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To Mentor or not to Mentor:

A Tale of Chief Officer Development

Bryan E. Newberry

Battlefield Fire Protection District, Battlefield, Missouri

CERTIFICATION STATEMENT

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

Signed: _____

Abstract

The Battlefield Fire Protection District (BFPD) is a rapid growing and progressive fire department with a young leadership team. The youth of the leadership team poses challenges for future development of personnel to executive leadership positions. The BFPD does not have a current process or program for preparing future leaders for the top positions in the fire department. The problem was the Battlefield Fire Protection District (BFPD) is considering a mentoring program, but does not know if it will meet District needs. The research purpose was to identify the costs/benefits of a mentoring program for the Battlefield Fire Protection District. Descriptive research was performed to answer research questions. The research questions were: (a) what are the goals of a mentoring program, (b) how do other fire departments engage in mentoring, (c) how do other organizations engage in mentoring, and (d) what are the costs and benefits of a mentoring program? Research identified the need for mentoring to exist not only for senior officers but firefighters. Research also identified a form of mentoring in an organization whether formal or informal by pairing new firefighters with senior firefighters. The research's intent was to define a mentoring program, followed by how mentoring is used, and the cost/benefit of a mentoring program. Through questionnaires, review of literature, and interviews the study found the need for a mentoring program for BFPD personnel, the determination of value of mentoring by BFPD personnel, development of a career development program integrating a mentoring program not just for top leaders but the entire organization in stages, combination of efforts with neighboring fire departments with the same problem, identification of mentoring program components, an evaluation tool to measure the effectiveness of mentoring internally and externally, and incorporation of the mentoring program reflecting the mission, vision, and values of the BFPD.

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To Mentor or not to Mentor

Introduction

Mentoring is a leadership skill not only for personal development but professional development adding to the ability and capabilities of not only the mentee but the mentor (Headquarters United States Marine Corps, 2006). The Battlefield Fire Protection District is a contemporary, fast growing fire department attempting to provide a high quality of emergency services to citizens. In March 2010, the District hired a fire chief from outside the organization. Many of the upper management had only experienced the fire service from a singular perspective, a firefighter with the Battlefield Fire Protection District. Little if any opportunity for growth of chief officer leadership existed. Chief Officers were appointed by the fire chief based upon being liked or disliked. The personnel were eager to learn but the new fire chief had no experienced upper management to rely on for organizational development. There was no existence of leadership development and a void of developing the organization to handle challenges without executive level leadership. According to Nelms and Stanley (2009), development of personnel to lead and reach their goal is the cornerstone of a successful organization. The problem is the Battlefield Fire Protection District (BFPD) is considering a mentoring program, but does not know if it will meet District needs.

The research purpose is to identify the cost/benefits of a mentoring program for the Battlefield Fire Protection District. Descriptive research was performed to answer research questions. The research was based on the following questions:

1. What are the goals of a mentoring program?
2. How do other fire departments engage in mentoring?
3. How do other organizations engage in mentoring?
4. What are the costs and benefits of a mentoring program?

Background and Significance

The Battlefield Fire Protection District is located in southwest Missouri just south of Springfield, Missouri. The District borders the southern and western most boundaries of the Springfield city limits. The District encompasses 32 square miles of Greene County and includes the City of Battlefield. The city of Battlefield was named after the civil war battle of Wilson's Creek. The City of Battlefield and unincorporated Greene County is considered a suburban bedroom community to the Springfield Metropolitan area. The estimated population protected by the District is 38,000 to 40,000 residents (U.S. Census Bureau, 2000).

The District was formed by volunteers in the late 1950's. The District remained volunteer until March 2002 when the first full-time firefighters were hired to staff one of four fire stations. The fire chief started as a volunteer which transitioned into a full time position in March 1995. The fire chief consequently retired in July 2009 after 34 years of service. When the fire chief left there was not a command staff in place for succession of anyone in the organization to promote into the fire chief's position. The District Board of Directors started a nationwide search for a fire chief in December 2009. In March 2010 the District hired a new fire chief from a neighboring fire district (Delve Art, 2010).

A majority of the staff had less than 5 years of experience. The acting fire chief was a battalion chief and senior member of the department with 17 years of experience. The Board of Directors had placed the next highest ranking officer in charge because of the extensive search for a fire chief. Organizationally, a firefighter had a life span of two years with the District before leaving. The District had become a revolving door with over sixty firefighters in two years prior to the new fire chief. Senior members consisted of firefighters who kept their head down and stayed away from the leadership because of the short career spans.

Adding to the emphasis of officer development is the rapid growth reaching the status of a fully paid District. Greene County is one of the fastest growing counties in the State of Missouri (U.S. Census Bureau, 2000). According to the U.S. Census Bureau, Greene County experienced a 24% increase in population growth (U.S. Census Bureau, 2000). The rapid growth has contributed to the growth of the Fire District and emphasized the need for progressively stable leadership to further develop officers and provide services.

The region and specifically the Metropolitan Statistical Area (MSA) have experienced a large amount of growth over the same period of time. Springfield is the third-largest city in Missouri and the largest Springfield in the nation. The estimated Metropolitan Statistical Area is more than 420,000 (Springfield Convention and Visitors Bureau, 2009). The rapid growth has increased the need for response capabilities to handle emergencies and events. Without consistency in leadership the District dealt with public perception as a wheel house for employee. Without stability the opinion of the public and constituents of BFPD faltered to an agency not capable of being an effective public safety entity.

Officers in BFPD had little professional development or mentoring inside the organization. Training was the focus of all employees but the organization did not support prior development of officers at the executive level in fear of the past fire chief losing credibility. In fact, he prided his ability to know more about the organization than anyone else. The past chief used his expert power to only share information needed at the specific time to complete a task but not allowing other information which may help develop officers to perform at a higher level making the chief's job easier. The lack of knowledge of the District was apparent to the author when appointed as the new fire chief when trying to establish goals and objectives for the BFPD

in March 2010. Personnel were told only to perform the duties given to them by management of the District.

A Deputy Chief was hired in September 2010 to fill a vacant position in the BFPD. The focus of the deputy chief was prevention and training. During a capability assessment to determine strategic objectives for the district it was noted that several officers including the most senior chief officers were not trained in contemporary and modern practices of fire and emergency services. Budgetary boundaries were found to exist with a small amount budgeted for officer development or for training at all. Mentoring was nonexistent in the organization. With the level of instability in the organization the officer corps indicated a need for further development to strengthen the BFPD capabilities. Mentoring will better equip the organization for success (Bailey, 2003). Identification of training and experience of what senior officers in the BFPD leadership was identified as a priority by not only those officers but the new leadership of the organization. No one understood the legitimacy of how training and experience must balance the decisions of the leadership team underscoring the importance of identified priorities for the whole organization including the officer corps.

This research project relates to the Executive Fire Officer's *Executive Leadership* course discussed in the Developing Self as a Leader, Developing Decision Making Skills, Managing Multiple Roles, Being in Transition, and Succession/Replacement Planning units. It directly applies to building organizational capability through competencies (U.S. Department of Homeland Security, 2005, pp. 7.8-7.11). This paper directly relates to three of the five United States Fire Administration operational goals, in focusing on three of the five objectives of "local planning, improve capabilities, and improve the professional status" (U.S. Fire Administration, 2010).

Literature Review

Research focused on mentoring in organizations and the components of a mentoring program. The review begins with defining a mentoring program, followed by how mentoring is used, and cost/benefit of a mentoring program. Initial research began at the National Fire Academy Learning Resource Center in July 2010. One literature review was conducted at the Learning Resource Center. A second was conducted at a public library in Springfield, Missouri, in November 2010. A third literature review was conducted at the Battlefield Fire Protection District Headquarters in December 2010. Internet research began at the Learning Resource Center and continued throughout the life of the project.

Role of a Mentoring Program

As defined by the U.S. Department of Homeland Security and the U.S. Fire Administration (2005), “A fully aligned and well-trained workforce is critical for high performing organizations” (p. SM 7-6). Before a mentoring program can be defined, a mentor must be defined. The origin of the word “mentor” can be attributed to Greek mythology where Odysseus’ son was entrusted to Mentor for protection, guidance, and growth (Pennsylvania State University, 2006). A mentor can be defined as a “trusted counselor or guide” (Merriam-Webster's Collegiate Dictionary, 2010). A mentoring program includes a capable mentor (Byrne & Rees, 2006).

The National Aeronautics and Space Administration (NASA) (2003) defines a mentoring program as a way for the one being mentored (mentee) to share with the mentor to learn and grow from experiences and education. As defined by the U.S. Department of Justice (2007), “Mentoring partnerships are a means to keep people in an organization in a continual state of learning.” A mentoring program is a program providing instructional coaches for participants

allowing emotional and technical support to the novice learner so the novice can later become the mentor supporting organizational goals including employee retention (Harvard Educational Review, 2005). Shona Welsh (2004) defines a mentoring program as a way to recognize their abilities and further enhance the abilities to reach top performance.

Use of Mentoring

Reviewing the role of mentoring for chief officer's led the author to not only public safety but other disciplines and environments having leadership roles in an organization. The definition of mentoring was consistent in literature review but information on how mentoring was handled included an exhaustive search comparing other disciplines not only with personnel in leadership positions but new employees. Most if not all of the literature reviewed included similar strategies for the use of mentoring in many venues including education, military, business, non-profit, and government.

Many organizations rely on the past experience of executives for success and profitability (Harvard Business Essentials, 2004). Many mentoring programs are used to pass valuable information and experience to the new executives to further the experience of the outgoing executive to produce greater results for the incoming executive (Stone, 2004). Mentoring is used in a multitude of ways but the most prominent identified was to stop the organization from coming to a standstill from the loss of experience, education, market position, and employee retention. In simple terms, keeping the organization from having to start over at the top executive level whenever the top leader or any leader leaves for another career or attrition taking valuable knowledge, skills, and business know-how with them (Murrell, Forte-Trammell, & Bing, 2009). Imparting or passing on the information allows for organization sustainment as

long as the new leader has been developed to carry on the legacy (Clutterback & Megginson, 1999).

Mentoring is also used to develop the culture of an organization to meet the demand of the industry and/or customer. Mentoring essentially allows the mentor the ability to create the next generation of organizational leaders capable of changing with the dynamic workforce (Zachary, 2005). Zachary also explains mentoring is not just a one on one relationship but a team or whole organizational approach. Mentoring can be used to start a new program, refresh an old part of the organization, build on to another mentoring culture or develop a completely different approach to employee relationships (Zachary, 2005).

Another use of mentoring can be explained as building communication capabilities inside an organization. Individuals in the organization use strengths to develop other members of the organization to communicate and reach a common goal. The ability to communicate can interrelate to the ability to make decisions for the organization (Sias, 2008). The importance of communication and decision making allows for growth of the individual for the executive leadership position.

The use of mentoring can also be mandatory for members of an organization. The mandate can lead to the impression of another rule by the organization but based upon one example, newly promoted officers are required to spend time inside other organizations to learn how their peers effectively lead and manage (Meston, 1990). The mandated programs allows for newly promoted members with little or no experience to glean information from senior peers. Some organizations require mentors from the day the new recruit starts. According to Inman (1999), the new recruits keep the mentoring relationship for the first year of employment allowing for a better chance of retaining a job.

Most, if not all of the literature reviewed identified mentoring as a form of developing leadership (Dungy, 2010). As a role model, the mentor shows the desireable behavior to the mentee using situational and critical decision making (Jules, 2008). The skills developed lead to success in the mentee in the environment after the mentor moves on to another life stage (Santamaria, Martino, & Clemons, 2004). There is not a set style or method to obtaining success in mentoring.

Costs/Benefit of a Mentoring Program

Mentoring programs can cost and/or benefit an organization, person, or team. There are costs or risks with a mentoring program. If a mentoring program or relationship were to turn negative or go awry, the effects are long lasting and devastating. Reasons for a mentor and mentee relationship to become negative are: incompetence, neglect, different values, taking credit for the mentees work, and the inability to take constructive criticism (Chandleer, 2010). The effects can be career ending not only for the mentee but for the mentor.

Additional risks are organizational leaders with bad experiences from mentoring relationships will not focus on the people but the processes. In the business community, the loss of time equals loss of profit. Many Chief Executive Officers (CEO's) are experiencing consolidations in management staff and larger numbers of employees not allowing time to be spent with employees. CEO's then focus on the competence and reliance of hiring a qualified work force and getting rid of the non-performers (Hymowitz, Carol; The Wall Street Journal, 2006). The cost of the mentoring program then becomes the amount of time spent training an employee not the results the employee produce.

In education, failure of mentoring programs can lead to high risk students dropping out of school. If the mentor-mentee relationship is a teacher to teacher peer, the possibility of a tenured

mentor losing tenure and the new teacher not renewing a contract is a risk of a bad mentoring relationship (Colvin & Ashman, 2010). There were several forms of literature found on managing the risk of mentoring in the form of a screening process to make sure the proper mentor and mentee are paired (Management Mentors, 2010). The successful pairing of the two in the mentoring relationship will allow for not only the management of risk but measurable outcomes identifying the risks and benefits.

One program identified costs/risks of the mentoring program as “challenges” (Rossi, 2005). The challenges identified were consistent with risks identified by other sources. The first identified risk varied from other sources because of the focus on gaining the trust of the mentee. Some of the other challenges identified were keeping interest, fear of failure, rejection, unrealistic mentor expectations, time, financial support, and communications. Rossi identified each of the challenges as critical areas that must be addressed for a successful mentoring program.

The author identified many costs/risks in the literature search but there were also a substantial amount of benefits from a mentoring program identified from the literature review. Many of the costs/risks of mentoring can be flipped to benefits. A good example is the identification of the risks early enough to be managed and alleviated by an active screening process (U.S. Department of Education, 2006). Programs must forego the assumption of any mentor can work with any mentee. Personalities and backgrounds are just as varied as people. The screening process can be used to pair the appropriate personalities and backgrounds together for maximum potential.

The American Speech-Language-Hearing Association (2010) lists the benefits of a mentee as; high visibility in a career, learned leadership skills, an efficient and effective worker,

diverse decision making skills, guidance and support, clarity of role, networking, listening skills, skills gap analysis, and career plan development. Identified mentor benefits were; passing on valuable experience, recruitment, career development, diversity, training future executives, development of communication skills, listening skills, and return on investment from years in a profession. Identified benefits in sources were present for both parties in a mentoring relationship with deployed risk management techniques. Successful managers can attribute most success to a mentor somewhere along their career (Welp, 2002).

A search for mentoring in the fire service rendered several results. One of the results indicated mentoring was essential to organizational survival. Lasky (2002) explains the development of a mentoring program should be based on a specific need of an organization. A mentoring program should start small or with a specific position with identified goals established prior to the implementation of the program. Benefits specifically oriented towards the fire service identified by Lasky were feeling of belonging, performance enhancement, development of specific ranks, preparation for promtion, increase effectiveness of incident management, a safer environment to work, and passing on valuable years of experience to a less senior member. Landreville (2003) echoed the benefits of a mentoring program identified by Lasky with evaluation of the program included in the process.

The author wanted to review literature on costs/benefits from an established and proven mentoring program. The United States Marine Corps (USMC) Mentoring Program was identified by an extensive search through the Internet and hard copy sources. In reference to similarities to the fire service, the USMC relates interpersonally. But organizationally the USMC is a military organization with rigid structure dictating a lifestyle and organizational culture. The USMC has moved from a coaching/counseling program to a formal mentoring

program for all ranks (Headquarters United States Marine Corps, 2006). Though different in a formal military nature, the fire service and military organizationally and culturally experience the same challenges in passing on valuable leadership and experience.

Benefits identified from the Marine Corps Mentoring Program (MCMP) aligned with the core values of the organization. The program was structured with a detailed mentor/mentee manual explaining the responsibilities of both parties. Separation by rank or segregation by duty was not present. Participation from the lowest rank of private to the higest rank of general was mandated. The benefits identified through the mission of the MCMP were "empowerment of junior leaders, facilitated genuine concern between the mentor and mentee, increase unit cohesiveness, establish a covenant between leader and subordinate, both committing to personal and professional excellence, ensure accountability, responsibility, and evaluation of both the mentor and mentee" (Headquarters United States Marine Corps, 2006).

Summary of Literature Review

In summary, the success or failure of mentoring program relies on several factors. The objectives of the mentoring program must be communicated to not only the mentor but the mentee. The most valuable asset to an organization are the people. The focus to leave a legacy along with valuable years of experience, culture, and reliability should be the focus of a mentoring program. Pairing the right people in the mentoring relationship will allow for a higher level of success. Donovan (2006) states, "With a paralleled recognition that the best talent lies within a corporation for promotion and corporate talent stability, business-mentoring is an ideal technique for the identification, testing and support with candidates in the succession-line." The success of the organization rests with the success of the mentoring program preparing future executives for the top leadership position.

Procedures

The research purpose is to identify the costs/benefits of a mentoring program for the Battlefield Fire Protection District. Descriptive research was performed to answer research questions. The research procedure used for this project included three literature reviews, one questionnaire, five interviews, internet research, review of various mentoring programs, and mentoring program outcomes. Key words for searching were *mentoring program, corporate mentoring programs, fire service mentoring programs, benefits of mentoring programs, costs/risks of mentoring programs, use of mentoring programs, role of a mentoring program, and mentor.*

The National Fire Academy's online card catalog was used to locate other applied research projects, articles, and information on mentoring and mentoring programs. Additional sources were obtained from the author's library, local agencies, participants in various mentoring programs, and jurisdictions where formal mentoring programs existed.

The following interviews were conducted:

1. United States Marine Corps, Gunnery Sergeant, Gerald Leigh: to determine the benefit to a member of a formal mentoring program outside the fire service. The interview was used to gather research on how the program impacted the organization and individual performance along with limitations. The interview also gathered information to identify processes used to measure results in a mentoring program. A copy of this interview is included in Appendix A.

2. Nixa, Missouri Fire Protection District, Fire Chief, Jimmy Sebree: to determine what current process are used for mentoring inside the fire service. The interview was used to gather research on how the program impacted the organization and individual performance along

with limitations. The interview also gathered information to identify processes used to measure results in a mentoring program. A copy of this interview is included in Appendix B.

3. Branson, Missouri Fire Department, Division Chief, Ted Martin: to determine the benefit to a member of a formal mentoring program inside and outside the fire service. The interview was used to gather research on how the program impacted the organization and individual performance along with limitations. The interview also gathered information to identify processes used to measure results in a mentoring program. A copy of this interview is included in Appendix C.

4. Nixa, Missouri Public Schools, Director of Human Resources, Kathy Whitworth: to determine the benefit to a member of a formal mentoring program outside the fire service. The interview was used to gather research on how the program impacted the organization and individual performance along with limitations. The interview also gathered information to identify processes used to measure results in a mentoring program. A copy of this interview is included in Appendix D.

5. Springfield, Missouri Fire Department, Fire Chief, David Hall: to determine what current process are used for mentoring inside the fire service in a medium to large fire department. The interview was used to gather research on how the program impacted the organization and individual performance along with limitations. The interview also gathered information to identify processes used to measure results in a mentoring program. A copy of this interview is included in Appendix E.

The following questionnaires were distributed:

1. Missouri Fire Service Agencies and Missouri Local Emergency Services: to determine if organizations had experience with a mentoring process or program. The

questionnaire was internet based and distributed through e-mail using the Missouri University Fire Rescue and Training Institute (MUFRTI), Fire Marshals Association of Missouri (FMAM), the Missouri Professional Fire and Fraud Investigators Association (PFFIA), Missouri Valley Division of the International Association of Fire Chiefs (MOChiefs), and the State of Missouri emergency manager's server lists. A copy of the survey questions can be found in Appendix F.

Assumptions and Limitations

An assumption was made that each questionnaire and interview question was understood by the individual taking the instrument and selected target audience areas. It was also assumed each questionnaire was completed by an individual who had knowledge and authority to answer each question, or had the resources to obtain the answer. Other assumptions on this applied research project were the information and data available, time required, levels of involvement from multiple types of fire departments or emergency services and the collection of data. Interviews conducted were with subject matter experts based upon position, time in service, experience, and particular discipline or trade representation. It was assumed each individual had knowledge and authority to answer each question, or had the resources to obtain the answer.

Limitations did exist and played a role in the project. The questionnaires did not explore every possible criteria of an informal or formal mentoring program. All of the questionnaires distributed obtained a low response and return. There are over 903 fire protection districts, fire departments, and fire protection associations in Missouri. A total of 231 out of 903 returned the questionnaire leading to a 25% response rate. The response did not make the 95% confidence level. Had a larger sampling been obtained the results may have varied and been more reliable for research. A note of significance in reference to the research project, this project out of the four completed by the author, rendered the highest return from the fire service. A questionnaire

distributed to local emergency managers throughout the state of Missouri returned 44 out of 676 emergency managers with a seven percent response rate, again higher than any other of the author's research projects. The response did not make the 95% confidence level. Had a larger sampling of emergency managers been obtained the results may have varied and been more reliable.

Another limitation to the project was the identification of a centralized point for distribution of other public safety professionals and trades (schools, law enforcement, state government, federal government etc.) were not able to be located for distribution of the questionnaire or the organizations had policies against distribution of questionnaires over mail, email, or electronic forms. This was a severe limitation to the questionnaire.

Another limitation to this project was a consistent mentoring program or documentation showing consistent program goals. The terms mentoring, mentor, and mentee were found to be interpreted similarly without explaining the researcher's definition of both terms but each of the terms could be used interchangeably leading to confusion in roles. Additionally, experts interviewed wanted clarification on the use and definitions of terms in context to the interview questions and how the terms related to the interviewees experience. Very little statistical information was available from any source indicating the success or failure of a mentoring program.

Other limitations included specific searches for policies, procedures, and guidelines yielded unverifiable products from various sources. The determination of whether the products identified from sources were representative of research goals was difficult. The "other" category provided in instruments identified other jurisdictions may be using another method, tool, or process related to the question without verifiable results. The category made it impossible to

know what the respondents to the questionnaire were using as a program to develop personnel with no other information provided. The category "special district" posed another limitation to the questionnaire because of the ambiguity in the Missouri State Statutes defining fire protection districts as a fire department and a special district taxing entity. Several respondents could have chosen categories, fire service and special district, to identify agency representation. The category of special district should be removed for future questionnaires to alleviate any confusion or the inclusion of examples of a special district to ease choice selection.

Definition of Terms

Mentoring Program: a program designed to develop a candidate in an organization to reach full potential and give the candidate the abilities to reach established goals. The mentoring program ensures vital information is passed from person to person to capitalize on years of experience to further develop the organization to its full potential. There is no set program or process and mentoring is dependent on support from the organization, mentor, and mentee.

Mentor: a person responsible for channeling and guiding a less experienced or junior member. The mentor uses experience, education, knowledge, skills, and abilities to develop the candidate. A candidate can have more than one mentor but only the candidate can reach full potential if support of the program is unwavering.

Mentee: a person who is seeking the knowledge, skills, and abilities from a senior member or experienced member for success. The mentee must be willing to learn, make mistakes, and take in the lessons from the mentor. The mentee carries the knowledge, skills, and abilities from the mentor through a career and would hopefully become a mentor. Mentee's as a benefit of having a mentor can become upward mobile rapidly for leadership positions.

Results

Results from research produced answers to each research question contained in the introduction. Information pertaining to the individual research questions and the results from the interviews, literature search, questionnaires, and other data are broken down under each research question heading.

Research Question 1

The first research question asked, "What are the goals of a mentoring program?" The interviews conducted identified similar goals from subjects on the goals of a mentoring program. An interview conducted with one fire chief identified the need for information, important trade experience, and lessons learned from past mistakes as a benefit of a mentoring program (J. Sebree, personal communication, December 17, 2010). J. Sebree also explained proficient senior leaders use on the job training, feedback, evaluations, and formal training for development. A division chief within a fire department explained the goal of a mentoring program can be as simple as listening (T. Martin, personal communication, December 18, 2010). T. Martin also identified some additional goals of mentoring such as; to identify how the organization is performing, developing the professional and personal goals of individuals, and to help individuals succeed in a profession.

Another interview with a public school human resource director identified the goal of mentoring as identifying a person an employee can trust and help them learn and grow (K. Whitworth, personal communication, December 20, 2010). K. Whitworth also explained how mentoring not only works for senior leaders as a goal of professional development but can be instituted for new employees for an entire career benefiting the growth of not only the mentee but the mentor. In an interview, a fire chief from a large fire department identified reaching the

top position of the department was a direct result of mentoring (D. Hall, personal communication, December 21, 2010). D. Hall also identified the goal of a mentoring program should be guidance.

An interesting interview was conducted with a Gunnery Sergeant in the United States Marine Corps about mentoring. The rank of gunnery sergeant in the Marine Corps is a senior enlisted position. There are only two more levels of enlisted ranks above the gunnery sergeant rank along with two other lateral positions in the military structure. The interview identified a unique perspective with regard to goals of mentoring. The Gunnery Sergeant identified a goal of a mentoring program as a never ending process of personal and professional development (G. Leigh, personal communication, December 16, 2010). G. Leigh explained mentoring is required from the day a Marine enters a unit. Also, Leigh explained mentoring is important for enlisted Marines but even more important for officers since they are responsible for all actions of Marines in a unit. Another goal of a mentoring program as identified by Leigh is Professional Military Education (PME). PME is a formal military development program required for advancement. As defined by Leigh, another goal of the mentoring program is to help a Marine have a lifestyle to support the organization in a positive manner. Areas with specific goals in the mentoring program are marriage, physical fitness, safety, suicide awareness, dependent care, looking out for fellow Marines, leadership, and several other areas aligned with core values of the Marines.

The questionnaires distributed produced surprising results from respondents. The questionnaires asked if the respondent's organization had a mentoring program. Results from the question can be found in Table 1. In the literature review it was determined most organizations felt mentoring programs were beneficial but the respondents to the questionnaires showed an

overwhelming amount identified a large amount of organizations did not have a mentoring program. The questionnaire alone would not aide in determining goals of a mentoring program. However, results from the questionnaires added to the explanation of how organizations can tie the goal of mentoring to promotions of top leadership positions. The most common ways organizations are preparing leaders for top positions are shown in Table 2. Over three-quarters of the questionnaire respondents identified a mentoring program would prepare organizations for future executive leadership challenges. All goals provided by respondents identified and coincided with the goals of a mentoring program found in the literature search (U.S. Department of Homeland Security, 2005).

Table 1
Respondent Organization's
with a Mentoring Program

Mentoring Program	No Mentoring Program
11%	86%

Table 2
Most Common Ways Organizations Prepare Leaders

Time In Service
Formal Education
Certification(s)
Department Career Development Program
Other

The author did note an interesting result from the respondents of the questionnaires. A question asked, "Has your organization discussed or implemented a mentoring program or process in the last three years?" Respondents indicated 52% had discussed or implemented a mentoring program in the last three years and 48% had not. Without further explanation or

identification of whether it was discussion or a program developed the results of the questionnaire simply show an interest in mentoring programs or processes. The question was not mandatory to answer allowing the question to be skipped but all of the respondents answered the question.

Research Question 2

The second research question asked, "How do other fire departments engage in mentoring?" The author used both a questionnaire and interviews to determine how other fire departments engage in mentoring. Results from the questionnaire found in Table 1 identified very few fire departments have a mentoring program. The lack of fire departments engaging in mentoring according to the questionnaire can also be identified as a limitation. The questionnaire distributed to fire departments also asked what level of the organization participated in the mentoring program. The answers chosen on the questionnaire identified the category "None" as 84% of the response with four percent indicating upper management and another four percent indicating all levels of the organization participate in the mentoring program. The rest of the categories on the question chosen were three percent Mid-level, one percent company officers, and one percent entry level participate in the mentoring program.

However, interviews told a different story than the questionnaire. The interview of all fire department representatives indicated some form of development of leaders in each of those organizations. Though not formally called a mentoring program, each person interviewed indicated some form of pairing a firefighter with a senior firefighter (J. Sebree, personal communication, December 17, 2010). However, the trend stopped with pairing of officers together once promoted based upon interviews. The typical response from the interviews of officers and senior leadership used formal evaluations to develop officers or the officers "figured

it out on their own" (D. Hall, personal communication, December 21, 2010). T. Martin did identify another result of fire service development for mentoring not found in the literature review (personal communication, December 18, 2010). Senior leaders in Martin's fire department are mentored by the Fire Chief and other formal programs such as the National Fire Academy's Executive Fire Officer Program, Stephen Covey's "Seven Habits of Highly Effective People," John Maxwell's "21 Laws of Irrefutable Leadership," and James Hunter's "Servant Leadership" programs. Martin explained the formal programs are attended and completed by executive leadership and the fire chief uses the program to prepare top leaders in the fire department for the next position in the career ladder.

An interesting fact and observation from the interviews was observed by the author and also recorded. All subject matter experts interviewed identified the benefits of mentoring far outweigh the risks. All identified the need for mentoring of top level executives in an organization should be mentored for not only the benefit of the organization but the success of the individual. The fire service officials identified in each interview there is a huge lack of preparation based upon personal experience for top leaders in the fire service and expressed the need for a formal program in each fire department of the subjects interviewed. T. Martin identified the program had not been proposed but or developed (personal communication, December 18, 2010). The results from the questionnaire echoed the sentiments of the subjects interviewed on the benefits of a mentoring program for fire service organizations. Of those who chose to answer the questionnaire 87.8% identified a mentoring program would prepare future executive leaders for challenges in top positions.

Research Question 3

The third research question asked, “How do other organizations engage in mentoring?” A combination of interviews and a questionnaire were used to gather results for the research question. Around 10% of the respondents to the questionnaire were not in the fire service and another 43% chose the category “special district” in the questionnaire. The “special district” category falls under the category of fire protection districts but this result could not be verified due to the ambiguity of terminology in state statute defining fire departments in Missouri. The category could not be validated to include the results to answer the research question.

A platoon commander for the United States Marine Corps (USMC) was interviewed about mentoring. During the interview mentoring was identified as a key component to the success and support of a Marine. Mentoring starts for Marines when assigned to a unit once all the initial training has been completed (G. Leigh, personal communication, December 16, 2010). Mentoring is required for all levels and ranks in the USMC. Regardless of specialty or assignment mentoring is considered a tool to make sure each Marine understands the importance of being battle ready. Mentoring a Marine receives also helps keep the Marine on track for career and professional development. Formal or informal mentoring is not required for advancement.

G. Leigh identified senior leaders in the USMC have the responsibility of the lesser ranks, the professional development, symposiums, and working with peers and colleagues to succeed. Leigh explained it is vital to the success of senior leaders to pass on valuable information (personal communication, December 16, 2010). Mentoring is used in the USMC to develop decision making skills on the battlefield according to Leigh (personal communication, December 16, 2010). Leigh also explained leadership is learned not inherited. Mentoring

regardless of who the mentor and mentee are offers the benefit of learning what to do or what not to do. Senior leaders need to have a good idea on how to make the right decisions and mentoring allows the years of experience from other senior leaders to be passed on.

Another interview was conducted with a human resources director for a public school system. Mentoring for teachers start when a new teacher is hired (K. Whitworth, personal communication, December 20, 2010). The new teacher is paired with a mentor teacher to complete initial training and to develop a bond of trust. K. Whitworth referred to the mentoring program as more of a "buddy" system (personal communication, December 20, 2010). The mentor serves as a teacher, advisor, counselor, role model, communicator, and coach according to Whitworth. Not all teachers are mentors. Only the experienced teachers and administrators within the school district fulfill the role. The mentor/mentee are required to fill out quarterly logs throughout the two year mentoring relationship. Not only are logs required to be turned in but observations are conducted by the mentor and mentee. The senior leadership in the school system also has mentors. The mentor is a top executive and the mentoring relationship also involves the Superintendent, who is the top leader of the school system. K. Whitworth attributes her success to the involvement of the mentoring program in the school district (personal communication, December 20, 2010). Whitworth continues to be a mentor and mentee.

T. Martin's interview was used for the previous research question but was also found to be a youth mentor. The youth mentor program's mission is evangelism, discipleship, and equipping young leaders (T. Martin, personal communication, December 18, 2010). The program is a religious based mentoring group for youth students called K-Life. The program is broken into three categories.

"One to Many" is a category where one of the staff or volunteers meet the students "where they are." Staff visits the school lunches, sport events, and weekly club meetings. Martin explains the meetings start the relationship and build trust (personal communication, December 18, 2010). The second category is "One to Few." "One to Few" is a small group of 4 to 6 youths meet with staff or volunteers to communicate directly but still in a group. The next category is "One to One." T. Martin explained a staff member or volunteer meets with the youth one on one to build a personal relationship focusing on the mission of the program, decision making, ministry leadership roles, and many more areas (personal communication, December 18, 2010).

Research Question 4

The fourth research question asked, "What are the costs and benefits of a mentoring program?" Interviews and questionnaires yielded few results for the research question. The results from the interviews and questionnaires identified several benefits of a mentoring program but very few costs. G. Leigh identified benefits of mentoring are becoming a better leader and consideration for promotion earlier (personal communication, December 16, 2010). Additional benefits Leigh identified were development of decision making skills, valuable experience, getting to know families, knowing what decisions to make, what mistakes to avoid, and emulation of good leadership traits. The one cost Leigh identified was time. There was too little time to implement the entire mentoring program and produce quality results. The use of personal time was substituted for mentoring with fellow Marines.

J. Sebree identified mentoring as a valuable to learn from peers (personal communication, December 17, 2010). Another benefit identified by J. Sebree was success in a career because of mentoring along with on the job training, formal training, evaluations, experience, and feedback.

Costs identified by J. Sebree were time for follow through, implementation of a mentoring program in staff hours, lack of participation, and the mistakes from wrong decision while mentoring leaders. J. Sebree did not indicate whether a formal program would change any of the benefits or costs.

T. Martin identified several benefits to mentoring in an interview. Benefits from mentoring where improved services as a division and an individual (T. Martin, personal communication, December 18, 2010). Additional benefits included listening skills, gaining the "pulse" of an organization, solid organizational relationships, become a better candidate for advancement, resources for problem solving, development of an officer candidate position, formal education and training, having fun, and sense of caring. Costs identified by T. Martin were time to develop leaders with a capability of mentoring, time away from work for seminars and formal education, and not enough time for executives to develop top performers (personal communication, December 18, 2010).

From the public education standpoint, mentoring provides several benefits to an organization according to K. Whitworth (personal communication, December 20, 1010). Mentoring provides initial training for any new employee or promotion. The development of a trusting relationship for the both the mentor and mentee adds to increasing capabilities of both parties. With support from the top administrators the preparation for a leadership position becomes easier and rewarding leading to great success (K. Whitworth, personal communication, December 20, 2010).

From a large fire department perspective, mentoring offers many benefits. D. Hall identifies advice, guidance, and support as benefits of mentoring (personal communication, December 21, 2010). An additional benefit from mentoring D. Hall identified was the personal

relationship with the mentor and mentee which usually leaves a lasting impression on both parties whether good or bad. For senior leaders the ability of a mentor, though informal, to take someone and give advice and guidance was identified as a benefit of informal mentoring (D. Hall, December 21, 2010). Costs identified by D. Hall were the mentee not succeeding in becoming a good firefighter. An additional cost for a senior leader was taking the chance to figure out responsibility and performance individually with little or no guidance. Taking the chance individually meant the loss of experience from other senior leaders not willing to take stake in the new leader's success or failure (D. Hall, personal communication, December 21, 2010).

Additional Results

Questionnaire results along with the interviews offered additional results adding to the value of information and data collected. The majority of subject matter experts interviewed indicated the opinion of mentoring in an organization is considered important. Of those interviewed considering high importance to mentoring 2 of 5 had a formal program. The 2 of the 5 with a formal or informal program were not in the fire service. But all five attributed success to mentoring of some sort. All five of the subject matter experts agreed mentoring is valuable to developing leaders in organizations. All five also indicated mentoring is not required for promotion or advancement.

Another valuable fact from the interviews was the value placed on a mentoring process or program. Of the subject matter experts interviewed 3 of the 5 indicated 61% to 80% of personnel valued mentoring. Of the three only one had an established program, the USMC. The results of the interview question are indicated in Table 3. The question asked the subject matter expert to classify based upon the knowledge gained from working in their organization the

percentage of personnel that value mentoring. The highest of the five interviewed derived from the public education expert in human resources.

Table 3

Value of a Mentoring Program

% of Value	0-20%	21-40%	41-60%	61-80%	81-100%
USMC				X	
Nixa Fire District				X	
Branson Fire Dept.	X				
Nixa Public Schools					X
Springfield Fire Dept.				X	

Results from the distributed questionnaire also indicated respondents were not only fire service or emergency managers. The largest majority of respondents were fire service representatives from career departments. Special Districts were the second highest responding to the questionnaire. Additional disciplines and public safety agencies also replied to the distributed survey. The next highest in respondent categories were emergency management, education, and other agencies. The level of staffing was also obtained from survey respondents. The results indicated the majority of respondents were employed full-time. A statistic of note, 48.4% of respondents indicated a location in a suburban area. The complete breakdown of survey results can be found in Appendix F.

Interviews with subject matter experts provided additional results above and beyond the research questions. Detailed descriptions and extremely long survey responses are included in the appendices. The most useful information obtained from the interviews explaining interviewee responses enhanced the results of the author’s work and research. All interviewees

indicated there should be mentoring in organizations to prepare top administrators, executives, and leadership.

The hypothesis concluding a mentoring program would benefit the BFPD was proven true based on interviews, questionnaire results, and the above mentioned data. The hypothesis a mentoring program would meet the BFPD's need was proven true even with the limited questionnaire returns from fire service officials, emergency managers and other disciplines.

Discussion

The research project coincided with findings of others found in the literature review. The literature review, interviews, and questionnaires found a lack of formal and informal mentoring programs. The research did identify several resources, tools, and methods to develop a mentoring program. The BFPD would benefit from a program developed to address the gaps of leadership not only in the upper management ranks but the firefighter level. The program should be developed from "rookie to chief." Valuable information is lost when a leader leaves an organization and there is not a process in place to replace the information and experience lost at the leadership level for BFPD (Santamaria, Martino, & Clemons, 2004). The times of passing the badge and saying "you got it" are over for the BFPD. Replacing a leader is a big enough challenge but rebuilding an organization, inter and intra organization relationships pose a huge time gap for a fire department who's responsibility is to provide seamless service to constituents. The program should include buy-in from all levels organizationally. The more the program can be documented and results demonstrated as a benefit to both the mentee and mentor will allow for those participating seeing the fruitful results and realization of personal and professional success. Mandating the program from the onset may be problematic because there will be

failures and fine tuning to meet the needs of not only the mentee and mentor but the organization.

Tying the mentoring process or mentoring program upon full development, to career development could aid in institutionalizing the program creating an incentive for participation. Much like the MCMP, the correlation to lifestyle could be used in areas. The MCMP did identify aligning the personnel with the core values of an organization helps in self-realization of personal and professional goals (Headquarters United States Marine Corps, 2006). Eventually, the mentoring program could be established as a partner to the promotion process or at least to prepare for promotion. For new firefighters there is already an informal process of mentoring taking place as identified by D. Hall in an interview. An example would be how the fire service pairs up new firefighters with a senior firefighter to be “shown the ropes” and know the ways of the crew, station, shift, and organization when they arrive at the fire station for a first duty assignment (D. Hall, personal communication, December 21, 2010). For some reason not identified by research, this stops when promoted to an officer. Depending on the person, process, and organization, the first promotion according to research should be the start of mentoring for higher leadership positions (Bailey, 2003).

Another item worthy of discussion is mentoring is not about just being a firefighter, officer, or chief title but the direct line of passing vital experience and knowledge learned about the most dangerous parts of the firefighting profession. As NASA (2003) has learned, when a person is responsible for important or high stake decisions there must be a tried and proven method along with a solid base for decision making. Mistakes on a high risk, low frequency setting cannot be repeated without sometimes dangerous results. Out of every benefit of a mentoring program, the passing of vital experience and knowledge to a mentee should be a focus

of the mentoring process. The program should not only have expectations for the mentee but mentor as well as desire outcomes.

Mentoring helps an organization in multiple ways. Mentoring increases communication at all levels. The mentor recognizes how important listening abilities are to a mentee and then translates to organization involvement in decision making (Sias, 2008). The demonstration of mentoring to those who are not either the mentee or mentor will show the leadership philosophies to the audience (Lasky, 2002). In a leadership by example philosophy the desired behavior could be observed along with those wishing to join into a mentoring relationship witnessing the benefit prior to involvement. How better to establish an initiative than have a top performer pair with an up and coming prospect? Organizational values and expectations could be relayed in a fashion of person to person rather than a group format. Installation of a culture or organizational dynamic capable of progressive learning would develop limiting the risks of a bad relationship (Rossi, 2005). All of the fire service experts interviewed in this research project identified the need and importance for a mentoring program for executive leadership and officers. However, none of the fire service leaders had a formal program in place or structure for executive leadership to follow. It was interesting based upon the comments and results, with the exception of one chief officer, none had identified it as a priority for the organization. During research the solution to developing and implementing a program rather than identifying the need for a mentoring program seemed more difficult due to the specific needs of each organization. As a young fire chief and as the author, the benefit of being mentored formally or informally from more experienced and senior colleagues has proven valuable and attributed to reaching the leadership position of an organization. Sheer demonstration of leadership ability is needed for mentoring success.

Recommendations

The purpose of this research was to identify the cost/benefits of a mentoring program for the Battlefield Fire Protection District (BFPD). The problem was the BFPD was considering a mentoring program, but did not know if it would meet District needs. The study confirmed the importance of mentoring not only to the officer but the longevity of the organization. The lack of a mentoring program risks an uninformed and unprepared decision making of senior officers in the fire department. Understanding the role and importance of mentoring only fosters the beginning of the process and should continue throughout the career of a fire officer. Additionally, the study confirmed the existence of multiple resources available for the education of officers on the benefits of a mentoring program.

The research process by the author was exhaustive of multiple resources but more research is necessary to further develop a formal and established mentoring program for the BFPD. Researchers wishing to further evaluate the need of a mentoring program should identify a sample audience allowing for the observance of the mentoring process in other organizations to further the author's research. The performance of other research methods may aid in narrowing additional results including more interviews with subject matter experts to expand mentoring tools. The scope of research should emphasize the desired result without bias prior to research. A longer time frame for gathering research may be necessary for a large project or broader scope of research.

1. An internal evaluation should be performed by the BFPD to determine the value of mentoring to all employees especially officers. What is expected of the program and what level of buy-in should be shown? Valuable information can be obtained from new officers and new employees.

2. The BFPD should develop a professional development program consistent with industry and trade standards. The program will allow all levels of the organization to identify gaps individually and organizationally. Additionally, the identification of not only training but education requirements supported by the BFPD. Funding and identifying budget priorities must be included.
3. Research identified other neighboring fire departments struggling with the same problem. Building partnerships with neighboring departments and labor groups to help formalize the program should be a priority.
4. Components of the mentoring program should be identified in the initial development of the program. Senior officers will expect different training than new officers along with the different levels of firefighter experience. Incorporating mentoring while new will extend the life span of the program.
5. Mentoring should take place throughout the entire organization regardless of rank. Colleagues from other departments of equal ranks and responsibilities should be considered a tool especially since BFPD is a small department. Partnering with an outside organization such as a public school system with an established mentoring program would be an added benefit for steering the program.
6. The development of an evaluation tool for measurement of progress of officers throughout their career in the mentoring program should be developed. Improvements should be documented along with any need for improvements based upon program benchmarks. Otherwise participants will only go through the motions to complete the program with no benefit to the member or organization.

7. The mentoring program should be entwined in the mission and vision of the District. The vision tells the participants the direction of the program and the mission provides a solid purpose of what is currently happening. Establishing buy-in not only in the mentoring program but the organization as a whole should be a priority.

Finally, monitoring and adjustment of recommendations should be a priority. Changes should be made to accommodate an organizational shift in priorities or significant changes in management and firefighting practices. Feedback negative or positive should be used to identify weak or strong points of the program. Once implemented the mentoring program should be evaluated not only internally but externally but subject matter experts. Getting a perspective outside the discipline would additionally enhance results. Identified recommendations should be initiated by January 2012 but a lack of commitment and slow coordination with other entities will increase implementation time.

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Appendix A
Mentoring Interview
December 16, 2010

Name: Gerald Leigh
Position: Gunnery Sergeant, United States Marine Corps
City/County: Springfield, Greene
State: Missouri
Email: gerald.leigh@usmc.mil
Phone #: 417-895-6868

1. What is your background and experience with mentoring?
   Marine Corps as a platoon commander. Mentoring starts at the level of the person above you. I am being mentored and I am also a mentor. The mentoring program is there to get you to the next level. It is not used for promotion but if you are being considered for a meritorious promotion, they will review your mentoring file.

2. Do you feel mentoring is valuable to developing leaders in organizations?
   Yes, it is very important. Without a doubt. You could be a good person but I don't think you get the full aspect of your job or what is expected of you unless someone above you shows you what to do.

   Mentoring is also part of Professional Military Education (PME). It is a formal development of Marines required for advancement but mentoring falls under getting the Marines to complete the PME.

3. Is formal or informal mentoring required for advancement in your organization?

   Formal or informal mentoring is not required for advancement.

4. When does mentoring start for personnel in your organization and what are the components?

   Day 1. It is required. When a Marine checks in at the company I assign the next higher rank to the Marine. My job is to make sure he makes it through the check in process. If he gets promoted or leaves the mentor stays the same throughout their time with the unit. If promoted and still fall underneath their supervisor it will remain the same but if not then they will be assigned a new mentor. We also try to assign someone who lives close to the mentee.

   The mentor program is not just about Marine duties but the lifestyle of the Marine. It encompasses marriage, finances, physical fitness, safety, and much more.

5. Who are mentors in your organization?

   Everyone

6. What is the general opinion of mentoring or the mentoring program?

   Everybody knows it's a good thing. Everybody makes an attempt to make it happen but it doesn't always happen. We are under such time restraints because we are going 90 to nothing when we get there being reserves, and you don't have any time to get it done. On active duty, you have a lot more time to get the mentoring program implemented. There is not difference for reserves versus active duty. We just have a shorter amount of time to get it implemented. The program is so you can get to know your Marines and help them out as much as possible. Getting to know the Marines and their families to help them through the military career. Suicide prevention, vehicle safety, and dealing with Marines personal lives so they are ready to deploy. You can't have a Marine focused on problems at home because it will get someone killed.

7. How are senior leaders developed in your organization?

   Lower ranks have a set system with scores etc. Senior leaders have responsibility of the lesser ranks, then PME, symposiums, working with peers and colleagues to learn, along with supervisors working with them to pass on valuable information.

8. As a leader in your organization, do you feel prepared to lead now and in the future?

   Yes. I have been fortunate to learn from a lot of good leaders, some not so good but others who have been great. Their ability to teach me and pass down needed experience has allowed me to become a better leader.

9. What is the percentage of personnel in your organization/unit value mentoring or the mentoring program?

   _____ 0-20%
   _____ 21-40%
   _____ 41-60%
   __X___ 61-80%
   _____ 81-100%

10. Has the mentoring program or a mentor allowed you to be successful?

    Yes. I guess the first step I had a Staff Sergeant catch an error as to why I was not promoted. He caught the error and learned he was catching things and watching out for me. He didn't care what admin was saying, he would double check everything and take care of his Marines. I didn't know they even watched out for me and it allowed me to learn and do the same for my Marines.

    Mentoring can also be through sharing experiences that you, yourself learned from. Telling a story about how I recognized this or that to other Marines helps develop decision making skills on the battlefield. Showing them no action is worse than the wrong action is a way of mentoring. You only have seconds or a second to make a decision but you have to make a decision.

Appendix B
Mentoring Interview
December 17, 2010

Name: Jimmy Sebree
Position: Fire Chief, Nixa Fire Protection District
City/County: Nixa, Christian
State: Missouri
Email: jsebree@nixafire.org
Phone #: 417-725-4025

1. What is your background and experience with mentoring? *Some formal training and a lot of everyday application, with even more informal application.*

2. Do you feel mentoring is valuable to developing leaders in organizations? *Mentoring is a valuable tool. As with any program the parameters must be set, communicated, and followed through.*

3. Is formal or informal mentoring required for advancement in your organization? *Yes, partially but mostly informally.*

4. When does mentoring start for personnel in your organization and what are the components? *It begins as a probationary firefighter.*

5. Who are mentors in your organization? *Every employee*

6. What is the general opinion of mentoring or the mentoring program? *It is about 50-50. Some enjoy mentoring an employee, others would rather not.*

7. How are senior leaders developed in your organization? *On the job training, formal training, evaluations, experience, and feedback.*

8. As a leader in your organization, do you feel prepared to lead now and in the future? *Yes, I have been very fortunate to receive mentoring, training, and experience in all levels of the organization.*

9. What is the percentage of personnel in your organization/unit value mentoring or the mentoring program?
   _____ 0-20%
   _____ 21-40%
   _____ 41-60%
   ___X___ 61-80%
   _____ 81-100%

10. Has the mentoring program or a mentor allowed you to be successful? *Yes, we must learn from those around us.*

Appendix C
Mentoring Interview
December 18, 2010

Name: Ted Martin
Position: Division Chief, Branson Fire Department
City/County: Branson, Taney
State: Missouri
Email: tmartin@bransonmo.gov
Phone #: 417-337-8584

1. What is your background and experience with mentoring?

FD: As a Division Chief for the Technical Services Division I have one employee (fire prevention officer) as a direct report. This is a person that I focus mentoring time with from a practical and personal format. All with a focus of providing improved services from our division and as an individual. I am also in-directly supervise all of the Operations personnel. This provides some of the same opportunities to mentor from both angles as well. Most importantly, I choose to mentor more as a "listener" and encourage members with questions that typically pull out more of the emotion or what's going on, or how did that work out for you – rather than telling them what to do or what I did in the same experience. Covey's "Seven Habits of Highly Effective People" (habit 5) is a good resource for this.

K-Life: I currently serve on as the Board President for Stone/Taney County K-Life. The mission of K-Life focuses on Evangelism, Discipleship, and Equipping Young Leaders. To me that has a mentoring level to it… Evangelism reaches out to the new folks (firefighters), Discipleship essentially coaches (crew level) and Equipping Young Leaders does intentional mentoring (a good opportunity for captains).

As the Board President I focus on mentoring our Area Director, but also get some time with staff, volunteers and kids. The key step process that I shared with you the other day shares a ministry focus of:

One to Many – Staff/Volunteers meet students "where they are." They meet kids at school lunches, sports events, weekly K-Life Clubs. This starts the relationship and trust. Can you tie this in with your entire FD organization… I think we can! (primarily Evangelism)

One to Few – Staff/Volunteers meet with kids in a small group Bible Study or other scheduled activities. Maybe 4-6 kids (re: FO I span of control numbers). (Primarily Discipleship) I see this as a role of a Chief to his Command Staff or Captains to their crew members.

One to One – Staff/Volunteers meet kids for a McDonalds Coke or something similar to really hear the heart of the kid and help them grow in a number of ways scripturally, but

also good decision making, future ministry leadership roles, etc. (Equipping Young Leaders.) I see this in just about any role… the Chief to his Command Staff members or a Captain to an Engineer or and Engineer to a Firefighter, etc.

2. Do you feel mentoring is valuable to developing leaders in organizations?

   Yes! This is how a leader can get a good "pulse" on his organization. To build solid relationships with his organization (helps avoid white shirts vs blue shirts) and gives FD members a resource to improve each day in their jobs and be a better candidate for advancement. No more should we keep people around or promote just because of seniority!

3. Is formal or informal mentoring required for advancement in your organization?

   I would not say we have a formal mentoring program in our FD organization currently. Some members choose to mentor and that comes more in an informal role. So no, it is not required. One resource that I would like to eventually explore is the opportunity to budget a position into Tech Services that would be an officer candidate type position. Prior to becoming a Captain, the FF or Engineer would serve a given time period in Tech Services. The focus of the program would be around mentoring that employee towards that position. Tech Services is a good fit because of the working relationship it has within the organization, with other City departments, and the community.

4. When does mentoring start for personnel in your organization and what are the components?

   It should start the first day on the job or right out of the recruit academy!

5. Who are mentors in your organization?

   Not having a formal program I would consider the Fire Chief and the two Division Chiefs as the primary mentors – "one to few." Right now our Captains are probably not to that point yet to take it deeper into the organization where you could focus on the "one to many" concept.

6. What is the general opinion of mentoring or the mentoring program?

   Not quite there yet. It has not been formally developed and or presented as an opportunity for the organization.

7. How are senior leaders developed in your organization?

   Our fire chief has focused on opportunities to seek the NFA EFO program and other intentional programs that focus on relational leadership (not just fire ground tactics) such as Covey's "Seven Habits of Highly Effective People," and several leadership

programs from John Maxwell such as "21 Laws of Irrefutable Leadership," and James Hunter's "Servant Leadership."

8. As a leader in your organization, do you feel prepared to lead now and in the future?

   Thanks to the leadership and mentoring of my Fire Chief I would say yes, but! He has focused on mentoring me to the point that I should be a good candidate to attempt to fill his shoes upon retirement (a tough one to follow!). The "but" side of this is I am a firm believer in a personal theory of "Have Fun and Improve." In everything I do I want to have fun at it… work, family, training, vacation, etc., but I also want to improve in all of those areas. If I ever say "I've got this" then it will be time to move on. No matter what job I have, I will also seek out a mentor (s). I'm thankful to have a Fire Chief who cares to be a good mentor, but I have also used two other men outside of the fire service. This gives me a little different perspective on some areas. Both men work for Herschend Family Entertainment – one of which is Jack Herschend, the other is a Safety Director for HFE

9. What is the percentage of personnel in your organization/unit value mentoring or the mentoring program?

   ___X__ 0-20%
   _____ 21-40%
   _____ 41-60%
   _____ 61-80%
   _____ 81-100%

10. Has the mentoring program or a mentor allowed you to be successful?

    Being mentored has strengthened my leadership in the role of Division Chief. This both professionally and personally within the FD, our City Government, and the Community. This may sound a little arrogant (and it's not meant to be), but it has probably help build my credibility and trust in the community… and in some ways that in turn reflects on our entire department!

    Being mentored has helped me be an improved leader of the Tech Services Division and also the K-Life ministry.

Appendix D
Mentoring Interview
December 20, 2010

Name: Kathy Whitworth
Position: Nixa Public Schools, Executive Director of Human Resources/Professional Development
City/County: Nixa, Christian
State: Missouri
Email: kathywhitworth@nixaschools.net
Phone #: 417-449-3170

1. What is your background and experience with mentoring?
   I have served as a mentor teacher when I was a teacher and now I train the mentors/buddies and mentees for the Nixa Public Schools.

2. Do you feel mentoring is valuable to developing leaders in organizations?
   Yes, it is a crucial part of a new employee's and leader's initial training. It is also important that teachers and leaders in the District have someone they can trust who can help them learn and grow.

3. Is formal or informal mentoring required for advancement in your organization?
   Is it required? No, but it is provided for all those new to their position in the District to assist them with their questions and job responsibilities.

4. When does mentoring start for personnel in your organization and what are the components?
   Mentoring starts when the employee is hired. Specific training is provided in August each year. After that mentoring is provided by the mentor who has attended the training with their mentee. At the first of the year new teachers and administrators are given a mentor. If it is a new (just out of college) teacher they have a mentor for two years. If they have two years of experience as a teacher in another Missouri school district, they are given a buddy for one year. The mentor/buddy is to serve as a teacher, advisor, counselor, role model, communicator, and coach. There are quarterly logs that must be completed by the mentor/mentee throughout the two years. The mentee and mentor do classroom observations and feedback is given.

5. Who are mentors in your organization?
   Experienced teachers and administrators within the district.

6. What is the general opinion of mentoring or the mentoring program?
   It is a huge advantage for all. The mentee learns as well as the mentor.

7. How are senior leaders developed in your organization?
   Senior leaders in the Nixa Public Schools also have an individual who mentors them along with receiving mentoring from the Superintendent.

8. As a leader in your organization, do you feel prepared to lead now and in the future?
   Yes. The support that exists is wonderful and is on-going for all administrators in the district.

9. What is the percentage of personnel in your organization/unit value mentoring or the mentoring program?
   _____ 0-20%
   _____ 21-40%
   _____ 41-60%
   _____ 61-80%
   ___X__ 81-100%

10. Has the mentoring program or a mentor allowed you to be successful?
    Absolutely!

Appendix E
Mentoring Interview
December 21, 2010

Name: David Hall
Position: Fire Chief, Springfield, Missouri Fire Department
City/County: Springfield, Greene
State: Missouri
Email: DHall@springfieldmo.gov
Phone #: 417-864-1500

1. What is your background and experience with mentoring?
   From a formal standpoint, not much. However, over the years I have worked to spend time developing those that I believe have demonstrated a willingness and the competence to excel. When I do, I try to work with them to give them advise, guidance and support to help them be successful. From an organizational standpoint, there is also an informal method of mentoring. We place new firefighters with a senior firefighter that can "show them the ropes".

2. Do you feel mentoring is valuable to developing leaders in organizations?
   Absolutely.

3. Is formal or informal mentoring required for advancement in your organization?
   We do not have a formal mentoring program, but have discussed the possibility. Informal mentoring is not required for advancement, but there is an obviously a benefit to having been provided guidance.

4. When does mentoring start for personnel in your organization and what are the components?
   Because there is not a formal program, there is not a standardized components; however, it begins from the time they begin in the station. After the first four months, the firefighters are rotated to a second station in order to get a different senior firefighter to further guide them.

5. Who are mentors in your organization?
   Generally, it is the senior firefighter. They guide the new recruits on how to be successful.

6. What is the general opinion of mentoring or the mentoring program?
   As a general rule, most feel it is important to place the new recruits with a good senior firefighter to get the new recruit off on the right foot.

7. How are senior leaders developed in your organization?
   Generally, it has been expected to figure it out on your own. Sometimes, someone will take someone else under their wing to give them advice and guidance.

8. As a leader in your organization, do you feel prepared to lead now and in the future?
   For the most part I do.

9. What is the percentage of personnel in your organization/unit value mentoring or the mentoring program?
   _____ 0-20%
   _____ 21-40%
   _____ 41-60%
   __X___ 61-80%
   _____ 81-100%

10. Has the mentoring program or a mentor allowed you to be successful?
    Over the years, I have had three people really take me under their wing and mentor me. I owe them a tremendous amount of gratitude and believe that the only reason I am in this position today is because of their guidance.

Appendix F
Missouri Fire and Emergency Services Questionnaire

1. Please enter your information for verification and replication purposes. This information will validate the date received.

	Percentage	Count	Skipped
a. Name:	100%	231	0
b. Jurisdiction/Agency:	98.2%	227	4
c. Address:	96.1%	222	1
d. City/Town:	85.7%	198	6
e. State:	97.4%	225	3
f. Zip/Postal Code:	98.2%	227	4
g. Email address:	98.7%	228	3
h. Phone Number:	90.4%	209	15

2. What is your rank, title or position? 96.1% 222 1

3. What type of agency do you represent? (i.e. if you are a fire chief and emergency managers please choose both)

	Percentage	Count	Skipped
a. Emergency Management	20.1%	44	0
b. Educational	3%	8	
c. Fire Service	94.3%	218	
d. Law Enforcement	2%	3	
e. Special District	43%	11	
f. State Agency	1.3%	2	
g. Federal Agency	2.1%	4	
h. Other	3%	9	

4. How is your agency staffed?

	Percentage	Count	Skipped
a. Full-time	88.7%	205	0
b. Part-time	4.3%	10	
c. Volunteer	14.7%	34	

5. What type of area is covered by your jurisdiction?

	Percentage	Count	Skipped 5
a. Urban	25.5%	59	
b. Suburban	48.4%	112	
c. Rural	6.4%	15	
d. Other	9.1%	21	

6. Does your organization have a mentoring program?

	Percentage	Count	Skipped 4
a. Yes	11.6%	27	
b. No	86.1%	197	

7. Is participation in the mentoring program mandatory?

	Percentage	Count	Skipped 2
a. Yes	1%	4	
b. No	97.4%	225	

8. What level(s) of the organization participate in the mentoring program?

	Percentage	Count	Skipped
a. Entry Level	1%	4	
b. Company Officers	1%	4	
c. Mid-level Officer (Battalion, Division)	3%	7	
d. Upper Management (Assistant, Deputy)	4%	10	
e. All Levels	4%	10	
f. None	84.4%	195	

9. If there is not a mentoring program, how are personnel prepared for leadership positions? (Check all that apply)

	Percentage	Count	Skipped 45
a. Time In Service	77.9%	180	
b. Formal Education (Degree)	43.7%	101	
c. Certification(s)	38.9%	90	
d. Department Career Development Program	13.8%	32	
e. State or Federal Program	2%	5	
f. Other	26.8%	62	
g. N/A	14.7%	34	

10. Would a mentoring program prepare your jurisdiction for future executive leadership challenges?

	Percentage	Count	Skipped 12
a. Yes	87.8%	203	
b. No	7%	16	

11. Has your organization discussed or implemented a mentoring program or process in the last three years?

	Percentage	Count	Skipped 0
a. Yes	51.5%	119	
b. No	48.4%	112	