

**ANALYSIS OF THE CHANGE READINESS  
OF  
CHESTERFIELD FIRE DEPARTMENT  
OFFICERS**

STRATEGIC MANAGEMENT OF CHANGE

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## **ABSTRACT**

The Chesterfield County, Virginia Fire Department is in the midst of tremendous change. After having one fire chief for the first thirty years of its existence, the Department has changed Fire Chiefs for the second time in the last two years. Over the next five to seven years the Department could potentially lose approximately ninety career members to length-of-service retirements, the first large scale turnover for an organization that has only had a few such retirements to date. Many of these retirees will be officers throughout the ranks, many who have been with the Department since its formative years.

The purpose of this research project was to identify factors that influence an organization's ability to deal with change, its change readiness, and to recommend how Chesterfield Fire Department can enhance its change readiness.

This study used the historical, descriptive, and evaluative methodologies to answer the following research questions:

1. What are the organizational characteristics of an organization that is change ready?
2. What are individual characteristics that make an individual more change ready?
3. How do the current officers of the Chesterfield Fire Department assess their individual change readiness?
4. What training currently exists in the Chesterfield Fire Department to develop fire officers as leaders in a change ready environment?

This research used a survey to assess the attitudes of officers and division heads within the Department regarding their change readiness. The survey used questions to evaluate their levels of

passion, resourcefulness, adventurousness, optimism, confidence, and tolerance for ambiguity. The survey was distributed to 102 officers and civilian division heads within the Department.

The study findings revealed that the respondent population's average scores for passion and resourcefulness that were in the optimal range of the survey. Scores for the other four change readiness traits, however, were below the optimal range.

The recommendations of the research were for the Department to: (1) maximize the use of quality improvement training provided by Chesterfield County; (2) revise its officer development programs and promotion policies; (3) provide systems thinking training as the accepted approach to problem solving for managers; (4) develop communications systems within the department to improve the sharing of information; (5) develop mentoring programs for new officers; (6) develop leadership training partnerships with other organizations.

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## INTRODUCTION

Change is the most significant issue facing leaders and managers in American business today. Faced with increased competition from a global economy those leaders must continually reinvent and reengineer their organizations to meet those challenges or perish. Until recently, the public sector in America was relatively immune to such machinations, relying on a steady income of tax revenue from the local coffers to provide the funding. Fiscal accountability, operational efficiency and quality were words not usually associated with the public sector. Fire departments across America were no different. Most departments relied, and some still do today, on continued financial support from the public based on the public's positive perception of their role as "the good guys."

Proposition 13, the tax revolt initiative in California that rolled back property tax rates, changed all of that forever. The fire service in California was particularly hard hit. Many departments experienced significant reductions in their operating budgets resulting in layoffs and station closings. Gone was the perception that the public would pay for fire protection and EMS services despite cost. To the public, fire protection and other emergency services were just another type of government service being paid for with their hard-earned money. Proposition thirteen type initiatives found their way onto ballots in other states; some passed and others did not. For the American fire service the genie was out of the bottle.

Business in the public sector has not been the same since. While public sector organizations may not have profit margins and shareholders who are looking for increased profits and dividends, the public has increased expectations for the tax dollars that fund government services, especially at the

local level. They want the highest level of services for the lowest possible cost.

Public sector organizations are looking to the private sector as never before to learn how those organizations meet the challenges of an ever changing business environment. Many of those successful companies no longer rely on voluminous strategic plans or command and control organizational structures. The successful corporate model today is a lean management structure and a learning workforce that is change ready.

Chesterfield Fire Department is facing many significant changes in both the short and long term. Some of those changes include the following: a new fire chief (the third in the last three years), decreasing volunteerism in a combination career/volunteer department, increased demands for services without increased resources, and the first retirements from the department since its inception that will include many members of middle and upper management. Beyond these changes within the Department, the new Fire Chief is committed to creating an integrated emergency services system that merges the career/volunteer fire department with four separate and autonomous volunteer EMS agencies that operate in the County.



The problem is that Chesterfield Fire Department has not assessed the capabilities of its people to manage the significant changes that it faces as an organization. The members of the organization, particularly officers, have insufficient preparation to be effective leaders and managers in a rapidly changing organization. The purpose of this applied research project is to assess the change readiness of the Chesterfield Fire Department using the Change Management Model presented in the Strategic Management of Change course and develop a plan for improving change readiness. This study used historical, evaluative and action research methods to answer the following questions:

1. What are the organizational characteristics of an organization that is change ready?
2. What are individual characteristics that make an individual more change ready?
3. How do the current officers of the Chesterfield Fire Department assess their individual change readiness?
4. What training currently exists in the Chesterfield Fire Department to develop fire officers as leaders in a change ready environment?

## **BACKGROUND AND SIGNIFICANCE**

### **Chesterfield County, Virginia**

Chesterfield County is a suburban county that borders Virginia's capital city, Richmond, to the south. The County encompasses 446 square miles and has an estimated population of 260,000 residents. The governing body is a five-member Board of Supervisors with each member representing one of five magisterial districts. A county administrator, appointed by the Board, manages the daily operations of the County.

### **Chesterfield Fire Department**

Before the late 1960's, volunteer firefighters provided fire protection to the citizens of Chesterfield County in a loose confederation of separate and autonomous volunteer fire companies. In 1966, the County hired Robert L. Eanes, a firefighter with the Alexandria (VA) Fire Department, as the County Fire Marshal to develop a County Fire Prevention Code. This was the first salaried fire service position in the County's history. In 1967, with the support of several influential fire chiefs from the volunteer fire companies, Eanes was appointed as the first county fire chief, a position he held until July 1, 1996.

As the Fire Chief, Eanes' job was to foster coordination and cooperation among the volunteer fire companies and develop a County fire protection system. In October, 1969 Chief Eanes hired the first salaried line firefighters to support the operations of the Bon Air Volunteer Fire Department, Fire Station #4. This was in response to a request from the Fire Chief of that fire company who was faced with increased call volumes and decreasing volunteer resources.

When Chief Eanes retired in July, 1996, Deputy Chief of Operations Wesley Dolezal was appointed as the second salaried Fire Chief in the Department's history. Dolezal had served as Eanes' second in command for almost twenty-seven years. His tenure lasted until his retirement in March, 1998. Following Dolezal's retirement the County Administrator, Lane Ramsey, conducted a nationwide search for a new fire chief. While the County was advertising for the position, the County Administrator commissioned the County's Human Resource Management Department to canvas the Fire Department's personnel concerning what qualifications and talents the new fire chief would need. Following this nationwide search and interview process Deputy Chief of Operations Steve Elswick was appointed as the new Fire Chief in May, 1998.

Today the Chesterfield Fire Department provides emergency and non-emergency services to the public using a combination career/volunteer system. The Department provides a full range of emergency responses services to County citizens including: fire suppression, emergency medical services, hazardous materials response, water rescue, and technical rescue. In addition, the Department also provides non-emergency services such as injury prevention education, fire safety inspections, building code reviews, fire brigade training to local industry, etc.

The Department uses a career staff of 370 officers and firefighters and a volunteer staff of 250 officers and firefighters to operate sixteen engine companies and five truck companies from sixteen fire stations. Five stations are staffed entirely by career personnel, and two by volunteer personnel; the remaining nine stations are operated by a career/volunteer staff. Each platoon has eighty-six firefighters and Company Officers assigned for fire station staffing. The Deputy Chief of Operations provides management and leadership to a three-platoon system that has a Senior Battalion Chief responsible for each of the three platoons.

Each Senior Battalion Chief has two Battalion Chiefs (North and South Battalions) and a Senior Captain that make up their battalion staff for daily operations of the platoon. The Senior Battalion Chief also has battalion level responsibilities for the Central Battalion, the smallest of the three battalions with three stations.

The Deputy Chief of Support Services is responsible for management of the Training and Safety Division, the Fire and Life Safety Division, the Maintenance and Logistics Division, the Information Services Division, and the Administrative Services Division

### **Emergency Medical Services in Chesterfield County**

Before 1988, the four rescue squads, Bensley-Bermuda, Ettrick-Matoaca, Forest View, and Manchester Rescue Squads, were the primary EMS providers and sole providers of ambulance service for the County. The Fire Department's role was that of first responders to serious calls, i.e., cardiac arrest, MVAs, and such, that were close to the station according to the Emergency Communications Center's Computer Aided Dispatch System (CADS). The role of fire department personnel was primarily that of the support of the volunteer rescue squads.

In 1978, the Fire Department started a training program that trained all career personnel through the rank of captain as Emergency Medical Technicians (EMT). In the early 1980's this increased training led to a greater role as first responders for Fire Department personnel.

In 1986, the first Advanced Life Support (ALS) trained fire department personnel started providing first response ALS service in the southern portion of the county in support of the Ettrick-Matoaca rescue squad. These providers were existing fire department personnel who had received their ALS certification through affiliations with volunteer rescue squads in and out of the County.

The Fire Department began training its own ALS providers in December, 1987. This was in response to a decline in available ALS resources from the volunteer rescue squads. These newly trained providers began providing ALS services from first response engine and truck companies with the rescue squads continuing to provide the ALS equipped transport vehicle. This program continues today with all career staffed fire stations providing such fire apparatus based ALS service.

In 1988, the County Board of Supervisors commissioned the consulting firm of Burracker and Associates to study the County's EMS system and make recommendations for its improvement. This was in response to a continuing decline in the ability of the volunteer rescue squads to provide EMS

services because of dwindling membership. The study's recommendations included even greater involvement by the Fire Department in the EMS delivery system that included the staffing of additional ambulances from existing and future fire station locations. It also recommended greater participation by the Fire Department in the management of the daily operations of the EMS system.

The implementation of that study's recommendations was carried out by a task force appointed by the County Administrator. That task force consisted of representatives from the volunteer rescue squads, fire department, police department, County Budget and Management, and area hospitals.

Following the implementation of the study's recommendations, the Fire Department became a more active participant in the County's EMS system. By 1992, the Department was staffing three ambulances twenty-four hours a day from fire stations and five volunteer ambulances during the hours of 6:00 a.m. to 6:00 p.m. Monday through Friday from rescue squad stations.

By 1998, the Fire Department was staffing five ambulances twenty-four hours a day at five fire stations and continuing the staffing of the five volunteer rescue squad ambulances during the week. The Department continued the training of firefighters and officers as ALS providers and today has 140 trained ALS providers on its staff. Volunteer rescue squads have continued to see a decline in their ability to provide ALS services from their ambulances. This has forced them to rely heavily on the fire apparatus based ALS providers to deliver ALS care to patients, both on the scene and in transit to the hospital.

In late 1997, the County Board of Supervisors commissioned a consulting firm to conduct a second study of the County's EMS system to again examine the system and make recommendations for improvement. That firm, David M. Griffith and Associates, delivered its report to the Board of

Supervisors in late May, 1998. The County Administrator again established a multi-agency task force to examine the results of the study and develop a plan for application. The work of that task force continues presently.

### **Change Challenges Facing Chesterfield Fire Department**

Chesterfield Fire Department faces many challenges as an organization as the 1990's come to a close. After having one fire chief for the first thirty years of its existence, the Department has experienced the fire chief's position changing hands twice in the past three years. As the first chief, Robert Eanes was a very autocratic manager and a master politician who carefully built a solid infrastructure and apparatus fleet that was unparalleled on the East Coast. He oversaw the consolidation of the volunteer fire companies into a county fire department and then the gradual integration of salaried firefighters into those volunteer companies as volunteer participation waned. During the 1980's that growth and development of the Department lead to the doubling in size of the salaried staff. This growth mirrored the explosive growth of the population of Chesterfield County. Eanes' autocratic style of management, however, was based on what could best be characterized as fear and intimidation of his employees, particularly his upper management.

When Wesley Dolezal assumed the position of fire chief, he did so after serving for almost twenty-seven years as Eanes' second in command. During that tenure, he assumed the role of offsetting Eanes's more authoritarian leadership characteristics. Upon becoming the second fire chief in the Department's history, Dolezal used his skills to start developing a more participative and democratic management environment. As one who participated in the "weaving" of the organization's "fabric," Dolezal understood which "fibers" could be removed from the "cloth" to loosen it and make it more flexible. He also understood the core values and philosophy of the organization, so he knew which "fibers" could not be removed lest the "fabric" would unravel. While this proved to be extremely valuable to the organization as it learned to operate in the post-Eanes era, many in the department began to question the future direction for the organization.

Dolezal was very clear from the start of his tenure that his would only last several years as he was within a few years of eligibility for retirement. In late 1997, he announced his intentions to retire in March, 1998. Following that announcement, the County Administrator began the process to recruit and select the next Fire Chief. Deputy Chief of Operations Steve Elswick was selected as the new Fire Chief in May, 1998 following a nationwide candidate search and interview process.

Elswick joined the Department in 1973 and became the first firefighter to rise through the ranks of the department to the position of Fire Chief. Upon his appointment Elswick immediately embarked upon a journey to develop a vision, a mission statement and a set of strategic goals for the Department.

His first major step was to initiate a strategic planning process for the organization in July, 1998.

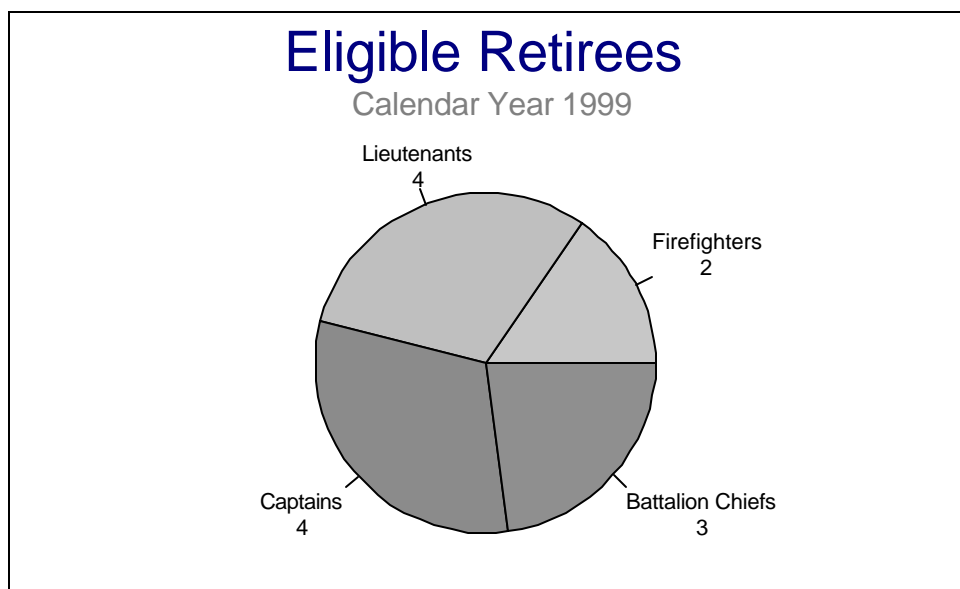
A written survey was developed and sent to salaried and volunteer members of the Fire Department and volunteer rescue squads to solicit their ideas about what should be the future direction of

Chesterfield Fire Department. Next, he conducted orientation and brainstorming sessions with his senior staff to figure out the best way to approach strategic planning. Facilitators were then trained to conduct focus group sessions at each fire station on all three platoons and all volunteer rescue squad stations to further solicit opinion about the strengths, weaknesses, opportunities and threats facing the Department.

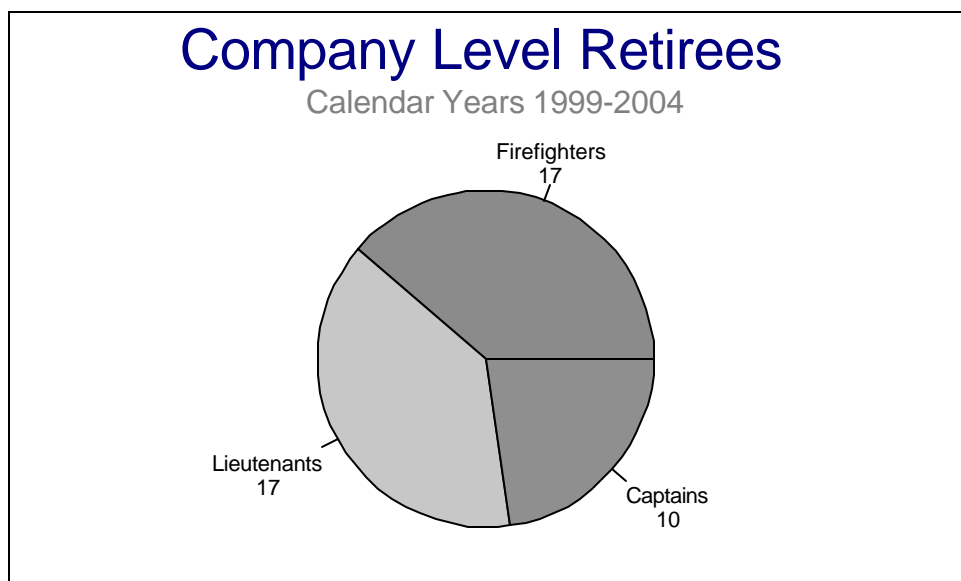
A strategic planning group composed of representatives from all ranks and divisions of the Department, and the volunteer rescue squads then participated in a two-day retreat to assimilate the information obtained from the written surveys and focus groups and develop a set of strategic goals for the Department. The planning committee has completed their work and those goals are being prepared for presentation to the members of the Department in November, 1998.

Upheaval at the top of the organization is just one of many change challenges that the department faces. The retirements of Chiefs Eanes and Dolezal were the first length of service retirements in the department's history. (Several members have retired for medical reasons.) In 1999, 13 salaried personnel will be eligible to retire under the Virginia Retirement System prerequisites of 50 years of age and 25 years of service (See Figure 1). Over the next five years an additional 43 employees will meet the retirement criteria (See Figure 2).





Seventy-nine percent of the eligible retirees will come from the ranks of firefighter, lieutenant, and captain (See Figure 3).



This amount of staff turnover, and the resultant loss of experience at the fire company level, will present many challenges to the Department as it strives to maintain its present quality of service to the public. The potential impact is just as great from the loss of senior staff, battalion chiefs and deputy chiefs, many of whom have been with the organization from its infancy.

Chesterfield County voters approved a bond referendum in November, 1996 that included the construction and staffing of six new fire stations. The Department is planning to open a new fire station approximately every eighteen months for the next eight years. Each of those stations will operate an engine company and ambulance with a station staffing of eighteen firefighters and officers (five firefighters and one officer per platoon). The opening of these new fire stations will add 108 new firefighters and officers to the salaried staff of the department. Adding this number of new personnel to the staff will exacerbate the effect that the anticipated retirements will have on the organization.

The delivery of EMS by the Department is another area with much potential for change. The recently completed EMS study makes several recommendations that call for greater involvement by the Department, particularly one designating the Fire Chief as responsible for the complete management of the EMS system. The plan to place fire department staffed ambulances in the new fire stations is another measure of increased reliance on the Department to carry more of the EMS workload for the County.

Managed health care is another driving force that is creating change for fire departments that provide EMS to their communities. Chesterfield County has a very sound financial management plan and currently is one of a select number of counties that possess a triple "A" bond rating.

Today, the EMS delivery system is paid for out of the County's General Operating Fund, through the Fire Department's budget. Cost reimbursement is an issue identified by the EMS study because of its impact on the County's ability to make improvements to the system. Managed health care, with its stated goal of containing costs through control of reimbursements for service provided, will make it more difficult for the Department to obtain additional funding for system improvement.

Chesterfield Fire Department's philosophy for many years has been, "Leave the customer with more than they expect." The Department has been able to deliver a high level of services that has earned it high approval from the citizens, the County Administrator, and the Board of Supervisors. Under Eanes, the Department responded to requests for new services and developed new services to keep that approval level high. Some examples are the SCUBA Rescue team, the Technical Rescue Team, the HazMat team, citizen CPR training, child safety seat inspections, and Swim Safe (a swimming pool drowning prevention program), and ALS providers on fire apparatus. Many of these programs

were started without additional funding from the County, and in some cases additional funding never appeared.

Today the Department is finding it more difficult to maintain its present level of services with its current personnel and monetary resources. Elswick's advocacy for developing a sound strategic plan is driven by his belief that the Department must have a plan before it can start a process to identify those services it can continue to provide.

Elswick's vision for the organization is to develop Chesterfield Fire Department into the premier provider of emergency service for an agency of its size. One of Chesterfield County's seven strategic goals is to make Chesterfield County the "safest community of its size in the U.S.A." Elswick realizes that Chesterfield Fire Department is a key player in helping the County achieve that goal. To help Chesterfield County reach that goal Elswick believes that Chesterfield County needs one integrated system for providing fire, EMS, and other emergency services. Presently, the Fire Department has a volunteer component that continues a slide toward mediocrity because of declining membership and one dimensional training--the majority are only trained as firefighters, not cross-trained as EMT's like all career firefighters. Though over 70 percent of the Fire Department's call for service involve providing EMS, volunteer firefighters only respond to the minority of calls (fire). Elswick believes that the volunteers must become cross-trained, and increase their overall training to a level comparable to the career staff, if they are to be full participants in an integrated system (See Appendix A).

In order to create a true integrated system, Elswick feels that it is imperative to merge the four volunteer rescue squads with the Fire Department to create a county-wide provider of emergency services. He feels that this is necessary to assure delivery of consistent, high quality emergency services

to the citizens of Chesterfield County. This will not be an easy task given that the rescue squads are separate and autonomous organizations with a history of providing EMS to County residents. The rescue squads, however, are experiencing the same decline in membership and ability to provide service as the volunteer firefighters.

The scope and magnitude of this change alone is a monumental undertaking, especially for a Fire Chief that has only held the position since May, 1998. If that was the only change facing the Fire Department that would be enough. Instead, the Department faces the additional change challenges of retirements, promoting new officers in large numbers, opening new fire stations, managing changes in EMS delivery, increasing the diversity of the Department, etc. The change readiness capabilities of the Department's officers, many of whom will be newly promoted, will have a significant impact on how successful the Department is in meeting these challenges.

The author used the Change Management Model presented in the National Fire Academy course, *Strategic Management of Change* (SMOC) course to analyze the collected data and prepare a plan to help the Chesterfield Fire Department in making itself a more change ready organization.

## **LITERATURE REVIEW**

Change is all around us. People, plants, animals, systems, and organizations are all subject to change. Fire service organizations are not immune to this phenomena. "As fire chiefs today, we face a unique challenge. The old adage that the fire service is '200 years of tradition, unhampered by change' reflects attitudes we deal with every day"(Bruegman, 1997, p.86). The fire service, as with many public sector agencies, tends to view itself as immune to the changes that have historically had an impact on the private sector. The conventional wisdom said that since the private sector was profit driven, and the

public sector was not, that the same forces that drove change in the private sector were irrelevant to the public sector.

The 1980's, however, with downturns in the national economy that eventually influenced local economies created tough economic times for many local governments. The taxpayer revolts, characterized by California's Proposition 13 and Massachusetts' Proposition 2 ½, acutely showed that the citizenry was not willing to pay higher and higher taxes, even if it meant cuts in service. The winds of change are coming at all organizations, public and private. Those winds are coming from customers who are more sophisticated, technology that is ever changing, and regulatory influence from the government that is ever increasing. Organizations are restructuring, reorganizing, downsizing, outsourcing, etc., at an ever increasing rate (Kriegel and Brandt, 1996). "The veil has been lifted from the public sector, and the demands and expectations of the people we serve on a day-to-day basis are much higher than they've ever been" (Bruegman, 1997, p.86).

Management guru Tom Peters stresses that the last twenty-five years have been about technological advances transforming the workplace. The next twenty-five years are about people catching up with them. Well if they are going to catch up, they are going to need some help, and from the looks of things they'll be hard pressed to find it. A Gallup poll reported that 75 percent of American business leaders are not well prepared to manage change (Kriegel and Brandt, 1996, p.7).

Many fire service leaders are learning these lessons first hand. In the past twenty-five years the fire service has seen tremendous technological advancements in the tools and apparatus that it uses to deliver fire protection.

Though technology has been in constant evolution during our careers, many departments still don't use 1 3/4 inch handlines or 5-inch LDH.

Evolution is still occurring. Other pieces of technology that have shaped the last fifteen years include: personal protective equipment, SCBA, new nozzles, lighter and stronger ladders, HazMat equipment and tools, and the list goes on (Brame and Davis, 1994, p. 67).

The arrival of fire service delivery of EMS brought an entirely new cadre of biomedical equipment that challenged the fire service's ability to learn and adapt to new technologies. The initial cross-training of firefighters as EMT's and paramedics, and their continuing education requirements, has created a more knowledgeable and capable workforce.

Previously, firefighting required a high degree of physical strength, mechanical knowledge, and in some cases a little nepotism. Today's firefighter receives more formal education than their predecessors.

College graduates and others already employed are looking at the fire service as a career. In California, it is common to have school teachers apply to become firefighters, and nurses, computer programmers, and even lawyers are seeking entry today. The level of education in our new applicants is at an all-time high (Brame and Davis, 1994, p.67).

Workforce diversity is another issue facing fire service organizations. Fire departments are actively recruiting minorities and women voluntarily, either because of pressure from local government, or because of court orders. "Like every organization, we have seen changes in the gender, race and sexual orientation of our applicants, sometimes as direct or an indirect result of legal mandates to integrate our organizations" (Brame and Davis, 1994, p.68).

Other changes have also brought fire service leaders face-to-face with issues about which they, the managers, are not as knowledgeable. New technologies in fire prevention, the Incident Command System, firefighters' health and safety, infection control practices, disaster preparedness, and response to domestic terrorism are only the tips of the iceberg of change challenges that fire service leaders (Brame and Davis, 1994).

Fire service leaders have had to learn how to use electronic technology both in the workplace and on the emergency scene. Computers, cellular and wireless telephone, FAX machines, and GPS have become commonplace technologies in today's fire service.

New challenges that will cause even more change for the fire service will include: even more advanced fire detection and extinguishment systems, increased scope of practice for EMS providers, expansion of fire prevention education to include injury prevention, and increased awareness regarding response to domestic terrorism (Brame and Davis, 1994).

What are those changes that you as a fire chief had better not ignore? Today's landscape would suggest (a) technology, (b) competition, (c) an evolving workforce, (d) an increase in demands from our customers, (e) a changing economy, (f) specialization, and (g) workforce loyalty (Bruegman, 1997, p.56).

Besides these issues the fire service will not be alone in dealing with change involving Equal Employment and Affirmative action issues; the American's with Disabilities Act; sexual discrimination and harassment issues; mergers and consolidation of services, including privatization of services.

Many in the fire service have placed themselves in a very dangerous environment through their complacency about the future, the need for change, and their need to reposition their



organizations for future growth, and the competition that many departments face in the future. It does not take a fortune teller to recognize that the future of the fire service will involve change, drastic change. The last decade has catapulted the fire service into a society that has become a lot less kind and gentle (Bruegman, 1997, p.56).

While much is being written about change that has happened in the fire service (retrospective change) and anticipated change that the fire service will face (prospective change) there is very little being published about how fire service organizations are preparing their organizations to manage change. Many fire service departments are still dealing with change the way they always have--they react to it, they do not anticipate it and manage it.

One of the obstacles that we need to overcome from an organizational standpoint is getting our personnel to look past the four walls of the fire station. They need to understand that the world around us is changing and placing new demands on the fire chief, the captain, the lieutenant, the firefighter and the organization itself. Understanding the change-resistant nature of our culture, therefore, helps us lead change within our organizations and for the fire service as a whole (Bruegman, 1997, p.56).

### **Characteristics of Change Ready Organizations**

Leadership plays a key role in an organization that is change ready--that is an organization that is prepared for change, welcomes change, and manages that change to the betterment of the organization.

Boyett and Boyett (1998) wrote that since at least the 1920's that top managers in business have traditionally focused their time and attention on developing and implementing business strategy. "In the

past, traditional senior managers ‘explored business synergies,’ ‘balanced strategic portfolios,’ and sought to ‘articulate strategic intent.’ Strategy-making has long been seen as a key leadership function” (Boyett and Boyett, p.17).

Boyett and Boyett (1998) drew upon the ideas of leaders in today’s business world such as Stephan Covey, Warren Bennis, Jon Katzenbach, Tom Peters, and Daryl Conner to develop a new paradigm for leadership in a rapidly changing world. They defined three significant leadership role shifts that leaders will need to carry out if their organizations are to be change ready units. Role Shift #1 is to change from a strategist to a visionary. While business strategies will remain an important part of any organization, it will be far more important for the leader to develop a vision of what the organization should be in order to inspire their employees. “People aren’t engaged by strategies. They don’t form any strong emotional attachment to them. Strategies answer *what*, but don’t answer *why*, and knowing *why* is more important” (Boyett and Boyett, 1998, p. 18).

Role Shift #2 is to change from a Commander to a Storyteller. Commanders implement strategy by barking orders: buy this, cut that, invest here, staff up, downsize, etc. Today’s employees live in an age where information comes to them via many different media. Many communications experts have taken to labeling the younger workers in America as “the MTV generation” because so much emphasis is placed on packaging the message to be flashy, quick, and tailor-made to a short attention span.

Others have characterized our society as the “sound byte society”--getting most of its news and information through twenty-second sound bytes on the six-o’clock news. Today’s leaders must have the ability to take their vision for the organization and craft it into a compelling story that grabs the hearts

and minds of their employees. “Martin Luther King didn’t issue an order, then suddenly realize his dream. Disney didn’t beat the ‘happy place’ (Disneyland) into being. While strategists may demand and command, visionaries must excite and entice” (Boyett and Boyett, 1998, p. 30).

Finally, leaders must shift from being a Systems Architect to being a Change Agent and Servant, Leadership Role Shift #3. Top leaders in the past have worked to design efficient systems that defined, measured and controlled the behavior of middle management and employees. The great emphasis was on having employees who did things the company way. By doing so the idea was to create stability, consistency, and predictability.

The problem with such a system, according to our management gurus, is that it fragments a company’s resources, creates vertical communications channels that isolate business units and prevent them from sharing their strengths with each other, and on the whole makes the company less than the sum of its parts (Boyett and Boyett, 1998, p.34).

Instead of such behavior the authors wrote that the change agent leader must become a facilitator who forces people to think about and prepare for an uncertain future. “These leaders don’t just accept challenges to conventional wisdom--they demand them” (Boyett and Boyett, 1998, p. 35). The new leader focuses on developing employee initiative and supporting employee ideas--they remove barriers to progress. The leader is out front, not pulling followers with some invisible rope, but rather clearing the path.

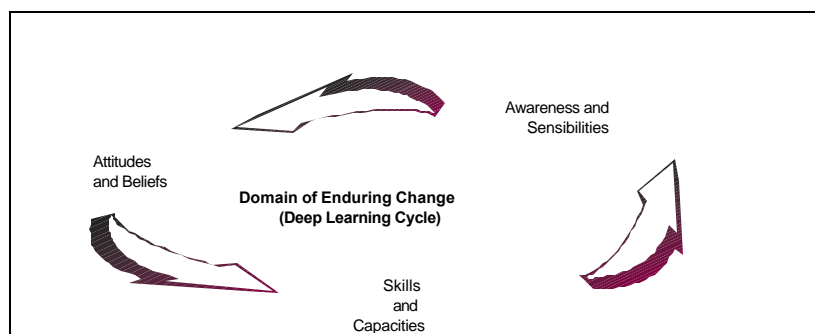
Change agent leaders recognize that their new role is to serve the employee by being the person, by virtue of their position at the top of the organization, for whom there are no barriers. “At the extreme,

the leader becomes more of a servant to those he or she leads than a commander, or a controller, or a systems designer” (Boyett and Boyett, 1998, p. 36).

The Learning Organization and the Change Ready Organization are two topics upon which current change management authors are expounding. Both ideas focus on the necessary relationship that must exist between the organization and the people who are the organization. “Individuals and organizations that are good react to change quickly. Individuals and organizations that are great create change”(Kriegel and Brandt, 1996, p.9)

The process of formulating ideas and bringing them forward will be critical in creating an organization that is open to change. Some employees have a natural bent in that direction, and we must establish systems to recognize and nurture these people. We must also encourage them to assist other employees in bringing forth ideas (Williams, 1991, p. 19).

Senge, Kleiner, Roberts, Ross and Smith (1994) describe the learning organization model as a cycle composed of (a) skills and capabilities, (b) awareness and sensibilities, and (c) attitudes and beliefs. (See Figure 4)

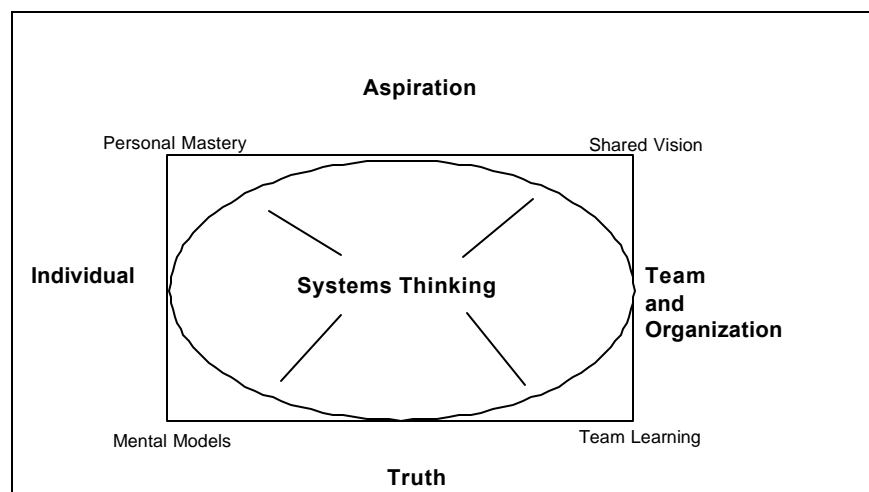


Senge (1990) described the core of a learning organization as being based

upon five “learning disciplines” or life long programs of study and practice. Figure 5 illustrates those

disciplines: (a) personal mastery, (b) mental models, (c) shared vision, (d) team learning, and (e) systems thinking (Senge, p.7).

To practice a discipline is to be a lifelong learner on a never ending developmental path. A



discipline is not simply a “subject of study.” It is a body of technique, based on some underlying theory or understanding of the world, that must be studied and mastered to be put into practice. As you develop proficiency, your perceptual capacity develops; you gradually surrender to new ways of looking at the world. For example, once you begin to master team learning or systems thinking, it is very difficult to play the old office game of optimizing your position at the expense of the whole (Senge, 1990, p. 8).

Understanding what makes a learning organization is no harder than learning what makes a great team. That is, “a group of people who, over time, enhance their capacity to create what they truly desire to create” (Senge, 1990, p.20). There are many skills and capabilities that characterize learning organizations: aspiration to change because one wants to, not because one needs to; reflection on deep

individual and collective assumptions and patterns of behavior; learningful conversation; and conceptualization of larger systems and forces at play. The fundamental balance of learning organizations is between organizational issues and people issues (Senge, 1990).

Senge (1994) states the actual “fifth discipline” is systems thinking because it is the cornerstone of the learning organization and of the other four disciplines. Traditional approaches usually focus on isolated parts of a system, which limits an organizations’s efforts to solve problems and be effective. However, systems thinking can be described as a conceptual framework which encourages an organization to see patterns of organizational behavior, and then learn to reinforce or change them effectively.

Boyett and Boyett (1998) wrote that developing a learning organization is good in theory, but very difficult to achieve in practicality. “The truth is that very few organizations today have a learning culture, and the transformation to a learning culture is, if anything, highly problematic”(Boyett and Boyett, p. 121). The authors argue that the learning culture, or organization described by Senge and others is far removed from the actual workplace, and that making such a transformation seems out of reach to most organizations.

A key learning deficiency for most people is their inability to see how information, action, and results form a chain of causality in the world. A relatively small number of archetypes, or patterns of behavior, can illustrate many of the problems people cause themselves and organizations because of their failure to think systemically (Boyett and Boyett, p. 127).

Organizational Transitions (1998) has developed a program to enhance the capability of work teams and their organizations to learn from their experiences (success and failures) and from the experience of others.

While many organizations are trying today to become “learning organizations”, learning capability has ensured the success of many, well-known firms.

For example, Motorola learned to design and build paging systems and cellular phones instead of car radios, and IBM learned how to take someone else’s idea about computers (a Univac innovation) and make it a commercial success (Organizational Transitions, p.1).

The program outlined by Organizational Transitions is designed to help an organization to build its learning capability by: (a) assessing its learning strengths and weaknesses, (b) recognize team learning styles, (c) develop strategies to learn and improve performance, (d) understand how to align its learning portfolio with organizational strategy, (e) enhance learning and the dissemination of knowledge across the organization, (f) eliminate the recurrence of identical failures, errors, or mistakes, and (g) increase its ability to adapt to change.

Boyett and Boyett (1998) wrote on the same theme saying that an organization must capitalize on the capacity of its people to learn in order to excel. They wrote that the most important learning occurs on the job, not in the classroom. “The most effective learning is social and active, not individual and passive” (Boyett and Boyett, p. 127).

The best organizational learning occurs through the daily working of the organization as people share, examine, and challenge each others’ mental models. (Mental models are deeply held images of how the world works. They are shaped by our experiences, and in turn shape our future experiences.) The key

for organizations that want to learn in this manner is to bring order to the chaos. People in most organizations need to develop the skills for reflection and inquiry to tap into this real experience learning.

The skill of reflection helps people slow down their thinking process to become more aware of their mental models (how they see things). The skill of inquiry helps people become more open about the assumptions behind their actions and to encourage other people to do the same (Boyett and Boyett, p. 127).

The sharing of information regarding change is critical to the success of that change. Linden (1997) wrote that change has a very human side. Linden identified that to address this human concern that the leader needs to focus on three fundamental needs: for information, for involvement, and some level of control. People in organizations typically ask two questions regarding change: (a) Why change? Why this change?, and (b) What's in it for me? The first question is a most natural one because most of people change only when they are dissatisfied.

When the leader announces a change staff wonders, Were we doing a lousy job? Were customers complaining? Is the budget in trouble? Is the boss in trouble and trying to deal with it through some sort of reorganization? The implication is obvious: when leaders announce a change, they must make clear what problems they're trying to deal with and what opportunities they are trying to capture (Linden, p. 1).

Linden did consulting work for the Human Services Department, Wake County, NC to learn how employees were finding out about major change going on in that county. He assessed the effectiveness of four communications methods (See Table 1).



<b>Source of Information about Current Change</b>	<b>% of Staff Assessing Source as Effective</b>	(Linden noted that the staff could indicate more than one method of communication as effective.)
Dept. Head/supervisor/other dept. Staff	68	
Reengineering bulletin boards	39	
Newsletter	39	
Work group/committee members	38	
Note: Staff could indicate more than one		

That communication becomes critical when the leader is attempting to communicate their vision and values, and urging the staff to follow. Linden argues that people will not start changing immediately once they have a common vision and set of values. He defined this with the term “waterfall” theory of change. Namely, that organizations go along smoothly at one level until they have clear direction and agreed-upon values, and then we suddenly take the plunge and emerge at a new level where they all start to act in accord with the new vision and values (Linden, 1997).

Successful companies (General Electric, Wal-Mart, Sony, Ford and others) did not begin with a clear vision. Rather they were begun by leaders who started off hustling to find customers, and give them the products and services they liked.

Slowly as these firms succeeded, a culture evolved that reflected the values of the people who worked at these companies. Note the sequence: first the leader struggled to please customers, and after some success, a set of shared values emerged (Linden, p. 9).

Freiberg and Freiberg (1996) wrote a book that chronicled the extraordinary success that Southwest Airlines has attained since its inception in 1971. Southwest is a dynamic company that embraces the notion of Positively Outrageous Service through the high level of trust that they impart to their employees from the top to the bottom of the organization. More than 22,000 employees belong to a culture where employees and customers feel like they are part of the family. The Southwest story shows time and again that people will act responsibly and do more than what is expected when given the freedom to act.

You can ask almost any mechanic, ramp agent, operations agent, pilot, flight attendant, customer service agent, or general office worker to state the mission, vision, values and philosophy of Southwest Airlines, and the answer that they'll give you will be close to the answer that you get from Herb Kelleher (founder and CEO) himself. The only difference, Herb says, is that the employees will be more articulate (Freiberg and Freiberg, 1996, p. 106).

Southwest uses trust to inspire ownership of the company in its employees. That trust is a relationship developed and maintained daily. Before employees can be empowered and develop an ownership in the process, there must be trust. "Trust is fed by personal integrity. Trust grows when we keep our promises and follow through on our commitments" (Freiberg and Freiberg, 1996, p. 109).

The concept of a learning organization is far departure from the traditional hierarchial, authoritarian organization that has long been the standard in the fire service. In many ways it seems like a completely different world. In the former, the idea of learning or not "knowing everything" is often viewed as incompetence and seen as a weakness. For example, in that type of organization the

predominant belief is that a person must be “in control” to be effective. In the learning organization, the belief is the exact opposite.

We become willing to reveal our uncertainties, to be ignorant, to show incompetence--knowing that these are essential preconditions to learning because they set free our innate capacity for curiosity, wonder and experimentalism. We start to give up our faith in the analytical perspective as the answer to all of life's problems (Senge et al., 1994, p.21).

A learning organization helps people embrace change. People in learning organizations react more quickly when their environment changes because they know how to anticipate change.

This is much different from trying to predict the future. By anticipating the future people in a learning organization can work to create the kind of change that they want (Senge et al., 1994).

Pasternack and Viscio (1996) make a similar connection in the discussion of their version of a new “Centerless Corporation.” They center the “Centerless Corporation” around three axes: people, knowledge, and coherence. “Well-trained and highly motivated people are crucial to the development and execution of strategies, especially in today's faster-paced, more perplexing world, where top management alone can no longer assure the firm's competitiveness” (Pasternack and Viscio, p.33).

In such a corporate environment, people are a significant investment in the future performance of the organization. “Motorola, for example, spends almost \$100 million annually on education and training and calculates a return of \$3 in sales for every education dollar spent” (Pasternack and Viscio, p.33).

As part of the Knowledge axis, Pasternack and Viscio (1998) postulate that organizations must break down communications barriers that people within organizations build around them. To break

down these barriers new leaders must encourage new acts, acts that are so difficult that people in many organizations find them unnatural. The authors describe these acts as follows:

1.      Sharing your best thinking with others. . . . We mean sharing data and understanding as well as opinions.
2.      Using what other people have developed. A simple idea, but one that requires breaking down the dreaded “not invented here syndrome.”
3.      Collaborating - by building on the expertise of other experts.
4.      Improving by synthesizing new ideas continuously while purging yesterday’s conventional wisdom (Pasternack and Viscio, p. 118).

Kriegel and Brandt (1996) describe a change ready organization as one that is (a) open and receptive to new ideas, (b) excited rather than anxious about change, (c) challenged not threatened by transitions, and (d) committed to change as an ongoing process (Kriegel and Brandt, p.8). Their concept of a change ready organization is where the people anticipate and initiate change, they challenge the status quo, they create rather than react to change, and they lead rather than follow. Such an organization requires a high level of trust throughout the organization.

The development of that trust occurs through the daily interactions of the people in the organization. Those daily interactions happen between employee and employer, peers within the department, and between the organization and its customers.

Companies and the people who work for those companies earn trust by their actions. Those actions must demonstrate honesty (Can I believe what they say?), integrity (Do they keep their

promises?), and openness (Do they share what they know?) (Kriegel and Brandt, 1994, p. 160).

The authors make the case that the body of knowledge overall, not to mention that body of knowledge specific to a profession, is growing so rapidly that an individual will never know everything there is to know

Success doesn't come from how much you know, but from how well you learn. The knowledge base is always changing. Just look at an old encyclopedia, like my 1960 World Book. When I looked up manufacturing, I found impressive sections on toolmeters and automation. Those words have all but disappeared from the business lexicon. Ever hear anyone talk about keypunch or ENIAC? (Kriegel and Brandt, 1994, p.33).

Kriegel and Brandt (1996) wrote that the key to keeping ahead in a changing environment is think not like an expert, but like a beginner. Beginners ask embarrassing questions, they don't know all the rules and rationales for why things are done. And that's what makes them so valuable. While the experts are telling people why something won't work, beginners have the advantage of seeing only possibilities.

### **Characteristics of Individual Change Readiness**

Hunsaker (1985) wrote on the subject of being an effective change agent in an organization. He stated that when individuals are faced with a conflict between their personal lives and the organizations in which they work, changing the personal aspects of the situation is not always possible.

In such situations, the optimal course may be one of changing the organization to make it more compatible with one's personal needs. When you plan to invest effort in making your

organization more compatible with your values, it is important to perceive it as a social reality in which individuals make decisions. Since individuals not only create the organization, but “are” the organization, we can change the organization by changing the perceptions, awareness, and values of those who make it up (Hunsaker, 1985, p. 124).

In his research, Hunsaker drew upon the work of Ronald Havelock of the University of Michigan Institute of Social Research. Havelock’s work has combined the experience of researchers and practicing change agents in an analysis of more than one thousand studies of innovation and the process of change. From his research Hunsaker developed the following ten guidelines for being a successful change agent within an organization:

1. Know yourself - be aware of your needs, values, and objectives to be able to learn what it is you need to be happy in the organization.
2. Understand the organization - the values, norms, key people, subsystems, cliques and alliances.
3. Keep lines of communication open - this includes not only allies, but adversaries as well.
4. Determine how others feel - if no one else agrees with your assessment of the situation perhaps another self-assessment is necessary. If others agree, you may have allies for an effective team.
5. Analyze the situation from many points of view - assess the perceptions of the proposed change from many viewpoints, especially those who may be opposed.
6. Thorough understanding - of all the dimensions of the change including the strengths, weaknesses, evaluations, and possible objections.

7. Continued effort - change agents must be persistent, have great energy, and seek out pathways where none appear to exist.
8. Timing - waiting for the opportune moment as opposed to reacting spontaneously can make a difference in the success of the change effort.
9. Sharing credit - can create enthusiasm about the desired change.
10. Avoid “win-lose” strategies - avoid standoffs where everyone loses what they want directly or indirectly through hard feelings (Hunsaker, 1985, p. 125-126).

Havelock (1973) wrote on the subject of being a change agent in the field of education. The roles he identified are: (a) the catalyst, (b) the solution giver, (c) the process helper, and (d) the resource linker. All four roles are critical in the change process and competency to fill the role is the only prerequisite. Hunsaker (1985) drew upon Havelock’s work to identify interpersonal strategies for organizational change. He wrote of behavioral skills that the individual can apply to cause changes in the behavior and attitudes of other, i.e., be a change agent.

Those behavioral skills were as follows:

1. Directed Thinking - clearly specifying what it is that you hope to accomplish in an interpersonal situation and systematically consider all factors that may influence achieving it.
2. Disclaimers - identifying up front what your stake is in the change so that others will understand your true motives.
3. Authentic Feedback - nonevaluative interpretation of how a person’s or group’s behavior affects you.

4. Initial Agreement - agreeing with a person or a group at the beginning of the change effort is important to ensure that they do not turn you off immediately.
5. Inoculation - preparing key decision makers against argument that may change their mind.
6. Limited Choice - providing a limited number of choices maximizes your chances of having the target group accept a change proposal you favor.
7. Obligating in Advance - getting commitment in the future is much easier than when issues become more pressing as time grows short.
8. Positive Expectations - suggesting to a person that they will be valuable participant in the change effort can often act as a self-fulfilling prophecy; the person will behave in a way to fulfill your expectations to prove your confidence in them.
9. Compliments - trying to get someone to change through criticism has negative consequences even if the strategy is successful (Hunsaker, 1985, pp. 132-134).

Katzenbach (1995) as the leader of the Real Change Leader (RCL) team defined those characteristics that they found common in real change leaders. They found that real change leaders are all different--except in their determination and ability to achieve better results through people.

According to Katzenbach, real change leaders accomplish what they do because they share the following characteristics:

1. Commitment to a better way.
2. Courage to challenge existing power bases and norms.
3. Personal initiative to go beyond defined boundaries.



4. Motivation of themselves and others.
5. Caring about how people are treated and enabled to perform.
6. Staying undercover.
7. A sense of humor about themselves and their situations (Katzenbach, p.13).

The role of the manager in an organization is changing along with the organization itself. We have primarily viewed the manager as a personnel “technician” who needed to possess the set of “people skills” necessary to carry out the organizational plan. “Just a decade ago managers focused on processes, productivity and planning. “They were the “cops and organizers” assigning tasks and making sure you followed the rules” (Kriegel and Brant, 1996, p. 158). Many business definitions of leadership have included the content, “getting work accomplished through people.” Such definitions and attitudes viewed people as another type of resource in the same vein as money, machinery, and time.

In the traditional management structure an employee must impress, through job performance or otherwise, his immediate supervisor in order to progress to jobs of more responsibility and visibility. The problem with this structure is that more often than not a person’s supervisor becomes a barrier to, and not a facilitator of, career development. Rarely will a supervisor, after the initial hiring, examine a person’s resume and ask the basic question of career development: based upon this individual’s skills, education, and performance, what is the best position for this individual? From the manager’s point of view, they are responsible for delivery to the client, and the development of people that work for them is not a priority, and is many times completely ignored (Cavanaugh, 1997, p.1).

Today's managers understand that whatever products and services their companies may produce they're essentially in the people business. The more things change, however, the more successful managers must become adaptable. The technological explosion, the information highway, total quality management, efficiency experts, management rights, downsizing and consolidation--these are some issues that confront managers each day as they report for work. Solving complex problems in the future will require new skills, not the same old ones (Freeman, 1995, p. V).

Freeman (1995) describes the new training and development experiences that new managers will need to be successful in a fast changing work environment. The author identifies thirteen key concepts for future managerial training that constitute a careful blend of training and development:

1. Risk taking and assertiveness
2. Counseling underperforming subordinates
3. Designing professional development experiences for subordinates
4. Learning leadership functions, philosophies, and styles
5. Identification and specification of operational problems
6. Managing conflict constructively
7. Managing resistance to planned organizational change
8. Role negotiation
9. Increased tolerance for ambiguity and uncertainty
10. Creating a motivating work environment
11. Time management

12. Building high performing, self-directed teams
13. Scanning the internal organization for early indicators of changing conditions (Freeman, 1995, p. 11).

Beyond these skills to manage the team, Freeman writes that the manager must be adept at being a member of a team. Organizations that successfully manage change will do so because they reward managers who are both good leaders and followers.

Training and development of the new manager in functioning as a member of a team is as important as personal mastery in managing and developing subordinates.

This transformation must take place along two dimensions: (1) from being a “star individual player” to guiding the work of others; and (2) becoming a member of a synergistic team in which individual technical mastery has less value and cultural rewards than does skillfully working with peers and subordinates (Freeman, 1995, p.3).

Moosbrucker (1995) wrote that today’s organizations use teams in three different configurations: (a) management teams that have ongoing responsibility for the activity of the organization, (b) ad hoc task forces designed to achieve a particular goal after which they disband, and (c) work teams that retain ongoing responsibility for the accomplishment of a set of tasks, such as managing a product line or delivering a human service.

Work teams are often expected to be self-managing, self-regulating, or self-directed. The degree to which they are, and how these qualities are developed, is a critical issue in the changing work environment. Self-directed applies to the whole team, including the leader. It does not mean a leaderless team, but is interpreted this way in some organizations. Facilitating

leadership is required, however, rather than the traditional top-down approach. This requires a change from the older models of supervisory leadership (Moosbrucker, p.49).

LaFord (1998) in a three-part series on futuristic thinking wrote that the individual pursuing career development in the fire service will need to do so through four basic ways. The author identifies those development paths as: (1) individual development through classes, training, and formal education paths; (2) mentoring programs where the organization matches the individual with experienced individuals who know what they need to succeed, both professionally and politically and personally; (3) networking with peers in the organization; and (4) a systematic program on the part of the organization that identifies objectives for the target group to work toward in personal development.

Bell (1996) discusses the evolution of bossing--what it means to be in charge--and the challenge that evolution presents for many supervisors and managers. Often, they learned from their bosses who were stern teachers, "tight-lipped" drill sergeant types, and autocratic coaches. These bosses held the reins tight lest workers get lazy and fail to work. Today's experience, however, shows that when they treat subordinates like adults they are more likely to act as adults.

Employees who manage tight family budgets, buy and sell real estate, pay college tuition, prepare complex tax returns and juggle dentist appointments with soccer practice probably have the wisdom and skill to handle any job assignment. We can surmise that no one at home gives them "empowerment" or "appropriate supervision" (Bell, 1994, p. 14).

Many of these managers and supervisors know the old way is unpopular; most know that it is ineffective. Without clear organizational direction and support many managers are on their own to seek out a "new" management style.

The “be a buddy” approach seems to erode in times of conflict. The benevolent parent approach seems to get compliance (through fear or guilt), but little commitment on the employee’s part. And the “plain vanilla” coordinator/administrator seems to foster efficiency, but little enthusiasm (Bell, 1996, p. 14).

Bell (1996) defines a new role of the leader in a changing organization--that of being a mentor. The term mentor conjures up the image of an experienced senior employee of the organization who takes the new employee “under their wing” and imparts the informal information and wisdom necessary to succeed in the organization. The fire service is famous for this classic picture of a mentor: the “grizzled” veteran in conversation with the rookie firefighter who “shows them the ropes” while lacing the conversation with tales of daredevil heroics and too-close-to-call tactics at fires past is part of the fire service lore. More recently, the term mentor has become connected with affirmative action.

Minority employees got assigned to a mentor to expedite their route through “the glass ceiling,” beyond the “old-boy networks, and the private “winks” formerly reserved for WASP males. . . .These mentoring programs sounded contemporary and forward thinking. Some were of great service, but many were just lip service (Bell, 1996, p.6).

The traditional use of the word “mentor” denotes a person outside one’s usual chain-of-command who helps the junior member navigate through the organization’s informal system and understand the “unwritten rules” that are part of the organization’s culture. Many successful mentors are not supervisors or managers, but are successful members of the organization who possess the experience and knowledge that can only come from learning the job and doing it at a high level of

proficiency. Typically, these mentors are “informal leaders” in the organization who enjoy a high degree of respect and status among their peers.

Bell (1996) recognizes that not all mentors are supervisors, but makes the case that an effective supervisor should be a mentor.

Effective mentors are like friends in that their goal is to create a safe context for growth. They are also like a family in that their focus is to offer an unconditional, faithful acceptance of the protégé. Friends work to add and multiply, not subtract. Family members care, even in the face of mistakes and errors (Bell, p. 7).

Good leaders must be able to do a lot of things in a changing organization. The personal development of the leader provides a firm foundation from which to conduct their managerial duties. Covey (1989) makes the argument that effective public leadership can only come after one has achieved private leadership. Though many regard independence as a necessary personal virtue, interdependence is necessary to succeed in organizational reality. “Life, is by nature, highly interdependent. To try to achieve maximum effectiveness through independence is like trying to play tennis with a golf club--the tool is not suited to the reality” (Covey, 1989, p.51).

Kriegel and Brandt (1996) described six characteristics that in their view determine how well an individual responds to change, i.e., is change ready. Those characteristics were: (a) passion, (b) resourcefulness, (c) optimism, (d) adventurousness, (e) confidence, and (f) tolerance for ambiguity.

Passion is the individual’s level of personal dynamism, intensity and determination; it is the fuel that maximizes the other traits. Resourcefulness is the ability to make the most of any situation and use whatever resources are available to make plans and develop contingencies. A person’s

level of optimism measures whether people have a positive view of the future; optimists tend to be more enthusiastic and positive about change. Adventurous people love challenges; they tend to be restless and shun the comfort zone. They don't just accept change, they embrace it.

The measure of confidence is the individual's belief in their ability to handle any situation. And lastly, tolerance for ambiguity examines how well the individual handles the uncertainty that accompanies change (Kriegel and Brandt, p.276).

### **Results of Internet Search**

Nowhere is the scope and magnitude of change any greater than on the "information highway". A search of the Internet was made using the Microsoft Explorer software and the search engine AltaVista. The author used the keys words "organizational change readiness public sector" for the search that netted 4400 web pages that met the search criteria. By manually browsing through the entries listed by AltaVista, the author found sites with information about Learning Organizations, Organizational Change and Change Readiness. The most predominant sites are web pages for change management consulting companies and companies specializing in training for change management. These sites provide summaries of training courses, programs to help organizations manage change, and assessment tools to help organizations determine what they need to deal with change more constructively.

One of the more comprehensive sites is the Career Resource Center located at *www.careerresource.com*. This site had many listings under the headings of learning organizations, organizational change, and systems thinking. The Training Center is designed to provide the browser with the quickest access to online resources organized by topic. This guide also provides links for

additional resources (books, trainers and training material suppliers) as well as tips for organizing a Learning Plan and how to coach others to help them with their development.

Of particular interest was the web site link from the Career Resource Center site to Senge's web site, *Fifth Discipline Fieldbook-Strategies, Tools, and Connections for Building a Learning Organization* (Senge, 1998). At this site Senge's written work and that of his colleagues, Kleiner, Ross, Smith and Roberts, comes alive with interactive web site links to other sites such as (a) contributors to the Fifth Discipline Fieldbook, (b) Reviews of the Fifth Discipline Fieldbook, (c) "Systems Thinking" oriented web sites, (d) management innovation links, (change strategy, total quality, sociotech, and more...), (e) consultation and facilitation, (f) book and resource reviews, (g) on-line conferencing systems, (h) management schools and universities.

Another very good link from the Career Resource Center website was *Road maps: a guide to learning system dynamics*. Road Maps is a self-study guide to learning system dynamics. It is organized as a series of chapters, and is being developed by the System Dynamics in Education Project at MIT under the direction of Professor Jay Forrester.

Certainly one aspect of using the Internet for educational development of the organizations change readiness is the ability to access the information. The use of computer technology, particularly in the realm of information sharing, is noted as being critical to an organization's development. Appendico, Inc. (1998) has at their website, [www.appendico.com](http://www.appendico.com), a checklist to help organizations assess their ability to fully use the resources of the Internet in developing their employees. This checklist would provide a useful tool to the organizational leader who is interested in using the vast capabilities of the Internet in the development of a learning organization (See Appendix B).



The University of California at Davis, through their Staff Development and Professional Services section, offers a host of on-line educational opportunities in the area of organizational change readiness.

Their website, [www.sdps.ucdavis.edu](http://www.sdps.ucdavis.edu), offers a Transition and Change series that contains: (a) change readiness, (b) change from an individual's perspective, (c) navigating transition, (d) managing change: a systems approach, and (e) managers as agents of change. The University of Phoenix offers a complete line of non-degree and degree programs through their CPEInternet website, [www.uophx.edu/cpeinet](http://www.uophx.edu/cpeinet).

The University is one of the country's premiere Distance Education sites that serves the needs of those student who are presently employed and have a hard time pursuing a college level education because of work and family demands (University of Phoenix, 1998).

Several websites provided initial information regarding assessment tools to determine an organization's change readiness. The National School Board Association, [www.nsba.org](http://www.nsba.org), provided a change readiness checklist for school board districts to use when contemplating change. The consulting firm of Mauer and Associates, [www.beyondresistance.com](http://www.beyondresistance.com), presented a short questionnaire that could be used by an organization to evaluate the change readiness of leaders within the organization.

### **Training Programs in Chesterfield County**

In 1989 the Chesterfield County Board of Supervisors directed the County Administrator to develop a program to bring Total Quality Management into the operations of County government. Several of the Board members, who were employed in the private sector, saw how TQM could improve efficiency in the work place and felt it could do the same for local government. After much development the County Administrator unveiled the County's Total Quality Improvement (TQI)

Program. The program included a vision, mission and set of TQI values which all County departments were to apply to their daily operations.

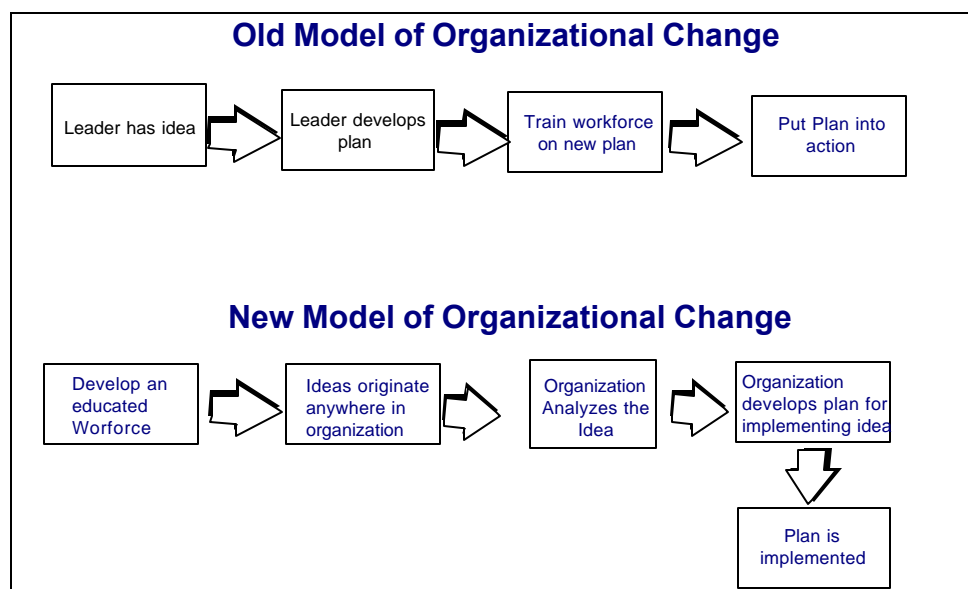
In support of the program the County's Human Resource Management Department (HRM) developed training programs for all levels of the program. These levels included: entry level training for all employees, training for all supervisors, training for facilitators (to facilitate meetings), and training for Team Advisors. HRM also developed an upper level curriculum of training programs for supervisors and managers; this curriculum is known as TQI University (See Appendix C).

Since 1987 the Chesterfield Fire Department has had an Officer Development Program to develop future officers for the Department. Participation in the program is voluntary and completion of the curriculum can net an individual up to 7.75 points on the Lieutenant's promotional exam. The program is a "menu-style" curriculum that allows an individual several options for completing sections of the program. Those options include: classes developed within the Department, National Fire Academy course offerings, and college level classes. The course objectives meet the training standards for a fire officer identified in the National Fire Protection Association Standard 1021 (See Appendix D).

Last year, after several years of development, the Chesterfield Fire Department launched its Officer Development Program, Level II. This program is designed to provide training for the Company Officer who aspires to the rank of Battalion Chief. The Department finished delivery of a pilot program in 1998 and is set to start full delivery in 1999 (See Appendix E).

## Summary of Literature Review

Change readiness is a very current topic in all types of organizations, in both the public and



private sectors. The review of the current literature indicates that the ability of an organization to effectively manage change is based on many factors.

The literature indicates that organizational change readiness is enhanced by building a partnership between the leadership of the organization and the employees of the organization. This new thinking, a move away from the old theory of “top down management”, may be best illustrated by the following model developed by the author of this Applied Research Project (See Figure 6).

The keys to success for this new organizational change model, according to the literature, are: (a) a strong leader who possesses a strong vision for the organization, (b) the ability of that leader to communicate that vision to the workforce, (c) a strong set of organizational values that serve to steer the actions of all members of the organization, (d) a high level of commitment to the mission of the

organization by all members, (e) a high level of trust within the organization, (f) a workforce that is constantly learning, and (g) effective communications systems that connect all members of the organization. Success of the organization is predicated on a high level of change readiness because change is a constant journey that leads to organizational improvement.

The characteristics of an organization that enable it to be more change ready include the following: (a) developing the learning capabilities of the organization, (b) developing systems for sharing information, (c) creating systems that develop a sense of ownership in members of the organization, (d) developing mentoring systems in the organization, (e) developing the change agent qualities of managers, and (f) creating a sense of vision for the organization. Such organizations are open and receptive to new ideas, excited rather than anxious about change, challenged by transitions, and committed to change as an ongoing process.

The characteristics of an individual that is change ready include: (a) commitment to a better way, (b) courage to challenge existing power bases and norms, (c) personal initiative to go beyond defined boundaries, (d) motivation of themselves and others, (e) caring about how people are treated and enabled to perform, and (f) a sense of humor about themselves and their situations.

It is incumbent upon the individual employee to develop self-mastery. The individual cannot depend on the organization to provide for their entire development. This self-mastery must be a multi-faceted approach that uses training and formal education paths, mentoring relationships with successful individuals inside and outside of the organization, and embracing the organization's philosophy and values.

Managers in a change ready organization must have the ability to be both a member of an effective team, and to lead effective teams. In their leadership role they are counted on more to be mentors, or coaches, in the development of their employees rather than taskmasters or supervisors. They must become skilled at developing a work environment that fosters trust, employee development, and ownership in the organizations mission, values and philosophy.

## PROCEDURES

The research procedures for this project began with a review of available literature on the subject of change readiness in organizations. This search took two forms. The first, a manual review, was conducted using the resources of the National Fire Academy's Learning Resource Center and the Chesterfield County Public Library. During this search the author reviewed books and periodicals for information concerning organizational change readiness. Secondly, an on-line search of available information on the Internet computer network was conducted using the Microsoft Internet Explorer software between September 1998 and December 1998.

During the literature review the author found a survey that provided a profile of the change readiness attributes of an individual. The survey, contained in Dr. Robert Kriegel's book, *Sacred Cows Make the Best Burgers*, measured the attributes of (a) passion, (b) resourcefulness, (c) optimism, (d) adventurousness, (e) confidence, and (f) tolerance for ambiguity. While there were several other survey instruments identified during the literature review, the author felt that Kriegel's was more appropriate because it surveyed how the individual felt they responded to change (See Appendix F). The author felt that developing such a profile for the Chesterfield Fire Department would be possible by tabulating the individual scores, and then compiling those scores to create a profile of the change readiness attitudes of the organization's leadership. This would provide a baseline assessment of the organization's change readiness capabilities.

The author contacted Dr. Robert Kriegel to obtain permission to use the copyrighted material from the book. Dr. Kriegel would not grant permission for use of the copyrighted material, but instead

insisted that the author use the more up-to-date version of the survey that he (Dr. Kriegel) and his associates use in their consulting practice, Kriegel and Associates.

The author consulted with the Chief of the Chesterfield Fire Department, Steve Elswick, about the feasibility of purchasing the survey from Kriegel and Associates at a discounted rate. Chief Elswick approved the purchase of the survey instruments at a cost of \$1.50 per survey.

The author distributed the surveys to 102 members of the Chesterfield Fire Department's leadership staff between November 22, 1998 and December 18, 1998. The survey population consisted of 60 Company Officers (first-line supervisors, Lieutenants and Captains, in fire companies), 12 Battalion Staff officers (Senior Captains and Battalion Chiefs) in the Emergency Operations Division. The survey also included all uniformed officers from the rank of Lieutenant through Chief of the Department in staff positions (EMS, Fire and Life Safety, Maintenance and Logistics, Training and Safety, and Emergency Communications). Besides the uniformed officers, the civilian Division Heads of the Information Services and Emergency Services Division were also included. The author decided to use this survey population because of the dramatic change in management philosophy brought on by Chief Elswick's appointment as Fire Chief. Since most of the survey population was promoted and had worked under the administrations of Chiefs Eanes and Dolezal, the author felt that gaining a change readiness baseline from this group would be pertinent information for this project. Because of their positions in the organization, they will be the most likely change agents in the Elswick administration.

A total of 69 surveys (67.6%) were returned to the author. The author entered the data from the individual surveys into a computerized spreadsheet (Lotus 1-2-3 for Windows, ver. 5.0) and

calculated to provide an average departmental score for each change readiness attribute. The data was then used to answer the research questions.

During this research the Chesterfield Fire Department began a Strategic Planning process under Chief Elswick's leadership. As a member of the Department's Battalion Staff, the author was a participant in several meetings, between August, 1998 and December, 1998, that began the planning process and communicated the results of that work to other employees of the Department. In that capacity the author was responsible for several data collection assignments, especially that concerning the information on potential department retirees, that contributed information useful to this project.

As the Administrative Officer for "A" Platoon, Emergency Operations Division, the author had a great deal of access to all personnel on "A" Platoon, both in his capacity of Administrative Officer, and Acting Battalion Chief when Battalion Staff members were on leave from the Department. This enabled the author to engage in many informal discussions, both in the individual and group settings, with members of the platoon regarding their impressions of the Department's change readiness. The author also was able to collect their thoughts regarding the change in Department management, the changing management philosophy of the new Fire Chief, and the strategic planning process initiated by the new Fire Chief.



## **Limitations**

The primary limitation to the research for this project was the fact that the survey population works a variety of work schedules. The Company Officers and Battalion Staff members work 56-hour work weeks (twenty-four hours on duty, forty-eight hours off duty) and the staff members and division heads work 40-hour work weeks. This presented some difficulty in distributing the survey and getting them returned for tabulation.

Several voice-mail messages were required as follow up to get the surveys returned in sufficient numbers for the survey to be valid.

The author was hampered in his research efforts by an inability to obtain training and development information concerning Department members. The Department's Training and Safety Division was unable to provide data on how many personnel in the Department have taken courses in the Officer Development Program, Level I, or how many personnel have completed the entire curriculum. As this fact became known late in the completion of this project, the author used the County's AUDIX Voice-Messaging System to canvas the members of the Department to gain a gross estimate of the number of members who had completed the entire curriculum.

The author was also unable to obtain information relative as to how many members had completed Chesterfield County's TQI University, or courses within that curriculum. This information is not currently being collected within the Department as participation in those courses, for personnel not pursuing the Officer Development Program curriculum, is voluntary with no reporting requirements.

## **RESULTS**

This study used Historical, evaluative and action research methods to answer the following questions:

1. What are the organizational characteristics of an organization that is change ready?
2. What are individual characteristics that make an individual more change ready?
3. How do the current officers of the Chesterfield Fire Department assess their individual change readiness?
4. What training currently exists in the Chesterfield Fire Department to develop fire officers as leaders in a change ready environment?

**Research Question #1 - What are the organizational characteristics of an organization that is change ready?**

The review of the literature seems to indicate that change ready organizations are those that are constantly learning, they are “learning organizations.” The employees at all levels learn to interact in constructive, rather than destructive, ways. They learn from their successes and failures, they learn from other organizations, and they learn from their customers. Through their daily interactions with each other and their customers there develops a high level of trust within the organization. This high level of trust creates an atmosphere where information concerning issues, both good and bad, can be shared for the benefit of the organization. Good organizations address these issues so that they may improve.

Change ready organizations have an atmosphere that encourages members to take ownership of the process. Rather than being driven by organizational rules, the organization is mission driven. Members do not need volumes of policies and procedures because they know and understand the philosophy and values that have made the organization successful. The high level of trust in a change ready organization provides the foundation for members to make the right decisions whatever their station within the organization.

Change ready organizations are organizations that communicate well. They have systems in place that promote the sharing for information and ideas, not just opinions. These systems include personal face-to-face communications and communications systems that use technology such as voice mail and electronic mail.

**Research Question #2 - What are individual characteristics that make an individual more change ready?**

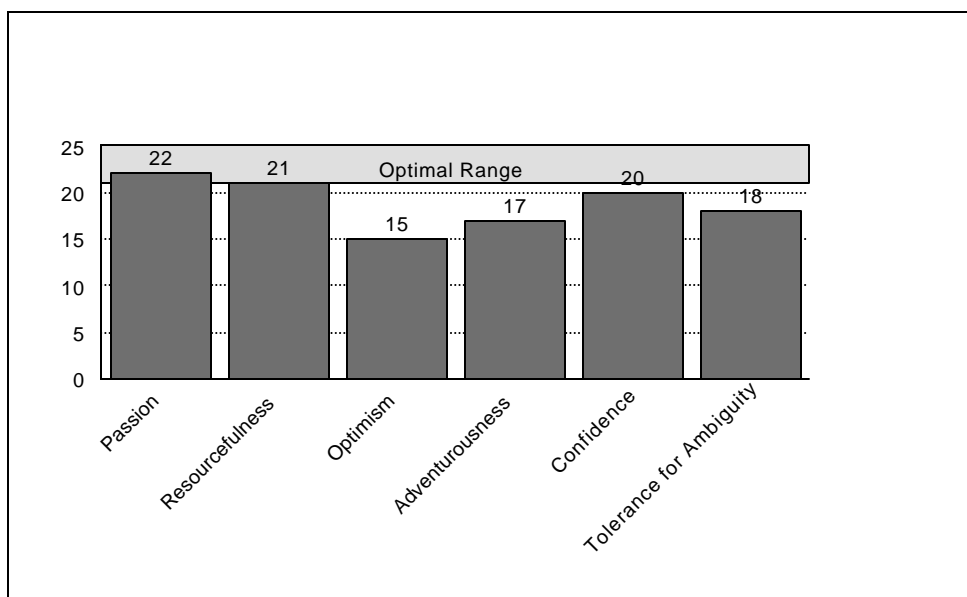
The review of the literature identified many characteristics of an individual that is change ready including the following: (a) commitment to a better way, (b) courage to challenge existing power bases and norms, (c) personal initiative to go beyond defined boundaries, (d) motivation of themselves and others, (e) caring about how people are treated and enabled to perform, and (f) a sense of humor about themselves and their situations. Kriegel and Brandt (1996) provided another set of change readiness traits that they compiled into a survey instrument, *The Change-Ready Profile* (*The Change-Ready Profile* © 1996, David Brandt, Ph.D., and Robert Kriegel, Ph.D.). The authors identified the following traits as being important indicators of how well equipped an individual is to manage change: (a) passion, (b) resourcefulness, (c) optimism, (d) adventurousness, (e) confidence, and (f) tolerance for ambiguity.

Developing self-mastery is necessary for the individual employee. The individual cannot depend on the organization to provide for their entire development. This self-mastery must be a multifaceted approach that uses training and formal education paths, mentoring relationships with successful individuals inside and outside the organization, and embracing the organization's philosophy and values.

Managers in a change ready organization must be able to be both a member of an effective team, and a leader of effective teams. In their leadership role they are counted on more to be mentors, or coaches, in the development of their employees rather than taskmasters or supervisors. They must become skilled at developing a work environment that fosters trust, employee development, and ownership in the organization's mission, values and philosophy.

**Research Question #3 - How do the current officers of the Chesterfield Fire Department assess their individual change readiness?**

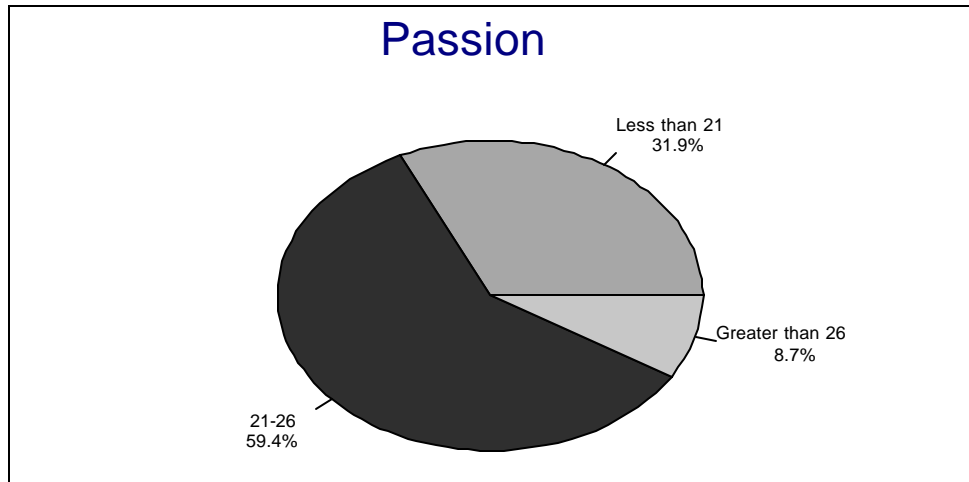
A total of sixty-nine (67.6%) Change Readiness Surveys were returned to the author. By totaling the respondent scores the author calculated the average score for each of the change readiness traits for the respondent population (See Figure 7).



The following figures show the results of further analysis of the data using a computerized Lotus 1-2-3 spreadsheet. These charts show the distribution of all of the individual scores for each of the change readiness traits as compared with the optimal range of 21-26.

Brandt and Kriegel (1996) describe the trait of passion as a measure of an individual's drive and motivation. Passion is the fuel that maximizes all the other traits. Forty-one (59.4%) of the respondents scored in the optimal range for this change readiness trait (Figure 8).

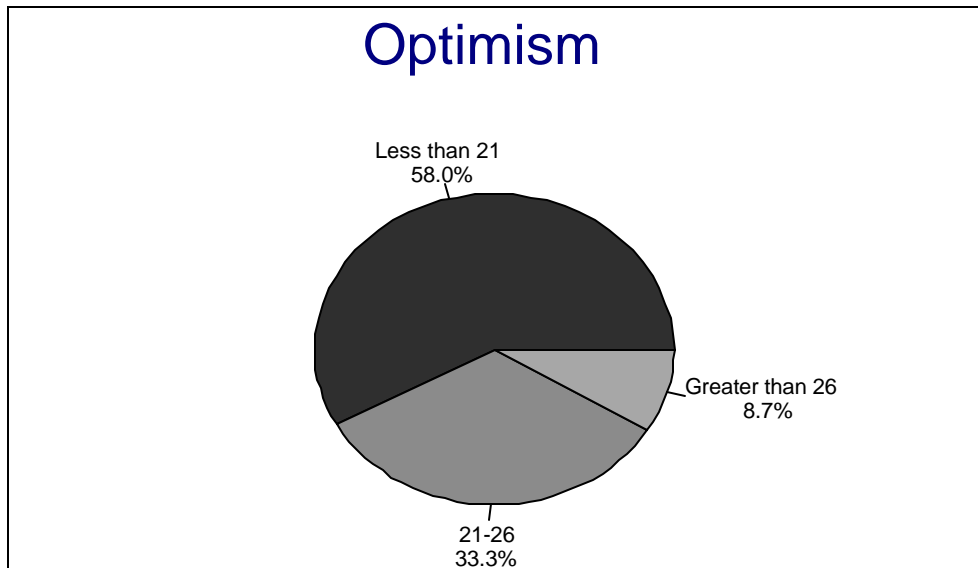
Further description of the passion trait, as well as the other five change readiness traits can be found in



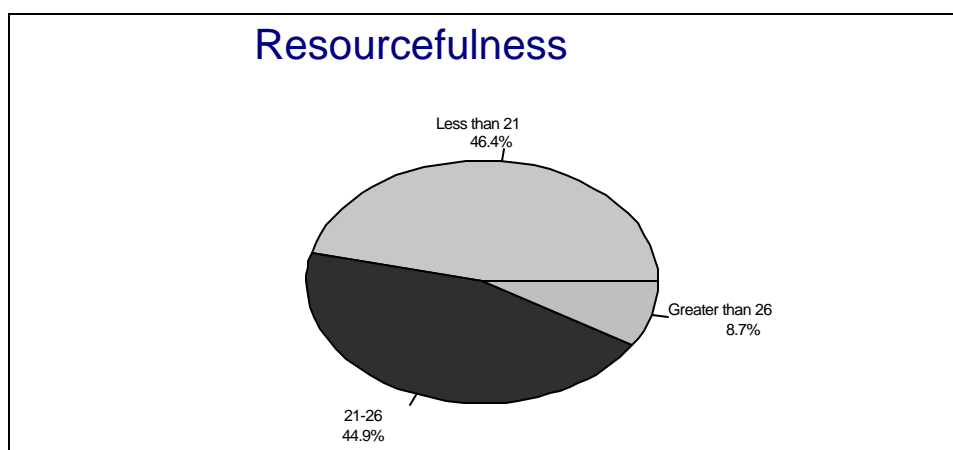
Appendix F.

Another measure of how effective a change agent is in an organization is their level of resourcefulness. Resourceful individuals make the most out of a situation by using any available material to develop plans and innovative solutions to problems. Thirty-one (44.9%) of the respondents had scores that place them in the optimal range (Figure 9).

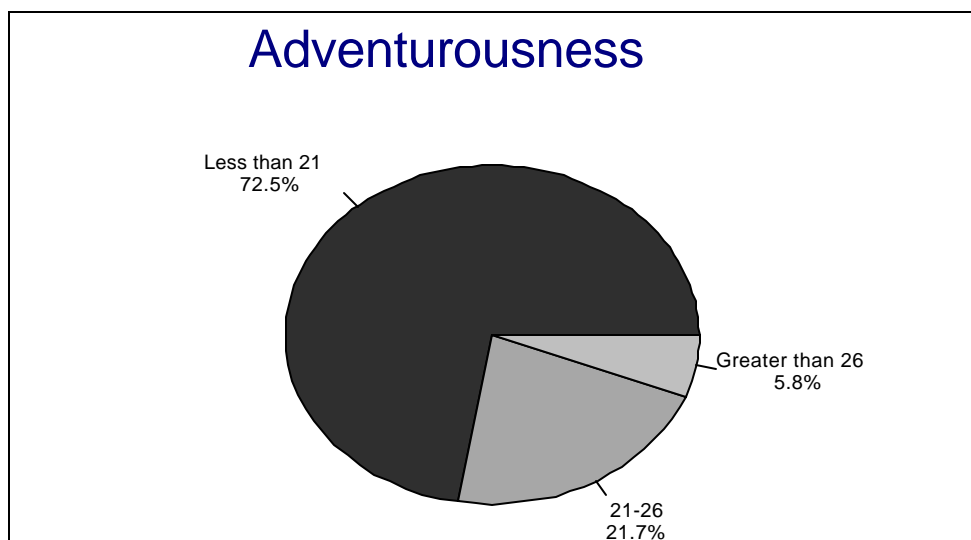
Optimism is a change readiness trait that measures one's attitude toward the future. Optimistic



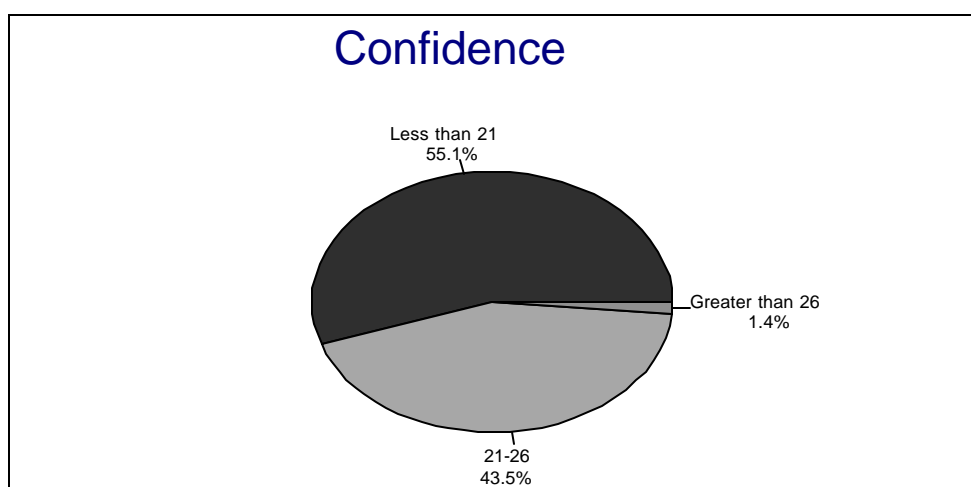
individuals see the positive in situations and people and work to maximize those positives. Twenty-three



(33.3%) of the respondents scored in the optimal range for optimism (Figure 10).



Adventurousness is a change readiness trait that suggests the degree to which one takes risks and sees their life and work as an adventure to be enjoyed. Fifteen (21.7%) of the respondents had scores that placed them in the optimal range (Figure 11).



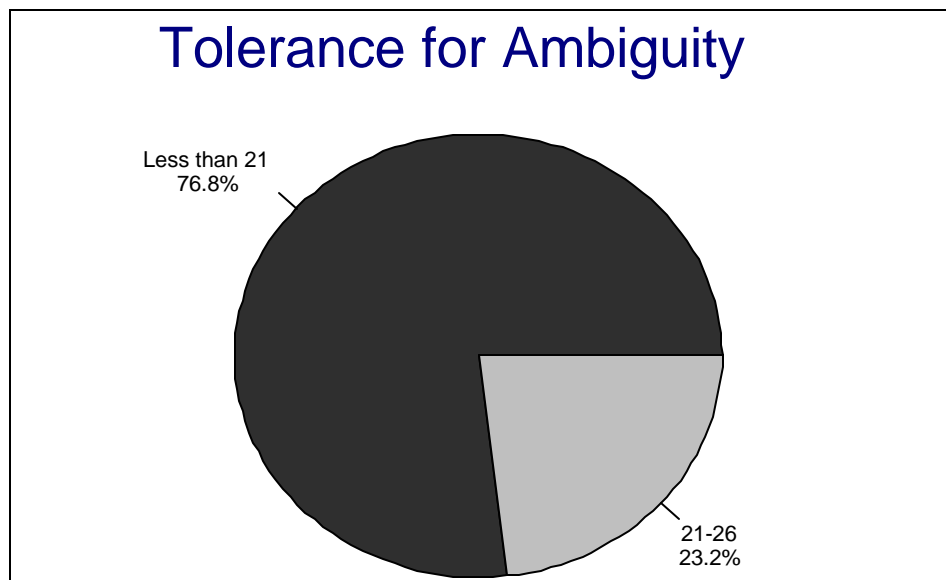
The change readiness trait of confidence is a measurement of one's internalized belief that they can handle any situation that they confront. Thirty (43.5%) of the survey respondents had scores that fell within the optimal range (Figure 12).



The last change readiness trait measured using this survey is that of tolerance for ambiguity.

Brandt and Kriegel (1996) make the point that uncertainty surrounds any change no matter how well an organization plans for the change.

Sometimes solutions to problems, or successes from the change, do not become evident until sometime into the change. Tolerance for ambiguity is a helpful change readiness trait because it is indicative of an individual who can maintain their effectiveness during change, understands that



achievement of a plan takes time, and is comfortable dealing with those issues that they have influence over. Sixteen (23.2%) of the survey respondents had scores that fell into the optimal range (Figure 13). The score distribution for this trait is interesting in that none of the respondents had a score that exceeded the optimal range; all scores were either in the optimal range or below it.

**Research Question #4 - What training currently exists in the Chesterfield Fire Department to develop fire officers as leaders in a change ready environment?**

Currently, the Department has an Officer Development Program Level I to educate those firefighters who are motivated to become Lieutenants.

The Department provides this training through the Department's Training and Safety Division to those individuals who want the training. The member pursues that training on their off-duty time, or they can take annual leave time to attend the classes if the class falls on a duty day. Completion of the program can gain the individual up to 7.75 points on the Lieutenant's promotional exam. The Department does not currently require that individuals seeking promotion complete the program, and it is not a prerequisite for promotion.

In 1998, after several years of development, the Chesterfield Fire Department launched its Officer Development Program, Level II. This program is designed to provide training for the Company Officer who aspires to the rank of Battalion Chief. The Department finished delivery of a pilot program to existing Senior Captains and Battalion Chiefs in 1998 and is set to start full delivery in 1999. This training is voluntary, as is the Officer Development Program Level I. Completion of the training is not a prerequisite for promotion to Battalion Chief.

Chesterfield County's Human Resource Management Department (HRM) provides training that supports the County's Total Quality Improvement (TQI) Program. TQI University, created in partnership with John Tyler Community College (a two-year institution) provides employees with TQI "tools" in such areas as process management, statistical process control, systems thinking, and creating a quality culture. There are a variety of levels to this training: entry level training for all employees,

supervisory training, and upper level training for managers and supervisors through the County's TQI University. After the introductory training provided to all new employees, the pursuit of the additional courses in the TQI University curriculum is voluntary, though several of those courses are part of the Officer Development Program Level I and II curricula.

## **DISCUSSION**

The review of the literature concerning organizational change readiness yielded many organizational and individual characteristics that will help make an organization more change ready. Those change readiness characteristics include the following: a strong vision and mission statement, high levels of trust throughout the organization, highly developed learning capabilities within the organization, strong visible leadership, a systems thinking approach for problem solving, and communications that promote information sharing. On the individual level, change readiness is enhanced by having individuals who are: optimistic about change, adaptive to new technologies and learning; resourceful, confident in their ability to handle change, able to tolerate the ambiguity that accompanies change, and passionate about their work. Managers in a change ready organization are mentors and coaches rather than bosses, and see themselves as change agents whose role it is to foster and develop the organization's vision, mission and strategic goals at their level in the organization.

From that review the author has developed a working definition of organizational change readiness: development of people and systems within the organization that promote the idea that change is the lifeblood of an organization, not a demon that they must battle on a daily basis. This type of attitude toward change is an important one for an organization because change is a constant part of any

organization. Change is the engine that drives an organization's need to improve its product and delivery systems if that organization is not only to survive, but thrive.

This approach to change management has become increasingly popular in the private sector. The development of global markets, expanding technology for manufacturing and information systems, and the quality improvement movement have all pushed companies to reengineer the ways that they do business if they are to prosper. American business is moving out of the industrial age and into the information age and the new management systems discussed in the literature will be the key to organizational success. The public sector in this country is slowly coming to the same realization: information and people will be the keys to future success and management must develop its capabilities to get the most from both.

### **Phase I - Analysis Analyze the existing situation and assess what changes need to be made**

#### **Task 1.1-Identify organizational conditions and compare to existing mission, standards, values and norms**

The review of the literature revealed that successful organizations are experiencing many leadership paradigm shifts. The primary paradigm shifts are occurring in the role of the chief executive officer in an organization, the CEO. Today's successful CEO is a visionary, a storyteller in the communication of their vision, and a facilitator who creates an atmosphere of trust and cooperation within the organization. By creating such an atmosphere, the CEO provides a solid foundation for his or her people to meet the challenges of change and to manage those challenges successfully.

Organizational trust is not a highly developed characteristic within Chesterfield Fire Department. During the thirty years that he was the Fire Chief, Robert Eanes used a very strong

autocratic style of leadership that did not foster independent thought or action. Eanes never expressed what his vision was for the organization.

Instead, he was a classic “strategist” who determined what the organization would do and then demanded that the firefighters and officers “figure out” what he wanted accomplished and how he wanted it accomplished. Officers and firefighters alike lived in constant fear of making decisions that could have career altering consequences.

The current Fire Chief, Steve Elswick, has taken command of an officer corps developed under that management system, one that was strictly “top-down” in nature, and very “command and control” oriented. Those officers have very little experience working in an organization where the leader is committed to developing trust, facilitating personal growth, and building ownership among the members of the organization.

Analysis of the average scores from *The Change-Ready Profile* © completed by those officers and division heads shows that in only two of six traits, passion and resourcefulness, was the departmental average within the optimal range. A third trait, confidence, was a close third at an average score of twenty. The average scores can be deceiving when compared with the distribution charts for each trait. While the average score for the passion trait was 22, only 41 of 69 respondents (59.4%) fell within the optimal range. There is a further disparity for the resourcefulness trait where the average score was 21, but only 31 respondents (44.9% ) scored within the optimal range. Their scores for the confidence trait had only 30 respondents (43.5%) falling into the optimal range.

Such scores for the traits of passion, resourcefulness, and confidence are not surprising when one examines the type of person who becomes a firefighter. It has been the experience of the author that when asked why they became firefighters most will answer, “I like helping people.” Another very common response is, “I like the variety and challenge of the work.” Chesterfield’s firefighters are very

much in that same vein. They care about their community and co-workers, and are very adept at using whatever resources are at hand to develop a plan and overcome obstacles.

Their confidence scoring is probably a sign of the lasting effects of the administrations of the previous fire chiefs. People usually develop confidence through experience and making decisions. As they are exposed to more situations that require decision making, they become better decision makers, and in turn become more confident in their abilities. That was not the accepted practice under previous fire chiefs, particularly the Eanes administration. The Department during that period operated under a “zero defect” mentality--avoid making decisions and avoid the consequences that were usually negative.

The average scores for the other three change readiness traits evaluated in the survey, adventurousness, optimism, and tolerance for ambiguity provide a very distinct contrast to the aforementioned traits. Only 15 respondents (21.7%) had individual scores in the optimal range for the trait of adventurousness. The individual scores that fell in the optimal range for tolerance of ambiguity (16, 23.2%) and optimism (23, 33.3%) are equally disconcerting. In the past, employees who took risks in the performance of their jobs, no matter the outcome, were criticized, disciplined, or humiliated in public before their peers and subordinates.

Approaching one's job as an adventure is hard in that type of organizational culture, and being optimistic is even harder. The tolerance for ambiguity score seems to indicate that what the respondents need most from the new administration, in order to be effective managers of change, is clear direction and guidance.

The Department has a strong history of providing quality emergency and non-emergency services to the citizens of Chesterfield County. The management philosophy of Eanes was that there

was no task too big or too small for the Fire Department to take on, especially if it would enhance the standing of the Department in the eyes of the Board of Supervisors or the County Administrator. Many members, however, have developed a perception that the Department has tried to be “everything to everybody.”

While those same members feel that the diversity of services that the Department provides is giving the citizen the most for their tax dollar, a significant backlash effect has taken place because those same members do not feel that employee compensation has kept pace. The information collected from the focus groups during the recent strategic planning process brought this issue clearly into focus. The predominant critical issue identified during those sessions was that employee compensation is not commensurate with the job that employees are doing, especially when compared with comparable sized fire departments doing the same job.

Employee morale at the end of the Eanes administration had fallen to the lowest point in the author’s career. There were high levels of employee dissatisfaction, disenchantment with the compensation system, and a strong feeling that the needs and concerns of outside parties, i.e., the volunteer rescue squads, County government, volunteer firefighters, and even occasionally the citizens of the County, were more important than those of Department employees.

The appointment of Chief Dolezal as Fire Chief was accompanied by a hope on the part of the members of the organization that he would address these concerns through changes that would bring more “balance” to the equation. This was not so, as most of the changes initiated by Dolezal appeared more cosmetic in nature, and many have characterized his term as that of a “caretaker administration,”



just bidding time until his retirement. Employee morale initially increased upon Dolezal's appointment, but dropped again when employees did not feel that substantive change was taking place.

Chesterfield Fire Department needs change to grow and remain successful as a public safety agency. The most needed change is to have a strategic direction for the Department and a management philosophy that is more attune to the need for effective use of people and information to attain that strategic direction. As Elswick proceeds with his vision of that type of organization, the change readiness capabilities of all members, but most importantly those of his subordinate officers, will play a key role in the success of his vision.

One key to Chesterfield Fire Department's success in developing organizational trust will be the leadership from its new Fire Chief. Elswick must have a strong vision of what the organization must become if it is to be successful in the future. Beyond having a vision, he must effectively communicate that vision throughout the organization. Initially, this was a very difficult journey for many members of the organization to embark upon because Elswick was a trusted subordinate under both Eanes and Dolezal. Acceptance of his appointment as Fire Chief was met with a high degree of skepticism by many members of the Department, especially after the County Administrator had conducted a nationwide search for Dolezal's replacement.

Since his appointment in May, 1998, Elswick has made great strides in expressing his vision and beginning to build the level organizational trust that the Department will need to face its future challenges. To continue that progress, and make his vision a reality the Fire Chief must champion his vision through every means possible. Successful change leaders such as Lee Iacocca of Chrysler, Jack Welch of GE, and Herb Kelleher of Southwest Airlines have been successful in their change efforts because they

tirelessly pushed their vision to employees, shareholders and customers. Who can forget the first commercials that Iacocca filmed (the first time a CEO had the role of spokesman in a company's ad campaign) where he told the world how Chrysler did not make good cars, but that was going to change? Or how he looked straight into the camera at the end of the commercial and challenged the American auto consumer, "If you can find a better car, buy it." Thus was born the role of CEO as a communicator of the company's vision.

### **Task 1.2-Identify potential destabilizing forces**

The volunteer rescue squads are another tough constituency where trust is concerned. For many years the Fire Department and rescue squads have had an adversarial relationship grounded in what they squads' viewed as the Fire Department attempting to take over delivery of EMS in the County. Much of that distrust was rooted in a Fire Department philosophy that did not seek to develop a county EMS system, but rather sought to position the Fire Department to assume roles and responsibilities that the volunteer rescue squads could no longer handle. It was only ten years ago, following the release of the first EMS consultant study, that a virtual "bloodbath" occurred when that study recommended the creation of an Assistant Chief's position in the Fire Department to be responsible for coordinating EMS in the County.

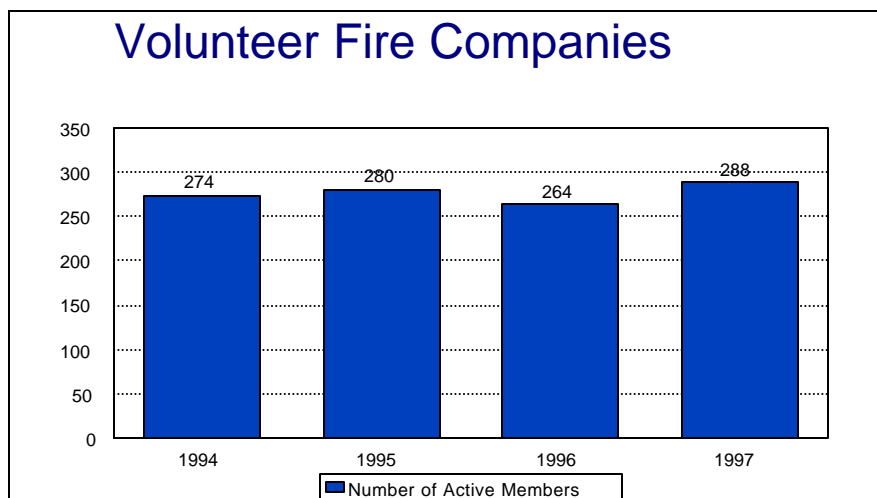
The atmosphere is much different now, but still very volatile. The recently completed EMS study, done by David M. Griffith and Assoc., makes many of the same recommendations that were part of the first EMS study, including making the Fire Chief the responsible authority for EMS in Chesterfield County.

This recommendation has been better received this time as Elswick has shown a more cooperative attitude toward the volunteer rescue squads and seeks to develop a county system for EMS that includes all agencies. Elswick will need to show how this new philosophy works by his interactions with his direct subordinates, the Deputy Chiefs. In turn he will need to make them accountable for developing the same skills in their subordinates, and on down the chain-of-command. The continued development of that attitude throughout the officer ranks of the Department will continue to develop trust between the Fire Department and the leadership of the volunteer rescue squads.

Chesterfield County has a very good economic climate and currently is one of a very small number of county governments nationwide that enjoys a Triple-A Bond rating from the major bond markets. Recently, the County commissioned a study of its pay and compensation plan in response to a concern that its salaries were not competitive with the private sector and surrounding jurisdictions. This study did reveal some great disparities and the County has adopted a two-year plan to help make County salaries more competitive in the Richmond area job market.

The Fire Department conducted a parallel study of the same issue, which it provided to the County's consultant, that revealed an even greater disparity in the salaries paid to Fire Department Officers as compared with other Fire Departments of comparable size.

Based on that information, the County Board of Supervisors approved a 5 percent salary increase for all Fire Department officers beyond the salary increases approved for all County employees. These salary increases, however, have created a projected budget deficit of \$9 million in the County's FY 1999-2000 Budget that takes effect July 1, 1999. Departments throughout the County must make budget reductions in their FY 1999-2000 to ensure that the County's budget is



balanced. The Fire Department's share of that budget reduction will be

approximately \$200,000. The Department has always been fiscally responsible with its budget management; each year it is one of few County departments that balances its budget. Such budgetary management will be even more crucial in the next few years.

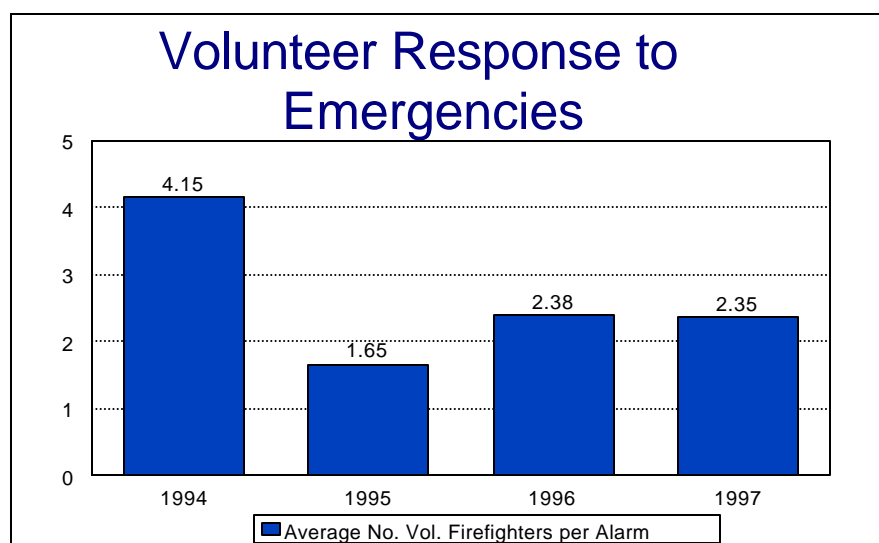
#### **Task 1.3-Assess the impact of current organizational conditions and potential destabilizing forces**

Elswick has a vision for Chesterfield Fire Department: to be a premiere provider of emergency services for an organization its size. Combined with that is his vision that the confederation of emergency service agencies in the County, the volunteer rescue squads and the Fire Department, must be united into one integrated organization to provide the highest quality of service to the citizens. The volunteer firefighter component is a necessary component in that system. The County Board of Supervisors strongly supports that participation of volunteer firefighters in the provision of emergency services. Presently, that component is very weak. Membership for the eleven volunteer fire companies (nine combination stations and two all volunteer stations) has remained relatively unchanged (See Figure 14).

However, the average number of volunteer firefighters responding to emergency calls continues to decline over the past four years for which data was available (See Figure 15).

Additionally, volunteers still participate in the system primarily by responding from home to staff their units when dispatched. Some stations have initiated duty crew staffing that places volunteers in stations staffing their apparatus, but this effort is sporadic at best.

Most of the volunteer firefighters are not trained as Emergency Medical Technicians (EMT). In a Department where more than 70 percent of the call volume consists of response to emergency medical calls, this translates into the volunteer firefighters only responding to less than 30 percent of the calls.



The literature review contained many references to an organization's change readiness capabilities being linked to its

ability to use systems thinking concepts. The Fire Department currently suffers from an inability to pursue problem solving through a systems thinking approach. Though Chesterfield County's Total Quality Improvement (TQI) Program has been in place for approximately eight years, the Department

has been slow to adopt the tools and techniques that are part of that program in their approach to problem solving. Officers, from the top of the Department to the bottom, do not make adequate use of analysis tools, such as SIPOC (supplier, inputs, process, outputs, customers) diagrams, flowcharts, or models such as the *Change Management Model* contained in the SMOC course as they work to solve problems and manage change. Instead, they frequently make decisions to solve problems without using a systematic approach, going directly to task or policy design that does not forecast the impact on other parts of the organization.

Elswick has recently started to address this deficiency through training. In September, 1998 all mid-level managers in the Department participated in a two-day Systems Thinking class presented by Dr. J. Van Bowen, a professor of Mathematics at the University of Richmond.

In December, 1998 the Department, as part of its tri-annual Fire Company In-Service training program, started teaching the County's Process Management class to all Company Officers and firefighters. This class, a part of the County's TQI University, teaches many tools and techniques used in quality improvement such as flowcharting, process analysis, and goal identification.

Besides the need for training in systems thinking and process management, the Department needs to address how it can develop into a learning organization. Learning organizations have highly developed communication skills and an attitude among its members that learning is a constant activity.

In the Fire Department, learning has been predominantly technical in nature; most training and education has been focused at the firefighter/technician level dealing with how to improve service delivery level for firefighting, EMS, HazMat, etc. While these efforts have been highly successful, as characterized by the quality in those service deliveries, the learning capabilities and knowledge base of

the officer staff is inadequate in areas such as team building, mentoring, facilitation, and many of the other areas described in the literature.

Company Officers, Lieutenants and Captains, currently receive no formal training before their promotion. The Department has an Officer Development Program Level I that it developed to train firefighters to become Lieutenants and Captains. The program meets the NFPA Officer I and II standards contained in NFPA 1021. However, the program is voluntary and completion of the program is not a prerequisite for promotion, though bonus points toward a promotion exam are awarded for completion of parts of the curriculum, up to 7.75 points for completion of the entire program. As of January, 1999 only 17 career personnel (in an organization with more than 350 employees) have completed the entire curriculum.

This number is inadequate for an organization that currently has 70 Lieutenants and Captains, and is beginning to experience its first length-of-service retirements, many of whom will be at those ranks. Most of these current officers have risen to their current position through their mastery of technical firefighting and EMS skills, and their ability to study for a promotion exam that places a premium on one's ability to recall knowledge of Departmental policies and procedures.

Since participation in the Program is voluntary, many members who do participate get promoted to the rank of Lieutenant before completing the curriculum, thus losing any real incentive to continue to completion. At the time this project was completed, 10 of the 17 members who had completed the program had already been promoted to the rank of Lieutenant or above. Four of the remaining seven members are on the current Lieutenant's Promotion List.

The current system of providing the training as an incentive for promotion will not produce enough trained personnel to meet the demand for new officers as older officers start retiring. The quality of new company officers, lieutenants and captains, and their level of change readiness will have the greatest impact on how successful the Department is in managing the many changes that it faces over the next five to ten years. The current Officer Development Program provides a good foundation for the firefighter who has a desire to become an officer. The Department needs to make completion of the program a prerequisite for promotion.

The Department needs to provide additional training for officers once they are promoted. Recently, the fire departments in the Richmond Metro area, including Chesterfield Fire Department, developed an 80-hour Company Officer Training Program. This training targeted the specific training that a firefighter needs when they become a Company Officer.

Chesterfield should consider making this training a requirement for all firefighters who make the Lieutenant's Promotion list.

According to the literature, mentoring programs for new employees and new managers is a key organizational characteristic for developing change readiness. In today's dynamic world of work no training program or degree program can adequately prepare an individual to be successful beyond giving them the basics of the job. Successful organizations recognize that a mentoring program can help provide guidance during the on-the-job training phase of an employee's new role. Such a program ensures structure and consistency in that learning and enables the individual to understand the organization's philosophy, values, and mission.



Chesterfield Fire Department lacks any type of mentoring system for new officers to support them once they are promoted. In the current system, the officer's Battalion Chief provides the only formal organizational support. Many company officers only have meaningful interaction with their Battalion Chief a couple of times per week at best because of the station workload, the Battalion Chiefs workload, and the geographic layout of the battalions. The exception to this rule is when there is a problem or a crisis. However, this only reinforces the paradigm that one's boss is only there to solve problems or administer discipline; it does not foster a mentoring relationship designed to help the subordinate grow as an officer.

Even when the Battalion Chief does have adequate time, the Battalion Chiefs as a group have no program to follow, nor do they have very much experience in mentoring methods. The quality of coaching that a new Lieutenant receives from their Battalion Chief is solely dependent on the individually developed mentoring skills of that Battalion Chief.

The pursuit of formal training and education was never supported by previous administrations. This has resulted a lack of formal education among those individuals who have risen to middle and upper management levels of the Department. Of the 15 individuals that currently hold the rank of Fire Chief, Deputy Chief, or Battalion Chief, only four of the 15 (26%) possess a four-year degree, and only one possesses an advanced degree. Of that same group, only four (26%) have completed the National Fire Academy's Executive Fire Officer Program, despite the fact the Academy is only 185 miles away. These are very disconcerting numbers for the management staff of an organization responsible for approximately 550 employees and volunteers with an annual operating budget of \$24 million.

Though the possession of a two-year or four-year degree does not ensure competency in the role of a battalion or deputy chief, it does give an indication of a person's commitment to learning. This may be especially true for those individuals who earn their degree after they have entered the working world. This commitment to life-long learning will be a necessary attribute for middle and upper managers in the Department, as well as an attribute to be modeled for junior officers.

The Department needs to take advantage of being so close to the National Fire Academy. The Academy's many excellent resident programs would give junior officers opportunity to interact in a learning environment with their peers from other departments and states. The Department should set a goal of having every chief officer would complete the Executive Fire Officer Program. This program would help the individual hone their learning skills, develop interaction with their peers in a learning environment, and add valuable research to the Department's body of knowledge through the Applied Research Projects required by the EFOP.

Tomorrow's managers will also need to be both skilled team builders and skilled team participants. These skills are crucial to a systems thinking organization that will need a workforce that can come together in short-term teams to analyze a problem, develop a plan for implementation, and then be part of making the plan happen. The County's TQI Program is predicated on such activity to solve problems systematically, improve processes, and gain involvement from those directly involved in those processes. The Core Competencies and Elective Courses listed in the County's TQI University provide a sound foundation in this type of training and would significantly enhance the Department's knowledge base.

Organizations that are change ready have good internal communications systems in place. The information explosion in our society, and the information technology to manage that information, are a source of change in many organizations. The Fire Department is severely behind in developing computer technology within the Department. The County's Emergency Communications Center (a consolidated public safety communications center that serves police, fire and EMS agencies within the County) uses a Computer Aided Dispatch System (CADS) on an IBM mainframe computer. The County originally designed this CADS in 1981 with the most recent upgrades to the Fire/EMS portions having been done in 1992. The County has taken steps to ensure that the system will continue to operate after January 1, 1999 (the Y2K issue). However, significant changes to the system can only be done through programming, a task that is the responsibility of the County's Information Systems Technology (IST) Department.

IST suffers from a lack of strategic direction, has a "mainframe computer" mentality that does not embrace the technological advances in PC based CADS, and has one of the County's highest personnel turnover rates because its salaries are so far behind the private sector.

The lack of the ability to make changes in the Fire/EMS portions of CADS hampers the Fire Department's ability to adjust apparatus response configurations to address changing needs, especially in the very dynamic area of EMS response. Since 1988, this has been a very prominent need because of the decline in volunteer rescue squad capabilities and the Fire Department assuming a greater role in the provision of EMS.

Another area where the lack of computer technology is hampering the Fire Department is internal communication. Though the Department operates 16 fire stations within the county, and five

support divisions, it does not have a seamless computer network that links all of those sites. The daily business of the Department is still accomplished using a “paper system” that requires that hardcopy documents move between the various divisions of the Department. Fire Administration, and the EMS, Maintenance and Logistics, Fire and Life Safety, and Training/Safety divisions are all linked as part of the County’s Local Area Network (LAN) that links all County departments. However, only five of the 16 fire stations are linked to that system through a Wide Area Network (WAN) that uses standard telephone lines. Though a plan for completion of the WAN has been developed, its implementation has not been a priority and progress toward the plan has been slow.

Apart from the computer hardware issue, the Department has no plan to effectively use computer hardware and systems to replace the current “paper system.” Personnel fill out paper forms to order supplies, send written correspondence between divisions, and procedures and policies must be printed and distributed with each change. All of this written communication depends on the Intra-departmental Mail System: a van from the Maintenance and Logistics Division makes daily pickups and deliveries at each fire station.

Much of this work could be replaced through the use of an Intranet computer system (within the Department) or through the use of the Internet computer network using a Fire Department Website that all personnel could access.

In the fire stations and divisions that have the technology, personnel have only been given the most basic instruction in how to use the hardware and software. Computer illiteracy is the norm throughout the Department, especially within the officer ranks. Most of the individuals who are

computer literate have attended classes on their own initiative, or have learned through the “school of hard knocks.”

Personnel are learning to use E-mail system on the network, GroupWise, but there is no Department communications plan that delineates when E-mail is the appropriate media for communication and when hardcopy communication should be used. This is already leading to miscommunication and frustration on the part of personnel who try to use the newer media, but find out later that their communication was not received because the receiver does not check their E-mail.

Information management using computer technology within the Department is poor. Individual divisions and fire stations are using applications such as database management, inventory control, spreadsheets, and word processing, but there is no consistency of application programs being used, nor is there linkage between sites that allows the sharing of information. The review of the literature suggests that such information sharing is critical to the success of organizations that face change. Information sharing is a key component of planning and systems thinking. Without consistent, accurate information such efforts are influenced by the opinions of those individuals with the strongest opinions, not necessarily the most logical, driving the issue.

The Department does not have effective information collection systems in place to gather the types of information that a changing organization needs to be effective. This can most likely be attributed to the lack of planning, especially strategic planning, that has existed within the Department for most of its existence. Analysis and planning have historically not been rewarded activities within the Department under the Eanes administration, or that of former Fire Chief Dolezal. The emphasis has

traditionally been placed on taking action to solve problems, not analyzing those problems and developing effective plans before implementation.

#### **Task 1.4-Determine organizational change requirements**

##### **Determine the perspective of change**

To become a more change ready organization, the Fire Department has change requirements that are both transitional and transformational in nature. The current Officer Development Program Level I is a good example of a program that requires transitional change. The program provides the necessary skills and knowledge that a firefighter needs in preparation for promotion to Lieutenant or Captain. The current program is a blend of technical fire officer knowledge, management and supervision training, and component classes from the County's TQI University such as Process Management.

The additions of training in mentoring, team building, and facilitator skills would be significant enhancements to an otherwise solid program. For example, adding courses from the National Fire Academy's *Executive Skills Series* would make significant improvements to the existing Officer Development Program for the training of future officers. The department, however, needs to make completion of the program a prerequisite for promotion rather than a voluntary course of study.

When a firefighter attains a spot on the Lieutenant's Promotion List the Department should provide additional Company Officer specific training prior to an individual's promotion to Lieutenant. The Palm Beach County (FL) Fire and Rescue Department is one example of a department that provides such training to their officers before promotion. That department sends all firefighters who earn a spot on the Lieutenant's promotion list through an eighty-hour Officer Candidate School that

gives them the requisite skills to be successful as a Lieutenant (C.H. Howes, personal communication, August 15, 1998).

Many changes facing the Department, however, are of the transformational perspective. Under Elswick's guidance the Department is starting to develop new beliefs and systems that envision a totally new organization, while simultaneously retaining those qualities that have served the department well in the past. The Strategic Planning process has been a good start for the Department. That process has allowed members throughout the organization to identify the Department's strengths, weaknesses, opportunities, and threats to the organization. It has also enabled employees to identify critical issues that need to be addressed through the planning process.

### **Determine the Magnitude of Change**

The Department is fortunate in that it has the opportunity to be proactive regarding many of the changes it faces. Though there are issues that require action in the next six to twelve months, such as the retirement of members and the resulting loss of officers and their experience, no issues threaten the existence of the Department. This will allow the Department to make gradual, yet substantive changes. The Department has a history of change, but in the past it used no systematic approach to managing that change--it was very reactive.

The inexperience of the members in managing change through a systematic process makes gradual change a necessity. Slow, incremental gains that build upon each success will help the members of the Department gain confidence in the change management process.

The Department will have the greatest opportunity to meet its future change challenges through a program of small, consistent, and ongoing change. The transformation of the Department into the type

of organization that Elswick envisions will not occur overnight. Elswick has taken the reins of a large Department that has many divisions, delivers a variety of services to its citizens, and has a diverse workforce of career and volunteer members. The challenge is how to identify what qualities, programs, and attributes of the past thirty years are worthy of retaining so that they can be blended into the new organization's beliefs and systems.

The depth of the changes facing the Department covers the entire spectrum of change. Changes in the management philosophy will affect every member of the organization. Integration of the volunteer rescue squads with the Fire Department will affect members throughout all of those agencies. Changes to the training and development of fire company officers could have a profound change in company level operations. Changing the role of the volunteer firefighter from that of a reactive resource to that of a proactive resource could have a profound affect on that component of the Department, either in a positive or negative way.

### **Determine the Object of Change**

The new management philosophy of the Elswick administration is already affecting individual task behaviors. In an address to his company officers in July, 1998, Elswick outlined his expectations for those officers and asked what their expectations were of him.

His primary expectations for that group included that they take responsibility for managing their station and personnel, and that they take responsibility for solving their problems at their level. His message was that they (the Company Officer) have management responsibility for the greatest portion of Fire Department resources (Emergency Operations Division personnel, fire stations, apparatus, etc.) and that he expected them to do the right thing when it came to managing those resources. This was a



radical departure from the administrations of his predecessors, especially Eanes, who espoused a top-down management philosophy that was very dependent on a “command and control” mentality.

Elswick has begun to address the need for a strategic plan for the Department, something it has never had. Considering the many change challenges facing the Department, he feels that the Department must have such a plan to enable it to maximize its resources, make decisions about future change and demands on the department, and to be a focal point for the actions of all members. Elswick realizes that this will not be an easy venture and knows that the Department must give the process the necessary development and implementation time if it is to be successful.

Under his administration Elswick is seeking to change the organizational culture from one of fear and intimidation to one where each individual can reach their highest potential. He believes that only by making this cultural change can the Department hope to become the organization that he envisions. Chesterfield Fire Department has many desirable elements in its present organizational culture. The Department has never identified those positive attributes, codified them, and highlighted them so that all members can take pride in them. This is very consistent with information contained in the literature review concerning successful companies like General Electric, Wal-Mart, Sony, Ford, etc. Those companies did not begin with a clear vision--first their leaders struggled to please customers. After some success a set of shared values emerged which the leader then codified into an organizational vision, mission, and philosophy. Chesterfield Fire Department is at that stage as an organization.

Chesterfield's Fire Chief will need to use every means at his disposal to spread his vision in the most powerful way. He has just as tough a campaign ahead as did Iacocca. The firefighters and officers of the Fire Department have never had a Fire Chief that communicated a vision of where he

thought the department needs to go. The idea of an organizational vision, a mission statement, and supporting strategic goals are foreign to them.

Another one of Elswick's first actions was to conduct Open Forums, on three consecutive days, to give every employee an opportunity to ask questions about the new administration and to hear those answers in person. This has worked well and could be expanded upon. Such meetings could be organized into Stakeholder Meetings and conducted much as are shareholder meetings are by private sector companies. The Fire Chief could review change progress and achievements made during the past six months, provide information about on-going change activities, and have open input from attendees. By doing that regularly he can develop the trust that many key business leaders have identified as the key to the success that their organizations have enjoyed.

One of the key areas that will have the greatest affect on the change readiness of the organization is the quality of the Department's officers. The Fire Department needs to reconsider its philosophy concerning officer development and the training provided to officers once they are promoted.

There needs to be a system designed to train potential officers both in the Department's new management philosophy and new managerial techniques such as mentoring and facilitating of teams prior to their promotion.

Such training, and increased educational requirements for all officers will help foster the new organizational philosophy that learning is something that is expected throughout one's career in the Department. The literature review revealed that this will be an important concept for an organization that wants to increase its change readiness by becoming a learning organization.

The Department needs to address the need for information management and communications systems within the organization. The literature review emphasized the need for organizations to communicate well if they hoped to manage change well. Chesterfield Fire Department is very deficient in computer technology, training on the technology that it does have, and developing systems to effectively communicate information, especially to its officers.

The Department is beginning to address information technology issues, albeit very slowly. This source of change by itself would present a formidable challenge to any organization as systems are developed, personnel receive training, and officers get comfortable with new communications methodologies. When coupled with the training issues, changes brought on by the new Fire Chief's management philosophy, and the integration of the emergency services within the County, the ability to enhance change readiness of the Department's officers will have a major impact on the success of those changes.

## **RECOMMENDATIONS**

The recommendations from this study are as follows:

1. The Department should take full advantage of the quality improvement training contained in Chesterfield County's TQI University. All officers should complete the core competency courses. All officers above the rank of Captain should complete the courses contained in the TQI Electives.
2. The Department should make completion of the Officer Development Program Level I curriculum a prerequisite for promotion to the rank of Lieutenant. The Department should provide additional Company Officer specific training to all firefighters who earn a position on the

Lieutenant's Promotion List. That training should include course material dealing with mentoring, facilitating of teams, the importance of the Company Officer in communicating organizational information to members of their team, and their role in organizational change readiness.

3. The Department should make completion of the Officer Development Program Level II curriculum a prerequisite for promotion to the rank of Captain. The Department should provide additional training specific to the roles and responsibilities of Captain to all Lieutenants who earn a position on the Captain's Promotion List.
4. The Department should continue to present systems thinking training to the senior officers in the organization. The emphasis on the training should move beyond the theoretical and begin to use training sessions as a forum to address real problems and issues in the Department.
5. The Department should develop leadership training partnerships with other fire departments, public sector organizations, and private sector organizations to learn how other leaders and managers are using people and information more effectively.
6. The Department should also develop a program of study for the ranks of Captain and above the makes greater use of the programs presented at the National Fire Academy.
7. The Department should emphasize the importance of formal education for senior managers in the organization. The Department should adopt a phase-in program that would require an Associates Degree for promotion to the rank of Battalion Chief and Bachelor's Degree for promotion to the rank of Deputy Chief or Fire Chief.

8. The Department should develop mentoring programs for newly promoted officers at all ranks of the Department.
9. The Department should complete the Wide Area Network (WAN) linking all fire stations and divisions of the Fire Department. The present Wide Area Network (WAN) should be expanded to include all rescue squad stations as well. This would facilitate communication to those career firefighters assigned to those stations Monday through Friday, 6:00 a.m. to 6:00 p.m. It would also help facilitate communication that will be critical to the integration of the Fire Department and Volunteer Rescue Squads.
10. The Department should develop a strategic plan for information management in the organization. Such a plan should include what application programs the department will use, how the programs will be used, and adequate training for all personnel who will use the programs.
11. The Department should develop a plan for making the transition to the use of electronic media as the primary method for conducting its daily business.
12. The Department should develop a communications plan that delineates the appropriate methodologies, i.e., voice-mail, E-mail, hardcopy correspondence, for communicating information within the organization. It should also explore the use of Intranet technologies and the Internet to create Departmental Websites within the Department to enhance the timeliness of communication.
13. The Department should organize the semi-annual Open Forums into semi-annual Stakeholder Meetings. Such a meeting would have a published agenda that would include items such as the following: the Fire Chief's report on accomplishments of the organization during the last six

months, a report of ongoing activities or projects, a review of the financial report for the Department, and an open question and answer session. Such a meeting would be a useful tool for improving communication to keep all members of the organization informed about change in the Department.

14. The Department should produce a weekly report from the Fire Chief to be broadcast on the County's Public Safety Television (PSTV). This program could have a very positive impact on the communication of change as the Department continues the strategic planning process. It would also give the Fire Chief the ability potentially to reach every member of the Department regularly, thus building rapport and organizational trust through communication.

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## Appendix A - Letter from Fire Chief S.A. Elswick to Volunteer Firefighters of Chesterfield County

**MEMORANDUM TO:** All Volunteer Fire Department Members

**FROM:** Chief Steve Elswick

**DATE:** December 4, 1998

**SUBJECT:** INTEGRATED SYSTEM

Chesterfield Fire Department has been very successful at providing high quality emergency services to the citizens of Chesterfield County. We have been able to do this with a combination system using both career and volunteer personnel. We appreciate the years of service from our volunteer members. You have contributed a lot to our success. If we are to meet the challenges of the future and continue to be successful, we must make changes and grow with the system. As a volunteer in today's Fire Department, I feel that it is vitally important that you know what my vision is for this organization, what changes I feel are necessary, and what those changes mean to you.

Our entire organization and the way that we conduct business is changing. Since my appointment as Fire Chief, I have stated that one of my visions for this organization is that it becomes one consolidated and integrated system.

One of the strategic goals from our recently completed strategic planning process is the integration of the career and volunteer systems into one seamless organization. We will have one system with a common philosophy, organizational values, and standards for all personnel, career and volunteer alike. Our system will have one set of training standards, one set of behavioral expectations, and one set of policies for all personnel.

As our organization changes, we must have skilled people throughout the system. At the April 1998 District Chiefs meeting, the District Chiefs made a commitment to the Board of Supervisors that there would be one set of standards for career and volunteer personnel. They also made a commitment that they would work to institute regular "on-duty" staffing of fire units by volunteer personnel. I believe that the volunteer personnel must become more "proactive" in the system, rather than "reactive", for you to remain a viable entity in our organization. The expectation is not to provide volunteer duty crews 24 hours a day 7 days a week, but to determine your capabilities and commit to that level of service.

Regularly scheduled volunteer crews integrated into the daily staffing resources of the department, must become a reality for us to meet the emergency service needs of a growing population. We cannot continue to rely on volunteer response to calls from home as a primary resource in our organization.

The recently completed EMS Study advocated greater involvement from the volunteer firefighters as a necessary element to improve EMS delivery in the county. Volunteer duty crews, both daytime and nighttime, will allow us to make better use of the volunteers in the system.

To make duty crews a reality, however, we must have qualified people for those positions. Quality is more important than quantity in my vision for this organization. We must attract, train, and retain good volunteers for this system to be effective.

Duty crews will provide volunteers with more opportunities to serve the community. They will also gain much needed training and experience. By fully integrating our system, I believe that we will meet two needs of the individual volunteer firefighter. Whether your primary motivation for volunteering is service to the community, or to pursue a fire service career with Chesterfield County, integration will provide you more opportunity to realize your goal. While being a volunteer in the system will not guarantee a career position in the department, the enhanced training and experience, demonstrated job performance, and your support and ownership of the system, will certainly enhance a volunteer's job application.

Beyond your role as an emergency responder, you will need to participate more in developing this new organization. Volunteer participation in the strategic planning process was just the beginning. As we work to develop the road map to reach our strategic goals, all of our personnel will need to serve on Employee Involvement Groups (EIG), Process Action Teams (PAT), and focus groups. We will make every effort to ensure that such groups schedule meetings that provide volunteers opportunities to get involved. I encourage you to attend the Fire Department open forums at the Public Safety Training Center as part of your involvement in the future of the department.

My ultimate vision for emergency services in Chesterfield County is to have a fully integrated fire and EMS System. This will involve the consolidation and integration of the present Fire Department and Volunteer Rescue Squads into one organization. Volunteer firefighters must become cross-trained as firefighters and EMS providers for this to become a reality. Does this mean that volunteer rescue squad members must become firefighter certified? I do not believe so. Currently, approximately 70 percent of our calls for service involve providing EMS service. I believe that it will be more cost effective to train our volunteer firefighters who are currently trained to respond to 30 percent of our calls (fire), as EMS providers, than it will be to train volunteer rescue squad personnel as firefighters.

1999 will be an exciting year for this organization. We realize that it is going to take time to plan and develop the integrated system. The department has a team of career and volunteer personnel working on the duty crew concept. The team members are: Senior Battalion Chief Wayne Tunstall, District Chief Jim Reid - Company 1, District Chief Brian Barfield - Company 4, Firefighter Ed Myers - Company 4, Senior Captain Robert Avsec - Emergency Operations, Lieutenant Chris Slusser - Company 6, and Firefighter Bruce McFadden - Company 11. We will keep you informed through the District Chiefs and other avenues on the progress of the team. Please let us know if you have comments or issues.

Thank you for being a volunteer firefighter in this organization. Your commitment as a volunteer is one that I do not take lightly. The Board of Supervisors, the County Administrator, and I are committed to a combination emergency services system in Chesterfield County.

I believe that by making the changes I have outlined above, we will create a better system that provides you more opportunity to serve our citizens.

I will close by sharing this very appropriate quote. "Most organizations don't change until they have to. They wait until things are going poorly and then desperately try to find a quick fix, changing strategies, products, services--anything to try to catch up. The problem is that you don't think clearly with a gun at your head. The poor decision making, lack of innovation, and low morale characteristic of organizations playing catch-up create a vicious cycle that keeps them significantly behind."

## Appendix B- Determining Organizational Readiness for Web-Based Learning

### 1. Human Readiness

- Are your users comfortable with computers?
- Are your users experienced with e-mail?
- Are your users experienced with browsers, hypertext, and search functions?
- Are your users ready and eager to learn?
- Is continuing education and training valued?

### 2. Technology Readiness

- Do you have networked computers available for users?
- Do you have an Internet connection?
- Do you have a functioning intranet/extranet with enough file space for courseware?
- Do you have server-side technical support staff?
- Do you have desktop-side technical support staff?
- Do you have browsers installed on the target computers?
- Do you have CD-ROM, sound and video cards, and multimedia plug-ins installed on the target computers, when appropriate?
- Do you have a courseware administration system installed or planned to handle registration and tracking?
- Do you have a database to handle testing and file storage?
- Do you have a development platform (hardware and software) in place if you are going to create and test your own courseware?
- Is a telephone help desk established if necessary?
- Is remote access and security assignment planned if necessary?

### 3. Financial Readiness

- Do you have long-term budgets for upgrading computers, servers, and browser software?
- Do you have budgets for purchase of courseware or hiring of contract custom developers?  
Do you have funding support for re-training staff to develop necessary technical and design skills to develop and/or support courseware?
- Has the ownership of budgets and responsibility for hardware and software purchase, upgrades, and technical support related to training been determined?
- Do all the affected parties agree on the budget allocations?

### 4. Political Readiness

- Do you have support of senior management? Who is the sponsor?
- Do you have support of supervisors and managers?
- Do you have support of the training department (if you are not it)?
- Do you have the support of employees?
- If you do not have support, do you have a plan to build support?
- Have you determined who has ownership of the courseware once it is operational?

- Who determines when and how courseware will be updated?
- Who has ownership of programming support, help desk support, database support for courseware?
- Is there a commitment from Information Services to support courseware?
- Is the organization ready to accept online learning?
- Is the organization excited about online knowledge sharing and knowledge transfer?

### **5. Skills Readiness**

- Can your staff develop courseware - instructional design, multimedia, HTML markup, programming, computer graphics, database design and management?
- Do you have telephone help-desk staff trained and ready?
- Do you have on-site desktop technical support staff ready?
- Can your staff evaluate off-the shelf courseware?
- Can your staff lead alpha and beta testing?
- Can your staff use statistical methods to analyze and report on detailed data from courseware use and testing?
- Is the organization ready to conduct on-the-job observation of performance following training?
- Can your staff lead train-the-trainer sessions on courseware use for supervisors and beta testers?
- Can your staff moderate online discussion forums?
- Do you have a re-training plan or a plan for developing the necessary skill mix for courseware development and use?

## Appendix C - Chesterfield County TQI University Curriculum

### **Course Descriptions**

#### **Core Competencies**

##### Course #101 - Introduction to Total Quality Improvement

This workshop provides employees with an overview of Total Quality Improvement (TQI) with special attention to organizational awareness and changing the work culture. Participants will understand their role in a continuous improvement environment and be introduced to the Roadmap for Continuous Improvement and the Chesterfield County Strategic Plan. This is a prerequisite for all TQI University courses.

##### Course #102 - Process Management

Participants will be introduced to process management and begin to understand the interrelationships between the various tasks that we perform and ultimately how the customer is affected by what we do. A variety of flowcharts will be introduced and practiced.

##### Course #103 - Road Map for Continuous Improvement

This workshop will provide an overview of the phases and steps to be followed in our process improvement model. Special emphasis will be placed on writing effective problem statements and charters. Other topics include: tips for effective presentations, development of implementation plans and team documentation.

##### Course #104 - Data Collection

This workshop provides an understanding of customer requirements and performance measures. Participants will be introduced to the Customer-Supplier Matrix and Cause and Effect Diagram prior to discussing and reviewing a well-thought-out data collection plan. Types of measures include workload, efficiency, effectiveness, productivity and outcome.

##### Course #105 - Statistical Process Control Workshop

This workshop provides employees with the technical skills to construct and interpret the most commonly used TQI charts: run charts, control charts, histograms, check sheets and Pareto charts. Appropriate responses to system variation will be discussed.

##### Course #106 - Customer Service

This workshop will help employees identify who their customers are and how to meet their needs. Participants in the class will be introduced to the “customer/supplier chain” and how an employee’s actions can directly impact a customer’s impression of Chesterfield County. Participants will learn and practice techniques to assist customers in identifying their needs and solving problems.

#### Course #107 - Group Dynamics

This workshop will introduce participants to the language of group process, stages of group development, and task and maintenance functions. Time will be spent observing the group process and determining when and where to intervene when problems arise.

#### Course #108 - Effective Meeting Management

This workshop provides participants with guidelines for conducting effective meetings. It includes techniques for effectively starting, conducting, and closing a meeting. Team roles, including leader, scribe, time keeper, note taker, and advisor will be defined.

#### Course #109 - Just Do It-Advisor Practicum

This final TQI core competency workshop provides an opportunity for practical application of Chesterfield County's problem-solving model. Participants will work in teams to identify and analyze a problem, make recommendations, develop a final presentation and implement a plan.

### **TQI Electives**

#### Course #201 - Internal Services-Beauty is Only Skin Deep

Providing wonderful services to our external customers relies upon the beauty of the design of our internal processes. This workshop will examine customer/supplier relationships as we work to break down barriers between divisions and departments. Examining the needs of our internal customers will allow for better internal working relationship, more efficient processes, and ultimately resulting in providing "seamless" services for our external customers.

#### Course #202 - The Bridge Over Troubled Waters--Exceptional "People" Skills

As providers of government services, we are often challenged with providing assistance to individual at some of the most difficult times in their lives. Maintaining a respectful relationship with all of our customers is our goal. This workshop will provide participants with the opportunity to explore and practice skills that will bridge the gap between our customer's frustrations and our provision of the best possible service.

#### Course #301-Surveys, Interviews and Focus Groups

This workshop will provide participants with techniques useful in gathering qualitative data. Qualitative data refers to a customer's perceptions or experiences in areas such as courtesy, accessibility, communication, credibility, responsiveness, and understanding. Participants will learn the basics of developing and conducting questionnaires, surveys, interviews, and focus groups.



#### Course #302 - Benchmarking

Benchmarking is the search for and implementation of best practices to raise the performance of an organization's product, services, and processes. Participants will learn what can be benchmarked, and the differences between four types of benchmarking. A 10-step benchmarking model will be use. Helpful "How to" tips and templates will be provided to assist participant in identifying benchmarking partners, and conducting benchmarking studies.

#### Course #303 - Creating a Quality Culture

This course, designed for supervisors and managers, focuses on the new managerial skills required to create a quality environment where employees are valued and empowered. Participants will discover the elements of a TQI environment and determine what actions they can take to create an environment that fosters creativity and problem solving. An overview of the seven "criteria for excellence" of the Malcom Baldrige National Quality Award will be presented.

## Appendix D - Chesterfield Fire Department Officer Development Program Level I

### COURSE REQUIREMENTS

#### 2-1 General

##### Required Classes -2

1. CFD - Orientation and Duties of Fire Officers (and)
2. VDFP- Instructor I Course (or)  
NFA -Instructor Techniques for Company Officer\* (R-113)  
Community College - Method of Fire Service Instruction (FIR-135)\*

### COURSE REQUIREMENTS

#### 2-2 Safety Practices

##### Required Classes - 1

1. NFA - Firefighter Safety and Survival: Company Officers Responsibility

### COURSE REQUIREMENTS

#### 2-3 Leadership and Management

##### Required Classes - 3

1. NFA - Fire Service Supervision:  
“Increasing Team Effectiveness” (or)  
Community College - Principles of Supervision (Bus-111) (or)  
Community College - Emergency Services Supervision (FIR-237) (and)
2. HRM - Workforce Diversity
3. CFD - Leadership Course - 4 modules

### COURSE REQUIREMENTS

#### 2-4 Emergency Services Delivery

##### Required Classes - (Career 1, 2, 3, 4) (Volunteer 1, 2, 3, 4, 1\*, 2\*)

1. CFD - Strategy and Tactics (or)  
Community College - Fire Suppression Operations/Tactics and Strategy Course (FIR-105) (or)  
Community College - Fire Suppression Methods and Operations (FIR-106) (and)  
(or)  
NFA - Managing Company Tactical Operations:
 

A) Decision making Module
B) Tactics Module
C) Preparation Module

D) Initial Company Tactical  
Operations Module

2. CFD - Incident Command System I (and)
3. CFD - EMS Supervision (and)
4. CFD - Mass Casualty Plan

\* Specific Volunteer Officer Requirement

Required Class -2

- \*1. CFD - Incident Command System II (and)
- \*2. CFD - Incident Command System III

(These are available through Officer Development Level II delivery)

### COURSE REQUIREMENTS

#### 2-5 Fire Arson Investigation

Required Classes - 1

1. CFD - Fire Arson Investigation Course (or)  
NFA - Fire/Arson Investigation Course (R-205)(or)  
Community College - Investigative Procedures (FIR-230)

### COURSE REQUIREMENTS

#### 2-6 Building Construction

Required classes - 2

1. NFA - Building Construction for Fire Suppression Forces: “Principles of Wood and Ordinary Construction” (and)
2. NFA - Building Construction for Fire Suppression Forces: “Principles of Non-Combustive and Fire Resistive Construction” (or)  
Community College - Building Construction for the Fire Service (FIR-220)

### COURSE REQUIREMENTS

#### 2-7 Fire Protection System

Required Classes - 1

1. CFD - Fire Protection Systems Course (or)
2. Community College - Fire Protection Systems Course (FIR-215)

### COURSE REQUIREMENTS

## 2-8 Fire Prevention, Hazards, Causes, Codes and Ordinances

Required Classes - 1

1. CFD - Fire Inspection Practices Course (or)  
NFA - Fire Prevention Specialist I (R-221)(or)  
Community College - Fundamentals of Fire Prevention (FIR-115) (or)  
VDFP - Fire Prevention, Hazards and Causes, Codes and Ordinances, VDFP Officer I

### COURSE REQUIREMENTS

## 2-9 Report Writing and Electronic Information

Required Classes - 3

1. CFD - Technical Writing: Reports (or)  
Community College - Technical Writing (ENG-115) (or)  
Community College - English Composition (ENG-101) (and)
2. CFD - Introduction to the Budget (and)
3. CFD - Introduction to Computer Concepts

### COURSE REQUIREMENTS

## 2-10 Community Awareness and Public Relations

Required Classes - 1

1. CFD - Community Programs

### COURSE REQUIREMENTS

## \*2-11 Human Resource Management (This section is specific career officer requirements)

Required Classes - 6

- \*1. CFD - Basic TDF Training (and)
- \*2. HRM - Performance Development Program for Supervisors (and)
- \*3. HRM - Sexual Harassment Training: (Supervisory) (and)
- \*4. HRM - Basics in Communication (and)
- \*5. HRM - Nuts and Bolts of Supervision (Parts I and II)

### COURSE REQUIREMENTS

## \*2-12 Total Quality Initiative (This section is specific career officer requirements)

Required Classes - 2

- \*1. TQI - Introduction to Total Quality Improvement (and)
- \*2. TQI - Process Management

### COURSE REQUIREMENTS

\*2-13 Chief Officer (This section is specific volunteer officer requirements)

Required Classes - 1

\*1. Responsibilities of District Chiefs

### **CHESTERFIELD FIRE DEPARTMENT OFFICER DEVELOPMENT PROGRAM LEVEL I PROMOTION PROCEDURE INTERFACE**

Successful completion of the requirements for each objective will yield the following points. These points are to be applied to the final promotion score.

<b><u>Program Section</u></b>	<b><u>Promotional Points</u></b>
2-1 General Orientation of Fire Officers and Instructor I	.50
2-2 Safety Practices	.50
2-3 Leadership	.75
2-4 Emergency Services Delivery	1.25
2-5 Fire Investigation	.50
2-6 Building Construction	.50
2-7 Fire Protection Systems	.50
2-8 Fire Prevention	.50
2-9 Report Writing	.50
2-10 Community Awareness	.25
2-11 Human Resource Management	.50
2-12 TQI	<u>.50</u>
<b>PROGRAM SECTION POINTS</b>	<b>6.75</b>
<b>POINTS AWARDED FOR COMPLETED CHESTERFIELD FIRE DEPARTMENT ODP LEVEL I</b>	<b>1.00</b>
 <b>TOTAL POINTS AVAILABLE FROM ODP 1</b>	 <b>7.75</b>

## Appendix E - Officer Development Program Level II

COURSE REQUIREMENTSObjective 2-1: General

Required classes - 1

1. Department of Fire Programs: Instructor III (or)  
National Fire Academy: Fire Service Instructional Methodology (R-113) (or)  
Community College: Methods of Instruction (FIR-135)

COURSE REQUIREMENTSObjective 2-2: Government Structure and Budget

Required classes - 2

1. Chesterfield Fire Department: Administration and Ethics (and)
2. Chesterfield Fire Department: Organization and Budget (or)  
National Fire Academy: Fire Service Financial Management (R-333) (or)  
Community College: Fire Service Administration (FIR-125)

COURSE REQUIREMENTSObjective 2-3: Communications

Required classes - 4

1. Chesterfield Fire Department: Graphic Presentations; Principles and Practices (and)
2. Chesterfield Fire Department: Communications Skills (and)
3. Chesterfield County Human Resource Management: Public Speaking (or)  
Community College: Oral Communication (SPD-105) (and)
4. Chesterfield Fire Department: Writing in the Workplace (or)  
Community College: College Composition (Eng. 112) (or)  
National Fire Academy: Fire Service Communication (R-107)

### COURSE REQUIREMENTS

#### Objective 2-4: Electronic Information Management

Required classes - 1

1. Chesterfield Fire Department: Advanced Computer Processes (or)  
Community College: Computer Applications in Protective Services Administration (CIS-147)

### COURSE REQUIREMENTS

#### Objective 2-5: Human Resources Management

Required classes - 2

1. Chesterfield Fire Department: Advanced TDF Training (and)
2. Chesterfield County Human Resources: Creating a Quality Culture (or)  
Community College: Human Resource Management (BUS-205) (or)  
National Fire Academy: Interpersonal Dynamics in Fire Service Organizations (R-332) (or)  
Community College: Sociology II (SOG-202)

### COURSE REQUIREMENTS

#### Objective 2-6: Community Awareness and Public Relations

Required classes - 1

1. Chesterfield Fire Department: Media Marketing and Community Programs

### COURSE REQUIREMENTS

#### Objective 2-7: Inspection, Investigation and Public Education

Required classes - 3:

1. Chesterfield Fire Department: Understanding the Impact of Arson (or)  
National Fire Academy: Management for Arson Prevention and Control (R207) (or)  
Community College: Investigation Procedures (FIR 230) (and)
2. Chesterfield Fire Department: Automatic Fire Protection Systems (or)  
National Fire Academy: Fire Prevention Specialist II (R-222) (or)  
Community College: Industrial Fire Protection (FIR 117) (and)
3. Chesterfield Fire Department: Managing the Fire Prevention and Building Codes



### COURSE REQUIREMENTS

#### Objective 2-8: Emergency Services Delivery

Required classes - 4

1. Chesterfield Fire Department: Incident Command System II & III (or)  
Community College: Fire Emergency Management (FIR-235) (or)  
National Fire Academy: Command and Control of Fire Department Operations at Multi-alarm Incidents (R-304) (and)
2. Chesterfield Fire Department: Emergency Services; Emergency Operations Plan, Emergency Operations Center, Haz-Mat Emergency Plan (or)  
National Fire Academy: Command and Control of Fire Department Operations at Natural and Man-Made Disasters (R-308) (and)
3. Chesterfield Fire Department: Advanced Strategy and Tactics (or)  
National Fire Academy: Command and Control of Fire Department Operations at Target Hazards (R-314)
4. Chesterfield Fire Department: Management of the Emergency Medical Service (or)  
National Fire Academy: Management of Emergency Medical Services (R-150)

### COURSE REQUIREMENTS

#### Objective 2-9: Safety

Required classes - 2

1. Chesterfield Fire Department: Incident Scene Safety Officer (or)  
National Fire Academy: Incident Safety Officer (ISO-F719) (and)
2. Chesterfield Fire Department: Safety Management

### COURSE REQUIREMENTS

#### Objective 2-10: Leadership and Management

Required classes - 2

1. Chesterfield Fire Department: Concepts of Leadership (and)
2. Chesterfield County Human Resources: Roadmap to Continuous Improvement  
Community College: Principles of Management (BUS 150) (or)

National Fire Academy: Organizational Theory in Practice (R331)

COURSE REQUIREMENTS

Objective 2-11: Planning

Required classes -1

1. Chesterfield Fire Department: Departmental Practicum; Development of a Theory or a Practical Application, for use by the Fire Department, in one of the participating divisions. (or)  
Community College: Urban Fire Risk Analysis (FIR-245)

COURSE REQUIREMENTS

Objective 2-12: Total Quality Initiative

Required classes -3

1. Chesterfield County Human Resources: TQI - Process Management (and)
2. Chesterfield County Human Resources: TQI - Data Collection
3. Chesterfield County Human Resources: Group Dynamics

**CHESTERFIELD FIRE DEPARTMENT  
OFFICER DEVELOPMENT PROGRAM LEVEL II**

**PROMOTION PROCEDURE INTERFACE**

Successful completion of the requirements for each objective will yield the following points. These points are to be applied to the final promotion score.

<b><u>Program Section</u></b>	<b><u>Promotional Points</u></b>
2-1 Instructor III	.50
2-2 Government Structure and Budget	.50
2-3 Communications	.75
2-4 Electronic Information Management	.50
2-5 Human Resource Management	.50
2-6 Community Awareness and Public Relations	.25
2-7 Inspection, Investigation, and Public Education	.50
2-8 Emergency Services Delivery	1.25
2-9 Safety	.50
2-10 Leadership and Management	.50
2-11 Planning	.50
2-12 Total Quality Initiative	.50
<b>PROGRAM SECTION POINTS</b>	<b>6.75</b>
<b>POINTS AWARDED FOR COMPLETED CHESTERFIELD FIRE DEPARTMENT OFFICER DEVELOPMENT PROGRAM LEVEL II</b>	<b>1.00</b>
<b>EDUCATION POINTS AWARDED FOR A FOUR YEAR DEGREE OR HIGHER IN PUBLIC ADMINISTRATION, BUSINESS ADMINISTRATION, OR FIRE SCIENCE</b>	<b>3.25</b>
<b>TOTAL POINTS AVAILABLE</b>	<b>11.00</b>

## Appendix F - *The Change-Ready Profile* ©

# THE CHANGE-READY PROFILE®

*A Tool for Understanding Your Response to Change*

Copyright 1996 by David Brandt Ph.D. and Robert Kriegel Ph.D.  
Kriegel 2, Inc. 416 Broad Street, Nevada City, California 95959  
(530) 478-1700

## Change-Readiness Profile

**Instructions:** The Change-Ready Profile is designed to help you become more aware of how you respond to change. *There are no right or wrong answers.* Check the box next to each of the 30 sentences below that most accurately reflects how much the statement describes you at work. The more honest you are in your responses, the more information you will receive from the test.

**1 = Not Like Me**

**6 = Exactly Like Me**

#	Statements	1	2	3	4	5	6
1.	I often get so involved, I lose track of time.						
2.	When I get stuck, I'm inclined to improvise solutions.						
3.	I believe in not getting your hopes too high.						
4.	I prefer the familiar to the unknown.						
5.	I rarely second guess myself.						
6.	I get impatient when there are no clear answers.						
7.	I pursue my dreams with zeal.						
8.	When people need solutions to problems, they call on me.						
9.	If something can go wrong, it usually does.						
10.	I prefer work that is within my comfort zone.						
11.	I focus on my strengths, not my weaknesses.						
12.	I get frustrated when I can't get a grip on something.						
13.	I'm a spirited and enthusiastic person.						
14.	My strength is to find ways around obstacles.						
15.	My tendency is to focus on what can go wrong.						
16.	It pays to stick with the tried and true.						
17.	My faith in my abilities is unshakable.						
18.	I can't stand to leave things unfinished.						
19.	Whatever I do I give 120%.						
20.	I look in out of the way places to find solutions.						
21.	Things rarely work out the way you want them to.						
22.	I don't take risks if I can sidestep them.						
23.	I tend to focus on my achievements and successes.						
24.	I don't perform well when expectations and goals are vague.						
25.	I'm usually excited about what I do.						
26.	I'm more likely to come up with a unique solution than a conventional one.						
27.	When things are going well, I don't expect them to last.						
28.	I tend to avoid activities I haven't done before.						
29.	I don't dwell on my shortcomings and limitations.						
30.	I'm not comfortable with uncertain deadlines.						

# ***TOLERANCE FOR AMBIGUITY***

The one certainty surrounding change is that it spawns uncertainty. No matter how carefully you plan it, there is always ambiguity. Sometimes solutions don't appear until well into the process. Sometimes the big picture is clear but the details are shrouded in fog. A constantly changing environment is like a camera lens moving in and out of focus.

## **Below 21:**

- ✓ Score reflects a low to moderate level of tolerance for ambiguity
- ✓ Impatient with vagueness and uncertainty
- ✓ Want to know where you're going before you set out
- ✓ May be able to allow some ambiguity in your work, but only for short periods in circumscribed situations
- ✓ Usually push for control when things get too vague
- ✓ At work, you may withdraw from chaotic situations that you experience as confusing and uncomfortable
- ✓ May push for solutions prematurely or take actions before you delineate goals
- ✓ Tend to be results-oriented and may not pay enough attention to the process that gets you where you want to go
- ✓ Sometimes exaggerate the degree of control you need to produce a positive outcome

## **21-26:**

- ✓ Score indicates an optimal level of tolerance for ambiguity
- ✓ Able to think clearly and perform at peak levels when events are uncertain or vague
- ✓ Maintain your cool in the midst of chaos and are able to reconcile conflicting points of view and contradictory information with relative ease
- ✓ Ability to live in the eye of the storm comes from a deep reservoir of patience and the ability to discern what is in your control
- ✓ Don't waste effort or time struggling to manage what is outside your influence
- ✓ During organizational change your ability to maintain perspective allows you to be a stabilizing force
- ✓ Particularly helpful in the planning stages when divergent ideas are being reconciled
- ✓ Understand that chaos can lead to creativity and you may intentionally shake things up as a way to fuel innovation

## **26+:**

- ✓ You thrive in chaos but often find yourself unable to take action
- ✓ Let situations float too long before moving toward closure
- ✓ Tend to over-think and over-talk ideas and leave too many things hanging
- ✓ May be poorly organized and ineffective at prioritizing
- ✓ Inclined to have difficulty following procedures and get bored easily with stable work environments
- ✓ May be impractical or overly abstract and give too little importance to the bottom line

## Change-Readiness Profile

**Instructions:** The Change-Ready Profile is designed to help you become more aware of how you respond to change. *There are no right or wrong answers.* Check the box next to each of the 30 sentences below that most accurately reflects how much the statement describes you at work. The more honest you are in your responses, the more information you will receive from the test.

1 = Not Like Me      6 = Exactly Like Me

#	Statements	1	2	3	4	5	6
1.	I often get so involved, I lose track of time.						
2.	When I get stuck, I'm inclined to improvise solutions.						
3.	I believe in not getting your hopes too high.						
4.	I prefer the familiar to the unknown.						
5.	I rarely second guess myself.						
6.	I get impatient when there are no clear answers.						
7.	I pursue my dreams with zeal.						
8.	When people need solutions to problems, they call on me.						
9.	If something can go wrong, it usually does.						
10.	I prefer work that is within my comfort zone.						
11.	I focus on my strengths, not my weaknesses.						
12.	I get frustrated when I can't get a grip on something.						
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27.	When things are going well, I don't expect them to last.						
28.	I tend to avoid activities I haven't done before.						
29.	I don't dwell on my shortcomings and limitations.						
30.	I'm not comfortable with uncertain deadlines.						



## Scoring Your Change-Ready Traits

### Passion

Statement #	Your Score
1	
7	
13	
19	
25	
Total	

Score (Total above)=

### Adventurousness

Statement #	Your Score
4	
10	
16	
22	
28	
Total	

Score (35 - Total) =

### Resourcefulness

Statement #	Your Score
2	
8	
14	
20	
26	
Total	

Score (Total above)=

### Confidence

Statement #	Your Score
5	
11	
17	
23	
29	
Total	

Score (Total above)=

### Optimism

Statement #	Your Score
3	
9	
15	
21	
27	
Total	

Score (35 - Total) =

### Tolerance for Ambiguity

Statement #	Your Score
6	
12	
18	
24	
30	
Total	

Score (35 - Total) =

### Biographical Data

In what industry do you work?

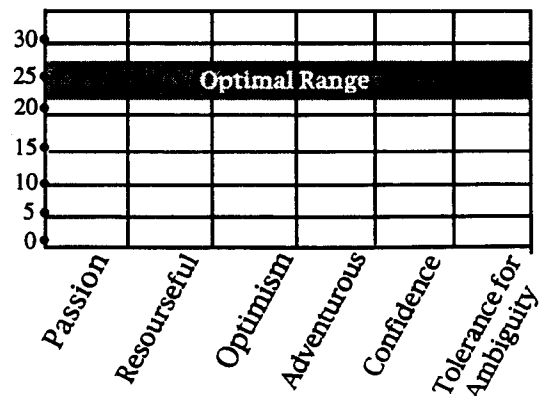
What is your current position?

How many years at current job?

Age

Gender

### Chart your scores



# Your Personalized Change-Ready Profile

You'll probably find that you have scored higher on some traits than on others. This is typical of most Profiles.

What are your strengths? Where do you need improvement? Are you surprised by any of the scores? Think of the test as a tool for getting to know yourself better, not as a judgment about you or your value to your organization.

If you are a manager, consider how you can use the Profile as a training tool for coaching your team. In what traits do specific individuals need help?

The Profile may also be used as a feedback tool. Team members answer all questions with respect to a particular person and the results are shared with that individual. Feedback is particularly important when individuals find discrepancies between the way they see themselves and the way others see them.

Remember that developing **change-readiness** is an ongoing process. There is always room to grow and improve. One really doesn't ever stop expanding the capacity to handle change.

## About Your Profile

The Change-Ready Profile measures the following six traits, acronym: **PROACT**.

**P**ASSION

**R**ESOURCEFULNESS

**O**PTIMISM

**A**DVENTUROUSNESS

**C**ONFIDENCE

**T**OLERANCE FOR AMBIGUITY

Individuals who score in the optimal range on **PROACT** traits are more likely to:

- **Constantly seek new and innovative ideas**
- **Feel excited and challenged by change**
- **Anticipate and initiate change**

## What Your Scores Mean

Scores range from 0 to 36. The optimal range for each is 21-26. Keep in mind that the test measures only your **current** level of change-readiness. Each trait is not static but can be developed or maximized. Use your scores as a way of understanding where your change strengths and weaknesses lie.

# ***PASSION***

This scale measures your level of drive and motivation. Passion is the fuel that maximizes all the other traits. If you have it, nothing appears impossible. If you don't, change is exhausting.

## **Below 21:**

- ✓ Low to moderate level of passion
- ✓ May feel daunted by change and experience it as too much effort
- ✓ Learning new procedures or taking on unfamiliar tasks creates stress
- ✓ Although you may agree in principle with the need for shift in status quo, you may resist change because you've already got too much on your plate
- ✓ In general, you are more reactive than proactive
- ✓ Getting started on new tasks is sometimes hard
- ✓ May have a tendency to procrastinate on difficult jobs
- ✓ Motivating yourself to complete disagreeable tasks may also be a problem

## **21-26:**

- ✓ Optimal level for passion
- ✓ Possess the capacity for heightened excitement and the energy to make things happen
- ✓ You are personally dynamic and tenacious in pursuing your dreams
- ✓ Bring enthusiasm and ardor to ordinary tasks
- ✓ You are a proactor, not a reactor
- ✓ Likely to lead or institute change in your organization or community
- ✓ People are drawn to your energy and want to follow your lead
- ✓ Ideal person to boost change efforts

## **26+:**

- ✓ Driven person who sometimes juggles more than you can handle
- ✓ Action oriented, but you may not allow time for reflection or complex problem solving
- ✓ Sometimes ignore feedback and make decisions precipitously
- ✓ Feel impatient when quick solutions to problems are unavailable
- ✓ Tend to overlook the nuances of complex situations
- ✓ May push too hard for change and be impatient with those who procrastinate or who can't keep up
- ✓ Sometimes have difficulty pacing yourself and relaxing
- ✓ May take on too much at once or pursue unrealistic goals
- ✓ Likely candidate for burnout

# ***RESOURCEFULNESS***

This scale measures how effective you are at making the most of any situation and utilizing whatever materials are available to develop plans and innovative solutions to problems.

## **Below 21:**

- ✓ Score reflects a low to moderate level of resourcefulness
- ✓ When you encounter obstacles, you may feel stymied, dig in your heels, or not know where to look for help
- ✓ Function best in situations where things run much the same day to day -- traditional work environments where tasks and lines of authority are well defined
- ✓ Tend to look for conventional solutions and resist imaginative or "out of the box" thinking
- ✓ Prefer routine tasks and usually rely on others for more original input
- ✓ Change may be troublesome for you because it challenges your conventional way of responding and requires improvising solutions quickly

## **21-26:**

- ✓ Score indicates an optimal level of resourcefulness
- ✓ Talented problem solver who combines elastic, innovative thinking with pragmatic realism
- ✓ Able to find more than one way to achieve your objectives, solve a problem, or create new opportunities
- ✓ Typically develop a number of contingency plans when setting your goals
- ✓ Masterful at knowing where and when to look for help especially when you're stymied
- ✓ Others notice your inventiveness and ask you for advice
- ✓ Talents are particularly suited to change situations which frequently create a myriad of new problems requiring "out of the box" answers, explanations and clarifications, all of which you readily supply
- ✓ Work best during periods of transition and rarely feel discouraged by obstacles
- ✓ Your motto: Every problem has a solution

## **26+:**

- ✓ Sometimes tend to search for overcomplicated answers when a simpler approach would be just as effective
- ✓ Spend too much time creating elegant, unnecessarily detailed plans when action is needed
- ✓ May get so caught up in developing intriguing solutions that you lose sight of their practicality or expense
- ✓ Sometimes unable to discriminate between your best ideas and mediocre ones
- ✓ May have difficulty motivating yourself to do more mundane tasks and assignments

# ***OPTIMISM***

This scale measures your attitude toward the future. Do you see the glass half empty or half full? Do you believe things will work out in the long run? Optimism is not necessarily innate but highly influenced by what you choose to look at. If you focus on the clouds over the horizon you will feel different than if you pay attention to the blue sky between the clouds. Optimism is an attitude that results from the information you input.

## **Below 21:**

- ✓ Reflects a low to moderate level of optimism
- ✓ Inclined to filter out good news and concentrate on bad
- ✓ Sometimes disregard or under-emphasize information that might lead you to feel hopeful
- ✓ Tend to stress the potential problems - not the opportunities - inherent in change
- ✓ Likely to minimize the advantages of change and overstate the difficulties
- ✓ Generally cautious about your expectations and take special care that they don't get too high and set you up for disappointment
- ✓ Don't expect good things to last

## **21-26:**

- ✓ Indicates an optimal level of optimism
- ✓ Focus on future possibilities, not problems, and when you interpret information about the future you put a positive spin on it
- ✓ Not a "Pollyanna" who fails to recognize or anticipate headaches and inconveniences
- ✓ Able to look beyond potential difficulties to the opportunities that lie within every change
- ✓ Vital part of any organizational transition because your positive attitude toward the future is contagious and optimism is one of those attitudes that is more easily caught than taught

## **26+:**

- ✓ Prone to "Pollyannish," unrealistic assessments of the future
- ✓ May have trouble separating what you want to happen and from what is likely to occur
- ✓ Often show a lack of critical judgment and push for change when all indications suggest sticking with the status quo
- ✓ Inclined to say "yes" to every opportunity without clearly discriminating the smart options from the imprudent
- ✓ May be naive about the cost of change and overlook the stress and burnout that organizational transitions can create

# ADVENTUROUSNESS

This trait measures the degree to which you take risks and see life and work as an adventure to be savored and enjoyed.

## **Below 21:**

- ✓ Score reflects a low to moderate level of adventurousness
- ✓ Seek out familiar and comfortable jobs
- ✓ Tend to avoid taking risks unless you are fairly certain of a favorable outcome
- ✓ Generally view change as unpleasant and hazardous, and you embrace it cautiously
- ✓ Prefer stable and conventional work cultures to chaotic, spontaneous environments
- ✓ "Tried-and-true" path is your preferred route
- ✓ You'd rather return to the same vacation spot every year than go somewhere new and uncertain
- ✓ Occasionally step out of your comfort zone, but only when others are doing likewise and you feel permission from superiors or significant others

## **21-26:**

- ✓ Score indicates an optimal level of adventurousness
- ✓ Motivated by challenges and excited by unexplored possibilities
- ✓ You are curious and restless - the road less traveled holds endless fascination for you
- ✓ You constantly insinuate fun and playfulness into your everyday affairs
- ✓ Comfort and routine bore you
- ✓ Enjoy taking risks and living on the edge
- ✓ Pathfinder who seeks new and different experiences
- ✓ Perform well in a culture of change
- ✓ Boldness and playfulness transform the organizational change process from a worrisome and onerous task to an exciting and intriguing journey
- ✓ Proactor who is likely to initiate and lead change

## **26+:**

- ✓ May take needless risks and make reckless choices failing to fully consider costs and consequences
- ✓ Inclined to get in over your head without adequate preparation or consultation
- ✓ Restlessness may make it difficult for you to tolerate stability and constancy
- ✓ Often push for too much change too quickly, and your subordinates may be unable to keep up with your demands
- ✓ Likely to devalue the traditional path even when it may hold important lessons
- ✓ May strike out on your own without sufficient support from your team or boss
- ✓ Tend to exhaust yourself with new projects and schemes

# ***CONFIDENCE***

This trait measures internalized confidence -- a deeply held belief in one's ability to handle any situation that presents itself.

## **Below 21:**

- ✓ Score reflects a low to moderate level of confidence
- ✓ Usually experience some anxiety in new and challenging situations
- ✓ May acknowledge both strengths and weaknesses, but tend to focus on the latter
- ✓ Sometimes feel battered about by circumstances beyond your control - recession, bad luck, a tyrannical boss
- ✓ May be over-critical of your own efforts and downplay your achievements
- ✓ Change tends to exaggerate your self doubts
- ✓ May wonder about your ability to adapt or whether you'll appear inadequate
- ✓ Although you may be successful at numerous endeavors, your core level of confidence is not enhanced by your accomplishments

## **21-26:**

- ✓ Score indicates an optimal confidence level
- ✓ Believe you can make most situations work out for you no matter how difficult they may first appear
- ✓ Convinced that you control your destiny and that fate and luck are secondary influences
- ✓ Rarely second guess yourself
- ✓ Once you have determined a course of action, you commit to it without wavering
- ✓ Have the self-assurance to acknowledge when you're wrong and to learn from your mistakes
- ✓ Able to accept criticism without responding defensively
- ✓ Maintain a sense of humility, taking care not to flaunt your abilities or laud your achievements over others
- ✓ Although you are aware of your weaknesses, you focus on your strengths and build on them to achieve your goals
- ✓ See errors and failures as opportunities for learning
- ✓ Belief in yourself makes you receptive to change
- ✓ Convinced you can meet the challenges and demands of any new situation

## **26+:**

- ✓ May be self-important and prideful to the point where you disregard the opinions of others and are unwilling to learn from feedback
- ✓ May view yourself as better than your peers and may be patronizing of those who are more timid or less assured
- ✓ Sometimes under-prepare for important meetings thinking you can simply "wing it"
- ✓ May underestimate a problem's true difficulty
- ✓ Not a strong team player and usually reject supporting roles of all kinds
- ✓ Overconfidence may make it hard for you to grasp why others have problems with change and you may push too hard or prematurely for your goals without understanding the experience of your peers or subordinates