

RECRUITMENT & RETENTION TOOLKIT

To recruit and retain EMS and Fire professionals in your community



The Recruitment & Retention Toolkit and Instruction Guides are published by Michigan Rural EMS Network.

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To recruit and retain EMS and Fire professionals in your community

DISCLAIMER: Northern Michigan Fire Chiefs Association and Michigan Rural EMS Network have designed this Toolkit for informational and educational purposes. The Toolkit should not be considered as professional legal advice, or as a replacement for professional legal advice. Although we went to great lengths to ensure the information and resources provided are accurate and useful, we recommend you consult an attorney for professional assurance that the information, and your interpretation of it, is appropriate to your agency's unique circumstances.

WHY IS THIS TOOLKIT IMPORTANT?

The rural EMS and fire systems provide primary service to approximately 19% of Michigan residents, 1.85 million people, and 75% of the state's land mass. EMS and fire systems in many rural communities must expand to meet increased needs during tourist and sporting seasons. To meet the demand for services and required standards, it is crucial that agencies operate with adequately staffed rosters.

THE CHALLENGES OF RURAL FIRE/EMS

Call volumes for rural EMS and fire agencies often cannot justify the cost of full-time personnel. As a result, many rely heavily on part-time or volunteer personnel. Over the past several years, as the economy in rural areas declined, recruiting professionals for volunteer services has become a greater challenge. In addition, the average age of current rural crews, the demands of employment for part-time personnel outside of EMS and fire, and the cost/time required to maintain current provider licenses and certifications, contribute to the challenge of retaining existing personnel.

TOOLKIT OVERVIEW

In 2010 the Michigan Rural EMS Network conducted a statewide rural EMS survey, and in 2019 conducted EMS and fire agency and professionals surveys. The results of each of the surveys indicated that one of the greatest challenges faced by rural agencies is a shortage of providers. This toolkit was created to help leaders identify best practice resources from the Federal Emergency Management Agency (FEMA), the North Dakota Rural EMS Improvement Project, and the Virginia Department of Health. The toolkit includes extensive resources in the appendix. When you see this icon, additional information related to the toolkit content can be found in the appendix .

The developers of this toolkit recognize that many rural EMS and fire leaders perform their duties on a part-time basis, and have limited time to devote to recruitment and retention efforts. This toolkit is designed as a problem-solving method with two phases:

- Phase I: Assessment
- Phase II: Planning & Action

ADDITIONAL INFORMATION

1. This toolkit helps you address your recruitment and retention challenges in manageable steps.
2. The appendix at the back of the toolkit includes links to materials that can be easily customized for your agency. You can also request a USB drive which contains the materials. An appendix icon (add icon) is used throughout the toolkit to help you identify materials referred to in the appendix. Materials are also available on the MiREMS website at www.mirems.org.
3. This entire toolkit is available in electronic format, found on the MiREMS website at www.mirems.org. From here you are able to print individual pages for team meetings.
4. The appendix includes a link to a companion PowerPoint presentation to assist with meeting agendas. The PowerPoint presentation is also available as part of the electronic version of the toolkit, and can be found at www.mirems.org. A timeline, provided on the following page, has been provided for use in planning your efforts. You can create a custom timeline using the Timeline Tool, found in the appendix (add appendix icon).
5. A timeline, which you can use to plan your efforts, has been provided on the opposite page. You can create your own timeline, with your own dates, using the [Timeline Tool](#) provided.
6. We estimate that the implementation process for the strategies outlined in this toolkit might take 3 months to one year, depending upon your local resources.

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TYPICAL TIMELINE

FOR IMPLEMENTING A FIRE OR EMS RECRUITMENT & RETENTION PROJECT

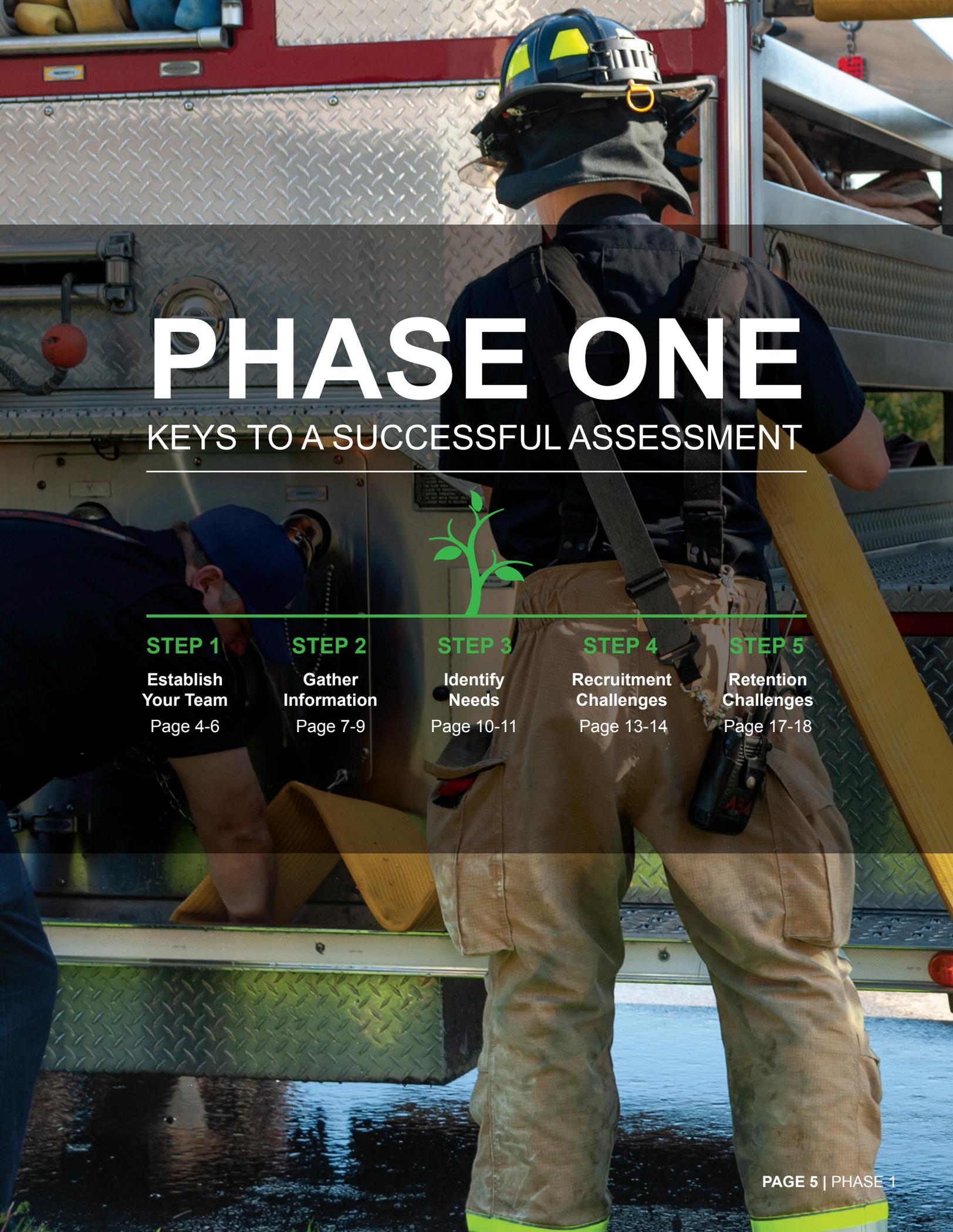
PHASE 1: ASSESSMENT



PHASE 2: PLANNING & ACTION



Each rural community has its own unique needs and resources. Above is a sample timeline that is available to guide your work. It should not be viewed as a required timeline. To create a custom timeline, enter the dates for your initiative in the [Timeline Tool](#) and your dates will appear in that document for your reference.



PHASE ONE

KEYS TO A SUCCESSFUL ASSESSMENT



STEP 1

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STEP 1

ESTABLISH YOUR TEAM INSTRUCTION GUIDE

GETTING STARTED

Why do you need a team?

- Teams bring a variety of skills, resources, expertise, and connections to the table.
- Working with a team can create challenges. When issues are fully discussed, and all options are evaluated, the end product is often better designed and you are rewarded with better results.
- Each individual has a unique perspective, which helps you understand your recruitment and retention issues better AND see any potential challenges.

YOUR NEXT STEP

Answer the questions listed in the Think it Out Section and review the [Step 1: Establish Team Instruction Guide](#)  in the appendix. Doing this will help ensure that conditions are in place to create and support an effective team.

TAKE IT TO THE NEXT LEVEL

In order to create an effective team, you may need to think beyond “typical” team members. A team of diverse people, invested in EMS and fire and in your community, may include individuals with whom you have not collaborated before. Recruitment often involves going outside the circle of EMS and fire providers to enlist new candidates. Partnering with businesses, churches, or a community foundation are excellent ways to increase awareness of your personnel needs and gain support for your projects.

THINK IT OUT

Below, list the people that you want to invite to an initial recruitment and retention team meeting. You may want to compare your list to the [Potential Member List](#)  before sending out invitations to the first meeting.

Select a date and location for your first meeting:



STEP 1

ESTABLISH YOUR TEAM

INSTRUCTION GUIDE

INTRODUCTION

In order to create an effective team, you may need to think beyond the “typical” team members. A team of diverse people, who are invested in Fire/EMS and your community, may include individuals with whom you have not collaborated before. Recruitment often involves going outside the circle of Fire/EMS providers to enlist new candidates. Consider the following questions when forming your team. Use the space provided to record your answers.

1. What are the geographical boundaries of the community you serve (county, cities, etc.)?
2. Is there a benefit to working with neighboring agencies, either county-wide or regionally?
 Yes Maybe No
If yes or maybe, which neighboring agencies or geographic area already has a structure in place or is positioned to work with you on this project?
3. Who reaps the benefits of a strong Fire/EMS system and adequate personnel in your area (make sure to think outside healthcare - a large employer, farms, etc.)?
4. Who has the ability to change current policies or regulations that may be creating barriers to recruiting and retaining personnel?
5. Who are the prospective candidates for Fire/EMS providers, and where are they located? Consider characteristics such as age, residency, flexible employment, supportive employers, or backgrounds or interests similar to Fire/EMS.
6. Who are the current Fire/EMS providers that are knowledgeable about the benefits and challenges of being a Fire/EMS provider in your area?
7. Who might want to be involved in helping to fund or implement your initiative?

Most successful initiatives are developed and implemented by a team of people that care about an issue. Working with a team can create challenges, but the end product is often better designed and you are rewarded with better results. The need for coordinating teams as part of emergency response is highly recognized. Training drills and certification courses are two examples of the need for coordinated efforts during an emergency situation. Creating a team will enable you to apply the leadership and management skills that Fire/EMS uses in emergency situations, to a problem that impacts all emergency response: recruitment and retention of personnel.

BEST PRACTICES

There are several best practices for groups that can be applied to your recruitment and retention initiative. Many community teams have experienced success by doing the following:



Clearly defining a joint purpose.



Having clear ground rules that include the assumption that everyone comes to the table with “positive intentions”.



Agreeing that the problem being addressed requires collaboration.



Understanding that difference of opinion can be positive, and helps the team understand a problem from many perspectives.



Staying focused on goals and objectives of the project, and agreeing to set aside differences that do not impact the joint purpose.



Working through differences during the planning process helps to prevent problems during implementation of a project.



Including more than the core team during implementation of an initiative. Once your projects are planned, remember that it is everyone’s responsibility in the department to promote and support recruitment and retention efforts. Similar to incident management, everyone involved plays a critical role. The incident command team leads and coordinates the response, but the response itself is carried out by all responders. Your Recruitment and Retention Team should plan and lead, but also remember that every crew member plays a vital role. Including them will increase your effectiveness.



Preparing in advance for all meetings. The meeting leader and team members should come prepared to all meetings.



Preparing for your initial meeting by answering a few questions. These questions will help you share a clear message about why you are forming a team and the purpose of the team. Use the answers to the questions below in the meeting invitation and as items on your agenda. A potential member list and sample agenda are included in the appendix .

- Why is it important to form a team to address the challenges you face regarding recruitment and retention?
- What is the purpose of the team?
- Why are recruitment and/or retention a challenge for your agency?

APPENDIX RESOURCES

- Timeline Tool
- Potential Member List
- Sample Meeting Agenda First Meeting
- Meeting Sign In Form
- Sample Ground Rules
- Meeting PowerPoint
- Sample Memorandum of Agreement

POTENTIAL TEAM MEMBERS

Most successful initiatives are developed and implemented by a team of people that care about an issue. Working with a team can create challenges but the end product is often better designed, and you are rewarded with better results. In order to create an effective team, you may need to think beyond the “typical” team members. A team of diverse people, who are invested in Fire/EMS and your community may include individuals with whom you have not collaborated before. Recruitment often involves going outside the circle of Fire/EMS providers to enlist new candidates.

FIRE/EMS PROFESSIONALS

- Agency directors
- Crew or squad leaders
- Instructor Coordinators
- Medical Control Authority director
- Veteran Fire/EMS crew member
- New (< 2 years) Fire/EMS crew member
- Other

COMMUNITY MEMBERS

- Local employers
- Small business owners
- Church leaders
- Community members who support Fire/EMS
- Family members of Fire/EMS crews
- Other

OTHER HEALTHCARE PROFESSIONALS

- Medical director
- Hospital emergency staff
- Primary care provider
- Human resource professionals
- Public health department
- Emergency management
- Fire department chief
- Other

COMMUNITY LEADERS AND FUNDERS

- Civic group members (Rotary, Lions Club)
- Community foundations
- United Way
- Chamber of Commerce
- Village, city, or county officials
- Other



GATHER INFORMATION

INSTRUCTION GUIDE

GETTING STARTED

You may have a good sense of why you have recruitment and/or retention challenges. It is good, however, to take a step back and look at the issue from various perspectives. You may be tempted to jump to solutions without allowing enough input from others. Skipping this step can lead to a hit or miss approach that may or may not be effective. Invest time now for big returns later. Before you begin collecting data, write down one thing that you know about your current personnel challenges:

YOUR NEXT STEP

It is time to explore what your challenges are, and what is causing them. [Step 2: Gather Information Instruction Guide](#)  walks you through a list of reports that may be helpful to review.

TAKE IT TO THE NEXT LEVEL

Even if you are able to collect a variety of data, chances are there may be still unanswered questions. In addition to reviewing data that you have available, use the resources in the appendix  to:

- Conduct a survey
- Hold a focus group
- Interview key people in your community

The above activities are designed to help you understand why you have recruitment and retention challenges. The appendix  includes links to samples for each of these activities.

THINK IT OUT

List some key people from public safety or health organizations who would have access to reports or information that you could use to understand your recruitment and retention challenges. Refer to [Step 2: Gather Information Instruction Guide](#) for a list of reports that may be useful.

List people from your agency or the community who you could interview, or invite to a meeting, to hear their ideas and thoughts about recruitment and retention.



GATHER INFORMATION

INSTRUCTION GUIDE

INTRODUCTION

Before you pick a project or activity, it is helpful to explore the extent of your Fire/EMS staffing challenges and what is contributing to those challenges. You may be tempted to jump to solutions without allowing enough input from others, or considering all the reasons for your staffing shortages or turnover. Skipping assessment steps often leads to a hit or miss approach to a problem, which may or may not be effective. By investing time in the assessment steps provided, you are more likely to identify solutions that have the best chance of making an impact. The benefits of gathering information about the needs of your local community include:

1. A better understanding about recruitment and retention problems, and why they are occurring
2. Help communicating the importance of increasing your personnel/volunteer resources
3. Having baseline data that can be used to measure if your recruitment and/or retention efforts are having an impact
4. Increased effectiveness of your recruitment and retention activities

BACKGROUND INFORMATION

Most Fire/EMS professionals have limited time to collect and analyze data. However, you likely have a lot of data already at your fingertips! It is important to remember that your goal in data collection is NOT to have a huge amount of statistics. The goal is to have enough information so that you clearly understand your recruitment and retention challenges from many perspectives. To create a complete picture of the issue, there are two types of data or information you can use. In the tables below, in the left column, check the information that you have now. In the next column, you can check a few that you would like to learn more about.

Quantitative Data: Sometimes this type of data is called “hard” data. It includes the statistics, facts, and figures that are traditionally thought of as data.

HAVE	NEED	REPORT	SOURCE
<input type="checkbox"/>	<input type="checkbox"/>	Run data can help you see volume trends and target scheduling issues.	Run reports
<input type="checkbox"/>	<input type="checkbox"/>	Roster numbers and trends will give you a sense of how many more providers you need.	Agency roster
<input type="checkbox"/>	<input type="checkbox"/>	Licensure or certification information can show if there are qualified people in your area that are not on your roster.	Bureau of Health Care Services *
<input type="checkbox"/>	<input type="checkbox"/>	Community economic Info can help you understand why it is difficult to recruit volunteers.	Michigan Labor Bureau* or local Economic Development Commission
<input type="checkbox"/>	<input type="checkbox"/>	Research study data can help you plan a project that has the best potential for success.	Fire or EMS journals
<input type="checkbox"/>	<input type="checkbox"/>	Law enforcement statistics can support your need for additional personnel to assist in the case of accidents or crimes.	Local police; dispatch
<input type="checkbox"/>	<input type="checkbox"/>	Death statistics can help to communicate the need for Fire or EMS personnel.	Michigan Department of Health and Human Services (MDHHS)*

* online resource

Qualitative Data: Sometimes this type of data is called “soft” data. It includes survey comments and information from focus groups, meetings, and interviews.

HAVE	NEED	REPORT OR ACTIVITY	SOURCE
<input type="checkbox"/>	<input type="checkbox"/>	Ask questions at meeting	First responder or community meetings
<input type="checkbox"/>	<input type="checkbox"/>	Needs assessments	MiREMS 
<input type="checkbox"/>	<input type="checkbox"/>	Local surveys	Your Fire/EMS agency; neighboring agencies
<input type="checkbox"/>	<input type="checkbox"/>	Hold a special meeting, community conversation, or town hall meeting	Recruitment & Retention Team
<input type="checkbox"/>	<input type="checkbox"/>	Survey Reports	MDHHS, MCA

Which type of data is more important?

Some people discount qualitative data as opinions, and not as important as statistics or quantitative data. Researchers find both types of data equally important, but use them in different ways. Qualitative data, when collected from a variety of perspectives or points of view, can be critical to understanding “WHY” a problem is happening. Quantitative data often helps one see the size and scope of a problem, or “WHAT” is happening. An example:

Quantitative data: Daytime roster numbers have sharply declined over the past three years (From 10 available people to 4).

Qualitative data: In a survey of Fire/EMS personnel, we learned that some stay-at-home moms, who were on call during the day, lost their “on call” childcare providers.

BEST PRACTICES

In 2005, Michigan Rural EMS Network received a grant from the Michigan Center for Rural Health, which funded a needs assessment for pre-hospital care in the Thumb Region of Michigan. Results from the assessment were instrumental in the award of two federal grants, used to increase training resources and implement a comprehensive Recruitment and retention project. A follow up review of data in 2014 showed an increase of 85 licensed Fire and EMS professionals in the region over a three year period.

Additional Tips

- When you collect qualitative data, take the results seriously. Those providing the input want to know that their perspectives and ideas are considered and respected. When asking for input let people know that you will consider all information, and will act on things that are prioritized for action by your team and are within your power to change.
- If possible, use an outside consultant to collect information. People must feel comfortable providing feedback. An objective person, collecting the information anonymously, can greatly reduce any fear of being penalized for negative comments or suggestions.
- Consider all opinions valid. People may see a problem from different perspectives. None of them are wrong, just different.
- Communicate the results of your information gathering activities. Make sure that those who provided input receive follow-up information about WHAT is being done, and why. If possible, include these individuals during [Step 6: Prioritization](#).

APPENDIX RESOURCES

- Local Fire/EMS Fact Sheet - Template
- MiREMS Needs Assessment Report by Region
- Medical Director Survey
- Fire/EMS Professionals Survey
- Fire/EMS Manager Survey
- Focus Group Meeting Guide
- Interview Guide
- Sample Questions

ONLINE RESOURCES

- Survey Collection and Reporting Tool (free and paid subscriptions available): www.surveymonkey.com
- MDHHS Natality and Mortality Statistics by County, Health Department, or State: <http://www.mdch.state.mi.us/pha/osr/chi/IndexVer2.asp>
- Michigan Labor Bureau: <http://www.milmi.org/cgi/dataanalysis/?PAGEID=94>
- Bureau of Health Care Services: http://www.michigan.gov/documents/lara/License_County_by_County_February_2015_483126_7.pdf or http://www.michigan.gov/lara/0,4601,7-154-63294_63303---,00.html
- US Census Quick Facts: <http://quickfacts.census.gov/qfd/index.html>
- Demographic and Geographic Data: <http://www.city-data.com/city/Michigan.html>
- County Health Rankings: <http://www.countyhealthrankings.org/>
- Centers for Disease Control - Community Health Status Indicators: <http://wwwn.cdc.gov/CommunityHealth>
- Kids Count (economic, health, and education statistics): <http://www.mlpp.org/kids-count/michigan-2/mi-databook-2014>



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IDENTIFY NEEDS

INSTRUCTION GUIDE

GETTING STARTED

What makes a rural EMS or fire agency strong? The North Dakota Rural EMS Improvement Project identified in the [2011 Rural Ambulance Service Survival Guide](#)  eight characteristics of a “Thriving Rural Ambulance Service”. These characteristics, which are also applicable to fire agencies, are:

1. Level of leadership
2. High standards
3. Positive and inviting environments
4. Clear mission and value
5. Fair schedules
6. Safe and healthy schedules
7. Adequate funding
8. Good facilities, vehicles, and equipment

Understanding your strengths and needs in these eight areas will help point you to strategies that will best address your recruitment and retention challenges.

YOUR NEXT STEP

Follow the Step 3: Identify Needs Instruction Guide  in the appendix and complete the Gaps and Needs Assessment. Distribute a copy of the Gaps and Needs Assessment to members of your team.

TAKE IT TO THE NEXT LEVEL

Generalized leadership or management training rarely meets the specific needs of Rural EMS and fire professionals. Send your agency manager(s) to training designed specifically for Rural EMS or fire leaders. The EMS Leadership Academy, sponsored by the Michigan Center for Rural Health, is an interactive training designed by SafeTech Solutions, LLC. More information is included in the appendix .

THINK IT OUT

Summarize your assessment: Reflect how you rated each of the eight characteristics used in the [Gaps and Needs Assessment](#)  found in the appendix. Based on your results, use the following table to assign each of the eight characteristics to the appropriate level of need.

STRENGTHS

--

AVERAGE NEEDS

--

HIGH NEEDS

--



STEP 3

IDENTIFY NEEDS INSTRUCTION GUIDE

INTRODUCTION

Where are the gaps? What are the needs of your agency? After reviewing the characteristics of thriving ambulance services in North Dakota, eight qualities were identified as consistent:

1. Level of Leadership: People will follow strong leaders.
2. High Standards: Something is NOT always better than nothing! Some of the largest, most active rosters have the highest standards.
3. Agency Environment: Positive and inviting environments are welcoming to new recruits, and retain existing crews.
4. Mission and Value: You might know and feel it, but having a concrete plan to communicate this information to your community is important.
5. Call Schedules: Fair Distribution of call hours, based on crew interest, is essential.
6. Safety First: Out of desperation due to shrinking rosters, some agencies schedule people for shifts that can create safety or health concerns.
7. Adequate Funding: EMS services are not free, and must be funded adequately if they are expected to thrive. Members of Michigan Rural EMS Network can receive technical assistance for grant applications. Visit www.mirems.org for membership information.
8. Good Facilities, Vehicles, and Equipment: High quality, up to date equipment can be a magnet for attracting new recruits, and can elevate the level of pride and loyalty in existing Fire/EMS personnel.

Assess your agency's strengths and needs using the Gaps and Needs Assessment .

BACKGROUND INFORMATION

Recruitment and retention issues are symptomatic of a struggling rural Fire/EMS agency. Personnel will be attracted to organizations and individuals that are successful. When an EMS agency is facing multiple challenges, it is likely to impact the roster. The North Dakota Rural EMS Improvement Project identified, in the 2011 [Rural Ambulance Service Survival Guide](#) , eight characteristics of a "Thriving Rural Ambulance Service". Strong rural ambulance services share common characteristics. They have risen to the challenges facing rural Fire/EMS and not only survived, but are excelling at meeting the Fire/EMS needs in their communities. A full copy of the survival guide is included in the e-library, section 11. Before you answer the questions about gaps and needs for your community, you may want to review this guide.

BEST PRACTICES

EMS Leadership Academy - Michigan Center for Rural Health (MCRH)

This interactive training is designed by SafeTech Solutions, LLC., and has been offered in Michigan by MCRH in order to help rural Fire/EMS fill the gaps and meet the needs of their agencies. The training is offered in four levels. Each level is a 15-hour, two-day program. The sessions are designed to be engaging, lively, and participatory, and aim to prepare participants to lead and manage today's Fire/EMS agencies. Cost of tuition is covered by the MCRH for the first 26 registrants. After the first 26 spots are filled, individuals are placed on a waiting list. For more information visit the MCRH Fire/EMS page at www.mcrh.msu.edu/ems.aspx. A Level IV participant stated, "This class was outstanding and much more than expected. I will certainly use and implement the information I received, and have already done so." Todd Follen, LT. Firefighter and Paramedic of Owosso Fire Department.

APPENDIX RESOURCES

- 2011 Rural Ambulance Service Survival Guide
- Gaps and Needs Assessment

ONLINE RESOURCES:

- Michigan Center for Rural Health: www.mcrh.msu.edu/ems.aspx

GAPS AND NEEDS ASSESSMENT NMFCA:

EIGHT CHARACTERISTICS OF A THRIVING RURAL FIRE/EMS AGENCY¹

Overview

This tool is best used with a committee of diverse people from your Fire/EMS Agency. This gives you the benefit of multiple perspectives and the assessment results are more accurate. This assessment should be approached from an investigative perspective, to learn and improve.

Survey Instructions

The assessment can be copied and distributed anonymously so that people feel comfortable being completely honest with their responses. You might also consider having an outside person collect the surveys and tabulate them so that there is an added level of trust. Once you have the results tabulated, the report can guide your group discussion. If you do not have the time or resources to use the tool as a survey, or you already have a high degree of openness and trust in your organization, you may be able to start with the group discussion.

Discussion Instructions

Based on information you have collected in step 2, and the results of the Gaps and Needs survey, have your committee discuss each of the bulleted questions. Record any notes during your discussion in the blank section to the right of the questions. Having an outside facilitator lead the discussion may be helpful to encourage participation, and facilitate productive conversation. After an open and honest discussion, form a consensus among committee members and check the box to the right of each of the 8 areas to indicate whether this area is:

- A strength
- An average area of need
- An high area of need

	STRENGTH	AVG NEED	HIGH NEED
<p style="text-align: center; color: #4caf50; margin: 0;">CHARACTERISTIC</p> <p>1. Level of Leadership - People will follow strong leaders.</p> <ul style="list-style-type: none"> • How engaged and dedicated are your leaders? • Are they trained for their leadership roles? • How well rested are your leaders and do they have the time need-ed to run a “thriving” rural Fire/EMS company? <p>Notes:</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>2. High Standards - “Something is NOT always better than nothing!” Some of the largest active rosters have the highest standards.</p> <ul style="list-style-type: none"> • Does your company have job descriptions? • Are policies and procedures written? • Do people know, understand, and follow the policies and procedures? • Do leaders hold people accountable to these standards? <p>Notes:</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>3. Warm and inviting environments welcome new volunteers and keep existing volunteers.</p> <ul style="list-style-type: none"> • Are attitudes in your agency generally “good” or bad”? • How much interpersonal conflict do you have to deal with at your agency? • Are training and education a priority? • How do you recognize and reward volunteers? <p>Notes:</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

¹Based on the 2011 Rural Ambulance Service Survival Guide, The North Dakota Rural EMS Improvement Project.

CHARACTERISTIC	STRENGTH	AVG NEED	HIGH NEED
<p>4. Mission and Value: you might feel it, but how well is your Fire/EMS portrayed in the community?</p> <ul style="list-style-type: none"> • What do your leaders and members say if asked about the “Fire/EMS Agency”? • Do you have data that shows your impact on the community? • How well do you tell your story? How often? • Do you have a communication plan? 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Notes:			
<p>5. Call schedules make a difference.</p> <ul style="list-style-type: none"> • Do you have people who are rarely schedule for on-call duties? • Is time distributed responsibly and fairly? 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Notes:			
<p>6. Safety first! Sometimes out of desperation due to shrinking roster we schedule people for on-call duties that are not safe or humane.</p> <ul style="list-style-type: none"> • Do Fire/EMS staff perform back-to-back shifts? • Are those on call allowed time for adequate rest, sleep, and off time consider their other obligations to work and family? • Are some Fire/EMS volunteers on call for more than 80 hours in a given week? • Do you have processes in place when Fire/EMS personnel have long transfers and are scheduled for the next shift? 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Notes:			
<p>7. Adequate funding for ambulance services - Fire/EMS services are not free and must be funded adequately if they are expected to thrive.</p> <ul style="list-style-type: none"> • Is your facility adequate to store vehicles, equipment, and provider training? • Are you barely meeting equipment standards and in danger of falling out of compliance? • Have you budgeted for adequate medical direction? • Are you capturing revenue effectively? • Do you have sustainable funding for your core services? 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Notes:			
<p>8. Good Facilities, vehicles, and equipment can be a magnet for attracting new personnel, and elevate pride of existing EMS personnel.</p> <ul style="list-style-type: none"> • How clean is your facility? Equipment? • Do you have adequate space for training? • Do you have space for administrative duties and storing records? • Do you have reliable technology (computer, radios, reporting software, etc.)? • Have you been hampered by equipment that broke down, was missing, or needed repair? 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Notes:			



RECRUITMENT CHALLENGES

INSTRUCTION GUIDE

GETTING STARTED

To effectively recruit new people to your agency, you must understand what motivates someone to become an EMS or fire professional. FEMA, in its [EMS Recruitment & Retention Manual](#), identifies five key motivators for becoming an EMS professional:

- Opportunity for friendships and cooperative activities
- Feelings of satisfaction and importance
- Altruism
- Sense of achievement and self-esteem
- Successful performance

It is important to remember that motivators for one person may be different for another. Using multiple strategies and messages that target different motivators will increase your impact.

YOUR NEXT STEP

Despite the challenges rural EMS and fire agencies face, your team can be effective recruiters. Review the [Step 4: Recruitment Challenges Instruction Guide](#). Next, complete the [Marketing that Motivates](#) tool.

TAKE IT TO THE NEXT LEVEL

Developing a marketing strategy for recruitment may seem overwhelming, but the three page [Recruiting Process](#) guide, provided by the Virginia Department of Health, will lead you through each step. The guide covers two key components:

- Marketing Sources: Advertising, networking/word of mouth, and legacy/family member
- Types of Potential Members: People who are unaware, aware, interested, and intimate

THINK IT OUT

What are your local advertising options?

PRINT MEDIA

RADIO/TV

SOCIAL MEDIA

List a few key people who can help you network or recruit people by word of mouth:

What have you done recently to invite family members of your crew to join your agency?



STEP 4

RECRUITMENT CHALLENGES INSTRUCTION GUIDE

INTRODUCTION

Steps 2 and 3 should have helped you gain a clearer picture of your recruitment and retention challenges. It is now time to take a look at additional reasons why you might be having difficulty recruiting new EMS professionals, and retraining current EMS professionals. Steps 4 and 5 are most effective when looked at together. It is rare that you are successful with recruitment efforts, but not retaining current EMS personnel. New recruits will be attracted to an EMS agency where current EMTs and paramedics are happy and satisfied. In Step 4, we will focus on motivating factors for new and current EMS personnel. In Step 5, we will look more closely at other factors in the community and/or EMS agency that may be contributing to your personnel challenges.

BACKGROUND INFORMATION

Different individuals are motivated by different factors. What motivated you to become an EMS professional may be true for some new recruits, but not others. It is important that your recruitment marketing and outreach efforts address multiple motivators.  The Emergency Medical Services (EMS) Recruitment and Retention Manual, Federal Emergency Management Agency, United States Fire Administration includes an extensive guide for how to develop a successful marketing campaign. This document also provides multiple sample projects for outreach and marketing. In order to pick the best strategies for your agency, you should carefully assess which motivators you are addressing well and which could use some improvement. Page 2 of this instruction guide walks you through the five key motivators identified by FEMA, USFA. After completing the questionnaire, you will have information that you can use during Steps 8 and 9 to design very powerful strategies and activities.

BEST PRACTICES

The EMS Recruitment and Retention Manual  (FEMA, USFA) includes 32 example of projects and activities that can be used to improve personnel numbers. One recruitment example is the Buddy System (page 53). This method has minimal costs, but alone will not meet the volunteer staffing needs of an organization. The buddy system is a recruitment method that targets the personal contacts of existing members as potential recruits. Each existing member is enlisted as a recruiter and is expected to solicit individuals with whom the veteran member is familiar, usually friends and relatives, as volunteer members of the EMS organization. The EMS organization may set annual recruitment goals. A typical target is one new volunteer per veteran member each year.

APPENDIX RESOURCES

- Marketing that Motivates
- Recruiting Process – Virginia Department of Health
- EMS Recruitment and Retention Manual

ONLINE RESOURCES:

- Minnesota Department of Health EMS Toolkit:
<http://www.health.state.mn.us/divs/orhpc/resources/ems/index.html>
- “Finding Daytime Volunteers,” Energize online library:
<https://www.energizeinc.com/art/finding-daytime-volunteers>

MARKETING THAT MOTIVATES!

WHAT MOTIVATES PEOPLE TO BECOME RURAL EMS PROFESSIONALS?

Based on motivating factors included in the Emergency Medical Services (EMS) Recruitment and Retention Manual, Federal Emergency Management Agency, United States Fire Administration (Page 30-32).

OPPORTUNITY FOR FRIENDSHIPS AND COOPERATIVE ACTIVITIES

The opportunity to develop friendships, and to work cooperatively with other people in a rewarding activity, is a major reason why individuals enlist and remain in EMS organizations. Therefore, it's important that EMS teams work well together and have a successful partnership when responding to emergency calls.

Needs related to friendship and working cooperatively can be met in many different ways. A manager could either assume, or delegate responsibility for, seeing that new EMS professionals have a buddy assigned to help them become part of the group. Symbols of belonging to a group or organization are important reinforcers of allegiance and membership. Use the inventory below to assess how your agency is doing in the area of friendships and cooperative activities.

HOW WELL DOES YOUR EMS AGENCY . . .	VERY WELL	OK	NOT MUCH
A. provide day-to-day activities and special events that allow friendships to develop and grow?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. make a special effort to involve spouses and other family members in the EMS organization?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. make individuals feel they are part of a team and prevent them from becoming isolated and excluded from the group?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D. avoid cliques that often form in social groups, may make some people feel like outsiders, and eventually may lead to their dropping out?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E. identify EMS professionals that may feel isolated, and connect with them so that they become integrated into the group?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F. use uniforms, caps, insignias, or logos on equipment and clothing to promote loyalty and a sense of belonging to the group?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Examples:

- Tri-County EMS invites you to join our team of professionals!
- Tri-County EMS wants you and your family to become part of ours!

Practice: Write your own message

FEELING OF SATISFACTION AND IMPORTANCE

The satisfaction and importance that many EMS professionals feel as a result of taking charge of an emergency situation and providing lifesaving emergency care, is another strong motivational force.

Needs related to satisfaction and importance can be motivators for many young people. Young people can have a high level of energy, commitment, and loyalty when given the opportunity to contribute.

HOW WELL DOES YOUR EMS AGENCY...	VERY WELL	OK	NOT MUCH
A. tell EMS professionals how important they are to their community?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. promote the importance of the EMS agency to the community?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. explain the vital nature of rural EMS professionals to the community?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Examples:

- Emergency situations require trained professionals. Become an EMT today!
- Our EMS professionals receive regular training, and provide high quality care during emergency situations.

Practice: Write your own message

ALTRUISM

A powerful reason to join and remain in organizations is the nature of the work itself, providing on scene emergency medical care.

EMS work enables the individual to feel like he or she is giving something beneficial to others, an altruistic motive. Many Americans are motivated to become EMS professionals due to a desire be helpful to their community, and the belief that citizens should give something back to society is strong in many communities.

HOW WELL DOES YOUR EMS AGENCY...	VERY WELL	OK	NOT MUCH
A. publish information about how the EMS agency serves the community (i.e. runs, saves, etc)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. publically thank EMS professionals for their service to the community?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Examples:

- Mid-State EMS: serving the needs of the community for 15 years! Register for fall classes today.
- Become an EMT – an opportunity to serve your community!

Practice: Write your own message

SENSE OF ACHIEVEMENT AND SELF-ESTEEM

Individuals who are motivated by achievement need the chance to feel like they are developing expertise and competence as an EMS professional.

EMS professionals may develop a sense of achievement and self-esteem from being able to do the right thing at the right time. Achievement grows with skill and ability.

HOW WELL DOES YOUR EMS AGENCY...	VERY WELL	OK	NOT MUCH
A. provide certificates for completing training?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. provide more than the "basics" for training (i.e. special certifications, guest experts)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. pay for, or encourage, EMS crew members to attend conferences?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D. encourage and support (financially, time off, etc) EMS personnel to obtain additional certifications?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Examples:

- Join Mid-State EMS - develop the skills needed to save lives.
- Becoming an EMT is just the beginning. Mid-State EMS has numerous opportunities for EMS professionals to gain experience, expertise, and skills to meet the unique needs of our rural community.

Practice: Write your own message

SUCCESSFUL PERFORMANCE

Successful performance is a strong motivator for continued EMS service.

The EMS manager needs to communicate to some individuals that they have been successful, by making them aware of their own personal wins and accomplishments.

HOW WELL DOES YOUR EMS AGENCY . . .	VERY WELL	OK	NOT MUCH
A. ask EMS professionals for their advice and ideas about how to get things done?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. provide regular evaluations and feedback for paid and volunteer EMS professionals?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. encourage crew members to praise, appreciate, and recognize good work (best accomplished when a manager leads by example)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D. publicly recognize individuals for their accomplishments and efforts?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Examples:

- Join Mid-State EMS in thanking "Joe Smith" for dedicating 10 years of service, and providing CPR instruction to 1250 local residents.
- Submit a picture and press release for new EMT students who recently passed their state exam.

Practice: Write your own message



RETENTION CHALLENGES

INSTRUCTION GUIDE

GETTING STARTED

Sometimes your best recruitment strategy is to retain current professionals in your agency. In the 2007 document, [Retention and Recruitment for the Volunteer Emergency Services: Challenges and Solutions](#) , FEMA identified eleven recruitment and retention root causes:

1. Time demands
2. Training requirements
3. Increasing call volume
4. Changes in the “nature of business”
5. Changes in sociological conditions
6. Leadership problems
7. Federal legislation and regulations
8. Increasing use of combination departments
9. Aging communities
10. Internal conflict
- 11.

YOUR NEXT STEP

Review the definitions of each of the 11 root causes included in the [Root Causes Table](#) , use the data you collected in Steps 2 and 3 to complete the Think It Out section.

TAKE IT TO THE NEXT LEVEL

Root cause analysis is a structured process for asking “why”. Use the process outlined in [Step 5: Retention Challenges Instruction Guide](#) to help you target root causes with strategies which can make the biggest impact. When finished, you can:

- Summarize the results of your exercise on the [Root Cause Analysis Worksheet](#) .
- If you are familiar with using SMART ART in Microsoft Word, use the Horizontal Hierarchy chart to illustrate your root cause analysis.

THINK IT OUT

Considering the data you have collected, and other conversations you have had around the steps in this toolkit, which of the 10 root causes do you feel are more realistic for you to address?



STEP 5

RETENTION CHALLENGES INSTRUCTION GUIDE

INTRODUCTION

When existing personnel are happy, motivated, and productive you will experience less turnover, and new recruits will be naturally attracted to your EMS agency. On the other hand, if your agency has a reputation for negative attitudes or personnel that are not invested, it will be very difficult to increase the numbers on your roster. In Step 5, we will look more closely at factors in the community and/or EMS agency that may be contributing to your personnel challenges.

BACKGROUND INFORMATION

To determine the extent of your EMS retention problems, you may want to look at three specific items of information:

1. Average length of service by current active roster personnel
2. Turnover rates of EMS personnel (i.e. how many are taken off the list each year)
3. Comparison of number of EMS personnel on your active roster with the number of EMS licensed individuals in your county

Another way to assess your retention challenges is to conduct an EMS Professionals Survey. Conducting a survey was discussed as part of Step 2, and a sample was provided . Once you have the results from this survey, you can create a list of things that you believe are causing your recruitment and retention challenges. You can also compare this list to the Root Causes Table  provided by FEMA in Retention and Recruitment for the Volunteer Emergency Services: Challenges and Solutions. You can further explore these and other root causes using the Root Cause Worksheet . Root cause analysis is a structured process for getting to the bottom (or root) of why a problem is happening. This structured process is used in a variety of settings. Some example descriptions are included on YouTube, and listed in the online resources below.

BEST PRACTICES

The EMS Recruitment and Retention Manual  (FEMA, USFA) includes 32 example of projects and activities that can be used to improve personnel numbers. One retention example is a Formal Recognition System (page 57). This method can have modest costs, however many costs can be avoided through creativity (i.e. printing certificates instead of ordering custom made certificates). Anything can be used as an award although they typically include, either alone or in combination, a printed acknowledgment with the recipient's name inscribed (certificate or plaque), an item of value (cash or gift certificate), and a recognition event (i.e. awards dinner for members and spouses). Awards may be presented for any significant achievement: length-of-service, meritorious acts, overall performance (e.g., "EMT of the Year"), level of participation, promotions, and skill-development (e.g., certification, completion of training program). After the recognition system has been announced and expectations created, the awards must be made as promised in a fair and consistent manner. Use of a committee helps to ensure the integrity of the recognition program.

APPENDIX RESOURCES

- Root Causes Table
- Root Cause Analysis Worksheet
- Principles of Retention
- Recruitment & Retention Friendly Departments

ONLINE RESOURCES:

- Mind Tools - Root Cause Analysis: http://www.mindtools.com/pages/article/newTMC_80.htm
- 5 Whys Process: <http://www.isixsigma.com/tools-templates/cause-effect/determine-root-cause-5-whys/>
- Root Cause Analysis Demonstration: <https://www.youtube.com/watch?v=v7M1Gs951Jk>
- MS Office Support for Creating a Hierarchy with SMART ART:
<https://support.office.com/en-ca/article/Create-a-hierarchy-45b915d6-eef0-4722-a7ac-b42f1ffe7c3c>
- YouTube SMART ART Hierarchy Demo: <https://www.youtube.com/watch?v=luCb-nZ4K44>

RETENTION AND RECRUITMENT ROOT CAUSES

SOURCE OF PROBLEMS	CONTRIBUTING FACTORS
Time Demands	<ul style="list-style-type: none"> • the two income family and working multiple jobs • increased training time demands • higher emergency call volume • additional demands within department (fundraising, administrative)
Training Requirements	<ul style="list-style-type: none"> • higher training standards and new Federal requirements • more time demands • greater public expectation of fire department's response capabilities (broader range of services such as a EMS, Hazmat, technical rescue, etc.) • additional training demands to provide broader range of services • recertification demands
Increasing Call Volume	<ul style="list-style-type: none"> • fire department assuming wider response roles (EMS, Hazmat, technical rescue) • increasing emergency medical call volume • increase in number of automatic fire alarms
Changes in the "Nature of the Business"	<ul style="list-style-type: none"> • abuse of emergency services by the public • less of an emphasis on social aspects of volunteering
Changes in Sociological Conditions (in urban and suburban areas)	<ul style="list-style-type: none"> • transience • loss of community feeling • less community pride • less of an interest or time for volunteering • two-income family and time demands • "me" generation
Changes in Sociological Conditions (in rural areas)	<ul style="list-style-type: none"> • employers less willing to let employees off to run calls • time demand • "me" generation
Leadership Problems	<ul style="list-style-type: none"> • poor leadership and lack of coordination • authoritative management style • failure to manage change
Federal Legislation and Regulations	<ul style="list-style-type: none"> • Fair Labor Standards Act interpretation • "2 in, 2 out" ruling requiring four firefighters on scene before entering hazardous environment • Environmental Protection Agency (EPA) live-fire burn limitations
Increasing Use of Combination Departments	<ul style="list-style-type: none"> • disagreements among chiefs or other department leaders • friction between volunteer and career members
Higher Cost of Housing (in affluent communities)	<ul style="list-style-type: none"> • volunteers cannot afford to live in the community they serve
Aging Communities	<ul style="list-style-type: none"> • greater number of older people today • lack of economic growth and jobs in some towns
Internal Conflict	<ul style="list-style-type: none"> • disagreements among departmental leaders • friction between volunteer and career members

PHASE TWO

KEYS TO A SUCCESSFUL PLAN



STEP 6

Engage
People

Page 4-6

STEP 7

Prioritize

Page 7-9

STEP 3

Create
Strategies

Page 10-11

STEP 4

Create an
Action Plan

Page 13-14

STEP 5

Evaluate
Impact

Page 17-18



ENGAGE PEOPLE

INSTRUCTION GUIDE

GETTING STARTED

In this step, you will engage people in prioritizing the recruitment and retention challenges for your agency. There are two main benefits to including others in this decision:

1. You are more likely to select a challenge that will have significant impact
2. When you begin to implement strategies and activities, people will be more supportive

Start by identifying:

1. Who will you ask to help you implement a recruitment strategy?
2. Who should be involved in making changes that will help you retain your current EMS personnel?

YOUR NEXT STEP

We have provided a [Sample PowerPoint Presentation](#) . Present the PowerPoint to your team members. Ask for their input regarding the top three recruitment and retention challenges that should be addressed.

TAKE IT TO THE NEXT LEVEL

Even if your team is made up of a diverse group of people, present your information and engage people outside of your team for maximum impact. For example, other EMS professionals in your agency, community members, and the medical control advisory committee or board might provide valuable input. This input will help build commitment to your work, and help you identify the best place to start addressing recruitment and retention challenges. Review the [Step 6: Engaging Others Instruction Guide](#) for tips on how to engage people.

THINK IT OUT

How and where can you reach people to get their input? (Check any that apply)

- Meetings
- Personal Interviews
- Online Survey
- Other

List 5 potential root causes that you want to prioritize (lack of marketing, lax standards for uniforms, no formal evaluation process for crew members, etc.):



ENGAGE PEOPLE

INSTRUCTION GUIDE

INTRODUCTION

Engaging people throughout your planning process will help increase the success of your Recruitment and Retention efforts. When people have a voice in the activities you have planned, they are more likely to support those activities. Support may be financial, donated goods, or in the form of time.

Two main benefits to including others in this decision:

1. You are more likely to select a challenge that will have significant impact.
2. When you try to implement strategies and activities, people will be more supportive.

BACKGROUND INFORMATION

There are many ways to obtain input from people as you narrow down the root causes for action. This can be accomplished through surveys or group meetings. Three example processes are described in Prioritization Activities: Examples and Instructions



1. Surveys: Online or paper surveys can be a means to quickly collect information from a wide variety of people. The survey can be kept simple, and a sample has been included in the electronic library . Using a tool like www.surveymonkey.com can make tabulating the results very easy. Free and paid subscriptions are available. If tabulating by hand, you can tabulate a score of the survey with a point system using the form included in the electronic library .
2. Group Prioritization: A structured process can be very helpful if you want to engage people during a meeting.

BEST PRACTICES

Explaining the thinking behind the root causes that you ask people to rate is very important. Each of the methods described above include allowing time to explain and answer questions about each of the issues you are considering for action. A Sample Presentation  has been provided. Unless people have been involved with all the steps of your assessment and planning process, it is helpful to explain how you arrived at your current conclusions.

APPENDIX RESOURCES

- Sample Presentation
- Prioritization Activities: Examples and Instructions

ONLINE RESOURCES:

- Facilitative Leadership & Facilitative Training:
<http://terrencemetz.com/2012/01/12/how-to-facilitate-simple-prioritization/>
- Survey Collection and Reporting Tool (free and paid subscriptions available): www.surveymonkey.com

PRIORITIZATION ACTIVITIES

WAYS TO ENGAGE PEOPLE AND OBTAIN INPUT

Based on motivating factors included in the Emergency Medical Services (EMS) Recruitment and Retention Manual, Federal Emergency Management Agency, United States Fire Administration (Page 30-32).

There are many ways to obtain input from people as you narrow down the root causes for action. This can be accomplished through surveys or group meetings.

Surveys: Online or paper surveys is a quick way to collect information from a wide variety of people. A sample is included on page 2. Using a tool like www.surveymonkey.com can make tabulating the results very easy. Free and paid subscriptions are available. If tabulating by hand, you can tabulate a score of the survey with a point system using the form on page 3.

Group Prioritization: A structured process can be very helpful if you want to engage people during a meeting.

- **Red, Yellow, and Green Dots:** Many people have participated in prioritization activities using colored dot stickers. You can collect input quickly using this strategy. Following are the steps for using this process:
 1. List each of the root causes you are considering for action on a separate page of paper.
 2. Post these papers around the room.
 3. Provide each person with a typed list of the causes.
 4. After explaining each item, answer any questions.
 5. Provide 15 stickers (5 green, 5 yellow, 5 red) to each person.
 6. Using a stop light analogy, ask each person to put a sticker on each of the papers you have posted around the room. Have them use a green sticker for items that get a green light and are the most important to address. Have them use a yellow sticker for items that have some potential for action. Have them use a red sticker for items that they think shouldn't be addressed or should be addressed last.
 7. When finished, you have a quick idea for what is most important by the colored stickers on each page.
 8. You can also tabulate a score by giving each dot points and adding them together. Green= 3; Yellow=2; and Red=1
- **Quadrant Scoring:** On a large piece of easel paper, draw the four quadrant table illustrated below. Provide each person a page of stickers (like a mailing label) with the causes listed. After explaining each item, answer any questions. Ask them to put the stickers in the quadrant that they believe the sticker belongs to:

HIGH IMPORTANCE
EASY TO ADDRESS

HIGH IMPORTANCE
DIFFICULT TO ADDRESS

LOW IMPORTANCE
EASY TO ADDRESS

LOW IMPORTANCE
DIFFICULT TO ADDRESS

- **Consensus:** A third way to get input on the most important topics for action is to hold a discussion, and form consensus. Provide each person with a typed list of the causes. After explaining each item, answer any questions. Ask people to circle the top three things that they would like to address on their papers. Through discussion, determine the top two or three items among the entire group. You could also ask each person to list each of their top issues on a separate post it note and post them on a wall as they are shared. This is a visual way to see similarities among group members.

PRIORITY SURVEY

INSTRUCTIONS

Over the past three months, our EMS agency has been discussing ways to increase the number of personnel in on our roster. We have formed a Recruitment and Retention Team that has reviewed a variety of information and local data. Based on these discussion and input from others, we have identified a list of possible issues to address. We would like your opinion on which of the following are the most important and feasible to address. Please complete your survey by _____. The Recruitment and Retention Team will be reviewing the results and planning activities for the upcoming year.

CAUSE OF RECRUITMENT OR RETENTION PROBLEMS (LIST THE ISSUES YOU WANT RATED IN THIS COLUMN)	VERY IMPORTANT	SOMEWHAT IMPORTANT	SMALL IM- PORTANCE		
1.	5	4	3	2	1
2.	5	4	3	2	1
3.	5	4	3	2	1
4.	5	4	3	2	1
5.	5	4	3	2	1
6.	5	4	3	2	1

We value your input. Thank you for participating in this survey!

The committee has recognized that everyone will be needed to help with recruitment and retention activities. Once our activities are determined, we will be reaching out to EMS professionals and community members for assistance.

Please contact _____ if you are interested in becoming involved in future recruitment and retention activities.

SURVEY TABULATION SHEET

INSTRUCTIONS

Instructions: Enter the issues listed on the survey in the left column. Using tally marks or counting, make a mark for each survey response. Multiply by the point value indicated. For each issue, add the scores in that row for a total score.

CAUSE OF RECRUITMENT OR RETENTION PROBLEMS	VERY IMPORTANT 5	4	SOMEWHAT IMPORTANT 3	2	LESS IMPORTANT 1
LIST THE ISSUES YOU WANT RATED IN THIS COLUMN	X5		X3		X1
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					



PRIORITIZE

INSTRUCTION GUIDE

GETTING STARTED

There is one more step before you decide what you are going to do to address your recruitment and retention challenges. It is time to decide which priorities to focus on now, and those to tackle later. It is not realistic to try to address all of your important issues at once. It is better to start with one or two, and be effective with those. Taking on too many issues at one time can be overwhelming, can result in small returns, and can discourage your team.

- Start by having your team review the results of your prioritization activities.
- Select one or two issues that you want to address now. You may want to address one concern related to recruitment, and one related to retention.

YOUR NEXT STEP

As a team, discuss how the volunteer life cycle and recruitment and retention principles are related to your priorities. A description of each principle is provided in the [Step 7: Prioritize Instruction Guide](#) .

TAKE IT TO THE NEXT LEVEL

The Virginia Dept. of Health has developed a complete discussion around core principles in the Keeping the Best publication series. Increase your understanding by reviewing [Recruitment and Retention Principles](#) . According to the principles, crew members stay longer when:

- they feel welcome, needed and respected (Belonging)
- they set and achieve personal goals (Success)
- they have strong relationships with coworkers (Friends & Family)

THINK IT OUT

What are your immediate priorities?

Recruitment priority:

Retention priority:

What are your priorities for the next 3 years?



PRIORITIZE

INSTRUCTION GUIDE

INTRODUCTION

In Step 6, you collected input from people about which items should be selected as priorities. It is now time for your team to make a decision on where to start with your recruitment and retention project.

BACKGROUND INFORMATION

When deciding which issues to tackle first, you can use one of the group processes described in Step 6 with your team members. Your team will want to consider the following as you select 2-3 items for action in the next year:

1. What input did people provide during Step 6?
2. Is your EMS agency and the community ready to make changes in this area?
3. Do you have the resources (funding, time, support) to successfully address this issue?
4. Which groups or individuals would be available to help address this issue?

BEST PRACTICES

In order to present you with the best practice approaches to Recruitment and Retention, the Michigan Rural EMS Network team has conducted an extensive review of materials available. One approach that you may want to review at this time was developed by the Office of Emergency Services, Virginia Department of Health and presented in the “Keeping the Best” publication services. One strength of this approach is the streamlined principles , which are the framework for the entire series. The model has also listed six core programs  for recruitment and retention initiatives:

1. New Member Orientation & Training Program
2. Membership Feedback Program
3. EMS Agency Improvement Program
4. Leadership Development Program
5. Professional Development Program
6. Relationship Building Program

APPENDIX RESOURCES

- Recruitment & Retention Principles- Virginia Department of Health
- Core Recruitment & Retention Programs- Virginia Department of Health

ONLINE RESOURCES:

- Tips for Recruiting a New Generation:
<http://www.firefighternation.com/article/professional-development/tips-recruiting-new-generation>
- Fire & EMS Leader Pro-v:
<http://www.fireemsleaderpro.org/2014/05/19/thoughts-on-firefighter-recruitment-media/>



CREATE STRATEGIES

INSTRUCTION GUIDE

GETTING STARTED

All effective solutions to recruitment and retention challenges are local in nature. This means that no manual or guide can provide a recipe for success. Materials focused on EMS recruitment and retention in rural areas are limited. However, EMS agencies can adapt strategies that have proven successful for volunteer fire services.

When selecting your strategies, be careful to not fall back on ideas that are “comfortable”. Chances are they have been used before. If they have not solved the problem before, will they now? Thinking of new or innovative solutions is not easy. A good way to generate new ideas is to learn how other organizations have dealt with similar issues.

YOUR NEXT STEP

Review strategies used by other communities before you take action. The [EMS Recruitment and Retention Reference List](#)  provides an “at a glance” list of ideas, along with the name of the source document and the page number.

TAKE IT TO THE NEXT LEVEL

[Section 11](#)  of the electronic library has four documents that include several project and strategy ideas. In order to fully understand principles and strategies designed specifically for EMS, your team should review these documents:

1. [Rural Ambulance Leader’s Survival Guide](#) , North Dakota Rural EMS Improvement Project
2. [Keeping the Best!](#)  series, Virginia Department of Health
3. [EMS Recruitment and Retention Manual](#) , FEMA
4. [Retention and Recruitment Guide](#) , FEMA

THINK IT OUT

Use the ideas you recorded on the [EMS Recruitment and Retention Reference List](#)  to outline your strategies.

Priority 1

This priority is related to: Recruitment Retention Both

List 1-3 strategies that you want to implement:

Priority 2

This priority is related to: Recruitment Retention Both

List 1-3 strategies that you want to implement:



STEP 8

CREATE STRATEGIES INSTRUCTION GUIDE

INTRODUCTION

Many people find selecting or creating strategies to be the most exciting part of the process. It can also be overwhelming. Often the review of strategies leaves people with a desire to implement more than is realistic. It is important for any group to resist the urge to undertake too many projects or initiatives. What is the right number of strategies? There is no clear answer for this question. One strategy may be enough if your resources are limited or the strategy is time consuming. Some large teams may be able to coordinate multiple strategies at one time by forming committees and recruiting additional EMS personnel and community members to help with implementation.

BACKGROUND INFORMATION

The purpose of Step 8 is twofold: 1) to help you narrow down your ideas to a number that is manageable, and 2) to select strategies that have the greatest potential for impact. As you look at the strategies provided in the Step 8 folder, you will want to keep in mind the following questions:

1. Who needs to support this strategy and/or provide time or resources to implement successfully?
2. What are the financial resources needed for this strategy or project?
3. Who is willing to take the lead on this strategy to ensure that it is carried out?
4. Is there expertise or training necessary to carry out this strategy?

BEST PRACTICES

In order to help you in the review of strategies that are identified as best practices, we have used the strategies section of four guides. We have also created an EMS Recruitment and Retention Reference List to help you take notes as you review strategies. A Decision Making Guide is also included for use as you begin to narrow down strategies that are directly related to the root causes and issues that you have chosen to address. You can also use the Decision Making Guide to divide work among team members, and to facilitate group discussion as you make your final strategy choices. The reference list, Decision Making Guide, and strategy lists are included in the Step 8 folder in the electronic library .

APPENDIX RESOURCES

- EMS Recruitment and Retention Reference List
- Strategies-2007 Recruitment & Retention Guide- (FEMA)
- Strategies-EMS Recruitment & Retention Manual-(FEMA)
- Strategies-Rural Ambulance Leader Survival Guide (North Dakota Rural EMS Improvement Project)
- Strategies-Keeping the Best (Virginia Department of Health)
- Section 11 of the electronic library 

ONLINE RESOURCES:

- Find rural funding sources and program ideas at the Rural Assistance Center: www.raconline.org

EMS RECRUITMENT AND RETENTION

REFERENCE LIST

Instructions: This reference list has been developed to help you take notes as you review the strategies provided in the Step 8 folder of the electronic library . We have listed each strategy, the document where you will find the strategy, and the page number. There are some suggested ways to use this document:

1. Assign a number of strategies to each team member. Ask them to review each strategy to which they are assigned and complete the checklist/notes section of the tool.
2. Read through the strategy list and identify which at first glance appear to be a good fit for your agency or community.
3. You are encourage to review as many strategies that is feasible for your time. It is natural for groups to lean towards strategies that they have already tried. It is important that you are careful not to choose these strategies, just because they are familiar. If you have already tried some of these strategies, ask yourself- "How much did this strategy help our personnel issues?" If your answer is "only a little" or "not much", carefully consider if this strategy is the right one to address the root causes of your recruitment and retention issues.
4. This tool and the strategy documents are very comprehensive, however it would be impossible to list every strategy. Each community is unique and group discussion may generate new ideas that will also be effective.

Document Key:

- EMS R&R Manual: EMS Recruitment & Retention Manual- (FEMA)
- Survival Guide: Rural Ambulance Leader Survival Guide (North Dakota Rural EMS Improvement Project)
- R&R Guide: 2007 Recruitment & Retention Guide- (FEMA)
- Keeping the Best: Strategies-Keeping the Best (Virginia Department of Health)

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Annual volunteer recognition event	EMS R&R Manual	50	Nature of Business; Leadership; Life Cycle Principle; Belonging Principle; Success Principle; Friends & Family Principle		<input type="checkbox"/> support <input type="checkbox"/> time <input type="checkbox"/> money <input type="checkbox"/> lead person <input type="checkbox"/> expertise
Availability of nonoperational opportunities	EMS R&R Manual	51	Leadership; Life Cycle Principle; Belonging Principle; Success Principle		<input type="checkbox"/> support <input type="checkbox"/> time <input type="checkbox"/> money <input type="checkbox"/> lead person <input type="checkbox"/> expertise
Buddy system	EMS R&R Manual	53	Training Requirements; Leadership; Internal Conflict; Life Cycle Principle; Belonging Principle; Friends & Family Principle		<input type="checkbox"/> support <input type="checkbox"/> time <input type="checkbox"/> money <input type="checkbox"/> lead person <input type="checkbox"/> expertise
Clearly written job descriptions	EMS R&R Manual	54	Nature of Business; Leadership; Life Cycle Principle; Regulations; Success Principle;		<input type="checkbox"/> support <input type="checkbox"/> time <input type="checkbox"/> money <input type="checkbox"/> lead person <input type="checkbox"/> expertise
Competitive testing for promotions	EMS R&R Manual	55	Nature of Business; Leadership; Life Cycle Principle; Belonging Principle; Success Principle;		<input type="checkbox"/> support <input type="checkbox"/> time <input type="checkbox"/> money <input type="checkbox"/> lead person <input type="checkbox"/> expertise
Encouragement of family participation	EMS R&R Manual	56	Belonging Principle; Success Principle; Friends & Family Principle		<input type="checkbox"/> support <input type="checkbox"/> time <input type="checkbox"/> money <input type="checkbox"/> lead person <input type="checkbox"/> expertise

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Formal recognition system	EMS R&R Manual	57	Nature of Business; Leadership; Life Cycle Principle; Belonging Principle; Success Principle; Friends & Family Principle		<input type="checkbox"/> support <input type="checkbox"/> time <input type="checkbox"/> money <input type="checkbox"/> lead person <input type="checkbox"/> expertise
Free insurance	EMS R&R Manual	59	Nature of Business; Sociological Conditions;		<input type="checkbox"/> support <input type="checkbox"/> time <input type="checkbox"/> money <input type="checkbox"/> lead person <input type="checkbox"/> expertise
Free meals during long-distance runs	EMS R&R Manual	60	Time Demands; Nature of Business; Sociological Conditions		<input type="checkbox"/> support <input type="checkbox"/> time <input type="checkbox"/> money <input type="checkbox"/> lead person <input type="checkbox"/> expertise
Free personal equipment and protective clothing	EMS R&R Manual	61	Training Requirements; Nature of Business; Sociological Conditions; Success Principle		<input type="checkbox"/> support <input type="checkbox"/> time <input type="checkbox"/> money <input type="checkbox"/> lead person <input type="checkbox"/> expertise
Free training	EMS R&R Manual	63	Time Demands; Training Requirements; Nature of Business; Sociological Conditions; Success Principle		<input type="checkbox"/> support <input type="checkbox"/> time <input type="checkbox"/> money <input type="checkbox"/> lead person <input type="checkbox"/> expertise
Informal recognition system	EMS R&R Manual	65	Nature of Business; Leadership; Life Cycle Principle; Belonging Principle; Success Principle; Friends & Family Principle		<input type="checkbox"/> support <input type="checkbox"/> time <input type="checkbox"/> money <input type="checkbox"/> lead person <input type="checkbox"/> expertise
Length of service awards program (LOSAP)	EMS R&R Manual	66	Nature of Business; Leadership; Life Cycle Principle; Belonging Principle; Success Principle; Friends & Family Principle		<input type="checkbox"/> support <input type="checkbox"/> time <input type="checkbox"/> money <input type="checkbox"/> lead person <input type="checkbox"/> expertise
Mentoring	EMS R&R Manual	68	Time Demands; Training Requirements; Nature of Business; Sociological Conditions; Leadership; Belonging Principle; Success Principle; Friends & Family Principle		<input type="checkbox"/> support <input type="checkbox"/> time <input type="checkbox"/> money <input type="checkbox"/> lead person <input type="checkbox"/> expertise
Movie theater advertisement	EMS R&R Manual	70	Nature of Business; Sociological Conditions; Belonging Principle; Success Principle; Friends & Family Principle		<input type="checkbox"/> support <input type="checkbox"/> time <input type="checkbox"/> money <input type="checkbox"/> lead person <input type="checkbox"/> expertise
Multilingual recruitment	EMS R&R Manual	72	Nature of Business; Sociological Conditions; Success Principle		<input type="checkbox"/> support <input type="checkbox"/> time <input type="checkbox"/> money <input type="checkbox"/> lead person <input type="checkbox"/> expertise
New, well-maintained vehicles	EMS R&R Manual	73	Nature of Business; Sociological Conditions; Success Principle		<input type="checkbox"/> support <input type="checkbox"/> time <input type="checkbox"/> money <input type="checkbox"/> lead person <input type="checkbox"/> expertise

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Open house	EMS R&R Manual	75	Time Demands; Nature of Business; Sociological Conditions; Belonging Principle; Success Principle; Friends & Family Principle	<input type="checkbox"/> support <input type="checkbox"/> time <input type="checkbox"/> money <input type="checkbox"/> lead person <input type="checkbox"/> expertise	
Out-of-town conferences	EMS R&R Manual	77	Time Demands; Training Requirements; Leadership; Success Principle	<input type="checkbox"/> support <input type="checkbox"/> time <input type="checkbox"/> money <input type="checkbox"/> lead person <input type="checkbox"/> expertise	
Participation-based compensation	EMS R&R Manual	79	Time Demands; Sociological Conditions; Leadership; Belonging Principle; Success Principle	<input type="checkbox"/> support <input type="checkbox"/> time <input type="checkbox"/> money <input type="checkbox"/> lead person <input type="checkbox"/> expertise	
Physical activities	EMS R&R Manual	82	Time Demands; Nature of Business; Belonging Principle; Success Principle; Friends & Family Principle	<input type="checkbox"/> support <input type="checkbox"/> time <input type="checkbox"/> money <input type="checkbox"/> lead person <input type="checkbox"/> expertise	
Piggybacking of recruitment activities	EMS R&R Manual	83	Time Demands; Nature of Business; Sociological Conditions; Belonging Principle; Success Principle; Friends & Family Principle	<input type="checkbox"/> support <input type="checkbox"/> time <input type="checkbox"/> money <input type="checkbox"/> lead person <input type="checkbox"/> expertise	
Print advertisements	EMS R&R Manual	84	Time Demands; Nature of Business; Sociological Conditions; Belonging Principle; Success Principle; Friends & Family Principle	<input type="checkbox"/> support <input type="checkbox"/> time <input type="checkbox"/> money <input type="checkbox"/> lead person <input type="checkbox"/> expertise	
Recruiter incentives	EMS R&R Manual	86	Time Demands; Sociological Conditions; Leadership; Belonging Principle	<input type="checkbox"/> support <input type="checkbox"/> time <input type="checkbox"/> money <input type="checkbox"/> lead person <input type="checkbox"/> expertise	
Stipend (service account) for volunteers who meet minimum weekly participation requirements	EMS R&R Manual	88	Time Demands; Training Requirements; Call Volume; Nature of Business; Regulations Belonging Principle	<input type="checkbox"/> support <input type="checkbox"/> time <input type="checkbox"/> money <input type="checkbox"/> lead person <input type="checkbox"/> expertise	
Targeted recruitment	EMS R&R Manual	90	Time Demands; Nature of Business; Sociological Conditions	<input type="checkbox"/> support <input type="checkbox"/> time <input type="checkbox"/> money <input type="checkbox"/> lead person <input type="checkbox"/> expertise	
24-hour central telephone access by prospective volunteers	EMS R&R Manual	92	Time Demands; Nature of Business; Sociological Conditions	<input type="checkbox"/> support <input type="checkbox"/> time <input type="checkbox"/> money <input type="checkbox"/> lead person <input type="checkbox"/> expertise	
Vacancy announcements	EMS R&R Manual	94	Time Demands; Leadership; Success Principle; Friends & Family Principle	<input type="checkbox"/> support <input type="checkbox"/> time <input type="checkbox"/> money <input type="checkbox"/> lead person <input type="checkbox"/> expertise	

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Volunteer EMT week	EMS R&R Manual	95	Leadership; Belonging Principle; Success Principle; Friends & Family Principle		<input type="checkbox"/> support <input type="checkbox"/> time <input type="checkbox"/> money <input type="checkbox"/> lead person <input type="checkbox"/> expertise
Welcome wagon	EMS R&R Manual	97	Nature of Business; Sociological Conditions; Leadership; Internal Conflict Life Cycle Principle; Belonging Principle; Friends & Family Principle		<input type="checkbox"/> support <input type="checkbox"/> time <input type="checkbox"/> money <input type="checkbox"/> lead person <input type="checkbox"/> expertise
Youth development programs	EMS R&R Manual	98	Training Requirements; Nature of Business; Sociological Conditions		<input type="checkbox"/> support <input type="checkbox"/> time <input type="checkbox"/> money <input type="checkbox"/> lead person <input type="checkbox"/> expertise
Youth education	EMS R&R Manual	100	Training Requirements; Nature of Business; Sociological Conditions		<input type="checkbox"/> support <input type="checkbox"/> time <input type="checkbox"/> money <input type="checkbox"/> lead person <input type="checkbox"/> expertise
Engaged, trained, dedicated and rested leaders	Survival Guide	10; 12-13	Leadership, Regulations, Internal Conflict, Life Cycle Principle		<input type="checkbox"/> support <input type="checkbox"/> time <input type="checkbox"/> money <input type="checkbox"/> lead person <input type="checkbox"/> expertise
High professional standards	Survival Guide	10; 16-17	Training Requirements, Leadership, Regulations, Success Principle		<input type="checkbox"/> support <input type="checkbox"/> time <input type="checkbox"/> money <input type="checkbox"/> lead person <input type="checkbox"/> expertise
Recruitment-and-retention friendly cultures	Survival Guide	10; 14-15	Call Volume, Nature of Business, Leadership, Regulations, Internal Conflict, Belonging Principle, Friends & Family Principle		<input type="checkbox"/> support <input type="checkbox"/> time <input type="checkbox"/> money <input type="checkbox"/> lead person <input type="checkbox"/> expertise
Compelling stories about mission and value	Survival Guide	10; 22-23	Nature of Business, Sociological Conditions, Belonging Principle, Success Principle		<input type="checkbox"/> support <input type="checkbox"/> time <input type="checkbox"/> money <input type="checkbox"/> lead person <input type="checkbox"/> expertise
An enforced call schedule	Survival Guide	11	Time Demands, Call Volume, Nature of Business, Regulations, Success Principle		<input type="checkbox"/> support <input type="checkbox"/> time <input type="checkbox"/> money <input type="checkbox"/> lead person <input type="checkbox"/> expertise
Safe and humane scheduling	Survival Guide	11	Time Demands, Call Volume, Nature of Business, Regulations, Success Principle		<input type="checkbox"/> support <input type="checkbox"/> time <input type="checkbox"/> money <input type="checkbox"/> lead person <input type="checkbox"/> expertise
Adequate funding for the ambulance service	Survival Guide	11	Nature of Business, Leadership Success Principle		<input type="checkbox"/> support <input type="checkbox"/> time <input type="checkbox"/> money <input type="checkbox"/> lead person <input type="checkbox"/> expertise
Good facilities, vehicles, and equipment	Survival Guide	11	Nature of Business, Leadership Success Principle		<input type="checkbox"/> support <input type="checkbox"/> time <input type="checkbox"/> money <input type="checkbox"/> lead person <input type="checkbox"/> expertise

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Relationship-Based Recruiting	Survival Guide	18-21	Nature of Business; Sociological Conditions; Leadership; Belonging Principle; Friends & Family Principle		<input type="checkbox"/> support <input type="checkbox"/> time <input type="checkbox"/> money <input type="checkbox"/> lead person <input type="checkbox"/> expertise
Leadership <ul style="list-style-type: none"> • Bill of Rights (28) • Management Styles (29) • Member Feedback (32) • Mission Statement (32) • Planning (34) • Selection of Leaders (34) • Communication (38) • Standards (41) 	R&R Guide	26-42	Time Demands; Leadership; Regulations; Life Cycle Principle; Success Principle		<input type="checkbox"/> support <input type="checkbox"/> time <input type="checkbox"/> money <input type="checkbox"/> lead person <input type="checkbox"/> expertise
Department image <ul style="list-style-type: none"> • Uniforms (43) • Public Events (45) • Gear and Equipment (46) • Community Outreach (47 & 51) • Working with Elected Officials (50) 	R&R Guide	42-51	Nature of Business; Sociological Conditions; Belonging Principle; Success Principle; Friends & Family Principle		<input type="checkbox"/> support <input type="checkbox"/> time <input type="checkbox"/> money <input type="checkbox"/> lead person <input type="checkbox"/> expertise
Risks <ul style="list-style-type: none"> • Health Risks (52) • Family Concerns (53) • Liability (54) 	R&R Guide	52-54	Time Demands; Training Requirements; Regulations		<input type="checkbox"/> support <input type="checkbox"/> time <input type="checkbox"/> money <input type="checkbox"/> lead person <input type="checkbox"/> expertise
Relocation	R&R Guide	55-56	Time Demands; Training Requirements; Nature of Business; Sociological Conditions; Life Cycle Principle		<input type="checkbox"/> support <input type="checkbox"/> time <input type="checkbox"/> money <input type="checkbox"/> lead person <input type="checkbox"/> expertise
Diversity of People and interests <ul style="list-style-type: none"> • Women (58) • Minority Groups (59) • Retirees (59) 	R&R Guide	57-61; 158-162	Nature of Business; Sociological Conditions; Internal Conflict; Belonging Principle		<input type="checkbox"/> support <input type="checkbox"/> time <input type="checkbox"/> money <input type="checkbox"/> lead person <input type="checkbox"/> expertise
Consolidation	R&R Guide	61-62	Time Demands; Training Requirements; Call Volume; Nature of Business; Leadership; Regulations		<input type="checkbox"/> support <input type="checkbox"/> time <input type="checkbox"/> money <input type="checkbox"/> lead person <input type="checkbox"/> expertise

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Attitude and motivation research • Member Survey (65) • Exit Interviews (66) • Evaluations (66)	R&R Guide	62-67	Nature of Business; Sociological Conditions; Internal Conflict; Belonging Principle; Success Principle ; Friends & Family Principle		<input type="checkbox"/> support <input type="checkbox"/> time <input type="checkbox"/> money <input type="checkbox"/> lead person <input type="checkbox"/> expertise
Cohesiveness	R&R Guide	67-71	Internal Conflict; Life Cycle Principle; Friends & Family Principle		<input type="checkbox"/> support <input type="checkbox"/> time <input type="checkbox"/> money <input type="checkbox"/> lead person <input type="checkbox"/> expertise
Emotional support • New Members (72) • Personal Problems (74) • Assistance Programs (75)	R&R Guide	72	Nature of Business; Internal Conflict		<input type="checkbox"/> support <input type="checkbox"/> time <input type="checkbox"/> money <input type="checkbox"/> lead person <input type="checkbox"/> expertise
Training requirements • Attitude Toward Training (79) • Training Schedules (80) • Training Modules (81) • Instructors (82) • Training Weekends (83) • Training Reimbursement (84)	R&R Guide	78-84	Time Demands; Training Requirements; Regulations; Success Principle		<input type="checkbox"/> support <input type="checkbox"/> time <input type="checkbox"/> money <input type="checkbox"/> lead person <input type="checkbox"/> expertise
Time demands • Duty Assignments and Shifts (86) • Family Involvement (90) • Scheduling for Least Desirable times (93)	R&R Guide	85-95	Time Demands; Call Volume; Nature of Business; Regulations; Friends & Family Principle		<input type="checkbox"/> support <input type="checkbox"/> time <input type="checkbox"/> money <input type="checkbox"/> lead person <input type="checkbox"/> expertise
Recognition • Newsletters (96) • Thank You Notes (96) • Pictures (97) • Press Releases (97) • Awards (97)	R&R Guide	95-99	Belonging Principle; Success Principle		<input type="checkbox"/> support <input type="checkbox"/> time <input type="checkbox"/> money <input type="checkbox"/> lead person <input type="checkbox"/> expertise

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Incentives • length-of-service award • retirement accounts • pay per call • "monthly pots" • annual reimbursements • tax exemptions • health insurance • tuition assistance • in-season bonus • emergency funds (loans) • death benefits • local discounts or chamber dollars • prizes and trips • uniform and department items (hat, coat, etc)	R&R Guide	100-114	Nature of Business; Sociological Conditions; Belonging Principle; Success Principle; Friends & Family Principle		<input type="checkbox"/> support <input type="checkbox"/> time <input type="checkbox"/> money <input type="checkbox"/> lead person <input type="checkbox"/> expertise
The fun factor • Social Committee (115) • Prevention Programs (116) • Enjoyable Training (116) • Family Outings (117) • Difficult situations regarding social activities (118)	R&R Guide	115-118	Sociological Conditions; Belonging Principle; Success Principle; Friends & Family Principle		<input type="checkbox"/> support <input type="checkbox"/> time <input type="checkbox"/> money <input type="checkbox"/> lead person <input type="checkbox"/> expertise
Recruitment Program	R&R Guide	123-140; 163-164	Nature of Business; Sociological Conditions; Belonging Principle; Success Principle; Friends & Family Principle		<input type="checkbox"/> support <input type="checkbox"/> time <input type="checkbox"/> money <input type="checkbox"/> lead person <input type="checkbox"/> expertise
Informational Sessions, Orientation and Training Programs	R&R Guide	141-142; 147-154	Time Demands; Training Requirements; Nature of Business; Regulations; Success Principle		<input type="checkbox"/> support <input type="checkbox"/> time <input type="checkbox"/> money <input type="checkbox"/> lead person <input type="checkbox"/> expertise
Using Media & Different Promotional Methods	R&R Guide	143-147	Nature of Business; Sociological Conditions; Belonging Principle; Success Principle; Friends & Family Principle		<input type="checkbox"/> support <input type="checkbox"/> time <input type="checkbox"/> money <input type="checkbox"/> lead person <input type="checkbox"/> expertise
Recruitment and Retention Principles	Keeping the Best	1-30	Life Cycle Principle; Belonging Principle; Success Principle; Friends & Family Principle		<input type="checkbox"/> support <input type="checkbox"/> time <input type="checkbox"/> money <input type="checkbox"/> lead person <input type="checkbox"/> expertise
Using the Process Focus to implement and manage change	Keeping the Best	31-47	Leadership		<input type="checkbox"/> support <input type="checkbox"/> time <input type="checkbox"/> money <input type="checkbox"/> lead person <input type="checkbox"/> expertise

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Volunteer and Staffing Combination Departments	Keeping the Best	48-52	Nature of Business; Leadership; Internal Conflict		<input type="checkbox"/> support <input type="checkbox"/> time <input type="checkbox"/> money <input type="checkbox"/> lead person <input type="checkbox"/> expertise
The Recruiting Process	Keeping the Best	53-55	Time Demands; Training Requirements; Nature of Business; Sociological Conditions; Belonging Principle; Success Principle; Friends & Family Principle		<input type="checkbox"/> support <input type="checkbox"/> time <input type="checkbox"/> money <input type="checkbox"/> lead person <input type="checkbox"/> expertise
The Retention Life Cycle and Core Retention Programs	Keeping the Best	56-63	Time Demands; Training Requirements; Call Volume; Nature of Business; Leadership; Regulations. Internal Conflict; Life Cycle Principle; Belonging Principle; Success Principle; Friends & Family Principle		<input type="checkbox"/> support <input type="checkbox"/> time <input type="checkbox"/> money <input type="checkbox"/> lead person <input type="checkbox"/> expertise
Slackers and the Generation Gap	Keeping the Best	4	Time Demands; Nature of Business; Sociological Conditions Life Cycle Principle; Belonging Principle		<input type="checkbox"/> support <input type="checkbox"/> time <input type="checkbox"/> money <input type="checkbox"/> lead person <input type="checkbox"/> expertise
Your Attitude Stinks	Keeping the Best	6	Internal Conflict		<input type="checkbox"/> support <input type="checkbox"/> time <input type="checkbox"/> money <input type="checkbox"/> lead person <input type="checkbox"/> expertise
Keep the Price of Belonging High	Keeping the Best	8	Time Demands; Training Requirements; Leadership; Regulations; Success Principle		<input type="checkbox"/> support <input type="checkbox"/> time <input type="checkbox"/> money <input type="checkbox"/> lead person <input type="checkbox"/> expertise
Inter-squad War Games	Keeping the Best	10	Internal Conflict; Belonging Principle; Friends & Family Principle		<input type="checkbox"/> support <input type="checkbox"/> time <input type="checkbox"/> money <input type="checkbox"/> lead person <input type="checkbox"/> expertise
Working Harder is Not the Answer	Keeping the Best		Time Demands; Call Volume; Nature of Business; Success Principle		<input type="checkbox"/> support <input type="checkbox"/> time <input type="checkbox"/> money <input type="checkbox"/> lead person <input type="checkbox"/> expertise
How to Burn Out Good People	Keeping the Best	14	Time Demands; Training Requirements; Call Volume; Regulations; Life Cycle Principle; Success Principle		<input type="checkbox"/> support <input type="checkbox"/> time <input type="checkbox"/> money <input type="checkbox"/> lead person <input type="checkbox"/> expertise
It's the Little Things That Count	Keeping the Best	16	Leadership; Regulations; Life Cycle Principle		<input type="checkbox"/> support <input type="checkbox"/> time <input type="checkbox"/> money <input type="checkbox"/> lead person <input type="checkbox"/> expertise
Failure to Plan is Planning to Fail	Keeping the Best	18	Time Demands; Leadership; Regulations		<input type="checkbox"/> support <input type="checkbox"/> time <input type="checkbox"/> money <input type="checkbox"/> lead person <input type="checkbox"/> expertise

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Real Time Learning	Keeping the Best	20	Time Demands; Training Requirements; Nature of Business; Success Principle		<input type="checkbox"/> support <input type="checkbox"/> time <input type="checkbox"/> money <input type="checkbox"/> lead person <input type="checkbox"/> expertise
Are Your Leaders Ready to Lead?	Keeping the Best	22	Leadership; Regulations; Success Principle		<input type="checkbox"/> support <input type="checkbox"/> time <input type="checkbox"/> money <input type="checkbox"/> lead person <input type="checkbox"/> expertise
Make Everyone a Winner	Keeping the Best	24	Internal Conflict; Life Cycle Principle; Belonging Principle; Success Principle; Friends & Family Principle		<input type="checkbox"/> support <input type="checkbox"/> time <input type="checkbox"/> money <input type="checkbox"/> lead person <input type="checkbox"/> expertise
Lead, Follow or Get Out of the Way	Keeping the Best		Leadership; Internal Conflict		<input type="checkbox"/> support <input type="checkbox"/> time <input type="checkbox"/> money <input type="checkbox"/> lead person <input type="checkbox"/> expertise
If it Isn't Broken, Break it!	Keeping the Best	28	Nature of Business; Leadership Life Cycle Principle		<input type="checkbox"/> support <input type="checkbox"/> time <input type="checkbox"/> money <input type="checkbox"/> lead person <input type="checkbox"/> expertise

DECISION MAKING TOOL

This tool is designed to help you discuss your top strategies and select an appropriate number of strategies for action.

- Step 1: List the root causes you have prioritized in the space provided at the top of the page.
- Step 2: In the strategy column, list the strategies that you would like to pursue.
- Step 3: In the next two columns, list the corresponding document name and page number from the EMS Recruitment and Retention Reference List (found on pages 25-33).
- Step 4: Complete the chart for each strategy. Leave any items that are unknown blank.
- Step 5: Discuss the check list and as a team, select some strategies that based on your resources you can implement. If unsure what you can handle, select just one and as you make progress your team can add a second strategy. It is better to start small and do a good job, than to take on too many projects and become discouraged.

PRIORITIZED ROOT CAUSES						
1.			3.			
2.			4.			
STRATEGY	DOCUMENT	PAGE #	HOW WELL IS THE STRATEGY LINKED TO THE ROOT CAUSES?	LEAD PERSON	FUNDING NEEDS	OTHER RESOURCES NEEDED
			<input type="checkbox"/> Direct link to one cause <input type="checkbox"/> Direct link to many causes <input type="checkbox"/> Indirect link to other causes			
			<input type="checkbox"/> Direct link to one cause <input type="checkbox"/> Direct link to many causes <input type="checkbox"/> Indirect link to other causes			
			<input type="checkbox"/> Direct link to one cause <input type="checkbox"/> Direct link to many causes <input type="checkbox"/> Indirect link to other causes			
			<input type="checkbox"/> Direct link to one cause <input type="checkbox"/> Direct link to many causes <input type="checkbox"/> Indirect link to other causes			
			<input type="checkbox"/> Direct link to one cause <input type="checkbox"/> Direct link to many causes <input type="checkbox"/> Indirect link to other causes			

ADDITIONAL RESOURCES

Before developing your action plan, you can search the internet for other resources or EMS agencies that have implemented the project. During research for developing the Recruitment and Retention Toolkit, the following resources were identified and are included in the Step 8 folder in the electronic library .

- 55 Ways to Reward Volunteers
- Junior EMS Program Toolkit
- The 2007 Recruitment & Retention Guide (FEMA) has a wide variety of forms and samples included in the appendix.

This document is included in Section 11 of the electronic library .



CREATE AN ACTION PLAN

INSTRUCTION GUIDE

GETTING STARTED

Before your team begins a project, you need a clear action plan. To ensure that your plan is most effective, consider the following tips:

1. Create an impact statement which includes your goals and objectives, measures for success, and outputs (See Step 10).
2. In the activities section, break down strategies into small steps.
3. Identify the person/group responsible for each activity. Realistic plans assign activities to many team members.
4. Set a timeline. Target dates will help the team stay on track.
5. Identify all resources needed such as money, time, equipment, expertise, instructors, etc.

YOUR NEXT STEP

Review the [Step 9: Action Plan Instruction Guide](#) and [ACTION PLAN Example](#). Then use the blank [ACTION PLAN Template](#) to fill in the details for your project. If needed, write your impact statement after you have completed Step 10.

TAKE IT TO THE NEXT LEVEL

We use the term ACTION plan for a reason - it should guide your actions. ACTION Plan tips:

1. Add a status column to your ACTION Plan, and update regularly.
2. Use your ACTION Plan as an agenda for team meetings.
3. Share your ACTION Plan with the people you have identified in each of the previous steps. You may be surprised how much they are willing to contribute in time, money, or both!
4. Find funding for your programs. Review the [Funding Strategies Presentation](#).

THINK IT OUT

Write down some ideas about what you need to implement your project ideas. The [ACTION Plan Template](#) can be used in place of this section and will give you more room to record details and target dates.

PROJECT IDEAS

PEOPLE WHO CAN HELP

RESOURCES NEEDED



STEP 9

CREATE AN ACTION PLAN

INSTRUCTION GUIDE

INTRODUCTION

An effective action plan has five core components. The template and example documents included in the appendix  can be used to make sure you are including the five components:

1. Impact Statements – The impact statement includes your goal and objectives, measures for success, and outputs.
2. Activities – This is where your strategy is broken down into smaller steps to prepare for implementation.
3. Person/Group Responsible – For each activity, you need to determine which team member will be responsible. It is important to spread your work out among many people, so that one person is not overwhelmed or set up for failure.
4. Timeline – For use when you plan to begin and complete each activity.
5. Resources Needed – Resources may include time, money, equipment, training materials, expertise, guest speakers, or instructors.

BACKGROUND INFORMATION

Funding can be a major barrier to implementing your initiative. A Funding Strategies Presentation  covers information about a wide variety of funding strategies including:

1. Grants
2. Corporate Sponsorship
3. Donations from Individuals
4. Fundraising and Special Events
5. Online Fundraising (i.e. www.gofundme.com)
6. Fundraising Campaigns (i.e.: direct mail)
7. Charitable Gaming (raffles, bingo, etc.)
8. Planned Giving (bequests, annuities, etc.)
9. Conducting a Capital Campaign

BEST PRACTICES

Have you ever created a workplan for a grant or project, and let it sit in a folder or on a shelf until reporting time? If so, you are not alone. We have used the term ACTION Plan for a reason. We want it to guide your actions. Tips to make your ACTION Plan work for you:

1. Add a status column to your ACTION Plan
2. Use the ACTION Plan as an agenda for team meetings
3. Share the ACTION Plan with the people who may be willing to contribute time, money, or both!

APPENDIX RESOURCES

- ACTION Plan Example
- ACTION Plan Template
- Funding Strategies Presentation

ONLINE RESOURCES:

- Online giving from the public: www.gofundme.com
- Federal Grants: www.grants.gov
- State of Michigan: <https://egramms-mi.com/portal/user/Home.aspx>
- Private Foundations: www.foundationcenter.org

ACTION PLAN EXAMPLE

EMS AGENCY OR COUNTY

GOAL: Increase the number of EMS Professionals active on our EMS Agency Roster.

OBJECTIVE: Implement an EMS Recruitment Program

Strategy 1: Personal Outreach to licensed EMS professionals that are not on local rosters.	<p>Prioritized root causes related to recruitment challenges:</p> <ul style="list-style-type: none"> • There are 50 licensed EMTs in our county, but only 15 are on our local EMS rosters. • Surveys indicate that EMS professionals feel burned out due to frequency of being on call. 	Performance Measures (outcomes of strategy 1): Recruit 3 licensed EMS professionals to our agency by December 31, 2015.
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Activities	Person(s) or Group(s) Responsible	Target Dates	Resources Needed	Progress Measures (outputs of activities)
1. Purchase license list for our county.	EMS Director	August 2015	Funds for list	List obtained
2. Identify team or crew members that have a relationship with licensed EMTs that are not on rosters.	EMS Squad Members, and Recruitment and Retention Team	October 2015	Support from EMS crew members	List of willing team or crew members
3. Use the EMS Fact Sheet Template to create a handout for potential recruits.	Team director with computer skills	October 2015	Computer skills; funds for copying or printing materials	Fact Sheet completed
4. Develop a form to collect contact information and notes from meeting.	Team director with computer skills	October 2015	Computer skills; funds for copying or printing materials	Form completed
5. Develop an assignment schedule to reach out to potential recruits.	Team members	November 2015 -January 2016	Member time; meeting	15 meetings planned and completed
6. Follow up with recruits as needed.	EMS Director or Team Leader	November 2015 -March 2016	Time, and follow up contact information	15 potential recruits receive a follow up contact

ACTION PLAN EXAMPLE, CONTINUED

EMS AGENCY OR COUNTY

GOAL: Increase the number of EMS Professionals active on our EMS Agency Roster.

OBJECTIVE: Implement an EMS Recruitment Program

Strategy 2: Build Interest in EMS professions through development of MFR programs at local fire departments

Prioritized root causes related to recruitment challenges:

- Fire departments report NOT having a problem recruiting firefighters.
- There are not MFR licensed departments in our county.

Performance Measures (outcomes of strategy 2):

- Recruit 13 community members to become licensed EMS professionals
- Host one MFR class
- Host one EMT class

Activities	Person(s) or Group(s) Responsible	Target Dates	Resources Needed	Progress Measures (outputs of activities)
1. Gather information regarding requirements to become an MFR department.	EMS Director or Team member	November 2015	State EMS contact	Information packets prepared for meeting
2. Present at county Fire Chief meeting.	Team members	December 2015	Presentation materials	Presentation completed
3. Follow up with interested Fire Chiefs.	EMS Director or Team members with a relationship to Fire Chiefs	January 2016	Time	Follow up completed with all interested departments
4. Develop a plan to access the required equipment for an MFR unit.	EMS Director and Fire Chiefs	March 2016 - September 2016	Grant opportunities, budgets, donation program	Plan is created
5. Identify instructor for MFR class.	Team members	October 2016	Instructor	Instructor agreement
6. Obtain funds for MFR training and schedule program.	EMS Director and Fire Chiefs	March 2016 - September 2016	Funds as outlined in plans	Adequate funding collected
7. Hold MFR program.	Instructor, and fire department which hosts class	November 2016- February 2017	Time, instructor, interested students	Class completed
8. Follow up with MFR students to determine interest in additional training to become licensed EMTs.	Team members with a relationship with new MFRs	March-April 2017	Time	All MFR students contacted for interest in EMT program



EVALUATE IMPACT

INSTRUCTION GUIDE

GETTING STARTED

Evaluation may be a new concept for you, or sound intimidating. However, it can be very rewarding. First you need to understand why evaluation is important.

1. Evaluation illustrates your results!
2. Results motivate your team!
3. Organizations and people support programs that show results!
4. Results mean you are better able to treat patients and save lives! Isn't that what this is really about?

Once you believe, you can achieve. Evaluation does not need to be complex. Unless you are part of a research study, there is flexibility in how you show results. The [Step 10: Evaluation Instruction Guide](#) will help you plan a simple and achievable evaluation.

YOUR NEXT STEP

Ask each of your team members a simple question: "When your project succeeds, what do you think will be different?" Review the [Evaluation Example Plan](#) and complete the baseline column in the [Sharing Our Results Template](#).

TAKE IT TO THE NEXT LEVEL

Base your evaluation on the Retention Principles developed by the Virginia Department of Health.

1. Distribute the [Evaluate Principles Survey](#), to your crew BEFORE you implement your project.
2. Use the [Evaluate Principles Report](#), or a tool like www.surveymonkey.com, to tabulate results.
3. Complete the [Report Card Template](#).
4. Conduct the survey on an annual basis. Enter results on page two of the [Report Card Template](#) to show improvement.

THINK IT OUT

Review the data you collected in Steps 2 and 3, then answer the following questions:

What statistics or data do you hope to change with your Recruitment and Retention efforts?

In what other ways can your success be measured?



STEP 9

CREATE AN ACTION PLAN

INSTRUCTION GUIDE

INTRODUCTION

Evaluating a project is very important to the future! Funders and team members need to know that their efforts are paying off. Letting people know the results of your activities helps them to see you are making a difference.

BACKGROUND INFORMATION

Evaluation can be complicated, but it does not need to be. Here are a few simple things you can do:

1. Distribute a short survey at the beginning and at the end of your project.
2. Record three or four statistics that would make a difference to you or your team members. Monitor these statistics over time to see if you have made progress.
3. Use a status column on your Action Plan to report how well you have completed your activities and met target dates or target numbers.

BEST PRACTICES

Logic Models are a great way to visually present your project activities and evaluation. There are online resources to help you develop a logic model for your recruitment and retention project. University of Wisconsin - Logic Model Templates: <http://www.uwex.edu/ces/pdande/Evaluation/evallogicmodel.html>

APPENDIX RESOURCES

- Evaluation Example Plan
- Evaluate Principles Survey
- Evaluate Principles Report Spreadsheet
- Report Card Template
- Sharing Our Results Template

ONLINE RESOURCES:

- The Community Toolbox - Evaluation Chapter:
<http://ctb.ku.edu/en/table-of-contents/evaluate/evaluation/framework-for-evaluation/main>
- University of Wisconsin - Logic Model Templates:
<http://www.uwex.edu/ces/pdande/Evaluation/evallogicmodel.html>
- Creating a Chart or Table in Excel:
<https://www.youtube.com/watch?v=jLW1A7j7r3Y> or <https://www.youtube.com/watch?v=c70cjQXWkFI>

EMS AGENCY

PRINCIPLE EVALUATION

As part of our annual evaluation program, we ask each crew member to provide feedback in three key areas. For each of the statements below, indicate how you feel the agency is meeting this principle. You do not need to write your name on the evaluation.

Return this survey in the anonymous suggestion box in the breakroom.

THE BELONGING PRINCIPLE	CIRCLE ONE		
1. Crew members feel welcome.	Mostly True	Somewhat True	Not Really True
2. Crew members feel needed.	Mostly True	Somewhat True	Not Really True
3. Crew members feel respected.	Mostly True	Somewhat True	Not Really True

THE SUCCESS PRINCIPLE	CIRCLE ONE		
4. Leaders try to know what the crew has for concerns or problems.	Mostly True	Somewhat True	Not Really True
5. Crew members feel that what they get from their being a member of the agency is worth what they put in.	Mostly True	Somewhat True	Not Really True
6. Crew members are committed to learning and building their EMS skills.	Mostly True	Somewhat True	Not Really True

THE FRIENDS & FAMILY PRINCIPLE	CIRCLE ONE		
7. There is a relationship friendly environment- crew members get along and work together.	Mostly True	Somewhat True	Not Really True
8. New crew members are selected based on their willingness to work together and expected to be friendly team players.	Mostly True	Somewhat True	Not Really True
9. The EMS Agency provides activities and opportunities for crew members to develop friendships and for families to be involved.	Mostly True	Somewhat True	Not Really True
10. Leadership effectively addresses and deals with people who are not willing to support a friendly environment.	Mostly True	Somewhat True	Not Really True

Suggestions: We encourage you to provide suggestions here in writing or to seek out one of our EMS agency leaders to discuss any concerns you may have or ideas that you have for improving our department.



MI Rural EMS Network (MiREMS)
MiREMS is a member organization with the mission of providing support to Michigan's rural EMS professionals and EMS agencies. All programs are developed based on a study of needs in rural Michigan. In a survey of Michigan rural EMS providers, 84% reported that the top two needs/concerns for their rural EMS service were staff recruitment and staff retention. More information about MiREMS and its current initiatives can be found at www.mirems.org.

EMS Agencies - Huron & Sanilac Counties
Materials for this toolkit are modeled after successful recruitment and retention programs, implemented in Huron and Sanilac Counties, by the Huron-Sanilac EMS Network (now MiREMS).

Health Innovation Initiative
This Recruitment & Retention Toolkit is made possible through a FY15 Health Innovation Grant from the Michigan Department of Health and Human Services (MDHHS).

scan to visit
mirems.org



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