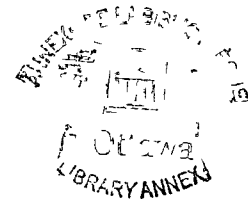


DIAGNOSTIC FORCED-CHOICE EVALUATION  
OF POLICE OFFICERS

by

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Thesis presented to the School of Graduate  
Studies of the University of Ottawa as partial  
fulfillment of the requirements for the degree  
of Master of Arts in Criminology



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## INTRODUCTION

Whenever the words "personnel evaluation" are mentioned, the usual reaction is one of skepticism, suspicion, and doubt. However, most people acknowledge and agree that any organization of any size needs and must have a system to evaluate its employees. Part of that system normally includes a personnel evaluation instrument.

In the past many different types of personnel evaluation instruments have been tried by many organizations and many have failed to do the job that they were intended to do. Two of the most glaring faults with most instruments are the presence of bias on the part of the raters and the lack of uniformity in evaluations across an organization. Under such conditions an employee may obtain an excellent evaluation from one supervisor, then be evaluated by another supervisor at the next evaluation period, and receive a poor rating even though his operations were about the same under both supervisors. It is not just the fault of the supervisors that this anomaly occurs. The design of the evaluation instrument may also contribute to different interpretations and, consequently, different and conflicting results.

The purpose of this research project is to develop and

test an instrument for evaluating police officers which will employ the advantages of various evaluation techniques and minimize the disadvantages or problems associated with those techniques. Ideally, the instrument which is developed will maximize reliability and validity and produce objective evaluations suitable for the purposes for which the evaluations are required.

## CHAPTER I

### INSTRUMENTS FOR EVALUATION

The performance of a police organization, as that of most other organizations, is dependent upon the quality of its individual officers. It is, therefore, imperative that personnel management processes be properly directed to ensure the effective and efficient utilization and functioning of the human resources of the organization. As an integral part of police operations and administration, officers are recruited, trained, counselled, given guidance, assigned work, transferred, and promoted. These processes are all carried out on the basis of some type of estimate of the quality of the officers involved.

#### Purpose of Evaluation

The quality of police officers is determined by the recruitment practices and by the training and development programs operated by the organization. Development of officers is of particular importance because virtually all members of a police force enter the organization at the bottom of the hierarchical structure and there is normally no entry of highly qualified officers at the various levels above the

bottom level. Initially, the development of the individual officers is geared to the achievement of a basic satisfactory level of all-around effectiveness. However, development does not cease once this basic satisfactory level is achieved. Development of the individual officers must continue so that sufficient numbers of officers are qualified to eventually assume supervisory roles, management roles, and ultimately executive roles within the organization. Training of police officers, then, includes the initial or basic recruit training program and also the on-going programs at various stages of development. Development can also be facilitated through effective counselling and guidance. The type of training and development required varies with the individual.

Training, counselling and guidance call for evaluation so that potentialities, needs, and the level of development can be identified. An accurate picture of each officer's strengths and weaknesses is required so that the appropriate action can be taken to correct deficiencies and capitalize on strengths or areas where potential is particularly evident. The individual can thereby steadily improve his performance as a police officer and contribute more and more meaningfully to the standing and efficiency of the organization.

The efficiency of a police organization is also depend-

ent on the placement of the best qualified officers in positions requiring those particular qualifications. Some estimate of the quality of all officers within an organization is required to surface potential candidates for work assignment, transfer, and promotion. Without a formal, systematic procedure there is no record of an individual's level of proficiency and no meaningful way to compare his performance with that of officers in other parts of an organization. Consequently, talented and qualified candidates for promotion and transfer may be overlooked because they do not come to the attention of the managers who make the selections.

The purposes of evaluation in a police organization, then, are basically two-fold. First, the evaluation must identify those who require and can benefit from training and development including the areas in which training and development are required. In addition, the information provided must be in a format suitable for development purposes by serving as a mechanism which will facilitate counselling and guidance. Second, the evaluation must provide reliable and valid information for administrative decisions regarding work assignment, transfers, and promotion.

### Methods of Evaluation

The free-written narrative evaluation technique is the most elementary and unsophisticated of all evaluation techniques. In this method, the rater is requested to write his judgements of the ratee in a narrative paragraph. A guide in the form of questions may be provided to ensure coverage of the desired topics. However, the rater simply writes out his opinions of the ratee in any way that he sees as being appropriate. The free-written narrative rating method is used mostly in letters of recommendation and as an adjunct to other methods of evaluation.

The primary advantage of the free-written narrative evaluation technique is that the rater is not subjected to any restrictions and he can, therefore, write what he wishes to emphasize about the person he is evaluating. There are, however, many problems associated with the technique. First, they are laborious to complete. This sometimes leads to resistance by the raters. Then, the results of the evaluations depend significantly on the literary skill of the raters. The impression obtained by the reader of such reports depends immeasurably upon the ability of the rater to communicate, what he emphasizes, and on the performance being rated. Third, there is no convenient way to compare these evaluations,

particularly when the employees rated are numerous. Unless questions are included as a guide, the kind of information required may not be provided. Fourth, they are grossly susceptible to bias and misinterpretation. Free-written narrative evaluations are highly subjective and the reliability and validity are questionable because of the lack of a standard on which to base the evaluations.

Because of the problems associated with free-written narrative ratings, personnel specialists have devoted considerable time, effort and ingenuity to the development of evaluation techniques which will increase the objectivity of evaluations. Kerlinger (4, p.491) describes objective methods as those in which anyone following the prescribed rules will assign the same numerals to the object and sets of objects as anyone else. Agreement among the raters is at a maximum and the variance due to differences in raters' assignment of ratings to the behaviour of ratees is zero. The rating assigned is truly reflective of the quality of the characteristic being evaluated. Kerlinger (4, p.492) points out that there is no sharp dichotomy between so-called objective and other methods of evaluation as all methods have some objectivity. There is, rather, a difference in degrees of objectivity - degrees of the extent of agreement among raters.

In the evaluation of police officers, as with most other types of employees, it is preferable that the objectivity of the evaluations be maximized so that the "purposes" can be met. The degree of objectivity of evaluations is characterized and determined, first, by the criterion used in the evaluations and, second, by the degree to which a number of "standards" are met.

#### Evaluation Criteria

Barrett (2, p.33) describes three basic criteria which can be utilized in the evaluation of individuals. First, an employee can be assessed in terms of his personality which is the total of his characteristics or traits which add up to the kind of person he is. The human personality consists of three major elements: intelligence, temperament, and character. Second, an individual can be evaluated in terms of his performance which has to do with his behaviour or how he goes about doing his work. Included are such factors as planning, working hard, accepting responsibility, getting along with other people, and following instructions. Third, an employee can be evaluated in terms of his product which is the quality and quantity of output per unit of time.

Personality, performance, and product are inter-related concepts and exist at different levels of abstraction.

Personality accounts for how a person performs and performance leads to what is produced. For example, an individual may be friendly (personality factor) and thus helps others (performance factor) which leads to his having many friends (the product). The performance and product of an individual can be directly observed by others and an assessment can be made on the basis of what is observed. Personality, on the other hand, is inferred from both performance and product, particularly performance, and can be assessed only indirectly. It is the most nebulous of the three. In addition, employees may be expected to possess certain personality traits to be successful but no one knows which of these traits contribute, and how much, to job success. It is difficult to determine whether any single variable or combination of personality variables can be counted on to lead to a given type of performance or product.

Product is the best measure of an individual's efforts and whenever possible an employee should be evaluated in terms of what he produces. However, product is not always accessible for evaluation and it can be misleading, particularly in police work. In the important area of public relations,

for example, "products", susceptible to systematic evaluation, are not produced. An evaluation based on a high volume of charges resulting from law enforcement activities can be misleading if activities in the difficult to measure crime prevention field are not considered. Under these circumstances, an evaluation based on how the employee goes about his work instead of what he produces would be more indicative of the quality of the officer.

Performance can be observed but it can be understood only by observing a large number of separate activities and classifying them appropriately. Consistent and logical conclusions about an officer may be more easily drawn by relating how he goes about his work to the outcome rather than by relating his basic personality characteristics to what he produces.

The objectivity of evaluations can be increased and maximized by the selection and utilization of the criterion which is most readily accessible to measurement and most indicative of the quality of an individual officer. Prior to embarking on the development of an evaluation instrument, it is imperative that the criterion to be utilized in evaluations be established.

Measurement of performance factors avoids the nebulous area of personality and the often inaccessible and misleading area of product. Through the evaluation of job-related, observable behaviour, both personality and product can be accounted for. It is, therefore, concluded that the use of performance as the criterion for evaluating police officers will produce the most valid and reliable measure of an individual officer's value to his organization.

#### Standards of Evaluation

For an evaluation instrument to be effective it must be planned and developed so that a number of "standards" are met. These standards have been outlined (1, 8). The first standard is the acceptability standard. To be effective, the evaluation program must be accepted by employees at all levels including ratees, raters, personnel administrators, and management. If they do not take the evaluation seriously, the results gained from it will be unreliable.

Second, an evaluation instrument must be relevant. It must concentrate on and include elements which are important and only what is important to the job. If an evaluation instrument concentrates on elements which are not important for a job, or if it omits vital elements, its results will

not be particularly useful in meeting the objectives.

Third, it must meet the standard of accuracy. The information the evaluation instrument generates must be free from defects and inconsistencies, reliable and valid, and give an accurate measure of how the employee measures up to his job. The results must reflect differences in performance when in fact such differences exist. They must have variability and be discriminative so that comparisons of personnel can be made.

Fourth, an evaluation instrument must be relatively easy to complete. Otherwise there exists the likelihood of resistance by the users.

Fifth, there should be a possibility of checking on the care with which the instrument is filled out, whether the raters select only certain descriptions to evaluate all their subordinates.

Sixth, the design of the instrument must be practical in the sense that the results can be obtained, recorded, evaluated, and summarized economically and with ease. The results must be readily quantifiable so that comparisons of the ratings can be made. Quantification is of particular importance when large numbers of employees are evaluated. Scores automatically indicate the type of evaluation received

by an employee. Without quantification there is no convenient means to compare evaluations.

### Possible Errors

There are numerous "errors" associated with evaluations which create defects and inconsistencies in the results and consequently affect the reliability and validity. First, there is the "leniency" error or "generosity effect". This is the tendency for ratings to cluster at the favourable end of the rating scale because raters are overly generous in their description. Because of the compulsion to excel, the word "average" has become an insult. This error or effect has its roots in a basic human unwillingness to make unfavourable remarks about one's fellow man. The unwillingness may be due to the raters knowing that their ratings will have some effect on the future of their subordinates and may be reluctant to rate low because such a rating may "hurt" the subordinate. It may be due to the urge to maintain the "peace". For this reason superiors may be reluctant to tell their subordinates that they disapprove of their work performance and consequently likely to be lenient if the employee sees the rating. Again, a superior might consider that a low rating is to some extent an admission of his own deficiencies

as a supervisor. He may identify with the ratee and feel that it is a reflection upon himself to give low ratings. Leniency may also be due to the influence of fellow raters - a desire on the part of the superior to be consistent with other raters, or a desire of superiors who are unsure of themselves to gain approval by rating others highly. Ambiguity in scale definitions can also lead to leniency. Whatever the reasons may be, leniency inevitably results in the reduction of the discriminatory power of the rating scales at any place but the lower end. An "average" rating may actually signify a person whose performance is sub-standard or unacceptable.

A second error associated with evaluations is the "halo effect". This is the tendency of the rater to rate a given individual in the same way on all behaviours whether the characteristics tend to be related or not. The rater tends to obscure intra-individual differences and is attributed to the fact that the rater allows an over-all impression of the ratee to influence his description of the subject's specific behaviours. The result of the halo effect is two-fold. There are relatively high intercorrelations among ratings which seem to be relatively independent. Ratings on each of the ratee's behaviours are displaced toward the average rating received on all behaviours.

Third, there are "proximity" errors. This type of error arises because of a tendency of a rater to describe behaviours which appear close together on the printed rating instrument more nearly alike than he rates those behaviours which are physically separated by some distance. The result is the relatively high intercorrelations between ratings which should be relatively independent.

The fourth type of error is the "logical" error. Logical errors are those errors which result from the tendency of some raters to rate a person similarly on characteristics which the rater feels should go together regardless of the physical location of those characteristics on the printed rating instrument. The consequence of this error is the same as with the "proximity" error.

The fifth type of error associated with evaluations is the so-called "contrast" error. This error is caused by the tendency of raters to perceive others in relation to themselves and to rate others on an evaluation scale in contrast to their own characteristics. Thus, a generally optimistic individual tends to see others as more pessimistic than he is and a generally pessimistic rater would displace the ratings toward the optimistic (high) end of the rating scale.

A sixth error in evaluations is the error of central tendency. This error results from the tendency of raters to avoid using the extreme positions on a rating scale by placing ratings near the centre of the scale. This may occur when raters do not know the person they are rating, when administrative pressures force the ratings toward some central value, and when raters are not entirely clear as to the meaning of the ratings.

Seventh, there are those errors which are caused by the lack of information. This error occurs when a rater has only limited contact with the ratee or, if he does have close contact, he is not perceptive of the ratee's performance. It is impossible to accurately evaluate a ratee when the rater does not know the ratee well. The consequence is that irrelevant and chance effects may influence the ratings.

An eighth type of error results from the raters' refusal to use information. This error occurs when raters have certain information available concerning a ratee but refuse to or do not evaluate in accordance with that information. The problem is particularly applicable when information of a derogatory nature is known. The result is that certain aspects of a ratee's behaviour are not reported.

Ninth, there are those types of errors which result from the behaviour selected. Inter-rater agreement is highest for those qualities which are specific entities rather than composites and for those qualities which are directly descriptive of behaviour rather than those derived indirectly by inference, interpretation, and evaluation of different behaviours. Some characteristics can be more dependably rated than others. Characteristics should be clearly defined in operational terms, that is, behaviours should be job related.

And tenth, there are those errors which are caused by varying conceptions of the performance standard. These errors occur because of the lack of clarity in the meaning of the terminology employed to depict the various levels used to measure each characteristic. If words such as "outstanding", "average", and "unsatisfactory" are used without definition, different interpretations will be applied to these by different raters. The result is that wide differences will occur among ratings given to the same ratee by different raters. These ten types of errors cause defects and inconsistencies in the results of ratings which affect the reliability and validity of evaluations.

### Objective Evaluation Instruments

The number of different objective evaluation instruments in use today is almost as great as there are organizations using such instruments. Although there are numerous variations in design, these instruments all employ one, or some combination of two or more, of eight basic evaluation techniques. They are: graphic rating scales, ranking, nomination, critical-incident, weighted random checklists, "objective" measures, work sample tests, and forced-choice ratings. The degree of objectivity varies with each technique and the conditions under which the instrument is used. Each type of instrument has a number of advantages and disadvantages in terms of the characteristics of objective instruments.

Graphic rating scales were originally used to describe those procedures in which a mark was placed somewhere along a line representing at one end a low degree of the quality or characteristic being rated and at the other end a high degree of the quality. The rater placed a mark at what he believed to be the appropriate point of the line. Now, however, the term "graphic" has been expanded to include scales broken up into segments or even a series of boxes which contain descriptive phrases. The "example-anchored" or "retranslation" technique developed by Smith and Kendall (9) is a special type of graphic rating scale which employs behavioural

examples to depict the various levels of performance for measurement of a quality.

There are a number of advantages to using graphic rating scales. They can be designed to measure personality, performance or product factors depending upon the criterion the organization chooses to use. Graphic rating scales appear to be readily accepted, at least by management, as the technique is the most popular of the evaluation techniques and is used by most police agencies in Canada and the United States (5) and by most private organizations (3). Graphic rating scales are normally clear and easy to understand and use. It is possible to carry out checks on the care with which the instruments are completed and the results can be obtained, recorded, evaluated and summarized economically and with ease. The results are readily quantifiable so that comparisons of personnel can be made.

There are, however, a number of disadvantages or problems associated with graphic rating scales which may seriously outweigh and detract from the advantages. The determination and inclusion of relevant qualities is of major concern in the development of these scales. These instruments are often contaminated by qualities which are not related to job success or over which the ratee has no control. Such factors erode the

acceptability standard, particularly insofar as the ratees are concerned as they may feel they are being dealt with unfairly. Distortion may occur because of the improper emphasis on irrelevant or relatively insignificant qualities. More important, graphic rating scales are subject to all the "errors" associated with evaluations. These errors all contribute to questionable reliability and validity and erode the discriminatory power of the scales. Ratings may tend to rise over time causing a clustering at the favourable end of the scale.

The problem of rater errors in graphic scales was exemplified in a number of studies carried out concerning the "show/no show" controversy; that is, whether or not the evaluation form should be shown to the ratee once it is completed. Marsh (6) reported that when the United States Marines switched from an open system in 1960, the use of the highest rating (outstanding) was cut from seventy percent to thirty-five percent in the first year. Massarik, Weschler and Tannenbaum (7), working with the United States Civil Service, found less use of the "excellent" category (thirteen percent versus nineteen percent) with a "no show" rule. Stockford and Bissell (10), working with 485 supervisors at Lockheed, were able to demonstrate that the mean ratings for subordinates increased twenty-four points, on a scale of 100, from sixty to eighty-

four when a "show" rule was introduced. In addition, while the mean score rose by forty percent, the variability (the spread of ratings across the scale) shrank over thirty percent. Fluctuations of this degree demonstrate the problem of questionable reliability and validity of evaluations when using graphic rating scales.

The ranking rating technique requires the rater to place a group of ratees in order from the "highest" to the "lowest" on the basis of a specified criterion - generally over-all performance. Three methods used for simplifying the ranking task are the alternation ranking process, pair comparison process and the forced-distribution process. The ranking technique results in all individuals in a group being aligned along a continuum from high to low.

The ranking technique is attractive because the criterion can be simply stated depending on the requirement for information. It is a relatively simple process in that the rater is required to respond either to a straightforward and concrete question such as "Who would you promote first, second, third, . . . , and last?" or to a directive such as "List all individuals from best to poorest in terms of over-all performance." Quantifiable results are automatically produced. There are, however, a number of problems associated with the

ranking technique which affect the results. Ranking requires a knowledge on the part of the rater of all people within the group being ranked. It is difficult to compare people in different groups and virtually impossible to rank those who are not in a peer group or who work alone. Rankings do not show relative differences in merit between consecutively ranked people and distortions will occur when any outstanding subjects are included. They are not made against a standard with the result that all persons ranked, including the "highest", may actually be sub-standard performers. Rankings may lack reliability and validity because of rater biases in favour of some subjects as compared to others which affect the rank order. Rankings may be useful for work assignment, transfers and promotion but they do not provide data in a form suitable for counselling and guidance purposes or determining training requirements.

In the case of the nomination evaluation technique, the rater is asked to name a specified number of people who are at the top and/or at the bottom in terms of over-all performance or in terms of specified characteristics. The nominator may be requested to specify the order of the nominations. With a number of characteristics, nominations are designed to give a picture of the strong points and weaknesses of the

employees. The exceptionally good and poor performers are thus singled out for special treatment.

Nominations are useful for locating outstandingly good performers for promotion, work assignment or transfer and the low performers for training and development programs. However, they are useless for many of the purposes because data may be unavailable on a rather large undifferentiated group in the middle who are not nominated. Nominations are not made against a standard and it is, therefore, conceivable that even the "best" performers may be sub-standard or mediocre performers in absolute terms. It is difficult to determine the relative differences in merit between those nominated. Nominations require a knowledge on the part of the rater of all people in a particular group. In large organizations, numbers and distances will generally preclude this possibility. When nominations are carried out within sub-groups, the technique will not directly facilitate the comparison of individuals in different sub-groups. It is sometimes difficult or impolite to request nominations of the poorer performers.

The critical-incident rating technique requires the rater to report on a special form, examples of outstandingly good and poor performance by the ratee in specific performance

categories. A count of the number of favourable incidents, less the number of unfavourable incidents, is converted into a rating score. The examples of behaviour reported are intended to provide a picture of a ratee's performance.

In terms of the characteristics of objective instruments there are many shortcomings associated with the critical-incident evaluation technique. The technique is intended to eliminate or at least reduce rater bias by requiring a rater to justify, with specific examples of behaviour, the various ratings which result. However, interpretation of what constitutes a critical (outstanding) incident may result in some types of behaviour being reported on some individuals but excluded in the case of others. There is, thus, no control over rater bias as the rater can simply report or not report incidents as he may choose. Unsystematic records kept by raters leave great room for the operation of bias and there is no convenient method of checking on the care with which incidents are recorded and reported. The burden of recording the incidents and writing the reports may eventually lead to resistance on the part of the raters. Critical incidents may be misleading because only the extreme and unusual (critical) elements of performance are reported at the expense of the steady, day-to-day performance which is the real

substance of an employee's effectiveness. It is conceivable that some employees may have little or no information submitted on them as their behaviour may fall within the steady, "non-critical" performance area.

The weighted random checklist evaluation technique employs a form made up of a series of brief descriptive phrases. The phrases are scaled in favourableness and assigned scoring weights which are unknown to the rater. The rater is instructed to check the phrases that describe the ratee and leave the rest blank. The total of the scores assigned to the items which are checked by the rater, plus a correction for the number of phrases checked, produces a rating score.

The weighted random checklist technique is attractive because establishment of the criterion is a straightforward matter, they are easy to complete, quantifiable, and practical in that the results can be recorded, evaluated and summarized economically and with ease. Selection and inclusion of relevant phrases may present a problem and distortion may result when irrelevant descriptions are included. The difficulty in developing a weighted random checklist instrument is determining the weights for each of the items since it is not obvious which items are most significant. The accuracy of the reports may be questionable as there is no effective means

of controlling rater biases. Raters may find it more and more tempting to check only the obviously more complimentary or favourable items. The technique's power to discriminate between "high" performers and "low" performers disappears as the average score increases. Consequently, the reliability and validity become suspect as the variability decreases.

The so-called "objective" measures are evaluation instruments based on production - on the quality and quantity of output per unit of time. In this technique reliance is placed on output. Measurement of output is most meaningful and practical if assessed in terms of established objectives. The objectives are statements of what the employee expects or is expected to achieve in relation to each of the responsibilities of the job during a forthcoming time period. At the end of this period the employee meets with his supervisor to review the achievements (what was produced) against the established objectives. The evaluation of the employee is based on his production in terms of the established objectives.

Measurement of output can be very misleading. No matter how detailed the job description and the objectives, they are essentially static - that is, a series of statements. The more varied an employee's work, the more difficult it is to pin down objectives that represent more than a fraction of his work. When evaluations are based on production, they are

limited to what an employee himself does in his work. They do not adequately take into account important elements such as his impact on others, the amount of his supervisor's time he consumes, and his consistency of production. Other elements are not susceptible to systematic evaluation. In the important area of public relations, "products" as such are not produced. Factors beyond an employee's control, the input of co-workers, and just plain luck may have an effect on production. The more a person's effectiveness depends on what other people do, the less he himself can be held responsible for the outcome of his efforts. It is conceivable that a supervisor and employee may set low objectives which are invariably achieved with the result that the evaluation of the employee's output will always produce a highly favourable report. Work requirements, problems and, consequently, objectives vary from one area to another across an organization. It may, therefore, be virtually impossible to accurately compare evaluations of employees working in different areas. These problems limit the value of the "objective" measures.

Work-sample tests is an evaluation technique in which tasks are developed to simulate real-life situations. The subject performs the task and his performance is evaluated by a subjective or objective score. These tests are used in an attempt to standardize performance measures.

Work-sample tests are characterized by a number of problems. They are limited to relatively simple clerical or mechanical tasks because of the difficulties encountered in simulating more complex activities. Only work skill, and that only partially, is observed while important characteristics such as interpersonal relations and accepting responsibility are left unmeasured. Loss of efficiency because of nervousness or a feeling of strangeness is not accounted for. Work-sample tests place the emphasis on extreme, somewhat artificial activities rather than on an individual's day-to-day performance which is the only realistic measure of his worth.

Forced-choice evaluation reports require the rater to describe, without evaluation, the behaviour of the person being evaluated. The rater is presented with a series of statements arranged in blocks of two or more. Depending on the format used, the rater chooses a specified number of phrases in each block which are most (and/or least) descriptive of the employee. His choices are then scored on a key based on previous research which has shown that certain statements are typically chosen to describe high performers and others to describe low performers (2, p.47).

In terms of the characteristics of objective evaluation instruments there are a number of advantages associated with forced-choice instruments. They can be designed to employ performance as the criterion and they can be developed to use descriptions which are relevant in distinguishing between high and low performers. Forced-choice instruments are relatively easy to complete as the rater is requested to choose a specified number of phrases out of a group of from two to five or six depending on the format used. The results can be obtained, recorded, evaluated and summarized economically and with ease. Based on the research carried out to construct them, they are readily quantifiable and a standard is built into the instrument. Except for errors caused by the lack of information, the technique avoids the usual errors associated with evaluation instruments. Because of the structure of the instruments, a rater is compelled to consider the alternatives available and - theoretically at least - do a more objective job of reporting.

There are, however, a number of problems associated with the forced-choice evaluation technique. Forced-choice reports are subject to "rater resistance". That is, raters want to know what kind of ratings they are giving and resent using an instrument in which they have no direct control over the final

results. They are frustrated to the extent that they cannot beat the system. Another complaint is that some raters dislike applying negative descriptions to the behaviour of their subordinates. Complaints against forced-choice also arise when only positive phrases are used. Some raters want a direct way of saying that a person is unqualified or that a person's performance in a certain area is unsatisfactory. Some raters may try to crack the scoring key by keeping a record of ratings and checking them against total scores if they are reported back. In addition, raters may try to subvert the system by describing some obviously effective performer rather than the person under consideration.

The "ideal" evaluation instrument for the evaluation of police officers would identify those who require training and development including the areas in which training and development are required. The information such an instrument produces would be presented in a format which would facilitate counselling and guidance of the ratee by the rater at the time the evaluation is carried out. The instrument must provide reliable and valid information on which decisions regarding work assignment, transfers and promotions can be based. The evaluation program would be acceptable to employees at all levels within the organization. It would measure performance and concentrate on the measurement of behavioural

elements which are important to the job. The information it generates would be free of defects and inconsistencies, reliable and valid, and give an accurate measure of how the employee measures up to his job. The results must reflect differences in performance when differences in fact exist, have variability, and be discriminative so that comparisons of personnel can be made. The evaluation instrument should be relatively easy to complete and it should be possible to carry out a check on the care with which it is completed. The "ideal" evaluation instrument would produce results which are quantifiable and practical in the sense that they can be obtained, recorded, evaluated and summarized economically and with ease.

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## CHAPTER II

### AN INSTRUMENT FOR EVALUATING POLICE PERSONNEL

The fundamental question is not whether a police organization should have a personnel evaluation program but, rather, what type of program it should be. For the small organization, where everyone knows everyone else, the most informal methods of evaluation are in all likelihood adequate. However, the larger and more complex and diversified an organization becomes, the more essential it is for an organization to establish a formal, systematic evaluation procedure to generate accurate qualitative data on its human resources.

The personnel evaluation techniques available and in use today are all plagued with problems of various types and to varying degrees. A number of these short-comings or problems are inherent in the design of the technique; others are attributed to rater characteristics. An evaluation instrument is required which will capitalize on the strengths of the rating techniques and minimize the problems.

When the forced-choice evaluation technique is used, the rater is asked to describe, without evaluation, the behaviour of the person being considered. He is presented with a series of statements arranged in blocks of two or more. Depending

on the format used, the rater chooses a specified number of phrases in each block which are most (and/or least) descriptive of the employee.

The basic assumptions underlying the method have been stated by Sisson (15). First, any real differences which exist between officers in competence or efficiency can be described in terms of objective, observable items of behaviour. Second, these "behaviour items" differ in the extent to which people in general tend to use them in describing other people; that is, in general favourableness, and this tendency can be determined statistically. Third, these items also differ in the extent to which they characterize officers at one extreme of the true scale of competence as opposed to officers at the other extreme. The index of this difference, the "discrimination" value, can also be determined statistically. Fourth, a set of items can be selected such that they are equal in preference value but different in discrimination value. A rater forced to say which item or items from a set are most (and/or least) characteristic of a ratee is thus unable to select solely on the basis of prejudice for or against the ratee since the preference values are equal. The rater is compelled to consider the alternatives and - theoretically at least - to do a more objective job of reporting.

The forced-choice technique is not new. In 1931 Allport and Vernon (1) used it in their test of personal values. However, their scale lacked an important feature of the technique that has become associated with forced-choice: the determination of preference and discrimination indices of the individual items used in the sub-sets of items, which is designed to control item desirability and validity.

The greatest impetus in experimentation with the forced-choice technique occurred during World War II when dissatisfaction with the results of previous techniques led to the development of forced-choice performance scales by a group of United States Army psychologists (15). Since that time, the forced-choice technique has been applied to a variety of personality measurements, personnel selection, and merit rating problems.

Following experimentation with the United States Army, Sisson reports that: "The technique, and the form embodying it, has been tried out on fifty thousand officers - in both experimental and official trials - and the results obtained with it have been compared with independent criteria of efficiency arrived at through group ratings. The new method is superior to all other methods examined. It produces a better distribution of ratings relatively free from the usual

pile-up at the top of the scale. It is less subject to influence by the rank of the officer being rated. It is quickly and objectively scored . . . and above all, it produces ratings which are more valid indices of real worth" (15, p.365).

Cozan, after examining six studies involving the use of forced-choice evaluations, reported that ". . . although there is much to be said in favour of the forced-choice technique, some of the early claims about consistently higher validity afforded by this type of rating procedure have not been borne out by experience thus far. On the otherhand, while it must be conceded that this new rating method does not have a clear-cut superiority over older techniques in producing more valid performance evaluations, it does appear to insure greater objectivity in the rating process" (6, p.83).

Taylor and Wherry, after conducting a comparative study of graphic and forced-choice performance ratings, reported about the forced-choice technique that ". . . one step has been taken in the reduction of bias in personnel evaluation" (17, p.47). Wollack, in a study to investigate the relationship of the administrative skills of the industrial supervisor to his effectiveness, concluded: "That the forced-choice technique can be successfully applied to the measurement of

supervisory emphasis on various administrative skills" (22, p.73). Stander, following development of a forced-choice evaluation report for the Columbus Police Department, concluded that: "The traditional forced-choice format used to construct the Performance Report is a more valid measure of over-all performance than ratings made on an adjectival rating scale" (16, p.44).

Peres, following development and testing of a diagnostic forced-choice personnel evaluation report for the Ohio State Highway Patrol, concluded: "That the study has provided further evidence that the forced-choice technique, and a modification of the technique, can be utilized for measuring over-all performance level, and also produces diagnostic profiles for guidance purposes" (14, p.51). The report has been updated since it was originally implemented in 1958 and is still used today. In a guide book for the current reporting procedure, the Ohio State Highway Patrol reports ". . . this system is felt to be the best personnel evaluation system available. A number of professional police administrators acclaim it to be far superior to any system known to exist today" (13, p.5).

The optimism and conclusion of the Ohio State Highway Patrol is not shared by all. Knowles and DeLadurantey (10),

following a survey of the types of performance ratings used by 103 police agencies in the United States in 1969, report that ninety percent of those agencies continue to use either graphic rating scales or weighted random checklists. Kerlinger comments: "It is still too soon to evaluate forced-choice methods. They seem to have great promise" (9). Balch comments about forced-choice evaluations that "this is a very expensive and time consuming process but has proven to be of value" (3, p.41).

As outlined earlier, there has been a number of specific criticisms regarding various features of the forced-choice evaluation technique. One of the complaints is that they are subject to "rater resistance". That is, raters dislike using an instrument in which they have no control over the final results. The inclusion of graphic rating scales and a free-written narrative portion, designed as a "release mechanism" which would leave the rater with a feeling that he has some control of the outcome of the report, has been utilized by Peres (14), Sisson (15), and Stander (16) to help overcome this problem. Attempts to reduce "rater resistance" were also made by feeding back the results of the ratings in adjectival terms and through an "education" program which includes an explanation and thorough understanding of the

principles underlying the technique.

Another complaint with the forced-choice technique is that raters dislike applying negative descriptions to the behaviour of their subordinates. Berkshire and Highland in a methodological study of the forced-choice technique indicated that the use of four statements per block, all favourable, and where the rater chooses the two most descriptive ". . . was most bias-resistant, yielded consistently high validities under various conditions, was one of the two best-liked forms, and had adequate reliability" (5, p.356).

A third complaint against forced-choice arises when only positive phrases are included. It is claimed that the rater wants a direct way of saying that a man is unqualified. The inclusion of the graphic and free-written narrative portions may alleviate this problem. Aside from this, Taylor and Wherry, in their comparative study of graphic and forced-choice ratings, have pointed out that "forced-choice ratings, quite aside from their own merit, may provide a means of reducing bias in graphic ratings used in conjunction with them" (17, p.46).

It has also been claimed that raters may attempt to subvert a forced-choice scale by thinking of some obvious superior performer and describing him instead of the subject being considered. It is true that neither the forced-choice nor

any other rating technique yet devised can extract good ratings from people who do not want to give them. One means of controlling this problem is to analyse the report submitted by individual raters to determine whether they are consistently using only certain phrases to describe all subordinates. The best means, however, regardless of the method of evaluation used, may be an on-going "education" program which would include an explanation of the principles underlying the technique.

The forced-choice technique rests on the absolute control of the scoring key. It is claimed that some raters may try to crack the scoring key by keeping a record of their ratings and checking them against the total scores if the scores are reported back to them. One means of controlling this problem is to report results back in adjectival terms only. In addition, if sufficient phrases are generated in the development of the instrument, new phrases can be substituted in any subsequent administration of the report.

One of the prime purposes of the instrument is that it must serve as a counselling and guidance mechanism. It is impossible for a rater to go over the various phrases selected in a forced-choice evaluation instrument and let a ratee know exactly how he has been evaluated since he does not know the

value of the various descriptive phrases. This shortcoming can be overcome by incorporating into the instrument graphic rating scales and the free-written narrative portions to act as a counselling and guidance mechanism around which the rater can carry out the review with the ratee at the time of the evaluation. In addition, a modification to the forced-choice technique used by Peres (14) yielded four diagnostic profiles which were suitable for counselling and guidance purposes. A similar modification to the forced-choice technique by Stander (16) yielded five sub-areas of performance or diagnostic profiles suitable for counselling and guidance purposes.

Conclusive evidence on the superiority or otherwise of the forced-choice evaluation technique is unavailable. However, there is substantial evidence to indicate that the technique may be a viable method of evaluating police officers and providing the information necessary for meeting the purposes. It is on this evidence that the attempt to develop an evaluation instrument rests.

There are a number of basic steps in the development and testing of the evaluation instrument. They are: the selection of the descriptive phrases or behavioural items; establishment of the performance profiles; determination of the

profile to which each of the descriptive phrases pertains; determination of the preference and discrimination indices for each phrase; actual construction of the instrument; administration of the instrument; establishment of the external criterion for validation of the instrument; and, the determination of the reliability of the instrument. The instrument is being prepared for evaluating constables employed on platoon duties with the Ottawa Police Department. The Ottawa Police Department presently uses the Personal Evaluation Report which is presented in Appendix A.

#### Selection of Descriptive Phrases

The first basic assumption underlying the forced-choice evaluation technique is that any real differences which exist between officers in competence or efficiency can be described in terms of objective observable items of behaviour (15). It is, therefore, necessary to obtain descriptive phrases relevant to the behaviour of the ratee group - the platoon constables in the Ottawa Police Department. An occupation/task analysis could be used to obtain the descriptive items. However, involvement of the ratee-rater group - those who best know the ratee group and who will ultimately use the instrument - in the development of the instrument has the advantage

of enhancing the acceptability of the instrument when introduced. Involvement of the raters and ratees will also ensure that the behaviour items are worded in the language familiar to those who will later be using the scales.

Therefore, in step one, a sample of 100 staff-sergeants, sergeants, and constables with over five years service with the Department will be selected. A memorandum will be sent to seventy-five of these officers requesting each of them to submit a memorandum listing descriptions of the "best" constable each one of them has ever known in the Department. A memorandum will also be sent to the remaining twenty-five officers asking each of them to submit a memorandum listing descriptions of the constable that he "knows best" in the Department. Each officer will be requested to describe in detail the constable he selected.

The descriptive phrases will then be extracted from the submissions of the officers and placed on 3" x 5" cards for collation purposes. Negative statements and duplications will be eliminated and grammatical and spelling errors will be corrected. Care will be taken to retain the phraseology and vocabulary of the phrases. The descriptive phrases will be prepared in list form in random order. This constitutes step two.

### Establishment of Performance Profiles

A performance evaluation instrument must provide information in a format suitable for personnel development purposes by serving as a mechanism which will facilitate counselling and guidance and by identifying those who might benefit from training. For counselling and guidance purposes and the determination of training needs, it is therefore necessary to be able to consider sub-areas of performance as well as general, over-all performance so that particular deficiencies and weaknesses can be pointed out to the ratee. Development in weak areas will normally enhance over-all performance.

There are numerous elements which when added together constitute the total requirements of the job of a police constable. The conventional forced-choice scales are designed to produce an over-all evaluation of performance but will not provide a measure of sub-areas of performance. Therefore, a modification of the forced-choice technique - descriptive ranking - is to be developed which will produce diagnostic profiles suitable for counselling and guidance purposes and determining training needs when used in conjunction with the over-all evaluation.

For the purposes of this project, the duties of a police constable are being divided into four sub-areas centered around four basic and pertinent questions concerning a constable's performance: 1) Does he have the knowledge required of him and the ability to do the job?; 2) Does he get at the job and carry it through to a conclusion; that is, does he do the job?; 3) Does he carry out the job in accordance with the established procedures, rules, and policies including acceptable personal conduct?; and, 4) Does he get along with the people with whom he comes in contact? The four sub-areas are labelled as follows, respectively:

Profile I - Job Knowledge/Technical Competence

Profile II - Acceptance of Responsibility

Profile III - Compliance to Procedures and Rules;

Manner and Bearing

Profile IV - Interpersonal Relations.

Each of these sub-areas is composed of a number of elements important and indicative of the quality of constable performance in that sub-area. The sub-area Job Knowledge/Technical Competence includes such elements as knowledge of statutes, policies, procedures, rules, patrol areas, people in the areas including criminals and their modus operandi, how to conduct and conclude an investigation, evidence

required for court, how to give evidence, how to communicate verbally and in writing, how to plan and organize work, how to analyse and solve problems, how to interview people, question suspects, develop sources of information, how to control difficult and delicate situations, and how to supervise, manage and direct others. Knowledge in each of these areas and others is important to a constable in the performance of his duties.

Although a constable may have the knowledge and technical competence required to perform his duties, it is possible for him to do virtually nothing or as little as possible. Hence the next question "Does he in fact do the job?" Included under the sub-area - Acceptance of Responsibility - are such elements as self-motivation, initiative, drive, persistence, perseverance, thoroughness, meeting deadlines, getting work done on time, making decisions when required, accepting the consequences of decisions including errors and mistakes, dependability, reliability, obtaining results, and aiding in the development of his subordinates.

Relevant to doing a job is the manner in which a job is done. In this connection the question is "Does he do the job in accordance with established procedures and rules? The sub-area - Compliance to Rules and Procedures; Manner and Bearing -

is designed to include an evaluation of elements such as appearance, attendance, proper use and maintenance of equipment, self-discipline, self-control, self-respect, maturity, self-confidence, stability, attitude, interest in his work, conduct, deportment, and acceptance of discipline.

The fourth sub-area of performance is Interpersonal Relations and includes such elements as how an individual interacts and gets along with others including superiors, peers, subordinates, and the general public. Each of these sub-areas is important in the performance of the duties of a police constable.

To construct the descriptive ranking portion, it is necessary to know the sub-area or profile of general performance to which each phrase pertains. In addition, it is necessary to ensure that the behaviour items are worded in language familiar to the raters and ratees and do not have an ambiguous meaning or words which cannot be understood.

Therefore, in step three, a sample of twenty officers (ten sergeants and ten constables) who are highly regarded by the Department will be selected. Each of the officers will be requested to independently assign each phrase (from step two) on an a priori basis to one of the four profiles of performance described above. A detailed explanation of each

of the sub-areas will be provided to assist the participants.

In step four, the frequency with which each phrase is assigned to each profile outlined in step three will be calculated. The phrases on which there is at least fifty percent agreement among the sorters as to the profile to which the phrases belong will be retained for further analysis. Those not meeting the fifty percent consensus requirement will be eliminated.

#### The Constable Description Check List

At this point the behavioural items to be used in the construction of the forced-choice evaluation instrument will be established. The matching and arrangement of the phrases in the evaluation instrument is carried out on the basis of two values - the preference index and the discrimination index. It is, therefore, necessary to determine the extent to which each phrase applies in describing highly competent and incompetent performers.

In step five the behavioural items will be listed in random order in the form of a check list. The check list and two answer sheets marked "best" constable and "poorest" constable will be sent to all supervisory personnel (115) in the Department below Officer level. Each supervisor will be requested to select the "best" constable and the "poorest" constable he

has ever known in the Department. Once he has these constables in mind, the supervisor will be asked to use each phrase to rate the applicability of the phrase to the "best" constable and the "poorest" constable on a five point applicability value scale. In other words, if the phrase describes the constable "always", he would register a 5; "most of the time" - a 4; "part of the time" - a 3; "seldom" - a 2; and "never" - a 1. With the receipt of the constable check list submissions the data required for the calculation of the preference index and discrimination index for each phrase will be available.

#### The Preference Index

The behavioural items differ in the extent to which supervisors tend to use them in describing constables and this tendency can be determined statistically (15). The preference index for each phrase serves as a numerical expression of the willingness of the supervisors to apply a phrase to the behaviour of the constable being rated. It will be obtained by calculating the median applicability value given each phrase by the supervisors. The median is to be used because the applicability value scale produces ordinal data. Phrases with the same or very similar preference indices are phrases which appear to be equally favourable things to say about an individual. Preference indices serve as the first basis for

matching phrases for assignment to the phrase sets of the evaluation instrument.

### Discrimination Index

Although behavioural items may appear of equal value in describing an individual (as indicated by the preference index), these items may differ in the extent to which they characterize officers at one extreme of the true scale of competence as opposed to officers at the other extreme. The index of this difference, the discrimination index, can also be determined statistically (15). For each phrase the frequency with which each applicability value is assigned to the "best" constables and to the "poorest" constables by the supervisors will be determined. For each applicability value, the absolute difference between the frequency of "best" constables and "poorest" constables will then be calculated and, finally, the absolute differences will be summed. The resulting number is the discrimination index.

The larger the discrimination index the more the descriptive phrase discriminates between the better and poorer performers and, conversely, the smaller the index score the less the phrase discriminates between the two types of officers. The lowest possible discrimination index score is zero.

In other words, the phrase would apply equally to all types of officers. If all 115 supervisors participate in step five, the highest possible discrimination index will be 230; that is, two times the number of participants because of the two submissions from each supervisor.

#### The Evaluation Instrument

At this point all data necessary for scaling the phrases and construction of the evaluation instrument will be available. They will be put together to form an evaluation instrument consisting of three parts. Part I will be a conventional type of forced-choice rating scale designed to produce a measurement of the over-all efficiency of the officer being rated. Construction of this part is based on the fourth principle enunciated by Sisson; that is, a set of items can be selected such that they are equal in preference value but different in discrimination value. A rater forced to say which item or items from a set are most (and/or least) characteristic of a ratee is thus unable to select solely on the basis of prejudice for or against the ratee since the preference values are equal. The rater is compelled to consider the alternatives and - theoretically at least - to do a more objective job of reporting (15).

In this part there will be twenty sets of phrases with each phrase set containing four descriptive phrases. The phrases in each phrase set will be matched first on the basis of the same or very similar preference indices. Matching of the phrases in each set on the basis of preference index is designed to ensure that the raters will be equally willing to apply the phrases when describing a ratee. Secondly, the phrases in each phrase set will be matched or, more accurately, mismatched on the basis of the discrimination indices. Two of the phrases in each set will have higher discrimination indices and two will have lower discrimination indices. As mentioned, twenty sets of phrases will be constructed in this manner and included in Part I of the evaluation instrument.

Part II - the Descriptive Ranking - will then be constructed. This part is a modification of the traditional forced-choice technique and is designed to yield diagnostic profiles for each ratee based on the score he receives on each sub-area of performance. As pointed out earlier, four sub-areas of constable performance will be established. These include: 1) Job Knowledge/Technical Competence; 2) Acceptance of Responsibility; 3) Compliance to Procedures and Rules; Manner and Bearing; and 4) Interpersonal Relations. Because of the a priori assignment of the phrases to one of

the four sub-areas of general performance in step three and the determination of agreement that each descriptive phrase is in fact relevant to the sub-area in step four, it is possible to construct scales which will present individual profile scores.

To construct the diagnostic profile scales it is necessary to match phrases representing each of the four sub-areas of performance. A total of ten sets of phrases will be used in this part of the report. The phrases in each set will first be matched on the basis of their preference indices so that in any one set all phrases will appear to be equally favourable things to say about an individual. Otherwise a rater may tend to rank some phrases higher than others no matter how they apply to the individual being described. Secondly, the four phrases in each set will be matched on the basis of their discrimination indices. The same or similar discrimination indices provides assurance that all phrases in a set are about equally related to general effectiveness.

Part III - the Performance Summary - will consist of conventional graphic and free-written narrative rating scales which the rater will be requested to complete and

discuss with the ratee. Graphic scales will be designed to provide a measurement related to each of the four sub-areas of performance discussed earlier, to provide an estimate of over-all effectiveness and value to the Department, and to measure the ratee's promotion potential. In addition, provision will be included relative to areas requiring improvement which can be completed narratively by the rater. The graphic scales will be quantified for test purposes.

The Performance Summary is to be included for two basic reasons. First, it will serve as a review mechanism around which an interview between the rater and ratee can be conducted at the time of completing the rating. Second, it is included to alleviate much of the frustration and resistance which may develop because of the rater's inability to control the outcome of the evaluations in Parts I and II. Completion directions will be prepared for each part of the evaluation instrument.

#### Administration of the Instrument

Upon completion of the steps outlined above, the instrument will be ready for administration. En bloc submissions of the evaluation report will be requested for the ratee group - a total of 301 constables employed on platoon duties.

Sufficient copies of the instrument will be sent to each sergeant employed on platoon duties and each will be requested to complete an evaluation of all constables under his immediate supervision. En bloc submissions are required so that comparisons of personnel can be made and so that the utility of the instrument can be determined.

#### Scoring of the Forced-Choice Scales

The twenty phrase sets in Part I of the evaluation instrument are designed to produce an over-all evaluation of a constable's performance. Because of the way items are combined into phrase sets, it is possible to key forced-choice scales by assigning a point to each of the two discriminating members of each phrase set. It is possible, therefore, for a ratee to receive 2, 1 or 0 points on any one phrase set depending on what phrases are selected when describing his performance. With twenty sets of phrases a ratee can score from 0 to 40 points on Part I depending on the phrases selected to describe him. The higher his score the more his behaviour typifies that of an effective performer. As mentioned, en bloc submissions of the evaluations will be requested for the ratee group. Once all the reports are received and scored, the raw scores will be converted into percentile scores.

The percentile scores will indicate automatically each constable's relative standing as compared to all other platoon constables in the Department.

The ten sets of phrases in Part II of the evaluation instrument are designed to yield diagnostic profiles for each ratee based on the score he receives on each sub-area of performance. Because of the way items are combined into phrase sets, it will be possible to key this part of the instrument as well. The rater will be requested to examine the phrases in each set and rank the phrases from "1" to "4" by circling the proper number to the side of each statement. The number "1" is to be circled beside the phrase most descriptive of the constable, "2" for the item second most descriptive, "3" for the item third most descriptive, and "4" for the least descriptive phrase in the phrase set.

Scores for each profile are determined by adding across phrase sets the ranks given to the phrases representing each profile. On any one profile the minimum score possible will be 10; that is, the phrase in each set pertaining to that particular profile would be ranked "1" in each of the ten phrase sets. The maximum score possible will be 40; that is, the phrase representing that particular profile would be ranked "4", or last, in each of the ten phrase sets. It is

evident that the lower the score on a profile as compared to the score on another profile, the stronger the constable is in the particular sub-area of performance. An inverse relationship between profile score and profile proficiency occurs. It will be possible to graphically portray each of the profile scores to indicate the areas of relative strength and weakness for each constable. When combined with the standing on Part I, the scores will be suitable for counselling and guidance purposes when fed back to the ratee. They can also be used for determining training and development requirements.

#### Establishing Validity and Reliability

The crucial importance of the external criterion in research of this kind cannot be overemphasized. To determine the validity of any evaluation instrument, it is necessary to compare ratings produced by it with some independent measure of each ratee's "true" merit.

In any group, regardless of size, it is much easier to identify those individuals who are either obviously very good or obviously very poor in terms of various aspects of the job than it is to identify those people who fall in the middle group of performers. Despite the fact that a single rating may be unreliable, if a situation could be found where a number of independent raters could be utilized, the average of a

number of such ratings might produce a stable measure relatively free of error.

The peer nomination method of evaluation is a method which can capitalize on the input of a large number of independent raters. With the peer nomination technique, each member of a group is asked to name a specified number of his peers who are high and/or low in terms of over-all performance or who are at the top and/or bottom in terms of some other specified characteristics. Such individual assessments are then converted into a composite score which reflects each person's standing within his group. The principle on which peer evaluation rests is that the average of several ratings by independent raters is more reliable and valid than any one rating.

There are a number of advantages associated with the peer nomination method of evaluation. Many of the errors associated with evaluations are eliminated or otherwise compensated for. The possible bias or error of one or a small group of nominators is compensated for by the nominations of the large group of nominators. The addition of raters can be expected to improve the quality of ratings because the process of averaging will tend to wash out individual fluctuations.

Accurate evaluations require that the raters know the ratees well. In a large group of employees, co-workers probably know each other better than do the supervisors. Supervisors may have only limited contact with the members of the group because of the nature of their duties or because of shift work. There are also aspects of a position which the co-workers or peers are in a better position to evaluate than is the supervisor. An individual may be able to conceal certain aspects of his behaviour from his supervisor but it is unlikely that he can conceal these from members of his own immediate peer group. Such factors may be particularly important in the evaluation of an employee.

Peer nomination measures have been subjected to numerous validity and reliability studies which have lent substantiation to their predictive utility against various performance criteria. During World War II extensive research was carried out on the use of peer ratings by the United States military. Following a definitive study done at the Signal Corps Officer Candidate School, Wherry and Fryer concluded that "Buddy ratings appear to be the purest measure of 'leadership'. . . Nominations by class appear to be better measures of the leadership factor than any other variable" (20, p.157). They also report that ". . . the reliability of nominations after four

months is outstandingly higher than that of any of the other variables upon which the test was made. This is probably further evidence of the fact that the nomination technique has the property of early identification of the members of the group who constitute the two extremes of the leadership distribution" (20, p.159). Hollander (8), investigating the reliability of peer nominations under various conditions of administration, confirmed the results reported by Wherry and Fryer.

Williams and Leavitt note that "socio-metric group opinion was a more valid predictor both of success in Officer Candidate School and of combat performance than several objective tests" (21, p.291). They concluded that the relative superiority of group opinion is attributable to the fact that "group members have more time to observe each other than do superior officers, they know each other in a realistic social context, and they react directly to each other's social-dominance behaviour. All these are conditions favorable to informed judgement" (21, p.291).

There are many critics of peer nominations who claim that the method is little more than a popularity contest. However, in a study focusing directly on the impact of friendship ties on the validity obtained for peer nomination scores,

Hollander reports that ". . . while friends appear to be favored for high nominations, the validity of peer nomination scores is not adversely affected by considerations of friendship" (7, p.435). Following his study he concludes that ". . . additional substance has been given the position that peer nominations provide quantification of characteristics without restrictive contamination from friendship bonds. It appears true still that the technique yields a good deal more by way of prediction than would a popularity contest" (7, p.446). A study by Amir, Kovarsky, and Sharan (2) supports the findings of Hollander.

There is other evidence which supports the use of peer nominations for the evaluation of personnel. Following the study of a group of life insurance agents, Weitz found that peer nominations are ". . . very useful in identifying potential supervisory personnel and is quite predictive of performance" (19, p.25). Peres, in testing peer nominations as a criterion to validate his forced-choice instrument for the evaluation of highway patrolmen, concluded that "Buddy-ratings (peer nominations) can be utilized as a reliable and valid criterion" (14, p.47). Amir, Kovarsky, and Sharan (2), Waters and Waters (18), and Mayfield (11, 12) also report favourably on the predictive utility of peer nominations.

There is ample evidence to substantiate the reliability and validity of peer nominations against various performance and operational criteria. However, although it is a highly viable method of identifying high performers and low performers within a peer group, there are a number of problems which prohibit its use routinely. Peer nominations will consequently be used in this project to validate the instrument.

A memorandum will be distributed to each of the 301 constables employed on platoon duties - the ratee peer group - in the Ottawa Police Department along with a list in alphabetical order of all constables employed on platoon duties. Each constable will be requested to nominate the fifty constables, in order of preference, that he would most like to have if he was organizing his own platoon. Each constable will also be requested to nominate, in order of selection, the fifty constables he would least like to have if he was organizing his own platoon. The nominators will be requested to consider the all-around effectiveness of the constables in performing the job for the Department when making their selection.

The criterion will be quantified by assigning the values of +50, +49, +48, . . . , +1 for each nomination of "most like to have", "second most like to have", "third most like to have", . . . , and "fiftieth most like to have", respectively,

and the values -50, -49, -48, . . . , -1 for the nominations "least like to have", "second least like to have", "third least like to have", . . . , and "fiftieth least like to have", respectively. The scores received by each constable will be summed and an appropriate constant will be added to remove negative values. The result will produce a criterion score for each of the 301 constables in the peer group.

The reliability of the forced-choice evaluation instrument in producing evaluations is another important consideration. The reliability of ratings in Part I of the instrument will be examined by carrying out a split-half correlation of total scores obtained on the even numbered phrase sets with the total scores obtained on the odd numbered phrase sets. Descriptive statistical calculations will also be carried out to examine the evaluations obtained from the various parts of the evaluation instrument.

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### CHAPTER III

#### CONSTRUCTION OF THE EVALUATION INSTRUMENT AND EXTERNAL CRITERION

The purpose of this chapter is to outline the results obtained during the various steps taken in the construction of the evaluation instrument and the establishment of the external criterion for validation of the instrument.

##### Selection of Descriptive Phrases

The first step in constructing the forced-choice report was to obtain a representative range of characteristics and attributes that contribute to officer success. A sample of 100 staff-sergeants, sergeants, and constables with over five years service with the Ottawa Police Department was selected. A memorandum was sent to seventy-five members of the sample requesting each of them for a detailed description of the "best" constable he had ever known in the Department. A similar memorandum was sent to the remaining twenty-five members asking each of them to submit a detailed description of the constable he "knew best" in the force. These memoranda appear in Appendix B. Completed descriptions were returned by ninety-eight officers.

In step two, over 1200 descriptive phrases were extracted from the submissions and placed on 3" x 5" index cards. Although minor editing was done and grammatical and spelling errors were corrected, care was taken to retain the phraseology and vocabulary of the submitting officers. A number of categories were established and the cards were placed into these categories on the basis of statement content. This procedure was necessary in order to make the procedure of removing negative statements and duplications manageable. Through a process of combination, division, and elimination of duplications, a total of 309 descriptive phrases was obtained.

#### Assignment of Phrases to Performance Profiles

To construct Part II - the Descriptive Ranking - of the evaluation report, it was necessary to establish the sub-area or profile of general performance to which each phrase pertained. In addition, it was desirable to determine whether any of the phrases had an ambiguous meaning or words which could not be understood.

In step three, therefore, a sample of twenty officers (ten Sergeants and ten Constables), who were highly regarded by the Department, was selected. Each of the officers was

requested to assign each of the phrases on an a priori basis to one of the following four sub-areas of performance:

Profile I: Job Knowledge/Technical Competence

Profile II: Acceptance of Responsibility

Profile III: Compliance to Procedures and Rules;  
Manner and Bearing

Profile IV: Interpersonal Relations.

A detailed explanation of each of the profiles was prepared to assist the officers in assigning the phrases. The memorandum, directions, explanation of the profiles, and list of the 309 descriptive phrases are presented in Appendix C.

Sixteen returns were received from the officers who were requested to participate. In step four, the frequency of assignment of the phrases to each profile was calculated. The phrases on which there was at least fifty percent agreement among the sorters as to the profile to which the phrases belonged were retained for further analysis. There were 287 phrases that met the fifty percent agreement requirement. Twenty-two phrases failed to meet the fifty percent consensus requirement and were eliminated. The number of phrases at each of the various levels of agreement on assignment to each of the profiles is presented in Table 1.

Table 1 - Agreement on Assignment of Phrases to Performance Profiles

Profile	Level of Agreement on Phrase Assignment										Total Phrases
	N =	16	15	14	13	12	11	10	9	8	
	% =	100	94	88	81	75	69	63	56	50	
I		14	14	13	11	12	11	17	9	3	104
II		2	6	5	5	7	6	9	6	5	51
III		6	6	11	13	9	6	7	10	10	78
IV		7	8	6	7	4	8	5	4	5	54
Total Phrases		29	34	35	36	32	31	38	29	23	287

### The Constable Description Check List

In step five, the 287 descriptive phrases, listed in random order, were presented in the form of a description check list along with two answer sheets marked "best" constable and "poorest" constable to all supervisory personnel in the Department below Officer level. A total of 115 members of the Department were involved. Each supervisor was requested to select the "best" constable and the "poorest" constable he had ever known in the Department. Once he had these constables in mind, each supervisor was asked to examine each phrase and rate the applicability of the phrase in describing the "best" constable and the "poorest" constable on a five point applicability value scale. In other words, if the phrase described the constable "always", he would register a 5; "most of the time" - a 4; "part of the time" - a 3; "seldom" - a 2; and "never" - a 1. The memorandum, directions, phrase check list, and scoring sheets appear in Appendix D. A total of 85 supervisory officers returned completed answer sheets. The constable description check list responses furnished the raw data necessary for scaling the phrases.

### Calculation of the Preference Index

The preference index for each phrase is a numerical expression of the willingness of the supervisors to apply a phrase to the behaviour of the officer being considered. Since each of the 85 supervisors submitted two check lists - one for the "best" constable and one for the "poorest" constable - the preference index for each phrase was based on 170 submissions. The scores registered for each phrase by the supervisors were keypunched onto computer cards and the preference index was obtained by computing the median applicability value given each phrase on the constable description check list. The median was used because the applicability value scales produced ordinal data. The preference index served as the first basis for matching phrases for assignment to the phrase sets in the final Performance Evaluation Report.

### Calculation of the Discrimination Index

The discrimination index is the second index required in the assignment of phrases to the phrase sets. The discrimination index is an indicator of the degree to which the specific behaviours or characteristics differentiate between successful and less successful performers. It is a measure of the difference between the "best" officers and the

"poorest" officers on each phrase on the constable description check list.

The discrimination index for each phrase was calculated using the formula  $D.I. = \sum_1^5 |B - P|$ . The frequency with which each applicability value was assigned to the "best" constables and to the "poorest" constables by the supervisors was determined. For each applicability value, the absolute difference between the frequency of "best" officers and "poorest" officers was then calculated and, finally, the absolute differences were summed. The resulting number is the discrimination index. For example, in Figure 1 in the "best" constable group on a particular phrase, 28 officers received a 5, 50 officers received a 4, 6 officers received a 3, and so on. For the "poorest" constable group, none of the officers received a 5, 4 received a 4, 37 received a 3, and so on. The absolute difference ( $|B - P|$ ) between the "best" and "poorest" for each applicability value was then determined and the differences were summed yielding a discrimination index (D.I.) of 148.

The discrimination index was determined for each phrase on the constable description check list. The larger the discrimination index the more the phrase discriminates between the two groups of officers. The lowest discrimination index score possible would be 0 and the highest score possible would be 170 with 85 supervisors participating in the process.

Figure 1 - Calculation of the Discrimination Index

	Applicability Value					
	1	2	3	4	5	
B	0	1	6	50	28	
P	11	33	37	4	0	
B - P	11	32	31	46	28	= <u>148</u>

The preference and discrimination indices for the 287 phrases listed on the constable description check list (see Appendix D) are presented in Appendix E. The performance profile to which each phrase was assigned, along with the frequency of assignment to that profile, is also presented. All data was now available for construction of the Performance Evaluation Report.

#### The Performance Evaluation Report

The Performance Evaluation Report, which is presented in Appendix F, is divided into three parts. Part I is a conventional type of forced-choice instrument and is designed to measure the over-all effectiveness of the constable being rated. It contains twenty sets of phrases with each set containing four descriptive phrases.

The phrases in each set were first matched on the basis of the same or very similar preference indices. Matching of phrases in each set on the basis of preference index is designed to ensure that the raters would be equally willing to apply the phrases when describing an individual and preclude the problem of raters selecting an item on the basis of its affective meaning or emotional tone rather than its literal content. If the phrases were not so matched, raters might tend to

choose some phrases more often than others regardless of how the phrases apply in describing an individual. Secondly, the phrases in each phrase set were matched or, more accurately, mismatched on the basis of the discrimination index so that two phrases had higher discrimination indices as compared to the remaining two phrases. Table 2 shows one of the phrase sets thus established with the preference indices (P.I.) and discrimination indices (D.I.) shown. On the actual Performance Evaluation Report these numbers do not appear.

The rater is requested to examine each phrase set and select the two phrases from each set that best describe the constable he is rating. Because the phrases appear to be equally favourable things to say about an individual, the rater is forced to choose the two phrases which best describe the individual being rated because he cannot determine which phrases he should select if his sole interest is to give a high, a low, or medium rating. The two phrases in each set with the higher discrimination indices would be phrases which typify the relatively more effective performers as compared to the two phrases with the lower discrimination indices. The statements that have the higher discrimination indices would receive a point each if they are selected when describing an

Table 2 - A Phrase Set Used In Part I - Over-all Evaluation

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Phrase Number		P.I.	D.I.
36	a. Fellow officers enjoy working with him.	3.50	158
154	b. Checks out situations before entering them.	3.52	136
186	c. Can take and benefit from honest criticism.	3.59	138
278	d. Always does his share and more when working with others.	3.53	164

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individual. It is possible, therefore, for a ratee to receive 2, 1, or 0 points on any one phrase set depending on what phrases are selected when describing his behaviour. With twenty sets of phrases a ratee may score from 0 to 40 points on Part I depending on the phrases selected in describing him. The higher his score the more his behaviour typifies that of an effective performer. For placement in the Performance Evaluation Report, the phrases were arranged by means of a table of random numbers.

Part II - the Descriptive Ranking - is a modification of the traditional forced-choice technique and is designed to yield diagnostic profiles for each ratee based on the score he receives on each sub-area of performance. As a result of the establishment of the four sub-areas or profiles of constable performance and the determination of the phrases that apply to each profile, it was possible to construct a scale which would measure an individual's relative effectiveness in each sub-area.

To construct Part II, it was necessary to match phrases representing each of the four profiles into phrase sets. Phrases in each set, as in Part I, were first selected and matched on the basis of the same or very similar preference indices. Again it was necessary to ensure that the phrases in

each set would be phrases which a rater would be equally willing to apply when describing a ratee. Otherwise a rater may tend to rank some higher than others regardless of how they applied in describing a ratee. It was also desirable that the phrases in each set have similar discrimination indices in order to provide assurance that all the phrases in a set were about equally related to general constable effectiveness. Table 3 shows one of the sets selected with the profile numbers, the preference indices (P.I.) and discrimination indices (D.I.) shown. On the actual Performance Evaluation Report, these numbers do not appear. A total of ten phrase sets was selected and used in the Descriptive Ranking portion of the Performance Evaluation Report. Phrases were arranged for placement in the Report by use of a table of random numbers.

In the Descriptive Ranking, the rater was requested to examine the phrases in each phrase set and rank the phrases from "1" to "4" by circling the proper number to the right of each statement. The number "1" was to be circled beside the phrase most descriptive of the constable, "2" for the item second most descriptive, "3" for the item third most descriptive, and "4" for the least descriptive phrase in the phrase set. Scores for each sub-area are determined by adding across phrase sets the ranks given to the phrases representing each

Table 3 - A Phrase Set Used in Part II - The Descriptive Ranking

Phrase Number			Ranking	Profile	P.I.	D.I.
210	a.	Gets along well with his associates.	1 2 3 4	4	3.82	126
148	b.	Reports are clear and factual.	1 2 3 4	1	3.80	142
107	c.	Always puts in a full day of work.	1 2 3 4	2	3.80	148
177	d.	Is calm, cool and collected at all times.	1 2 3 4	3	3.78	124

sub-area. These sub-area scores can be used for counselling and guidance purposes by presenting them in diagnostic profile form. The construction and interpretation of these profiles will be discussed later.

Part III is the Performance Summary. It consists of five different sections containing conventional graphic rating scales and portions which are to be completed narratively by the rater and discussed with the ratee. The graphic scales in Part III, section A are quantifiable and designed to relate directly to each of the four sub-areas evaluated in Part II--the Descriptive Ranking. When the scores are summed they will yield a score supposedly indicative of the ratee's over-all effectiveness. Sections B and C pertain to areas where the ratee requires improvement (if any) and are to be completed narratively. Section D is also designed to provide an estimate by the rater of the constable's over-all effectiveness and value to the Department. Section E is designed to measure the ratee's promotion potential.

The Performance Summary is included in the Report for basically two reasons. First, it provides the rater with a mechanism at the time of rating to point out any deficiencies which the ratee may have and to outline how those deficiencies might be corrected. Although the Descriptive Ranking part of the Report yields diagnostic profiles showing a constable's

relative strengths and weaknesses, the rater has no way of interpreting the Report to the ratee. The time lag involved between completion of the Report and the subsequent referral of the results back to the ratee warrants inclusion of the Performance Summary. Second, the Performance Summary is included to alleviate much of the frustration which may develop because of the rater's inability to control the outcome of the evaluations in Parts I and II. The inclusion of scales in which the good-poor dimensions are obvious will leave the rater with the feeling that he has some control over the outcome of the Report and alleviate to some extent the problem of rater resistance.

#### Establishment of the External Criterion

Now that the Performance Evaluation Report was constructed it was imperative that the results obtained from its administration be validated against some external criterion of constable performance. The nomination technique or, more specifically, "peer" nominations were used in this project. Use of the technique in establishing a criterion was discussed in detail in Chapter II.

A memorandum was distributed to each of the 301 constables employed on uniformed platoon duties within the Ottawa Police Department along with a list of all constables employed on

platoon duties. The instructions were for each constable to cross his name off the list and then nominate, in order of preference, the fifty constables he would most like to have if he was organizing his own platoon. Each constable was also requested to nominate, in order of selection, the fifty constables he would least like to have if he was organizing his own platoon. It became apparent, however, that the constables found the nomination of 100 members in order of preference to be excessive and a burdensome exercise. Consequently, a second request was distributed to the 301 platoon constables requesting each of them to nominate the five constables, in order of preference, that he would most like to have if he was organizing his own platoon. Each constable was also requested to nominate, in order of selection, the five constables he would least like to have if he was organizing his own platoon. The nominators were requested to consider the all-around effectiveness of the constables in performing the job for the Department when making their selections. A total of 70 submissions suitable for analysis were received from the 301 platoon constables. The requests for peer nominations are presented in Appendix G.

The criterion was quantified by assigning values of 5, 4, 3, 2 and 1 for each nomination of "most like to have",

"second most like to have", "third most like to have", "fourth most like to have", and "fifth most like to have", respectively, and the values -5, -4, -3, -2 and -1 for nominations of "least like to have", "second least like to have", "third least like to have", "fourth least like to have", and "fifth least like to have", respectively. The nominations for each constable were totalled and a constant of 41 was then added to avoid negative values. The result provided a "weighted" criterion score, based on the nominations provided, for each of the 301 platoon constables.

In order to ensure that the assignment of weighted values to the various nomination positions did not produce spurious distortions in the criterion scores, a second criterion score was determined by assigning the value of +1 for each nomination under "most like to have" regardless of the position of the nomination and the value of -1 for each nomination under the "least like to have" category regardless of the position of the nomination. Again the nominations for each constable were totalled and a constant of 12 was then added to avoid negative values. The result provided an "unweighted" criterion score for each of the 301 platoon constables.

## CHAPTER IV

### PERFORMANCE EVALUATION REPORT RESULTS

In July 1975 copies of the Performance Evaluation Report were distributed to all sergeants, the first line supervisors, employed on platoon duties with the Ottawa Police Department. Each sergeant was requested to complete a report for each platoon constable under his supervision. If, however, the constables were absent on courses or had only recently been engaged by the Department, no report was to be completed. Out of a contingent of 301 platoon constables, a total of 268 Performance Evaluation Reports were completed and returned.

The evaluation reports were coded and scored by computer according to the procedure outlined in Chapter II. Each report yielded item scores for twelve quantifiable components.

#### Part I - The Over-all Evaluation

This part of the Performance Evaluation Report is designed to produce a score indicative of the over-all effectiveness of the officer. The results are presented in Table 4. The minimum raw score possible on Part I is zero while the maximum raw score possible is 40. The cumulative frequency was calculated and the percentile score for each raw score level is presented. Using the mean as the central point, the distribution is

Table 4 - Distribution of Scores Obtained on the Performance Evaluation Report - Part I - Over-all Performance

Total Raw Score*	Frequency Count	Cumulative Frequency	%ile Score	Adjectival Interpretation of Score
40				
39				
38				
37				
36				
35				
34				
33				
32	x	268	100	
31	x	267	100	Outstanding
30	xxxx	266	99	
29	xxx	262	98	
28	xxxxxx xx	259	97	
27	xxxxxx xxxxx x	252	94	Excellent
26	xxxxxx xxxxx xxxxx xx	241	90	
25	xxxxxx xxx	224	84	
24	xxxxxx xxxxx xxxxx xxx	216	81	
23	xxxxxx xxxxx xxxxx xxxxx xxxxx	198	74	Very Good
22	xxxxxx xxxxx xxxxx xxxxx	174	65	
21	xxxxxx xxxxx xxxxx xxxxx	154	57	
20	xxxxxx xxxxx xxxxx xxxxx xxxxx	135	50	
19	xxxxxx xxxxx xxxxx xxxxx xxxxx	111	41	
18	xxxxxx xxxxx xxxxx xxxxx xxxxx xxxxx	87	32	Good
17	xxxxxx xxxxx xxxxx x	58	22	
16	xxxxxx xxxxx xxx	42	16	
15	xxxxxx xxxxx	29	11	
14	xxxxxx xxx	20	7	Fair
13	xxxxxx xx	12	4	
12	x	5	2	
11				
10	x	4	1	
9	x	3	1	Poor
8				
7	xx	2	1	
6				
5				
4				
3				
2				
1				
0				

\*N = 268; mean = 20.71; median = 20.46; standard deviation = 4.39; skewness = -0.077; and kurtosis = -0.004.

divided into six categories by subsequent addition and subtraction of the standard deviation. An adjectival interpretation of each of the six categories is affixed. This adjectival interpretation of the scores can be used in any feed-back to the raters and ratees to alleviate the possibility of raters breaking the scoring key should the actual raw scores received by ratees be revealed.

Visual examination of the distribution of scores reveals that the over-all performance evaluations approximate a normal distribution. It is customary to speak of a distribution with a tail to the left or low end of the score distribution as being negatively skewed. A distribution with a tail toward the right or high end of the score distribution would be described as being positively skewed. The term kurtosis, which is a measure of the relative peakedness or flatness of a distribution in the neighborhood of the mode, is also used to describe a distribution. A distribution that is flatter than a normal distribution is called platykurtic and a distribution that has a higher peak than a normal distribution is called leptokurtic. The formulas

$$a_3 = \frac{\sum_{i=1}^N [(x_i - \bar{x})/s]^3}{N}$$

and, 
$$a_4 = \frac{\sum_{i=1}^N [(x_i - \bar{x})/s]^4}{N} - 3$$

were used to compute skewness and kurtosis, respectively.

Using these formulas, the ideal normal curve would have skewness and kurtosis equal to 0.000.

Although the distribution of Part I scores is slightly negatively skewed and very slightly platykurtic, it approaches symmetry. The distribution of raw scores for the over-all performance evaluations approximate a normal distribution and have adequate variability and, thus, discriminatory power.

#### Part II - The Descriptive Ranking

This part of the evaluation instrument is designed to produce diagnostic profiles for each ratee based on the score he receives on each of the four sub-areas of performance. The distribution of scores obtained for each of the four profiles are presented in Tables 5, 6, 7, and 8.

The results obtained in Part II make it possible to evaluate not only a constable's over-all performance, but also to construct diagnostic profiles depicting a constable's intra-individual relative strengths and weaknesses on each of the four sub-areas of performance. The profile scores, when used

Table 5 - Distribution of Scores Obtained on Performance  
Evaluation Report - Part II - Profile I -  
Job Knowledge/Technical Competence

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<u>Score*</u>	<u>Frequency Count</u>			
10				
11	x			
12	x			
13	xx			
14	xx			
15	xx			
16	xxx			
17	xxxxx	xx		
18	xxxxx	xxxxx	x	
19	xxxxx	xxxxx		
20	xxxxx	xx		
21	xxxxx	xxxxx	xxx	
22	xxxxx	xxxxx	xxxxx	x
23	xxxxx	xxxxx	xxx	
24	xxxxx	xxxxx	xxxxx	x
25	xxxxx	xxxxx	xxxxx	xxx
26	xxxxx	xxxxx	xx	
27	xxxxx	xxxxx	xxxxx	
28	xxxxx	xxxxx	xxxxx	
29	xxxxx	xxxxx	xxxxx	xxxxx
30	xxxxx	xxxxx	xxxxx	
31	xxxxx	xxxxx	x	
32	xxxxx	xxxxx	xxxxx	xxx
33	xxxxx	xxxxx	xx	
34	xxxxx	xxxxx		
35	xxxxx	xxxxx	x	
36	xxxxx			
37	xxxxx			
38	x			
39				
40				

---

\*N = 268; mean = 26.33; median = 26.57; standard deviation = 5.79; skewness = -0.206; and kurtosis = -0.677.

Table 6 - Distribution of Scores Obtained on Performance  
Evaluation Report - Part II - Profile II -  
Acceptance of Responsibility

---

<u>Score*</u>	<u>Frequency Count</u>					
10						
11						
12						
13						
14	xxx					
15	xxxxx	xxxxx				
16	xxxxx	xxxxx	xx			
17	xxxxx	xxxxx				
18	xxxxx	xxxxx	xxxxx	xxxxx	xxxxx	
19	xxxxx	xxxxx	xxxxx	xxxxx		
20	xxxxx	xxxxx	xxxxx	xxxxx	xxx	
21	xxxxx	xxxxx	xxxxx	xxxxx	xxxxx	xxxxx
22	xxxxx	xxxxx	xxxxx	x		
23	xxxxx	xxxxx	xxxxx	xxx		
24	xxxxx	xxxxx	xxxxx	xxxxx		
25	xxxxx	xxxxx	xxxxx	xx		
26	xxxxx	xxxxx	xxxxx			
27	xxxxx	xxxxx	xxx			
28	xxxxx	xxxxx	xxx			
29	xxxxx	xx				
30	xxxxx	xx				
31	xxxx					
32	xxx					
33	x					
34	xx					
35						
36	x					
37						
38						
39						
40						

---

\*N = 268; mean = 22.30; median = 21.63; standard deviation =  
4.46; skewness = 0.402; and kurtosis = -0.370.

Table 7 - Distribution of Scores Obtained on Performance Evaluation Report - Part II - Profile III - Compliance to Rules and Procedures; Manner and Bearing

---



---

<u>Score*</u>	<u>Frequency Count</u>						
10							
11							
12							
13	x						
14	x						
15	xx						
16	xx						
17	xxxxx	xx					
18	xxxxx	xxxx					
19	xxxxx	xxxxx					
20	xxxxx	xxxxx	xxx				
21	xxxxx	xxxxx	xxxxx	xx			
22	xxxxx	xxxxx	xxxxx	xxxxx			
23	xxxxx	xxxxx	xxxxx	xxxxx	x		
24	xxxxx	xxxxx	xxxxx	xxxxx	xx		
25	xxxxx	xxxxx	xxxxx	xxxxx	xxxxx	xxxxx	xxxx
26	xxxxx	xxxxx	xxxxx	xxxxx	xxxxx	xx	
27	xxxxx	xxxxx	xxxxx	xxxxx	xx		
28	xxxxx	xxxxx	xxxxx	xxxx			
29	xxxxx	xxxxx					
30	xxxxx	xxxxx	xx				
31	xxxxx	xxxxx					
32	xxxxx						
33	x						
34	xx						
35							
36	x						
37							
38							
39							
40							

---

\*N =268; mean = 24.49; median = 24.77; standard deviation = 4.05; skewness = -0.112; and kurtosis = -0.170.

Table 8 - Distribution of Scores Obtained on Performance  
Evaluation Report - Part II - Profile IV -  
Interpersonal Relations

---

<u>Score*</u>	<u>Frequency Count</u>			
10				
11	x			
12				
13				
14				
15	xx			
16	xx			
17	xxxx			
18	xxxxx	xxx		
19	xxxxx	xxxxx		
20	xxxxx	xx		
21	xxxxx	xxxxx	xxxxx	x
22	xxxxx	xxxxx	xxxxx	x
23	xxxxx	xxxxx	xxxxx	
24	xxxxx	xxxxx	xxxxx	x
25	xxxxx	xxxxx	xxxxx	xxxxx x
26	xxxxx	xxxxx	xxxxx	xx
27	xxxxx	xxxxx	xxxxx	xx
28	xxxxx	xxxxx	x	
29	xxxxx	xxxxx	xxxxx	x
30	xxxxx	xxxxx	x	
31	xxxxx	xxxxx	xx	
32	xxxxx	xxxxx	xx	
33	xxxxx	xxxxx	xxxxx	x
34	xxxxx	xxxxx	xxxxx	
35	xxxxx	xxx		
36	xxxxx	xxx		
37	xxx			
38				
39	xxx			
40	xx			

---

\*N = 268; mean = 26.89; median = 26.50; standard deviation = 5.63; skewness = 0.042; and kurtosis = -0.668.

in conjunction with the over-all evaluation obtained on Part I, can be used for work assignment, counselling, guidance and training purposes.

The mean, standard deviation, and range of scores for each profile indicate that each performance sub-area had relatively equal pulling power across the total group of ratees. Furthermore, the distributions of scores for the profile ratings were comparatively normal since measures of skewness and kurtosis for each distribution conform quite closely to the expected normal distribution values of 0.000 and 0.000. The degree of kurtosis and skewness in each distribution indicates that all profile scores were slightly platykurtic while Profiles I and III were skewed slightly negatively and Profiles II and IV were skewed slightly positively. In general, however, the ratings in each profile were symmetrically distributed.

Examples of actual evaluations obtained by three different constables are graphically portrayed in Figures 2, 3, and 4. Ideally, a constable would obtain a score of 25 for each profile on the Performance Evaluation Summary Report indicating equal relative development in each of the four sub-areas of performance. The profile scores obtained by the constable depicted in Figure 2 approximate equal relative development across the profiles. The constable depicted in Figure 3, on

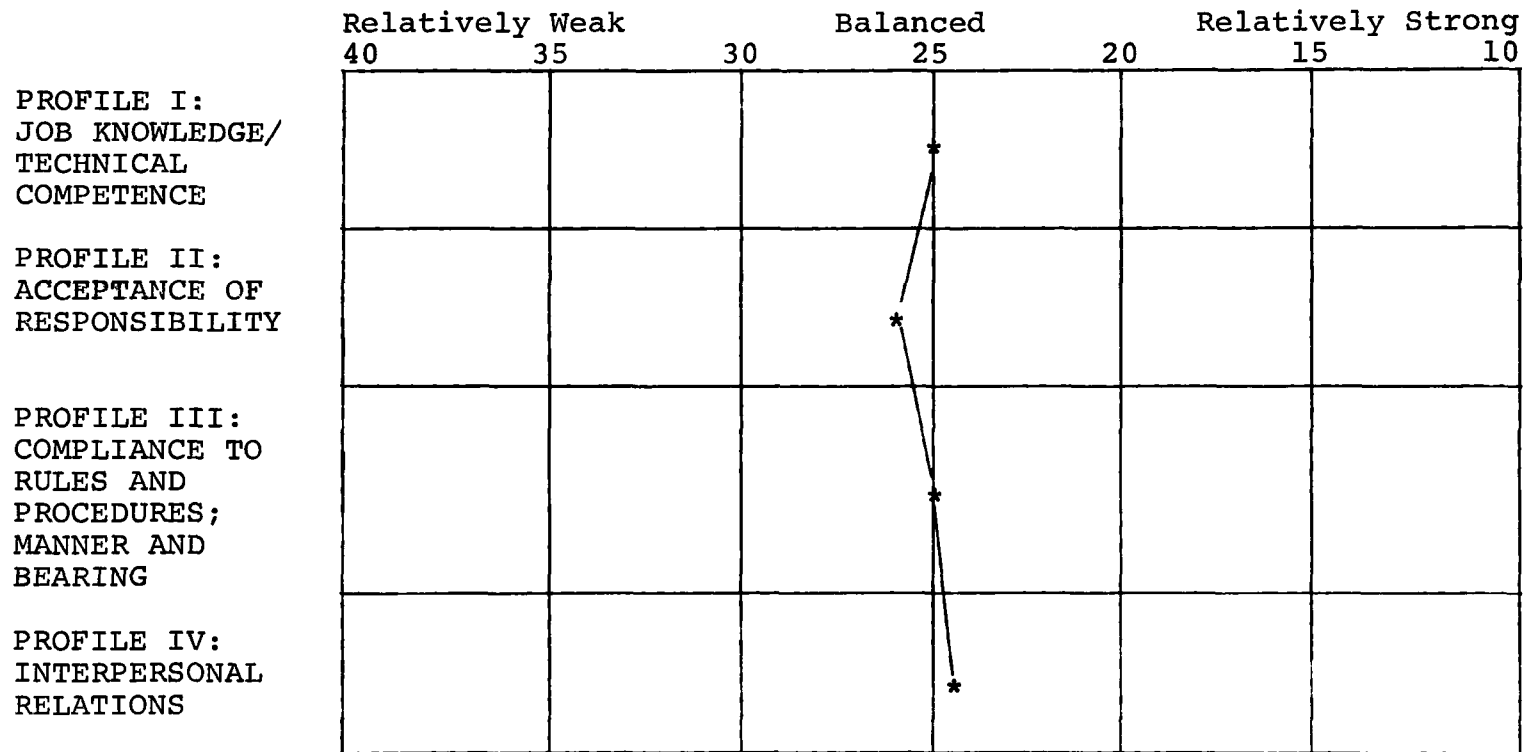
Figure 2 -

PERFORMANCE EVALUATION SUMMARY REPORT

Name Constable "A"

Platoon A Date 1975

PERFORMANCE PROFILE RELATIVE STANDING



PART I: OVER-ALL PERFORMANCE Very Good (57th Percentile)

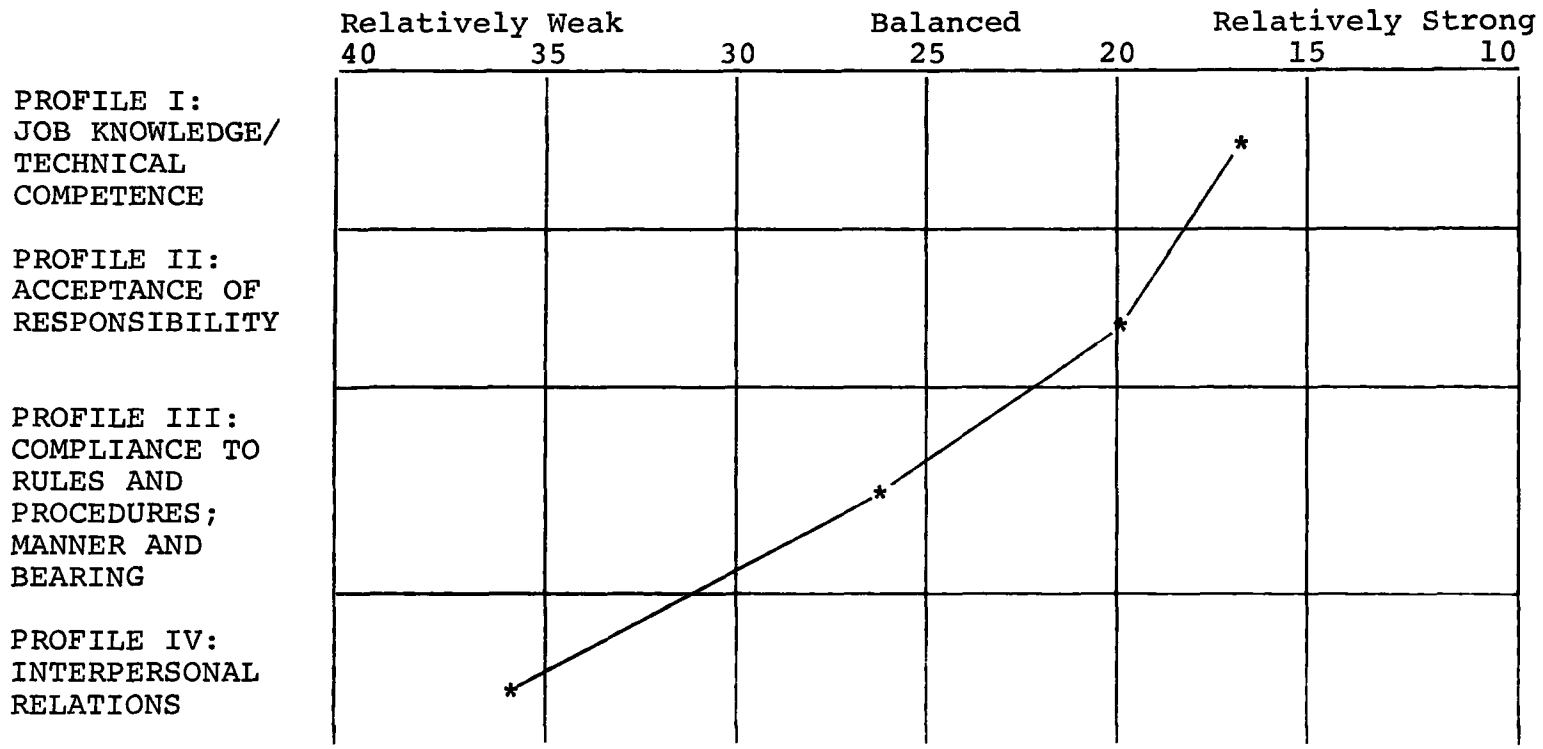
Figure 3 -

PERFORMANCE EVALUATION SUMMARY REPORT

Name Constable "B"

Platoon C Date 1975

PERFORMANCE PROFILE RELATIVE STANDING



PART I: OVER-ALL PERFORMANCE Outstanding (99th Percentile)

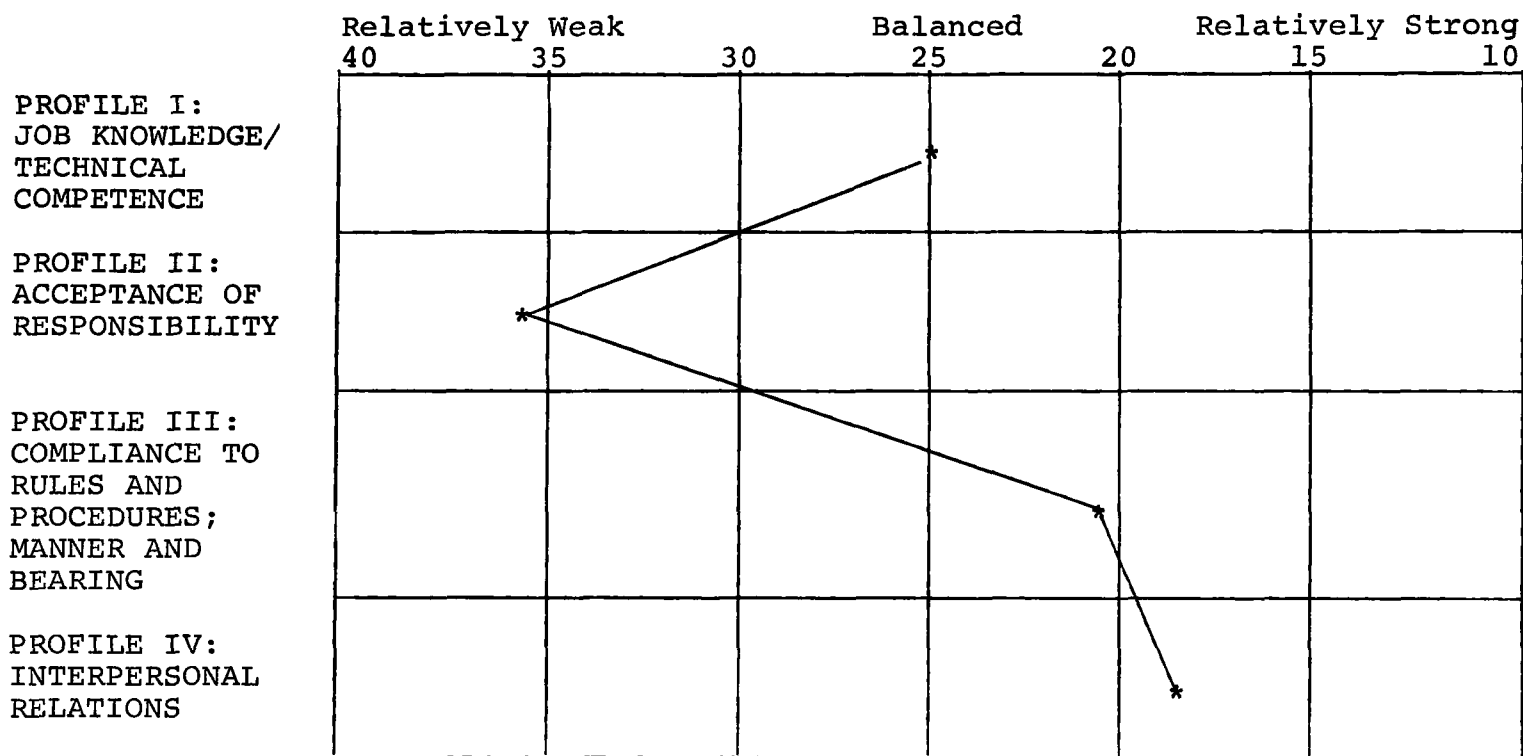
Figure 4 -

PERFORMANCE EVALUATION SUMMARY REPORT

Name Constable "C"

Platoon A Date 1975

PERFORMANCE PROFILE RELATIVE STANDING



PART I: OVER-ALL PERFORMANCE Poor (1st Percentile)

the other hand, is relatively strong in Job Knowledge/Technical Competence and Acceptance of Responsibility, but relatively weak in Interpersonal Relations and Compliance to Rules and Procedures; Manner and Bearing. Development in the latter two areas would lead to a better balanced over-all performance. The constable described in Figure 4 is relatively weak in Acceptance of Responsibility. Improvement in this sub-area would lead to a more rounded over-all performer. Performance Evaluation Summary Reports can be prepared for each constable and are useful for counselling and guidance purposes. The scores are also useful in selecting candidates for training programs and work assignment.

### Part III - The Performance Summary

This part of the Performance Evaluation Report consists of conventional graphic and narrative rating scales which the rater can complete and discuss with the constable being rated. The graphic portions are quantified and the results are presented in Tables 9, 10 and 11.

Table 9 reveals that the distribution of each of the item scores is leptokurtic and negatively skewed with the piling of evaluation scores towards the high end of the scales. In Table 10, when the item scores are aggregated, the effect of

Table 9 - Distribution of Scores Obtained on Performance Evaluation Report - Part III(A) (1, 2, 3 and 4)

		Part III(A) Items			
		1	2	3	4
S c o r e s	1	1	1	1	0
	2	3	6	4	6
	3	91	54	63	55
	4	142	182	171	170
	5	31	25	29	37
<b>Total</b>		268	268	268	268
Mean		3.74	3.84	3.83	3.89
Median		3.78	3.90	3.89	3.93
Standard Deviation		0.69	0.63	0.64	0.65
Skewness		-0.113	-0.780	-0.522	-0.380
Kurtosis		0.235	1.991	1.318	0.515

Table 10 - Distribution of Scores Obtained on Performance Evaluation Report - Part III(A) - Total of Items 1, 2, 3, and 4.

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---

<u>Total*</u> <u>Score</u>	<u>Frequency</u>
4	0
5	1
6	0
7	0
8	0
9	1
10	4
11	1
12	20
13	16
14	29
15	71
16	71
17	18
18	18
19	10
20	8

---

\*N = 268; mean = 15.30; median = 15.37; standard deviation = 2.09; skewness = -0.487; and kurtosis = 2.130.

Table 11 - Distribution of Scores Obtained on Performance Evaluation Report - Part III(D and E)

		Part III(D)	Part III(E)
	1	1	4
S	2	15	170
c	3	144	79
o	4	99	15
r	5	9	xxx
e			
s			
Total		268	268
Mean		3.37	2.39
Median		3.32	2.27
Standard Deviation		0.66	0.62
Skewness		0.045	0.940
Kurtosis		0.258	0.349

piling at the favourable end of the scale is compounded as the distribution is more leptokurtic while the distribution remains negatively skewed. The discriminatory power of the scales diminishes perceptibly except at the lower end of the distribution. The results are probably attributable to the error of leniency, a problem typically encountered with graphic rating scales.

In Table 11 the distribution of scores based on an ". . . estimate of the constable's over-all value to the Department", Part III(D), more closely approximate a normal distribution. The distribution in this case is slightly leptokurtic but skewed positively. The distribution of scores for Part III(E) - promotion potential - is also slightly leptokurtic but more positively skewed. Comments placed on the reports by the raters for many of the ratees indicated that their selections of a score of "2" were based on the fact that the constable was "junior in service" or "had not written the promotion examination" (an administrative requirement by the department) rather than solely on the performance of the constable.

One of the problems often confronted in the use of rating instruments is that some raters are notoriously lenient while others are notoriously severe raters. If the forced-choice scales were truly bias free, they should control the problem of differences caused by "easy" and "hard" raters and

the variations among raters would be minimal on the average. The 268 constables were rated by a total of 20 different raters. The mean score for the 268 constables on Part I of the report was 20.71, the median score was 20.46, and the standard deviation was 4.39. The same statistics, along with the range of scores, are presented in Table 12 for the constables rated by each of the twenty raters. It will be noted that the mean ratings for each of the raters generally fall within two or three points of the over-all mean with two exceptions. In these cases, the number of ratees in the group is relatively small. The range of scores for each of the raters indicates that the raters are not using the same phrases to describe all ratees - a most desirable happening.

#### Validity of the Performance Evaluation Report

The scores obtained on Part I and the quantifiable items in Part III of the Performance Evaluation Report, the two criterion scores, and the last scores obtained on those members (216) evaluated with the old Personal Evaluation Report in 1974 were intercorrelated with each other. The correlation coefficients are presented in the form of correlation matrices in Tables 13 and 14. The item numbers which appear in the correlation matrices are as follows:

Table 12 - Comparison of Performance Evaluation Report  
Part I Scores Among Raters

<u>Rater</u>	<u>N</u>	<u>Mean</u>	<u>Median</u>	<u>Std. Dev.</u>	<u>Range</u>
1	20	21.40	21.50	2.85	17-27
2	10	22.70	23.50	4.52	13-28
3	16	19.88	19.50	4.10	14-27
4	14	21.29	20.83	2.23	18-27
5	11	20.55	20.00	4.41	13-28
6	6	22.00	21.50	4.15	17-28
7	17	20.94	21.25	3.94	13-30
8	20	20.45	20.00	5.55	7-30
9	6	25.33	24.50	3.50	21-30
10	15	22.73	22.00	5.90	15-32
11	10	17.80	17.50	3.58	10-22
12	25	19.20	18.88	4.89	7-28
13	17	21.65	21.00	4.05	17-29
14	14	21.07	21.83	4.18	14-27
15	12	19.08	18.00	4.42	13-28
16	4	22.00	22.00	2.45	19-24
17	10	20.80	21.50	4.94	13-28
18	22	19.86	19.50	3.78	14-29
19	3	18.67	19.00	3.51	15-22
20	16	20.19	21.00	5.01	12-28

1. Part I - the Over-all Evaluation - total raw score.
2. Part III(A) (1) - Performance Summary - graphic scale related to Job Knowledge/Technical Competence.
3. Part III(A) (2) - Performance Summary - graphic scale related to Acceptance of Responsibility.
4. Part III(A) (3) - Performance Summary - graphic scale related to Compliance to Rules and Procedures.
5. Part III(A) (4) - Performance Summary - graphic scale related to Interpersonal Relations.
6. Part III(A) Total - Performance Summary - total obtained by summing the four item scores.
7. Part III(D) - Performance Summary - graphic scale estimate of over-all value of the constable.
8. Part III(E) - Performance Summary - graphic scale estimate of promotion potential.
9. Criterion Score - peer nomination "weighted" score.
10. Criterion Score - peer nomination "unweighted" score.
11. Personal Evaluation Report (1974) total score.

Table 13 - Correlation Matrix - Spearman Rank-Order  
Correlation Coefficients\* Between Component Parts  
of the Performance Evaluation Report\*\*

	1	2	3	4	5	6	7	8	9	10	11
1	1.00	.46	.51	.34	.30	.52	.57	.44	.23	.23	.38
2	.46	1.00	.51	.47	.44	.78	.61	.59	.33	.31	.36
3	.51	.51	1.00	.52	.48	.75	.58	.38	.20	.23	.28
4	.34	.47	.52	1.00	.54	.77	.44	.41	.26	.26	.28
5	.30	.44	.48	.54	1.00	.76	.45	.39	.29	.28	.30
6	.52	.78	.75	.77	.76	1.00	.67	.55	.34	.34	.37
7	.57	.61	.58	.44	.45	.67	1.00	.49	.31	.30	.32
8	.44	.59	.38	.41	.39	.55	.49	1.00	.40	.37	.36
9	.23	.33	.20	.26	.29	.34	.31	.40	1.00	.95	.29
10	.23	.31	.23	.26	.28	.34	.30	.37	.95	1.00	.31
11	.38	.36	.28	.28	.30	.37	.32	.36	.29	.31	1.00

\*Significant at the 0.001 level of significance.

\*\*N = 268 for all items except item 11 where N = 216.

Table 14 - Correlation Matrix - Pearson Product-Moment  
Correlation Coefficients\* Between Component Parts  
of the Performance Evaluation Report\*\*

	1	2	3	4	5	6	7	8	9	10	11
1	1.00	.48	.55	.36	.32	.53	.59	.45	.24	.23	.33
2	.48	1.00	.55	.52	.46	.79	.62	.60	.32	.32	.34
3	.55	.55	1.00	.57	.52	.81	.62	.40	.22	.25	.24
4	.36	.52	.57	1.00	.56	.82	.49	.47	.24	.24	.22
5	.32	.46	.52	.56	1.00	.79	.48	.43	.30	.30	.26
6	.53	.79	.81	.82	.79	1.00	.70	.59	.34	.35	.33
7	.59	.62	.62	.49	.48	.70	1.00	.54	.33	.32	.28
8	.45	.60	.40	.47	.43	.59	.54	1.00	.37	.35	.32
9	.24	.32	.22	.24	.30	.34	.33	.37	1.00	.96	.31
10	.23	.32	.25	.24	.30	.35	.32	.35	.96	1.00	.34
11	.33	.34	.24	.22	.26	.33	.28	.32	.31	.34	1.00

\*Significant at the 0.001 level of significance.

\*\*N = 268 for all items except item 11 where N = 216.

Both the Spearman Rank-Order (Table 13) and Pearson Product-Moment (Table 14) correlation coefficients were calculated to determine if the two methods produced differences in results. It is evident from Tables 13 and 14 that the correlation coefficients are the same or very similar using either method. It is also evident that the assignment of "weighted" scores does not produce results different from "unweighted" scores when constructing the criterion through the use of peer nomination. The correlation coefficient (items 9 and 10) is 0.95. Because of the rank ordering of constables produced by the criterion score (item 9) through the use of the peer nominations and because of the similarity in results, the results obtained in Table 13 will be discussed.

It is noted that the validity coefficient for the forced-choice scales (item 1) with the criterion (item 9) was 0.23 and significant at the 0.001 level of significance. The items in Part III of the report and the Personal Evaluation Report scores also correlate positively with the criterion. Although the correlation coefficients for the Part III items and the old Personal Evaluation Report with the criterion are higher than the correlation coefficient for the forced-choice scales, a statistical test of the differences between the various correlation coefficients revealed that the differences

are not significant at the 0.001 level of significance. Statistically speaking, therefore, the Part I forced-choice scales, the Part III graphic ratings and the results of the old Personal Evaluation Report all correlated positively and similarly with the criterion.

The supervisory ratings produced on the graphic rating scales in Part III - items 6, 7 and 8 - correlated 0.52, 0.57 and 0.44, respectively, with the forced-choice scales. It is an important factor that the forced-choice scales produced results which were, generally speaking, consistent with the supervisors' opinions of the ratee group. Such results add validity to the results produced by the forced-choice scales. However, it is expected that the specific ratings obtained on the forced-choice scales would be more objective because the nature of their construction forces a rater to be more objective. The forced-choice scales should control specific biases which may result in the case of graphic ratings.

The use of nominations rests on the principle that the average of several ratings by independent raters is more reliable and valid than any one (or few) ratings because the process of averaging will tend to eliminate individual fluctuations. During the construction of the criterion, all 301

constables employed on platoon duties (the ratee group) were requested to nominate five "high" performers and five "low" performers. However, a total of only 70 nomination forms were submitted. Because of this rather low response, the amount of data available on the ratee group to construct the criterion was somewhat limited. In other words, the "process of averaging" may have failed to place members in rank order - particularly for those members who were never nominated or nominated infrequently. If these individuals were eliminated, it was wondered whether the rank order of the constables in the extremes (high and low) were in a rank order consistent with the results produced by the forced-choice scales or whether those in the extremes were ranked inconsistent with the results produced by the forced-choice scales. To examine this question, subjects were eliminated on the basis of the number of nominations received and the Spearman rank-order correlation coefficient was computed for the forced-choice rating and peer nomination score for those constables remaining in the group. The results are presented in Table 15.

With the exception of the group composed of constables who are nominated more than four times, the validity coefficient for the forced-choice scales with the criterion increases considerably as the number of nominations received

Table 15 - Spearman Rank-Order Correlation Coefficients\*  
 Between Part I Forced-Choice Ratings and Peer  
 Nomination Scores For Various Groups as  
 Determined on the Basis of the Number of  
 Nominations Received

	Total Population	Nominated at least Once	Nominated More Than				
			Once	Twice	Three Times	Four Times	Five Times
N =	268	192	119	81	57	36	21
$r_s =$	.23	.26	.36	.40	.45	.41**	.47***

\*Significant at the .001 level of significance except  
 \*\*significant at .01 and \*\*\*significant at .02 level.

by group members increases and reaches 0.47 for the group composed of members who are nominated more than five times. The results indicate that the more nominations a constable receives, the higher the correlation with the results obtained on the forced-choice scales. It would appear that the validity coefficient of the forced-choice scales may in fact have been greater than that indicated by the correlation coefficient of 0.23 for the total ratee group if a sizeable proportion of the ratee group had participated in the nomination process. In other words, the "process of averaging" larger and larger numbers of nominations adds credibility to those nominations and to the results obtained with the forced-choice scales.

For the case in which the criterion measures are based upon the nomination technique and where only the extremes of a criterion group can be separated with confidence from the rest, Peters (6) has proposed a special biserial correlation  $r_b$ . Only those persons nominated for the highest and the lowest groups are used in the validation sample. It is assumed that the regression is linear and that the extreme criterion groups selected represent the tail areas under the normal curve (3, p.408). The correlation coefficients ( $r_b$ ) between the criterion and Part I forced-choice scores, using the Peters formula, are presented in Table 16.

Table 16 - Biserial Correlation ( $r_b$ ) Between the Criterion and Part I Forced-Choice Scores for Various Groups as Determined by the Number of Nominations Subjects Received

		<u>Subjects Nominated At Least</u>			
		Once	Twice	Three Times	Four Times
N =	(High)	111	72	52	30
	(Low)	81	47	29	27
$r_b$ =		.20	.28	.29	.26

Unlike the Spearman rank-order correlation, the biserial correlation takes no account of the specific criterion scores or rank positions of the sample group other than that they are "high" or "low". However, again the results outlined in Table 16 lend support to the validity of the forced-choice scales in Part I of the Performance Evaluation Report.

It will be noted that the profile scores obtained in Part II of the Performance Evaluation Report have not been included in the correlation matrices (Tables 13 and 14). Part I has a forced-choice format which yields scores which possess the empirical properties of absolute measures and is therefore a normative measure. Statistical comparisons between individuals can therefore be carried out. However, the forced-choice format in Part II produces an ipsative assessment. "Any score matrix is said to be ipsative when the sum of the scores obtained over the attributes measured for each respondent is a constant. That is, an ipsative measure yields a mean over all assessed attributes, this mean being the same for each person. Such measures are termed purely ipsative measures" (4, p.169).

Allport and Vernon observed that it is not strictly legitimate to state intercorrelations among scores that are interdependent, as in Part II, where a high score on one profile can be obtained only at the expense of a low score on

another (1). This view is supported by Cattell who points out that ipsative measures yield scores such that each score for an individual is dependent on his own scores on other variables, and is independent of, and not comparable with, the scores of other individuals (2).

Peres (5) and Stander (7) in constructing their diagnostic forced-choice instruments calculated each ratee's raw score for each profile category, set up a frequency distribution, and converted the raw scores to percentile or decile scores. However, such scores are difficult to interpret and have questionable meaning, since a high score on a given variable would mean something like, "this individual is higher on this variable relative to his scores on other variables than are other individuals' scores on this variable relative to their scores on other variables" (4, p.168).

Since Part II of the instrument is designed to produce evaluations suitable for counselling, guidance and training purposes when used in conjunction with Part I scores, the raw scores produced for each profile category are satisfactory. Intraindividual strengths and weaknesses are required for these purposes and comparisons with other constables' scores are not necessary.

### Reliability of the Forced-Choice Scales

The internal consistency of the forced-choice scales in Part I of the Performance Evaluation Report was examined using the split-half method of estimating reliability. Using an odd-even split of items, a correlation coefficient  $r_{oe} = 0.54$  was obtained. The Spearman-Brown formula, which is applied to estimate the reliability of a test of full length from the obtained estimate of correlation of a test of half length (3, p.373), was applied to this odd-even correlation coefficient ( $r_{oe}$ ) and 0.70 was obtained for the reliability of the total score. Application of the Flanagan formula, which estimates the error variance as the sum of the variances of the two halves (3, p.379), also yielded 0.70 for the reliability of the total scores on the Part I forced-choice scales of the Performance Evaluation Report.

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## CHAPTER V

### CONCLUSIONS AND DISCUSSION

The purpose of this study was to develop and test an instrument to evaluate the performance of police officers. Because of the apparent success in a variety of rating situations, it was proposed to show that the forced-choice technique and also a modification of the technique, when combined with traditional graphic and narrative rating scales, could be applied to the evaluation of police officers. An evaluation instrument was required which would identify officers who require and could benefit from training and development and serve as a mechanism which would facilitate counselling and guidance. In addition, an instrument was required which would produce evaluations suitable for administrative decisions regarding work assignment, transfers, and promotions.

This study has provided further evidence that the forced-choice technique can be applied successfully to the evaluation of the over-all performance of police officers. The forced-choice evaluations correlated positively and significantly with the criterion when subjected to various statistical tests. In addition, the forced-choice evaluations of over-all performance correlated positively and significantly with three independent graphic scale assessments by supervisory personnel.

In effect, the instrument produced four separate evaluations - Part I, Part III(A) total score, Part III(D) and Part III(E) - of the over-all quality of each officer. Tests indicated that the evaluations using each of these scales are statistically consistent and significant. These evaluation scores can be used for administrative decisions regarding work assignment, transfers, and promotions.

The internal consistency of the forced-choice scales for evaluating over-all performance was examined using the odd-even, split-half method of estimating reliability. Statistical tests yielded a reliability coefficient of 0.70 for the reliability of the total scores.

It is apparent from Part I forced-choice scores that when raters are forced to give an objective evaluation of performance, the performance scores are normally distributed. However, when the raters are presented with graphic scales as in Part III(A), with the good-poor dimensions obvious, to evaluate various qualities, the scores on the same rates tend to pile-up towards the favourable end of the evaluation scale indicating the "error of leniency" that exists in raters.

This study also provided evidence that a modification of the forced-choice technique can be used to construct diagnostic profiles depicting each constable's intraindividual strengths

and weaknesses on each of four sub-areas of performance:

1) job knowledge/technical competence; 2) acceptance of responsibility; 3) compliance to rules and procedure; manner and bearing, and 4) interpersonal relations. The profile scores can be graphically presented and, with the over-all evaluation from Part I, can be used for counselling, guidance and determining training and development requirements.

Inclusion of the graphic and narrative scales provides a review mechanism around which an interview between the rater and ratee can be conducted at the time the evaluation is carried out. Inclusion of the graphic and narrative scales is also intended to alleviate much of the frustration and resistance which may develop because of the rater's inability to control the outcome of the evaluations in the forced-choice sections. Although the graphic scales correlate positively with the forced-choice ratings and the criterion, ". . . it may be that forced-choice ratings, quite aside from their own merit, may provide a means of reducing bias in graphic ratings used in conjunction with them" (2, p.46). However, whether or not the piling effect of graphic ratings would have been greater if used alone is open to speculation and conjecture.

The finding of a significantly positive relationship between the forced-choice scales in Part I and the three Part III scores with the criterion composed of peer nominations

serves as a validity check on not only the descriptive statements which supervisors said were more important in job performance, but also upon the peer nominations themselves. It can be concluded that the peer ratings have a positive relationship with what supervisors think about a constable's job performance and that peer ratings are not based upon a popularity contest as many of the critics of this technique have maintained.

The findings of this study may be summarized as follows:

1. The forced-choice technique is a valid and reliable method of evaluating police personnel.

2. The forced-choice scales yield a normal, slightly platykurtic distribution of evaluation scores with adequate variability and discriminatory power.

3. A modification of the forced-choice technique can be used to produce diagnostic profiles suitable for counselling, guidance and training and development purposes.

4. Peer nominations can be utilized to establish a valid external criterion.

Although this study has resulted in the production of a reasonably efficient instrument for the evaluation of the performance of police officers, the instrument cannot be said to be perfect.

### Suggestions for Further Research

During the course of the research project it became apparent that further research may be warranted with respect to various aspects of the project. In the construction of the phrase sets for the forced-choice scales, phrases were matched within sets on the basis of similarity in preference indices. It was noted that the preference indices for some phrases were comparatively very high indicating superiors' willingness to apply the phrases to both high and low performers. The preference indices for other phrases were comparatively quite low indicating that supervisors were less willing to apply those phrases when describing both high and low performers. The question arose as to whether or not maximum and minimum preference indices should be established, and if so what those levels should be, and whether or not phrases with preference indices falling between those two levels only be utilized when constructing the phrase sets.

Obradovic (1) carried out a comparative study between evaluation instruments employing the traditional forced-choice format and a modified format. In the modified format, he calculated the mean and standard deviation of all the preference indices. Only those phrases with a preference index falling within the interval plus or minus one standard deviation of

the mean of the preference indices were selected for matching into the phrase sets. "These items were considered as having neutral attractiveness to the raters, yet discriminating for efficient and inefficient workers. The modified system was intended to prevent the raters from choosing more or less attractive descriptions according to some halo effect or personal attitudes" (1, p.228). Obradovic concluded that the modified forced-choice format was more valid than the traditional format for two of the three groups upon which tests were conducted. It is suggested that the testing of a similar technique, which would exclude phrases which the supervisors are very willing or somewhat less willing to apply to both high and low performers, may be merited. Such a modification in the construction of phrase sets may improve the validity of the forced-choice scales.

Peer nominations were requested and used to construct the criterion against which the evaluation instrument could be validated. There is ample evidence to substantiate the reliability and validity of peer nominations against various performance and operational criteria. However, it is sometimes difficult, or may be considered impolite, to request peers to nominate poorer performers from among their ranks. There was ample evidence of this problem during this research project

and out of a total of 301 constables who were requested to submit nominations, only seventy responses were received. Because of this rather low response, the amount of data available to construct the criterion was somewhat limited and may have adversely affected the validity of the criterion.

The difficulty in obtaining low nominations, particularly from peers, led Webb (3) to test the effectiveness of obtaining only positive nominations. He demonstrated that it was possible to score the results so that they correlated 0.87 with a procedure in which negative nominations were also obtained. It is suggested that the request for high nominations only and the technique used by Webb may yield a more reliable and valid criterion and merits further exploration.

The internal consistency of the forced-choice scales for evaluating over-all performance was examined using the odd-even, split-half method of estimating reliability and a reliability coefficient of 0.70 was obtained for the reliability of the total scores. In addition to the internal consistency of the evaluation scales, it is important that the stability or dependability of the measurements over a period of time be determined. It is suggested that a retest should be carried out and that the test-retest coefficient of correlation be calculated to determine how stable and dependable the instrument is over a period of time.

If the Performance Evaluation Report, particularly the forced-choice portion, is truly "bias free", then a constable could ideally rate himself on his performance as a police officer. Comparisons of an individual's self-perception and the perception his supervisor has of him would be very interesting. It might also prove beneficial to have a specified number of constables rate other constables with whom they work and then compare supervisor, self, and peer evaluations.

Since the Performance Evaluation Report yields diagnostic profiles that can be utilized for counselling, guidance, and training purposes, it would prove interesting to note the type of counselling, guidance and training that would cause a noticeable change in the pattern of the diagnostic profiles, if any, and also how long a period of time is necessary to produce a noticeable change in the profiles. Questions relating to this proposition could only be answered if the instrument was implemented and administered over a considerable period of time. However, such an examination may produce some indication of the effectiveness of various types of counselling and guidance methods and training programs.

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APPENDIX A

Personal Evaluation Report

CONFIDENTIAL

CONFIDENTIAL

OTTAWA POLICE DEPARTMENT

OFFICE OF THE CHIEF OF POLICE

For the use of Commanding Officers only: Return to Executive Assistant of Chief of Police.

PERSONAL EVALUATION REPORT

Name:.....Rank.....
 Division:  
Section:  
Platoon:.....

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Indicate Rate by % in proper location.  
Maximum Rate as shown.

<u>Evaluation Factors</u>	Improve- ment Required 65%	Average 70%	Above Aver- age 80%	Superior 90%	Outstanding 100%
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- 1. PERSONALITY: \_\_\_\_\_  
.....  
.....
- 2. TEMPERAMENT: \_\_\_\_\_  
.....  
.....
- 3. INTEREST: \_\_\_\_\_  
.....  
.....
- 4. QUANTITY OF  
WORK -  
INDUSTRY: \_\_\_\_\_  
.....  
.....

5. QUALITY OF WORK - PERFORMANCE: \_\_\_\_\_

.....  
.....

6. EXPRESSION: \_\_\_\_\_

.....  
.....

7. JUDGEMENT: \_\_\_\_\_

.....  
.....

8. DEPENDABILITY: \_\_\_\_\_

.....  
.....

9. LOYALTY: \_\_\_\_\_

.....  
.....

10. KNOWLEDGE OF HIS JOB: \_\_\_\_\_

.....  
.....

11. LEADERSHIP: \_\_\_\_\_

.....  
.....

-----

Average Rating: \_\_\_\_\_

Rated by: ..... Rank: ..... Date: .....

Individual Rating Average as assessed by the employee's supervisors under your command.

<u>Rating</u>	<u>Rated by</u>	<u>Rank</u>	<u>Date</u>
.....			
.....			
.....			
.....			

GENERAL INFORMATION ON PERSONAL EVALUATION REPORT:

The title "Commanding Officer" as contained herein shall mean the Officer in Charge of each particular Division, Section or Platoon.

The efficiency of a Police Department, and its acceptance by the public, depends almost entirely upon the quality of the personnel. Of the utmost importance is the conduct and integrity of the officers. It is therefore essential that police personnel are accurately assessed in order that the most suitable are considered for promotion to higher ranks.

Of equal importance, especially during the formative years of a policeman's career, is the evaluating and counselling necessary to bring every member to a high degree of efficiency. With this system in practice from the probationary period on, it will be possible to measure the value of each person and the improvement he makes from one evaluation period to another.

Ratings will be conducted in each Division, Section and Platoon with the evaluating report being turned in to the Commanding Officer. Each employee will be assessed by more than one supervisor, they in turn will form a committee to discuss the individual assessment, with the Commanding Officer acting as adjudicator. The Commanding Officer will in turn complete the pink evaluation form and submit it to the Executive Assistance of the Chief of Police.

It will be the responsibility of the Commanding Officer to make his subordinates aware of their assessments and to counsel them in the areas of need.

Comments in each case are a must, particularly where an individual receives a very low, or very high rating. Comments should be on important matters only.

Report any unusual contribution made by the officer or recognition earned by him, on or off duty, which reflects credit on him, the department, or both.

THE RATER MUST MAKE A COMPLETELY IMPARTIAL AND UNBIASED REPORT, AND NOT ALLOW HIS PERSONAL FEELINGS TOWARD THE INDIVIDUAL TO HAVE ANY BEARING ON THE MARKINGS.

CODE:

1. PERSONALITY: Does he have the poise, appearance, personality, sense of humor which he must have to stimulate confidence in the public, subordinates and superiors? Does he have objectionable habits or characteristics which are a major annoyance or source of irritation to others?
2. TEMPERAMENT: Does he habitually exercise self-control? Does he become excited under stress? Does he take criticism well? Does he rapidly adjust well to other people and situations? Is he usually firm yet fair and impartial?
3. INTEREST: Has he shown sustained interest in police work? Has he sought to improve himself? Does his interest show on the job? Does he show interest in all phases of his job? Does he subordinate police work to outside interests?
4. QUANTITY OF WORK - INDUSTRY: Is he industrious? Does he always do a full day's work? Does he do his share? Does he organize his time well? Does he waste time? Is he easily diverted into non-productive activity?
5. QUALITY OF WORK - PERFORMANCE: Is he thorough? Accurate? Effective? Does he exercise imagination? Initiative? Does he perform well in all phases of his work? Or emphasize those he likes in detriment to others? Does he co-operate fully?
6. EXPRESSION: Does he express himself clearly and concisely? Are his oral and written explanations understandable? Is his language acceptable?
7. JUDGEMENT: Do you have confidence in his judgement? In your absence would you worry about his decisions? Is he flexible? Adaptable? Does he generally show "common sense"?
8. DEPENDABILITY: Is he reliable? Does he require less than average supervision? Are his reports factual and accurate?
9. LOYALTY: Does he adhere to departmental aims and ideals? Does he show pride in his work? Does he support his superiors? Does he carry out departmental policies?

10. KNOWLEDGE OF HIS JOB: Does he exhibit good job knowledge? Has he demonstrated that he can learn and apply techniques and procedures?

11. LEADERSHIP: Does he have the capacity to direct, control and influence others? Has he demonstrated leadership in his daily relations with other officers? Does he contribute to good morale? Will he be able to handle complicated personnel matters in an effective and satisfactory manner?

REMARKS: -

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APPENDIX B

Request for Constable Descriptions

Re: Personnel Evaluation and Development  
-----

Any time that the words Evaluation and Development are mentioned, the usual reaction is that of skepticism, suspicion, and doubt. However, all will agree that any organization of any size needs, and must have, a system to evaluate employees. Many systems have been tried by many organizations in the past and many have failed to do the job that they were supposed to do. Our department uses the Personal Evaluation Report (PER) and, although it provides valuable information, we feel that the quality of the information could be, and must be, improved.

The two most glaring faults of our PER system (and these are common to all systems of this type) are: the presence of bias on the part of the rater, and the lack of uniformity of grading throughout the Department. Under such conditions a member may obtain an excellent rating from one supervisor, then be rated by another supervisor at the next rating period, and receive a poor rating even though his operations were about the same under both supervisors. It is not just the fault of the supervisor that this anomaly occurs. The design of the form will also lead to different interpretations and results.

Through the Criminology Department of the University of Ottawa, we have obtained the services of a Graduate Student (Sgt. Dick Gertzen, currently on education leave from the RCMP) for the purpose of setting up an entirely new rating system. This system is being designed exclusively for the use by our Force. As it is imperative that the type of system proposed be designed to evaluate personnel of a particular functional level, the initial project will be carried out to develop a system for rating Constables. Such an undertaking cannot be done overnight due to the complex statistical procedures involved. It will take approximately one year of research and planning to institute this system.

Many books have been written on the subject of Personnel Evaluation but none of the writers has given an infallible description of "What is a Good Police Constable". We feel that the best people to answer this question are you - the men within the Force. We feel that in order to build a fair and just scale we must have your ideas and fullest cooperation.

During the next few months we will be calling on the men of our Department from time to time. In order that no one person is burdened by involvement each and every time, we will be carrying out the steps by requesting help from randomly selected samples of men. Those selected will, in effect, be representing the views of the whole department. Because of this, your cooperation and assistance, when called upon, are vital to the success of the project.

We want you to think of the BEST Ottawa Police Force CONSTABLE you have ever known. Do not dream up the 'ideal' constable. We want to know about a REAL person you have actually known and observed, not someone you have heard about.

Once you have this person in mind, describe him. Write down those things he did or does which leads you to conclude that he was or is the BEST. General statements such as "he always does his job well" or "he has an excellent personality" will not tell us what we need to know. What we need from you is an accurate and complete description of what this best constable did or does. Ask yourself these and other questions: "How does he do things that makes me think he is best? Exactly what does he do in his job that makes me think he does it well? What is it in his personality that makes me think it is excellent?" etc.

Include every possible detail about this man. Do not limit yourself to any one area. Write about anything and everything you feel is important in giving us a word picture of the constable you have in mind. Use any kind of descriptive words you feel are appropriate and meaningful.

Just to give you an idea of the type of submission we would like, the following is part of what you might say if you were asked to describe the best teacher you ever had:

Example: "The Best Teacher"

1. His lectures were clear and easy to understand.
2. The students enjoyed listening to him.
3. He treated everyone as equals.
4. He had no "pets".
5. He had regular office hours.
6. You could talk to him when you had a problem.
7. He knew his lessons well.
8. He was well prepared for classes. etc. etc.

Some general guidelines you should follow are:

- a) When possible, use simple sentence structure, i.e. subject-verb-object as in above examples. Each sentence should be limited to one thought.
- b) When possible, write your descriptions in the affirmative. For example, write "He was ambitious." instead of "He wasn't lazy." if it will accurately convey your thought.
- c) Typewritten, double spaced submissions on plain white bond would be preferable but legible, handwritten submissions are acceptable.
- d) Place your name and initials in the upper right corner. This is required only as a check-off to make sure that everyone in the sample sends in a list of descriptions.
- e) Do not name the Constable you describe.

- f) Do not compare notes with anyone who has also been asked to submit descriptions. We want YOUR original ideas and comments.
- g) Send the submission directly to:
  - Budget & Finance Section.Mark the outside of the envelope:
  - "FOR THE PERSONAL ATTENTION OF"
  - Deputy Chief A. Rice.
- h) Send in your list of descriptions as soon as possible. We have to have them by December 18, 1974.

We are asking approximately 100 NCOs and Constables of the Force for submissions. Because of this relatively small number, we are depending on a submission from everyone who is asked. There will be further steps in the development of the system where other members will be called upon for assistance. Except for a number of statistical procedures and collation of data, the resulting evaluation system will be the sole product of the members who participate.

We know that you are busy but the time you spend will have a direct bearing on how you will eventually be rated - or if you are a supervisor, how you will rate your men. If you have any questions about this project, please do not hesitate to call Sgt. Dick Gertzen at 824-6236. Thanks for your help.

Re: Personnel Evaluation and Development  
-----

Any time that the words Evaluation and Development are mentioned, the usual reaction is that of skepticism, suspicion, and doubt. However, all will agree that any organization of any size needs, and must have, a system to evaluate employees. Many systems have been tried by many organizations in the past and many have failed to do the job that they were supposed to do. Our department uses the Personal Evaluation Report (PER) and, although it provides valuable information, we feel that the quality of the information could be, and must be, improved.

The two most glaring faults of our PER system (and these are common to all systems of this type) are: the presence of bias on the part of the rater, and the lack of uniformity of grading throughout the Department. Under such conditions a member may obtain an excellent rating from one supervisor, then be rated by another supervisor at the next rating period, and receive a poor rating even though his operations were about the same under both supervisors. It is not just the fault of the supervisor that this anomaly occurs. The design of the form will also lead to different interpretations and results.

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Many books have been written on the subject of Personnel Evaluation but none of the writers has given an infallible description of "What is a Good Police Constable". We feel that the best people to answer this question are you - the men within the Force. We feel that in order to build a fair and just scale we must have your ideas and fullest cooperation.

During the next few months we will be calling on the men of our Department from time to time. In order that no one person is burdened by involvement each and every time, we will be carrying out the steps by requesting help from randomly selected samples of men. Those selected will, in effect, be representing the views of the whole department. Because of this, your cooperation and assistance, when called upon, are vital to the success of the project.

We want you to think of the Ottawa Police Force CONSTABLE YOU KNOW BEST. Do not conjure up someone. We want to know about a REAL person you have actually known and observed, not someone you have heard about.

Once you have this person in mind, describe him in detail. General statements such as "he does his job well" or "he has a good personality" will not tell us what we need to know. What we need from you is an accurate and complete description of what he does and how he does it. Ask yourself questions such as: "How does he go about doing his job? What does he know about his job? What kind of personality does he have?" etc.

Include every possible detail about this man. Do not limit yourself to any one area. Write about anything and everything you feel is important in giving us a word picture of the constable you have in mind. Use any kind of descriptive words you feel are appropriate and meaningful.

Just to give you an idea of the type of submission we would like, the following is part of what you might say if you were asked to describe the teacher you knew best.

Example: "The Teacher I Knew Best"

1. His lectures were clear and easy to understand.
2. The students enjoyed listening to him.
3. He was a sloppy dresser.
4. He treated everyone as equals.
5. You could talk to him when you had a problem.
6. He was usually late for classes.
7. He had no "pets".
8. He knew his lessons well, etc., etc.

Some general guidelines you should follow are:

- a) When possible, use simple sentence structure, i.e. subject-verb-object as in above examples. Each sentence should be limited to one thought.
- b) When possible, write your descriptions in the affirmative. For example, write "He was ambitious" instead of "He wasn't lazy." if it will accurately convey your thought.
- c) Typewritten, double spaced submissions on plain white bond would be preferable but legible, handwritten submissions are acceptable.
- d) Place your name and initials in the upper right corner. This is required only as a check-off to make sure that everyone in the sample sends in a list of descriptions.
- e) Do not name the Constable you describe.

- f) Do not compare notes with anyone who has also been asked to submit descriptions. We want YOUR original ideas and comments.
- g) Send the submission directly to:  
Budget & Finance Section.  
Mark the outside of the envelope:  
"FOR THE PERSONAL ATTENTION OF"  
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- h) Send in your list of descriptions as soon as possible. We have to have them by December 18, 1974.

We are asking approximately 100 NCOs and Constables of the Force for submissions. Because of this relatively small number, we are depending on a submission from everyone who is asked. There will be further steps in the development of the system where other members will be called upon for assistance. Except for a number of statistical procedures and collation of data, the resulting evaluation system will be the sole product of the members who participate.

We know that you are busy but the time you spend will have a direct bearing on how you will eventually be rated - or if you are a supervisor, how you will rate your men. If you have any questions about this project, please do not hesitate to call Sgt. Dick Gertzen at 824-6236. Thanks for your help.

APPENDIX C

Request for Assignment of  
Phrases to Profiles

Re: Personnel Evaluation and Development  
-----

As you are aware, we are currently developing and testing an entirely new evaluation instrument for use exclusively by our Force. Through the Criminology Department of the University of Ottawa, we have obtained the services of a Graduate Student (Sgt. Dick Gertzen, currently on education leave from the RCMP) for the purpose of developing the instrument.

As it is imperative that the type of rating instrument proposed be designed to evaluate personnel of a particular functional level, the initial project is being carried out to develop an instrument for rating Constables. Such an undertaking cannot be done overnight due to the complex statistical procedures involved. It will take approximately one year of research and planning to institute the program.

In order that the final product will reflect reality, the members who will actually use the instrument are being called upon to assist in its development. Those selected to participate in each step will, in effect, be representing the views of the whole department. Because of this, your cooperation and assistance are vital to the success of the project.

We are now requesting your help in carrying out Step 3 of the project. In Step 1, a sample of NCOs and Constables was requested to submit a detailed description of the "BEST" constable each had ever known in the Department. The response was tremendous with a total of ninety-eight submissions being received from the members. In Step 2, the descriptive phrases were extracted from the submissions and collated. After elimination of duplications and so on, 309 descriptive phrases were obtained.

The next step in the development of the instrument is to ensure that there is a consensus of meaning among ultimate users (raters and ratees) of the instrument as to which of four sub-areas (profiles) of performance each phrase pertains. You have been selected to represent the Force membership in carrying out this next important step.

Attached in Annex "A" is an outline of the four performance profiles along with a description and list of factors which are included in each.

Attached in Annex "B" is the list of 309 descriptive phrases which were extracted from the submissions.

You are requested to:

- (a) examine each phrase in relation to the profiles;
- (b) decide on the profile to which each phrase pertains; and
- (c) write the number of the profile - (either 1, 2, 3, or 4) in the blank to the left of the phrase.

To illustrate, phrase #1 is "Willingly accepts any assignment whether easy or difficult". Decide whether this phrase is indicative of:

- Profile 1 - Job Knowledge/Technical Competence  
(i.e. Does he know the job?),
- Profile 2 - Acceptance of Responsibility  
(i.e. Does he do the job?),
- Profile 3 - Compliance to Rules and Procedures;  
Manner and Bearing  
(i.e. Does he carry out his duties in accordance with established procedures, etc.?),

or

- Profile 4 - Interpersonal Relations  
(i.e. Does he get along with other people?).

Once you have decided on the profile to which the phrase belongs, write the number of that profile in the blank to the left of the phrase. Repeat the process for each phrase.

You may find that some of the phrases are very similar. This is not to trick anyone but merely to explore all possible characteristics. There is no right or wrong. We are simply soliciting your opinion as to the meaning that each phrase has to you personally and asking you to place it in a profile based on that opinion. In doubtful cases, enter the number of the profile which you feel best applies. Each phrase must have one and only one profile number assigned.

We know that you are busy with your own job and that this is a somewhat lengthy exercise. However, the importance of this step in the development cannot be over-emphasized and we ask that you seriously examine each phrase.

When you complete the process, please return the list of phrases (Annex "B") along with the cover page direct to:

BUDGET AND FINANCE SECTION.

Mark the outside of the envelope:

FOR THE PERSONAL ATTENTION OF  
DEPUTY CHIEF A. RICE.

We would like to have Annex "B" completed and returned as soon as possible. We have to have them by March 28, 1975 at the latest.

If you have any questions about the project, please do not hesitate to call Sgt. Dick Gertzen at 824-6236. Thanks for your help.

Annex "A"PERFORMANCE EVALUATION - PROFILESPROFILE 1 - JOB KNOWLEDGE/TECHNICAL COMPETENCE

This profile should include all phrases which indicate that a member has the knowledge required of him or the ability to do the job.

Included are the following elements:

- (a) knowledge of statutes
- (b) knowledge of policies, procedures, rules, etc.
- (c) knowledge of the area, people in the area, problems in the area, etc.
- (d) knowledge of how to carry out and conclude an investigation and how to prepare for court, etc.
- (e) knowledge of evidence required for court and how to give evidence
- (f) knowledge of how to communicate - in writing, verbally
- (g) aptness for securing new information - ability to learn, self-development, etc.
- (h) aptness for retention of information - memory, etc.
- (i) knowledge of how to plan and organize his work
- (j) ability to foresee and anticipate - foresight
- (k) knowledge of how to analyze and solve problems
- (l) ability to inject new ideas into a situation - creativeness, ingenuity, originality, etc.
- (m) ability to use discretion in situations - judgement and common sense
- (n) knowledge of how to interview people, question suspects, and development informants and other sources of information.
- (o) ability to adapt to situations - flexibility, versatility, adaptability, etc.

- (p) knowledge of how to control situations
- (q) knowledge of how to supervise, manage, and direct others - leadership ability, etc.

PROFILE 2 - ACCEPTANCE OF RESPONSIBILITY

This profile should include all phrases which indicate that a member gets at the job and carries it through to a conclusion.

Included are the following elements:

- (a) self-motivation, initiative, drive, etc.
- (b) persistence, perseverance, thoroughness, etc.
- (c) meeting deadlines, getting work done on time
- (d) willingness to make decisions as required
- (e) accepting the consequences of his decisions, errors, mistakes, etc.
- (f) dependability and reliability
- (g) obtaining results with his methods
- (h) does he aid in the development of his subordinates, etc.

PROFILE 3 - COMPLIANCE TO RULES AND PROCEDURES;  
MANNER AND BEARING

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This profile should include all phrases which indicate:

- (a) that a member adheres to established procedures, rules, policies, etc. in the performance of his duties; and
- (b) a member's manner and bearing.

Included are the following elements:

- (a) appearance in uniform and civilian clothes
- (b) attendance to his job
- (c) use of equipment - office facilities, vehicles, etc.
- (d) self-discipline and self-control
- (e) self-respect
- (f) maturity
- (g) self-confidence, stability, general attitude toward his work and himself
- (h) interest in his work including pride, satisfaction, loyalty, and devotion
- (i) conduct and deportment
- (j) acceptance of discipline
- (k) support of policy, orders, directions, rules, and laws
- (l) following established procedures, etc.

PROFILE 4 - INTERPERSONAL RELATIONS

This profile should include all phrases which pertain to and indicate a member's:

- (a) ability to interact and get along with other people,
- (b) support of and interest in the well-being of others, and
- (c) ability to project his own and the Force's image through involvement with others.

Included are interpersonal relations with:

- (a) superiors
- (b) peers
- (c) subordinates
- (d) the general public

Annex "B"

Re: Personnel Evaluation and Development

RETURN TO: BUDGET AND FINANCE SECTION

ATTENTION: DEPUTY CHIEF A. RICE

FROM:

CONSTABLE DESCRIPTIONSPROFILE NO.

- \_\_\_\_\_ 1. Willingly accepts any assignment whether easy or difficult.
- \_\_\_\_\_ 2. Shows an interest in his job while on and off duty as he does some investigations while off duty.
- \_\_\_\_\_ 3. Always completes his assignments and duties.
- \_\_\_\_\_ 4. Wears his uniform with pride.
- \_\_\_\_\_ 5. Has a pleasant manner towards his superiors.
- \_\_\_\_\_ 6. Takes note of all valuable and essential evidence during investigations.
- \_\_\_\_\_ 7. Is self-motivated.
- \_\_\_\_\_ 8. Can be relied on in emergency situations.
- \_\_\_\_\_ 9. Will try different approaches or methods to complete a job.
- \_\_\_\_\_ 10. Proceeds with his duties in a sensible, logical order.
- \_\_\_\_\_ 11. Is able to deal with the public without antagonizing them.
- \_\_\_\_\_ 12. Is interested and involved in his community.
- \_\_\_\_\_ 13. Is punctual.
- \_\_\_\_\_ 14. Follows regulations even though he doesn't always agree with them.
- \_\_\_\_\_ 15. Is always on time for work.
- \_\_\_\_\_ 16. Reports are thorough and factual.
- \_\_\_\_\_ 17. Is very quick in adapting to new divisions.
- \_\_\_\_\_ 18. Has the ability to keep his opinions of others to himself.
- \_\_\_\_\_ 19. Always contributes to good morale.

- \_\_\_\_\_ 20. Participates in police related events.
- \_\_\_\_\_ 21. Has a good working knowledge of the laws he enforces.
- \_\_\_\_\_ 22. Likes and is interested in other people.
- \_\_\_\_\_ 23. Has a good sense of humor.
- \_\_\_\_\_ 24. Talks easily with school children and is liked and respected by them.
- \_\_\_\_\_ 25. Analyses situations well.
- \_\_\_\_\_ 26. Is able to discuss and resolve problems other members are having.
- \_\_\_\_\_ 27. Can keep control of a situation.
- \_\_\_\_\_ 28. Has a pleasant disposition.
- \_\_\_\_\_ 29. Can be trusted for a proper handling of any assignment.
- \_\_\_\_\_ 30. Fellow officers enjoy working with him.
- \_\_\_\_\_ 31. Can be counted on to be there as quickly as possible in an emergency.
- \_\_\_\_\_ 32. Takes orders well.
- \_\_\_\_\_ 33. Handles himself very well physically.
- \_\_\_\_\_ 34. Is tolerant towards people.
- \_\_\_\_\_ 35. Is patient and understanding.
- \_\_\_\_\_ 36. Is observant and has a good memory for wanted vehicles and persons.
- \_\_\_\_\_ 37. Attempts to improve himself by discussing related incidents and decisions reached on similar types of occurrences.
- \_\_\_\_\_ 38. Has a good knowledge of departmental procedures.
- \_\_\_\_\_ 39. Follows orders but is not beyond bending the rules a little if it is necessary.
- \_\_\_\_\_ 40. Has the ability to make his own decisions.
- \_\_\_\_\_ 41. Tries to perform his duties as a professional.
- \_\_\_\_\_ 42. Does not use profane language.
- \_\_\_\_\_ 43. Is well liked by fellow officers.

- \_\_\_\_\_ 44. Does his work with interest and enthusiasm.
- \_\_\_\_\_ 45. Takes proper care of departmental equipment and materiel.
- \_\_\_\_\_ 46. Is always willing to take or assist on calls regardless of their nature.
- \_\_\_\_\_ 47. Seeks to better himself by use of department courses.
- \_\_\_\_\_ 48. Is able to give orders to younger officers without them resenting it.
- \_\_\_\_\_ 49. Completes his reports on time.
- \_\_\_\_\_ 50. Is a good public speaker.
- \_\_\_\_\_ 51. Does not talk or brag about questionable past decisions, occasions, or feats.
- \_\_\_\_\_ 52. Is impartial in the giving of evidence to the courts.
- \_\_\_\_\_ 53. Is a diligent worker.
- \_\_\_\_\_ 54. Expresses his views without malice.
- \_\_\_\_\_ 55. Is a respected member of the community.
- \_\_\_\_\_ 56. Tries constantly to better himself by reading, studying, taking courses and attending lectures.
- \_\_\_\_\_ 57. Is articulate in verbal communication.
- \_\_\_\_\_ 58. Is very thorough in the performance of his work.
- \_\_\_\_\_ 59. The public respects his actions.
- \_\_\_\_\_ 60. Always takes time to give any information that is requested of him.
- \_\_\_\_\_ 61. Is energetic.
- \_\_\_\_\_ 62. Is a very loyal officer.
- \_\_\_\_\_ 63. Keeps his reports up to date.
- \_\_\_\_\_ 64. Is always interested in what others have to say.
- \_\_\_\_\_ 65. Has a keen sense for spotting known criminals.
- \_\_\_\_\_ 66. Is able to deal with belligerent persons good naturedly.
- \_\_\_\_\_ 67. Can make good snap decisions.

- \_\_\_\_\_ 68. Has the ability to assert himself when necessary.
- \_\_\_\_\_ 69. Has a good rapport with the younger generation.
- \_\_\_\_\_ 70. Does not take any unnecessary time off work.
- \_\_\_\_\_ 71. Drives police vehicles with care as though they were his own.
- \_\_\_\_\_ 72. Shares credit with others.
- \_\_\_\_\_ 73. Is liked by people with whom he comes in contact.
- \_\_\_\_\_ 74. Knows the criminal types in his area and notes movements and vehicles of these persons.
- \_\_\_\_\_ 75. Is active in youth sports.
- \_\_\_\_\_ 76. Gives clear directions to those who seek his advice.
- \_\_\_\_\_ 77. Does first things first when responding to a call.
- \_\_\_\_\_ 78. Is a credit to the community and area where he resides.
- \_\_\_\_\_ 79. His dealings with the general public leave a good image of the department.
- \_\_\_\_\_ 80. Keeps himself in good physical condition.
- \_\_\_\_\_ 81. Never acts outside the law.
- \_\_\_\_\_ 82. Has a keen sense to be in the right place at the right time.
- \_\_\_\_\_ 83. Instills confidence in those with whom he works.
- \_\_\_\_\_ 84. Is persistent in his work.
- \_\_\_\_\_ 85. Follows up calls by obtaining complete information for reports.
- \_\_\_\_\_ 86. Never hesitates to ask when in need of assistance in any area of duty.
- \_\_\_\_\_ 87. Responds to calls as soon as possible.
- \_\_\_\_\_ 88. Is resourceful in the gathering of evidence.
- \_\_\_\_\_ 89. Can speak to him concerning personal problems.
- \_\_\_\_\_ 90. Is always willing to help.
- \_\_\_\_\_ 91. Will accept constructive criticism from his superiors.

- \_\_\_\_\_ 92. Is not the type of person who will step on someone else to get ahead.
- \_\_\_\_\_ 93. Cares about people.
- \_\_\_\_\_ 94. Works well as part of a team.
- \_\_\_\_\_ 95. Is prompt to back up a fellow officer needing assistance.
- \_\_\_\_\_ 96. Is calm, cool and collected at all times.
- \_\_\_\_\_ 97. Is always willing to give advice when asked for it.
- \_\_\_\_\_ 98. Sets up good relations between the public and the department.
- \_\_\_\_\_ 99. Is tactful and diplomatic in his relations with the public.
- \_\_\_\_\_ 100. Is known and respected by most of the population in his area.
- \_\_\_\_\_ 101. Gets along well with officers junior to him.
- \_\_\_\_\_ 102. Makes good use of previous knowledge regarding crime and criminals.
- \_\_\_\_\_ 103. Will listen to another's point of view.
- \_\_\_\_\_ 104. Always makes fellow patrol members aware of problem areas.
- \_\_\_\_\_ 105. Has the ability to appraise a situation quickly and accurately.
- \_\_\_\_\_ 106. Is aware of what occurred during previous shifts.
- \_\_\_\_\_ 107. Has confidence in himself.
- \_\_\_\_\_ 108. Gets along well with his associates.
- \_\_\_\_\_ 109. Is well organized in his work.
- \_\_\_\_\_ 110. Does not use any more force than is necessary.
- \_\_\_\_\_ 111. Adheres and adapts himself to departmental policies and rules.
- \_\_\_\_\_ 112. Is very impressive in his dress and personal grooming.
- \_\_\_\_\_ 113. Does not abuse authority.

- \_\_\_\_\_ 114. Knows what action to take when on calls.
- \_\_\_\_\_ 115. Can be trusted to do what he is told.
- \_\_\_\_\_ 116. Is able to work without supervision.
- \_\_\_\_\_ 117. Is a mature person with mature ideas.
- \_\_\_\_\_ 118. Does not try to impress his superiors by bragging about his accomplishments.
- \_\_\_\_\_ 119. Has the confidence of his fellow workers.
- \_\_\_\_\_ 120. Enjoys dealing with people.
- \_\_\_\_\_ 121. Has the necessary drive to push work through to a conclusion without delay.
- \_\_\_\_\_ 122. Shows leadership ability.
- \_\_\_\_\_ 123. Is a very cautious person.
- \_\_\_\_\_ 124. Is co-operative and will go out of his way to assist another officer.
- \_\_\_\_\_ 125. Is able to assist and direct younger men properly.
- \_\_\_\_\_ 126. Is co-operative and will go out of his way to assist civilians.
- \_\_\_\_\_ 127. Is always prompt in completing assigned duties.
- \_\_\_\_\_ 128. Takes time to assist his fellow officers.
- \_\_\_\_\_ 129. Endeavors to further his knowledge of all aspects of law pertaining to police work.
- \_\_\_\_\_ 130. Has the respect of his fellow officers.
- \_\_\_\_\_ 131. Has a pleasant manner towards his fellow officers.
- \_\_\_\_\_ 132. Never hesitates to take the initiative if there is a doubt.
- \_\_\_\_\_ 133. Has a knack for gaining control in a crisis.
- \_\_\_\_\_ 134. His opinions are listened to and respected by his associates.
- \_\_\_\_\_ 135. Goes out of his way to improve public relations.
- \_\_\_\_\_ 136. Participates in a wide range of sports.
- \_\_\_\_\_ 137. Other members with whom he works listen to his suggestions and knowledge of police work.

- \_\_\_ 138. Will give credit to other members when credit is due.
- \_\_\_ 139. Is sincere and truthful.
- \_\_\_ 140. Gives praise when it is called for.
- \_\_\_ 141. Goes to his superiors if he has a problem rather than talking about them behind their backs.
- \_\_\_ 142. Is sure of himself.
- \_\_\_ 143. Is an immaculate dresser both in uniform and out.
- \_\_\_ 144. Is always alert and aware of what is happening when on a call or on patrol.
- \_\_\_ 145. Is impartial when dealing with people in general.
- \_\_\_ 146. Criticizes some matters but in a constructive way.
- \_\_\_ 147. Is always well prepared, has the facts straight, and gives good evidence in court.
- \_\_\_ 148. Gets personal satisfaction out of his work.
- \_\_\_ 149. Speaks well of other force members.
- \_\_\_ 150. Will not belittle one member in front of others.
- \_\_\_ 151. Gives full effort to the required task.
- \_\_\_ 152. Is dedicated to his superior officers.
- \_\_\_ 153. Is not "charge-happy".
- \_\_\_ 154. Makes himself available for last minute calls.
- \_\_\_ 155. Is able to make on-the-spot decisions when necessary.
- \_\_\_ 156. Does not talk behind another's back.
- \_\_\_ 157. Always does his share and more when working with others.
- \_\_\_ 158. Is honest and trustworthy.
- \_\_\_ 159. Has the ability to make sound judgements.
- \_\_\_ 160. Does not forget he is a police officer both on and off duty and governs himself accordingly.
- \_\_\_ 161. States clearly to persons he deals with what can or will occur as a result of his investigation.

- \_\_\_\_\_ 162. Respects the men in higher ranks but will not try to curry favor with them.
- \_\_\_\_\_ 163. Easy to communicate with.
- \_\_\_\_\_ 164. Is always courteous and polite with everyone.
- \_\_\_\_\_ 165. Plans his work day by allotting specific times to complete the various duties which he must perform.
- \_\_\_\_\_ 166. Shows initiative by noting unusual happenings when on patrol.
- \_\_\_\_\_ 167. Has an extensive knowledge of human behaviour.
- \_\_\_\_\_ 168. Is willing to accept and adjust quickly to new ideas.
- \_\_\_\_\_ 169. Is able to mediate at "domestic calls" and is never put off by threats of violence.
- \_\_\_\_\_ 170. Can get his ideas across quickly and easily.
- \_\_\_\_\_ 171. Possesses the ability to converse with people of all levels.
- \_\_\_\_\_ 172. Is eager to learn and spends time on his own to further his knowledge of the job.
- \_\_\_\_\_ 173. Has a good disposition.
- \_\_\_\_\_ 174. Can take charge of any situation which can arise.
- \_\_\_\_\_ 175. Believes there are two sides to every story and is ready to listen before making a final judgement.
- \_\_\_\_\_ 176. Never misses work due to being a "gold bricker".
- \_\_\_\_\_ 177. Can be called upon at any time for extra duty and does so willingly.
- \_\_\_\_\_ 178. Is dedicated to his job.
- \_\_\_\_\_ 179. Strives to improve himself.
- \_\_\_\_\_ 180. Treats all people with respect and due dignity.
- \_\_\_\_\_ 181. Is quick to analyse a situation.
- \_\_\_\_\_ 182. Knows how to interview a suspect.
- \_\_\_\_\_ 183. Accepts responsibility for actions and decisions.
- \_\_\_\_\_ 184. Dresses neatly and cleanly at all times.

- \_\_\_\_\_ 185. Respects his superiors.
- \_\_\_\_\_ 186. Treats everyone as equals.
- \_\_\_\_\_ 187. Is very quick to learn and understand new subject matter.
- \_\_\_\_\_ 188. Is a credit to the force.
- \_\_\_\_\_ 189. Uses common sense at all times.
- \_\_\_\_\_ 190. Thinks before rushing into things.
- \_\_\_\_\_ 191. Requires little or no supervision.
- \_\_\_\_\_ 192. Accepts any assignment or division transfer without complaining.
- \_\_\_\_\_ 193. Personal life and behaviour are above reproach.
- \_\_\_\_\_ 194. Does not abuse the laws he enforces.
- \_\_\_\_\_ 195. Has a good memory.
- \_\_\_\_\_ 196. Checks daily orders to keep informed of possible high crime areas.
- \_\_\_\_\_ 197. Is a person in whom you can confide.
- \_\_\_\_\_ 198. Uses knowledge gained by experience.
- \_\_\_\_\_ 199. Can take and benefit from honest criticism.
- \_\_\_\_\_ 200. Is a good backup man.
- \_\_\_\_\_ 201. Is self-confident of his own abilities.
- \_\_\_\_\_ 202. Is even tempered.
- \_\_\_\_\_ 203. Knows how to investigate an offence from start to finish.
- \_\_\_\_\_ 204. Is aware of today's society and its problems.
- \_\_\_\_\_ 205. Is always early for work in order to find out what is going on.
- \_\_\_\_\_ 206. Is an individual, not easily led or influenced.
- \_\_\_\_\_ 207. Never publicly criticizes the department.
- \_\_\_\_\_ 208. Is an ambitious person.
- \_\_\_\_\_ 209. Maintains a consistent work load and does not object to taking on additional work when required to do so.
- \_\_\_\_\_ 210. Takes command when necessary.

- \_\_\_\_\_ 211. Works well under stress.
- \_\_\_\_\_ 212. Has a good posture.
- \_\_\_\_\_ 213. Speaks very clearly, to the point, and does not get confused when giving evidence.
- \_\_\_\_\_ 214. Has a good knowledge of the trouble spots in his patrol area.
- \_\_\_\_\_ 215. Is able to make the proper decisions most of the time.
- \_\_\_\_\_ 216. Doesn't hold a grudge.
- \_\_\_\_\_ 217. Is willing to work overtime occasionally without complaining.
- \_\_\_\_\_ 218. Is thorough when checking property.
- \_\_\_\_\_ 219. Has a clean appearance at all times.
- \_\_\_\_\_ 220. Is prepared to carry out all duties assigned willingly and without question.
- \_\_\_\_\_ 221. Accepts responsibility for mistakes.
- \_\_\_\_\_ 222. Uses initiative and imagination in his investigation procedures.
- \_\_\_\_\_ 223. Is a good judge of character.
- \_\_\_\_\_ 224. Is crime prevention oriented.
- \_\_\_\_\_ 225. Is aware of what happens in his patrol area.
- \_\_\_\_\_ 226. Always willing to help a less experienced associate.
- \_\_\_\_\_ 227. Is a conscientious enforcer of the law.
- \_\_\_\_\_ 228. Is a quick thinker.
- \_\_\_\_\_ 229. Reports are clear and factual.
- \_\_\_\_\_ 230. Is dependable and reliable.
- \_\_\_\_\_ 231. Keeps an open mind to another's point of view.
- \_\_\_\_\_ 232. Does not believe in charging people unless warranted and can be substantiated.
- \_\_\_\_\_ 233. Does not get involved in an argument in any public areas with the public.
- \_\_\_\_\_ 234. Goes out of his way to check vehicles.

- \_\_\_\_\_ 235. Participates in community functions.
- \_\_\_\_\_ 236. Checks out situations before entering them.
- \_\_\_\_\_ 237. Fills out his reports with diligence.
- \_\_\_\_\_ 238. Uniform is clean and pressed.
- \_\_\_\_\_ 239. Does not forget to act with compassion for others when the situation requires this.
- \_\_\_\_\_ 240. Is prepared to accept the consequences of his mistakes.
- \_\_\_\_\_ 241. Written reports are accurate, concise, and easy to process.
- \_\_\_\_\_ 242. Can take control of a situation in the absence of an N.C.O.
- \_\_\_\_\_ 243. Can take advice and instruction.
- \_\_\_\_\_ 244. Has imaginative concepts and ideas.
- \_\_\_\_\_ 245. Knows the criminals and their M.O.s
- \_\_\_\_\_ 246. Is readily adaptable to new or different duties.
- \_\_\_\_\_ 247. Does not allow the problems of police officers to interfere with his duties.
- \_\_\_\_\_ 248. Likes what he is doing.
- \_\_\_\_\_ 249. Is progressive in his work habits and will try to streamline it if possible.
- \_\_\_\_\_ 250. Is a most co-operative person with the public.
- \_\_\_\_\_ 251. Always has time to help his fellow officers with information and direction when asked.
- \_\_\_\_\_ 252. Is a good man to have with you in a tight situation.
- \_\_\_\_\_ 253. Has the ability to understand another person's point of view.
- \_\_\_\_\_ 254. Takes direction easily.
- \_\_\_\_\_ 255. Can be depended on to assist whenever necessary.
- \_\_\_\_\_ 256. Is a "take charge" man on calls and at scenes of crime.
- \_\_\_\_\_ 257. Will act without being affected by his own personal feelings.

- \_\_\_\_\_ 258. Always puts in a full day of work.
- \_\_\_\_\_ 259. Has a keen sense of awareness and is able to cope with difficult and dangerous situations.
- \_\_\_\_\_ 260. Maintains control of his temper at all times.
- \_\_\_\_\_ 261. Is not afraid to face difficult situations.
- \_\_\_\_\_ 262. Treats each call with the same level of competence regardless of importance.
- \_\_\_\_\_ 263. Is not afraid to question others, changes, and different ideas.
- \_\_\_\_\_ 264. Is not content to just collect his pay cheque.
- \_\_\_\_\_ 265. Speaks plainly and clearly and has a good voice.
- \_\_\_\_\_ 266. Is not afraid to ask questions.
- \_\_\_\_\_ 267. Patrols his area well.
- \_\_\_\_\_ 268. Keeps abreast of changes in policies and procedures.
- \_\_\_\_\_ 269. Very seldom off sick.
- \_\_\_\_\_ 270. Shows concern and cares for the public he serves.
- \_\_\_\_\_ 271. Consults the bulletin and observation sheets so that he is aware of the day-to-day activities in his area.
- \_\_\_\_\_ 272. Is a good judge of character.
- \_\_\_\_\_ 273. Carries out his superior's orders regardless of his own personal feelings.
- \_\_\_\_\_ 274. Is active in fraternal organizations.
- \_\_\_\_\_ 275. Grasps the meaning of instructions and does not misinterpret any instruction or advice.
- \_\_\_\_\_ 276. Is a good driver.
- \_\_\_\_\_ 277. Remains after duty to clear up reports without claiming overtime for every minute worked.
- \_\_\_\_\_ 278. Has a good knowledge of the criminal law.
- \_\_\_\_\_ 279. Never forgets what he is representing more than himself to the public.
- \_\_\_\_\_ 280. Will give an order but verifies that it is understood.

- \_\_\_\_\_ 281. Always gives assistance when needed whether he is asked or not.
- \_\_\_\_\_ 282. Presents himself to the public as a person in authority.
- \_\_\_\_\_ 283. Shows pride in his work.
- \_\_\_\_\_ 284. Can foresee difficulties and acts accordingly to the situation.
- \_\_\_\_\_ 285. Learns from his mistakes.
- \_\_\_\_\_ 286. Is very good at handling domestic problems on the job.
- \_\_\_\_\_ 287. His image to the public as a police officer both on and off duty gives credit to other members of the Force.
- \_\_\_\_\_ 288. Has the ability to accept constructive criticism.
- \_\_\_\_\_ 289. Is very versatile and can cope with any type of duty.
- \_\_\_\_\_ 290. Is firm but fair when dealing with the public.
- \_\_\_\_\_ 291. Is able to direct complicated procedures.
- \_\_\_\_\_ 292. Does not panic in situations.
- \_\_\_\_\_ 293. Gets all the facts before he makes a decision.
- \_\_\_\_\_ 294. Does not hesitate to make a decision when required.
- \_\_\_\_\_ 295. Treats equipment supplied to him with respect and as if he paid for it himself.
- \_\_\_\_\_ 296. Takes orders without complaint.
- \_\_\_\_\_ 297. When you are working with him in the eye of the public, he makes you feel proud of your profession because of the way he handles himself.
- \_\_\_\_\_ 298. Doesn't book off sick needlessly.
- \_\_\_\_\_ 299. Is able to make people understand their problems when a dispute occurs.
- \_\_\_\_\_ 300. Is always on the alert to potential situations and dangers.
- \_\_\_\_\_ 301. Does not bring his personal problems to work with him.

- \_\_\_\_\_ 302. Is a hard and honest worker.
- \_\_\_\_\_ 303. Minds his own business and doesn't get involved in everybody's problems.
- \_\_\_\_\_ 304. Is a good listener.
- \_\_\_\_\_ 305. Looks beyond the surface of a situation for other causes which would help explain situations.
- \_\_\_\_\_ 306. Is often looked upon for leadership by fellow officers.
- \_\_\_\_\_ 307. Is able to work with and get along with everyone.
- \_\_\_\_\_ 308. Always keeps up his volume of work.
- \_\_\_\_\_ 309. Has a good knowledge of the owners of businesses in his patrol area.

APPENDIX D

Constable Description Check List

Re: Personnel Evaluation and Development  
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As you are aware, we are currently developing and testing an entirely new evaluation instrument for use exclusively by our Force. Through the Criminology Department of the University of Ottawa, we have obtained the services of a Graduate Student (Sgt. Dick Gertzen, currently on education leave from the R.C.M.P.) for the purpose of developing the instrument.

As it is imperative that the type of rating instrument proposed be designed to evaluate personnel of a particular functional level, the initial project is being carried out to develop an instrument for rating Constables. Such an undertaking cannot be done overnight due to the complex statistical procedures involved. It will take approximately one year of research and planning to institute the program.

In order that the final product will reflect reality, the members who will actually use the instrument are being called upon to assist in its development. Those selected to participate in each step will, in effect, be representing the views of the whole Department. Because of this, your cooperation and assistance are vital to the success of the project.

We are now requesting your help in carrying out Step 5 of the project. In Step 1, a sample of N.C.O.s and Constables was requested to submit a detailed description of the "BEST" constable each had ever known in the Department. The response was tremendous with a total of ninety-eight submissions being received from the members. In Step 2, the descriptive phrases were extracted from the submissions and collated. After elimination of duplications and so on, 309 descriptive phrases were obtained. In Step 3, a sample of members was requested to assign each of the phrases to one of four sub-areas or profiles of performance. In Step 4, the data from Step 3 was analyzed to ensure agreement among the members as to which one of the four profiles each phrase pertains. The analysis resulted in the retention of the 287 phrases listed in the attached Annex "A".

Step 5 is a most critical step in the development of the evaluation instrument. It is the final step required to obtain the data necessary for the construction of the evaluation instrument. Although thirty-five of you were asked to assist in Step 1 or 3, all N.C.O.'s (supervisors) are being requested to assist in this step as the views of all are important and required.

Enclosed you will find:

- (a) Annex "A" - the list of descriptive phrases.
- (b) Annex "B" - an answer sheet marked "Best Constable" with completion directions attached.
- (c) Annex "C" - an answer sheet marked "Poorest Constable" with completion directions attached.

We want you to think of the "Best" Constable and the "Poorest" Constable you have ever known in the Department. Once you have selected two men (the "Best" and "Poorest") and have them clearly in mind, we want you to rate each phrase listed in Annex "A" on a five-point scale as to how well each phrase describes or applies to each of the men you have in mind.

Your rating as to how each phrase applies to the "Best" man should be recorded on the answer sheet included in Annex "B" and for the "Poorest" man in Annex "C". It is suggested that you complete one part in its entirety before commencing the second part.

We know that you are busy with your own job and that this is a somewhat lengthy exercise. However, the importance of this step in the development of the rating instrument cannot be over-emphasized. The time and effort you put into this part of the project will have a direct bearing on the future application and success of the entire program.

When you complete the process, please return Annex "B" and Annex "C" along with the cover pages direct to:

BUDGET AND FINANCE SECTION

Mark the outside of the envelope:

FOR THE PERSONAL ATTENTION OF  
DEPUTY CHIEF A. RICE.

We would like to have Annex "B" and Annex "C" completed and returned as soon as possible. We have to have them by May 20, 1975 at the latest.

If you have any questions about the project, please do not hesitate to call Sgt. Dick Gertzen at 824-6236. Thanks for your help.

Annex "A"CONSTABLE DESCRIPTIONS

1. Is often looked upon for leadership by fellow officers.
2. Is able to work with and get along with everyone.
3. Is very good at handling domestic problems on the job.
4. His image to the public as a police officer both on and off duty gives credit to other members of the Force.
5. Always keeps up his volume of work.
6. Has a good knowledge of the owners of business in his patrol area.
7. Looks beyond the surface of a situation for other causes which would help explain situations.
8. Minds his own business and doesn't get involved in everybody's problems.
9. Is a hard and honest worker.
10. Does not bring his personal problems to work with him.
11. Is always on the alert to potential situations and dangers.
12. Is able to make people understand their problems when a dispute occurs.
13. Doesn't book off sick needlessly.
14. When you are working with him in the eye of the public, he makes you feel proud of your profession because of the way he handles himself.
15. Takes orders without complaint.
16. Treats equipment supplied to him with respect and as if he paid for it himself.
17. Does not hesitate to make a decision when required.
18. Gets all the facts before he makes a decision.
19. Does not panic in situations.
20. Is able to direct complicated procedures.
21. Is firm but fair when dealing with the public.

22. Is very versatile and can cope with any type of duty.
23. Has the ability to accept constructive criticism.
24. Talks easily with school children and is liked and respected by them.
25. Seeks to better himself by use of department courses.
26. Analyses situations well.
27. Is always willing to take or assist on calls regardless of their nature.
28. Is able to discuss and resolve problems other members are having.
29. Takes proper care of departmental equipment and materiel.
30. Can keep control of a situation.
31. Does his work with interest and enthusiasm.
32. Has a pleasant disposition.
33. Is well liked by fellow officers.
34. Can be trusted for a proper handling of any assignment.
35. Does not use profane language.
36. Fellow officers enjoy working with him.
37. Tries to perform his duties as a professional.
38. Can be counted on to be there as quickly as possible in an emergency.
39. Has the ability to make his own decisions.
40. Takes orders well.
41. Follows orders but is not beyond bending the rules a little if it is necessary.
42. Handles himself very well physically.
43. Has a good knowledge of departmental procedures.
44. Is tolerant towards people.
45. Attempts to improve himself by discussing related incidents and decisions reached on similar types of occurrences.
46. Is patient and understanding.
47. Is observant and has a good memory for wanted vehicles and persons.

48. Is not afraid to question others, changes, and different ideas.
49. Speaks plainly and clearly and has a good voice.
50. Patrols his area well.
51. Keeps abreast of changes in policies and procedures.
52. Very seldom off sick.
53. Shows concern and cares for the public he serves.
54. Consults the bulletin and observation sheets so that he is aware of the day-to-day activities in his area.
55. Is a good judge of character.
56. Carries out his superior's orders regardless of his own personal feelings.
57. Is active in fraternal organizations.
58. Grasps the meaning of instructions and does not misinterpret any instruction or advice.
59. Is a good driver.
60. Remains after duty to clear up reports without claiming overtime for every minute worked.
61. Has a good knowledge of the criminal law.
62. Never forgets that he is representing more than himself to the public.
63. Will give an order but verifies that it is understood.
64. Always gives assistance when needed whether he is asked or not.
65. Shows pride in his work.
66. Can foresee difficulties and acts accordingly to the situation.
67. Learns from his mistakes.
68. Willingly accepts any assignment whether easy or difficult.
69. Shows an interest in his job while on and off duty as he does some investigations while off duty.
70. Always completes his assignments and duties.
71. Wears his uniform with pride.
72. Has a good sense of humor.

73. Has a pleasant manner towards his superiors.
74. Takes note of all valuable and essential evidence during investigations.
75. Is self-motivated.
76. Likes and is interested in other people.
77. Can be relied on in emergency situations.
78. Will try different approaches or methods to complete a job.
79. Proceeds with his duties in a sensible, logical order.
80. Is able to deal with the public without antagonizing them.
81. Is interested and involved in his community.
82. Has a good working knowledge of the laws he enforces.
83. Is punctual.
84. Follows regulations even though he doesn't always agree with them.
85. Is always on time for work.
86. Reports are thorough and factual.
87. Is very quick in adapting to new divisions.
88. Has the ability to keep his opinions of others to himself.
89. Always contributes to good morale.
90. Participates in police related events.
91. Does not forget to act with compassion for others when the situation requires this.
92. Is prepared to accept the consequences of his mistakes.
93. Written reports are accurate, concise and easy to process.
94. Can take control of a situation in the absence of an N.C.O.
95. Can take advice and instruction.
96. Has imaginative concepts and ideas.
97. Knows the criminals and their M.O.'s.
98. Is readily adaptable to new or different duties.

99. Does not allow the problems of police officers to interfere with his duties.
100. Likes what he is doing.
101. Is progressive in his work habits and will try to streamline it if possible.
102. Is a most co-operative person with the public.
103. Is a good man to have with you in a tight situation.
104. Takes direction easily.
105. Can be depended on to assist whenever necessary.
106. Is a "take charge" man on calls and at scenes of crime.
107. Always puts in a full day of work.
108. Has a keen sense of awareness and is able to cope with difficult and dangerous situations.
109. Maintains control of his temper at all times.
110. Is not afraid to face difficult situations.
111. Is able to give orders to younger officers without them resenting it.
112. Completes his reports on time.
113. Does not talk or brag about questionable past decisions, occasions, or feats.
114. Is impartial in the giving of evidence to the courts.
115. Is a diligent worker.
116. Expresses his views without malice.
117. Is a respected member of the community.
118. Tries constantly to better himself by reading, studying, taking courses and attending lectures.
119. Is articulate in verbal communication.
120. Is very thorough in the performance of his work.
121. The public respects his actions.
122. Is energetic.
123. Is a very loyal officer.
124. Keeps his reports up to date.
125. Is always interested in what others have to say.

126. Has a keen sense for spotting known criminals.
127. Can make good snap decisions.
128. Has the ability to assert himself when necessary.
129. Has good rapport with the younger generation.
130. Does not take any unnecessary time off work.
131. Drives police vehicles with care as though they were his own.
132. Shares credit with others.
133. Is liked by people with whom he comes in contact.
134. Is able to make the proper decisions most of the time.
135. Doesn't hold a grudge.
136. Is willing to work overtime occasionally without complaining.
137. Is thorough when checking property.
138. Has a clean appearance at all times.
139. Is prepared to carry out all duties assigned willingly and without question.
140. Accepts responsibility for mistakes.
141. Uses initiative and imagination in his investigation procedures.
142. Is a good judge of character.
143. Is crime prevention oriented.
144. Is aware of what happens in his patrol area.
145. Always willing to help a less experienced associate.
146. Is a conscientious enforcer of the law.
147. Is a quick thinker.
148. Reports are clear and factual.
149. Is dependable and reliable.
150. Does not believe in charging people unless warranted and can be substantiated.
151. Does not get involved in an argument in any public areas with the public.
152. Goes out of his way to check vehicles.

153. Participates in community functions.
154. Checks out situations before entering them.
155. Fills out his reports with diligence.
156. Uniform is clean and pressed.
157. Knows the criminal types in his area and notes movements and vehicles of these persons.
158. Is active in youth sports.
159. Gives clear directions to those who seek his advice.
160. Does first things first when responding to a call.
161. Is a credit to the community and area where he resides.
162. His dealings with the general public leave a good image of the department.
163. Keeps himself in good physical condition.
164. Never acts outside the law.
165. Has a keen sense to be in the right place at the right time.
166. Is persistent in his work.
167. Follows up calls by obtaining complete information for reports.
168. Responds to calls as soon as possible.
169. Is resourceful in the gathering of evidence.
170. Can speak to him concerning personal problems.
171. Is always willing to help.
172. Will accept constructive criticism from his superiors.
173. Is not the type of person who will step on someone else to get ahead.
174. Cares about people.
175. Works well as part of a team.
176. Is prompt to back up a fellow officer needing assistance.
177. Is calm, cool and collected at all times.
178. Is always willing to give advice when asked for it.
179. Requires little or no supervision.

180. Accepts any assignment or division transfer without complaining.
181. Personal life and behaviour are above reproach.
182. Does not abuse the laws he enforces.
183. Has a good memory.
184. Checks daily orders to keep informed of possible high crime areas.
185. Uses knowledge gained by experience.
186. Can take and benefit from honest criticism.
187. Is a good backup man.
188. Is self-confident of his own abilities.
189. Is even tempered.
190. Knows how to investigate an offence from start to finish.
191. Is aware of today's society and its problems.
192. Is always early for work in order to find out what is going on.
193. Is an individual, not easily led or influenced.
194. Never publicly criticizes the department.
195. Is an ambitious person.
196. Maintains a consistent work load and does not object to taking on additional work when requested to do so.
197. Takes command when necessary.
198. Has a good posture.
199. Speaks very clearly, to the point, and does not get confused when giving evidence.
200. Has a good knowledge of the trouble spots in his patrol area.
201. Sets up good relations between the public and the department.
202. Is tactful and diplomatic in his relations with the public.
203. Is known and respected by most of the population in his area.

204. Gets along well with officers junior to him.
205. Makes good use of previous knowledge regarding crime and criminals.
206. Always makes fellow patrol members aware of problem areas.
207. Has the ability to appraise a situation quickly and accurately.
208. Is aware of what occurred during previous shifts.
209. Has confidence in himself.
210. Gets along well with his associates.
211. Is well organized in his work.
212. Does not use any more force than is necessary.
213. Adheres and adapts himself to departmental policies and rules.
214. Is very impressive in his dress and personal grooming.
215. Does not abuse authority.
216. Knows what action to take when on calls.
217. Can be trusted to do what he is told.
218. Is able to work without supervision.
219. Is a mature person with mature ideas.
220. Enjoys dealing with people.
221. Does not try to impress his superiors by bragging about his accomplishments.
222. Has an extensive knowledge of human behaviour.
223. Is willing to accept and adjust quickly to new ideas.
224. Is able to mediate at "domestic calls" and is never put off by threats of violence.
225. Can get his ideas across quickly and easily.
226. Possesses the ability to converse with people of all levels.
227. Is eager to learn and spends time on his own to further his knowledge of the job.
228. Has a good disposition.
229. Can take charge of any situation which can arise.

230. Believes there are two sides to every story and is ready to listen before making a final judgement.
231. Never misses work due to being a "gold bricker".
232. Can be called upon at any time for extra duty and does so willingly.
233. Is dedicated to his job.
234. Strives to improve himself.
235. Treats all people with respect and due dignity.
236. Is quick to analyse a situation.
237. Knows how to interview a suspect.
238. Accepts responsibility for actions and decisions.
239. Dresses neatly and cleanly at all times.
240. Respects his superiors.
241. Treats everyone as equals.
242. Is very quick to learn and understand new subject matter.
243. Is a credit to the force.
244. Uses common sense at all times.
245. Thinks before rushing into things.
246. Has the necessary drive to push work through to a conclusion without delay.
247. Shows leadership ability.
248. Is a very cautious person.
249. Is co-operative and will go out of his way to assist another officer.
250. Is able to assist and direct younger men properly.
251. Is co-operative and will go out of his way to assist civilians.
252. Is always prompt in completing assigned duties.
253. Takes time to assist his fellow officers.
254. Endeavours to further his knowledge of all aspects of law pertaining to police work.
255. Has a pleasant manner towards his fellow officers.

256. Never hesitates to take the initiative if there is a doubt.
257. Has a knack for gaining control in a crisis.
258. His opinions are listened to and respected by his associates.
259. Goes out of his way to improve public relations.
260. Participates in a wide range of sports.
261. Other members with whom he works listen to his suggestions and knowledge of police work.
262. Will give credit to other members when credit is due.
263. Is sincere and truthful.
264. Goes to his superiors if he has a problem rather than talking about them behind their backs.
265. Is an immaculate dresser both in uniform and out.
266. Is always alert and aware of what is happening when on a call or on patrol.
267. Criticizes some matters but in a constructive way.
268. Is always well prepared, has the facts straight, and gives good evidence in court.
269. Gets personal satisfaction out of his work.
270. Speaks well of other force members.
271. Will not belittle one member in front of others.
272. Gives full effort to the required task.
273. Is dedicated to his superior officers.
274. Is not "charge-happy".
275. Makes himself available for last minute calls.
276. Is able to make on-the-spot decisions when necessary.
277. Does not talk behind another's back.
278. Always does his share and more when working with others.
279. Is honest and trustworthy.
280. Has the ability to make sound judgements.
281. Does not forget he is a police officer both on and off duty and governs himself accordingly.

282. States clearly to persons he deals with what can or will occur as a result of his investigations.
283. Respects the men in higher ranks but will not try to curry favour with them.
284. Easy to communicate with.
285. Is always courteous and polite with everyone.
286. Plans his work day by allotting specific times to complete the various duties which he must perform.
287. Shows initiative by noting unusual happenings when on patrol.

Annex "B"

RE: PERSONNEL EVALUATION AND DEVELOPMENT

RETURN TO: BUDGET AND FINANCE SECTION

FOR THE PERSONAL ATTENTION OF  
DEPUTY CHIEF A. RICE

FROM:

"BEST" CONSTABLEDIRECTIONS:

1. Think of the "BEST" Constable you have ever known in the Department.
2. Carefully examine each of the 287 descriptive phrases listed in Annex "A".
3. As you examine each phrase, rate each phrase on a 5 - point scale as to how well it describes or applies to the "BEST" constable that you have selected.
4. In other words, for each phrase ask yourself the question:

The phrase ". . . . ." describes or applies to Cst. \_\_\_\_:

5	4	3	2	1
ALWAYS?	MOST OF THE TIME?	PART OF THE TIME?	SELDOM?	NEVER?

5. Once you have decided how the phrase applies to the Constable you are describing, enter either the number 5, 4, 3, 2, or 1 in the blank beside the corresponding phrase number on the answer sheet entitled "Best" Constable.
6. To illustrate:
  - (a) Phrase 1 is "Is often looked upon for leadership by fellow officers". If you decide that this phrase applies "Part of the time" to the Constable you have selected, enter the number three (3) in the blank to the right of number 1 on the answer sheet, i.e., 1. 3.

(b) Phrase 2 is "Is able to work with and get along with everyone". If you decide that this phrase applies "Always" to the Constable you have selected, enter the number five (5) in the blank to the right of the number 2 on the answer sheet, i.e., 2. 5.

7. Ensure that you rate only a man that you have actually known, NOT someone you have heard about or the "ideal best" you can image.

8. It is important that you keep one and only one man in mind while rating the phrases. We suggest that you write his name on a piece of paper and while you rate the phrases, occasionally glance at his name so that you can keep him clearly in mind.

9. Do not place the name of the person you are rating on the answer sheet. We do not want any names handed in.

10. Ensure that you score all phrases. If you do not know how to mark a particular phrase, estimate how you think the Constable would have acted had the occasion presented itself.

11. Rate each phrase as an independent statement.

12. You may find that some of the phrases are very similar. This is not to trick anyone, but merely to explore all possible characteristics.

13. NOTE

Although the Constable you select may be the "BEST" Constable you have ever known in the Department, it is quite possible, and more than likely probable, that he may be low in certain descriptions of his behaviour. Most people do have relative strengths and weaknesses. It is of utmost importance that you bear this in mind when you rate the phrases and rate them according to how they actually apply to the member. If this procedure is not followed, this complete exercise will be virtually useless.

Annex "B"

ANSWER SHEET

"BEST" CONSTABLE

1.	___	26.	___	51.	___	76.	___
2.	___	27.	___	52.	___	77.	___
3.	___	28.	___	53.	___	78.	___
4.	___	29.	___	54.	___	79.	___
5.	___	30.	___	55.	___	80.	___
6.	___	31.	___	56.	___	81.	___
7.	___	32.	___	57.	___	82.	___
8.	___	33.	___	58.	___	83:	___
9.	___	34.	___	59.	___	84.	___
10.	___	35.	___	60.	___	85.	___
11.	___	36.	___	61.	___	86.	___
12.	___	37.	___	62.	___	87.	___
13.	___	38.	___	63.	___	88.	___
14.	___	39.	___	64.	___	89.	___
15.	___	40.	___	65.	___	90.	___
16.	___	41.	___	66.	___	91.	___
17.	___	42.	___	67.	___	92.	___
18.	___	43.	___	68.	___	93.	___
19.	___	44.	___	69.	___	94.	___
20.	___	45.	___	70.	___	95.	___
21.	___	46.	___	71.	___	96.	___
22.	___	47.	___	72.	___	97.	___
23.	___	48.	___	73.	___	98.	___
24.	___	49.	___	74.	___	99.	___
25.	___	50.	___	75.	___	100.	___

101.	_____	126.	_____	151.	_____	176.	_____
102.	_____	127.	_____	152.	_____	177.	_____
103.	_____	128.	_____	153.	_____	178.	_____
104.	_____	129.	_____	154.	_____	179.	_____
105.	_____	130.	_____	155.	_____	180.	_____
106.	_____	131.	_____	156.	_____	181.	_____
107.	_____	132.	_____	157.	_____	182.	_____
108.	_____	133.	_____	158.	_____	183.	_____
109.	_____	134.	_____	159.	_____	184.	_____
110.	_____	135.	_____	160.	_____	185.	_____
111.	_____	136.	_____	161.	_____	186.	_____
112.	_____	137.	_____	162.	_____	187.	_____
113.	_____	138.	_____	163.	_____	188.	_____
114.	_____	139.	_____	164.	_____	189.	_____
115.	_____	140.	_____	165.	_____	190.	_____
116.	_____	141.	_____	166.	_____	191.	_____
117.	_____	142.	_____	167.	_____	192.	_____
118.	_____	143.	_____	168.	_____	193.	_____
119.	_____	144.	_____	169.	_____	194.	_____
120.	_____	145.	_____	170.	_____	195.	_____
121.	_____	146.	_____	171.	_____	196.	_____
122.	_____	147.	_____	172.	_____	197.	_____
123.	_____	148.	_____	173.	_____	198.	_____
124.	_____	149.	_____	174.	_____	199.	_____
125.	_____	150.	_____	175.	_____	200.	_____

201.	_____	223.	_____	245.	_____	267.	_____
202.	_____	224.	_____	246.	_____	268.	_____
203.	_____	225.	_____	247.	_____	269.	_____
204.	_____	226.	_____	248.	_____	270.	_____
205.	_____	227.	_____	249.	_____	271.	_____
206.	_____	228.	_____	250.	_____	272.	_____
207.	_____	229.	_____	251.	_____	273.	_____
208.	_____	230.	_____	252.	_____	274.	_____
209.	_____	231.	_____	253.	_____	275.	_____
210.	_____	232.	_____	254.	_____	276.	_____
211.	_____	233.	_____	255.	_____	277.	_____
212.	_____	234.	_____	256.	_____	278.	_____
213.	_____	235.	_____	257.	_____	279.	_____
214.	_____	236.	_____	258.	_____	280.	_____
215.	_____	237.	_____	259.	_____	281.	_____
216.	_____	238.	_____	260.	_____	282.	_____
217.	_____	239.	_____	261.	_____	283.	_____
218.	_____	240.	_____	262.	_____	284.	_____
219.	_____	241.	_____	263.	_____	285.	_____
220.	_____	242.	_____	264.	_____	286.	_____
221.	_____	243.	_____	265.	_____	287.	_____
222.	_____	244.	_____	266.	_____		_____

Annex "C"

RE: PERSONNEL EVALUATION AND DEVELOPMENT

RETURN TO: BUDGET AND FINANCE SECTION

FOR THE PERSONAL ATTENTION OF  
DEPUTY CHIEF A. RICE.

FROM:

"POOREST" CONSTABLEDIRECTIONS:

1. Think of the "POOREST" Constable you have ever known in the Department.
2. Carefully examine each of the 287 descriptive phrases listed in Annex "A".
3. As you examine each phrase, rate each phrase on a 5 - point scale as to how well it describes or applies to the "POOREST" constable that you have selected.
4. In other words, for each phrase ask yourself the question:

The phrase ". . . ." describes or applies to Cst. \_\_\_\_\_:

5	4	3	2	1
ALWAYS?	MOST OF THE TIME?	PART OF THE TIME?	SELDOM?	NEVER?

5. Once you have decided how the phrase applies to the Constable you are describing, enter either the number 5, 4, 3, 2, or 1 in the blank beside the corresponding phrase number on the answer sheet entitled "Poorest" Constable.

6. To illustrate:

- (a) Phrase 1 is "Is often looked upon for leadership by fellow officers". If you decide that this phrase applies "Seldom" to the Constable you have selected, enter the number two (2) in the blank to the right of number 1 on the answer sheet, i.e., 1. 2.

(b) Phrase 2 is "Is able to work with and get along with everyone". If you decide that this phrase applies "Most of the time" to the Constable you have selected, enter the number four (4) in the blank to the right of number 2 on the answer sheet, i.e., 2. 4.

7. Ensure that you rate only a man that you have actually known, NOT someone you have heard about or the "poorest" you can imagine.

8. Please bear in mind directions 8 through 12 outlined in Annex "B".

9. NOTE

Although the Constable you select may be the "POOREST" Constable you have ever known in the Department, it is quite possible, and more than likely probable, that he may be high in certain descriptions of his behaviour. Most people do have relative strengths and weaknesses. It is of utmost importance that you bear this in mind when you rate the phrases and rate them according to how they actually apply to the member. If this procedure is not followed, this complete exercise will be virtually useless.

Annex "C"

ANSWER SHEET

"POOREST" CONSTABLE

1.	_____	26,	_____	51.	_____	76.	_____
2.	_____	27.	_____	52.	_____	77.	_____
3.	_____	28.	_____	53.	_____	78.	_____
4.	_____	29.	_____	54.	_____	79.	_____
5.	_____	30.	_____	55.	_____	80.	_____
6.	_____	31.	_____	56.	_____	81.	_____
7.	_____	32.	_____	57.	_____	82.	_____
8.	_____	33.	_____	58.	_____	83.	_____
9.	_____	34.	_____	59.	_____	84.	_____
10.	_____	35.	_____	60.	_____	85.	_____
11.	_____	36.	_____	61.	_____	86.	_____
12.	_____	37.	_____	62.	_____	87.	_____
13.	_____	38.	_____	63.	_____	88.	_____
14.	_____	39.	_____	64.	_____	89.	_____
15.	_____	40.	_____	65.	_____	90.	_____
16.	_____	41.	_____	66.	_____	91.	_____
17.	_____	42.	_____	67.	_____	92.	_____
18.	_____	43.	_____	68.	_____	93.	_____
19.	_____	44.	_____	69.	_____	94.	_____
20.	_____	45.	_____	70.	_____	95.	_____
21.	_____	46.	_____	71.	_____	96.	_____
22.	_____	47.	_____	72.	_____	97.	_____
23.	_____	48.	_____	73.	_____	98.	_____
24.	_____	49.	_____	74.	_____	99.	_____
25.	_____	50.	_____	75.	_____	100.	_____

101.	_____	126.	_____	151.	_____	176.	_____
102.	_____	127.	_____	152.	_____	177.	_____
103.	_____	128.	_____	153.	_____	178.	_____
104.	_____	129.	_____	154.	_____	179.	_____
105.	_____	130.	_____	155.	_____	180.	_____
106.	_____	131.	_____	156.	_____	181.	_____
107.	_____	132.	_____	157.	_____	182.	_____
108.	_____	133.	_____	158.	_____	183.	_____
109.	_____	134.	_____	159.	_____	184.	_____
110.	_____	135.	_____	160.	_____	185.	_____
111.	_____	136.	_____	161.	_____	186.	_____
112.	_____	137.	_____	162.	_____	187.	_____
113.	_____	138.	_____	163.	_____	188.	_____
114.	_____	139.	_____	164.	_____	189.	_____
115.	_____	140.	_____	165.	_____	190.	_____
116.	_____	141.	_____	166.	_____	191.	_____
117.	_____	1421	_____	167.	_____	192.	_____
118.	_____	143.	_____	168.	_____	193.	_____
119.	_____	144.	_____	169.	_____	194.	_____
120.	_____	145.	_____	170.	_____	195.	_____
121.	_____	146.	_____	171.	_____	196.	_____
122.	_____	147.	_____	172.	_____	197.	_____
123.	_____	148.	_____	173.	_____	198.	_____
124.	_____	149.	_____	174.	_____	199.	_____
125.	_____	150.	_____	175.	_____	200.	_____

201.	_____	223.	_____	245.	_____	267.	_____
202.	_____	224.	_____	246.	_____	268.	_____
203.	_____	225.	_____	247.	_____	269.	_____
204.	_____	226.	_____	248.	_____	270.	_____
205.	_____	227.	_____	249.	_____	271.	_____
206.	_____	228.	_____	250.	_____	272.	_____
207.	_____	229.	_____	251.	_____	273.	_____
208.	_____	230.	_____	252.	_____	274.	_____
209.	_____	231.	_____	253.	_____	275.	_____
210.	_____	232.	_____	254.	_____	276.	_____
211.	_____	233.	_____	255.	_____	277.	_____
212.	_____	234.	_____	256.	_____	278.	_____
213.	_____	235.	_____	257.	_____	279.	_____
214.	_____	236.	_____	258.	_____	280.	_____
215.	_____	237.	_____	259.	_____	281.	_____
216.	_____	238.	_____	260.	_____	282.	_____
217.	_____	239.	_____	261.	_____	283.	_____
218.	_____	240.	_____	262.	_____	284.	_____
219.	_____	241.	_____	263.	_____	285.	_____
220.	_____	242.	_____	264.	_____	286.	_____
221.	_____	243.	_____	265.	_____	287.	_____
222.	_____	244.	_____	266.	_____		_____

APPENDIX E

Preference Indices, Discrimination Indices, Profile  
Assignment and Frequency of Assignment to Profile  
for the Phrases Listed on the Constable Description  
Check List in Appendix D

Preference Indices, Discrimination Indices, Profile Assignment and Frequency of Assignment to Profile for the Phrases Listed on the Constable Description Check List in Appendix D

Phrase Number	P.I.	D.I.	Profile	Frequency
1	2.60	166	1	13
2	3.74	122	4	13
3	3.43	148	1	11
4	3.42	154	4	9
5	3.64	148	2	14
6	3.68	68	1	16
7	3.25	150	1	10
8	3.72	76	3	10
9	3.61	156	2	10
10	3.52	78	3	13
11	3.62	154	1	14
12	3.44	144	1	12
13	3.42	88	3	13
14	3.25	160	3	13
15	3.80	118	3	12
16	3.96	90	3	15
17	3.58	140	2	13
18	3.69	150	1	11
19	3.33	102	1	10
20	3.33	156	1	15
21	3.77	146	1	8
22	3.46	168	1	15
23	3.41	126	3	8
24	4.00	102	4	14
25	2.85	132	1	10
26	3.57	156	1	15
27	4.04	114	2	15
28	2.86	138	4	10
29	4.17	112	3	15
30	3.56	160	1	14
31	3.57	154	2	9
32	3.76	118	3	8
33	3.72	124	4	16
34	3.63	164	2	10
35	3.24	18	3	14
36	3.50	158	4	13
37	3.91	140	3	9
38	4.38	144	2	14

Phrase Number	P.I.	D.I.	Profile	Frequency
39	3.69	150	1	8
40	3.80	128	3	14
41	3.52	92	2	8
42	3.90	92	3	13
43	3.75	132	1	9
44	3.66	120	4	13
45	3.29	142	1	10
46	3.53	118	4	11
47	3.60	140	1	15
48	3.39	110	1	8
49	4.11	116	1	10
50	3.79	142	1	10
51	3.52	140	3	8
52	3.24	66	3	14
53	3.60	144	4	11
54	3.54	146	1	11
55	3.50	146	1	10
56	3.84	116	3	11
57	2.58	74	4	15
58	3.52	152	1	10
59	4.09	88	3	14
60	3.00	120	2	11
61	3.63	152	1	16
62	3.52	116	4	10
63	3.21	146	1	11
64	3.71	120	2	12
65	3.65	158	3	14
66	3.53	162	1	16
67	3.61	154	2	10
68	3.83	134	2	15
69	2.40	140	2	11
70	3.92	132	2	12
71	3.89	130	3	16
72	3.85	102	4	12
73	3.85	120	4	14
74	3.79	146	1	16
75	3.50	162	2	16
76	3.58	128	4	16
77	4.06	154	2	12
78	3.29	146	1	12
79	3.63	156	1	9
80	3.69	136	4	13

Phrase Number	P.I.	D.I.	Profile	Frequency
81	2.89	102	4	15
82	3.65	154	1	16
83	4.23	112	3	8
84	3.88	104	3	15
85	4.42	96	3	13
86	3.74	152	1	14
87	3.60	158	1	11
88	3.52	108	4	9
89	3.50	130	4	8
90	2.87	106	4	16
91	3.82	108	4	9
92	3.74	134	2	16
93	3.71	154	1	14
94	3.57	162	1	13
95	3.79	138	3	12
96	3.20	152	1	13
97	3.47	140	1	16
98	3.52	156	1	11
99	3.48	108	3	10
100	3.78	128	3	11
101	3.41	150	1	9
102	3.80	118	4	15
103	3.92	150	2	9
104	3.66	144	3	13
105	4.35	156	2	12
106	3.57	156	1	14
107	3.80	148	2	9
108	3.62	160	1	14
109	3.78	94	3	14
110	3.55	128	2	9
111	3.41	150	1	11
112	3.87	126	2	14
113	3.27	52	3	9
114	4.20	120	1	14
115	3.73	156	2	15
116	3.72	124	3	9
117	3.92	104	4	15
118	2.80	150	1	11
119	3.61	126	1	10
120	3.59	160	2	8

Phrase Number	P.I.	D.I.	Profile	Frequency
121	3.56	152	4	11
122	3.61	160	2	15
123	3.88	126	3	10
124	3.95	124	2	12
125	3.70	116	4	12
126	3.61	144	1	16
127	3.52	164	1	10
128	3.62	152	1	10
129	3.75	102	4	14
130	3.46	96	3	9
131	3.95	86	3	14
132	4.07	110	4	9
133	3.69	134	4	15
134	3.58	156	1	12
135	3.32	52	3	9
136	3.80	128	2	8
137	3.92	122	2	9
138	4.28	122	3	16
139	3.69	144	3	9
140	3.74	140	2	15
141	3.46	160	1	11
142	3.56	150	1	9
143	3.27	142	1	10
144	3.66	150	1	15
145	3.97	130	2	10
146	3.66	154	3	8
147	3.67	152	1	13
148	3.80	142	1	15
149	3.85	152	2	13
150	3.94	102	1	14
151	3.18	100	3	8
152	3.42	146	2	10
153	2.68	92	4	15
154	3.52	136	1	13
155	3.61	154	2	8
156	4.26	116	3	16
157	3.57	154	1	16
158	2.47	70	4	16
159	3.73	146	1	12
160	3.72	150	1	15

Phrase Number	P.I.	D.I.	Profile	Frequency
161	3.63	126	4	13
162	3.57	154	4	16
163	3.83	82	1	12
164	3.31	64	3	16
165	3.17	146	1	16
166	3.58	164	2	14
167	3.62	162	1	11
168	4.25	140	2	13
169	3.83	150	1	15
170	3.58	98	4	8
171	4.03	126	2	10
172	3.73	118	3	8
173	3.33	62	3	8
174	3.73	126	4	15
175	3.59	154	4	8
176	4.56	136	2	11
177	3.78	124	3	10
178	4.00	128	2	8
179	3.50	82	2	9
180	3.68	112	3	14
181	3.78	94	3	14
182	3.47	92	3	14
183	3.87	126	1	16
184	3.54	154	1	12
185	3.82	152	1	13
186	3.59	138	3	8
187	4.17	146	2	11
188	3.80	124	3	11
189	3.81	88	3	15
190	3.60	158	1	15
191	3.53	150	1	14
192	3.39	128	3	9
193	3.33	100	3	13
194	2.92	70	3	13
195	3.41	150	2	15
196	3.39	140	2	12
197	3.57	162	1	12
198	3.97	102	3	16
199	3.87	140	1	15
200	3.70	146	1	16

Phrase Number	P.I.	D.I.	Profile	Frequency
201	3.50	142	4	16
202	3.63	146	4	12
203	3.53	126	4	14
204	3.86	130	4	14
205	3.76	154	1	16
206	3.50	154	1	9
207	3.59	158	1	15
208	3.41	138	1	12
209	4.06	112	3	12
210	3.82	126	4	16
211	3.61	154	1	12
212	3.59	78	3	13
213	3.76	122	3	15
214	3.76	126	3	15
215	3.36	96	3	13
216	3.73	152	1	16
217	4.05	140	2	10
218	3.71	160	2	10
219	3.70	154	3	13
220	3.72	138	4	14
221	3.08	72	3	9
222	3.21	142	1	14
223	3.52	152	1	10
224	3.72	126	1	9
225	3.61	152	1	13
226	3.73	136	4	8
227	2.86	154	1	10
228	3.77	130	3	12
229	3.57	164	1	12
230	3.84	134	1	12
231	3.53	108	3	11
232	3.77	130	3	11
233	3.61	152	3	12
234	3.50	162	1	9
235	3.79	130	4	11
236	3.63	158	1	14
237	3.58	156	1	15
238	3.71	156	2	14
239	4.26	126	3	16
240	3.83	112	3	10

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Phrase Number	P.I.	D.I.	Profile	Frequency
241	3.76	110	4	10
242	3.58	160	1	14
243	3.75	162	3	13
244	3.71	160	1	10
245	3.68	158	1	13
246	3.54	158	2	13
247	3.53	164	1	13
248	3.36	100	1	9
249	3.98	140	4	11
250	3.57	166	1	15
251	3.82	116	4	11
252	3.71	144	2	13
253	3.62	154	4	8
254	3.21	154	1	9
255	3.89	118	4	13
256	3.20	126	2	11
257	3.54	162	1	15
258	3.50	166	1	11
259	3.16	124	4	13
260	2.48	68	4	15
261	3.28	162	1	13
262	4.06	124	3	9
263	4.11	128	3	12
264	3.71	132	3	11
265	3.71	120	3	14
266	3.72	154	1	13
267	3.17	126	3	8
268	3.79	150	1	16
269	3.64	150	3	12
270	3.71	126	4	10
271	3.16	74	4	11
272	3.73	156	2	12
273	3.56	108	3	10
274	3.30	64	3	9
275	3.44	152	2	10
276	3.64	154	2	10
277	3.29	98	4	10
278	3.53	164	2	11
279	4.45	138	3	12
280	3.61	162	1	14

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Phrase Number	P.I.	D.I.	Profile	Frequency
281	3.74	102	3	13
282	3.73	142	1	12
283	3.52	96	3	10
284	3.87	140	4	11
285	3.83	112	4	12
286	3.07	136	1	12
287	3.52	156	1	10

APPENDIX F

The Performance Evaluation Report

CONFIDENTIAL  
(When Completed)

OTTAWA POLICE DEPARTMENT



PERFORMANCE EVALUATION REPORT

PERFORMANCE EVALUATION REPORT

Directions for the Rater

1. This Performance Evaluation Report is to be filled out on each Constable under your command who is employed on uniform field (platoon) operations.
2. The Performance Evaluation Report consists of three parts:
  - Part I - is designed to measure the over-all effectiveness of the member.
  - Part II - is designed to indicate areas requiring improvement (if any).
  - Part III - is designed as a performance summary to be completed and discussed with the member.
3. Part I contains twenty sets of four descriptive phrases labelled "a", "b", "c" and "d".
4. For each set of phrases you are to decide which two statements best describe the member. The member may be greatly like all the phrases, or only a little like the phrases in each set. However, you are to select two, or only two, in each set that best describe the member.
5. When you have decided which two phrases best describe the member, circle the letter "a", "b", "c" or "d" according to your choice.
6. For example here is a sample set of phrases:
  - a. Reports are thorough and factual.
  - b. Is thorough when checking property.
  - c. Has a good disposition.
  - d. Speaks well of other force members.

Here we selected "Is thorough when checking property" and "Speaks well of other force members" as most descriptive of the Constable. Hence the letters "b" and "d" were circled.

7. On the following pages are twenty sets of phrases. Fill out the name of the Constable and platoon. Then proceed to answer each of the twenty sets of phrases describing the Constable.
8. It is important that you treat each set of phrases independently of others. Do not try to be consistent with similar phrases elsewhere in the report. Select phrases which best describe the member and not what you feel should be selected. It is important to the Department and the member that he is described accurately.

NAME \_\_\_\_\_ PLATOON \_\_\_\_\_

PART ISelect two of the four phrases most like him.1

- a. Has a good knowledge of the owners of businesses in his patrol area.
- b. Is able to make on-the-spot decisions when necessary.
- c. Takes time to assist his fellow officers.
- d. Is an immaculate dresser both in uniform and out.

2

- a. Does not believe in charging people unless warranted and can be substantiated.
- b. Is a good man to have with you in a tight situation.
- c. Drives police vehicles with care as though they were his own.
- d. Is co-operative and will go out of his way to assist another officer.

3

- a. Thinks before rushing into things.
- b. Is a conscientious enforcer of the law.
- c. Is prepared to accept the consequences of his mistakes.
- d. Is tolerant towards people.

4

- a. Always gives assistance when needed whether he is asked or not.
- b. Has a good working knowledge of the laws he enforces.
- c. Is a mature person with mature ideas.
- d. Is a credit to the community and area where he resides.

5

- a. Fellow officers enjoy working with him.
- b. Checks out situations before entering them.
- c. Can take and benefit from honest criticism.
- d. Always does his share and more when working with others.

6

- a. Checks daily orders to keep informed of possible high crime areas.
- b. Follows orders but is not beyond bending the rules a little if it is necessary.
- c. Works well as part of a team.
- d. Does not use any more force than is necessary.

7

- a. Always contributes to good morale.
- b. Is self-motivated.
- c. Keeps abreast of changes in policies and procedures.
- d. Shows leadership ability.

8

- a. Will not belittle one member in front of others.
- b. Does not get involved in an argument in any public areas with the public.
- c. Plans his work day by allotting specific times to complete the various duties which he must perform.
- d. Goes out of his way to improve public relations.

9

- a. Does not abuse the laws he enforces.
- b. His opinions are listened to and respected by his associates.
- c. Is known and respected by most of the population in his area.
- d. Has the necessary drive to push work through to a conclusion without delay.

10

- a. Written reports are accurate, concise, and easy to process.
- b. Is able to work with and get along with everyone.
- c. Accepts responsibility for actions and decisions.
- d. Adheres and adapts himself to departmental policies and rules.

11

- a. Gives full effort to the required task.
- b. Is very impressive in his dress and personal grooming.
- c. Does first things first when responding to a call.
- d. Is a most co-operative person with the public.

12

- a. Requires little or no supervision.
- b. Knows the criminals and their M.O.s.
- c. Respects the men in higher ranks but will not try to curry favour with them.
- d. Sets up good relations between the public and the department.

13

- a. Is well liked by fellow officers.
- b. Is a credit to the force.
- c. Is able to work without supervision.
- d. Has a good knowledge of departmental procedures.

14

- a. Is a diligent worker.
- b. Makes good use of previous knowledge regarding crime and criminals.
- c. Personal life and behaviour are above reproach.
- d. Is co-operative and will go out of his way to assist civilians.

15

- a. Has a good memory.
- b. Is a respected member of the community.
- c. Is dependable and reliable.
- d. Tries to perform his duties as a professional.

16

- a. Proceeds with his duties in a sensible, logical order.
- b. Is able to deal with the public without antagonizing them.
- c. Accepts any assignment or division transfer without complaining.
- d. Can be trusted for the proper handling of any assignment.

17

- a. Can make good snap decisions.
- b. Requires little or no supervision.
- c. The public respects his actions.
- d. Never misses work due to being a "gold-bricker".

18

- a. Is persistent in his work.
- b. Is articulate in verbal communication.
- c. Likes and is interested in other people.
- d. Shows pride in his work.

19

- a. Is tactful and diplomatic in his relations with the public.
- b. Will accept constructive criticism from his superiors.
- c. Is prepared to carry out all duties assigned willingly and without question.
- d. Is always interested in what others have to say.

20

- a. Is dedicated to his job.
- b. Is able to assist and direct younger men properly.
- c. Is not afraid to face difficult situations.
- d. Has the ability to keep his opinions of others to himself.

PART II

DESCRIPTIVE RANKING

1. This part contains ten sets of four activities each.
2. For each set you are to rank the four statements from "1" to "4" by circling the proper number to the right of each statement. Use all numbers 1, 2, 3, and 4 for each set.
3. DO NOT USE THE SAME NUMBER MORE THAN ONCE IN EACH SET. Circle a "1" after the item most descriptive of the member, a "2" after the item second most descriptive of the member, a "3" after the item third most descriptive of the member, and a "4" after the item fourth most, or least, descriptive of the member.
4. For example, here is a sample set of phrases:
  - a. Patrols his area well.      1 2 (3) 4
  - b. Is a good backup man.      1 (2) 3 4
  - c. Does not abuse authority.    (1) 2 3 4
  - d. Treats everyone as equals.   1 2 3 (4)
5. If we decide that statement "c" best describes the Constable, we would circle number "1" next to phrase "c". If we decide that statement "b" is second most descriptive of the member, we would circle number "2" next to phrase "b". If we decide that statement "a" is third most descriptive of the member, we would circle number "3" next to phrase "a". And if we decide that statement "d" is fourth most descriptive of the member, we would circle number "4" next to phrase "d".
6. It is not necessary to make any comparisons from set to set, only consider the four statements in each particular set at a time. Now proceed to answer the following ten sets in the same way.

PART II1

- |   |         |
|---|---------|
| a. Wears his uniform with pride.                | 1 2 3 4 |
| b. Completes his reports on time.               | 1 2 3 4 |
| c. Gets along well with officers junior to him. | 1 2 3 4 |
| d. Uses knowledge gained by experience.         | 1 2 3 4 |

2

- |  |         |
|--|---------|
| a. Always willing to help a less experienced associate.                  | 1 2 3 4 |
| b. Speaks plainly and clearly and has a good voice.                      | 1 2 3 4 |
| c. Talks easily with school children and is liked and respected by them. | 1 2 3 4 |
| d. Has confidence in himself.  | 1 2 3 4 |

3

- |  |         |
|--|---------|
| a. Has a good knowledge of the criminal law.         | 1 2 3 4 |
| b. Is liked by people with whom he comes in contact. | 1 2 3 4 |
| c. Always keeps up his volume of work.               | 1 2 3 4 |
| d. Gets personal satisfaction out of his work.       | 1 2 3 4 |

4

- |  |         |
|--|---------|
| a. Gets along well with his associates.      | 1 2 3 4 |
| b. Reports are clear and factual.            | 1 2 3 4 |
| c. Always puts in a full day of work.        | 1 2 3 4 |
| d. Is calm, cool and collected at all times. | 1 2 3 4 |

5

- a. Takes directions easily. 1 2 3 4
- b. Can take control of a situation in the absence of an N.C.O. 1 2 3 4
- c. Does not hesitate to make a decision when required. 1 2 3 4
- d. His dealings with the general public leave a good image of the department. 1 2 3 4

6

- a. Has a pleasant manner towards his superiors. 1 2 3 4
- b. Is a very loyal officer. 1 2 3 4
- c. Is resourceful in the gathering of evidence. 1 2 3 4
- d. Always completes his assignments and duties. 1 2 3 4

7

- a. Enjoys dealing with people. 1 2 3 4
- b. Takes note of all valuable and essential evidence during investigations. 1 2 3 4
- c. Can take advice and instruction. 1 2 3 4
- d. Accepts responsibility for mistakes. 1 2 3 4

8

- a. Is always early for work in order to find out what is going on. 1 2 3 4
- b. Makes himself available for last minute calls. 1 2 3 4
- c. His image to the public as a police officer both on and off duty gives credit to other members of the Force. 1 2 3 4
- d. Is able to give orders to younger officers without them resenting it. 1 2 3 4

9

- |   |   |   |   |   |
|---|---|---|---|---|
| a. Is self-confident of his own abilities.  | 1 | 2 | 3 | 4 |
| b. Willingly accepts any assignment whether easy or difficult.                        | 1 | 2 | 3 | 4 |
| c. Treats all people with respect and due dignity.                                    | 1 | 2 | 3 | 4 |
| d. Is always well prepared, has the facts straight, and gives good evidence in court. | 1 | 2 | 3 | 4 |

10

- |   |   |   |   |   |
|---|---|---|---|---|
| a. Is impartial in the giving of evidence to the courts.                    | 1 | 2 | 3 | 4 |
| b. Is always willing to take or assist on calls regardless of their nature. | 1 | 2 | 3 | 4 |
| c. Shares credit with others.   | 1 | 2 | 3 | 4 |
| d. Takes proper care of departmental equipment and materiel.                | 1 | 2 | 3 | 4 |

PART IIIPERFORMANCE SUMMARY

This Part is to be completed and discussed with the member. A personal interview between the member and his supervisor is an opportunity for discussion of job performance. The primary objective is developing the member towards his fullest potential. Each member has a desire to know how well his supervisors think he is performing. The responsibility of indicating achievements as well as needed areas of improvement rest with the supervisor.

A. Using the following scale, circle the number for each statement that best describes the member.

- 5 - Exactly like this
- 4 - Very much like this
- 3 - Somewhat like this
- 2 - Not very much like this
- 1 - Not at all like this

- |  |           |
|--|-----------|
| 1. He has the knowledge and technical competence necessary to carry out his assignments.           | 5 4 3 2 1 |
| 2. He has the drive to tackle his work and can be depended on to get his work done without delay.  | 5 4 3 2 1 |
| 3. He carries out his duties in accordance with established policies and procedures.               | 5 4 3 2 1 |
| 4. He gets along well with others, helps maintain good morale, and can work as a member of a team. | 5 4 3 2 1 |

- B. Give specific areas where further developments are required or greater potential exists for the member.

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- C. What specific actions will you take, or should be taken, during the next year to help the member's performance?

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- D. What is your estimate of the Constable's over-all value to the Department? Place an "X" in the space opposite the best description.

1. A Constable who is not of the calibre one should reasonably expect in a member. \_\_\_\_\_
2. A Constable whose value is limited in some respects. \_\_\_\_\_
3. Performs his duties in an acceptable manner. \_\_\_\_\_
4. A highly competent, dependable Constable of distinct value to the Department. \_\_\_\_\_
5. One of the few highly outstanding Constables I know. \_\_\_\_\_

Comments (if any): \_\_\_\_\_

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E. What is your opinion of this member's promotion potential? Place an "X" in the space opposite the best description.

- 1. Has reached the highest level of performance he is capable of attaining. \_\_\_\_\_
- 2. Has not yet demonstrated potential for promotion to the next higher rank. Needs more time in present rank. \_\_\_\_\_
- 3. Should perform competently and dependably if promoted to the next higher rank. \_\_\_\_\_
- 4. One of the few exceptional Constables who should be considered for more rapid promotion than his contemporaries. \_\_\_\_\_

Comments (if any): \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

ACKNOWLEDGEMENT BY RATEE: I have perused and discussed Part III of this report with my supervisor. Signature does not necessarily mean concurrence. \_\_\_\_\_  
RATED BY: \_\_\_\_\_  
Name and Signature.

\_\_\_\_\_  
Date Signature Rank Date

APPENDIX G

Requests for Peer Nominations

Re: Personnel Evaluation and Development  
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As you are aware, we have been engaged in the research and development of an entirely new performance evaluation report for use exclusively by our Force. Through the wholehearted co-operation of the members of the Department, construction of the instrument has now been completed. Using the new "Performance Evaluation Report", your supervisors are being requested to evaluate all Constables employed on uniform field (platoon) operations between now and August 25, 1975.

In the development of an evaluation instrument, it is imperative that the results obtained through administration of the report be validated to ensure that the report is measuring what it is supposed to be measuring. The new report is no exception. One method of validating an evaluation instrument is the peer (or "buddy") nomination technique and this is where your co-operation and assistance are required and requested.

Attached you will find a list (in alphabetical order) of all Constables currently employed on uniform field (platoon) operations in the Department. Each officer listed is requested to do the following:

PLEASE FOLLOW THESE INSTRUCTIONS CAREFULLY.

- a. Fill in your name at the top of the list and cross your name off the list.
- b. Assume that you are organizing your own platoon of 100 Constables for the Department.
- c. From among the members listed, choose the Constable you would most like to have on your platoon and assign a score of +50 to the blank in front of his name. Select the officer you would second most like to have on your platoon and assign a score of +49 to the blank in front of his name. Then select the officer you would third most like to have on your platoon and assign him a score of

- +48. Continue this process until you have selected fifty (50) officers. The 50th member selected will be assigned a score of +1.
- d. As it is realized that there are employees in all organizations and jobs who are not as efficient as others in a group of employees, we must be prepared to accept our share of those who are less efficient. In view of this, it is assumed that you must take your share of less efficient officers when organizing your 100 man platoon.
- e. Therefore, from among the remaining names on the list, choose the Constable you would least like to have on your platoon and assign a score of -50 to the blank in front of his name. Choose the officer who would be your second last selection from among the members listed and assign a score of -49 to the blank in front of his name. Then choose the Constable who would be your third last selection and assign a score of -48 to the blank in front of his name. Continue this process until you have selected fifty (50) officers. The member you would select 50th from the last will be assigned a score of -1.
- f. Ensure that you select a total of 100 members from among those names listed. It is recommended that you select (in order of choice) the 50 members you would most like to have on your platoon first and assign the appropriate score. Be sure to include the PLUS (+) SIGN for this group. Then select (in order of choice) the 50 members you would least like to have on your platoon and assign the appropriate score. Be sure to include the MINUS (-) SIGN for this group.

- g. When you have completed the nominations, please send it under CONFIDENTIAL cover direct to:

Budget and Finance Section  
Attention: Deputy Chief A. Rice

- h. We would like to have all returns completed and returned as soon as possible. We have to have them by August 25, 1975 at the latest.

You are asked to consider the all-around job the members are doing for the Department when making your selections. Do not allow personal or petty differences to influence your choices. Choose the 50 men you would most like to have because you think they would do the best job for you. Similarly, your selection of the 50 members you would least like to have on your platoon should be based on the fact that you feel they are the least efficient. Because you select them last, we are not assuming that they are doing a totally unacceptable job for the Department. It merely indicates your preferences, relatively speaking.

You are asked to not discuss your nominations with other members. Valid results depend on your independent ideas and contribution.

Seniority is not to be considered when making your choices. In some cases, the fact that a man has been with the Department for a long time does not necessarily make him the best all-around member. Conversely, because a member is junior in service, it does not necessarily follow that he is the least all-around member. We feel that the members themselves know who are doing a fine, outstanding job and who are not. That is why we are asking for your co-operation in making these choices.

The information you submit is to be used for experimental purposes only and will not affect, in any way, any member's present rating or status with the Department. You are requested to include your name only for the purpose of accounting for the returns received. The nominations will be used for statistical (correlation) purposes only. They will be treated as strictly confidential and will be destroyed upon completion of our research.

Thanks for your continuing co-operation.

## TO ALL PLATOON CONSTABLES

Re: Personal Evaluation and Development  
 -----

If I was organizing my own platoon, I would MOST LIKE to have the following Constables on it:

- a. Most like to have: Cst. \_\_\_\_\_
- b. Second most like to have: Cst. \_\_\_\_\_
- c. Third most like to have: Cst. \_\_\_\_\_
- d. Fourth most like to have: Cst. \_\_\_\_\_
- e. Fifth most like to have: Cst. \_\_\_\_\_

If I was organizing my own platoon, I would LEAST LIKE to have the following Constables on it:

- a. Least like to have: Cst. \_\_\_\_\_
- b. Second least like to have: Cst. \_\_\_\_\_
- c. Third least like to have: Cst. \_\_\_\_\_
- d. Fourth least like to have: Cst. \_\_\_\_\_
- e. Fifth least like to have: Cst. \_\_\_\_\_

When making your selections:

- a. Consider the all-around effectiveness of the members. Do not allow personal or petty differences to influence your choices.
- b. Select from among Constables currently employed on platoon duties only who you know.
- c. Ensure that you select ten members in total. Otherwise your submission cannot be used in the analysis.
- d. This form is not to be signed.

The above information is to be used for research purposes only to establish a criterion to validate the results of the recently developed Performance Evaluation Report. Access to the information you submit will be restricted to Sgt. Dick Gertzen (currently on education leave from the RCMP) who is carrying out the research project and will not be made available internally within the Department or otherwise.

DIAGNOSTIC FORCED-CHOICE EVALUATION  
OF POLICE OFFICERS

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(Thesis Summary)

Problem and Theoretical Base

The purpose of this study was to develop and test an instrument to evaluate the performance of police officers. It was proposed to show that the forced-choice technique and also a modification of the technique, when combined with traditional graphic and narrative rating scales, could be applied to the evaluation of police officers. It was also proposed to show that peer nominations could be used to construct a criterion for validating the instrument.

An evaluation instrument was required which would identify officers who require and could benefit from training and development programs and serve as a mechanism which would facilitate counselling and guidance. In addition, an instrument was required which would produce evaluations suitable for administrative decisions regarding work assignment, transfers and promotions.

There are four basic assumptions underlying the forced-choice method of evaluation. First, any real differences which exist between officers in competence or efficiency can be described in terms of objective, observable items of behaviour.

Second, these "behaviour items" differ in the extent to which people in general tend to use them in describing other people; that is, in general favourableness, and this tendency can be determined statistically. Third, these items also differ in the extent to which they characterize officers at one extreme of the true scale of competence as opposed to officers at the other extreme. The index of this difference, the "discrimination" value, can also be determined statistically. Fourth, a set of items can be selected such that they are equal in preference value but different in discrimination value. A rater forced to say which item or items from a set are most (and/or least) characteristic of a ratee is thus unable to select solely on the basis of prejudice for or against the ratee since the preference values are equal. The rater is compelled to consider the alternatives and - theoretically at least - to do a more objective job of reporting.

### Methodology

The instrument developed consisted of three parts. Part I was a conventional type of forced-choice instrument and was designed to measure the over-all effectiveness of the officer being evaluated and provide information for work assignment, transfer and promotion decisions. Part II - the Descriptive

Ranking - was a modification of the traditional forced-choice technique and was designed to yield four diagnostic profiles: job knowledge/technical competence; acceptance of responsibility; compliance to rules and procedures, manner and bearing; and, interpersonal relations. The profile evaluations, when used in conjunction with the evaluation received in Part I, were intended to provide information suitable for counselling and guidance purposes and determining training and development requirements. Part III - the Performance Summary - consisted of five different sections containing graphic and free-written narrative rating scales. It was designed as a review mechanism around which the rater could, as required, give counselling and guidance to the ratee at the time the evaluation was completed.

There were a number of basic steps required to develop and test the evaluation instrument. They were: the selection of the descriptive phrases or behavioural items; establishment of the performance profiles; determination of the profile to which each of the descriptive phrases pertained; determination of the "preference" and "discrimination" indices for each phrase; actual construction of the evaluation instrument; administration and scoring of the evaluation reports; establishment of the external criterion for validation of the

instrument; and the determination of the validity and reliability of the instrument through various statistical tests. Each of the steps was carried out with the cooperation of the officers of the Ottawa Police Department.

### Main Findings

The findings of the study may be summarized as follows:

1. The forced-choice technique is a valid and reliable method of evaluating police personnel.

2. The forced-choice scales yield a normal, slightly platykurtic distribution of evaluation scores with adequate variability and discriminatory power.

3. A modification of the forced-choice technique can be used to produce diagnostic profiles suitable for counselling, guidance and training and development purposes.

4. Peer nominations can be utilized to establish a valid external criterion.

Although this study resulted in the production of a reasonably efficient instrument for the evaluation of the performance of police officers, the instrument cannot be said to be perfect.