Running head: FIRE DEPARTMENT MENTORSHIP

Fire Department Mentorship: Leadership’s Role

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CERTIFICATION STATEMENT

I hereby certify that this paper constitutes my own product, that where the language of others is set forth, quotation marks so indicate, and that appropriate credit is given where I have used the language, ideas, expressions, or writings of another.

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Abstract

The problem was that Virginia Beach Fire Department’s (VBFD) junior leadership was experiencing a performance gap between the didactic training and the actual administrative skills and fire ground skills necessary. This was attributed to the lack of a formal mentorship program. The purpose of this project was to determine the effectiveness of mentorship and identify ways to use it as a development tool within VBFD. Descriptive research utilizing questionnaires and interviews was used in conjunction with the review of the available literature to answer the research questions (a) what components are necessary for a mentorship program, (b) how do other organizations use a mentorship program to develop their leaders, (c) how is mentorship perceived in the VBFD as it relates to succession planning, and (d) how can a mentorship program be instituted by VBFD? The answers to those questions provided the information necessary to determine if a mentorship program would enhance the development of VBFD’s future leaders and prepare them for their duties and responsibilities.

The procedures involved conducting background research on mentorship, mentorship programs, and succession planning. An interview and two questionnaires were employed to determine the efficiency of mentorship programs.

Results from this project indicated that mentorship programs are effective in developing future leaders. The result identified ways for VBFD to implement such programs to ensure its leaders are prepared.

Recommendations included that VBFD, (a) further evaluate effective mentorship programs, (b) establish a process review team to formulate a mentorship program, (c) add an evaluation component to its mentorship program, and (d) further research methods of instituting job shadowing, job rotations, and diverse project assignments to its junior leadership.
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Introduction

The problem is that Virginia Beach Fire Department’s (VBFD) junior leadership is experiencing a performance gap between the didactic training and the actual administrative skills and fire ground skills necessary. This is attributed to the lack of a formal mentorship program. The purpose of this project is to determine the effectiveness of mentorship and identify ways to use it as a development tool within VBFD. Descriptive research utilizing questionnaires and interviews will be used in conjunction with the review of the available literature to answer the research questions (a) what components are necessary for a mentorship program, (b) how do other organizations use a mentorship program to develop their leaders, (c) how is mentorship perceived in the VBFD as it relates to succession planning, and (d) how can a mentorship proram be instituted by VBFD? The answers to these questions will provide the information necessary to determine if a mentorship program will enhance the development of VBFD’s leaders to prepare them for their duty and responsibilities.

The Virginia Beach Fire Department’s (VBFD) mission statement is, “The Virginia Beach Fire Department is a customer service organization partnering with the communities, members, citizens, and visitors to foster the feeling of safety anyplace, anytime through planning, mitigation, response and restoration” (Virginia Beach Fire Department [VBFD] Strategic Business Plan, 2007, p. 1). In the plan, it categorizes four desired outcomes the organization is striving to achieve. One category is Leadership, which states,

VBFD must focus on continuous improvement of leadership and management practices through the clarification of positions, roles and responsibilities, performance expectations and a dedication to maintaining an organizational culture of excellence. Organizational
succession planning will embrace a philosophy of lifelong learning, mentorship, proactive training programs, diversity, and organizational as well as individual commitment to excellence (2007, p. 5).

As a result of the department being responsible for ensuring excellent leadership, it must consider all succession planning methodologies that can achieve the department’s commitment to excellence—including mentorship.

The future success of any fire department is not only incumbent in the department’s leadership capabilities but also in the leadership’s ability to prepare, foster, nourish and mentor future and newly promoted officers for the department. These officers are responsible for the safety and welfare of their members—at times with their very lives. In the fire service front-line officers are required to make split-second decisions—made incorrectly, could cause dire consequences to the crew, department, community, and city government—for the successful outcome of the incident. This is an enormous responsibility to place upon front-line officers. This project explores what VBFD has done in regards to a mentorship program to prepare its members for this huge responsibility.

Background and Significance

Traditionally, the fire service has enjoyed a strong heritage of passing on its leadership and knowledge by having skill development passed down from those who had more time on the job to the newer members. Generally, these “old salts” were demanding, fair, competent and knowledgeable about the fire service. They taught, prepared and provided the younger members, through attrition, the opportunities to further their careers within the promotional ranks.

Today’s fire service officers must not only be competent in the field but have a better understanding of human resource management when dealing with the newer generation of
Fire Department Mentorship

firefighters. Once promoted company officers quickly learn that they need to utilize new knowledge, skills, and abilities (KSAs) and leadership styles in order to be successful. In order for fire departments to perpetuate their success, they must prepare their subordinate officers and ranking firefighters for succession and promotion. If there is no preparation, mentoring or education planned by the organization, members are left to decide for themselves what is necessary to prepare for promotion. Once promoted, without a strong mentoring program, new officers must fend for themselves in figuring out what is required of them. This places an undue burden on both the organization and officer.

VBFD is a medium sized fire department serving approximately 435,000 people in an area slightly over 410 square miles. VBFD provides fire suppression, emergency medical services, hazardous materials response and mitigation, technical rescue, fire and life safety education, fire inspections, fire training, fire investigations, resource management, and emergency management services to its citizens, visitors and employees. The department consists of 435 uniform personnel and operates 19 stations housing 20 engine companies, 7 ladder companies, 2 squads (tech rescue and hazmat) and 1 fireboat in the operations branch. The uniformed members of the fire department consist of; a fire chief, two deputy chiefs, five district chiefs, nineteen battalion chiefs and ninety-five captains, with varying years of service. The annual fire department budget is approximately $43,500,000. The Department has received national accreditation from the Commission on Fire Accreditation International.

Since 2000, VBFD has seen a significant change in its leadership throughout all ranks. It has replaced the fire chief, both deputy chiefs twice, all of its division chiefs and battalion chiefs, and almost all of its company officers. Due to this quick change of leadership, the department recognized a gap between the didactic preparation and the actual preparation required of its
members in their new roles. One aspect of this gap was that there was no formal mentorship program in place that would have given the members a chance to learn from the experience—thus refining their skills—prior to the retirement of the out-going members.

VBFD is a proactive fire department that strives to provide continuous improvement of leadership and management practices by employing succession planning through “… lifelong learning, mentorship, proactive training programs, diversity, and organizational as well as individual commitment to excellence” (VBFD, 2007, p. 5). In doing so, VBFD adopted a career progression training program as a method to prepare future firefighters for promotion to the rank of captain. The program is designed to prepare members for promotion through a defined set of requirements. These include years of service, established list of courses considered necessary for the job requirements, and formal educational mandates.

Another program established by VBFD was its Captains Academy. This program, developed by the senior staff of the department and the training division, required the attendance of all company officers over two years. It was designed to bring the didactic aspects of the competencies of the company officer. Barakey (2009) explains the goal of the academy is to “provide departmental and organizational expectations, best practices … so the officer has a basic knowledge for performing” (p. 100). The program includes sessions designed around leadership, fire ground operations, human resource management, health and safety, risk management, and budgeting.

After the initial delivery to all company officers in VBFD, the program now builds upon the career progression program by allowing firefighters that have completed the career path and are eligible candidates for promotion along with newly promoted officers the opportunity to
attend the academy. This ensures that the foundation for succession planning of future officers continues for years to come.

Of significance to this research project is that while VBFD has developed programs to ensure its future officers have the knowledge necessary for their roles and responsibilities, it has not evaluated whether the officers have the truly acquired the necessary skills and abilities—prior to and after promotion—required of their position. The department has left them to fend for themselves in a time where one crucial mistake may jeopardize their career and risk placing the organization and city in a legal liability position. This ARP seeks to understand what involvement mentorship has regarding the development of our officer corps and if a mentorship program can bridge the gap created between gaining the actual skills necessary with the didactic knowledge required for ensuring VBFD’s officers are prepared for the challenges that the fire service may bring.

The topic of this ARP is directly related to many of the content areas of the October 2005 Executive Leadership course offered at the National Fire Academy (NFA) in Emmitsburg, Maryland. One of the most relevant content areas is Unit 7: Succession/Replacement Planning (NFA, 2005, pp. 7-1 to 7-34). Organizations that include succession planning in its organizational strategy demonstrate “excellence through a well-trained and competitive workforce” (p. 7.3). In considering VBFD’s method of succession planning, strategies learned from Unit 7 can help determine the best method for obtaining mentoring and developing our future leaders through gap analysis that identify performance capabilities and critical deficiencies, considerations for workforce development, and building organizational capabilities by enhancing competencies (NFA, 2005). This research project will focus on VBFD’s role in mentoring our members for promotion and determine what methodologies are in place to prepare
them for the challenges they may face as they progress through the different levels of leadership within the organization.

The topic of this research is also relevant to the five-year strategic plan of the United States Fire Administration (USFA, 2009). The goals are (a) reduce risk at the local level through prevention and mitigation, (b) improve local planning and preparedness, (c) improve the fire and emergency services’ capability for response to and recovery from all hazards, (d) improve the fire and emergency services’ professional status, and (e) lead the Nation’s fire and emergency services by establishing and sustaining USFA as a dynamic organization (USFA, 2009).

Ensuring the development of our future leaders through a mentorship program meets USFA’s third and fourth strategic goals.

Literature Review

The purpose of this literature review was to gather information about what components are necessary for a mentorship program; how do other organizations use a mentorship program to develop their leaders; how is mentorship perceived in the VBFD as it relates to succession planning; and how can a mentorship program be instituted by VBFD? The findings from the review will help determine the importance of mentorship programs and how they interrelate with succession planning and promotional opportunities for VBFD’s membership.

Merriam-Webster (2009) defines mentor as “a trusted counselor or guide” (n.p.). The term gets its origin from Greek mythology where the King of Ithica, Odysseus, went off to fight in the Trojan War. He left his son, Telemachus, in the care of a trusted friend named Mentor. Mentor’s role was to educate, train, and prepare Telemachus for adulthood (APEGGA, 2009). When Odysseus did not return home after the war, Telemachus left his home to find his father,
fully prepared for what the world had to offer. The development and growth of Telemachus was credited to the teachings of Mentor—thus the concept of mentorship was born (APEGGA, 2009).

Today, mentorship is defined as the process of transferring organizational knowledge and the experiences of senior employees—in a supportive role—to its junior members through effective socialization and relationship building (Curtis, 2003; Gates, 2003; Ivancevich, 2004; Robbins, 2000). APEGGA (2009) describes mentoring as a planned pairing of the employees with emphasis on developing specific abilities to reach long-term objectives with the junior employee. One long-term objective by Gates (2003) is to specifically prepare the junior employee with the intent of replacing the leadership.

More and more organizations are realizing that mentoring programs are vital to their future success and have the potential to elevate the organization to a transformational status (HR, 2007). It is the direct link to an organization’s productivity and profitability. Ballard (2009) recognizes that information technology workers will simply go elsewhere if the company is not developing and preparing for career growth. Mentoring programs have transformed into a culture that builds on the organization’s capacity, competence, and capability. The mentoring culture encourages program excellence within the organization by (a) creating mentoring acceptance and readiness, (b) facilitating many opportunities, and (c) building in mutual support mechanisms (Zachary, 2009). Additionally, studies have shown a correlation between a positive mentoring process and an increase in productivity, employee retention and job satisfaction (Lindenberger and Stoltz-Loike, 2005).

Lindenberger (2009) offers some best practices for building a mentoring culture for organizations to consider:

- Setting solid organizational goals like ensuring a positive workplace environment
• Inquiring why talented employees left the organization
• Develop employees to their fullest potential
• Support diversity through mentorship
• Invest in the program by recognizing that losing employees is wasting money

She also postulates that these practices will not be effective without executive level support and commitment. Halstead (2003) and Schindler (2008) indicate that mentoring programs are beneficial for women and minorities since the “glass ceiling” has been broken and gender and ethnic issues are not as prevalent in today’s workforce. No matter who the mentor or mentee is, the real issue is one of mutual respect in order for the program to have success.

Another benefit of creating a mentorship program is found in Boeing’s program, which incorporates comprehensive growth and development of its future leaders. Recognizing the potential for retirement for much of their employees, Boeing leverages its program as a way to transfer the corporate culture and knowledge to its potential diverse future leaders (Sterling, 2007). Through the mentoring program, Boeing’s leaders learn to lead diverse teams successfully, which in turns builds a workforce that “closely mirrors the demographics of Boeing’s people, communities and customers” (Sterling, 2007, p. 32).

Organizations that utilize a mentoring program recognize the positive effect it has on the mentor. Being a successful mentor is a time-tested method for developing the interpersonal skills, self confidence, critical thinking abilities, and communication skills necessary for leadership positions (Gilburg, 2006; Sterling, 2007). Also, mentors play a critical role in the socialization of the culture within the company. The relationship building process allows the mentor—who most often is a leader within the company—the opportunity to learn the attitudes and feelings of the junior employees. This provides the *boss* a chance to ward off potential
problems early (Robbins, 2000). The executive level mentor can take pride in knowing that the
effort given provides for succession planning, knowledge transfer of core values and cultural
traditions, enhanced management skills, and increased job satisfaction for the mentee or protégé
(Gates, 2003).

In developing a mentorship program, there must be commitment and support from the
organization’s top leadership so that the membership will fully embrace the program (Alsever,
2009; Lindenberger, 2009). Organizations implementing mentorship programs need to establish
program goals that explain why it’s being developed—goals such as helping newcomers adjust,
enhancing future leaders’ growth, and improving on minority management (Alsever, 2009). The
Association of Professional Engineers, Geologist, and Geophysicists in Alberta [APEGGA]
(2009) explains that organizations will gain the maximum benefit of their mentoring program if
they consider (a) managing the entire process to ensure consistency and quality, (b) preparing
mentees in advance, (c) making the program voluntary, (d) providing strong organizational
support, and (e) allow the mentoring relationship to develop in its own way.

Gates (2003) describes four approaches to mentoring as formal, informal, one-to-one, and
peer mentorship. The formal program is common in the business community, but is almost
nonexistent in the fire service due the cost restraints and the need for constant program
management. In informal mentoring, the mentor and mentee choose each other without knowing
that this is happening and is very prevalent in the fire service. The mentee simply observes and
learns from the mentor over a period of time. One-to-one pairing is similar to the formal
arrangement where a senior employee is paired with one with less experience. Gates (2003)
describes this arrangement as effective but time-consuming. Finally, peer mentoring uses the
knowledge and experience of two members within the same rank—in essence a buddy system.
Organizations developing mentoring programs invest a lot of capital to ensure its success and need to consider methods that perpetuate the program. Lindenberger and Stoltz-Loike (2005) recommends that the mentoring program has a process that shares the results of the program to all, encourages mentors to pass on their experiences, and provides a method that allows mentoring past the mentor’s retirement. Boeing has conducted extensive research on mentoring programs and determined core essential elements include, “(a) having a specific time schedule and timeline, (b) a structured mentor-mentee matching, (c) pre-, mid- and post-evaluations, (d) orientation sessions, (e) cross-cultural curriculum, and (f) inclusion of mentees’ managers” (Sterling, 2007, p. 32). Other concepts that needs consideration for developing a mentorship program within the fire service include a diversified approach of selecting mentors that include the executive fire officer and civilian staff, short-term administrative job rotations, and “shadowing” of senior officers with junior officers or potential promotional candidates to “see it as it happens” (Gates, 2003).

A key component of a mentoring program is obtaining mentors. Organizations must have enough leaders committed to the program or have leaders that are willing to learn the techniques of mentoring. Mentorship is the ability of transferring organizational knowledge, skills and the experiences of senior employees—in a supportive role—to its junior members through effective socialization and relationship building (Curtis, 2003; Gates, 2003; Ivancevich, 2004; Robbins, 2000). Nash (2008) postulates that mentors help mentees develop their careers by keeping them in sync with their goals through relationships rather than the managerial transaction. She also indicates that good communication skills and providing guidance from a mentor that has a proven track record builds confidence for the mentee. APEGGA (2009) describes actively listening, showing empathy, being sincerely involved, having respect for the mentee, possessing
the ability to see realistic solutions to problems, and maintaining flexibility and openness as attributes of good mentors. In describing the Anchorage, Alaska, Fire Department’s (AFD) mentorship program, Schrage (2007) indicates that a good mentor should possess the following characteristics: commitment to development—both personal and organizational, steady demeanor, ability to coach and counsel, possess a good rapport with members within the department, and sound communication skills. A practical approach for mentors to use include extending one’s reach by sharing knowledge, experiences, and insight to protégés/mentees; not preaching but listening to what mentees have to say; learning how to share stories, provoking dialogue, and building networking relationships for mentees; and developing specific action plans where progress can be measured (HR, 2007). Good mentors bring forth the wisdom and inherent knowledge of the protégé by asking good questions and pushing their protégés to look inside themselves for the answers (Gilburg, 2006).

Lindenberger and Stoltz-Loike (2005) suggests that baby boomers may be a great resource to serve as mentors since they possess lots of knowledge, talent and experiences. Their experiences can help today’s generation of employees cope with the rigors and demands of the company by focusing the employees on their career goals, providing stress management techniques, and paths to developmental training. With a positive relationship, the baby boomer can possibly avert the employee from the fear of failing and leaving the organization.

The protégé or mentee as more commonly termed is another important component necessary for a mentorship program. Typically mentor selection comes from an existing, working relationship—such as a peer or boss, another person elsewhere in the organization, or outside the organization completely. Whatever selection method is used, Schindler (2008) points out that mentees look for someone that embodies the traits and characteristics the mentee aspire
to develop within them. Dupont’s mentoring program appears to follow this pattern since a significant number of their employees choose a mentor from a list of volunteers whose skills and experiences are ones the mentees seek (Robbins, 2000). The mentee has several responsibilities and requirements in order for the mentoring program to work. They must be willing to accept these responsibilities when they enter the program and subsequent relationship. Nash (2008) offers that mentees should never stop asking questions, realize and admit what they do not understand, learn to listen, and treat each job opportunity as if it was their last job—doing so will focus the mentee to be the best. Other responsibilities include the mentor and mentee developing an agreement to a timeline with schedules for the mentoring process; mentees sharing their résumé and long-term career goals, and what accomplishments the mentee expects to achieve (Schindler, 2008). These issues should be resolved prior to or at the first meeting between the mentor and mentee.

Being a mentee requires time and effort according to APEGGA (2009), and suggests that anyone considering becoming one should possess the following attributes:

- Willingness to learn – being interactive and working towards specific learning objectives
- Ability to self-evaluate – having a personal vision, career goals and an understanding on current career realities and capabilities
- Understanding of time commitments – realizing that a mentor’s time is valuable by properly preparing for each meeting opportunity
- Commitment and trust building – mentors become more committed when they have trust in the mentee’s ability and willingness to grow
- Listen actively – this demonstrates understanding and interest
Confidentiality – builds trust and protects each other’s vulnerabilities

Another key component of a mentoring program involves the relationship between the mentor and mentee. Finding a good match between the mentor and mentee is vital to its success. Assigned mentorships are generally less effective than unassigned or voluntary mentorships (Johnson & Ridley, 2004). Both parties of a mentorship program seem to develop better socially when they are well matched on the important personal and professional dimensions, and, tend to form stronger, more enduring, and more beneficial relationships (Johnson & Ridley, 2004).

When employees establish this type of working environment, they are bound to become productive and prepared for future opportunities. Robbins (2000) postulates the most effective mentoring relationship appear to exist outside the subordinate-boss environment. He advises the relationship, in regards to mentoring, can have tension and is a conflict of interest since the boss must evaluate the performance of the employee, which could limit meaningful communication and unbiased advice.

A successful relationship is one where the mentee’s career is enhanced by many organizational activities that the mentor facilitates and provides enough support that helps the mentee establish a sense of personal identity (Ivancevich, 2004). One program suggests that the mentee has a role in the selection of their mentor and both the mentee and mentor should be ready to admit if the match is not a good one (APEGGA, 2009). When this happens, there needs to be a process for professionally cancelling the relationship. The importance of a good mentoring relationship is that the mentee is given the opportunity to ask questions, share concerns, and observe the more experienced member in a way that does not infringe on the mentees career, but enhances it (APEGGA, 2009; Curtis, 2003).
Gender and ethnic issues could hamper the mentoring relationship and should be considered when developing a program. Ivancevich (2004) indicates that women and minorities have found it difficult to establish mentoring relationships. His research also suggests that some men hesitate to act as a mentor to women mentees for fear of sexual harassment challenges. However, the gender and ethnicity issue may be declining as indicated by Schindler (2008) since her research indicates that women interviewed did not see the issue as a problem. In fact, many indicated that they had “excellent” male and female mentors and what mattered most was the mutual respect each other had.

Finally, the relationship must have an endpoint. Schindler (2008) suggest that the relationship should end when both parties have met their objectives. Another reason for the relationship to end is when the mentee has become more of a peer with the mentor. However, more often than not successful mentoring relationships turn into lasting friendships (Lindenberger, 2009; Schindler, 2008).

Boeing’s mentorship program is considered “world-class” in the method that it develops its future leaders (Sterling, 2007). Their company-wide program includes goal setting, regularly scheduled meetings, and most importantly, connecting mentors and mentees from diverse organizational backgrounds. This lessens the chance of the participants meeting during the normal course of business. The program is detailed and structured to include orientations, training, and agreements between the mentor and mentee. Sterling (2007) adds that the program includes evaluations that track goal achievements and allows the mentee’s supervisor to participate in some of the mentoring discussions—providing a value-added experience.

When Anchorage (AK) Fire Department (AFD) was faced with the loss of their senior officers due to unplanned retirements and a rapid expansion of growth, it recognized that the
experience level of the department’s leadership was low. To combat this, the department instituted a mentoring program that combined informal, supervisory, and formal approaches to officer development (Schrage, 2007). The program includes advanced preparatory training, a nine-week company officer academy, and mentorship component. During the pilot program, AFD sought carefully selected mentors from the retired officer corps who were well respected and competent during their service with AFD. The mentoring program requires the mentor to report for duty with the mentee each shift for the first month of the mentee’s recent promotion. The mentor’s role is to shadow the mentee and facilitate all aspects of the new officer’s activities, including company drills, case scenarios, customer contact, emergency response, and performance issues with the crew. The mentor observes these actions and only provides guidance to the mentee thereby maintaining the new officer’s authority and control (Schrage, 2007). This program proved successful particularly with the accelerated development and preparedness level of the junior officer as indicated from the evaluations from the mentees. One area of improvement, however, was the need for a mandatory initial orientation to the mentoring program immediately following the captains academy.

The International Association of Women in Fire and Emergency Services [iWOMEN] (2009) has an informal mentoring program through its Women Chief Fire Officers (WCFO) section of the organization. Their program utilizes a list of willing chiefs officers that provide an open forum for dialogue and offering coaching and counseling to the mentee. Their program is designed to develop the mentee by exchanging experience, information, and encouragement through four developmental strategies, education and technical training, leadership, career development and community service (iWOMEN, 2009).
The Association of Professional Engineers, Geologist, and Geophysicists in Alberta [APEGGA] (2009) has a mentoring program that uses a hybrid version of the informal and formal styles of mentoring. The program is designed to last one year with two personal evaluations at the six and twelve month timeframes. Mentors and mentees receive initial facilitation through workshops, written media, and software. The teams are left to establish goals and timelines for achievement. APEGGA (2009) provides a detailed handbook that offers best practices, advice, and worksheets that guide the program participants. The worksheets are designed as such to help the mentor and mentee resolve any issues before they appear and, if followed, will ensure a positive experience. The program also establishes a contract between the mentor and mentee that defines goals and objectives which are determined based on the development needs of the mentee. There is even a clause that provides a method for ending the relationship when the goals are achieved (APEGGA, 2009).

The Ohio Fire Chiefs’ Association recognized the shortfall of preparing their junior offices for the executive levels within the state. Crosley (2004) asserts, “…we still do a poor job of educating and preparing individuals at company and mid-level status to become chief officers” (p. 121). Once Ohio recognized the shortage of training, they developed a statewide program that includes mentoring. The positive impact has seen four of the twenty-two graduates, from the first class of the Ohio Fire Executive Program, promoted to higher positions, either in the individual’s department or within the state.

The first step to consider when instituting a mentoring program is to garner the support of the senior leadership of the organization (Lindenberger, 2009; Alsever, 2009). The support from senior management must be visible, frequent, and sustaining. An important element of instituting a mentoring program is that it must be part of the long-term strategic planning process. Studies
have shown a correlation between a successful mentoring program and an increase in productivity, employee retention and job satisfaction (Lindenberger, 2009).

Another step to instituting a mentorship program includes branding and selling the program. The program should be marketed much like any other product. IBM uses the approach of each employee giving back, reaching back and pulling everyone through the mentoring program (Alsever, 2009). Zachary (2009) supports this assertion by adding that communicating the benefits and achievements of the program creates value and demand for mentoring.

Another procedure to institute is providing educational opportunities on mentoring. Having seminars, webcasts, teleconferences, or panel discussions—led by senior management—are methods of ensuring a mentoring culture perpetuates in the organization (Alsever, 2009). Also, the mentoring program should be part of everyone’s job. If the program is engrained in the leadership development program, managers will be more likely to support the mentoring program by allowing time for the mentor/mentee relationship to develop.

When instituting a mentorship program, organizations should consider adding the following three major concepts:

- **Job Rotation** – taking on different jobs within the organization.
- **Job Shadowing** – working alongside senior members to observe their skills and behaviors.
- **Good matches** – pairing up the mentor and his protégé with similar traits and personalities (Gates, 2003; Robbins, 2000).

As members advance “up the ladder,” those who develop a global understanding of the business and its relationship to the organization have the best chance of succeeding. Employees who work in only one to two departments or functions of the organization never fully develop or
understand the total complexities of the business. Job rotation through the organization’s departments is one way to overcome this deficit (Farnsworth, 1975; Sorensen, 2008). Robbins (2000) emphasizes that mentoring, job shadowing and job rotations may be the most practical ways to transfer knowledge and effect organizational socialization.

An important step for instituting a mentorship program is managing any barriers created. Cover’s (2000) research identified several barriers to developing leaders with a mentorship program, which included lack of role models, limited ability to move mentees around the organization, no rewards for success or involvement, insufficient resources, and lack of support by senior leadership. These barriers must be identified and methods for overcoming them employed to ensure the program’s success.

**Literature Review Summary**

A mentorship program is an important component for many successful organizations. The literature review provided much information on the mentoring process as a development tool for future leaders. Information from public safety organizations and the business community on the concept of mentoring will prove beneficial to the completion of this research project. Much of the information concerning mentorship indicate that the mentoring process should enhance the mentee’s development and provide a means of transferring organizational knowledge. Other information from the literature review included the components of effective mentoring programs, benefits of mentorship programs, and methods of instituting mentorship programs.

**Procedures**

*Research Methodology*

Descriptive research is employed to investigate the issue of the effectiveness of mentorship and identifying ways to use it as a development tool within VBFD. In investigating
the issue and mentorship’s role in succession planning, the project consists of a review of published literature, information from Internet sources, and information gathered from internal and external questionnaires. Internal and external questionnaires are used to gather information from departmental members on the effectiveness of developmental programs within VBFD and their relationship, if any, to mentorship and succession planning, and the experiences of other fire departments in cities and counties comparable to VBFD.

**Literature Review**

The research for this project began in April 2009 at the Learning Resource Center at the National Fire Academy in Emmitsburg, Maryland. Additional research continued at both the Central and Municipal Reference libraries in Virginia Beach, Virginia. Informational sources for the literature review included periodicals, books, Internet sites, and information obtained from applied research projects (ARPs) of other Executive Fire Officer (EFO) participants. The literature review focuses on sources of information addressing what components are necessary for a mentorship program, how do other organizations use a mentorship program to develop their leaders, and how can a mentorship program be instituted by VBFD?

A search on the World Wide Web search was conducted on several occasions between July 2009 and August 2008 using the Google.com search engine. Mentorship and mentorship programs were key words used to obtain information concerning the topic on various sites. These sites led to many other links used to gather the information for this project to proceed.

**Interviews**

Further information for this research project was gathered by conducting an interview with Travis W. Halstead, Jr., Division Chief of Personnel and Development with VBFD on September 14, 2009 in his office. Chief Halstead—who has a Master’s Degree in Public
Administration—was selected because of his vast knowledge and experience in the fields of organizational theory, human resource management, training and development, and firefighter health and safety. Under his command are the divisions of training, safety, and human resources. He also interacts with the City of Virginia Beach Human Resource department in all aspects of our hiring and promotional activities within VBFD.

This interview consisted of 11 questions and provided information on (a) how well VBFD prepares its members for promotion, (b) how mentorship can be incorporated into the career progression program and captains academy, (c) what city programs are offered to employees to enhance their opportunities for career development, and (d) leadership’s role in providing mentorship to its members. Information retrieved from the interview can be found in Appendix A.

**Questionnaire Instrument**

One of the objectives of the research is to examine how mentorship is perceived in the VBFD as it relates to succession planning. An internal questionnaire incorporating a Likert Scale instrument was developed by this author at SurveyMonkey.com and distributed to all VBFD uniform members in the ranks of firefighter, master firefighter, captain, battalion chief, and division chief. An email (see Appendix B) was sent to the members of VBFD indicating the purpose of the questionnaire and the link to the site where the internal questionnaire (see Appendix C) was located. The questionnaire was structured in a manner to ensure the respondents’ confidentiality. Twenty One questions were posed to the respondents to help determine what components are necessary for a mentorship program and how mentorship is perceived within VBFD as it relates to succession planning. The questionnaire addressed a
variety of issues involving mentoring, promotion within VBFD, and the organization’s approach to mentorship.

SurveyMonkey.com collected, categorized and analyzed the respondents’ answers with the results being downloaded to the author’s computer. An area of the questionnaire provided an opportunity for additional comments from the respondents to elaborate on their opinions about the subject; the information was also recorded for consideration and analysis. The responses from the questionnaire are available in Appendix D; however, the comments are too numerous for collation by this researcher and inclusion to the ARP. The aggregate responses of the additional comments are available electronically to readers of this ARP by this author. Of the 395 questionnaires sent, 172 were returned to the internet site indicating a return rate of 44 percent.

Another objective of the research is to examine how other organizations use mentorship to develop their leaders. An email (see Appendix E) indicating the purpose of the questionnaire and the link to the site of the external questionnaire’s (see Appendix F) location was sent to fire departments of 13 cities or counties comparable to Virginia Beach’s size and demographics. A list of the cities and counties utilized for this project is listed in Appendix G. Twelve of the 13 questionnaires were completed and returned.

The external questionnaire, again, was developed by this author on the Internet site SurveyMonkey.com and consisted of seven questions. In general, the questions inquired about whether their department has adequately prepared their future personnel for leadership replacement, whether they felt that a mentorship program better prepares future leaders, if they had a mentorship program and, if so, what type, and what requirements their department requires prior to promotion? The respondents’ answers were collected, categorized and analyzed by
SurveyMonkey.com and the results were downloaded to the author’s computer. Comments were also recorded for consideration and analysis. The questionnaire responses are available in Appendix H.

The literature review, interview, and questionnaire provided the information needed to answer the research questions and, in turn, determine the effectiveness of mentorship and identify ways to use it as a development tool—in conjunction with a sound succession plan—within VBFD. In doing so, this will ensure the development of the officers by fully preparing them for their duties and responsibilities in the realm of leadership by establishing a mentorship program to VBFD’s current development programs.

Assumptions and Limitations

The information taken from the literature review in this project is taken as reliable. It is assumed the respondents of the questionnaire understood the questions asked, and their responses are factual and represent their understanding of the city’s and the department’s policies and procedures, training opportunities for promotion, and their own individual opinions. Also, it is assumed that the respondents answered the questions individually without any other influences from other members of the department.

Another assumption is that the respondents of the questionnaire had some knowledge of leadership development, mentorship concepts, and succession planning. Understanding these concepts provided credibility to the respondents opinions from which this research project is based on.

A limiting factor of this project is that in order to ensure confidentiality to the respondents of the survey, the inability for follow-up with interviews—based on some of the comments provided in the questionnaire—may have prevented the collection of some valuable information.
that would have enhanced this research project. By not having the opportunity to follow-up with interviews, the recommendations that follow may leave out pertinent perspectives that would help formulate a best practice succession planning tool should VBFD consider developing one.

A further limiting factor for this ARP is that the questionnaire did not gather any demographic information. Had that been gathered, the analysis of the questionnaire could have involved the different perspectives on the subject by age, rank, gender, and years of service. This could have been beneficial in how VBFD should consider its succession planning and methods of developing a mentorship program. This limitation will result in a recommendation to correct this gap.

Finally, this research is limited by the low response rate by the members of VBFD. The questionnaire was sent to all firefighters, master firefighters, captains, battalion chiefs, and division officers; this equated to 395 members, but only 172 responded to the questionnaire. Since the members of VBFD stand to gain by this research, the low response rate may not truly reflect the full perspective of the VBFD membership.

Results

One area of concern to VBFD management was the gap that existed in the junior leadership between the academic training and their actual performance. This gap was attributed to the lack of a formal mentorship program. While the department has instituted various levels of leadership development in its succession planning, identifying ways to use mentorship as a development tool remains a goal of the department.

Answers to Individual Research Questions

The combined results of the research project are found from the literature review, collection of data from information gained through questionnaires, and information gained from
an interview with the district officer in the VBFD’s Personnel and Development division. This information is used to address the research questions.

Research Question 1. What components are necessary for a mentorship program?

The results for this question came from the literature review including searching the internet, an interview, and results from the questionnaire submitted to the members of VBFD. Studies of successful mentorship programs indicate a link to increased productivity, employee retention, and job satisfaction (Lindenberger and Stoltz-Loike, 2005). The information from these resources found that mentoring generally fall into three approaches, formal, informal, and one-to-one. Gates (2003) added a variation to this approach by including peer to peer mentorship albeit very similar to the one-to-one concept. The formal approach is a very structured program that entails essential core elements such as specific timelines, mentor-mentee matching requirements, evaluations, and training sessions. Boeing adds to their program diversity management curriculums and the inclusion of the mentee’s manager in the process (Sterling, 2007). The informal process relies on the mentee watching the actions of some unknown mentor. This arrangement allows the mentee to observe the actions of many mentors without a formal structure. In a one-to-one approach, the process is more formal by pairing a senior member with a junior member and establishing set goals and objectives. Gates (2003) adds that a peer to peer mentorship allows for a colleague within the same rank to guide the mentee without the pressure of a supervisory element.

Results from the internal questionnaire to VBFD members indicate that 68 (40%) of the respondents agree that formal mentorship works best. Only 38 (22%) agreed that informal mentorship works best. However, question 20 inquired which method of mentorship the
respondents preferred. While 59 of 172 (34%) preferred the formal approach, 90 or 52% indicated they preferred a program that incorporates a combination of both approaches.

Also, the results from the literature review indicate that regardless of the approach, there are three core components to a mentorship program—mentors, mentees, and the relationship of both. Selecting a mentor is crucial to the success of the program since it develops interpersonal skills, self-confidence, critical thinking abilities, and communication skills necessary for future leaders of an organization (Gilburg, 2006; Sterling, 2007). Several authors indicated the purpose of the mentor is to transfer the organizational knowledge, skills, and experience to the future leaders. Robbins (2000) information adds the benefit of a senior member in the organization serving as a mentor is the opportunity gauge the attitudes of junior employees and address potential problems. Another finding from the research is that retired members may be willing to serve as mentors since they have a wealth of information to pass on and may receive a since of pride knowing they transferred core values and traditions, enhanced management skills, and job satisfaction to the mentee (Gates, 2003). Another source for finding mentors is the baby boomers. Due to their vast knowledge and experiences, they can help mentees cope with the challenges of today’s work environment (Lindenberger and Stoltz-Loike, 2005).

Another component of a mentorship program is the mentee. Mentees should choose a mentor that possesses the traits and characteristics that the mentee desires to achieve in their career development (Nash, 2008). Mentees must be willing to learn from their mentors and be willing to admit what they do not understand. APEGGA (2009) indicate that mentees requires commitment and should possess the ability to set their own career goals, listen actively, maintain confidentiality, be respectful of time constraints, and develop trust with the mentor. Question 14 of the internal survey (see Appendix C) inquired from the respondents whether a major focus of
mentoring should be helping mentees define their professional goals. Of 172 respondents, 47% indicated they agreed with the statement.

The final component identified in the research is the relationship between the mentor and mentee. Assigned mentorships generally do not work well. Mentors and mentees should be carefully matched based on similar professional and personal goals (Johnson & Ridley, 2004). The relationship should enhance the mentee’s career by involving them in many organizational activities. Several findings of the literature indicate that the mentee should have a role in the selection of their mentor (APEGGA, 2009; Robbins, 2000). One of the results from an interview with Chief Halstead (personal communication September 14, 2009) is that having a boss-subordinate relationship may not be productive since the boss tends to focus on the performance of the mentee and not their development. Robbins (2000) also indicates a conflict of interest may exist creating tension in the relationship.

Results from the research material revealed that there are three components of a mentorship program. The approaches of mentorship include formal, informal, and one-to-one or peer. Mentors should help the mentees establish personal goals and organizational goals that align within the organization. Of particular importance from the research results was that in order for a mentorship program to be successful, support from the executive leadership is a must. These findings will help VBFD develop its own mentorship program.

Research Question 2. How do other organizations use a mentorship program to develop their leaders?

The results for this question came from the literature review and a questionnaire from participants of similarly sized jurisdictions. These findings will help VBFD understand how mentorship will further develop its leaders.
The results indicated that successful mentorship programs include Boeing’s program which focuses on goal setting, regularly scheduled meetings, matching mentor/mentee relationships from diverse organizational backgrounds (Sterling, 2007). Most of the literature review indicated that the mentor/mentee selection should not be the supervisor (Halstead, personal communication September 14, 2009; Nash, 2008) and Robbins (2000) suggests that the selection should come from outside the work unit. Anchorage (AK) Fire Department’s mentorship program includes using retired members to serve as mentors due to the inexperience of junior offices and the lack of qualified mentors within the organization (Schrage, 2007). The most comprehensive program was employed by the Association of Engineers, Geologists, and Geophysicists in Alberta (APEGGA). They utilized informal and formal approaches to mentorship and have an extensive structure to the program. It includes workbooks, facilitation training, best practices, and contracts between the mentor/mentee (APEGGA, 2009). The program has established goals and time limits which facilitate terminating the relationship.

The results of the literature review indicate that other organizations recognize that mentorship programs develop their members by transferring the organizational knowledge to its future leaders by exchanging experiences, information and encouragement. In addition to the literature review, a questionnaire was developed to gather information regarding how other fire departments comparable to VBFD prepare their future personnel for promotion and how mentorship programs are utilized. Twelve of the 13 jurisdictions inquired replied to the questionnaire producing the following results (see Appendix H):

Question two revealed how the respondents felt their organizations had prepared their personnel for leadership replacement. Of the 12 respondents, 67% stated their department had inadequately done so. Only 4 respondents (33%) had prepared their members for succession.
One of the issues concerning this research question revealed that mentorship programs are effective in preparing future leaders. When asked if a mentoring program would better prepare their future leaders, 11 of the 12 respondents indicated that in their opinion it would.

Questions four and five asked whether or not the department had a mentoring program in place, and if so, what type. Seven of the 12 (58%) respondents indicated they had a mentoring program. The type of program employed by each department can be found in Table 1.

Table 1
City/County Mentorship Program - Type

<table>
<thead>
<tr>
<th>Formal</th>
<th>Informal</th>
<th>Combination of Both</th>
<th>No Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Denver, CO</td>
<td>Charlotte, NC</td>
<td>Chesapeake, VA</td>
<td>Hampton, VA</td>
</tr>
<tr>
<td>Chesterfield, VA</td>
<td>Newport News, VA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Colorado Springs, CO</td>
<td>Norfolk, VA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Henrico, VA</td>
<td>Raleigh, NC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mesa, AZ</td>
<td>Wilmington, NC</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The twelve cities/counties which responded to the question provided information that included (a) using a formal process for recruits coming out of the fire academy, (b) programs being in development, (c) informal mentoring done by company officers and battalion chiefs, and (d) mentees requesting a mentor and the organization selecting one. Chesterfield added that their formal program includes the county talent management program, the department officer development program, applied leadership program and company officer annual school. Further clarification on this issue can be found in Appendix H.
Information relevant to this research question came from question six which requested the respondents to describe how their department implements its mentorship program to help develop their leaders. All twelve respondents provided information concerning this issue which can be found in Appendix H. Generally, there were no consistencies with the respondents’ answers. However, most of the respondents indicated some versions of leadership programs being required as a formal process coupled with informal levels of mentorship. Chesapeake (VA) has developed an officer development program in partnership with the local college, which is comprehensive and should prepare their front-line supervisors for the future.

The final question on the questionnaire requested the respondents to indicate the requirements their department requires prior to promotion. Information regarding requirements for promotion by rank by the 12 jurisdictions is found listed in Table 2.

Table 2

Promotional Requirements by Rank

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Company Officer</th>
<th>Batt/District Chief</th>
<th>Division/Asst. Chief</th>
<th>Deputy Chief</th>
<th>Fire Chief</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formal Education</td>
<td>9</td>
<td>8</td>
<td>7</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td>NFPA Certification</td>
<td>5</td>
<td>5</td>
<td>3</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>NFA Training</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>State Sponsored Training</td>
<td>5</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Department Sponsored</td>
<td>7</td>
<td>7</td>
<td>4</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>Seniority in Grade</td>
<td>9</td>
<td>9</td>
<td>8</td>
<td>4</td>
<td>2</td>
</tr>
</tbody>
</table>
The results from Table 2 indicate that at least half of the respondents require formal education of their members for consideration to promotion. They also consider seniority in grade as an important criterion for promotion.

The questionnaire (see Appendix H) results show that about one-half of the departments have some form of a mentorship program; most of which is a combination of a formal and informal one. Much of the information indicates that mentorship programs are beneficial to a fire department or any organization. Formal and informal types of mentorship are utilized by most organizations with positive results. The information gathered for this research question depicts several methods that organizations use to develop their future leaders. The information obtained from the results will contribute greatly in identifying ways for VBFD to use mentorship for officer development.

Research Question 3. How is mentorship perceived in the VBFD as it relates to succession planning?

Information gathered for this research question came from the internal questionnaire sent to firefighters, master firefighters, captains, and battalion chiefs within VBFD and an interview with the chief responsible for the development and training VBFD members.

A questionnaire instrument (see Appendix C) was developed with the intent to gauge how mentorship is used for succession planning in VBFD. All uniformed members except the executive level were requested to complete the questionnaire. The results of the 172 respondents to the questionnaire are as follows:

Question one inquired how well the fire department did in preparing members for promotion. Of the 172 respondents, 70 (41%) somewhat agreed that the department does well. The rest of the majority was split on either side of the scale (24% disagree and 23% agree)
indicating room for improvement. Chief Halstead supports the respondent’s assessment and indicated there was a gap with what members learned and their ability to perform in the actual work environment. When asked in the internal questionnaire whether the department has a good support system in place after members are promoted, 44% of the respondents, again, somewhat agreed with the statement. Further findings on the issue of promotion was that the respondents to the questionnaire indicated that the majority somewhat agreed (37%) to strongly disagreed (23%) the city programs offered by human resources help prepare them for promotion. Chief Halstead supports this notion by his response of limited resources when inquired about the city programs offered to members.

An important result from this research question is whether VBFD has a good mentoring program. When presented with the issue in the questionnaire, 42% of the respondents indicated that VBFD does not have a good program and 30% somewhat agreed. In the interview with Chief Halstead, question six asked if the department had an official program. The result of this question was that there was no program; however, informal mentorship occurs sporadically without any structure or organization.

Another finding on the issue is how well the VBFD Career Path program benefits preparing members for promotion. Forty percent of the respondents somewhat agreed that it was beneficial. Again, the rest of the majority was split on either side of the scale (21% disagree and 29% agree) indicating disparity. Chief Halstead provided the program is more effective since the addition of a task book which requires the company officer to acknowledge the capability of the mentee. He also revealed in question five of the interview that the didactic portion of the program needs updating to include more of today’s management best practices. Another result from the internal questionnaire came from whether a mentorship component needs to be added to
the Captains Academy. Forty-nine percent agreed to this statement followed by 29% strongly agreeing.

Question 12 of the internal interview stated that mentoring should help the mentee become an effective officer. Fifty-three percent agreed with the statement followed by 33% strongly agreeing. The finding indicates a desire from the respondents for a mentorship program to help with their succession planning. Also, question 11 stated that mentoring was not necessary for an officer’s success. Seventy-one percent disagreed or strongly disagree to this statement.

The results for this research question produced several important findings. The findings include that (a) mentorship is an important element for the succession planning of VBFD member; (b) mentorship is lacking in VBFD other than sporadic informal mentorship; (c) very little opportunities exist at the city level to prepare members for promotion; and (d) while the career path and captains academy are beneficial, they need a mentorship element added to their program to enhance the succession planning of VBFD.

Research Question 4. How can a mentorship program be instituted by VBFD?

Findings from the literature review, an internal questionnaire submitted to the members of VBFD, and information from an interview with the chief officer responsible for personnel development provided the answers for the research question. Results from the literature review indicate that instituting a mentorship program must have the support at all levels of the organization, particularly at the executive level. The findings indicate that organizations should develop a culture of mentorship in the program which builds capacity, competence, and capability (Lindenberger and Stoltz-Loike, 2009). A significant finding is that an organization must invest in a mentorship program if it wants to develop its employees to their fullest potential.
Fire Department Mentorship 37

(Lindenberger, 2009). Also, incorporating the program as part of everyone’s job suggests that managers are more willing to provide time for the mentor/mentee relationship (Alsever, 2009).

Another result of the findings indicates that organizations should establish the following guidelines when implementing a mentorship program: Establish clear goals of the program, manage the entire process, prepare mentees and mentors in advance, consider making the program voluntary, and allow mentoring relationships to develop independently (Alsever, 2009; APEGGA, 2009). A further result for VBFD to consider is developing junior leaders understanding of organizational implications and complexities by adding job rotations and job shadowing in its mentorship program. Job rotations help the mentee gain the organizational knowledge by transferring to different areas of the business. Gates (2003) offering of job shadowing with a senior officer allows junior officers to learn from actual observations in the fire service.

Results from the research relevant to this research question included information gained from the internal questionnaire sent to VBFD members. Question fifteen asked to what degree the respondents felt that job rotations and diverse assignments were important in understanding leadership roles of the organization. Of the 172 respondents, 36% agreed it was important and 24% somewhat agreed. Chief Halstead’s interview produced similar findings. He indicated that in order to teach the junior officers to think organizationally, there needs to be a balance in their job assignments such as job rotations to help them fully understand how the fire department works.

Question seventeen of the internal questionnaire revealed that 52% of the respondents agreed that VBFD should institute regularly scheduled meetings between the mentor and mentee with its mentorship program. Another finding is that senior officers within VBFD have a
responsibility to serve as mentors in a mentorship program. The respondents of the internal questionnaire support this notion. Of 172 respondents, 72% agreed and/or strongly agreed. However, when asked what role senior leadership should play in the mentoring process, Chief Halstead revealed that they should provide oversight to the program development and “mentor the mentors.” He also recommends using mentors to evaluate the mentorship program.

Further information relevant to this research came from the interview with Chief Halstead (see Appendix A). When asked how mentorship plays a role in the Captains Academy, the findings indicate that it should be part of the mentorship program. He considers instituting a mentorship element after the academy critical to the future officer’s development. Assigning a mentor after the academy will help the mentee adjust to their new position as they transition from a peer to a boss.

The final finding from the research for VBFD to consider when instituting a mentorship program is to properly manage the challenges or barriers created. Some of the challenges include the lack of mentors, limited ability to do job rotations, insufficient resources. Findings from Cover’s (2000) research indicate that these barriers/challenges must be managed to ensure the program’s success. One of the comments from a respondent from the internal questionnaire reveals that the program must have measurable benchmarks to help manage any barriers.

Mentorship programs are an effective way to ensure the organization knowledge is transferred from senior to junior leaders. Informal mentoring programs are widely used; however, they have little structure and may not have the organizational understanding required for future leaders. Formal programs offer a more structured method of ensuring the development of leaders that align with the organizational values and culture. The components of a mentoring program include the mentor, mentee, and the relationship between the two.
Other organizations have had positive results in their mentoring program. The questionnaire sent to other cities and counties indicate that there are some models of success, but many are employing the informal approach. The members of VBFD provided much information on mentorship in VBFD and how to implement a more successful program. Comments from the questionnaire indicate that many members want a program that incorporates an informal and formal element.

Based on the results of the research conducted, the research project has provided much information that indicates mentorship program are effective. The information also has provided ways VBFD can institute a mentorship program—as a tool—that better develops its junior leadership in preparation of replacing the senior leadership in the next few years. The key will be for the existing leadership to engage the program and support it to the fullest extent.

Discussion

The results of the study suggest that mentoring programs are an effective way to ensure that the junior leadership of an organization is prepared to replace the senior leadership when the time comes for their exodus. However, the result from the other cities/counties questionnaire (see Appendix H) indicates that they have not adequately prepared their junior members (64%). VBFD is in the same situation based on the results of the internal questionnaire and the interview with Chief Halstead (see Appendix A and Appendix D). If VBFD wants to ensure its members are prepared for leading the organization in the future, then it should consider implementing a mentorship program.

More and more organizations are recognizing how mentoring programs can transform their potential (HR, 2007). Creating a mentoring culture within the organization promotes excellence and a potential for an increase in productivity (Lindenberger and Stoltz-Loike, 2005;
This correlates with the questionnaire presented to members of VBFD. VBFD members want a mentorship program that will enhance their potential for succession planning and career growth. Several fire departments (58%) from the external questionnaire indicate they have a mentoring program and two are developing one. Incorporating a mentorship program in the department’s career development plan will elevate the performance level of the organization.

The research determined that several requirements are necessary for a successful mentoring program. An important requirement is the commitment and support necessary from the executive leadership (Alsever, 2009; Lindenberger, 2009). A result from the questionnaire submitted to VBFD (see Appendix D) agrees that its senior leadership must fully embrace and engage in any mentoring program developed. APEGGA’s (2009) information explaining much of the success of their program includes managing the entire process, preparing the mentees in advance, providing strong organizational support, and allowing the relationship to develop. This suggestion will help VBFD create a program that will build upon its succession plan.

There is no formal mentorship program in VBFD. Much of the organizational information is transferred through the informal process. Gates (2003) offering of the different types of mentoring program—informal, formal, one-to-one, and peer mentorship—appears to be the norm. The results from the cities and counties questionnaire indicate all of the types mentioned by Gates. The questionnaire results from the members of VBFD and the interview of Chief Halstead indicate that although VBFD has an informal process, it needs to add a formal component to its career path and captains academy programs. Fifty-two percent of the VBFD respondents prefer a program that incorporates a combination of informal and formal mentorship (see Appendix D).
In considering mentoring programs, the research indicates that several organizations have ones that will benefit VBFD. VBFD should consider having a structured mentor and mentee selection process. The interpretation of the results from the internal questionnaire indicates that VBFD needs to institute regular meetings between the mentor and mentee. This aligns with other organizations researched in the literature review (APEGGA, 2009; Schrage, 2007; Sterling, 2007). Another consideration is job shadowing, job rotations, and finding the right match. Gates (2003) indicates that fire departments should highly consider this model and is supported by the results of the internal questionnaire and the interview with Chief Halstead. One challenge of this consideration is the limited opportunities for diverse assignments through job rotations within VBFD (Cover, 2000). However, VBFD may be able to assign members to project teams and allow them to shadow with senior officers and actively participate in the project results.

One challenge facing VBFD is selecting the proper mentor. The results indicate that the membership of VBFD considers one of the responsibilities of senior leadership is to serve as mentors. Chief Halstead (personal conversation September 14, 2009) adds that senior leadership should “mentor the mentors” and provide oversight to the program. Either way VBFD will need to ensure mentors are properly selected and trained in order to transfer organizational knowledge, skills and abilities, and their experiences through effective socialization and relationship building (Curtis, 2003; Gates, 2003; Ivancevich, 2004; Robbins, 2000). Perhaps the best methodology for ensuring the success of mentors is offered by APEGGA. Their program has a detailed workbook that will help the mentor meet the needs of the mentee (APEGGA, 2009). Another consideration for VBFD if it does not have enough mentors is using retired members as the Anchorage (AK) Fire Department did when faced with the same situation (Schrage, 2007).
The research indicates that VBFD should consider developing a mentoring program that incorporates both an informal and formal component—particularly to its career path and captains academy as evident by the 78% agreement (see Appendix D) of the respondents from the internal questionnaire results. It appears to be the missing link that VBFD needs to ensure the proper development of its junior officers. Adding both types of mentorship will allow the mentees the ability to gather from the knowledge and experiences of VBFD’s more respected officers. The formal structure will ensure that the organizational knowledge is properly conveyed, while the informal approach will offer mentees the opportunity seek other guidance. The entire program will be successful if VBFD ensures all members—including executive leadership—embrace the mentorship culture and invests heavily into the development of its future similar to Boeing’s offering of orientations, training, and agreements in its program (Sterling, 2007).

Recommendations

The research established that a formal mentorship program for junior officers and future leaders of the organization would benefit VBFD. Since VBFD has an informal mentorship program already in place—albeit not an established process—the organization should develop and implement a formal mentoring process as a result of the analysis garnered from this project. Based on the findings of this research paper the following recommendations are suggested.

This researcher recommends VBFD further evaluate the mentorship programs in use by other organizations for its effectiveness. It should contact the organizations identified from this research with the purpose of gathering information on implementation, program guidance, and obstacles encountered from their programs so VBFD can identify a program that best meets its needs of closing the gap between the didactic training and the actual skills necessary in the field.
VBFD needs to establish a team of diverse members representing the human resources department, the personnel and development division, junior members and senior members of VBFD, and various levels of leadership to formulate a mentorship program that meets the goals of VBFD and its membership—particularly in the career path and captains academy programs. It should develop detailed sections that focus on the mentor and mentee requirements, the selection process, and ensuring a positive relationship exists between the two.

It is further recommended that if VBFD establishes a formal mentoring program, it adds an element for evaluating its effect on the organization. The research indicates that mentoring programs adds to the performance level and success of the organization. Adding an evaluation component to the program will give VBFD valuable information for any adjustments to ensure future leadership is performing appropriately.

Another recommendation is that VBFD further research the most effect method of instituting job shadowing, job rotations, and diverse project assignments to its junior members thereby enhancing their organizational knowledge, skills, and abilities. Identifying the best method ensures that VBFD will perform at a higher level and its junior leadership is prepared for the future.

A final recommendation for other researchers considering mentorship programs from this research is to further study the individual aspects of mentorship programs. Researchers should focus on the methods of developing good mentors. By doing so, other organizations will have the opportunity to enhance their programs. This ARP sought to determine if mentorship programs are effective in developing VBFD’s future leadership and determined that they are and is warranted for VBFD. Other jurisdictions may find the same result.
References


*Virginia Beach Fire Department strategic business plan*. (2007).

Appendix A

Travis W. Halstead, Jr. Interview

I appreciate your time in allowing me to conduct this interview. I am conducting research for my applied research project (ARP) as part of the Executive Fire Officer Program at the National Fire Academy. My research topic is how our department mentors our members for succession. Since you are the Chief of Personnel and Development, I thought your knowledge would be an asset to my research. The information you provide will be used to compare our succession planning with other departments. You and the information you provide will remain confidential. This interview should last 30-45 minutes. With your permission, I would like to take notes during this interview.

1. Do you feel the department adequately prepares members for promotion?
2. What areas of career development need attention?
3. What programs are offered to members for preparing themselves for promotion?
4. What city programs are offered to enhance a member’s opportunity for career development?
5. What is your opinion of the Career Path program?
   a. Is it effective?
   b. What areas/topics should be adjusted, if any?
6. In the arena of mentoring, does the department have an official policy/program?
7. Should the department have a formal or informal mentoring process?
8. How does mentorship play a role in the Captains Academy?
9. In your opinion, what role should senior leadership play in the mentoring process?
10. If a mentoring program is established, when should members enter the process?
    a. After they are promoted?
    b. Prior to their promotion?
11. Did I leave any questions out that I might need information about?
Appendix B

Internal Questionnaire Email

From: Randy Journigan [WJournig@vbgov.com]
Sent: Saturday, August 29, 2009 11:14 AM
To: FDCapts; FDBChief; FDDChief; FDF
Cc: journigan@verizon.net
Subject: VBFD Mentorship

Greetings,

Below is a link to a survey that is part of an Applied Research Project for the Executive Fire Officer Program at the National Fire Academy. Your cooperation in completing the survey is requested and greatly appreciated.

The purpose of this project is to evaluate mentorship and its role for preparing the leadership in our department.

This survey will be kept confidential and your input should provide some insight to help complete my research; this should create opportunities to evaluate our practices and if necessary make changes that will improve upon our effectiveness for succession planning.

Please complete this survey by September 19, 2009. Again, I sincerely appreciate your input and I thank you in advance for your effort in completing the survey.

If you need to contact me directly, my office number is (757) 385-8581.

Thank you.

Randy Journigan
Deputy Chief
Virginia Beach Fire Department

http://www.surveymonkey.com/s.aspx?sm=2x2zjQAR0s1p6ANNyrtM3Q_3d_3d
Appendix C

Mentorship Questionnaire

**VBFD's Role in Mentorship**

As part of my Executive Leadership program, I am researching the issue of mentorship for succession planning. Your assistance in completing this questionnaire will help determine whether VBFD should develop a mentorship program, and if so, the best method of implementation for our future officers. This questionnaire will take no more than 10 minutes and is completely confidential.

**Beside each of the following statements please check the box that best describes your opinion.**

<table>
<thead>
<tr>
<th></th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Somewhat Agree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The fire department does a good job of preparing me for promotion.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. The fire department has a good support system for officers after they are promoted.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. The fire department has a good mentoring program.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. The City's human resources programs help prepare members for promotion.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. The fire department's Career Path program is beneficial in preparing members for promotion.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Mentoring works best if the arrangement is a formal one.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Mentoring works best if the arrangement is informal.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. A mentoring program should continue after promotion.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Mentoring works best if the mentor and mentee are the same gender.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Mentoring works best if the mentor and mentee are the same ethnicity.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Mentoring is not necessary for officers to be successful.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
12. A major focus of mentoring should be helping the mentee become an effective officer.  
13. Mentoring should be done prior to promotion.  
14. A major focus of mentoring should be helping the mentee define his/her professional goals.  
15. Job rotation and diverse assignments is an important element in understanding organizational leadership roles.  
16. An important component of mentoring is helping the mentee establish relationships with outside agencies.  
17. Effective mentoring includes regularly scheduled meetings between the mentor and mentee.  
18. A senior officer has a professional obligation to serve as a mentor.  
19. The Captains Academy and Master Fire Fighter Career Path programs should include a mentorship component.  

20. Which method of mentorship do you prefer?  
☐ Formal - The department establishes a structured program which measures its success.  
☐ Informal - I find mentorship in my own way.  
☐ Both  
☐ Neither  

21. Please include any comments about mentorship in the VBFD that needs consideration.
Appendix D

Mentorship Questionnaire Results

### VBFD's Role in Mentorship

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Somewhat Agree</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The fire department does a good job of preparing me for promotion.</td>
<td>14</td>
<td>41</td>
<td>70</td>
<td>39</td>
<td>8</td>
<td>172</td>
</tr>
<tr>
<td>2. The fire department has a good support system for officers after they are promoted.</td>
<td>8</td>
<td>42</td>
<td>74</td>
<td>41</td>
<td>5</td>
<td>170</td>
</tr>
<tr>
<td>3. The fire department has a good mentoring program.</td>
<td>21</td>
<td>72</td>
<td>52</td>
<td>22</td>
<td>5</td>
<td>172</td>
</tr>
<tr>
<td>4. The City's human resources programs help prepare members for promotion.</td>
<td>40</td>
<td>49</td>
<td>64</td>
<td>17</td>
<td>1</td>
<td>171</td>
</tr>
<tr>
<td>5. The fire department's Career Path program is beneficial in preparing members for promotion.</td>
<td>12</td>
<td>35</td>
<td>67</td>
<td>49</td>
<td>8</td>
<td>171</td>
</tr>
<tr>
<td>6. Mentoring works best if the arrangement is a formal one.</td>
<td>6</td>
<td>36</td>
<td>46</td>
<td>68</td>
<td>16</td>
<td>172</td>
</tr>
<tr>
<td>7. Mentoring works best if the arrangement is informal.</td>
<td>11</td>
<td>67</td>
<td>50</td>
<td>38</td>
<td>5</td>
<td>171</td>
</tr>
<tr>
<td>8. A mentoring program should continue after promotion.</td>
<td>2</td>
<td>4</td>
<td>18</td>
<td>87</td>
<td>61</td>
<td>172</td>
</tr>
<tr>
<td>9. Mentoring works best if the mentor and mentee are the same gender.</td>
<td>25</td>
<td>93</td>
<td>36</td>
<td>13</td>
<td>3</td>
<td>170</td>
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<tr>
<td>10. Mentoring works best if the mentor and mentee are the same ethnicity.</td>
<td>44</td>
<td>105</td>
<td>21</td>
<td>0</td>
<td>1</td>
<td>171</td>
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Appendix D (cont.)

Mentorship Questionnaire Results

<table>
<thead>
<tr>
<th>Question</th>
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<th>68</th>
<th>32</th>
<th>15</th>
<th>3</th>
<th>172</th>
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<tbody>
<tr>
<td>11. Mentoring is not necessary for officers to be successful.</td>
<td>54</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>172</td>
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<tr>
<td>12. A major focus of mentoring should be helping the mentee become an effective officer.</td>
<td>0</td>
<td>9</td>
<td>15</td>
<td>90</td>
<td>57</td>
<td>171</td>
</tr>
<tr>
<td>13. Mentoring should be done prior to promotion.</td>
<td>1</td>
<td>8</td>
<td>24</td>
<td>72</td>
<td>63</td>
<td>168</td>
</tr>
<tr>
<td>14. A major focus of mentoring should be helping the mentee define his/her professional goals.</td>
<td>3</td>
<td>13</td>
<td>45</td>
<td>81</td>
<td>29</td>
<td>171</td>
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<tr>
<td>15. Job rotation and diverse assignments is an important element in understanding organizational leadership roles.</td>
<td>15</td>
<td>22</td>
<td>41</td>
<td>62</td>
<td>31</td>
<td>171</td>
</tr>
<tr>
<td>16. An important component of mentoring is helping the mentee establish relationships with outside agencies.</td>
<td>6</td>
<td>36</td>
<td>63</td>
<td>52</td>
<td>14</td>
<td>171</td>
</tr>
<tr>
<td>17. Effective mentoring includes regularly scheduled meetings between the mentor and mentee.</td>
<td>0</td>
<td>12</td>
<td>43</td>
<td>89</td>
<td>27</td>
<td>171</td>
</tr>
<tr>
<td>18. A senior officer has a professional obligation to serve as a mentor.</td>
<td>3</td>
<td>15</td>
<td>31</td>
<td>69</td>
<td>54</td>
<td>172</td>
</tr>
<tr>
<td>19. The Captains Academy and Master Fire Fighter Career Path programs should include a mentorship component.</td>
<td>3</td>
<td>9</td>
<td>26</td>
<td>85</td>
<td>49</td>
<td>172</td>
</tr>
</tbody>
</table>

answered question 172
skipped question 0
Mentorship Questionnaire Results

### 20. Which method of mentorship do you prefer?

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formal - The department establishes a structured program which measures its success.</td>
<td>34.3%</td>
<td>59</td>
</tr>
<tr>
<td>Informal - I find mentorship in my own way.</td>
<td>13.4%</td>
<td>23</td>
</tr>
<tr>
<td>Both</td>
<td>52.3%</td>
<td>90</td>
</tr>
<tr>
<td>Neither</td>
<td>0.0%</td>
<td>0</td>
</tr>
</tbody>
</table>

*answered question 172
skipped question 0*

### 21. Please include any comments about mentorship in the VBFD that needs consideration.

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>69</td>
</tr>
</tbody>
</table>

*answered question 69
skipped question 103*
Appendix E

City/County Questionnaire Email

From: Randy Journigan [Wjournig@vbgov.com]
Sent: Sunday, September 20, 2009 2:46 PM
To: ‘EL Chiefs’
Subject: Fire Department Mentorship

Chief

Below is a link to a questionnaire that is part of an Applied Research Project for the Executive Fire Officer Program at the National Fire Academy. Your cooperation in completing the questionnaire is requested and greatly appreciated. The completion of this questionnaire should take no longer than 10 minutes.

The person completing the questionnaire needs to have knowledge of any policies, procedures, and practices concerning succession planning, career development and mentorship programs for your department. If you are not the appropriate person to complete the questionnaire, I would appreciate it if you would forward it to the appropriate person.

The title of this project is *Fire Department Mentorship: Leadership’s Role*. The purpose of the Applied Research Project is to evaluate the effectiveness of mentorship as a development tool for the Virginia Beach (VA) Fire-Rescue Department.

This questionnaire will identify what how your department use mentorship programs as a development tool for your future leaders in hopes that Virginia Beach Fire-Rescue can benefit from your experiences.

Again, I sincerely appreciate your input and I thank you in advance for your effort in completing the questionnaire.

If you need to contact me directly, my office number is (757) 385-8581.

http://www.surveymonkey.com/s.aspx?sm=CLJ0362StO3UJbcey5vlkg_3d_3d

Thank you,

*Randy Journigan*

Randy Journigan
Deputy Chief
Virginia Beach Fire Department
2408 Courthouse Drive
Virginia Beach, VA 23456
Appendix F

Mentorship in the Fire Service Questionnaire

1. Please provide demographic information. The contact information is requested for any necessary follow-up.

   Department Name:
   Contact Name:
   Email Address:
   Phone Number:

2. Do you feel that your department has adequately prepared your personnel to replace the leadership of your organization?
   - Yes
   - No

3. Do you feel a mentoring program would better prepare your future leaders?
   - Yes
   - No

4. Does your department have a mentoring program in place?
   - Yes
   - No

5. If yes to question 4, what type?
   - Informal
   - Formal
   - Combination of Both

   If Combination of Both, please explain
Mentorship in the Fire Service Questionnaire

6. Please describe how your department implements its mentorship program to help develop your leaders.

7. Please indicate what requirements your department requires prior to promotion.

<table>
<thead>
<tr>
<th></th>
<th>Company Officer</th>
<th>Battalion Chief/District Chief</th>
<th>Division/Assistant Chief</th>
<th>Deputy Chief</th>
<th>Fire Chief</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formal Education</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NFPA Certifications</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>National Fire Academy Training</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>State Sponsored Training</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Department Sponsored Training</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Seniority in Grade</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix G

List of Cities/Counties for Questionnaire

1. Charlotte, North Carolina
2. Chesapeake, Virginia
3. Chesterfield County, Virginia
4. Colorado Springs, Colorado
5. Denver, Colorado
6. Hampton, Virginia
7. Henrico County, Virginia
8. Mesa, Arizona
9. Newport News, Virginia
10. Norfolk, Virginia
11. Raleigh, North Carolina
12. Richmond, Virginia
13. Wilmington, North Carolina
### Mentorship in the Fire Service Questionnaire Results

#### 1. Please provide demographic information. The contact information is requested for any necessary follow-up.

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Response Frequency</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department Name:</td>
<td>100%</td>
<td>12</td>
</tr>
<tr>
<td>Contact Name:</td>
<td>100%</td>
<td>12</td>
</tr>
<tr>
<td>Email Address:</td>
<td>100%</td>
<td>12</td>
</tr>
<tr>
<td>Phone Number:</td>
<td>90.9%</td>
<td>11</td>
</tr>
</tbody>
</table>

answered question 12
skipped question 0

#### 2. Do you feel that your department has adequately prepared your personnel to replace the leadership of your organization?

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Response Frequency</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>33.3%</td>
<td>4</td>
</tr>
<tr>
<td>No</td>
<td>66.7%</td>
<td>8</td>
</tr>
</tbody>
</table>

answered question 12
skipped question 0

#### 3. Do you feel a mentorship program would better prepare your future leaders?

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Response Frequency</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>91.7%</td>
<td>11</td>
</tr>
<tr>
<td>No</td>
<td>8.3%</td>
<td>1</td>
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</tbody>
</table>

answered question 12
skipped question 0

#### 4. Does your department have a mentoring program in place?

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Response Frequency</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>58.3%</td>
<td>7</td>
</tr>
<tr>
<td>No</td>
<td>41.7%</td>
<td>5</td>
</tr>
</tbody>
</table>

answered question 12
skipped question 0
### Mentorship in the Fire Service Questionnaire Results

#### 5. If yes to question 4, what type?

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Response Frequency</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Informal</td>
<td>14.3%</td>
<td>1</td>
</tr>
<tr>
<td>Formal</td>
<td>14.3%</td>
<td>1</td>
</tr>
<tr>
<td>Combination of Both</td>
<td>71.4%</td>
<td>5</td>
</tr>
</tbody>
</table>

*answered question*  7

*skipped question*  5

If Combination of Both, please explain

<table>
<thead>
<tr>
<th>Number</th>
<th>Response Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>N/A</td>
</tr>
<tr>
<td>2</td>
<td>No response</td>
</tr>
<tr>
<td>3</td>
<td>At the lower ranks, we place a more formal emphasis on mentorship to the recruits coming out of the academy. After that point, however, almost all mentoring is done informally. There are no formal mentorship “assignments” for leadership preparation.</td>
</tr>
<tr>
<td>4</td>
<td>Under development</td>
</tr>
<tr>
<td>5</td>
<td>Informal is the mentoring by company officers and battalion chiefs. Formal is the department/county talent management program, the officer development program, applied leadership program, chief and officer annual schools.</td>
</tr>
<tr>
<td>6</td>
<td>Informal</td>
</tr>
<tr>
<td>7</td>
<td>N/A</td>
</tr>
<tr>
<td>8</td>
<td>The program is still in its infancy. The mentee must make the first move to request mentoring. We have selected other personnel due to position in the organization for mentoring.</td>
</tr>
<tr>
<td>9</td>
<td>Strongly encourage informal mentoring and structure participation in Dept. succession management processes.</td>
</tr>
<tr>
<td>10</td>
<td>N/A</td>
</tr>
<tr>
<td>11</td>
<td>N/A</td>
</tr>
<tr>
<td>12</td>
<td>The informal network within our department is strong and vibrant, as it is in most fire departments. We have several outstanding officers and senior personnel that provide mentoring and coaching daily. The formal process is delivered by our training department through our Fire Officer certification process. However, we continue seek ways to increase the formal mentoring process to ensure that messages sent about the future and direction of our department is consistent with organizational goals and values.</td>
</tr>
</tbody>
</table>
Mentorship in the Fire Service Questionnaire Results

6. Please describe how your department implements its mentorship program to help develop your leaders.

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>answered question</td>
<td>10</td>
</tr>
<tr>
<td>skipped question</td>
<td>2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number</th>
<th>Response Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Officer Development course is required before taking a promotional test.</td>
</tr>
<tr>
<td>2</td>
<td>Capital Leadership program for company Officers, Executive Leadership program for Chief Officers.</td>
</tr>
<tr>
<td>3</td>
<td>Very informally. Mostly by someone being professional enough to recognize potential in the up-and-coming, and taking them under their wings to help career growth. We recently finished phase 1 of an Officer Development Program, in partnership with TCC. It will be implemented in the 2011 promotional process. It is very comprehensive and will adequately help prepare our first-line supervisors of the future. Future phases of this plan will eventually cover the mid-level ranks as well. This is not indicated on Question #7 as it has not been officially approved by the City Manager for implementation yet.</td>
</tr>
<tr>
<td>4</td>
<td>We are developing at this time.</td>
</tr>
<tr>
<td>5</td>
<td>Ongoing and annual leadership and assessment programs to develop new officers. Assessment of potential leadership abilities through the county talent management program</td>
</tr>
<tr>
<td>6</td>
<td>It is really up to the individual. He or she has full access to understanding the administration side of the department. It is our department’s policy to keep all doors open and educate anyone interested in doing so.</td>
</tr>
<tr>
<td>7</td>
<td>No Response</td>
</tr>
<tr>
<td>8</td>
<td>See above</td>
</tr>
<tr>
<td>9</td>
<td>Certified Public Manager Certification at ASU; Fund Fire Management CoHort formal education with university; Capt and BC Academies; Innovation Team Participation; Expanded Senior Staff participation; City Council presentations; Special Projects in management and leadership; Regional Committee participation; etc</td>
</tr>
<tr>
<td>10</td>
<td>The need for a mentoring program was identified last year and a total operational plan is scheduled to be rolled out on 1 Dec 09 with an effective date of 1 JAN 10. The Battalion or Bureau Chief will be responsible to conduct an annual 1 on 1 interview / mentoring session with all personnel in that command on an annual basis. The progress reports will be used to document an employee’s progress in obtaining the necessary formal certifications / classes required to be able to compete in the next highest level in the organization.</td>
</tr>
<tr>
<td>11</td>
<td>No Response</td>
</tr>
<tr>
<td>12</td>
<td>The training division is responsible for the Fire Officer program, which provides mentoring. Also, the Chief and his Deputies host a biannual meeting with all company officer. Also, our Officer Development Program delivers consistent training to the officers. Although, this program is managed by the training division, the Ops BC’s are an integral part. We pull the officers off of the apparatus for approximately three hours every quarter for ODP.</td>
</tr>
</tbody>
</table>
Appendix H (cont.)

Mentorship in the Fire Service Questionnaire Results

7. Please indicate what requirements your department requires prior to promotion.

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>12</td>
</tr>
<tr>
<td>answered question</td>
<td>12</td>
</tr>
<tr>
<td>skipped question</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Formal Education</th>
<th>Company Officer</th>
<th>Battalion Chief/ District Chief</th>
<th>Division/ Assistant Chief</th>
<th>Deputy Chief</th>
<th>Fire Chief</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>9</td>
<td>8</td>
<td>7</td>
<td>9</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>NFPA Certifications</td>
<td>5</td>
<td>5</td>
<td>3</td>
<td>4</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>National Fire Academy Training</td>
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<td>5</td>
<td>4</td>
<td>3</td>
<td>3</td>
<td>4</td>
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<tr>
<td>State Sponsored Training</td>
<td>7</td>
<td>7</td>
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