

Developing a Firefighter Mentoring Program

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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 problems is the Saint Paul Fire Department does not have a firefighter mentoring program or procedure for firefighters to seek out assistance or advice during their one year probationary period or their three year apprenticeship program. The purpose of this Applied Research Project is to design a firefighter mentoring program within the Saint Paul Fire Department to ensure firefighter success.

The action research method, as well as an on-line survey were utilized to document the necessity and to develop a firefighter mentoring program. The following research questions were utilized:

- What is a mentor?
- What type of expectations should be realized in a firefighter mentoring program?
- How can the success of a firefighter mentoring program be measured?

The procedure which includes a literature review, an online survey, and personal communications identified the expectations, benefits, and justification of a firefighter mentoring program which complements the Saint Paul Fire Department's apprenticeship program while aligning with the United States Fire Administration's operational objectives. The results showed a large portion of fire service organizations do not have formal firefighter mentoring programs while mentoring programs are present in public/ private corporations and educational institutions. It was recommended to develop a firefighter mentoring program for the Saint Paul Fire Department.

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Introduction

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Background and Significance

The SPFD is a full-service department which protects 301,000 citizens in 55 square miles of the State Capitol City. The department provides fire suppression, paramedic transport,

technical rescue, fire investigation, and prevention/education and inspection services. The department also operates a training division and mechanic service-maintenance facility. The department also provides hazardous materials response to not only the City but also serves as the Minnesota State Response Team covering 83,574 square miles and serving nearly six million citizens. In partnership with the Minneapolis Fire Department and other surrounding departments, structural collapse services are provided as Minnesota Task Force-1 (MNTF-1). Additionally SPFD, in conjunction with the Minnesota State Patrol form the Minnesota Aviation Rescue Team which is a state-wide asset. There are 450+ employees, 15 fire houses operating 26 fire and emergency medical companies and 2 fire boats. The SPFD also contracts fire and emergency medical service to the Fort Snelling Federal Military Reservation, The University of Minnesota and the communities of Lauderdale and Falcon Heights as well as hazardous materials response to Minnesota Mining and Manufacturing's (3M) campus located in Maplewood.

Newly hired firefighters must complete a 16 week fire academy and a one year probationary period which is included in a three year apprenticeship program. The apprenticeship program has evolved over the years from on-the-job-training to include local community college or technical college fire science courses and SPFD specific course work in the areas of fire apparatus operations and fire ground operations which nearly satisfies the requirements for a Associate of Applied Science Degree in Fire Science and Technology through the Minnesota State Colleges and Universities system. The adaptive challenge discovered during my attendance of the Executive Leadership course, is that firefighters do not have an outlet or a formal procedure to seek out assistance or advice during their probationary period or their three year apprenticeship program. With these short-coming new firefighters may get lost in the

system which could impede their development which in return could have a negative effect in firefighter performance and service delivery of the fire department itself. This adaptive challenge is brought about by the cultural environment expectation that once the firefighter graduates from the recruit academy they are well prepared to be successful in passing their probationary period and their apprenticeship program. While the majority of the new firefighters are successful in completing their probation and apprenticeship program, there are times when the new firefighter reaches a plateau, does not master a skill or expectation, or is ill-prepared for promotional opportunities.

Developing a successful firefighter mentoring program relates directly to the goals of the United States Fire Administration's (USFA) mission as mentioned in its Strategic Plan for Fiscal Years 2010-2014. The USFA states its mission as, "We provide National leadership to foster a solid foundation for our fire and emergency services stakeholders in prevention, preparedness and response (United States Fire Administration [USFA], 2010, p. 12). Following the USFA's mission, developing a firefighter mentoring program achieves two of the five goals of the USFA.

Those five goals are:

- Goal 1: Reduce risk at the local level through prevention and mitigation.
- Goal 2: Improve local planning and preparedness.
- Goal 3. Improve fire and emergency services' capability for response to and recovery from all hazards.
- Goal 4: Improve the fire and emergency services' professional status.
- Goal 5: Lead the Nation's fire and emergency services by establishing and sustaining USFA as a dynamic organization (USFA, 2010, p. 14).

Goals three and four directly relate to developing a firefighter mentoring program because each member must of the fire department must be adequately trained and prepared to function within the expectations set forth by the department while operating at an incident. By being well trained and prepared, the professionalism of the fire and emergency services agency, which is the Saint Paul Fire Department, those serves provided will be more effective and efficiently delivered while a professional mindset and perception will be realized. More specifically, goals three and four are detailed as follows.

Goal three points out every Federally-declared disaster began as a local response. Whenever there is a disaster—every response begins with a call to the local 9-1-1- center. When the local community has a well-trained, prepared, and coordinated local response to an all-hazards incident it usually remains a local response. When an incident escalates to a State or national response, it is the ability of the Federal, State and local responders to deliver a coordinated response to stop the loss of life and property. Goal four identifies as training and education standards evolve and demand greater academic rigor, the NFA in conjunction with our State, local, and tribal partners, will promote a nationally-accepted competency-based system of professional development (USFA, 2010, p. 14). Figure one below illustrates the USFA's Strategic Initiatives Summary.



Figure 1. USFA's Strategic Initiatives Summary (USFA, 2010, p. 13).

Literature Review

This literature review utilized the Learning Resource Center located at the National Fire Academy in Emmitsburg, Maryland. Various informational sources which include articles, an

on-line survey, text books, personal communications, and other scholarly writings were utilized this applied research project.

A successful mentor guides and coaches you through your development experience and growth. The good mentor does not tell you what to do but rather gives you options, challenges you to see the big picture, encourages, identifies areas for improvement and helps you refine your skills. And finally, remember that those who will follow you are in need of this same support. Be ready to invest when the opportunity presents itself. The mentor can benefit as much from the relationship as the protégé (International Association of Fire Chiefs, 2003).

The Fire Service is in a period of growth and transition. The growth of the communities in this nation has led to a need for more firefighters. Also, the fire service is experiencing the retirement of many of its senior firefighters and officers. Both situations are creating a situation of rapid promotion of firefighters to technical grades and officer grades. Training of these firefighters is generally very good. But, the lack of experience is a concern. To address this need and to implement a program that is of benefit in any organization, a mentoring program can and should be developed. A mentoring program can be developed to create a culture of mentoring within any department; a culture that ideally will develop into increased informal mentoring throughout the organization (Firehouse.com, 2004).

Dr. Harry Carter wrote that many researchers see mentoring as a sharing of knowledge, however let me suggest that it is more along the lines of developing a relationship; one in which the mentor and the person being mentored become comfortable enough with each other to develop a two-way feed for the sharing and exchange of knowledge. It is this concept of sharing which creates the two-way feed which improves the impact of the knowledge exchange. The lack of an active interchange stymies the impact of the interaction between mentor and mentee. If

you are to succeed as a mentor you must understand that it is not a passing fancy in your life or career. If you are to become truly effective as a mentor, you must adopt the role of mentor as a way of life. If you become good at it, it can become a powerful developmental encounter. It is important to stress to you that mentoring is not something you can do remotely. You have to roll up your sleeves and jump into the process with both feet. It is important to recognize that none of us were born to be mentors. There is a certain amount of training which must be provided. It is important to create a common training level so that all who are going to serve as mentors have the same skills as their associates who are going to be performing the same or similar tasks. It is also imperative to weed out those folks who have no business becoming mentors. You know the type; the nasty, cynical, people-hating folks who have a general knack for killing any positive buzz at your organizational functions (Carter, 2014).

The Saint Paul Fire Department (SPFD) is also in a period of growth and transition. As mentioned earlier in this literature review and depicted in figure two below, it is quite evident the SPFD is in a major stage of growth and transition.

SAINT PAUL FIRE DEPARTMENT SENIORITY LIST AS OF 05/12/15
439 APPROVED POSITIONS

SENIORITY	# OF EMPLOYEES	PERCENTAGE OF DEPT
RECRUIT/APPRENTICE	73	16.6%
3-10YR JOURNEYPERSON	119	43.9%
20 YRS &/OR RET. ELIG	47	10.7%

Figure 2. Saint Paul Fire Department Seniority List (City of Saint Paul, 2015)

While writing about his experiences commanding the U.S.S. Benfold, Captain D. Michael Abrashoff identified personal leadership traits which would serve as an excellent foundation for any mentor to follow. Leadership, as I have said, is mostly the art of doing simple things very well. However, we sometimes make it far tougher than it needs to be. Unlike some leaders, I prefer to build myself up by strengthening others and helping them feel good about

their jobs and themselves. When that happens, their work improves, and my own morale leaps. I left drill-sergeant bullying to other leaders with other goals. Running *Benfold* demanded brains and initiative, not brawn. Only competent and self-confident sailors could handle the ship's complexities and fulfill its missions. These sailors could not be sculpted into a fighting crew by ruling with fear and punishing them as though they were inept kids. My job was to turn kids into grown-ups who would make Edward Benfold proud. I focused on building self-esteem. I know that most of us carry around an invisible backpack full of childhood insecurities, and that many sailors often struggled under the load of past insults, including being scorned at home or squashed at school. I could make the load either heavier or lighter, and the right choice was obvious. Instead of tearing people down to make them into robots, I tried to show them that I trusted and believed in them (Abrashoff, 2002).

According to Fire Chief Timothy Butler (T. Butler, personal communication, August 19, 2014), a mentor is a teacher of technical skills who is passionate about the career and provides continual feedback to the mentee. Chief Butler also suggested the mentors and mentees should be expected to maintain a relationship throughout the process and work to resolve any issues which may arise with the full expectation of departmental support in all aspects of the process. Finally, Chief Butler expects the success of such a firefighter mentoring program could be measured by completing the apprenticeship program, achieving requirements and benchmarks expected of the department and the State of Minnesota guidelines of licensure; fewer firefighter injuries, less fire loss, and less equipment damage and/or failure.

In the United States, the rate of attrition for doctoral programs is alarmingly high. Half of the students who begin a doctoral program fail to complete their degree. One of the major issues causing such high rates of attrition and poor retention of students is the culture of blaming the

student for dropping out rather than looking to the school, faculty, or administrators. Efforts to improve this rate should be focused on financial support, professional development, academic preparation, and mentoring relationships. Because experienced mentors share and provide guidance, mentoring can be beneficial to any student who may need help. Taylor and Neimeyer deduced that higher levels of mentoring support contribute to higher levels of progress in their mentee's graduate school careers, research publication, and career options (Hyder & Gilliam, 2015). Hyder and Gilliam continued to write; the benefits of mentoring have also been seen in non-graduate study environments. Many studies from the business arena have found positive relationships among mentors and mentee's promotions and compensations. Relationships can be classified as instrumental (coaching, sponsorships, etc.) or psychosocial (role models, empathy and counseling). Today, the predominant practice of mentoring relationship is described as reciprocal. The traditional relationship is described as hierarchal where the faculty member is the expert and the student is the learner. Some barriers to mentoring include a lack of confidence in the mentee and lack of time to offer additional instruction by the mentor. The Daloz mentorship model for the teaching of adults suggests: "...effective mentors can encourage and partner with protégés at different times in their learning journeys by offering support, challenge, and vision. Daloz emphasizes a commitment to nurture the relationship and to create a climate of trust in which the protégé feels safe to risk taking on new perspectives and make mistakes. In the area of challenge, Daloz proposed the idea of introducing tension by raising disorienting questions or setting tasks. In addition, in the area of vision, Daloz recommended providing a sense of direction and movement towards where the journey leads" (Hyder & Gilliam, 2015).

As mentioned earlier in this ARP, the adaptive challenge of creating a firefighter mentoring program extends to both the mentee and the mentor. The mentor must take a

leadership role in this process. The dangers of exercising leadership derive from the nature of the problems for which leadership is necessary. Adaptive change stimulates resistance because it challenges people's habits, beliefs, and values. It asks them to take a loss, experience uncertainty, and even express disloyalty to people and cultures. Because adaptive changes forces people to question and perhaps redefine aspects of their identity, it also challenges their sense of competence. Loss, disloyalty, and feeling incompetent: That's a lot to ask (Heifetz & Linsky, 2002). With such a mentoring program, the mentors must take on a role which most likely is unfamiliar to them but is essential to the success of the mentoring program and the mentees. With this adaptive challenge in mind, the mentees must be open and allow the mentors to be confidants. Confidants can do something that allies can't do. They can provide you with a place where you can say everything that's in your heart, everything that's on your mind, without being predigested or packaged. The emotions and the words can come out topsy-turvy, without order. Then once the whole mess is on the table, you can begin to pull the pieces back in and separate what is worthwhile from what is simply ventilation. Confidants can put you back together again at the end of the day when you feel like Humpty Dumpty, all broken to pieces (Heifetz & Linsky, 2002). Both participants, the mentor and mentee, must be willing and able to fulfill these roles.

An unknown writer wrote that new firefighters must prove themselves in what seemingly matters little, and more experienced firefighters will notice-and in turn trust them with more important jobs. The old adage "shut up and listen" still holds true today and is an important growth period for rookies. You do not come into the fire service with all the experience and knowledge that comes with years on the job (that can *only* come with years on the job), and you should never walk in the back bay doors proclaiming that you do. It's not accepted, not tolerated, and will most likely keep you locked outside the inner firehouse family. Want it?

Earn it! Now, for the veteran firefighters. It is your responsibility to approach new firefighters with a firm handshake and a wing to guide them. You do not expect them to know the job, you do not want them proclaiming they do, so it is your duty to teach them. How? Well...

- Be there for them the very first day. Introduce yourself and introduce them to everybody else. Show them what being in the *family* means.
- Lay down the culture of what's right and what's unacceptable. How will they know if they're never shown or told? Be patient, not everybody comes from the same social background and may take longer to grasp our culture.
- Show them the way, don't just point! New firefighters learn as much, if not more, from watching how the firehouse conducts itself. Show them the way you want things done, and practice it yourself-they ARE watching.
- Listen to your new people. Yes, they may not know much about firefighting and may be as green as grass, but this generation of firefighters do come in the doors with a whole new skill set that most of us struggle to grasp-technology. What's more, their life experiences may provide useful information and tools that can enhance your crew (i.e., mechanic, electrician, plumbing...).

Which brings me to my last point...

- Get to know your new people. They expect much from you (whether they act like it or not), but you will not know where to begin without spending quality time asking questions and listening, really listening, to their answers (The Chosen One, 2014).

Successful companies large and small use mentoring to tackle complex human resource challenges such as increasing employee retention and improving workforce productivity.

Corporate mentoring of Fortune 500 companies offer mentoring programs to their employees (Chronus, 2014). Chronus describes mentoring a focusing on developing junior employees (mentees) by paring them with more experienced and often senior staff (mentors) for several months. Although this form of mentoring remains popular, mentoring as a strategy has expanded to include different formats such as group and situational, and for more purposes such as diversity training or high potential development. Today, smart organizations are realizing that a workplace mentoring program can serve the entire employee lifecycle. Mentoring new employees can improve new hire retention rates. Mentoring aspiring talent enable company succession plans. And reverse mentoring can ensure senior executives stay current with new business practices and technology. Regardless of the form mentoring takes, it facilitates sharing knowledge, expertise, skills, insights, and experiences through dialogue and collaborative learning. Because mentoring is goal oriented and promotes professional and personal growth among participants, it helps attract, motivate, and develop, and retain profitable talent while increasing productivity. Companies often want mentoring programs for the following uses:

- Employee career development
- High potential development
- Diversity training
- Reverse mentoring
- Knowledge transfer (Chronus, 2014).

While Chronus addresses mentoring in a business format, it most certainly parallels and has applications to the fire service relationship between the mentor and mentee with nearly the same objectives as the fire service. Chronus identifies benefits of career development, high potential mentoring, and knowledge transfer as encouraging a culture through mentoring,

companies ensure that employees take an active role in spreading knowledge and best practices throughout their organization. The collaborative nature of mentoring develops individuals and interpersonal skills between individuals, which increases engagement. Mentoring enable both career development and leadership development to help employees develop new skills and feel engaged within the organization. These factors all lead to happier employees and a better retention rate for a stronger, more effective organization. Mentoring is an effective strategy to reward high potentials with personal attention and guidance, which leads to nurturing an organization's leadership chain. By connecting high potentials with leaders, top performers, and each other across the company, learning spreads throughout the organization. Eighty percent of learning is informal (as commonly cited by Bersin), mentoring empowers learning in ways that manuals, intranets, and training programs can't it shortens the learning curve, enhances productivity, and helps employees align to business strategy. In addition, knowledge transfer fuels succession planning, ensuring that once executive retire, someone with plenty of company knowledge will be ready to step into place (Chronus, 2014).

Developing a firefighter mentoring program is not intended to suggest the current probationary period or apprenticeship program are broken, it is merely intended to be another tool to develop new firefighters. There is a myth that drives many change initiatives into the ground: that the organization needs to change because it is broken. The reality is that any social system (including an organization or a country or a family) is the way it is because the people in that system (at least those individuals and factions with the most leverage) want it that way. In that sense, on the whole, on balance, the system is working fine, even though it may appear to be "dysfunctional" in some respects to some members and outside observers, and even though it faces danger just over the horizon. As our colleague Jeff Lawrence poignantly says, "There is no

such thing as a dysfunctional organization, because every organization is perfectly aligned to achieve the results it currently gets.” (Heifetz, Grashow, & Linsky, 2009).

Captain Michael Smith, President of Saint Paul Firefighters Union, Local 21 (M. Smith, personal communication, February 12, 2015), described a mentor as a person at a higher rank to address any issue a probationary or apprentice firefighter may have whether it is administrative or operational and to guide the mentees in the right direction to ensure personal and organizational success. Captain Smith indicated expectations of both the mentor and mentee to include transparency and open communication between participants. There must be complete buy-in from participants and the fire department administration as there is now for the apprenticeship program currently in place. Clear and concise expectations, benchmarks, and documentation to ensure appropriate tracking of areas needing improvement as well as successes are necessary for program success. He suggests tracking the firefighter mentoring program using Target Solutions, which is a computer program utilized currently by the training division. Finally, Captain Smith feels such a program will create a positive atmosphere which will motivate employees to come to work and ensure a long and successful career. Doing so will also reduce potential labor issues and will create safer employees who in return will lead to a safer community.

Daniel Goleman describes emotional intelligence in terms of the personal qualities that enable one to work with others and to be effective in leading change. Self-management and the ability to relate to others are the two broad categories Goleman identifies. Within these two categories are the following traits:

1. Self-awareness- Knowledge about one’s weaknesses and a willingness to talk about them.

2. Self-regulation is linked to self-awareness. It refers to the ability to control one's impulses and/or to channel them in a different direction.
3. Motivation speaks to one's passion for achievement that is intrinsic to the individual, rather than in response to external stimuli.
4. Empathy is the ability to deal with others by taking their feelings into account during decision making.
5. Social skill is a culmination of the other four traits in which one demonstrates the ability to build rapport with others, build cooperation, and produce movement in the desired direction (National Fire Academy [NFA], 2013).

All great fire departments have some form of mentoring program. If yours doesn't, the first step you will want to take when developing one is to identify the challenges your fire department as a whole and specific firefighters are facing. Perhaps morale is down. Maybe the overall performance of your company is unacceptable. Or maybe everything is running perfectly and you want to train your new recruits to the high standard others have set. Whatever your reason or challenge, the goal should be to prepare your team for victory and encourage new recruits and new leaders to step up. This, in part, is what a mentoring program can help you accomplish. What is a mentor? The word "mentor" in Greek mythology was the name of the person to whom Odysseus (a.k.a. Ulysses) entrusted the care of his son Telemachus when he set out on his journey (now called an "odyssey") that led him to, among other places, the Trojan War. Mentor was Odysseus' wise and trusted counselor and the tutor of Telemachus. Hence, a mentor is an experienced individual who can serve as an example and advise his mentee or protégé on ways to improve. Viscuso continued to write that mentors should possess certain qualities. They must be experienced in what they teach and be goal oriented, caring, positive, and

honest. A mentor must also be available for interaction on a daily basis if the mentoring program is to be successful. In the fire service, it's common to match up a probationary firefighter with a competent, ambitious firefighter. It is also wise to match up a "soon-to-be-sworn-in" officer with an experienced officer of the same rank. The goal is to reduce the time it takes to prepare that individual for the job by matching that person up with someone who has been doing that job *correctly* for years (Viscuso, 2014).

The Executive Leadership Student Manual describes influence styles which can be utilized in a firefighter mentoring program.

- Logical persuasion focuses on getting the facts straight and doing the necessary cost-benefit analysis (CBA). This style heavily relies on logic argument, getting the facts, and marshaling the evidence. People using this style do their homework carefully and leave no stone unturned when presenting all the facts, and in developing counterargument to anticipated points likely to be raised by the target of the influence attempt.
- Common vision is factually based but with additional qualities. They appeal to the values and emotions of the other person and often convey excitement about the future. When using this style, we think through the possible hopes, values, and aspirations of the other person. We try to identify and articulate a common or shared vision of what the future might be like if the other person does what we are proposing. This strategy is often based on appeals to the other person's emotions, trying to kindle excitement about a better future the other person may value for himself, others, and/or the organization.

- Participation and trust, this style we develop a dialogue with others to draw them into discussion so that in the end they want what we want because they helped develop it. This style lets others know we value their contribution. Rather than pushing our point of view, this style seeks to draw out the other person's. Decisions are not reached in haste, so that the other person knows there is plenty of time to explore their views. The other person's participation is encouraged to build commitment.
- Developing the influence plan with the influence process activities and styles as tools, you can think through how you want to develop your arguments; that is, develop an influence plan. Ask the following questions to begin: Whom do I influence? What are the person's relevant characteristics; that is, what is it about this person that might provide a clue to the best influence approach? What influence style should I use? What actual arguments should I use as I apply each selected influence style? What conflict do I expect? What do I expect the other person to say in rebuttal? How should I deal with this conflict (NFA, 2013)?

Captain Jovan Palmieri, Recruit Academy Manager (J. Palmieri, personal communication, March 19, 2015), felt for a firefighter mentoring program to succeed all participants and the fire administration had to be enthusiastic, fully committed regarding time, access, and funding. There may be times where an hour or two of overtime is needed to ensure the mentors and mentees are able to connect. The firefighter mentoring program must be simple and realistic which is relevant to the job with clearly defined expectations. Captain Palmieri believes enthusiastic captains and senior firefighters will serve well as mentors because of their experience and willingness to continue fire department traditions while ensuring expectations

and standards are maintained. Other characteristics expected in participants is the ability to be community oriented who show ownership in the department, the program and in the community by showing ambivalence to race, gender, religion, and lifestyle choices.

Chief of Training for the Madison, Wisconsin Fire Department, Michael Dibble (M. Dibble, personal communication, May 28, 2015), stated a firefighter mentoring program is a necessity and has been successfully utilized in the Madison Fire Department. It is imperative mentors are seasoned and competent firefighters and not line supervisors or Chief Officers. Utilizing senior firefighters ensures the open lines of communication because most firefighters are unwilling to tell a superior they have questions or uncertainty of expectations or abilities. Chief Dibble continued by stating there has been an increase of communication between all levels of the department and the morale of the department has increased due to participation in the mentoring program, highly skilled and trained recruit/probationary firefighters rotating through the department, and the ownership of the recruit/apprentice firefighters as displayed by the senior firefighters throughout the organization.

The United States Office of Personnel Management (USOPM) describes mentoring as a formal or informal relationship between two people-a senior mentor (usually outside the protégé's chain of supervision) and a junior protégé. Mentoring has been identified as an important influence in professional development in both the public and private sector. Within the Federal government, mentoring is often a component of different types of development, including comprehensive career development programs like the Senior Executive Service Candidate Development Program (SESCDP), the Executive Leadership Program (ELP) and the Presidential Management Fellowship (PMF) Program. The major function of mentoring within these programs is to promote the protégé's development in specific areas and to facilitate

successful completion of the program. While these mentoring relationships can produce positive developmental and organizational outcomes, both mentoring programs and relationships sometimes fail due to a variety of causes and problems (e.g., lack of participation, no leadership involvement, poor planning, unrealistic expectations, and “fuzzy” goals). Successful mentoring programs require proper understanding, planning, implementation, and evaluation (United States Office of Personnel Management [USOPM], 2008).

The USOPM continued to explain that more and more organizations are creating formal mentoring programs for various reasons. From increased morale to increased organizational productivity and career development, the benefits of an organization that actively support mentoring are numerous. However, successful mentoring programs do not just happen. Organizations must first make a strong business case to demonstrate why the organization should devote the time, attention, and resources required to make a formal mentoring process work. Reasons for establishing a mentoring program must be linked to the organization’s business goals. For example, an agency forecasting tremendous growth in a specific job series may want a mentoring g program to help prepare high-potential employees for future managerial positions in that series. Also, an organization planning a reorganization may be interested in a mentoring program to help facilitate continuity of organizational performance. Below are some reasons why agencies choose to establish mentoring programs:

- As part of the On-boarding process
- Skills Enhancement
- Professional Identity
- Career Development
- Leadership and Management Development

- Education Support
- Organizational Development and Culture Change
- Customer Service
- Staff Retention
- Recruitment
- Knowledge Management/Knowledge Transfer (USOPM, 2008).

Formal mentoring programs are structured, have oversight, and have clear and specific organizational goals. For example, some agencies, as part of their formal on-boarding process, assign mentors or “peer buddies” to new hires as an information source allowing new employees the opportunity to better navigate a new work environment. Unlike formal mentoring, informal mentoring has minimal to no structure and oversight and may or may not have a clear and specific goal. Informal mentoring is normally for interpersonal enhancement, but can also promote career development. Nevertheless, the success of either type of mentoring is greatly dependent upon clearly defined roles and expectations in addition to the participants’ awareness of the benefits of participating in the mentoring program (USOPM, 2008).

Below, figure three summarizes the benefits of mentoring program participants as described in USOPM’s report.

BENEFITS FOR MENTORING PROGRAM PARTICIPANTS

Benefits for the Mentor	Benefits for the Protégé (Mentee)
<ul style="list-style-type: none"> • Renews enthusiasm for the role of expert. • Obtains a greater understanding of the barriers experienced at lower levels of the organization. • Enhances skills in coaching, counseling, listening, and modeling. • Develops and practices a more personal style of leadership. • Demonstrates expertise and shares knowledge. • Increases generational awareness. 	<ul style="list-style-type: none"> • Makes a smoother transition into the workforce. • Furthers his/her development as a professional. • Gains the capacity to translate values and strategies into productive actions. • Complements ongoing formal study and/or training and development activities. • Gains some career development opportunities. • Develops new and/or different perspectives. • Gets assistance with ideas. • Demonstrates strengths and explores potential. • Increases career networks and receives greater agency exposure.

Figure 3. Summary table of mentoring program participant benefits (USOPM, 2008).

While citing various authors regarding mentoring in his applied research project, Richard J. Pauley, Jr. identified the following, which is most certainly relevant to developing a firefighter mentoring program. The importance of mentoring can be described in that “mentoring alone will not completely provide for the development of future leaders within a department, but used with education and training, it could lay a solid foundation” (Yannuzzi, 2011, p.16). While mentorship programs have had success in the private sector, in the business and corporate world for decades, unfortunately, these programs have been slow to develop in the public sector and, more specifically the fire service, with few exceptions (Nelms & Stanley, 2009). In order for a formal mentorship program to be successful, it first must have the unqualified support of the leadership and executive level management of an organization (Brophy, 2010). It is imperative that the leaders within the organization be totally on board

with the concept, and importance, of mentoring and staff development, as the personnel/employers of the organization are its greatest asset, which is a concept that this researcher fully subscribes to (Pauley, 2013).

Throughout this literature review the various observations and perspectives of corporate and private entities as well as fire service and non-fire service observers have identified varying yet similar perspectives while answering the questions of defining a mentor; identifying the expectations of a firefighter mentoring program; and how to measure the success of a firefighter mentoring program. Utilizing input from the various resources identified in the literature review and reaching out externally to other fire departments and private/public entities will ensure realistic expectations and participant success as well. Daniel Goleman's description of emotional intelligence encompasses the necessary characteristics to develop and administer a successful firefighter mentoring program. Chronus' approach to mentoring, its benefits, and expectations directly correlate to the intention of the firefighter mentoring program. While firefighter's success can not be measured in profits, success can be measured in career development, retention, and knowledge sharing just to name a few. Throughout his book, Abrashoff's approach to open dialog and transparency, working for the common good of the group while empowering and setting up subordinates for success, are excellent attributes for a successful firefighter mentoring program.

Additionally, this literature review was utilized to demonstrate the need for a solid and realistic foundation to identify the characteristics of the program participants and what they will experience throughout their participation of a firefighter mentoring program. Common observations such as enthusiasm, respect, transparency, open communication, realistic and attainable goals, and consistent administration of expectations of the mentors and mentees alike.

Finally, it is recognized additional literature and other resources may be needed to support a dynamic program such as a firefighter mentoring program as industry, state, and local standards continually change as does the program participants and the communities served.

Procedures

To accompany the literature and personal interviews in an attempt to gain unique perspectives, an on-line survey of 70 fire service professionals from various backgrounds, ranks, and jurisdictions was conducted utilizing Survey Monkey, which is an internet-based software (www.surveymonkey.com) program. Of the 70 surveys sent out, 34 or 48.5% were returned with varying degrees of completion and details. The 10 questions were created using the descriptive research method which allowed participants to provide their personal and professional feelings and perspectives related to a firefighter mentoring program. All participants were asked to provide advice, suggestions, and related comments regarding such a program.

Question one was utilized to determine the respondent's definition of a mentor. Question two was utilized to determine respondent's definition of success of such a program and to include five points of measurement. Question three was utilized to determine the respondent's expectations of such a program and to include five points of expectations. Question four was utilized to determine who should serve as mentors and why. Question five was utilized to ask the respondents what five benefits they felt would result from such a program. Questions six and seven were utilized to discover if any of the respondent's entities had a mentoring program and if they were willing to share their program's components with this writer. Question eight was an open-ended question which hoped the respondents would be open about suggestions, comments,

and concerns. Finally, questions nine and 10 were utilized to get details of the size and type of organization the respondents represented.

Recognized limitations include the potential unwillingness or authority of respondents to share department programs or policies with another entity. Additionally, open-ended questions may be considered a limitation as respondents may not answer those questions. The potential limitation of open-ended questions is over-shadowed by the potential quality and enthusiastic responses from respondents have been outstanding in three previous applied research projects.

Results

Question one was the only question which all 34 (100%) respondents provided information. The definition of a mentor was consistent throughout their responses with the most notable responses identified as guidance, advisor, supporter, role model, and trusted leader. While there were other responses, these five responses really captured the nature and definition of a mentor. Twenty-five of the 34 (73.5%) respondents provided information for question two. The measurement of success of a firefighter mentoring program identified the achievement of expectations/benchmarks, regular/consistent interaction between mentor and mentee, evolution of the mentee's knowledge, skills, and abilities, mentee career advancement, the overall effectiveness of the organization, and improved morale as critical in the success of a mentoring program.

Question three had 24 (70.5%) responses regarding the expectations of a firefighter mentoring program. The respondents identified the need for simple, realistic, and structured program to ensure well defined expectation of knowledge, skills, and abilities. The need to have mentors and mentees fully engaged and dedicated to the program and to acknowledge the program is a dynamic process which may need adjustments as necessary. Finally, it must be

acknowledged that such a program is a learning process and not disciplinary. Question four had 24 (70.5%) responses identifying who should serve as mentors. The respondents were split when deciding who should be mentors. Senior personal, line-officers, and chief-officers were identified as ideal mentors as were individuals, regardless of rank or position within the organization. Well-respected, experienced, capable, well-rounded, enthusiastic, and global thinkers were identified characteristics desired of mentors.

Question five had 21 (61.7%) responses from 34 respondents identifying benefits of a firefighter mentoring program. The benefits identified ranged beyond the mentees to the entire organization to include firefighter and fire ground safety as well as improved morale and organizational efficiency. Improved knowledge, skills, abilities and improved employee retention were mentioned as was the higher quality of professionalism of the organization and community interaction. In questions six and seven, respondents were asked if their organizations had a firefighter mentoring program and if they would be willing to share information about their program(s) with this writer. Twenty-four (70.5%) of 34 respondents answered question six and 11 (32.4%) respondents answered question seven. Five respondents acknowledged they had a firefighter mentoring program, one responded acknowledged they had a fire officer mentoring program, 13 respondents acknowledged they did not have a firefighter mentoring program and two respondents acknowledged they had informal firefighter mentoring programs. Unfortunately no respondents for question seven shared information regarding their mentoring program with this writer. However, contact information for a training chief was provided as was acknowledgement of a cadet program and its success of promotion to regular firefighters was 80%. It is necessary to note question seven had the lowest respondent response of 11 (32.4%)

and the highest no response (67.6%). These issues can most likely be attributed to the lack of organizations having firefighter mentoring programs.

Question eight asked the respondents to provide additional comments, concerns, and suggestions. Fourteen (41.2%) of 34 respondents provided additional input. The additional comments included a suggestion of a contact person who had worked on this very topic, well wishes for project success, and commentary on their own programs. The comments related to these programs include the success of allowing firefighters to act in supervisory roles with their boss mentoring them, to an example of a program where a respondent is teaching in a dual enrollment high school firefight program where students are mentored to the values of the organization, the discipline of the job, and the skill and knowledge retention required. To less successful or less optimistic responses related to not quite having their mentoring program not being implemented in a formal fashion to the belief of one respondent who doesn't believe their organization has the mentoring program right. Finally, one respondent acknowledged, "That a mentoring program would be a great asset to the fire service as many of us can look back on our careers and credit an individual that has mentored us informally without such a formal program."

Question nine and question 10 asked respondents for basic organizational information such as population size served and organizational type. Twenty-three (67.6%) of 34 respondents of question nine identified their population sizes as follows:

- 10,000-50,000 11 (47.8%)
- 50,001-100,000 2 (8.7%)
- 100,001-250,000 3 (13%)
- 250,000 or greater 6 (26.1%)
- Other 1 (4.4%)

Twenty-three (67.6%) of 34 respondents of question10 identified their organizational types as follows:

- City 16 (69.6%)
- County 4 (17.4%)
- Other 3 (13.0%)

It is apparent that the Saint Paul Fire Department, its members, and the community they serve could benefit from a firefighter mentoring program based upon the literature review, personal communications, and the on-line survey utilized for this applied research project.

Discussion

“Professional development is the planned, progressive life-long process of education, training, self-development and experience” (International Association of Fire Chiefs, 2003, p.1).

The problem is the Saint Paul Fire Department does not have a firefighter mentoring program or procedure for firefighters to seek out assistance or advice during their one year probationary period or their three year apprenticeship program.

As a result of utilizing the literature review which contained various types of written literature from varying sources; personal communications with a variety of individuals; and the on-line survey; a great amount of information and data has been obtained to answer the research questions asked at the onset of this applied research project (ARP).

Research question one: What is a mentor? Throughout this ARP, many different answers were provided by the various sources used. In the Butler, Smith, Palmieri, and Dibble personal communications, a mentor was described as a dedicated, enthusiastic, and devoted senior firefighter or supervisor. A teacher of technical skills, passionate about career and

department, open-minded, and committed were also used to describe a mentor. According to the USOPM, there are four types of mentors. They are listed below.

- Career Guide – promotes development through career guidance, counseling and visibility;
- Information Source – provides information about formal and informal expectations;
- Friend – interacts with the protégé socially and provides information about people; and
- Intellectual Guide – promotes an equal relationship, collaborates on research projects and provides constructive feedback and criticism (USOPM, 2008).

The on-line survey suggested a mentor is an advisor, role model, and trusted leader who provides guidance. Question one had the most responses of any questions in the survey with a 100% response rate.

Viscuso wrote that they (mentors) must be experienced in what they teach and be goal oriented, caring, positive, and honest. A mentor must also be available for interaction on a daily basis if the mentoring program is to be successful. In the fire service, it's common to match up a probationary firefighter with a competent, ambitious firefighter (Viscuso, 2014). A successful mentor guides and coaches you through your development experience and growth. The good mentor does not tell you what to do but rather gives you options, challenges you to see the big picture, encourages, identifies areas for improvement and helps you refine your skills. And finally, remember that those who will follow you are in need of this same support. Be ready to invest when the opportunity presents itself. The mentor can benefit as much from the relationship as the protégé (International Association of Fire Chiefs, 2003). Finally, the

Merriam-Webster Dictionary defines a mentor as “someone who teaches or gives help and advice to a less experienced and often younger person” (Merriam Webster, 2014).

While Merriam Webster provides specific definition of a mentor, the definition of mentor from the other sources is subjective in nature and dependent upon the time, location, and specific position within the various organizations. These dynamic and unique definitions will contribute to the success of the firefighter mentoring program as they will not pigeon-hole any individual or individuals while providing enough clarity and consistency to ensure clear and definitive utilization of the mentor throughout the process.

Research question two: How can the success of a firefighter mentoring program be measured? The personal communications with Butler, Smith, Palmieri, and Dibble identified the current apprenticeship program as a guiding document to compliment the firefighter mentoring program. Captain Palmieri provided insight and suggestions during our personal communication on March 19, 2015, which were considered in the development of the firefighter mentoring program.

Question two of the on-line survey had the second highest response rate of 73.5%. Respondents indicated the measurement of success/benchmarks, regular/consistent interaction between mentor and mentee, evolution of the mentee’s knowledge, skill, and abilities, mentee career advancement, the overall effectiveness of the organization, and improved morale as critical in the success of a mentoring program. As written earlier in this ARP, developing a successful firefighter mentoring program relates directly to the goals of the United States Fire Administration’s (USFA) mission as mentioned in its Strategic Plan for Fiscal Years 2010-2014. By aligning with the USFA’s mission, developing a firefighter mentoring program achieves two of the five goals of the USFA. Goal three’s intent is to improve fire and emergency

services' capability for response and recovery from all hazards and goal four's intent is to improve the fire and emergency services' professional status (USFA, 2010). In attempting to undoubtedly, prove success, the following was written in a personal communication with my advisor Chief John York, retired (J. York, electronic personal communication, October 2, 2014), "Remember it is not just any program that solves the problem, but a QUALITY program. Focus on the elements of such a program, as history has shown that quality mentoring always produces some benefit, though difficult to measure."

Research question three: What type of expectations should be realized in a firefighter mentoring program? The Butler, Smith, Palmieri, and Dibble personal communications identified open communications throughout the entire organization as well as continual engagement between the participants and the administration of the department as primary expectations.

Mastery of various disciplines and programs are expected. All Firefighter/EMTs must successfully complete a State of Minnesota approved three-year apprenticeship program, including classroom and practical training examinations. Employees must satisfactorily complete all apprenticeship training, pass an annual physical fitness examination, and satisfactorily perform required duties during the entire three-year apprenticeship period to attain a journey-level status. The physical fitness and medical screening program is designed to meet the Occupational Safety and Health Administration regulations pertaining to Firefighter/EMTs. This includes various screenings for health and physical problems that potentially place Firefighter/EMTs at risk. All standards of the apprenticeship program must be met to retain employment with the City of Saint Paul. During the fire department Recruit Academy, Firefighter/EMTs receive classroom and practical instruction on firefighting, technical rescue,

and emergency medical care procedures. They participate in a physical conditioning program aimed at National Fire Protection Agency (NFPA) fitness standards. They gain certifications in NFPA 1001 Firefighter I and Firefighter II training and will be trained in SPFD emergency medical protocols. They will also complete Hazardous Materials Operations Level training, Driver/Operator training, and other specialty training disciplines and will become licensed MN Firefighters upon successful completion of the academy. The program lasts approximately 15-16 weeks, Monday-Friday, 40 hours per week (City of Saint Paul, 2014).

The need for a combination of education, training, and practical experienced is identified in the International Association of Fire Chiefs (IAFCs) Officer Development Handbook model for fire service professional development (IAFC, 2003).

In conclusion, the stakeholders of a successful firefighter mentoring program include all members of the fire department, the customers, and the tax payers funding the fire department. Each member of the fire department has a direct relationship as the new firefighters evolve in their careers as it is necessary for them to become competent and effective. This in return provides safe and efficient service delivery which ensures survivability of the fire department and the necessary services provided. Additionally, the customers served by the fire department have a direct relationship as the level of service could be diminished if the quality of services provided begin to decline which may result in larger dollar loss and lower survivability rates. And finally, the tax payers have a direct relationship as the quality and/or ability of the fire department could have an adverse impact on not only dollar loss and survivability, but also increase costs of insurance premiums and increase costs associated with improving a fire department which may have diminished capacity and capability as a result of an under performing fire department.

Recommendations

The consistent theme throughout this ARP which utilized fire service sources, private sector sources, personal communications, and an on-line survey indicates the need and a desire to develop a firefighter mentoring program for the Saint Paul Fire Department. By implementing a firefighter mentoring program, the SPFD will ensure all firefighters, regardless of time on the job or position within the department, will benefit from such a program. Not only will the members of the department benefit from such a program, so to will its customers and taxpayers who support the department. The following recommendations are only a small sample of what would help ensure successful implementation of a firefighter mentoring program.

It is recommended to initially set up an implementation/steering committee to ensure all goals and objective are clear, concise, and align with the mission of the firefighter mentoring program, the apprenticeship program, and the objectives and expectations of the department and City. It is also recommended to partner with and seek input from the City's legal and human resources departments. Those departments have expertise in areas of employment which may be considered a short-coming or inadequate exposure within the scope of the fire department.

Administratively it is recommended (necessary) to fund the firefighter mentoring program to ensure seamless administration, engagement, and participation. It is also recommend reaching out to other fire service providers who have firefighter mentoring programs. This is necessary to learn of other's successes and challenges as they continually strive to improve their mentoring programs.

It is also recommended to partner with the affected labor unions to set up a review process to verify the firefighter mentoring program is serving the participants, the department and the community as intended. This will help build support, buy-in, and understanding.

While it is difficult to determine what is absolutely necessary to ensure a firefighter mentoring program is successful, it is this author's intention to offer this ARP and the proposed firefighter mentoring program, located in Appendix C for consideration. It is also the hope of this author that this ARP services as a foundation for further discussion, consideration, and research for such a firefighter mentoring program to evolve as the fire service and the SPFD evolves in its efforts to provide professional, effective, and compassionate service to not only the customers and citizens served, but also to the recruits/apprentices, and all members of the Saint Paul Fire Department.

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Appendix A

Developing a Firefighter Mentoring Program Survey Questions

1. What is your definition of a mentor?
2. How can the success of a firefighter mentoring program be measured? Please list 5 points.
3. What type of expectations should be realized in a firefighter mentoring program? Please list 5 points.
4. Who should serve as mentors in a firefighter mentoring program and why?
5. What are the benefits of a firefighter mentoring program? Please list 5 points.
6. Do you have a firefighter mentoring program?
7. If you do have a firefighter mentoring program and you are willing to share any information, please forward any documents and other items you feel may benefit the St. Paul Fire Department in designing and implementing such a program.
8. Please provide any additional comments, concerns, and suggestions you may have.
9. What size population do you protect?
10. What type of organization do you work for?

Appendix B

Developing a Firefighter Mentoring Program Survey Responses

1. What is your definition of a mentor?

- An experienced person that helps a less experienced person get better.
- Someone who assists you in developing a road map for the future in your career, offers advice, is a career confidant.
- A supportive peer whose experience helps to guide you.
- Someone you look up to.
- An individual that takes a personal and professional interest in a peer or subordinate.
- One who provides guidance, shares knowledge and helps to build the road of another individual.
- Someone you trust and have faith in their knowledge, skills, abilities, and has taken the time to share them with you.
- Assists the growth of a person.
- Lead, qualified skill worker who works with said apprentice daily.
- A fellow worker who is in a role, knows it well, and is willing to take others under “their wing” and teach them that role.
- An individual that is more than willing to share their experience and knowledge with others that have the same level of enthusiasm for the job.
- Role model and guide.
- Someone who consults with and helps another through a process they are undertaking.
- An experienced employee who is capable of passing on useful information to a newer employee.

- Someone who guides and gives direction to keep you on course; someone that you can look to for guidance and example.
- Someone who can demonstrate and explain proper and technique in a way the student/apprentice will understand.
- Someone that is available to me to answer questions and guide me through a process that they have already completed or have experience in.
- Someone that teaches and helps people to rise to the next level.
- A teacher/advisor.
- Someone who takes a subordinate under their wings and teaches them the ropes.
- A person who guides an aspiring individual to develop new skills.
- Someone who has been where you want to be and provides guidance and advice.
- Someone who you look up to and provide you with leadership and teaching.
- Person who teaches through books and experience their job or role to another.
- A person who take an interest in the development of another.
- A senior member inside or outside one's organization that can provide guidance to upcoming members.
- Guide, reference, wisdom.
- Someone who consistently shares their knowledge and experience with another person to help them grow professionally and/or personally.
- Someone that teaches and motivates an individual on how to act, learn and work.
- An individual that guides someone through education and advice towards a goal.

- Someone who teaches develops and encourages another in an active relationship.

The mentor is invested in the process with the goal of making the student successful.

- One who passes on to the next generation.
- Someone willing to share their knowledge and experience in order to assist someone else in their training or job.
- An ear to listen and a push in the right direction.

2. How can the success of a firefighter mentoring program be measured? Please list 5 points.

- Mentors and mentees agree the program works, supervisors value the mentor and mentee process, top managers participate in the program, people in the program get promoted, program participants get highest ratings.
- Is the person achieving their goals? Is the mentoring up to date with the issues? Do the two get together often for review? Is the employee above average? Is the mentoring frequently revamped?
- Advancement of the person (promotion). Comprehension of skills by performance. Retention of knowledge by testing. Morale and values of the employee by observation and assessment. By the person's spirit into the jobs and their desire to perform well.
- Respondent skipped this question.
- Educational goals met, personal goals met, mentored individual mentoring others, both individuals grow, and positive changes in behavior.

- A firefighter's ability to adjust to firehouse life. Above average performance evaluation scores. Above average emergency scene skills. Accelerated advancement through the ranks. When the firefighter becomes the mentor.
- Knowledge, skills, abilities, discipline, initiative.
- Respondent skipped this question.
- Knowledge, skills, abilities, attitude, commitment.
- Feedback from mentees, performance in future, improved morale, reduced errors in decision making and documentation/paperwork, eagerness to participate.
- Through the measurement of continued involvement by others; through an evaluation process by those being mentored; through a third party review of the program, through SMART objectives; through continued funding or new funding.
- Achieve milestones certification, adjust to life style, change or improve behavior.
- Respondent skipped this question.
- Respondent skipped this question.
- I would assess the baseline knowledge of the firefighter being mentored before the program then his or her knowledge after the program, whether the person being mentored felt the program was beneficial, whether the mentor felt the person he or she was mentoring was receptive to the program, if the mentor felt the program was worth while, if the overall atmosphere of the department (attitude, morale, etc) is perceived to be improving or declining.
- Respondent skipped this question.
- Respondent skipped this question.
- Training, benchmarks, attitude, initiative, loyalty.

- Written tests, hands on training, on the job performance, complaints, performance evaluations.
- Performance, morale, professional development.
- How many enrolled, who is mentoring, who is being mentored, promotion of mentees, feedback.
- Annual evaluations, job performance when acting above your normal job, attitude toward the organization, ability to articulate the needs/wants of the department related to their position, less conflict between employee and boss.
- Respondent skipped this question.
- Knowledge, skills, growth, leadership, attitude.
- Application of SOPs/SOGs, fulfillment of expectations, fulfillment of job description, gallops 12 questions poll for engaged employees, communication between evaluator and person being mentored.
- Progression of recruits/probationary firefighters at measured intervals (e.g. 6 months post graduation, 1 year, 18 months, etc).
- Respondent skipped this question.
- Improvement in mentoring all levels of the personnel should result in a few quantitative measures though most will be immeasurable. Fewer injuries/accidents, improved reporting (TIS, fire reports, etc.), fewer disciplinary actions (though may increase initially), drop in resignations, improved customer service rating (if department/city performs them).

- By looking at the mentored employee's evaluation. You can also create a survey for the mentored people and have them rate their experience. Finally, create a questionnaire for the employees that work around the mentored employee.
 - Skill outcome, discipline issues, employee advancement, how they fit in and how they feel after the experience.
 - Input from those being mentored, those in the same position, and those supervising the level. Also through successful completion of testing and certifications.
 - Retention of new candidates, quality, perpetuation of the mentorship.
 - Does the beneficiary of the mentor's knowledge and experience feel they gained or benefitted through this process. Did the mentor feel their time was well spent? Did the participant's organization feel there was a benefit to the expenditure in time and effort? Was there an increase in organizational efficiency? Does the original mentee go on to serve as mentor for the next crop of officers or managers or firefighters?
 - Respondent skipped this question.
3. What type of expectations should be realized in a firefighter mentoring program?
Please list 5 points.
- Volunteer, on duty time, reports, share successes have training for both.
 - What does the one being mentored expect? What is the mentor willing to do. Is the mentoring objective frequently adjusted. Is the one being mentored achieving goals. Does the one that was mentored become a mentor.

- Knowledge and skills retention, values of the organization realized, adherence of the job performance as related to SOGs and a SOPs, hard work and effort, appreciation and dedication.
- Respondent skipped this question.
- Make the process simple, realistic, consistent, structured and ability to evaluate progress.
- Please refer to my responses from #2. Thank you.
- Attentive, motivated, eager to learn, set goals, career growth.
- Respondent skipped this question.
- A three point responsibility contract from employer, to mentor to employee. Then there must be guidance, support, accountability, actual skill on behalf of the mentor, a desire to learn on behalf of the mentee.
- Detailed goals, constructive feedback, energized participants, buy in from group, support from administration.
- 1st that mentors are committed to the program; 2nd that those being mentored are committed to following through the program; that some level of funding is provided; that objectives are established and are being met; that those individual mentoring or being mentored are recognized for their accomplishments.
- Desired certs, attendance, teamwork.
- Respondent skipped this question.
- Respondent skipped this question.
- I would expect that (1) the mentors volunteer for the program, (2) the mentors are knowledgeable in their job, (3) the mentor has a positive attitude toward the job

and the agency, (4) the mentor and his or her assigned person to mentor meet on a regular basis, if not assigned together for a certain period of time, (5) all participants go into the program with an open mind, because even the mentors can learn something from the process.

- Respondent skipped this question.
- Respondent skipped this question.
- Respondent skipped this question.
- Realistic, attainable, specific, community oriented, organization building.
- Better performance, better trained, better leadership.
- Commitment to the program, regular interaction, regular feedback, specific timelines, specific goals.
- Employee buy-in, employee growth-readiness for promotion, attitude/perspective, improvement, opportunity for input.
- Respondent skipped this question.
- Positive learning environment, non-judgmental, work hard, listen well, teach all that is necessary for that next step.
- It is a process not a light switch, measure success on a continuum not a pass/fail system, the qualities of the mentor will become the highest possible outcome for the student, you must take a holistic approach to firefighter mentorship, accept failures and learn from them.
- Mentor should establish (and clearly explain) benchmarks for understudy to accomplish.
- Respondent skipped this question.

- It is a continual process. It doesn't have to be old guys to young guys. The mentors need to want to do it (and not because there is any economic incentive). The program should start with a small number of mentors and continually increase in numbers as mentees become mentors. Mentoring has to be about all aspects of being part of the organization and not just tactical.
 - Improve performance, better acceptance, improved morale, ownership by the mentor.
 - Skill, function, comfort, on-going goals.
 - Knowledge improvement, skill improvement, testing completion, certification completion, and goal completion.
 - Positive, verifiable, consistent.
 - Establish what the time commitment should be by the mentor, set boundaries to focus the time spent, let the participants know how this process should benefit them and the department (i.e., let them know the expected outcomes).
 - Respondent skipped this question.
4. Who should serve as mentors in a firefighter mentoring program and why?
- More experienced person that wants to do it.
 - Company and chief officers. They can offer insight on the culture, politics and those things within the organization that will increase the one being mentored stake. Experience counts in this.
 - Senior firefighters and first line supervisors.
 - Respondent skipped this question.
 - Anybody with the desire and right mindset (global thinkers) can mentor.

- First, only those wanting to mentor should serve as such. Second, individuals who exemplify the mission, values, and character of the organization.
- Anyone with the before mentioned characteristics that has the desire to share what they have and build others. If they do not have the desire to mentor it would not be successful.
- Respondent skipped this question.
- Only lead, qualified skilled employees with actual experience in the areas to be engaged. Because this comes down to understanding job performance requirements and having the credibility in the field which relates to trust.
- Energized individuals whom have filled whatever role the mentor program is working for some time and are willing to teach others. Not necessarily senior people.
- First and foremost, individuals that voluntarily apply; individuals that are respected in their field; individuals that actively strive to better themselves in the fire service; those individuals that actively strive to better the fire service in general,; individuals that are empathetic to the struggles of a new firefighter/office wanting to progress in a relatively re-active field.
- Veteran members because they can lead through the political and personality clutter.
- Respondent skipped this question.
- Respondent skipped this question.
- Mentors should serve on a voluntary basis. That is not to say that mentors cannot be specifically recruited but should willingly serve. Mentors should be of equal

rank which is to say a veteran firefighter mentors a new firefighter, a company officer mentors a new company officer, a chief officer mentors a new chief officer, etc.

- Senior firefighters and officers that have the ability to communicate their message.
- Respondent skipped this question.
- Any officer of FF that is held in high regard.
- Fire captains because they are their direct supervisor who will be able to monitor and improve performance readily.
- Senior personnel chosen because of their attitude and aptitude.
- Senior firefighters, engineers, and company officers. Each should provide mentoring in his or her area of expertise depending on the goals of the mentee.
- 1st line supervisors-they have been there and done that, and know what it takes to move up in the organization; also, senior firefighters to young firefighters, they have also been there and done that, but know how to do it well at ff level.
- Respondent skipped this question.
- Mentors can be anyone from a peer to a supervisor. It all depends on what the goal of the mentoring process is, and the fit of the individuals involved.
- High achievers who are interested in performing the duties.
- Respondent skipped this question.
- Respondent skipped this question.
- It should be individuals with desire and enthusiasm to mentor. They need to have credibility among peers. Its is great to be senior members but someone with 5

years can mentor someone with 1 year. Mentors should be all ranks-privates to chiefs.

- Your strongest person in the role that you are mentoring. This is because the mentor needs to be someone that the mentored person looks up to and respects. Additional this is a critical time period for the mentored person and you want to give them someone you want them to emulate, not give them a bad example to follow.
 - Senior firefighters-they are the ones to pass on their skills in the most accepted way.
 - Those that volunteer and are identified as successful in their present roles.
 - Respondent skipped this question.
 - FFs who have relevant experience AND have shown a demonstrated ability to work with others in a positive manner.
 - Respondent skipped this question.
5. What are the benefits of a firefighter mentoring program? Please list 5 points.
- Better staff, positive environment, cost effective, increases communications between organizational levels.
 - Better employee, better officer candidates, those giving the mentoring stay engaged, the mentoring begins to spread into the agency, the mentor is able to give feedback.
 - Relationship building, skill development, morale boosting, values defined, and ability to perform.
 - Respondent skipped this question.

- Individual sees the big picture, is happy, productive, motivated, and is a positive asset in the organizational environment.
- Please refer to #1
- Improve knowledge base, disciplined employees, improved morale, future growth of the department, provide employee with a sense of value.
- Respondent skipped this question.
- An extension of training into the field with constant support, guidance, application, reflection capabilities and affective application.
- Safety of the firefighters, better delivery of service to the public, improved department morale, long term changes to department, you are killing me with these long questions.
- Motivated employees; future generation of leaders; continued success of the program by those stepping up to mentor, after being mentored; a more progressive fire service; better trained and educated.
- Members that meet the needs and goals of the program and strive to achieve the level of training and professionalism desired.
- Respondent skipped this question.
- Respondent skipped this question.
- Benefits of a firefighter mentoring program could be 1-improved knowledge, 2-improved work performance, 3-improved morale, 4-improved retention of employees, 5-improved self-initiative.
- Respondent skipped this question.
- Respondent skipped this question.

- Respondent skipped this question.
- Attaining data, increased performance, standardized outcomes, no one left behind, cost effective.
- Respondent skipped this question.
- Improved development, improved professionalism, improved retention of employees, enhanced skills, improved morale.
- Improved morale, real on the job training for promotion, better understanding from rank and file of departmental/company needs/wants, better teams, better communication resulting in better performance of the crew/company/unit.
- Respondent skipped this question.
- Better trained, consistency in department, preparation for future advancement, merge different generations of employees, help with succession plan of the department.
- Training past academy, more career counseling, engage older firefighters, fringe benefit incentives if available, camaraderie.
- Respondent skipped this question.
- Respondent skipped this question.
- Improved fire ground safety and performance, increased employee retention and satisfaction, higher quality of professionalism and community interaction, overall departmental efficiency, improved moral and camaraderie.
- Improved performance, greater morale.

- Passing of knowledge, backing up department tradition, create belief system in proper traditions, cultivating of education needs for future and promotion identification.
 - Increased ff development and success.
 - Respondent skipped this question.
 - 1) new FF receives the gift of wisdom and advice from an experienced mentor. 2) the mentor may gain renewed interest and focus by sharing their experience. 3) the organization gains a new FF who develops skills or learns to work within the department faster. 4) you may see an improved organizational attitude as walls between old and new employees come down. 5) cost effective training as the teacher and the student could potentially transfer more information in a shorter period of time than traditional training.
 - Respondent skipped this question.
6. Do you have a firefighter mentoring program?
- n/a
 - No
 - No
 - Respondent skipped this question.
 - No
 - No we do not. We don't even have a succession program...
 - No
 - Respondent skipped this question.
 - Yes

- Yes...Officer Mentor Program
- Currently we do not have such a program in place but would like to see the results of your ARP.
- Yes
- No
- Respondent skipped this question.
- No
- No
- Respondent skipped this question.
- Respondent skipped this question.
- No
- No
- Yes
- Yes
- Respondent skipped this question.
- We have in the past and it is still on the books, but not a formal program in place at this time.
- No
- Respondent skipped this question.
- Respondent skipped this question.
- No
- Yes
- Sort of.

- informal
 - Respondent skipped this question.
 - No
 - Respondent skipped this question.
7. If you do have a firefighter mentoring program and you are willing to share any information, please forward any documents and other items you feel may benefit the St. Paul Fire Department in designing and implementing such a program.
- Respondent skipped this question.
 - Respondent skipped this question.
 - Wish we did.
 - Respondent skipped this question.
 - Respondent skipped this question.
 - N/A
 - n/a
 - Respondent skipped this question.
 - Contact chief of training. Mdibble@cityofmadison.com
 - Will do.
 - N/A
 - Ok, ours is a cadet program that turns out about 80% of its members to the ranks of regular firefighters.
 - Respondent skipped this question.
 - Respondent skipped this question.
 - No

- Respondent skipped this question.
 - Respondent skipped this question.
 - Respondent skipped this question.
 - N/A
 - Respondent skipped this question.
 - Okay
 - Respondent skipped this question.
 - Respondent skipped this question.
 - Respondent skipped this question.
 - Respondent skipped this question.
 - Respondent skipped this question.
 - Respondent skipped this question.
 - Respondent skipped this question.
 - Respondent skipped this question.
 - Respondent skipped this question.
 - Nope
 - Respondent skipped this question.
 - Respondent skipped this question.
 - Respondent skipped this question.
 - Respondent skipped this question.
8. Please provide any additional comments, concerns, and suggestions you may have.
- Contact Dr. Ron Wakham, EFO at Emery Riddle Univ. his dissertation was on mentoring in the fire service.
 - Respondent skipped this question.

- I teach in a dual enrollment high school firefighting program and we mentor those 17 and 18 years old to the values of the organization, the discipline of the job, and the skill and knowledge retention required.
- Respondent skipped this question.
- Respondent skipped this question.
- Good Luck Dennis!
- Good luck with your project. This has been talked about in my department, but has not been implemented in a formal fashion to this point.
- Respondent skipped this question.
- I don't believe my department has the mentoring program right.
- Respondent skipped this question.
- I believe that a mentoring program would be a great asset to the fire service. May of us can look back on our careers and credit an individual that has mentored us informally without such a formal program. I believe that each new firefighter should be assigned a mentor, especially during their probationary period.
- n/a
- Respondent skipped this question.
- Respondent skipped this question.
- I feel that a mentoring program would be a great idea but it would need to be monitored. You can't have a mentoring program on paper just for the sake of saying you do, but in reality no one meets regularly to discuss things. Mentors should be carefully selected to ensure that toxic employees do not spread their

toxicity to new hires and newly promoted officers, of which the former would be the most impressionable.

- Respondent skipped this question.
- Respondent skipped this question.
- Respondent skipped this question.
- Good Luck!!
- Respondent skipped this question.
- Mentoring programs should be implemented for all ranks, not just firefighters.
- Our mentoring program is 1st level supervisors allowing FFs to act in Supervisor role with their boss mentoring them. This has resulted in more engaged FFs, and no loss in quality when the regular boss has the day off.
- Respondent skipped this question.
- Respondent skipped this question.
- Respondent skipped this question.
- Respondent skipped this question.
- Respondent skipped this question.
- Have to be willing to start small and go slow to ensure success. It will help ensure quality mentors.
- Respondent skipped this question.
- None
- Respondent skipped this question.
- Respondent skipped this question.

- I have tried to implement a mentoring program, but was told the company officers already serve in this role to recruits assigned to their shifts.

- Respondent skipped this question.

9. What size population do you protect?

- n/a
- 10,001-50,000
- 250,000 or greater
- Respondent skipped this question.
- 50,001-100,000
- 10,001-50,000
- 10,001-50,000
- Respondent skipped this question.
- 100,000-250,000
- 100,000-250,000
- 10,001-50,000
- 10,001-50,000
- Respondent skipped this question.
- Respondent skipped this question.
- 10,001-50,000
- 100,000-250,000
- Respondent skipped this question.
- Respondent skipped this question.
- 10,001-50,000

- 250,000 or greater
- 250,000 or greater
- 10,001-50,000
- Respondent skipped this question.
- 50,001-100,000
- 10,001-50,000
- Respondent skipped this question.
- Respondent skipped this question.
- 250,000 or greater
- 10,001-50,000
- 250,000 or greater
- 250,000 or greater
- Respondent skipped this question.
- 10,001-50,000
- Respondent skipped this question.

10. What type of organization do you work for?

- Other
- County
- County
- Respondent skipped this question.
- City
- Other
- City

- Respondent skipped this question.
- City
- City
- City
- City
- Respondent skipped this question.
- Respondent skipped this question.
- City
- City
- Respondent skipped this question.
- Respondent skipped this question.
- County, other
- City
- City
- Other
- Respondent skipped this question.
- City
- City
- Respondent skipped this question.
- Respondent skipped this question.
- City
- City, county
- City

- City
- Respondent skipped this question.
- County

Respondent skipped this question.

Appendix C

Proposed Saint Paul Fire Department Firefighter Mentoring Program

Saint Paul Fire Department Mentoring Program



2015

Saint Paul Fire Department



Mentorship Program Mission Statement

The Saint Paul Fire Department Mentoring Program provides a platform for leadership development and increased department readiness by linking Recruit and Apprentice Firefighters with experienced Mentors who provide guidance, support, knowledge, and experience on a one on one basis, preparing Recruit and Apprentice Firefighters for a safe and successful career.

Purpose:

To provide Saint Paul Fire Department recruits and apprentices with appropriate guidance to facilitate their transition toward becoming a journey person firefighter.

Method:

Each recruit/apprentice will be paired with a Fire Captain or Senior Firefighter to serve as their mentor. The information in this document will be used as a guide to ensure that the mentoring program is consistently administered.

Evaluation:

A mentor's responsibility will include coaching and evaluating the recruit/apprentice on all requirements and expectations of the Saint Paul Fire Department. This includes responding to emergencies, department functions, formal classroom, and hands-on training.

Goals and Objectives of the Mentoring Program:

- Provide individually tailored training.
- Instruct the recruit/apprentice on policies, procedures, rules, regulations, standards and directives of the Saint Paul Fire Department and the City of Saint Paul.
- Instruct the recruit/apprentice in the operation and care of fire department equipment.
- Introduce the recruit/apprentice to other members.
- Familiarize the recruit recruit/apprentice with the geographic location of target hazards in the City of Saint Paul.
- Transfer and apply classroom learning to the real problems and situations found at the scene of a call for service.
- Create a systematic, step-by-step approach to training.
- Create a means of ensuring recruit/apprentice capability in performing basic tasks and skills necessary for competent operation as a firefighter.
- Create consistency in the method in which certain basic firefighting skills are taught to the recruit/apprentice.
- Create an early detection of learning opportunities in a recruit's/apprentice's performance and specific documentation of training given to address these opportunities.
- Give recognition and feedback to the recruit/apprentice.
- Provide consistent evaluations to the recruit in a fair and timely manner.

The Mentor:

- The mentor should be skilled, trained, and highly motivated. They should be someone who can be instrumental in carrying out the mentoring program. The mentors, while continuing to perform as firefighters and officers, take on the additional duties and responsibilities of field training the recruit/apprentice.

- A majority of the basic training is theories, concepts, ideas and general procedures. There is a minimal practical, hands-on application. Also, except in the case of in-house training, this training may not have a direct application to our department. Some classroom training, as well intentioned as it might be, may come across as unrealistic. It is the function of the mentor to build on the theories and concepts taught in school and help the recruit/apprentice apply them to their employment with the Saint Paul Fire Department.
- The mentor shall assist the recruit/apprentice with opportunities to become familiar with the work environment. The first few years are a phasing-in period where the recruit/apprentice learns the rules, regulations, policies, procedures, directives and standards.
- The mentor shall instruct the recruit/apprentice in the proper use of personal safety equipment, uniforms as well as the operation, location, and care of the Saint Paul Fire Department equipment.
- The mentor shall help the recruit/apprentice become familiar with other members of the fire department.
- The mentor shall help the recruit/apprentice become more familiar with the geographical location and identify hazards in the City of Saint Paul.
- Guidance will consist of direction, praise, correction, and counseling. Quarterly reviews will provide regular feedback on performance and progress. Evaluation will provide both the recruit/apprentice and the training staff with information on progress and necessary correction. Accurate and complete records kept by a mentor during the various stages of the probationary period will assist the chief's staff with completing a fair and accurate evaluation of a recruit/apprentice.

Roles the mentor should fulfill:

- **Communicator:** The mentor must be skillful in speaking, reading, writing, and listening so they can communicate with the recruit and department managers. Communication skills are used in both teaching and counseling.
- **Facilitator:** The mentor is dynamic and aggressive, and puts the recruit/apprentice in the path of experience and learning. The mentor should make the learning experience fun.
- **Teacher:** It is necessary for the mentor to analyze their own beliefs, behavior, and skills and transfer them to the student in a coherent and understandable form. The mentor should understand how people learn and what motivates them and be able to employ a variety of teaching/coaching skills and techniques. The mentor should know how to research and develop learning objectives and how to prepare lesson plans.
- **Evaluator:** The mentor has skills to accurately observe, report, and correct negative behavior. If behavior cannot be corrected and learning does not take place, the mentor must have the determination to try again. If development issues continue, the mentor should ask another mentor to make an attempt to complete the task. They should have the courage to recommend alternatives for additional training or recommend a review of any recruit's/apprentice's training issues with the Deputy Chief of Training.
- **Role Model:** Because the mentor is in close contact with the recruit/apprentice and acts as a trainer and supervisor, they become a role model for the recruit/apprentice. It is important the mentor embrace the core values of the Saint Paul Fire Department and exemplify these core values to recruit/apprentice.

- **Counselor:** The mentor must be sincerely concerned with the welfare of the recruit/apprentice. They must be warm and friendly and be able to guide and direct the recruit/apprentice.
- **Salesperson:** The mentor should sell the mentoring program to other members of the department, as well as sell the department and fire service to the recruit/apprentice.
- **Information Source:** The mentor shall exhibit quality job skills and display a thorough knowledge of department policies and guidelines. The mentor should seek training on their own, keep up on new innovations in the fire service and be willing to share their knowledge with the recruit/apprentice.

The Duties of the Mentor are:

Recruit/apprentice safety:

- Recruits/apprentices are not permitted to operate in an environment or situation for which they have not been trained. Mentors shall ensure the recruit/apprentice follow Saint Paul Fire Department and City of Saint Paul rules, regulations, policies, procedures, standards, and directives.

Share the knowledge and experience of the mentor:

- After an incident is secure, recruits/apprentices should be taken into the area of involvement and the incident should be critiqued.

Assist the recruit/apprentice:

- This is accomplished by answering questions, solving problems and describing how a firefighter should properly do the job.

Keep accurate records of the training the recruit/apprentice receives from the mentor:

- Document both positive aspects of the recruit/apprentice and areas that may need improvement.
- Each mentor must fill out a Quarterly Review for each recruit/apprentice. Evaluation forms shall be reviewed with the recruit/apprentice and they shall be provided with a copy of the evaluation.
- Completed and signed evaluations shall be forwarded to the Deputy Chief of Training.
- Mentors shall keep the information on evaluation forms confidential. The data collected should only be discussed with the training staff and chief officers. This evaluation shall not be discussed with the general department membership.

Performance Expectations

Adaptability/Stress Management:

- Remains calm in stressful situations.
- Adapts behavior in order to deal with changing situations in a safe manner.
- Adapts behavior in order to accomplish individual and/or organizational goals.
- Recognizes symptoms of stress in self and seeks to deal with stress appropriately.

Communication:

- Uses appropriate tone of voice.
- Articulates in a clear, logical and understandable manner.
- Displays confidence.
- Is persuasive and makes a positive impression.
- Demonstrates appropriate non-verbal communication techniques.

Community Awareness:

- Is sensitive to individual and cultural differences.

Initiative / Motivation:

- Takes on additional tasks or duties.
- Accomplishes tasks or goals without being ordered, coerced, by others with a “safety first” attitude.
- **Demonstrates desire for personal and professional development.**

Integrity:

- Is sincere and honest when dealing with others.
- Keeps commitments.
- Respects personal property of others.
- Portrays professional image in speech, actions and appearance.
- Obeys all policies and standards of the City of Saint Paul and the Saint Paul Fire Department.

Interpersonal Skills:

- Relates to a wide variety of individuals in a positive and effective manner.
- Handles interpersonal conflicts effectively.
- Is courteous and respectful

Judgment:

- Makes reasonable and safe decisions when attempting to accomplish a task or solve a problem.

Problem Solving:

- Approaches problems in a safe, logical, and well-thought-out fashion.
- Seeks pro-active solutions to problems.

Teamwork:

- Effectively works with others in order to accomplish tasks or solve problems.
- Offers help to team members when needed.
- Consistently demonstrates safety practices for self and others.

Work Ethic:

- Actively seeks academic and technical knowledge for self-improvement.
Is reliable in following safety practices in all situations.