

Evaluation of Probationary Employees in the Mansfield Fire Department

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CERTIFICATION STATEMENT

I hereby certify that the following statements are true:

1. This paper constitutes my own product, that where the language of others is set forth, quotation marks so indicate, and that appropriate credit is given where I have used the language, ideas, expressions, or writings of another.
2. I have affirmed the use of proper spelling and grammar in this document by using the spell and grammar check functions of a word processing software program and correcting the errors as suggested by the program.

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Printed Name: _____

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ABSTRACT

There has been an evaluation process in place in the Mansfield Fire Department (MFD) for over twenty years. The problem is that it had no objective measurement and was ineffective. This study's purpose was to produce a more objective evaluations process for probationary firefighters. Using action research, the questions that this study investigated were:

1. What are the legal requirements?
2. What makes a quality probationary evaluation?
3. How do other organizations evaluate their new employees during probation?

During the late 1980's and early 1990's, the MFD experienced a large turnover of personnel. The former informal mentoring system was overwhelmed due to the fact that there were not enough senior firefighters to pair with the candidates. The potential impact this study could have on the MFD is that probationary employees could be properly evaluated and trained or dismissed during their probationary period.

A literature review researched relative sections of the Ohio Administrative Code, the contract covering firefighters and opinions on the Code. Additional research viewed the way other organizations developed and conducted quality, objective employee evaluations. A survey was conducted to find out how other organizations evaluated. It was found that most organizations surveyed use some form of performance based evaluation. The law stated that a probationary employee could be terminated during the last half of their probationary period without the right of appeal.

Objective evaluations need to have a well-written job description as well as some kind of performance standards to evaluate against. They must be conducted in a manner that is fair, consistent, well thought out and planned to be effective. Both the employer and employee must agree on the standards before the evaluation can be effective.

The result of this research was the development of a new evaluation form for probationary firefighters in the Mansfield Fire Department.

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INTRODUCTION

Statement of the Problem

Due to the Civil Service Laws and union contracts, failure to identify, train or remove employees during their probationary period makes it difficult to do so after they have received their permanent appointment. Some of the difficulties that the Mansfield Fire Department (MFD) has encountered could have been dealt with much earlier if there had been a stronger probationary evaluation system in place. The problem that this study addressed was that the probationary firefighter evaluation system currently in use in the MFD proved to be ineffective.

Purpose of the Study

The purpose of this study was to produce a more objective evaluation process for probationary firefighters in the MFD. The results could be used to implement a new system of evaluation within the MFD.

Research Questions

Using action research, the questions that this study investigated are:

1. What are the legal requirements?
2. What makes a quality probationary evaluation?
3. How do other organizations evaluate their new employees during probation?

BACKGROUND AND SIGNIFICANCE

Located in north-central Ohio the City of Mansfield has a population of 52,000 spanning thirty-two square miles. In 2004, the MFD answered seventeen hundred fire and 5700 medical calls for service. The authorized strength of the department is 103 with a current staffing level of ninety-three. During the late 1980's and early 1990's the MFD experienced a large turnover of people. The quantity of new firefighters overwhelmed the old informal mentoring system of pairing a probationary firefighter with a senior man. The direct supervision and instruction by a senior firefighter was missed, because there were not enough senior firefighters. Historically, evaluations for the MFD have not had an objective job performance measurement. The evaluation process that is in place is subjective, inefficient and inconsistent. The topic has been extensively discussed but no effort has been spent producing a workable procedure.

A daily form is filled out by the Captain in charge measuring such areas as: General Knowledge, Communication Skills, Fire Ground and EMS Skills, Safety, Community Knowledge and Station Performance. There were no standards provided and supervisors were left to interpret the scales. Some gave difficult grades and no one received an excellent mark. Other supervisors rated everyone excellent so that they themselves did not look bad. After researching best practices for evaluations, a new system could be developed. With the information gathered, new standard objective evaluations could be designed. The Captains and senior firefighters could be taught how to use them. Lastly, if the probationary employee does not improve; after evaluation and training, they could be released before they receive a permanent appointment. The potential impact this study could have on the MFD is that probationary employees could be properly evaluated and trained or dismissed during their probationary period.

LITERATURE REVIEW

What are the legal issues related to evaluations and the potential dismissal of a probationary employee? "The State of Ohio reported a unique distinction between exempt employees and bargaining unit employees.... Union employees have no appeal rights at any time during the probationary period" (Elliot and Peaton, 1994, p. 50). The Collective Bargaining Agreement (CBA) between the City of Mansfield and The International Association of Firefighters (IAFF) Local 266 states that the probationary period for newly hired firefighters will begin on the first day of work and continue for one year for employees hired with Firefighter I & II and Emergency Medical Technician-Basic (EMT-B) certifications. It further states that for new hires, the probationary period continues for one year after the successful completion of Firefighter I & II and EMT-B. This section ends by stating that an employee may be terminated at any time during this period and shall have no right of appeal or grievance (p. 11).

New employees often begin their careers on a probationary or trial status during which they can be let go without showing just cause. Most union contracts give the employer this form of discretion to dismiss any employee within the designated probation period that is before the full range of union job protections provided by the collective agreement (CBA) kick in (Epstein, 2003, p.7).

During an interview with Mansfield's Human Resource Director, he explained that Ohio is an "at will" state. J. Fogt (personal communication, September 15, 2004). This statement is supported by Downes (1994) who writes that, "If the service of a probationary employee is unsatisfactory, he or she may be removed or reduced at any time during the probationary period *after* completion of sixty days or one half of the probationary period, whichever is greater, RC 124.27" (p. 61).

So, the right for dismissal is clearly present. The obligation to conduct a performance evaluation is also covered.

The Ohio Administrative Code provides for periodic evaluations during the probationary period. (OAC 123:1-29-01) It also states that a copy of the appropriate probation performance evaluation must accompany the removal. Noncompliance with these rules, however, has been held not to negate a probationary removal (Downes, 2004, p. 955). Patterson summarized this point when he wrote, "It is easier to dismiss a probationary worker than a permanent one, as the employer is entitled to place a more demanding standard on the probationary employee's performance." (1996, p. 84).

What makes a quality evaluation? "Most people don't like feedback. They don't like to give it or receive it. Not surprisingly, many organizations neglect the performance review process" (Mavis, 1994, p. 41). "One reason some organizations, including fire departments, fail in their performance appraisal programs is that they often select evaluation criteria indiscriminately, evaluate on personality, and are very poor record keepers" (Crawford, 2004, p. 100). Mavis (1994) asks:

Why are even experienced managers so reluctant to conduct performance reviews?

Usually for the following reasons:

- People avoid conflict-real and perceived.
- People don't want to take responsibility for their judgments.
- People are more certain of their judgments than their facts.
- People are afraid that if they start giving clear, serious feedback, they will receive candid feedback on their own performance. (p. 41)

Understanding what the five main rating scale appraisal problems are may help to avoid problems. According to Dessler (1997) some of the problems with appraisals are unclear standards in which the scale is too open to interpretation. The halo effect occurs when the rating of one trait biases the others. Two related problems are the central tendency where everyone is average and strictness/leniency tendency where the ratings are either too high or too low. The last bias that may affect a supervisor's appraisal is based on age, race, gender, etc.

There are ways to minimize these appraisal problems. "Managers must ground all feedback in discrete observations of behavior or results. For example, a manager might observe, 'Sara did not deliver the report to me by the Friday noon deadline.' Observation holds the key to resolving any confusion about an employee's job performance" (Mavis, 1994, p. 42). "A formal process also helps standardize how you and employees evaluate performance. It can help remove any tendencies toward subjective analysis and also removes any perception of favoritism (Holtz, 1995 p. 91).

A current job description needs to be in place in order to properly evaluate. "The more specific the job description, the easier it will be to set goals with the employee. These goals then form the basis of the performance appraisal discussion. A well-written job description also can help you identify the training you need to provide your employee" (Cadwell 1995). "Among the goals set should be actions designed to fulfill the responsibilities spelled out in the job description. Goals should also cover actions—such as training or counseling—needed to help the worker meet these responsibilities" (Holtz, 1995 p. 93). Scott (2000) states that :

Many employees who have the potential to become peak performers often fail to get there because their job descriptions are not specific enough to reflect the level of performance you expect. ... if you're unclear as to what the standards are and don't have a system to measure them, you are putting your employees in a position to lose. (p. 13)

An example of a standard as it relates to the fire service is the National Fire Protection Association (NFPA) Standard 1001 (1997), states:

This standard identifies the minimum job performance requirements for career and volunteer firefighters whose duties are primarily structure in nature. Firefighter I. The person, at the first level of progression as defined in Chapter 3, who has demonstrated the knowledge and skills necessary to function safely and effectively as an integral member of a fire-fighting team. When engaged in hazardous activities, the Firefighter I works under direct supervision. Firefighter II. The person, at the second level of progression as defined in Chapter 4, who demonstrates the skills and depth of knowledge necessary to function under general supervision. This person will function safely and effectively as an integral member of a team of equally or less experienced firefighters to accomplish a series of tasks. When engaged in hazardous activities, the Firefighter II maintains direct communication with a supervisor. (p. 1001-5).

Crawford (2004) writes, when a captain is evaluating a firefighter, the first documentation he writes should not be the day the performance appraisal is due. In any performance evaluation, the importance of properly documenting an individual's knowledge, skills and abilities (KSAs) in the appraisal of his duties is paramount. (p. 100).

The author further explains that once a skill set is identified it can be measured. Were the proper steps followed and was the outcome satisfactory?

NFPA 1001 (1997) explains that a "Job Performance Requirement (JPR) is a statement that describes a specific job task, and defines measurable or observable outcomes and evaluation areas for the specific task" (p. 1001-5). The description of a JPR follows.

The JPR is the assembly of three critical components. These components are as follows:

The task to be performed. The first component is a concise, brief statement of what the

person is supposed to do. **Tools, equipment or materials that must be provided to successfully complete the task.** This component ensures that all individuals completing the task are given the same minimal tool, equipment or material when being evaluated. By listing these items, the performer and evaluator know what must be provided to complete the task. **Evaluation parameters and/or performance outcomes.** This component defines how well one must perform each task, for both the performer and the evaluator. The JPRs guide performance towards successful completion by identifying evaluation parameters and/or outcomes. This portion of the JPRs promotes consistency in evaluation by reducing the variable used to gauge performance. In addition to these three components, the JPRs contain prerequisite knowledge and skills. Just as the term prerequisite suggests, these are the necessary knowledge and skills one must have prior to being able to perform the task. Prerequisite knowledge and skills are the foundation for task performance. (p. 1001-14).

Types of evaluations are described by Holtz (1995):

Under one system the supervisor looks at a list of personal traits (such as dependability, cooperativeness, responsibility and creativity) and rates the employee from “unsatisfactory” to “outstanding” according to behavior on the job. Another performance system is more job-oriented: the supervisor measures an employee’s work performance against a list of predetermined job tasks or objectives, which have been agreed to by both the supervisor and the employee. Other approaches combine elements of both these systems. (p. 90)

There are some things that can be done to teach raters to conduct thorough, quality evaluations. Making the evaluator aware of the biases and pitfalls before the process starts can minimize many potential problems. Krug (1998) contends that a common complaint is that

managers are poorly trained in providing feedback and provide little to no ongoing support. Poorly designed procedures and formats make the problem worse, making the process cumbersome difficult to administer (p. 19). Lemmon (1998) offers ten ways to improve employee evaluations, "Think long term, don't avoid bad news, resist the 'halo' effects, take your time, avoid generalizations, use consistent rating criteria, take small bites, resist ratings inflation, don't use your ratings as leverage and avoid boosting your image with ratings." Lindo (1997) writes, "To help build subordinates who can perform to the peak of their potential you must use each performance appraisal to specifically identify how they are doing. Words such as 'acceptable', 'satisfactory', 'OK' or 'great' aren't helpful." (p. 12).

Legally, the right to dismiss during the last half of the probationary period is certainly present, as is the obligation by the employer to conduct periodic evaluations. A quality evaluation process requires planning and commitment on the part of the organization in order to be effective and successful. Educating the raters to understand the rating scale problems has proven helpful when initiating a performance review. Subjectivity related biases have been a factor; being aware of them and how they affect the process may reduce the tendency for them to become an issue. Any feedback given to an employee should be based on objective observations or results from measurable standards. Comprehensive job descriptions or JPRs set objective standards to evaluate against. Setting objective goals and informing the employee what the targets are assures that everybody is discussing the same thing. A JPR consists of three components: the task to be performed, materials that must be provided to do the task and the measurable performance outcome.

The type of evaluation and proper documentation are the final pieces necessary for an objective evaluation. Evaluating personality traits such as dependability, etc. is one approach. The other method measured more objective, job-oriented tasks. Any combination of these may

also be developed to suit an organization's need. Training of supervisors and the support of management are important to make the process a success. The most recurrent theme, however, is the absolute necessity of a job description or JPRs. Without one of these in place there can be no objective evaluation. The ability to work well as a team is a must in the fire service. As a result personality can and should be evaluated subjectively. There must be a measurable standard to demonstrate technical ability. If there isn't, the most well liked probationary employee cannot be a productive member of the team.

PROCEDURES

After it was determined that the evaluation process of the MFD was inadequate, research was conducted to develop a new system. An extensive literature review was undertaken to find out what relevant opinions and studies existed on the topic. The Ohio Revised Code, The Charter of the City of Mansfield, and the CBA between the City of Mansfield and IAFF Local 266 were researched for legal and contractual requirements. The Chief of the MFD provided a job description that he had recently updated. Other information was gathered from searches of the EBSCO database at the library. Surveys (see Appendix 1) were sent out to seventy-eight members of the Mansfield/Richland County Area Chamber of Commerce who were also alumni of Leadership Unlimited of Richland County. Mr. William Sharp, director of the Leadership Unlimited of Richland County program, provided me with mailing labels for the survey. A survey form and a cover letter were sent to all of the seventy-nine names provided to me by Mr. Sharp. The purpose was to find out how organizations outside of the fire service evaluate their probationary employees. The recipients represented a wide variety of educators, politicians, and business leaders within the Mansfield area. The list was made up of nationally known companies as well as ones that were locally owned. Forty-six surveys were completed and returned. The results of the surveys are presented later in this paper. Interviews were conducted with Mr. Jeff Fogt, Human Resources Director for the City of Mansfield and Mrs. Pearl Peritalo, Human Resources Director for General Motors Corporation located in Mansfield. During the interviews the three research questions were asked of each to begin the interview. Mrs. Peritalo provided a copy of the evaluations form that is used at General Motors as an example of an objective evaluation process. Information from these sources was used to create a new evaluation form for the MFD (see appendix 2). This new form was designed to be objective and cover areas specific to the MFD.

Limitations of the Study

A limitation of the survey was that the complete membership of the Mansfield-Richland County Chamber of Commerce would have been too large to survey. Therefore a smaller sample was desired. The smaller sample was obtained by selecting Chamber members who were also alumni of Richland County Leadership Unlimited. The sample provided was arbitrary in the fact that it relied on the Leadership program as the filter. Recreating this survey and sample exactly in some other community may be a problem. However, the smaller sample still provided a wide variety of organizations to survey. If the Leadership program filter was not available, the whole population could be surveyed.

RESULTS

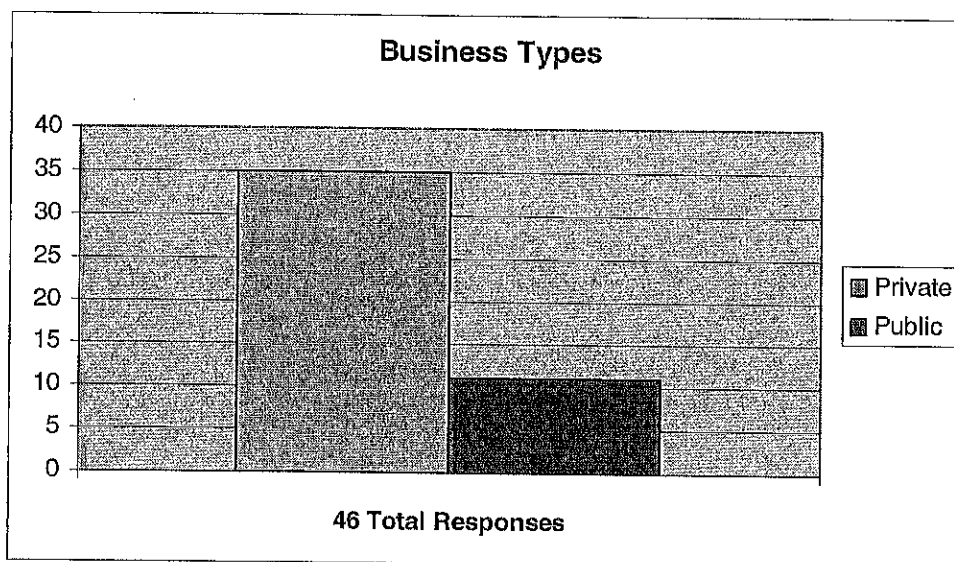
What are the legal requirements? The answer to this question was quite clear.

Employers covered under Civil Service have the right to let a probationary employee go without showing just cause. The Ohio Revised Code (ORC) does state that sixty days or half of the probationary period, whichever is greater, has to have passed before employee removal. Further, in Ohio, union employees have no right to appeal. The CBA between the City of Mansfield and IAFF Local 266 reinforces the fact that the probationary firefighter has no right to appeal if dismissed. The ORC does state that some kind of performance review must accompany the termination. Noncompliance with providing an evaluation relative to the dismissal has not been held by a court to negate the termination.

What makes a quality evaluation? A current, specific job description is the cornerstone; without this there will be no standards to measure. An evaluation that incorporates objective measurements and is related to the job description will give both parties the expectations before the evaluation begins. Some evaluations rate personal traits subjectively and others measure performance against a list of objectives. Combining these two types of evaluations is a popular approach. A definitive time and place to conduct the evaluation will make the process more formal. It is also important that the evaluator be trained in providing constructive feedback. And further provides support, such as training, to enable the employee to achieve the expected standards. Understanding what the biases and pitfalls could be, before the evaluation, will decrease the chance that they are an issue.

Seventy-nine surveys were mailed to members of the Mansfield-Richland area Chamber of Commerce. The recipients were also alumni of Leadership Unlimited of Richland County. The surveys that were completed and returned represented a wide range of organizations all with operations in Richland County. Some of the surveys returned were from national companies

such as General Motors, Copperweld and Key Bank as well as locally owned companies and



local governmental agencies.

Figure 1

Thirty-five (seventy six percent) of the forty-six surveys returned were from private businesses while the remaining eleven (twenty four percent) were some sort of government organization. Of the businesses surveyed thirty (sixty five percent) have less than one hundred employees. The remaining break down is four (nine percent) between 100 and 250 employees, four (nine percent) between 251 and 500 employees and eight (seventeen percent) more than five hundred employees.

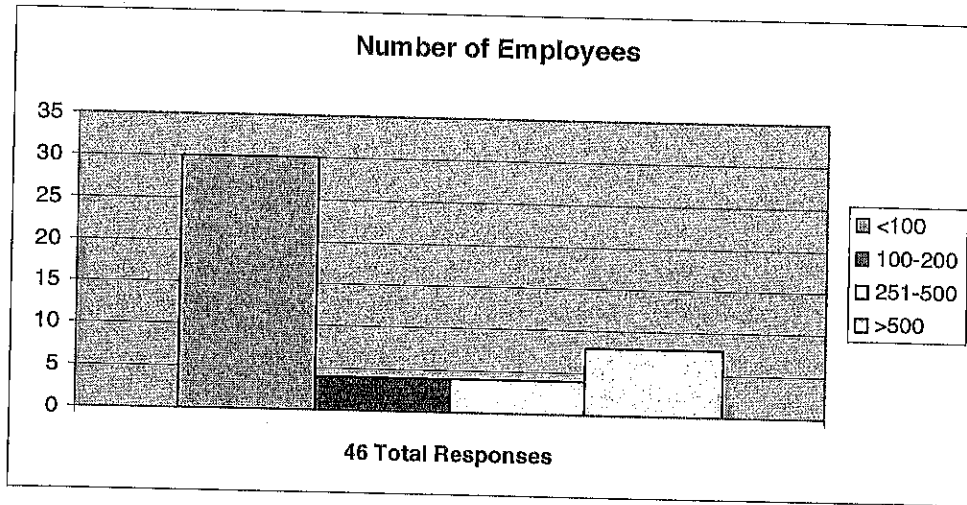


Figure 2

The number of respondents that require a probationary period of some kind consists of an overwhelming majority. Out of the forty-six surveys returned forty-one (eighty nine percent) require a probationary period, only five (eleven percent) do not.

Table 1

Businesses That Require Probationary Periods

	Probationary Period	
	<i>N</i>	<i>%</i>
Yes	41	89
No	5	11
TOTAL	46	100

There were differences in the length of the probationary period. Whereas the CBA between the City of Mansfield and IAFF Local 266 allows for a year after all of the certifications are earned, the most common length from the survey is three months (fifty nine percent). Six months was

the answer for six (thirteen percent) of the surveys provided and only five (eleven percent) answered that it was a year in length.

Table 2

Length of the Probationary Period

	Length	
	<i>N</i>	<i>%</i>
Three Months	27	59
Six Months	6	13
One Year	5	11
Did Not Report	8	17
TOTAL	46	100

Only three (seven percent) respondents reported that they evaluate their probationary employees as often as the MFD, which is daily. Eight (seventeen percent) evaluate weekly, five (eleven percent) reported monthly. The majority, nineteen (forty one percent), reported that their evaluations were conducted on a quarterly basis. A write-in response that was not a survey question was given by seven (fifteen percent) businesses and nine (twenty percent) did not report.

Table 3*Frequency of Evaluations*

	Frequency	
	<i>N</i>	<i>%</i>
Daily	3	7
Weekly	8	17
Quarterly	19	41
Other	7	15
Did Not Report	9	20
TOTAL	46	100

For a clear majority of the respondents (thirty nine or eighty five percent) the supervisor conducted the evaluation. This is compared with only two (four percent) that use peer review and three (seven percent) of those surveyed use a combination. There were two (four percent) surveys that did not have that area completed.

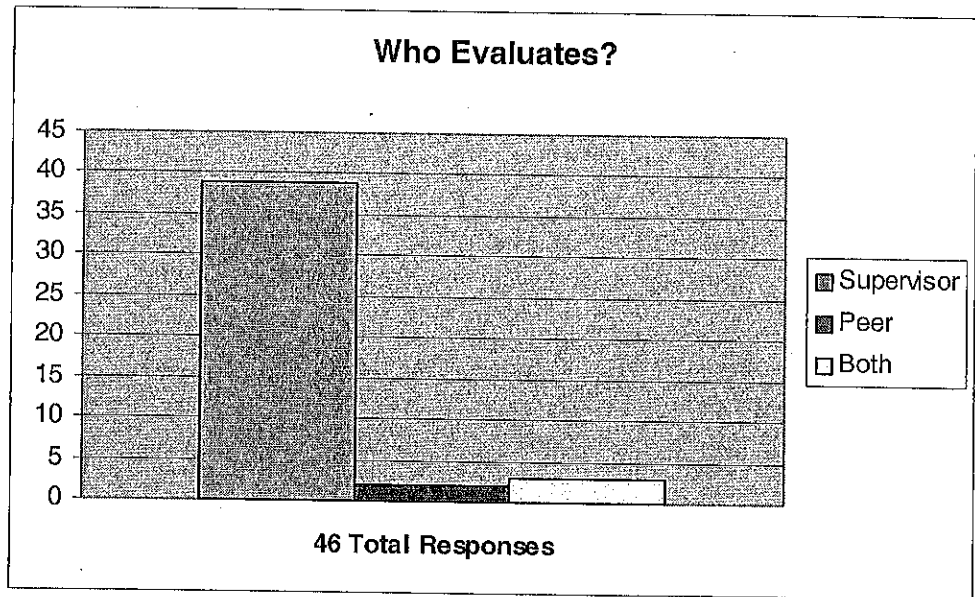


Figure 3

Question eight of the survey allowed the respondents to choose more than one answer. Thirty-six use some sort of JPR when evaluating, twenty-three measure productivity and twenty-five use a written job description.

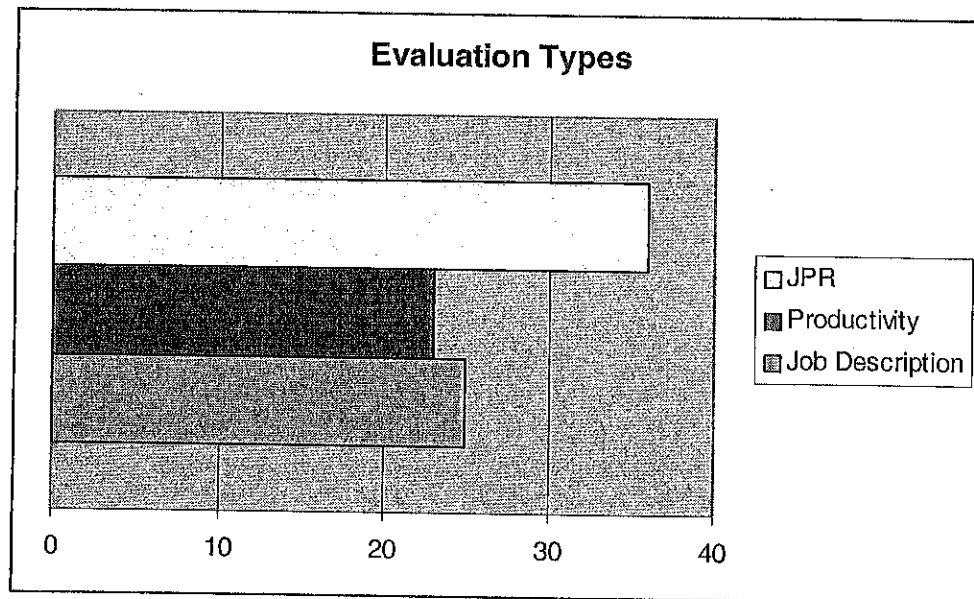


Figure 4

Forty one (eighty nine percent) of those responding gave their employees feedback about the evaluation. Only one (two percent) that answered the question did not give feedback. The remaining four (nine percent) did not respond.

Table 4*Businesses That Require Probationary Periods*

	Feedback	
	<i>N</i>	%
Yes	41	89
No	1	2
Did Not Respond	4	9
TOTAL	46	100

Question number ten asked if the raters were trained to evaluate. Of those that responded, eight (seventeen percent) did not, eighteen (thirty nine percent) answered yes and twenty (forty three percent) replied that they did not.

Table 5*Businesses That Train Their Raters to Evaluate*

	Train Raters	
	<i>N</i>	%
Yes	18	39
No	20	43
Did Not Respond	8	17
TOTAL	46	100

DISCUSSION

Most of the information that was gathered was straightforward and uncomplicated. Requirements under the law are very specific and have been upheld in court. Employers have the right to dismiss during the last half of the probationary period without cause. A CBA that is in place covering the MFD further reinforces this right. The important concepts that were found is that quality evaluations must have written job descriptions, policies and objectives that are held up as a reference point. Further, an organization must take the time to create such documents if in fact quality, objective evaluations are the goal. In eighty nine percent of the surveys that were returned the respondent indicted that they required a probationary period. The final step is to use the probationary period to evaluate new employees. This is especially true of the new employees of the MFD where the benefits of job protection by Civil Service law and CBA apply after the probationary period. Of those, many indicated that they used JPR's, productivity, and a written job description. Many replied that they used a combination of these three objective measurements. The onus to implement a quality process is on the organization.

The implications for the MFD are two-fold. First, as a result of this research a new evaluation form has been developed. The implementation of it awaits the Chief's approval and hiring probationary firefighters to be evaluated. Secondly, if this new procedure is to work, effort will need to be put forth by the evaluators both to use the form and to follow the objectives laid out in it. The final results will be that once the probationary firefighter has passed the evaluation process the Department can be reasonably sure that it has retained a person who will be an asset to the organization.

RECOMMENDATIONS

The problem that this study investigated was the ineffective probationary evaluation system that was in place in the MFD. It was this way due to the lack of an updated job description. The Chief corrected this area when he recently reviewed and updated the job description for firefighter in the MFD (see appendix 3). The second issue was that the MFD had no means to objectively evaluate the probationary firefighters that were hired. Using the updated job description and the objective evaluation form, (see appendix 2) developed as a result of research provided by this project, this can now be accomplished. Lack of instruction to the supervisors who conducted the evaluations contributed to the problem. In the future, instructions as to what the evaluation standards are will be provided to the Captains. Rating scale problems and pitfalls that may affect the process can be identified to the supervisors and avoided.

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APPENDIX 1 – SURVEY QUESTIONS

February 7, 2005

1. What is your business name? _____
2. Is your business private or governmental? _____
3. How many employees do you have?
_____ <100 _____ 100-250 _____ 251-500 _____ >500
4. Do you require a probationary period? _____ Yes _____ No
5. If the answer to question 4 is yes how long is it?
_____ 3 months _____ 6 months _____ 1 year _____ >1 year
6. How often are your probationary employees evaluated?
_____ never _____ daily _____ weekly _____ quarterly
7. Who evaluates? _____ supervisor _____ peer _____ both
8. Do you objectively evaluate by using any of the following?
_____ written job description _____ productivity
_____ job performance requirements
9. Do you give feedback to the employee about the evaluation?
_____ Yes _____ No
10. Do you train you raters to evaluate? _____ Yes _____ No

APPENDIX 2 – Probationary Evaluation Form

MANSFIELD FIRE DEPARTMENT PROBATIONARY EVALUATION FORM

DATE _____ CREW _____ STATION _____

PROBATIONARY FIREFIGHTER'S NAME _____

SIGNATURE _____

EVALUATOR _____

THESE AREAS ARE PASS/FAIL

General Knowledge

- Can explain MFD structure _____
- Understands MFD rules and regulations _____
- Understands MFD SOGs _____
- Knows the addresses of each station _____

Communication Skills

- Knows proper radio procedures _____
- Can explain how a call is received and dispatched _____
- Can explain what to do for a "walk-in" call for service _____
- Can demonstrate proper telephone procedures _____
- Follows instructions – listen to and follows oral and/or written instructions _____
- Comments/Example _____

EMS Skills

- Understands MFD EMT-B protocol _____
- Can demonstrate knowledge of equipment use and location _____
- Can demonstrate when and how to call for assistance (fire and police) _____
- Demonstrates proper on scene actions _____
- Can demonstrate making a pre-arrival call (using radio and cell phone) to MCM _____

Fire Ground Skills

- Can explain the basics of ICS and where they fit _____
- Can explain the priority codes of the MFD _____
- Can demonstrate proper use of a PPV _____
- Can explain the proper use of the fire extinguishers carried by the MFD _____
- Can explain the MFD emergency building evacuation procedures _____

Safety

- Dons ALL PPE, including SCBA, with no exposed skin, and SCBA activated in >2min _____
- Demonstrates proper check of SCBA _____
- Demonstrates how and when to change a SCBA cylinder _____
- Demonstrates buddy breathing with SCBA _____
- Can explain when and how to launder PPE _____
- Demonstrates commitment to safety by following safety rules, including wearing appropriate PPE and using tools and equipment in a safe manner _____

Apparatus Knowledge

- Can explain hose loads of MFD apparatus _____
- Demonstrates daily truck check _____
- Demonstrates weekly pump and aerial check _____
- Can demonstrate proper pump operation, including charging a 1-1/2 inch pre-connect _____
- Demonstrates operation of Ladder 1 and Snorkel _____

Community Knowledge

- Can identify target hazards in each response district (schools, nursing homes, etc) _____
- Can explain the street numbering system of the city _____

Station Performance

- Follows grooming section of the rules _____
- Has a Class A dress uniform _____
- Performs daily duties _____

CHECK APPROPRIATE LINE

Attendance

- _____ Regular attendance – has missed no days
- _____ Irregular attendance – missed days- indicate number of times _____

Punctuality

- _____ Always on time
- _____ Irregular – late for work - indicate number of times _____

APPENDIX 3 – Job Description

Mansfield Fire Department
Job Description
Firefighter/EMTJob Summary

Firefighters, other than those assigned to the Fire Prevention or Training Bureau, work under the supervision of a Captain, being the first line officer of the assigned crew, station or assignment. Firefighters are to carry out the work assigned to them by superior officers of the Mansfield Fire Department. Firefighters duties will typically include, but are not limited to; responding to calls for assistance in extinguishing and combating fires and other related incidents; safeguarding lives and property; responding to motor vehicle accidents including those that have released or have the potential to release hazardous materials, responding to terrorist threats including those threats using weapons of mass destruction and/or chemical, biological and nuclear agents, conducting building and fire safety inspections; cleaning and maintaining fire apparatus, equipment and facilities and work areas; performs all emergency medical duties within the scope of their individual certification; performs other duties as required; may serve as Captain in his/her absence.

Minimum Qualifications

Successful completion of the prescribed probationary period, successfully complete all required coursework; attain Firefighter II certification, Hazardous Materials Operations and Emergency Medical Technician-Basic/Intermediate level.

License or Certification Requirements

Possess and maintain a valid Ohio driver's license, maintain EMT certification, maintain hazardous materials certification.