MSFA Recruitment and Retention
Guideline Manual

INTRODUCTION

It is the goal of the Recruitment and Retention Committee of the Maryland State Firemen's Association to assist the company in obtaining and maintain volunteers. We have prepared this brief overview of some basic guidelines for the development of a success volunteer program. Section I (Planning and Organizing) and Section II (Developing Policies and Procedures) cover what needs to be done before a volunteer applicant sets foot in your station. Clarifying the need for volunteers, developing goals and objectives, and writing position/task descriptions are some of the preliminary tasks. Section III (Volunteer Recruitment) and Section IV (Screening Interviewing and Placing) will help you locate volunteers and judge whether they are a good fit with your organization.

Once aboard, Section V (Orientation and Training) stresses the importance of introducing the volunteer to your organization and emphasizing the expectations you have for each other in order to develop a successful relationship. Section VI (Supervising Volunteers) will help to ensure the success of your program. Section VII (Volunteer Performance Evaluation) outlines the steps for developing an evaluation system to determine whether the complement of volunteers continues to be suited to the agency. Section VIII (Exit Interviews) provides an excellent assessment of your organization. Section IX (Recognition and Retention) suggests ways to recognize the contribution volunteers make to your organization. A strong retention tool is recognized volunteers; various kinds of recognition result in bonding people together and provide them with incentive. Section X (Measuring Volunteer Program Effectiveness) features insights into assessing how well your volunteer program works. Often crucial for features insights into assessing how well your volunteer program works. Often crucial for potential funding, this section will help you determine whether you are meeting your goals and objectives. The final section, Section XI (Suggested Resources for Further Reference), directs you to more detailed information on each of the topics in this publication.

The inspiration for this manual was taken in part from the Governor's Office on Services and Volunteerism manual. Additional thanks to the Kensington Volunteer Fire Department for their assistance with materials. The Recruitment and Retention Committee would like to acknowledge it members for their efforts with this manual; Chair Marcine D. Goodloe, Vice Chair William F. Cooke, John J. Denver, William J. Wagner, III, Paul Sterling, Mike Kelly, and Jim Brown.

We hope that his manual will be of assistance in your development of an effective and ongoing volunteer program. Specific information may be obtained from Jim Brown, Director, Educational Support Services of the Maryland Institute for Emergency Medical Services Systems at 1-410-706-3994 and Marcine D.Goodloe, Chair, MSFA Recruitment and Retention Committee.

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SECTION I
Planning and Organization

Planning for your volunteer program gives you the opportunity to work out the purpose of the program, the role of volunteers in the organization, the program's contribution to the organization's mission, and how the volunteer program fits into the structure of the organization. Planning is best done with input from those who will be effected by the volunteer program, particularly the departments' leaders and the community organizations leaders.

A thorough planning process will include the following elements:

Mission Statement: Why does the volunteer program exist?

A mission statement is a sentence or short paragraph that states the purpose of the volunteer program and the needs the program addresses. A volunteer program's mission statement should impart a sense of purpose among volunteer staff, helping each to understand the importance of the work they do, and how each complements the other.

Vision Statement: What will the future be like because of the volunteer program?

A vision statement provides a description of what the world will look like when the mission is accomplished. It should address everything the program strives to change, for example, the large community, the environment of the organization, and the well-being of the citizens.

Needs Assessment: What needs will the volunteer program address?

Formal and informal input from community citizens and leaders will help focus the talents of volunteers where they can be of most assistance. Input from staff will also help allay any concerns they may have about effectively working with the volunteer program to meet unmet needs. Obtaining input from the people being served at this initial stage helps to build investment and support form your volunteer program.

Goals and Objectives: What will be the impact of the volunteer program?

Defining measurable goals and objectives gives your volunteers a clear picture of what needs to be accomplished and provides the department leaders with a way to evaluate the program. Measurable goals incorporate what will be accomplished, by whom, how often, and to what extent.

Budget: What is the budget for the volunteer program?

"Volunteer" does not mean "free". Be sure to determine the financial, in-kind, and human resource support necessary to develop and sustain the volunteer program. A good starting point for a volunteer program budget would be a line item for each of the sections of this publication. For example, include in the budget expenses for developing policies and procedures, producing and disseminating recruitment materials, conducting background checks, obtaining training supplies, and hosting recognition events.

Position Descriptions: What will volunteers do?

Position descriptions are critical to the success of your volunteer program. Your department is most likely to be able to recruit and retain volunteers if you offer clearly defined positions that take into account a volunteer 's needs as well as yours. Every volunteer should receive a written position description that includes: his/her title, the purpose of the assignment, the results to be achieved, suggested activities, evaluation criteria, qualifications, time frame, the site where the volunteer will work, supervision, benefits, and the desired results.

SECTION II
Developing Polices and Procedures

Policies and procedures are critical to the success of your organization. Careful consideration should be given in the development and implementation of a policy. Failure to comply with that policy can have legal ramifications not only for the individual volunteer, but your organization as well.

Reasons to define policies
- Provides structure for sound management.
- Formalizes and records the decisions of your governing body.
- Provides a structure for sound management.
- Ensures continuity over time and promotes equity and standardization.
- Permits productiveness, retention and volunteer satisfaction through participation in their development.

What information should be in your policies
- Your mission statement
- The chain-of-command for your organization
- Requirements for participation (Physical, background checks, age, etc.)
- Rules to specify expectations, regulations and guides to action (e.g., confidentiality, duty time and training commitments.
- Today, it is important to have a code of ethics and personal conduct. This code should contain information on what is discrimination, what conduct will not be tolerated and overall rules of the station.
- Information should be contained within each policy as to the penalties for disobeying the policy, the process of discipline, and appeal rights.
- Policies overall should have a procedure for their development, approval and amending.
- Policy manuals should contain information regarding benefits for your members and how they are obtained.

Specific levels of policies
- Organizational – broad, general statements (e.g. your beliefs, values, mission as a whole).
- General – policies about your volunteer program (e.g., why it exists, what constitutes a volunteer, etc.)
- Specific – policies that cover all requirements, rules of the station; in short anything that is expected of all of your members in order to have an efficient and effective service.

What should policies contain?

- Operational guidelines, standards and procedures
- Insure you include all your duty requirements, training, uniform, station rules and procedures.
- Provide policies that recognize all levels of volunteer participation
- Develop operational guidelines, standards, and procedures for volunteer involvement
- In short the how, when, and where of your organization

Cited in part from: By Definition: Policies for Volunteer Programs. Volunteer Ontario, Spring 1993

SECTION III
Volunteer Recruitment

Volunteer recruitment means attracting and inviting people to consider involvement with your organization. Many new volunteer administrators make the mistake of beginning their recruiting before they have an idea of why they are recruiting and for what positions. The most important step for recruitment is planning and design. In order to do this, you must spend time learning about your organization from the inside as well as how your organization is perceived by the community and public at large.

Recruitment Message
The recruitment message should be inviting and encourage people to become involved with your organization. An organization may have multiple recruitment messages tailored to the volunteers being sought, such as students, professionals, neighborhood residents, or family members. Each message should identify:
- The specific need (of the community and/or the organization);
- How the volunteer can alleviate the need; and
- The benefits to the volunteer.

In evaluating your recruitment message, ask yourself the following questions:
- Does the message honor the volunteer?
- Do I know why some people might not say yes?
- Is the message tailored to a target audience?
- Does my invitation include the needs of our community?
- Who in the organization can best deliver this message?

Recruitment Strategies
The two most common strategies used to recruit volunteers for defined positions are "non-targeted" recruitment and "targeted" recruitment. Non-targeted recruitment means looking for people with general skills, such as volunteers to provide the various emergency services of the organization. Targeted recruitment involves looking for people with specific skills, such as lawyers, public relations experts, or other administrative needs. Both strategies must use the recruitment messages as described above.

Recruitment Process
People most often volunteer when they feel they are being asked to get involved personally. People need to be asked again and again! Recruit for specific projects and programs throughout the year rather than during a once-a-year campaign. When recruiting volunteers, involve the entire organization, from the President or Chief to the board of directors to current active volunteers. Sometimes the chief officers are not the most effective recruiters. In membership groups as the Kiwanis or Rotary, for example, an active member of the group is the better choice to deliver the message. In addition, peers may be especially good at recruiting students and professionals.

Recruiting for Diversity

Diversity should be an essential element in your recruitment plan. In addition to race and ethnicity, consider other components of diversity, such as age, gender, education, income levels, religious beliefs, physical abilities, and skills. Know the demographics of the community your organization serves. The organization will be more effective if your volunteer staff reflects the community. Also, consider recruiting volunteers from the population your organization exists to serve. This demonstrates to the community that people are assets, and it tells your community that you value them as partner, not just as future customers.

Finally, consider deliberate and strategic outreach to youth, seniors, and people with disabilities. These groups have traditionally been viewed as targets of volunteer efforts, not as potential volunteers.   Everyone has something to offer, and youth organizations may be in an ideal position to bring out the best in those who may have a great future in your organization.

Recruiting Techniques

There are many techniques available for recruiting volunteers. You must decide which is best for disseminating the recruitment message for your organization and for your specific volunteer positions. Some recruitment techniques to try are:

- Mass media—print and broadcast
- Public speaking
- Outreach to membership or professional organizations
- Slide shows
- Videotapes
- Direct mail
- Articles in local newspapers and newsletters of other organizations
- Referrals from individuals associated with your organization
- Volunteer fairs
- Internet web-sites
- Volunteer Center referrals

SECTION IV
Screening, Interviewing, and Placement

There are various screening techniques that you can use to help insure that the individual applying will become a successful member of your organization. Some screening tools are use of applications, reference checks, interviews, background checks, probation period, and observation. Screening potential volunteers should be consistent applied, and documented. It is also an advantage if you have a Dedicated Recruiter who is responsible for developing a program to recruit individuals into your organization. We are all aware that we cannot discriminate on the basis of race, color, national origin, religion, and sex.

Initial Contact
The initial contact is the first step in the process of determining the fit between a potential volunteer and your program. Whether the contact is by telephone, in person, or on-line, be prepared to provide some basic information about your organization and the opportunities available. Also, get a general idea of what the person is interested in doing and why he/she wishes to serve. If it appears they may be a fit, gather relevant contact information, including:
- Method of contact
- Name
- Address, including zip code
- Telephone numbers (with area code)
- Fax number and E-mail address
- Referral source (how they heard about you)

Applications
After the initial contact or if they walk into your station, you will want to either schedule an interview or have the prospective volunteer complete an application and decide after reviewing it whether to invite the person in for an interview. Applications may be very simple or extremely detailed. Most importantly the application and your interview should elicit enough information to determine whether the individual is appropriate for your organization.

Background Checks
Due to the nature of the services public contact and the need for insuring the creditability of fire/rescue/EMS volunteers this is an important requirement. Insure that you do not go beyond legal guidelines and adhere to non-discriminating requirements. Screening tools may include:
- Personal and/or employment references should be checked, should be adults but not family or relatives.
- Criminal background checks
- Fingerprinting
- Driving records checks
- Substance abuse tests
- Physical examinations
- If a minor - school reference and parental consent forms

Interviews

In the face-to-face interview you can give a more detailed discussion of your mission, vision, goals, training requirements, and organization requirements. You can determine the individual's interests, motivations, and needs. You should be consistent with your questions, as well as the interview panel. It is advisable to have more then one interviewer. Remember that the demeanor, appearance and conduct of your interviewers will set an example to the potential volunteer. Points that you should be able to determine from your application and interview are:

- Knowledge, skills, and experience pertinent to the service.
- Preferences or aversions that will reflect on they're volunteer requirements.
- Willingness/ability to make the necessary time commitment; and
- Willingness/ability to meet other requirements and deal with all aspect of the service.

Interviewers Common Mistakes

Interviewers should be aware of common mistakes and try to avoid them. A set interview procedure will assist in helping to avoid errors.

Some of the mistakes are:

- The Interviewer monopolizes the interview and little is heard from the applicant
- Does not allow the applicant to answer the question before they go to the next question
- Does not permit the applicant to express concerns, such as dangers, responsibility, etc., and fails to address them
- Detailed and specific information is lacking in the interview questions
- Allows prejudices to reflect in their attitude and influence his/her judgement
- Fails to provide a time for the applicant to ask specific questions and does not provide specific answers

Placement

It is important to have a mentor program within your organization. This provides a new member with a source to rely on for information and/or concerns. Insuring that the new member is given a feeling of inclusion is also critical. You will know their interest and abilities, utilizing those factors by assigning them specific tasks will assist in their retention. It is also an incentive to have a program where you have some type of induction ceremony that can include the new member's family.

Exit Interviews

Exit Interviews are an excellent tool to assess the success of your organization. It will provide you with a means to review various areas of your requirements and personnel. You might see a pattern develop if there are routine response of reasons for leaving that need to be addressed. More information on Exit Interviews can be found in Section 8. The MSFA Recruitment and Retention Committee has additional information available on Exit Interviews. Please contact the Chair and we will be glad to send you a copy.

Performance Review

A performance review should be done on a continuing basis, either annually or semi-annually. The Performance sheet specifies what the responsibilities assigned to the volunteer are and how their supervisor (officer-in-charge) believes they are being accomplished. The Chief who would see the supervisor's remarks as well as the response of the volunteer can do the review. The review also helps to retain volunteer because it allows them to express any dissatisfaction with job assignments, fellow volunteers, leadership, opportunities, recognition and over-all concerns. It allows the opportunity to reconfirm what is expected of the volunteer, cite where they are succeeding and where they need improvement. It also allows officials to make reasonable and appropriate changes. Many problems can be eliminate and productivity increase by use of this confidential review.

SECTION V
Orientation and Training

Initial orientation and training prepares volunteers to perform their duties efficiently and effectively. The policies and procedures developed form the basis for the orientation; the position description forms the basis for the training. Volunteers who understand what is expected of them do a better job and feel satisfied by performing their duties and serving your organization.

Orientation

Orientation to your agency helps volunteers see their service within the context of the organization. Even the most menial tasks can become meaningful if presented in such a way that the volunteer understands how the task fits. Orientation is typically provided by the professional volunteer manager and includes the following topics:

Agency Overview
- Description and history of the agency
- Explanation of "who's who" and "who does what"
- Mission, goals, and objectives
- Location of restrooms, supplies and equipment
- Organization, structure, and introduction of key
- Description of department activities, programs and projects
- Awards

Culture and Language of the Organization
- Handbook of policies and procedure
- Glossary of terms
- Index to codes and abbreviations

Volunteer Program Policies and Procedures
- Types of tasks or other ways in which volunteers contribute
- Service requirements
- Check-in procedures
- Recordkeeping
- Training opportunities
- Continuation/termination policies
- Evaluation procedures

Facilities and Staff
- Tour of the facility
- Where to store personal belongings

Orientation and Training
To ensure understanding of and compliance with program policies and procedures, provide each volunteer with a written resource in the form of a volunteer handbook, orientation packet, or other reference guides. This written resource may be provided during the volunteer's orientation or during their induction into your program. The resource reinforces the information presented in training, helps to address questions that arise during service, and can prove useful as a supervisory tool in dealing with performance issues.

Treating volunteers as part of your organization helps them feel they are part of a team and fosters commitment and retention. Volunteers help represent your department to the public. The more they know and understand about the nature of your operations and your cause, the more they can contribute to public relations, and your organization's good reputation.

Training
Training gives volunteers the direction and skills necessary to carry out assigned tasks. Training is provided by MFRI, NFA, and MIEMSS on a convenient schedule.
In general, training should be:
- Specific to the requirements of the volunteer position
- Geared to the skill level of the volunteer
- On-going and address needs identified by both volunteer and supervisor
- Periodically evaluated to determined if it is on track

Training is also a form of recognition and serves to keep to a volunteer motivated, committed, and performing the quality of service you need. Sending a volunteer to a special class or a conference can be a reward for service, even if the class is not directly related to the volunteer's assignment but is of broad interest to your organization.

SECTION VI
Supervising Volunteers

Volunteers need support to perform their duties. They should have a designated training supervisor to whom they can turn for advice, guidance, encouragement, and feedback. The supervisor/officer-in charge also needs to provide the materials, training, and direction to enable the volunteer to perform assigned tasks.

A supervisor is responsible for getting the job done by enabling others to do the work. The most important responsibility of a supervisor of volunteers is creating an environment that empowers the volunteers to perform their duties. Empowered volunteers are willing to take responsibility for what they do, contribute more than expected, and perceive themselves to be important members in the organization.

Empower volunteers by providing
- Sufficient orientation to the organization
- Clear and appropriate expectations
- Proper training and equipment
- Evaluation of performance, and
- Regular reinforcement and recognition

Volunteers want and need to be held accountable for their performance by their supervisors. An effective supervisor should be concerned that volunteers have confidence in themselves, are satisfied with their level of contribution, and have the opportunity to grow personally and professionally through their service.

The supervisor should be willing and able to manage your volunteers. Not everyone knows how to work with and motivate volunteers. While many of the principles of supervision are the same for paid or unpaid staff, managing volunteers effectively takes special effort to see that the volunteers' need for satisfaction with their assigned duties is met. A professional volunteer manager can support the supervisors of volunteers by eliciting feedback from the supervisors and using it to evaluate the volunteer program periodically, by facilitating the sharing of experiences among the supervisors, and by showcasing good volunteer supervision.

SECTION VII
Volunteer Performance Evaluation

Volunteers add value to an organization; evaluating their performance is one way to quantify their contributions toward achieving the mission of the organization. The volunteer program administrator and the volunteer's supervisor conduct periodic evaluations to give volunteers feedback on how they are performing assigned duties and tasks and meeting current objectives. These evaluations also give the administrator and the supervisor opportunities to set new goals for the volunteer, identify additional training needs the volunteer may have, and determine the effectiveness of the volunteer program procedures.

Performance Criteria
When you evaluate your volunteer staff, use the same criteria that you use to evaluate the performance of your paid staff. Clearly defined position descriptions are the basis for fair and equitable performance evaluations. Performance criteria should address both skills and accomplishments. Criteria used may include:

Skills:	Accomplishments:
• Dependability	? Supplies organizational vision and mission
• Cooperation	? Meets goals and objectives of position
• Effective communication	? Completes assigned tasks

Tips for Effective Evaluation
Effective evaluation is conducted at regular intervals and draws information from a variety of sources:
- Staff feedback
- Self-evaluations
- Program records

This information presents a picture of a picture of the volunteer's effectiveness.
The information should be shared with the volunteer in such a way that it:
- Reinforces the volunteer's contributions
- Emphasizes the volunteer's impact on the organization
- Focuses on the volunteer's skills and accomplishments

Options When Volunteer Performance is Substandard
When volunteers are performing below expectations or their service is no longer in the best interest of your organization, it may become necessary to take corrective action. You may consider:
- Re-training
- Transferring the volunteer to a new assignment
- Disciplinary action
- "Retirement"

There are circumstances, difficult and often uncomfortable for both parties, when the dismissal of a volunteer is necessary to maintain the credibility and integrity of your volunteer program. Volunteers should understand from their initial induction into your program that they may be terminated with or without cause. Spell out in advance that infractions of rules and regulations, violations of the law, and other unsafe or inappropriate conduct are all grounds for termination.

SECTION VIII
Exit Interviews

1. **Why do we need an exit interview?**

   - It will provide your department with a source of information as too why folks are no longer interested in volunteering.
   - It will provide your department with trend information.
   - It will provide a means to review your policies, training, procedures and overall performance for possible changes or alterations.
   - It could possibly reveal an issue that can easily be resolved and the individual could be retained.
   - Gives closure to their membership in a professional and caring manner.

2. **What points should an interview contain?**

   - Use questions that are geared to your organization's structure.
   - Clear understanding that the information will remain confidential if so desired.
   - Stay away from using questions that can be answered yes or no.
   - Provide a system of "follow through," including corresponding with the individual if appropriate, as to any actions taken.
   - If you see a trend be willing to make appropriate changes.
   - Make it questions short and sweet and to the point.
   - Provide an opportunity for the individual to either sit down with a designated department official to go over their Exit Interview, to hand it in or mail it in.
   - Make sure your questions are appropriately worded so as to avoid anyone finding them to be biased or discriminatory remarks.
   - Again, insure that the exit interviews are secured and maintained for a year after the departure of the member.
   - The Exit Interview needs to be updated from time to time to include any new changes or procedures in your organization.

There are many Performance Principles.

1. Miscommunication, poor communication, or no communication will create problems.

**2. Need for communication training that teaches both sides of the communication process –
speaking and listening**?

3. Remember these key phrases for important communication.
- Open sets the tone
- Listen, listen, listen
- Send signals of compassion and positive recognition – no negatives
- Communicate willingness to co-manage.
- Communicate personal fallibility
- Communicate initiative through leadership
- Communicate trust
- Communicate fun and enjoyment
- Communicate a vision
- Communicate willingness to help individuals to achieve goals

4. Performance Principles
- Everyone needs recognition
- Pride/personal responsibility in daily effort
- Outstanding recognition programs
- Determine what your organization wants and needs to be recognized
- Control the "competitiveness and popularity contest: of the recognition.
- Evaluate criteria for winners
- Recognize winners regularly and promptly
- Do no recognize inferior performances just for the sake of giving an award.
- Look for attitude, aggressiveness, appearance and results to grant awards.

5. Performance Management
- Show honest and sincere appreciation at every opportunity.
- Make others feel needed and important.
- Make your causes bigger then your ego.
- Work toward progress and not perfection.
- Be solution conscious, not problem oriented
- Look at both efforts and results with result having priority
- Recognize and accept and work with weakness including your own.
- Always remember to say thank you.

6. Manager performance
- Give regular, specific, and observable behavior feedback on performance.
- Respect the line of communication and authority.
- Make timely decision.
- Be accessible.
- Encourage creative ideas.
- Provide personal support

7. Is your organization lacking motivation and leadership? Here are some warnings of that back.
- Leaders unwilling or unable to make decisions in a timely manner.
- Members do not clearly understand their responsibilities.
- Lack of communication.
- Low moral/
- Lack of interest in task or assignment by member or officials.
- Absence of clear-cut goals and/or objectives of the department.
- Lack of discipline.
- Lack of delegation by board and/or leaders. Thereby have unbalanced work loads.
- Lack of fair and equitable treatment to members.
- Privileges, promotions and/or opportunities given based on friendships or relationships rather then performance.

8. Performance Principles
- Know what the individual's reasons are for joining, what they hope to accomplish, and where their abilities lie in order to assist them and understand their motivation.
- Management is to cultivate its members.
- Management must be competent and trusted to achieve and be respected.
- Management must give other direction, hope, encouragement, and respect.
- Lead by example.
- Where and how a person starts is not as important as where they finish.

9. Provide incentives and recognition (Donkey story)
By now you are wondering what has all of this to do with an Exit Interview.   In order to utilize an Exit Interview you must have some of the areas mention in place. You can then see possible trends for people leaving that are within your control that needs improvement. However, how can you rate what does not exist and how can you determine the effectiveness of your organization without some of these management principles being exercised?

I have attached an example of an Exit Interview to give you an idea of what you can ask. It should be geared to your organization's set-up. Above all you should be willing to accept, investigate and correct any criticism or concerns.

SECTION IX
Recognition and Retention

Recognition of your volunteer member efforts is crucial to retention. People need to know that they are appreciated. By providing recognition at the company level, as well as to the general public, the individual will feel that their efforts are more worthwhile. They will become even more motivated when they know that they will be recognized for their hard work.

Print, Radio, and Television

Promoting the efforts of your members is very important. Make sure that others see the successes of your activities and members. Send an article to the local newspaper. Write letters to the editor about your good work. Press releases to local radio and television stations allow the media to cover important events like open houses and annual banquets. These article s and releases should also be sent to the association newsletter.

Member Recognition

Some of the ways to recognize the efforts of your members include dedicating a member of the year, recognizing persons for years of service, and honoring a member for a heroic service to the community. Always tell the media about any of these events.

Retention

Retention of volunteers gives the department a base of experience. It also provides the organization with staffing consistency and reliability. There are two major components to volunteer retention. The first is volunteer experience and the second is volunteer benefits. Volunteer experience includes the treatment they receive, leadership and supervision, and interaction with other members. Volunteers must be treated fairly and with respect. The second component is the benefits that the volunteer gets as a member. Although they do not receive a salary, they need to feel "compensated". Make sure all new members realize the benefits they will get as a volunteer, from both the local and state levels.

SECTION X
Measuring Volunteer Program Effectiveness

Your organization must make critical decisions regarding the distribution, use and management of available resources. To help make those decisions, your officials need to document (1) how financial, material, equipment, in-kind, and human resources have been, are being, and will be used by you to support your efforts, and (2) what benefits these resources have brought to the service.

Evaluation should be tailored to your organization's capacity to evaluate. There are two basic types of evaluation. *Formative program evaluation* is used to monitor ongoing program effectiveness and to manage activity. It guides mid-year (or mid-project) adjustments and provides mid-year data for a year-end report. *Summative program evaluation* is a year-end (or project-end) report that includes results, strengths, weaknesses, recommendations, and future plans.

Data Collection

To measure program outcomes or attainment of program objectives, it is necessary to systematically collect and record baseline data in the early stages of planning. This data reveals how things were before your program went into effect. Once you established the baseline, collect data that will show changes in behaviors, skills, or attitudes of the people affected by the program and the added value the program brings.

You may want to collect quantitative and qualitative data, such as the number of volunteers, the total time they have committed, duties performed, achievements, and the overall effectiveness of the program. Data can be collected on the following bases:
- Program goals and objectives
- Group targeted for evaluation
- Activities to be evaluated
- Resources available for implementing the evaluation

Evaluation Report

This data should be used to analyze if the plan met expectations and how well it was implemented. Try to collect the best data the budget will allow and insure you give adequate time for gathering and analyzing the data. The resulting findings should summarize the results or outcomes of the program activities.

Consider who will receive the report and how the information will be used. Ask yourself, which of the following groups the data is intended to inform or influence:
- Board of Officers
- Funding sources
- Membership
- General public

Measuring Volunteer Program Effectiveness

In determining the reports content and appearance you should consider whether the goal of the report is to:
- Justify funding
- Gain additional support
- Demonstrate effectiveness
- Identify strengths and weaknesses of the program
- Determine future planning
- Celebrate accomplishments

Key Questions to Ask

You can have endless questions in any evaluation so limitations need to be set. Limitation of time, money, and staff will focus the evaluation questions to the most essential ones to give you information to improve your program.
Some possible questions:
- Is the program operating to conformity with its original design?
- Have adjustments been made as needed?
- Were the stated outcomes achieved?
- Is evaluation data being used for future planning?

Section XI
Suggested Resources for Further Reference

Articles and Books

A Practical Guide to Creating and Managing a Business/Education Partnership. Alexandria, Virginia: National Association of Partners in Education 1990.

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Impact Online: www.impactonline.org

Independent Sector: www.indepsec.org

Points of Light Foundation: www.pointsoflight.org

Maryland State Firemen's Association: www.msfa.org

Maryland Institute for Emergency Medical Services Systems: www.miems.org

Organizations
Association for Volunteer Administration
P.O. Box 32092, Richmond, VA 23294
804-346-2266

Governor's Office on Service and Volunteerism
300 West Preston Street, Room 608, Baltimore, MD 21201
410-767-1216

Points of Light Foundation
1400 I Street, NW, Suite 900, Washington, DC 2005-6526
202-729-8000

SECTION XII
Sample Forms

KENSINGTON VOLUNTEER FIRE DEPARTMENT   Application for Membership

Check membership classification desired: _____ Active/Operations _____ Administrative

Please fill out both sides of this form completely and legibly. Failure to provide all information requested may delay the application process. If you have any questions, please call the KVFD administrative office at 301-929-8000.

PERSONAL INFORMATION

NAME: Last	First	Middle	DATE OF BIRTH		AGE

ADDRESS: Number & Street			CITY	STATE	ZIPCODE

PREVIOUS ADDRESSES IN LAST FIVE YEARS (Use extra page if necessary – Include how long you lived at each residence)

HOME PHONE	WORK PHONE	CELL OR OTHER PHONE	E-MAIL ADDRESS

PLACE OF BIRTH	U.S. CITIZEN?	IF NOT A CITIZEN, LEGAL RESIDENT?	MAIDEN NAME (if applicable)

HEIGHT	WEIGHT	EYE COLOR	HAIR COLOR	SEX	RACE	BLOOD TYPE

MARITAL STATUS	ROUTINE MEDICATIONS	ALLERGIES	SOCIAL SECURITY NUMBER

PERSON TO CONTACT IN CASE OF EMERGENCY	CONTACT'S RELATIONSHIP TO YOU	CONTACT'S PHONE NUMBER(S)

CONTACT'S ADDRESS

EDUCATION AND TRAINING

HIGH SCHOOL GRADUATE? If yes, month and year:	IF NOT A H.S. GRADUATE, HIGHEST GRADE COMPLETED	NAME/LOCATION OF HIGH SCHOOL	GED? If yes, date completed:

ENTER BELOW ANY COLLEGES, UNIVERSITIES OR TECHNICAL SCHOOLS ATTENDED (Use extra page if necessary)

Name of school	City/State	Dates Attended	Major	Credits	Degree

FIREFIGHTER/EMT TRAINING

ENTER BELOW ALL FIREFIGHTER, EMT, PARAMEDIC OR OTHER APPLICABLE FIRE/RESCUE SERVICE TRAINING (Use extra page if necessary)

Type of certification	Date received	Expiration date	Jurisdiction in which received	Additional remarks

DRIVING RECORD

Check here if do not hold a driver's license ☐

MARYLAND DRIVER'S LICENSE NUMBER (Indicate if you hold an out-of-state license)	OTHER PERMITS YOU HOLD	CURRENT # OF POINTS (if any)
CLASS OF PERMIT	RESTRICTIONS	Has your permit ever been revoked? If yes, explain.

PERSONAL REFERENCES

The KVFD Human Resources Division will contact each of these references by telephone. **These persons should not be related to you**, but should be able to comment on your education, work experience, character, and/or community service involvement. PLEASE PROVIDE AT LEAST 3 PERSONAL REFERENCES – OR 4 PERSONAL REFERENCES IF YOU'RE NOT EMPLOYED.

NAME	TELEPHONE NUMBER AND BEST TIME TO CALL	OCCUPATION/TITLE

EMPLOYMENT HISTORY

Begin with your most recent employer and work back at least five years. Use an extra page if necessary. The KVFD Human Resources Division will contact your current employer to confirm this information.

EMPLOYER NAME	YOUR POSITION	DATES EMPLOYED	SUPERVISOR	PHONE NUMBER

Have you ever been dismissed or forced to resign from any position? If yes, please explain:

MILITARY EXPERIENCE (Please include a copy of your DD-214)

If you have served in the military fill out boxes that apply. SERVICE NUMBER(S)	MILITARY BRANCH	RANK	DATES OF SERVICE	TYPE OF DISCHARGE

Briefly describe your military job(s) and training.

GENERAL INFORMATION

Have you ever been convicted, fined, placed on probation, or imprisoned since your eighteenth birthday? If yes, explain.			YES	NO

Have you ever been an applicant, member, or employee of Kensington Vol. Fire Dept. or any other fire dept. or rescue squad? If yes, please provide information below. Use an extra page if necessary. | YES | NO

NAME OF DEPARTMENT	ADDRESS	SUPERVISOR	DATES OF SERVICE

SHORT ESSAY

In the space below – or on a separate sheet of paper – please indicate why you wish to join the Kensington Volunteer Fire Department.

STATION AND DUTY PREFERENCE (Applicants for Active/Operations membership only)

Kensington Volunteer Fire Department presently has volunteer opportunities available at three of our stations. Please rank the stations in order, with #1 being your top choice for assignment. Also, please indicate your duty night preference. Select at least two weeknights in order of preference.

____ STATION 5 (KENSINGTON)   ____ MONDAY   ____ FRIDAY

____ STATION 18 (GLENMONT)   ____ TUESDAY   ____ NO DUTY NIGHT PREFERENCE

____ STATION 21 (VEIRS MILL VILLAGE)   ____ WEDNESDAY   Please note: The KVFD Operations Division assigns members to stations and duty nights. Your preferences

____ NO STATION PREFERENCE   ____ THURSDAY   will be taken into account, but cannot be guaranteed.

SIGNATURE

I hereby certify that all the information provided on this application is truthful and accurate to the best of my knowledge and ability. I understand that each statement will be investigated. Any inaccurate, falsified or misleading statement or answer may result in rejection of this application or dismissal from the department. I authorize Kensington Volunteer Fire Department (KVFD) representatives to contact by telephone or personal interview or in writing the persons listed as references on this application and to confidentially gather and maintain their evaluations of me with respect to my character and fitness for the position for which I am applying. In consideration of being considered for probationary membership by KVFD, I waive access to such reference forms/memos/letters/information in order to encourage that candid evaluations of me be given for the protection of the community we serve, and I release the references contacted and KVFD and its representatives from any claims arising out of or relating to the reference information given or the characterization of same however it may be recorded.

APPLICATION
Name and address of organization
Phone No. – e-mail

Name: _____ Date: _____

Address: _____

Phone Home _____ Work _____

E-Mail: _____ Cell Phone: _____

I am interested in: (please check)
Firefighting: _____ Emergency Medical: _____ Administrative _____
Auxiliary _____ Other: _____

Present position: _____

Date of birth: _____/_____/_____

Have you ever been convicted of a crime? Yes_____ No_____
I am aware that an in-depth police check will be taken on my application. Please initial_____

I am aware that for firefighting and emergency medical positions I will have to pass a stringent medical examination. Please initial: _____

Please list your present employment:
Name: _____
Address: _____
Supervisor: _____ Phone No: _____

Please list three references that are not related to you and are not minors.
Name: _____ Relationship: _____
Address: _____ Phone No. _____

Name: _____ Relationship: _____
Address: _____ Phone No: _____

Name: _____ Relationship: _____
Address: _____ Phone No: _____

I understand that any misrepresentation on my application can lead to my immediate dismissal from this organization. Please initial: _____

_____   _____
Please print name   Signature

POSITION DESCRIPTION

Name: _____ _____
Rank/Title: _____
Division: _____ Immediate Supervisor: _____
Assignment Location: _____ Phone No. _____

Position Summary Statement – Describe the role/purpose of your responsibilities in one or two sentences

Section A – Duties –
1. List duties performed daily/weekly in priority order. Give an approximate time that you spend on each duty.
2. List meetings, conferences etc. that you are required to attend.

Section B – List long-term or Unusual Project Assignments
1. Skills/Knowledge Required
2. List the basic skills, training, experience and knowledge needed to meet your responsibilities. These include not only training but communication skills, working effectively with others, ability to develop and implement programs, etc.
3. List specialize tools that you need to meet your responsibility and the skills need to utilize these tools

Section C – Supervisory Controls
1. Who review or approves your work.
2. Is your work/responsibilities checked in detail for accuracy, adequacy, and adherence to instructions or established procedures?
3. List the objectives of your position/rank and if they have been accomplished and if the final product is acceptable

Section D – Guidelines used in your work
1. List what procedures, instruction, or guides you refer to in performing your assignments.
2. List what other practices, principles, or procedures you use as guidelines in performing assignments.

Section E – Complexity
Describe what makes your position complicated, unusual, or difficult to perform

Section E – Scope and Effect
1. What is the impact of your work within your unit?
2. What impact does your work have beyond your immediate unit?
3. How does your work impact on service outside of the department?
4. What is the impact of errors you may make with your duty assignments?

Section F – Personal Contacts
1. List whom and what organizations are regular contacts that you need to make to fulfill your responsibilities. Include the times that you make contact and the reason for the contacts.

Section G – Hazards of the Position
1. Describe the physical hazards of your position even though all reasonable safety precautions are exercised.

Additional Comments
Provide any additional information about your duties, responsibilities, or needed qualifications for your rank/position, which you consider to be important, that have impact on your performance

SECTION XII

BASIC CRITERIA FOR PERFORMANCE EVALUATION

In order to be able to assess an individual's job performance, the following objectives should be considered.

1. Clearly and specifically define duties and responsibilities. Insure that those duties and responsibilities are understood and the individual is aware of what is expected of him/her. If possible, specify short-term and long-range plans specific tasks within those plans.

2. Identify any authority associated with the duties and responsibilities.

3. Insure that the results expected are clearly spelled out. This area may include:
   - times frames;
   - Supervisory achievements; and
   - fire ground performance

4. Be consistent in the application of the duties and recognition of authority. Do not change expectations to measure job performance. Remember that you are measuring present performance and that performance evaluations may lead to reassigned rank and/or duties and responsibilities. If the individual is an employee, the performance evaluation may be used to measure salary adjustment or termination.

5. Provide a means to measure performance. Usually, it is the end result of a task.

6. Have specific times for performance evaluations and do not wavier from that schedule. If there are circumstances beyond control that change the schedule, you should meet with the individual to discuss the revised plan.

7. Insure that duties and application of authority are not only in-line with present rank or position, but that they are also attainable.

8. It is also an important tool to have the individual show he/she believes is expected and the authority. This exchange should be discussed at the first job performance meeting.

Remember that there are four types of objectives:
   - routine;
   - innovative;
   - counseling; and
   - improvement

BASIC CRITERIA FOR PERFORMANCE EVALUATION

The ways to insure that all objectives are satisfactorily met are:
- consistent application;
- specific understanding;
- measurable expectations;
- adherence to time frames;
- attainable goals and
- focus on results.

It is advisable to not concentrate on the activity (i.e. emergency response) as much as the expected result.

During the initial performance interview, one option is to have the individual write down his/her understanding of the objectives for the position. The individual should agree that he/she is capable of achieving the duties and responsibilities and 'standard of performance' of the position

Performance Standards are gears to a single job responsibility. Rating should be on expected results. Allow that individual to be creative and innovative in order to obtain the results and reward accordingly. Performance Standards can be measured by:
- Application to a single job responsibility
- (i.e., as the Training Officer, new members will be trained on…)
- Specific responsibilities spelled out
  (i.e., you are responsible for obtaining instructors, insuring attendance of new members and measuring performance.)
- Specific time for completion of project
  (i.e., all specific new members will be qualified to ride by…)

Objective Standards can be measured by:
- What you want to happen.
  (i.e., we will have all new members trained by…)
- What you do not want happen
  (i.e., no more then X% of the new members will fail to achieve their status by…)

INSTRUCTIONS ON PREPARING EMPLOYEE
PERFORMANCE EVALUATIONS

Before beginning, the evaluator should be familiar with the evaluation form, should understand thoroughly the duties and requirements of the position held by the employee by reviewing the job description if necessary. The evaluator should choose a quiet place to work without interruption and where unauthorized persons will not see the form. The evaluator should be realistic in evaluating the best qualities and weaknesses of the employee. He/she should use objective reasoning, eliminate personal prejudice, bias, or favoritism, and not allow personal likes and dislikes to influence judgments of competence or effectiveness. It should not be assumed that excellence in one factor implies excellence in all factors. The employee's performance be analyzed objectively in terms of each factor listed on the evaluation form.

Judgment should be based on demonstrated performance, not on anticipated performance. The entire evaluation period should be evaluated. Single accomplishments or failures should be considered in context with total performance for the period. Seniority should be considered apart from performance. Seniority does not guarantee excellence.

Unusual circumstances, such as poor health should be considered when evaluating the work performance but comments to indicate the reasons for that evaluation under such circumstances should be added.

SECTION A – Check one column for each factor. All checks in Columns 1, 4 and 5 require specific explanation in Section B. Column 6 may be checked when a factor is not applicable.
1. OUTSTANDING – Total work performance is well above normal requirements for the position (top 5%). Justification must be presented in writing to substantiate this evaluation.
2. EXCEEDS STANDARDS – Total performance is above normal requirements for the position (top 20%). This evaluation should be backed up with comments in Section B.
3. MEETS STANDARDS – Consistently competent performance meeting the standards in all critical factors for the position.
4. REQUIRES IMPROVEMENT – Total performance periodically or regularly falls short of normal standards. Specific deficiencies to be noted in Section B.
5. UNSATISFACTORY – Performance clearly in one or more critical factors as explained or documented in Section B. Performance not acceptable for the position held.

SECTION B – May be used to describe outstanding qualities or performance. This section is also used to indicate areas requiring improvement.

SECTION C – Used to record progress or improvements in performance resulting from employee's efforts to reach previously set goals.

SECTION D – Used to record agreed upon or prescribed goals for the next evaluation period.

The Summary Evaluation – Is the entire report condensed into one of five performance levels. Read and understand the definitions before evaluating the overall performance.

SECTION E - Used of reviewer.

SECTION F - To be used for review procedures at each level of review.

REVIEW STAGE 1 – THE EVALUATION INTERVIEW

Review the evaluation to determine what you wish to accomplish in the interview. Arrange the interview when sufficient time and privacy can be assured.

Talk about the employee's strengths first, making clear that the evaluation is a mean to identify high quality performance in addition to areas of weakness. Encourage continued efforts in the high performance areas and have some constructive suggestions for improvement in the weaker areas.

After discussing the evaluation of performance against previously set goals, discuss and record performance goals for the next evaluating period.

Give the employee time to respond to the evaluation and consider their response objectively.

Any changes made to the performance evaluation as a result of the interview should be initialed by both parties.

Upon completion of the interview, the employee shall sign the performance evaluation at Review Stage 1 indicating by checking the appropriate box whether the evaluation is accepted as written. In the event that Box 2 is checked, a written reported the employee is to be forwarded to the reviewing authority.

REVIEW STAGE 2

The reviewing authority shall review the performance evaluation according to the review schedule. The appropriate box should be checked and the evaluation signed. The performance evaluation shall be returned to the evaluator who will obtain the employee's signature at Stage 3, retain one copy, supply the employee with one copy and return one copy to the Board of Directors.

In the event that the employee did not accept the evaluation at Stage 1, the employee and evaluator shall be present in person at the next scheduled Board Meeting when the evaluation shall be reviewed and the comments of the employee be considered. The reviewing authority shall make suggestions and supply comments with the purpose of encouraging the employee and evaluator to reach agreement. The evaluator may make changes as deemed appropriate by the reviewing authority and the employee to ensure agreement. When agreement is reached, the reviewing authority shall check the appropriate box and sign the evaluation. At this time the employee shall sign at Stage 3.

In the event that agreement is not reached after revision or the addition of comments from the reviewing authority the appropriate box in Stage 3 should be checked, and the employee's comments attached before his/her signature is applied.

SECTION XII
Sample Forms

EMPLOYEE PERFORMANCE EVALUATION REPORT

	First ☐	Special ☐
	Second ☐	Annual ☐
	Third ☐	Probation Only ☐

Evaluator:

Employee's Name:

Additional contributor(s):

Rating Period ___ To ___

1	2	3	4	5	SECTION A
					1 OUTSTANDING
					2 EXCEEDS STANDARDS
					3 MEETS STANDARDS
					4 NEEDS IMPROVEMENT
					5 UNSATISFACTORY
					1 Observance of work hours
					2 Personal appearance
					3 Compliance with rules
					4 Cooperation and team work
					5 Public relations
					6 Knowledge of work
					7 Job skill level
					8 Mental alertness
					9 Effective under stress
					10 Personal fitness
					11 Accepts directions
					12 Initiative
					13 Quality of work
					14 Quantity of work
					15 Accepts responsibility
					16 Attitude (fellow workers)
					17 Attitude (supervisors)
					18 Operation of equipment
					19 Safety practices
					20 Fire prevention/Inspection
					21 Written reports
					22 Oral expressions
					23 Accepts changes
					24 Station maintenance
					25 Apparatus maintenance
					26 Ethical conduct
					27 Attitude to public
					28
					29

SUPERVISORY PERSONNEL ONLY

1	2	3	4	5	
					30 Planning/Organizing
					31 Training/Instructing
					32 Evaluating personnel
					33 Scheduling/Coordinating
					34 Productivity
					35 Supervisory control
					36 Leadership
					37 Operational economy
					38 Incident control
					39 Judgement/Decisions
					40 Fairness/Impartiality
					41 Reports/Records
					42
					43

SECTION B Record job STRENGTHS and/or DEFICIENCIES or Job Behavior requiring improvement or correction.

SECTION C Record PROGRESS ACHIEVED in attaining previously set goals for improved work performance.

SECTION D Record Specific GOALS or IMPROVEMENT PROGRAMS to be undertaken during next evaluation period.

SUMMARY EVALUATION
CHECK OVERALL PERFORMANCE

☐ OUTSTANDING
☐ EXCEEDS STANDARDS   ☐ NEEDS IMPROVEMENT
☐ MEETS STANDARDS   ☐ UNSATISFACTORY

SECTION E (Use of Board of Directors)

INCREMENT DATE: _____

NOTE: PERSONNEL ON PROBATION MAY BE SUBJECT TO PERSONNEL ACTION WITHOUT THE RIGHT OF APPEAL.

EMPLOYEE COMMENTS MAY BE ATTACHED.
SEE REVERSE SIDE FOR SECTION F.

☐   Original   ☐   Copy for Employee

SECTION XII
Sample Forms

SECTION F (RATER - LEVEL 1) CERTIFY THIS REPORT REPRESENTS MY BEST JUDGEMENT

☐ I DO ☐ I DO NOT RECOMMEND THIS EMPLOYEE BE GRANTED PERMANENT STATUS (PROBATION ONLY).

☐ I DO ☐ I DO NOT RECOMMEND A MERIT PAY INCREASE.

RATER _____ TITLE _____ DATE _____

Review Stage 1

I certify that this performance evaluation has been discussed with me. My signature at this stage does not necessarily indicate n agreement with this performance evaluation.

1. ☐ I accept this Performance Evaluation as written. .

2. ☐ I do not accept this Performance Evaluation as written and wish to state my reasons for non-acceptance to the Reviewing Author

Employee Signature _____ , Date _____

Review Stage 2

Reviewing Authority comments:

The Reviewing Authority accepts this Performance Evaluation as written.

The Reviewing Authority has considered the comments of the Employee and accepts this Performance Evaluation as written, with the addition of the above comments (where applicable).

The Reviewing Authority has considered the Comments of the Employee and accepts this Performance Evaluation as revised.

or the Reviewing Authority _____ Date _____

Review Stage 3

I accept this Performance Evaluation presented as written/with additional comments in Stage 2 (circle one).

or

I accept this Performance Evaluation as revised after Stage 2.

or

I accept this Performance Evaluation as written and including comments added in Stage 2 with the understanding that my con be attached to and serve as a permanent record of my disagreement with specific aspects or the Performance Evaluation as a whole.

EXIT INTERVIEW EXAMPLE
(Name and Address of your Organization)

Name:_____

Address:_____

Contact Numbers   Home Phone:_____ Work Phone:_____

                      E-Mail:_____ Fax:_____

                      Other:_____

1. Date Joined Department:_____

2. Reason(s) for leaving:_____

_____

_____

_____

_____

3. On a scale of one to ten, with ten being the highest; please rate our department on the following:

    Training opportunity_____   Leadership_____ Opportunity to ride_____

    Advancement opportunities:_____ Friendship:_____ Participation opportunities:_____

    Communication:_____ Equitable treatment of members:_____   Team Work:_____

    Duty requirements:_____

4. Under what circumstances would you be willing to return or stay on as a member?

_____

_____

_____

_____

_____

5. Other comments you wish to make.

_____

_____

_____

_____

_____

6. Do you wish this information to be kept confidential?   Yes_____   No_____

7. Would you be interested in another type of membership with our department? Yes_____ No_____

Retention of our members is very important to us and the community we serve. It is our intention to make whatever improvements that might be necessary to achieve that retention. Your completion of this questionnaire will assist the department in that endeavor. If you would like to discuss any of your answers with an official of the department please call _____.
An appointment will be set up to meet with a department official of your choice.

Please attach any additional comments you may have.

Thank you

PARENTAL OR LEGAL GUARDIAN CONSENT FORM

If the individual applying is under the legal age of 18 his/her parent or legal guardian must complete the following information.

I understand that the fire and rescue service is involved in responding to incidents. These incidents are of a serious nature and can create health and safety concerns. While all precautions are taken to insure safety through training and safety officers the danger still exists. In addition there maybe graphic, tragic and unpleasant that will and worked with by fire and rescue personnel. These scenes of destruction and injury are of a very serious nature including death. We want to be assured that your minor is well aware of the seriousness of fire, rescue and emergency medical service duties and what they work with on a daily basis.

I have read and understand the above and have advised my minor of the subject matter. Notwithstanding by affixing my signature below, I hereby approve his/her participation in the
(Please print)

_____.
Name of the organization

_____
Name of Minor

_____
Signature

_____
Printed Signature

Date:_____

Please check appropriate box:
    I am the Parent (   )
    I am the Legal Guardian (   )