


<b>Haverford Township Police Department Operations Manual</b>		
<b>Issue Date</b> February 2021	<b>Review Date</b> February 2022	<b>Directive Number</b> <b>6.1.12</b>
<b>Accreditation Index:</b>		<b>Rescinds:</b> Directive 6.1.12 of November 2019
<b>Chapter:</b> Six – General Procedures		<b>Section:</b> One – Organization and Management Role
<b>Chief of Police:</b> <i>John F. Viola</i>		

**SUBJECT: OFFICER PERFORMANCE APPRAISAL**

**I. PURPOSE**

The purpose of this Directive is to provide a procedure to conduct annual job performance appraisals. This procedure provides the officer with a valid guide to his/her overall job performance and provides the knowledge of whether or not he/she is performing his/her duties correctly. This affords the officer the knowledge that the work he/she performs is considered worthwhile and essential. The process also affords him/her the knowledge that his/her efforts to perform the duties and responsibilities of the job are appreciated and are an important part of the work objectives of the Department.

**II. POLICY**

The policy of the Department shall be that all officers shall be evaluated on their job performance by the last day of December of each calendar year. This job performance appraisal shall be completed using the Haverford Township Police Department Performance Appraisal Report (**Appendage “A”**). The assessment of an officer’s job performance is an ongoing process and the annual job performance appraisal is not the only time an officer’s performance may be evaluated. On their most recent performance appraisal, all officers who receive an unsatisfactory or below standard rating in a particular appraisal factor (category) shall be evaluated on a supplemental performance appraisal solely in regard to that particular appraisal factor (category). The performance appraisal shall be marked as supplemental in the top left hand corner of the Haverford Township Performance Appraisal Report (**Appendage “A”**).

**III. PROCEDURES**

A. Responsibilities

1. Officer Responsibilities

- a) It shall be the responsibility of each officer who has been evaluated to attend an evaluation interview scheduled with his/her supervisor (rater).
- b) At the evaluation interview the officer should review and discuss the appraisal report with the rater.
- c) The officer shall, at the conclusion of the interview, sign the appraisal report form where indicated. In the event the officer wishes to discuss the report with a Reviewer the officer shall check the appropriate box on the form then sign the form.
  - (1) The Officer may explain his/her disagreement on a plain sheet of paper and attach it to the appraisal report form. This shall become a permanent part of the record.

2. Rater Responsibilities

- a) Rater - is defined as a supervisor who has the authority to exercise control over his/her officers or has direct responsibility for their work. The rater shall be responsible for the completion of the Performance Appraisal Report (Appendage "A").
- b) Civilian personnel shall be evaluated by their immediate supervisor.
- c) Sergeants shall evaluate officers under their command.
- d) Lieutenants in each Division shall evaluate sergeants under their command.
- e) The Deputy Chief of Police shall evaluate Division Commanders.
- f) The Chief of Police shall evaluate the Deputy Chief of Police.

3. Reviewer Responsibilities

- a) The Reviewer shall be determined in the following manner:
  - (1) The Division Commander shall be the reviewer for officers who have been evaluated by Sergeants.

- (a) The Commander of the Patrol Division shall be the reviewer for officers assigned to the Patrol Division.
  - (b) The Commander of the Special Services Division shall be the reviewer for officers and investigators assigned to the Special Services Division.
  - (c) The Commander of the Staff Services Division shall be the reviewer for officers assigned to the Staff Services Division.
- (2) The Deputy Chief shall be the reviewer for Sergeants who have been evaluated by Division Commanders.
- (3) The Chief of Police shall be the reviewer for Lieutenants who have been evaluated by the Deputy Chief.
- (4) The next level supervisor shall be the reviewer for civilians who have been reviewed by their immediate supervisor.
- b) The Reviewer shall carefully review the appraisal reports of all officers assigned to his/her Division and indicate by checking the appropriate box on the form as to whether he/she concurs with the conclusions of the rater or not.
- c) In the event the Reviewer disagrees with the Rater's conclusion the following action shall occur:
  - (1) The Reviewer shall indicate his/her disagreement by checking the appropriate box on the form.
  - (2) Explain his/her disagreement on a plain sheet of paper and attach it to the appraisal report form. This shall become a permanent part of the record.
  - (3) Forward a copy to both the Rater and the officer, of his/her explanation for disagreement with the Rater's evaluation of the officer.
  - (4) The Reviewer shall then sign the appraisal report form.
- d) In the event an interview has been requested by an officer who has been evaluated, the Reviewer shall schedule a convenient time and date for the interview.

- (1) The results of this interview shall be placed in writing and attached as part of the appraisal report.
- e) If the Reviewer, in his/her best judgment, concludes that the appraisal report is biased, or is not consistent with the performance put forth by the officer, the Reviewer may order a reevaluation at the end of a three month period.
- f) The Reviewer shall forward all appraisal reports from his/her Division to the Chief of Police.

## B. Appraisal Factors

1. The following factors shall be part of the appraisal report form, however not every factor shall apply to all officers, supervisors, or commanders being evaluated. The appraisal report form shall indicate which factors are appropriate for the evaluation of the subject officer, supervisor or commander.
  - a) Care of Equipment - The extent to which the employee exercises proper operation and maintenance of equipment.
  - b) Team Building - The extent to which the employee is a team player and is willing to assist others to get the job done and promote harmony and good relationships.
  - c) Courtesy - The extent to which the employee is polite, respectful, tactful, considerate and dignified.
  - d) Diligence - The extent to which the employee can be relied upon to complete assignments.
  - e) Initiative - Extent to which the employee displays the motivation necessary to produce without urging.
  - f) Judgment - The extent to which the employee considers all available facts before acting and is logical in conclusions and actions.
  - g) Leadership - The extent to which the employee is able to accept the responsibility of leadership. Has the ability to organize, control and guide the work of others to obtain satisfactory results.
  - h) Dedication - The extent to which the employee supports the department and its policies; the quality of rendering faithful

and willing service towards the attainment of department goals, principles, and values.

- i) Personal Appearance - The employee's ability to maintain a standard of personal appearance and neatness in keeping with the demands and prestige of the position. Complies with agency policy.
- j) Personal Development - The extent to which the employee strives for self-improvement and skill development through education.
- k) Job Knowledge & Skills - This factor measures the employee's demonstrated knowledge of relevant job information such as: work practices, procedures, resources, policies, and technical information. Possession of essential skills required to perform the job also are measured.
- l) Quality of Work - The extent to which the employee completes work in a thorough, legible, accurate and effective manner.
- m) Problem Solving - This factor measures the employee's ability to determine what needs to be done within available resources and to pursue appropriate means of accomplishing tasks.
- n) Safety Skills - The extent to which the employee practices safety techniques in both routine and emergency situations.
- o) Communications - This factor measures the employee's demonstrated ability to exchange information with others clearly and concisely, to provide information to others on a timely basis within and outside the organization, and to listen, organize, and present thoughts logically and in a clear, concise manner, both orally and in writing.
- p) Self Control - The extent to which the employee displays poise and controls emotions in routine or adverse situations.
- q) Community Relations - The extent to which the employee is involved in developing and furthering positive relationships between the community and the department.

## 2. Additional Appraisal Factors for Supervisors

- a) Inspection - The extent to which the employee conducts ongoing inspections to reveal areas where improvement or correction is needed.

- b) Personnel Development - The extent to which the employee is involved in the professional development of subordinates through evaluation, training and discipline.
- c) Planning & Organizing - The extent to which the employee plans and organizes work, utilizing available resources.

C. Guide for Rater's Preparing to Evaluate Officers

1. Before beginning the completion of the appraisal report form, the Rater should consider the following:
  - a) Familiarize yourself with the contents of the appraisal form.
  - b) Understand thoroughly the duties and requirements of the particular position held by the person being evaluated.
  - c) Be objective in evaluating each factor. Eliminate personal prejudice, bias or favoritism.
  - d) Don't assume that excellence in one factor implies excellence in all factors.
  - e) Base your judgment on demonstrated performance.
  - f) Consider unusual circumstances, such as an officer you have observed for a short period; officers who have done poorly as a result of temporary ill health or other unavoidable conditions.

**BY ORDER OF THE CHIEF OF POLICE**

- Annual
- Probation
- Transfer
- Supplemental

## Haverford Police Department Performance Appraisal Report

Rating Period:

From:

To:

Name (First Middle Last)			Title Select Officer Title		
Division Assigned Select Officer Division			Duty Assignment		
Standard Factors	Unsatisfactory	Below Standard	Meets Standards	Exceeds Standards	Outstanding
<b>1. CARE OF EQUIPMENT:</b> The extent to which the employee exercises proper operation and maintenance of equipment.	<input type="checkbox"/> Shows a complete disregard for, and is at times deliberately abusive towards equipment.	<input type="checkbox"/> Is careless and inconsistent in the care and operation of equipment. Requires close supervision.	<input type="checkbox"/> Makes a reasonable effort to ensure proper operation and maintenance of equipment.	<input type="checkbox"/> Follows policies and procedures to ensure above average care in the proper use and maintenance of equipment.	<input type="checkbox"/> Demonstrates, through self-initiated effort, a high degree of care and concern for all equipment. Ensures against loss or damage by initiating needed maintenance or repair.
<b>2. TEAM BUILDING:</b> The extent to which the employee is a team player and is willing to assist others to get the job done and promote harmony and good relationships.	<input type="checkbox"/> Makes no effort to work with others to get the job done. General behavior creates disharmony and promotes poor relationships.	<input type="checkbox"/> Frequently has to be urged to assist others. Inability or lack of desire to be a team player lowers effectiveness.	<input type="checkbox"/> Participates as a team player. Behavior generally promotes harmony and good relationships.	<input type="checkbox"/> Often seeks opportunity to assist others and actively participates as a team player. Behavior promotes harmony and good relationships.	<input type="checkbox"/> Shows an exceptional interest in getting team results. Is self-sacrificing in efforts to help others get the job completed. Behavior <u>consistently</u> promotes harmony and good relationships.
<b>3. COURTESY:</b> The extent to which the employee is polite, respectful, tactful, considerate and dignified.	<input type="checkbox"/> Is often rude and disrespectful in manner and speech. Frequently antagonizes others.	<input type="checkbox"/> Tends to be rude and abrupt at times. Can be courteous to others; however, is not consistent in this regard.	<input type="checkbox"/> Treats others with respect and generally displays a courteous attitude.	<input type="checkbox"/> Recognizes the importance of treating others with courtesy and respect and is able to maintain courteous demeanor even in an adverse situation.	<input type="checkbox"/> Makes an overt effort to be courteous. Demeanor commands the highest degree of respect and serves as a standard of excellence at all times.
<b>4. DILIGENCE:</b> The extent to which the employee can be relied upon to complete assignments.	<input type="checkbox"/> Cannot be relied upon to complete an assignment except under the closest supervision.	<input type="checkbox"/> Often requires follow-up to ensure that an assignment is completed in a reasonable length of time.	<input type="checkbox"/> Requires routine supervision to ensure that assignments will be completed in a reasonable length of time.	<input type="checkbox"/> Minimum supervision required to ensure that assignments are completed within a reasonable length of time.	<input type="checkbox"/> Can be consistently relied upon to complete assignments in a timely manner. Sets an example for others and supervision is rarely required.
<b>5. INITIATIVE:</b> Extent to which the employee displays the motivation necessary to produce quality work product without urging.	<input type="checkbox"/> Lacks drive and energy and must be continually urged to get results. Requires constant supervision and guidance.	<input type="checkbox"/> Tends to be lazy and requires an inordinate amount of specific direction and supervision.	<input type="checkbox"/> Displays an acceptable level of drive and energy. Only requires routine guidance and direction.	<input type="checkbox"/> Is self-motivated and needs little direction. Frequently seeks assignments and takes advantage of opportunities to produce.	<input type="checkbox"/> Is highly motivated and requires very little stimulation. Actively pursues every opportunity to increase productivity. Serves as an outstanding example for fellow workers, superiors and others.
<b>6. JUDGMENT:</b> The extent to which the employee considers all available facts before acting and is logical in conclusions and actions.	<input type="checkbox"/> Does not consider obvious facts in a situation and fails to act logically. Decisions are unreasonable and unreliable.	<input type="checkbox"/> Does not always consider available facts, resulting in some poor decisions. Supervisors tend to question and review decisions.	<input type="checkbox"/> Gives adequate consideration to all known facts before taking action. Decisions are generally accepted.	<input type="checkbox"/> In most cases decisions are sound and reflect thorough consideration of all known facts.	<input type="checkbox"/> Displays extraordinary insight and ability to analyze and evaluate facts. Resulting conclusions and actions are consistently reliable.
<b>7. LEADERSHIP:</b> The extent to which the employee is able to accept the responsibility of leadership. Has the ability to organize, control and guide the work of others to obtain satisfactory results.	<input type="checkbox"/> Does not demonstrate the ability to obtain the desired results through the work of others. Does not have the respect and confidence of others.	<input type="checkbox"/> Possesses leadership capabilities. However, frequently fails to gain the support of those who must be controlled and directed.	<input type="checkbox"/> Accepts a leadership role in keeping with the position and generally achieves satisfactory results through the efforts of those directed or controlled.	<input type="checkbox"/> Has the ability to organize, plan, control and guide others very effectively. Consistently gains the confidence and support of those supervised.	<input type="checkbox"/> Actively seeks the responsibility of leadership. Possesses exceptional leadership ability to plan, control and organize. Regularly relied upon for advice, assistance and direction.

Standard Factors	Unsatisfactory	Below Standard	Meets Standards	Exceeds Standards	Outstanding
<p><b>8. DEDICATION:</b> The extent to which the employee supports the department and its policies; the quality of rendering faithful and willing service towards the attainment of department goals, principles, and values.</p>	<input type="checkbox"/> Displays antagonistic and resentful attitude towards the department and its policies.	<input type="checkbox"/> At times openly criticizes the department, its procedures, policies and operations in a non-constructive manner. When in personal disagreement, does not provide support.	<input type="checkbox"/> Generally supportive of the department and its policies. Renders willing and faithful service when called upon.	<input type="checkbox"/> Supports and defends the department and its policies, procedures and operation. Frequently provides willing and faithful service to the department without being called upon.	<input type="checkbox"/> Actively supports, defends and promotes the department and its policies and instills such an attitude in others. Sets an exemplary example of devotion to duty. Works with the organization to resolve issues in a positive and constructive manner.
<p><b>9. PERSONAL APPEARANCE:</b> The employee's ability to maintain a standard of personal appearance and neatness in keeping with the demands and prestige of the position. Complies with agency policy.</p>	<input type="checkbox"/> Creates an unfavorable impression. Dresses slovenly or inappropriately.	<input type="checkbox"/> Frequently has been found to be inappropriately or untidily dressed. General appearance, including dress and personal neatness is not up to standard.	<input type="checkbox"/> Is presentable in appearance and meets the acceptable standard of dress.	<input type="checkbox"/> Consistently creates a favorable impression. General appearance is above standard.	<input type="checkbox"/> Consistently presents a striking appearance. Sets an example for others and brings credit to the department.
<p><b>10. PERSONAL DEVELOPMENT:</b> The extent to which the employee strives for self-improvement and skill development through education.</p>	<input type="checkbox"/> Regularly fails to participate in required training program.	<input type="checkbox"/> Occasionally fails to participate in required training programs.	<input type="checkbox"/> Participates in required training programs to maintain skills and knowledge at an acceptable level.	<input type="checkbox"/> Participates in self-initiated training programs and as a result has enhanced skills and knowledge.	<input type="checkbox"/> Shows an exceptional interest in personal development by consistent participation in education programs which extend beyond those available through the department. These efforts serve as an example to others.
<p><b>11. JOB KNOWLEDGE &amp; SKILLS:</b> This factor measures the employee's demonstrated knowledge of relevant job information such as: work practices, procedures, resources, policies, and technical information. Possession of essential skills required to perform the job also are measured</p>	<input type="checkbox"/> Demonstrates a lack of basic job knowledge and/or skills to perform job as detailed in comments.	<input type="checkbox"/> Possesses basic job knowledge but requires some improvement with regard to the technical aspects of the job and/or understanding of resources, policies and procedures.	<input type="checkbox"/> Has adequate knowledge and skills to completely perform all job responsibilities. Handles inquiries properly. Has some knowledge of related work.	<input type="checkbox"/> Has thorough knowledge of the job and related resources. Strives to expand knowledge. Frequently recommends changes in procedure and methods, as needs dictate.	<input type="checkbox"/> Demonstrates superior job Knowledge and skills. Consistently provides and applies accurate and appropriate job information/resources. Applies new techniques.
<p><b>12. QUALITY OF WORK:</b> The extent to which the employee completes work in a thorough, legible, accurate and effective manner.</p>	<input type="checkbox"/> Work product consistently needs revision as a result of incompleteness, illegibility, inaccuracy or ineffectiveness.	<input type="checkbox"/> Work product frequently reflects a lack of consideration for the factors of thoroughness, legibility, and accuracy. An undue amount of review is necessary.	<input type="checkbox"/> Work is completed in an acceptable manner. Generally considers the need for legibility, accuracy and thoroughness.	<input type="checkbox"/> Work product is consistently effective, thorough, legible and accurate. Requires minimal supervision.	<input type="checkbox"/> Work product is exceptional. Sets an example for others in the completion of work in a very accurate, legible thorough and effective manner.
<p><b>13. PROBLEM SOLVING:</b> This factor measures the employee's ability to determine what needs to be done within available resources and to pursue appropriate means of accomplishing tasks.</p>	<input type="checkbox"/> Fails to recognize or seek help in resolving routine problems. Requires frequent reminders of what needs to be done.	<input type="checkbox"/> Needs to improve ability to recognize potential problems and evaluate solutions and their impact. Requires more than normal supervision.	<input type="checkbox"/> Recognizes problems and suggests and/or assists in developing solutions. Carries through solution implementations. Requires normal supervision.	<input type="checkbox"/> Frequently assumes responsibility for identifying solutions and methods to resolve concerns. Adept at defining and analyzing complex problems and solutions. Requires moderate supervision.	<input type="checkbox"/> Perceives full dimension of problems and limitations. Develops corrective solutions and follows through to conclusion. Requires minimal supervision.
<p><b>14. SAFETY SKILLS:</b> The extent to which the employee practices safety techniques in both routine and emergency situations.</p>	<input type="checkbox"/> Demonstrates little concern for the safety of self or others. Consistently violates safety procedures.	<input type="checkbox"/> Frequently demonstrates poor safety techniques. Requires close supervision.	<input type="checkbox"/> Generally demonstrates good safety techniques and procedures.	<input type="checkbox"/> Regularly demonstrates proper and effective safety techniques and procedures.	<input type="checkbox"/> Consistently demonstrates exceptional safety techniques. Is outstanding in this capacity and serves as an example for others.
<p><b>15. COMMUNICATIONS:</b> This factor measures the employee's demonstrated ability to exchange information with others clearly and concisely, to provide information to others on a timely basis within and outside the organization, and to listen, organize, and present thoughts logically and in a clear, concise manner, both orally and in writing.</p>	<input type="checkbox"/> Frequently is difficult to understand. Is vague orally or in writing. Often does not keep others informed. Is an ineffective listener and/or frequently interrupts.	<input type="checkbox"/> Occasionally lacks clarity of expression orally or in writing. Inconsistent in keeping's others informed and at times fails to listen effectively.	<input type="checkbox"/> Effectively exchanges relevant information. Speaks and writes clearly. Keeps others informed as needed. Listens with understanding.	<input type="checkbox"/> Initiates and encourages timely and effective exchange of information. Proficient in organizing and presenting facts and ideas orally and in writing. Seeks and provides appropriate feedback.	<input type="checkbox"/> Particularly adept at organizing and presenting facts and ideas. Exceptionally skilled in soliciting and clarifying information to ensure understanding. Promotes easy exchange of information. Writes and speaks clearly, concisely and is articulate.



Standard Factors	Unsatisfactory	Below Standard	Meets Standards	Exceeds Standards	Outstanding
16. <b>SELF CONTROL:</b> The extent to which the employee displays poise and controls emotions in routine or adverse situations.	<input type="checkbox"/> Displays a serious lack of self-control. Cannot be relied upon in routine or emergency situations.	<input type="checkbox"/> Frequently loses control of situations. Cannot be relied upon to maintain self-control and poise.	<input type="checkbox"/> Demonstrates an acceptable level of self-control. Exhibits poise and composure during most situations.	<input type="checkbox"/> Is emotionally well balanced. Shows good self-control and poise and can be relied upon to perform under pressure.	<input type="checkbox"/> Sets an example of poise and self-control. Is exceptionally well balanced and acts in a manner that promotes stability in others.
17. <b>COMMUNITY RELATIONS:</b> The extent to which the employee is involved in developing and furthering positive relationships between the community and the department.	<input type="checkbox"/> Does not understand the value of community support. Makes no effort to establish good community relationships.	<input type="checkbox"/> Does not always exhibit an awareness of the need for community support. Makes little effort to develop and further positive community relationships.	<input type="checkbox"/> Demonstrates an awareness of the community support. Strives to foster positive community relationships.	<input type="checkbox"/> Consistently demonstrates a high degree of awareness of community expectations and the need for public support. Participates in community activities.	<input type="checkbox"/> Develops and maintains positive relationships with community leaders and groups. Participates and encourages participation in community sponsored programs.

**Below Ratings For Supervisory Personnel Only**

Standard Factors	Unsatisfactory	Below Standard	Meets Standards	Exceeds Standards	Outstanding
18. <b>INSPECTION:</b> The extent to which the employee conducts ongoing inspections to reveal areas where improvement or correction is needed.	<input type="checkbox"/> Fails to conduct inspections in order to reveal areas where improvement or correction is needed.	<input type="checkbox"/> Inspections are inconsistent. Problems are often not recognized nor corrected.	<input type="checkbox"/> Conducts regular inspections to reveal areas where improvement or correction is needed. Takes necessary action to correct problems.	<input type="checkbox"/> Inspections are timely and thorough. Problems are corrected and suggestions are made for needed change.	<input type="checkbox"/> Consistently conducts timely inspections. Identifies problem areas and makes the necessary corrections to ensure a high standard of operation.
19. <b>PERSONNEL DEVELOPMENT:</b> The extent to which the employee is involved in the professional development of subordinates through evaluation, training and discipline.	<input type="checkbox"/> Not concerned with the professional growth, training needs or discipline of subordinates.	<input type="checkbox"/> Subordinate evaluations are superficial. Rarely involved in subordinate training. Is inconsistent in discipline practices.	<input type="checkbox"/> Involved in the development of subordinates. Evaluations show research and thought. Encourages professional growth through training and appropriate discipline.	<input type="checkbox"/> Demonstrates an exceptional interest in subordinate development. Uses comprehensive evaluations as a tool to direct training and consistently applies effective discipline.	<input type="checkbox"/> Committed to the development and growth of subordinates. Evaluations reflect continuous involvement in their training and discipline.
20. <b>PLANNING &amp; ORGANIZING:</b> The extent to which the employee plans and organizes work, utilizing available resources.	<input type="checkbox"/> Does not effectively plan and organize work. Fails to utilize resources to achieve results.	<input type="checkbox"/> Has difficulty in planning and organizing work. Does not always make use of available resources.	<input type="checkbox"/> Generally plans and organizes work appropriately. Sets reasonable priorities and makes use of available resources to meet most goals.	<input type="checkbox"/> Consistently and effectively plans and organizes work. Seeks out and utilizes available resources.	<input type="checkbox"/> Demonstrates exceptional skills in planning and organizing work. Is innovative in identifying and utilizing resources.

**21. COMMENTS:**

**22. NOTEWORTHY ACCOMPLISHMENTS:**

**23. EMPLOYEE'S STRONGEST POINTS:**

**24. AREAS FOR IMPROVEMENT:**

**25. UNIT COMMANDER'S COMMENTS:**

**ACTION PLAN FOR IMPROVEMENT/DEVELOPMENT:** Prepare a plan of action to assist this employee in improving work performance. This plan should include specific goals, actions, tasks, duties, etc, to be accomplished during the coming rating period to improve each item in Section 24 and, where appropriate, items in Section 23 may be further developed. The supervisor and the employee are encouraged to work together to develop and implement this plan. The employee is responsible to make the plan work.

When preparing an employee's plan, relate the plan to specific areas of this evaluation where improvement can be achieved. Include any area that employee requests new or additional training.

**SIGNATURES AND APPROVALS**

SUPERVISOR  
EVALUATING  
EMPLOYEE

PRINT

SIGNATURE

DATE

I have discussed this report with a supervisor and understand that signing this evaluation does not necessarily imply agreement.

EMPLOYEE

\_\_\_\_\_

PRINT

\_\_\_\_\_

SIGNATURE

\_\_\_\_\_

DATE

UNIT  
COMMANDER

\_\_\_\_\_

PRINT

\_\_\_\_\_

SIGNATURE

\_\_\_\_\_

DATE