrees of the human race - with a high degree of ability. Always well groomed and turned out - cares about appearance. She is reasonably fluent, easily understood and has an adequate command of the English language. Judgement can't be trusted. Every decision must be checked, cannot be allowed to work on her own. Always late for work and leaves early - and doesn't offer reasons. Written work has far too many mistakes, illegible writing, spelling mistakes and wrong statutes. Is able to operate all common equipment in use by the Police without error. Well motivated and able to perform all tasks given effectively.

58 His uniform is scruffy and dirty - never ironed. Seems to have a magic effect on all people. Never upsets anyone, a diplomat. Accepts discipline and has respect for rank. A well liked popular member. Works well, takes pride in work most of time, well motivated to improve knowledge and skills. He has great difficulty communicating effectively. Written communication is at an alarming level, it is incomplete and lacks detail. Has trouble with equipment, needs to attend refresher courses. Depsite a number of years in the job - does not have sound judgement. Tends to panic when under pressure. Is never late. Gives early notice when sick, is not waiting in the line up room to knock off. Plans leave with work mates in mind.



59 He is well motivated and able to perform all tasks given effectively. Is always on time. Polite and courteous. Interested in people. Doesn't come on strong. Isn't moody. Written communication is at an alarming level, it is incomplete and lacks detail, he is not willing to learn new material. Excellent ability to resolve difficult situations with a minimum of fuss and with speed and tact. Is extremely well groomed and uniform is immaculate. Extremely articulate and converses easily with persons of all levels. Has had several attempts at using equipment but still unable to do so.



60 She has trouble with equipment, needs to attend refresher courses. Is never late, or leaves work early. An exceptional clear and concise speaker who communicates exceptionally well with whoever she meets. Is able to communicate extremely clearly and effectively in her written work. Reports are never sent back. Uniform tidy to an acceptable level. Hair tidy and shoes clean. Her files are usually in on time and does the work asked of her. Doesn't answer back. Is popular with all staff - relates extremely well with public and offenders. Leaves excellent impression. Displays good initiative at jobs - uses information to her ability. Usually no problems with judgement.



ORDER OF IMPORTANCE

Listed below are eight factors that have been identified as being important in evaluating Constables. When we rate people we often assign different weights or degrees of importance to the various factors. Next to each factor (in the box provided) write down the amount of weight or importance you would assign each factor. The weighting of importance is out of 100. For example, if you think appearance is one of the most important factors when evaluating overall Constable performance - you may give it a high score in the 80's or 90's. Or if you thought oral communication is not that important - you may give it a score in the low 30's.

FACTORS

WEIGHTING

Factor One : Practical Judgement and Problem Solving

Definition : In assessing a problem combines knowledge related to standard procedures (eg. crime prevention and emergency situations) with initiative, decisiveness and observation skill. Is able to display appropriate assertiveness and control over individuals and groups when gathering information. Taking into account appropriate relevant information analyses the situation and makes the appropriate decision.

Factor Two : Orientation Towards Work

Definition : Can be depended on to do an acceptable job, in terms of quality. A steady performer. Is able to complete assignments, even when difficulties are encountered and perserverance is required. Displays a high degree of interest in the job and is both motivated and dedicated to improve skills and knowledge.

Factor Three : People Orientation

Definition : Is able to develop and maintain a good working relationship with the various individuals encountered on the job including supervisors and private citizens. Can deal effectively with a wide range of people (ethnically, socially, educationally, economically). Is aware of the importance of projecting a good public relations image. Has no problem accepting supervision or discipline from superiors.

Factor Four : Knowledge of Equipment

193

Definition : Knows how to use special equipment which requires training and practice (eg. finger-printing equipment for crime scene examinations, breath-testing equipment etc).

Factor Five : Written Communication and Learning Ability

Definition : Writes in clear, concise and readable form. Files are written up in a manner which is accurate, descriptive, thorough and complete. Ideas are expressed in a logical and comprehensive way. Is capable and willing to learn factual material. (eg. laws, statutes etc) which are necessary for job. Has the ability to learn law enforcement procedures through experience.

Factor Six : Punctuality and Attendance

Definition : Is generally punctual and has a good attendance record. Is never late or absent without informing supervisors and having 'good cause'. Observes working hours.

Factor Seven : Appearance

Definition : Is neat and well groomed. Shows personal pride in general appearance.

Factor Eight : Oral Communication

Definition : Speaks in a direct and understandable fashion. Is clear and concise in communicating so that others know exactly what is meant. Can converse with individuals at various levels within the Police Service (eg. peers, NCO's and Officers) and individuals from the various segments of society.

APPENDIX JPRESENTATION OF FACTOR LOADINGS FOR THE PRESENT
STUDY AND THE UNITED STATES STUDYFACTOR ONE: Practical Judgement and Problem Solving

	<u>N.Z</u>	<u>U.S.A</u>
Assertiveness (people)	.86	-
Knowledge (crime prevention)	.75	.68
Observation/perception	.70	.74
Mediator	.69	-
Decisiveness & initiative	.64	.77
Knowledge (emergency sit'ns)	.57	.78
Knowledge (overall assignment)	.57	-
Judgement/problem solving	.51	.72
Information gathering	.50	.65

FACTOR TWO: Orientation towards Work

Self motivation	.73	-
Work attitude	.66	.70
Dependable/reliable	.62	.63
Productivity	.57	.62
Learning ability	.51	-

FACTOR THREE: People Orientation

Dealing with public	.77	.78
Co-op with supervisors	.65	.83
Adaptability/initiative	.55	.70

FACTOR FOUR: Knowledge of Equipment

Knowledge (emergency sit'ns)	.56	.87
Knowledge (equipment)	.76	-

FACTOR FIVE: Written Communication and Learning Ability

Written communication	.81	.84
Learning ability	.57	.79

FACTOR SIX: Punctuality and Attendance

Punctuality/attendance	.87	-
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FACTOR SEVEN: Appearance

Appearance	.89	-
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FACTOR EIGHT: Oral Communication

Oral communication	.63	-
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