

***The University of Texas System Police Department***  
***Job Performance Analysis Report Form***  
***Instructions***

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**I. Planning and Appraisal Process**

Valid employee appraisal processes require that employees be informed of the responsibilities and standards upon which their performance will be evaluated.

This process should incorporate three phases:

**Planning Performance:**

At or near the start of the performance appraisal period (typically at the time of the employee's performance for the previous period is reviewed), the supervisor should review, with the employee, their job responsibilities and previously agreed upon goals for the performance period. Subsequent to this review, the supervisor should communicate these responsibilities and expectations to the employee. Appropriate goals should be identified and performance expectations communicated to the employee for the upcoming performance period.

**Monitoring Performance:**

Throughout the performance period, the supervisor should observe and document the employee's progress toward achieving the goals and provide feedback to the employee on a periodic basis.

**Performance Review:**

At or near the end of the performance period, the supervisor should review the documented observations of the employee's performance during the performance period; compare performance results with agreed upon goals; complete the performance appraisal; then discuss the performance review outcomes with the employee.

**II. Ratings Definitions**

There are five definite standards for measuring employee performance. Each category must be assigned one of the following ratings:

**· Exceptional Performance (EP)**

The employee not only consistently performs regularly assigned duties and responsibilities as a level exceeding the highest standards, but also seeks, accepts and performs other assignments at a level exceeding the highest standards. The employee's knowledge, skills and abilities exceed the highest standards for the job classification.

**· Exceeds performance Expectations (EE)**

The employee's performance consistently and significantly exceeds performance levels regarded as fully meeting expectations. The employee's performance, knowledge, skills and abilities stand out when compared with what can reasonably be expected from others performing the same of a similar job.

**· Fully Meets Performance Expectations (ME)**

The employee's performance meets the full performance expectations of a trained experienced person. The individual understands and demonstrates the principles, techniques, and procedures necessary for efficient job performance. Judgment appropriate to the position is exercised and the results of the work are accurate, thorough, consistent, and produced in a timely manner. This level of performance is consistent with what is expected. The employee is often referred to as "doing a good job."

**· Performance Improvement Expected (IE)**

The employee's performance fails to meet the minimum requirements for a trained, experienced person. This level of performance requires that the supervisor and the employee jointly develop a work plan for improved performance. The employee is also required to demonstrate continual performance progress to raise performance to the "Fully Meets Performance Expectations" level within a stated time period.

· **Unsatisfactory Performance (UP)**

The employee's performance falls far below the minimum requirements for a trained, experienced person. This level of performance requires that the supervisor take immediate corrective action which should, among other things, include a Written Warning. Unless immediate and sustained performance improvement to the Fully Meets Performance Expectations level is made, the employee's employment may be terminated.

**III. Planning and Appraisal Procedure**

**Planning**

1. Meet with the employee in a planning session to discuss the identified essential performance measure, and establish goals. During this critical step, the supervisor should make every effort to obtain employee input, and insure that the employee understands and agrees to the agreed upon goals.
2. Define monitoring frequency and methods.

**Monitoring:**

1. Throughout the monitoring period, the supervisor should regularly monitor and document the employee's performance as defined in the performance plan.
2. If, during the monitoring period, the employee is not making satisfactory progress toward achieving the identified goals, or if the employee's performance falls below the "Fully Meets Performance Expectations level, the supervisor must take immediate corrective action. This may include counseling sessions with the employee to discuss performance deficiencies, and/or initiation of the Discipline Process. The supervisor's efforts should be aimed at obtaining the employee's commitment to performance improvement.

**Reviewing:**

1. At or near the end of the performance period, review the documented observations of the employee's performance during the entire appraisal period.
2. Compare performance results with goals as established in the performance plan.
3. Obtain review of the completed Appraisal Record by an appropriate departmental manager.
4. Meet with the employee to review and discuss the employee's performance.
5. Consider any information presented by the employee pertaining to an assigned performance rating.

**Establishment of Development Plan**

This section identified and describes the plans, activities and/or goals to enhance the employee's future job performance, knowledge, skills and abilities.

**Employee Comments**

Invite employee to respond by memo to the Appraisal and/or Appraisal Plan.

**Acknowledgements**

The supervisor should sign and date the Performance Appraisal Form, and at the conclusion of the review session with the employee, request that the employee sign and date it also. The form should then be passed up through the chain of command for proper handling.



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**Quality – 10**

Work produced is usually highly accurate and thorough  
 Displays a strong commitment to excellence  
 Works to improve quality in own work  
 Promotes quality awareness throughout the department  
 Asks for feedback to improve own quality  
 Regularly monitors own work to ensure it quality

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**Customer Service – 10**

Is familiar with campus policing concepts  
 Shows respect for customers through attention and understanding  
 Handles most difficult and emotional calls for assistance with little supervision  
 Goes beyond minimums to assure resolution of calls for assistance  
 Responds with a sense of purpose when assisting customers  
 Makes effective use of customer feedback information  
 Immediately responds to and resolves problems of customers  
 Documents routine encounters thoroughly and accurately  
 Responds promptly to requests from customers

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**Dependability – 5**

Works out time off requests well in advance  
 When off arranges for coverage of commitments  
 Is prompt for meetings and appointments  
 Follows instructions conscientiously and responds well to management directions  
 Assumes full responsibility for own actions and outcomes  
 Dedication to the department exceeds norms

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**Teamwork – 5**

Balances the needs of the team with individual responsibilities  
 Exhibits openness and objectivity with other team members  
 Gives and readily receives constructive feedback  
 Works to build a positive team spirit and identity  
 Keeps the success of the team in the forefront of all actions

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**Cooperation – 5**

Is successful at establishing and maintaining good relationships  
 Exhibits a high degree of tact and consideration in relations with others  
 Regularly displays a positive outlook and pleasant manner  
 Extends self more than required to support co-workers  
 Promotes cooperation in group situations  
 Takes an active role in resolving conflicts before they get out of hand

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**Initiative – 5**

Quick to volunteer when others need assistance  
 Undertakes self-development activities on own initiative  
 Seeks additional responsibilities beyond normal scope of duties  
 Takes independent actions and appropriate, calculated risks in the course of duties  
 Has a good sense of when assistance is needed and doesn't hesitate to ask for it

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**Adaptability - 5**

Adapts quickly to changes in job environment  
 Balances demands on time  
 Accepts criticism and feedback well  
 Adjusts style of working to meet most situations

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**Innovation – 2**

Displays creativity and original thinking beyond normal expectations  
 When faced with unexpected challenges is very resourceful  
 Generates useable and ingenious suggestions for improving work processes  
 Develops highly innovative approaches and ideas for changing work processes



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**Organizational Support – 2**

Understands policies and procedures and follows them closely  
 Completes administrative tasks accurately and without follow up  
 Actions and words demonstrate support of the department’s mission and goals  
 Demonstrates respect for diverse cultures and ideals



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**Quantity – 1**

Produces more work than expected  
 Completes work ahead of schedule  
 Demonstrates a strong commitment to increasing productivity  
 Works at a faster pace than expected  
 Strives to achieve established goals



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**Overall Rating Score**

**Overall Rating**

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**Rating Supervisor’s Remarks (attach additional sheet(s) if necessary)**

**Development Plan (attach additional sheets(s) if necessary)**

**Creation Date**

**Modification Date**

**Rating Supervisor’s signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**In-Line Review’s signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Employee’s signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_  
 (Employee’s signature does not necessarily indicate agreement.)

**Police Chief’s signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

Distribution: Original to Personnel Department/Human Resources Department  
 One copy to Office of the Director of Police (for commissioned officers)  
 One copy for departmental files