



WPI

Investigating Improvements to the Emergency Services Foundation Scholarship Process and Program

An Interactive Qualifying Project report submitted to the faculty of Worcester Polytechnic Institute in partial fulfilment of the requirements for the Degree of Bachelor of Science.

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This report represents the work of three WPI undergraduate students submitted to the faculty as evidence of completion of a degree requirement. WPI routinely publishes these reports on its web site without editorial or peer review.

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Abstract

Sponsored by the Emergency Services Foundation (ESF) of Victoria, Australia, this project investigates potential improvements to the current ESF scholarship program to increase the number of eligible personnel applying, and ultimately affected by continuing education funding. To evaluate the opinions of the emergency services population regarding the ESF scholarship, interviews were conducted and surveys were distributed. This report recommends new marketing methods, improvements to the current scholarship application process and program, as well as different training program formats to use funds most effectively for the volunteer community.

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Executive Summary

The Emergency Services Foundation receives annual funding for continuing education of emergency services personnel in Victoria. A specific portion of this funding is required to be used for volunteers. The 60,000 volunteers in the state of Victoria are integral to providing emergency services in many suburban and rural communities.

Scholarships are granted yearly to applicants who will research and report on a topic relevant to multiple emergency services organisations. Scholarship recipients are required to provide quality documentation and information regarding their findings that will be disseminated to the organisations under the ESF umbrella. The problems with the current program are the lack of eligible applicants applying for the scholarship and the inefficiency of information learned by individuals other than the participant after project completion.

This project aimed to assist the Emergency Services Foundation (ESF) in finding an effective way to increase the number of emergency service personnel applying to the scholarship and ultimately affected by continuing education funding. We accomplished this by:

1. Evaluating personnel's awareness of the scholarship and determining appropriate and effective methods to increase awareness of the scholarship
2. Examining the motivating factors of applying for the scholarship and recommending improvements to the program
3. Identifying barriers and examining improvements to the application process
4. Evaluating the most effective use of ESF funds for continuing emergency services education

These objectives were accomplished through the use of interviews and surveys. Nineteen past scholarship applicants and non-applicants were interviewed to obtain information in regards to motivators, barriers and general comments regarding the scholarship program. This information was then used in creating a survey that was sent to the members and employees of the Victoria State Emergency Service (SES) and Ambulance Victoria (AV). The survey data (262 responses) was collected and analysed to make appropriate suggestions for improvements to the ESF scholarship program.

The survey revealed key findings regarding the general awareness of the scholarship, individual challenges with the structure of the current program, and barriers to the application process. A majority of respondents reported that they received information regarding the scholarship program via email, but also stated that social media would be a useful tool. A significant portion of the respondents expressed a desire for formal guidance and assistance through the application process, and was therefore in favour of a formal mentoring program. We also received positive responses in regards to giving the applicants choices for the application program. One option is choosing a self-determined topic or choosing from a list of pre-selected topics decided on by the ESF Scholarship Committee. The other is choosing to complete the project as an individual or in a small group. It was found that the most significant barrier of the application process was that the structure and instructions are unclear. It is important to note that approximately one quarter of the respondents are currently unable to participate in the scholarship program due to work and family obligations.

After reviewing all of the survey and interview data, and taking into consideration the main project objectives, the following recommendations are suggested:

1. Create a Facebook page and mailing list for the ESF to be used as a marketing tool
2. Add a formal mentoring program as a supplement to the application process
3. Add the ability for individuals to choose from pre-selected project topics
4. Add in the option of completing the scholarship project as an individual or in a small group
5. Streamline the application process using distinct phases
6. Allocate 75% of volunteer funds to ESF scholarship projects and 25% to offer workshops and seminars

If these recommendations are adopted by the ESF, an increased number of applicants should be seen. The suggestions are designed to raise awareness of the scholarship, improve the current scholarship program, clearly state expectations of an applicant at each step of the process, and offer alternative programs for individuals who are unable to participate in an extensive project. By offering these suggestions the scholarship will be made more applicant friendly, take workload off of the ESF scholarship committee, and allow for a greater number of emergency services personnel to be reached and affected by the scholarship funding to ultimately improve the emergency services community in the State of Victoria.

1 Introduction

The Emergency Services Foundation (ESF) offers yearly scholarships for training of emergency service techniques to the personnel of various emergency services organisations throughout Victoria. The scholarship provides full funding for successful candidates to complete large-scale study tours of their choice. Despite the generous level of funding for each scholarship, fewer than 20 individuals of the 60,000 eligible emergency services personnel have applied to the scholarship each year since 2005. The training opportunities offered through the ESF scholarship are meant to improve the knowledge and abilities of emergency services personnel. With such a large population and a small pool of applicants, the probability of receiving high quality applications for the scholarships is reduced. By increasing the applicant pool, the selection process will be made more competitive and the ESF will have the ability to select higher quality candidates for the program. It is in the best interest of the state of Victoria to increase the number of scholarship applications submitted so that the quality of emergency services can be improved; however, the current program may not be the most effective in reaching the target population, especially volunteers.

There is limited research in regards to scholarship programs focusing on continuing education for emergency services personnel such as the program offered by the ESF. It is anticipated that there are similarities between factors associated with volunteering in generalised fields and volunteering in emergency services, both of which can be applied to the ESF scholarship. Understanding the structures of similar programs to the ESF scholarship will assist in evaluating the current program. Researching these programs and volunteering reasons will benefit our study by providing background information as a basis for this report.

This project aimed to assist the ESF in finding an effective way to increase the number of emergency service personnel affected by continuing education funding. This goal was addressed by suggesting new marketing methods, modifications to the current scholarship program and application process, and alternative training programs to appeal to a greater number of personnel. Overall awareness of the scholarship was evaluated and motivators and barriers influencing the scholarship application process and program were identified. Once this information was obtained and analysed, a plan was developed to raise awareness, modify the current scholarship program, improve the application process, and offer suggestions for alternative training programs.

2 Background

This chapter discusses the logistics of the current Emergency Services Foundation (ESF) scholarship program and various factors that may be affecting the low number of scholarship applicants. Research of the foundation is broken down into the goals of the foundation, pool of eligible applicants, scholarship application process, and scholarship program. Alternative tactics to assist in improving the overall awareness of the scholarship program and information regarding the structures of programs similar to that of the ESF scholarship are also explored.

2.1 Emergency Service Foundation Scholarships

The Emergency Services Foundation operates as a trust to provide immediate support for emergency services personnel and their families who suffer hardship as a result of the death of a family member or injuries sustained in the line of duty. The ESF also provides educational scholarships to members of the emergency services organisations to continue their education and provide educational information to the other Victorian emergency services organisations (Emergency Services Foundation, 2013). The scholarships awards have ranged from \$4,400 to \$12,000 (AUD) in total expenses and are granted to the recipient upon completion of the application process.

The scholarships offered by the ESF are made available to members of the Victorian Emergency Services community “to advance educational and professional standards” (Emergency Services Foundation, 2013). These scholarships assist in continuing education by providing opportunities to advance studies through programs offered either in Australia or internationally. Such training programs generally consist of observational programs such as conferences held in other countries and

examinations of the structure of other emergency services programs. Scholarship opportunities offered in the past three years include topics relating to resilience, effects of shock, caring for patients who were involved in motor vehicle accidents, first aid and personal support, and understanding thermal imaging (Emergency Services Foundation, 2013). Personnel participating in the ESF scholarship will also improve the professional standards of the emergency services organisations in the state of Victoria. This can be done by utilising and sharing information obtained regarding current best practices and methods of response, as well as implementing strategies that could positively affect the current operations of the emergency services organisations.

By offering funding to make such training courses available, the emergency services personnel are given the ability to expand their education and allow for a higher quality of service. In 2012, Clifford Overton of the Metropolitan Fire Brigade (MFB) completed training programs examining the creation of resilient ecosystems in the United States (Overton, 2012). Similarly, Jonathon Van Ek of the MFB and Country Fire Authority (CFA) travelled to Europe to obtain specialised training on the rapid extrication of time critical patients involved in motor vehicle accidents (Van Ek, 2011). Both individuals examined various aspects of the emergency services abroad and returned with numerous suggestions for improvements to better not only their respective organisations, but also the community as a whole.

2.1.1 Eligible Scholarship Applicants

All personnel in the 14 emergency service agencies affiliated with the ESF are eligible to apply for the scholarship. Of those 14 organisations, the following three are of particular interest due to the high ratio of eligible applicants to applications received: Ambulance Victoria (AV), Country Fire Authority (CFA), and Victorian State Emergency

Service (SES). Between those three agencies, approximately 67,000 individuals are eligible to apply for the scholarship. Both the CFA and SES are comprised mainly of volunteer personnel, and AV is comprised of mainly career personnel (Figure 1) (Country Fire Authority, 2013; Victoria State Emergency Service, 2013; Ambulance Victoria, 2013).

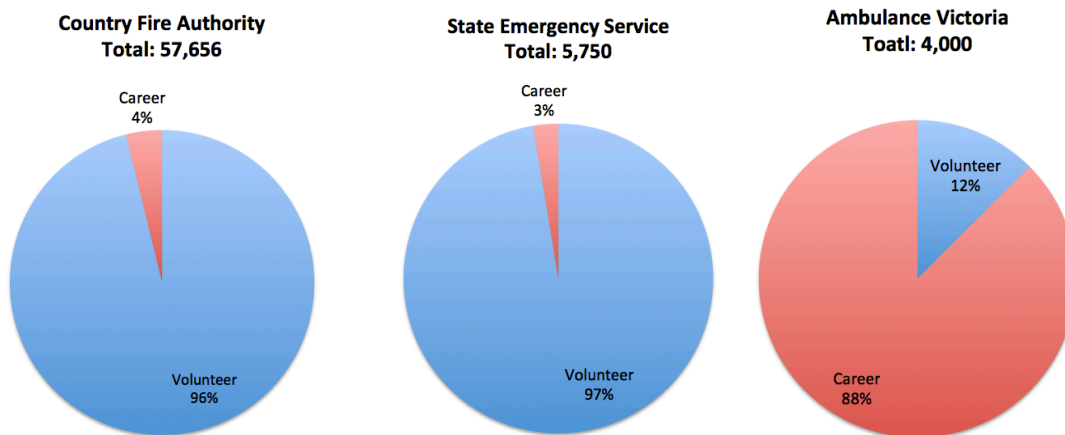


Figure 1: Percentage of Volunteer and Career personnel in CFA, AV, and SES

Volunteers of the CFA, AV, and SES provide fire protection, ambulance coverage and emergency management for suburban and rural areas across the state of Victoria (Fahey, et al., 2002). Volunteers are required to have training equivalent to that of career personnel (Chapman, et al., 2008); however, the number of volunteer applications received by ESF is lower than desired.

2.1.2 Scholarship Application Process

The application process for scholarship opportunities involves a number of steps including filling out an online application form, internal agency approval, and presentations to a panel of representatives. The initial phase of the application process is an application form, which can be found on the ESF website within the document entitled “ESF application information pack”. This document describes the process each candidate is required to go through in order to obtain an ESF scholarship. Applicants

who do not receive awards are allowed to re-apply in subsequent years.

The initial screening process is completed by the associated agencies and includes the review of an application, training proposal, and expense report. The application form requests statements regarding background information, past experience, and a statement identifying the proposal, timetable, and costs associated with the project. Some topics that are expected to be covered within the initial application steps include, but are not limited to, value to the community and other agencies, value to the applicant's agency, value to the applicant, degree of innovation, and total monetary costs (Emergency Service Foundation, 2013). These questions are addressed both in the initial application forms and in the interview section of the application process, which is later described in greater detail. The duration from start to completion of the initial application process is approximately six months. A schematic representation of the application process is shown in Figure 3.

If the application is approved within the applicant's respective organisation, the candidate is required to present to the ESF scholarship committee. The scholarship committee contains representatives from agencies under the ESF umbrella. Information previously stated in the application and proposal will be reiterated in greater detail to explain the purpose of the project. This includes benefits from the program to not only the applicant but also the organisation as a whole. The project proposals of the applicants must be unanimously approved by all of the committee members before the scholarship is granted to the individual.

The scope of the scholarship goes beyond the application and program participation, and requires the recipients to complete various tasks upon project completion. The successful scholarship applicant is required to sign a form stating their acknowledgement of responsibilities upon project approval. The recipient is expected



to present reports, journal articles, and presentations that document the information learned. These reports will include information from the training programs that could be implemented to improve emergency services in Victoria. Alumni informational meetings are held annually giving the scholarship recipients the opportunity to present their projects and findings to a large group of individuals who may find the information useful for their organisations (Figure 2).



*Figure 2: An ESF scholarship winner presenting his final report
Image from (ESF, 2013)*

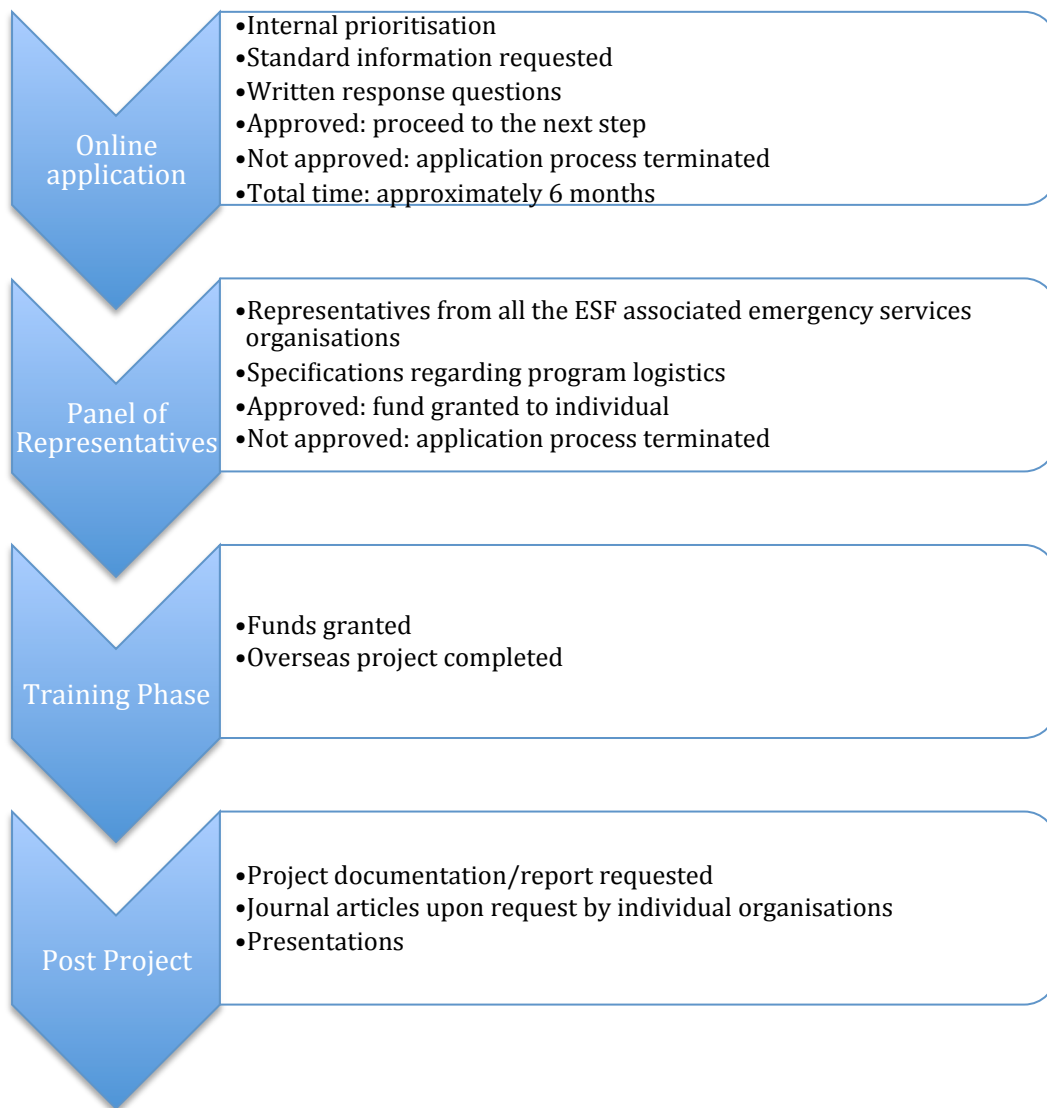


Figure 3: Scholarship process from initial phase to post project completion

The rigors of this application process and the additional requirements following the training may dissuade many talented and eligible individuals from applying. As such, consideration should be given to determine whether or not the application process itself is limiting the number of applicants.

2.2 Motivators and Barriers

It is important to understand what motivates and prevents eligible applicants in applying for the scholarship. Understanding these two factors will assist in making recommendations to more effectively reach the emergency services population.

2.2.1 Motivators

There are many variables associated with an individual's desire to participate in continuing education programs. The most basic of these factors is related to and individuals demographic characteristics. Demographic factors expected to influence motivation include age, marital status, and gender (Yeung, 2004; Tassone and Heck, 1997).

Another variable associated with an individual's motivation to apply for the scholarship is in intrinsic factors. Ryan and Deci (2000) define intrinsic motivation as "the inherent tendency to seek out novelty and challenges, to extend and exercise one's capacities, to explore, and to learn" (p.70). Such intrinsic factors include the individual commitment to their organisation as well as an individual's personality and learning type. People who learn differently are motivated to educate themselves for different reasons. Learning types are categorised as goal-oriented, activity-oriented and learning-oriented (Tassone et al., 1997). These factors are of importance to study as suggested by Schaubroeck and Ganster in their study stating that volunteers are more likely to participate in additional activities if their intrinsic satisfaction is higher (1991).

Extrinsic factors are also important when examining motivation of an individual. Extrinsic motivation can be described as "... a specific goal which provides satisfaction independent of the actual activity itself" (Calder and Staw, 1975, p.599). In a study conducted by Adrian Birch and Jim McLennan about volunteering in the Rural Fire Service (RFS), they examine what would motivate community members of New South Wales, Australia, to participate in volunteer organisations (2007). Community members' responses to the questionnaire suggested certain practices by the organisation would motivate them to join the RFS. These responses include information sessions, set intake dates, reciprocal benefits, orientation or mentoring program, and

personal request (Birch and McLennan, 2007). It is acknowledged that factors associated with becoming a volunteer is not exactly the same as applying for an ESF scholarship; however, the findings in these studies suggest that motivators of volunteers in Victoria can be related to volunteers applying for the ESF scholarship.

Two past recipients of the ESF scholarship, Clifford Overton and Jonathan Van Ek, describe their satisfaction with the program's ability to benefit their community. These two individuals were motivated by their own interest in improving emergency services in their communities, an example of intrinsic motivation. Overton states in his report that he learned a great deal in regards to various techniques to expedite response in the case of an emergency and feels as though the knowledge gained through the program will help in various levels throughout his community (Overton, 2012). Van Ek also felt the program was worthwhile and looks forward to sharing his research and findings with the community in hopes to implement new techniques. Understanding the motivation of personnel in applying to specific projects will aid in determining the most effective improvements to the scholarship application and program.

2.2.2 Barriers

The barriers faced by the emergency services population when applying to the scholarship are an essential aspect to understanding the reasons for low applications received by the ESF in previous years. Barriers can be classified into situational barriers and institutional barriers. Situational barriers are the personal characteristics affecting the individual's willingness to apply, whereas institutional barriers are practices and procedures of an organisation that discourage participation.

Situational Barriers

Situational barriers are the limiting factors that are associated with one's

personal circumstances at a particular time. Personal commitments such as previous obligations, work requirements, and family responsibilities could be limiting factors in the ability of emergency services personnel to apply for the ESF scholarship.

Volunteering is a big part of the Australian culture, but studies have shown that the desire to volunteer from the years 2000 to 2006 have been drastically reduced due to other commitments (Mitchell, 2006). When investigating the motivators for one to become a volunteer, Dr. Megan Paull of the Australian Wheatbelt Community noted the times allocated for the programs were undesirable and did not fit the predetermined schedules of the volunteers (2009). It is evident that volunteering is a large time commitment and the time associated with applying for and participating in the scholarship programs can hinder ones desire to apply.

Time commitment is further investigated in the following two studies, one regarding education and the other on volunteering as a whole. Brian Hughes of Central Missouri State University investigated the lack of motivation for applying to continuing education programs amongst the university's athletic trainers (Hughes, 2005). A separate study conducted by Birch and McLennan investigates the barriers that may be causing the drastic decline in the number of volunteer members of the New South Wales Rural Fire Service (RFS) (Birch and McLennan, 2007). Both of these studies relate to the scholarship program in that one is related to barriers specifically in the areas of continuing education programs, and the other investigates barriers related to volunteering in general. Between these two studies, the same conclusion was met. The findings showed that previous time commitments, whether family or work related, were the most common response among volunteer personnel in regards to reasons for either not continuing education or not allocating more time to volunteering (Figure 4).

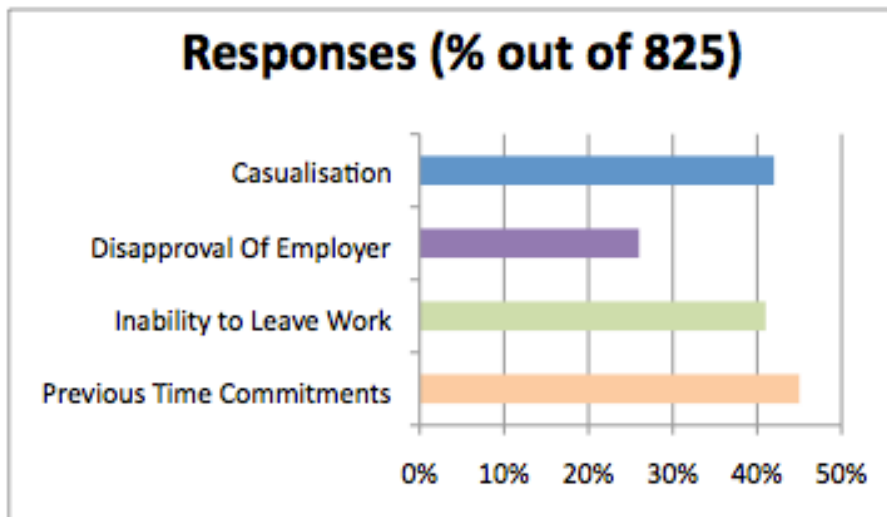


Figure 4: Responses to Birch and McLennan's survey of barriers to volunteering in New South Wales (NSW) Rural Fire Service (RFS).

Institutional Barriers

In regards to the scholarship program, institutional barriers are the limiting factors associated with the logistics of scholarship application such as unclear instructions or inconvenient time frames for application completion. A study conducted by Fernandez, et al. investigated the barriers of academic study for engineering students (2008). Barriers related to the educational program include difficulty of course work, lack of understanding of the process and higher education. This study highlights the importance associated with the applicant's awareness of exactly what is expected of them upon project or application completion as well as the applicant's ability to complete these tasks. Similarly, in Megan Paull's study, "Many newcomers found it difficult to know where to go and what to do. In some places a newsletter or local paper contained advertising and information but often this was vague or too general to allow the newcomer to know what sort of commitment might be needed" (Paull, 2009). As stated in the above quote, conveying the most important information as clearly and understandably as possible is necessary to decrease confusion associated with the scholarship program requirements and expectations.

Volunteers may feel as though they are already adequately qualified to contribute to their specific organisations, causing a decrease in interest of continuing education and related programs. Similarly, some participants volunteer only in the case of large catastrophes where volunteers with less training can still have a positive impact on the situation. McLennan and Birch found that there was both “a reluctance to join an organised fire service, and an attitude of leaving all but the biggest fires and incidents for someone else to worry about” (2006). This exemplifies the concept of participation on a *per diem* basis within the volunteering community, otherwise known as casualisation. Casualisation and volunteerism can be coupled due to individuals feeling unobligated to join a full time volunteering organisation, but instead aiding only in the case of an emergency when additional assistance is required. McLennan and Birch conducted a survey of 825 volunteers proving this concept. The survey found that 42% of respondents indicated that in the case of an emergency they would be available to assist, regardless of being associated with a volunteering organisation (2006). This implies that an individual will aid in disaster relief regardless of whether or not they joined a specific organisation. This could be decreasing the number of applicants applying to the ESF scholarship because though there are many registered volunteers, the number of active volunteers willing to donate additional time for training may be scarce.

2.3 Tactics to Improve Awareness

Good marketing techniques can overcome the barriers regarding the possible lack of scholarship awareness. Multiple marketing techniques include: forms of social media, flyers, and personal meetings (Appendix A). The Reserve Officer Training Core (ROTC) showcases some of these methods in their scholarship program. Additionally,

many other organisations use social media as a marketing tool to raise awareness and highlight particular details.

2.3.1 Case Study: Reserve Officer Training Core Increasing Awareness

The Reserve Officer Training Core (ROTC) is a military program in the United States that offers young adults the opportunity to receive compensation for their college education. The amount of funding offered by ROTC depends on the branch of military and the university that a student is enrolled in, but is generally a high percentage of the total schooling cost (ROTC FAQ, 2013). In exchange for the ROTC program paying for a student's college education, he or she must participate in ROTC activities during his or her undergraduate career and serve in the U.S. armed forces for four years after graduation. Given this level of required commitment, it is important to assess how ROTC is able to recruit young people.

ROTC employs multiple strategies to raise awareness of the program to maximise enrolment. The military services have numerous recruitment offices around the country, making enrolment easy and accessible for interested individuals (See Figure 5). ROTC also promotes their programs in secondary schools to the specific population of interest. These students are targeted because ROTC can provide financial assistance to those that cannot afford a college education. The ROTC recruiters will visit secondary schools multiple times in an academic year, and are allowed to be present at every college fair (Burrelli and Feder, 2009). These personal interactions are more effective in obtaining recruits than other forms of indirect communication (Arvey, 2009). The combination of numerous locations for recruitment and recruiters at targeted secondary schools across the nation helps to increase the number of students enrolled by the United States armed forces. ESF could employ similar diverse strategies

that provide direct contact with the target population (visits), increase awareness (having a permanent recruitment office), and offer incentives (paying for time off, more versatile training schedules).

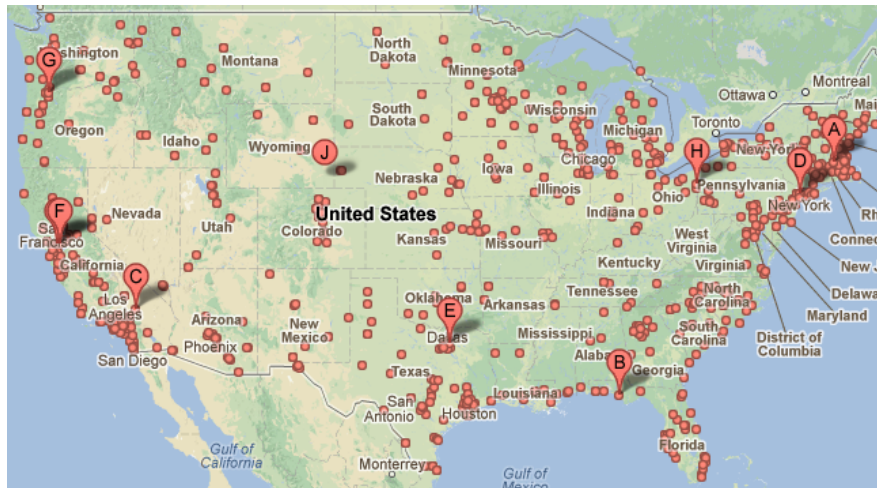


Figure 5: ROTC recruitment offices throughout the United States (Google Maps, 2013)

2.3.2 Social Media Marketing Tactics

Social media has infiltrated the daily lives of the young generation of people. From Facebook to Twitter, there are many avenues to contact the masses, revamping the marketing landscape. Alternatively to paying for advertisements on television, marketers can make a page on Facebook. To get the latest news about a company, one would follow them on Twitter. In order to best market the ESF scholarship it is necessary to understand how Facebook, Twitter, and other social media outlets are used.

Facebook is the largest social media outlet in today's world with over one billion users (Associated Press, 2012; Bhagwat and Goutam, 2012), eleven million of those users being in Australia (Socialbakers, 2012). The free way to advertise using Facebook is by making a Facebook page, after a page is created, the marketing strategy begins. The goal of the page is to have as many people "like" the page as possible. Once a page is

“liked”, it will post on that person’s newsfeed any time there is a status update associated with the “liked” page, thus aiding in promoting the idea.

Marketing on Facebook can target a certain demographic making it easy for these individuals to see a specific advertisement (Bhagwat and Goutam, 2013; Curran et al., 2011).. There are countless other benefits to marketing on Facebook, including increased awareness of the organisation, increased traffic to the organisation’s website, the ability to develop targeted marketing strategies, and more (Bhagwat and Goutam, 2013). All organisations should take advantage of Facebook as a marketing opportunity.

Twitter is the second largest social media outlet with more than half a billion users tweeting an average of 55 million messages a day (Bhagwat and Goutam, 2013; Mediabistro, 2012; Statistic Brain, 2012). On average 150,000 new users around the world join Twitter each day (Statistic Brain, 2012). As of May 2012, there were 1.8 million users in Australia (Ward, 2012). The potential for effective marketing is prevalent on Twitter, and is already being used by many organisations similar to the ESF around the world.

When using Twitter, the user must first make an account. Once an account is created the user can promote an idea using hash tags. Hash tags show the rest of the Twitter world that a topic is considered to be “trending”, or currently spoken of. One example of hash tags on Twitter for Australian news is the Australian Open (#ausopen) (Twitter, 2013). This shows the rest of the Twitter world that this topic is “trending”.

The twitter “frequently asked questions” page describes trending best:

“Trends are determined by an algorithm and are tailored for you based on who you follow and your location. This algorithm identifies topics that are immediately popular, rather than topics that have been popular for a

while or on a daily basis, to help you discover the hottest emerging topics of discussion on Twitter that matter most to you.”

The strategy behind marketing on Twitter is to make the idea a trending topic in order to ensure that the largest possible number of people sees the topic of interest. Within the scope of this project, the goal is to make the scholarship a trending term among the people that would care to apply for the scholarship. This will help the marketing of the scholarship by making it more known throughout the Twitter community.

The most effective way to advertise on Twitter is through word of mouth (Jothi et al., 2011; Oosterveer 2011). There are many people in the Twitter community that can pass on the idea of the scholarship by word of mouth, thus making it an effective tool (Oosterveer, 2011; Phelan, 2009). Given the current rate at which the Twitter community is growing, marketing in this community will become necessary to target the target demographic (Jothi et al., 2011). Overall, this stresses the importance of getting the word of the scholarship out to the Twitter community.

2.4 Similar Programs

Understanding other organisations’ scholarship or fellowship programs will aid in determining the most effective way to improve the application process and dissemination of information about the ESF scholarship. Reviewing the marketing tactics and application process for the Churchill Fellowship and Australian Fire and Emergency Services Authorities Council (AFAC) program will assist in the assessment of the current ESF scholarship and give insight to potential changes for recommendation.

2.4.1 Sir Winston Churchill Fellowship

The memorial trust in the name of Sir Winston Churchill is a not-for-profit organisation that offers a fellowship with similar qualities to the ESF scholarship. The

Winston Churchill Memorial Trust of Australia grants funds for recipients to travel overseas with the goal of exploring opportunities and conducting research that is not readily available in Australia for the given field of interest (The Winston Churchill Memorial Trust, 2013). This fellowship is made available to individuals over the age of 18 and currently provides approximately 75 funded scholarships annually in various fields of interest with an average award of \$25,000 (AUD) per project.

The design of the fellowship “enable(s) ordinary people ... to travel overseas to meet people and to learn” regardless of their personal financial status or area of interest and helps make a difference in their communities (The Winston Churchill Memorial Trust, 2013). The broad range of topics includes areas extending from health services such as cancer research to community services such as fire awareness.

Within the scope of the Churchill fellowship, sponsored fellowships are granted in the names of individuals or an individual organisation that wishes to be associated with a particular field “that a sponsor is passionate about or sees a need for” (The Winston Churchill Memorial Trust, 2013). Some sponsoring organisations of the fellowships include the CFA, Australian Biological Resources Study (ABRS), Monash University, as well as a wide range of individuals who donate funds to specific projects. In total the organisation sponsored, individual sponsored and unsponsored fellowships allow for a total of more than 100 fellowships to be granted annually to Australian citizens.

More effective strategies can be formed through comparing the application process and advertising tactics of the Churchill Fellowships to the ESF Scholarship. The Churchill scholarship application requires personal details, education/study, awards/activities, employment, project aim, proposed itinerary, fee requests, reasons for application, dependants’ allowance, and declarations. The particular areas of

interest in comparing the Churchill fellowship and the ESF scholarship are in the areas of project details, itinerary outline and declaration of costs total. By requiring the aim of the project to be stated in no more than 15 words and the project description to be listed either in paragraph or dot outline form, the applicant provides a detailed explanation of the project in a concise manner. The outlined format of the project itinerary also allows for guidance and simplifies the itinerary process to later aid in collection of more detailed plans. The time line for the deadlines of particular deliverables regarding the application are laid out in an easy to read format, allowing individuals the ability to clearly see when specific parts of the application are due (Figure 6). As shown in the chart below, the applicant is only involved in the first two steps of the selection process. Other documentation and reviews are done internally through the sponsoring organisation and the National Department.

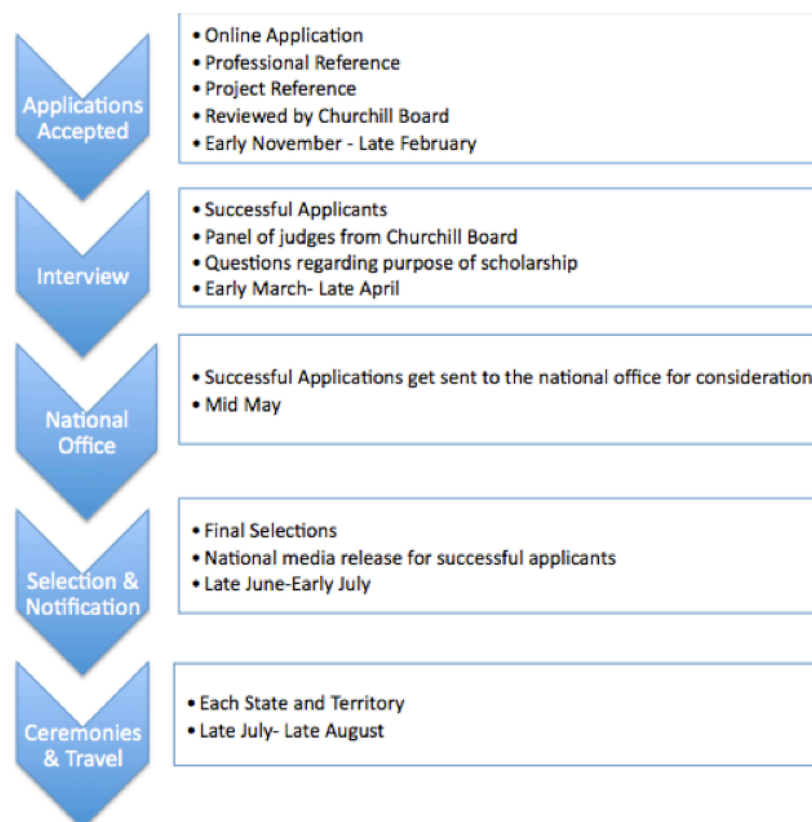


Figure 6: Application process for the Churchill Fellowship

The advertising tactics of the Churchill fellowship is also of benefit to the ESF scholarship. The Churchill fellowship can be found throughout Australia through media such as educational websites, magazines and verbal communications. The fellowship information can also be seen in social media forms, such as, Linked-in, Facebook (Figure 7), and Twitter (Facebook, 2013; Twitter, 2013; Linked-in, 2013). These forms of media provide information regarding the scholarship as well as an avenue by which interested individuals can post questions, receive answers, and access the foundation’s website and application form. This allows for the information to not only be received by a wide range of the general audience, but also makes the application readily available for prospective participants to apply for the upcoming year.



Figure 7: Winston Churchill Fellowship Facebook Page

2.4.2 Australian Fire and Emergency Service Authorities Council (AFAC) Programs

The Australian Fire and Emergency Service Authorities Council (AFAC) is a membership organisation comprised of fire, land management and emergency services

agencies throughout Australia and New Zealand. This organisation, similarly to the ESF, organises and subsidises the costs of continuing education of emergency services personnel through various programs. Both accredited and non-accredited programs focus on developing successful emerging leaders in the emergency services field.

Two programs directly related to those of the ESF scholarship are the Volunteer Leaders Program (VLP) and the Developing Future Leaders Program (DFL). Both of these programs are non-accredited programs that target volunteers of the emergency services community. These programs provide support to participants in the \$3,000 to \$4,000 (AUD) range and cover costs associated with tuition, materials, meals and accommodations for the five-day residential training program; however, it is the responsibility of the nominating agencies to cover the travel costs of the participant.

Benefits of these programs are evident to the emergency services agencies involved as well as to the individual participants. Benefits to the agencies, individuals and program strengths, as listed by the AFAC organisation, are listed in Figures 8a and 8b.

Developing Future Leaders Program

Agency/Individual Benefits	Program Strengths
Increased motivation and organisational commitment	Internationally recognised provider
Greater preparedness for dealing with challenges and changes in the public safety sector	Great location
Increased self-awareness	Sharing knowledge and experiences
Building strong professional networks	Building relationships
Enhancing leadership skills	Speakers who are leaders in their fields

Citation: (Lunardi, 2013)

Figure 8a: AFAC Developing Future Leaders Program Strengths and Benefits

Volunteer Leaders Program

Agency/Individual Benefits	Program Strengths
Examining current leadership issues	Internationally recognised provider
Exploring corporate governance roles and responsibilities	Great location
Recognising different leadership styles and behaviours	Sharing of knowledge and experiences
Strengthening personal effectiveness and workplace relationships	Building relationships
Achieving work/life balance	Speakers who are leaders in their fields

Citation: (Lunardi, 2013)

Figure 8b: AFAC Volunteer Leaders Program Strengths and Benefits

One problem that was evident in setting up the initial framework for the AFAC programs was found in the willingness of the communities to accept the idea of assistance in education. Members of various communities thought that they were more than qualified to lead their organisations through any event that may occur and were not in need of any outside assistance. It was necessary for the AFAC representative to negotiate with the individuals in hopes for slow and continual acceptance through the piloting of the program (Lunardi, 2013).

The AFAC programs offered are also marketed through various forms of media throughout the year. The primary modes of marketing are through the internet and the annual AFAC conference. Information regarding AFAC and the programs are advertised through brochures that are disseminated within organisations, and distributed to AFAC Corporate Executive Officers. There has also been promising feedback from various forms of social media, such as the AFAC Facebook and Twitter accounts (Facebook, 2013; Twitter, 2013). Another mode of marketing the AFAC programs is through the AFAC Annual Conference. At these venues, pamphlets and informational flyers are made available to every participating member present at the event, so that they can be distributed throughout the organisations.



Figure 9: AFAC Facebook Page

2.5 Continuing Education Methods

Exploring additional methods to educate emergency services personnel is important when examining the ESF scholarship. Other professionals are required to participate in continuing education courses. A review of the methods used to educate other professionals is fundamental to understanding and identifying better ways to educate emergency services personnel. Two professions that constantly rely on continuing education are teaching and nursing. Typical continuing education programs include school-based technology teacher programs and workshops (Glenn, 1997; O'Brien et al., 2003).

School-based technology teacher programs are a way for motivated teachers to help their peers. Glenn stated, "Train the trainers' is another strategy used in some districts. Selected motivated teachers are given additional education and training and return to their schools to provide in-service support for fellow teachers one-on-one or

in small groups” (Glenn, 1997, p.123). This method is similar to what an ideal scholarship project would produce. A person who completes an ESF scholarship project can teach what they learned to other members of the emergency services community.

Nursing is another area in which continuing education is an ongoing process throughout ones professional carrier. This profession utilizes workshops as the most direct way of teaching new materials. Griscti and Jacono reported the following:

In a systematic review by O’Brien et al. (2003)... the effects of educational meetings, such as lectures, workshops and courses, on professional practice and healthcare outcomes [were reviewed]. Results indicated that interactive workshops, rather than lectures and academic instruction, were the best way to influence changes in professional practice.

This review claims that interactive workshops are the most effective way to teach new material to nurses. Workshops can be used to teach emergency techniques and there are many authorities that offer them (Pinnacle Emergency Response and Rescue, 2013). Having sessions that take varying time in length means there are more options for volunteers when choosing whether or not to continue their education.

2.6 Summary

Understanding the history of the ESF scholarship and potential marketing tactics for reaching the goal of increasing applicants are important before deciding the best course of action to improve the application rate. With more than 60,000 combined personnel eligible to apply for the scholarship, we aim to find out why they have not done so. Our methodology chapter outlines how this will be accomplished.

3 Methodology

This project assisted the Emergency Services Foundation (ESF) by making recommendations to increase the number of emergency services personnel applying to the ESF scholarship and ultimately affected by continuing education funding. This was accomplished by increasing general awareness using marketing tools, investigating common motivators and barriers to make recommendations for improvements to the current application process and program and evaluating alternative training programs.

- Evaluating personnel's awareness of the scholarship and determining appropriate and effective methods to increase awareness of the scholarship
- Examining the motivating factors of applying for the scholarship and recommending improvements to the program
- Identifying barriers and examining improvements to the application process
- Evaluating the most effective use of ESF funds for continuing emergency services education

3.1 Identifying Factors Influencing Application Rates

Interviews were used to address multiple objectives including evaluating the awareness of the scholarship program, identifying motivators and barriers to the scholarship application process, as well as and identifying reactions to potential improvements. Interviews can be defined as a structured conversation with a desired endpoint (Vilela and Nagy, 2013).

A total of 19 volunteer and career personnel from the CFA, AV and SES were interviewed. Of this interviewed population, ten were past scholarship applicants while the others were non-applicants. These interviews were conducted in a semi-structured format and information was collected on basic demographics, motivators, barriers,

awareness of the scholarship, and reactions to potential improvements to the program. During the interviews we were able to discuss answers with the interviewee and ask follow up questions as appropriate. This helped to determine overall awareness and participation and which potential improvements and marketing methods would be most effective for reaching the target population.

Representatives from the scholarship committee, Shane Wright and Katrina Bahen, were also interviewed in an unstructured format to gain knowledge and insight regarding the goals of the ESF as a whole and to better understand the expectations of the committee with regards to the scholarship and application. This information was of benefit when discussing the possible future scholarship alterations.

The primary interviewer used one of two sets of questions to guide the interview process, one designed for previous applicants and the other designed for those who had not applied, while the secondary interviewer recorded responses (Appendix B). The interviews were completed either via phone or in-person depending on each individual's availability and lasted approximately 20 minutes.

After interviews were conducted, the data were compiled so trends could be determined and survey questions could be written based on the most relevant responses. An identity code was given to each interviewee to protect the identity of the individual. For demographic information a numerical coding system was determined and used. Numerical assignments were given to aspects such as: organisation, age group, etc. The free response questions are also compiled in one document to allow for all of the answers to be easily reviewed simultaneously. A combination of these two data sheets assisted the creation of the survey that was sent out to a larger population.

Surveys were used to confirm information collected through the primary interviewing methods. The goal for this survey was to reach a large portion of the

population and validate the responses received during the interviews. It allowed results to be generalised to the broader population of emergency services personnel that were not contacted through interviews.

Surveys are an inexpensive method to accumulate a large quantity of data and upon completion will confirm or deny the results of interviews. With a large data set, the results will be of statistical significance even if there are multiple variables under investigation (Significance in Statistics and Surveys, 2013). The ESF provided contacts from the agencies we worked with, the CFA, AV, and SES. These representatives were able to provide us with the means of contacting the personnel of their agencies. To initiate the survey process, an email describing our mission and requesting the personnel to participate was distributed to target personnel including a link to our survey on Google. The SES and AV sent out an email to their respective populations with the survey link in the body of the email, the CFA was unable to send out the survey in time. We also contacted organisation leaders to encourage their subordinates to participate. This survey was intended to reach as many members of the emergency services organisations as possible. Due to lack of responses from the CFA, the numbers for the statistical analysis were adjusted. The two organisations that were studied were AV and SES, which have a combined population of approximately 10,000. Of that population, 262 individuals provided feedback to the survey, allowing for a 95% confidence level with an interval of 6. This confidence interval is important to reach to prove information confirming that the surveyed population represents the whole.

The online survey responses were tabulated in a pre-defined spreadsheet. Data within this spreadsheet were analysed using Microsoft Excel and pivot tables were used to enumerate responses to each question. Specific topics under investigation were correlated and graphed to display the data visually.

Community Benefit Analysis

To receive a quantitative number on how proposed programs will affect the ESF and applicants, both the ESF scholarship committee and previous applicants were sent a short survey. Questions were posed in a Likert scale format, where statements regarding aspects of each program were offered and stakeholders were asked if they strongly agreed, somewhat agreed, agreed, somewhat disagreed, disagreed, or strongly disagreed. Responses were tabulated and the numbers of respondents who agreed and disagreed with each statement were tabulated. These results provided a numerical basis for the recommendations of each program.

3.2 Summary

Interviews were used to gain knowledge and information to design a survey that was sent out to a larger population. Using both of these methods, the greatest numbers of personnel could be contacted and the data were both valid and reliable. After analysing the information obtained using these methods, we were able to make recommendations for improvements to the marketing tactics, scholarship program and application process.

4 Results and Discussion

Using a survey we collected data from a large population of eligible personnel to understand the factors that contribute to the low number of emergency services personnel applying for scholarships offered by the ESF. These surveys were developed based on the information obtained in the interviews. The survey questions and responses can be viewed in Appendix C.

This survey was distributed by email to members of AV and SES. The CFA was also contacted, but was unable to distribute the survey in time. Figure 10 shows each agency broken down into respondents who are affiliated as volunteers, employees, or both. Respondents from AV are mainly paid employees, while SES respondents are mainly volunteers. These are consistent with the populations of employees/volunteers within those organisations (Figure 1).

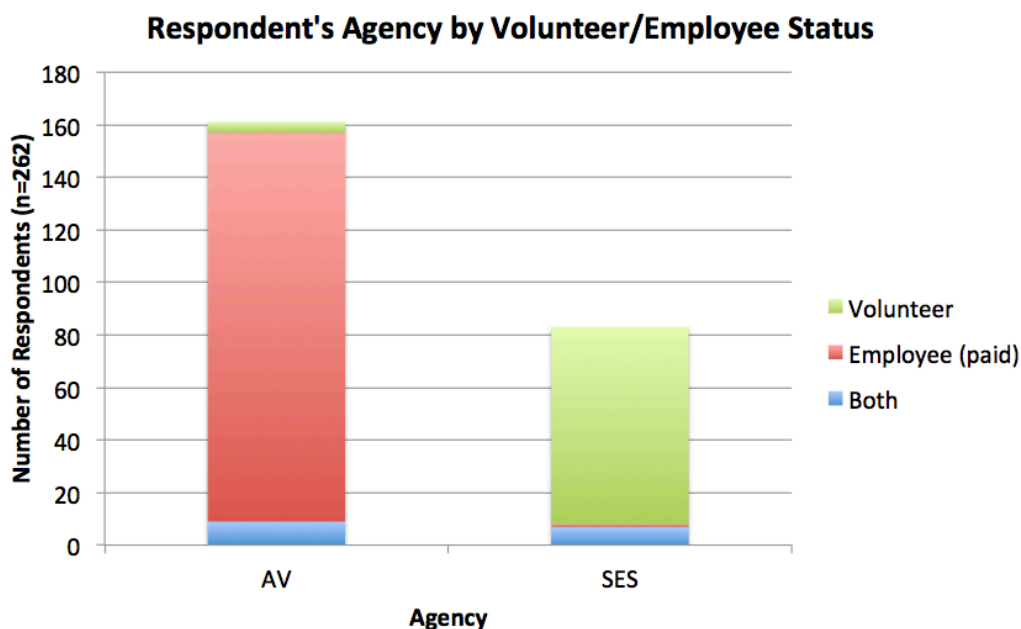


Figure 10: Survey responses categorised by agencies and volunteer/employee status.

The survey asked the respondents how they heard about the scholarship. Those who had heard of the scholarship were primarily made aware of it by email; however,

the next largest number of respondents had not heard of the scholarship suggesting that alternative marketing techniques should be examined (Figure 11). Figure 12 shows media type through which respondents receive information about professional development programs. Again, email is shown to be the most prevalent source of this information and should be continued; however other potentially useful resources, such as social media, have not been used and should be considered in the future.

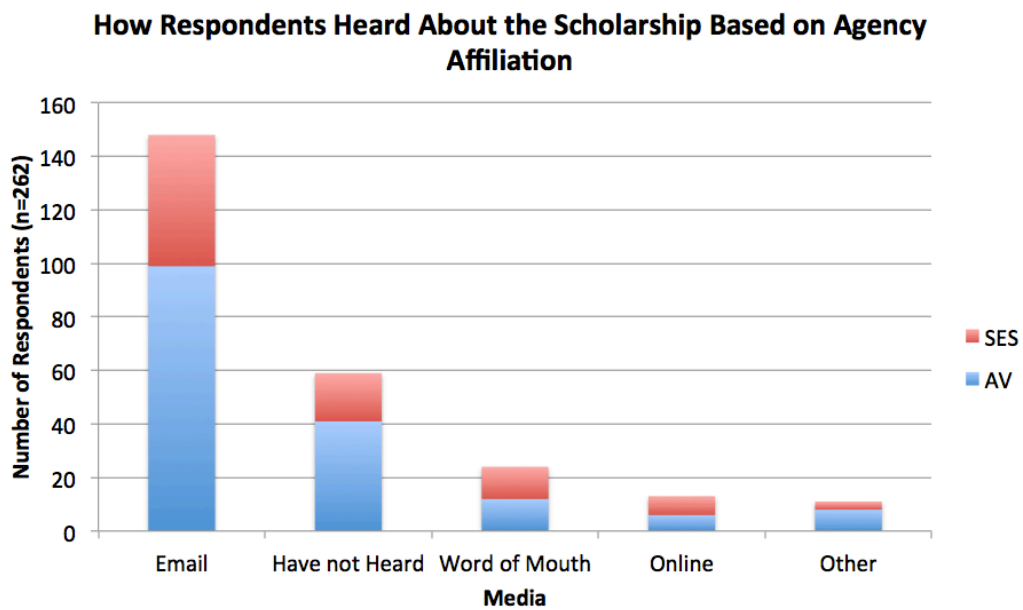


Figure 11: Survey responses showing how the scholarship information was heard separated by agency affiliations.

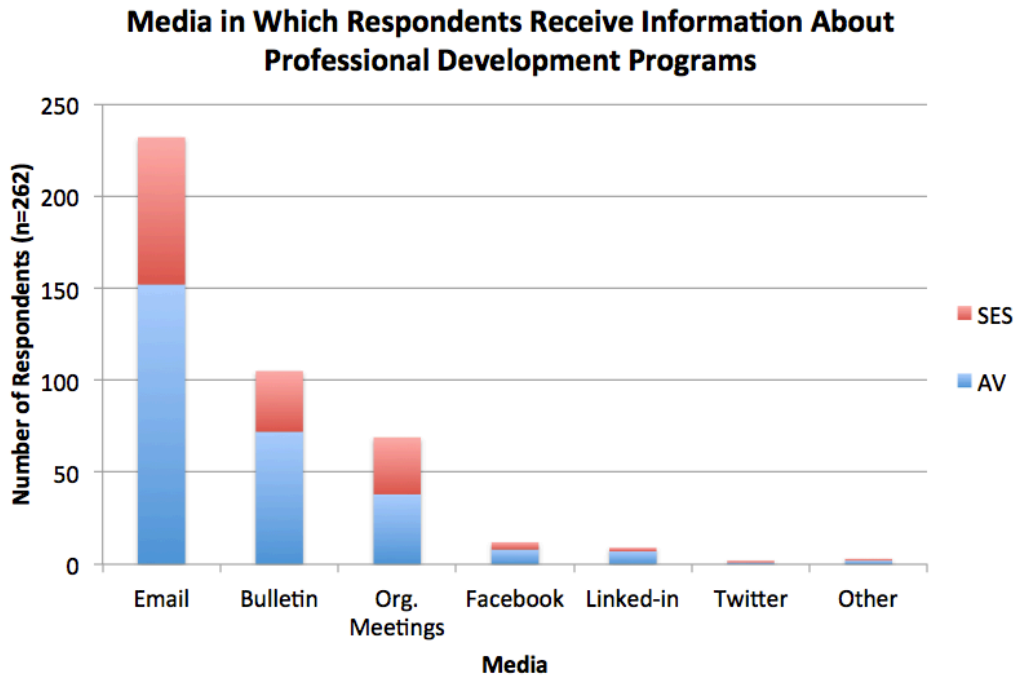


Figure 12: How survey respondents hear about continuing education programs separated by agency affiliations.

Although not many respondents answered that they currently receive professional development information through social media, reaching the target audience through this medium has a lot of potential. Survey participants were asked what social media accounts they have in order to gauge the most effective service. Of the survey respondents, 76% answered that they have a Facebook account (Figure 13). Other social media methods were not as popular; 19% of respondents have a Linked-in account and 17% have a Twitter account. Additionally, 22% of respondents did not have a social media account (Figure 13). When asked, if they think it would be beneficial to receive information about scholarships/programs through social media, 66% of the survey respondents in the 20-35 age range answered yes (Figure 14). Of those in the 36-50 age range, 52% answered yes (Figure 14). Based on these statements, using social media will a useful tool to reach the younger and middle-aged audience eligible to apply for the ESF scholarship and should be considered when marketing.

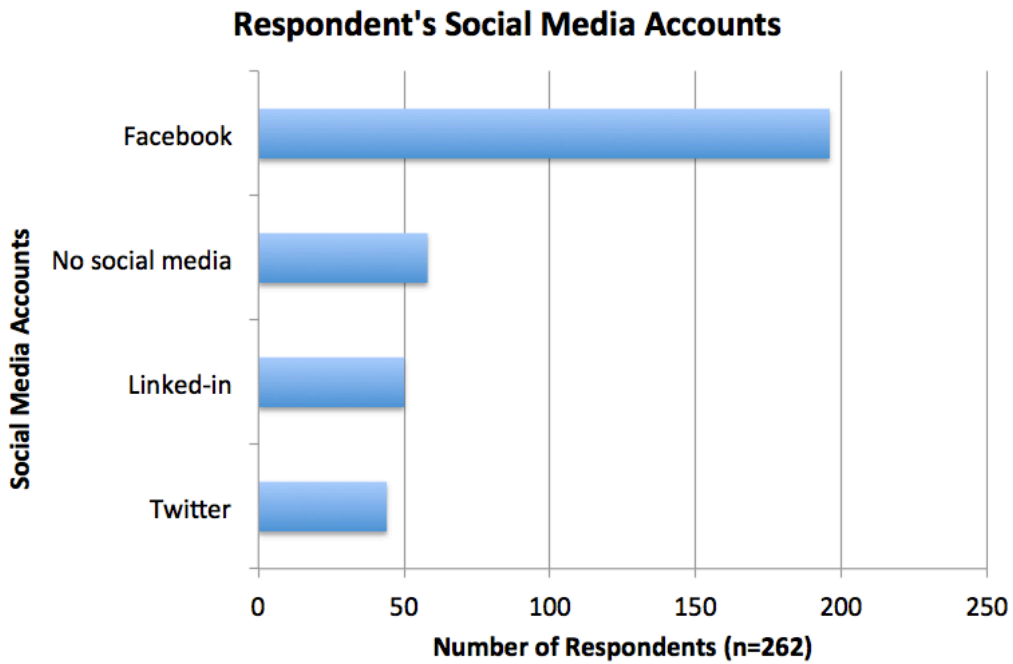


Figure 13: Number of respondent's with social media accounts

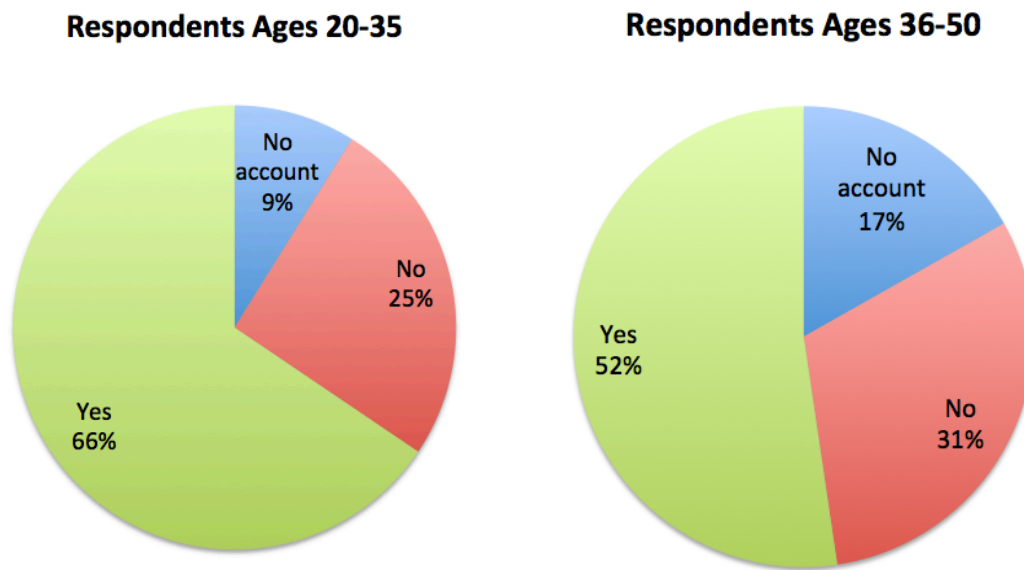


Figure 14: Respondent's opinion on receiving scholarship information by social media broken down by age range

Since the ESF scholarship is available to volunteers, it is important to consider their specific needs when examining the effectiveness of the program. Survey participants were asked whether they are affiliated as a volunteer, an employee, or both. Some employees of emergency services agencies also volunteer at their local

station. Of the survey respondents 30% of volunteers had considered applying for the ESF scholarship (Figure 15). Getting those that consider applying to follow through with the application will be important to address in making recommendations for improvements. A better marketing strategy will assist getting the 70% that have not considered applying to do so. The high number of volunteers that have not considered applying also suggests that the current scholarship program may not appeal to all volunteers..

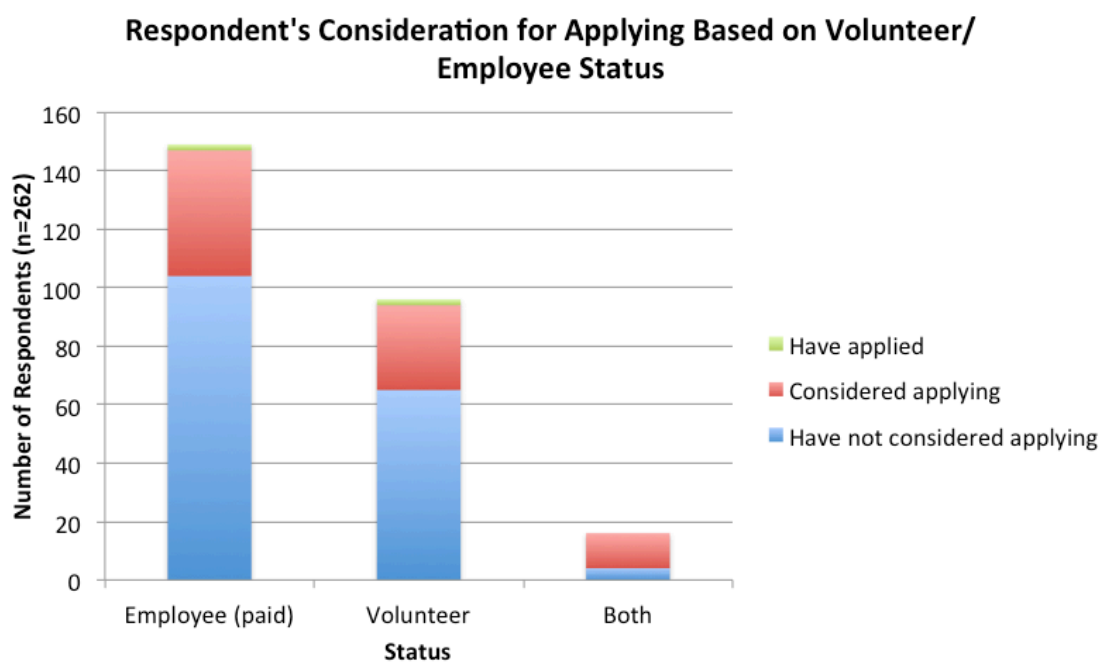


Figure 15: Number of surveyed individuals separated by work statuses that have considered applying for the scholarship.

Survey respondents were asked their opinion of the application process. Many respondents had not seen the application process and responded that it was not applicable; however, of those 107 respondents that have an opinion of the process 68% think that the instructions are unclear and proper information is not available (Figure 16). This data supports the need for modifications to the process in order to provide continuity of instructional information to interested personnel.

Responses to: "What is your opinion on the structure of the application process?"

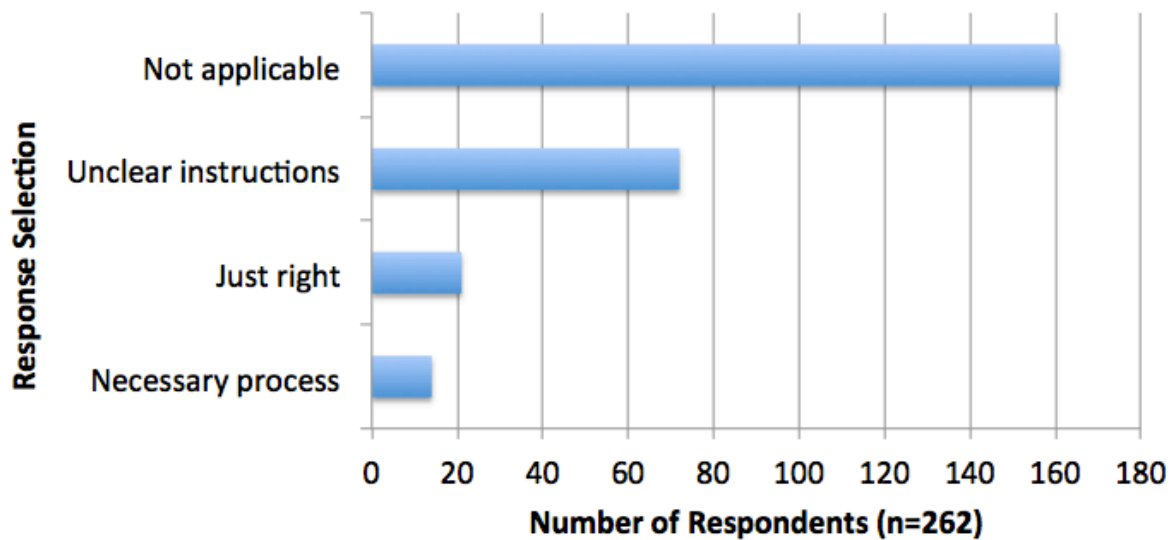


Figure 16: Respondents' opinions on the current structure of the application process.

Understanding the reasons individuals do not apply for the scholarship program is critical to support potential improvements. Survey participants were asked which aspects of the ESF scholarship were barriers when they applied (Figure 17), and their reasons for not applying (Figure 18). Respondents were asked to check the two of the options most related to their experience. The option to list a new topic was also offered. Most respondents answered not applicable. Of the 179 respondents that the question was applicable to, 29% reported that taking leave from work was a barrier to applying. In addition, family obligations accounted for 15% of those responses. Family and work obligations were also listed as reasons for not applying by 20% of respondents (Figure 17). This indicates that the time required to complete study tours in the current format may not be available to many individuals. Alternative programs that require less time away from work and family obligations should be considered.

Difficulty finding a topic to research was a significant response to both questions (Figure 16 and Figure 17). This concern was identified by 25% of respondents as a

barrier and by 20% as a reason for not applying. This response supports the need for modifications to the current scholarship program. Certain improvements as identified through interview responses are examined next.

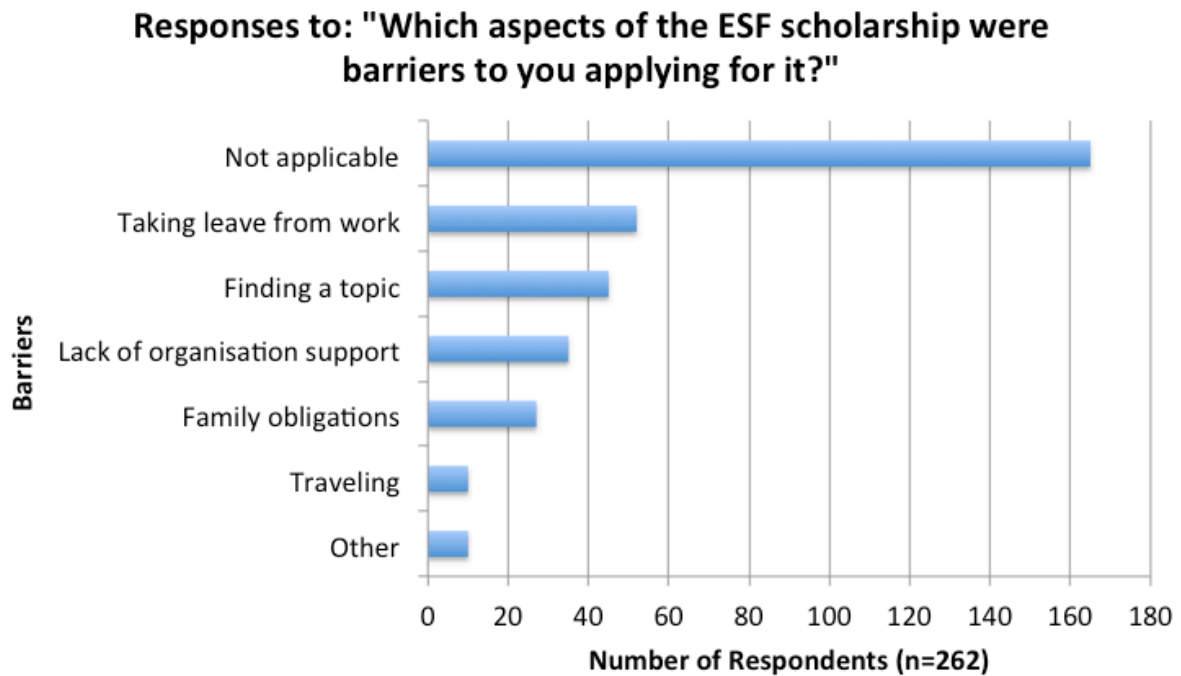


Figure 17: Barriers associated with applying for the scholarship program.

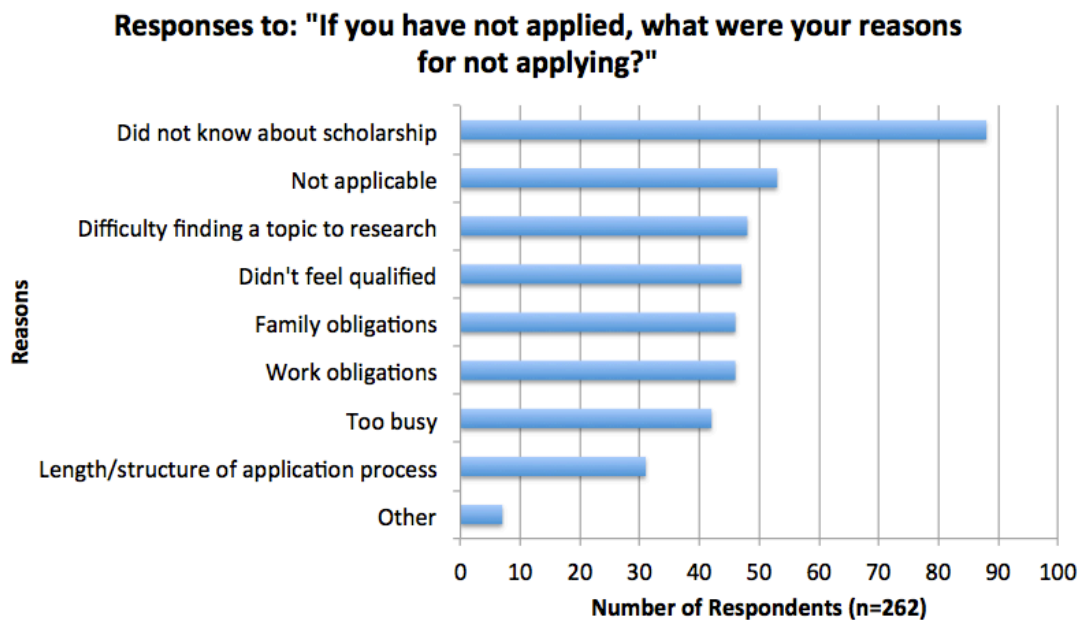


Figure 18: Reasons for not applying for the ESF scholarship

In order to gauge the interest in the potential improvements we developed based on the interviews we conducted, survey participants were asked a series of yes or no questions. When asked if a formal mentoring program would benefit them in applying, 93% of respondents said yes. Survey participants were also asked if they would be more likely to apply for a scholarship relating to a topic identified by their agency. Out of the 262 survey participants, 87% answered yes. Based on the findings of the barriers and reasons for not applying for the scholarship and the respondents' positive response to the potential improvements, it is clear that a mentor program and the addition of pre-defined topics should be considered for recommendation.

Responses to interviews had suggested alternative types of training programs would be beneficial to implement. Survey participants were asked to select training program formats that they would be most interested in participating in (Figure 19a). It is important to note that overseas study tours are the top response. Participants were also asked if they would be interested in participating in a group study tour. The red portion of the bar on the graph represents the respondents that would like to participate in the study tour in a small group. Of those respondents that are interested in overseas study tours, 43% also answered that they would be interested in participating in these projects with a group. For those who wanted in-state study tours, 62% answered that they would be interested in participating in a group. Of the respondents who wanted interstate study tours, 50% of respondents answered they would be interested in participating in a group. Allowing applicants to participate in study tours with a group is shown to be desired by half of the respondents and should be considered in future selection processes.

Figure 19a also shows that many respondents are interested in participating in locally taught workshops and seminars. Out of the 262 survey responses, 60% stated

they would like to participate in workshops taught locally and 50% stated they would like to participate in seminars taught locally. Of this sample surveyed, 95 participants were volunteers. As shown in Figure 19b, 65% of these volunteers are interested in participating in workshops; however, their interest in study tours is less than 50%. These program formats address concerns regarding a lack of time to commit to continuing education. In order to most effectively address the problem with low numbers of scholarship applicants, it is important to consider those that cannot devote the time for a study tour as well. This portion of the population will be able to be reached through these methods of training.

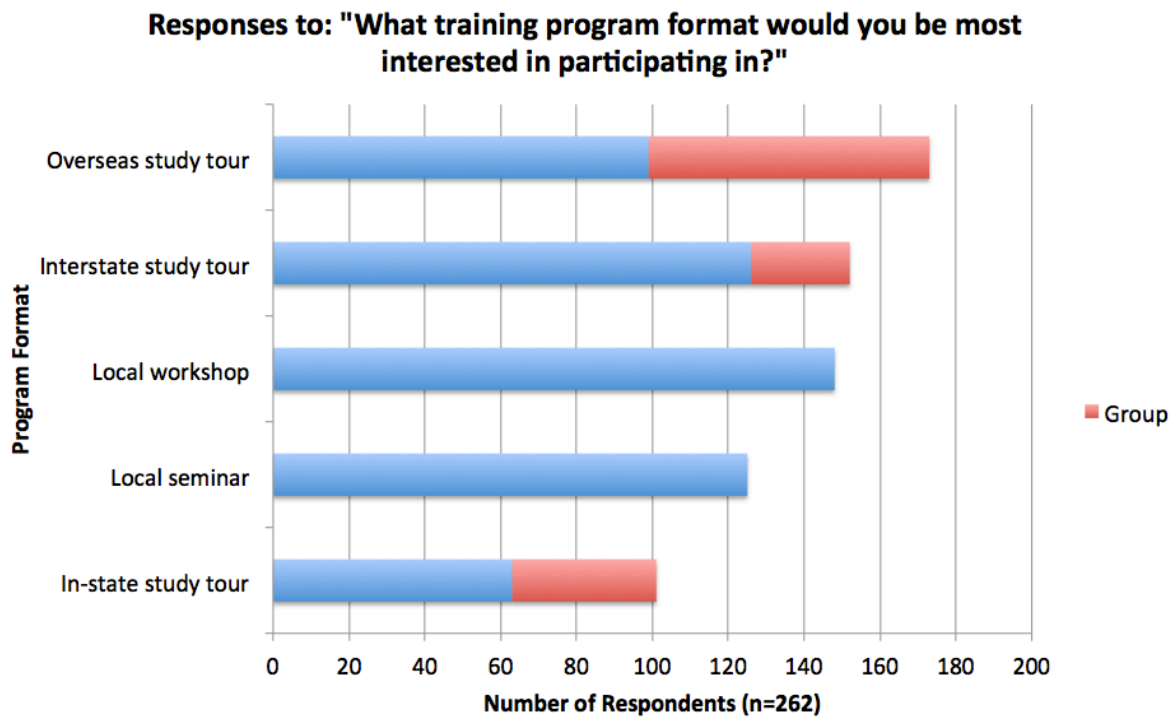


Figure 19a: Survey participant's interest in alternative training programs

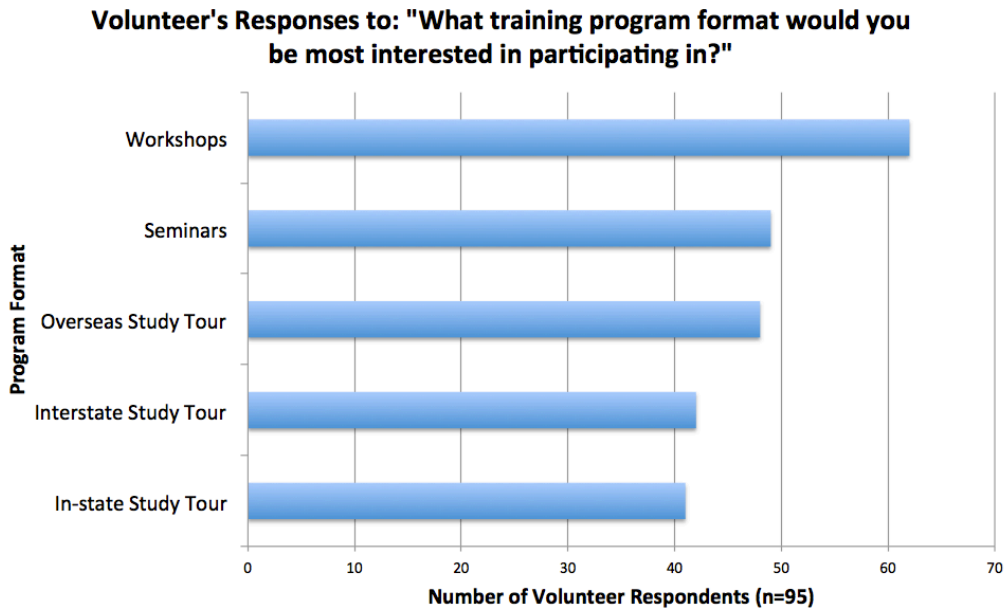


Figure 19b: Volunteer survey participant's interest in alternative training programs

5 Recommendations and Conclusion

Based on our research, we recommend several improvements to the scholarship program that when implemented will enable the ESF to achieve the objectives set for this project. These recommendations include increasing awareness through social media, modifying the current program and application process, and suggesting alternative allocation of funds to reach a larger population of volunteers. These recommendations were orally discussed with key members of the scholarship committee. A community benefit analysis (CBA) questionnaire was then sent to the entire committee in order to evaluate their endorsement of the proposed changes.

5.1 Improving Scholarship Marketing

Facebook

The marketing tactics used by the ESF must be improved to increase the number of scholarship applications received annually. It is important that information reaches the target population; therefore, we suggest creating a Facebook page for the ESF. This is based on the data stating that 76% of survey respondents have a Facebook account. By implementing a Facebook page for the ESF this gap in marketing can be filled.

The Facebook page would primarily be used for promoting the ESF as an organisation and providing details on the ESF scholarship program. The page would have to be administered by an individual who has a Facebook account. The administrator's personal information would not be publicised on the ESF Facebook page; the only connection the person and the page would have is through the Facebook server. This individual would be able to post notifications on the page, as well as monitor the page security.

It is important that the proper image of the ESF is upheld. This can be done by limiting the individuals that can comment on and link themselves to the ESF page. Both of these concerns can be addressed through the security menu under the administrator's options bar. The administrator has the option to block any individual from commenting on the page or connecting with ESF.

With the permission of chairman Neil Bibby, we have developed a Facebook page for the ESF to use. Someone within the ESF will need to be appointed as an administrator of the page and then ownership will be transferred to them. When the page is approved, clicking "publish this page" on the administrator panel allows the page to be viewed by the public and the ESF can begin promoting themselves through Facebook. It is also recommended that the ESF adds a direct link to their Facebook page on their main website, and should be included in any promotional media used by ESF currently.

Adopting social media practices are essential for the scholarship to receive a greater number of applicants. The benefits of advertising with the page and how easy it is to advertise using the page are detailed in chapter 2.3.2. Facebook is cost free and easy to operate, manage and monitor. Making this a focal point of marketing should see a large increase in the number of people enquiring about the scholarship, satisfying the main objective of this project.

Mailing List

Email is still the most commonly used method for receiving information about professional development programs, as shown by the survey results. In order to directly contact personnel interested in the scholarship, it is recommended the ESF allow them to sign up for a mailing list. A mailing list form should be added to the ESF's main website, where personnel would enter their name and email. The output of this form

would store the information in a database, so that all those who signed up can easily be emailed. It is recommended that an introduction to the scholarship and link to the mailing list form be sent out through the emergency services agencies as well as promoted on the Facebook page.

5.2 Modifications to Scholarship Program

We investigated multiple modifications to the current scholarship program to make it more appealing to potential applicants. Our recommendations are to add a formal mentoring program, strategic agency pre-selected project topics in addition to self-selected topics and add the option of applying for the projects as a an individual or in a small group. Supported by the survey data, these modifications should aid in increasing the number of applicants to the scholarship.

Mentoring Program

A formal mentoring program as a support system for applicants is recommended. As part of the scholarship award, past scholarship recipients will be required to serve as mentors for candidates that are going through the application process. Ideally, the mentors will be matched based on agency affiliation and previous research work. An applicant to mentor ratio of one to one will provide for the most personal experience. If this ratio is not possible, a mentor may have multiple applicants to guide. The mentors will make sure applicants are providing the necessary information and reaching the required deadlines. In order for the mentoring program to be most effective, it is recommended that the scholarship committee develop a guideline for mentors. This will ensure that the scholarship committee's expectations are met throughout the process.

Pre-selected Topics

The ESF Member Organisation Representatives are recommended to develop project topics that will benefit multiple agencies. These representatives would compile a list of topics that would be updated throughout the course of the application timeline. Since these topics will be identified by the agencies, the information researched is more likely to be used. The purpose of this suggestion is to give individuals who are unable to generate a project topic of their own to benefit from the opportunities offered by the ESF scholarship. Implementing this program should motivate more personnel to apply for the scholarship, as supported by the survey results. After assessing the CBA sent to the ESF scholarship committee, there was overall positive feedback regarding all areas under investigation related to the pre-selected topics, helping support this recommendation (Appendix H).

Group Projects

Group projects were a suggested topic of interest for investigation by the ESF Chairman of the Board of Management, Neil Bibby. Offering the option to complete the project in a group increases the number of possibilities for the scholarship applicants. This option allows individuals to travel in a group or travel separately and collaborate on a report of the same topic. Having multiple perspectives on a topic should increase the quality of the final report. Additionally, group travel will decrease miscellaneous expenses such as lodging and ground transportation.

5.3 Streamline Application Process

Making the application process clearer and more efficient will assist in addressing the low number of personnel applying for the ESF scholarship. Currently, after initial applicant approval, the bulk of the scholarship application process occurs in

a single step, detailed in chapter 2.1.2. Survey respondents stated that the application process is unclear, and streamlining the process should address this issue.

We recommend implementing a structured phase-gate process that will quickly filter out applicants or project topics that do not qualify, reducing the workload on both the candidate and the scholarship committee. Each phase will require a pre-defined set of information from the applicant and will be evaluated against pre-defined evaluation criteria. The funnel depicted in Figure 20 shows phases 1 through 4 of the suggested application process. The application forms, letters, and rubrics can be viewed in Appendix D.

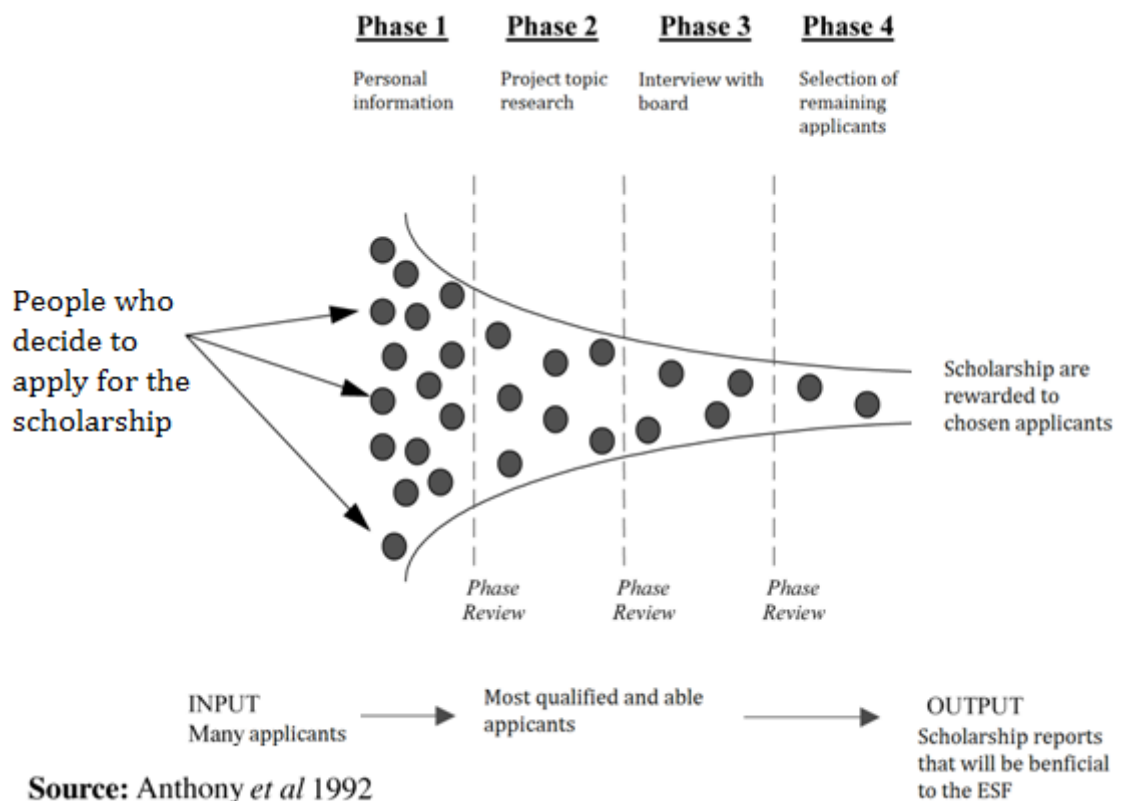


Figure 20: Proposed Application Funnel Model

Phase 1 is initiated by the decision to apply for a scholarship. The applicant will be required to access a proprietary website and fill out an electronic information form. The Phase 1 form requires personal information regarding education, as well as any

relevant background or experiences in the area of emergency services. Documents could be attached and submitted showing previous work in the field of emergency services. This will be collected and stored in a single online database. To proceed to Phase 2 an authorized representative from the applicant's agency reviews their qualifications and approves or denies the application. The authorized representatives by agency are Tony Walker of AV, Katrina Bahen of SES, and Kate Harrap of CFA. If there is a personal conflict between the applicant and the representative, the applicant can contact the ESF for alternative means of approval. Unsuccessful applicants will receive a letter of regret (Appendix E) stating the termination of their scholarship application and reasons for the termination. Successful applicants will move to Phase 2 of the application process and will automatically receive a letter of approval (Appendix E), a Phase 2 application form (Appendix D), mentor contact information and a list of pre-selected topics via the application website.

Phase 2 of the application process requires background research regarding project topics and allows for the applicant to either choose from a list of pre-selected topics or research their own topic of interest. Phase 2 applications will be electronically collected and reviewed by the Phase 2 Review Committee using the scholarship topic rubric (Appendix D). The Phase 2 Review Committee will consist of two members of the scholarship committee. The two members of the Phase 2 Review Committee will be rotated on a quarterly basis, with one individual serving all year with two different committee members. The rotation is shown in Figure 21 and scholarship committee members are each represented by a letter, A through E. It is required that the applicant receives endorsement from both members of the Phase 2 Review Committee to pass through to Phase 3. If the applicant is unsuccessful in this phase of the process, the application will either be terminated or redirected. A redirected application form will be

sent to the applicant with aspects that need to be addressed, then will be sent to the Phase 2 Review Committee for review in the following month. If the applicant is successful in this phase, they will receive a letter of acceptance and will be required to select from a list of available interview times for Phase 3.

The interview occurs in Phase 3 of the application process. These interviews will remain the same as the current application process; however, there is a new rubric for grading each interview (Appendix D). Upon completion of this phase the applicant will be informed of whether or not they received the scholarship. Applicants who are unsuccessful in this phase will be given an explanation of areas in which their application lacked and will be encouraged to reapply in the coming year. If there are more qualified applicants than available scholarship funds, then a tiebreaker will be conducted. The rubric totals of each board member will be summed and the applicants with the highest final scores will be awarded the scholarships.

The application process will be completed in a rolling application format. This format is shown in Figure 21 below. Phases 1 and 2 are done in tandem throughout the course of the year, starting at the beginning of each month and ending three weeks later. This will allow for quick responses to be received by the applicant from the necessary individuals if all of the information is completed and submitted on time. Another benefit to implementing the rolling application is allowing the individuals in Phase 2 that are re-directed the ability to correct their mistakes and re-submit their material in hopes of making it through to Phase 3 of the current year. This will make the final selection more competitive by not immediately dismissing good topic ideas based

on lack of research or the need for more material.

Month:	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar
Phases:		P1	P2						
Phase 2 Review Committee:			AB						I
			P1	P2					N
				AB					T
				P1	P2				E
					AB				R
					P1	P2			V
						BC			I
						P1	P2		E
							BC		W
							P1	P2	S
								BC	

Figure 21: Rolling Application and Phase 2 Review Committee Schedule

The desired outcome of streamlining the application process is evident in the initial phases. Requiring less information initially will reduce the burden placed on the individuals, allowing for more individuals to show interest in applying for the scholarships.

5.3.1 Electronically Automating Application Process

Automating the application process through a proprietary website will be the most secure and effective method for completing the scholarship application. This is a straightforward undertaking that can be subcontracted to any one of a large number of qualified professional services organisations. Those interested in the ESF scholarship would be required to create an account with an email address and password.

Instructions to create an account will be found on the ESF website homepage. Once an account is created, a confirmation email will be sent. Upon logging in an applicant will see a page with links to available forms and their respective deadlines. These forms can be completed and submitted through this website. If additional files are necessary for a phase of the application process, then they can be uploaded and attached with the form.

An applicant will automatically receive a confirmation email upon form completion and the files will be submitted to the respective individual or committee for review.

Those who are responsible for reviewing the submissions would be granted access to the completed application forms. Each individual will be graded based on the criteria stated in section 5.3. If an application is rejected, a letter of regret is automatically sent. In the event of a redirect, the reviewer can enter comments on the form and it will be sent back to the applicant for corrections. Once corrections are made, the application can be resubmitted through the website. Upon application approval a letter of acceptance and instructions for the next phase will be emailed to the applicant. If accepted, the applicant will be required to sign up for an interview from a list of times on the website. Although there is an initial cost, implementing a proprietary website will reduce the workload on the applicant, ESF administration, and scholarship committee.

5.4 Alternative Program Formats

ESF member education funding is currently allocated to self-determined study-tours. We recommend changing the allocation of funds to more effectively reach the volunteer community. The three continuing education methods investigated are study-tours, workshops, and seminars.

- Implement previous recommendations to study tour program
- Host various workshops facilitated by individuals outside of the emergency services in the state of Victoria.
- Host a seminar series consisting of lecturers both from the state of Victoria as well as outside states and countries.

All three of these continuing education methods have different costs to run as well as different advantages and disadvantages. See Figure 22 for an overview of the most ideal situations for each proposed program.

3 Buckets Model

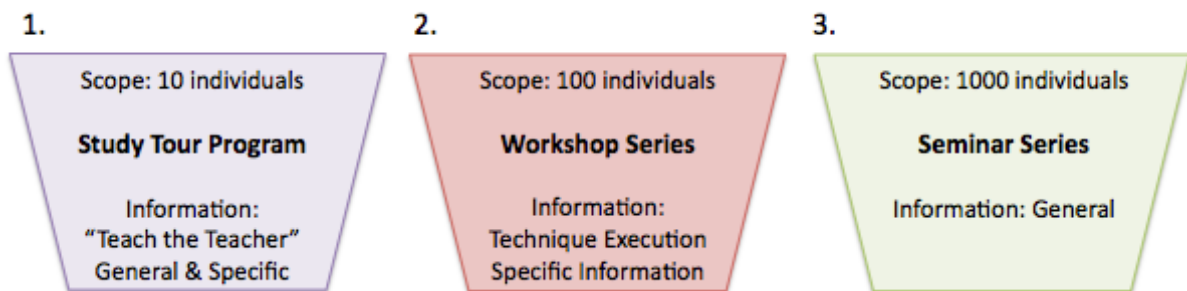


Figure 22: Three Professional Development Training Methods (Bucket Model)

5.4.1 Study Tours

Study tours involve individuals travelling to various locations throughout the world to study new and beneficial techniques that can be used in the emergency services community in the state of Victoria. Individuals are required to complete reports on their research so the information can be disseminated throughout an organisation. This is the current format of the ESF scholarship and our recommendations do not affect the aspects being compared in this section.

Costs

The average cost of the ESF scholarship project over the last six years was \$8,753 (AUD) per individual. The projects varied in price depending on location, timing, project topics, and accommodations. All 35 ESF project costs of the last six years can be seen in Appendix G.

Benefits

Study tours allow for participants to gain both cultural experience and professional knowledge. New information will be received and best practices can be

implemented in the state of Victoria's emergency services community. The CBA supports the notion that new ideas would be brought in by study tours.

Disadvantages

One major disadvantage of study tours is that the lowest numbers of individuals receive the scholarship and benefit from the funds. Over the last three years, approximately ten emergency service personnel have received the scholarship per year. Other disadvantages to the study tours were mentioned prior in this report and addressed through various recommendations.

5.4.2 Workshop Series

Workshops will be run in the form of a lecture followed by a hands-on program teaching various skill sets conducted by a recognised expert. Workshop topics will be selected by the scholarship committee to maximise the positive impact on the ESF organisations.

Costs

The costs for workshops range from \$50 to \$2,500 (AUD) depending on the type, complexity of skill being taught and duration of the workshop (Appendix I). The price for an individual may also be affected based on whether it is booked individually or as a group. If funds are available, then the costs will be completely covered by the ESF. If not, workshop fees will be subsidised per individual.

Benefits

Workshops are beneficial due to their hands-on component. It is expected that if individuals fully participate in the activities, they will retain valuable knowledge. Workshops reach a larger number of people due to the possibility for low costs per participant. To accommodate the most number of individuals, it is suggested that

workshops be held on nights and/or weekends. According to the CBA, a majority of respondents agreed to some degree that workshops are cost efficient, provide new information, affect a larger number of individuals, are time manageable, as well as others seen in Appendix H.

Disadvantages

Due to the structure of workshops, limited cultural experience will be gained in comparison to other programs. There is also no published report upon completion of the workshop; therefore, only the individuals participating will directly benefit. Dissemination of information will be limited to the workshop participant and those that interact with that individual. The CBA showed concerns regarding cultural experience gained, information retained, quality of service to the community being achieved, and information being beneficial to the community and emergency services organisations (Appendix H).

5.4.3 Seminar Series

Seminars will consist of a guest speaker presenting a lecture on a topic that will have a positive impact on the effectiveness and safety of personnel in as many agencies as possible. Speakers can be from the area or come from overseas. The goal of the seminars will be to reach the largest number of personnel as possible. These topics will be recommended by the agencies and selected by the scholarship committee.

Costs

The costs associated with running a seminar are speaker fees, travel costs, accommodations, meeting rooms, audio-video rentals, meals and refreshments. The average approximate cost associated with a speaker is roughly \$3,500 (National Speakers Association, 2013). The experience and reputation of the guest speaker are

factors associated with the varying costs to host that particular lecture. The costs of flights vary depending on location and dates of the guest speaker (Appendix F). Speaker accommodations are another cost associated with running seminars. All of these costs are evident in hosting a seminar series; however, some speakers may offer their service pro-bono, eliminating some costs.

Benefits

The most important benefit of seminars is the low cost of knowledge acquisition by attendee when compared to the other suggested programs, thus educating more people for less money. Seminars can also be posted through e-learning, an online method of filming and presenting an event, to accommodate individuals who are unable to attend the specific event. The seminar topics selected would aim to cover the interests of multiple agencies and would be held in multiple sessions on nights and weekends. Benefits to utilizing local speakers include networking amongst the various agencies and increasing individual's awareness of current practices being used throughout various organisations in Australia. According to the CBA, a majority of respondents agreed to some degree that seminars are cost efficient, provide new information, affect a large number of individuals, are time manageable (Appendix H).

Disadvantages

A disadvantage to hosting seminars is the lack of hands-on opportunity, which makes skill-based topics inapplicable with this format. Seminars are also not as personal as other methods, which make clarification of topics at any point more difficult. In addition to those disadvantages, a participant would not get the cross-cultural experience that is available with study tours. Similar to workshops, the community benefit analyses showed concerns regarding cultural experience gained, information retained, quality of service to the community being achieved, and

information being beneficial to the community and emergency services organisations (Appendix H).

5.4.4 Recommendation

After evaluating the different programs and assessing the CBA results, it is suggested that the ESF strategically allocates education funding across the different programs. As a pilot, the ESF should allocate 75% of funds to study tours and 25% of funds to hosting workshops. If there are leftover funds they should be used to subsidise seminars. These percentages are based on our evaluation of the benefits and drawbacks of the programs as well as the CBA (Appendix H). Depending on the results of the pilot, the allocation of money should be adjusted accordingly.

5.5 Conclusion

The goal of this project was to address the lack of applicants to the ESF scholarship annually. Through the data collected and analysed, several recommendations were configured to address the problem at hand. The recommendations were made in the areas of the marketing and awareness of the scholarship, application process, scholarship program, and alternative uses of ESF funds. If the following recommendations are followed it is expected that the number of applications in the coming fiscal year will be increased.

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7. Appendices

Appendix A (Big List of Marketing Methods)

Big List of Marketing Methods

Have a Social Media Presence

- build a following, post regularly on Twitter, Facebook, LinkedIn, Biznik
- participate in a niche social network

Create content on your site

- blog
- podcasts or videos
- downloads
- newsletter

Create content through other networks

- make a YouTube video
- post article on Biznik or LinkedIn
- answer questions on Q&A sites
- be active on niche forums

Comment on others content

- their blog
- their Facebook notes
- their Twitter stream
- their Biznik articles

Get listed in online directories

- niche directories
- Google Local, Google Merchant
- review sites

Meet people in person, with business card

- go to events
- host an event
- host a regular group
- speed networking
- give speeches
- join local biz groups like the Chamber of Commerce
- teach a class

Reward Schemes

- referral program – reward customers
- affiliate program – reward strangers

Advertising

- paid search, pay-per-click
- Facebook ads
- leave business cards or flyers around town
- direct mail or inserts
- promotional giveaways (i.e magnets)
- pay bloggers to review you (reviewme.com)

Build Loyalty with Existing Customers

- promote them on your site
- let them know you appreciate them
- give them more features/value
- special deals for current customers

Word of Mouth

- encourage customers to Yelp, write reviews
- use GetSatisfaction.com
- ask customers for referrals
- write press releases
- put promotion buttons on your site– “share this on Facebook”
- have customers do video testimonials or ask for written ones
- hand out coupons or put them on the back of your business card

Strategic Partnerships

- cross-promote in newsletters or on others websites
- barter/trade
- guest post on other blogs
- create joint contests
- sponsor an event

Search Engine Optimization

- for Google
- for shopping sites like Etsy, eBay

Appendix B (Interview Guide Sheets for Applicants and Non-Applicants)

For previous applicants:

Subject #
Good morning/afternoon/evening,

Thank you so much for agreeing to participate in our research, we appreciate your assistance and your responses are of great value to our project and the Emergency Services Foundation. My name is _____, and these are my partners _____&_____. We are students from Worcester Polytechnic Institute in the United States and are working on behalf of the Emergency Services Foundation to examine various aspects of their current scholarship program. I will be asking some questions, while my partners take notes of your responses for later investigation. We appreciate your willingness to meet with us regarding your personal experiences with the program and your input is of the greatest value to us. The interview will start with brief questions regarding yourself, and will then transition into some more detailed short response questions. If you are not comfortable with any of the questions, please just make us aware and we will skip that question all together.

First, we would like to get some of your basic information:

- What is your age?
- What agency were you affiliated with when you applied?
- Are you still with that agency?
- Are you employed by them or do you volunteer?
- What is your full time career?
- What certification do you hold?
- How many years have you been affiliated with your agency?
- What is your rank within your agency?
- Are you married?
- Do you have anyone dependent on you (children, elderly)? If so, how many?

Now we will ask some questions about the scholarship program, and your experience.

- How did you hear about the scholarship?
- Can you list some reasons you had for applying to the scholarship?
- Can you list some barriers that you encountered in applying for the scholarship?
- How did your full-time employer react to you applying for the scholarship?
- What is your opinion on the structure of the application process?
- What is your opinion on the scholarship program?
- Were you mentored through the application process? And how?
- What is your opinion of the mentoring experience?
- Can you suggest any improvements you would like to see in the process?

We also have some questions regarding potential improvements to the scholarship:

- Would you be interested in applying and participating in the scholarship with a group?
- If your agency identifies a program topic of interest for them, would you be more

likely to apply for a scholarship program relating to that topic and for what reasons?

Would you be interested in attending a seminar offered by ESF, taught by an expert in a topic of your interest and for what reasons?

Can you suggest a type of emergency services professional development program that you would be most interested in participating in? What format?

In what media do you receive information about professional development programs?

Do you have a facebook/twitter account, and do you think it would be useful to receive information about scholarships/programs through that media?

What sort of training programs do you think will most benefit you?

Do you know of any other scholarships similar to ESF's, if so can you describe it?

Do you have any contacts that would be of benefit for us to talk to?

For non-applicants:

Subject #

Good morning/afternoon/evening,

Thank you so much for agreeing to participate in our research, we appreciate your assistance and your responses are of great value to our project and the Emergency Services Foundation. My name is _____, and these are my partners _____ & _____. We are students from Worcester Polytechnic Institute in the United States and are working on behalf of the Emergency Services Foundation to examine various aspects of their current scholarship program. I will be asking some questions, while my partners take notes of your responses for later investigation. We appreciate your willingness to meet with us regarding your personal experiences with the program and your input is of the greatest value to us. The interview will start with brief questions regarding yourself, and will then transition into some more detailed short response questions. If you are not comfortable with any of the questions, please just make us aware and we will skip that question all together.

First, we would like to get some of your basic information:

What is your age?

What agency are you affiliated with?

Are you employed by them or do you volunteer?

What is your full time career?

What certification do you hold?

How many years have you been affiliated with your agency?

What is your rank within your agency?

Are you married?

Do you have anyone dependent on you (children, elderly)? If so, how many?

Now we will ask some questions about the scholarship program, and your experience.

Have you heard about the scholarship program?

Have you ever considered applying to the program?

What are some reasons you have not applied for the scholarship?

What is your opinion on the structure of the application process?
Can you suggest any improvements you would like to see in the process?

We also have some questions regarding potential improvements to the scholarship:

Would you be interested in applying and participating in the scholarship with a group?

If your agency identifies a program topic of interest for them, would you be more likely to apply for a scholarship program relating to that topic and for what reasons?

Would you be interested in attending a seminar offered by ESF, taught by an expert in a topic of your interest and for what reasons?

Can you suggest a type of emergency services professional development program that you would be most interested in participating in? What format?

In what media do you receive information about professional development programs?

Do you have a facebook/twitter account, and do you think it would be useful to receive information about scholarships/programs through that media?

What sort of training programs do you think will most benefit you?

Do you know of any other scholarships similar to ESF's, if so can you describe it?

Do you have any contacts that would be of benefit for us to talk to?

Appendix C (Survey Questions and Responses)

Questions are listed in the order they were asked

Introductory statement:

G'day everyone!

We are contacting you on behalf of the Emergency Services Foundation (ESF). The ESF primarily operates as a trust to provide immediate support for those who suffer hardship as a result of the death of a family member or injuries sustained in the line of duty.

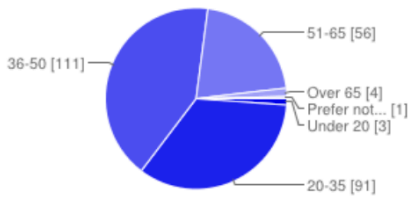
The foundation also grants scholarship funding to allow individuals involved in emergency services the ability to travel and explore other organisations' techniques that may be useful to the emergency services in the state of Victoria. We are a team of three students from the US. Our team mission is to help the ESF increase the number of emergency service personnel applying for scholarship funds by exploring barriers to the application process and offering suggestions for increasing awareness among the potential applicants, restructuring the application process, and making modifications to the scholarship.

We are conducting a survey to aid us in reaching our goal of understanding how to improve the scholarship for the broader population. This survey will take less than five minutes. It would be of great benefit to the ESF if you could take time out of your day to assist us in our research. It would be very much appreciated if you complete this survey by Friday, April 5, 2013.

All responses will remain anonymous.

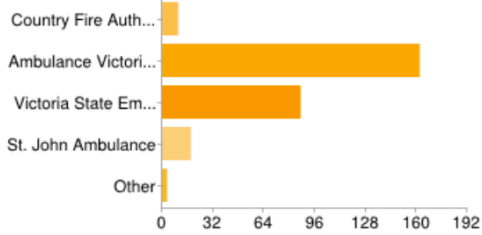
Thank you in advance for your time,
Ryan Burgan
Amanda Cormier
Jon Michel

What is your age?



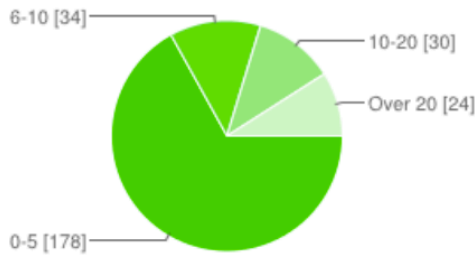
Under 20	3	1%
20-35	91	34%
36-50	111	42%
51-65	56	21%
Over 65	4	2%
Prefer not to answer	1	0%

What agency are you affiliated with?



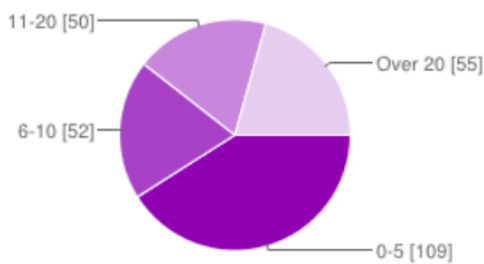
Country Fire Authority (CFA)	10	4%
Ambulance Victoria (AV)	162	58%
Victoria State Emergency Service (VIC-SES)	87	31%
St. John Ambulance	18	6%
Other	3	1%

How many emergency services certifications do you hold?



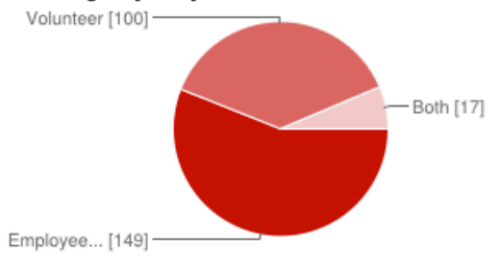
0-5	178	67%
6-10	34	13%
10-20	30	11%
Over 20	24	9%

How many years have you been affiliated with your agency?



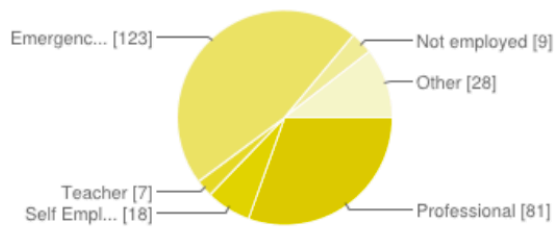
0-5	109	41%
6-10	52	20%
11-20	50	19%
Over 20	55	21%

To that agency are you affiliated as:



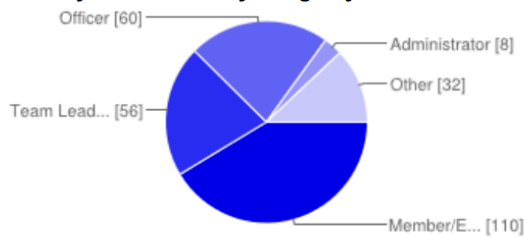
Employee (paid)	149	56%
Volunteer	100	38%
Both	17	6%

What is your full-time occupation?



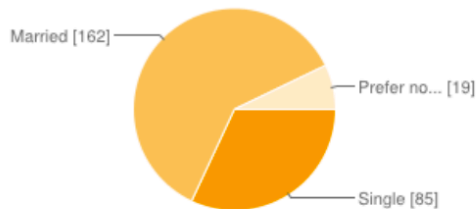
Professional	81	30%
Self Employed	18	7%
Teacher	7	3%
Emergency services	123	46%
Not employed	9	3%
Other	28	11%

What is your rank within your agency?



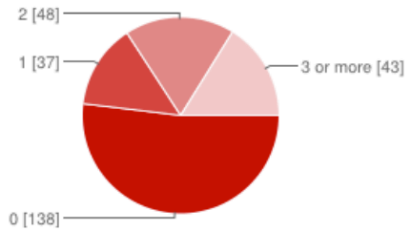
Member/Employee	110	41%
Team Leader/Supervisor	56	21%
Officer	60	23%
Administrator	8	3%
Other	32	12%

What is your marital status?



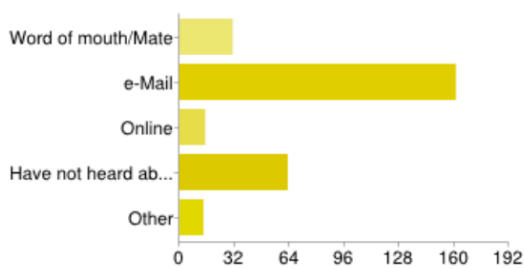
Single	85	32%
Married	162	61%
Prefer not to answer	19	7%

How many others do you have dependent on you?



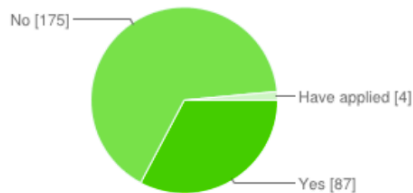
0	138	52%
1	37	14%
2	48	18%
3 or more	43	16%

How did you hear about the ESF scholarship?



Word of mouth/Mate	31	11%
e-Mail	161	57%
Online	15	5%
Have not heard about the program	63	22%
Other	14	5%

Have you considered applying for the ESF scholarship?



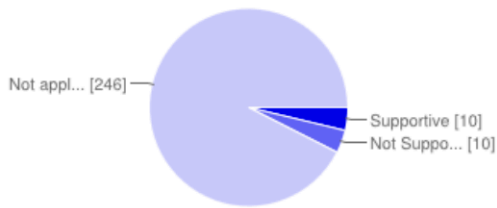
Yes	87	33%
No	175	66%
Have applied	4	2%

If you have applied, what were your reasons for applying?



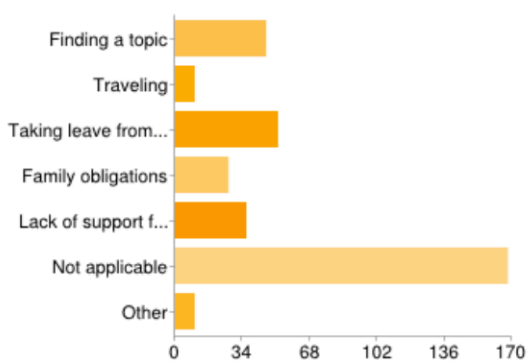
Personal knowledge	11	4%
Personal growth	21	7%
Improve my organisation	13	4%
Improve all Victorian organisations	9	3%
Cultural experience	5	2%
Not applicable	235	79%
Other	2	1%

How did your full time employer react to your application for the ESF scholarship?



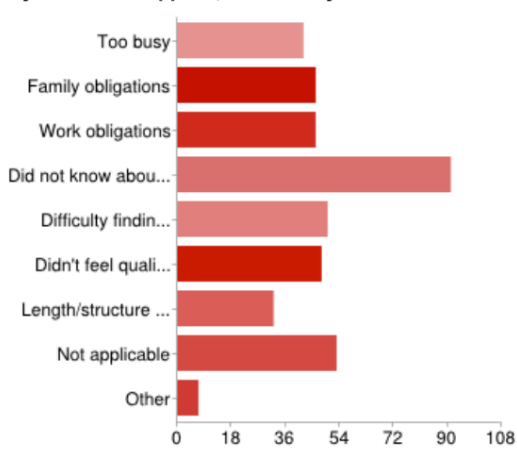
Supportive	10	4%
Not Supportive	10	4%
Not applicable	246	92%

Which of these aspects of the ESF scholarship were barriers to you applying for it?



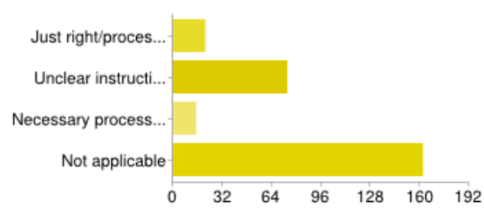
Finding a topic	46	13%
Traveling	10	3%
Taking leave from work	52	15%
Family obligations	27	8%
Lack of support from your organisation	36	10%
Not applicable	168	48%
Other	10	3%

If you have not applied, what were your reasons for not applying?



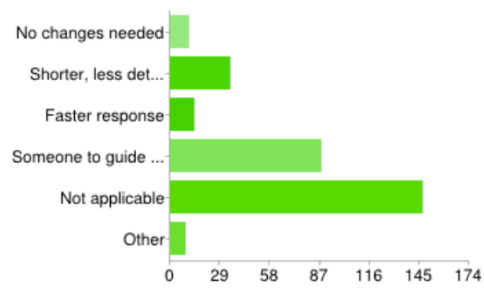
Too busy	42	10%
Family obligations	46	11%
Work obligations	46	11%
Did not know about the scholarship	91	22%
Difficulty finding a topic to research	50	12%
Didn't feel qualified	48	12%
Length/structure of application process	32	8%
Not applicable	53	13%
Other	7	2%

What is your opinion on the structure of the application process?



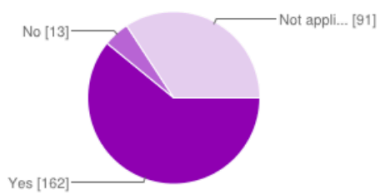
Just right/process should not change	21	8%
Unclear instructions/do not know where to apply	74	27%
Necessary process/should not be changed	15	6%
Not applicable	162	60%

Can you suggest any improvements to the application process?



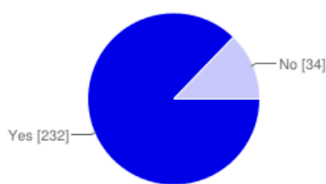
No changes needed	11	4%
Shorter, less detailed application	35	12%
Faster response	14	5%
Someone to guide you through the process (mentor)	88	29%
Not applicable	147	48%
Other	9	3%

Would a formal mentoring program, where someone in your agency is assigned to guide you through the application process, benefit you in applying?



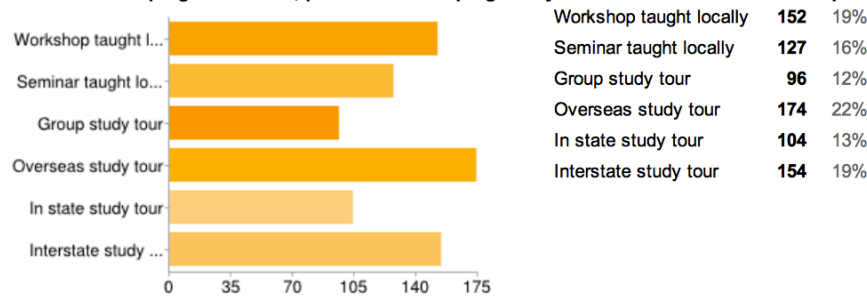
Yes	162	61%
No	13	5%
Not applicable	91	34%

If your agency identifies a scholarship program topic of interest for them, would you be more likely to apply for a scholarship relating to that topic?

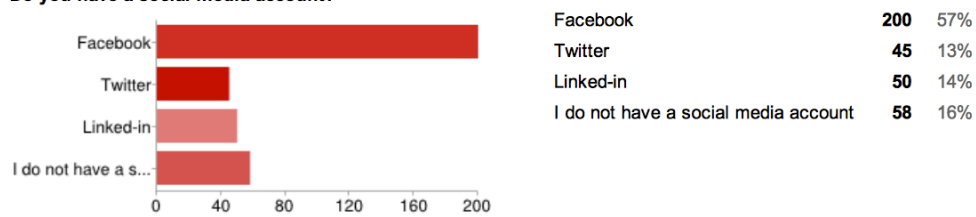


Yes	232	87%
No	34	13%

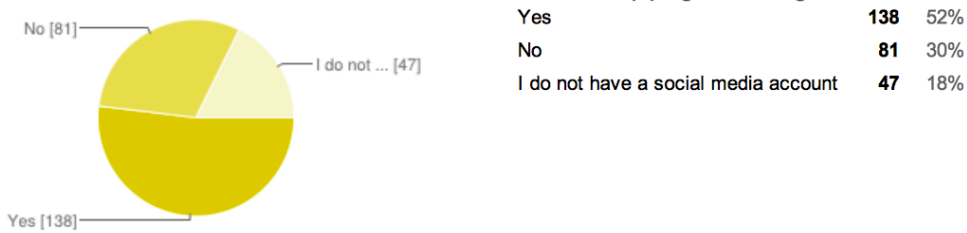
From the list of program formats, please select the programs you would be most interested in participating in.



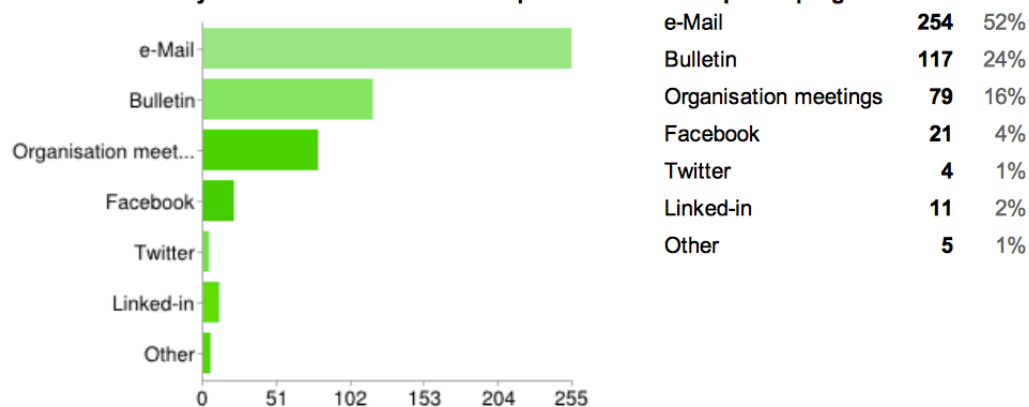
Do you have a social media account?



Do you think it would be beneficial to receive information about scholarship/programs through social media?



In what media do you receive information about professional development programs?



Appendix D: Proposed Application Forms

Phase 1:

Initial Date: 1st of the month

Due Date: 21st of the month (by midnight)

Board Meeting Date: Last of every month

Specific interested population of emergency services personnel

Provided with:

Letter of acceptance

Phase one application form

Task: personal information

Filter: Personal qualifications rubric

Organisation approval for personal abilities “Tony Walkers”

Go: Continue to project topic phase

No-go: Terminated

Redirect: N/A

Rubric for “Passing” personnel:

Topic:	Points Possible:	Points Awarded:
Highest level of education -Secondary (required) - University (5 points per year) - Masters or higher degree (+1 per degree)	15 (+) Points	
Years of Service - <5 years (5 points) - 5-10 years (10 points) - 10+ years (15 points)	15 Points	
Highest Rank/Position held	10 Points	
Previous Research Activities	10 Points	
Total:	50 Points	

Required Points to “pass” to the next phase: 20 points

Phase 2:

Initial Date: 1st of the month

Due Date: 21st of the month (by midnight)

Board Meeting Date: Last of every month

Project topic/information research

Provided with:

Letter of acceptance

Phase 2-application form

Mentor contact sheet

List of pre-selected topics

Task: Provide information of the project topic

Mentor:

Mentors will be previous scholarship awardees who are assigned one hopeful applicant from their respective agencies. The mentor is assigned in Phase 2 of the application process to assist the applicant in answering questions and guiding them along with information regarding their specific topic of interest for research. This mentor should be available for contact regarding any questions for the following criteria: relevance of topic, cost/itinerary, quality of research (making sure all necessary points in research are covered and discussed).

List of pre-selected topics:

Who: Representative from the ESF organisations

Require ESF board representatives from each agency to bring a minimum of 1 topic for research.

In a monthly meeting, ESF board will decide together which project topics out of the combined pool will be made available for research for the coming applicant pool.

When: Determined and selected at the beginning of the rolling application period. 2 separate lists are made one for G₁ and G₃ and the other for G₂ and G₄ (rolling model). Competition model would be one large pre-selected list determined at the beginning of each application. If the topics are not time sensitive and are not used in the first round of applicants than they will be move to the next round of applications.

Filter: Project relevance/quality decided on by the rubric

Topic approval by board (done online, 2 of the 5 board members, need both approvals)

Go: Continue to interviews

No-go: terminated/ redirected

Redirect: Based on rubric faults

New project topic

Evaluate costs

Higher quality research

Rubric for "Passing" personnel

Topic:	Points Possible:	Points Awarded:
Value to the community and other agencies	20	
Value to the applicant's agency	15	
Value to the applicant	10	
Quality of background research	15	
Quality of writing	15	
Degree of Innovation	5	
Total:	80 Points	

Required Points to "pass" to the next phase: 60 points.

Phase 3:*Initial Date: 1st of the month**Due Date: 22nd of the month (12 am.)**Board Meeting Date: Last of every month*

Provided with:

Letter of acceptance

Phase 3-information: time availabilities for the interview

Task: Interview with board

Filter: the ESF Scholarship Board approval based on rubric

Go: Awarded the scholarship

No-go: Terminated

Redirect: lack of funds

Ability to present

Needs better organisation skills

Based on rubric faults

Topic:	Points Possible:	Points Awarded:
Applicants ability to communicate the outcome of the scholarship	20	
Quality of verbal presentation	15	
Overall Organisation	10	
Discussion of project topic goals	15	
Addressing questions	10	
Total:	70 Points	

Required Points to “pass” to the next phase: 60 points

Phase 4:

If there are multiple applicants and a not enough funds to support all of the receiving scholarships, than the individual will be chosen based on the highest total of points awarded to them by all of the members of the board based off all of the rubrics.

Appendix E: Letters of Acceptance and Regret

Phase 1:

Dear (Name of applicant):

Congratulations! On behalf of the ESF scholarship committee we would like to inform you that your application has been selected to continue through to the next phase of the scholarship application process.

In this phase you will be required to provide more information regarding your past involvement with the organisations and the emergency services. A list of possible topic ideas will also be collected, as well as information regarding whether you would like to continue in a group project or not. Similarly to the previous step, this information can be sent back to j.davis@gmail.com or mailed to Jenny Davis at P.O. Box 403 Essendon North Vic 3041.

As part of the application process, each applicant will be assigned a mentor to assist you through the application process. Attached you will find a contact card for your individual mentor.

Thank you again for your interest in this program and we wish you success in continuing through the application process.

Sincerely,

The ESF Scholarship Committee

j.davis@gmail.com

P.O. Box 403

Essendon North

Vic 3041

Phase 2:

Dear (Name of applicant):

Congratulations! On behalf of the ESF scholarship committee we would like inform you that your application has been selected to continue through to the next phase of the scholarship application process.

In this phase you will be required to provide a detailed travel itinerary stating where you will be going, who you will be speaking to, and researching background information on your desired choice of topic. Costs associated with this travel will also be required. Similarly to the previous step, this information can be sent back to j.davis@gmail.com or mailed to Jenny Davis at P.O. Box 403 Essendon North Vic 3041.

Thank you again for your interest in this program and we wish you success in continuing through the application process.

Sincerely,

The ESF Scholarship Committee

j.davis@gmail.com

P.O. Box 403

Essendon North

Vic 3041

Phase 3:

Dear (Name of applicant):

Congratulations! On behalf of the ESF scholarship committee we would like to inform you that your application has been selected to continue through to the next phase of the scholarship application process.

In this phase you will be required to meet with members of the ESF scholarship committee and present your desired project and all of the information required in regards to project completion. Please see the schedule attached to choose and confirm one of the pre-selected interview dates and times. Again this information can be sent to j.davis@gmail.com or mailed to Jenny Davis at P.O. Box 403 Essendon North Vic 3041.

Thank you again for your interest in this program and we look forward to speaking with you soon!

Sincerely,

The ESF Scholarship Committee

j.davis@gmail.com

P.O. Box 403

Essendon North

Vic 3041

Scholarship Acceptance:

Dear (Name of applicant):

Congratulations! You have been awarded an ESF 2013 scholarship! Upon project completion it is mandatory for you to hand in documentation regarding project findings and experiences, as well as the requirement of being a mentor in coming years for prospective applicants. We hope that you learn a lot from your projects! If you have any questions, comments, or concern regarding the project please feel free to contact the ESF committee through j.davis@gmail.com or call Jenny Davis on 0406003765.

Sincerely,

The ESF Scholarship Committee

j.davis@gmail.com

P.O. Box 403
Essendon North
Vic 3041

Scholarship Letter of Regret:

Dear (Name of applicant):

On behalf of the ESF scholarship committee we regretfully inform you that your application has not been chosen to continue to the next phase of the scholarship application process. The scholarship committee saw it fit to pursue the projects of other individuals; however, we encourage you to apply again in coming years. If you have any question regarding why your application was not accepted or changes that can be made for next years application, please feel free to email Jenny Davis at j.davis@gmail.com or call Jenny Davis on 0406003765. The application for the 2014 ESF scholarship will be open on XX of October of 20XX. We hope to hear from you again next year!

Sincerely,

The ESF Scholarship Committee

j.davis@gmail.com

P.O. Box 403
Essendon North
Vic 3041

Appendix F: Cost Differences due to Time and Location

1 week round trip in January 2014 (15th to 22nd)			
Location	Lowest	Highest	Average of all
Tokyo	1100	2577	1750
Beijing	1400	2373	1800
Moscow	1700	3341	2250
London	1901	2871	2450
Berlin	2298	3320	2500
San Francisco	2419	3595	2800
Cape Town	2552	3441	2850
New York City	2565	3820	3000
Caracas	3821	7700	5500
1 week round trip in September 2013 (15th to 22nd)			
Tokyo	774	2007	1390
Beijing	769	2329	1549
Moscow	1203	2047	1625
London	1217	1927	1572
Berlin	1481	3472	2476
San Francisco	1344	2731	2037
Cape Town	1279	5539	3409
New York City	1341	2186	1763
Caracas	2664	4976	3820
Differences in cost			
Tokyo	360		
Beijing	251		
Moscow	625		
London	878		
Berlin	24		
San Francisco	763		
Cape Town	-559		
New York City	1237		
Caracas	1680		

Appendix G: Costs of Past ESF Projects

Cost of projects (2007 to 2012) in AUD					
12000	9500	9480	8900	8500	7950
11804	9500	9000	8732	8500	7750
10037	9500	9000	8500	8300	5500
10000	9500	8900	8500	8199	5400
9700	9500	8900	8500	8000	4400
9500	9500	8900	8500	8000	

Appendix H: Community Benefit Analysis Results

Category	A	B	C	D	E	F	G	H	I	J	K	L	M	
<i>Workshops</i>														
Somewhat agree	2	3	1	3	3	3	1	2	2	2	2	2	2	0
Agree	2	1	2	2	2	0	1	1	1	0	0	0	0	0
Strongly agree	1	1	1	0	0	1	1	2	0	1	2	1	3	
Total Agree	5	5	4	5	5	4	3	5	3	3	4	3	3	52
Somewhat disagree	0	0	0	0	0	1	1	0	1	0	0	0	1	
Disagree	0	0	0	0	0	1	1	0	0	1	0	1	1	
Strongly disagree	0	0	0	0	0	0	0	0	1	1	1	1	0	
Total Disagree	0	0	0	0	0	2	2	0	2	2	1	2	2	13
<i>Seminars</i>														
Somewhat agree	2	3	2	3	2	2	3	1	1	1	2	2	2	
Agree	1	2	2	1	2	0	1	2	1	1	1	0	1	
Strongly agree	1	0	1	0	1	0	0	2	0	0	0	1	1	
Total Agree	4	5	5	4	5	2	4	5	2	2	3	3	4	48
Somewhat disagree	1	0	0	1	0	1	0	0	1	2	1	0	0	
Disagree	0	0	0	0	0	2	1	0	1	0	0	1	1	
Strongly disagree	0	0	0	0	0	0	0	0	1	1	1	1	0	
Total Disagree	1	0	0	1	0	3	1	0	3	3	2	2	1	17
<i>Projects</i>														
Somewhat agree	1	1	1	2	1	1	2	2	2	2	2	1	0	
Agree	1	2	2	3	1	2	3	1	2	3	1	1	0	
Strongly agree	3	2	1	0	2	1	0	1	0	0	2	1	4	
Total Agree	5	5	4	5	4	4	5	4	4	5	5	3	4	57
Somewhat disagree	0	0	0	0	0	1	0	0	1	0	0	1	0	
Disagree	0	0	0	0	1	0	0	1	0	0	0	1	0	
Strongly disagree	0	0	0	0	0	0	0	0	0	0	0	0	1	
Total Disagree	0	0	0	0	1	1	0	1	1	0	0	2	1	7

Category Key	
A	Cost Efficient
B	New Info
C	Will be able to handle additional admin duty
D	Affect a large # of people
E	Participant: they are time manageable
F	Gain cultural experience
G	Retain info well
H	Easy to apply to and be accepted for
I	ESF will be able to provide a higher quality of service to the community
J	Is beneficial to the Australian public community
K	Info received will be beneficial to the ES organisations as a whole
L	Info will be disseminated through organisations
M	Organisations will have input on topics covered

Appendix I: Cost of Workshops

Course Name	Cost per person (AUD)	Hours
CPR Training	55	2
Low Voltage Rescue and CPR Training	95	4
Apply First Aid Training	135	8
Advanced Resuscitation Training	160	24
Occupational First Aid Training	565	72-96
Confined Space Rescue Training	795	48
Standard 11 Mining Induction	795	72
Vertical Rescue Training	1295	96 to 120
Vertical Rescue & Confined Space Rescue Training	1615	120
Road Crash Rescue Training	1895	96
Certificate IV in Occupational Health and Safety	1795 or 2450	120 or 240
HAZMAT Response Training	n/a	48

(Pinnical Emergency Response and Rescue, 2013)