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A VALIDITY STUDY OF
POLICE OFFICER SELECTION,
TRAINING AND PROMOTION

VOLUME IX

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PREFACE

This report describes a comprehensive study of the City of Houston Police Department's selection, training, and promotional procedures. The report is divided into nine volumes as follows:

- Volume I Research Overview, Summary and Bibliography for the Validity Study of Selection, Training and Promotion within the Houston Police Department
- Volume II Analysis of the Labor Force Composition within the Recruiting Area of the Houston Police Department.
- Volume III Adverse Impact Analyses of the Selection, Training, Assignment and Promotion Procedures of the Houston Police Department
- Volume IV Job Analysis of Positions within the Houston Police Department
- Volume V Evaluation of the Selection Requirements of the Houston Police Department
- Volume VI Validation of the Physical Requirements for the Selection of Police Officers
- Volume VII Validation of the Personal Background Requirements for the Selection of Police Officers
- Volume VIII Evaluation and Validation of the Houston Police Department Academy and Probationary Training Period
- Volume IX Validation of the Houston Police Department Promotional Process

While each volume is intended to stand alone as a unified component of the study, much of the data is referred to in several volumes, but presented in detail in only one volume. For example, the job analysis data reported in Volume IV

served as a foundation for the research described in Volumes V through IX. Consequently, at times the reader will need to refer to two or more volumes to obtain a comprehensive understanding of a specific component of the research.

It is expected that this report will be read by individuals who have a wide range of familiarity with the technical nature of the research study. Consequently, the authors have attempted to provide sufficient explanations of research methodology, statistical analyses, etc., to facilitate understanding by readers who do not have formal training or experience in the applied demographic and psychological research disciplines. At the same time, however, the authors have included appropriate technical information in the report, whereby professionals experienced in demographic and validation research can review the work of the research team.

Appendix A of Volume I is a comprehensive bibliography. The bibliography also contains detailed descriptions of reference materials cited or quoted (referred to by author and date) throughout all volumes of the report.

VOLUME IX

VALIDATION OF THE HOUSTON POLICE DEPARTMENT
PROMOTIONAL PROCESS

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CHAPTER 1

INTRODUCTION

The last major component of the overall research project was directed toward the study of the Houston Police Department's promotional system. The promotional procedures followed by the Department are prescribed in Article 1269m, Vernon's Texas Civil Statutes. This article specifies eligibility requirements, the procedures for administering competitive written exams, the method for creating promotion eligibility lists and the procedures for filling vacant positions.

Accordingly, the Houston Police Department's promotion system is the same for all positions from the rank of Sergeant and Detective through Assistant Chief. The system requires that individuals be in their present ranks for at least two years before they are eligible for promotion. After meeting this requirement any individual who wishes to be promoted must take a written exam oriented toward the next highest rank and administered by the Houston Civil Service Commission. An individual with the rank of Police Officer may take either the Detective or Sergeant exam or both; Detectives and Sergeants may take the Lieutenant exam; and so forth. The exam for each promotional rank is administered once a year for ranks up to and including Captain, but the exams for Deputy Chief and Assistant Chief are given only in years when one or more of these positions become vacant or a new position is created.

A total promotion score is computed by the Houston Civil Service Commission for each officer seeking a promotion. This total score is comprised of three sub-scores: the promotional exam score, a score based on the average of the two most recent Departmental performance ratings, and a tenure score. These scores are discussed below.

A few months prior to the administration of the written promotional exam, a reading list is published to guide officers preparing for the examination (see Appendix A for Sergeant and Detective reading lists). Reading material on the list is available at local book stores. Exam questions, written by Houston Civil Service personnel, are drawn from the reading list material. Recently, all exams have contained 100 multiple choice questions. Each question is worth .7 points for a possible total correct score of 70 points.

All officers are evaluated semi-annually by their supervisors with regard to their job performance. These ratings, typically made in February and August, have a possible maximum score of 30 points. The value used in computing the total promotion score is the average of the two most recent performance ratings.

The tenure score is based on the number of years an individual has served with the Houston Police Department, with one point being awarded for each year of service. An officer can receive a maximum of 10 points after 10 or more years with the Department.

The three scores described above are combined to yield a total promotion score with a maximum of 110 points, as summarized below:

	<u>Maximum Possible Score</u>
Promotion Exam	70 points
Houston Police Department Performance Rating	30 points
Tenure	10 points
	<hr/>
TOTAL PROMOTION SCORE	110 points

All officers seeking a promotion are rank ordered by their total score. If two officers have the same total score, the individual with the highest exam score is ranked first. If two officers have the same total scores and exam scores, the officer with the highest performance rating is ranked first. Thereafter, ties are broken on the basis of total length of service. Officers selected for promotion must successfully pass a medical examination.

All promotions for each rank are made from the appropriate promotion list for one year following the date of the promotional exam. When a vacancy occurs, the officer at the top of the list is promoted unless the Chief of Police determines that there is a valid reason for not promoting the officer with the highest total score. The reason(s) for not appointing the individual with the highest score must be presented in writing and filed with the Civil Service Commission.

There is no entry-level job or division of assignment for the promotional ranks. For example, a Sergeant could be assigned to the Patrol or Special Investigation Bureaus, or to an administrative division (e.g., training, recruiting, etc.).

Chapter 2 of this volume describes the research design used to analyze the criterion-related validity of the promotion system. These validity results are presented in Chapter 3. A set of guidelines for the construction of future promotional tests for Class A positions through the rank of Captain are given in Chapter 4. (It should be noted that similar guidelines for constructing promotional exams for Class B and C positions are presented in Volume IV.) Finally, Chapter 5 presents the summary, conclusions and recommendations for this phase of the research project.

CHAPTER 2
RESEARCH DESIGN

Overview

The research conducted for this phase of the project focused on analyzing the criterion-related validity of the total promotion score. Following the most recent equal employment opportunity guidelines (Federal Register, Vol. 41, No. 136, July 14, 1976, and Federal Register, Vol. 41, No. 227, November 23, 1976), if the overall score is found to be valid, then there is no need to evaluate the various components of the score. However, this research was designed to analyze each of the components of the promotional system regardless of the validity of the overall score. In addition, an analysis was made of the appropriate content for inclusion in the Detective, Sergeant, Lieutenant and Captain written examinations. As explained in Chapter 4, recommendations have been made regarding the type and proportion of content that should be represented in future exams.

Since the validity study needed to be relevant to recent applications of the promotional system, the research focused on analyzing the appropriate data for promotions occurring between 1971 and 1975. By limiting the time frame, the research is applicable to relatively recent promotional examinations and Departmental performance ratings. In addition, officers promoted from the 1971 through 1975 promotion lists have been

in their new jobs for a sufficient length of time whereby their current job performance can be evaluated by supervisory personnel.

Because of the above time frame considerations, only the promotional data related to Sergeant and Detective promotions could be analyzed in this study. The number of officers promoted to the rank of Lieutenant or higher over the last five years has been so small that a criterion-related validity study is not technically feasible for studying these higher ranking positions. For example, between 1971 and 1975 from 21 to 54 officers were promoted to the Detective position each year. Similarly, between 1972 and 1975 from 20 to 46 officers were promoted to Sergeant each year (only 9 were promoted in 1971). On the other hand, during the same time frame only 4 to 18 officers were promoted to Lieutenant each year. The number of Captain, Deputy Chief and Assistant Chief promotions were even fewer in number.

It should be noted that the purpose of this research project was to study the validity of the promotion system rather than promotion in a particular year or to a specific rank. The promotional system is identical for all ranks each year. Therefore, if two ranks had a relatively large number of officers promoted (such as Detectives and Sergeants) while other ranks had only a few promotions (Lieutenant and above), the results for the larger size groups should be representative of

the results for the smaller groups. Thus, from the data presented in this study, conclusions have been drawn about the validity of the promotional process for all ranks of Class A personnel.

As previously mentioned, a criterion-related validity design was considered to be the most appropriate methodology for studying the promotional system. Briefly, this type of analysis examines the relationship between promotional scores and subsequent job performance. The assumption underlying the current promotional system is that those officers receiving the highest scores will perform best in the jobs to which they are promoted; if officers obtaining lower promotional scores also were promoted, they would not perform as well in the promotional positions. This reasoning can be applied to the analyses of the total promotion score, as well as to scores received on the written exam, tenure points, or Department performance ratings.

Officers Seeking Promotion

Table 1 presents information on the characteristics of the officers seeking promotion to the Sergeant and Detective positions by taking the written examinations given in 1971 through 1975. As indicated by these data, the majority of officers seeking promotions were White males. It should be noted that an officer can seek promotion to either a Sergeant or Detective position during the same year by taking each of

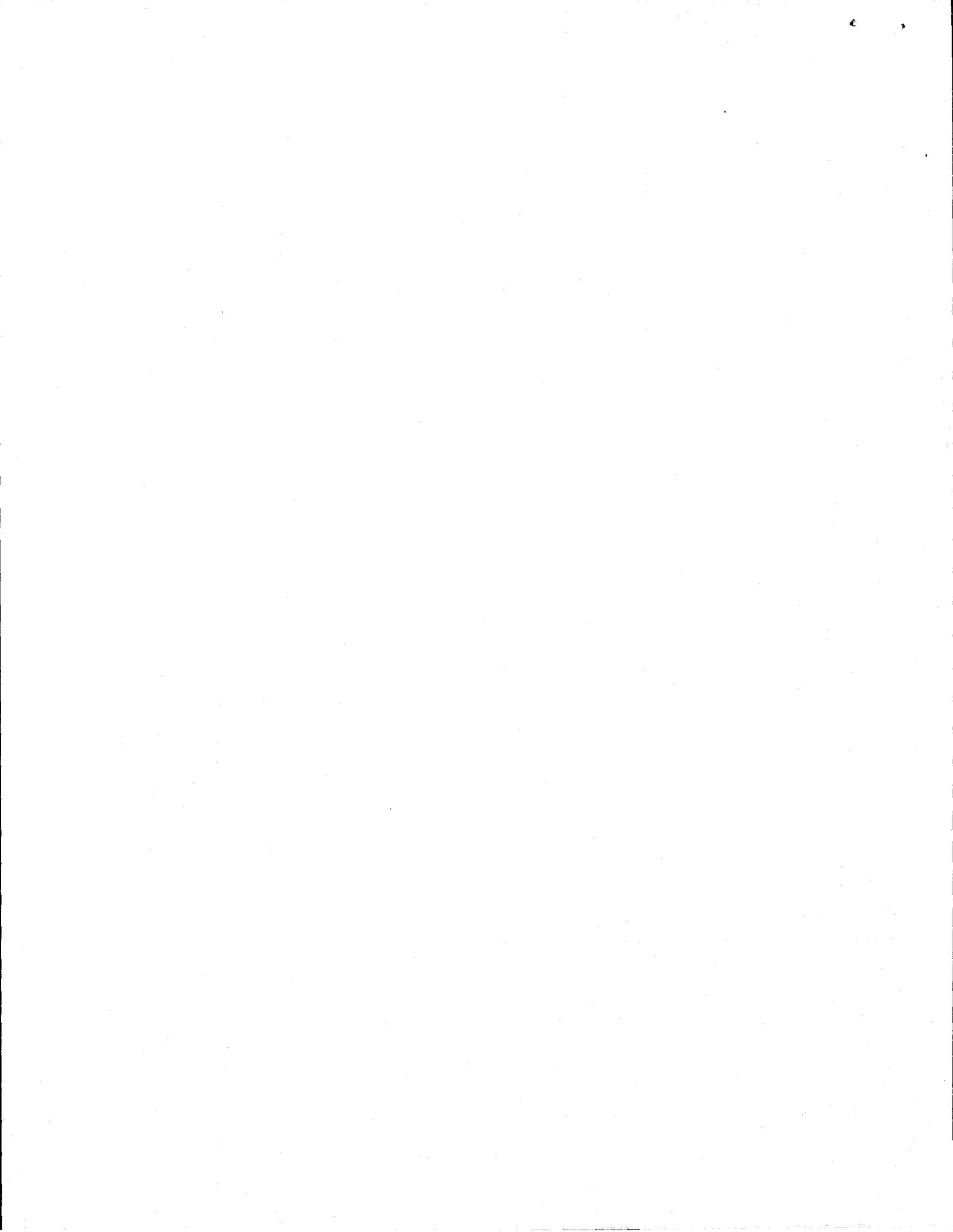


TABLE 1

CHARACTERISTICS OF OFFICERS
TAKING THE PROMOTIONAL WRITTEN EXAMS

	<u>Sergeant Exam Year</u>									
	<u>1971</u>		<u>1972</u>		<u>1973</u>		<u>1974</u>		<u>1975</u>	
	<u>N</u>	<u>Percent</u>	<u>N</u>	<u>Percent</u>	<u>N</u>	<u>Percent</u>	<u>N</u>	<u>Percent</u>	<u>N</u>	<u>Percent</u>
Male	123	98	118	99	183	99	195	97	235	100
Female	3	2	1	1	2	1	6	3	0	0
White	115	91	108	91	168	91	171	86	206	88
Black	8	6	4	3	7	4	15	7	13	6
Hispanic	<u>3</u>	3	<u>7</u>	6	<u>10</u>	5	<u>15</u>	7	<u>16</u>	7
Total	126		119		185		201		235	

	<u>Detective Exam Year</u>									
	<u>1971</u>		<u>1972</u>		<u>1973</u>		<u>1974</u>		<u>1975</u>	
	<u>N</u>	<u>Percent</u>	<u>N</u>	<u>Percent</u>	<u>N</u>	<u>Percent</u>	<u>N</u>	<u>Percent</u>	<u>N</u>	<u>Percent</u>
Male	192	98	144	97	184	97	190	96	226	97
Female	4	2	4	3	6	3	7	4	8	3
White	179	91	139	94	172	91	181	91	212	91
Black	9	5	6	4	8	4	7	4	10	4
Hispanic	<u>8</u>	4	<u>3</u>	2	<u>10</u>	5	<u>9</u>	5	<u>12</u>	5
Total	196		148		190		197		234	

the separate promotional exams. Thus, included in the data reported in Table 1 are the total numbers of officers seeking a promotion to each position; and in many instances an officer is counted twice, once as an applicant for promotion to Sergeant and once as an applicant for a Detective promotion in the same year. Additionally, many officers who are not promoted in one year retake the exam in the following year. Thus, many officers included in the numbers reported in Table 1 are individuals who took the promotional exams two or more times during the 1971 through 1975 time frame.

Descriptive statistics (means and standard deviations) for the total promotion scores, written exam scores, tenure scores and Departmental performance ratings, reported separately by race and sex for officers seeking promotion to the Sergeant and Detective positions, are reported in Volume III, Tables 28 through 31.

Predictors and Criteria

In the conduct of a criterion-related validity study, the relationship between a predictor and criterion is usually analyzed by application of correlational statistical techniques. In the present study, the total promotion score, written exam score, past Departmental performance evaluation and tenure are the predictors. The predictor data were obtained from the Houston Civil Service by the researchers for all officers

taking either the Sergeant or Detective written exams given between 1971 and 1975. The total promotion scores and written exam scores were standardized for each of the ten groups (five Sergeant and five Detective) as described in Appendix B.

The criteria used in the study are ratings of the current job performance of those officers promoted to Sergeant or Detective positions between 1971 and 1975. The formats and procedures used to obtain the job performance ratings were developed and implemented by the researchers as explained in detail in Appendix B. These criteria are referred to as "performance evaluation scales", and are described briefly below.

Two performance evaluation scales were developed by the researchers, one for Sergeants and one for Detectives. The Sergeant's scale contains nine job performance dimensions, while the Detective's scale is comprised of ten performance dimensions. A listing of these performance dimensions is given in Table 2. Definitions of the dimensions and the rating procedures are presented in Appendix C.

The researchers requested that at least two supervisors complete the performance evaluation scales describing the job performance of the Sergeants or Detectives under their supervision. Two or more Lieutenants usually evaluated a Detective, while a Lieutenant and a Captain evaluated a Sergeant.

The scoring of the performance evaluation scale ratings also is

TABLE 2
SERGEANT AND DETECTIVE
JOB PERFORMANCE DIMENSIONS

<u>Sergeant Dimensions</u>	<u>Detective Dimensions</u>
Ability to Learn	Ability to Learn
Job Knowledge	Job Knowledge
Judgment and Decision Making	Judgment/Self-Reliance
Conscientiousness to Duty	Conscientiousness to Duty
Acceptance of Responsibility	Honesty
Thoroughness and Attention to Detail	Investigative Thoroughness
Supervisory Skills	Safety Consciousness
Written and Oral Communications	Report Preparation
Public Relations	Interpersonal Skills
	Comprehension of Information

explained in detail in Appendix B. As described in this appendix, the performance evaluation scale scores were standardized by supervisor and year of promotion. All evaluations for each Sergeant and Detective were averaged, whereby each Sergeant and Detective had one set of either nine or ten job performance dimension scores.

A reliability index was used to determine how closely supervisors agreed in their evaluations of Sergeants or Detectives. It was necessary to compute this reliability index because the validity coefficient describing the relationship between promotion scores and supervisory evaluations assumes that supervisors agree perfectly in their ratings of all Sergeants or Detectives. However, most supervisors have slightly different opinions about subordinates, and their ratings reflect these differences. The reliability index indicates the similarity (or dissimilarity) of supervisors' ratings. The index is then used to "adjust" the validity coefficient so the final correlation is based on just the ratings the supervisors agree on. This adjustment (known as a correction for unreliability) is explained in Appendix D.

The reliability index computed for this study was the maximum correlation coefficient possible between all sets of raters (supervisors). The index was computed separately for the Supervisors of Sergeants and Detectives. The first step in computing the reliability index was to take the raters' standardized scores (ratings) for each Sergeant or Detective

and obtain a total performance score. This resulted in each Sergeant and Detective having two total performance scores, one for each of the two raters who evaluated them. The two ratings for each Sergeant or Detective were treated as if they were given by the same two raters with one rater always giving the lower of the two scores. A correlation coefficient was then computed between all pairs of ratings for Sergeants and again for Detectives. These reliability coefficients were used to select the final validity study sample of Sergeants and Detectives whose current performance was rated reliably by their supervisors.

Study Sample

The sample defined for the conduct of the criterion-related validity study was comprised of Sergeants who were promoted between 1971 and 1975 and who were working in the Patrol, Traffic or Special Investigations (Vice, Narcotics and Juvenile) Bureaus, and Detectives who were promoted during the same time frame and who were working in a division of the Criminal Investigation Bureau.

The study sample was comprised of 40 Sergeants and 68 Detectives. The characteristics of these officers is presented in Table 3, as well as the characteristics of all officers promoted to Sergeant or Detective between 1971 and 1975. As indicated, the study sample did not include all those actually promoted. There were several reasons for the reduction in the size of the sample. Some promoted officers have left the Department, and a few have been promoted to Lieutenant, and no criteria were

TABLE 3

CHARACTERISTICS OF PROMOTED OFFICERS

<u>Sergeants</u>	<u>All Promoted</u>					<u>Research Sample</u>			
	<u>1971</u>	<u>1972</u>	<u>1973</u>	<u>1974</u>	<u>1975</u>	<u>1971</u>	<u>1972</u>	<u>1973</u>	<u>1974</u>
Total Number	9	20	46	21	23	1	7	21	10
Number Male	9	20	46	21	23	1	7	21	10
Percent Male	100	100	100	100	100	100	100	100	100
Number White	9	20	43	21	23	1	7	21	10
Percent White	100	100	94	100	96	100	100	100	100
Number Black	0	0	2	0	0	0	0	0	0
Percent Black	0	0	4	0	0	0	0	0	0
Number Hispanic	0	0	1	0	1	0	0	0	0
Percent Hispanic	0	0	2	0	4	0	0	0	0

<u>Detectives</u>	<u>All Promoted</u>					<u>Research Sample</u>				<u>1975</u>
	<u>1971</u>	<u>1972</u>	<u>1973</u>	<u>1974</u>	<u>1975</u>	<u>1971</u>	<u>1972</u>	<u>1973</u>	<u>1974</u>	
Total Number	23	21	28	35	54	9	8	11	17	54
Number Male	22	20	27	32	50	9	7	11	15	50
Percent Male	96	95	96	91	93	100	88	100	88	93
Number Female	1	1	1	3	4	0	1	0	2	4
Percent Female	4	5	4	9	7	0	12	0	12	7
Number White	22	21	27	34	54	9	8	11	17	54
Percent White	96	100	96	97	100	100	100	100	100	100
Number Black	1	0	1	0	0	0	0	0	0	0
Percent Black	4	0	4	0	0	0	0	0	0	0
Number Hispanic	0	0	0	1	0	0	0	0	0	0
Percent Hispanic	0	0	0	3	0	0	0	0	0	0

available. Also, as explained previously (and in detail in Appendix B), the researchers attempted to obtain at least two performance ratings (criteria measures) for each officer within the parameters of the study design.

For some officers, only one supervisory rating was obtained, and the data for those officers were excluded from the remaining analyses. This was the case in many recent transfers, whereby supervisors did not want to rate the performance of officers recently assigned to their divisions. Additionally, the reliability of the criteria for certain officers was very low (i.e., below .40). These officers also were excluded from the study sample. Finally, in certain instances supervisors did not return complete ratings on all the performance dimensions for some officers; and these data could not be included in the final validity analysis.

As indicated by the data in Table 3, there were relatively few ethnic minorities or females represented in either the total or research samples. Consequently, separate validity analyses of data for members of a protected class were not technically feasible in the study. Thus, the validity findings are reported only for the reliably rated sample of Sergeants and Detectives, and a differential validity study of the promotional system is not technically feasible until greater numbers of protected class members seek and attain promotions.

Descriptive statistics for the total promotion scores, written

exam scores, tenure scores and Departmental performance ratings are presented for the final sample of Sergeants in Table 4 and for Detectives in Table 5. The mean and standard deviations of the performance ratings (criteria) for the Sergeants and Detectives included in the sample are reported in Table 6. The reliability coefficients for the performance ratings of the final sample were .840 for Sergeants and .859 for Detective.

TABLE 4

DESCRIPTIVE STATISTICS FOR SERGEANT PROMOTION SCORES

Sergeant Promotion <u>List of</u>		Total Promotion <u>Score</u>	Civil Service Written Exam <u>Score</u>	Tenure <u>Score</u>	Department Performance <u>Rating</u>
1971 (N = 1)	Mean	91.24	58.24	6.00	27.00
	Standard Deviation	-	-	-	-
1972 (N = 7)	Mean	95.81	59.52	9.00	27.29
	Standard Deviation	4.65	4.24	1.40	.49
1973 (N = 21)	Mean	88.84	56.05	5.67	27.12
	Standard Deviation	4.08	5.37	2.56	.92
1974 (N = 10)	Mean	87.99	54.77	6.20	27.03
	Standard Deviation	3.29	5.25	2.82	1.19
1975 (N = 2)	Mean	91.11	59.36	5.50	26.25
	Standard Deviation	.98	.79	2.12	.35
Total (N = 41)	Mean	89.99	56.55	6.37	27.08
	Standard Deviation	4.66	5.12	2.64	.91

TABLE 5

DESCRIPTIVE STATISTICS FOR DETECTIVE PROMOTION SCORES

Detective Promotion <u>List of</u>		Total Promotion <u>Score</u>	Civil Service Written Exam <u>Score</u>	Tenure <u>Score</u>	Department Performance <u>Rating</u>
1971 (N = 9)	Mean	93.74	58.74	8.33	26.67
	Standard Deviation	2.52	2.76	2.50	.83
1972 (N = 8)	Mean	87.67	54.61	6.75	26.31
	Standard Deviation	4.43	4.09	3.06	.87
1973 (N = 11)	Mean	87.97	54.22	7.00	26.80
	Standard Deviation	4.25	4.58	2.19	.81
1974 (N = 17)	Mean	83.96	51.09	5.59	27.28
	Standard Deviation	5.32	6.15	2.81	.71
1975 (N = 23)	Mean	87.27	55.12	5.48	26.67
	Standard Deviation	3.14	5.00	2.57	.84
Total (N = 68)	Mean	87.46	54.38	6.28	26.80
	Standard Deviation	4.89	5.34	2.74	.84

TABLE 6
 PERFORMANCE EVALUATION SCORES (CRITERIA)
 FOR SERGEANTS AND DETECTIVES

	<u>Mean</u> ¹	<u>Standard Deviation</u>
<u>Sergeants (Number = 41)</u>		
Ability to Learn	3.95	.50
Job Knowledge	3.90	.43
Judgment and Decision Making	3.92	.50
Acceptance of Responsibility	4.02	.54
Conscientiousness to Duty	3.88	.50
Thoroughness and Attention to Detail	3.76	.64
Supervisory Skills	3.92	.42
Written and Oral Communications	3.82	.55
Public Relations	3.99	.44
<u>Detectives (Number = 67)</u>		
Ability to Learn	3.86	.40
Job Knowledge	3.74	.53
Judgment/Self-Reliance	3.61	.54
Investigative Thoroughness	3.55	.64
Conscientiousness to Duty	3.66	.72
Honesty	4.10	.44
Interpersonal Skills	3.65	.46
Report Preparation	3.85	.73
Safety Consciousness	4.22	.49
Comprehension of Information	3.61	.65

¹Scale ranges from 1 to 5.

CHAPTER 3

VALIDITY OF THE PROMOTION SYSTEM

Results of the validity analyses reported in this chapter describe the relationships between the promotional system predictors and current job performance as measured by the performance evaluation scales (criteria). All validity coefficients are product-moment correlation coefficients. A significance level of .05 was established *a priori* for evaluating the statistical significance of all correlations. For ease of reading the data presented in the tables included in this chapter, only correlations that reached a .05 level of significance or beyond are reported.

Two statistical corrections to the original validity coefficients have been made in the following analyses. One correction has been made for the unreliability of the performance evaluation scales (criteria); a second correction was applied for restriction in range for the total promotion scores, written exam scores, and the Departmental performance ratings.¹ A technical discussion of these correction procedures is given in Appendix D. In the presentation of the validity results that follow, the "original" correlation coefficients as well as the "corrected" coefficients are reported.

¹The correction for unreliability was applied first, followed by the correction for restriction in range of scores.

Validity of the Total Promotion Score

The validity of the total promotion score is the most important evaluative measure of the promotional process. The validity coefficients describing the predictive relationship between the total promotion score and current job performance in the promotional position are reported separately for Sergeants and Detectives in Table 7.

The total promotion score is correlated positively with (i.e., predictive of) 6 of the 9 job dimensions for Sergeants and 8 of the 10 dimensions for Detectives. The significant validity coefficients are as high or higher than those found in most validity studies (Ghiselli, 1966).

When designing this study, the researchers hypothesized that the total promotion score would be most predictive of Sergeant and Detective performance dimensions that are related to knowledge and subject matter areas, and least predictive of attitudinal factors that influence job performance. Examination of the data in Table 7 confirms this hypothesis. For the most part (Detective honesty is the major exception) the validity coefficients are highest for knowledge or subject matter performance dimensions and lower (and sometimes not significant) for the more attitudinal dimensions. The one unexplained relationship is the significant negative correlation coefficient between total promotion score and public relations performance as a Sergeant. Because most of the Sergeants included in

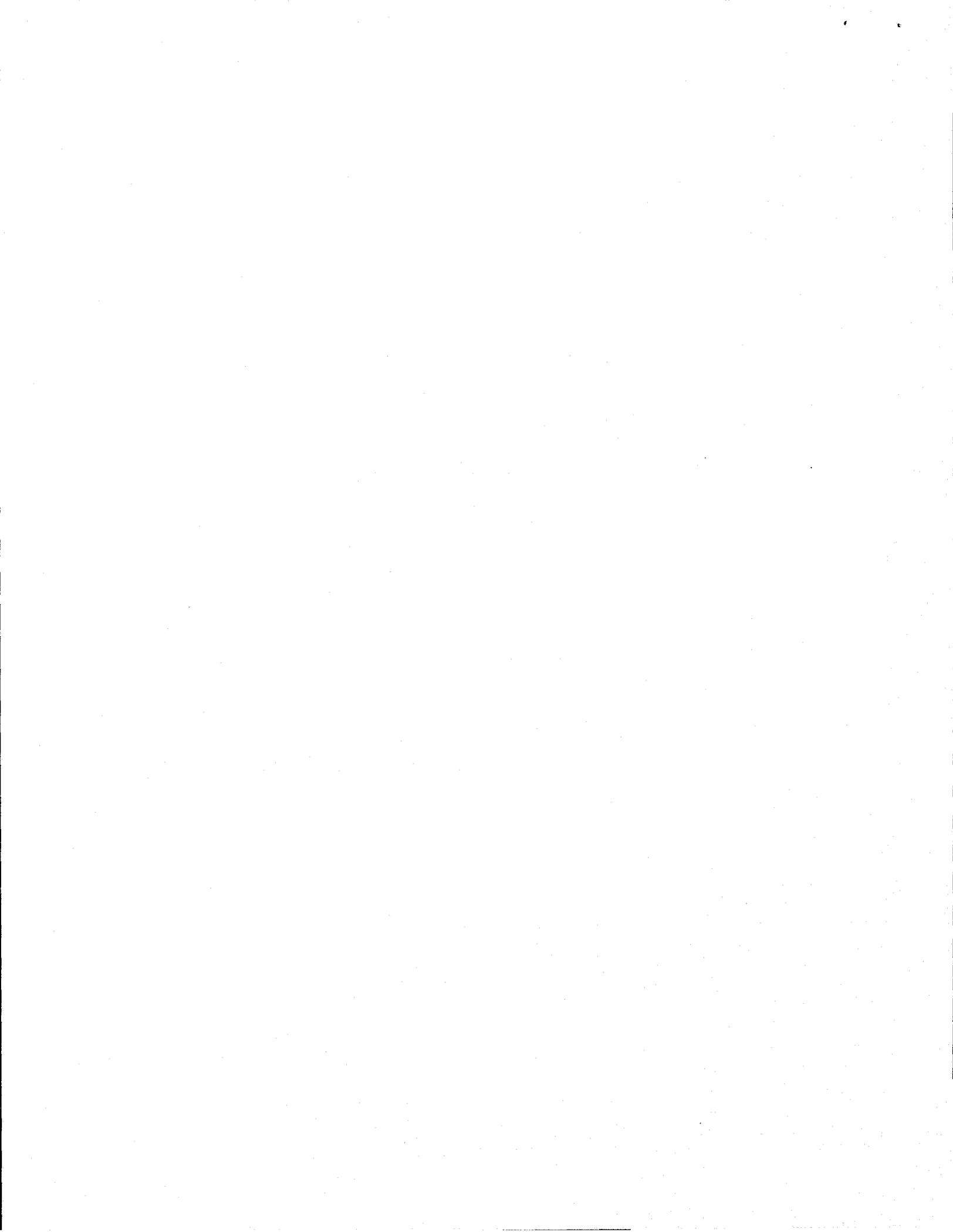


TABLE 7

VALIDITY COEFFICIENTS FOR THE TOTAL PROMOTION SCORE

	Final Correlation ₁ Coefficients	Original Correlation Coefficients	Coefficients Corrected for Unreliability Only ²	Coefficients Corrected for Restriction of Range Only ³
SERGEANTS (Number = 40)				
Ability to Learn	.4734****			.441****
Job Knowledge	.7660****	.4218****	.4602****	.731****
Judgment and Decision Making	.6553****	.3236**	.3531**	.618****
Acceptance of Responsibility				
Conscientiousness to Duty				
Thoroughness and Attention to Detail	.5103****			.475****
Supervisory Skills	.5963****	.2818*	.3075**	.560****
Written and Oral Communications	.6495****	.3192**	.3483**	.612****
Public Relations	-.3359**			-.310**
DETECTIVES (Number = 68)				
Ability to Learn	.6966****	.3215****	.3469****	.665****
Job Knowledge	.5152****	.2069*	.2232*	.485****
Judgment/Self-Reliance	.5809****	.2431**	.2623**	.550****
Investigative Thoroughness	.4896****		.2092*	.461****
Conscientiousness to Duty				
Honesty	.6287****	.2736**	.2952***	.598****
Interpersonal Skills	.5447****	.2226*	.2402**	.514****
Report Preparation	.7372****	.3556****	.3837****	.707****
Safety Consciousness				
Comprehension of Information	.6634****	.2966***	.3200****	.631****

¹Pearson product-moment correlation coefficients corrected for unreliability of performance scale and restriction of range for total promotion score.

²Reliability coefficient was .84 for Sergeants and .859 for Detectives.

³Standard deviation for sample was .435 for Sergeants and .381 for Detectives compared to 1.0 for the total groups that took the exams.

*Significant at .05 level.

**Significant at .025 level.

this study spend a considerable amount of time in the "field", it may be very difficult for supervisors to observe and thus evaluate accurately their Sergeants' public relations skills. Additionally, the only component of the total promotion score that might be predictive of Sergeant public relations would be the Departmental performance ratings. Thus, it was not expected that a significant relationship would be found between the total promotion score and public relations. (As reported later in this chapter, there was no significant relationship between Departmental performance ratings and the public relations dimension.)

Overall, with the one exception discussed above, the total promotion score is highly predictive of subsequent performance in a promotional position. Consequently, the current promotional system is a valid procedure for selecting officers to be appointed to higher ranking positions within the Houston Police Department.

Validity of the Houston Civil Service Written Exam

As explained previously, the written exam prepared and administered by the Houston Civil Service has the most impact on promotional opportunity. The data presented in Table 8 describe the predictive relationships between the written exam scores and subsequent performance as a Sergeant or Detective. In general, the results parallel those previously described for the total promotion score, including the negative

relationship between test scores and the public relations criteria for Sergeants.

It was expected that the exam score would correlate with performance dimensions that were related to test taking ability (learning, attention to details, communication skills) and to subject matter dimensions such as investigative techniques, supervisory skills and knowledge of the job.

The final validity coefficients reported in Table 8 for Sergeants indicate that written exam scores are significantly correlated in the positive direction with the following job dimensions: Ability to Learn, Job Knowledge, Judgment and Decision Making, Thoroughness and Attention to Detail, Supervisory Skills, and Written and Oral Communications. Three Sergeant dimensions, Acceptance of Responsibility, Conscientiousness to Duty and Public Relations, were not expected to be related to the exam score. Of these three, only Public Relations was significantly correlated, but in the negative direction.

When evaluating the results for the Detective exam, it was expected that Ability to Learn, Job Knowledge, Judgment/Self-Reliance, Investigative Thoroughness, Report Preparation and Comprehension of Information would be related to exam scores, while Conscientiousness to Duty, Interpersonal Skills, Honesty and Safety Consciousness would not be related to exam results. As the data in Table 8 indicates, five out of the six expected

TABLE 8

VALIDITY COEFFICIENTS FOR THE HOUSTON CIVIL SERVICE WRITTEN EXAM

	<u>Final Correlation₁ Coefficients</u>	<u>Original Correlation Coefficients</u>	<u>Coefficients Corrected for Unreliability Only²</u>	<u>Coefficients Corrected for Restriction of Range Only³</u>
SERGEANTS (Number = 40)				
Ability to Learn	.5597****	.3053**	.3331**	.523****
Job Knowledge	.7392****	.4563****	.4979****	.670****
Judgment and Decision Making	.6801****	.4001****	.4365****	.641****
Acceptance of Responsibility				
Conscientiousness to Duty				
Thoroughness and Attention to Detail	.5179****	.2767*	.3019*	.482****
Supervisory Skills	.5766****	.3173**	.3462**	.539****
Written and Oral Communications	.5464****	.2959*	.3229**	.510****
Public Relations	-.3212**			-.296*
DETECTIVES (Number = 68)				
Ability to Learn	.2913***			.286***
Job Knowledge	.2616**			.243**
Judgment/Self-Reliance				
Investigative Thoroughness	.2476**			.230*
Conscientiousness to Duty				
Honesty	.2314*			.215*
Interpersonal Skills				
Report Preparation	.3949****		.2041*	.369****
Safety Consciousness				
Comprehension of Information	.4314****	.2094*	.2259*	.404****

¹Pearson product-moment correlation coefficients corrected for unreliability of performance scale and restriction of range for written exam score.

²Reliability coefficient was .84 for Sergeants and .859 for Detectives.

³Standard deviation for sample was .523 for Sergeants and .485 for Detectives compared to 1.0 for total groups that took the exam.

*Significant at .05 level.

**Significant at .025 level.

***Significant at .01 level.

****Significant at .005 level.

relationships were confirmed by the results, with Judgment/Self-Reliance being the one exception.

In summary, the Houston Civil Service written exam has been found to be a valid predictor of subsequent job performance in a promotional position.

Validity of the Tenure Score

The tenure requirement associated with the promotional process assumes that an officer needs to obtain at least two years of experience in one position before receiving responsibility in a higher ranking position. Following from this assumption, officers having even longer than two years of tenure in a lower level position should gain additional experience that would enhance their performance in a promotional position, up to some maximum number of years.

As explained in Volume VII of this report, a performance evaluation rating procedure was developed by the researchers to obtain criteria data on current police officer performance in the entry-level job. These ratings were used in a study of the validity of the Department's entrance requirements. The officer performance evaluation rating procedure is quite similar to the one developed for the evaluation of Sergeants and Detectives, with the exception that it provides for ratings on 18 job performance dimensions.

An analysis was made of the impact of tenure on job performance

by correlating total length of service with both the Houston Police Department performance ratings and the research criteria (performance dimensions) for a sample of 100 officers in the entry-level job. The officer sample was the same sample used in the officer selection validation study (see Volume VII for details). All officers in the group had been in the entry-level position for five years or less. The results of this analysis are presented in Table 9. As indicated by the significant correlation coefficients, officer tenure is definitely related to job performance as measured by the Houston Police Department performance ratings. Additionally, the data indicate that long-tenure officers are rated higher than low-tenure officers on a number of job performance dimensions developed by the researchers, including Safety Consciousness, Judgment and Decision Making, Effectiveness in Emergency or Stressful Situations, Willingness to Take Risks, Ability to Act Independently, Investigative Thoroughness, Physical Ability, Job Knowledge, and on an Overall Performance Rating.

In addition to correlating officer tenure with performance ratings, the average Houston Police Department performance ratings for all officers were compared across various tenure groups. Table 10 lists the Departmental performance ratings of both officers in the selection requirements validation study (see Volume VII) and ratings for all ranks of Class A commissioned personnel for the last 15 years. Ratings were

TABLE 9

RELATIONSHIP BETWEEN OFFICER TENURE AND PERFORMANCE EVALUATIONS

	<u>Final Correlation Coefficients</u> ¹	<u>Original Correlation Coefficients</u>
HPD Performance Rating	.5656****	.5656****
Research Performance Evaluation Scales		
Conscientiousness to Duty		
Perceptual Vigilance		
Safety Consciousness	.2033**	.1818*
Thoroughness in Reporting		
Concern for Others		
Professional Conduct		
Judgment and Decision Making	.2017**	.1804*
Physical and Emotional Restraint		
Relationships with Peers		
Effectiveness in Emergency/Stressful Situations	.3372****	.3016****
Willingness to Risk Personal Safety - Courage	.4537****	.4058****
Ability to Act Independently	.3393****	.3035****
Investigative Thoroughness	.2147**	.1920*
Honesty		
Physical Ability	.4909****	.4391****
Interpersonal Effectiveness		
Job Knowledge	.3111****	.2783****
Overall Rating	.2317**	.2072**

¹Pearson product-moment correlation coefficients corrected for unreliability of the research performance evaluation scale. Reliability coefficient was .80. No reliability coefficient was available for HPD ratings. Number of officers in sample = 100. All correlations are reported in the logical positive direction.

TABLE 10

HOUSTON POLICE DEPARTMENT PERFORMANCE RATINGS BY TENURE

<u>Tenure Years</u>	<u>All Class A Commissioned Personnel</u>			<u>Officers in Selection Requirements Validation Study¹</u>		
	<u>Mean Rating</u>	<u>Standard Deviation</u>	<u>Number in Group</u>	<u>Mean Rating</u>	<u>Standard Deviation</u>	<u>Number in Group</u>
1	23.56	1.85	2677	23.44	.62	8
2	24.93	1.42	3104	24.60	1.50	29
3	25.79	1.27	2743	26.00	.82	10
4	26.12	1.09	2374	25.67	1.01	26
5	26.28	1.11	1936	26.43	1.10	15
6	26.35	1.07	1468			
7	26.44	1.03	1132			
8	26.55	.96	808			
9	26.58	.97	588			
10	26.61	.93	493			
11	26.65	.96	425			
12	26.78	.94	264			
13	26.61	.87	143			
14	26.76	.91	85			
15	26.87	.93	38			

¹See Volume VII.

categorized by tenure groups, with the validation group ranging from only one to five years of tenure, in accordance with the research design. The average ratings for all commissioned personnel consistently increased year after year. Some of the performance rating increases in the years 6 through 15 were due to promotions, because individuals in higher ranks normally receive higher ratings than officers in the entry-level job. However, when just considering years one through five, which represent 99 percent of the officer ratings, there is still a consistent increase in performance with tenure. The largest increases in the performance ratings occur from the first to second years, and from the second to third years. After the third year, average increases in rated performance are relatively small. The same trend is also evident for the smaller sample of officers represented in the validation study.

Additional evidence that supports the relationship between tenure and job performance was obtained from the Sergeant and Detective data. The relationships between tenure of commissioned officers and performance evaluations are reported in Table 11. As indicated by these data, tenure is significantly related to job knowledge, judgment and decision making, supervisory skills and other important performance dimensions. Of note is the fact that the tenure is negatively and significantly related to the safety consciousness of Detectives. Apparently, as Detectives serve longer in their positions they become less safety conscious than the newer Detectives on the job. While

TABLE 11

RELATIONSHIPS BETWEEN TENURE AND SERGEANT AND DETECTIVE PERFORMANCE EVALUATIONS

	<u>Final Correlation Coefficients¹</u>	<u>Original Correlation Coefficients</u>
SERGEANTS (Number = 41)		
Ability to Learn	.2739*	
Job Knowledge	.2640*	
Judgment and Decision Making	.3505**	.3212***
Acceptance of Responsibility		
Conscientiousness to Duty		
Thoroughness and Attention to Detail		
Supervisory Skills	.3175**	.2910*
Written and Oral Communications	.2840*	.2603*
Public Relations		
DETECTIVES (Number = 68)		
Ability to Learn	.2216*	.2054*
Job Knowledge	.3721****	.3449****
Judgment/Self-Reliance	.2475**	.2294**
Investigative Thoroughness		
Conscientiousness to Duty		
Honesty		
Interpersonal Skills		
Report Preparation		
Safety Consciousness	-.3096***	-.2869***
Comprehension of Information	.2251*	.2086*

¹Corrected for unreliability of performance evaluations. Reliability coefficient was .859 for Detectives and .84 for Sergeants.

*Significant at .05 level.

**Significant at .025 level.

***Significant at .01 level.

****Significant at .005 level.

the correlations did not reach statistical significance, and thus are not reported in Table 11, the same trend was identified in the Sergeant data. It is recommended that the Houston Police Department take note of this finding and consider the development and implementation of some type of in-service training oriented toward safety consciousness for the more senior Detectives and supervisory personnel.

In summary, there is a clear relationship between tenure and job performance. Further, it appears that tenure has its greatest impact for officers in their first two or three years on the job. Thus, it is concluded that the tenure score is a valid component of the total promotion score, and that the two year requirement appears to be reasonable and job related, especially with respect to officers seeking promotion to Sergeant or Detective positions.

Validity of the Houston Police Department Performance Ratings

The final component of the total promotion score is the Houston Police Department performance ratings. As previously mentioned, the average of the last two Departmental ratings are a part of the total promotion score. For individuals included in the present study, these average ratings (scores), actually received when serving as Police Officers, were correlated with the performance evaluation scale ratings that measure their current performance as Sergeants or Detectives. The correlation coefficients are reported in Table 12. As indicated, there



HPD PERFORMANCE RATINGS COMPARED TO THE RESEARCH PERFORMANCE EVALUATIONS

	<u>Final Correlation Coefficients¹</u>	<u>Original Correlation Coefficients</u>	<u>Coefficients Corrected for Unreliability Only²</u>	<u>Coefficients Corrected for Restriction of Range Only³</u>
SERGEANTS (Number = 40)				
Ability to Learn				
Job Knowledge				
Judgment and Decision Making				
Acceptance of Responsibility				
Conscientiousness to Duty				
Thoroughness and Attention to Detail				
Supervisory Skills				
Written and Oral Communications				
Public Relations				
	} no significant correlations			
DETECTIVES (Number = 68)				
Ability to Learn	.4914****	.3668****	.3958****	.459****
Job Knowledge	.3946****	.2890***	.3118****	.367****
Judgment/Self-Reliance	.4577****	.3392****	.3660****	.427****
Investigative Thoroughness	.4675****	.3473****	.3747****	.437****
Conscientiousness to Duty	.4598****	.3410****	.3679****	.429****
Honesty	.4370****	.3225****	.3480****	.560****
Interpersonal Skills	.2736**		.2090*	.251**
Report Preparation	.4734****	.3581****	.3864****	.449****
Safety Consciousness				
Comprehension of Information	.4094****	.3006***	.3243****	.381****

¹Pearson product-moment correlation coefficients corrected for unreliability of performance scale and restriction of range for HPD ratings.

²Reliability coefficient was .84 for Sergeants and .859 for Detectives.

³Standard deviation for sample was .599 for Sergeants and .764 for Detectives compared to 1.0 for total groups that took the exam.

*Significant at .05 level.

**Significant at .025 level.

***Significant at .01 level.

****Significant at .005 level.

are no significant correlation coefficients for the Sergeant data. However, performance as a Police Officer is positively related to 9 of the 10 Detective job dimensions. That is, individuals with high performance ratings as officers also receive high performance evaluations as Detectives; and those with lower ratings as officers obtain lower evaluations as Detectives.

A possible explanation for the difference between the Sergeant and Detective findings may be a function of the differences in the duties of the two positions. The job analysis portion of this study (Volume IV) clearly established that the Detective position is very similar in many respects to the entry-level officer position. However, the Sergeant position is considerably different from both the entry-level officer and Detective positions. The job content domain of both the entry-level officer and Detective positions is very similar in such areas as contact with the public, criminal investigation and other "first line" law enforcement activities. On the other hand, a Sergeant's main duties involve supervising officers and administrative work. Thus, it is reasonable that performance as an entry-level officer and as a Detective would be related because the two jobs are so similar. However, the ratings of the job performance of entry-level officers may not be as accurate indicators of how well they would perform as Sergeants, since the duties of the two positions are so different. In this respect,

Departmental rating procedure does not assist in or detract from selecting the most qualified individuals for the Sergeant position.

In considering the above results, it should be recognized that the Houston Police Department performance ratings and the performance evaluation scales used as criteria in this validity study are very different. The Civil Service Commission rating form used by the Department is the same for all positions and all ranks. An officer in the entry-level position is rated on the same performance topics as a Sergeant, Lieutenant or even an Assistant Chief. The rating form, presented in Appendix E, provides for the rating of an individual on five factors: Quality of Work, Dependability and Adaptability, Initiative and Leadership, Safety Mindedness, and Cooperation and Loyalty. These factors are defined in the City of Houston Civil Service Commission Manual of Procedure and Factors Governing Performance Rating and Reporting. Ratings are made on a five-point scale ranging from unsatisfactory to outstanding. Additionally, space is provided for indicating the basis for an unsatisfactory or outstanding rating, and any supervisor suggestions for improvement.

Given the above performance rating format, it is reasonable that entry-level officer ratings would not necessarily be predictive of subsequent Sergeant performance. Of major importance is the fact that the Sergeant job is supervisory in nature and requires considerable judgment, decision making,

supervisory ability, effective communications and administrative skills. These dimensions are basically included in one broad factor (Initiative and Leadership) in the current Departmental rating process. Further, ratings are made with respect to officers' past performance rather than their expected performance of managerial and administrative responsibilities. Thus, it should not be expected that Police Officer performance ratings which are not specifically oriented toward an officer's "potential" for a Sergeant position would be subsequently predictive of Sergeant performance.

The performance rating formats developed by the researchers and included as Appendix C to this volume can serve as the foundation for new performance evaluation procedures for the Sergeant and Detective positions. Similar procedures could be followed to develop performance evaluation formats to be used in evaluating individuals in higher ranking positions. Scoring schemes could be developed for each of the performance evaluation formats to conform to the requirements of Civil Service law regarding the promotional process (Article 1269m, Vernon's Civil Statutes). It is recommended that the Department consider revising the current performance rating format in accordance with the more job related performance evaluation scales developed during this research project.

Summary

In summary, the promotional system utilized by the Houston Police Department has been found to have significant criterion-related validity. Further, while the conduct of the validity

study was only technically feasible for evaluating the Sergeant and Detective promotion procedures for a five-year period, it is concluded that the promotion system should be valid for all promotional positions. The study results indicate that the total promotion score, as well as the written exam score, tenure score and the Departmental ratings for Detectives, all have predictive validity.

The findings of the adverse impact analyses of the promotion system (see Volume III) are inconclusive. Four of the ten promotional opportunities analyzed (Sergeant and Detective opportunities for 1971 through 1975) indicate adverse impact for ethnic minorities but not for females. Tenure and Departmental performance ratings have no adverse impact for members of any protected class. Ethnic minorities, however, did receive lower scores than Whites on the written competitive exams. Still, on a proportional basis and considering the number of minority officers in the Department that actually seek promotion and their tenure, members of all protected classes are being promoted in reasonable accordance with their representation in the Class A commissioned work force.

Considering the job relatedness and criterion-related validity of the promotional system, as well as the inconclusive evidence about the system's adverse impact, it is concluded that the current system is appropriate for all individuals and should be continued in the future.

CHAPTER 4

PROMOTIONAL EXAMINATION CONTENT

Since the task inventory method of job analysis was utilized to study the majority of officer ranks in the Department, it was possible to analyze the work performed by Detectives, Sergeants, Lieutenants, and Captains on a task-by-task basis. An overview of the task analysis results is given below:

<u>Rank (Group)</u>	<u>Total Number of Tasks on which Performance was Indicated by at Least One Member of the Rank Group within the Job Analysis Sample</u>	<u>Average Number of Tasks Performed by Group Members</u>
Detective (N = 77)	317	126
Sergeant (N = 65)	490	133
Lieutenant (N = 42)	411	98
Captain (N = 24)	342	85

As indicated by the above data, wide ranges of tasks are performed by police officers in all four promotional ranks. On the average, Captains and Lieutenants have a much higher frequency of performance on "administrative" tasks and a lower frequency of performance on "field" or "patrol" tasks. The details of these data are presented in Volume IV.

The major objective of a promotional examination is that it be a true test of skills, knowledges, and abilities which are required on a promotional job. To assist the achievement of

this objective, the researchers have developed a set of guidelines for the construction of promotional tests. Accordingly, the "guides to item selection" for a promotional test must be job-relevant or job related. In the present study, a "guide" for promotion test item selection was developed from the results of the task analysis. Given some way of weighting the various components of the promotional job being studied, it is possible to construct an examination which is proportioned according to relevant job demands and job requirements. The procedures described below indicate how the "guide" was developed for the various promotional exams.

In the present study, the first criterion of job relevance was "time spent" doing a particular task. From the job analysis data (described in Volume IV), time spent distributions were available for the merged task descriptions for each of the four promotional ranks (Appendix F, Volume IV).

The second criterion used for developing the "guide to item selection" was the criticality factor, "Probable Consequences of Inadequate Performance" (see Appendix J, Volume IV). This data was obtained from ratings by supervisors who evaluated in terms of criticality the promotional positions they supervise on a task-by-task basis. From seven to fifteen supervisors rated all tasks performed by subordinate officers. In turn, four sets of criticality ratings were obtained - one for each promotional rank.

Data from the criticality and time spent ratings were combined, with "time spent" given twice as much weight as "criticality". Time spent was given more weight to avoid over-representation of line police officer tasks which are performed occasionally by higher ranking officers. It was shown, for example, that Lieutenants do make occasional arrests. However, it would distort the promotional process to over-represent skill areas which have been well practiced and mastered by almost all line police officers. "Arresting Actors", therefore, should be a topic for the Lieutenant examination, but not as substantial a topic as "Evaluating Subordinate Performance", "Training", or "Preparing Budgetary Recommendations".

The results of the construction of the "guide to item selection" are presented in a summarized manner in Table 13. Inspection of Table 13 indicates that administrative duty areas such as Training (R), Miscellaneous Office Functions (S), Directing (T), Personnel Administration (U), Evaluating Performance (V), and Planning and Control (W) are increasingly represented in the "guide" as rank increases. The weights listed for each duty area are the percentages of items that generally should be included in each type of promotional test. For example, items related to Directing and Organizing (duty area T) generally should comprise about 4 percent of the Detective, 7 percent of the Sergeant, 9 percent of the Lieutenant, and 10 percent of the Captain promotional exam content.

A detailed listing of specific tasks within each duty area and the weights listed in Table 13 for each rank are presented in Appendix F. This list is intended for use by a test constructor as follows:

Assume that items related to duty area "M" (Performing Direct Public Service and Public Contact Functions) are being written for the Captain promotional test. A review of the weighting table shows that duty "M" should be considered for 9.9 percent of the total exam items. On a 100-item test, duty "M" should be the topic of approximately ten items. The test constructor can select about ten of the task areas listed under duty "M" in the "Captain" section of Appendix F for the subject matter of the items. In turn, these subject matters can be identified in the reading materials listed for exam preparation in order to prepare specific test items.

These guidelines can be followed in a similar manner in the construction of promotional exams for the Lieutenant, Sergeant and Detective positions.

It is recognized that reading lists are published by the Department several months prior to the administration of the promotional exams. In turn, test questions are based on the reading list materials. Accordingly, the content of these reading materials also should be representative of the duty categories described in Table 13 and Appendix F.

TABLE 13
WEIGHT TO BE GIVEN VARIOUS CONTENT (DUTY) AREAS IN FUTURE PROMOTIONAL EXAMS

<u>CONTENT (DUTY) AREA</u>	EXAMINATION			
	Detective	Sergeant	Lieutenant	Captain
A. Performing Routine Enforcement	8.0	7.2	4.9	2.9
B. Engaging in Traffic Control	3.7	5.9	3.6	1.5
C. Investigating Traffic Accidents	1.2	3.6	.2	-
D. Responding to Calls for Service	4.7	2.9	3.6	2.0
E. Apprehending and/or Arresting Actors	6.7	3.9	3.1	0.3
F. Performing Group/Crowd Control	0.6	2.8	2.6	2.6
G. Investigating (Routine)	11.1	4.0	5.6	2.3
H. Investigating (In Depth)	18.5	4.6	6.6	4.0
I. Maintaining Surveillance	3.1	1.8	2.0	0.3
J. Processing and Controlling Prisoners	5.4	4.7	4.2	1.2
K. Performing Emergency Control & Special Functions	1.6	2.6	1.3	0.8
L. Piloting and Observing from Helicopter	0.4	2.6	-	-
M. Performing Direct Public Service & Public Contact Functions	6.6	6.7	7.9	9.9
N. Performing Court and Court-related Functions	6.5	2.1	2.4	0.8
O. Maintaining Radio Communications	1.8	1.5	0.2	-
P. Processing & Controlling Property, Automobiles, Supplies & Records	5.6	4.1	4.4	4.2
Q. Processing & Investigating Job & License Applicants	0.4	1.3	0.6	1.5
R. Training	1.1	5.2	4.2	8.3
S. Performing Miscellaneous Office & Technical Functions	4.1	4.0	5.2	6.8
T. Directing and Organizing	4.0	7.2	8.8	10.1
U. Performing Personnel Administration	0.6	7.4	8.8	11.7
V. Monitoring and Evaluating Performance	0.7	6.1	7.5	10.6
W. Performing Operational, Administrative & Budgetary Planning & Control	0.9	5.3	9.0	14.9
X. Engaging in Continuing Education Activities	2.7	2.5	2.9	7.0
	100.0%	100.0%	100.0%	100.0%

CHAPTER 5

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This phase of the research project was oriented toward determining the criterion-related validity of the promotional process, and developing guidelines for the construction of content valid promotional exams that would be administered in the future.

The validity study was accomplished by analyzing the predictive relationships between total promotion scores, written exam scores, tenure scores, and Departmental performance ratings (all being predictors) and current job performance (criterion) in a promotional position. Due to research design considerations, it was only technically feasible to study promotions to the Sergeant and Detective positions as determined by the promotional lists for the years 1971 through 1975. However, since this includes the majority of recent promotions, and since the promotional system is the same for all ranks through Assistant Chief, the results of this study should be generalizable to the entire promotional system. Additional support for the generalizability of the findings comes from the job analysis study (see Volume IV), which demonstrated a significant degree of overlap (homogeneity) in the job content domains of the various supervisory positions from the rank of Sergeant through Captain.

The validation results indicated that the total promotion

score has significant criterion-related validity, and therefore verified the validity of the overall promotional system. Furthermore, it was found that the written exam scores for both the Sergeant and Detective examinations have predictive validity. The tenure score also is predictive of performance in a promotional position. With respect to the Departmental performance ratings, it was found that they were predictive of subsequent Detective job performance, but that they did not have either a positive or negative relationship to the job performance of those promoted to Sergeant. It should be noted, however, that the Departmental performance ratings are generally related to tenure (i.e., rating increases with length of service) and, as reported in Volume III, they have no adverse impact for any protected class (i.e., ratings are equal for ethnic minorities, and females are rated slightly higher than males).

The weakest component of the promotional process is the current performance rating system. The performance ratings, of course, are used in the promotional process as well as for other personnel administration matters. A set of performance dimensions and rating procedures were developed by the researchers for use in evaluating the performance of officers in the entry-level officer position as reported in Volume VII. Similar performance scales developed for this study and applicable to the Sergeant and Detective positions are described in this volume. (The

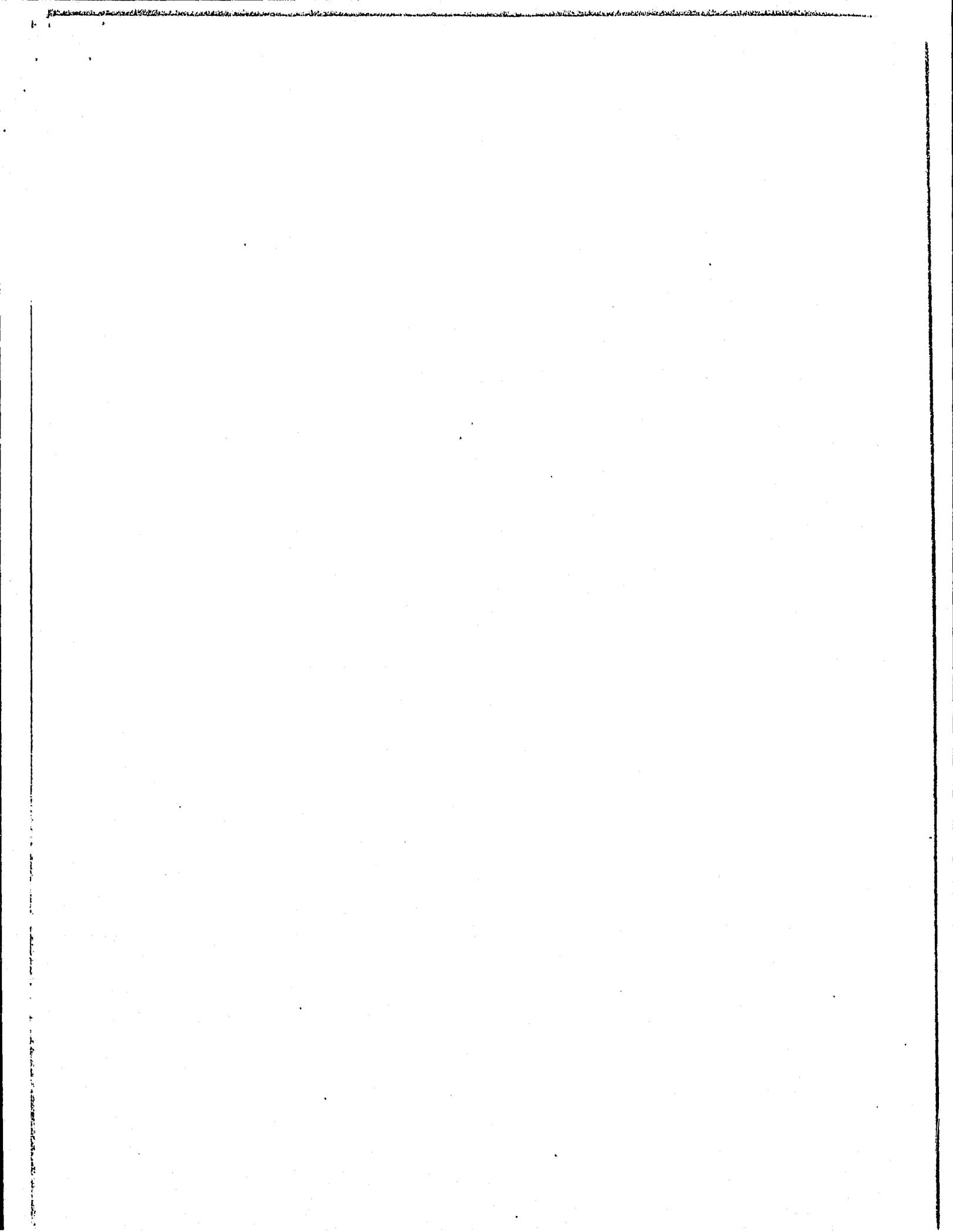
same procedures could be followed to develop new performance scales for the remaining ranks.) The performance evaluation scales developed for this project could be scored in a manner to conform with existing Civil Service law. Accordingly, the research scales could be modified to meet Departmental needs as necessary, and it is recommended that the Department adopt new performance evaluation forms and procedures for all Class A positions.

Chapter 4 of this volume presented guidelines for the construction of promotional exams for the positions of Detective, Sergeant, Lieutenant and Captain. It is recommended that these guidelines be followed in the development of future promotional exams and in the preparation of promotion reading lists.

LIST OF REFERENCES

A comprehensive bibliography that includes all reference sources reviewed during the conduct of the study and cited in this volume is presented in Volume I of this report.

APPENDIX A
RECENT READING LIST MATERIAL FOR
SERGEANT AND DETECTIVE PROMOTIONAL EXAMINATIONS



ExaminationReading Material

- Sgt. & Det. Municipal Police Administration (6th edition, 1970). International City Managers Association. (7th edition, 1971).
- Sgt. Patrol Administration. By Gourley & Bristow. Springfield, Illinois: Charles C. Thomas, 1967.
- Sgt. Patrol Administration Management by Objectives (1st edition, 1975). By Donald T. Shanahan. Boston, Massachusetts: Holdbrook Press.
- Sgt. Criminology (8th edition). By Sutherland & Cressy. Philadelphia, Pennsylvania: J. O. Lippincott.
- Det. Crime, Correction & Society (2nd edition, 1968). By Elmer H. Johnson. Homewood, Illinois: Dorsey Press. (3rd edition, 1973, 1974, revised).
- Det. Field Interrogation (2nd edition, 1967). By Bristow. Springfield, Illinois: Charles C. Thomas.
- Det. Fundamentals of Criminal Investigation (2nd edition, 1970). By Charles E. O'Hara. Springfield, Illinois: Charles C. Thomas.
- Sgt. Supervision of Police Personnel. By N. F. Iannone. Englewood Cliffs, New Jersey: Prentice Hall, 1970.
- Det. & Sgt. Police & Community Relations. By A. F. Brandstatter & Louis Radelet. Riverside, New Jersey: Glencoe Press, 1968. Beverly Hills, 1970.
- Det. Criminal Interrogation & Confessions (2nd edition, 1967). By F. E. Inbau & J. E. Reid. Baltimore, Maryland: Williams & Wilkins Co.
- Sgt. The Police, Crime & Society. By Clarence H. Patrick. Springfield, Illinois: Charles C. Thomas, 1972.
- Sgt. Police Supervision, Theory & Practice. By Paul M. Wisenand. Englewood Cliffs, New Jersey: Prentice Hall, 1971.

Examination.

Reading Material

- Det. Police - Community Relations. By William J. Bopp. Springfield, Illinois: Charles C. Thomas, 1972.
- Sgt. Police Community Relations (2nd edition, 1970). By Earle. Springfield, Illinois: Charles C. Thomas.
- Sgt. Police Patrol, Tactics and Techniques. By Thomas F. Adams. Englewood Cliffs, New Jersey: Prentice Hall, 1971.
- Sgt. Basic Law Enforcement. By Harry Caldwell. Pacific Palisades: Goodyear Publishing, 1972.
- Det. Criminal Investigation (2nd edition, 1974). By Paul Weston & Kenneth Wells. Prentice Hall.
- Det. Criminal Interrogation (2nd edition, 1972). By Arthur Aubry & R. R. Caputo. Springfield, Illinois: Charles C. Thomas.
- Sgt. Police Role in Racial Conflicts. By Towler. Springfield, Illinois: Charles C. Thomas, 1964.
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APPENDIX B

TECHNICAL DESCRIPTION:

DEVELOPMENT OF THE PERFORMANCE EVALUATION SCALES
ADMINISTRATION OF THE PERFORMANCE EVALUATION SCALES
STANDARDIZATION OF SCORES
SCORING OF THE PERFORMANCE EVALUATION SCALES

TECHNICAL DESCRIPTION:

DEVELOPMENT OF THE PERFORMANCE EVALUATION SCALES
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Introduction

This Appendix describes the technical procedures followed by the researchers in developing the job performance evaluation scales used by Lieutenants and Captains to evaluate the performance of Sergeants and Detectives under their supervision. The results of these evaluations served as the criteria for studying the validity of the promotional process.

Additionally, the procedures used to analyze and standardize the data collected with the performance evaluation scales is discussed in this Appendix.

Development of the Performance Evaluation Scales

The development of the performance evaluation rating scales (rating forms) that were used in this study began by conducting about 20 interviews with Police Officers, Sergeants, Detectives and Lieutenants to identify the most important performance components of the Sergeant and Detective positions. Information obtained from these interviews, plus the results of the job analyses (Volume IV) indicates that the Sergeant and Detective Jobs were sufficiently different to warrant the

development of separate performance evaluation scales for each position. The Sergeant position involves some law enforcement, but emphasis is placed on direct supervision and administrative activities; the Detective job is primarily investigative in nature, with certain non-supervisory administrative duties.

After completing the initial interviews, the researchers developed two tentative performance evaluation scales. The format of these scales consisted of a number of different statements that describe specific job behaviors. The preliminary Sergeant performance evaluation scale consisted of 38 statements that were grouped into nine performance dimensions, plus an "overall" performance rating. The initial Detective performance evaluation scale was comprised of 46 statements grouped into 11 performance dimensions, plus an "overall" job performance rating.

After development of the preliminary performance evaluation scales, two meetings were held with a total of eight Lieutenants to revise the tentative rating forms. These Lieutenants were asked to review the job performance dimensions and statements for job relatedness, appropriateness, accuracy and understanding. They were encouraged to include, exclude or change anything that would improve the utility of the performance evaluation scales. Also, the Lieutenants reviewed a set of instructions describing the use of the rating scales.

Once the review was completed, the researchers prepared the

two final performance evaluation scales. Copies of the final scales are included in Appendix C. The final Sergeant evaluation scale contains 40 statements which are grouped into nine performance dimensions. The final Detective evaluation scale is comprised of 47 statements categorized into ten performance dimensions. The various behavioral statements were randomly ordered in each form so that statements for one performance dimension are not grouped together in one section of the form. Appendix C lists the performance dimensions for each scale and identifies the statement numbers that apply to each of the dimensions.

Approximately one-half of the statements in each of the two forms are written in the positive manner, and one-half describe negative aspects of job performance. Supervisors evaluating the performance of a Sergeant or Detective were instructed to "agree" or "disagree" with each statement in describing the job performance of a particular Sergeant or Detective. Five response categories are provided for each statement: "strongly agree", "agree", "neither agree nor disagree", "disagree" and "strongly disagree".

Administration of the Performance Evaluation Scales

In order to obtain estimates of the reliability of the performance evaluations, the researchers requested that there be two independent ratings of each Sergeant and Detective selected for study. Most Detectives have at least two Lieutenants who know

their job performance well enough to evaluate them (the Detectives). Typically, only one Lieutenant supervises a group of Sergeants, but a Captain also has relatively close contact with the Sergeants. Thus, in order to have at least two evaluations for Sergeants, Captains were asked to participate in the evaluation process.

In order to obtain the most reliable and accurate ratings possible, training sessions oriented toward the use of the performance evaluation scales were conducted by the researchers. One session was conducted for all Lieutenants who evaluated the Detectives selected for study, and another session was held for all Lieutenants and Captains who evaluated the Sergeants included in the study.

The first part of the training sessions focused on the major problems supervisors encounter when evaluating subordinates (i.e., halo effect, leniency, etc.). Next, the performance evaluation scales were explained in detail, and instructions were given concerning the completion of the ratings.

When supervisors (Lieutenants and Captains) were given the performance evaluation scales to rate the performance of the Sergeants or Detectives serving under their command, each supervisor also received a list of names of individuals in their division who had been promoted to Sergeant or Detective from 1971 through 1975. Not all of the Sergeants or Detectives

in a supervisor's division were listed, but just those promoted between 1971 and 1975. Additionally, supervisors were given the opportunity to cross out the name of anyone on their list that they did not feel qualified to evaluate using the rating procedure. Supervisors were informed that their ratings would be held in strict confidence and would be used for research purposes only. The supervisors were assured that the results of the evaluations would not be entered in the personnel files of the Sergeants and Detectives selected for study.

Once the above training was completed, supervisors then initiated the evaluation process. After all supervisors had evaluated every individual on their list on at least one fourth of the performance statements and all supervisors' questions had been answered, the training sessions were concluded. Supervisors were given a stamped, self-addressed envelope to return their rating forms to the offices of the researchers.

Performance Evaluation Scale Scores

As previously mentioned, the rating scale used in the evaluation process required a supervisor to use a five-point scale ranging from "strongly agree" to "strongly disagree". These five rating categories were converted to a one to five scale where five was positive and one was negative. For example, "strong agreement" with a *positive* statement was worth five points; "agreement" was worth four points; and "strong disagreement" was worth one point. "Strong agreement" with a *negative*

statement was worth one point, while "disagreement" with the statement was worth four points, etc. The points for all statements in a particular job performance dimension were averaged to obtain a total dimension score.

A "confidence rating scale" was included at the end of each performance evaluation form. After completing the performance evaluation scales, supervisors rated how "confident" they were in their overall evaluation of each individual on their list. The confidence scale has three rating categories: "not very confident", "confident", and "extremely confident". Responses to this "confidence scale" were taken into account by the researchers when comparing separate supervisory evaluations for each individual.

Standardization of Scores

Standardization of scores is a process by which one or more sets of scores can be rescored according to a standard or uniform distribution. The distribution used in this study was the normal distribution, which assumes the distribution of each sample resembles the typical population distribution. The mean of the normal distribution is at the 50th percentile, with 68 percent of the scores falling between -1.0 and +1.0 standard deviations of the mean and 96 percent falling between -2.0 and +2.0 standard deviations of the mean (Hays, 1973). The normal distribution can be applied to most sets of scores unless there is reason to believe the scores do not follow the

distribution. One reason it might not be used is if a supervisor had an unusually high percentage of either outstanding or very poor officers under his/her direction. In this situation the distribution of the sample of performance scores would be different from the normal distribution. However, there was no reason to believe that any supervisor in this study evaluated an unusually high percentage of outstanding or poor Detectives or Sergeants. When the sample groups do not appear to violate the assumptions of the normal distribution, as was the case in this study, scores for each group can be standardized using the normal distribution.

Analysis of the Performance Evaluation Scale Ratings

Upon receipt, the Sergeant evaluations were scored for nine performance dimensions, and the Detective evaluations were scored for ten performance dimensions. Scores were standardized across supervisors to control for supervisors who did not utilize the full evaluation scale (i.e., 1-5), but instead clustered their ratings in one section of the scale (e.g., all ratings of 2 and 3). Scores for Sergeants and Detectives were averaged across their respective supervisors. Each Sergeant or Detective then had one final set of scores on the nine or ten performance dimensions. Only officers with two or more complete performance evaluations were analyzed; if an individual was evaluated by only one supervisor, or if a

supervisor did not evaluate an individual on all of the performance dimensions, the person was excluded from the remaining analyses.

Finally, the performance evaluation scores were standardized by year of promotion to control for the tenure of Detectives and Sergeants. This standardization was necessary because individuals who had been promoted in 1971 tended to receive higher performance scores than those promoted in 1975. Thus, there was some tenure bias in the performance ratings that was controlled statistically by the standardization process. Two of the final promotion scores, total promotion score and written exam score, also were standardized across years. This standardization was necessary to control for the difficulty level of the written exam, which varied slightly from year to year.

APPENDIX C

1. SERGEANT AND DETECTIVE PERFORMANCE EVALUATION SCALES
2. SERGEANT AND DETECTIVE JOB DIMENSIONS AND ITEM
NUMBERS FOR STATEMENTS COMPRISING EACH DIMENSION

PERFORMANCE EVALUATION

FOR

SERGEANTS

July 1976

INSTRUCTIONS

FOR SERGEANT'S PERFORMANCE EVALUATION

GENERAL

The evaluation of a sergeant's on-the-job performance is a very important part of the Validation of Selection and Promotion Procedures Study presently being conducted for the Houston Police Department. At this time, certain lieutenants and captains are being asked to evaluate some sergeants under their supervision, most of whom have been promoted since 1971. Attached you will find a list of sergeants in your division who are to be evaluated on 40 statements of job performance behaviors. H.P.D. sergeants and lieutenants primarily developed these 40 statements to serve as the means for determining how well a sergeant is actually performing his job.

Your evaluations will be used for *RESEARCH PURPOSES ONLY* to help evaluate H.P.D.'s promotion system. After you complete the evaluations of the sergeants in your division, you will mail the rating forms directly back to LFWF. No one will see them but the researchers. Upon receipt of the completed forms, each individual will be given a number and only group scores will be studied. No individual sergeant will be identified. The evaluations will not be entered into anyone's records, nor will they in any way affect a sergeant's promotion or employment status. However, in making your evaluations, it is essential that you be as accurate as possible.

Before you begin evaluating the sergeants, please read the following words of caution carefully! Most individuals encounter some basic problems when evaluating their subordinates. If the problems are pointed out ahead of time and you try to avoid them, the evaluations should be much more accurate.

The first problem is that some individuals allow their personal opinion of how much they *like* or *dislike* a person to influence their ratings. It is natural for us to like people who are like ourselves. This is fine for our personal life, but it makes it difficult for us to put personal feelings aside when we rate how well someone is doing on the job. We all know some very effective workers who receive low performance ratings because the supervisor doesn't personally like them. On the other hand, supervisors sometimes rate people high just because they are personal friends. When you evaluate a sergeant, try to think *only* about his work behavior, not your personal like or dislike of him.

A second problem is that some individuals have a tendency to rate everyone high; other individuals rate almost everyone low; while other individuals rate everyone as average. The fact is that most supervisors have a few exceptionally good and a few poor employees, with the remaining employees satisfactory or average. So keep this in mind when evaluating sergeants and do not rate everyone at the same level of performance.

A third problem is called the "Halo Error". This occurs when an individual rates the best sergeant in the division very high on all the scales in the evaluation. For example, if, overall, John Doe is the best sergeant in the division, the evaluator might give him a high rating on his knowledge of the laws, his thorough report writing, his good judgment, and his ability to work well with his peers. He probably does deserve a high score on some of these, or he wouldn't be the best sergeant in the division. However, just because he uses good judgment does not mean he works well with other sergeants. He may

have a hard time working with many other sergeants and should receive a low rating on this statement. Consider each statement *by itself* when evaluating the sergeant. Don't let his score or ability in one area affect the way you rate him in another. Remember, no one is all good or all bad; the best sergeant may be below average in one or more areas, while the worst sergeant may be above average in one or more areas.

PROCEDURE

Step 1 - Turn to the Performance Evaluation Scoring Sheet for Sergeants and make sure the information in the upper left hand corner is correct. Read the list of sergeants in your division who have been chosen for this study. Cross out the names of all sergeants whose job performance you do not know well enough to evaluate.

Step 2 - Now turn to the Performance Evaluation Statements for Sergeants. The form contains 40 specific job behaviors stated in either a positive or negative manner. You are to describe each sergeant on your scoring sheet by either agreeing or disagreeing with these statements. The scoring sheet has 40 columns which correspond to the 40 statements. Read through the instructions, codes, and the first statement on the statements sheet.

(REFER TO THE EXAMPLE AT THE TOP OF THE SCORING SHEET FOR THE REMAINDER OF STEP :

Look at the first sergeant on your scoring sheet and decide how accurately the first statement describes him. If the statement is perfectly descriptive of him, write "SA" for "Strongly Agree" in column one of the scoring sheet next to the sergeant's name. However, if the sergeant only occasionally acts impulsively and usually gets all the necessary information before making a decision, write a "D" for "Disagree" in column one of the scoring sheet. If a statement describes performance on a task that is not part of this sergeant's job, or if you have no knowledge of his performance in this instance, use the "Cannot evaluate" (X) code.

Next, decide how descriptive the first statement is for the second sergeant on your list and write in the appropriate code in column one by his name. Evaluate the remaining sergeants on the first statement.

After all sergeants have been evaluated on the first statement proceed to the second statement and evaluate all sergeants on your list. Be sure you do not proceed to the next statement until all sergeants have been evaluated on the present statement. Continue this procedure until all sergeants have been evaluated on all 40 statements.

Step 3 - Now that you have rated your sergeants on the 40 behavioral statements, we would like to know how confident you are in your ratings, *in general*, for each sergeant. You may feel extremely confident in your evaluations of certain sergeants, but not very confident in evaluations of others. The purpose of the Confidence Rating scale is to allow you the opportunity to describe which sergeants' ratings you are the most confident of.

to the Confidence Rating scale on page 2 of the scoring sheets and write in the names of all sergeants you evaluated on page 1. Next, place a 1, 2, or 3 by each name to indicate how confident you are in your evaluation of each sergeant. This rating should reflect your overall confidence in your evaluation of an individual across all 40 behavioral statements.

step 4 - Finally, turn to the "Importance Rating of Performance Evaluation Statements" sheet on page 3 of the scoring sheet. Using a scale from one to four, you are to rate the importance of each of the 40 behavioral statements as compared to all other statements. This rating is very important because this same performance evaluation form is being used for sergeants in many HPD divisions and while some statements may be very important for success in one division, other statements may be more important in another division.

To complete the importance ratings, first turn back to page one of the Performance Evaluation Statements and reread the first statement. Then, on line number 1 of the scoring sheet rate how important you think the first performance evaluation statement is for success as a sergeant in your division. This is an overall rating. If sergeants in your division perform two or three different jobs try to combine all the jobs into one general rating.

Read the second statement and rate it's importance. Continue to rate each statement until all 40 have been evaluated.

When you have completed all of your ratings, please return your scoring sheets in the enclosed envelope directly to LFWF. If you have any questions, please do not hesitate to contact either Patt Gaudreau, Ron Crain or Jerry Dubin at 529-3015.



CONFIDENCE RATINGS

How confident are you that your evaluations are accurate descriptions of each sergeant's job performance?

1 = not very confident

2 = confident

3 = extremely confident

Sergeant

Rating

1.	_____	1.	_____
2.	_____	2.	_____
3.	_____	3.	_____
4.	_____	4.	_____
5.	_____	5.	_____
6.	_____	6.	_____
7.	_____	7.	_____
8.	_____	8.	_____
9.	_____	9.	_____
10.	_____	10.	_____
11.	_____	11.	_____
12.	_____	12.	_____
13.	_____	13.	_____
14.	_____	14.	_____
15.	_____	15.	_____
16.	_____	16.	_____
17.	_____	17.	_____
18.	_____	18.	_____
19.	_____	19.	_____
20.	_____	20.	_____
21.	_____	21.	_____

IMPORTANCE RATING OF PERFORMANCE EVALUATION STATEMENTS

How important are each of the 40 behavioral statements for success as a sergeant in your division?

- 1 = not important
- 2 = of little importance
- 3 = of average importance
- 4 = of great importance

Performance Evaluation
Statement Number

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____
- 6. _____
- 7. _____
- 8. _____
- 9. _____
- 10. _____
- 11. _____
- 12. _____
- 13. _____
- 14. _____
- 15. _____
- 16. _____
- 17. _____
- 18. _____
- 19. _____
- 20. _____

Performance Evaluation
Statement Number

- 21. _____
- 22. _____
- 23. _____
- 24. _____
- 25. _____
- 26. _____
- 27. _____
- 28. _____
- 29. _____
- 30. _____
- 31. _____
- 32. _____
- 33. _____
- 34. _____
- 35. _____
- 36. _____
- 37. _____
- 38. _____
- 39. _____
- 40. _____

PERFORMANCE EVALUATION STATEMENTS FOR SERGEANTS

INSTRUCTIONS: Each of the following items describes a behavioral characteristic or level of performance of a sergeant on the job. Read each statement and, using the six point code, indicate how descriptive the item is of each individual you are evaluating. Rate all sergeants on each item before proceeding to the next item. If an item describes performance on a task that is not part of this sergeant's job, or if you have no knowledge of his performance in this instance, use the "Cannot evaluate" (X) code.

SD = *Strongly Disagree*. Is not at all descriptive; I don't believe he could ever be or act like this.

D = *Disagree*. Only rarely or very occasionally descriptive; more often not true for him than it is true.

B = *Both Agree and Disagree*. Sometimes this is descriptive of him and sometimes it is not.

A = *Agree*. Frequently or usually descriptive; more often true for him than it is not true.

SA = *Strongly Agree*. Perfectly descriptive of him; I believe he is always like this.

X = Cannot evaluate this sergeant on this item.

1. This sergeant acts impulsively and does not get all the necessary information before he makes a decision.
2. This sergeant establishes very good working relationships with his officers and receives their trust and respect.
3. This sergeant has a negative attitude toward people in general; he is usually critical and fault-finding of others.
4. This sergeant expresses himself in a logical, orderly and understandable fashion.
5. This sergeant has a poor working knowledge of supervisory principles, such as motivating officers, praising good work, giving constructive criticism, etc.
6. This sergeant is very familiar with the technical aspects and fine points of civil and criminal laws and can almost always answer an officer's specific questions about an arrest or charges.
7. This sergeant has a poor understanding of and is usually unable to interpret for his officers the meaning of complex orders and regulations.
8. This sergeant does not treat all officers fairly or impartially, but plays favorites and makes his personnel decisions on the basis of whom he likes and dislikes.

SD = *Strongly Disagree*

D = *Disagree*

B = *Both Agree and Disagree*

A = *Agree*

SA = *Strongly Agree*

X = Cannot evaluate this sergeant on this item

9. This sergeant is able to communicate and get his ideas across to individuals from all walks of life.
10. This sergeant filters out important negative information or tends to "bend the truth" when transmitting information to his superior.
11. This sergeant takes the time to explain to his officers why things must be done rather than expecting them to follow orders blindly.
12. This sergeant has trouble working on a number of assignments at the same time and he may become careless or inattentive to details.
13. This sergeant can handle belligerent or disagreeable individuals in a very tactful manner.
14. When preparing reports of investigations or other activities, this sergeant always makes sure all details have been included and all questions have been answered.
15. This sergeant is slow to learn from experience the best way to handle and react to different situations that occur in the field.
16. When officers ask for a decision, this sergeant typically hedges and tells the officers to do what they think is best.
17. Although this sergeant expects his officers to follow all regulations, he often does not adhere to them himself.
18. This sergeant is very courteous and polite in his day-to-day contacts with the public.
19. This sergeant can perceive and recognize potential personnel problems and deal with them before they become serious.
20. This sergeant keeps the lieutenant informed of what is happening in the field so that the lieutenant is always up-to-date and aware of any problem situations or exceptional performance by officers.
21. This sergeant is often away from the radio and unavailable to provide assistance to officers when they call for a supervisor.
22. This sergeant is extremely capable of understanding problems and analyzing situations quickly in order to make immediate and effective decisions.

SD = *Strongly Disagree*

D = *Disagree*

B = *Both Agree and Disagree*

A = *Agree*

SA = *Strongly Agree*

X = *Cannot evaluate this sergeant on this item*

23. Instead of accepting the responsibility for bad decisions, this sergeant tries to place the blame on his officers or superiors.
24. This sergeant carefully follows through on assignments and pays close attention to all details.
25. This sergeant has a very thorough understanding of administrative activities, such as completing forms, making work assignments, investigating complaints against officers, preparing reports, and other general office activities.
26. This sergeant does not review reports (for example, activity reports) very carefully and often fails to catch mistakes or notice irregularities.
27. This sergeant regularly checks-up on probationary officers to monitor their progress and job performance.
28. This sergeant is negligent in appraising his officers of new procedures and methods and provides them with little training unless forced to do so.
29. This sergeant is willing to make difficult decisions and accept responsibility for the consequences.
30. This sergeant is always willing to discuss personal and work-related problems with his officers.
31. This sergeant routinely checks by on a *large* number of his officers' calls so he can provide assistance if it is needed.
32. This sergeant has a poor working knowledge of the districts to which he is assigned, not knowing such things as cases pending, arrests made, crime patterns, chronic offenders and other information important to crime prevention or enforcement activities.
33. This sergeant is very quick to learn and understand new administrative/office policies, procedures and job duties.
34. This sergeant is not objective; he lets his personal feelings or biases affect his decisions rather than basing decisions on the facts at hand.
35. This sergeant usually knows the correct procedures to follow when called to assist or advise officers in the field.

SD = *Strongly Disagree*

D = *Disagree*

B = *Both Agree and Disagree*

A = *Agree*

SA = *Strongly Agree*

X = Cannot evaluate this sergeant on this item

36. This sergeant is often not familiar or up-to-date with legal or departmental changes.
37. This sergeant is extremely flexible in his decisions and is capable of improvising and adapting to a variety of situations or circumstances.
38. This sergeant loses his composure in stressful situations and makes an emotional rather than a rational decision.
39. This sergeant can take command of an emergency situation and very effectively direct and coordinate the activities of a large number of officers.
40. This sergeant is hesitant to make unpopular decisions, enforce rules or administer discipline because he wants the officers to like him.

PERFORMANCE EVALUATION

FOR

DETECTIVES

July 1976

INSTRUCTIONS

FOR DETECTIVE'S PERFORMANCE EVALUATIONS

GENERAL

The evaluation of a detective's on-the-job performance is a very important part of the Validation of Selection and Promotion Procedures Study presently being conducted for the Houston Police Department. At this time, certain lieutenants from the various divisions are being asked to evaluate some detectives under their supervision, most of whom have been promoted since 1971. Attached you will find a list of detectives in your division who are to be evaluated on 47 statement of job performance behaviors. H.P.D. detectives and lieutenants primarily developed these 47 statements to serve as the means for determining how well a detective is actually performing his/her job.

Your evaluations will be used for *RESEARCH PURPOSES ONLY* to help evaluate H.P.D.'s promotion system. After you complete the evaluations of the detectives under your supervision, you will mail the rating forms directly back to LFWF. No one will see them but the researchers. Upon receipt of the completed forms, each individual will be given a number and only group scores will be studied. No individual detective will be identified. The evaluations will not be entered into anyone's records, nor will they in any way affect a detective's promotion or employment status. However, in making your evaluations, it is essential that you be as accurate as possible.

Before you begin evaluating the detectives, please read the following words of caution carefully! Most supervisors encounter some basic problems when evaluating their subordinates. If the problems are pointed out ahead of time and you try to avoid them, the evaluations should be much more accurate.

The first problem is that some supervisors allow their personal opinion of how much they *like* or *dislike* a person to influence their ratings. It is natural for us to like people who are like ourselves. This is fine for our personal life, but it makes it difficult for us to put personal feelings aside when we rate how well someone is doing on the job. We all know some very effective workers who receive low performance ratings because the supervisor doesn't personally like them. On the other hand, supervisors sometimes rate people high just because they are personal friends. When you evaluate a detective, try to think *only* about his/her work behavior, not your personal like or dislike of him/her.

A second problem is that some supervisors have a tendency to rate everyone high; other supervisors rate almost everyone low; while other supervisors rate everyone as average. The fact is that most supervisors have a few exceptionally good and a few poor employees, with the remaining employees satisfactory or average. So keep this in mind when evaluating detectives and do not rate everyone at the same level of performance.

A third problem is called the "Halo Error". This occurs when a supervisor rates his/her best detective very high on all the scales in the evaluation. For example, if overall, John Doe is the best detective in the division, the lieutenant might give him a high rating on his knowledge of the laws, his thorough report writing, his good judgment, and his ability to work well with his peers. He probably does deserve a high score on some of these, or

he wouldn't be the best detective in the division. However, just because he uses good judgment does not mean he works well with other detectives. He may have a hard time working with many other detectives and should receive a low rating on this statement. Consider each statement *by itself* when evaluating the detective. Don't let his/her score or ability in one area affect the way you rate him/her in another. Remember, no one is all good or all bad; your best detective may be below average in one or more areas, while your worst detective may be above average in one or more areas.

PROCEDURE

Step 1 - Turn to the Performance Evaluation Scoring Sheet for Detectives and make sure the information in the upper left hand corner is correct. Read the list of detectives in your division who have been chosen for this study. Cross out the names of all detectives whose job performance you do not know well enough to evaluate.

Step 2 - Now turn to the Performance Evaluation Statements for Detectives. The form contains 47 specific job behaviors stated in either a positive or negative manner. You are to describe each detective on your scoring sheet by either agreeing or disagreeing with these statements. The scoring sheet has 47 columns which correspond to the 47 statements. Read through the instructions, codes, and the first statement on the statements sheet.

(REFER TO THE EXAMPLE AT THE TOP OF THE SCORING SHEET FOR THE REMAINDER OF STEP .

Look at the first detective on your scoring sheet and decide how accurately the first statement describes him/her. If the statement is perfectly descriptive of him/her, write "SA" for "Strongly Agree" in column one of the scoring sheet next to the detective's name. However, if the detective usually investigates all leads thoroughly but on occasion has not investigated a lead because he/she was not familiar with a source of information he/she should have been familiar with, then write a "D" for "Disagree" in column one. If a statement describes performance on a task that is not part of this detective's job, or if you have no knowledge of his/her performance in this instance, use the "Cannot evaluate" (X) code.

Next, decide how descriptive the first statement is for the second detective on your list and write in the appropriate code in column one by his/her name. Evaluate the remaining detectives on the first statement.

After all detectives have been evaluated on the first statement proceed to the second statement and evaluate all detectives on your list. Be sure you do not proceed to the next statement until all detectives have been evaluated on the present statement. Continue this procedure until all detectives have been evaluated on all 47 statements.

Step 3 - After you have rated all your detectives on the 47 statements; turn to page 2 of the scoring sheet where you will now rank order the detectives on your list on the basis of their overall performance as

detectives. To rank order your detectives use the following procedure:

- a. On the lines in the left hand column copy the names of all detectives you evaluated on the 47 statements. That is, you should copy all the detective's names, except the ones you crossed out on page one of the scoring sheet.
- b. First, read the statements at the top and bottom of the right hand column of the page.
- c. Now, select the detective who best matches the statement at the top of the page and write his/her name under Description A. Cross out each detectives name from the list on the left as you write it in the right hand column.
- d. Now look over your list again and select that detective who best matches the statement at the bottom of the page (the detective you would rank lowest in overall usefulness). Place his/her name just above Description B at the bottom of the page. You may not have anyone who fits the description perfectly, so just write down the detective that is lower than all the others on this scale. Cross out this detective's name from the list on the left.
- e. Now, select the detective you would rank second highest in overall performance (second best) out of the remaining detectives. Write his/her name under the other detective's name below Description A. Cross out this detective's name from the list on the left.
- f. Now, select the detective you would rank next to last and place his/her name right above the lowest ranked member. Cross out this detective's name from the list on the left.
- g. Continue this process until you have ranked all your detectives on overall job performance.
- h. Look over your rankings to make sure they are ranked highest to lowest. Although it may be difficult, please do not allow any ties. For example, only one detective may be ranked second. If you have two detectives that are very similar you must make a choice as to which is slightly stronger or weaker on overall job performance.

Step 4 - Now that you have rated and ranked your detectives, we would like to know how confident you are in your ratings, *in general*, for each detective. You may feel extremely confident in your evaluations of certain detectives, but not very confident in evaluations of others. The purpose of the Confidence Rating scale is to allow you the opportunity to describe which detectives' ratings you are the most confident of. Turn to the Confidence Rating scale on page 3 of the scoring sheets and write in the names of all detectives you evaluated. Next, place a 1, 2, or 3 by each name to indicate how confident you are in your evaluation of each detective. This rating should reflect your overall confidence in your evaluation of an individual across all 47 behavioral statements and the overall ranking.

Step 5 - Finally, turn to the "Importance Rating of Performance Evaluation Statements" sheet on page 4 of the scoring sheet. Using a scale from one to four, you are to rate the importance of each of the 47 behavioral statements as compared to all other statements. This rating is very important because this same performance evaluation form is being used for detectives in many HPD divisions and while some statements may be very important for success in one division, other statements may be more important in another division.

To complete the importance ratings, first turn back to page one of the Performance Evaluation Statements and reread the first statement. Then, on line number 1 of the scoring sheet rate how important you think the first performance evaluation statement is for success as a detective in your division. This is an overall rating. If detectives in your division perform two or three different jobs try to combine all the jobs into one general rating.

Read the second statement and rate it's importance. Continue to rate each statements until all 47 have been evaluated.

When you have completed all of your ratings, please return your scoring sheets in the enclosed envelope directly to LFWF. If you have any questions, please do not hesitate to contact either Patt Gaudreau, Ron Crain or Jerry Dubin at 529-3015.





CONTINUED

1 OF 2

CONFIDENCE RATINGS

How confident are you that your evaluations are accurate descriptions of each detective's job performance?

1 = not very confident

2 = confident

3 = extremely confident

<u>Detective</u>	<u>Rating</u>
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
4. _____	4. _____
5. _____	5. _____
6. _____	6. _____
7. _____	7. _____
8. _____	8. _____
9. _____	9. _____
10. _____	10. _____
11. _____	11. _____
12. _____	12. _____
13. _____	13. _____
14. _____	14. _____
15. _____	15. _____
16. _____	16. _____
17. _____	17. _____
18. _____	18. _____
19. _____	19. _____
20. _____	20. _____
21. _____	21. _____

IMPORTANCE RATING OF PERFORMANCE EVALUATION STATEMENTS

How important are each of the 47 behavioral statements for success as a detective in your division?

- 1 = not important
- 2 = of little importance
- 3 = of average importance
- 4 = of great importance

Performance Evaluation
Statement Number

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____
- 6. _____
- 7. _____
- 8. _____
- 9. _____
- 10. _____
- 11. _____
- 12. _____
- 13. _____
- 14. _____
- 15. _____
- 16. _____

Performance Evaluation
Statement Number

- 17. _____
- 18. _____
- 19. _____
- 20. _____
- 21. _____
- 22. _____
- 23. _____
- 24. _____
- 25. _____
- 26. _____
- 27. _____
- 28. _____
- 29. _____
- 30. _____
- 31. _____
- 32. _____

Performance Evaluation
Statement Number

- 33. _____
- 34. _____
- 35. _____
- 36. _____
- 37. _____
- 38. _____
- 39. _____
- 40. _____
- 41. _____
- 42. _____
- 43. _____
- 44. _____
- 45. _____
- 46. _____
- 47. _____

PERFORMANCE EVALUATION STATEMENTS FOR DETECTIVES

INSTRUCTIONS: Each of the following items describes a behavioral characteristic or level of performance of a detective on the job. Read each statement and, using the six point code, indicate how descriptive the item is of each individual you are evaluating. Rate all detectives on each item before proceeding to the next item. If an item describes performance on a task that is not part of this detective's job, or if you have no knowledge of his/her performance in this instance, use the "Cannot evaluate" (X) code.

SD = *Strongly Disagree*. Is not at all descriptive; I don't believe he/she could ever be or act like this.

D = *Disagree*. Only rarely or very occasionally descriptive; more often not true for him/her than it is true.

B = *Both Agree and Disagree*. Sometimes this is descriptive of him/her and sometimes it is not.

A = *Agree*. Frequently or usually descriptive; more often true for him/her than it is not true.

SA = *Strongly Agree*. Perfectly descriptive of him/her; I believe he/she is always like this.

X = Cannot evaluate this detective on this item.

1. This detective often does not thoroughly investigate all leads because he/she is not familiar with the many sources of information available (for example, records kept by various agencies).
2. This detective seldom gets a clear understanding and comprehension of what occurred at the scene from his/her reading of the officers' offense reports or other detectives' reports.
3. This detective has the ability of getting witnesses and suspects to open up and give him/her the information he/she needs for an investigation.
4. This detective often fills out standard forms in a haphazard manner or omits some information that should have been included.
5. This detective's reports are always thorough and complete, covering even the most minor details.
6. When reviewing information that has been collected or reported, this detective can see leads that some other detectives overlook.
7. This detective is better than most at persuading or finessing actors into giving confessions.

SD = *Strongly Disagree*

D = *Disagree*

B = *Both Agree and Disagree*

A = *Agree*

SA = *Strongly Agree*

X = Cannot evaluate this detective on this item

3. Once this detective does something wrong, he/she quickly learns and uses a better procedure on subsequent investigations.
9. This detective has a thorough understanding of criminal law and can easily determine the type of offense that has been committed and the proper charges to file.
0. There is no doubt that this detective can be trusted completely with money, property, etc.
1. This detective's reports are sometimes difficult to read and understand because of poor sentence structure, grammar, spelling, etc.
2. This detective has an excellent understanding of people and can gain their cooperation and deal with them effectively.
3. This detective will readily admit and accept the blame for a mistake he/she has made rather than passing the buck to someone else or trying to cover it up.
4. This detective always keeps others informed of his/her whereabouts so he/she can be easily contacted when necessary.
5. This detective's reports are always written in a logical, orderly and easily understandable fashion.
6. This detective sometimes dismisses potential physical evidence as unimportant before checking it out.
7. This detective has difficulty understanding and learning changes in legal procedures and the technicalities of the law.
3. When faced with critical problems, this detective makes quick and effective decisions.
9. This detective can easily communicate with or relate to individuals from all walks of life.
0. This detective can piece information together very quickly and form good hunches or ideas about motives, actors, etc.

SD = *Strongly Disagree*

D = *Disagree*

B = *Both Agree and Disagree*

A = *Agree*

SA = *Strongly Agree*

X = Cannot evaluate this detective on this item

21. This detective's reports sometimes contain information that is incorrect, causing delays or problems in the processing of a case.
22. This detective has so little tact that he causes previously cooperative witnesses to become hostile and resistant.
23. This detective keeps very thorough notes of his/her activities and consequently can recall exactly what he/she did over extended periods of time when preparing reports or responding to requests for information.
24. This detective handles weapons in a careless manner.
25. This detective often leaves many loose ends and closes investigations before they are complete.
26. Because this detective has a poor understanding of the laws of evidence and arrest, his/her cases may result in inadmissible evidence, charges not being filed, or a lack of convictions.
27. This detective often thinks of novel and innovative approaches to gathering information and clues, rather than stopping when routine procedures are unproductive.
28. Even though not required, this detective will often spend his/her own time investigating a pressing case.
29. This detective seeks to improve his working knowledge and skills through study and by conferring with experienced detectives.
30. This detective knows the technicalities of applicable investigative procedures (for example, how to conduct a proper show-up).
31. This detective sometimes neglects to search actors carefully, overlooking weapons or other types of contraband.
32. When reviewing officers' offense reports or other detectives' reports, this detective can integrate the facts and get a more comprehensive picture of what occurred, over and above what is reported.
33. At the end of his/her working day, this detective will stop investigating a case even though he/she is in the process of following up an important lead.

SD = *Strongly Disagree*

D = *Disagree*

B = *Both Agree and Disagree*

A = *Agree*

SA = *Strongly Agree*

X = Cannot evaluate this detective on this item

4. This detective sometimes fails to keep a close watch on prisoners, and does not always take the necessary precautions against attempted assaults, escapes, etc.
5. Even when most detectives feel that all leads have been exhausted, this detective remains inquisitive, persistently digs for more clues, and follows up leads that others feel are futile.
6. This detective never divulges confidential information which may jeopardize the investigation of a case.
7. This detective investigates only the obvious leads, ignoring "minor" but often important and sometimes critical details.
8. This detective shows initiative by picking up and working cases even though he/she has not been assigned to do so.
9. This detective is very quick to learn new investigative procedures and how to apply new techniques to cases.
10. This detective has trouble recognizing important facts and sifting out false information when interviewing complainants, witnesses or suspects.
11. This detective projects a professional image of the police department by his/her personal appearance, conduct, and manner.
12. This detective has a great deal of street knowledge; that is, he/she knows hangouts, informants, habitual criminals, etc.
13. This detective does not seem to learn from experience the most effective ways of obtaining leads or information relevant to investigations.
14. This detective has difficulty learning and staying on top of new department procedures and policies.
15. This detective requires almost no supervision; he/she is able to independently conduct an investigation from start to finish.
16. This detective makes judgments based on good common sense.
17. This detective often has to be told what step to take next in an investigation.

PERFORMANCE EVALUATION DIMENSIONS

SERGEANTS

<u>Dimensions</u>	<u>Item Numbers</u>
Ability to Learn	15, 33
Job Knowledge	6, 7, 25, 32, 35, 36
Judgment and Decision Making	1, 22, 34, 37, 38, 39
Acceptance of Responsibility	16, 23, 29
Conscientiousness to Duty	21, 27, 28, 31
Thoroughness and Attention to Detail	12, 14, 24, 26
Supervisory Skills	2, 5, 8, 11, 17, 19, 30, 40
Written and Oral Communications	4, 9, 10, 20
Public Relations	3, 13, 18

DETECTIVES

Ability to Learn	8, 17, 39, 43, 44
Job Knowledge	1, 9, 26, 30, 42
Judgment/Self-Reliance	18, 45, 46, 47
Investigative Thoroughness	16, 25, 27, 35, 37
Conscientiousness to Duty	14, 28, 29, 33, 36, 38
Honesty	10, 13
Interpersonal Skills	3, 7, 12, 19, 22, 41
Report Preparation	4, 5, 11, 15, 21, 23
Safety Consciousness	24, 31, 34
Comprehension of Information	2, 6, 20, 32, 40

APPENDIX D
CORRECTIONS FOR UNRELIABILITY
AND RESTRICTION IN RANGE

CORRECTIONS FOR UNRELIABILITY
AND RESTRICTION IN RANGE

This appendix discusses the technical aspects of the validity coefficient corrections for unreliability and restriction in range.

Correction for Unreliability

After the original correlations were computed between the total promotion scores calculated by the Houston Civil Service Commission and the performance evaluation dimension scores obtained by the researchers, two statistical corrections were necessary. The first correction was for the degree of unreliability in the performance evaluations completed using the rating procedures developed by the research team. The degree of reliability (or unreliability) was determined by comparing the extent to which two or more supervisors agreed on the performance evaluation of each subordinate.

The original correlation (validity coefficient) between the promotion scores and performance ratings assumes that the performance evaluation has a reliability of 1.0, meaning two or more supervisors agree perfectly in their ratings of an employee under their supervision. However, each supervisor sees a subordinate somewhat differently, and being in different situations their ratings also should differ. Therefore, the correction for this lack of agreement provides for the estimation of validity coefficients on the basis of what

the supervisors do agree on. The formula used to correct for unreliability of the performance scales is as follows (Guion, 1965):

$$R_{xy} = \frac{r_{xy}}{\sqrt{r_{yy}}}$$

where R_{xy} is the correlation (validity) coefficient that would be obtained if promotion scores x and performance evaluations y were perfectly reliable; r_{xy} is the validity coefficient actually obtained, and r_{yy} is the reliability of y (i.e., the performance evaluation).

The maximum degree of reliability (i.e., minimum unreliability) was computed by combining all performance dimension scores into one performance rating in order to give the most conservative increase in the final validity coefficient between the promotion scores and performance ratings. (See Chapter 3, Predictors and Criteria.)

Correction for Restriction in Range

A correction for restriction in range is necessary when a correlation (validity) coefficient is based on only a small range of scores instead of scores from a total range.

The concept and importance of the correction for restriction in range is best illustrated by the following example. Assume that a strong relationship exists between a test score and job performance, whereby individuals scoring high on the test are superior performers and individuals scoring at the low end of the test cannot perform the job satisfactorily. If job

applicants with high and low scores are hired, the subsequent correlation (i.e., validity coefficient) between the test and job performance would be very high. However, if only those applicants scoring in the top ten percent of the test score range are hired, then the correlation between the test scores and job performance probably would be very low because there would not be any unsatisfactory performers. This restriction in range, which influences the magnitude of the validity coefficient, can be corrected statistically in order to calculate what the correlation would be if those scoring low on the test were hired and included in a validity study.

The formula used to correct for restriction in the range of the promotion scores was (Guion, 1965):

$$R = \frac{r(\Sigma/\sigma)}{\sqrt{1 - r^2 + r^2(\Sigma^2/\sigma^2)}}$$

where σ and Σ represent the standard deviations for the restricted and unrestricted groups, respectively, and r and R represent the corresponding correlation coefficients. This correction was made after correcting for the unreliability of the performance ratings.

The number of individuals that took the Sergeant and Detective promotion exams, as well as the number of individuals actually promoted between 1971 and 1975, are listed in Table D1. As indicated by the data, usually only the top 10 to 20 percent of those taking the exam were promoted and thus included in this

study. Consequently, there is a sizable restriction of range in the promotion scores of each group. By applying the previously described correction formula, a more accurate estimate was obtained of the "true" validity of the total promotion scores and the written promotion exams.

TABLE D1

NUMBER OF OFFICERS TAKING PROMOTION EXAMS
VERSUS NUMBER PROMOTED

	<u>Number Taking Exam</u>	<u>Number Promoted</u>	<u>Percent Promoted</u>
SERGEANT EXAM			
1971	126	9	7
1972	119	20	18
1973	185	46	25
1974	201	21	10
1975	235	23	10
DETECTIVE EXAM			
1971	196	23	12
1972	148	21	14
1973	190	28	15
1974	197	35	18
1975	234	54	23

APPENDIX E
CITY OF HOUSTON
CIVIL SERVICE COMMISSION
REPORT OF EMPLOYEE PERFORMANCE RATING

City of Houston
Civil Service Commission

REPORT OF EMPLOYEE PERFORMANCE RATING

Prepare in quadruplicate. Original to Civil Service Commission; duplicate to member receiving report; triplicate to head of department for filing; with fourth copy being retained by the division or grading officer.

- (Semi-annual period ending _____)
- (Probationary period ending _____)
- (Transfer or Termination period ending _____)

Name of Employee

Title of Position

Department

- Supervisory or staff position
- Non-supervisory position

Division - District - Station

FACTOR OR ELEMENT	CHECK APPLICABLE FACTOR DEGREE OF PERFORMANCE				
	UNSATIS-FACTORY	FAIR	SATIS-FACTORY	VERY GOOD	OUTSTANDING
Quality of Work					
Dependability and Adaptability					
Initiative and Leadership					
Open Mindedness					
Cooperation and Loyalty					

Comments for Improvement by Immediate Superior Officer:

Reason for "Unsatisfactory" or "Outstanding" Rating and Grade (see note below)

(Use other side if necessary)

by _____ (Title) _____ (Date)
(Immediate Superior Officer)

by _____ (Title) _____ (Date)
(Higher Superior Officer)

by _____ (Title) _____ (Date)
(Department Head)

Total Points _____ Adjective Rating _____

Furnished to Civil Service Commission _____ Date _____

Furnished to Employee _____ Date _____

The basis and reason for each rating of "unsatisfactory" and "outstanding" for any member of the department given for each specific "unsatisfactory" or "outstanding" performance or behavior warranting such rating are:

APPENDIX F

SPECIFIC TASKS TO BE USED IN DETERMINING ITEM CONTENT
FOR HOUSTON POLICE DEPARTMENT PROMOTIONAL EXAMINATIONS

(Note: Task identifiers such as A-7, B-4, etc., are keyed to the Task Inventory presented in Volume IV, Appendix E.)

I. THE DETECTIVE POSITION

<u>WEIGHT</u>	<u>DUTY</u>	<u>TASKS</u>
8.0	A	1-6, 7-23, 25-27
3.7	B	5-14, 16, 18-19, 24-25, 27-28
1.2	C	3, 5, 8, 20-23
4.7	D	1-14
6.7	E	1-16
0.6	F	1, 9, 10
11.1	G	1-21, 24-31
18.5	H	1-40
3.1	I	1-10
5.4	J	2-6, 9-14, 16, 20-21, 25-27
1.6	K	4, 6, 8-11
0.4	L	3, 5-6
6.6	M	1-7, 10-16, 23, 26, 30-34, 36-40
6.5	N	1-15
1.8	O	1, 2, 5, 6, 8-10
5.6	P	1-10, 12, 15-19, 22, 23
0.4	Q	5, 12
1.1	R	12, 18, 19, 21, 25
4.1	S	1, 4-8, 12, 15-17, 19, 21, 23, 25-30
4.0	T	2-4, 6-12, 14, 20-23
0.6	U	4, 9, 19
0.7	V	1, 3, 7, 16, 17
0.9	W	12, 13, 18, 20, 22, 24, 25
2.7	X	1-7

II. THE SERGEANT POSITION

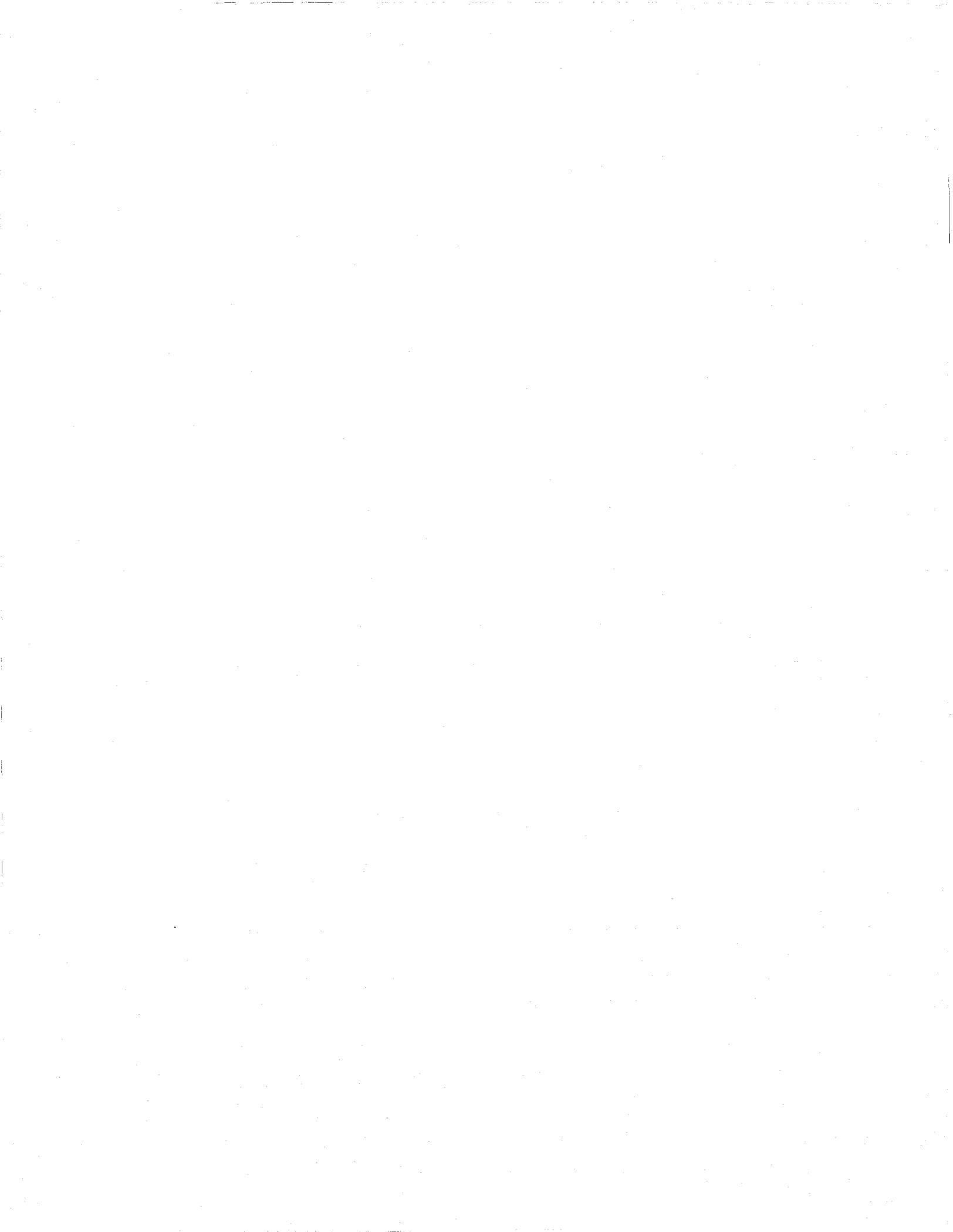
<u>WEIGHT</u>	<u>DUTY</u>	<u>TASKS</u>
7.2	A	1-23, 25-27
5.9	B	1-2, 4-19, 21-29, 32
3.6	C	1-25
2.9	D	1-13
3.9	E	1-14, 16
2.8	F	1-7, 9-12
4.0	G	1-7, 9-14, 17-18, 20-22, 25-26, 29
4.6	H	1-11, 13-19, 23, 25, 27-29, 34-36, 38, 39
1.8	I	1-6, 8, 10
4.7	J	2, 3, 5, 6, 8, 10-24, 27
2.6	K	2-4, 6-11
2.6	L	1-15, 17
6.7	M	1-7, 10-14, 16-18, 23, 25-28, 30-40
2.1	N	1-5, 7-15
1.5	O	1, 2, 5-10
4.1	P	1-3, 5, 7, 9-15, 18-23, 26, 28, 29
1.3	Q	1-7, 10, 11
5.2	R	1-16, 18-21, 23, 25-30
4.0	S	1-3, 5-8, 12, 19-27, 29, 30
7.2	T	1-24
7.4	U	1-20
6.1	V	1-19
5.3	W	1-3, 5-9, 11-20, 22, 24-26, 28-30
2.5	X	1-7

III. THE LIEUTENANT POSITION

<u>WEIGHT</u>	<u>DUTY</u>	<u>TASKS</u>
4.9	A	1-5, 7-9, 13, 14, 16, 17, 19, 21-23, 25, 27
3.6	B	1, 5-9, 11-14, 16, 19, 24, 26-29
0.2	C	2, 8
3.6	D	1-3, 5-13
3.1	E	1-8, 10-13, 16
2.6	F	1-5, 7, 9-12
5.6	G	1-7, 9-14, 18-20, 25-27, 29
6.6	H	1-12, 5-22, 25, 27-29, 32, 34-39
2.0	I	1-6, 8-10
4.2	J	2-3, 5, 11-14, 16, 18-20, 22-24, 26-27
1.3	K	2-4, 8, 9
--	L	NONE
7.9	M	1, 3-6, 9-15, 17-18, 24, 26-28, 30-40
2.4	N	1, 5, 7, 8, 10-15
0.2	O	6, 9
4.4	P	1-3, 5-15, 17, 18, 22, 23, 26, 29
0.6	Q	1, 3, 7, 13
4.2	R	1-3, 7, 9, 12, 13, 15, 16, 20, 23, 25-30
5.2	S	1-8, 12, 14, 17-23, 25-27, 29, 30
8.8	T	1-24
8.8	U	1-20
7.5	V	1-18
9.0	W	1-3, 5-31
2.9	X	1-7

IV. THE CAPTAIN POSITION

<u>WEIGHT</u>	<u>DUTY</u>	<u>TASKS</u>
2.9	A	2, 4, 8, 9, 11, 21-23, 27
1.5	B	1, 13, 18, 19, 24, 27-29
--	C	NONE
2.0	D	1, 5, 7, 8, 10, 11
0.3	E	3
2.6	F	2-6, 9-11
2.3	G	1, 4, 6, 9, 10, 13, 18, 20, 29
4.0	H	1-3, 5-8, 15-17, 32, 34-37
0.3	I	2
1.2	J	11, 14, 16, 26
0.8	K	2, 7, 8
--	L	NONE
9.9	M	1-6, 10-13, 15-18, 21, 23, 24, 26, 28, 30-40
0.8	N	7, 13, 15
--	O	NONE
4.2	P	2-3, 7, 9-12, 18, 22, 24-32
1.5	Q	4, 5, 7-8, 11
8.3	R	1-3, 5-13, 15-23, 25-30
6.8	S	1-8, 12, 17, 19-21, 24-26, 28-30
10.1	T	1-17, 19-24
11.7	U	1-20
10.6	V	1-19
14.9	W	1-20, 22-30
7.0	X	1-7



END