

Officer Development and Succession Planning in the Willoughby Fire Department

By: Dennis Anderson
Captain
Willoughby Fire Department
37000 Euclid Ave.
Willoughby, Ohio 44094

A research project submitted to the Ohio Fire Executive Program

29 July, 2010

CERTIFICATION STATEMENT

I hereby certify that the following statements are true:

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

2. I have affirmed the use of proper spelling and grammar in this document by using the spell and grammar check functions of a word processing software program and correcting the errors as suggested by the program.

Signed: _____

Printed Name: _____

ABSTRACT

The Willoughby Fire Department (WFD) has had officer development and training policies for a number of years, and has supported officer development and education aggressively over the past years. The problem was the department lacked an organized and formal succession plan that unified officer development policies. Considering the potential retirement of 100% of the top administrative officers of the department within the next five to eight years, the fire chief of the WFD has expressed a renewed concern in the area of officer development and succession planning within the department. The purpose of this research was to identify the necessary steps WFD should follow to develop a unified succession plan within the organization.

Research questions for this project included; 1)What is succession planning?; 2) What attributes do cities such as Willoughby seek in administrative fire officers?; 3) What qualifications and training requirements currently exist within the department for administrative officers?; 4) What are the perceptions of personnel within the Willoughby Fire Department regarding officer development, advancement, and promotion to administrative positions?; and 5) What succession plans or programs exist in other fire departments and organizations that can assist Willoughby Fire in developing a formal succession plan?

Descriptive research was completed, including a literature review of various standards, policies, job descriptions, journal articles, and EFO or OFE applied research projects. Additional research efforts included conducting a focus group with local fire chiefs and administering an internal and external survey.

Research revealed that the Willoughby Fire Department was not unique in lacking a formal succession plan. The department had several components of a succession plan in place

through their officer development policies. The data gathered from this research assisted in identifying those components and determining the necessary steps required to complete a formal succession plan.

Recommendations included adoption of a formal succession plan; amending current documents to reflect current standards for fire officers; consider providing in-house training in areas of leadership with emphasis on mentoring; and expanding college tuition reimbursement categories. Suggestions for future research included formal mentoring programs and obstacles to a succession planning.

TABLE OF CONTENTS

CERTIFICATION STATEMENT 2

ABSTRACT..... 2

TABLE OF CONTENTS..... 4

INTRODUCTION 5

 Statement of the Problem..... 5

 Purpose of the Study 5

 Research Questions..... 6

BACKGROUND AND SIGNIFICANCE..... 7

LITERATURE REVIEW 9

PROCEDURES..... 18

 Definition of Terms..... 19

 Limitations of the Study..... 20

RESULTS 21

DISCUSSION..... 28

RECOMMENDATIONS 34

APPENDIX 1 – External Survey..... 39

APPENDIX 2 – Internal Survey..... 45

APPENDIX 3 – Summary Results of External Survey 51

APPENDIX 4 – Summary Results of Internal Survey.....60

APPENDIX 5 – Complete List of Answers Question 15 of External Survey.....71

APPENDIX 6 – Complete List of Answers Question 13 of External Survey.....74

APPENDIX 7 – Complete List of Answers Question 18 of External Survey.....76

INTRODUCTION

“Succession planning is the process of identifying and preparing, through mentoring, training, education and development, appropriate candidates to replace, as required, key employees within an organization” (Wolf, 2006a, p.1). The topic of succession planning has become a popular subject in both the private and public sectors, due in large part to the generational phenomenon of the potential “brain drain” (Kiyonaga, 2004) and leadership crisis (Taylor, 2009) the workforce faces as the baby boomer generation approaches retirement age. In the public sector, Ibarra (2007b) states that 46% of local government employees are 45 years of age or older and approaching retirement. “Succession planning in its own right is an important issue; however, the issue is heightened given the demographic realities” (Cameron, n.d., p. 4). Despite these statistics, the existence of numerous texts, journal articles, and research papers, Wolf (2006a) suggests that the business world as well as the fire service is still not preparing for future leadership within their organizations.

Statement of the Problem

The problem identified for this research project was that though the Willoughby Fire Department (WFD) had numerous components of an officer development plan in place, WFD lacked an organized and formal succession plan that unified those programs personnel followed in their development as officers, creating concerns regarding the advancement of future leaders within the WFD.

Purpose of the Study

The purpose of this research was to identify the necessary steps the WFD should follow

to develop a unified succession plan within the organization, using existing, updated, or newly developed documents from this research.

Research Questions

This study will use the descriptive research method to answer the following research questions:

1. What is succession planning?
2. What attributes do cities such as Willoughby seek in administrative fire officers?
3. What qualifications and training requirements currently exist within the department for administrative officers?
4. What are the perceptions of personnel within the Willoughby Fire Department regarding officer development, advancement, and promotion to administrative positions?
5. What succession plans or programs exist in other fire departments and organizations that can assist Willoughby Fire in developing a formal succession plan?

BACKGROUND AND SIGNIFICANCE

The Willoughby Fire Department, formed in 1894 as a volunteer organization, is now a combination service. The department serves the City of Willoughby, located in northeast Ohio, and provides quality fire, EMS, and other emergency services to a population of about 22,000. The department consists of 80 members; 5 administrative staff, 39 career suppression personnel, and 36 part time personnel. The organizational structure of the department's administration and officers include that of safety director, fire chief, one assistant chief, three shift captains, and six shift lieutenants.

The department responded to 4643 requests for service in 2008 (Willoughby Fire Department, 2009a). The department maintains two stations equipped with four engines, four EMS squads, one ladder, a hazardous materials response vehicle, and two technical rescue units. Services the department provides to the community include fire suppression, paramedic level emergency medical services, hazardous materials incident response, homeland security and weapons of mass destruction preparedness and response, technical rescue response, fire investigation, fire prevention, fire and life safety educational programs, free smoke detector installation, and child car safety seat inspections. The annual operating budget for the department in 2009 was \$5.2 million (City of Willoughby, 2009).

Promotions to the administrative officer positions for the department including the chief, assistant chief, and captain positions, are promoted from within the department following civil service rules. Although the department has current policies regarding training and education for newly promoted lieutenants and captains, the department has no unified model or template for succession planning in the organization, providing officers direction in educational efforts as they prepare for further advancement to administrative positions. The current fire chief has

made officer development a training priority over the past years, including Fire Officer I certification for all current officers, and offering Fire Officer II certification to all officers, with just over half completing the training. The department has also provided opportunities for two officers to attend the Ohio Fire Chief's Ohio Fire Executive Program.

Concern stems from the simple fact that 72% of all officers and 100% of the senior leadership of the WFD could and may retire in the next five to eight years (A. Zwegat, personal communication, November 16, 2009). "It is the implicit duty of every officer to prepare subordinates to take his or her place" (Wolf, 2006a, p. 1). Wolf (2006a) continued to state that a formal plan is the best approach to accomplish that goal. According to Cameron (n.d.), however, current leadership is not spending sufficient time or resources on this issue.

As seasoned employees depart and take with them their judgment and problem solving capabilities (two areas essential to continued effectiveness for an organization), the question arises about what you can do to replace them and their talent? In two words: Succession planning. (Ibarra, 2007b, p. 1)

The potential impact this applied research project could have within the WFD is a coordinated, unified effort in training, coaching, and mentoring personnel for future leadership within the department. Additionally, current education requirements may be evaluated and amended to provide reasonable expectations on the personnel, as well as allocate resources more efficiently within the organization.

LITERATURE REVIEW

The first question this paper addressed was to define succession planning. Including Wolf's (2006a) definition of succession planning cited earlier, many authors and experts related to the topic offer various definitions of what succession planning is and is not. Wolf (2006a) admits that it is a process most common to top positions, but is important at all levels of an organization.

Cameron's (n.d.) definition states that succession planning "...is creating a pipeline of talent that is ready to step into any number of more senior boxes" (p. 3). He indicates that true succession planning is a part of an organization's culture, and is focused on future needs of the organization. Succession planning is not replacement planning, which is reactive. It should be a proactive process focusing on continuity of leadership in an organization (Cameron, n.d.).

According to Ibarra (2007b), "Succession planning is an ongoing, dynamic process that helps an organization to align its goals and its human capital needs" (p. 10). He indicates that succession planning is something that some organizations have been doing for years, but had not officially named it such (Ibarra, 2007a). Ibarra (2007b) admits the topic can be sensitive, as it seems to include some and exclude others, but clarifies that:

...succession planning is not about pre-selecting employees or playing favorites when it comes to promoting employees. What it is, in fact, is an effort to increase the likelihood that current members of your workforce will be competitive when promotional opportunities occur and to ensure the pipeline of talent is abundant with qualified candidates. (Ibarra, 2007b, p. 5)

Succession planning is an essential resource within organizations to assist in identifying key positions in an organization, in identifying key people, in developing those people, and in

monitoring those people (Ibarra 2007b). Additionally, succession planning is an investment by organizations of their time, money, and planning in their future leaders and front line employees, addressing all the competencies required for the current and future work environment (Ibarra 2005).

Succession planning should involve activities for every stage of an employee's life cycle (Wolf, 2006a; Ibarra, 2007b). Some of these activities include recruitment and selection; performance management; compensation; training and leadership development; career development; and retention within the organization (Ibarra, 2007b).

Ibarra (2005) identifies succession planning as a best practice used by organizations to develop and maintain strong leadership that will lead to the organizations continued survival and success. Ibarra (2007a) also agrees with Cameron (n.d.) that succession planning is an organizational cultural change, and "requires strong and visible leadership from the executive team to not only introduce succession planning management but ensure its success as well" (p. 27).

Common myths associated with succession planning include that succession planning is just a gimmick; that succession planning is just software; that it is just for the larger organizations; that succession planning is more than just training; succession planning is expensive; and succession planning is only the job of human resource personnel (Ibarra, 2007a).

The second research question addressed in this paper, what attributes do cities seek in administrative fire officers, is concisely communicated in The International Association of Fire Chiefs (IAFC) "Officer Development Handbook" statement that "professionalism has long been a goal sought by the fire service" (2003, p. 53). Organizations seek candidates with a higher level of training, experience, self development, and education than in the past. Administrative

and chief officers are often required to hold a bachelor's degree (IAFC, 2003, p.53).

The National Fire Protection Association's (NFPA) "Standard for Fire Officer Professional Qualifications, NFPA 1021, 2009 Edition", identifies the necessary job performance requirements (JPR) for fire officers of various levels, identified in four levels of progression; Fire Officer I, II, III, and IV. The standard defines these progressive levels, yet acknowledges that the authority having jurisdiction, due to local needs, may require additional requirements (NFPA, 2008, p.15) As defined by the document, administrative fire officers would be Fire Officer III or IV. However, the standard points out that any level of fire officer must be knowledgeable in areas regarding human resource management, community and government relations, administration, inspections, investigations, emergency service delivery, and health and safety issues (NFPA, 2008, p.6). Desirable attributes for a fire officer identified in the standard include honesty, ethical conduct, performing to the best of one's ability, and continuing one's education by attending workshops, seminars, classes, and reading applicable publications, journals, and web sites (NFPA, 2008, p.15)

The IAFC's (2003) "Officer Development Handbook" recognizes and recommends administrative fire officers obtain certification at the Fire Officer III and Fire Officer IV levels, but stress those certifications are a minimum standard, and just a portion of the development process for a fire officer. For administrative and executive fire officers, IAFC (2003) recommends additional training and education in management fields at the baccalaureate and graduate levels, and participation in National Fire Academy (NFA) and Emergency Management Institute (EMI) programs. Some of the specific areas addressed include economics and finances; public sector management; leadership; leading change; fire protection; organizational behavior; professional ethics; mediation; public administrative law; strategic planning; research and

technical reporting; and incident command (IAFC, 2003).

Professional development of a fire officer should be more than mere certifications and degrees, but should assure officers have the necessary knowledge, skills, and abilities (KSAs) to be successful in supervisory, management, administrative and executive positions (IAFC, 2003, p. 7). In addition to the education and training suggested by the IAFC (2003), various experience and self development recommendations are made. Key experiences preferred for administrative and executive fire officers include membership and participation in various business, community, and professional organizations; incident command at significant incidents; budget experience at the program or division level; project management; and emergency management planning. Some of the key self development accomplishments suggested included areas in time management; team building; mentoring and coaching; demonstration of ethical behavior; and completion of credentialing through the Chief Fire Officer Designation (CFOD) program as administered by the Commission on Chief Fire Officer Designation and the Commission on Fire Accreditation International Inc. “Chief Fire Officer Designation (CFOD) has emerged as an effective credential for those at the Administrative Fire Officer and Executive Fire Officer levels” (IAFC, 2003, p. 6). The process tracks the academic progress and degrees, experience, and self development of candidates through a portfolio approach and peer assessment process.

Additional KSAs administrative fire officers should possess included decision making, initiating action, managing conflict, and tenacity (Ibarra, 2005). Other desirable attributes included being receptive to feedback, having an ability to learn, demonstrating conceptual thinking, being adaptable to change, being agile in change, being results oriented, and fitting within the corporate culture (Wolf, 2006a). This last attribute may be of concern with the new

leaders emerging today according to Jurkiewicz (2000) and Taylor (2009). “Studies across all age groups report similarities in the shift of the importance of work, relative to family and leisure, over the past 30 years” (Jurkiewicz, 2000, p. 3). Taylor (2009) comments, “Most workers are becoming less ‘work centric’ and more focused on life away from work or a balance of work and life. Limited numbers of workers are interested in more responsibility and/or time at work, which is frequently a condition of advancement, which may presage a leadership crisis” (¶ 2).

Research question 3 was investigated by reviewing various WFD references. The Willoughby Fire Department Job Book (2009) establishes qualifications for the administrative officer positions of chief, assistant chief, and captain within the Willoughby Fire Department. For promotion to the rank of captain, an individual must have served as a lieutenant for at least a three year period; have a high school diploma or GED with supplemental college level course work in the areas of fire science, public or business administration, or a related field; have considerable experience as a fire fighter and company officer; or have a combination of experience, education, or training which provide key KSAs. Some of those key KSAs include knowledge in fire fighting and fire science; knowledge of applicable codes, laws, rules and regulations; knowledge of the geography of the City of Willoughby; knowledge in fire administration; knowledge in personal training and development; the ability to plan, organize, and direct operations; the ability to supervise subordinates; the ability to communicate effectively; the ability to maintain EMS certification; the ability to meet department competency standards; and to meet physical requirements as necessary (WFD, 2009c). The promotional process for captain is administered through civil service testing.

Willoughby Fire SOP 209 (2005) requires newly appointed captains to complete the

following; Fire Officer II; Fire Service Problem Analysis and Solution at the local community college, or equivalent; Interpersonal Dynamics in Fire Service Organizations at the NFA, or equivalent; Command and Control at Target Hazards at the NFA, or an equivalent course; and two non fire department approved courses related to management and/or human relations.

Willoughby policy 209 (2005) also requires a captain to complete annual continuing education in the areas of emergency medical training (8 hour minimum); structural firefighting (24 hour minimum); technical rescue operations (10 hour minimum); policy review (4 hour minimum); aircraft rescue fire fighting (4 hour minimum); hazardous materials training (12 hour minimum); SCBA training (4 hour minimum); safety training (4 hour minimum); driver training (2 hour minimum); and officer development training (16 hour minimum). The policy requires that all training be documented.

For promotion to the rank of assistant chief, an individual must have completed a probationary period as a captain with the department; must have completed an associate's degree related to fire science, public or business administration, or a related field; attended NFA sponsored courses; have considerable experience in fire operations and administration; or have a combination of experience, education, or training which provide key KSAs. Additional KSAs required for advancement to the level of assistant chief include the ability to establish and maintain effective working relationships within the community and the ability to command and hold the respect and discipline of subordinates. The assistant chief must also reside in the City of Willoughby or within a reasonable distance of the city (WFD, 2009c). The promotional process for assistant chief is by appointment of the chief.

For promotion to the rank of chief, an individual must have served at least three years as assistant chief and/or captain with the Willoughby Fire Department; must have completed a

bachelor's degree related to fire science, public or business administration, or a related field, and/or completion of the Executive Fire Officer (EFO) Program at the NFA; have considerable experience in fire operations and administration; or have a combination of experience, education, or training which provide key KSAs. An additional KSA required for advancement to the chief position includes having knowledge in the principles of organization, administration, and personnel management. The fire chief must also reside within the City of Willoughby or within a reasonable distance of the city (WFD, 2009c). The promotional process for chief is administered through civil service testing.

The fifth research question addressed in this paper was the investigation of what plans and programs existed that could assist in developing a formal succession plan. Ibarra (2007b), suggests the following six important steps; 1) Identify future service needs; 2) Identify key positions and competencies; 3) Select high potential candidates; 4) Select training and development activities; 5) Implement training and development activities; and 6) Monitor and evaluate the program. The Corporate Leadership Council (2004) suggested a more simplified listing of the steps to succession planning; 1) A succession plan structure be established; 2) Talent be identified in the organization; 3) Development of those individuals begin; and 4) Tracking of succession planning results be monitored.

Key elements that lead to an effective succession planning effort included active support of top leadership within the organization; linking the plan to the strategic goals of the organization; completing a workforce analysis and gap analysis as it relates to the future needs; recruiting quality candidates in hiring; identifying high performance individuals at all levels in the organization, and providing objective assessments of each; revising human resource policies such as vacation, residency, and civil service rules to address work life balance issues for future

leaders; and training and development opportunities, based on competency development, that includes a targeted approach merging employee desire with organizational needs (Ibarra, 2007b).

“Employee development may be the function most impacted by a workforce and succession planning effort” (Kiyonaga, 2004, p.359). Such development, training, and experience can be very positive within the organization, creating good morale, and encouraging others to take responsibility (Ibarra, 2005).

Mentoring is an integral part of that employee development (Ibarra, 2007a; IAFC, 2003). “The fact is that all too often an employee’s ability to grow and learn is a function of who the employee’s supervisor is and how much time, effort, and energy that supervisor chooses to invest in helping staff members along” (Ibarra 2007a, p.26). Good mentoring not only assists the employee, but also benefits the mentor (IAFC 2003) and the organization (Jurkiewicz, 2000).

Other employee development activities may include good, effective performance evaluations that include a professional development plan for the employee (Wolf, 2006b; Ibarra, 2005); rotation of employees in job assignments to offer new challenges and broaden the employees experiences (Cameron, n.d.; Ibarra 2007b); on the job coaching, shadowing, and acting assignments (Ibarra 2007a); recommending the Degrees at a Distance Program sponsored through the NFA (IAFC 2003); and helping workers understand the rewards of leadership by stressing the significance of their work as a rewarding part of their lives (Taylor 2009).

The literature review was helpful in guiding the focus of this research paper and the process of establishing a program for the WFD. Based on the reported lack of programs within the public sector, further research and surveys were used to determine how many public agencies were using succession planning, to what levels or degrees, and what was useful or helpful in those programs or plans. Surveys were also used to attempt to compare actual requirements for

advancement to administrative positions as compared to standards published in various publications. Internal surveys within the WFD were also used to determine what strategies being used by WFD have been used and considered helpful in developing the future leadership. Research was also continued to attempt to find other processes, plans, and templates for developing a succession plan.

PROCEDURES

To answer the questions posed in this research project, the descriptive research method was used. Research began with an Internet search regarding succession planning. Additional research and sources were sought by obtaining previous National Fire Academy EFO research papers via NFA's Learning Resource Center online using the key words of succession planning; Ohio Fire Chief's archived OFE research projects; and other texts and articles using local and departmental libraries, interlibrary loan programs, and the resource section of Lakeland Community College in Kirtland, Ohio. Specific statistics and information regarding the Willoughby Fire Department were obtained using departmental rosters, annual reports, and policies.

A focus group was organized and conducted in the early stages of the project to assist in providing direction for the project. Fire chiefs from the Lake County Fire Chief's Association were invited to a focus group session prior to a regular stated meeting. Six chiefs were in attendance for the 45 minute session to discuss succession planning. The session was conducted as a round table discussion, starting with a general discussion regarding succession planning, and then more direct questions including: 1) Does your organization have a succession plan?; 2) Are you a product of an effective succession plan?; 3) How did, or how would have, succession planning assisted in your transition to fire chief?

The literature review was used to assist in answering research questions 1, 2, 3, and 5. Two surveys were used to assist in answering research questions 2, 4, and 5. Both surveys were designed using the internet based subscription service "Survey Monkey", and reviewed by OFE project readers prior to dissemination. Both surveys are attached in appendices 1 and 2 of this paper.

The first survey was designed as an external survey to assist in gathering data relevant to the research question regarding the attributes cities seek in administrative officers as well as information from outside agencies regarding their requirements, standards, training, and use of succession planning in the advancement of personnel to officer positions. Data were gathered relevant to their organization's size and type to assist in making comparisons of similar departments to the WFD. The survey was administered using the Survey Monkey website, and invitations to participate were distributed using the OFE alumni and the North East Ohio Fire Chief's e-mail chains. One hundred and forty eight responses were received from those invitations.

The second survey was an internal survey of WFD personnel, and was designed to determine opinions of the personnel regarding officer development, training, promotion, and the need for a succession plan within the department. Additionally, the instrument was used to assist in assessing education levels within the organization, determining personnel's interest in career advancement, and determining programs personnel have found helpful in their career development within the WFD. The survey was administered anonymously to 44 fulltime administrative and career personnel using inter-departmental mail, with 32 responses, or an 80% return. The answers to the surveys were then entered manually into a survey monkey format for ease of summarization.

Definition of Terms

Administrative Fire Officer. These positions at WFD include fire chief, assistant fire chief, and captain.

Chief Fire Officer Designation (CFOD). Accreditation process designed to establish minimum competencies for personnel serving in senior fire officer positions.

Succession Planning. The process of identifying and preparing, through mentoring, training, education and development, appropriate candidates to replace, as required, key employees within an organization (Wolf, 2006a, p.1).

Limitations of the Study

Limitations of this research included the assumption that respondents to the surveys answered questions truthfully and honestly. For the external survey, the assumption was that those responding to the questionnaire were in a leadership role within their organization and aware of policies and standards of that organization. Regarding the internal survey, the questionnaire was administered allowing respondents to complete the survey by hand, and in a few instances (such as a yes or no question), answers were not given within the parameters of the questionnaire (receiving a “maybe” response written in). Answers that were not completed using the format were treated as a non response for that particular question as no commitment was made in answering the question. Additionally, the invitations to complete the external survey were not exhaustive, but gave an indication of trends within like departments in the State of Ohio, with just over 57% of the respondents being from a combination or like department. Of those, 28% were of the same size and 52% were slightly smaller than WFD.

RESULTS

The results of this research project came from the review of previous applied research projects completed by students of the National Fire Academy's EFO and Ohio Fire Chief's OFE programs, journal articles, texts, as well as research conducted by the author through a focus group with current fire chiefs and one external and one internal survey.

Research question 1 of this paper was "What is succession planning". The definition provided by Wolf (2006a) served as a standard throughout this research effort. "Succession planning is the process of identifying and preparing, through mentoring, training, education and development, appropriate candidates to replace, as required, key employees within an organization" (Wolf, 2006a, p.1).

The focus group conducted as part of this research supported the idea that succession planning should be a proactive policy within an organization (Cameron, n.d.) and should not be limited to only leadership positions, but throughout an organization (Wolf, 2006a; Ibarra, 2007b). Eastlake Fire Chief Ted Whittington (personal communication, January 28, 2010) suggested the need to provide for the replacement of technical or special rescue coordinators and technicians as an example of such succession planning. Chief Zwegat (personal communication, January 28, 2010) of the WFD, in that same focus group, stated the concept of succession planning should be considered even in the hiring of new personnel.

Results of the focus group also supported the idea that succession planning is an investment in the future of an organization and its personnel (Ibarra, 2005). Chief Whittington (personal communication, January 28, 2010) likened succession planning to that of a capital plan designed to replace apparatus, equipment, and other capital assets.

Research question 2 for this project was "What attributes do cities such as

Willoughby seek in administrative fire officers”. Several published documents such as NFPA 1021 (2008) and the IAFC’s “Officer Development Handbook” (2003) provide an industry standard for fire officers at all levels. These resources previously cited provide an extensive list of KSAs that a fire officer might be expected to possess. As the officer progresses from supervision to administration, those KSAs become more management in nature than technical.

Results of the 148 external surveys returned as part of this research indicated few of the responding fire departments require advanced formal education such as an associate’s or bachelor’s degree for administrative fire officers in their organizations. In response to question 7 of the external survey, 11 of 144, or 7.6% of the respondents indicated their department required an associate’s degree for promotion to captain while none required a bachelor’s degree. In response to question 8 regarding the advancement to assistant chief, 10 of 139 respondents, or 7.2%, indicated the requirement of an associate’s degree while 6 of the 139 respondents, or 4.3%, indicated the need for a bachelor’s degree. And in response to question 9 regarding promotion to chief, 11 of 145 respondents, or 7.6%, indicated the requirement of an associate’s degree and 24 of 145, or 16.6%, required a bachelor’s degree.

Responses to question 14 of the external survey indicated the top five attributes or characteristics respondents believed to be most important for an administrative fire officer included, in order of most frequently identified, communication skills, ethical behavior, professionalism, desire/motivation, and experience. None of the respondents chose seniority as an important trait or characteristic. Chief Zwegat’s (personal communication, January 28, 2010) statement, “The days of I’ve been here longer are gone”, echo the findings of the survey.

In response to question 15 of the external survey, a condensed list of additional certifications respondents identified as being important for an administrative fire officer to hold

included: Fire Officer I, II, III, or IV certifications; completion of the National Fire Academy EFO program or the OFE program; NIMS certification to the 300 and 400 level programs; state certification as an instructor; and working to complete the IAFC Chief Fire Officer Designation certification. A condensed list of other educational categories listed by the respondents included areas relating to; business administration; formal management training; computer skills; incident safety; budget and finance; labor laws; human resource management; labor management; and completion of NFA courses (see appendix 5 for a complete list of responses).

Research question 3 of this project was “What qualifications and training requirements currently exist within the department for administrative officers”. Willoughby Fire Department policies, job descriptions, and civil service rules were reviewed to answer the question. The Willoughby Fire Department Job Book (2009) establishes qualifications for the administrative officer positions of chief, assistant chief, and captain within the Willoughby Fire Department, considering areas of education, experience, and training. Willoughby Fire Department SOP 209 establishes continuing education requirements for the position of captain. No document, standard, or policy sets any continued educational requirements for ranks above that of a captain.

Research question 4 of this project was “What are the perceptions of personnel within the Willoughby Fire Department regarding officer development, advancement, and promotion to administrative positions”. Thirty-two responses to an internal survey of the 44 full time personnel within the Willoughby Fire Department were used to answer this question.

Responses to question 6 of the internal survey indicated that 22 of 32, or 68.8% of the respondents, are interested in promotion within the WFD. Responses to question 7, asking to what level the participants aspired to in their career, indicated 10 were interested in promotion to the rank of captain, four to the rank of assistant chief, and four to the rank of chief. Responses

to question 15 indicated that 15 of 32, or 59.4% of the respondents, have discussed future promotions with an officer of the department.

In response to question 19 of the internal survey, asking if personnel believed WFD supported officer development, 22 of 30, or 73.3% of the respondents, believed the department did support officer development. Responses to question 9 indicated 21 of 31, or 67.7% of the respondents, believed that WFD was doing a good to excellent job in assisting personnel in their career development (12 of the 31 respondents, or 38.7% good and 9 of the 31, or 29% excellent). However, answers to question 12 indicated that 16 of 30, or 53.3% of the respondents, did not believe the promotional process did a good job in preparing a person for a tested position (three respondents, or 10%, answered very poor while 13, or 43.3%, answered poor). In question 20 of the internal survey, 24 of 29, or 82.8% of the respondents, indicated the need existed within the WFD for succession planning.

Of those completing the internal survey, 22 of the 31 respondents, or 71%, believed career development was more a responsibility of themselves than the department as indicated by responses to question 11. Twenty-three, or 76% of the personnel responding to question 10 indicated they have taken classes or sought education on their own to prepare for promotion or advancement. Opportunities within the department most widely used by personnel to assist in their career development, according to the responses to question 16 of the survey, are training and education opportunities (used by 29 of 32, or 90.6% of the respondents); job assignments (used by 25 of 32, or 78.1% of the respondents); opportunities to accept new challenges (used by 24 of 32, or 75% of the respondents); and filling acting positions or in charge of station (ICS) positions (used by 22 of 32, or 68.8% of the respondents). According to results of question 16, coaching and mentoring were used by 13 of 32, or 40.6% of the respondents, and college tuition

reimbursement was used by 8 of 32, or 25% of the respondents. According to question 14, 30 of 32, or 93.8% of the respondents, have completed required training for their current position, leaving 2 of the 32, or 6.3% of those individuals that have not.

Responses to questions on the internal survey regarding desired education levels of administrative officers indicated the respondents placed an emphasis on a higher education. In question 13, 17 of the 31 respondents, or 54.8%, felt extra credit should be awarded on promotional testing for college level degrees. In question 22 regarding education levels for a captain, 20 of 29 respondents, or 68.9%, believed some type of degree should be required (associate's degree, 13 of 29, or 44.8%; and bachelor's degree, 7 of 29, or 24.1%). In question 23 regarding education levels for an assistant chief, 24 of the 29 respondents, or 82.8%, believed some type of degree should be required (associate's degree, 10 of 29, or 34.5%; bachelor's degree, 12 of 29, or 41.4%; and master's degree, 2 of 29, or 6.9%). In question 24 regarding education levels for a chief, 24 of the 29 respondents, or 82.8%, again believed an advanced degree was required with greater emphasis on a bachelor's or master's degree (associate's degree, 6 of 29, or 20.7%; bachelor's degree, 13 of 29, or 44.8%; and master's degree, 5 of 29, or 17.2%).

In response to question 25 of the internal survey, personnel indicated the top six attributes or characteristics respondents believed to be most important for an administrative fire officer included, in order of most frequently identified, communication skills; knowledge in incident command; professionalism; ethical behavior; and experience and knowledge in fire fighting tying for the fifth most listed response.

Research question 5 of this project was "What succession plans or programs exist in other fire departments and organizations that can assist Willoughby Fire in developing a formal

succession plan”. A combination of the literature review, focus group, and the external survey was used in answering this question.

During the focus group conducted as part of this research Chief Pat Shannon of the Lubrizol Corporation and Chief Tony Hutton of the Kirtland Fire Department described the importance of mentoring and coaching (personal communication, January 28, 2010), supporting the importance of mentoring (Ibarra, 2007a; IAFC, 2003) as a key element to effective succession planning. Chief Hutton said that he had been personally mentored and coached by his predecessor.

In response to question 16 of the external survey, 16 of 143, or 11.2% of the respondents indicated that their fire department had a succession plan in place. Responses to question 10 indicated that a larger percentage, 43 of 147, or 29.3%, did have an officer development program. Of those respondents indicating their organization had an officer development program, 22 of 121, or 18.2%, responded in question 12 that the program was tied into the promotional process within the department. Question 13 sought the ways such programs were tied into the promotional process, and responses indicated that 15 of the 22, or 68%, involved requirements prior to sitting for a promotional test (see appendix 6 for a complete list of answers).

Of those responding to the external survey indicating a succession plan existed in their department, responses to question 17 indicated such plans were directed more often for the positions of lieutenant and captain (13 of 16, or 81.3%, and 14 of 16, or 87.5%, respectively) as compared to that of assistant chief and chief (9 of 16, or 56.3%, and 11 of 16, or 68.8%, respectively). Highlights of items considered to be the most effective components of a respondents organization’s succession plan were sought in question 18 and included comments

that indicated plans provided the knowledge of course work that was required of an officer; plans and procedures to follow for promotions and career development planning; time and experience in grade for candidates; and the required training (see appendix 7 for a complete list of responses).

Question 19 of the external survey asked if respondents felt they were a product of a succession plan. Twelve of 139, or 8.6% of those surveyed answered in the affirmative. Question 20 asked how that plan helped them in their career, and 10 of 15, or 66%, of the answers related to either training, education, or mentoring.

DISCUSSION

The results of this research have clearly indicated that succession planning should be an important consideration of every effective fire officer or leader. Such planning provides an organization a proactive, rather than reactive, approach to providing quality leadership into the future, with little disruption during leadership changes (Cameron, n.d.). Benefits of succession planning include improved morale, increased responsibility accepted by the employees, and a general positive atmosphere within an organization (Ibarra, 2007a). Individual benefits of succession planning include a clearly outlined career development path for future leaders to follow as they prepare for their future roles.

Despite the numerous benefits identified in this research of effective succession planning, and the proven success of such planning within the private sector, it was disappointing to find through the surveys included in this project, that only 16 of 143 respondents, or 11.2%, had a formal succession plan within their organization. In reviewing those surveys, it was found that, much like the WFD, 43 of 147 departments, or 23.9%, are incorporating some of the steps and elements of effective succession planning in their officer development program efforts, but the majority is not following the practices of a comprehensive succession planning program as revealed through the research.

The research revealed a marked disparity between information and recommendations found during the literature review and the reality that exists within the fire departments surveyed. The cause of such disparities was not the focus of this research and could serve as a topic for further research projects. Some of the research conducted through this project indicated some possibilities that might explain those disparities, including the newness of the concept in the fire service, the unfamiliarity of the concept among fire administrators, and cost concerns of such

programs. One possibility regarding the disparities did directly relate to one of the research questions of this project; identifying succession plans and programs that existed in other fire departments that could be used by WFD in developing a formal succession plan. Although the results of this research did reveal extensive sources of information regarding succession planning in the fire service and public sectors, a search for simple succession plan models for use by the fire service was scarce. Of those 16 departments that indicated in the external survey that they had a succession plan within their organization, only one respondent shared their plan when asked for a sample during follow up research. The failure to find such templates and examples was one of the shortcomings of this project.

Disparities regarding the requirement of a higher education for fire administrators were also identified through this research. IAFC's "Officer Development Handbook" (2003) recommends additional training and education in management fields at the baccalaureate and graduate levels. Results of the internal survey related to this research project indicated respondents from WFD also placed an emphasis on higher education, indicating 20 of 29, or 68.9%, believed an advanced degree should be required for the position of captain, and higher percentages for the assistant chief and chief levels. However, WFD documents indicated only college level course necessary for a captain's position, an associate's degree required for the assistant chief position, and a bachelor's degree for the chief position. Responses to the external survey, when questioned about the requirement of a college degree for administrative officers, were highest related to a chief's position, but only in 35 of 145, or 24.2% of the responses. Requirements for higher education at other officer levels were even lower. An evaluation of the results of this research indicated this emphasis on higher education was not widely supported in those organizations responding to the surveys.

For those fire departments that desire to provide their personnel a clear career development path and create a talent pool within their organization, this research found NFPA 1021 (2008) and IAFC's "Officer Development Handbook" (2003) to be reliable and well respected industry standards in outlining qualifications for future fire officers. The CFOD Program, administered through the Commission on Chief Fire Officer Designation and the Commission on Fire Accreditation International Inc.; The EFO program, administered through the National Fire Academy; and the OFE program, administered through the Ohio Fire and Emergency Services Foundation are other examples of resources and programs organizations can consider in developing administrative fire officers. Such standard references should continue to be used by departments within a formal succession plan.

However, an area of concern regarding the NFPA 1021 (2008) standard for Fire Officer level III and IV programs was revealed through this research. Fire Officer I and II certifications were frequently referred to by respondents of the survey when queried about additional qualifications desired in an administrative fire officer, but Fire Officer III and IV certifications, those specifically cited by NFPA 1021 (2008) for administrative levels, were cited only four times by the respondents. It was disappointing that an internet search of two colleges with fire science programs in the local area of WFD, as well as course offerings at the Ohio Fire Academy, failed to locate certification classes at the Fire Officer III and IV levels, possibly explaining the lack of responses referring to these certifications.

The purpose of this research was to identify the necessary steps the WFD should follow to develop a unified succession plan within the organization. A review of the literature showed that the key steps to developing a succession plan identified in this research included;

- 1) Identifying future service needs;
- 2) Identifying key positions and competencies;
- 3) Selecting

high potential candidates; 4) Selecting training and development activities; 5) Implementing training and development activities; and 6) Monitoring and evaluating the program (Ibarra, 2007b). Through this research effort, it was found that many of the components for an effective succession plan previously existed within WFD. However, the research revealed that areas for improvement still exist within WFD's officer development efforts.

Previous to this research, future needs had been identified and tracked through annual review of potential retirements (A. Zwegat, personal communication, November 16, 2009), and should be continued.

Key positions and competencies within the WFD had been well thought out and were well defined in job descriptions and policies regarding the qualifications and skills required of an officer within the organization, as well as defined continued training standards. These qualifications and skills were fairly consistent with NFPA 1021 (2008), following Fire Officer I and II standards, as well as IAFC's "Officer Development Handbook" (2003) by using the categories of education, training, experience, and self development in their listings.

Unfortunately, requirements for the assistant chief and chief positions were less specific than those for a captain and did not include referenced certifications such as Fire Officer III & IV as cited in NFPA 1021 (2008) and IAFC (2003) or include any continuing education requirements for those positions.

High potential employees within the department had not formally been identified, but could easily be identified through their participation in; training and education opportunities (used by 29 of 32, or 90.6% of the respondents); accepting additional job assignments (used by 25 of 32, or 78.1% of the respondents); accepting new challenges (used by 24 of 32, or 75% of

the respondents); and filling acting or ICS positions (used by 22 of 32, or 68.8% of the respondents).

Selection and implementation of training was demonstrated in the WFD's officer development policy that has been in existence since January, 2000. Aggressive efforts in officer development have included Fire Officer I, Fire Officer II, NIMS classes, and other officer development classes over the past several years. Revisions or additions to the identified training could provide a balanced education for personnel more in line with industry standards.

Monitoring of organizational efforts regarding officer development was demonstrated by the tracking of annual training and certifications as required in WFD SOP 209 (2005). However, no formal career development plans have been documented for individuals to effectively track progress in acquiring specific skills and abilities. Results from the internal survey indicated 21 of 31, or 67.7% of the personnel, rated the organization as doing a good to excellent job in preparing them for advancement in the department, but leaves room for improvement.

One of the key elements identified in the research that improves the effectiveness of a succession plan included support from the leadership of the organization. Results of the internal survey indicated a majority of personnel within WFD, 22 of 30, or 73.3%, believed the department was supportive of officer development. Use of acting positions was also identified as a helpful element in succession planning, and research results indicated 22 of 32, or 68.8% of the WFD personnel responding to the survey had participated in such opportunities in the past.

An area of concern identified during an evaluation of the survey results included the use of mentoring and coaching within the WFD. Only 13 of 32, or 40.6% of the respondents to the internal survey, indicated they had participated in any mentoring or coaching opportunities in the past. Mentoring was a key element identified in this research by several of the literature and

resources referenced (Ibarra, 2007a; IAFC, 2003; Hutton, 2010; Shannon, 2010). A well organized mentoring program was identified to be good for the employee (Ibarra, 2007a; IAFC, 2003), the mentor (Jerkiewicz, 2000), and the organization (IAFC, 2003), and should be an area addressed by the department in future efforts.

Recruitment in hiring was not found to be a formal program within the department, however, WFD Chief Zwegat (personal communication, January 28, 2010) stated in the focus group conducted that when hiring individuals within the department, he looked at the process as if hiring the next chief.

Other key elements not reflected in this research were linking a succession plan to the strategic goals of the organization, policies that reflect a work life balance for the employee, and an effective evaluation process.

Results of the research were encouraging in that a majority of the WFD personnel, 24 of 29, or 82.8%, responding to the internal survey agreed the need for succession planning existed within the organization. It was also encouraging to find that 22 of 32, or 68.8%, responding to the internal survey were interested in advancement with the department, and 22 of 31, or 71%, indicated they were willing to accept a majority of the responsibility in preparing themselves for advancement. Unfortunately, 16 of 30, or 53.3%, felt the promotional process in itself poor to very poor in preparing them for advancement, confirming the need for an organized succession plan within WFD.

RECOMMENDATIONS

The problem, as previously stated, is that though the WFD has had an effective officer development policy for over 10 years, the organization has not had an organized, unified, and formal succession plan to assist in preparing the future leaders of the organization. This research indicated a high level of interest on the part of the department's personnel in career development. The research also revealed several areas within the department's officer development policies that can be improved.

I. WFD should continue in its efforts, refine existing components of the programs, and expand those concepts into a fully developed and unified succession plan. An expanded search of fire departments outside of the surveyed areas for examples of plans should be completed and prove helpful in these efforts.

The recommended format for this plan includes the key steps as identified in the research; 1) Identifying future service needs; 2) Identifying key positions and competencies; 3) Selecting high potential candidates; 4) Selecting training and development activities; 5) Implementing training and development activities; and 6) Monitoring and evaluating the program (Ibarra, 2007b).

II. Once a plan is established to address administrative positions, a similar plan should be developed to be inclusive of all levels within the department such as hazardous materials, technical rescue, and other specialized job assignments.

III. Another recommendation is to establish a career development committee including representation by administration and the bargaining unit. The committee should be charged to;

- 1) Review and recommend changes and additions to various job descriptions and requirements

for the officers of the organization that reflect current standards and trends in the fire service; 2) Identify or develop a career development planning worksheet that could be completed for individuals outlining objectives for those individuals to work towards, and then be used as an evaluation instrument in determining their progress; 3) Review and recommend changes or additions to current SOPs detailing educational requirements for various positions; 4) Investigate expanding the college tuition reimbursement practices to include course work in other than technically related fire classes; and 5) Investigate the feasibility of offering extra credit points on promotional tests for advanced degrees or completion of specified training objectives for officers. Work of the committee should be used to guide policy changes and present recommendations to Civil Service regarding job description and promotional testing changes.

IV. Specific consideration regarding job descriptions, requirements, and training should include; 1) The inclusion of the requirement of advanced degrees for administrative officers; 2) Fire Officer III certification for the position of assistant chief; 3) Fire Officer IV certification for the position of chief; 4) Completion of the OFE program as an alternative to the EFO or other programs and education; and 5) Required continuing education for the assistant chief and chief positions.

V. Specific consideration regarding tuition reimbursement should include classes that involve human resource management, community and government relations, leadership, communications, and administrative course work.

VI. It is recommended that the training division of the WFD continue in its training and educational efforts, and investigate providing in house leadership training for personnel. An area that the research suggested may be helpful included training in formal mentoring and coaching of personnel. Numerous agencies are available to providing such training in house which may be

more cost effective for the department during the uncertain economic times faced. An additional consideration could include opening such training to outside agencies for a small fee to offset the costs of the training.

Suggested research for future projects may include identifying obstacles to succession planning, sample plans for departments to use, as well the development of a formal mentoring program within the organization.

As previously stated, WFD has several components of a succession plan in place, including some that are well developed. These strengths should be accentuated and the weaknesses identified and improved upon. The effort may be tedious and slow, but beneficial to the personnel, the organization, and the public they serve, assuring quality leadership well into the future of the department.

REFERENCES

- Cameron, B. (n.d.). Succession planning: Be proactive, not reactive. Retrieved December 14, 2009, from www.odgersberndtson.ca/fileadmin/assets/Canada/documents/pdfs/successionplanningob.pdf
- City of Willoughby. (2009). *2009 Budget City of Willoughby Ohio*. Willoughby, Ohio. City of Willoughby.
- Corporate Leadership Council. (2004, January). Succession planning in the government sector. Retrieved July 13, 2010, from www.wapa.gov/corpleadercouncilnewsroom/pdf/success.pdf
- Gaston, J. M., Ph.D, CAE, & Harvill, R, Dr. (2005). *Fire Officer Coaching*. Stillwater, Oklahoma. Fire Protection Publications-Oklahoma State University.
- Ibarra, P. (2005, January/February). Succession planning; An idea whose time has come. *Public Management*, 87, 18-24
- Ibarra, P. (2007a, January/February). The myths and realities of succession planning. *Public Management*, 89, No. 1, 24-27
- Ibarra, P. (2007b, September 2007). Succession planning: The essentials. *IPMA-HR News*, September 2007, pp. 5 & 10. Retrieved January 3, 2010, from www.gettingbetterallthetime.com/assets/Ibarra-Sucession-Plng-Essentials-Sept07.pdf
- The International Association of Fire Chiefs [IAFC]. (2003). *Officer development handbook*. Washington, DC: Author.

- Jurkiewicz, C.L. (2000, Spring). Generation X and the Public Employee. *Public Personnel Management*, 29(1), 55-75. Retrieved July 18, 2009, from <http://www.entrepreneur.com/tradejournals/article/print/62303256.html>
- Kiyonaga, N.B. (2040, Winter). Today is the tomorrow you worried about yesterday; Meeting the challenges of a changing workforce. *Public Personnel Management*. 33, 357-360.
- National Fire Protection Association (2008). Standard for fire officer professional qualifications (NFPA 1021) 2009 edition. Quincy, MA: Author.
- Taylor, M., Dr. (2009). Working with the Generations; Generational Issues in the American Workplace. Retrieved September 29, 2009, from http://taylorprograms.com/images/workplace_handout_09.pdf
- Wolf, D. (2006a). Succession planning – part I: Mentoring and educating younger fire officers for the chiefs position. Firehouse.com. Retrieved January 26, 2010, from <http://www.firehouse.com/node/43598>
- Wolf, D. (2006b). Succession planning – part II: Succession planning tools. Firehouse.com. Retrieved January 26, 2010, from <http://www.firehouse.com/topics/careers/succession-planning-part-2>
- Willoughby Fire Department. (2009a). *Willoughby Fire Department Annual Report 2008*. Willoughby, Ohio: City of Willoughby Fire Department.
- Willoughby Fire Department. (2009b). Department Roster. Printed July 23, 2009. Willoughby, OH. City of Willoughby Fire Department.
- Willoughby Fire Department. (2009c). Job Assignment Book. Willoughby, Ohio. City of Willoughby Fire Department.

APPENDIX 1 – EXTERNAL SURVEY**OFE Succession Planning Survey****1. Default Section**

Dear Participant:

I am currently enrolled in the Ohio Fire Chief's Fire Executive Program. As part of a class project, I am conducting research regarding officer development programs and succession planning in the fire service. Your time in completing this survey will be very helpful and appreciated. Thank you in advance for your time.

1. How many years have you been in the fire service?

- 0-5 years
- 6-10 years
- 11-15 years
- 16-20 years
- 20 + years

2. Identify your current rank.

- Fire Fighter
- Lieutenant
- Captain
- Chief Officer

3. What is your current educational level?

- High School Diploma
- Associates Degree
- Bachelors Degree
- Masters Degree

4. Please indicate the make-up of your organization.

- Career
- Volunteer
- Combination
- Other

Other (please specify)

OFE Succession Planning Survey

5. How many personnel make up your department?

- 10-25
- 26-50
- 51-75
- >75

6. What level of education does your department require a lieutenant to have?

- High School Diploma
- Associates Degree
- Bachelors Degree
- Masters Degree

7. What level of education does your department require a captain to have?

- High School Diploma
- Associates Degree
- Bachelors Degree
- Masters Degree

8. What level of education does your department require an assistant chief to have?

- High School Diploma
- Associates Degree
- Bachelors Degree
- Masters Degree

9. What level of education does your department require a chief to have?

- High School Diploma
- Associates Degree
- Bachelors Degree
- Masters Degree

OFE Succession Planning Survey

10. Does your department have an officer development program or policy?

Yes

No

11. If yes, what components of the program do you believe have been most effective?

12. Is your officer development program tied into your promotional process?

Yes

No

13. If yes, please briefly explain how.

OFE Succession Planning Survey

2.

14. Of the following list, please choose five of the attributes or characteristics you believe to be most important for an administrative fire officer to possess.

- Knowledge in Incident Command
- Experience
- Time Management
- Adaptability
- Knowledge in Fire Fighting
- Ethical Behavior
- Leading Change
- Professionalism
- OFE/EFO/or Other Credentialing
- Desire/Motivation
- Strategic Planning
- College Degree
- Budget Experience
- Knowledge in Fire Prevention
- Communication Skills
- Coaching/Mentoring Skills
- Community Involvement
- Seniority
- Conflict Management Skills

Other (please specify)

15. What other education or certifications other than formal college education considerations do you believe an administrative fire officer should hold, if any?

OFE Succession Planning Survey

16. Does your department have a formal, written succession plan?

Yes

No

17. If you answered yes to question #16, for which of the following ranks or positions does the plan address (check all that apply)?

Lieutenant

Captain

Assistant Chief

Chief

18. If you answered yes to question #16, what components of the plan do you believe have been most effective?

OFE Succession Planning Survey

3.

19. Are you yourself a product of an effective succession plan?

Yes

No

20. If yes to question #19, how did the plan help prepare you for your position?

21. If no to question #19, how do you believe a plan would have helped prepare you for your position?

22. Optional information

Name:

Organization:

Address:

City/Town:

State:

ZIP:

Email Address:

Phone Number:

APPENDIX 2 – INTERNAL SURVEY**Succession Planning for the Willoughby Fire Department****1.**

I am currently enrolled in the Ohio Fire Chief's Fire Executive Program, and currently working on a research project regarding officer development and succession planning for the Willoughby Fire Department.

A simple definition for succession planning is the ongoing process of identifying, assessing, and developing talent to ensure leadership and management continuity throughout an organization.

Considering this topic, I would request your assistance by completing this survey based on your perceptions, attitudes, and values. Your responses will remain anonymous. You may return the survey to my inter office mail box.

The results of this survey and the completed research paper will be made available for your review when completed.

Thank you for your time.

Captain Dennis Anderson

1. How many years have you served in the fire service?

- 0-5 years
- 6-10 years
- 11-15 years
- 16-20 years
- >20 years

2. How many years have you been with the Willoughby Fire Department?

- 0-5 years
- 6-10 years
- 11-15 years
- 16-20 years
- >20 years

Succession Planning for the Willoughby Fire Department

3. Identify your current rank.

- Fire Fighter
- Lieutenant
- Captain
- Chief Officer
- Other

4. How many years do you have in your current rank?

- 0-5 years
- 6-10 years
- 11-15 years
- 16-20 years

5. What is your current educational level?

- High School Diploma
- Associates Degree
- Bachelors Degree
- Masters Degree

6. Are you interested in promotion or advancement within the Willoughby Fire Department?

- Yes
- No

7. If yes, what is the highest rank you would wish to attain in your career with the Willoughby Fire Department?

- Lieutenant
- Captain
- Assistant Chief
- Chief

8. If no to question #6, please explain why not.

Succession Planning for the Willoughby Fire Department

9. On a scale from 1 to 4, 4 being the best, how well has the department assisted you in your career development and prepared you for the next highest position or rank?

	Very Poor	Poor	Good	Excellent
career development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10. Have you taken classes or sought education on your own to prepare yourself for promotion or advancement?

- Yes
 No

11. On the scale below, indicate your answer regarding the level of responsibility an individual and a department should have regarding career development of their personnel?

	solely department	more department	more self	solely self
Individual/departmental responsibility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12. On a scale of 1 to 4, 4 being the best, how well do you feel the current promotional process prepares an individual for a tested position?

	very poor	poor	good	excellent
promotional process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

13. Do you feel extra credit points should be awarded to a candidate during the promotional process for completing a college degree or other specified education?

- Yes
 No

14. Have you completed the training standards required for your current position?

- Yes
 No

15. Have you discussed future promotional opportunities for yourself with any officers on the WFD?

- Yes
 No

Succession Planning for the Willoughby Fire Department

16. Of the following list of items, as related to career development, which have you participated in within the WFD?

- Coaching/Mentoring
- Job assignments
- Opportunities to accept new challenges
- Acting positions or ICS positions
- Training & education opportunities
- College tuition reimbursement

17. Are there other opportunities you have taken advantage of within the WFD that you believe have assisted you in your career development?

18. Are there other opportunities the WFD could provide that you believe would be helpful to you in your career development?

19. Do you believe the WFD supports officer development?

- Yes
- No

20. Do you believe a need for succession planning exists within the WFD?

- Yes
- No

21. What level of education do you believe a lieutenant for the WFD should have?

- High School Diploma
- Associates Degree
- Bachelors Degree
- Masters Degree

Succession Planning for the Willoughby Fire Department

22. What level of education do you believe a captain for the WFD should have?

- High School Diploma
- Associates Degree
- Bachelors Degree
- Masters Degree

23. What level of education do you believe an assistant chief for the WFD should have?

- High School Diploma
- Associates Degree
- Bachelors Degree
- Masters Degree

24. What level of education do you believe a chief for the WFD should have?

- High School Diploma
- Associates Degree
- Bachelors Degree
- Masters Degree

Succession Planning for the Willoughby Fire Department

25. Of the following, choose five of the qualifications or skills that you believe are most important for an administrative officer to possess within the WFD?

- Seniority
- Knowledge in fire prevention
- OFE/EFO/ or other credentialing
- Knowledge in incident command
- Desire/motivation
- Time management
- Community involvement
- Ethical behavior
- Conflict management skills
- Budget experience
- Adaptability
- Experience
- Strategic planning
- Professionalism
- Leading change
- College degree
- Knowledge in fire fighting
- Coaching/mentoring skills
- Communication skills

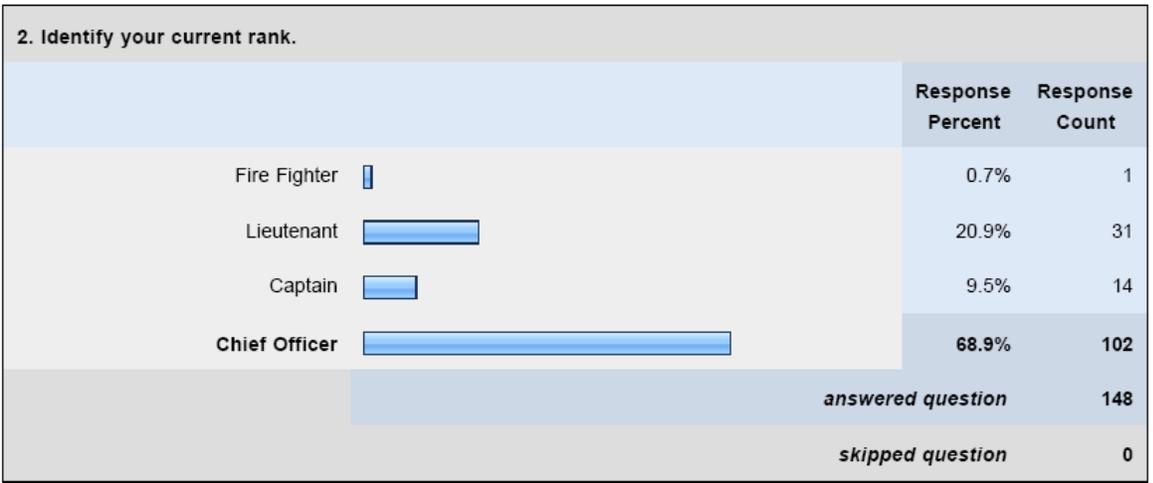
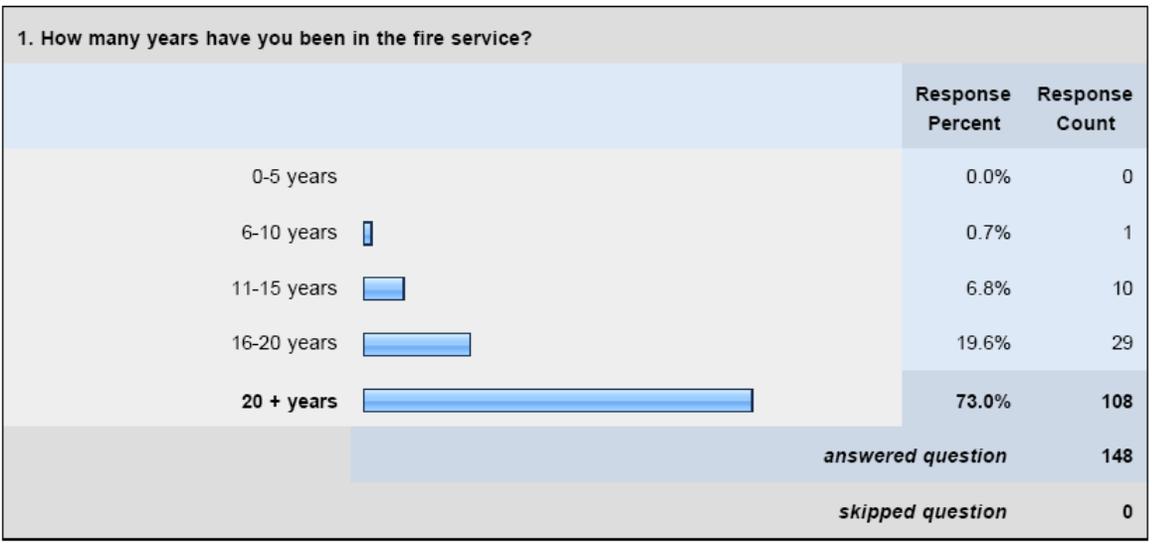
Other (please specify)

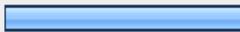
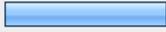
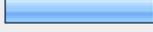
26. If no one within the WFD were qualified for the position of chief, do you believe the City of Willoughby should consider hiring from outside the organization?

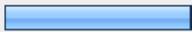
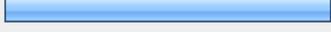
- Yes
- No

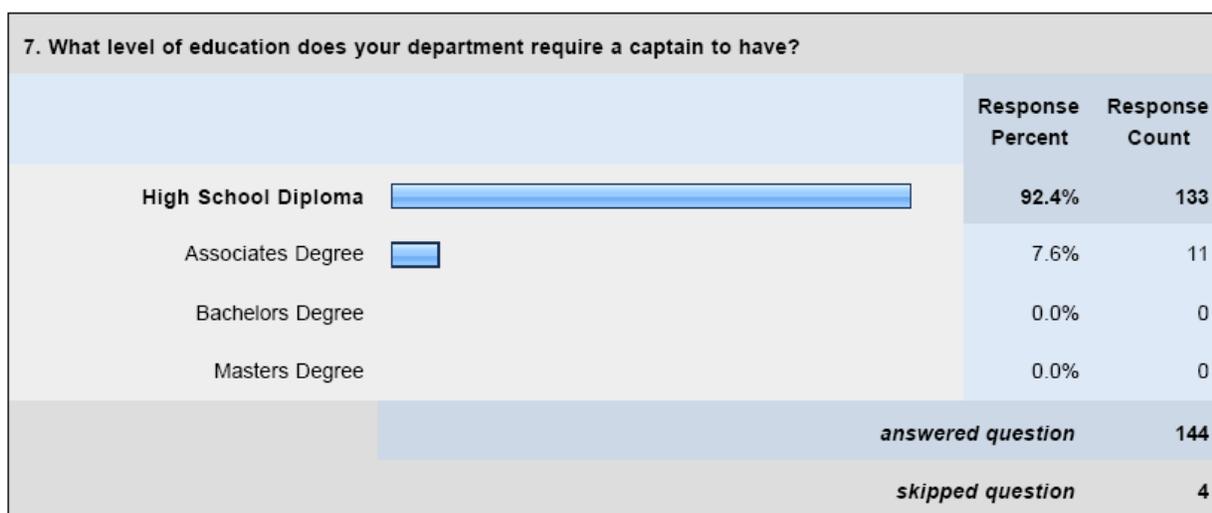
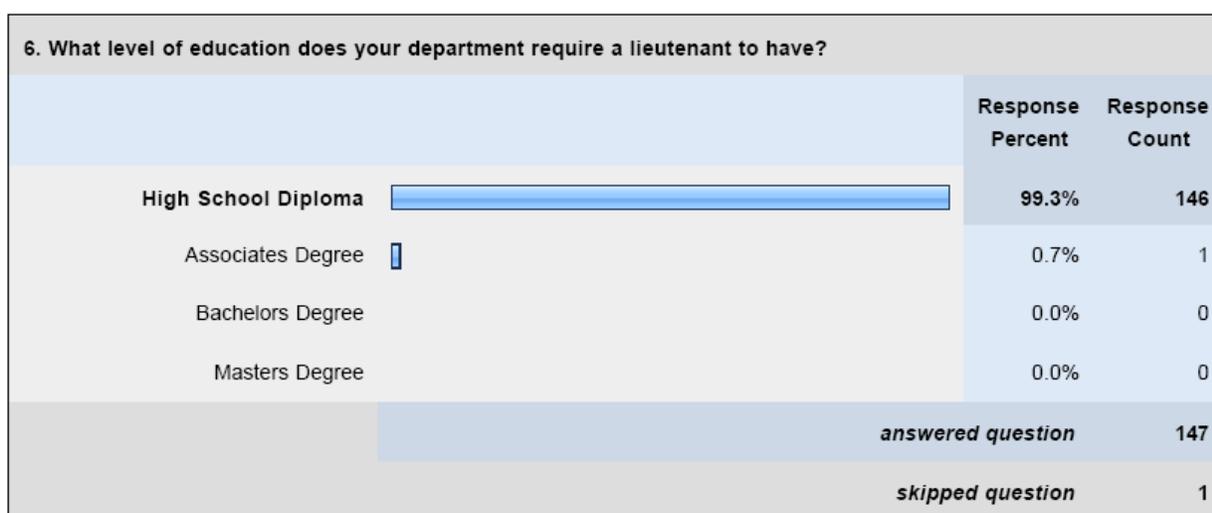
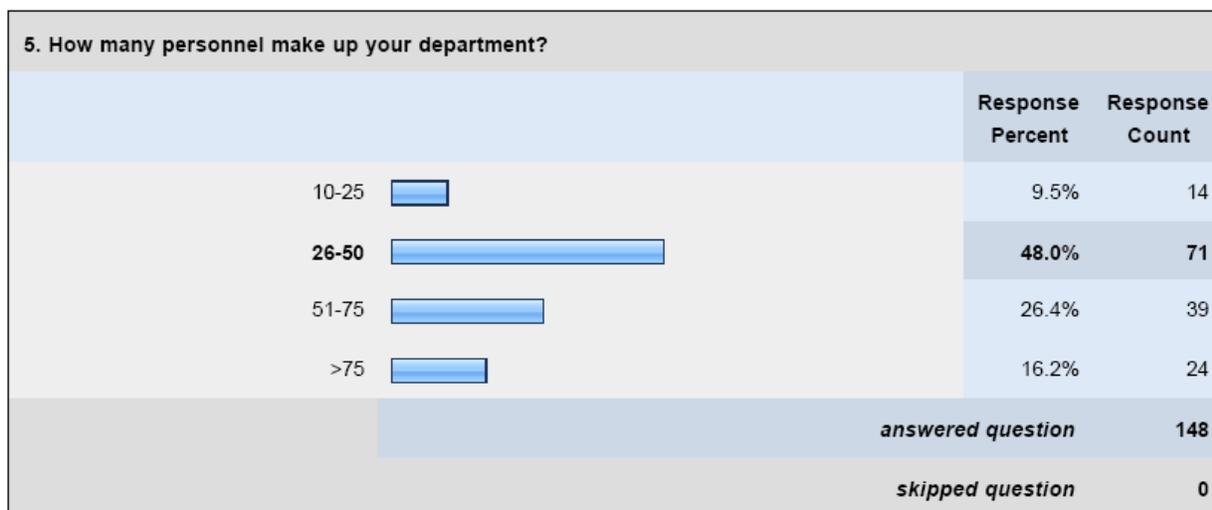
APPENDIX 3 – SUMMARY RESULTS OF EXTERNAL SURVEY

OFE Succession Planning Survey

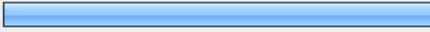


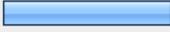
3. What is your current educational level?		
	Response Percent	Response Count
High School Diploma 	41.5%	61
Associates Degree 	27.9%	41
Bachelors Degree 	25.9%	38
Masters Degree 	4.8%	7
answered question		147
skipped question		1

4. Please indicate the make-up of your organization.		
	Response Percent	Response Count
Career 	32.4%	48
Volunteer 	5.4%	8
Combination 	57.4%	85
Other 	4.7%	7
Other (please specify)		10
answered question		148
skipped question		0

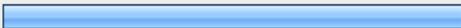


8. What level of education does your department require an assistant chief to have?		
	Response Percent	Response Count
High School Diploma 	88.5%	123
Associates Degree 	7.2%	10
Bachelors Degree 	4.3%	6
Masters Degree	0.0%	0
<i>answered question</i>		139
<i>skipped question</i>		9

9. What level of education does your department require a chief to have?		
	Response Percent	Response Count
High School Diploma 	75.9%	110
Associates Degree 	7.6%	11
Bachelors Degree 	16.6%	24
Masters Degree	0.0%	0
<i>answered question</i>		145
<i>skipped question</i>		3

10. Does your department have an officer development program or policy?		
	Response Percent	Response Count
Yes 	29.3%	43
No 	70.7%	104
<i>answered question</i>		147
<i>skipped question</i>		1

11. If yes, what components of the program do you believe have been most effective?		Response Count
		45
	<i>answered question</i>	45
	<i>skipped question</i>	103

12. Is your officer development program tied into your promotional process?			Response Percent	Response Count
Yes			18.2%	22
No			81.8%	99
	<i>answered question</i>			121
	<i>skipped question</i>			27

13. If yes, please briefly explain how.		Response Count
		22
	<i>answered question</i>	22
	<i>skipped question</i>	126

14. Of the following list, please choose five of the attributes or characteristics you believe to be most important for an administrative fire officer to possess.

	Response Percent	Response Count
Adaptability	24.8%	36
Budget Experience	27.6%	40
Coaching/Mentoring Skills	36.6%	53
College Degree	13.8%	20
Communication Skills	69.7%	101
Community Involvement	19.3%	28
Conflict Management Skills	31.7%	46
Desire/Motivation	44.1%	64
Ethical Behavior	55.2%	80
Experience	41.4%	60
Knowledge in Fire Fighting	29.0%	42
Knowledge in Fire Prevention	6.9%	10
Knowledge in Incident Command	28.3%	41
Leading Change	33.8%	49
OFE/EFO/or Other Credentialing	22.8%	33
Professionalism	45.5%	66
Seniority	0.0%	0
Strategic Planning	24.1%	35
Time Management	20.7%	30
Other (please specify)		11
answered question		145
skipped question		3

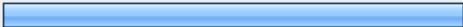
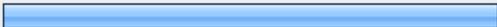
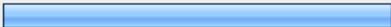
15. What other education or certifications other than formal college education considerations do you believe an administrative fire officer should hold, if any?

	Response Count
	79
<i>answered question</i>	79
<i>skipped question</i>	69

16. Does your department have a formal, written succession plan?

	Response Percent	Response Count
Yes 	11.2%	16
No 	88.8%	127
<i>answered question</i>		143
<i>skipped question</i>		5

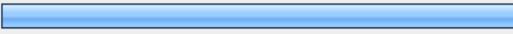
17. If you answered yes to question #16, for which of the following ranks or positions does the plan address (check all that apply)?

	Response Percent	Response Count
Lieutenant 	81.3%	13
Captain 	87.5%	14
Assistant Chief 	56.3%	9
Chief 	68.8%	11
<i>answered question</i>		16
<i>skipped question</i>		132

18. If you answered yes to question #16, what components of the plan do you believe have been most effective?

	Response Count
	13
<i>answered question</i>	13
<i>skipped question</i>	135

19. Are you yourself a product of an effective succession plan?

	Response Percent	Response Count
Yes 	8.6%	12
No 	91.4%	127
<i>answered question</i>		139
<i>skipped question</i>		9

20. If yes to question #19, how did the plan help prepare you for your position?

	Response Count
	15
<i>answered question</i>	15
<i>skipped question</i>	133

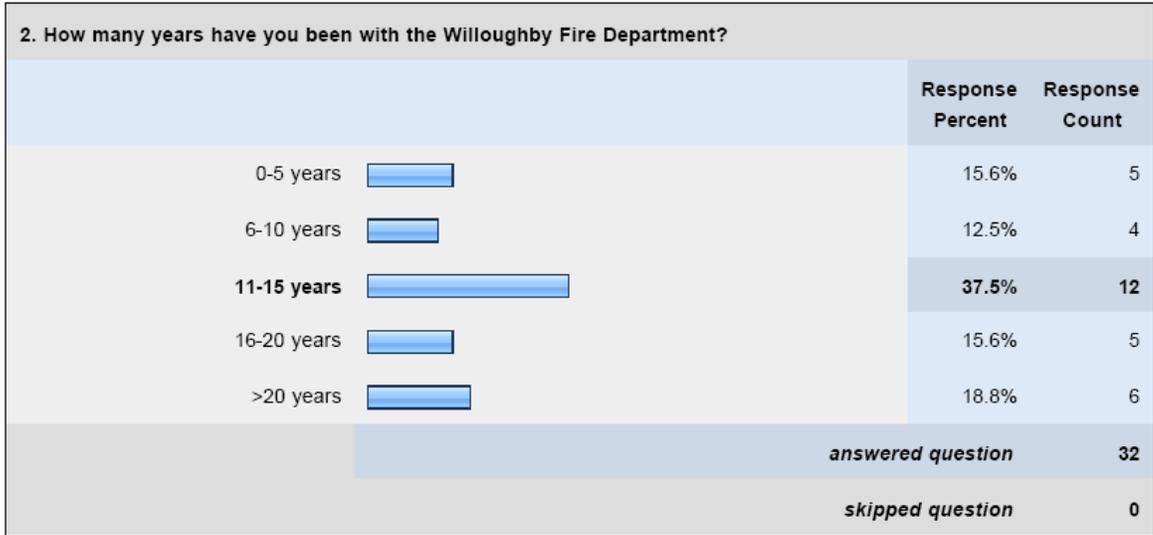
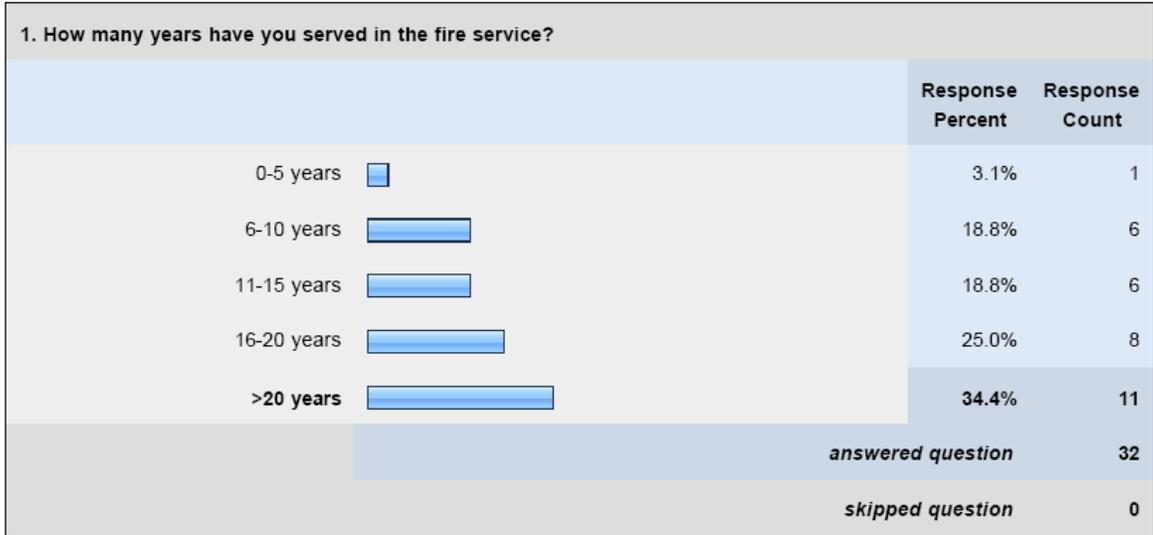
21. If no to question #19, how do you believe a plan would have helped prepare you for your position?

	Response Count
	76
<i>answered question</i>	76
<i>skipped question</i>	72

22. Optional information		
	Response Percent	Response Count
Name: <input type="text"/>	94.0%	78
Organization: <input type="text"/>	94.0%	78
Address: <input type="text"/>	91.6%	76
City/Town: <input type="text"/>	92.8%	77
State: <input type="text"/>	97.6%	81
ZIP: <input type="text"/>	92.8%	77
Email Address: <input type="text"/>	89.2%	74
Phone Number: <input type="text"/>	78.3%	65
	<i>answered question</i>	83
	<i>skipped question</i>	65

APPENDIX 4 – SUMMARY RESULTS OF INTERNAL SURVEY

Succession Planning for the Willoughby Fire Department



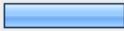
3. Identify your current rank.

	Response Percent	Response Count
Fire Fighter	62.5%	20
Lieutenant	21.9%	7
Captain	6.3%	2
Chief Officer	3.1%	1
Other	6.3%	2
answered question		32
skipped question		0

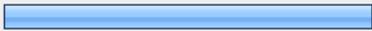
4. How many years do you have in your current rank?

	Response Percent	Response Count
0-5 years	28.1%	9
6-10 years	28.1%	9
11-15 years	28.1%	9
16-20 years	15.6%	5
answered question		32
skipped question		0

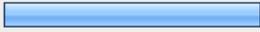
5. What is your current educational level?

	Response Percent	Response Count
High School Diploma 	46.9%	15
Associates Degree 	31.3%	10
Bachelors Degree 	21.9%	7
Masters Degree	0.0%	0
<i>answered question</i>		32
<i>skipped question</i>		0

6. Are you interested in promotion or advancement within the Willoughby Fire Department?

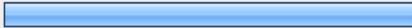
	Response Percent	Response Count
Yes 	68.8%	22
No 	31.3%	10
<i>answered question</i>		32
<i>skipped question</i>		0

7. If yes, what is the highest rank you would wish to attain in your career with the Willoughby Fire Department?

	Response Percent	Response Count
Lieutenant 	14.3%	3
Captain 	47.6%	10
Assistant Chief 	19.0%	4
Chief 	19.0%	4
<i>answered question</i>		21
<i>skipped question</i>		11

8. If no to question #6, please explain why not.		Response Count
		6
	<i>answered question</i>	6
	<i>skipped question</i>	26

9. On a scale from 1 to 4, 4 being the best, how well has the department assisted you in your career development and prepared you for the next highest position or rank?						
	Very Poor	Poor	Good	Excellent	Rating Average	Response Count
career development	9.7% (3)	22.6% (7)	38.7% (12)	29.0% (9)	2.87	31
	<i>answered question</i>					31
	<i>skipped question</i>					1

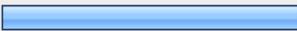
10. Have you taken classes or sought education on your own to prepare yourself for promotion or advancement?			Response Percent	Response Count
Yes			76.7%	23
No			23.3%	7
	<i>answered question</i>			30
	<i>skipped question</i>			2

11. On the scale below, indicate your answer regarding the level of responsibility an individual and a department should have regarding career development of their personnel?						
	solely department	more department	more self	solely self	Rating Average	Response Count
Individual/departmental responsibility	0.0% (0)	29.0% (9)	71.0% (22)	0.0% (0)	2.71	31
	<i>answered question</i>					31
	<i>skipped question</i>					1

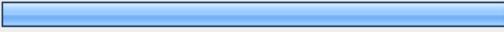
12. On a scale of 1 to 4, 4 being the best, how well do you feel the current promotional process prepares an individual for a tested position?

	very poor	poor	good	excellent	Rating Average	Response Count
promotional process	10.0% (3)	43.3% (13)	43.3% (13)	3.3% (1)	2.40	30
<i>answered question</i>						30
<i>skipped question</i>						2

13. Do you feel extra credit points should be awarded to a candidate during the promotional process for completing a college degree or other specified education?

	Response Percent	Response Count
Yes 	54.8%	17
No 	45.2%	14
<i>answered question</i>		31
<i>skipped question</i>		1

14. Have you completed the training standards required for your current position?

	Response Percent	Response Count
Yes 	93.8%	30
No 	6.3%	2
<i>answered question</i>		32
<i>skipped question</i>		0

15. Have you discussed future promotional opportunities for yourself with any officers on the WFD?			Response Percent	Response Count
Yes			59.4%	19
No			40.6%	13
<i>answered question</i>				32
<i>skipped question</i>				0

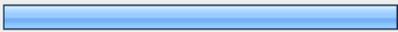
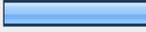
16. Of the following list of items, as related to career development, which have you participated in within the WFD?			Response Percent	Response Count
Coaching/Mentoring			40.6%	13
Job assignments			78.1%	25
Opportunities to accept new challenges			75.0%	24
Acting positions or ICS positions			68.8%	22
Training & education opportunities			90.6%	29
College tuition reimbursement			25.0%	8
<i>answered question</i>				32
<i>skipped question</i>				0

17. Are there other opportunities you have taken advantage of within the WFD that you believe have assisted you in your career development?		Response Count
		18
<i>answered question</i>		18
<i>skipped question</i>		14

18. Are there other opportunities the WFD could provide that you believe would be helpful to you in your career development?

	Response Count
	17
<i>answered question</i>	17
<i>skipped question</i>	15

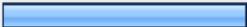
19. Do you believe the WFD supports officer development?

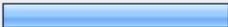
	Response Percent	Response Count
Yes 	73.3%	22
No 	26.7%	8
<i>answered question</i>		30
<i>skipped question</i>		2

20. Do you believe a need for succession planning exists within the WFD?

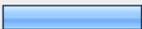
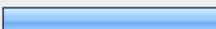
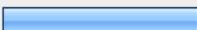
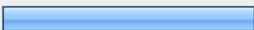
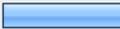
	Response Percent	Response Count
Yes 	82.8%	24
No 	17.2%	5
<i>answered question</i>		29
<i>skipped question</i>		3

21. What level of education do you believe a lieutenant for the WFD should have?			Response Percent	Response Count
High School Diploma			46.7%	14
Associates Degree			50.0%	15
Bachelors Degree			3.3%	1
Masters Degree			0.0%	0
<i>answered question</i>				30
<i>skipped question</i>				2

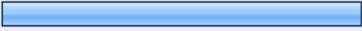
22. What level of education do you believe a captain for the WFD should have?			Response Percent	Response Count
High School Diploma			31.0%	9
Associates Degree			44.8%	13
Bachelors Degree			24.1%	7
Masters Degree			0.0%	0
<i>answered question</i>				29
<i>skipped question</i>				3

23. What level of education do you believe an assistant chief for the WFD should have?			Response Percent	Response Count
High School Diploma			17.2%	5
Associates Degree			34.5%	10
Bachelors Degree			41.4%	12
Masters Degree			6.9%	2
<i>answered question</i>				29
<i>skipped question</i>				3

24. What level of education do you believe a chief for the WFD should have?			Response Percent	Response Count
High School Diploma			17.2%	5
Associates Degree			20.7%	6
Bachelors Degree			44.8%	13
Masters Degree			17.2%	5
			<i>answered question</i>	29
			<i>skipped question</i>	3

25. Of the following, choose five of the qualifications or skills that you believe are most important for an administrative officer to possess within the WFD?			Response Percent	Response Count
Adaptability			25.0%	7
Budget experience			7.1%	2
Coaching/mentoring skills			28.6%	8
College degree			10.7%	3
Communication skills			82.1%	23
Community involvement			10.7%	3
Conflict management skills			39.3%	11
Desire/motivation			35.7%	10
Ethical behavior			46.4%	13
Experience			42.9%	12
Knowledge in fire fighting			42.9%	12
Knowledge in fire prevention			7.1%	2
Knowledge in incident command			60.7%	17
Leading change			3.6%	1
OFE/EFO/ or other credentialing			10.7%	3
Professionalism			50.0%	14
Seniority			0.0%	0
Strategic planning			14.3%	4
Time management			21.4%	6
		Other (please specify)		2
			answered question	28
			skipped question	4

26. If no one within the WFD were qualified for the position of chief, do you believe the City of Willoughby should consider hiring from outside the organization?

		Response Percent	Response Count
Yes		66.7%	20
No		33.3%	10
<i>answered question</i>			30
<i>skipped question</i>			2

APPENDIX 5 – COMPLETE LIST OF ANSWERS QUESTION 15 OF EXTERNAL SURVEY

OFE Succession Planning Survey

What other education or certifications other than formal college education considerations do you believe an administratvie fire officer should hold, if any?		Response Count
		79
	<i>answered question</i>	79
	<i>skipped question</i>	69

Response Text		
1	Working towards CFO	Mar 15, 2010 6:00 PM
2	Fire Offcier I and II	Mar 15, 2010 6:01 PM
3	OFE/EFO	Mar 15, 2010 6:02 PM
4	Most of the above in question 14, OFE, Maxwell, etc.	Mar 15, 2010 6:03 PM
5	Fire Executive	Mar 15, 2010 6:03 PM
6	CFSI, FI	Mar 15, 2010 6:05 PM
7	business administration classes	Mar 15, 2010 6:09 PM
8	any formal management training would be beneficial	Mar 15, 2010 6:10 PM
9	OFE, EFO	Mar 15, 2010 6:11 PM
10	OFE	Mar 15, 2010 6:14 PM
11	EFO or OFE would be helpful	Mar 15, 2010 6:16 PM
12	OFE/ EFO	Mar 15, 2010 6:20 PM
13	continuing to attend seminars on leadership and command	Mar 15, 2010 6:20 PM
14	OFE Classes and various leadership education	Mar 15, 2010 6:31 PM
15	OFE or EFO	Mar 15, 2010 6:39 PM
16	Fire Officer 1 & 2	Mar 15, 2010 6:46 PM
17	Incident Safety Officer, Instructor, Inspector, Computer	Mar 15, 2010 7:06 PM
18	We are working toward associates for any promotion and OFE/EFO for administration for minimums	Mar 15, 2010 7:19 PM
19	Fire Officer I, II;	Mar 15, 2010 7:21 PM
20	Leadership management	Mar 15, 2010 7:43 PM
21	Budget / Finance Management	Mar 15, 2010 7:44 PM
22	OFE/EFO	Mar 15, 2010 8:13 PM
23	OFE, EFO	Mar 15, 2010 8:19 PM
24	EFO from National Fire Academy	Mar 15, 2010 9:12 PM
25	OFE or EFO	Mar 16, 2010 12:56 AM
26	OFE, EFO, NFA courses	Mar 16, 2010 1:00 AM
27	Anything available in this related field.	Mar 16, 2010 10:56 AM
28	EFO, OFE, CFO	Mar 16, 2010 11:50 AM
29	Meet the NFPA standards for Fire Officer at appropriate levels	Mar 16, 2010 1:56 PM
30	OFE/EFO	Mar 16, 2010 2:43 PM
31	BS degree	Mar 16, 2010 2:52 PM

Response Text		
32	If they don't have it on promotion, I believe a degree is reasonable to require within 4 years after promotion to an administrative level officer. I also believe that the department should pay half or better if this requirement is put into place.	Mar 16, 2010 3:02 PM
33	OFE/EFO	Mar 16, 2010 4:00 PM
34	EFO/OFE, some formal human resource education, and NIMS	Mar 16, 2010 4:19 PM
35	Bachelor degree minimum	Mar 17, 2010 12:52 AM
36	Fire Officer 1 or greater	Mar 17, 2010 12:56 AM
37	i DONT BELIEVE THEY NEED COLLEGE	Mar 17, 2010 1:16 PM
38	OFE/EFO ICS 300 & 400, communication skills (verbal and writing)	Mar 17, 2010 1:35 PM
39	EMT-P at some point in his/her career,	Mar 17, 2010 4:38 PM
40	Experience with Labor law, forming concensus, etc	Mar 17, 2010 4:41 PM
41	None	Mar 17, 2010 4:46 PM
42	to be a chief officer have a B.S. or greater	Mar 17, 2010 4:48 PM
43	Instructor	Mar 17, 2010 4:50 PM
44	Fire Officer I & II	Mar 17, 2010 4:56 PM
45	CFSI, EMT-P, CO1&2	Mar 17, 2010 5:04 PM
46	All NIMS, NFA EFO, Ohio EFO,	Mar 17, 2010 5:29 PM
47	Fire Officer I and II	Mar 17, 2010 5:54 PM
48	Human Resource Management, Fiscal Management, Group Dynamics, Resource Management, College Level Courses	Mar 17, 2010 6:20 PM
49	FEO	Mar 17, 2010 6:37 PM
50	Business Management Courses, effective writing skills, understanding municipal budgeting	Mar 17, 2010 7:12 PM
51	Fire Officer 1, 2, 3	Mar 17, 2010 7:14 PM
52	OFE or IAFC Leadership Courses	Mar 17, 2010 7:33 PM
53	We are working informally on a program to get our officers to a BA type degree, along with other specialized training as in the above question	Mar 17, 2010 7:37 PM
54	All up through the ranks and then some.	Mar 17, 2010 9:45 PM
55	Common Sense	Mar 17, 2010 10:00 PM
56	leadership	Mar 18, 2010 12:03 AM
57	College	Mar 18, 2010 12:18 PM
58	Company officer classes, OFE or EFO, Maxwell's 21 laws	Mar 18, 2010 12:22 PM
59	OFE, EFO, Labor Management Relations	Mar 18, 2010 12:41 PM
60	Have been an instructor, an active instructor, not just certified as an instructor.	Mar 18, 2010 2:05 PM
61	A well rounded blend of officer training and fire fighting skill certifications.	Mar 18, 2010 2:10 PM
62	National Fire Academy EFO or Ohio Fire Chiefs' OFE	Mar 18, 2010 2:13 PM
63	OFE/EFO	Mar 18, 2010 3:43 PM
64	OFE or EFO	Mar 18, 2010 3:47 PM
65	Writing	Mar 18, 2010 4:05 PM
66	several...I don't think the college degree is as important as job specific training. Budget, fire prevention certificates and EMS training for communities that provide EMS.	Mar 18, 2010 5:58 PM
67	Fire Officer I and II	Mar 18, 2010 6:04 PM
68	MCTO, ICS, Fire Officer (IAFC)	Mar 18, 2010 7:12 PM
69	Fire Officer 1-4 (IFSAC), OFE or EFO	Mar 18, 2010 7:27 PM
70	Paramedic, National Fire Academy course work	Mar 19, 2010 2:38 PM
71	Fire Inspector, Fire Investigation, Fire or /ems Instructor	Mar 19, 2010 5:39 PM

Response Text		
72	Line of Duty experience	Mar 19, 2010 6:50 PM
73	Managing conflict but I couldn't check 6 above	Mar 20, 2010 12:56 PM
74	IFSTA Qualls.Academy attendance	Mar 22, 2010 12:12 PM
75	inspector/instructor	Mar 22, 2010 1:42 PM
76	Line Officer's - Building Construction, Fire Behavior, Knowledge of NFPA Codes relevant to firefighter safety....Executive Officers - Budgeting, Labor Relations, Knowledge of Labor Laws (EEOC, ADA,Workers Comp)	Mar 22, 2010 5:35 PM
77	OFE or EFO, FSI, Fire instructor, EMT-P	Mar 23, 2010 12:15 PM
78	Budget Planning, EFO, Leadership training,	Mar 29, 2010 12:27 PM
79	OFE and experience could = a degree	Apr 12, 2010 6:50 PM

APPENDIX 6 – COMPLETE LIST OF ANSWERS QUESTION 13 OF EXTERNAL SURVEY

OFE Succession Planning Survey

If yes, please briefly explain how.		Response Count
		22
answered question		22
skipped question		126

Response Text		
1	See above	Mar 15, 2010 6:00 PM
2	FO1 must be completed prior to or within 6 months of promotion.	Mar 15, 2010 6:03 PM
3	Minimum of 40 hours Leadership training in the 5 years previous to exam, OR Associates or Bachelors Degree in Fire Science or EMS	Mar 15, 2010 6:09 PM
4	Must have to test	Mar 15, 2010 6:11 PM
5	Program components must be completed prior to appointment or during the probationary period.	Mar 15, 2010 6:13 PM
6	After promotion, officer has one year to compete the program	Mar 15, 2010 6:30 PM
7	need to have a fire officer class before	Mar 15, 2010 6:34 PM
8	Part of requirement for promotion Officer I and II	Mar 15, 2010 7:42 PM
9	The promotion for Lieutenants is based off of a format in the labor management agreement. The process defines the step and the percentage of the score each component comprises. Any other advancement is at the descretion of the fire chief and or trutees	Mar 15, 2010 8:03 PM
10	They must meet the minimum course requirements before applying for an officers position.	Mar 15, 2010 9:33 PM
11	Lieutenant - full-time at the department for 3 years, EMT-P, ICS training, Fire Officer I, MCTO series Captain - Served as a Lieutenant with the department for at least a year, EMT-P, Fire Safety Inspector, Public Safety Instructor, Fire Officer II	Mar 16, 2010 1:53 PM
12	We put on a Fire Officer boot camp.	Mar 16, 2010 2:51 PM
13	In as much as, as soon as you are promoted, you are required to attend OFA for Fire Officer I. You are also required to begin attending National Fire Academy courses on an annual basis.	Mar 16, 2010 2:59 PM
14	Required to sit for promotional test.	Mar 17, 2010 12:54 AM
15	in order to be a Lieutenant, you must complete Officer I & II, through Howland or the OFCA programs	Mar 17, 2010 1:32 PM
16	Members know minimum requirements to test for officer position and are encouraged to meet the requirements	Mar 17, 2010 4:41 PM
17	extra points are given for higher education in your field.	Mar 17, 2010 4:47 PM
18	Candidate must have FO1, FF2, EMT-I, and 5 years service prior to consideration for propmotion to Lt.	Mar 17, 2010 7:11 PM
19	Candidates must have completed some of the courses prior to sitting for the exam.	Mar 17, 2010 7:30 PM

Response Text		
20	Our Officer Training Booklet has to be completed, prior to taking the promotional exam. We are also in the process of sending Out of Class firefighters to Officer Development programs.	Mar 18, 2010 4:04 PM
21	Additional points for some of the training	Mar 22, 2010 1:39 PM
22	Our officer development program is actually a policy in our Employee Handbook that lists a set of specific courses that must be completed in order to sit for a promotional exam, then additionally another set of courses that must be completed within 1 year after promotion. Different courses for different ranks based off of their job descriptions.	Apr 21, 2010 2:23 AM

APPENDIX 7 – COMPLETE LIST OF ANSWERS QUESTION 18 OF EXTERNAL SURVEY

OFE Succession Planning Survey

If you answered yes to question #16, what components of the plan do you believe have been most effective?	
	Response Count
	13
<i>answered question</i>	13
<i>skipped question</i>	135

Response Text		
1	Knowledge of what course work is required.	Mar 15, 2010 6:05 PM
2	The written plan is civil service testing.	Mar 15, 2010 6:16 PM
3	Assessment Center	Mar 15, 2010 6:17 PM
4	Past Performance	Mar 15, 2010 6:20 PM
5	Procedures for promotion, career development planning	Mar 15, 2010 7:21 PM
6	The fact that there is a plan to follow	Mar 16, 2010 1:56 PM
7	The department offers officer development training through the State fire academy, and other technical schools to obtain the education required to serve at the various ranks.	Mar 16, 2010 2:43 PM
8	Requiring previous experience and time to progress to next level	Mar 17, 2010 4:41 PM
9	Time in grade	Mar 17, 2010 4:49 PM
10	Civil Service	Mar 17, 2010 6:37 PM
11	Oral assesment evaluation portion	Mar 17, 2010 7:12 PM
12	Written and oral exams	Mar 17, 2010 9:45 PM
13	Required training	Mar 18, 2010 11:35 AM