

Performance Evaluations of the Evendale Fire Department

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A proposed research project submitted to the Ohio Fire Executive Program

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CERTIFICATION STATEMENT

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ABSTRACT

The problem this study addressed were inconsistencies in the annual performance evaluations (PE) conducted for Evendale Fire Department (EFD) employees. The trait based annual performance evaluations (PE) for the Evendale Fire Department (EFD) are conducted by the supervisor, and formal feedback is given to the employee once annually. This document intended to address the PE problem of the EFD using a descriptive research method. Theories and approaches were discussed, as well as, their applicability to the EFD PE process. The research questions utilized for this study included; determining the importance of a PE, finding additional feedback methods for performance, identifying what other sources of evaluation exist, and what formal training do Ohio fire departments employ for their evaluators. Solutions identified in the literature review included goal setting, structured informal feedback, 360-degree assessments, self-assessments, and rater training. A survey of Ohio fire departments returned 186 responses regarding employee evaluations for the fire service within the State of Ohio for comparison to the process utilized by the EFD and training associated for evaluators. The most common practice that was found was that the traditional supervisor completed evaluations much like the EFD. The survey of the Ohio fire service was conducted online and indicated that many fire organizations lag behind in common human resource practices regarding employee evaluations. Additionally, rater training was found to be rarely utilized within the Ohio fire service. Based on the findings of this research the EFD should institute several changes to the annual PEs of the department. Recommendations from this research included establishing goal setting, instituting a structured informal feedback cycle, allowing time for a self-assessment process, conducting a 360-degree evaluation, and instituting an EFD officer training program focused on completing PEs.

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INTRODUCTION

Statement of the Problem

The trait based annual performance evaluations (PE) for the Evendale Fire Department (EFD) are conducted by the supervisor, and formal feedback is given to the employee once annually. Ensuring a quality assessment tool for public employees is important to address shortcomings and establish a clear career path (Pynes, 2013). In an attempt to address these concerns, near the anniversary date of each employee, a PE is conducted by the employee's direct supervisor based upon character traits and actions that have been witnessed over the prior twelve months. The current method involves input from the employee's supervisor, which is reviewed once each year and may not be an objective, comprehensive representation of that employee for the course of the year. Some fire department officers have been approached by subordinates questioning why their weaknesses were not presented to them when the situation was first witnessed rather than saving these problems for the formal PE. Currently, no clear path to improvement is presented to the employee. Additionally, the employee is also unaware as to the behaviors and actions that they can institute to reach the highest possible rating for each performance category. Fire officers receive no training in any aspect of observation, documentation, or coaching of subordinates as it pertains to personnel evaluations.

The problem this study will address is inconsistencies in the annual performance evaluations (PE) conducted for Evendale Fire Department (EFD) employees. Addressing these inadequacies may result in an improved employee assessment tool that can provide comprehensive feedback, create ownership in the process, and direct the employee towards improvement.

Annual evaluations are required within the code of ordinances of the Village of Evendale

(Village of Evendale, 2014), and the current method for conducting a PE has not changed since 1997. An assessment and review of the current PE is warranted to maintain a highly motivated and capable workforce. This document will attempt to address the PE problem of the EFD using a descriptive research method. Theories and approaches will be discussed, as well as, their applicability to the EFD PE process.

Purpose of the Study

The purpose of this study is to identify and describe methods to conduct consistent and productive PEs of Evendale fire personnel. Research will be conducted that will identify the importance of PEs and the methods utilized within the Ohio fire industry when conducting PEs. Additionally, alternate means of assessment will be identified and the occurrence of formal training evaluators within the fire service of Ohio will be assessed.

Research Questions

Utilizing descriptive research, the research questions this study will investigate are:

1. Why are PEs important?
2. What feedback methods are commonly found in Ohio fire organizations that enhance the formal annual PE?
3. What other sources of evaluation exist within the Ohio fire service that improves the formal performance appraisal accuracy?
4. Do Ohio fire departments provide formal training for performance evaluators?

BACKGROUND AND SIGNIFICANCE

Created in 1959, the EFD is primarily charged with providing fire and life safety services to a five square mile region in Southwestern Ohio called the Village of Evendale. According to Fire Chief Michael Hauck, the organization operated on a \$3.2 million budget for 2013 and \$3.4 million was appropriated for 2014 (personal communication, September 18, 2014). The organization is comprised of three shifts of eight personnel, working 24 hours on duty followed by 48 hours relief. Each shift is staffed with full-time personnel consisting of two officers, one fire inspector, and five paramedics. These employees average a 53-hour work week in a three-day rotation providing 24-hour service across weekdays, weekends, and holidays. Limited interaction between each shift occurs. With this type of schedule, each shift tends to develop an independent culture and method for conducting business. Operationally, the department responds to approximately 1,500 emergency calls annually. Not all of these calls are for service within the Village of Evendale. Surrounding communities share a mutual-aid agreement that allow communities to rely on neighboring communities for additional resources in times of emergent need. In addition to emergency services, the EFD provides public education services, fire prevention programs, fire hydrant maintenance, internal training, and collaborative training with neighboring departments.

To ensure the best possible service is provided to the Village of Evendale, employee evaluations are mandated by village ordinance (Village of Evendale, 2014). New employees are evaluated at six months and again after one year of service by their immediate supervisor. All regular employees receive a PE annually on their date of hire anniversary by their immediate supervisor. Each employee is expected to react professionally to any request for service from the public. Therefore, PEs represent the department's desire to maintain an effective fire and

emergency medical staff by identifying weaknesses that require attention, as well as, recognizing the employee for their strengths. The current PE method of the EFD focuses on the rating of 19 traits witnessed by the direct supervisor, such as, judgment, adaptability, and quality of work (see Figure 1). The supervisor then selects a rating of unsatisfactory, satisfactory, or excellent for each character trait. Grounded by trait performance, the rater provides written justification for each trait that falls outside of the “satisfactory” rating. Currently, supervisors receive no training on conducting PEs, nor are the character traits specifically defined. These evaluations have no impact on the employee’s compensation or benefits, and hold no score weight in promotional processes for those individuals seeking advancement. Further research is required to determine if a single point of view appropriately assesses the subordinate and reaches the desired expectations of both the EFD administration and employee. This study will review scholarly information and review current industry practices to identify options that may enhance the current PE process and possibly result in improving the EFD workforce. The potential impact this study could have on the EFD is identifying solutions that will improve the efficiency of conducting employee PEs.

Figure 1

Character Trait Personnel Evaluation for EFD Personnel (Appendix 1 has additional details)

Evendale Fire Department Annual Performance Evaluation		FF/Paramedic & FF/EMT	
Name, Rank and Shift:		Period Evaluated:	
		From:	To:
Rated By:		Rating Scale:	
		1.0 - 1.6	Unsatisfactory
		1.7 - 2.5	Satisfactory
		2.6 - 3.0	Excellent
General Performance		Rating	
Quality of Work	Unsatisfactory	Satisfactory	Excellent
Quantity of Work	Unsatisfactory	Satisfactory	Excellent
Knowledge of Work	Unsatisfactory	Satisfactory	Excellent
Adaptability	Unsatisfactory	Satisfactory	Excellent
Dependability	Unsatisfactory	Satisfactory	Excellent
Cooperation	Unsatisfactory	Satisfactory	Excellent
Judgment	Unsatisfactory	Satisfactory	Excellent
Initiative	Unsatisfactory	Satisfactory	Excellent
Appearance	Unsatisfactory	Satisfactory	Excellent
Leadership	Unsatisfactory	Satisfactory	Excellent
Specialized Performance		Rating	
Internal Relations	Unsatisfactory	Satisfactory	Excellent
Public Relations	Unsatisfactory	Satisfactory	Excellent
Constructive Input	Unsatisfactory	Satisfactory	Excellent
Obtains Applicable Dept. Goals & Objectives	Unsatisfactory	Satisfactory	Excellent
Physical Fitness	Unsatisfactory	Satisfactory	Excellent
Attendance	Unsatisfactory	Satisfactory	Excellent
Creativity	Unsatisfactory	Satisfactory	Excellent
Service Delivery	Unsatisfactory	Satisfactory	Excellent
Shift Preparedness	Unsatisfactory	Satisfactory	Excellent

LITERATURE REVIEW

The virtual library at Walden University was utilized to obtain peer-reviewed scholarly documents that provide insight into solving the proposed PE problem. Walden University database search includes over 90 databases, such as; Business Source Complete, CINAHL Plus, EBSCO, Education Research Complete, LegalTrac, Political Science Complete, ProQuest Central, PyschINFO, and SAGE Premier (Walden University, 2015). Within Walden University, the search engine Thoreau was utilized to find scholarly documents concerning employee performance, assessments, evaluation, or appraisals. In this section, this author will provide a review that represents a small segment of all the data that exists within this vast area of study. In addition to this resource, the National Fire Academy was searched for books written by

Executive Fire Officer Program students, likewise, the Federal government was searched for current policies that concern PEs.

Prowse and Prowse (2009), describes the performance appraisal as being a systematic evaluation, documentation by standardized paperwork, providing feedback, and permitting an organization to tap into the full potential of their human resources. A review of a survey conducted by the Chartered Institute of Personnel and Development was included in their work, which, indicated that between 1998 and 2004 that nearly 95 percent of workplaces (public and private) were utilizing some form of employee appraisal system (Chartered Institute of Personnel and Development, 2007). The feedback included on the performance appraisal should be designed to motivate, or recognize the employee in the enactment of their expected duties.

Brinkerhoff and Kanter (1980), posit that the performance appraisal is a tool to guide employees toward reaching organizational goals. To perform this objective, the evaluator will assess an individual over a set time period, conduct face-to-face meetings, and establish goals the individual will aim to accomplish over the next appraisal interval. These individual goals are designed to assist the organization with attaining its expected objectives. Brinkerhoff and Kanter (1980), further stipulate that effective performance appraisals include a clear purpose, observable behaviors, and simple and obtainable goals. With these guidelines in place, a performance appraisal can effectively improve the human resource element within a given agency.

Becker, Antuar, & Everett (2011) conducted research to investigate the enactment of a performance appraisal system within the Cancer Council Queensland (CCQ), a nonprofit agency. The research concerned a nonprofit cancer organization whose mission is to provide fundraising and community services that benefit the Viertel Centre for Research in Cancer Control, located in Australia. This nonprofit employs 240 paid staff members and a survey of their experiences

was conducted following the implementation of an annual performance management system. A large part of this system incorporated individual performance evaluations, which, the CCQ aligned with the strategic goals of the organization to keep the employee focused on the overall mission. In this case, the individual was required to identify the connection between their personal objectives and the organizational goals. Within the employee appraisal, this caused the individual to visualize their accomplishments aligning with the successes of the CCQ. Survey results indicated that 65% of the responding staff agreed that they had a positive experience with the performance appraisal system. Additionally, this research evaluated the importance of the frequency of feedback to the employee. This research found that 69% of survey respondents found it very beneficial to receive a half-year performance consultation. Becker et al. (2011) argues that a critical component of highly effective performance appraisals involves an ongoing feedback loop. The performance appraisal should not be a one-time formal event, but an ongoing process of more frequent interactions between the supervisor and employee to make minor corrections and maintain the employee on target to reach their expectations.

In Part I of their study, Longenecker, Fink, & Caldwell (2014) conducted an applied research study on PE systems across 183 organizations with employment ranges from over 600 employees to approximately 30,000 employees. Seventy-six percent of the organizations identified the employee PE as a means to document past performance, establish goals, review expectations, improve employee performance, and create an open dialogue between the rater and ratee (Longenecker, Fink, & Caldwell, Current U.S. trends in formal performance appraisal: practices and opportunities- Part One, 2014). Of the organizations surveyed by Longenecker et al. (2014), the majority conduct reviews on an annual basis, providing formal feedback only at that time. Twenty-four percent of these agencies require informal instruction and review sessions

between formal evaluations. Additionally, it was found that 28% of all the organizations surveyed conduct a formal evaluation multiple times annually.

In Part II of their research, Longenecker, Fink, & Caldwell (2014) suggest, based on their research findings that the purpose and importance of the PE should be well known throughout the organization. A direct link was found between accurately documenting the employee's performance as it applies to agency's mission and the organization achieving its goals.

Longenecker et al. (2014) suggests that conducting multiple informal feedback meetings with an employee (semi-annually or quarterly) has the potential to address any shortcomings and enable the employee to reach or exceed the given expectations. Additionally, PEs should include an additional dimension of self-assessment that would allow the employee to provide a PE to the supervisor regarding to how the employee perceived their performance for the review period (Longenecker, Fink, & Caldwell, Current U.S. trends in formal performance appraisal: practices and opportunities- Part II, 2014). The self-assessment allows the rater to have additional information when completing the final PE; furthermore, the employee becomes involved in the process and develops buy-in to the PE process (Longenecker, Fink, & Caldwell, Current U.S. trends in formal performance appraisal: practices and opportunities- Part II, 2014).

Kuvaas (2010) hypothesizes that employees perceive an increase in the helpfulness of a PA if the feedback and goal-setting they receive appears to be relevant and understandable. Goals should be established that are consistent with the organization's strategic plan and obtainable for the employee. Additionally, regular informal feedback allows the supervisor to interact with the employee and obtain better information on the employee performance over the duration of the formal evaluation. The formal PA can then be utilized to address specific areas where the employee can contribute more to the organization's mission. A survey was conducted to

determine the employee opinions of their organization's PA, of which 1,013 surveys were returned from public and private employees (Kuvaas, 2010). This survey requested PA information as to the perception respondents had regarding perceived helpfulness of the PA, perceived supervisory feedback, and work performance as it related to their commitment to the organization. The results from this survey indicated that frequent intervals of feedback to the employee are viewed positively and assisted them in reaching their goals. Kuvaas (2010) found that frequent informal discussions of performance with employees resulted in positive work performance for the employee and better utilization of the formal PA.

Roberts and Pavlak (1996) conducted a survey of cities with populations greater than 10,000 according to the International City/County Management Association (ICMA). Three hundred fourteen returned surveys indicated that effective performance feedback relies on frequent interactions and coaching from the supervisor (Roberts & Pavlak, 1996). At least 90% of all respondents stated that regular performance and frequent informal counseling are at minimum very important (Roberts & Pavlak, 1996). Additionally, Roberts and Pavlak's (1996) work suggests that using a self-appraisal tool prior to the formal appraisal process assists with developing the employee and identifying performance problems. The self-appraisal when completed prior to the formal appraisal assists the employee with identifying personal strengths, weaknesses, and goals (Roberts & Pavlak, 1996).

Coutts and Schneider (2004) posit that PAs should incorporate input from the employee prior to conducting the formal appraisal in the form of a self-assessment, as well as, providing for frequent interaction and feedback with supervisors. A survey was conducted of Canadian police officers, and 393 completed individual surveys were returned (Coutts & Schneider, 2004). The results of these surveys indicated that over 85% of the surveyed employees have no input

prior to their formal PA, and that 78% of the respondents have little or no interaction with their supervisor throughout the year (Coutts & Schneider, 2004). Coutts and Schneider's (2004) survey also indicated that most officers were unclear of performance standards, expectations, and career objectives.

ICMA (2013) recommends three supplemental components used to evaluate city managers, which can also be implemented for all employees. These key components are recommended to develop a successful evaluation process; self-evaluations, periodic check-ins, and 360-degree assessments (International City/County Management Association, 2013). ICMA (2013) suggests that self-evaluations provide the employee with the opportunity to assess their ability of obtaining organization goals over the past year. Periodic check-ins should be scheduled in advance and occur at least quarterly to eliminate any surprises during the formal PE (International City/County Management Association, 2013). ICMA (2013) also recommends the use of 360-degree assessments that allow the employee to be assessed by supervisors, peers, and subordinates to obtain a better view of the employee's competencies.

The introduction of electronic human resource management (eHRM) will change the way PEs are conducted, improving accuracy and consistency (Payne, Horner, Boswell, Schroeder, & Stine-Cheyne, 2008). According to Payne et al. (2008), eHRM PE systems afford the supervisor as well as the employee the opportunity to enter PE data into the system improving accuracy and consistency. Additionally, eHRM PEs can provide historical data and trends in employee performance and the ability to evaluate performance based on job description data (Payne et al., 2008). Payne et al. (2008) conducted a survey of employees of a large Southern university regarding a comparison experiment between eHRM PEs and traditional PEs, where 235 completed surveys were returned. 152 of these surveys were from employees that were assessed

through eHRM (Payne et al., 2008). Payne et al. (2008) found that these employees felt more involved with the eHRM PE process, but further research is needed to truly determine if eHRM PEs improve accuracy and consistency.

Pynes (2013) states that performance evaluations function as a critical element of strategic human resource management which successfully guides individuals towards reaching organizational goals. PEs provide valuable feedback to the employee in order to direct them toward attaining personal and organizational objectives (Pynes, 2013). Pynes (2013) also argues the importance of rater training concerning memory recall, establishing goals, and documentation skills. Maintaining performance logs for each employee has been found to be an effective tool to document positive and negative personnel performances for the duration of the evaluation period (Pynes, 2013). In addition to these logs, Pynes (2013) states that feedback during the PE cycle should occur at frequent intervals to instill corrective actions in poor performers and provide encouragement and support for excellent performers. To improve the accuracy of the PE many agencies are implementing 360-degree evaluations (Pynes, 2013). Since the employee may often function at a distance from the supervisor's viewpoint, 360-degree evaluations permit co-workers, customers, patients, and citizens the ability to provide valuable insight into the employee's performance (Pynes, 2013).

The US Merit Systems Protection Board (2006) states that five potential sources for input regarding the employee's performance exist: supervisor, manager, customers, peers, and employee. Utilizing the feedback from all potential sources of information allows the supervisor to obtain a more comprehensive picture of the employee's overall performance (US Merit Systems Protection Board, 2006). Additionally, the US Merit Systems Protection Board (2006) further argues that training for the supervisor must take place to "effectively communicate with

employees, whether setting performance expectations, sharing ongoing feedback, or providing feedback during performance evaluation discussions” (US Merit Systems Protection Board, 2006, p. 30). When implementing a program designed to incorporate 360-degree feedback, training is essential for all contributors so that biases can be controlled (US Merit Systems Protection Board, 2006). The US Merit Systems Protection Board (2006) describes biases as leniency, “Halo”, and discrimination. Initial and ongoing training that incorporates both traditional and electronic media should be delivered to both supervisors and employees in order to reduce the incidence of bias within the PE system (US Merit Systems Protection Board, 2006).

Metzler (2012) argues that PEs should have multiple points of evaluation, and that raters should be trained in order to provide a non-biased evaluation of the employees. A greater all-inclusive image of the employee can be obtained by using an assortment of evaluators (Metzler, 2012; Arthur, 2008; Donovan, Kutcher, & Lorenzet, 2010). Frequently, training concerning the proper techniques for conducting employee evaluations does not occur (Metzler, 2012; Gwyer, 2011). Metzler (2012) conducted an internal survey of the Newton Fire/EMS Department, as well as, external surveys of National Society of Executive Fire Officer graduates. His findings indicated that the majority of internal respondents who responded were willing to provide peer feedback regarding the PEs of their coworkers. The internal survey indicated that 55.9% of employees would be willing to provide job-related feedback to peers, and another 47.1% would be willing to provide feedback to supervisors (Metzler, 2012). When asking supervisors if they had been adequately trained to perform evaluations, 2.9% strongly agreed, 2.9% agreed, over 20% were neutral, over 11% disagreed, 5.9% strongly disagreed, and approximately 55% selected not applicable (Metzler, 2012). The response provided from his internal survey suggested that the lack of supervisor training has caused inconsistencies with the rating supervisors assess

to employees during a PE (Metzler, 2012). Metzler's (2012) research indicates the need and potential of implementing multiple rater evaluations systems, and specifies the need to train supervisors in proper evaluation techniques.

According to the National Fire Protection Association (NFPA) and the International Association of Fire Chiefs (IAFC) (2006), formal PEs should be conducted annually with frequent informal feedback sessions bi-monthly or quarterly that address any deficiencies and assist the employee at meeting work-related goals. Throughout the course of the evaluation period the supervisor should maintain a performance log of each subordinate and reference this log at each informal feedback session (NFPA and IAFC, 2006). Each feedback session can then be utilized as an opportunity to document an improvement plan and what specifically needs to be observed for the employee to achieve a rating of satisfactory (NFPA and IAFC, 2006). Additionally, the NFPA and IAFC (2006) suggest that enough time be allowed before the formal PE is conducted for the subordinate to complete a self-assessment evaluation, as well as, personally establishing three new goals to achieve over the next evaluation period.

The formal PE is used as a guide for employees to reach work-related goals and help them obtain their maximum potential (Becker et al., 2011; Prowse & Prowse, 2009). Areas that influenced the direction of this research project include informal feedback, self-appraisals, 360-degree feedback, and rater training. The literature consistently indicates the importance of frequent informal feedback sessions that augment the annual PE and assist the employee in reaching their individual goals (Becker et al., 2011; International City/County Management Association, 2013; Kuvaas, 2010; Longenecker et al., Current U.S. trends in formal performance appraisal: practices and opportunities- Part II, 2014; Pynes, 2013; Roberts & Pavlak, 1996; NFPA and IAFC, 2006). Additionally, much of the literature points out the benefits of self-

appraisals as being a valuable tool in completing the annual PE (Coutts & Schneider, 2004; International City/County Management Association, 2013; Roberts & Pavlak, 1996; NFPA and IAFC, 2006). Another assessment tool that has been proven to be effective is the 360-degree evaluation. ICMA (2013) points to the benefits of 360-degree evaluations to obtain a complete representation of the employee. Lastly, rater training was identified as a key component of an effective PE process by Metzler (2012), Pynes (2013), and the US Merit Systems Protection Board (2006). These findings caused this author to look at how common these elements appear within the Ohio fire service and work to address research questions two, three, and four.

PROCEDURES

In order to answer the research questions adequately a descriptive research (survey) method was used. Two surveys were used, the first solicited information from employees of any fire organization located within Ohio based on 16 forced questions. The second survey of five forced questions was conducted of the EFD officers to determine their opinion of the current evaluation process. Appendix 2 includes the survey that was distributed to fire service organizations in Ohio. Appendix 3 shows the survey sent to the seven EFD officers charged with evaluating employees.

The surveys were developed using Google Forms creating an on-line document that is readily available from every computer and mobile smart device having scanning capability. A shortened

electronic web link (<https://goo.gl/ZnAZoC>) and QR code (see



Figure 2 Survey QR Code

Figure 2) were created to ease the access to the survey form sent out to all Ohio fire

organizations. The surveys were pilot tested using ten members of the EFD to ensure the survey

was working appropriately.

The targeted survey group was firefighters and fire officers working for fire service agencies within the State of Ohio. The Ohio fire service was selected in order to limit the scope of this research to agencies of the same field of work. For future studies, this research may benefit from including all public agencies and non-profits for Ohio, as well as, considerations for inclusions nationally. All types of fire agencies were surveyed in order to obtain a wide sampling of personnel evaluations currently used in Ohio. Electronic mail was used as the medium to disseminate the survey along with electronic mail chains through the following organizations:

- Cleveland State University, Center for Emergency Preparedness
- Hamilton County Fire Chief's Association
- Ohio Fire Chiefs' Association
- Ohio Association of Professional Fire Fighters
- Ohio Division of State Fire Marshal
- Ohio State Firefighter's Association
- State Fire School, Bowling Green State University
- Ohiofirefighters.com

The exact number of surveys distributed is incalculable using available technologies; however, the number of validated respondents at 186 was large enough to obtain a solid sampling across Ohio fire service agencies. The survey data is automatically recorded and tabulated within the Google Forms program following each survey submittal.

In an effort to answer research question one, which asks why PEs are important, survey question five from the Ohio Fire Service Personnel Evaluation Survey (OFSPES) assists in answering this question by asking what the primary purpose of the PE is for the respondent's

agency. Research question two asks what methods of feedback are currently found within Ohio fire organizations that work to enhance the formal PE. In order to answer this research question, the OFSPES asks qualifying questions number one and 16 to ensure the respondent is affiliated within an Ohio fire agency. OFSPES question 16 also assists in identifying if a large number of respondents are affiliated with one fire organization, based on Fire Department Identification (FDID) codes, which could flaw the overall results. Additionally, OFSPES question 12 assesses what personnel have input into the PE process to determine if multiple raters are being used, and question seven was used to validate the respondent's opinion of PEs using a Likert Scale.

Research question three concerning what additional sources of evaluation are currently used in Ohio fire services is answered by questions nine and ten in the OFSPES concerning the existence of informal feedback. The success of informal feedback can be validated through question number 11. Lastly, research question number four concerning if evaluators receive training, is answered through survey questions 13, 14, and 15.

The second survey of EFD officers was used to determine the potential success of a new evaluation process. The seven officers of the EFD were pooled to determine their satisfaction with the current evaluation process of the EFD, as well as, determine each officer's willingness to adopt changes to the evaluation process.

Definition of Terms

Functional Supervisor- A supervisor that has responsibility in regards to the "additional duties" of an individual, not the direct line supervisor.

Ratee- A person subjected to an employee performance evaluation or assessment.

Rater- A person in any capacity who has the opportunity to rate the ratee within an employee performance evaluation or assessment.

Limitations of the Study

Study limitations include the use of electronic media to solicit input from the intended audience. Ohio firefighters without access to the internet were unable to take part in the survey. Additionally, the sample size to represent the Ohio fire service as a whole did not reach the desired amount. As of July 2015, there are 40,411 active certified firefighters within the State of Ohio (ODPS EMS, 2015). According to Krejcie and Morgan (2012), the accurate sample size to accurately represent this population should be 381 responses. At 193 Ohio fire service responses, this research captured only half of the opinions and the accuracy of the study may suffer from this limited input.

RESULTS

The Ohio Fire Service Performance Evaluation Survey (OFSPES) obtained 193 responses, of which 186 indicated that they were affiliated with an Ohio fire department and were allowed to continue with the survey. Of the remaining 186 responses, 47 indicated that their department did not conduct annual PEs and these individuals were then eliminated from further participation in the survey. The remaining 139 responses completed the survey and provided the results contained within this section regarding the survey responses. In addition to the OFSPES, a survey of the seven officers charged with evaluating EFD personnel was conducted.

Ohio Fire Service Results

Research question one, which asks why PEs are important, was answered through much of the literature review. Prowse and Prowse (2009) states that the performance review helps reach the employee reach their fullest potential. Brinkerhoff and Kanter (1980) posit that the PE assists the employee in reaching personal and organizational goals. Longenecker et al. (2014) identified the employee PE as a means to document performance, establish goals, review

expectations, and improve employee performance. The PE is also a great system to set and observe obtainable goals for the employee to accomplish over the evaluation period (Kuvaas, 2010). Within the PE, areas of improvement can be identified, and a plan can be created between employee and manager to implement the changes necessary to improve upon any deficiencies (Kuvaas, 2010). Pynes (2013) argues that the PE is a vital tool for reaching organizational goals. Individual goals should be defined within the PE in a manner that works consistently with accomplishing the organization's strategic objectives (Pynes, 2013). PEs are a tool of paramount importance to coach and develop subordinates into integral functions of the agency. The PE affords the rater and ratee an opportunity to collaborate on establishing goals, measuring successes, and addressing deficits. The Ohio Fire Service Performance Evaluation Survey (OFSPES) indicated 83.4% of the 139 respondents considered the formal evaluation was useful to provide feedback for employee improvement or assist the employee in achieving personal and organizational goals. Based on this information, the PE is a useful tool and considered important for the individual to obtain goals and establish a mechanism for constructive feedback from the evaluator.

To answer question two, which asked what feedback methods are commonly found in Ohio fire organizations that enhance the formal annual PE. Four OFSPES questions focus on answering this question by focusing on ensuring the respondent is an Ohio firefighter, determining the respondent's opinion of their current PE system, and determining who performs the PE for their department. The Ohio fire service was surveyed, and 139 responses came from Ohio firefighters according to the results of OFSPES question number one and three. According to the Likert Scale on OFSPES question seven addresses how the respondent liked their PE system within their department; 36.7% somewhat like, 33.8% neither liked nor disliked, 15.8%

somewhat disliked, 7.9% liked, and 5.8% disliked their current PE systems. OFSPES question 12 allows the respondent to select all that apply, and asks who performs the PE for the organization. Of the 139 respondents, 85.6% indicated the direct supervisor, 33.1% indicated a chief officer, 21.6% indicated a functional supervisor, 9.4% indicated the employee, 8.6% indicated peers, and 0.7% indicated that members of the public were involved in performing their department's PE program. Based on this survey, the feedback method that is most common for the Ohio fire service is from the direct supervisor (85.6%). Additionally, nearly half the respondents indicated they liked or somewhat liked their current PE process while a third neither liked nor disliked their current PE process. One point to consider is that 80.5% of the responses came from those conducting the PEs, whereas, 41.7% of the responses came from those who receive a formal PE (Appendix 4- OFSPES question six). This may have the potential to offset the opinion of those who only receive a PE when it comes to "liking" the PE process. According to the OFSPES results, research question two is answered by stating that the Ohio fire service occasionally implements other methods that involve portions of a 360-evaluation to assess the employee and enhance the formal PE process by allowing for multiple points of input. This can be observed by seeing that nearly 20% of the responses indicated the use of a self-appraisal and peer assessment of the employee, as well as, 21.6% indicating the input of a functional supervisor.

Research Question three asks what other sources exist within the Ohio fire service that improve the formal performance appraisal accuracy. OFSPES questions nine, ten, and eleven work towards answering how the Ohio fire service utilizes informal feedback as a tool that augments the formal PE system. OFSPES question nine asks how often informal feedback is given to the employee; occasionally or infrequently 54%, annually 11.5%, monthly 7.2%, other 11.5%, semi-annually 5.8%, never 5.8%, and quarterly 4.3%. OFSPES question ten asks to

whom is this informal feedback regularly directed; everyone equally 65.6%, poor performers 32.1%, not applicable 1.5%, and excellent performers 0.8%. OFSPES question eleven uses a Likert Scale and asks how you perceive the informal feedback of your organization; neither like nor dislike 45%, somewhat like 34.4%, somewhat dislike 10.7%, like 6.9%, and dislike 3.1%. The results of the OFSPES show that only 5.8% of the respondents do not use informal feedback to augment the formal annual PE process. Therefore, the Ohio fire service engages in informal feedback, where 41.3% of the recipients like or somewhat like the feedback, and 45% are neutral on the subject. Frequent intervals of regular feedback keep the employee on track and aid in the accuracy of the formal PE (Becker et al., 2011; Brinkerhoff & Kanter, 1980; Coutts & Schneider, 2004; International City/County Management Association, 2013; Kuvaas, 2010; Longenecker et al., 2014; NFPA and IAFC, 2006; Pynes, 2013; Roberts & Pavlak, 1996).

Research question four asks if the respondent's agency provides formal training for the evaluators. OFSPES questions 13, 14, and 15 attempt to obtain data concerning how the Ohio fire service prepares the PE evaluators. OFSPES question 13 asks if the respondent's fire department trains evaluators. Of the 139 validated responses, 30.2% indicated their agency provided formal training for the evaluator, and 69.8% indicated no training was provided to those that rate the employee. Less than one-third of all surveyed Ohio fire departments provide training to their staff in performing evaluations of their subordinate staff. OFSPES question 14 asks for a written description of the training process that the evaluator receives. Every response can be found in Appendix 4; however, of the 42 respondents whose agencies utilize training, responses vary from initial software orientation to professional development using psychologists and lawyers tied to ongoing training. OFSPES question 15 asks how frequently training occurs for those conducting formal evaluations. Half of all respondents indicated that training was

conducted initially, and 40.5% indicated that annual training does occur. Various intervals of training occur for 14.3% of the respondents. From the survey responses, the fire departments that do provide training annually, semi-annually, and quarterly amount to 19 responses, or 13% of all the Ohio firefighter responses of this survey. Evaluator training must be ongoing and consistent for the PE to remain an effective tool to guide the subordinate towards accomplishing goals (Metzler, 2012; Pynes, 2013; US Merit Systems Protection Board, 2006). The answer to research question four is that the large majority of Ohio fire departments do not formally train their performance evaluators.

EFD Officer Survey Results

The EFD has a total of seven officers and of these officers, six responded to the survey request. This survey was designed to determine the satisfaction with the current PE process of the EFD and solicit their opinion regarding changes to the PE process as it currently exists. The complete results can be found in Appendix 5. Regarding the officer's perception of satisfaction with the current PE, adequacy of one annual PE, departmental goal attainment, and employee goal achievement, the results show no significant opinions pro or con. The most telling question is number three of the EFD Officer Survey, which indicates a substantial willingness to accept changes to the current process. This indication will allow recommendations to be considered and possibly implemented so that deficiencies can be addressed in the PE system for the EFD.

DISCUSSION

Similarities and differences existed between studies in the literature review and the results of the OFSPES. Similarities existed in the reasoning for conducting PEs, informal feedback, self-assessments, and training. Differences existed between the OFSPES results, and

the literature review involved conducting employee PEs, and 360-degree assessments for the individual. Each of these segments will be discussed further in this section.

According to the OFSPES, 83.4% of the respondents indicated the reason for conducting an employee PE was to improve employee performance and obtain personal and professional goals. This result is similar to Longenecker et al. (2014), who found 76% of their respondents found the employee PE useful for obtaining organizational goals and personal improvement. Performance evaluations are useful for obtaining agency and individual goals, as well as personal development (Brinkerhoff & Kanter, 1980; Kuvaas, 2010; Pynes, 2013). The results of the OFSPES indicate that the majority of Ohio fire departments who are using PEs for employee improvement and goal attainment does agree with information obtained from the literature review.

The OFSPES found that 17% of the respondents received informal feedback on a regular interval (semi-annual, quarterly, or monthly). These results are very similar to those of Longenecker et al. (2014), who found that 24% of the organizations surveyed provide informal feedback between annual formal PEs. Semi-annual or quarterly reviews are viewed as an excellent way to address employee problems and keep personnel working toward agency goals (International City/County Management Association, 2013; Longenecker et al., Current U.S. trends in formal performance appraisal: practices and opportunities- Part II, 2014; NFPA and IAFC, 2006). Roberts & Pavlak (1996) found that 90% of their survey respondents considered consistent informal feedback from the supervisor very important. Based on these results, the Ohio Fire Service provides similar informal feedback to employees at most organizations. However, efforts should be expended to increase the number of fire departments providing informal feedback to firefighters.

According to the OFSPES, 9.4% of the respondents were permitted to provide a self-assessment as a portion of their annual formal PE process. Coutts and Schneider (2004) performed a survey of police officers regarding self-assessments and found that 15% of all surveyed respondents are permitted to submit a self-assessment to be considered as part of their annual formal PE. In an effort to create a sense of ownership in the PE process with the employee and assist in further development of the employee, the self-assessment is a useful tool to get the ratee involved in the PE process (Coutts & Schneider, 2004; International City/County Management Association, 2013; Longenecker et al., Current U.S. trends in formal performance appraisal: practices and opportunities- Part One, 2014; NFPA and IAFC, 2006; Roberts & Pavlak, 1996). While the results of the OFSPES are similar to the results of the Coutts and Schneider (2004) study, the Ohio Fire Service could benefit from implementing this useful tool more frequently.

Rater training is another weak point of the Ohio Fire Service, which is similar to the study results found in the literature review. Metzler (2012) found in his study that 5.8% of his raters felt that they were adequately trained to conduct PEs. In the OFSPES survey, the question referred to how often training was conducted for raters. The OFSPES result indicated that 13% of all respondents received ongoing rater training that occurs at least annually. Rater training has been identified as a vital component to improving the accuracy of the PE by improving raters ability to track personnel performance, avoid bias, and hone observation skills (Metzler, 2012; Pynes, 2013; US Merit Systems Protection Board, 2006). Based on the results of the OFSPES, of the 42 respondents who indicated their raters received training, 50% obtain training initially without any further development. Based on the OFSPES results, rater training appears to be another area of improvement for the Ohio Fire Service, and potentially the fire service at-large.

Differences in the literature review and the OFSPES include the conducting of an annual PE and 360-degree feedback. Prowse and Prowse (2009) found in their research that 95% of public agencies performed annual PEs for their personnel. According to the OFSPES, 71% of the Ohio Fire Service respondents receive employee performance or assessments at any time frame. Based on the OFSPES, over 29% of Ohio fire departments surveyed do not actively engage in measuring their employees through ongoing evaluations or assessments. Secondly, the importance of the 360-degree feedback involving supervisors, peers and self-assessments have been shown in the literature review to be beneficial in providing a complete image of the employee (International City/County Management Association, 2013; Pynes, 2013; US Merit Systems Protection Board, 2006). The Ohio Fire Service primarily relies on feedback from supervision; direct supervisor 85.6%, chief officer 33.1%, and functional supervisor 21.6% (Appendix 4). According to the OFSPES results, 9.4% of survey respondents participated in a self-assessment for their annual PE and 8.4% of respondents indicated their agency used peer input to affect an employee's annual PE. These results indicate the Ohio Fire Service remains dominated by an annual PE that is conducted by personnel in a supervisory capacity. The Ohio Fire Service would benefit from further development and implementation of programs designed to obtain insight from peers and the employees self-assessment.

Many similarities were found among the prior research and the study results obtained through the OFSPES. One major theme that did arise was the need for continuous improvement. Although it appears that many fire organizations in Ohio are progressively implementing informal feedback, self-assessment, and training programs into their annual PEs, the agencies utilizing these methods are few, and improvement should be made. Additionally, nearly 30% of the surveyed Ohio fire departments fail to complete employee PEs. How can an employee

achieve organizational goals or develop professionally if their agency fails to inform them of the expectation or the need for change? Conducting annual PEs, augmented by informal feedback, 360-degree feedback, self-assessment, and training for the rater becomes a useful tool for employee growth.

RECOMMENDATIONS

The problem this study set out to address was inconsistencies in the annual PE conducted for EFD employees. This problem involved the EFD PE system, where evaluations are currently performed by a direct supervisor, which may not represent a comprehensive or objective assessment of the employee. Based on the findings of this research the EFD should institute several changes to the annual PEs of the department. The changes required include establishing goal setting, instituting a structured informal feedback cycle, allowing time for a self-assessment process, conducting a 360-degree evaluation, and instituting an EFD officer training program focused on completing PEs.

Goal setting has been discussed throughout much of the literature as a means for the employee to identify what is expected of their performance and how their performance relates to the success of the organization. At each annual PE, goals that are realistic and attainable should be established and documented, and the employee should have input in determining and be in complete agreement with the identified goals. Goal setting has been shown to be a successful method to give the employee direction in achieving the organization's mission. As the year progresses, informal feedback sessions can be used keep the employee on target for goal accomplishment. At the end of the yearly cycle, progress towards completing the expected goals can be discussed, as well as identifying new goals to achieve in the next evaluation cycle.

The structured informal feedback cycle should be performed monthly so that the

employee has frequent regular coaching toward achieving individual, as well as, departmental goals and any inadequacies can be properly corrected. Based on the outcomes of this study, informal feedback does not often occur in the Ohio fire service, and structured informal feedback is non-existent in the EFD. The informal feedback sessions will guide the employee toward obtaining the leader's expectations and assist in developing a more comprehensive annual PE. Instituting this change would primarily involve structuring the feedback and including proper documentation. This recommendation does not imply that informal feedback does not occur within the fire service in general; however, these sessions are not typically scheduled nor are they formally documented for inclusion in the annual PE.

Near the end of each annual PE cycle, the employee should have the opportunity to complete a self-assessment of their work efforts over the previous year. The self-assessment will permit the employee to have input into the formal PE and view the system as having a positive impact on their development. Thirty days has been shown to be an adequate time frame for the employee to complete a detailed self-assessment and return this document to the supervisor. For the EFD, the employee can use the same form the supervisor uses to complete the PE. An additional assessment tool involves 360-degree evaluations. Three hundred sixty-degree evaluations have been shown to provide multiple viewpoints regarding the employee and will present the rater with additional information that has not been witnessed by the supervisor but has been witnessed by peers, customers, and associates. In the Ohio fire service, 360-degree evaluations are rare and the EFD could reap many benefits from implementing this change. The EFD's PE process would be simplified for the rater by allowing multiple points of observation to present input on the employee's performance. The bulk of the information gathering would not rest on the direct supervisor's shoulders. Much of the research indicates that 360-degree

evaluations also work to eliminate bias and present a complete picture of the employee's performance.

Finally, the most important recommendation involves rater training. Presently no rater training is given to EFD officers, and this fact is mirrored in the survey results for the majority of the Ohio Fire Service. Initial and ongoing training is necessary to provide the rater with the ability to observe properly, document, coach, and avoid bias when performing PEs. The EFD, being a part of the Village of Evendale, should work to conduct a systematic human resource training regarding PEs to all village personnel charged with performing this duty. It is important to understand that this training cannot be simply an initial training, but one that must be ongoing and evolving to properly develop the raters and the employees they evaluate.

By implementing a PE system comprised of goal setting, structured informal feedback, self and 360-degree assessments, and rater training, the EFD can position itself for conducting evaluations that are objective, comprehensive, and work to guide the employee to their fullest potential.

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APPENDIX 1 – EVENDALE FIRE DEPARTMENT EVALUATION FORM

Ewendale Fire Department Annual Performance Evaluation		FF/Paramedic & FF/EMT	
Name, Rank and Shift:		Period Evaluated:	
		From:	To:
Rated By:	Rating Scale: 1.0 - 1.6 Unsatisfactory 1.7 - 2.5 Satisfactory 2.6 - 3.0 Excellent		
General Performance		Rating	
Quality of Work	Unsatisfactory	Satisfactory	Excellent
Quantity of Work	Unsatisfactory	Satisfactory	Excellent
Knowledge of Work	Unsatisfactory	Satisfactory	Excellent
Adaptability	Unsatisfactory	Satisfactory	Excellent
Dependability	Unsatisfactory	Satisfactory	Excellent
Cooperation	Unsatisfactory	Satisfactory	Excellent
Judgment	Unsatisfactory	Satisfactory	Excellent
Initiative	Unsatisfactory	Satisfactory	Excellent
Appearance	Unsatisfactory	Satisfactory	Excellent
Leadership	Unsatisfactory	Satisfactory	Excellent
Specialized Performance		Rating	
Internal Relations	Unsatisfactory	Satisfactory	Excellent
Public Relations	Unsatisfactory	Satisfactory	Excellent
Constructive Input	Unsatisfactory	Satisfactory	Excellent
Obtains Applicable Dept. Goals & Objectives	Unsatisfactory	Satisfactory	Excellent
Physical Fitness	Unsatisfactory	Satisfactory	Excellent
Attendance	Unsatisfactory	Satisfactory	Excellent
Creativity	Unsatisfactory	Satisfactory	Excellent
Service Delivery	Unsatisfactory	Satisfactory	Excellent
Shift Preparedness	Unsatisfactory	Satisfactory	Excellent
Total Per Category: Unsatisfactory: <u> 0 </u> x 1 = <u> 0 </u> Satisfactory: <u> 0 </u> x 2 = <u> 0 </u> Excellent: <u> 0 </u> x 3 = <u> 0 </u>			
Subtotal: <u> 0 </u>		Divided By: <u> 19 </u>	Categories = Overall Score: 0.00
Rater's Comments (Support all ratings of Unsatisfactory or Excellent) <div style="border: 1px solid black; height: 100px; width: 100%;"></div>			

Rater's Signature: _____

Date: _____

Commendations, Awards & Letters:
Disciplinary Action, Counseling:
Training Recommendations:
Employee Strengths:
Employee Weaknesses:
Fire Chief's Comments: Chief's Signature: _____ Date: _____
Employee Comments: Employee's Signature: _____ Date: _____

APPENDIX 2 –OHIO FIRE DEPARTMENT SURVEY FORM

Ohio Fire Service Personnel Evaluation Survey

What common practices exist within the Ohio fire service for evaluating employees?

* Required

1. **Are you a current employee/member of a fire department located within the State of Ohio? ***

Mark only one oval.

- yes
 no Stop filling out this form.

Ohio Fire Service Personnel Evaluation Survey Page 2

2. **Which selection best describes the staff of your fire department? ***

Mark only one oval.

- Combination Full-time/Part-time
 All Volunteer
 Part-time or part-paid
 Full-time/Career
 Other:

3. **Are employee performance evaluations, or assessments conducted for the members of your organization? ***

Mark only one oval.

- No After the last question in this section, skip to question 15.
 Yes
 Other:

4. **Which selection best depicts the number of uniformed fire employees in your agency? ***

Mark only one oval.

- Under 50
 51-200
 201-400
 Over 400

Ohio Fire Service Personnel Evaluation Survey Page 3

5. **What do you believe is the primary purpose of the evaluations within your fire department? ***

Mark only one oval.

- Help the employee achieve personal and/or organizational goals
- Establish documentation for discipline
- Identify weaknesses
- Provide feedback for employee improvement
- Other:

6. **What role do you fulfill within your fire department? ***

Select all that apply to your position.

Check all that apply.

- Receiver of evaluation
- Evaluator/Rater of employees

7. **How do you perceive the performance evaluations of your organizations? ***

Mark only one oval.

	1	2	3	4	5	
Dislike	<input type="radio"/>	Like				

Ohio Fire Service Personnel Evaluation Survey Page 4

8. **How often are formal performance evaluations conducted within your organization? ***

Formal PEs are considered as a documented feedback session that is then placed in the employee's personnel file.

Mark only one oval.

- Annually
- Semi-annually
- Quarterly
- Monthly
- One time at the end of the probationary period
- Other:

9. How often does informal feedback to the employee occur? *

Informal feedback consists of a scheduled meeting with a supervisor and documentation that does not enter the employee's personnel file. Sometimes these meetings may be referred to as coaching or counseling. This does not include disciplinary action.

Mark only one oval.

- Annually
- Semi-annually
- Quarterly
- Monthly
- Occasionally/ Infrequently
- Never *After the last question in this section, skip to question 12.*
- Other: _____

10. In regard to informal feedback, to whom is this feedback regularly directed? *

Mark only one oval.

- Poor performers
- Excellent performers
- Everyone equally
- Not applicable

11. How do you perceive the INFORMAL feedback of your organization? *

Mark only one oval.

- | | | | | | | |
|---------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|------|
| | 1 | 2 | 3 | 4 | 5 | |
| Dislike | <input type="radio"/> | Like |

Ohio Fire Service Personnel Evaluation Survey Page 5

12. Who performs the performance evaluations for your organization? *

Of the parties listed below, select all those that provide documented input in regard to the employee's performance.

Check all that apply.

- The employee
- A chief officer of the agency
- Fellow peers/employees
- The functional supervisor, a supervisor who indirectly oversees your duties. (If you repair SCBAs, this may be an officer in charge of SCBAs who works on a different shift)
- Members of the public
- The direct supervisor
- Other: _____

13. **Does your agency provide formal training for those personnel that conduct employee evaluations? ***

Mark only one oval.

- Yes
- No *After the last question in this section, skip to question 16.*

14. **Please describe the type of formal training your evaluators receive. ***

.....

.....

.....

.....

.....

15. **Approximately how frequently is formal training provided to the evaluator? ***

Please check all that apply.
Check all that apply.

- Initial
- Annually
- Semi-annually
- Quarterly
- Randomly
- Unknown
- Other:

Ohio Fire Service Personnel Evaluation Survey Page 6

16. **What is your fire department identification (FDID) code of your fire department? ***

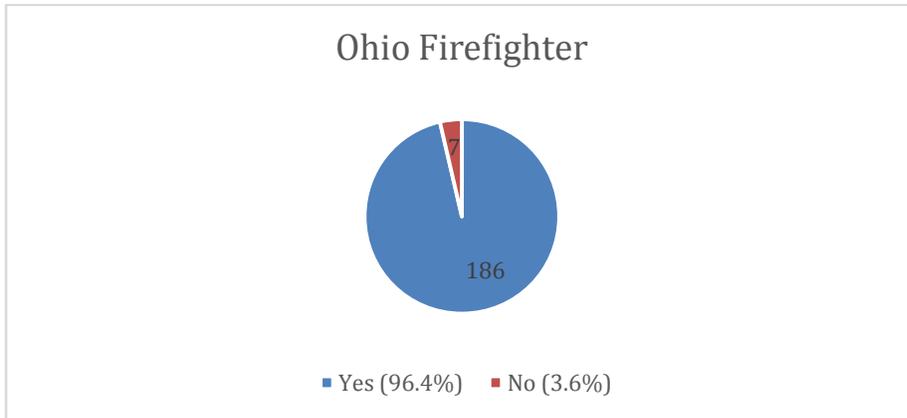
This is the final question. Thank you for time and assistance.

.....

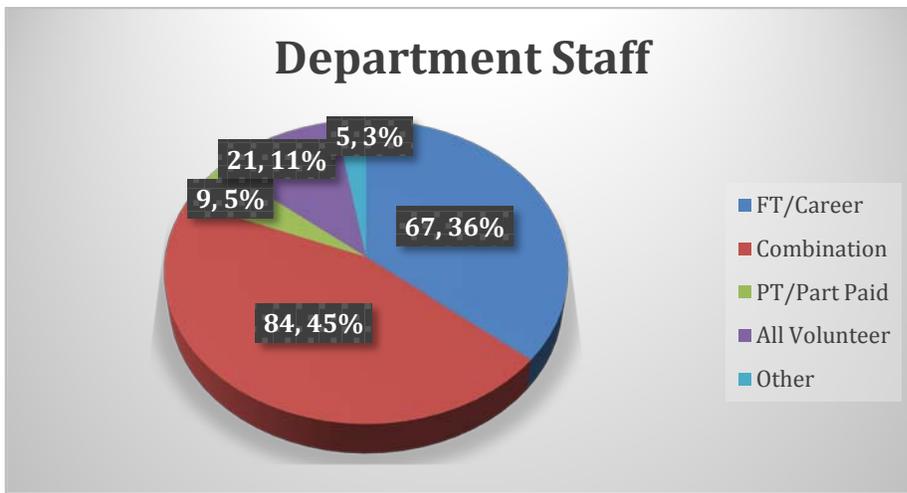


APPENDIX 4 – OHIO FIRE DEPARTMENT SURVEY FORM RESULTS

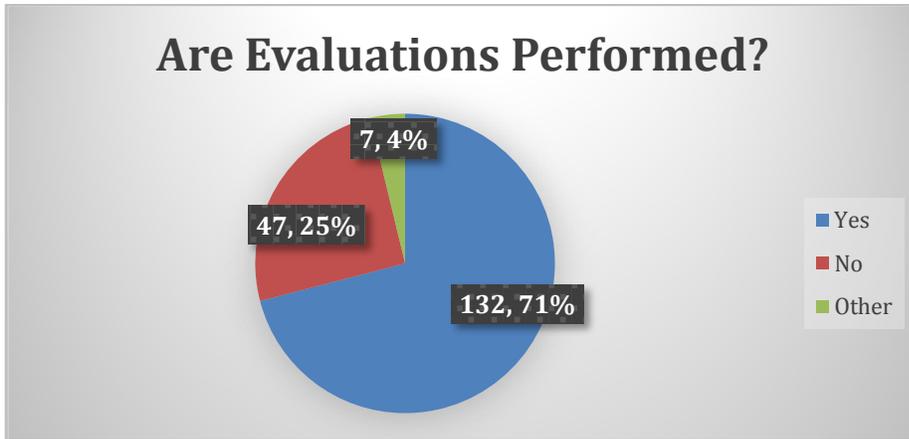
1. Are you a current employee/member of a fire department located within the State of Ohio?



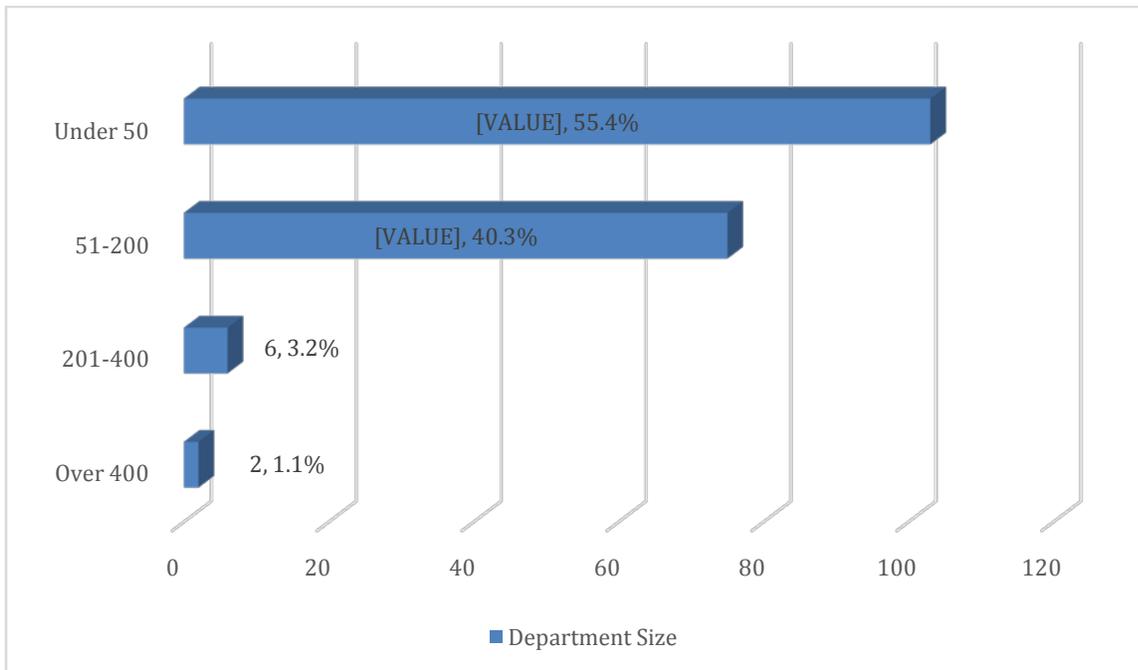
2. Which selection best describes the staff of your fire department?



3. Are employee performance evaluations, or assessments conducted for the members of your organization?



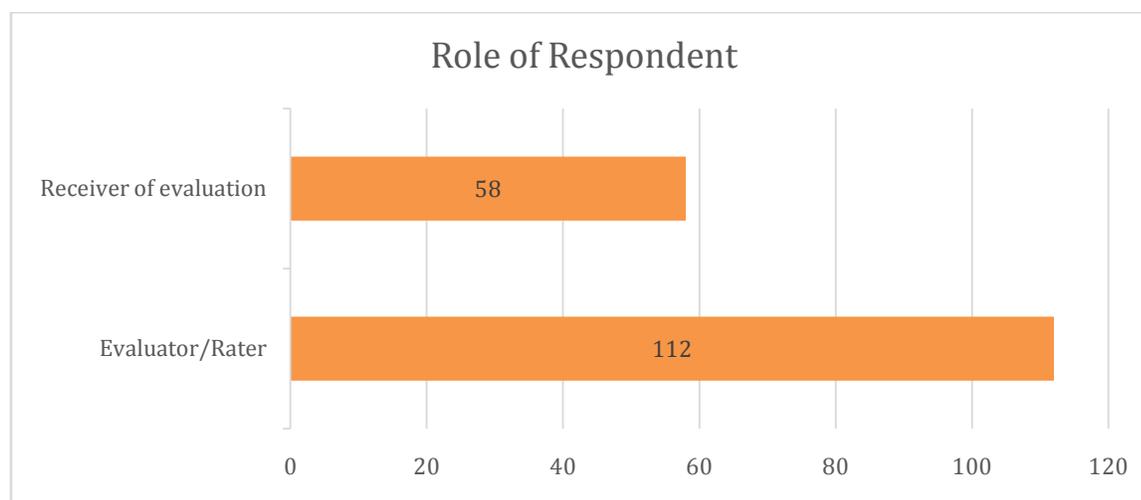
4. Which selection best depicts the number of uniformed fire employees in your agency?



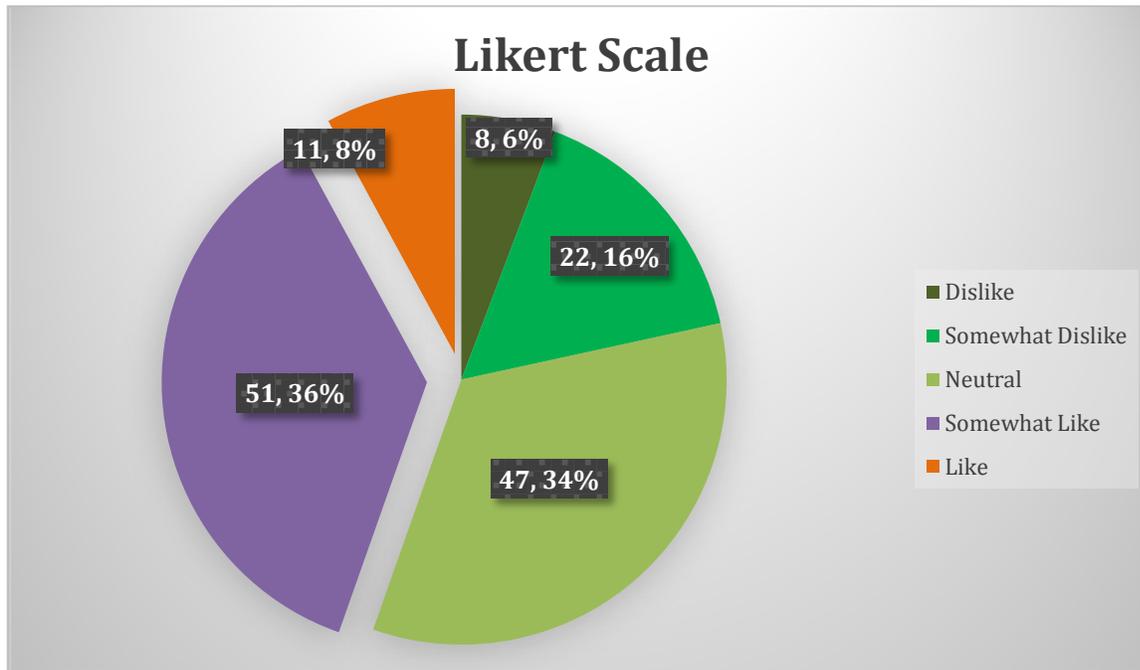
5. What do you believe is the primary purpose of the evaluations within your fire department?

Provide feedback for employee improvement	58	41.7%
Help the employee achieve personal and/or organizational goals	58	41.7%
Identify weaknesses	6	4.3%
Establish documentation for discipline	5	3.6%
Other	12	8.6%

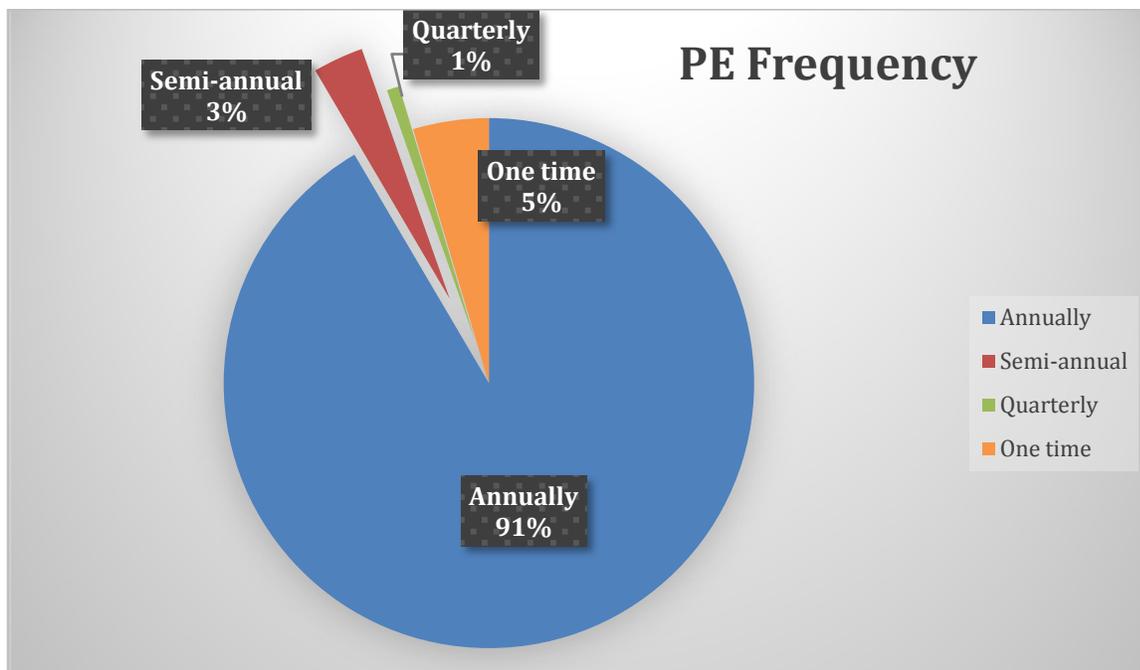
6. What role do you fulfill within your fire department?



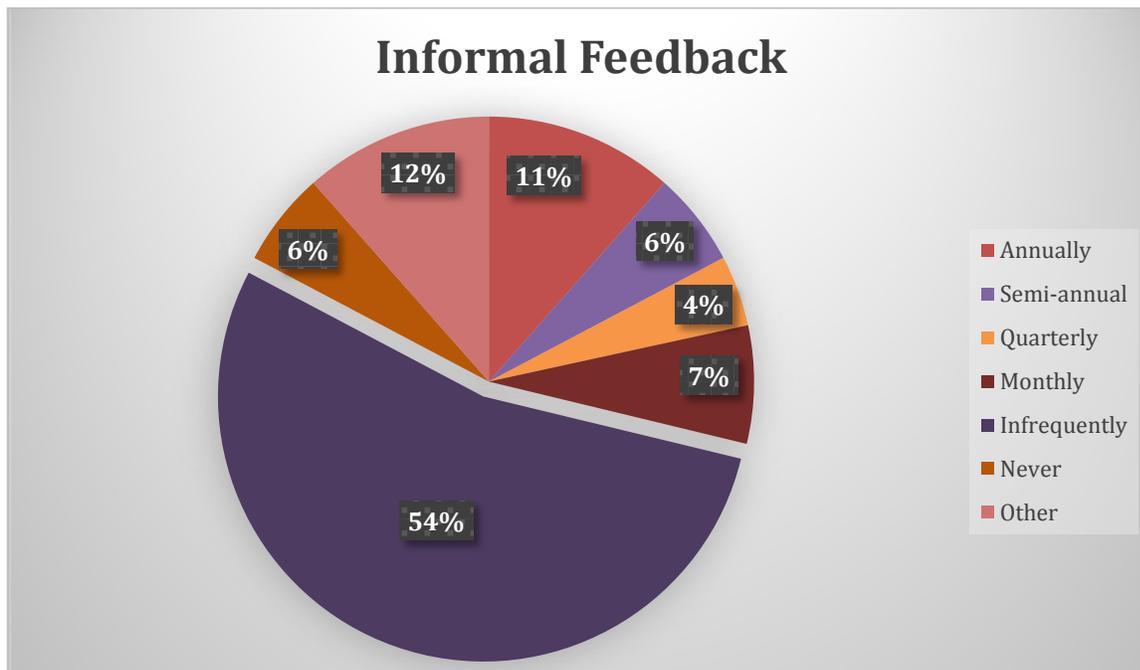
7. How do you perceive the performance evaluations of your organizations?



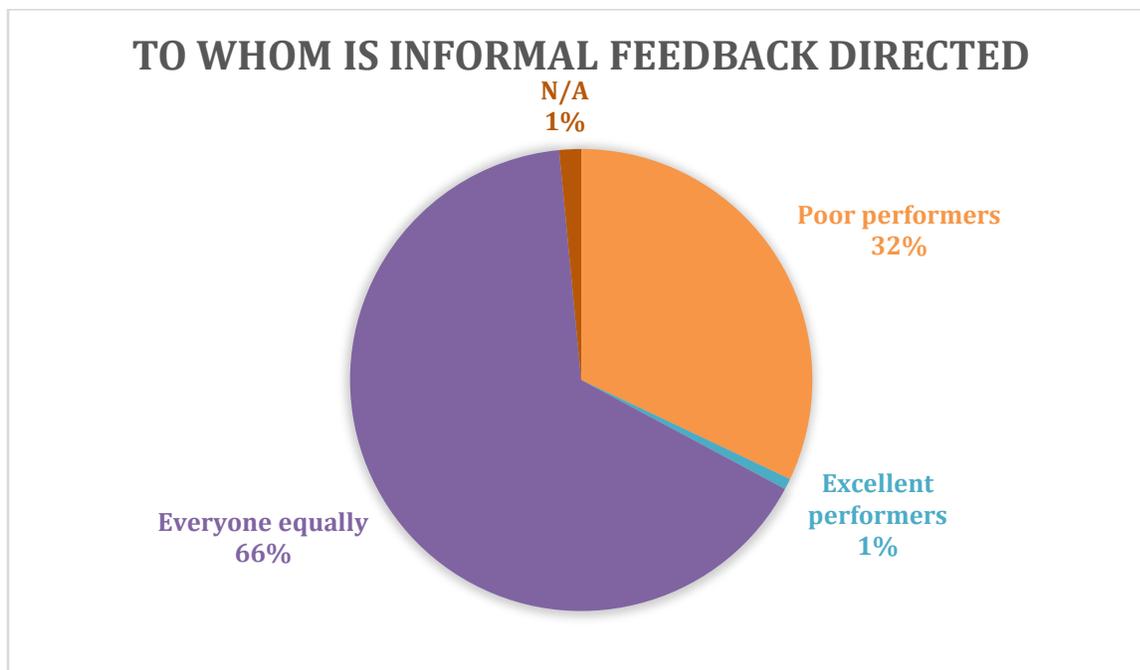
8. How often are formal performance evaluations conducted within your organization?



9. How often does informal feedback to the employee occur?



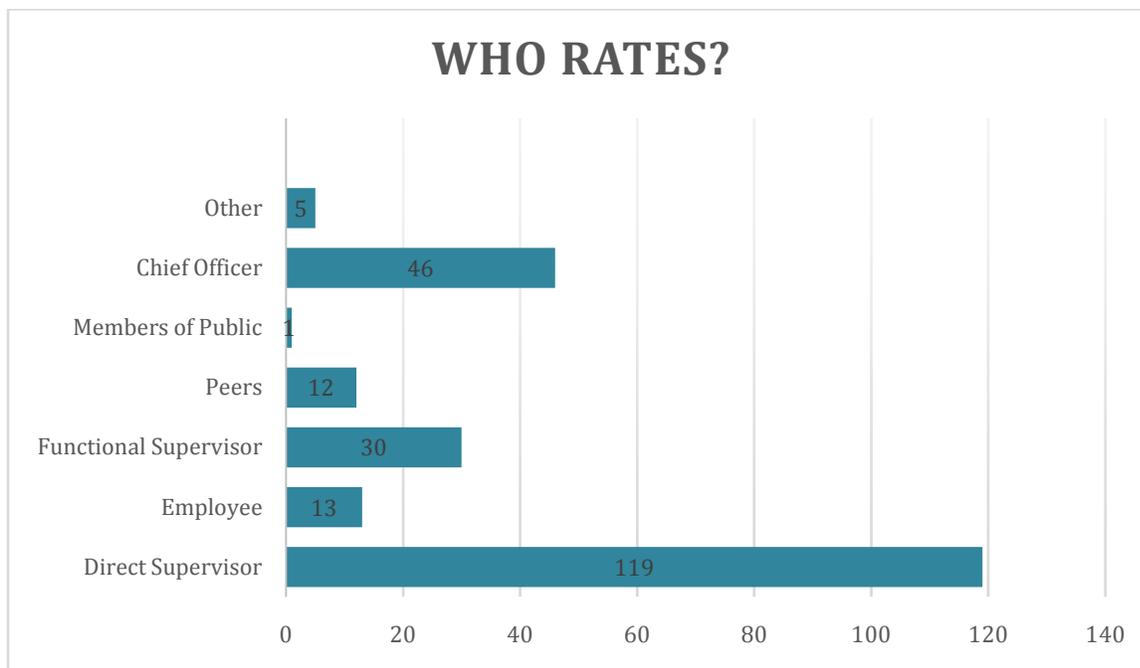
10. In regard to informal feedback, to whom is this feedback regularly directed?



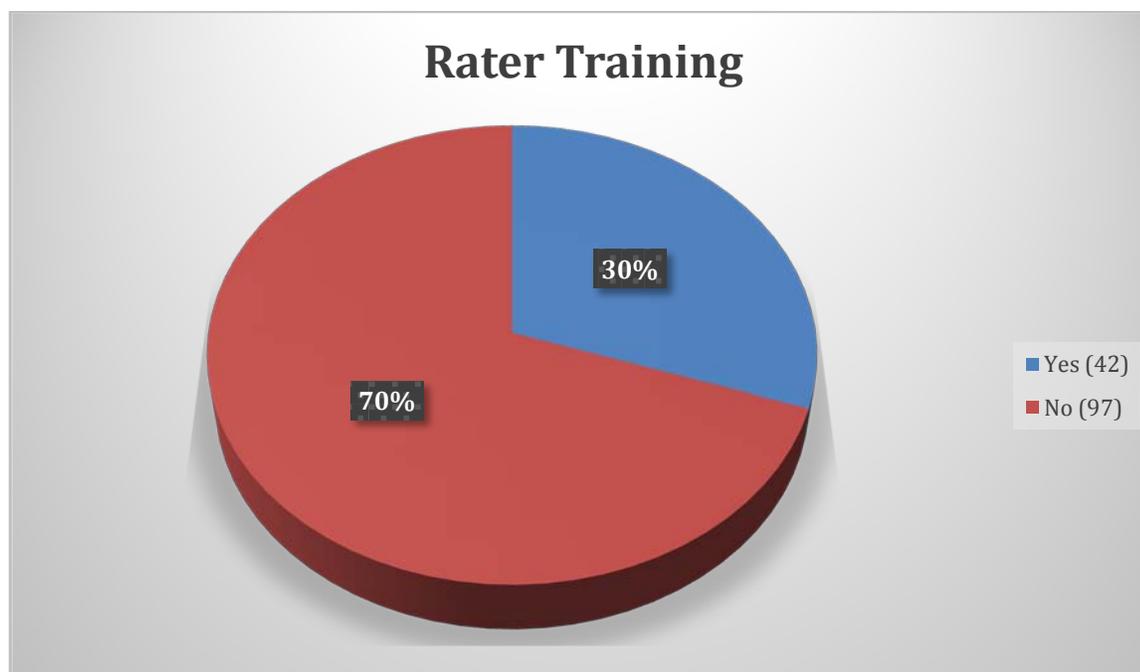
11. How do you perceive the INFORMAL feedback of your organization?



12. Who performs the performance evaluations for your organization?



13. Does your agency provide formal training for those personnel that conduct employee evaluations?



14. Please describe the type of formal training your evaluators receive.

Hired outside contract to assist in the development of the evaluation and also provide training. We are just starting a new performance evaluation process and have had an outside developer train our people in the model we are using. There will be ongoing training to support the initial roll out.

Not Known

Not Known

We have started conducting Officer Development training. Our goal is to conduct formal training from an outside instructor annually (which may involve more than one session) and also some informal training throughout the year.

2 hour class

Supervisors are trained to understand each question and how to evaluate performance so that there is consistency.

Unfortunately, pay is not based on performance due to a contract. High performance employees are paid the same as a low performing employee.

There is a Performance Achievement Training manual that is reviewed by supervisors to learn the system as well as to refer back to the steps in the process.

They receive formal training annually from Chief Officer and an outside trainer is being retained.

Annual training and review of performance metrics.

Complete power point presentation by our HR staff as to what each item represents and the +/- that should be followed. Our evaluations also are very clear and concise as to performance expectations.

Our Human Resource Director conducted this training for us.

Training sessions with Human Resources experts, attorneys, and administrative supervisors

Annual training sessions with the City's HR director on evaluations

They are required to complete Fire Officer 1 & 2. They are also required to achieve 12 hours annually of Leadership/Officer training.

unknown as I am not an evaluator

The formal training consist of a structure lesson on the employee evaluation form and the SOG for employee performance

Supervisor training by an HR Lawyer to help standardize the appraisal system.

We have a manual that informs the office on how to use the evaluation tool.

Particulars of the form are discussed with evaluator to provide some consistency

As part of the original officer's training / mentorship which lasts a minimum of 90 days.

Continuing education every few years to refresh supervisors on common issues / errors.

We have 2 ratings manuals, Chiefs review these with officers prior to the rating period.

Through mvrma including roll playing

Through fire officer school

The chiefs and captains attend a supervisory class taught by MVRMA and they teach us the how conduct these evaluations.

Initial roll out of the evaluation program. Any updates that are needed, such as moving from an Excel spreadsheet to using an online version of our evaluation program

There is a minimum qualification for fire officers in our organization. Each Shift Commander must complete Fire Officer I, II, & III, Fire Instructor, OFE, and 16 hours of personnel management training per year.

At least semi annually a power point driven training is given to current supervisors regarding, the importance of evaluations, evaluation methods and evaluation pitfalls. In addition, each individual completes a self evaluation that is used by their supervisor to complete their evaluation. Prior to giving the employee their evaluation a draft is given to the command staff for review. This is to provide consistency as well as training since evaluating employees is a new task for many of them.

Go over evaluations and expectations on how to conduct the evaluations.

The training focuses on completing the form and understanding the criteria, not necessarily on best practices in evaluation and personnel development.

The instructions for filling out the forms are provided and reviewed with the evaluator by Human Resources.

Managers are provided regular (annually) training covering the evaluation and evaluation process. In addition to training on coaching, counseling and corrective actions.

We receive training annually on how performance evaluations should be performed. This training is provided by our Human Resource Department.

Supervisors received one time training on how to navigate the software and how the system was to be implemented. There was little to no training on how to actually evaluate an employee.

A random one time lecture.

The process is refined and reviewed during staff meetings.

company comes in gives the training

During our new process implementation, all personnel were taught how the program worked and how they would be evaluated.

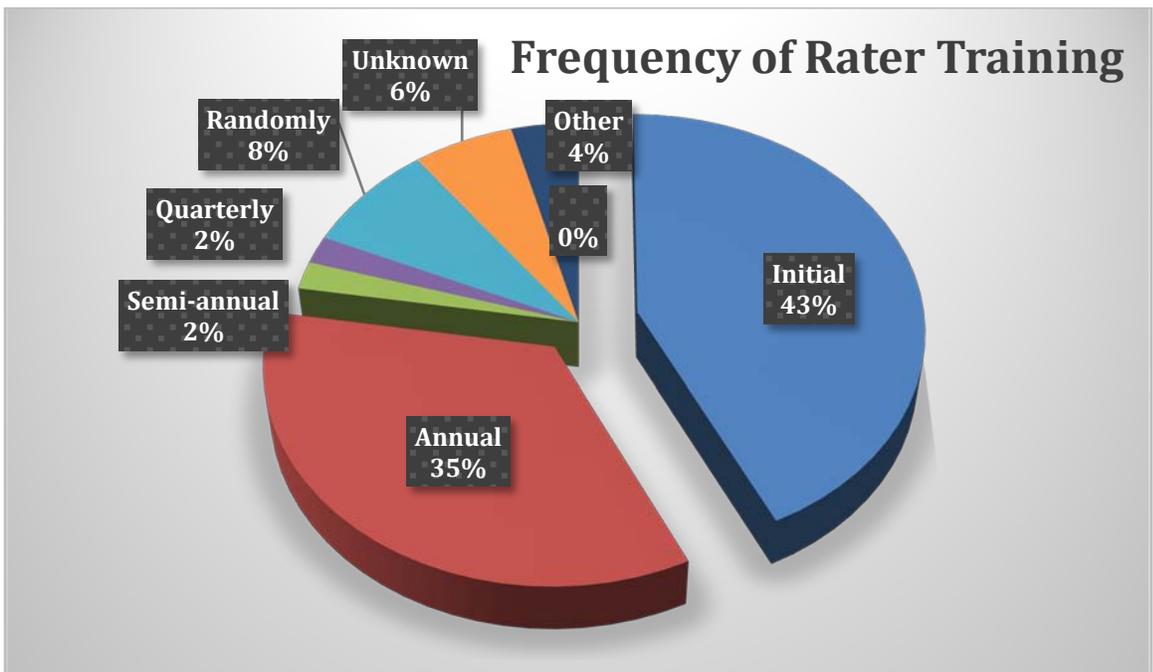
Annual review of the evaluation performance metrics.

Command Staff attends classes from PATC on evaluations. Chief officers then perform training to line officers

Fire officer classes and during officer orientation.

The process was set up with help from a psychologist. He conducted training sessions.

15. Approximately how frequently is formal training provided to the evaluator?



16. What is your fire department identification (FDID) code of your fire department (or county code)?

- | | | |
|-------|-------|-------|
| 80 | 31089 | 83101 |
| 47117 | 31211 | 47037 |
| 13109 | 31019 | 1 |
| 13109 | 76121 | 9123 |
| 23123 | 31031 | 9035 |
| 31029 | 31029 | 14109 |
| 9107 | 31201 | 76001 |
| 31029 | 31103 | 76033 |
| 49109 | 31212 | 31073 |
| 25135 | 1111 | 17009 |
| 31029 | 18029 | 81013 |
| 31071 | 9107 | 31087 |
| 31031 | 76246 | 31087 |
| 31069 | 80003 | 23123 |
| 31092 | 57113 | 87035 |
| 31211 | 86753 | 78200 |
| -2 | 31037 | 31053 |
| 94 | 83115 | 31013 |
| | 109 | 41227 |
| | 62025 | 28127 |
| | 18001 | 83101 |
| | 31037 | 53207 |

31015	49	47029
88007	57011	60211
57049	57011	5107
31029	44109	12029
83019	5.70E+03	12029
31029	57011	12
31043	57113	12029
31029	57121	12029
31007	49109	78200
11	57023	12
-1234	57011	29107
0	29103	1209
31092	38213	1
52023	57125	12029
71131	0	29103
31096	39017	0
31071	31047	12029
76105	45105	55021
51113	0	12029
31212	25	25009
20121	57023	21003
31101	57023	80003
9025	57	45015
83101	9035	21113
31096	57	23011
39135	31211	25017
55236	7013	23109
31087	57027	25017
29121	83030	83030
123456	41009	52203
31029	31	83
72019	57	78035
	78	9123
85203	57101	12
70113	9107	31
31007	133214	31
83	18081	31
901500	47	31
18050	52027	83017
83023	78109	31
52019	52023	13
5711	85021	

APPENDIX 5- EVENDALE FIRE OFFICER SURVEY FORM RESULTS

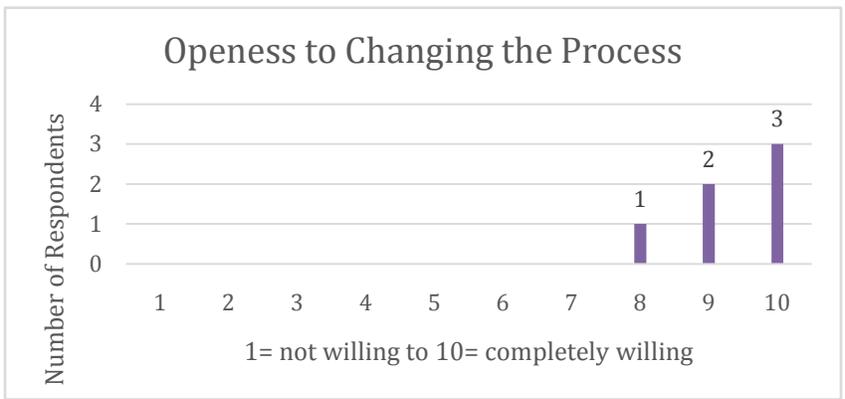
1. Rate your satisfaction with the current EFD employee evaluation system.



2. In your opinion, does the current evaluation process help achieve department goals?



3. How open are you towards changes in the evaluation process?



4. In your opinion, does the current evaluation process assist the employee in achieving their personal goals?



5. Based on your experience, is one formal evaluation annually adequate at providing feedback to the employee?

