

# *Performance Evaluation and Developmental Instrument (PEDI) Guidebook*



*Newport News Fire Department  
April 2012*

## SMART Goal Guide

SMART goal statements should be brief and to the point. One or two sentences are usually enough. Collectively, goals should provide enough detail to guide operating decisions, yet be flexible enough to generate creativity and innovation. SMART goals are a way to simplify and define goals. “SMART” is an acronym for Specific, Measurable, Attainable, Relevant, and Time-Specific. Each attribute is outlined below.

**Specific** - Anyone who reads the goal should be able to understand what is to be accomplished. Ask yourself, “If someone else had to take over this goal, would that person be able to achieve the same general end results I have in mind?” If so, then the goal is probably specific enough. Employees should easily understand the goal.

**Measurable** - The measure must be related to an outcome, not input or process. Some goals are easier to measure than others are, but all goals must be measurable in some way. Quantitative measures include physical deliverables, measurable services, money and volume. Qualitative measures include quality and satisfaction. See more examples below for a specific measure associated with each goal.

**Attainable** - Goals should be challenging yet achievable.

**Relevant** - Goals should be aligned with the Department’s and City’s mission and vision.

**Time-specific** - Since results must be measured at some point in time, it’s important to include a date for expected completion. A time frame should be reasonable, yet aggressive, and be within the performance period. If a long-term goal is used, include a project milestone measure with a date that is within the performance period.

### How to Make Goals Measurable

Measures are objective or observable outcomes that indicate if the goal has been accomplished. There are four types of measures:

1. **Quantity** – How many of the goals are produced or performed. Counting is perceived by everyone to be more objective. Therefore, counting should be used wherever possible. Remember to count results, not input or processes.

*Example: The employee shall conduct two (2) company level training exercises this evaluation period.*

2. **Quality** – How well the goal is produced or performed. Quality can’t be counted, but it can be judged. For example, the training curriculum can’t be counted, but it can be “judged” using established criteria. The criteria become much less subjective when they are discussed with everyone involved in advance.

*Example: The employee will complete all NFIR’s during the next two months with no mistakes.*

**3. Cost** – At what expense the goal is produced or performed? Cost may be measured as overall cost or cost per unit. While cost is the most difficult measure of achievable goals within our department, cost measurement is still relevant.

*Example: Identify a method for storing K-12 blades on Tower1 to reduce unnecessary wear and extend blade life.*

**4. Timeliness** – When is the goal to be produced or performed?

*Example: Complete all NFIR's prior to the end of each shift.*

SMART goals should be developed strategically- crafted in a collaborative process between the rating supervisor and the employee. Goals should identify areas of employee interest, skills to be improved, challenges to allow for employee development, etc.

The purpose of establishing goals is to identify “what” the employee should ultimately accomplish during the evaluation period and to determine how the achievement of that goal will improve employee performance, facilitate employee growth and development, enhance company operations, and/or benefit the organization.

A specific goal has a much greater chance of being accomplished than a general goal. To create a specific goal, you must answer the following six "W" questions:

- Who – Other than the employee, is there someone else that will help the employee achieve their stated goal?
- What – What, specifically, does the employee want to accomplish?
- Where – Is there a specific location associated with the achievement of the goal?
- When – When is the goal to be completed and how long is the time frame in which to accomplish the goal?
- Which – Which goal is to be accomplished? Are there identified obstacles or constraints?
- Why – Why has the employee established this goal? Will it enhance KSAs? Will it improve operational preparedness? Will it benefit the department?

These six “W” questions are intended to help identify the specifics of the SMART goal. Although they may be rearranged as necessary, answering these questions will enable you to craft the goal in simplistic terms so that anyone reviewing the goal will easily understand who is responsible, what is expected, the resources required, and when it should be completed.

Below is a sample format with examples of appropriately crafted SMART goals.

| Who   | What   | Where                   | When  | Which   | Why   |
|-------|--|-------------------------|---|---|---|
| Chuck | Will provide two (2) classes on fire extinguishers | During company training | In the first quarter of the calendar year   | Securing the various types used by our department | To enhance safe operation and basic fire fighting skills            |
| Allen | Will identify a method of storing K-12 blades      | On Tower 1              | In the first month of the evaluation period | Rearranging compartments as necessary             | To reduce wear and tear on the blades and extend their service life |

Example 1

*During the first quarter of the calendar year, Chuck will provide two (2) classes on the use of fire extinguishers for company training. The classes will review the types of extinguishers available within the department and the proper safe operation of each. These classes will enhance the basic fire fighting skills of company members.*

Example 2

*Allen will identify a method for storing the K-12 blades on Tower 1 to reduce wear and tear and extend the blades' service life. This project will be completed in the first month of the evaluation period (May 2011). Administration has approved rearranging compartments as necessary.*

Goals serve as the basis for performance evaluation discussions. By clarifying expectations and priorities, the goal setting process involves the employee and supervisor to arrive at a mutual agreement. Individualized goals link the employee to the department to ensure that the “bigger picture” and needs of the organization are being met. It is a significant piece of the two-way communication during the formal performance evaluation that touches upon challenges and initiatives faced by the department and how individual employees can contribute, influence outcomes, and play a role in the overall success of their organization.

Most goals can be attained when you plan your steps wisely and establish a time frame that allows you to carry out those steps. Goals that may have seemed far away and out of reach eventually move closer and become attainable. This occurs not because goals shrink, but because you grow and expand to match them. When you identify your goals, you develop the traits and personality that allow you to possess them.

During the development of the attribute element descriptions, feedback was requested from company officers. During that process, there were some questions posed. Those questions are listed below with responses.

Questions:

1. Are the older people supposed to retake stuff they already have just to be able to make a better rating on the evaluation?
  - A) The department desires to develop a culture of professional development and continuing education. There are many opportunities to accomplish this. Whether it is attending an update to a DFP class, participating in an on-line learning opportunity through NFA, or attending a Lunch and Learn lecture that is sponsored through Human Resources, opportunities to grow professionally exist beyond DFP certification courses. A supplement has been provided to Leading Element 2 that highlights some of the educational opportunities that exist.
2. Who are the other members of the committee?
  - A) Chief Carper, Greta Rohrbach, Captain Bolt, Lieutenant Rabon, Lieutenant Young, Lieutenant Williamson, Rich Kinney, Lieutenant Thurman, Lieutenant Diggs, Ryan Loshaw, Brian McLaughlin.
3. If you have more and maintain it you should get higher marks.
  - A) Agreed. If an employee is performing at a higher level, he/she should be recognized for their performance. However, under the old evaluation system, it was evident that some employees were being rated as “MTS” simply because they had always been rated “MTS”. The new evaluation tool is a snapshot of the preceding twelve month rating period. Therefore, ratings should be based on the employee’s performance during the preceding twelve months. As long as the employee is performing consistently, his/her rating should reflect the effort that they put forth. An employee should not receive an “Exceeds” in Team Skills Element 4 because he/she served on a committee two years ago.
4. The problem with vague statements is that every supervisor is going to interpret them differently.
  - A) You are correct. While the evaluation process must provide latitude for supervisors to recognize “all employee attributes”, we must establish a benchmark of basic expectations for minimum and maximum performance standards. This conveys specific expectations to the employee and limits the degree of subjectivity allowed by rating supervisors. We believe that this is the most fair and equitable approach to implementing an evaluation tool that is forward thinking, supportive and encouraging, and limited in the degree of subjectivity allowed.
5. Without the ability to define and quantify behaviors for each level of fire fighter, I feel like your committee is forced to recreating the same vague, ambiguous evaluation system that was put out by HR.
  - A) To begin this process, the committee conducted an extensive review and revision of every job description within the fire department. Every job description received edits

to some degree so that there is a clearly defined progression of growth in KSAs, responsibilities, and supervision required. Some job descriptions were re-written entirely to accomplish this objective. The new job descriptions should provide a great deal of guidance for supervisors during the evaluation process. All of the Fire Department job descriptions are viewable on-line.

6. With regard to Technical Element 1, if an individual is involved in an accident and deemed to be at fault by the city, fire administration, or NNPD then would they be automatically placed in the “Does Not Meet” category for that year, regardless of their attention to safety practices throughout the rest of the evaluation period?
  - A) No. The “Meets” standard states “Practices and ensures safety standards for safe working conditions. May have had an avoidable safety or equipment related incident involving vehicles, equipment, or personal injury, but does not show a disregard for policy”. Accidents happen. The intent of the policy is to ensure that safety is practiced routinely and consistently. One accident, avoidable or unavoidable, allows the supervisor to rate the employee as “Meets”. Unless there is a consistent disregard for safety policy or practices demonstrated, the employee should not be at risk of a “Does Not Meet” rating.
7. What qualifies for the “Not Meets” category?
  - A) Before we can identify what the expectations of “Does Not Meet”, we first have to identify our basic expectations under each element. To accomplish this, we have re-written job descriptions, conducted hours of debate, and turned to the input and feedback from every member of the department. As we continue to develop the criteria ratings guide, the “Does Not Meets” category will define itself. Please remember that the intent here is to limit the degree of subjectivity in the rating system – not to wholly define hard and fast “tasks or activities” required to achieve certain ratings. The evaluation instrument requires a comparison of the employee’s performance and the KSAs contained in that employee’s job description. is available on-line. This should provide a clear indication of the requirements to achieve a “Meets” rating. Anything less will evidently fall into the “Does Not Meet” category.
8. What happens when an employee receives a “Does Not Meet” in a category?
  - A) A “Does Not Meet” in any category indicates that the employee has failed to meet the basic expectations in that category “consistently” during the evaluation period. In this instance there should be documentation verifying that the employee has been notified during the evaluation period of the failure to meet the basic expectation in the identified category, that a performance improvement plan is in place, and that the employee is aware of the deficiency and the requirement for improvement. A “Does Not Meet” rating in any attribute means that the employee will not be able to achieve an overall rating of exceeds or outstanding.
9. In regards to Teaming Skill Element 2: All sick leave is documented.
  - A) We have received a great deal of feedback regarding this element. During our last meeting, a revision to the requirement was crafted that would provide latitude in each rating category to the rating supervisor. The new wording is less stringent than the

original and we felt that this would address all of the concerns that have been submitted thus far, to include your feedback.

10. Are the attributes worded too easy / does this provide opportunity for higher grades = higher raises down the road?

A) The committee believes that the wording is fair and equitable rather than “easy”. The committee, that is made up of representatives of each job classification has devoted a great deal of time to executing their charge to develop descriptions that are fair, equitable, and relevant to the job functions within the fire department. Additionally, we understand that once the economy improves significantly, salary increases may be impacted by the evaluation process once we shift to a merit system. However, this is a subsequent concern of the committee and we feel confident that if we were able to develop a guide to rate employees fairly and equitably in each of the attribute elements, the rest would fall into place.

11. Why did they (City of NN) even change the evaluation to this generic, city-wide form?

A) Human Resources identified that there were a multitude of job evaluations (41 I believe) being used throughout the City. Some departments were utilizing 3 or 4 different evaluations. You can imagine that this was very difficult for Human Resources to manage since they have to have a thorough understanding of all of the evaluation tools being used. The desire was to develop one evaluation instrument that could be applied to every position within the City. In doing this, the instrument was developed to be broad enough to encompass every position within the City – with the caveat that individual departments would establish specific benchmarks and rating criteria.

Throughout both the job descriptions and the attribute element ratings, you will see descriptive words that are associated with various ratings. For example, you may see under “Exceeds” in a particular category “The employee routinely demonstrates...”. These words are intended to differentiate between ratings and provide guidance for the rating supervisor without eliminating the supervisors’ latitude to recognize individual employee efforts and contributions. The descriptive words and definitions are listed below.

## **Description Definitions**

**Occasionally** – *Sometimes, but not frequently or regularly.*

**Routinely** - *Regular or standard and not out of the ordinary.*

**Regularly** - *Occurring or doing something frequently enough over a period of time to establish a pattern, though not necessarily a strict one.*

**Consistently** - *Continuing or developing steadily in the same way.*

**Basic** - *Simple and with no special features.*

**General** - *Not specific, exact, or detailed.*

**Detailed** - *Thorough; giving consideration to all aspects of something.*

**Considerable** - *Large enough in amount or extent to be important; worthy of consideration or respect.*

**Thorough** - *Including everything that is possible or necessary; someone who is thorough does everything that they should and leaves nothing out.*

**Role Model** - *A person who is a good example for other people; someone whose behavior is considered to be a good example for other people to copy.*

**Mentor** – *An employee, usually more experienced, who provides guidance and training to a less experienced person.*



## Attribute Elements Format Guide

This format guide is to provide explanation as to the layout of the following pages in this guidebook.

*Attribute Element* - The Attribute Element can be found on the original City evaluation which the employee will be evaluated on.

Example: ***Leading Element 2: To what extent does the employee stay current on advances in his/her profession?***

*Basic Expectations* - This gives the evaluator a basic starting point of what is expected by employees in the Fire Department. Each element will have basic expectations that relate to the employee's performance.

Example: **Basic Expectations**

1. The employee attends required training.
2. The employee maintains required certification and education relative to their position.

*City Evaluation* - This is what the evaluator will see when entering an employee's evaluation into the evaluation system. This rating system is generic to all City departments.

Example: **City Evaluation**

| Meets  | Exceeds   | Outstanding   |
|--|---|---|
| Is knowledgeable about current advances within their profession. | Understands and realizes how important professional development is. Attends some training and participates in some professional development activities. | Facilitates a high performance environment by showing initiative through constant learning. Is an individual who demonstrates leadership in their profession? |

*Fire Department Rating System* - This section was created to further define the original City evaluation to the Fire Department. This section will be used to evaluate employees in the Fire Department. It is specific to the Fire Department and employees should be evaluated as it relates to their job description.

Example:

**To Meet Expectations** – The employee attends and actively participates in required training including quarterly and company training, certification updates, scheduled specialty team training, etc.

**To Exceed Expectations** – The employee demonstrates a desire to improve in their current position or prepare for advancement to a position of greater responsibility by attending additional training.

**To Achieve Outstanding** - The employee shares newly acquired knowledge or skills in a training environment.

***Leading Element 1: How well does the employee demonstrate the shared vision and values of the City of Newport News and their Department and assist in moving our local government towards its mission?***

**Basic Expectations**

1. A basic knowledge and understanding of the vision, values, and qualities of the Fire Department / City.
2. Demonstrates that knowledge on a daily basis.
3. Is consistently professional and courteous.

**City Evaluation**

| <b>Meets</b>   | <b>Exceeds</b>  | <b>Outstanding</b>  |
|--|---|---|
| Understands and realizes how leadership responsibilities assist in meeting the mission and vision of the City and Department. Understands the City’s values. Employee demonstrates these understandings through MOST of their daily work activities. | Understands and realizes how leadership responsibilities assist in meeting the mission and vision of the City and Department. Understands the City’s values. Employee demonstrates these understandings through ALL of their daily work activities. | Demonstrates and impresses upon others a clear understanding of how leadership responsibilities assist in meeting the mission and vision of the City and Department. Actively promotes and demonstrates understanding of the City’s values in their daily work. |

**To Meet Expectations** – The employee demonstrates a basic knowledge of the vision, values, and qualities of the organization. The employee displays professional and courteous service to the public, partner agencies, and co-workers.

**To Exceed Expectations** – The employee demonstrates a general knowledge of the vision, values, and qualities of the organization. The employee regularly demonstrates responsive customer service, individual accountability, and independent / collaborative decision making in a manner that serves as an example for other employees.

**To Achieve Outstanding** - The employee demonstrates a thorough knowledge of the vision, values, and qualities of the organization. The employee consistently demonstrates responsive customer service, individual accountability, and independent / collaborative decision making in a manner the serves as an example for other employees. The outstanding employee models all of these behaviors and is highly regarded as a mentor and / or role model by their peers.

***Leading Element 2: To what extent does the employee stay current on advances in his/her profession?***

**Basic Expectations**

3. The employee attends required training.
4. The employee maintains required certification and education relative to their position.

**City Evaluation**

| <b>Meets</b>   | <b>Exceeds</b>  | <b>Outstanding</b>  |
|--|---|---|
| Is knowledgeable about current advances within their profession. | Understands and realizes how important professional development is. Attends some training and participates in some professional development activities. | Facilitates a high performance environment by showing initiative through constant learning. Is an individual who demonstrates leadership in their profession? |

**To Meet Expectations** – The employee attends and actively participates in required training including quarterly and company training, certification updates, scheduled specialty team training, etc.

**To Exceed Expectations** – The employee demonstrates a desire to improve in their current position or prepare for advancement to a position of greater responsibility by attending additional training.

**To Achieve Outstanding** - The employee shares newly acquired knowledge or skills in a training environment.

**Leading Element 2: To what extent does the employee stay current on advances in his/her profession?**

With regards to Leading Element 2, there are many continuing education opportunities available to Fire Department employees. Educational opportunities include but are not limited to the following:

- Associate's degree
- Bachelor's degree
- Master's degree
- EMS Instructor and/or additional certifications
  - PALS
  - ACLS
  - AMLS
  - ITLS
  - BLS
  - CPR
  - ACLS Experienced Provider
- EMS Symposium Classes
- DFP classes
  - Driver Pump Operator
  - Aerial Operator
  - Instructor I/II/III
  - Officer I/II/III
  - Strategy and Tactics for Company Operations
  - Incident Safety Officer
  - N.F.A. Leadership I/II/III
  - Further Classes located on VDFP website
- Lunch and Learn Series
- Leadership Development Series
- NIMS/ICS Courses
- FEMA Certificate Series
- Specialty Team Certifications
  - Specialist level (if applicable)
  - Additional classes above the minimum required as indicated by specialty team coordinator

**Leading Element 3: To what degree does the employee coach, mentor, and/or motivate others to make good decisions?**

**Basic Expectations**

1. Guides others towards positive attitude and performance.
2. Demonstrates a positive attitude and behaviors during training and other tasks.

**City Evaluation**

| <b>Meets</b>  | <b>Exceeds</b>  | <b>Outstanding</b>   |
|---|---|--|
| Occasionally guides others towards positive attitude and performance. | Frequently guides others towards positive attitude and performance. Creates a positive environment where others are encouraged and motivated. | Consistently guides others towards positive attitude and performance. Creates a positive environment where others are encouraged and motivated. Consistently sets the example of a professional. Inspires others to perform accordingly. |

**To Meet Expectations** – The employee makes good decisions and demonstrates a positive attitude during training and other tasks. The employee guides others towards a positive attitude and performance.

**To Exceed Expectations** – Actively seeks opportunities to guide or mentor peers in daily activities including, but not limited to company training and/or precepting. The employee seeks to create a work environment where others are encouraged and motivated.

**To Achieve Outstanding** – The employee consistently creates an environment where others are encouraged and motivated to grow in personal and organizational development. The employee serves as a role model and sets a professional example, encouraging others to perform accordingly.

**Leading Element 4: To what degree does the employee serve and meet the needs of customers, including the public and fellow employees?**

**Basic Expectations**

1. Is knowledgeable with regards to providing customer service.
2. Capable of responding to customers in a timely, courteous, and informed manner.
3. Displays a positive attitude when addressing customers.

**City Evaluation**

| <b>Meets</b>  | <b>Exceeds</b>  | <b>Outstanding</b>  |
|---|---|---|
| Meets service standards including timely, courteous and informed responses to employees and customer inquiries and concerns. When an immediate response is not possible, the customer or employee is kept informed. Initial inquiries are addressed. Has a positive attitude about customer service and employee relations. | Exceeds service standards. Goes beyond basic inquiry to learn of and respond to relevant issues that may or may not be apparent initially. Consistently has a positive attitude about customers and employee relations. | Exceeds service standards. Goes beyond basic inquiry to learn of and respond to relevant issues that may or may not be apparent initially. Consistently has a positive attitude about customers and employees. Investigates individual issues to determine if a trend represents a systemic problem and then rectifies the cause through new practice or procedure. |

**To Meet Expectations** – The employee demonstrates an understanding of customer service and responds to inquiries and concerns in a timely, courteous, and informed manner. The employee displays a positive and professional attitude when addressing customers.

**To Exceed Expectations** – Employee is skilled and reliable in the delivery of quality customer service and community relations. The employee has thorough knowledge of where to direct citizens when they have concerns within the Fire Department and the City.

**To Achieve Outstanding** – Employee provides a resolution to the customer’s inquiry or concern. The employee consistently displays a positive attitude when addressing customer inquiries and concerns, going above and beyond to respond appropriately with the highest degree of professionalism.

***Managing Element 1: How well does the employee accept authority and take responsibility for his/her job duties?***

**Basic Expectations**

1. The employee understands the responsibilities as outlined in their job description.
2. The employee completes tasks and assignments with the appropriate degree of guidance or supervision as outlined in the job description.
3. The employee accepts responsibility for task or assignment outcomes.

**City Evaluation**

| <b>Meets</b>   | <b>Exceeds</b>  | <b>Outstanding</b>  |
|--|---|---|
| Accepts appropriate authority and takes responsibility for job duties specifically addressed in their job description. Takes responsibility for mistakes, though sometimes with unwarranted excuses. | Accepts appropriate authority and takes responsibility for job duties which are assigned to them. In many cases looks for additional assignments which are aligned with their knowledge, skills, and abilities. Takes full responsibility for mistakes and gives credit to those who assist in accomplishing tasks. | Always accepts appropriate authority and takes responsibility for job duties which are assigned to them. Consistently looks for ways in which they can help the organization through utilizing their knowledge, skills, and abilities in other areas. Takes full responsibility for mistakes and gives credit to those who assist in accomplishing tasks. |

**To Meet Expectations** – The employee accepts responsibility for completing assigned tasks or assignments with the appropriate degree of direction or supervision, based on their job description. The employee identifies problems and exercises sound judgment in resolving problems to accomplish the task or assignment.

**To Exceed Expectations** - The employee accepts responsibility for completing assigned tasks or assignments with limited supervision based on their job description. The employee seeks out additional tasks or assignments and thinks through identified problems, exercises sound judgment in resolving problems to accomplish the task or assignment.

**To Achieve Outstanding** - The employee accepts responsibility for completing assigned tasks or assignments with little to no supervision based on their job description. The employee uses tasks and assignments to motivate others as a group.

***Managing Element 2: How well does the employee plan, organize, and accomplish his/her work, time and resources, and if applicable, that of subordinates?***

**Basic Expectations**

1. The employee plans, organizes, and prioritizes work appropriate to their job description.
2. The employee understands the importance of completing work assignments in a timely and efficient manner as it relates to their individual position.

**City Evaluation**

| <b>Meets</b>   | <b>Exceeds</b>  | <b>Outstanding</b>   |
|--|---|--|
| Effectively applies planning, preparation and organizational skills. Assignments are accomplished in an acceptable manner. | Identifies resources required to complete assignment. Prepares either formally or informally, an effective work plan. Monitors progress and follows up to make sure assignment is accomplished as scheduled. Makes efficient use of available resources. Prepares a contingency plan. | Demonstrates the ability to anticipate what might otherwise be overlooked in the planning process. Sets up/uses monitoring and control tools to make sure assignment is accomplished as scheduled. Is well versed in the details of assignment execution while maintaining a view of the big picture. Ensures timely completion of all tasks, often ahead of schedule. Considers impact of work plan on others, including external agencies and individuals. |

**To Meet Expectations** – The employee understands the importance of completing work assignments in a timely and efficient manner as it relates to their job description. The employee plans, organizes, and prioritizes work assignments appropriate to their job description.

**To Exceed Expectations** - The employee understands and recognizes how to accomplish work assignments in a timely and efficient manner. The employee seeks opportunities to demonstrate their ability to plan, organize and prioritize work assignments.

**To Achieve Outstanding** - The employee demonstrates initiative in planning, organizing, and prioritizing work assignments in a manner that serves as a positive example to others and also has a positive impact on unit or company operations.



***Managing Element 3: How well does the employee manage resources available to him/her in accomplishing his/her duties?***

**Basic Expectations**

1. The employee manages available resources to accomplish required job duties appropriate to their job description.
2. The employee manages resources in a cost effective manner.

**City Evaluation**

| <b>Meets</b>   | <b>Exceeds</b>   | <b>Outstanding</b>   |
|--|--|--|
| Manages available resources to accomplish required job duties. | Manages available resources and actively seeks out unlikely resources to successfully complete job duties. | Manages available resources and actively seeks out unlikely resources to successfully complete job duties. Resources utilized enhance the job duties to a standard far above what is required. |

**To Meet Expectations** – The employee manages resources required to accomplish tasks and assignments appropriate to their job description. The employee takes actions necessary to secure and protect those resources in a cost effective manner during the accomplishment of the task or assignment.

**To Exceed Expectations** – The employee demonstrates initiative in identifying resources available outside of the scope of the department and identifies the method for activating those resources.

**To Achieve Outstanding** - The employee recognizes when situations dictate resources beyond those readily available within the department, and understands the process to activate those resources.

***Managing Element 4: How well does the employee practice open communication with his/her peers, supervisors, and if applicable subordinates?***

**Basic Expectations**

1. The employee effectively communicates needs openly and honestly.
2. The employee accepts constructive feedback and seeks individual opportunities to succeed.

**City Evaluation**

| <b>Meets</b>   | <b>Exceeds</b>   | <b>Outstanding</b>  |
|--|--|---|
| Considers advice from others when given.<br>Listens to directions provided for duties.<br>Provides supervisor status updates on projects pending when requested. | Is receptive to advice from others and provides advice when appropriate.<br>Listens to directions and provides directions in an approachable manner.<br>Seeks input from those directly involved in projects. Keeps others informed about most major projects or happenings. | Is receptive to advice from others and provides advice when appropriate. Listens to directions and provides directions with encouragement for thinking outside the box. Seeks input from others before making decisions when possible. Keeps others informed about all major projects or happenings. Clarifies information when others do not have all the facts. |

**To Meet Expectations** – The employee effectively demonstrates open written and verbal communication with appropriate supervisor through listening, reading, writing, and understanding.

**To Exceed Expectations** – The employee accepts and provides constructive feedback and identifies strengths and areas of improvement. The employee assures an exchange of accurate information with peers, subordinates and/or supervisor.

**To Achieve Outstanding** – The employee listens to and provides direction with encouragement for critical thinking and problem solving. The employee demonstrates the ability to work through a collaborative process to resolve problems and effectively demonstrates written and verbal communication through listening, reading, writing, and understanding.

**Team Skills Element 1: To what degree does the employee understand and value the differences and input of others.**

**Basic Expectations**

1. The employee openly accepts constructive feedback as a tool for development.
2. The employee displays a positive attitude regarding feedback and input.

**City Evaluation**

| <b>Meets</b>   | <b>Exceeds</b>  | <b>Outstanding</b>   |
|--|---|--|
| Respects others' points of view and values different opinions. | Values input and ideas. Is sensitive to others' perspectives, experiences and values. Appreciates different points of view. | Actively seeks opinions and inputs from people with varied viewpoints and/or backgrounds to find new approaches to improve current work procedures. Considers all input and ideas. |

**To Meet Expectations** – The employee demonstrates an attitude accepting of constructive feedback. The employee openly recognizes the opportunity for improvement and accepts responsibility for individual behaviors.

**To Exceed Expectations** – The employee uses constructive feedback to modify behavior to achieve positive results. The employee demonstrates behavior modifications based on feedback and acknowledges the potential for growth and improvement.

**To Achieve Outstanding** – The employee actively seeks feedback and input of others to identify areas of improvement. The employee demonstrates professional growth as a result of feedback and suggestions.

***Team Skills Element 2: How consistently does the employee adhere to attendance standards?***

**Basic Expectations**

1. The employee adheres to regular work schedule and overtime as assigned.
2. The employee uses Paid Personal Leave and Paid Medical Leave within the parameters prescribed in NNFD Directive 1.502 and PAM Sections 702, 703, and 704.

**City Evaluation**

| <b>Meets</b>   | <b>Exceeds</b>   | <b>Outstanding</b>  |
|--|--|---|
| Adheres to regular work schedule and overtime as assigned. Has no unapproved absences. | Consistently observes a regular work schedule and is available to work both scheduled and unscheduled overtime. Readily works during emergencies or responds promptly to calls received at home typifying these actions. | Consistently observes a regular work schedule and is available to work both scheduled and unscheduled overtime. Readily works during emergencies or responds promptly to calls received at home typifying these actions. Willingly changes work hours to fit the needs of the department. |

**To Meet Expectations** – The employee takes responsibility for managing their leave in accordance with policy – meaning that PPL balances remain within the stated cap on an annual basis unless managed otherwise, unscheduled leave is managed to minimize the impact on department operations, and appropriate documentation is provided when appropriate.

**To Exceed Expectations** – Leave does not exceed 144 Hrs. (6 incidents), with no more than 96 Hrs. (4 incidents) being non-verified, and appropriate documentation is provided when necessary. Additional PML is scheduled in advance through the appropriate process.

**To Achieve Outstanding** – Leave does not exceed 96 Hrs. (4 incidents) with or without physician verification.

***Team Skills Element 3: How does the employee conduct himself or herself in the work environment?***

**Basic Expectations**

1. The employee displays a positive attitude with regards to team or group activities.
2. The employee actively seeks and accepts guidance, direction and / or suggestions as an individual, team, or group member.

**City Evaluation**

| <b>Meets</b>  | <b>Exceeds</b>   | <b>Outstanding</b>   |
|---|--|--|
| Displays positive behaviors with regard to work. Is respectful of others. Does not criticize others (peers, subordinates or supervisors) in an unprofessional manner. Accepts constructive criticism. | Consistently displays positive behaviors with regard to work. Willingly accepts constructive criticism. Is respectful of others. Consistently exhibits a harmonious disposition. | Consistently models positive behaviors as a City representative, both on and off work. Seeks out and acts on constructive criticism. Encourages others to demonstrate a positive work attitude and comply with conduct standards. Demonstrates respect in dealing with others. |

**To Meet Expectations** – The employee displays positive and professional behaviors working individually and in a team or group environment. The employee accepts guidance and direction individually and as part of a group or team. The employee does not criticize others (peers, subordinates or supervisors) in an unprofessional manner.

**To Exceed Expectations** – The employee actively promotes and encourages team or group progress through cooperation and collaboration.

**To Achieve Outstanding** - The employee enthusiastically motivates others to go above and beyond routine expectations and seeks opportunities to guide and mentor others.

***Team Skills Element 4: How does the employee participate in serving on teams, committees, or other duties which are not directly related to his/her job description, if applicable?***

**Basic Expectations**

1. The employee demonstrates an interest and willingness to participate on teams, committees, and special assignments, although opportunities may be absent.
2. The employee understands the importance of participating in the collaborative process and the role participation plays with regard to personal, organizational, and project development, and strategic planning.

**City Evaluation**

| <b>Meets</b>  | <b>Exceeds</b>   | <b>Outstanding</b>   |
|---|--|--|
| Participates on teams, committees or other duties when requested. | Participates on teams, committees, or other duties and occasionally seeks out opportunities based upon interest of employee. | Actively seeks to participate on teams, committees, other duties. Serves as a team leader in some cases. |

**To Meet Expectations** - The employee demonstrates an interest and willingness to participate on teams, committees, and special assignments, although opportunities may be absent. The employee understands the importance of participating in the collaborative process and the role participation plays with regard to personal, organizational, and project development, and strategic planning.

**To Exceed Expectations** – The employee actively seeks opportunities to participate on teams, committees, other special assignments based upon their interests. The employee understands the importance of participating in the collaborative process and the role participation plays with regards to personal, organizational, and project development, and strategic planning.

**To Achieve Outstanding** – The employee actively participates on teams, committees, or other special assignments based upon their interests. The employee may serve as team or committee leader occasionally. The employee understands the importance of participating in the collaborative process and the role participation plays with regards to personal, organizational, and project development, and strategic planning.

***Technical Skills Element 1: To what extent does the employee demonstrate safety standards for his/her profession?***

**Basic Expectations**

1. The employee practices and ensures safety standards for safe working conditions.
2. The employee may have had an avoidable safety or equipment related incident, but does not show a disregard for policy.

**City Evaluation**

| <b>Meets</b>   | <b>Exceeds</b>   | <b>Outstanding</b>   |
|--|--|--|
| Practices safety standards as required for the position. May have had an accident, but does not show a disregard for policy. | Practices and encourages safety standards from all employees, and serves as a role model for safe working conditions. Has not had any accident in which the employee was found at fault. | Practices safety standards required for the position. Has not had any accident. Encourages safety standards from all employees and serves as a role model for safe working conditions. |

**To Meet Expectations** – The employee practices and ensures safety standards are met for safe working conditions. The employee may have had an avoidable vehicle, equipment, or personal injury related incident, but does not show a disregard for policy.

**To Exceed Expectations** – The employee practices and ensures safety standards for a safe working environment and sets an example for safe working conditions. The employee has not had an avoidable vehicle, equipment, or personal injury related incident.

**To Achieve Outstanding** – The employee regularly practices and ensures safety standards for a safe working environment and serves as a role model and mentor for safe working conditions. The employee has not had any safety or equipment related incidents that they were found at fault.

**Technical Skills Element 2: To what degree does the employee demonstrate the knowledge, skills and abilities specified in the job description?**

**Basic Expectations**

- The employee regularly and appropriately demonstrates knowledge, skills, and abilities as outlined in their job description.

**City Evaluation**

| <b>Meets</b>   | <b>Exceeds</b>   | <b>Outstanding</b>  |
|--|--|---|
| Understands and demonstrates the knowledge, skills, and abilities required of the job description. | Recognized as understanding and demonstrating the knowledge, skills, and abilities at a level higher than required by the job description. | Recognized as an expert in required knowledge, skills, and abilities. |

**To Meet Expectations** – The employee demonstrates competencies in knowledge, skills, and abilities, as outlined in their job description. The employee’s KSAs are appropriate for their time in grade and experience.

**To Exceed Expectations** - The employee’s KSAs are beyond what is normally expected for an employee with their time in grade and experience.

**To Achieve Outstanding** - The employee is recognized as an authority and demonstrates exceptional knowledge, skills, and abilities beyond the KSAs stated in their job description.



***Technical Skills Element 3: To what extent does the employee’s work effort result in the desired quality, quantity and timeliness of a work product?***

**Basic Expectations**

1. The employee completes assignments in a timely and efficient manner.
2. The employee completes assignments with the desired quantity and quality expected.

**City Evaluation**

| <b>Meets</b>   | <b>Exceeds</b>   | <b>Outstanding</b>   |
|--|--|--|
| Assignments are completed on time and as specified. Desired level of quality and quantity are met. | Assignments are completed on or ahead of schedule at the desired level of quality and quantity. If conditions impacting productivity and/or work products are outside the control of the employee, he or she notifies the supervisor in a timely manner. | Assignments are completed ahead of schedule and at a level of quality and quantity well beyond expectations. Ideas and suggestions to improve productivity are offered by the employee and frequently generate positive results. |

**To Meet Expectations** – The employee completes assignments and tasks on time and as specified. The employee achieves the desired level of quality and quantity desired.

**To Exceed Expectations** – The employee completes assignments ahead of schedule at the desired level of quality and quantity. The employee recognizes and communicates obstacles and makes an effort to overcome them.

**To Achieve Outstanding** – The employee regularly completes assignments or tasks ahead of schedule and at a level of quality and quantity well beyond expectations. The employee offers ideas and suggestions to improve operational efficiency and productivity.

**Battalion Chief – Evaluations for Each Company Officer**

*Conducted every April/May*

|                   |   |
|-------------------|---|
| Battalion Chief – |   |
| a)                | Begin to close out the previous performance evaluation (document OLD) by rating the employee on goal achievement and attributes. Evaluation may need to be sent to the previous Battalion Chief for input if the Company Officer has not been at the station for at least 6 months.                 |
| b)                | Using your performance notes, devise draft of strategic goals and SMART tasks for the notification of standards (document NEW) for the next 12 months (May 1 – April 30)  |
| c)                | EMS Captain should be contacted for comments/attachments to the evaluation. Also, if the employee serves on a specialty team, the coordinator should be contacted for comments/attachments to the evaluation. The evaluation will not be sent to the EMS Captain or the Specialty Team Coordinator. |

|                   |  |
|-------------------|--|
| Battalion Chief – |  |
| a.                | Makes any adjustments to the performance evaluation (document OLD) and the notification of standards (document NEW) based on the comments from the EMS Captain or Specialty Team Coordinator |
| b.                | Schedule a meeting with the Company Officer to review documents OLD and NEW.   |

|  |  |
|--|--|
| Company Officer with Battalion Chief – |  |
| a.                                     | The Company Officer receives feedback from Battalion Chief on prior performance evaluation (document OLD).   |
| b.                                     | The Battalion Chief sends the Company Officer the performance evaluation (document OLD) electronically. The Company Officer has up to 2 duty days to add comments (document OLD) and return to Battalion Chief.  |
| c.                                     | The Battalion Chief also discusses the goals /tasks that have been established in the notification of standards (document NEW).  |
| d.                                     | The Company Officer collaborates with the Battalion Chief on the final version of strategic goals and SMART tasks (document NEW) set for the next 12 months.   |
| e.                                     | The Battalion Chief completes notification of standards (document NEW) by including the Company Officer’s goals and submitting the notification of standards (document NEW) to the Company Officer electronically.   |
| f.                                     | The Company Officer has 2 duty days to print out the notification of standards (document NEW) and return electronically to Battalion Chief. The Company Officer should periodically review printed notification of standards (document NEW) to ascertain progress. |

Battalion Chief-

- a. Reviews the Company Officer's comments on the performance evaluation (document OLD). If any adjustments are made, the Battalion Chief then re-sends the performance evaluation (document OLD) to employee and advises that employee has 2 duty days to review and return document.
- b. Once completed, the Battalion Chief submits performance evaluation (document OLD) to FD-HR.
- c. Meet with the Company Officer at least once to conduct a progress review (6<sup>th</sup> month review) during the next 12 months (November) to check the status of completion or attainment of goals/tasks. Certifications should also be reviewed to ensure the employee is on target for recertification. Document this meeting under progress review (6<sup>th</sup> month review).

FD - Human Resources-

- a. Reviews performance evaluation (document OLD) and prints copy of rating sheet to forward to Department of Human Resources for their personnel files.

### Company Officer – Evaluations for Each Company Member

*Conducted every April/May*

|                         |   |
|-------------------------|---|
| Company Officer –       |   |
| a.                      | Begin to close out the previous performance evaluation (document OLD) by rating the employee on goal achievement and attributes. Evaluation may need to be sent to the previous Company Officer for input if the Company Member has not been at the station for at least 6 months. Also, if the employee serves on a specialty team, the Coordinator should be contacted for comments/attachments to the evaluation. The evaluation will not be sent to the Specialty Team Coordinator. |
| b.                      | Using your performance notes, devise draft of strategic goals and SMART tasks for the notification of standards (document NEW) for the next 12 months (May 1 – April 30)  |
| c.                      | Forward both documents to EMS Captain for comments/suggestions.   |
| EMS Captain –           |   |
| a.                      | Continue to close out the previous performance evaluation (document OLD) by the reviewing the ratings and making comments/suggestions.  |
| b.                      | Reviews draft strategic goals and SMART tasks for the notification of standards (document NEW) for May 1 – April 30 by adding comments/suggestions to document NEW.   |
| c.                      | Forward both documents to Battalion Chief for comments/suggestions.   |
| Battalion Chief-        |   |
| a.                      | Continue to close out the previous performance evaluation (document OLD) by the reviewing the ratings and making comments/suggestions.  |
| b.                      | Reviews draft strategic goals and SMART tasks for the notification of standards (document NEW) for May 1 – April 30 by adding comments/suggestions to document NEW.   |
| c.                      | Forward both documents to the Company Officer.  |
| Company Officer –       |   |
| a.                      | Makes any adjustments to the performance evaluation (document OLD) and the notification of standards (document NEW).  |
| b.                      | Schedule a meeting with the employee to review documents OLD and NEW.   |
| Employee with Officer – |   |
| a.                      | Employee receives feedback from Officer on prior performance evaluation (document OLD).   |
| b.                      | Officer sends the employee the performance evaluation (document OLD) electronically. Employee has up to 2 duty days to add comments (document OLD) and return to Company Officer.   |
| c.                      | The Officer also discusses the goals /tasks that have been established by the supervisors in the notification of standards (document NEW).  |

- d. The employee collaborates with the Officer on the final version of strategic goals and SMART tasks (document NEW) set for the next 12 months.
- e. The Officer completes notification of standards (document NEW) by including the employee's goals and submitting the notification of standards (document NEW) to the employee electronically.
- f. Employee has 2 duty days to print out the notification of standards (document NEW) and return electronically to Company Officer. Employee should periodically review printed notification of standards (document NEW) to ascertain progress.

Company Officer-

- a. Reviews the employee's comments on the performance evaluation (document OLD). If any adjustments are made, the Officer then re-sends the performance evaluation (document OLD) to employee and advises that employee has 2 duty days to review and return document.
- b. Once completed, the Officer submits performance evaluation (document OLD) to FD-HR.
- c. Meet with the employee at least once to conduct a progress review (6<sup>th</sup> month review) during the next 12 months (November) to check the status of completion or attainment of goals/tasks. Certifications should also be reviewed to ensure the employee is on target for recertification. Document this meeting under progress review (6<sup>th</sup> month review).

FD - Human Resources-

- a. Reviews performance evaluation (document OLD) and prints copy of rating sheet to forward to Department of Human Resources for their personnel files.