Succession Planning for Hill AFB

Executive Leadership

By: Steven G. Carter
Chief, Fire Protection
775 CES/CEF
Hill Air Force Base Fire Department
Hill Air Force Base, UTAH

An applied research project submitted to the National Fire Academy as part of the Executive Fire Officer Program

July 2004

ABSTRACT

This applied research project was submitted to the National Fire Academy as part of the Executive Fire Officer Program. The subject was chosen as an appropriate matter of importance in that there was no formal or substantial succession planning program within the Hill Air Force Base Fire Department.

The purpose of this research was to examine succession planning, identify, and develop criteria, and implement a succession planning program for the organization. Based upon the literature review, the results of survey responses administered to other fire and emergency services organizations and a consensus of current employees within the department, it was thought that a valid and useful model program could be developed for all chief fire officers of the Hill Air Force Base Fire Department. This research could also benefit other departments who did not have a program as well.

The research method employed in this particular project is a descriptive based process. After gathering and disseminating the data, a plan was to establish and initiate the leadership development program within the foreseeable future.

The procedures were a series of questions administered to twenty six fire and emergency service organizations throughout the United States, as well as an internal survey of twenty one fire officers at the Hill AFB Fire Department.

The results were found to be quite intriguing. Of all the respondents, the variety, or the lack of succession planning programs were the two most interesting discoveries.

The recommendations of this research project were that the Hill Air Force Base Fire Department adopt a workable program to select, establish and administer a succession planning program for all chief officers in order to prepare them to instill a

foundation for quality leadership for future growth and organizational improvement. Further, other fire and emergency services organizations that had not already done so, needed to formulate policies and procedures to pursue a similar endeavor in preparing the future leaders within the fire service.

TABLE OF CONTENTS

PAGE

ABSTRACT.....2

TABLE OF CONTENTS.....4

INTRODUCTION.....5

BACKGROUND AND SIGNIFICANCE.....6

LITERATURE REVIEW.....8

PROCEDURES.....24

RESULTS.....28

DISCUSSION.....35

RECOMMENDATIONS.....41

REFERENCES.....44

APPENDIX A (External Survey)…….....…….. 47

APPENDIX B (Internal Survey) 48

APPENDIX C (External Survey Results).....49

APPENDIX D (Internal Survey Results).....50

INTRODUCTION

One of the biggest issues facing many organizations today is that of succession planning. Developing people within an organization to assume management responsibilities at all levels is key to the longevity and continued success to of any organization. Government at all levels, as well the public sector, is faced with that issue today.

The face of American leadership is changing and the Fire Service needs to keep pace. Many of the veteran leaders in the Fire Service are now retiring. These retirements are leaving a work force that may not be properly prepared to assume the leadership positions that are left vacant. They take with them their skills, knowledge, and abilities without properly training other individuals in the organization to take their position.

This gap in experience and knowledge can be potentially serious not only during major emergency incidents, but also with the daily operations of the Fire Department. Being a leader in the Fire Service has many different facets, and if that knowledge is not passed on, the Fire Service will not meet the challenges that it faces now and in the future.

The problem identified as an appropriate subject of study was that the Hill Air Force Base Fire Department did not have a formal succession plan for chief officers. This led to a variety of levels of competency, performance and ability from one officer to the next, with little or no consistency.

The purpose of this research is to examine succession planning and to identify what are critical components of a succession plan for the Hill AFB Fire

Department. In gathering, compiling and comparing the data collected for this project, it was the intent to establish a succession plan for Hill Air Force Base specific, thereby producing more effective future leaders within the organization, increasing its' survivability quotient and it's overall contribution to the Air Force.

The research questions to be answered were:

1. What are the components and criteria for succession planning?
2. What succession plans are currently being used in other fire departments?
3. What are the critical components for a succession plan for the chief officers at Hill AFB Fire Department?

The methodology utilized in this research was descriptive in nature. The procedures that will be used will include a literature review, a survey of fire department staff, a survey of selected fire agencies, and a search on the internet to determine what, if anything, other fire departments are doing in this regard.

BACKGROUND AND SIGNIFICANCE

Historically, federal fire fighters have been promoted from a list of eligible candidates based upon Office of Personnel Management Guidelines. These guidelines were general in nature and applied to the entire federal workforce. There were no specific requirements set forth for the firefighting profession. In 1994, the Department of Defense developed a Certification Program that required firefighters at all levels, to be certified in accordance with the International Fire Service Accreditation Congress (IFSAC). Since that time, firefighters who were promoted to a new position had one year to complete the individual certifications for that position. While this program greatly enhanced the technical capabilities of newly promoted personnel, it still did not address

the issues of management and leadership, tools that are just as necessary for an officer to be successful.

With a supervisory staff of 26 personnel within the Hill Air Force Base Fire Department, the education and training levels in the science of management and the art of leadership ran the gamut from extremely well-prepared and qualified to individuals that possessed little or no knowledge of sound and proven management and leadership techniques. Profiles included a civilian chief fire executive with 30 years in the profession with a fire science degree and an excess of 100 classes and courses relating to management and leadership, a military service fire official with 22 years and various military leadership courses, a degree in education and a career in training and development, four senior fire officers with 120 years combined experience and limited amount of training and education in this discipline, four second level supervisors with only recent opportunities in leadership training, to 14 first-level supervisors with no formal training in leading and directing people and resources. This disparity in preparedness, philosophies and abilities created numerous problems within the organization. From labor/management disputes that included union grievances, unfair labor practices, Inspector General Investigations, Congressional and criminal investigations over a 5 year period, disciplinary actions, equal employment opportunity complaints, loss of productive work and learning time, to personal and personnel confrontations that could have been avoided, or minimized if the entire staff had been subjected to the same level of leadership training. While all of these problems cannot be attributed directly to a lack of leadership development, there is a compelling case for advocating further development of officers that would surely impact the overall outcome of many of the situations studied. A preponderance of the evidence collected indicates that with more emphasis placed upon pre-empting these problems with knowledge and

skill-based training, the organization and its" customers would be much better served. When all the previously mentioned problems are analyzed, it becomes easy to discern that the organization was not functioning at a level that could be identified as optimal. So many ancillary and even unnecessary side issues could have been resolved in far less time, with far less effort and with a greater percentage of success had the staff been given the proper tools in advance instead of learning through trial by fire, no pun intended!

This particular discipline, of fire officer leadership development and succession planning is directly related to the Executive Fire Officer Program Executive Leadership Course in Unit 6, "Succession/Replacement Planning" This unit specifically relates to workforce planning, development, and succession planning.

While the intent and success of the Executive Fire Officer Program is unquestionable, in order for the Hill Air Force Base Fire Department to continue the process of improvement, these same tenets must be applied to all the young and newly assigned officers who will become the senior leadership of the organization for decades to come.

The next logical step in this process of elevating the level of professionalism and performance in the field of emergency service delivery would be to concentrate upon the local preparation of first line supervisors who are in the early stages of their careers, as opposed to the current senior executives, who are at, or past the pinnacles of their careers.

LITERATURE REVIEW

1. What are the key components and criteria for succession planning?

A prominent author on the subject of succession planning stated: "A succession planning and management program is a deliberate and systematic effort by an organization to ensure leadership continuity in key positions, retain and develop

intellectual and knowledge capital for the future, and encourage individual advancement" (Rothwell, 2001, p. 6).

"Managing succession is more than fingering a slate of replacements for certain positions. It is a deliberate and systematic effort to project leadership requirements, identify a pool of high potential candidates, develop leadership competencies in those candidates through intentional experiences, and then select leaders from among the pool of potential leaders" (Bledsoe et. Al., 1997).

Marilyn Buckner and Lynn Slavenski explain, "If your organization is unprepared, it can take six months or more to choose a competent successor and much longer to groom a younger person for a key executive position. That is why an increasing number of organizations are recognizing the need for succession planning: a formal process to identify, select, and develop candidates for future positions. Basically, succession planning is having the right people in the right place at the right time" (Tracey, 1994, p.561).

The attacks on September 11th resulted in devastating losses, which drained the management resources of corporations such as Cisco Systems, Oracle, Compaq computer, Sun Microsystems, 3Com, and many others. Even before the dust settled and anyone had a chance to grieve, several companies had to face the sobering fact that they had lost key executives who were on the planes or in the buildings. The majority of the corporations that lost executives in these disasters had failed to plan for succession of the corporate leadership. (Morris-Lee, 2001).

Ross (2002) focused on what an organization should do to prepare for the sudden loss of a Chief Executive. She argues that a company should compile a list of positions that require successors and establish an evaluation process for all potential succession candidates.

Hanger (2002) identified one disadvantage of a succession planning. Hanger stated that "Those employees with less loyalty to the organization may use succession planning and career development as a means to improve their employability outside of the organization" (p. 15). Hanger states that there are four recent forces that encourage organizations to use career development programs. They are the changing diversity of the workforce, the fact that many public-sector jobs require increasing skill and education levels, the decreased prestige of public-sector jobs and finally governments are being asked to reinvent themselves and become high performance workplaces. The benefits of a good succession plan were also outlined by Hanger. They include:

1. Identification of the current level of employee training.
2. Identification of organizational education and development needs.
3. Increased opportunities for high potential workers.
4. Increased candidate pool for leadership positions.
5. Contributions to the accomplishment of the organization's strategic plan.

What are the key components and criteria for succession planning?

Greengard (2001) believes the five keys to successful succession planning are:

1. Identify key leadership criteria: It's essential that an organization know what skills and competencies it needs to succeed. No one group, including HR, can identify all these traits. As a result, successful organizations usually rely on focus groups and task forces to better understand core competencies and personnel requirements.
2. Find future leaders and motivate them: An enterprise must have a system in place for finding star employees and ensuring that they're ready for key positions. This can involve any of several approaches, including 360 degree feedback, standard reviews, and informal discussions. Understanding

employees' talents, aptitudes, and interests and then providing interesting assignments creates a much higher likelihood of success than a strict compensation reward system.

3. Create a sense of responsibility within the organization: Although HR can serve as a catalyst for effective succession planning, most successful organizations rely on corporate management to review and oversee the progress of employees. Then, as a worker moves up the ladder, there's a detailed record of his or her progress with review from various levels within the company.
4. Align succession planning with the corporate culture: Despite an emphasis on past performance, it is essential to retain a focus on core values. Effective succession planning requires an organization to stress these values, whether it's a desire to perform leadership tasks or complete assigned tasks, and weight them heavily in the overall selection process.
5. Measure results and reinforce desired behavior: The only way to know whether a succession plan is effective to put systems in place to track results and have HR review the overall effectiveness of the program. Then the organization must develop systems, such as reward based compensation, training, and appropriate assignments, to motivate workers and push them along desired development paths.

(Duncan 2000) recommends the following five step process:

1. Replacement planning: What positions will need to be filled and when?
2. Human Resource Audit: Who is available to fill the positions?
3. High Potential Employee Identification: Who are the best candidates?
4. Employee Input: Completion of an individualized learning plan.

5. Development: Get the candidates qualified.

"The time honored way of learning one's technical specialty, then somehow making the transition into supervision, is not a reliable method for producing adequately trained staff" (Pernick 2002, p.10).

Pernick also states that most organizations do not have an effective way to develop the talent of their employees to become effective leaders. Pernick believes that organizations must develop a leadership development program (LDP). Although this can be a costly venture, he believes well led organizations tend to attract quality applicants, produce satisfied employees, incur less unwanted turnover, engender loyal customers, and yield impressive financial returns.

Pernick feels there are two approaches to getting this type of person into the organization; the first is to buy them. This occurs when a company actively recruits people looking for talented leaders from the outside. However this does have some disadvantages, even though there is less invested in the employee. The potential exists for those that were internally passed by to become demoralized, and also for productive to temporarily decrease while the new person learns the ropes.

The second approach is to develop talent within the organization. There are two primary benefits to developing employees; the first is the organization gets to develop the next generation with the company's strategic plan and cultural agenda in mind. Secondly, the company has greater control over the amount of employees that have the requisite skill, therefore making strategic implementation faster.

“A comprehensive LDP (Leadership Development Program) requires a careful selection of participants from the applicant pool, adequate funding, and dedicated administrators and development staff” (Pernick 2002, p.11).

Pernick has developed a system that involves nine major tasks for a leadership development program; they are:

Task 1: Devise Program Selection Criteria

Criteria for program should be defined. General selection can be established by finding a good match between immediate and future role demands. The following is a list of traits that could be used as a check list for selection criteria:

Desire: Wants to lead, wants to get things done through other people wants, to have an impact.

Purpose: Has vision goals; wants to achieve something, to accomplish things.

Confidence: Believes she or he can make a difference but is not grandiose.

Assertiveness: Is willing to assert self and compete, without becoming unduly upset.

Psychological fitness: Has insight and feels comfortable with self; empathetic towards others and open to feedback.

Energy: Has the physical stamina to do lots of things and to work long hours.

General Intelligence: Possesses average or slightly above average general intelligence.

Task 2: Define Leadership Competencies

Identifying the critical leadership competencies that correlates with organizational effectiveness tells us what leadership skills are needed. Research suggests that a distinct competency is moral leadership and might include these behaviors:

- Compassion
- Willingness to help others
- Truthfulness
- Avoiding gossip and political behavior designed to advance a personal agenda
- Fairness
- Repudiation of destructive competition
- Tolerance of diverse view

Task 3: Establish an Application Process

The application process should be simple, fair, and accurate. It should be a three step process:

1. Advertise the program
2. Evaluate applicants' suitability
3. Inform them of the decision

Task 4: Assess Current Leadership Skills

Craft valid, reliable, and efficient ways of measuring participants' current leadership styles, tied to competency criteria.

Task 5: Provide Developmental Activities

Offer a set of measurable, challenging and time bounded activities for participants.

Task 6: Align structures to Reinforce the Program

Successful LDPs find ways to tie desired leader behavior to the organizations formal personnel system.

Task 7: Develop Leaders in Context

Leadership Development should occur on the job

Task 8: Plan for the Next Generation of Leaders

The LDP should fit within the organization's strategic goals and should ensure that an adequate supply of capable leaders is available to carry out strategic intent throughout the organization.

Task 9: Evaluate the Leadership Program

The organizations executives and program designers should define the exact nature and scope of the evaluation, based on program goals (Pernick 2002)

Pernicks's basic belief is that the employee is the organizations greatest asset and development should come from within the company. "Systematic leadership development is a strategic choice, representing a long term investment in an organizations future and that of its' employees." (Pernick, 2002, p. 17)

Coleman (1988) states that succession planning should focus more on the area of written and verbal skills, but should also include strong analytical and problem solving abilities.

A succession plan can play a major role at ensuring stability in an organization. "It is an integral part of management resourcing and development strategy, and top level succession planning is the most critical management level in the review process which at the heart of that strategy. It is important that succession planning should be based on the best judgments of the way the

business, its environment, its culture, and management competency requirements will develop over the period of the plan, so that future managers are prepared for the future" (McBeath, 1992, p. 275).

An academic panel joined together under the sponsorship of the National Academy of Public Administration contends that there are three pillars of leadership regarding managerial leadership and supervisory relationships. The first pillar of leadership is varied job assignments. "Being required to produce results in varied positions and contexts is critical to leader development. Pace setting programs intentionally rotate high potential candidates across functions, organizational elements, and geographic regions for developmental purposes. Such programs also appoint candidates to special project teams, create visibility opportunities such as high level presentations, assign them as executive assistants for senior staff, and use short term exchanges" (Bledsoe et.al., 1997).

The second area is education and training. After all, it has postulated that "Best practice organizations use formal internal or external programs to further expand leadership knowledge and skills. To do this, they periodically extract the developing leader from job tasks. Internal educational institutions and programs can also instill organizational values, convey strategic direction, and cement networks, thereby building a cohesive approach to change" (Bledsoe et. al., 1997).

The third pillar of leadership development is described as an individual who takes control of his or her development by becoming a life long learner. "Matching the organization's commitment to development, the individual should engage in self initiated learning, extensive professional reading, participating in professional organizations, conferences and workshops, completing courses, seeking feedback from peers and subordinates; finding a mentor, volunteering in

church and community organizations, and in engaging in business projects beyond the immediate job tasks" (Bledsoe et.al., 1997).

In a research report about succession planning, Avsec (2000) wrote that there are 9 critical components of a good succession plan. They are:

1. Support from top leadership.
2. The plan must have support from line management.
3. It must be based on a top to bottom assessment of the organization's leadership needs.
4. The plan must be part of a larger business plan for the organization.
5. The plan needs to identify the positions within the organization that are part of the succession planning process.
6. Selection of participants must be based on an objective evaluation process.
7. The plan must be balanced with employee input.
8. The organization must put people into assignments that make them grow.
9. A good participant evaluation process must be part of the plan.

2. What succession plans are currently being used in other fire departments?

Further research at the Learning Resource Center, personal communications, journals, and surveys show there is a number of agencies that are interested in various forms of succession planning, however, little has been actually established into succession plans for chief or staff officer positions.

Coleman (1998) suggested that future organizational leaders must be exposed to all aspects of the job throughout their career. This allows them to develop and understand the administrative skills necessary. While much of the

fire service thinks succession planning is the same as leadership development, they two different and distinct programs.

The city of Minneapolis has developed a professional development and training plan. This plan includes all positions from Cadet to Fire Chief. Chief Forte believes that "succession planning boils down to finding and developing the city leaders of tomorrow". (Clack, 2002, p.10). This plan addresses the technical aspects of the job and does provide for course work in personnel management beginning at the Captain level and continuing through the Fire Chief level.

The city of Minneapolis has addressed the needs for their organization and provided a specific plan for the development of their staff. This is a comprehensive plan and touches on many of the elements needed for supervisory development.

The Minneapolis Fire Department was able to develop and implement their program, with the cooperation of the local union. With this program there were no "secrets to success" and allowed all who desired to be involved in the participation. (Forte, 2003, p. 33). They focused on diversifying the organization, but in doing so they were able to develop standards. "The standards were never lowered. The standards were, in fact, defined for the first time, and that focus made the department reflective of the community it serves and led to highly qualified and diverse work force" (Forte, 2003, p. 34).

This program was open to everyone and allowed for the enhancement of the technical, conceptual, and interpersonal skills needed to lead this organization. This implementation process was through employee education to the entire process and removal of any impediments, whether formal or informal, to any

candidates participation. Participation was focused on college based education and professional development. (Forte, 2003).

(Coleman, 1998) states "succession planning is nothing more than working with your subordinate staff so that, in the event that one of them succeeds you, they'll believe that they're carrying the organization in the same direction you established". His belief is that if you work with your staff, they can integrate into a new management team and keep the organization going in the direction you've established, unless there is a significant reason to change.

In 1998, the Orange County Fire Authority, California, instituted a 112 hour Leadership Institute. This program was designed to develop leaders, with a focus on organizational culture. The curriculum focused on four concepts:

1. Personal and professional growth is an outcome of a partnership between the individual and the organization.
2. The institute does not limit the focus on those of rank, but rather supports the concept that leaders are found throughout an organization.
3. To change an organization, you must change one person at a time and through that individual acting in a leadership manner, the organization will grow and prosper.
4. To succeed as an organization, a deep personal level of commitment is required from its members.

Of the 48 graduates, 15 have been promoted to captain, battalion chief, and other senior staff positions (Martin, 2001).

The Orange County Fire Department Leadership Academy was specifically designed to address two separate deficiencies; a significant number of personnel would be retiring in five to seven years and a deficiency in leadership within

the organization. The implementation process was to hold an academy, train the personnel, and then enhance each student's technical, conceptual, and interpersonal skills through involvement in developing new or assisting in existing organizational management initiatives (Martin, 2001)

The City of Highland Park, Illinois mandates "supplemental education in management skills, administration, and personal relations by college level courses". (City of Highland Park Department of Public Safety, 1996).

The Department of Fire and Emergency Services, Richmond, Virginia requires fire chief candidates to have attained a minimum of 93 semester hours of college level instruction (Department of Fire and Emergency Services, Richmond, VA, 1997).

The city of Roseville, California Fire Department evaluates six critical dimensions necessary for officer development according to (Early, 2001). They are:

1. Leadership
2. Problem solving/decision making
3. Interpersonal skills
4. Professional demeanor
5. Organizational skills
6. Oral and written communications

The Lansing Fire Department has developed a model for their organization in regard to succession planning. This plan is based on four concepts, continuity of operations, job shadowing, documentation, and comprehensive mentoring. (Bouth, 2001, p.30).

Continuity of operations has two parts, formal training and the passing of unwritten department history, policies, and cultures. Job shadowing would have perspective employees shadow a position for a period of time prior to actually being

promoted. Documentation would be the development of manuals that are specific for a given position and finally comprehensive mentoring. This should be done by the next position in the rank structure, “allows the junior officer to take command of both field and supervisory situations to gain the experience” (Bouth, 2001, p. 32).

3. What are the critical components for a succession plan for the chief officers at Hill AFB Fire Department?

In the book, Creative Human Resource and planning & Applications: A Strategic Approach, Burack (1988 p. XIV) believes; “Strategic thinking is a responsibility of all managers at all levels.” He advocates that organizational forecasting is required to create its own future and reap the benefits of the best utilization of their resources, capabilities, and opportunities. This approach is critical as the heart of any organizations’ future leadership. When managers are involved, they will be appropriately motivated.

The Department of Defense Firefighter Certification System (2001) requires that candidates for fire chief be certified in several areas of competency. These certifications include Hazardous Materials Awareness, Hazardous Materials Operations, Hazardous Materials Incident Command, Fire fighter I and II, Fire Officer I, II, III, and IV, Fire Service Instructor I and II, and Fire Inspector I and II. Each of these certifications is based upon various National Fire Protection Association Standards.

Best Practices, LLC subscribes to the notion on focusing on a select group of employees. Their research shows you must “screen effectively to identify high potential employees and to concentrate development resources on future leaders.” (2003) They also agreed with Morris-Lee on selecting a set of key leadership criteria. Morris-Lee has identified 15 qualities of future leaders that should be assessed when looking for signs of a successor.

Morris-Lee states that “individuals charged with continuity of operations within their organizations must first seek to minimize turn over, but then put into place strong leadership development programs to prepare for future executive level vacancies” (2001, p.18) Focusing on current employees builds a relationship between the organization and the employee by showing that there is interest in the employee. The employee is then more likely to keep producing a work product that is more beneficial to the organization. In the process of focusing on the current employees, management staff must identify those that show the most potential. All employees function at different levels and the current thinking is to focus resources on those employees that show the most potential.

The International Association of Fire Chiefs initiated a program for Chief Fire Officer Designation (CFOD) in 2000. Through this program, candidates wishing to apply for CFOD recognition submit documentation verifying the accuracy of the documentation, and then either accept or reject the application. The current version of the process contains 20 core competencies, which include education, leadership and management skills, as well as requisite knowledge skills and abilities required for fire chiefs (“Commission on Chief Fire Officer Designation,” 2004).

Trickey-Rokenbrod suggests that a mentorship program is also valuable when developing a succession plan. “Examples of direct development would be those activities we generally think of as “mentoring” – discussing key factors to consider in recurring strategic decisions, cultivating relationships between the successor and important stakeholders, and performing many other actions that help successors learn about the CEO role” (1998, p.4)

The United States Fire Administration, through the National Fire Academy conducts an Executive Fire Officer (EFO) program, which is open to senior officers in the fire service. (National Fire Academy Catalog of Classes, 2004). This course is

considered to have value for consideration of promotion to chief officers in many departments.

Literature Review Summary

The literature review all seems to have commonalities on how to approach succession planning. Most agree that one of the key elements to succession planning involves utilizing the internal staff of the organization. The consensus is that using internal staff would be the best way of retaining talented people and training to continue with the current philosophies of the organization.

Additionally, key sets of criteria must be developed to identify those that have who the most potential to succeed. Top level managers must agree upon the criteria so that it can be effectively utilized. This criterion can then lead to development of career paths for those that will be involved with succession planning. As individuals are identified, the resources of the organization can be focused to that end.

Communication is essential, and all involved must share information as the process progresses. The value of communication becomes important during the transition of management. This is the time when the organization is most vulnerable to outside forces and all top level managers must know what the expectations are and what the direction of the organization will be during this time.

Once the plan has been created and implemented, it must be reviewed on continual basis. The needs of organizations change and the plan must be adapted to reflect those changes. If the organization does not adapt the plan as change occurs, then the plan becomes ineffective.

PROCEDURES

This research project employed descriptive methodology. The purpose of this research was to determine what actions may be required in preparing the future leaders of the Hill Air Force Base Fire Department. Information for the project was acquired several resources. The process is as follows:

1. Conducted literature review at the National Fire Academy Learning Resource Center. This included but was not limited to, books, periodicals, Executive Fire Officer Applied Research Projects and codified reference materials.
2. Develop and distribute a survey instrument using the staff members of the Hill Air Force Base Fire Department. (Appendix A)
3. Develop and distribute an external survey instrument to 26 fire departments to determine what, if any, process they accomplish for succession planning. (Appendix B)
4. Use of previously completed research information on succession planning for other organizations, not necessarily confined to fire service organizations.

Population

A survey questionnaire was distributed to 26 fire and emergency services organizations throughout the United States. The types of organizations contacted were:

- Military/Industrial Departments
- Metropolitan sized Departments
- Departments of like size to the Hill Air Force Base Fire Department
- Departments within close proximity to the Hill Air Force Base Fire Department

A second survey questionnaire was distributed to 21 members of the organization. They were:

- Members of the supervisory staff
- Members of the organization who are operating in mid-management positions

Instrumentation

An external questionnaire (Appendix A) was developed for the purpose of querying other fire and emergency services in order to collect and compile data relative to the current state of succession planning programs in the fire service. These surveys were distributed in late September electronically and respondents were given until mid-October to return them, either electronically, or via fax or the mail.

An internal questionnaire (Appendix B) was developed for the purpose of gathering information internally. This information would be collected, compiled and compared to the first questionnaire. It asked respondents to offer their opinions as to the need and/or content of a formal succession planning program within the Hill Air Force Base Fire Department. The surveys were distributed in person to the participants at the end of September. Personnel were afforded the opportunity to complete and return their responses by mid-October.

Of the 26 external surveys administered, 20 were returned (see Appendix C) within the given time limit. Question one asked if the organization possessed a formalized succession planning development program. Question two requested that if they did have a program, or were going to, to identify the key components and criteria for their program. Question three asked each respondent to identify a series of subjects that they would include/exclude in their formal program. Question four provided a forum for any additional comments respondents may have had on this subject.

Of the 21 internal surveys administered, 21 were returned (see Appendix D) within the prescribed time limit. Question one asked respondents to provide their beliefs about establishing a formal succession planning development program within the organization. Question two requested participants to identify what subject matters were most relevant in their opinions. Question three asked each individual to indicate an acceptable time line for completing a program. Question four offered them the opportunity to provide any additional thoughts and comments relative to the subject matter of the survey.

Collection of Data

Raw data was collected and compiled into categories appropriate for each survey question. Responses to general questions in each survey that produced numerous language differences, but were similar in nature or intent, were reduced by the author for the purposes of this research. Any relevant responses were included in the results section.

Limitations and Assumptions

This research is based on several assumptions. First, the researcher assumes the authors in the literature review were objective, unbiased and thorough.

Secondly, it is assumed that the respondents to the surveys were fair and objective in their assessment of the survey questions.

There were also limitations relating to this research project. First, the six month deadline to complete and submit the research project limits the scope of the project. In actuality, the six month time requirement is somewhat less by the time a research proposal request is submitted, approved and returned.

Another limitation is the high ops tempo of our organization as we are a Department of Defense Fire Department that endures many deployments and shortage of manpower hours to accomplish even the basic requirements levied on us.

One of the main limitations for this research was the lack of actual succession plan literature available that targeted the fire service. Most of the information found was designed around the corporate world. While there were many articles on this subject, many of these relate from the same sources as they pertained to the fire service. These sources all contained identical data and conclusions that were used in this research.

Limiting factors of the survey were the size of the population surveyed with the external questions. While there was a diverse sampling of different types and sizes of fire departments, it was improbable that their responses were a true reflection of the entire United States Fire Service.

Definition of Terms

AFB – Air Force Base

DoD – Department of Defense

DoD Firefighter Certification System (DoD FFCS) - Firefighter Certification adopted by the Department of Defense which is recognized by International Fire Service Accreditation Congress. (IFSAC)

IFSAC – The International Fire Service Accreditation Congress is an accrediting organization that accredits certification systems.

Leadership Development Program – a program designed to develop subordinate staff to assume the position of leadership.

Mentoring – A process where subordinate staff is given the opportunity, with guidance, to be involved in the decision making process of situations they would not be exposed to in their current role.

Succession Planning – A defined program that an organization systemizes to ensure leadership continuity for all positions by developing activities and/or training that will build personal talent from within (Wolfe, 1996).

RESULTS

Answers to Research Questions

Research Question 1. What are the key components and criterion for succession planning?

A prominent author on the subject of succession planning stated: "A succession planning and management program is a deliberate and systematic effort by an organization to ensure leadership continuity in key positions, retain and develop intellectual and knowledge capital for the future, and encourage individual advancement" (Rothwell, 2001, p. 6).

"Managing succession is more than fingering a slate of replacements for certain positions. It is a deliberate and systematic effort to project leadership requirements, identify a pool of high potential candidates, develop leadership competencies in those candidates through intentional experiences, and then select leaders from among the pool of potential leaders" (Bledsoe et. Al., 1997).

Marilyn Buckner and Lynn Slavenski explain, "If your organization is unprepared, it can take six months or more to choose a competent successor and much longer to groom a younger person for a key executive position. That is why an increasing number of organizations are recognizing the need for succession planning: a formal

process to identify, select, and develop candidates for future positions. Basically, succession planning is having the right people in the right place at the right time" (Tracey, 1994, p.561).

The attacks on September 11th resulted in devastating losses, which drained the management resources of corporations such as Cisco Systems, Oracle, Compaq computer, Sun Microsystems, 3Com, and many others. Even before the dust settled and anyone had a chance to grieve, several companies had to face the sobering fact that they had lost key executives who were on the planes or in the buildings. The majority of the corporations that lost executives in these disasters had failed to plan for succession of the corporate leadership. (Morris-Lee, 2001).

Ross (2002) focused on what an organization should do to prepare for the sudden loss of a Chief Executive. She argues that a company should compile a list of positions that require successors and establish an evaluation process for all potential succession candidates.

Hanger (2002) identified one disadvantage of a succession planning. Hanger stated that "Those employees with less loyalty to the organization may use succession planning and career development as a means to improve their employability outside of the organization" (p. 15). Hanger states that there are four recent forces that encourage organizations to use career development programs. They are the changing diversity of the workforce, the fact that many public-sector jobs require increasing skill and education levels, the decreased prestige of public-sector jobs and finally governments are being asked to reinvent themselves and become high performance workplaces. The benefits of a good succession plan were also outlined by Hanger. They include:

1. Identification of the current level of employee training.

2. Identification of organizational education and development needs.
3. Increased opportunities for high potential workers.
4. Increased candidate pool for leadership positions.
5. Contributions to the accomplishment of the organization's strategic plan.

What are the key components and criteria for succession planning?

Greengard (2001) believes the five keys to successful succession planning are:

1. Identify key leadership criteria: It's essential that an organization know what skills and competencies it needs to succeed. No one group, including HR, can identify all these traits. As a result, successful organizations usually rely on focus groups and task forces to better understand core competencies and personnel requirements.
2. Find future leaders and motivate them: An enterprise must have a system in place for finding star employees and ensuring that they're ready for key positions. This can involve any of several approaches, including 360 degree feedback, standard reviews, and informal discussions. Understanding employees' talents, aptitudes, and interests and then providing interesting assignments creates a much higher likelihood of success than a strict compensation reward system.
3. Create a sense of responsibility within the organization: Although HR can serve as a catalyst for effective succession planning, most successful organizations rely on corporate management to review and oversee the progress of employees. Then, as a worker moves up the ladder, there's a detailed record of his or her progress with review from various levels within the company.

4. Align succession planning with the corporate culture: Despite an emphasis on past performance, it is essential to retain a focus on core values. Effective succession planning requires an organization to stress these values, whether it's a desire to perform leadership tasks or complete assigned tasks, and weight them heavily in the overall selection process.
5. Measure results and reinforce desired behavior: The only way to know whether a succession plan is effective to put systems in place to track results and have HR review the overall effectiveness of the program. Then the organization must develop systems, such as reward based compensation, training, and appropriate assignments, to motivate workers and push them along desired development paths.

Research Question 2. What succession plans are currently being used in other fire departments?

The Minneapolis Fire Department was able to develop and implement their program, with the cooperation of the local union. With this program there were no "secrets to success" and allowed all who desired to be involved in the participation. (Forte, 2003, p. 33). They focused on diversifying the organization, but in doing so they were able to develop standards. "The standards were never lowered. The standards were, in fact, defined for the first time, and that focus made the department reflective of the community it serves and led to highly qualified and diverse work force" (Forte, 2003, p. 34).

This program was open to everyone and allowed for the enhancement of the technical, conceptual, and interpersonal skills needed to lead this organization. This implementation process was through employee education to the entire

process and removal of any impediments, whether formal or informal, to any candidates participation. Participation was focused on college based education and professional development. (Forte, 2003).

In 1998, the Orange County Fire Authority, California, instituted a 112 hour Leadership Institute. This program was designed to develop leaders, with a focus on organizational culture. The curriculum focused on four concepts:

1. Personal and professional growth is an outcome of a partnership between the individual and the organization.
2. The institute does not limit the focus on those of rank, but rather supports the concept that leaders are found throughout an organization.
3. To change an organization, you must change one person at a time and through that individual acting in a leadership manner, the organization will grow and prosper.
4. To succeed as an organization, a deep personal level of commitment is required from its members.

Of the 48 graduates, 15 have been promoted to captain, battalion chief, and other senior staff positions (Martin, 2001).

The Orange County Fire Department Leadership Academy was specifically designed to address two separate deficiencies; a significant number of personnel would be retiring in five to seven years and a deficiency in leadership within the organization. The implementation process was to hold an academy, train the personnel, and then enhance each student's technical, conceptual, and interpersonal skills through involvement in developing new or assisting in existing organizational management initiatives (Martin, 2001)

The City of Highland Park, Illinois mandates “supplemental education in management skills, administration, and personal relations by college level courses”. (City of Highland Park Department of Public Safety, 1996).

The Department of Fire and Emergency Services, Richmond, Virginia requires fire chief candidates to have attained a minimum of 93 semester hours of college level instruction (Department of Fire and Emergency Services, Richmond, VA, 1997).

The city of Roseville, California Fire Department evaluates six critical dimensions necessary for officer development according to (Early, 2001). They are:

1. Leadership
2. Problem solving/decision making
3. Interpersonal skills
4. Professional demeanor
5. Organizational skills
6. Oral and written communications

The Lansing Fire Department has developed a model for their organization in regard to succession planning. This plan is based on four concepts, continuity of operations, job shadowing, documentation, and comprehensive mentoring. (Bouth, 2001, p.30).

Continuity of operations has two parts, formal training and the passing of unwritten department history, policies, and cultures. Job shadowing would have perspective employees shadow a position for a period of time prior to actually being promoted. Documentation would be the development of manuals that are specific for a given position and finally comprehensive mentoring. This should be done by the next position in the rank structure, “allow the junior officers to take command of both field and supervisory situations to gain the experience” (Bouth, 2001, p. 32).

An external survey (Appendix A) was sent to 26 Fire Departments to ascertain what, if anything, they are doing to implement a formal succession plan. Of the 26 Fire Departments surveyed, 20 responded.

Of the 20 responses all but two did not have a formal succession plan. Two departments responded that they had a formal succession plan. (Appendix C)

Research Question 3. What are the critical components for a succession plan for the chief officers at Hill AFB Fire Department?

An external survey (Appendix A) revealed that two of 26 fire departments had a formal succession plan. The critical components required from both departments were identical. Both identified an officer development program based from a state certification program, and had education requirements, one being a Bachelors degree, the other a Masters Degree.

One department identified other key components such as job sharing, budget management training, management and leadership training, strategic planning training and public administration skills as course curriculum subjects.

The Department of Defense requires several certifications based on NFPA 1021 for those interested in the position of Fire Chief. These certifications are Fire Officer IV, Fire Service Instructor II, Fire Inspector II, Firefighter II, and Hazardous Materials Incident Commander (DoD FFCS, 2004).

An internal survey (Appendix B) was conducted of the Hill AFB Fire Department fire officers. 21 officers were surveyed and 21 responses were returned. Of those respondents, 10 believed a formal succession plan should be established and implemented for the Hill AFB Fire Department. The 10 respondents indicated that the key components they would include of this succession plan would be a Bachelors degree in fire science, a leadership development program tailored for the Hill AFB Fire Department, job sharing,

a political science course, a financial management course, military and civilian supervisors courses, and union negotiation training. (Appendix D)

Morris-Lee (2001) focused on additional requirements beyond formal education when choosing a Chief Fire Officer. These requirements include the ability to analyze the situation, use creative thinking, and exercise good judgment, as well as drive, resilience, and empathy.

DISCUSSION

In reviewing research done by other Executive Fire Officer students, it became obvious that succession planning was a challenge for fire departments as well as other organizations across the country.

Rothwell, (2001, p.7), states "Competency identification and values clarification are increasingly important foundations for an effective succession planning and management program".

The National Fire Protection Association's Standard 1021, Standard for Fire Officer Professional Qualifications (2002), details twenty knowledge and skills items that a chief fire officer should know. The twenty items are in addition to the knowledge and skill components required in the standards for Fire Officer I, II, and III levels. Most of these criteria focus on human resource, financial management, and communication abilities.

The Department of Defense Firefighter Certification System (2004) requires that candidates for fire chief be certified in several areas of competency. These certifications include Hazardous Materials Awareness, Hazardous Materials Operations, Hazardous Materials Incident Command, Fire fighter I and II, Fire Officer I, II, III, and IV, Fire Service Instructor I and II, and Fire Inspector I and II. Each of these certifications is based upon various National Fire Protection Association Standards. While certification is

a significant accomplishment, it has no education requirements as one works through the various levels.

"Managing succession is more than fingering a slate of replacements for certain positions. It is an deliberate and systematic effort to project leadership requirements, identify a pool of high potential candidates, develop leadership competencies in those candidates through intentional experiences, and then select leaders from among the pool of potential leaders" (Bledsoe et. al., 1997).

The results of the internal (employee) survey show there is interest in developing a formal succession planning program tailored for the Hill AFB Fire Department. **"**Succession planning is an issue of leadership development, not management training" (Morris-Lee, 2001, pg18).

The review of literature revealed some common elements when developing a succession plan. It is apparent that there are few actual succession plans being practiced or implemented in the Fire Service.

"Preparing a department for succession is a delicate process" (Coleman, 2000, p.40). There are no generic plans to follow for an organization when developing a succession plan. Each organization must analyze their individual needs and develop a plan to meet those specific needs.

"Leadership, in itself, does not match the knowledge, skills, and abilities necessary to administrate today's fire organization. Following the expediential learning process, future organizational leaders must be exposed to all aspects of the job throughout their career. Over time, this allows them to develop and understand the administrative skills necessary for the advancing positions (Coleman, 1988).

The strategic direction of the organization must be identified. “Where is the organization going, and what type of skills does it need to get there?” (Pernick, 2002, pg.11).

The Minneapolis Fire Department was able to develop and implement their program, with the cooperation of the local union. With this program there were no “secrets to success” and allowed all who desired to be involved in the participation. (Forte, 2003, p. 33). They focused on diversifying the organization, but in doing so they were able to develop standards. “The standards were never lowered. The standards were, in fact, defined for the first time, and that focus made the department reflective of the community it serves and led to highly qualified and diverse work force” (Forte, 2003, p. 34).

This program was open to everyone and allowed for the enhancement of the technical, conceptual, and interpersonal skills needed to lead this organization. This implementation process was through employee education to the entire process and removal of any impediments, whether formal or informal, to any candidates participation. Participation was focused on college based education and professional development. (Forte, 2003).

In 1998, the Orange County Fire Authority, California, instituted a 112 hour Leadership Institute. This program was designed to develop leaders, with a focus on organizational culture. The curriculum focused on four concepts:

1. Personal and professional growth is an outcome of a partnership between the individual and the organization.
2. The institute does not limit the focus on those of rank, but rather supports the concept that leaders are found throughout an organization.

3. To change an organization, you must change one person at a time and through that individual acting in a leadership manner, the organization will grow and prosper.
4. To succeed as an organization, a deep personal level of commitment is required from its members.

Of the 48 graduates, 15 have been promoted to captain, battalion chief, and other senior staff positions (Martin, 2001).

The Orange County Fire Department Leadership Academy was specifically designed to address two separate deficiencies; a significant number of personnel would be retiring in five to seven years and a deficiency in leadership within the organization. The implementation process was to hold an academy, train the personnel, and then enhance each student's technical, conceptual, and interpersonal skills through involvement in developing new or assisting in existing organizational management initiatives (Martin, 2001)

The City of Highland Park, Illinois mandates "supplemental education in management skills, administration, and personal relations by college level courses". (City of Highland Park Department of Public Safety, 1996).

The Department of Fire and Emergency Services, Richmond, Virginia requires fire chief candidates to have attained a minimum of 93 semester hours of college level instruction (Department of Fire and Emergency Services, Richmond, VA, 1997).

The city of Riverside, California Fire Department evaluates six critical dimensions necessary for officer development according to (Early, 2002). They are:

1. Leadership
2. Problem solving/decision making
3. Interpersonal skills

4. Professional demeanor
5. Organizational skills
6. Oral and written communications

The Lansing Fire Department has developed a model for their organization in regard to succession planning. This plan is based on four concepts, continuity of operations, job shadowing, documentation, and comprehensive mentoring. (Bouth, 2001, p.30).

Continuity of operations has two parts, formal training and the passing of unwritten department history, policies, and cultures. Job shadowing would have perspective employees shadow a position for a period of time prior to actually being promoted. Documentation would be the development of manuals that are specific for a given position and finally comprehensive mentoring. This should be done by the next position in the rank structure, “allow the junior officers to take command of both field and supervisory situations to gain the experience” (Bouth, 2001, p. 32).

It is apparent that persons wishing to become fire chief in an organization should have numerous certifications and advanced education. As the Hill AFB Fire Department prepares to develop a succession plan, it would wise to consider the inclusion of such criteria.

While the research is varied in the components of a succession plan, the author cannot dispute the methods and criteria other agencies choose to use. It is apparent that what works for one agency does not necessarily work for another.

After a review of the literature, the concept of a formal organizational program to develop and prepare staff officer replacement was only new to this researcher**.** The literature clarified leadership development and succession planning. Leadership

development is a necessary component of succession planning. While not the same, both are necessary for successful development of organizational leaders.

Succession planning must be customized for each individual organization. Failure to address the unique characteristics of the organization will lead to failure. In the book Effective Succession Planning, it lists the seven most significant stumbling blocks preventing succession planning from becoming a reality in many organizations:

1. Lack of management support
2. Corporate politics
3. Quick fix attitudes
4. Low visibility or perceived need
5. The rapid pace of organizational change
6. Too much paperwork and too many meetings

(Rothwell, 2001).

For the fire service, Duncan, (2000) has offered perhaps the most concise process for succession planning. He recommends the following five step program:

1. Replacement planning: What positions will need to be filled and when?
2. Human Resource Audit: Who is available to fill the positions?
3. High Potential Employee Identification: Who are the best candidates?
4. Employee Input: Completion of an individualized learning plan.
5. Development: Get the candidates qualified.

Using Duncan's program and combining that with portions of other programs identified in the literature review would make an excellent template for the Hill AFB Fire Department.

RECOMMENDATIONS

Based on the research available from other organizations around the country, there are a number of recommendations that follow from the results. The results of the literature review show that succession planning is important to the long term success of any organization.

This research has identified an existing problem in the Hill AFB Fire Department in regards to succession planning. Survey results indicated a split in whether or not a succession plan should be developed and implemented. Internal focus indicates why the results split. However, it is the recommendation of this researcher that a formal succession plan be developed and implemented for chief officers of the Hill AFB Fire Department that meets its' specific needs.

The lack of such a plan would, in all probability, negatively affect the programs, practices, and employees of the department should anticipated or unanticipated vacancies occur at the fire chief position. It is also possible that, lacking a succession plan, employee morale would decline to the point of reducing or losing important employee resources through dissatisfaction.

Based on a combination of recommendations from the literature review, the key elements of this plan should include:

1. Assessment of current and future management needs
2. Development of criteria to meet those needs.
3. High Potential Employee Identification.
4. Employee Input.
5. Career development plans for individuals
6. Periodical review of the program.

An assessment of the future needs of our organization is critical first step in this process. A selected committee of interested parties such as Civilian Personnel, Labor Relations, Base Leadership, and employees would formulate the necessary criteria to meet these identified needs. This committee should be lead by someone very familiar with succession planning.

Once the future needs of the organization are identified, the qualities of what those leaders need to possess have to be developed. This plan will then become the format for assessing personnel that will have the most potential to fill management positions.

Next, a career development plan should be created as a formal document for individuals to follow. This program should include all or a majority of the 15 subject areas listed in the internal questionnaire. (Appendix B)

The purpose and intent of the succession planning development program will be to develop and enhance prospective chief officers. It will also educate them to the vastly differing knowledge base needed to operate a chief officer position, to expose prospective chief officers to the demands of the position, to assign tasks and leadership roles that they would not otherwise obtain. During this period, it is imperative to continually evaluate their potential and abilities to meet the challenges as they relate to the mission of the Hill AFB Fire Department.

The formalizing of the process will enhance the organizations ability to address the anticipated leadership loss, by preparing prospective command officers and administrators with the expanded knowledge, skills, and abilities necessary to better serve the department and its' customers.

It is recommended that other organizations use this research as a model to design a program that will fit their particular needs. The fire service is in need of well-equipped

leaders. Emphasis must be placed upon fostering and developing these leaders at the earliest possible moment in their careers. If this movement to raise the entire profession's level of competency and performance is to sustain itself, we must take extraordinary measures to prepare the future leaders in our midst. We also are charged with providing our customers with a valuable and necessary array of services in the most affordable manner and with the highest level of quality service delivery. In order to accomplish those functions, we must proactively develop systems such as leadership development that will facilitate and enhance the fire and emergency services locally, nationally and globally.

REFERENCES

Avsec, R.P. (2000). Succession Planning in Chesterfield Fire and Emergency Services. (Report # 23548). Emmitsburg, MD: National Fire Academy.

Best Practices, LLC. (2003). Your corporate bench is the source of future all star talent. Retrieved September 30, 2004 from world wide web: www. best-in-class.com/research/bestpracticesspotlights/succession planning 21.htm.

Bledsoe et. al. (1997) Managing Succession and Developing Leadership: Growing the Next Generation of Public Service Leadership. National Academy of Public Administration.

Bouth, C. N. (2001). Succession Planning for the Lansing Fire Department. (Report # 32872) Emmitsburg, MD: National Fire Academy.

Burack, E H. (1988) *Creative Human Resource Planning & Applications: A Strategic Approach*. Englewood Cliffs, NJ: Prentice Hall.

City of Highland Park Department of Public Safety, Illinois. (1996). Job Description for Fire Chief. Highland Park, IL: Author

Clack, J. (2003, January). Professional development and training plan: City of Minneapolis Fire Department. Minnesota Fire Chief, 10-12.

Coleman, R. J. (1988, February). Succession Planning. Fire Chief 23-26

Coleman, R. J. (1998, August). What do you do when it's time to pass the baton? Fire Chief 42+.

Commission on Chief Fire Officer Designation (2004). Candidate Application, version 2.0, CFOD: International Association of Fire Chiefs.

Department of Fire and Emergency Services, Richmond VA. (1997). Career development program. Richmond, VA: Author.

Duncan, T. S. (2000). Succession planning for fire chief for the Henrico Division of Fire. (Report # 31930). Emmitsbug, MD: National Fire Academy

Early, S. (2002). In with the new, out with the experienced: succession development for the Riverside Fire Department. (Report # 34959). Emmitsburg, MD: National Fire Academy.

Forte, R.S. (May, 2003). Land of 10,000 Faces. Fire Chief, 32-34

Greengard, Samuel (2001, December). Five Keys to Successful Succession Planning. Workforce Management. Irvine, CA. Crain Communications Inc.

Hanger, T.L. (2002). Succession planning for senior officers for Hampton Division of Fire and Rescue. (Report # 34647). Emmitsburg, MD: National Fire Academy

Martin, B. (July, 2001). Learning to lead: OCFA develops leadership 101. On Scene, ICHIEFS, 1-6.

McBeath, G. (1992). The Handbook of Human Resource Planning for the Chief Executive. p. 275 Cornwall, Great Britain: T.J. Press Ltd.

Morris-Lee, J. (2001). Lead the way to your future leaders, Contingency Planning & Management 18-20.

National Fire Academy. (2004). 2003-2004 Catalog of courses. Federal Emergency Management Agency, United States Fire Administration, Emmitsburg, MD: Author.

Pernick, R. (2002, August). Creating a Leadership Development Program: Nine Essential Tasks. Public Management. 10-17

Ross, N. (2002, June). Succession Planning. Contingency Planning & Management, 18-20

Rothwell, W.J. (2001). Effective succession planning: ensuring leadership continuity and building talent from within. (p. 6). New York: Amacom

Tracey, W.R. Et al. (1994). Human Resources Management & Development Handbook. (p 561). New York, New York: American Management Association

Trickey-Rokenbrod, D. (1998, December). Succession planning, a reflection of compassionate leadership: Virtual Development Systems, Inc.

APPENDIX A
RESEARCH PROJECT QUESTIONNAIRE
(EXTERNAL)

1. **Does your organization possess a formal succession planning development program?**

   YES () NO ()

2. If yes, what are the key components and criteria for your program?

3. If yes, how long ago did you implement a succession planning development program?

4. Any additional comments?

APPENDIX B

RESEARCH PROJECT QUESTIONAIRE

(INTERNAL)

1. Do you believe a formal succession planning program should be established for the Hill Air Force Base Fire Department?

   YES () NO ()

2. Please indicate which subjects you would like to include, or exclude in addition to the DOD Fire Certification program.

Education	()
Supervision	()
Management	()
Job Sharing	()
Budget/Resources	()
Leadership	()
Conflict Resolution	()
Discipline	()
Ethics	()
Planning	()
Change Management	()
Customer Service	()
Safety	()
Community Service	()
Research Project	()
Other	

3. What would be the timeline for program completion after it has been developed and implemented?

4. Any additional comments?

APPENDIX C

EXTERNAL SURVEY RESULTS

Respondent	Question 1.	Question 2.	Question 3.	Question 4.
1	NO	N/A	N/A	N/A
2	NO	N/A	N/A	N/A
3	NO	N/A	N/A	N/A
4	NO	N/A	N/A	N/A
5	YES	Job Sharing, Budget Management Training, Management Training, Leadership Training, Strategic Planning Training, Public Administration Skills Bachelors Degree	Budget, Management, Strategic Planning, Leadership, Public Administration, Fire Officer III, IV	No
6	NO	N/A	N/A	N/A
7	NO	N/A	N/A	N/A
8	NO	N/A	N/A	N/A
9	NO	N/A	N/A	N/A
10	NO	N/A	N/A	N/A
11	NO	N/A	N/A	N/A
12	NO	N/A	N/A	N/A
13	NO	N/A	N/A	N/A
14	NO	N/A	N/A	N/A
15	NO	N/A	N/A	N/A
16	NO	N/A	N/A	N/A
17	NO	N/A	N/A	N/A
18	NO	N/A	N/A	N/A
19	YES	Officer Development Program, Management Training, Leadership Training, Masters Degree, Mentoring Program	State Certification Officer Program, Leadership Training,	No
20	NO	N/A	N/A	N/A
21	No Response	N/A	N/A	N/A
22	No Response	N/A	N/A	N/A
23	No Response	N/A	N/A	N/A
24	No Response	N/A	N/A	N/A
25	No Response	N/A	N/A	N/A
26	No Response	N/A	N/A	N/A

APPENDIX D

INTERNAL SURVEY RESULTS

Respondent	Question 1.	Question 2.	Question 3.	Question 4.
1	NO	N/A	N/A	N/A
2	YES	B/S in Fire Science, Leadership Development Program, Political Science Training, Labor Relations Training, Human Resource Training	2 Years	No
3	NO	N/A	N/A	N/A
4	NO	N/A	N/A	N/A
5	YES	Leadership Development Program, Financial Management Training Job Sharing	1 Year	No
6	YES	Leadership Development Program, Labor Relations Training, Fire Science Classes	1 Year	No
7	NO	N/A	N/A	N/A
8	NO	N/A	N/A	N/A
9	YES	Education, Associates Degree in Fire Science, Leadership Development Process	2 Years	No
10	YES	B/S in Fire Science, Leadership Development Program	2 Years	No
11	NO	N/A	N/A	N/A
12	NO	N/A	N/A	N/A
13	YES	Job Sharing, Political Science Classes, Union Issue Training	1 Year	No

APPENDIX D

INTERNAL SURVEY RESULTS (Cont.)

14	**YES**	**Masters Degree in Public Administration, Fire Officer Development Program.**	**4 Years**	**No**
15	**YES**	**Budget Training, Conflict Resolution, Officer Development Program**	**2 Years**	**No**
16	**NO**	**N/A**	**N/A**	**N/A**
17	**YES**	**Leadership Training, Education (BS)**	**2 Years**	**No**
18	**NO**	**N/A**	**N/A**	**N/A**
19	**YES**	**Job Shadowing, Managerial Training, Change Management, Financial Training**	**1 Year**	**No**
20	**NO**	**N/A**	**N/A**	**N/A**
21	**NO**	**N/A**	**N/A**	**N/A**