Factors Affecting Employee Motivation

Stuart McCutcheon

Davenport Fire Department, Davenport, Florida

Certification Statement

I hereby certify that this paper constitutes my own product, that where the language of

others is set forth, quotation marks so indicate, and that appropriate credit is given where

I have used the language, ideas, expressions, or writings of another.

Signed: _____

Abstract

The problem is the Davenport Fire Department does not have internal candidates eligible for promotion to lieutenant. The purpose of this research is to identify the issues affecting employee motivation for internal promotion and to draw conclusions based on original research. The following questions were developed to address the purpose of this research: what extrinsic factors affect employee motivation? What intrinsic factors affect employee motivation? How does the relationship of these factors affect employee morale? This research will utilize a descriptive research method to identify factors affecting employee motivation. A survey was used to poll agencies on their support on potential and future lieutenants and how this affected perceived trust. A personal interview was conducted to obtain additional insights on employee motivation. The results of this survey found a strong correlation between the amount of training and support organizations provided to new or potential lieutenants and the perceived level of trust within the organization. From this research, it is recommended that organizations provide a higher standard of competency and training prior to promoting individuals, examine their organizational environment and provide continual training for supervisors, and match workload and expectations with employee abilities and needs.

Table of Contents

Factors Affecting Employee Motivation

The problem is the Davenport Fire Department does not have internal candidates eligible for promotion. This creates staffing issues and hinders employee development and growth within the department. The purpose of this research is to identify the issues affecting employee motivation for internal promotion and to draw conclusions based on original research. The following questions were developed to address the purpose of this research: what motivation theories exist that may aid in the identification and explanation of motivational issues? What extrinsic factors affect employee motivation? What intrinsic factors affect employee motivation? This research will utilize a descriptive research method to identify factors affecting employee motivation.

Background and Significance

In 2010, the department was restructured from a fully volunteer to a career organization. At the time of the reorganization, new employees were hired based upon the department's need to fill newly created firefighter and lieutenant positions. As the department continues to develop, the need for additional supervisory and stand-in personnel that possess the appropriate credentials is required. However, since reorganization little funding has been available for the purposes of leadership and development training, primarily due to recessionary impacts to the department's budget. Additionally, salary and fringe benefits remain at 2010 levels with future plans to begin adjustments based upon a recently approved salary pay schedule.

The lack of motivation for line personnel to initiate and complete credentialing programs for the purpose of promotion appears at first glance to be the result of budgetary constraints upon salary and benefits, particularly as the relate to compensation

for additional responsibility. The intent of this study is to explore the factors affecting

employee motivation to reveal pertinent factors to alleviate the current situation and make

corrective actions.

This research is consistent with the primary topic of Unit 3 of the Executive

Leadership course "Thinking Systemically" enabling objective #1 "Explain the purpose

and benefits of applying systems thinking to the identification and diagnosis of adaptive

challenges" (U.S. Fire Administration, 2012). This research meets the U.S. Fire

Administration's fifth strategic goal to "Improve the fire and emergency services'

professional status." by developing future leaders of the fire service (U.S. Fire

Administration, 2011).

Literature Review

A literature review was conducted to identify factors affecting employee

motivation as they specifically pertain to the research questions. The first research

question, which seeks to identify motivation theories, exposed several theories that may

explain the systemic effects of administrative actions upon employee motivation.

Motivation Theories

Developing in the latter half of the 19th century, instinct theories were embraced

by the fledgling field of psychology as means to explain human and animal behaviors.

Drawing on work by Charles Darwin, these theories sought to create listings of instincts

and explain certain behaviors. However, by the 1920's their popularity declined as most

researchers recognized that the theories simply described behaviors without providing

any explanation for the behaviors (Hockenbury & Hockenbury, 2001).

The successor to instinct theories, drive theories are based on the concept that the causes of human behavior are directly linked to unfulfilled biological needs. The premise of these theories is that internal conflict to meet a biological need causes a behavior to develop in response. As needs are met, the likelihood of that behavior repeating increases each time that it leads to a reduction of internal tension (Hockenbury & Hockenbury, 2001). This reduction in internal tension, homeostasis, is the balanced psychological state organisms seek. This occurs through a feedback system where behavior is influenced by biological drives, such as thirst or hunger. However, these behaviors can also be learned. A fear response to unpleasant stimuli can also influence behavior and cause a response to external stimuli (Peterson, 1997).

Incentive theories postulate that humans are motivated by external goals or rewards, explaining behaviors not addressed by instinct or drive theories. Based heavily on the work of Skinner and Pavlov, incentive theories draw on the concepts of learning and reinforcement to explain behavior. When combined with drive theories, these ideas create a basis for many of the behaviors we witness (Hockenbury & Hockenbury, 2006).

Advocated by psychologists such as Maslow and Rogers, humanistic theory focus on the human psychological components of human motivation. The way we perceive the world and our beliefs influence or motivations and behaviors. The most famous of these, Maslow's Hierarchy or Needs, created a progression of needs satisfying basic, psychological, and self-fulfillment of the individual with the highest achievable level being self-actualization. Although this theory provides a framework for which to base and confirm behavioral observations, the concepts of self-actualization are vague and difficult to conceptualize (Hockenbury & Hockenbury, 2001).

Current motivation theory has shifted focus away from all encompassing theories towards behavior specific topics of motivation and concedes that multiple factors affect the way humans behave and respond to stimuli (Hockenbury & Hockenbury, 2006).

Extrinsic Factors of Motivation

The second research question, which asks what factors affect extrinsic employee motivation, uncovered several elements affecting employee motivation. Several extrinsic motivators exist, such as rules, rewards, social expectations, and consequences that can affect an individual. However, these factors may vary from person to person. Drawing from the work of Edward Deci and Richard Ryan's self-determination theory, extrinsic motivators, or the lack thereof, can result in predictable types of behavior based upon the internal stress the environment produces (Hockenbury & Hockenbury, 2006).

Tyler (2011) contended that social climates could be dramatically affected by systems that employ harsh penalties or surveillance systems. Although, in the case of the former, harsh penalties to deter crime appear to offer a low cost solution to a problem, the outcome rarely reflects the objective. While harsh penalties may exist for certain classes of crime, enforcement of this system is often more in response to political pressures than to actual crimes. The result of this is that the highest crime areas are patrolled by police officers relatively less than would be expected for adequate law enforcement, resulting in an ineffective system. Likewise, the use of surveillance systems may at first appear to offer a cost effective solution to monitor employees. However, the resulting outcomes of employee mistrust, decreased morale, and other negative emotions, and the loss of productivity and effectiveness, may prove to be a higher cost than the original system set out to correct (p. 152).

Linked closely to self-determination theory and Maslow's hierarchy of needs are the hierarchy of substantive needs. Four kinds of needs were recognized for people required to reach self-actualization: physical, socio-affective, dignity, and self-actualization. He recognized that internal and external barriers led to frustration and aggressive behaviors. However, at the point when socio-affective needs (dignity) appeared, such as clean streets and working environments, so to did the feeling of community and cooperation. Although the extrinsic factors of environment affected a decrease in negative motivation, it did not necessarily lead to positively motivated individuals. To accomplish that, individuals must have a sense of power, knowledge, and security in their environment (Grieve & van Deventer, 2005).

Intrinsic Factors of Motivation

The third research question, what intrinsic factors affect employee motivation, revealed additional insights into the issue. Intrinsic motivations are behaviors people engage in that result in enjoyment or that are found challenging. The concept of this theory led to the development of the motive theories competence and achievement motivation. Competence motivations are utilized when behavioral and social skills are employed to manage an environment, whereas achievement motivations are those drives that cause individuals the desire to excel or outperform their competitors (Hockenbury & Hockenbury, 2006).

When examining intrinsic motivators, in particular competence and achievement motivations, the concept of intrinsic load should be considered. Intrinsic load, the dependent factors related to the task that is to be learned or mastered, is dependent on the expertise of the learner and the complexity of instruction present. For example, if

employees with low skill levels are given instructions that are easily read and result in clear objectives, the intrinsic load for that task would be relatively low. However, is the same employees are given a highly detailed task with implicit instruction and implied objectives, the intrinsic load for the task would be relatively high (Efklides, Karabenick, Nenniger & Wosnitza, 2009).

Relating to this human motivation concept are the ways that intrinsic motivations influence compliance and reliability in performing tasks. When people are intrinsically motivated to complete a task that they are capable of performing, or are motivated to behave in a way that is within their ability, they are much more likely to produce reliable results. However, if the completion of a task or behavioral compliance results due to severe penalties for noncompliance, the intrinsic motivation to comply will be low and should not be expected to occur in the absence of the enforcement body (Tyler, 2011).

The environment and demands placed upon employees can dramatically affect their intrinsic motivations to perform and excel. Employees that are given tasks outside of their abilities, particularly when they lack training required to adequately perform, cannot be expected to consistently produce desired results. Additionally, imposing severe disciplinary actions for certain behaviors, without considering the intrinsic motivations for compliance, will not result in the desired behaviors when the enforcing body is not present.

Procedures

This research was based on recommendations of the Executive Fire Officer Program Applied Research Guidelines (National Fire Academy, 2011), Research Methods for Public Administrators (O'Sullivan, E., Rassel, G. R., & Berner, M., 2008), Performance Analysis for Public and Nonprofit Organizations (Wang, 2010), and the Executive Leadership Student Manual (National Fire Academy, 2012) to create a survey and the interview questions. This study used a descriptive research method and occurred in Davenport, Florida from August 2013 through October 2013.

Data

This research employed a survey to collect original data. Results were cross-referenced and conclusions drawn. A personal interview was conducted to gain insight on the results of the literature review and survey. The unit of analysis for the survey was trust front line employees had for fire administration. Participants in the survey were obtained by forwarding a survey request to members through the Florida Fire Chiefs Association's (FFCA) database (Appendix A). The survey was hosted online using SurveyMonkey.com. The sample size of the study was 73 and was reported as of October 2013. Failure to reach 100 compliance for the 572 total fire departments in the state of Florida (Florida Division of the State Fire Marshal's Office, 2013) may be related to department membership status with the FFCA and barriers to participation based on format or applicability.

Limitations to study included membership status with the FFCA, applicability based on department rank structure, the format chosen for the survey, and willingness to participate.

A personal interview with Gary Ballard, Fire Chief for Lakeland Fire Department, was conducted to gain insights into literature review and research findings.

The interview questions developed for this research were related to the survey questions and supported by findings discovered during the literature review (Appendix B). The interview occurred on October 30, 2013 by telephone from Davenport, Florida (Appendix C). Interview limitations included time restraints, subject familiarity with the topic, and scope of the research.

Variables

To test the interrelationship of intrinsic and extrinsic factors on motivation, a hypothesis was created to test the effects of department preparation and support during the promotion process and perceived employee trust.

H_1: The amount of department support affects perceived levels of trust.

H_O: The amount of department support has no effect on perceived levels of trust.

Variables presented in this survey for comparison against perceived employee trust were: promotion requirements for lieutenant, specific training, preparation prior to promotion, achievable goals, feedback provided, definition of roles and responsibilities, mentor assignment, leadership training, and on-the-job training.

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Results

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Research Question 1:

What motivation theories exist that may aid in the identification and explanation of motivational issues?

The results of the survey indicated that departments choosing to minimally invest in the preparation and support of employees eligible for or recently promoted result in

low perceived employee trust for administration, the null hypothesis is rejected

(Appendix D). This finding aligns with findings from the literature review and supports

the theories discussed. Chief Gary Ballard, when interviewed, felt strongly that the

current trend in the fire service is to place the major of resources into hiring candidates,

then allowing them to flounder unsupported once they are hired (Ballard, personal

interview October 30, 2013). A telling result from the survey was participant's responses

to the requirement of leadership training prior to promotion and department trust. 42 of

the 73 respondents (58 percent) who indicated leadership training was not required also

rated the perceived trust of employees at neutral or low levels. Chief Ballard supported

this finding and added that an emphasis in training academies and universities is to

concentrate on technical skills and ignoring teaching and applying leadership skills. He

felt that this trend was an underlying cause of many issues and that individuals who can

learn leadership skills were more beneficial to an agency as technical skills are easy to

teach. When employees are taught bad behaviors by other employees, or when good

behaviors are not practiced, problems can occur (Ballard, personal interview October 30,

2013).

Research Question 2:

What extrinsic factors affect employee motivation?

The survey results showed that a lack of support and training by a department

results in high levels of mistrust by employees (Appendix D). Factors resulting in a poor

trust rating such as a lack of on-the-job training prior to promotion (23 of 25 respondents

reporting poor ratings), being provided realistic objectives (19 of 25 respondents

reporting poor ratings), and requiring a fire officer certification only for promotion

eligibility (14 of 25 respondents reporting poor ratings) support the claim that trust and support are linked. Chief Ballard felt strongly that bad employees are never hired, but it is organizations that allow them to become bad employees. He felt that employee perceptions were linked closely to positive motivation and that employees who did not trust their leadership may be destined for failure. Additionally, he felt that salary and fringe benefits are often used as an excuse for underlying issues with employees. Salary alone would not resolve a motivational issue, but instead would be cited as an excuse or used as a crutch if an employee's motivation was challenged (Ballard, personal interview October 30, 2013).

Research Question 3:

What intrinsic factors affect employee motivation?

The literature review identified that competence and achievement motivators are strongly related to intrinsic motivations. The survey showed that departments who provide lieutenants with realistic and achievable objectives reported relatively high levels of employee trust (13 of 21 respondents reported excellent or good trust levels), as compared to those agencies who did not provide this and reported low or neutral trust level (30 of 35) (Appendix D). Chief Ballard felt that an employee's inner will to succeed strongly influenced their motivations (Ballard, personal interview October 30, 2013). This statement ties in to the literature review finding regarding achievement motivators and how they relate to an organization. Chief Ballard stated that employee with no knowledge or experience in a position cannot be expected to perform up to expectations and that discouragement from failures may prevent them from trying in the future (Ballard, personal interview October 30, 2013).

Discussion

Motivational Theories

Several motivational theories exist that could be applied to an organization and its employees. Survey findings supported the hypothesis and its claim that perceived employee trust is affected by the type and magnitude of support provided to them by the organization. Maslow's hierarchy of needs stating that basic survival and social needs must be met before a person can proceed to a higher level supports this finding (Hockenbury & Hockenbury, 2001). Humans seek to maintain homeostasis, and learned behaviors, such as fear responses to certain stimuli, can be learned and reinforced throughout an employees career (Peterson, 1997). Chief Ballard felt that basic tools such as leadership skills and other employees to model behavior from were critical to developing and maintaining good and motivated employees (Ballard, personal interview October 30, 2013).

The results of the survey appear to support the findings of the literature review and the personal interview. A link must be present between employee motivation and the way they perceive their organization. I feel that the results of this study indicate a strong correlation between the inputs of the organization and the outcomes they experience. Many of the theories examined intertwined and built upon each other and I feel that a general understanding and application of several theories is required to be successful.

The impact to an organization trying to understand employee motivation is significant when the amount of time and resources devoted to employee maintenance is

considered. Employees in organizations who are strongly supported appear to be happier, and therefore more productive, than those who are not. This information may be useful to administrators seeking to resolve motivation issues and resolving motivational or perceptual problems within their organization.

Extrinsic Motivation

The results of the survey and interview showed an interrelationship between an employee's external environment and their motivation and perception of their organization. The social climate of the organization and mistrustful or disenfranchised employees are a high cost for many organizations to pay (Tyler, 2011). Chief Ballard felt that the climate a new employee is thrust in to can dramatically affect their motivation and success. Without positive examples to model behavior from it is difficult to expect new employees will meet department expectations (Ballard, personal interview October 30, 2013). Additionally, employees need power, security, and dignity to produce positively motivated outcomes within an organization (Grieve & van Deventer, 2005).

The results of the study and interview revealed that the amount of resources an agency puts in to their employees dramatically affects their performance. I feel that this finding is significant because it is often an overlooked piece of the organizational picture. Findings from the literature review, survey, and interview all seem to conform to the same notion, that unsupported employees can be expected to be unmotivated or unproductive employees. I feel this research directly supports that claim and is important to the overall understanding of organizational dynamics.

As stated previously, these findings are important to all organizations as employee motivation and perception can directly affect the efficiency and effectiveness of an

organization. Administrators failing to understand these concepts may struggle with maintaining or producing effective and desired outcomes.

Intrinsic Motivators

What internal drives motivate people to perform can be strongly dependent upon the support they are provided by their organization. Organizations placing a high intrinsic load on an unprepared employee may experience low productivity and morale if the employee is incapable of performing such a task, particularly if the penalties for noncompliance are high. However, the same is true for placing too low of an intrinsic load on employees capable of more. An understanding of the needs and support employees require is a significant factor of intrinsic employee motivation, particularly when highly motivated and compliant employees are desired (Efklides, Karabenick, Nenniger & Wosnitza, 2009; Tyler, 2011). Chief Ballard felt that leadership academies that stress the value of leadership are extremely important. Employees cannot be expected to perform to expectations outside of their knowledge and experience. By allowing future supervisors the opportunity to learn and develop, their chances of success are much greater (Ballard, personal interview October 30, 2013).

I feel that the interview and survey support the information discovered in the literature review. It appeared clear that agencies with low requirements for promotion and few resources for new supervisors experienced low perceptions of trust and almost certainly low productivity. It is unrealistic to expect high productivity from unskilled or inexperienced employees and the findings of the research seem to support this.

This finding is also important to organizations because a failure to understand these concepts can most probably lead to low morale, productivity, motivation, and trust.

As confirmed in the hypothesis, a failure to properly equip and train employees affects their trust and other related components of productive employees and organizations.

Recommendations

Recommendations from this research include requiring a higher standard of competency and training prior to promotion. By requiring a greater level of competency, employees will be better prepared to negotiate obstacles and maintain higher levels of motivation. Current supervisors should also have continuing educational and training requirements to ensure they are also provided the support they need. Research findings suggested the environment could dramatically affect an employee's motivation; therefore, factors within the environment must also be addressed, such as the continuing needs of supervisors at all levels. Finally, the workload placed on employees should be sufficient to their level of expertise and abilities. Regular training in interpersonal skills and leadership should be a consistent part of department training programs and considered as important, if not more so, than training on technical skills.

Based on the findings of the research, recommendations for future study includes examining the specific link leadership training and employee trust, the interplay between employee motivation, trust, and productivity, and how continuing leadership development affects organizational outcomes.

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Appendix A

1. What are your promotion requirements for lieutenant?
   a. Fire officer certification only
   b. Fire officer certification and time in grade or service
   c. Fire officer certification, time in grade, and a leadership academy
   d. No specific requirement

2. Is training specific to the position of lieutenant provided prior to eligibility for promotion?
   a. Yes
   b. Training available but not required
   c. No

3. How prepared are your department's lieutenant candidates in successfully negotiating any situation they may encounter within their scope of responsibility?
   a. Well prepared
   b. Prepared
   c. Neutral
   d. Unprepared, skills will be learned on the job

4. Are new lieutenants provided realistic and achievable objectives to be accomplished during their initial transition into a leadership role?
   a. Yes
   b. Sometimes
   c. No

5. Is performance feedback regularly provided to new lieutenants?
   a. Yes
   b. Sometimes
   c. No

6. How well does your department define the roles, responsibilities, and expectations of the lieutenant position?
   a. Very well
   b. Good
   c. Neutral
   d. Undefined

7. Are mentors assigned to new lieutenants to model behavior and assist in decision making?
   a. Yes
   b. Sometimes
   c. No

8. In your department, how would you rate the level of trust the line staff has for department administration?
   a. Excellent
   b. Good
   c. Neutral
   d. Poor

9. Does your department require specific leadership training prior to eligibility for lieutenant promotional testing?
   a. Yes
   b. Preference given for leadership training
   c. No

10. Are candidates required to perform on-the-job-training prior to eligibility for promotion to lieutenant?
    a. Yes
    b. Some
    c. No

Appendix B

1. What are the most important factors affecting employee motivation?

2. How important are extrinsic motivators such as salaries and fringe benefits to employee motivation and how do they affect performance?

3. How important is leadership training before and after promotion?

4. What type of leadership training would you recommend and how do you feel this affects an employee's ability to cope with the challenges they face?

Appendix C

Chief Gary Ballard, Lakeland Fire Department, telephone interview conducted on

October 30, 2013 at 2:45 P.M.

1. **What are the most important factors affecting employee motivation?**

An inner will to succeed is probably one of the most important factors. Employees need a

sense of trust and confidence in their leadership, otherwise employees might feel like

they're being taken advantage of. If we can figure out how to fix those who go out of

their way to get out of work, we might be better off.

2. **How important are extrinsic motivators such as salaries and fringe benefits to**

employee motivation and how do they affect performance?

Pay becomes an excuse for those on the lower end of the pay scale to voice displeasure.

But, if you know what you are going to be paid, there shouldn't be a problem.

Unfortunately the mentality surfaces that they aren't being paid enough. Before the

recession our employees were given merit pay. Since then, merit pay has been suspended

and I guess that some employees feel like they aren't getting what, was implied to them,

what they were promised. I think they use this as a crutch, but not as a motivator. For

example, we offer a paramedic incentive of $8,200 and pay 100 percent of the education

expense. However, firefighters still say no. Somewhere in their minds they say it is not

worth it to them. Pay isn't a motivator, it is a reward.

3. How important is leadership training before and after promotion?

It has to help. We do not promote anyone that hasn't worked in the capacity they are

testing for prior to the promotion. Going into a role with knowledge, but no experience,

how can they be expected to perform? Having some kind of requirements in place to act

in a position prior to promotion should be part of the process. Maybe it will expose a weakness and either give the person the opportunity to work on the issue, or to not take the promotional test. If you set them up for failure by not exposing them to what they'll face, they may become discouraged and prevent them from trying the same thing again. If you teach an ideology, but don't practice what you preach, it causes problems and sets bad examples.

4. What type of leadership training would you recommend and how do you feel this affects an employee's ability to cope with the challenges they face?

We develop a program called Fire Officers Leadership Development (FOLD), it puts leadership at the forefront. Those courses are extremely important. Where we have missed the boat from training to college courses is that we focus on technical abilities and not on leadership. The leadership aspect is not applied. This underlying issue can cause many problems. More focus should be placed on developing leadership, teaching technical skills is easy. Listen, there is not a fire department out there that has ever hired a bad employee. Once they're hired, the organization allows them to become a bad employee because expectations were never clear at the beginning. This definitely affects positive motivation.

APPENDIX D

1. What are your promotion requirements for lieutenant?				🕐 Create Chart ⬇ Download	
	In your department, how would you rate the level of trust the line staff has for department administration?				
	Excellent	Good	Neutral	Poor	Response Totals
Fire officer certification only	20.0% (1)	15.0% (3)	4.3% (1)	56.0% (14)	26.0% (19)
Fire officer certification and time in grade or service	80.0% (4)	40.0% (8)	60.9% (14)	32.0% (8)	46.6% (34)
Fire officer certification, time in grade, and a leadership academy	0.0% (0)	30.0% (6)	13.0% (3)	4.0% (1)	13.7% (10)
No specific requirement	0.0% (0)	15.0% (3)	21.7% (5)	8.0% (2)	13.7% (10)
answered question	5	20	23	25	73
skipped question					0

2. Is training specific to the position of lieutenant provided prior to eligibility for promotion?				🕐 Create Chart ⬇ Download	
	In your department, how would you rate the level of trust the line staff has for department administration?				
	Excellent	Good	Neutral	Poor	Response Totals
Yes	60.0% (3)	50.0% (10)	8.7% (2)	12.0% (3)	24.7% (18)
Training available but not required	0.0% (0)	25.0% (5)	34.8% (8)	20.0% (5)	24.7% (18)
No	40.0% (2)	25.0% (5)	56.5% (13)	68.0% (17)	50.7% (37)
answered question	5	20	23	25	73
skipped question					0

3. How prepared are your department's lieutenant candidates in ⊙ Create Chart ⬇ Download
successfully negotiating any situation they may encounter within their scope of responsibility?

| | In your department, how would you rate the level of trust the line staff has for department administration? | | | | |
	Excellent	Good	Neutral	Poor	Response Totals
Well prepared	0.0% (0)	15.0% (3)	8.7% (2)	0.0% (0)	6.8% (5)
Prepared	40.0% (2)	**40.0% (8)**	26.1% (6)	16.0% (4)	27.4% (20)
Neutral	**60.0% (3)**	30.0% (6)	**56.5% (13)**	**72.0% (18)**	54.8% (40)
Unprepared, skills will be learned on the job	0.0% (0)	15.0% (3)	8.7% (2)	12.0% (3)	11.0% (8)
answered question	5	20	23	25	73
			skipped question		0

4. Are new lieutenants provided realistic and achievable objectives to be ⊙ Create Chart ⬇ Download
accomplished during their initial transition into a leadership role?

| | In your department, how would you rate the level of trust the line staff has for department administration? | | | | |
	Excellent	Good	Neutral	Poor	Response Totals
Yes	**60.0% (3)**	**50.0% (10)**	17.4% (4)	16.0% (4)	28.8% (21)
Sometimes	20.0% (1)	30.0% (6)	34.8% (8)	8.0% (2)	23.3% (17)
No	20.0% (1)	20.0% (4)	**47.8% (11)**	**76.0% (19)**	47.9% (35)
answered question	5	20	23	25	73
			skipped question		0

5. Is performance feedback regularly provided to new lieutenants?   Create Chart   Download

	In your department, how would you rate the level of trust the line staff has for department administration?				
	Excellent	Good	Neutral	Poor	Response Totals
Yes	60.0% (3)	50.0% (10)	26.1% (6)	8.0% (2)	28.8% (21)
Sometimes	20.0% (1)	40.0% (8)	39.1% (9)	28.0% (7)	34.2% (25)
No	20.0% (1)	10.0% (2)	34.8% (8)	64.0% (16)	37.0% (27)
answered question	5	20	23	25	73
				skipped question	0

6. How well does your department define the roles, responsibilities, and expectations of the lieutenant position?   Create Chart   Download

	In your department, how would you rate the level of trust the line staff has for department administration?				
	Excellent	Good	Neutral	Poor	Response Totals
Very well	20.0% (1)	30.0% (6)	0.0% (0)	8.0% (2)	12.3% (9)
Good	60.0% (3)	40.0% (8)	60.9% (14)	20.0% (5)	41.1% (30)
Neutral	20.0% (1)	20.0% (4)	39.1% (9)	68.0% (17)	42.5% (31)
Undefined	0.0% (0)	10.0% (2)	0.0% (0)	4.0% (1)	4.1% (3)
answered question	5	20	23	25	73
				skipped question	0

7. Are mentors assigned to new lieutenants to model behavior and assist in decision making? ⬤ Create Chart ⬇ Download

	In your department, how would you rate the level of trust the line staff has for department administration?				
	Excellent	Good	Neutral	Poor	Response Totals
Yes	20.0% (1)	25.0% (5)	4.3% (1)	4.0% (1)	11.0% (8)
Sometimes	60.0% (3)	15.0% (3)	30.4% (7)	8.0% (2)	20.5% (15)
No	20.0% (1)	60.0% (12)	65.2% (15)	88.0% (22)	68.5% (50)
answered question	5	20	23	25	73
				skipped question	0

8. In your department, how would you rate the level of trust the line staff has for department administration? ⬤ Create Chart ⬇ Download

	In your department, how would you rate the level of trust the line staff has for department administration?				
	Excellent	Good	Neutral	Poor	Response Totals
Excellent	100.0% (5)	0.0% (0)	0.0% (0)	0.0% (0)	6.8% (5)
Good	0.0% (0)	100.0% (20)	0.0% (0)	0.0% (0)	27.4% (20)
Neutral	0.0% (0)	0.0% (0)	100.0% (23)	0.0% (0)	31.5% (23)
Poor	0.0% (0)	0.0% (0)	0.0% (0)	100.0% (25)	34.2% (25)
answered question	5	20	23	25	73
				skipped question	0

9. Does your department require specific leadership training prior to eligibility for lieutenant promotional testing? ⊙ Create Chart ⬇ Download

| | In your department, how would you rate the level of trust the line staff has for department administration? | | | | |
	Excellent	Good	Neutral	Poor	Response Totals
Yes	40.0% (2)	30.0% (6)	4.3% (1)	4.0% (1)	13.7% (10)
Preference given for leadership training	0.0% (0)	20.0% (4)	4.3% (1)	12.0% (3)	11.0% (8)
No	60.0% (3)	50.0% (10)	91.3% (21)	84.0% (21)	75.3% (55)
answered question	5	20	23	25	73
skipped question					0

10. Are candidates required to perform on-the-job-training prior to eligibility for promotion to lieutenant? ⊙ Create Chart ⬇ Download

| | In your department, how would you rate the level of trust the line staff has for department administration? | | | | |
	Excellent	Good	Neutral	Poor	Response Totals
Yes	40.0% (2)	45.0% (9)	26.1% (6)	4.0% (1)	24.7% (18)
Some	0.0% (0)	5.0% (1)	21.7% (5)	4.0% (1)	9.6% (7)
No	60.0% (3)	50.0% (10)	52.2% (12)	92.0% (23)	65.8% (48)
answered question	5	20	23	25	73
skipped question					0