

# IDAHO STATE POLICE PROCEDURE

## 03.07 PERFORMANCE MANAGEMENT

### A. General

The primary purpose of performance management is to motivate and encourage employees to be productive contributors to the Idaho State Police (ISP) mission. ISP's goal is to create an environment that allows and encourages each employee to reach maximum potential and the highest level of productivity. While productivity is not a quota measure, employees must understand that numbers may be used as one of many tools in determining levels of performance. Performance evaluations must accurately reflect each employee's legitimate effort to meet and support the goals of the ISP. Supervisors are accountable for managing employee performance.

Certain behaviors or performance may indicate a need for remedial training, additional supervision, and referral to the state's Employee Assistance Program, or other similar non-disciplinary interventions, to include mental health evaluations by a qualified mental health provider, the results of which will be provided to the agency for evaluation of the employee's ability to perform the key responsibilities of their position.

ISP procedure [03.19 Early Intervention System](#) governs the non-disciplinary process that provides a resource to assist supervisors in their primary function of personnel development and guidance. The Early Intervention System allows for supervisory notification of potential performance issues. Continued supervision, counseling and coaching is designed to correct, rather than punish behavior.

While each employee is primarily accountable to a single supervisor, sometimes events or special assignments require limited reporting to another supervisor. Input from alternate supervisors for specific events, projects, or activities is considered by the primary supervisor during the annual personnel evaluation.

### B. ISP Performance Management Process

1. Performance management is an ongoing, daily activity.
2. The performance management process consists of:
  - a. a clear understanding of performance expectations;
  - b. continuous supervisory observation and supervisor-employee communication; and
  - c. an annual performance evaluation.

### C. Understanding Performance Expectations

1. Employee Performance Competencies:
  - a. are developed by the Division of Human Resources (DHR), with input from all state agencies;
  - b. include general definitions of each competency area; and
  - c. are evaluated within the context of the key responsibilities of each employee's job.
2. Individual Employee Templates:
  - a. are based on models developed by DHR and modified by ISP management;

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- b. detail the employee's job competency areas, key responsibilities, goals and objectives, and performance expectations for the calendar year; and
- c. are used for the employee's annual performance evaluation completed by mid-February of each year.
3. Employee Development Plans:
  - a. are developed by the supervisor and the employee and incorporated by reference into the annual evaluation document;
  - b. must be consistent with the current ISP strategic plan;
  - c. detail training, education, extra projects or duties to be completed by the employee during the coming calendar year to address the following listed in priority order:
    - (1) performance improvement, if needed;
    - (2) job mastery;
    - (3) career planning and development; and
    - (4) employee enrichment;
  - d. are completed by mid-February of each year and retained in the work unit supervisor's employee folder for the duration of the evaluation period.
4. The Employee Attestation:
  - a. expresses certain specific expectations of employees relevant to procedures, ISP's Strategic Plan, and state of Idaho guidelines;
  - b. is reviewed by the supervisor and employee during the annual performance evaluation;
  - c. is signed by the employee during the annual performance evaluation; and
  - d. is retained in the employee's personnel file in the HR Office.

### **D. Supervisory Observation and Supervisor-Employee Communication**

1. Observation of employee performance, documentation of observations, and feedback to the employee are daily activities:
  - a. supervisors must recognize that not every employee within a common classification has equal opportunities, responsibilities, or assignments;
  - b. allowance for these differences must be incorporated into the performance evaluation.
2. Microsoft Word, Franklin Planner notes, or an equivalent mechanism is used to document employee performance:
  - a. with examples covering the entire year;
  - b. with at least one observation for each competency area; and
  - c. allowing for employee feedback.
3. Supervisors provide feedback that is timely, specific, and honest to:
  - a. reinforce effective performance; and
  - b. teach, coach, and deal with issues causing less than effective performance.
4. Supervisors should meet with employees on a regular basis, preferably quarterly, to informally discuss employee performance. The supervisor-employee discussion topics include:
  - a. the employee's work during the preceding year;

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- b. celebration of specific successes and contributions;
- c. continued discussion of specific job coaching, identification of performance gaps or progressive discipline;
- d. supporting documentation;
- e. changes in performance expectations;
- f. performance management system changes;
- g. key responsibilities;
- h. goals and objectives;
- i. the Employee Development Plan; and
- j. required procedures and the Employee Attestation.

### **E. Annual Performance Evaluation**

- 1. Supervisors complete evaluations for each employee:
  - a. for commissioned employees at 6 months following hire (ISP Training Section staff may complete the evaluation if employees are attending the ISP Advanced Training Class when evaluations are due);
  - b. upon completion of probation:
    - (1) for commissioned employees, at the end of 2,080 hours (12 months) of satisfactory job performance following hire or promotion into a position;
    - (2) for civilian employees, at the end of 1,040 hours (6 months) of satisfactory job performance following hire or promotion into a position;
  - c. annually after completion of probation based on calendar year;
  - d. upon the reassignment of the supervisor or employee to another position;
  - e. upon separation from ISP including transfer to another agency, resignation, retirement, or dismissal; or
  - f. at other times when documentation is useful to change or monitor employee performance.
- 2. The annual evaluation must reflect an honest evaluation of the employee's performance within each performance expectation area, and support the assigned rating and recommendations.
- 3. Supervisors use the approved evaluation templates to complete their evaluation of an employee's performance.
- 4. Each annual evaluation consists of a completed template, supporting documentation, and a supervisor-employee discussion of the reviewed performance.
- 5. Documentation of any award, bonus, letter of commendation or certificate of appreciation is attached to the completed template for inclusion in the employee's personnel file.
- 6. Any corrective or disciplinary action taken against an employee shall be documented in the employee's next annual performance review.

Once a corrective or disciplinary action has been documented on an employee's annual performance review, that particular corrective or disciplinary action shall not be mentioned in any subsequent annual performance review unless the issue in question is a recurring issue.

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7. Supervisors assign one of the following overall ratings for the evaluation period:
  - a. "Exemplary Performance": the employee performs at a level that results in significant accomplishments and/or deserves special recognition for significant performance in completing special assignments in addition to their regular work duties. An "Exemplary Performance" rating must be approved by the Major/Manager prior to delivery to the employee.
  - b. "Solid Sustained Performance": the employee fulfills all position requirements and often exhibits results above those expected of the position.
  - c. "Achieves Performance Standards": the employee:
    - (1) meets job expectations; or
    - (2) is developing new skills, gaining new knowledge or is new to the position;
  - d. "Did Not Achieve Performance Standards": the employee's performance needs improvement OR is unacceptable in accordance with DHR Rule 190, 152, and/or 153.  
**Requires a Performance Improvement Plan.** A "Did Not Achieve Performance Standards" rating must be approved by the Major/Manager prior to delivery to the employee.
8. When an Employee Performance Improvement Plan is necessary:
  - a. the [EHF 03 07-03 Employee Performance Improvement Plan](#) is retained by the supervisor/manager;
  - b. the supervisor/manager sends a copy of the plan to HR;
  - c. HR files the copy in the personnel file for permanent retention.
9. The following additional tools may be used if helpful and appropriate:
  - a. the [EH 03 07-01 Written Counseling Record](#);
  - b. ISP procedure [03.03 Employee Recognition Program](#);
  - c. information from the Early Intervention System;
  - d. the [EHF 03 07-02 Employee Development Plan](#);
  - e. the [EHF 03 07-03 Employee Performance Improvement Plan](#);
  - f. the supervisor's supervisor/manager;
  - g. other supervisors;
  - h. HR staff;
  - i. the [Employee Assistance Program](#); and
  - j. other appropriate programs or resources outside of ISP.