

CITY OF GRAND PRAIRIE  
POLICE AND FIRE CIVIL SERVICE COMMISSION  
MEETING MINUTES

**Date: May 30, 2019**

**Location:** CVE Public Safety Training Complex, 310 W College Street, Grand Prairie, TX 75050

**In attendance were:** Civil Service Commissioners Oliver Thompson and Jerry King; Lisa Norris, HR Director; Rhea Junkin, HR Specialist; Beatriz Juarez, HR Specialist; Mark Dempsey, Deputy City Attorney; Tiffany Bull, Assistant City Attorney; CJ Grippin, Assistant Fire Chief; Robert Fite, Fire Chief; Ashley Jacobs, HR Manager; Angela Pardue, HR Assistant.

Civil Service Commissioner Oliver Thompson called the meeting to order at approximately 10:00 a.m. with Commissioner Jerry King.

The next item on the agenda was the approval of minutes from the October 29, 2018 Civil Service Commission meeting. Commissioner Thompson moved to approve the minutes as written and Commissioner King seconded the motion and the vote passed unanimously

The next item on the agenda was approval of the minutes from February 4, 2019. Commissioner King moved to approve the minutes as written and Commissioner Thompson seconded the motion. The vote passed unanimously.

The next item on the agenda was to consider the Fire Driver and Fire Lieutenant promotional written exam given on May 08, 2019. The new test maker, Bruce Ure, with Ure Consulting was introduced. Lisa introduced him and indicated that a formal proposal process for Fire Promotional examinations was issued and Ure Consulting was selected as the vendor. Lisa asked Bruce to introduce himself and his qualifications to the Commission. Bruce provided his qualifications including: 30 years of test writing for both police and fire departments, including assessment centers; recruitment of Fire/Police Chiefs for several cities, serving in various cities as either Fire or Police Chiefs, and then serving as Assistant City Manager overseeing the fire and police departments. He also served as the Deputy Police Chief in the City of Seguin. His educational background included being an Executive Fire Officer graduate, participation in Blackboard leadership out of Sam Houston State University, and a Bachelor's degree in Fire Science from Western Illinois University. Bruce also clarified his years of experience in Civil Service cities, citing his understanding for the entrance and promotional processes under Section 143 of the Texas Local Government Code, in addition to writing local rules, voting in 143, and serving numerous clients in Chapter 143 cities.

Commissioner Thompson indicated the agenda was full and many individuals were present that may wish to speak. He asked that all be considerate and allow the appellants to speak without interruption, so that the Commission may properly consider their presentation. He explained that the Commissioners are here to hear the full story of each appellant. He indicated the next item was to consider questions 12 and 51 from the Fire Lieutenant promotional written examination

administered on May 08, 2019. He asked if the two appellants were present in the room. Ms. Norris stepped in and provided clarity to all in the room that for the efficiency of the meeting, the Commission may go out of order, which is why two items were skipped. She wanted to ensure that the attendees present understood that the Commission may skip around for efficiency and in an order that made sense to them. Commissioner Thompson confirmed and indicated that is what they wanted to do. They want to take care of the Lieutenant exam because it is just two of them, so they could present and then leave if desired rather than sit through the longer Driver appeals.

Philip Viola and Chad Hill were present. Issues were addressed regarding the wording of question 12, as well as the answer choices. It was the question and answers weren't written well enough to be able to serve whether they were asking for "classes" or for the literal "a, b, c" of the answer choices. Alan Walker presented on question number 51.

Lance Trotter asked to speak even though he only tested for the driver position. He asked if he could state his appeal since that question was also on the driver's exam and appealed there. Tiffany Bull indicated the Commission had the opportunity to wait and hear that appeal on the driver section of the agenda if they wish, but it was the Commission's decision. They decided to go ahead and allow him to speak on it. Lance Trotter thanked the Commission and reviewed the question. Lance reviewed the question and answers relating to his appeal, stated his position, provided examples and arguments.

The Commission was reminded that although Lance spoke as to the driver's exam, we were still addressing that same question, but on the Lieutenant's exam. After considering appellant and the consultant responses to the question, Ms. King moved to throw out question 51, and Mr. Thompson seconded. The motion was moved and properly seconded and passed unanimously.

Mr. Thompson asked if that question being eliminated changed any standing on the test. Ms. Norris confirmed and stated the way that it works according to our local rules if a test question is thrown out, there's a recalculation of the points to get to a one-hundred point test. Point values are reevaluated and the number of correct remaining questions on the test will be given that new value per question.

Ms. Bull reminded the Commission that question 12 was still under consideration and needed to be addressed. They asked if appellant, Mr. Clifton, was present. He was not. Lisa indicated there was an addendum to the packet that was missed from a Mr. Graham. She referred the Commissioners to page seven in their packet which was a summary of appeals to help the Commissioners follow as to test appeals and who appealed each question as a reference.

Commissioner Thompson and King referred to that summary and to the specific appeal on question 12. Ms. King moved to deny the appellant's position on question 12 and to uphold the consultant's position that it was a good question. Ms. Bull confirmed that the motion was to sustain the answer key and deny the appeal. Ms. King confirmed that to be the motion, and Mr. Thompson seconded. The motion carried.

Commissioner Thompson stated the next item on the agenda is item B, consider appeals on the Fire Driver examination on May 9, 2019. Questions appealed were 1-15, 31-40, 42, 56, 70, 89, 92, 93 and 95. Ms. Norris indicated also question ninety-five. Mr. Thompson first asked for those

appealing questions one through fifteen. Ms. King suggested to take them one at a time. Ms. Norris recommended they be grouped in the interest of expediency, and taken out of order with question 56 being addressed first. The Commission agreed. The Commission heard from those with an interest in this question. After hearing all comments from appellants, Ms. King moved that question 56 on the Driver's test be eliminated. Mr. Thompson seconded that motion and the motion passed unanimously.

Ms. Bull made a recommendation that the commission consider question 3 which had been appealed on two separate grounds brought forth by firefighter Stewart and Graham which they felt there was no correct. Ms. Bull indicated Trotter was appealing on a different ground than Stewart and Graham. The commission listened to appellants in regards to question three and their respective positions. After hearing all comments, Mr. Thompson made the motion that question 3 be eliminated. Ms. King seconded and the motion passed unanimously.

The Commission then allowed Mr. Trotter to speak on questions 1, 2, and 4-15 since question 3 was just thrown out. Mr. Trotter admitted that he answered fourteen of the fifteen questions correctly but argued to the Commission with various statistics that he felt the book was outdated being from 2007/2008. Following his arguments, Ms. Norris interjected that Section 143 does reference that the materials have to be from a reasonably current publication and noted that this is the most recent publication. She stated that book is still used to train Fire Departments today, that one statement in a book doesn't make it invalid, and that the Grand Prairie Fire Department has recently provided instruction from that textbook. Others discussed the issue of the book, including statements from Chief Robert Fite as to the validity of the book and its overall contents. After hearing all comments regarding the book, Commissioner King clarified that they have to review questions and answers, not the book itself. Ms. Bull confirmed that Chapter 143 states, among other things, that the publications need to be related to their duties, and they need to be reasonably current. Mr. Trotter's position is that the book is not reasonably current, while the other two speakers have stated that they disagree with that position. The overall philosophy or standards are reasonably current. Bruce Ure also provided his opinion on this book and that it was solid. Ms. Norris addressed the Commission as well and noted in books that things change over time, yet are followed. She mentioned Chapter 143 was written in the 1940's and is still being followed, with some sections more updated than others, but having a few outdated sections doesn't invalidate the law. The Commission confirmed all had spoken on the matter of questions 1, 2 and 4-15, as well as to the "reasonably current" issue posed by Trotter. Commissioner King made a motion to deny the appeal as to questions 1, 2 and 4-15 on the Driver Exam and uphold the questions and answers as written. Commissioner Thompson seconded and the motion passed unanimously.

Commissioner Thompson stated the next item was to consider question 42 by Mr. Trotter appealing that the correct answer was not provided. After hearing Mr. Trotter's position as to question 42, the Commission also heard from Bruce Ure. Asking for any other comments on this question, and hearing none, Commissioner King made a motion to deny the appeal and uphold the question and answer as written. Commissioner Thompson seconded the motion and it passed unanimously.

Ms. Norris confirmed to the Commission that the remaining appealed questions were 31-40, 70, 89, 92, 93 and 95. The Commission asked Ms. Bull to read the questions appealed and the appellants. Ms. Bull stated Questions 31 through 40, 70, 89, 92, 93 and 95 all have different

appellants, but all were on the same ground that they violate 143.032e - that the question was not taken from the source material. She confirmed question 31 was appealed by Mr. Trotter, questions 32 through 40 were appealed by Trotter, Stewart, Gregory, Graviett, Powell, and Graham, and questions 70,89, 92, 93 and 95 were appealed by Powell and Stewart. The basis stated is that the exact question and the exact answer were not from the material. She stated they were not appealing or complaining of the fact that the concepts or methodology were not in the publication, but if that were the case, the commission may need to address each question individually. Ms. Bull suggested since they are all on the same basis, the commission would be able to entertain them together and hear all comments as to these questions at one time, but make separate motions if they felt questioned needed to be handled separately in rendering a decision. The Commission agreed. Several appellants spoke on this set of questions including Mr. Stewart who specifically spoke as to 32-40, since he got 31 correct. His basis of argument centered around that the information and facts must be found in the source material as referenced in 143.032(e) which stated the question must be taken from the source material. He said since he has to make 50 plus calculations based on the questions, he couldn't go back to validate in the material. He stated the question was asking him to calculate because the exact question and answer are not in the book. Ms. King stated that the question clearly said to "calculate," that it was the first word in the question. She asked if he didn't have enough information in the question and example to perform arithmetic to figure it out.

The appellant said he shouldn't have to interpret or make up the application of the material. He confirmed all pages 140-206 were referenced by the test maker (all of chapter 7), and that chapter teaches you how to calculate, he just felt the questions and answers should be taken word for word from the book. The Chief requested to speak and stated that the arguments that the appellants are referring to as to not being in the book are not accurate. It is a scenario, requiring math to be applied based on information given, including a calculator provided by the test maker. Just because the exact verbatim question and answer are not specifically copied, and you have to apply information into the calculator to determine the answer does not make it a bad question. Commissioner King solicited input from the testmaker, Mr. Ure. Mr. Ure also confirmed that the application in these questions does not violate Chapter 143 as the material is in the book, and the text even speaks to how important the application of math is. You have to be able to apply some judgement based upon formulas to ensure critical understanding of application of what you have read. Commissioner King asked the Chief if firefighters have to calculate things like this on the job, to which the Chief indicated that most fire apparatus are now computerized, but knowing how to calculate flow and correct pressure is applicable and critical. Ms. Norris asked to address the Commission. She stated that it is import to put into context these arguments with Chapter 143. She stated her position is that the term "must be taken from the source material" is a phrase and not further defined in Chapter 143. When it is not specifically defined in the law, you have to apply what is an "ordinary meaning," and not take a hyper restrictive position. You have to apply general understanding, a "lay persons understanding," because it's not specifically defined. I think it is fair to state for those of us who have been through school, that because it says it must be "taken from" the source does not indicate it must be "verbatim" from the source. These questions were taken from the source material and text in that material, and their understanding to apply such knowledge makes these questions good questions. I believe many are here today that feel these were good questions. Mr. Trotter spoke up as to his opinions on this and felt he should be able to go straight to a page to get the answer and couldn't do that. Ms. King questioned if they were provided calculators at the test and Ms. Norris confirmed they were.

Ms. Bull clarified that Mr. Trotter has had a separate round of appeals different grounds for 32-40 alleging that the instructions did not permit the use of electronic devices, yet calculators were provided. Mr. Trotter stated this is the first time that ever happened and Human Resources changed it right there at the test. He alleged Human Resources didn't get their ducks in a row to give a correct test and instructions and then allowed people to come in and leave after arriving. Ms. King asked Ms. Norris about that. Ms. Norris confirmed that we have not had electronic devices in the past, but that meant cell phones, etc. The intent is that we don't want people at the test communicating with those outside, so we have them place items under their chairs. This is the first time we have had a test maker provide electronic devices for use. This is a new test maker, so it is a simple issue of updating the instructions. Ms. Junkin answered that question at the test and confirmed they could use the calculator. There was no issue and it was nipped in the bud right then. We have also since updated our instructions. This was not an issue of not having our ducks in a row, but yes, our process had been the same for 20 years, but it now changed, and that does happen. Ms. King then questioned if we allow people to leave the test. Ms. Junkin (test administrator), confirmed they can come in and sign in, but just have to be in the test room by 9:00 when the test begins. They do not see the test or any materials prior to the start of the test. A few more other appellants spoke to the issue of having to apply calculations and the use of the calculator how this was different than what they experienced in the past. Additionally comments were made that they were not advised that calculators were going to be used. Ms. Norris affirmed that Human Resources has never, in advance, sent out anything as to what would be done on a test because that is up to the testmaker, there is very limited advanced notice of test receipt to ensure security of the test, and that all instructions were provided to everyone in the room. It may be different than what was done in the past, but that doesn't invalidate the information which came from the source. "Taken from" does not equal "verbatim." It is not stated and cannot be inferred. One final appellant confirmed that the facts were in the sources, knowledge was applied as done with educators to create tests, recall of previously remembered information and basic facts/concepts had to be applied. After hearing all comments as to the questions at hand, the Commission considered the appeals. Mr. Thompson thanks all for their comments, presentations and opinions on the questions. Ms. Kin moved to sustain the questions and answers to questions 31-40, 70, 89, 92, 93, and 95 and to deny all appeals on all grounds. Commissioner Thompson seconded the motion and it passed unanimously.

Lisa asked the Commission to recess for a few minutes in order to revalue the eligibility lists and scores based upon the questions appealed and their rulings to provide updated eligibility lists. The Civil Service Commission Meeting recessed at 12:21p.m.

The meet reconvened at 12:57 p.m. and Commissioner Thompson accepted the updated eligibility lists and scores. Ms. Norris confirmed that the May 8, 2019 Fire Driver Promotional Written Exam Eligibility list before them showed recalculated scores and new ranking versus original ranking.

She confirmed the list before them reflected several key things posted for all of the candidates to see, including their original rank to the left as well as their new ranking. If the number was a regular black non-bold, that meant they stayed in the same position. If it is bold and black, that means they moved up a position. Commissioner King moved to approve the Fire Driver Eligibility List provided with changes and Commissioner Thompson seconded. The motion passed unanimously.

The Fire Lieutenant Eligibility list was also provided with changes for approval on the same premise. Ms. King moved to approve the Fire Lieutenant Eligibility List from May 8, 2019 with changes included as presented following the break. Mr. Thompson seconded the motion and it passed unanimously.

The meeting was adjourned 1:16 p.m.

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Chair, Civil Service Commission

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Civil Service Commissioner

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Civil Service Commissioner

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Civil Service Director

## City of Grand Prairie Police and Fire Civil Service Commission Meeting Minutes

**Meeting Minutes:** 08/30/2019

**Meeting Location:** Annex Building Training Room, 318 W. Main Street, Grand Prairie, TX 75050

**In attendance were:** Lisa Norris, Human Resources Director; Angela Pardue, Human Resources Specialist; Steve Dye, Deputy City Manager/Chief of Police; Civil Service Commissioners Jerry King and Oliver Thompson

The meeting was called to order at 6:08 p.m.

Item two on the agenda was to approve minutes from the May 30, 2019 meeting. Mrs. Norris indicated that the minutes were so long from the Fire Driver appeals, that she had not had time, due to very short staffing, to review them with the City Secretary to determine where they can be summarized and the amount of detail necessary to properly record the minutes. It was Mrs. Pardue's first time creating minutes, so they wanted to take this opportunity to review them and best practice with the City Secretary for minutes. As a result, they will be tabled until the next meeting of the Civil Service Commission for approval. Oliver Thompson confirmed they would be tabled.

Item three on the agenda was to certify the August 19, 2019 Police Deputy Chief Eligibility List. Mr. Thompson asked Mrs. Norris to brief them on the testing process. Mrs. Norris reminded them that the Deputy Chief Promotional Process is comprised of three parts: a written test administered on August 19, 2019 from which the eligibility list is effective, an anonymous written exercise and a panel interview. The anonymous written exercise was conducted on August 28, 2019 and scored by 5 assessors – 3 internal (the Assistant Chiefs in this case) and 2 external assessors. The panel interviews were also scored by those same assessors and were completed August 30, 2019. This panel convened from 8:00 to about 2:00 and final scores were entered today to promote tomorrow. Mr. Norris advised that assessors chosen must be the same or higher rank than the one being tested. Ms. King asked how they score the test and how subjective it is on the anonymous written exercise. Mrs. Norris indicated that assessors were provided criteria and point values for each set of criteria as defined in the Local Rules. Chief Dye reminded the Commission that the criteria for which they were scored was voted on by the Police officers so this is a process for which they agreed to. He also clarified that this process was solid and although subjective it is defined as specifically as possible through the criteria to focus the assessors on those factors. Mrs. Norris clarified that this particular written exercise was difficult for the candidates as power was lost in the middle of the process, but was able to be completed. With no further discussion, Ms. King made a motion to approve the August 19, 2019 Deputy Chief Eligibility list. Mr. Thompson seconded the motion which was approved unanimously. Mrs. Norris indicated there was no executive session needed. The meeting adjourned at 6:19 p.m.

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Civil Service Commissioner

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Civil Service Commissioner

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Civil Service Commissioner

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Civil Service Director

## POLICE AND FIRE CIVIL SERVICE COMMISSION CITY OF GRAND PRAIRIE MINUTES

**Date:** 01/27/2020

**Location:** Annex Training Room, 318 W. Main Street, Grand Prairie, TX 75050

**In Attendance:** Civil Service Commissioners Oliver Thompson, Reg Crump and Jerry King; Lisa Norris, Civil Service Director; Todd Gaston, Human Resources Manager; Beatriz Juarez, Human Resources Specialist; Angela Pardue, Human Resources Specialist; Mark Dempsey, Deputy City Attorney; Daniel Scesney, Police Chief; Robert Fite, Fire Chief; J.J. Wallis, Police Association President

Oliver Thompson called the meeting to order at approximately 1:09 p.m. with Commissioner Jerry King and Commissioner Reg Crump present.

The second item on the agenda was to vote on Chair and Vice Chair for the Commission for the year. Reg Crump recommended that Oliver Thompson remain as Chair and Jerry King as Vice Chair. Oliver Thompson made that motion, and Jerry King seconded the motion. Motion approved unanimously.

The third item on the agenda to consider approval of changes to The City of Grand Prairie Fire Fighters and Police Officers Local Civil Service Rules and Regulations as proposed by Chief Fite, Chief Scesney and Human Resources. Human Resources Director, Lisa Norris, apologized for being a few minutes late to the meeting as there was a last minute change an hour prior to the rules that required updates to the materials provided. Lisa provided the updated copies for all at the meeting. She walked through the summary of changes by section for all in attendance which was provided and included the following:

- Cover page changes to the date passed, posted and in full force and effect;
- Chapter 1 page 3 grammatical changes
- Chapter 2, Definitions regarding Conviction/Convicted;
- Chapter 4, Eligibility for Police Department – clarifying college hours;
- Chapter 4, pg 9, clarifying reinstatement provisions in Police in sections 4.12 and 4.13;
- Chapter 4, pg 10, clarifying requirements of the Lateral Program in sections 4.17 and 4.18;
- Chapter 4, pg 11, clarifying causes for disqualification in Police applicants as it relates to convictions and misdemeanors in sections 4.29, 4.30, and 4.31; and as it relates to drug use in 4.36;
- Chapter 4, pg 12, adding a section 4.38 regarding Class A and Class B misdemeanors which may be considered on a case by case basis, thereby causing renumbering of the remaining sections of Chapter 4 to 4.39 – 4.41.
- Chapter 5, pgs 14-16, Causes for Disqualification of Fire Fighter Applicants, clarifying provisions around Class A Misdemeanors in sections 5.16; adding new verbiage in 5.18, thereby renumbering remaining sections, clarifying wording in 5.21, and updating provisions around drug use in newly number 5.23;
- Chapter 6, Entrance Examinations and Appointments, pg 20 clarified 6.31 regarding the probationary period employees not having full fledged civil service status nor right of appeal;

- Chapter 11, pg 41, section 11.43 adding “injury” to the Review Board title; and finally
- Order of the Commission on pg 48 updating to the date of the meeting.

Changes were discussed amongst the Commission and meeting attendees. Chief Fite and Chief Scesney shared their perspective on certain changes primarily relating to drug use and Misdemeanor sections. J.J. Wallis provided some insight as well during the meeting.

All changes were reviewed including the summary of changes that reflected redlined versions, the full redlined version of rules and a full, clean version of the rules. A motion was made by Jerry King to accept the rules, as modified and provided by Lisa Norris. Reg Crump seconded the motion. The motion passed unanimously.

The meeting was adjourned at 1:46 p.m.

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Civil Service Commissioner

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Civil Service Commissioner

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Civil Service Commissioner

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Civil Service Director

**Item 3** - Consider appeal of question number 33 from the Police Lieutenant Promotional Written Exam given on April 27, 2020.

**Question 33**

Which performance appraisal technique involves measuring each employee's performance against an objective or subjective standard?

- a. relative
- b. absolute**
- c. objective
- d. behaviorally-anchored

Part IV; CH12, Page 356

**Answer Breakdown** (% rounded)

A – 1 (11%)

**B – 2 (22%)**

C – 3 (33%)

D – 3 (33%)

APPEAL - PROMOTIONAL EXAMINATION QUESTION

Name: David Griesinger

Date: 4-29-2020

INSTRUCTIONS: Please complete one form per question appealed. Indicate your reason for appeal below specifically and check which item below you are requesting as the "general reason for objection." Type or write legibly. If additional space is needed, go to the back of this page.

Exam Date: 4/27/2020 Rank: Lieutenant Question#: 33 Source: Police Administration Page# 356

General reason for objection: (Check one of the following and explain fully below)

- The keyed answer is not correct. Another answer is correct and should be allowed **instead**. My answer is \_\_\_\_\_.
- Another answer, \_\_\_\_\_, is also correct, **in addition to** the keyed answer. Both answers should be allowed.
- The question is faulty - there is no correct answer. The question should be **eliminated**.
- Other: Answer to Question is No Completely Stated; part of phrase left off. ~~It should be graded~~

Reasons(s) supporting your appeal (please be specific):

The answers that are possible are "relative method" and "Absolute method" as stated in the text. The question refers to a "Technique" which was used to disguise the answer. By using "Technique" in the question and leaving "method" off of the answers the person making the question either intentionally or unwittingly changed the essence of the topic. I believe that if the question was "A" it appears that the person unwittingly created a trick question by not including part of the answer, "Method," in the question and changed it to "Technique" thus creating some "trickiness" to the question and answer.

I request the question be graded to me as correct based on this trickiness. I believe I would have gotten the correct answer had the answer been complete or the word technique changed to method as stated in the text

Continue on back of this form if needed.

## Vendor Feedback

### Item # 33

**Appellant(s)** David Griesinger

**Response** The stem of the question identifies the response alternatives that follow as “performance appraisal techniques” and asks the candidate to select the answer that matches the description provided in the source. The correct answer is “absolute” because absolute evaluations are made against a standard rather than “between and among” employees. The question was not intended to trick the candidate by substituting the word “method” for “technique.”

better. The supervisor must still play a role in this process, ensuring that self-analysis is candid and accurate and helping subordinates establish goals for improvement; to the extent that subordinates can objectively assess their own performance, many of the usual complaints about performance appraisal disappear.<sup>19</sup> Subordinates can also participate in the evaluation of their supervisor's performance.<sup>20</sup>

Several other considerations are important for individual performance appraisal. One is the choice between absolute and relative methods of appraisal.<sup>21</sup> Absolute methods require that each employee's performance be measured against an absolute standard. These standards can be objective (e.g., completes reports by the end of the shift) or subjective (e.g., uses sound judgment when handling disputes). Relative methods, by contrast, require comparisons between and among employees. Instead of independently rating the soundness of each employee's judgment, for example, a relative appraisal might simply involve ranking employees from best to worst on the soundness of their judgments.

Both absolute and relative methods have their drawbacks. Supervisors are generally better able to make relative judgments ("Officer X has more initiative than Officer Y") than absolute appraisals ("Is Officer X's initiative superior, good, satisfactory, poor, or very poor?"). Thus, relative methods probably yield more reliable information. However, relative methods make it difficult to compare individuals in different organizational units. Officer X may have the most initiative among the officers in Squad 1, but how he or she compares to the officers in Squad 2 is difficult to determine. Although we might want to consider Officer X the equal of the officer with the greatest initiative on Squad 2, Officer X's initiative might actually be average or low when considered in the context of Squad 2. Thus, relative methods generally provide more reliable but sometimes less useful information.

Another important issue in individual performance appraisal is the choice between objective and subjective measures. This issue was discussed earlier with respect to performance measurement in general. Basically, objective measures are easier to define and defend and therefore are less subject to bias by the supervisor doing the rating. On the other hand, it is rare for all of the principal criteria of good job performance to admit of objective measurement. One expert observed that "most supervisors would agree that the difference between good and bad patrol officers is most apparent in the intangibles (e.g., such qualities as initiative or attitude), which cannot be counted but must be judged by supervisors or others familiar with the performance."<sup>22</sup> As pointed out earlier, the best solution to the debate about objective versus subjective measures is to employ multiple measures of job performance.

An issue that has only recently received attention in police circles is the possibility of evaluating employees on different criteria at different points in their careers. One interesting suggestion is to adjust appraisals according to three career stages: (1) early in their careers, employees could be evaluated primarily on whether they have developed the

knowledge, skills, and ability have been demonstrated, then exerting appropriate effort; then evaluation could focus on the subordinates concerned with the subordinates were achieved. This approach is a rational approach to leadership.

Another issue often overlooked will actually do the evaluation of immediate supervisors. Often an employee's performance is evaluated by supervisors who would be feasible if more information would be available. Each employee would be evaluated by their immediate supervisors. Although this hierarchy of authority and ability to evaluate one another, it is one's fellow employees has been a source of peer ratings has been a

A final potential evaluation agencies currently conduct. For the most part, these agencies evaluate an individual officer by rating period. This approach is not ideal because the role of some citizens. Although within the context of a knowledge of how police must be satisfied that t

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1. Performance evaluation how the process is
2. Officers want feedback performance.
3. Officers often believe typically narrow

knowledge, skills, and abilities needed to do the job effectively; (2) once these capabilities have been demonstrated, then evaluation could concentrate on whether employees are exerting appropriate effort; and (3) once capabilities and effort have been demonstrated, then evaluation could focus on results.<sup>23</sup> In this latter stage, supervisors would be most concerned with the subordinate's accomplishments, paying less attention to how they were achieved. This approach to performance evaluation corresponds nicely to the situational approach to leadership discussed in Chapter 10.

Another issue often overlooked concerns the selection of the person or persons who will actually do the evaluating. In most organizations, employees are evaluated by their immediate supervisors. Occasionally, however, several supervisors may be familiar with an employee's performance; in such a situation, a combined evaluation by the several supervisors would be feasible. A combined evaluation would be more accurate, because more information would be brought into the process. Another possibility is peer evaluation. Each employee within an organizational unit can be rated by his or her fellow employees. Although this approach is controversial because it does not follow the hierarchy of authority and because it allows employees who compete with one another to evaluate one another, it may provide the most accurate appraisals in situations in which one's fellow employees have the most information about one's performance. This method of peer ratings has been employed successfully in police departments.<sup>24</sup>

A final potential evaluator of police officer performance is the public.<sup>25</sup> Quite a few agencies currently conduct citizen surveys to determine satisfaction with police service. For the most part, these surveys are used to evaluate overall agency performance rather than individual performance. In principle, however, a police department could evaluate an individual officer by surveying citizens who had contact with that officer during the rating period. This approach would be quite controversial and should be used with great care, because the role of the police inevitably puts officers into adversarial relations with some citizens. Although controversial, rating by citizens has intuitive appeal, especially within the context of community policing, because citizens often have the most direct knowledge of how police officers behaved in a situation and because ultimately the public must be satisfied that the police are performing effectively.

Oettmeier and Wycoff offered ten suggestions for police departments that are considering revising their performance evaluation systems.<sup>26</sup>

1. Performance evaluations are not bad in and of themselves. Frustration comes from how the process is administered and the lack of suitable performance criteria.
2. Officers want feedback and a permanent record of their accomplishments and performance.
3. Officers often believe they are doing more than they are receiving credit for, given the typically narrow design of their evaluation instruments and performance criteria.

types of arrests and investigations. Each product was then assigned a weight according to its contribution to organizational effectiveness and the amount of time consumed. On a monthly basis, each officer's score was calculated based on number of work products and their weights. These scores were then adjusted to account for the number of days worked by each officer. Finally, each officer's adjusted score was compared to those of other officers in the same units, in order to arrive at a performance rating expressed as a percentage above or below the unit average.

The method used in Englewood was relative in that officers were rated each month in comparison to their unit average rather than in comparison to an absolute standard of good performance. The method was objective in that readily quantifiable and verifiable work products were measured. Through the use of a large number of work products with differing weights, the method sought to measure quality as well as quantity. Because of the nature of the measures employed, the data used for measuring work products could be expected to be both reliable and valid.

The main drawback of any work production approach to performance appraisal is the inability of objective measures to represent all important aspects of performance. The Englewood system, for example, almost completely ignored all but enforcement activity. Objective measures of service quality, effectiveness in resolving disputes, initiative, and judgment are much more difficult, if not impossible, to develop. Total reliance on objective measures leads to the problem of measuring only what is easy to measure and the consequent problem of encouraging only the performance that is measured by the appraisal system—i.e., you get what you measure.

### *Rating Scales*

Rating scales are frequently used to appraise individual job performance. Employees may be rated on objective measures, but usually rating scales call for subjective judgments by supervisors. For example, a supervisor may be required to rate each employee's initiative as superior, above average, average, below average, or well below average. Alternatively, initiative could be rated as excellent, satisfactory, or unsatisfactory; on a scale of 1 = poor to 10 = excellent; or according to any other desired response scale.

The major drawback of rating scales is the subjective judgment required of supervisors. It is certainly difficult to rate employee initiative, judgment, work quality, and similar nebulous aspects of performance on the typical types of response scales described above. For this reason, many police departments have chosen to utilize behaviorally anchored rating scales (BARS).<sup>28</sup> An example of one BARS measure developed for police department use is presented in Figure 12.1. Notice that the labels attached to different points on the rating scale are specific to the measure and that they refer to behaviors. The specific scale anchors are intended to make the supervisory ratings more reliable; supervisors might have different conceptions of what constitutes "superior" or "above



Employees typically receive all superior ratings or all average ratings. Studies of performance indicate that in reality each employee typically has strong points and weak points, but the halo effect tends to obscure these differences.

While the halo effect tends to produce consistently generalized individual ratings (e.g., Officer X is rated above average on all measures), the problem of **central tendency** results in all employees receiving similar ratings (e.g., all officers are rated above average). It is not unusual when using a rating system that produces overall scores on a 1 to 100 scale, for example, to find all, or nearly all, employees within 5 to 10 points of each other. One cause of the central tendency problem is the common practice of requiring supervisors to provide written explanations whenever they issue a very high or very low rating. This practice encourages supervisors to confine their ratings within a range that does not require written documentation.

A related limitation that contributes to the central tendency problem is the phenomenon of **supervisor leniency**. Most supervisors are reluctant to hurt an employee's feelings and therefore tend to avoid the inevitable conflict that would result from a very low rating. Also, in some organizations, there is a tacit or implied understanding that even a moderately low evaluation can effectively ruin an employee's career; consequently, ratings are typically inflated.

Finally, the problem of **career effect** has an impact on rating scales. This limitation pertains to changes in employee performance from year to year. Ratings are expected to gradually improve during the early years of a police career but, in most instances, once a high rating is achieved it tends to persist. Studies of police performance indicate, however, that actual performance is not always so steady;<sup>30</sup> police officers can have good years and off years, much like athletes.

Although most of these problems are inherent in the use of rating scales, the use of BARS provides a partial remedy to these limitations by reducing the degree of judgment required from the supervisor.<sup>31</sup> Additionally, raters can be trained to be more objective and to resist tendencies toward partiality. A hybrid method sometimes employed to improve objectivity is to limit the number of officers who can receive a given rating. For example, supervisors would be required to rate no more than 30 percent of their subordinates as above average or superior on each measure.

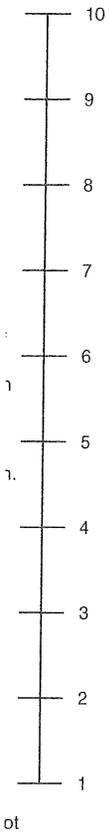
We have discussed rating scales at some length because of their importance as a management tool and because their use is so widespread. The remaining evaluative methods we address (many of which were developed to overcome the problems of rating scales) are less widely used, but are important and certainly relevant and worthy of consideration.

### *Rank Ordering*

An alternative to rating each employee according to various scales is to rank order employees from best to worst. This can be done on one global measure simply by having

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**Item 4 - Consider appeal of question number 97 from the Police Lieutenant Promotional Written Exam given on April 27, 2020.**

**Question**

97. Which level of readiness includes tasks such as alerting personnel to the possibility of emergency duty, placing selected personnel and equipment on standby, and identifying personnel to staff the Emergency Operations Center (EOC) and the Incident Command Post (ICP) if activated?
- a. Level I
  - b. Level II**
  - c. Level III
  - d. Level IV

Annex G, VIII.C, Page G-14,

**Answer Breakdown** (% rounded)

A – 0

**B – 4 (44%)**

C – 5 (56%)

D – 0

APPEAL - PROMOTIONAL EXAMINATION QUESTION

Name: TIMOTHY PAULSON

Date: 4-28-2020

INSTRUCTIONS: Please complete one form per question appealed. Indicate your reason for appeal below specifically and check which item below you are requesting as the "general reason for objection." Type or write legibly. If additional space is needed, go to the back of this page.

Exam Date: 4/27/2020 Rank: Lieutenant Question#: 97 Source: ANNEX G Page# G-14

General reason for objection: (Check one of the following and explain fully below)

- The keyed answer is not correct. Another answer is correct and should be allowed **instead**. My answer is \_\_\_\_\_.
- Another answer, \_\_\_\_\_, is also correct, **in addition to** the keyed answer. Both answers should be allowed.
- The question is faulty - there is no correct answer. The question should be **eliminated**.
- Other: ANSWER CHOICES WERE INCOMPLETE, WHICH CAUSED  
CONFUSION.

Reasons(s) supporting your appeal (please be specific):

THIS QUESTION INVOLVES THE "READINESS LEVELS." THE ANSWER  
OPTIONS WERE:  
a. LEVEL I  
b. LEVEL II  
c. LEVEL III  
d. LEVEL IV

IN THE ANNEX, THE READINESS LEVEL TITLES ARE AS FOLLOWS:  
"READINESS LEVEL IV - NORMAL CONDITIONS," "READINESS LEVEL III - INCREASED  
READINESS," "LEVEL II - HIGH READINESS," AND "READINESS LEVEL I - MAXIMUM  
READINESS." WITHOUT THE FULL TITLE OF THE READINESS LEVELS, THE  
QUESTION BECOMES CONFUSING. I KNEW THIS QUESTION/ANSWER TO BE  
"HIGH READINESS," THE LEVEL JUST BELOW MAXIMUM. WITHOUT THE FULL  
TITLES, WE ARE FORCED TO RELY ON THE LESS DESCRIPTIVE PART  
OF THE READINESS LEVEL TITLE. WITHOUT THE FULL AND CORRECT  
READINESS LEVEL TITLES LISTED AS OPTIONS, I BELIEVE THIS QUESTION  
SHOULD BE TOSSED OUT. \* NOWHERE IN THE ANNEX ARE THE READINESS  
LEVELS LISTED ONLY BY NUMBER

Continue on back of this form if needed.

APPEAL - PROMOTIONAL EXAMINATION QUESTION

Name: Timothy Sliva

Date: 4-28-2020

INSTRUCTIONS: Please complete one form per question appealed. Indicate your reason for appeal below specifically and check which item below you are requesting as the "general reason for objection." Type or write legibly. If additional space is needed, go to the back of this page.

Exam Date: 4/27/2020 Rank: Lieutenant Question#: 97 Source: Annex G Page# 14

General reason for objection: (Check one of the following and explain fully below)

- The keyed answer is not correct. Another answer is correct and should be allowed **instead**. My answer is \_\_\_\_\_.
- Another answer, \_\_\_\_\_, is also correct, **in addition to** the keyed answer. Both answers should be allowed.
- The question is faulty - there is no correct answer. The question should be **eliminated**.
- Other: Answer choices are incomplete.

Reasons(s) supporting your appeal (please be specific):

In Annex G the Readiness Level titles in bold include the title of the level along with the level number. When reading the Annex it is clear in how it is written, that the full title per Annex G includes both pieces of information. However, in the tested material the answers only include partial titles of Level I, Level II, Level III, and Level IV. Had the answers been complete per the titles in Annex G the correct answer would be evident after having studied the information. The correct title for the answer should be worded: Readiness Level II - High Readiness. Also, in a real world critical situation, the plain language title would be more appropriate than just a level number.

Continue on back of this form if needed.

## Vendor Feedback

### Item # 97

**Appellant(s)** Timothy Sliva, Timothy Paulson

**Response** The readiness levels are properly identified and listed in increasing order in the source. Candidates who are familiar with the distribution of tasks at each readiness level would be able to identify the level by the order. The level of readiness is presented with the higher number indicating a lower level of readiness (e.g., Level IV – indicates normal conditions).

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**Item 5 -** Consider appeal of question number 100 from the Police Lieutenant Promotional Written Exam given on April 27, 2020.

**Question**

100. Which level of readiness includes tasks such as implementing the most rigorous security measures, disseminating non-sensitive information, and determining and implementing precautionary protective measures for the public in selected areas?

- a. Level I
- b. Level II
- c. Level III
- d. Level IV

Annex V, VIII.D, Page V-20,

**Answer Breakdown** (% rounded)

**A – 4 (44%)**

B – 1 (11%)

C – 0

D – 4 (44%)

APPEAL - PROMOTIONAL EXAMINATION QUESTION

Name: Timothy Rawson

Date: 4-28-2020

INSTRUCTIONS: Please complete one form per question appealed. Indicate your reason for appeal below specifically and check which item below you are requesting as the "general reason for objection." Type or write legibly. If additional space is needed, go to the back of this page.

Exam Date: 4/27/2020 Rank: Lieutenant Question#: 100 Source: ANNEX V Page# V-20

General reason for objection: (Check one of the following and explain fully below)

- The keyed answer is not correct. Another answer is correct and should be allowed **instead**. My answer is \_\_\_\_\_.
- Another answer, \_\_\_\_\_, is also correct, **in addition to** the keyed answer. Both answers should be allowed.
- The question is faulty - there is no correct answer. The question should be **eliminated**.
- Other: ANSWER CHOICES WERE INCOMPLETE, WHICH CAUSED CONFUSION

Reasons(s) supporting your appeal (please be specific):

THIS QUESTION INVOLVES THE "READINESS LEVELS." THE ANSWER OPTIONS WERE:

a. LEVEL I

b. LEVEL II

c. LEVEL III

d. LEVEL IV

IN THE ANNEX, THE READINESS LEVEL TITLES ARE AS FOLLOWS:

"READINESS LEVEL IV - NORMAL CONDITIONS," "READINESS LEVEL III - INCREASED READINESS," "READINESS LEVEL II - HIGH READINESS," AND "READINESS LEVEL I - MAXIMUM READINESS." WITHOUT THE FULL TITLE OF THE READINESS LEVELS, THE QUESTION/ANSWERS BECOME CONFUSING. I KNEW THIS QUESTION TO BE MAXIMUM READINESS LEVEL. WITHOUT THE FULL TITLES I WAS FORCED TO TRY AND REMEMBER JUST A NUMBER, THE LESS DESCRIPTIVE PART OF THE FULL TITLE. WITHOUT THE FULL AND CORRECT READINESS LEVEL TITLES LISTED AS OPTIONS, I BELIEVE THIS QUESTION SHOULD BE TOSSED OUT. ~~IF~~ NOWHERE IN THE ANNEX ARE THE READINESS LEVELS LISTED ONLY BY NUMBER.

Continue on back of this form if needed.

APPEAL - PROMOTIONAL EXAMINATION QUESTION

Name: Timothy Sliva

Date: 4-28-2020

INSTRUCTIONS: Please complete one form per question appealed. Indicate your reason for appeal below specifically and check which item below you are requesting as the "general reason for objection." Type or write legibly. If additional space is needed, go to the back of this page.

Exam Date: 4/27/2020 Rank: Lieutenant Question#: 100 Source: Annex V Page# V-20

General reason for objection: (Check one of the following and explain fully below)

- The keyed answer is not correct. Another answer is correct and should be allowed **instead**. My answer is \_\_\_\_\_.
- Another answer, \_\_\_\_\_, is also correct, **in addition to** the keyed answer. Both answers should be allowed.
- The question is faulty - there is no correct answer. The question should be **eliminated**.
- Other: Answer choices are incomplete.

Reasons(s) supporting your appeal (please be specific):

The test answers are given as Level I, Level II, Level III, and Level IV. When studying Annex V the levels are referred to as Readiness Level I, II, III, and IV along with a name for the readiness level. The way the titles are presented in Annex V makes it appear that they are the full title that should be referred to. Had the titles from Annex V been used as the answers, the correct choice would have been evident after studying the material. Also, in a real world critical situation, the plain language title would be more appropriate than just a level number.

Continue on back of this form if needed.

## Vendor Feedback

### Item # 100

**Appellant(s)** Timothy Sliva, Timothy Paulson

**Response** The readiness levels are properly identified and listed in increasing order in the source. Candidates who are familiar with the distribution of tasks at each readiness level would be able to identify the level by the order. The level of readiness is presented with the higher number indicating a lower level of readiness (e.g., Level IV – indicates normal conditions).

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ANNEX V, PAGE V-20

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