

Running head: Mentoring

Mentorship for the Prince William County Department of Fire and
Rescue

Ernie Little

Prince William County Department of Fire and Rescue

Woodbridge, Virginia

CERTIFICATION STATEMENT

I hereby certify that this paper constitutes my own product,
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Abstract

The problem was that the Prince William County Fire and Rescue did not have a formal mentoring program in place for those eligible for or had succeeded in promotional opportunities. The purpose of this research was to determine if the establishment of a mentoring program for the Prince William County Department of Fire and Rescue (DFR) could be used as a personnel and leadership development tool to improve the quality of DFR personnel that will participate or have participated in departmental promotional opportunities.

Procedures for this research project included the use of a literature review consisting of available material found in published and unpublished periodicals, text books, and research papers containing information about mentoring.

Descriptive research methods were applied to answer the following research questions:

1. What does a mentoring program consist of?
2. How do the members of the DFR view mentorship programs?
3. How have other organizations used mentorship in the development of leadership qualities?
4. Are there any available recognized standards for fire service mentoring programs?

5. What should be included in a mentorship program policy or procedure for the DFR?

The results of the research indicated that the establishment of a mentoring program would assist in the development of DFR employees and that the DFR should develop a formal mentoring program based upon successful programs currently in use by other fire/rescue organizations of similar size and culture of the DFR and that such a program could be used to improve the quality of personnel participating in department's promotional opportunities.

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Introduction

The problem was that the Prince William County Department of Fire and Rescue (DFR) did not have a formal mentoring program in place for those eligible for or had succeeded in promotional opportunities. It is believed that the lack of such a mentoring program is the cause of a deviance between the actual knowledge and skill levels of employees being promoted and the levels of both expected by the seasoned company and chief level officers. The purpose of this applied research project was to determine if the establishment of a mentoring program for the DFR could be used as a personnel development tool to improve the quality of DFR personnel that participate in promotional opportunity processes and those that have succeeded in being promoted. The use of comprehensive descriptive research to answer the following questions was necessary to accomplish this task:

1. What does a mentoring program consist of?
2. How do the members of the DFR view mentorship programs?
3. How have other organizations used mentorship in the development of leadership qualities?
4. Are there any available recognized standards for fire service mentoring programs?
5. What should be included in a mentorship program policy or procedure for the DFR?

The mission of the DFR is to protect the lives, property, and environment through timely, professional, humanitarian services essential to health, safety, and well being of the community (PWCDFR, 2011). To be successful in carrying out the department's mission leadership must be practiced at all levels to provide the members of the department the vision of the mission as seen from those who wish to see it carried out in a timely and professional manner. The future success or failure of the DFR to do so is incumbent upon individuals being able to practice their knowledge of leadership and leadership principles when required. This will require those who practice leadership to have the ability to prepare, foster, nourish, and mentor those who will do the same in the future. At all times the practice of leadership, by those in certain fire and rescue department positions, is vitally important to those carrying out the department's mission. The responsibility to practice leadership is not limited to only chief level officers. Rather it is the responsibility of all members of the DFR when the opportunity presents itself for the member to make a difference, perhaps the difference between life and death.

Background and Significance

Prince William County, Virginia, is a bedroom community located in the Washington, DC metropolitan area and contains an

area of approximately 339 square miles with a resident population of 402,002 Prince William County had seen a 43.2% increase in population since the year 2000 according the official Prince William County website. The official website also reflects the demographics of the county include the average cost of a home being \$256,373, an average adult age of 33.2 years, and a median income of \$89,785.

Fire and Rescue services for Prince William County are provided through a combination career and volunteer system known as the Prince William County Fire and Rescue Association (FRA). This association, a partnership of eleven volunteer fire and rescue departments of Prince William County, with a membership of approximately 729 active volunteer fire and rescue personnel, and the Prince William County Department of Fire and Rescue (DFR), having an authorized strength of 542 career fire and rescue personnel, operate a total of twenty fire and rescue stations. Services provided by this organization are primarily related to fire suppression and emergency medical services. In addition to these basic services the DFR also provides all fire prevention and fire protection system inspection, fire and hazardous material incident investigation services, community risk reduction, and emergency management services to the visitors and citizens of Prince William County, Virginia.

The DFR consists of three primary sections which are Operations, Community Safety and Preparedness, and Systems Support.

This research paper was prepared as a required element of the United States Fire Administration National Fire Academy's *Executive Leadership* (EL) Course. The problem being addressed by it relates to Unit 5, "Developing Self to exercise leadership" (NFA, 2011). The EL class contains leadership and management principles that a fire officer needs to follow to provide leadership. Specifically, the research project relates to United States Fire Administration five year operational goal of "develop multi-hazard risk-reduction plans" (USFA, 2010).

Literature Review

The literature review began at the National Fire Academy's Learning Resource Center with a review of available materials to provide information regarding the contents and development of a mentoring plan.

What does a mentoring plan consist of?

The concept of mentoring is not a new idea in the business world or the emergency services arena. The origin of mentoring can be traced back to the times of the Greek king, Odysseus. He left for the Trojan War knowing that he may never return to his kingdom or his young son, Telemachus. In order to make sure his son was prepared to be a king, he entrusted his development to

his close friend, Mentor. Thus began the relationship between mentors and mentees (Nelms, 2009). The Center for Public Safety Excellence (CPSE) states that, "as fire service leaders, we have a fundamental responsibility to develop the future leaders who will succeed us by participating in succession planning and leadership development", on their webpage addressing their mentoring program (CPSE, 2011). Further, the CPSE defines mentoring as a mutually beneficial relationship in which a knowledgeable and skilled veteran chief officer, a mentor, provides insight, guidance, and developmental opportunities to a protégé with who possesses lesser skills and experience.

Mentorship is defined as the process of transferring organizational knowledge and experience of a senior employee to its junior member through a supportive relationship utilizing effective socialization and relationship building (Gates, 2003, Robbins, 2000). Mentorship is also described as a planned pairing of employees to develop specific abilities to reach long-term objectives with the junior employee.

Many organizations have found that mentoring programs are vital to their future survival. They also have found that such programs have the potential to allow the organization to elevate to a transitional status. It has also been found that a culture that builds on an organizations capacity, competence, and capability has grown from mentoring programs. Inzer (2007)

indicated that the fire service is in a period of growth and transition and that the fire service is experiencing the retirement of many of its senior firefighters and officers, which is creating a situation of rapid promotion of firefighters to technical and officer grades. He also stated that while the training of the firefighters being promoted is generally very good, the lack of experience they possess is a concern that needs to be dealt with. In order to address this need and to implement a program that would benefit the organization, a mentoring program should be developed to create a culture of mentoring within any department; a culture that ideally will develop into increased informal mentoring through the organization. Many of the branches of the United States Armed Services have developed mentoring programs. The United States Air Force (USAF, 2000) created a mentoring program whose goal is to help each person reach their full potential, thereby enhancing the overall professionalism of the Air Force. The intent of their program is to infuse all levels of leadership with mentoring to affect a culture change—one where officers, NCOs, and civilians can pass down the principles, traditions, shared values, and lessons of their profession. In Air Force Policy Directive 36-34, issued on July 1, 2000, it was made clear that the Air Force sees mentoring covering a wide range of areas to include, career guidance, professional development, Air

Force history and heritage, and knowledge of space and power. Further, that it includes the knowledge of the ethos of the Air Force profession, and understanding of the Air Force's core values of integrity, service, and excellence. In 2003, Chief Naval Officer Admiral Vern Clark specified that mentoring of the Navy's sailors should be a preeminent focus of the United States Navy. This provided guidance to the Navy leadership to help create a mentoring culture (Johnson & Anderson, 2009).

How do members of the DFR view mentorship programs?

DFR Lieutenant John Gillis was interviewed (personal communication, October 26, 2011) due to him being a mentee under Captain James Tanner in the year 2010. When asked about how DFR personnel viewed mentorship he stated that most DFR personnel see mentoring in a positive light. Further, he stated that other DFR personnel that had utilized mentors had been successful in being promoted upward in rank and had been successful. He did state that DFR personnel felt that they should pick who they desired to have as a mentor versus being assigned a mentor they did not know.

How do other organizations use mentorship in the development of leadership qualities?

Mentorship has been in the fire and rescue service for several years as an informal process. Gates (2003) reflects that some departments recognize this informal process as a valuable part

of career development. In this case many officers have sought out a senior officer to assist them with their preparation and development for upward promotion. The senior members having accumulated a large amount of actual personnel and emergency management experience in their years with their respective departments have served as a learning resource library, of sorts, for younger personnel to draw upon to learn how to be an officer. The importance of mentorship in a department cannot be stressed enough as safety has become a major issue as despite a reduction in fire related activity fire fighter injury and death rates have remained fairly steady. Many reasons for this steady state can be formulated however one theory is that the lack of experience in company and chief level officers of the ability to recognize danger and react appropriate to emergency incident conditions is a contributor to such. Boeing Corporation has a mentorship program that it utilizes to develop its future leaders (Sterling, 2007). This program includes goal-setting, regular meetings, and mentoring that connects mentors and mentees from diverse organizational backgrounds. The program is very detailed and structured to include orientations, training, and mentor/mentee agreements. He adds that the program uses evaluations that track the mentee's goal achievements thus allowing the mentee's supervisor, who may not be the mentor, to participate in mentoring discussions. The Anchorage, Alaska Fire

Department, when faced with the loss of several of their senior officers instituted a mentoring program that was combined with informal, supervisory, and formal approaches to officer development. The program included mentorship with advanced preparatory training and a company officer academy (Schrage, 2007). Both the Center for Public Safety Excellence (CPSE) and the International Association of Women in the Fire and Emergency Services (iWOMEN), Women Chief Fire Officers (WCFO) section has mentoring programs. These programs consist of retired and current chief level officers who are willing to volunteer their time to participate in an open forum for dialogue and offer coaching and counseling to the mentee. The CPSE program prepares chief officers to step into their mentoring role with real-world dialog beyond the formal instruction of academic and certificate tracks. The program provides access to experienced, senior chiefs for new fire chiefs, seconds in command, and those appraising the top position, so they can learn how these mentors achieved success and resolved problems in serving agencies similar to their own. The program provides assistance in handling nearly 80 areas of challenge, including governance/policies, finance, liability/legal issues, inherited issues, personnel issues, and leadership skills (CPSE, 2011). The WCFO program is designed to develop the mentee by exchanging experience, information, and encouragement through four

developmental strategies, education and technical training, leadership, and career development and community service (iWOMEN, 2011).

Are there any available recognized standards for fire service mentoring programs?

In researching the subject of mentoring, the author was unable to locate any recognized standards for fire service mentoring programs. Research did find a document entitled NFPA 1021, Standard for Fire Officer Qualifications, 2009, which provides the minimum job performance requirements to perform the duties of fire officer which are identified at four levels of progression (NFPA, 2009). However, the NFPA standard does not provide any guidance on what a mentoring program should include. The Center for Public Safety Excellence has a program, available to their member that provides an individual access to experienced, senior chiefs for new fire chiefs, seconds in command, and those appraising the top position, so they can learn how these mentors achieved success and resolved problems in serving agencies similar to their own. However, again this program does not provide any material that is would serve as a standard for a fire/rescue service mentoring program. The International Association of Fire Chiefs has developed the "*IAFC Officer Development Handbook*" (ODH), Second Edition, which was designed to enable present and future leaders in the fire and

emergency services to plan a systematic program of development for their professional service career (IAFC, 2011). However, the document does not provide any material that would serve as a standard for a fire/rescue service mentoring program. The author was able to determine, through a search of the internet, that there are several officer development programs used at various fire and rescue departments throughout the United States. Among these departments are the Fairfax County Fire and Rescue Department, Chesterfield Fire and EMS, Martinsville Fire and EMS, and the Virginia Beach Fire Department in the Commonwealth of Virginia.

What should be included in a mentorship program policy or procedure for the DFR?

Research conducted did not find a standard for mentoring the examples of mentoring programs found did provide guidance on what should be included in such programs. The program should include a mentor selection process (CPSE, 2011). Mentors should be trained to allow them to teach and reinforce the knowledge, skills, and attitudes of being an effective mentor. Mentors should be selected on the basis of their embracement of the values and vision of where the organization is headed. A mechanism to support the mentors should be provided by the organization (Inzer, 2007). A formal mentoring program should have specific goals, objectives, timelines and measurements to

allow it to have more impact than an informal program. Mentoring should take place at all levels of the organization. The necessary learning resources to properly support the mentoring program should be available through the organization to permit easy access by the mentors and mentees (Gates, 2007).

Procedures

Descriptive research methods were used to gather the information contained in this research project. The research will ultimately result in a recommendation to the DFR Fire Chief on whether or not a mentoring program would be of use to the DFR and if additional work should be done in the development of a mentoring program policy or procedure, and program be developed for use by members of the DFR.

Research methodology

The research began at the National Fire Academy Learning Resource Center with the conduct of a literature review. The review focused on damage assessment after natural and man-made disasters and included extensive research of materials available from published and unpublished articles from professional journals, newspapers, newsletters, journals, books, research papers and other documents related to the subject matter. Additional information from Internet websites, using the keywords "leadership", "mentoring", and "succession planning", as well as case studies, training publications and pamphlets and

related documents were utilized where applicable. An eight item questionnaire was distributed to the membership of the Prince William County Department of Fire and Rescue via the department email "DFR personnel" list. A copy of this questionnaire is provided in Appendix A.

Assumptions/Limitations

There were several limitations of this research project which were the amount of information available on the subject of mentoring that provided any in depth look at mentoring programs, voluntary DFR membership in the participation of responding to the questionnaire, and last there was no attempt, beyond the basic research conducted, to assure the accuracy of the responses to the questionnaire. All responses from the respondents were taken to be factual and were included as part of the research. As the participation was voluntary on the part of the DFR personnel only 169 of the 481 (35.1%) uniformed personnel completed the questionnaire. A larger sample of the organization would have provided a better indication of the accuracy of the assessment.

Questionnaire

A questionnaire was designed with the cooperation of the three Department Assistant Chiefs and distributed to the uniformed personnel of the Department. The intent of the questionnaire was to gather basic demographic information on DFR

personnel, determine who and who had not participated in two leadership application program (LAP) classes that DFR had developed to prepare personnel for participation in the Technician I and II promotional processes, who did and not use a mentor in their career planning process, and last to determine if the opinion of personnel on the need for a formal mentoring program.

The questionnaire was comprised of a total of nine questions associated with demographic information, personal practices regarding career planning, participation in promotional preparedness training, and their opinion of whether DFR should have a formal mentoring program. There were four multiple choice questions which allowed a breakdown of those participating in the questionnaire, by five rank categories, department section they worked in during the data analysis, how long they had worked for DFR, and last how long they had been at their current rank level. By utilizing the results of these questions filters (rank, work section, length of tenure, and tenure in rank) could be used to assess if all ranks and all of the work sections were in alignment or if there was a difference in the participation of personnel in LAP classes, their opinion of if the department was sufficiently assisting them in preparation for promotional opportunities afforded to them, or the if a formal mentoring program was a good or bad initiative for DFR to take. There were

five questions, requiring a yes or no response. Two of the five questions were used to assess the opinion of DFR personnel regarding the training DFR had offered to prepare them for participation in promotional processes and if the department should have a formal mentoring program. The remaining three questions evaluated the employees participation in LAP classes, their opinion of the LAP classes, if taken, and last if they had a mentor that they used in their career planning. The next step of the questionnaire process was to define the group to be assessed and have it completed by those participating. The intent of the questionnaire was to include all 481 DFR uniformed personnel which would encompass new recruits, tenured fire fighter and paramedics, supervisors, and Chief level officers.

Access to the questionnaire was provided via a web link embedded in an email that was sent to all uniformed Department personnel. The email contained information concerning the purpose of the questionnaire, how to access it, and a statement asking the participants to provide their answers based upon what first came to their mind and not on a deliberation of the question. They were also advised that the questionnaire was voluntary and that it was confidential and no one would be able to determine any answers provided by an individual. The questionnaire was made accessible to the personnel for a total of eight days from the date of the original email which provided

sufficient time for all of the different DFR work shifts to be able to access it during an on duty time period. A total of 169 uniformed personnel (35.1%) of the total 481 uniformed Department personnel responded to the questionnaire during this time.

After the deadline for completion of the questionnaire the results were compiled using computer print outs of the question set first using no filters, then with filters to separate responses by personnel rank, and then by Department work section. This allowed use of the raw data to be entered into a spread sheet to allow the data to be manipulated to arrive at results of the questionnaire for the Department overall, by rank, and by Department work section to be viewed. Analysis of the respondent data using appropriate filters permitted the author to gain an insight in the participation of DFR personnel in LAP I and Lap II promotional preparation classes, opinions on if sufficient training was taking place on the part of DFR to prepare them for promotional processes, and how they felt about a formal mentoring program being developed by DFR.

The next step was to use the spreadsheet, created in the prior step, to determine percentage for the various yes/no and rating responses for five of the questions that required a response. After determination of the response percentages, bar graphs were developed for each of the questions which permitted

the results to be viewed by question and response with no filter applied or filtered by rank, of Department work section.

Results

The results of the questionnaire distributed to the uniformed personnel of the DFR are shown in Appendix B. Question 1 was provided in the questionnaire to determine what the DFR rank level the respondent was. The questionnaire was sent to the 481 DFR uniformed personnel of which 169 (35.1%) took part. This was further broken down to participation by rank as shown in Table 1.

Rank	Percentage of personnel participating
Technician I	35.2%
Technician II	25.9%
Lieutenant	33.7%
Captain	66.7%
Chief Level Officer	61.1%

Question 2, which inquired the length of tenure with DFR the respondent had, revealed that the majority of them (30.4%) had a tenure of over fifteen years. The second and third most common responses were 0-3 year tenure with 22.6% and 4-6 year tenure with 20.8%. Tenure was further broken down by rank utilizing a filter and is shown in Table 2. It should be noted that minimum department tenure requirements exist within the DFR

job descriptions which provides an explanation for the absence of Lieutenant, Captain, and Chief level personnel in the 0-3, 4-6, and 7-9 years of tenure responses respectively.

Rank	Years of tenure					
	0-3	4-6	7-9	10-12	13-15	>15
Technician I	73.5%	26.5%	0	0	0	0
Technician II	3.9%	39.2%	37.3%	7.8%	2%	9.8%
Lieutenant	0	3.1%	15.6%	18.8%	21.9%	40.6%
Captain	0	0	0	0	8.3%	91.7%
Chief Level	0	0	0	0	0	100%

Question 3, which asked the respondent the tenure they had in their current rank, shows that 70 of the 169 (41.9%) had been in their current rank for two years of less. The second and third responses were 3-4 years 48 (28.7%) and over 6 years 28 (16.8%). Tenure in job class is further broken down by rank as shown in Table 3. Of note is the lack of responses in the 5-6 years of tenure response in the Chief Level positions.

Rank	Years of Tenure			
	0-2	3-4	5-6	>6
Technician I	57.1%	36.7%	6.1%	0%
Technician II	37.3%	29.4%	13.7%	19.6%
Lieutenant	31.3%	15.6%	18.8%	34.4%
Captain	34.8%	30.4%	17.4%	17.4%
Chief Level	45.5%	27.3%	0%	27.3%

Question 4, asking participant to provide in what section of DFR they work revealed that 142 of the 169 respondents (86.1%) were assigned to DFR Operations, 18 (10.9%) were assigned to DFR Support Services, and 5 (5%) were assigned to DFR Community Preparedness and Education. Question 5, which polled the participants on their opinion of DFR providing them with the training necessary to advance upward in the organization resulted in 121 of the 169 participants (72.5%) indicating the department had and 46 (27.5%) indicating the department had not done so. Questions 6 and 7, polled the participant in who had or had not participated in LAP I or LAP II classes and if the classes had provided them with information, knowledge, and skills needed to advance to the next rank level. Of the participants 55 of the 169 participants (32.5%) indicated they had participated and 113 (67.3%) indicated they had not. It should be noted that LAP I and LAP II classes were created for Technician I and Technician II personnel who are preparing to participate in the Technician II and Lieutenant promotional processes and would influence the responses to question 6. Only 54 of the 169 participants responded to this question 7. This question was optional and personnel who did not take a LAP I or LAP II class were directed by the instructions to skip the question. Of the 54 responses to question 7, the 37 (68.5%) of the participants indicated the classes did provide them with

information, knowledge, and skills needed to advance to the next grade in rank and 17 (31.5%) of the participants responded the classes did not do so. Question 8, polled the questionnaire participants on whether they did or did not use an individual as a mentor in their career planning. Of the 169 participants, 67 (39.9%) responded they did not have a mentor and 101 (60.1%) indicated they did. Question 9, the final question, polled the participants on their opinion concerning DFR having a formal mentoring program. Of the 169 participants 128 (76.25%) responded they did feel DFR needed such a program and 40 (23.8%) indicated they did not feel the department need to provide the program.

Discussion

The purpose of this research paper was to determine if the establishment of a mentoring program for the DFR could be used as a personnel development tool to improve the quality of DFR personnel that participate in promotional opportunity processes and those that have succeeded in being promoted.

Inzer (2007) stated that the fire service is in a period of growth and transition. Further that the growth of communities in the nation has led to the need for more fire fighters and when combined with the fact that the fire service is experiencing the retirement of many of its senior fire fighters and officers it creates a situation where rapid promotion of fire fighters to

technical and officer grades is facing the service. It has been stated in several fire service journals that training of fire fighters is generally very good, but the cause for concern for the fire service is the lack of experience due to the rapid promotion of personnel. To address this need and to implement a program that is of benefit to any organization, a mentoring program can and should be developed. A review the available literature revealed that mentoring has several definitions but all have a theme in common. That is taking inexperienced personnel and using an individual that is senior in their organization to assist the younger and less experienced individual to acquire new knowledge, skills, and develop a path of career development that will enable them to be successful in the career endeavor. From the different definitions of mentoring found during the literature review it is apparent that the best definition for mentoring is that provided by Gates (2003) and Robbins (200) which is the transferring organizational knowledge and experience of a senior employee to its junior member through a supportive relationship utilizing effective socialization and relationship building. For the purposes of a fire and rescue department mentoring can be used for both development of personnel within their organizations to become the future leaders and executive officers by pairing selected senior tenure personnel with less tenured individuals. This is, in the

tradition of the fire/rescue service, a principle that has been used by many fire/rescue organizations, a mechanism that has been used for a significant by these organizations to pass on the institutional knowledge and skills developed by more tenured personnel through their experiences in dealing with emergencies and personnel. It has been identified that education is important in the fire and rescue service. However it also important that an individual have a blend of education and experience to be able to fully apply his or her knowledge to situations they will encounter in their career with the fire and rescue service. In the case of the Prince William County Department of Fire and Rescue, it appears that there is an environment that is ripe for the use of mentoring. The demographics of this 45 year old organization reflect that there is a considerable amount of young and less experienced personnel present within the work force. A look at the results of the questionnaire sent out to DFR personnel brings to light the youth of the department. Consider the fact that 100% of Technician I, 43.1% of the Technician II, and 3.1% of the department's Lieutenant grade personnel responding to the questionnaire indicated they had six or less years of tenure with the department. In comparison 40.6% of Lieutenant, 91.7% of the Captain, and 100% of the Chief Level Officers have greater than 15 years of tenure with the department. Many of the DFR

personnel, of Lieutenant and above, will be eligible for retirement within the next ten years and the upcoming Technician I and II personnel are where their replacements will come from. Unless steps are taken to begin the transition of institutional knowledge the officer ranks possess there is the strong possibility that a significant amount of that knowledge will be lost due to retirements and such. The research conducted found several mentoring programs that are being used in both private industry, the military and governmental agencies. Admiral Vern Clark, in his 2003 document indicating that mentoring the sailors of the United States Navy was to be a preeminent focus of that military recognized the critical importance of a mentoring culture and thus the beginning of mentoring in the Navy. Admiral Clark recognized that a mentoring program needs to start at the administrative level and become a part of the organization's culture through the support of the senior members of the organization. The fire service can, with the buy in from these individuals in the organization, can allow a mentoring program to be established and flourish within the organization. Through mentoring the development of future fire fighters and officers that will be able to carry out the mission of the department and be capable of replacing the more senior members of the department as they retire will be assured. Sager (2005) remarked that the senior staff of the fire department cannot

overlook their responsibility to make certain there are officers in the future who inherit an organization's institutional knowledge and use it to lead the organization into the future. Although the research conducted did not find a standard for mentoring the examples of mentoring programs found does provide guidance on what should be included in such programs. Mentors should be trained to allow them to teach and reinforce the knowledge, skills, and attitudes of being an effective mentor. Mentors should be selected on the basis of their embracement of the values and vision of where the organization is headed. A mechanism to support the mentors should be provided by the organization. A formal mentoring program should have specific goals, objectives, timelines and measurements to allow it to have more impact than a informal program. Mentoring should take place at all levels of the organization. The necessary learning resources to properly support the mentoring program should be available through the organization to permit easy access by the mentors and mentees. From the results of the questionnaire it is apparent that the DFR member is in a position to accept a formal mentoring program as a majority of the respondents to the survey (76.2%) stated they felt that DFR should have a formal mentoring program. Considering that the majority of those participating in the questionnaire (60.1%) stated they did not have an individual to mentor them as a assist in their career planning this appears

to be a significant indication of support of a formal mentoring program and indicate that the program could be of great assistance in the development of the future fire fighter and officers of the DFR.

Recommendations

Based upon the research conducted it is recommended that DFR establish a formal mentoring program. To establish the program it is recommended that:

1. A task group of DFR personnel be established to create the mentoring program. As a part of this process the group should make contact with other fire/rescue organizations ,that have mentoring programs, of the similar size and character of the DFR to gain insight how they established their programs and how well their programs function.
2. The task group established should be comprised of individuals of the different ranks and sections of the DFR. These individuals should be personnel who are respected by their fellow workers as individuals that are very knowledgeable and highly skilled.
3. It is recommended that DFR continue its practice of utilizing the shadowing of new and perspective Technician IIs and officers to permit them to be able to gain

experience in those positions and the same time have an evaluation of their performance.

4. It is highly recommended that the senior staff of the DFR support the efforts of the task force to assist in its success.

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Appendix A

Questionnaire distributed to DFR personnel

Mentoring questionnaire

I am working on my fourth year Executive Fire Officer "Executive Leadership" research paper project. I am asking for your assistance by participating in a survey I am conducting to determine if the establishment of a formal mentor program for our department.

1. What level of rank are you?
 - a. Technician I
 - b. Technician II
 - c. Lieutenant
 - d. Captain
 - e. Chief level officer
2. How long have you worked for the Department of Fire and Rescue?
 - a. 0-3 years
 - b. 4-6 years
 - c. 7-9 years
 - d. 10-12 years
 - e. 13-15 years
 - f. Over 15 years
3. How long have you been at your current rank?
 - a. 0-2 years
 - b. 3-4 years
 - c. 5-6 years
 - d. Over 6 years
4. What Section do you work in?
 - a. Operations
 - b. Support Services
 - c. Community Preparedness and Education
5. Do you feel the Department of Fire and Rescue is providing you with the training you need to advance upward in the Department?
 - a. Yes
 - b. No
6. Have you participated in a LAP I or LAP II class?
 - a. Yes
 - b. No (Go to question 8)

7. If you participated in a LAP I or LAP II class do you feel it provided you with the information knowledge and skills to advance to the next rank level?
 - a. Yes
 - b. No
8. Do you currently have an individual that you use as a mentor to assist you with planning your career development path?
 - a. Yes
 - b. No
9. Do you think that the department should have a formal mentoring program?
 - a. Yes
 - b. No

Thanks for your participation in my survey. All answers are confidential as I don't know who you are.

Appendix B**Questionnaire responses (169 total of 481 sent out)**

Question	Number of responses (%)
1. What level rank are you?	
Technician I	49 (29.2%)
Technician II	52 (31%)
Lieutenant	32 (19%)
Captain	24 (14.3%)
Chief Level Officer	11 (6.5%)
2. How long have you worked for the Department of Fire and Rescue?	
0-3 years	38 (22.6%)
4-6 years	35 (20.8%)
7-9 years	24 (14.3%)
10-12 years	10 (6.0%)
13-15 years	10 (6.0%)
Greater than 15 years	51 (30.4%)
3. How long have you been at your current rank?	
0-2 years	70 (41.9%)
3-4 years	48 (28.7%)
5-6 years	21 (12.6%)
Over 6 years	28 (16.8%)
4. What Section of DFR do you work in?	
Operations	142 (86.1%)
Support Services	18 (10.9%)
Community Preparedness and Education	5 (3.0%)
5. Do you feel the Department of Fire and Rescue is providing you with the training you need to advance upward in the Department?	
Yes	121 (72.5%)
No	46 (27.5%)

6. Have you participated in a LAP I or LAP II class?

Yes	55	(32.7%)
No	113	(67.3%)

7. If you participated in a LAP I or LAP II class do you feel it provided you with the information knowledge and skills to advance to the next rank level?

Yes	37	(68.5%)
No	17	(31.5%)

8. Do you currently have an individual that you use as a mentor to assist you with planning your career development path?

Yes	67	(39.9%)
No	101	(60.1%)

9. Do you feel the Department should have a formal mentoring program?

Yes	128	(76.2%)
No	40	(23.8%)