

IDENTIFYING AND EVALUATING TRAINING CRITERIA FOR THE DEVELOPMENT OF A COMPANY OFFICER TRAINING PROGRAM

EXECUTIVE DEVELOPMENT

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ABSTRACT

The problem was that the City of Coronado Fire Department had no company officer development program available for department personnel aspiring to be a Fire Captain. For company officers to effectively and efficiently provide the diverse services demanded in today's fire service, he or she must be proficient in many disciplines. Yet quite often personnel aspiring to fill this key position receive little or no specific training to meet these diverse responsibilities.

The purpose of this applied research project was to develop professionally recognized fire service training criteria to assist in the development of a company officer training program for department personnel aspiring to be a company officer.

In conducting this research the author utilized descriptive and action research methodologies to answer these research questions:

1. What are the professionally recognized fire service minimum training standards for company officer?
2. What are the critical tasks and responsibilities of company officers in the fire service and the Coronado Fire Department?
3. What minimum training standards are like-sized and larger fire departments in San Diego County using to develop company officer level training?

The procedures used in this applied research project included review of applicable literature; a Coronado Fire Captain job announcement was analyzed to help determine the expected skills, responsibilities, and tasks of a company officer in Coronado; and surveys were utilized to help determine professionally recognized training standards and the importance of job responsibilities for the company officer position. Results indicated the importance of training for the company officer position and that NFPA 1021, *Standard for Fire Officer Professional Qualifications*, was the preeminent training standard used in development of company officer training programs.

Recommendations made were to establish a Company Officer Development Training Program Committee and to utilize NFPA 1021 as a development guideline for the program curriculum. A template of topics was developed to help guide the development process. See Appendix A.

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INTRODUCTION

The problem is that in the City of Coronado Fire Department there is no company officer development program available to department personnel aspiring to be a Fire Captain. Like many other fire departments, Coronado, has relied on the mentoring skills of existing company officers and management personnel and an employee's own initiative to prepare prospective candidates for the position of Fire Captain.

The fire service has seen significant changes to its mission over the years. The days of company officers responding only to fire-related emergencies are gone.

The fire service has evolved from an organization whose single responsibility was fire suppression to an emergency services organization that provides fire suppression, fire prevention, fire code enforcement, fire investigation, fire inspection, emergency medical services (basic and advanced life support), hazardous materials mitigation, and specialized rescue operations (urban search and rescue, wilderness search and rescue, high-angle rescue, confined space rescue, and trench collapse rescue). With these increased responsibilities come some of the greatest response challenges in our history (Bachtler & Brennan, 1995, p. 311).

Along with these increased service demands have come increased responsibilities for company officers. "With the diverse and complex issues facing the fire service today, the one challenge agencies cannot ignore is the development of their human resources" (Shouldis, 1996, p. 22). Some have argued that the company officer position is the position in the fire service that has the most impact on service delivery.

In a great number of fire departments around the country, the company officer is becoming the most important person in the department. The company officer carries out goals and objectives set forth by chief officers, as well as maintains some kind of continuity within the ranks (Queen, 1993, p. 21).

We, as responsible fire service managers, have to take a proactive role in preparing our people for these diverse and increasingly complex challenges of the fire service today.

The purpose of this applied research project is to develop professionally recognized fire service training criteria to assist in the development of a company officer training program for department personnel aspiring to be a company officer. Three research questions were developed in an effort to help guide the author in finding solutions to the purpose of this applied research project. Descriptive and action research will be used to answer these research questions:

1. What are the professionally recognized fire service minimum training standards for company officer?
2. What are the critical tasks and responsibilities of company officers in the fire service and the Coronado Fire Department?

3. What minimum training standards are like-sized and larger fire departments in San Diego County using to develop company officer level training?

BACKGROUND AND SIGNIFICANCE

The City of Coronado Fire Department services a community of approximately 28,000 people. The department consists of two fire stations, 31 line personnel, and two support staff. The department provides a multitude of services to the community. These services include fire suppression, fire investigation, emergency medical services (EMS), medical transport, hazardous material response and mitigation, construction plan checks, and fire and municipal code compliance business and residential inspections. The department also offers a variety of public safety education programs such as CPR, fire safety for children, a "read to me program" in cooperation with the local school district, and Community Emergency Response Training (CERT). Currently the department is developing a confined space and trench rescue program and is considering upgrading its EMS from a basic level service (BLS) to an advanced level service (ALS). The department is also responsible for training all city employees in emergency preparedness techniques and large scale emergency/disaster response and mitigation operations. The department provides city employees instructional classes on the Incident Command System (ICS) and the Standardized Emergency Management System (SEMS) and develops functional disaster drills to exercise these skills.

In the past, a person aspiring to be a company officer could singularly focus on improving his/her fire suppression skills and knowledge and then with some seasoning or on-the-job experience it was reasonably assumed that they could adequately fulfill the job requirements of a company officer. "Conventional wisdom held that if you were a good firefighter, it automatically followed that you would also be a good company captain" (Fitzwilliam, 1994, p. 14). "A change of mission has occurred since the early days when fire departments were viewed essentially as combat organizations, focusing an inordinate amount of resources, time, attention, and training on fire suppression operations (Coleman & Granito, 1988, p. 473).

Currently in the Coronado Fire Department, as with many fire departments, the company officer is either primarily responsible for assuring the quality of the delivery of these diverse emergency or non-emergency services or is assisting in some manner with the delivery of these services. "Company officers are responsible for turning a department's mission statement into actions and assuring that the goals of the mission are met. The company officer has the responsibility of leading and directing the activities of a department's personnel and resources" (Lastinger, 1996, p. 6). "As the fire service's scope and mission have broadened, the need for enhancements in both training and education have grown proportionately" (Bachtler & Brennan, 1995, p. 326).

In the future "changes in methodology in the fire service will include increased emphasis on human resources and the strengths of individual employees" (Coleman & Granito, 1988, p. 474). "Our society now emphasizes a broad spectrum of needs....Simply put, the fire service will be changed more by external forces--the way our world is moving, and less for instance, by an ever increasing ability to reach higher floors with aerial ladders, or work harder and longer

inside burning buildings" (Bachtler & Brennan, 1995, p. 1132). In Coronado, services are expected to be increased in the near future as stated previously and the job functions and responsibilities of the captains will continue to expand.

Coronado Fire Department has relied upon a person's motivation and the mentoring of superiors to prepare its personnel for the demands and challenges of the company officer's position, both in the past and in the present. Depending on how motivated or how knowledgeable their superiors are and how motivated they are, the levels of experience, training, and skills of potential company officer candidates can be highly inconsistent. In contrast, new firefighter recruits are required to successfully complete an intensive and rigorous one year firefighter training program when they are hired. A person who wants to be a fire engineer on the department can voluntarily take a fire engineer's certification training program to improve his/her skills and to enhance their chances of promotion when they take the engineer's promotional exam. In the department's engineer's certification student manual it states that "...one of the benefits of the training is to help assure a sound base level of knowledge and skills for the position of Fire Engineer" (Coronado Engineer Certification Manual (CECM), 1998, p. 2). Yet, as stated previously, for what some believe to be a very important position in the fire service, company officer, the department has no such training program. Charles E. Masten (1987) states:

For years the fire service has done an excellent job of training firefighters. At the same time, we have done a very poor job of training our company officers or all officers for that matter. Too often, the individual's training consists of pinning on the badge and then complaining when they do not meet our expectations (p. 61).

The Coronado Fire Department added a third shift, "C Shift", to its workforce approximately 26 years ago. The department's operational workforce increased by one-third. Currently, the original personnel who were hired 26 years ago for the third shift have retired or are preparing to retire in the next 5 years. Many of these personnel are captains or chief officers. The department's first line supervisor and middle management positions will have new personnel filling the positions who may or may not be ready for the new and complex challenges and opportunities facing the department in the new millennium. "One common-sense approach to this dilemma is to properly prepare present and future leaders through a comprehensive officer development program" (Shouldis, 1996, p. 22).

In that the fire service is evolving at an ever increasing rate, and considering what an important role the company officer will play in a department meeting the challenges of the new fire service, and the increased and new skills company officers will need to help them meet these challenges and opportunities, and that there will be a significant loss of experienced personnel at the Coronado Fire Department in the near future, a company officer training program for personnel aspiring to be a Fire Captain in Coronado may be warranted.

This applied research project is relevant to the *Executive Development* course in the areas of professional development and service quality. By identifying training standards and developing professionally recognized fire service training criteria for company officer training, a more relevant and comprehensive company officer training program can be developed to assist aspiring company officer candidates. A company officer development program will help future

company officers meet the increasing service demands and challenges facing the Coronado Fire Department when they are promoted to the position of Fire Captain.

LITERATURE REVIEW

Charles Masten states that:

If we believe the axiom that the fire department is built on the foundations of good companies, why have we not provided our company officers with adequate training for this responsible position? Instead we assume that they will learn either by the osmotic process from their peers or from their immediate supervisors (who in all probability, had no more formal training than they did). We've developed the continuing process of the blind leading the blind (1987, p. 61).

The purpose of this literature review was to gather and review pertinent information on standards and other related subjects that could be used in the development of professionally recognized fire service criteria to assist in developing a company officer training program. Also to research what other departments were using to develop company officer training and to identify the critical tasks of company officers at the Coronado Fire Department.

The key may be to identify the needs of the company officer and then see if those areas can be manipulated into a realistic training setting. So how do we identify these areas? The International Society of Fire Service Instructors (ISFSI) meeting in Phoenix, Arizona discussed the challenges and issues molding the fire officer of the 1990's. In an executive summary of this meeting (1989, pp. 17-18) the ISFSI recommended that we should begin '...identifying the attributes of the specific position and develop a training program based on those attributes' (Kenny, 1997, p. 8).

The concept of fire officer development can be traced back to the Wingspread Conference held in Racine, Wisconsin, in February 1966. The ad-hoc group identified twelve statements of national significance. Half of these statements alluded to fire officer development.

- Professional status begins with education
- The scope, degree and depth of the educational requirements for efficient functioning of the fire service be examined
- Increased mobility at the executive level of the fire service will be important to the achievement of professional status; the career development of the fire executive must be systematic and deliberate
- Governing bodies and municipal administrators generally do not recognize the need for executive development of the fire officer

- Fire service labor and management, municipal officers, and administrators must join together if professionalism is to become a reality (Amabili, 1992, p. 16).

"...on September 1, 1970, in Williamsburg, Virginia, the Joint Council of National Fire Service Organizations was formed....One of the national goals of the fire service identified by the Joint Council at that time was "to develop nationally recognized standards for competency and achievement of skills development, technical proficiency and academic knowledge appropriate to every level of the fire service career ladder" (Amabili, 1992, p. 16).

"In October, 1972, the National Professional Qualifications System was devised by the Joint Council as the first step in the establishment of national standards of professional competence for the fire service" (Amabili, 1992, p. 16).

"Working with the National Fire Protection Association, the board and committees have developed standards for all levels of the fire service. To implement the standards nationwide, the board reviews state and local testing procedures and accredits certification agencies or organizations that meet the standards" (Coleman & Granito, 1988, p. 461).

"The foremost guide on subjects to be taught in company officer development programs is the NFPA 1021 Standard for Fire Officer Professional Qualifications (1992). This standard identifies the job performance requirements for four levels of fire officers, including company officer. It is stated in the standard that the Fire Officer I is the supervisory level officer" (Kirtley, 1996, p. 4).

The National Fire Protection Association (NFPA) has released a later version of NFPA 1021 Standard for Fire Protection since the author of the previous cited paragraph, Ed Kirtley, did his work. The revised edition was released in 1997.

The new edition represents an effort on the part of the technical committee to update the standard based on several years of further use. With this edition, NFPA 1021 is converted to the job performance requirement (JPR) format to be consistent with the other standards in the Professional Qualifications Project (National Fire Protection Association, (NFPA) 1021, 1997).

"A collateral benefit of certification systems is that they standardize our education and training programs. The standards we recognize today are performance standards, many of which have become the core of education and training programs" (Bachtler & Brennan, 1995, p. 313). "...states can adopt any or all of the nationally recognized standards published by the National Fire Protection Association (Bachtler & Brennan, 1995, p. 314).

The NFPA 1021 Standard identifies four levels of fire officer certification and proficiency. The four levels are Fire Officer I, Fire Officer II, Fire Officer III, and Fire Officer IV. Fire Officer I and Fire Officer II are considered the supervisory levels of officership which, in addition to specifying certain technical skills and knowledge, requires training in: leadership, community relations, human relations and management, english, technical math, psychology, and basic chemistry (Amabili, 1992, p. 17).

The NFPA 1021, 1997 edition identifies six areas of escalating degrees of training and knowledge for Fire Officer I and II certification: Human Resource Management, Community and Government Relations, Administration, Inspection and Investigation, Emergency Service Delivery, and Safety.

As stated previously, the 1997 Edition of the NFPA 1021 Standard converted to the JPR format in order to be consistent with the other standards in the Professional Qualifications Project. "Because (JPR's) are written using terms specific to job performance requirements, they lend themselves to any area where a level of performance of expertise must be established or determined. Some examples listed in the standard included:

1. Employee Evaluation/Performance Critiquing,
2. Establishing Hiring Criteria,
3. Employee Development,
4. Succession Planning, and
5. Establishing Organizational Policies, Procedures, and Goals" (Haas, 1998, pp. 13-14).

"The NFPA 1021 Standard is a professionally recognized standard that has been specifically designed to identify concise job performance requirements that can be used to determine that an individual, when measured against the standard, possesses the skills and knowledge to perform as a fire officer" (NFPA 1021, 1997). These job performance standards can be used as guidelines in the development and delivery of a company officer training program.

In 1979, the original Fire Officer/Chief Officer Advisory Committee was formed to review the NFPA Standard 1021 and determine its applicability to the California Fire Service...the State Board of Fire Services approved a three-tiered Fire Officer certification program for California. The three-tiered system meets all the tasks specified in the NFPA 1021 Standard...Certification can be obtained by completing a specific course of study, passing appropriate certification examinations, and meeting certification prerequisites such as minimum experience requirements (Haas, 1998, p. 14).

To receive Fire Officer certification, one of the steps in the three-tiered system, a series of eight core courses must be completed. The eight courses are:

1. Fire Command 1A – Command Principles for Company Officers
2. Fire Command 1B – Hazardous Materials for Company Officers
3. Fire Instructor 1A – Instructional Techniques
4. Fire Instructor 1B – Instructional Techniques
5. Fire Investigation 1A – Fire Origin and Cause Determination
6. Fire Management 1 – Management/Supervision for Company Officers
7. Fire Prevention 1A – Introduction to Fire Prevention
8. Fire Prevention 1B – Fire Prevention Practices

The California Fire Officer Certification Training Program is a professionally recognized fire service training standard. The training encompasses a broad spectrum of subject areas that is designed to assist a company officer or potential company officers in fulfilling their many responsibilities.

In the California State Fire Marshal's, *Fire Officer Career Development Guide*, 1st Ed. (1985), the first level of the three-tiered professional development system was approved and implemented. The publication identifies the minimum standards which corresponds with base NFPA 1021 Standard task requirements and those components which have also been cross-referenced to the NFPA 1031 and 1042 Standards. Twenty-two general performance requirements are outlined with several specific task titles identified for each performance requirement. The performance requirements include:

- | | |
|-------------------------------------|------------------------------------|
| 1. Leadership | 12. Fire Investigation |
| 2. Community Relations | 13. Psychology |
| 3. Fire Prevention | 14. Human Relations & Management |
| 4. Fire Suppression | 15. English |
| 5. Fire Protection | 16. Hazardous Materials |
| 6. Fire Hazards & Causes | 17. Technical Report Writing |
| 7. Building Construction | 18. Fire Protection Administration |
| 8. Codes & Ordinances | 19. Personnel Management |
| 9. Fire Fighting Strategy & Tactics | 20. Sociology |
| 10. Chemistry | 21. Major Emergency Planning |
| 11. Safety Practices | 22. Organizational Management |

(Haas,1998, pp. 15-16)

The focus of training in the fire service, especially for company officer and higher positions, has increasingly focused on human management skills. In the California State Fire Marshal's *Fire Officer Career Development Guide* the majority of the identified performance requirements for fire officer have human resource management implications.

"Fortunately, more and more departments are realizing that just because a fire fighter has good technical skills does not guarantee that he will be a successful officer" (Fitzwilliam, 1994, p. 14). "Traditionally, he must motivate his personnel to accomplish the department's goals on and off the emergency scene" (Cavallari, 1997, p. 16). In the textbook, *Managing Fire Services*, Kenneth R. Lavoie, the author of chapter 3 states:

In addition, today's managers must be adept at solving problems, making decisions, and handling human relations and a host of other tasks. To meet this challenge, managers and those around them have to become more skilled. Education and learning need to be continuous and to take place both in the classroom and in the work place. (Coleman & Granito, 1988, p. 53)

The company officer must have a broad range of skills and abilities. "There is no doubt that fire officers of the future will need a much larger array of skills if they expect to be fully effective" (Steidel, 1994, p. 24). "As departments develop into more comprehensive service agencies, good management and leadership become even more important. Human resource management activities will be critical as new roles emerge" (National Fire Academy Open Learning Fire Service Program (NFAOLS) 1994, p. 2-10).

In his article, Captain Daniel B.C. Gardiner, states that:

Today, your basic fire protection officer not only must deal with the fire suppression problems in their community, but must be a manager, trainer, fire investigator, a fire safety educator, have emergency medical capabilities, as well as other qualities not usually considered within the scope of the activities of a fire service member (1987, p. 14).

"The company officer must perform various other roles beyond that of being the leader on incident scenes and the director of daily station duties, activities, and responsibilities. These roles can and do include director, trainer, coach, counselor, and many times just a willing listener" (Lastinger, 1996, p. 6). "The company officer not only needs education, experience and determination, he/she also needs to be a good listener, mentor and educator" (Queen, 1993, p. 21).

In an informal survey conducted by Morton D. Shurtleff of several hundred candidates during several Officer Development courses at the National Fire Academy he asked participants what they feared most about becoming a leader, 75 percent of the students included the following in their answers:

1. Being promoted without attending a company officer course.
2. Handling discipline problems without having department SOPs or any written guidelines.
3. Many departments do not have guidelines for alcohol and drug abuse problems, As company officers, how do we make the right decisions? Many times, we are not even sure that anyone will back us up.
4. How do we handle grievance? We are caught between the firefighter and higher administration (Shurtleff, 1994, p. 22).

"The role of education in the fire service and emergency services must play a critical and diversified part in the development of future-orientated leadership" (Estepp, 1990, p. 41).

In private industry, training of employees for job responsibilities is widely accepted. "Recent surveys indicate that almost 90 percent of organizations provide training and on-the-job experience as part of their efforts to develop managers. The majority of organizations use a combination of externally provided and internally developed courses and programs to achieve this goal" (DeSimone & Harris, 1998, p. 417).

These articles support the premise that the company officer position has changed significantly over the years and that a company officer training program that addresses areas of company officer responsibility will help prepare company officers, and personnel aspiring to be a company officer, to better function and perform their responsibilities in a proficient and professional manner.

William Shouldis in his article identified five general areas used by the Philadelphia Fire Department to train new officers in their officer development course. They are management, operations, safety, fire cause investigation, and fire prevention" (Shouldis, 1996, pp. 22-24). These are broad categories that generally encompass a majority of the NFPA 1021 Standards.

"IFSTA (1990) publishes the only company officer training curriculum available nationally and is based on a text for training company officers" (Kirtley, 1996, p. 4).

The second edition of *Fire Department Company Officer* is written for firefighters and driver/operators who desire promotion to the rank of a company officer; for company officers determined to remain versed in essential and innovative management, leadership, and human relations methods; and for training officers responsible for teaching and developing officers and officer candidates. A knowledge of essential fire fighting skills is assumed. The objectives at the beginning of each chapter parallel the requirements of NFPA 1021, *Fire Officer Professional Qualifications*, for Fire Officer I, II, and III, in personnel and fireground management (International Fire Service Training Association [IFSTA], 1989, preface).

The curriculum covers 15 areas of company officer responsibility. They are principles of organization, organizational structure, communications, the company as a group, leadership as a group influence, elements of management, company motivation, career counseling, problem solving, preincident surveys, fireground management, size-up, incident command and communications, firefighter safety and health, and company officer's liability.

The curriculum in IFSTA, *Fire Department Company Officer*, is a professionally recognized fire service training standard that provides a sound and comprehensive base of understanding of the identified company officer skills and responsibilities that should be considered when developing a company officer training program.

In helping define the critical tasks of company officers in the Coronado Fire Department, the literature review included reviewing examples of Fire Captain's duties listed on the job announcement for the last Fire Captain's exam in 1999. The review revealed a broad spectrum of company officer duties and responsibilities at the Coronado Fire Department that clearly mirrored the NFPA 1021 *Performance Standards for Fire Officer I* and partially for *Fire Officer II*. The job announcement and the results are contained in Appendix D. The review influenced the research by helping identify tasks that are critical to company officers in the Coronado Fire Department.

A survey was developed and sent to training officers of other fire departments located in San Diego County asking them if they felt there was value in a company officer training program for potential captain candidates; If their department offered a formalized company officer training program; and if they did, was it based on recognized training standards. The survey was developed to assist the author in determining what standards were being utilized to train potential company officers in San Diego County. The survey instrument and the results are contained in Appendix B. The results were intended to help identify professionally recognized training standards to assist in the development of a company officer program.

The author developed another survey instrument that was administered to Coronado Fire Department personnel asking them to rate, in order of perceived importance, a list of skills, responsibilities, and tasks of a Fire Captain. The survey instrument and the results are contained in Appendix C. The results were intended to help with the development of training criteria for a company officer training development program.

In summary, the reviewed literature has influenced this applied research project by demonstrating an established need for company officer training prior to promotion, identifying professionally recognized standards for company officer training, and helping identify some of the critical tasks and responsibilities of a company officer. The information obtained from the literature will be used to help focus development of company officer development training curriculum in the critical areas of company officer responsibilities.

PROCEDURES

The purpose of this applied research project was to develop professionally recognized fire service training criteria to assist in the development of a company officer development training program for department personnel aspiring to be a Fire Captain. Descriptive and action research methodologies were utilized to help guide the applied research project to find answers to the research questions.

Research and data collection began with a literature review at the National Fire Academy's Learning Resource Center in September 1999. Two subsequent literature reviews were conducted of material at the National Fire Academy Learning Resource Center in November and December 1999 via the interlibrary loan process. Technical reports, articles in fire service trade magazines, previous Executive Fire Officer applied research projects, and fire service books and literature were reviewed for information pertaining to this applied research project. A literature review was also conducted at the City of Coronado Library and at a San

Diego City Library in December 1999. City of Coronado Fire Department's library, policy and procedure manuals, and job description information specific to the Fire Captain's position, were also reviewed. Also the author's personal collection of training and human resource management books were reviewed for pertinent information that was applicable to this applied research project.

The criteria used to help focus on and identify information that could be used in the pursuit of the purpose of this applied research project during the literature review was first, the information had to be relevant to the subject and the purpose of this applied research project. Second, the information should be as current as possible. Third, if the research identified standards or performance criteria relevant to this applied research project, they had to be professionally recognized fire service standards or criteria.

By use of action research, two surveys were conducted. One survey was sent to training officers of other fire departments located in San Diego County. This survey was designed to identify other company officer training programs in San Diego County and asked if their department company officer training programs were based on recognized fire service standards. If they were, the survey requested the respondents to identify the standards. It was hoped that if other fire departments in San Diego County had company officer training programs and if they were developed based on professionally recognized training standards, this information would assist Coronado Fire Department in the development of a company officer development training program.

The survey was faxed to 30 fire departments located in San Diego County. The list of departments given the survey is contained in Annex B-1. The list was developed from the *California State Fire Association Fire Department Directory Book*. All career or combination fire departments identified in the directory, public or private, located in San Diego County were included in the distribution of the survey. Fifteen volunteer fire departments located in San Diego County were not surveyed. It was felt by the author that a company officer development training program for volunteer company officers would have some different prioritization of curriculum requirements and focus than a company officer training program developed for a full-time paid or combination fire department. Therefore, the information would not be as useful for the purpose of this applied research project. Eighteen of the surveys were completed and returned within the 2-week time period given to the respondents to complete and return the survey.

The survey also asked respondents, irrespective of whether or not their fire department offered a company officer development training program, whether they felt there was value in offering a formalized training program to assist potential company officer candidates prepare for the position. This question was designed to ascertain the views of training officers from other fire departments on whether they felt company officer development training was of value, or would be of value, to them and to their department they represented.

The results were tabulated and a percentage of Yes, No, and N/A responses were compiled for questions 1, 2, 4, and 5. The results for question 3, identifying training curriculum, were simply written as they were received. The complete survey instrument and the results are contained in Appendix B-2.

The second survey, an internal survey, was developed for operational personnel at the Coronado Fire Department. The survey asked respondents to rate, in order of perceived importance, a list of skills, responsibilities, and tasks of a Fire Captain. The survey was designed to be a forced choice instrument. Tasks and responsibilities of company officers were developed from this applied research project's literature search and placed in no perceived order of importance or categories. The respondents were asked to answer two yes or no questions on whether they felt a company officer development training program would be of value to personnel aspiring to be a Fire Captain and of value to the Coronado Fire Department, as an organization. The purpose of these two questions was to be able to identify if there was support and a perceived need for development of a company officer program for the City of Coronado Fire Department by the internal customers; fire department employees. Respondents were then asked to rate 20 skills, responsibilities, and tasks of a Fire Captain on their perceived importance in regards to the captain's position. At the end of the survey, respondents had an opportunity to identify other skills, responsibilities, or tasks of a captain they felt should have been included on the survey and to rate its importance to the captain's position.

The survey was developed to help identify the Coronado Fire Departments members' feelings and views in regards to a company officer development program and to help prioritize the development of training criteria for company officer development training. Scores were tabulated and a mean of the total scores was used to rank in a hierarchical descending order, the perceived importance of each identified skill, responsibility, and/or task as identified by the respondents.

The last question asked the respondents to identify their job position. This question was designed to determine if management personnel, Chiefs and Fire Captains, viewed the value of company officer development training and the importance of the various skills, responsibilities, and tasks of a company officer differently than line personnel; Firefighters and Fire Engineers. The means for each category were used to identify and rank the most important to the least perceived in company officer skills, responsibilities, and/or tasks as identified by personnel in each job position. The results were then combined for all job positions to identify an overall department ranking of the identified skills, responsibilities, and tasks. The survey was given to three Chief Officers, six Fire Captains, nine Fire Engineers, and 12 Firefighters for a total of 30 surveys. Twenty-eight surveys were completed and returned. The instrument and results are contained in Appendix C.

Lastly, in an effort to help identify and define the critical tasks of company officers in Coronado Fire Department, a 1999 job announcement for Fire Captain was reviewed. The section on the job announcement that referred to "Examples of Duties" was reviewed and compared to the NFPA 1021, *Performance Standards for Fire Officer*. Results of this analysis were used to help identify critical tasks and responsibilities of a company officer in the Coronado Fire Department and to help identify professionally recognized training criteria to assist in the development of a company officer training program. A table containing the results of this analysis is contained in Appendix D-1. A copy of the job description used to complete the analysis is contained in Appendix D-2.

Data information was collected separately from the two surveys and compiled. The data results were then grouped and organized to answer the survey questions.

Assumptions and Limitations

An assumption was made that respondents to the surveys understood each question and had the knowledge and ability to answer them accurately. Another assumption was made that respondents from other fire departments had at least a partial understanding of the purpose of company officer development training programs and were knowledgeable of the company officer training, if any, utilized in their department.

Several limitations were experienced in researching and developing this applied research project and should be noted. Of the 30 fire department Training Chiefs surveyed, only 18, or 60 percent completed and returned the survey. This limited the representation of the survey. The size of the external survey was limited to only career or combination fire departments located in San Diego County. This is a small sampling of fire departments in California and across the nation. The results could vary if the size of the survey sampling was increased.

The internal survey was limited due to the fact that two employees did not complete or return their surveys. A limitation with the development of both surveys was the authors limited experience in developing survey instruments, and compiling and statistically expressing data from survey instruments. The results could have varied significantly if the surveys were developed in a different manner. Also, the respondents' understanding of the questions could have varied due to the lack of a clear definition provided for each question. This possible lack of understanding could have reduced the validity of the responses.

Another limitation of this research was in trying to identify critical tasks of a company officer. Although the literature review identified several critical tasks of a company officer in the fire service and in Coronado it should not be construed, based on the limitations of this applied research project, that the critical tasks identified are an all-inclusive list of company officer critical tasks found throughout the fire service. Additional or different critical responsibilities, skills, or tasks could change the recommendation for curriculum development significantly. In addition, the job announcement used to compare the City of Coronado's Fire Captain's duties against the NFPA 1021 Fire Officer I & II Standards may not reflect all of the critical responsibilities, skills, and tasks of a company officer in Coronado.

Lastly, due to the research abilities of the author, research material related to this applied research project could have gone undetected, which could have changed the results of the research.

Research Methodology

The desired outcome of this research was to develop professionally recognized fire service training criteria that would assist in the development of a company officer training program for the City of Coronado Fire Department. Descriptive and action research methodologies were utilized to help guide the applied research project to find answers to the research questions.

The research was descriptive in that a literature review was conducted to review literature that was applicable to company officer development.

Action research was conducted with the survey instruments. The surveys were designed to force respondents to answer the questions in a uniform manner with little subjectiveness. The author felt that this would provide more consistent data that would be more useful to answer the research questions and to assist with the development of criteria to be used in a company officer development training program.

Definition of Terms

Advanced Life Support (ALS). Advanced life saving procedures, such as cardiac monitoring, starting IV fluids, giving medications, and using advanced airway adjuncts.

Basic Life Support (BLS). Non-invasive emergency lifesaving care that is used to treat airway obstruction, respiratory arrest, or cardiac arrest.

Career Fire Department. A fire department, whose emergency response personnel are made up of full-time, paid resources.

Combination Fire Department. A combination fire department, whose emergency response personnel is made up of career (paid/full-time) and volunteer (non-paid/part-time or on call) resources.

Confined Space. A confined space is any space that meets the following criteria: 1) Has a size and shape that allows a person to enter; 2) Has a limited or restricted means for entry and exit; 3) Is not designed for continuous human occupancy.

Engine Company. An emergency response team of personnel assigned to a fire apparatus such as a fire engine. An engine company usually consists of a company officer, a fire engineer, and a firefighter.

Fire Captain. Responsible for the management of the actions of engine company personnel on emergency scene operations and day-to-day operations.

Fire Engineer. Member of an engine company responsible for driving fire department emergency response apparatus, pumping water, performing hydraulic calculations, and minor maintenance of the fire apparatus.

Firefighter. Member of an engine company. Performs related emergency duties such as firefighting, EMS, hazardous material mitigation, and rescue operations.

Fire Officer I. The fire officer, at the supervisory level, who has met the job performance requirements specified in the standard for Level I (NFPA 1021).

Fire Officer II. The fire officer, at the supervisory/managerial level, who has met the job performance requirements specified in the standard for Level II (NFPA 1021).

Fire Officer III. The fire officer, at the managerial/administrative level, who has met the job performance requirements specified in the standard for Level III (NFPA 1021).

Fire Officer IV. The fire officer, at the administrative level, who has met the job performance requirements specified in the standard for Level IV (NFPA 1021).

Fire Protection Officer. A term used for Company Officer or Fire Captain.

Human Resource Management. The effective utilization of employees in order to achieve goals and strategies of the organization.

Job Performance Requirement (JPR). Job performance requirements consists of the task to be performed; the tools, equipment, or materials that must be provided to successfully complete the task; evaluation parameters and/or performance outcomes; and lists of prerequisite knowledge and skills one must have to be able to perform the task (NFPA 1021).

Volunteer Fire Department. A fire department, whose emergency response personnel are made up of part-time, non-paid or on-call resources.

RESULTS

The results of the literature review and the surveys provided the following answers to research question 1:

"The NFPA 1021 Standard is a professionally recognized standard that has been specifically designed to identify concise job performance requirements that can be used to determine that an individual, when measured against the standard, possesses the skills and knowledge to perform as a fire officer" (NFPA 1021, 1997).

IFSTA produces professionally recognized fire service training criteria for the company officer position. "IFSTA (1990) publishes the only company officer training curriculum available nationally and it is based on a text for training company officers" (Kirtley, 1996, p. 4). The curriculum in the book, *Fire Department Company Officer, Second Edition*, covers 15 areas of company officer responsibility. IFSTA recognizes NFPA 1021 in the *Fire Department Company Officer Manual* and uses its performance standards as a comparison tool in the development of the curriculum. The objectives at the beginning of each chapter parallel the requirements of NFPA 1021, *Fire Officer Professional Qualifications*, for Fire Officer I, II, and III, in personnel and fireground management (International Fire Service Training Association [IFSTA], 1989).

The California State Fire Marshal's *Fire Officer Certification* training program is a professionally recognized fire service training standard. The training encompasses a broad spectrum of subject areas that is designed to assist a company officer or a potential company officer to fulfill their many responsibilities. This certification program also uses NFPA 1021 performance standards as a comparison tool in the development of the curriculum.

In the California State Fire Marshal's, *Fire Officer Career Development Guide*, 1st Ed. (1985), the first level of the three-tiered professional development system was approved and implemented. The publication identifies the minimum standards which corresponds with base NFPA 1021 Standard task requirements and those components which have also been cross-referenced to the NFPA 1031 and 1042 Standards (Haas, 1998, p. 15).

The NFPA standard is clearly the dominant standard that is used in many organizations to guide their efforts in company officer training curriculum development.

The results of the literature review and the internal survey provided the following answers to research question 2:

NFPA 1021, 1997 edition, identifies six areas of escalating degrees of training, knowledge, and responsibilities for Fire Officer I and II certification: Human Resource Management, Community and Government Relations, Administration, Inspection and Investigation, Emergency Service Delivery, and Safety.

The State of California *Fire Officer Certification* training program identifies 22 responsibilities of a company officer:

- | | |
|-------------------------------------|------------------------------------|
| 1. Leadership | 12. Fire Investigation |
| 2. Community Relations | 13. Psychology |
| 3. Fire Prevention | 14. Human Relations & Management |
| 4. Fire Suppression | 15. English |
| 5. Fire Protection | 16. Hazardous Materials |
| 6. Fire Hazards & Causes | 17. Technical Report Writing |
| 7. Building Construction | 18. Fire Protection Administration |
| 8. Codes & Ordinances | 19. Personnel Management |
| 9. Fire Fighting Strategy & Tactics | 20. Sociology |
| 10. Chemistry | 21. Major Emergency Planning |
| 11. Safety Practices | 22. Organizational Management |

IFSTA publication, *Fire Department Company Officer, Second Edition*, covers 15 areas of company officer responsibility. They are: principles of organization, organizational structure, communications, the company as a group, leadership as a group influence, elements of management, company motivation, career counseling, problem solving, pre-incident surveys, fireground management, size-up, incident command and communications, firefighter safety and health, and company officer's liability.

In attempting to define critical tasks of company officers in the Coronado Fire Department, the job announcement for the last Fire Captain's exam (in 1999) was reviewed. A

copy of the job announcement is contained in Appendix D-2. The review identified 36 duties of a company officer in the Coronado Fire Department. The review revealed a broad spectrum of company officer duties and responsibilities at the Coronado Fire Department that clearly mirrored the NFPA 1021 performance standards for Fire Officer I and partially for Fire Officer II. Of the 36 duties identified, 19, duties or 53 percent, compared exclusively to the duties identified in NFPA 1021 for a Fire Officer I. Eleven duties, or 30 percent, compared to a combination of duties identified in NFPA 1021 for a Fire Officer I and II. Six duties or 17 percent compared exclusively to the duties identified in NFPA 1021 for a Fire Officer II. The complete table comparing the duties of a company officer in Coronado appears in Appendix D-1.

The internal survey was used to help identify feelings and views of personnel at the Coronado Fire Department in regards to a company officer development program and to help prioritize the development of training criteria for company officer development training. The summarized results to the survey are as follows:

Question 1. 100 percent of all respondents answered yes, that they felt a company officer development training program would be of value to personnel aspiring to be a Fire Captain.

Question 2. 100 percent of Firefighters, 87.5 percent of Fire Engineers, 83 percent of Fire Captains, and 100 percent of the Chiefs answered yes that they believed the department would benefit from a company officer training program. Complete results appear in Appendix C-7.

The 20 identified skills, responsibilities, and tasks were fairly consistently ranked by all job position classifications. The Firefighters identified emergency scene operations, leadership skills, oral communication, discipline, and organizational policies and procedures as essential skills, responsibilities, and tasks of a company officer in Coronado. Budget/project management, management skills, diversity/harassment, fire code inspection regulations and inspection techniques, and stress management were deemed least important. However, even the least important skill, responsibility, and/or task identified by the firefighter group, budget/project management, was still rated as moderately important. The complete results appear in Appendix C-2.

The Fire Engineers identified emergency scene operations, oral communication, customer service, organizational policies and procedures, as the most essential skills, responsibilities, and tasks of a company officer in Coronado. Budget/project management, fire investigation, and fire code inspection regulations and inspection techniques were deemed least important. The least important skill identified by this group, budget/project management was still rated between moderately important and very important. The complete results appear in Appendix C-3.

The Fire Captains identified performance appraisals, time management, written communications, oral communications, leadership skills, reports, and emergency scene operations as the most essential skills, responsibilities, and/or tasks of a company officer in Coronado. Budget/project management, stress management, diversity/harassment were deemed least important. The least important skill identified by this group, budget/project management was still rated as moderately important. The complete results appear in Appendix C-4.

The Chiefs identified emergency scene operations, performance appraisals, counseling/mentoring, leadership skills, management skills, diversity/harassment, and reports as the most essential skills, responsibilities, and tasks of a company officer in Coronado. Budget/project management, stress management, fire code inspection regulations and inspection techniques, and computer use were deemed least important. The least important skills identified by this group, stress management and budget/project management were still rated as moderately important or higher. The complete results appear in Appendix C-5.

The author had anticipated that there would be differences in perceptions of importance in the skills, responsibilities, and tasks identified for Coronado company officers in the survey instrument between the management group, (the chiefs); the supervisors, (the captains); and the line personnel, (the fire engineers and the firefighters). However, there were no major differences identified between the groups. There were small differences of perceptions of importance in some areas such as management skills. The Chiefs attached more importance to these skills than the Firefighters. But even this difference was not significant, in that the Chiefs on average felt management skills for company officers in Coronado were between the essential and very important ratings, and the Firefighters as a group felt that management skills for a company officer in Coronado were between very important and moderately important. These minor differences proved to be an anomaly because most identified skills, responsibilities, and tasks were ranked very consistently by the groups. The complete results appear in Appendix C-6.

The results of the combined group's answers to the skills, responsibilities, and tasks of a company officer in Coronado were emergency scene operations, leadership skills, discipline, and customer service were identified as the most essential. While budget management, stress management, fire code inspection regulations and inspection techniques were identified as the least important. The complete results of the survey appear in Appendix C-7.

The external survey was utilized to identify other departments in San Diego County that offer a formalized company officer training development program and to identify departments that did not utilize a formal training program but did offer some type of training for their personnel aspiring to be a company officer. The survey was developed with the intent of identifying the recognized fire service training standards and other standards or training criteria that were used by departments who had company officer training for personnel aspiring to be a company officer. The results of the external survey provided the following answers to research question 3. Respondents were asked to answer the following questions:

1. Does your department offer a formalized training program to potential Captain candidates prior to a promotional exam?

Five, or 28 percent, of the departments surveyed who completed the survey instrument responded that they offer a formalized officer training program for their personnel aspiring to be a company officer and 13, or 72 percent, responded that they did not offer a company officer training program.

2. If your department offers a formalized company officer training program, is it based on recognized fire service training standards? If, yes, what are the standards it is based on?

Five, or 28 percent, of the departments who completed the survey stated that they base their formalized officer training development program on recognized fire service training standards. Eight, or 44 percent, answered no and five did not answer the question because it did not apply to them. The respondents who answered no to this question most likely did not understand that if they did not answer yes to the first question they did not need to answer the second question on the survey instrument. The results to this question indicated that all five fire departments that offer a formalized company officer training program to potential company officer candidates base the training curriculum on recognized fire service training standards. The respondents identified IFSTA, the National Fire Academy, and the California State Fire Marshal's *Fire Officer Certification* program as the standards on which they base their company officer training program on.

3. If your department offers a formalized company officer training program, please briefly describe the curriculum?

The respondents identified IFSTA, *Fire Department Company Officer*, National Fire Academy curriculum, department specific criteria, and the California State Fire Marshal's *Fire Officer Certification* curriculum as items included in their officer development program curriculum.

4. If your department does not provide a formalized company officer training program does your department provide other training to Captains or potential Captain candidates? If yes, please briefly describe the training?

Eight, or 44 percent, of the fire departments that completed the survey instrument do offer some training to their personnel aspiring to be a company officer, but it is not a formalized company officer training program. The respondents identified IFSTA curriculum, National Fire Academy curriculum, department specific criteria, FIREScope, Incident Command System (ICS), and the California State Fire Marshal's *Fire Officer Certification* curriculum as items included in their training for Captains or potential Captains. Four, or 28 percent, of the respondents do not offer any training for company officers or potential company officers.

5. Whether or not your department offers a company officer training program, do you believe there is value in a formalized training program to assist potential company officer candidates prepare for the position?

Seventeen, or 94 percent, of the respondents that completed the survey instrument answered yes to the question. One, or six percent, of the respondents answered no to the question.

Results of this survey indicate that 72 percent of the fire departments that responded to the survey instrument offer either formal or some type of other training to their personnel who aspire to be a company officer. The majority of fire departments who responded and offer either formal or informal company officer training base their training either in part or in whole on

IFSTA, National Fire Academy, or California State Fire Marshal's *Fire Officer Certification* curriculum training standards or a combination of these. San Diego County fire officers who responded to the survey instrument overwhelmingly believe that there is benefit in providing formalized training for fire department personnel aspiring to be a company officer. The survey instrument and the results are located in Appendix B-2.

DISCUSSION

The results of this study clearly indicate that there is a need for company officer developmental training for fire service personnel aspiring to be company officers both in the fire service as a whole and specifically at the Coronado Fire Department. In the informal survey conducted by Morton D. Shurtleff of several hundred candidates during several Officer Development courses at the National Fire Academy, the respondents clearly had apprehensions about being promoted to a company officer position without specific training designed to assist them with the development of the skills and knowledge they will need to perform the various tasks and responsibilities of a company officer (Shurtleff, 1994).

"Frederick Taylor, who has been called the 'father of scientific management,' ...recognized employee training as a critical component in improving efficiency" (Coleman & Granito, 1988, p. 50). As responsible fire service managers, we must provide company officers and personnel aspiring to be company officers the direction and the ability to develop the skills and knowledge necessary to meet the challenges of a company officer in today's fire service. If we, as fire service managers, expect to survive and prosper in the many challenges and opportunities facing the fire service we must deliver efficient, quality, and effective services to our customers and our employees have to be trained in the latest techniques and skills to optimize the delivery of these services. "As is the case in nearly every labor-intensive activity, the quality of the organizational output is greatly influenced by the quality of the human resources engaged to accomplish the tasks" (Coleman & Granito, 1988, p. 167). The fire service is a very labor-intensive profession and no where is the quality and quantity of organizational output more greatly influenced in the fire service than at the company officer level where the goals and objectives of the organization are accomplished.

According to Peter Drucker, a recognized authority on organizational management theory, "...any organization structure needs to provide for the following: clarity in position and assignments for employees, economy of effort in control and supervision, 'direction of vision' toward ends rather than means, understanding of individual tasks and how they are related to organizational goals, effective decision making, stability and adaptability, and means for its own continuation (Coleman & Granito, 1988, p. 58).

"The key asset of an organization is its employees. They are the most expensive element, they require extensive development, and they represent our greatest untapped resource" (NFAOLS, 1994, p. 1-9).

"Training in all its forms is the single most important ingredient in the readiness of firefighters and emergency responders to fulfill their assigned missions. Training often spells the

difference between success and failure in an emergency, when action must be swift and decisive" (Bachtler & Brennan, 1995, p. 335).

The respondents of both the internal and external survey overwhelmingly stated that there is a clear need and a value for company officer training for personnel aspiring to be a company officer. A majority of the internal survey respondents also felt that there was a definite benefit received by the organization by offering company officer training to personnel aspiring to be a company officer. It is only logical that if a department offers training to personnel aspiring to be a company officer that the organization will profit from this effort as much as the individual will profit from the training. Clearly, if these trained personnel promote to company officer they will have a better understanding of their responsibilities as a company officer and have a better understanding of how to manage their crew's activities to accomplish the fire department's goals and objectives. They will have developed and refined their emergency and non-emergency management and leadership skills giving them a much greater opportunity for success in meeting and carrying out the job responsibilities of the company officer position.

The results of this study have identified the NFPA 1021, *Standard for Fire Officer Professional Qualifications*, as the dominant standard that is used in many organizations to guide their efforts in company officer development training curriculum development.

NFPA 1021, *Standard for Fire Officer Professional Qualifications*, prepares firefighters to qualify for leadership positions within the fire service. It is a comprehensive standard that requires candidates to perform to the highest levels of both fireground command and fire department administration and management. As officers move through the fire officer series, they are expected to augment their fire training with knowledge gained from other disciplines, including psychology, public administration, local, state, and national government, and legal issues, and to demonstrate the ability to communicate within and outside the service. Today's fire officers, at all levels, must command culturally diverse suppression forces as well as be prepared to assume leadership roles within the community (Bachtler & Brennan, 1995, p. 316).

The study has also identified IFSTA, *Fire Department Company Officer, Second Edition*, and the California State Fire Marshal's, *Fire Officer Certification* as resources that should be included in a company officer development training program.

NFPA 1021, *Fire Officer Professional Qualification Standards*; IFSTA, *Fire Department Company Officer*, and the California State Fire Marshal's, *Fire Officer Certification* training program are all current, comprehensive, and relevant professionally recognized training criteria. Both the IFSTA, *Fire Department Company Officer* and the California State Fire Marshal's, *Fire Officer Certification* training program use NFPA 1021, *Fire Officer Professional Qualification Standards*, as guidelines in the development of their curriculum.

A valuable and comprehensive company officer development training program needs to not only offer training in emergency management skills and techniques but should also include training in other areas such as human resource management, communication, administrative,

planning and organizing skills, and techniques as well. Additionally, a company officer development training program needs to offer training in polices and procedures, expected duties of a company officer, applicable regulations and standards specific to the organization.

The results of this study have indicated that the NFPA 1021, *Standard for Fire Officer Professional Qualifications*, is the most recognized and utilized professional training standard for the company officer position. Utilizing NFPA 1021, *Standard for Fire Officer*, as a benchmark, an effective company officer training program customized to address specific needs of an organization can be developed for any fire department.

The results of the external survey reinforce the author's belief that a company officer development program is of value to an organization. Although only 28 percent of the respondents indicated that they offered a formalized officer training program to potential company officer candidates based on recognized fire service training standards; 72 percent of the respondents indicated that their department offers some form of company officer training to their personnel. Ninety-four percent of the respondents indicated that they believed there would be benefits in offering a formalized training for potential company officer candidates.

The overwhelming response of the Coronado Fire Department's personnel who completed the internal survey indicated that they believed that both the individual and the organization would derive benefits from a company officer development training program for department personnel aspiring to be a Fire Captain at the Coronado Fire Department. The results of this survey indicate that department personnel would perceive the development of a company officer training program as a positive and useful event. There is also recognition by department personnel, as evidenced by the survey results, that a company officer in Coronado has many tasks and responsibilities. The respondents did not rate any of the identified skills, responsibilities, and tasks of a company officer in Coronado as not important. If they had rated any of the areas as not important it would imply that in their opinion there would not be a need for training in those areas.

It is clear that the company officer position in today's fire service is far more difficult in its complexity and what is expected from personnel who occupy these positions is much greater than what was expected of company officers in the past. The company officer in today's fire service must be "...able to understand the interdisciplinary nature of the fire service and be prepared to learn the language and culture of those disciplines. He or she must be multifaceted, and, most importantly, have broad management skills which will permit the management of not only a variety of emergency crises, but also the variety of people who will be managed in the future" (Estepp, 1990, p. 40).

In today's fire service with all the legal requirements, mandates, new and evolving standards, new technology, changing and increasing service demands, and the dynamic economic environment where cost, quality, and efficiency of services are the driving forces, well trained company officers who possess the skills necessary to operate in these environments are essential to the continuing success of the fire service.

While the individual is ultimately responsible for his or her own career, which includes developing a clear understanding of self and the environment in order to establish career goals and plans, the organization can assist the individual by providing information, opportunities, and assistance. By doing so, the organization can enhance its internal labor market and be more effective (DeSimone & Harris, 1998, pp. 390-391).

It is incumbent upon fire service managers to develop the future managers and leaders of their organizations. A company officer development training program will enhance the quality, efficiency, and the effectiveness of the organization and the services the Coronado Fire Department provides to its customers. The results of the study has provided the data and information necessary to develop a comprehensive and effective company officer training program for personnel aspiring to be a Fire Captain at the Coronado Fire Department.

RECOMMENDATIONS

The problem, as previously stated, was that the City of Coronado Fire Department did not have a company officer development program for department personnel aspiring to be a Fire Captain. The purpose of this applied research project was to develop professionally recognized training criteria to assist in the development of a company officer training program for personnel aspiring to be a Fire Captain at Coronado Fire Department.

The research presented in this study has demonstrated the need for the Coronado Fire Department to develop a company officer development training program for department personnel aspiring to be a Fire Captain. Based on the literature review, surveys, and the analysis of the results of this applied research project, the following recommendations have been designed to facilitate the development of a comprehensive and effective company officer training program for the City of Coronado Fire Department.

1. Obtain support of the Fire Chief and all the department members for the development of a company officer training program for department personnel aspiring to be a Fire Captain.
2. Develop a Company Officer Training Program Development Committee responsible for the design, development, and implementation of the program.
3. Identify and select department personnel to serve on the Company Officer Training Program Development Committee.
4. Use NFPA 1021, *Standard for Fire Officer Professional Qualifications*, as a guiding document and template for development of the curriculum for the company officer training program.

5. The Company Officer Training Development Committee will compare job duties and responsibilities of a Fire Captain in Coronado and compare them to performance requirements of a Fire Officer I and II in NFPA 1021 and develop curriculum to the appropriate level based on these comparisons. Specific content, lesson plans, and length of instruction will be developed after these comparisons.
6. After completion of the development of the curriculum and delivery of the company officer training program, implement a program evaluation component to assure the continuing effectiveness and appropriateness of the training curriculum.

The following is a general guideline for development of the curriculum for a company officer development training program for the Coronado Fire Department. This guideline also appears in Appendix A. This guideline is not intended to be an all-inclusive document and it is expected to change as the development process proceeds.

Human Resource Management

- Leadership techniques
- Management techniques
- Oral communication
- Written communication
- Training skills
- Employee Performance Evaluations
- Discipline techniques
- Counseling/Mentoring
- Motivation techniques
- Interpersonal skills
- Problem solving

Community and Government Relations

- Customer Service
- City governmental structure and bodies
- Public safety education programs
- Presentation Skills
- Staff reports

Administration and Organizational

- Policies and Procedures
- Computer use
- Time management
- Budget/Project Management
- MOU and Administrative guidelines
- Information management
- Writing skills/grammar/structure
- Reports
- Planning
- Employee relation laws
- Record keeping

Fire Prevention and Inspection

- Inspection techniques
- Fire safety education
- Pre-fire planning
- Code enforcement
- Applicable fire, building, and municipal codes
- Record keeping

Emergency Service Delivery

- Fire scene tactics and strategies and scene management
- Hazardous Materials scene management
- EMS scene management
- Emergency incident reports
- City Emergency Plan and documents
- Confined space scene management
- Fire investigation
- Emergency operation policies and procedures
- Disaster management/emergency preparedness

Safety

- Safety protection and procedures
- Accident investigation techniques
- Applicable safety regulations and policies
- Accident reports

It is recommended that the implementation of these recommendations begin immediately. It is anticipated by this author that the approval for the project and the selection of the development committee should be completed by the spring of 2000. The development of the program curriculum will take approximately 6 months. If this timetable is accurate, the company officer development program for department personnel aspiring to be a Fire Captain for the Coronado Fire Department will be available by the fall of 2000. A Fire Captain's promotional test is scheduled for May 2001. Department personnel who complete the company officer training program will be better prepared for the testing process and to meet the challenges and opportunities of being a Fire Captain in the Coronado Fire Department.

"The future of the fire service, is most likely going to be determined by the actions of its managers and leaders today" (Coleman & Granito, 1988, p. 476). The company officer position is an important and vital position in the fire service delivery system. A well-planned and comprehensive company officer development training program will go a long way in assuring that future company officers and ultimately their fire departments will meet the many challenges and opportunities awaiting them. The success of the company officer development training program in Coronado will ultimately depend on the involvement and support of all the personnel at the Coronado Fire Department.

Format changes have been made to facilitate reproduction. While these research projects have been selected as outstanding, other NFA EFOP and APA format, style, and procedural issues may exist.

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Appendix A

Recommended General Topic Headings and Specific Topics for Curriculum Development for a Company Officer Training Program at the City of Coronado Fire Department.

The recommended general topic headings are based on and comply with NFPA 1021, *Standard for Fire Officer Professional Qualifications* criteria.

Human Resource Management

- Leadership techniques
- Management techniques
- Oral communication
- Written communication
- Training skills
- Employee Performance Evaluations
- Discipline techniques
- Discipline techniques
- Counseling/Mentoring
- Motivation techniques
- Interpersonal skills
- Problem solving

Community and Government Relations

- Customer Service
- City governmental structure and bodies
- Public safety education programs
- Presentation Skills
- Staff reports

Administration and Organizational

- Policies and Procedures
- Computer use
- Time management
- Budget/Project Management
- MOU and Administrative guidelines
- Information management
- Writing skills/grammar/structure
- Reports
- Planning
- Employee relation laws
- Record keeping

Fire Prevention and Inspection

- Inspection techniques
- Fire safety education
- Pre-fire planning
- Code enforcement
- Applicable fire, building, and municipal codes
- Record keeping

Emergency Service Delivery

- Fire scene tactics and strategies and scene management
- Hazardous Materials scene management
- EMS scene management
- Emergency incident reports
- City Emergency Plan and documents
- Confined space scene management
- Fire investigation
- Emergency operation policies and procedures
- Disaster management/emergency preparedness

Safety

- Safety protection and procedures
- Accident investigation techniques
- Applicable safety regulations and policies
- Accident reports

Appendix B-1

List of Fire Departments Surveyed for the External Survey

Alpine Fire Department
Bonita Sunnyside Fire Department
Borrego Springs Fire Department
Boulevard Fire & Rescue
Camp Pendleton Fire Department
Carlsbad Fire Department
California Department of Forestry--San Diego/Imperial
Chula Vista Fire Department
Del Mar Fire Department
East County Fire Department
Encinitas Fire Department
Escondido Fire Department
Federal Fire Department
Imperial Beach Fire Department
Julian Cuyamaca Fire Department
La Mesa Fire Department
Lakeside Fire Protection District
National City Fire Department
North County Fire Protection District
Oceanside Fire Department
Poway Fire Department
Rancho Santa Fe Fire Protection District
San Diego Fire Department
San Marcos Fire protection district
San Miguel Consolidated Fire Protection District
San Onofre Fire Department
Santee Fire Department
Solona Beach Fire Department
U.S. Forest Service/Alpine
Vista Fire Department

Appendix B-2 Results From External Survey

30 Surveys Sent Out; 18 Completed Surveys Returned = 60%

Company Officer Development Program Survey

1. Does your department offer a formalized officer training program to potential captain candidates prior to a promotional exam? _____ YES _____ NO

5 Yes = 28% 13 No = 72%

2. If your department offers a formalized company officer training is it based on recognized fire service training standards? _____ YES _____ NO. If yes, what are the standards it is based on?

5 Yes = 28% 8 No = 44% 5 N/A = 28%

- IFSTA, National Fire Academy (NFC), State Fire Marshal Fire Officer

3. If your department offers a formalized company officer training program please briefly describe the curriculum.

IFSTA, NFC, Department Specific, State Fire Marshal Fire Officer

4. If your department does not provide a formalized company officer training program does your department provide other training to captains or potential captain candidates? _____ YES _____ NO. If yes please briefly describe the training.

8 Yes = 44% 5 No = 28% 5 N/A = 28%

- IFSTA, NFC, Department Specific, FIREScope, ICS, State Fire Marshal Fire Officer

5. Whether or not your department offers a company officer training program do you believe there is value in a formalized training program to assist potential company officer candidates prepare for the position? _____ YES _____ NO

17 Yes = 94% 1 No = 6%

Thank you taking the time to complete this survey.

Please mail or fax the completed survey to:

Coronado Fire Department

Division Chief David Ott

1001 Sixth St., Coronado, CA 92118

619-522-7374

Fax 619-435-2742

Appendix C-1
Company Officer Development Training Program Survey
Coronado Fire Department Internal Survey

Below is listed several skills, responsibilities, and tasks of a Fire Captain. Please answer the questions based on your perception of relative importance to the Captain's position. Your answers will help the department develop a Company Officer Development Training Program that will assist personnel aspiring to be a Captain be better prepared for the position.

1. Do you believe that a Company Officer Development Training Program would be of value to personnel aspiring to be a Fire Captain? _____ Yes _____ No

2. Do you believe the department would benefit from a Company Officer Training Program for personnel aspiring to be a Fire Captain? _____ Yes _____ No

On the next series of questions please circle the numbers based on the following scale:

- 1 = not important at all
- 2 = moderately important
- 3 = very important
- 4 = essential

Training & Presentation Skills	1	2	3	4
Performance Appraisals	1	2	3	4
Counseling/Mentoring	1	2	3	4
Discipline	1	2	3	4
Oral Communication	1	2	3	4
Written Communication	1	2	3	4
Leadership Skills	1	2	3	4
Management Skills	1	2	3	4
Diversity/Harassment	1	2	3	4
Time Management	1	2	3	4
Problem Solving	1	2	3	4
Customer Service	1	2	3	4
Computer Use	1	2	3	4
Reports	1	2	3	4
Budget/Project Management	1	2	3	4
Emergency Scene Operations/Strategy & Tactics	1	2	3	4
Fire Investigation	1	2	3	4
Organizational Polices and Procedures	1	2	3	4
Fire Code Inspection Regulations and Inspection Techniques	1	2	3	4
Stress Management	1	2	3	4
Other: _____	1	2	3	4

Position of person completing the survey: _____

Appendix C-2 Results From Internal Survey Firefighters

- 11 Firefighters Completed the Survey Instrument
- Rated Identified Areas on a Scale 1 – 4. 1 = Not Important 2 = Moderately Important
- 3 = Very Important 4 = Essential
- 44 Maximum Points Per Category. 11 firefighters x 4 pts. = 44
- 4.0 Average Would Represent the Maximum Highest Score and Would Represent an Essential Skill, Responsibility, or Task
- 3.0 Average Would Represent a Very Important Skill, Responsibility, or Task
- 2.0 Average Would Represent a Moderately Important Skill, Responsibility, or Task
- 1.0 Average Would Represent a Not Important at all Skill, Responsibility, or Task

Skills, Responsibilities, and Tasks	Points	Average Score
1. Training & Presentation Skills	35	3.18
2. Performance Appraisals	30	2.73
3. Counseling/Mentoring	32	2.91
4. Discipline	37	3.36
5. Oral Communication	38	3.45
6. Written Communication	32	2.91
7. Leadership Skills	40	3.64
8. Management Skills	29	2.64
9. Diversity/Harassment	29	2.64
10. Time Management	37	3.36
11. Problem Solving	36	3.27
12. Customer Service	37	3.36
13. Computer Use	35	3.18
14. Reports	32	2.91
15. Budget/Project Management	26	2.36
16. Emergency Scene Operations/Strategy & Tactics	44	4.0
17. Fire Investigation	34	3.10
18. Organizational Policies and Procedures	37	3.36
19. Fire Code Inspection Regulations and Inspection	29	2.64

**Appendix C-2
Results From Internal Survey
Firefighters**

20. Stress Management	29	2.64
21. Other: Physical Fitness, Respect for Others		

Note: Did not include category 21 "Other:" recommendations because respondents did rate their suggestions.

	Yes	No	Percentage of yes versus no
Question 1.	11	0	100%
Question 2.	11	0	100%

Appendix C-2 Results From Internal Survey Fire Engineers

- 8 Fire Engineers Completed the Survey Instrument
- Rated Identified Areas on a Scale 1 – 4. 1 = Not Important 2 = Moderately Important 3 = Very Important 4 = Essential
- 32 Maximum Points Per Category. 8 fire engineers x 4 pts. = 32
- 4.0 Average Would Represent the Maximum Highest Score and Would Represent an Essential Skill, Responsibility, or Task
- 3.0 Average Would Represent a Very Important Skill, Responsibility, or Task
- 2.0 Average Would Represent a Moderately Important Skill, Responsibility, or Task
- 1.0 Average Would Represent a Not Important at all Skill, Responsibility, or Task

Skills, Responsibilities, and Tasks	Points	Average Score
1. Training & Presentation Skills	26	3.25
2. Performance Appraisals	26	3.25
3. Counseling/Mentoring	27	3.38
4. Discipline	25	3.125
5. Oral Communication	29	3.63
6. Written Communication	26	3.25
7. Leadership Skills	27	3.38
8. Management Skills	24	3.00
9. Diversity/Harassment	25	3.125
10. Time Management	26	3.25
11. Problem Solving	27	3.38
12. Customer Service	28	3.50
13. Computer Use	23	2.88
14. Reports	27	3.38
15. Budget/Project Management	20	2.50
16. Emergency Scene Operations/Strategy & Tactics	30	3.75
17. Fire Investigation	21	2.63
18. Organizational Policies and Procedures	28	3.50
19. Fire Code Inspection Regulations and Inspection	22	2.75

**Appendix C-3
Results From Internal Survey
Fire Engineers**

20. Stress Management	23	2.88
21. Other: Physical, Earn Respect of Peers		

Note: Did not include category 21 "Other:" recommendations because respondents did rate their suggestions.

	Yes	No	Percentage of yes versus no
Question 1.	8	0	100%
Question 2.	7	1	87.5%

Appendix C-4 Results From Internal Survey Fire Captains

- 6 Fire Captains Completed the Survey Instrument
- Rated Identified Areas on a Scale 1 – 4. 1 = Not Important 2 = Moderately Important 3 = Very Important 4 = Essential
- 24 Maximum Points Per Category. 6 captains x 4 pts. = 24
- 4.0 Average Would Represent the Maximum Highest Score and Would Represent an Essential Skill, Responsibility, or Task
- 3.0 Average Would Represent a Very Important Skill, Responsibility, or Task
- 2.0 Average Would Represent a Moderately Important Skill, Responsibility, or Task
- 1.0 Average Would Represent a Not Important at all Skill, Responsibility, or Task

Skills, Responsibilities, and Tasks	Points	Average Score
1. Training & Presentation Skills	17	2.83
2. Performance Appraisals	20	3.33
3. Counseling/Mentoring	16	2.66
4. Discipline	20	3.33
5. Oral Communication	19	3.17
6. Written Communication	19	3.17
7. Leadership Skills	19	3.17
8. Management Skills	17	2.83
9. Diversity/Harassment	15	2.50
10. Time Management	20	3.33
11. Problem Solving	18	3.00
12. Customer Service	20	3.33
13. Computer Use	17	2.83
14. Reports	19	3.17
15. Budget/Project Management	13	2.17
16. Emergency Scene Operations/Strategy & Tactics	19	3.17
17. Fire Investigation	17	2.83
18. Organizational Policies and Procedures	16	2.66
19. Fire Code Inspection Regulations and Inspection	17	2.83

**Appendix C-4
Results From Internal Survey
Fire Captains**

20. Stress Management	15	2.50
21. Other: Physical Fitness		

Note: Did not include other category recommendations because respondents did rate their suggestions.

	Yes	No	Percentage of yes versus no
Question 1.	6	0	100%
Question 2.	5	1	83%

Appendix C-5

Results From Internal Survey Chiefs

- 3 Chiefs Completed the Survey Instrument
- Rated Identified Areas on a Scale 1 – 4. 1 = Not Important 2 = Moderately Important 3 = Very Important 4 = Essential
- 12 Maximum Points Per Category. 3 Chiefs x 4 pts. = 12
- 4.0 Average Would Represent the Maximum Highest Score and Would Represent an Essential Skill, Responsibility, or Task
- 3.0 Average Would Represent a Very Important Skill, Responsibility, or Task
- 2.0 Average Would Represent a Moderately Important Skill, Responsibility, or Task
- 1.0 Average Would Represent a Not Important at all Skill, Responsibility, or Task

Skills, Responsibilities, and Tasks	Points	Average Score
1. Training & Presentation Skills	9	3.00
2. Performance Appraisals	11	3.67
3. Counseling/Mentoring	10	3.33
4. Discipline	12	4.0
5. Oral Communication	9	3.00
6. Written Communication	9	3.00
7. Leadership Skills	10	3.33
8. Management Skills	10	3.33
9. Diversity/Harassment	10	3.33
10. Time Management	9	3.00
11. Problem Solving	9	3.00
12. Customer Service	9	3.00
13. Computer Use	8	2.67
14. Reports	10	3.33
15. Budget/Project Management	7	2.33
16. Emergency Scene Operations/Strategy & Tactics	12	4.00
17. Fire Investigation	9	3.00
18. Organizational Policies and Procedures	9	3.00
19. Fire Code Inspection Regulations and Inspection	8	2.67

**Appendix C-5
Results From Internal Survey
Chiefs**

20. Stress Management	7	2.33
21. Other: None		

	Yes	No	Percentage of yes versus no
Question 1.	3	0	100%
Question 2.	3	0	100%

Appendix C-6 Results From Internal Survey

Comparison of Category Averages for Firefighters, Fire Engineers, Captains, Chiefs

	Firefighters Percentage Yes	Engineers Percentage Yes	Captains Percentage Yes	Chiefs Percentage Yes
Question # 1	100	100	100	100
Question # 2	100	87.5	83	100
Skills, Responsibilities, & Tasks	Firefighters Average Score	Engineers Average Score	Captains Average Score	Chiefs Average Score
1. Training & Presentation Skills	3.18	3.25	2.83	3.00
2. Performance Appraisals	2.73	3.25	3.33	3.67
3. Counseling/Mentoring	2.91	3.38	2.66	3.33
4. Discipline	3.36	3.125	3.33	4.00
5. Oral Communication	3.45	3.63	3.17	3.00
6. Written Communication	2.91	3.25	3.17	3.00
7. Leadership Skills	3.64	3.38	3.17	3.33
8. Management Skills	2.64	3.00	2.83	3.33
9. Diversity/Harassment	2.64	3.125	2.50	3.33
10. Time Management	3.36	3.25	3.33	3.00
11. Problem Solving	3.27	3.38	3.00	3.00
12. Customer Service	3.36	3.50	3.33	3.00
13. Computer Use	3.18	2.88	2.83	2.67
14. Reports	2.91	3.38	3.17	3.33
15. Budget/Project Management	2.36	2.50	2.17	2.33
16. Emergency Scene Operations/Strategy & Tactics	4.00	3.75	3.17	4.00
17. Fire Investigation	3.10	2.63	2.83	3.00
18. Organizational Policies & Procedures	3.36	3.50	2.66	3.00
19. Fire Code Insp. Reg. & Inspection Techniques	2.64	2.75	2.83	2.67
20. Stress Management	2.64	2.88	2.50	2.33

Appendix C-7 Results From Internal Survey

Comparison of Perceived Importance of Skills, Responsibilities, & Tasks Firefighters, Fire Engineers, Captains, Chiefs

Note: The Skills, Responsibilities, & Tasks are ranked in a hierarchical descending order of perceived importance for each job position with 1 being the highest priority, 2 the second highest, 3 the third highest, etc. * Designates categories that have identical ratings. The lowest overall total of points represents the perceived highest priority for the entire surveyed population.

	Firefighters		Engineers		Captains		Chiefs		Total %		
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
Question 1	11	0	8	0	6	0	3	0	100	0	
Question 2	11	0	7	1	5	1	3	0	93	7	
Skills, Responsibilities, & Tasks			Firefighters	Engineers	Captains	Chiefs	Total Pts.				
1. Training & Presentation Skills			* 6	* 5	* 4	* 4	19				
2. Performance Appraisals			9	* 5	* 1	2	17				
3. Counseling/Mentoring			* 8	* 4	* 5	* 3	20				
4. Discipline			* 4	* 6	* 1	* 1	12				
5. Oral Communication			3	2	* 2	4	11				
6. Written Communication			* 8	* 5	* 2	* 4	19				
7. Leadership Skills			2	* 4	* 2	* 3	11				
8. Management Skills			10	7	* 4	* 3	24				
9. Diversity/Harassment			10	* 6	* 6	* 3	25				
10. Time Management			* 4	* 5	* 1	* 4	14				
11. Problem Solving			5	* 4	3	* 4	16				
12. Customer Service			* 4	* 3	* 1	* 4	12				
13. Computer Use			* 6	* 8	* 4	* 5	23				
14. Reports			* 8	* 4	* 2	* 3	17				
15. Budget/Project Management			11	11	7	6	35				
16. Emergency Scene Operations/Strategy & Tactics			1	1	* 2	* 1	5				
17. Fire Investigation			7	10	* 4	* 4	25				
18. Organizational Policies & Procedures			* 4	* 3	* 5	* 4	16				
19. Fire Code Insp. Reg. & Inspection Techniques			10	9	* 4	* 5	28				
20. Stress Management			10	* 8	* 6	* 6	30				

Appendix D-1 Examples of Company Officer Duties

Comparison to NFPA 1021, Fire Officer I & II Performance Requirements Indicators

Note: Examples of Company Officer Duties extrapolated from City of Coronado Fire Captain Job Announcement dated February, 1999.

Examples of Company Officer Duties	Fire Officer I	Fire Officer II
1. Plans Work	X	
2. Organizes Work	X	
3. Directs Work	X	
4. Responds to Emergencies & Alarms	X	
5. Gives Detailed Directions on Emergency Scenes	X	X
6. Personally Assists on Emergency Scenes	X	
7. Maintains Discipline	X	
8. Assigns Daily Work	X	
9. Prepares Performance Evaluations		X
10. Evaluates Organizational Proficiency		X
11. Analyzes Proficiency Testing		X
12. Recommends Commendations & Discipline	X	X
13. Addresses Disputes & Grievances	X	X
14. Takes Corrective Action Regarding Disputes	X	X
15. Records Company Activities	X	
16. Prepares Reports of Company Activities	X	
17. Inspects Personnel, Equipment, & Company Quarters	X	
18. Performs or Assists in Company Inspections	X	X
19. Performs Classroom Instruction	X	X
20. Preparation of Sketches, Charts, & Instructions for Fire Suppression	X	X
21. Drills and Instructs Personnel on Locations of important Buildings	X	
22. Knowledge of and Compliance with Department Policy & Procedures	X	
23. Arranges Public Information Programs	X	
24. Assigns Personnel to Maintenance Duties	X	
25. Attends Fire Officer's Meetings	X	

Appendix D-1 Examples of Company Officer Duties

Comparison to NFPA 1021, Fire Officer I & II Performance Requirements Indicators

26. Maintains Records and Prepare Reports	X	X
27. Prepares Fire Alarm System, Hydrant, Fire Incident, Activity, and Personnel Reports	X	X
28. Makes Work Assignments, Sets Priorities	X	
29. Trains and Reviews the Work of Firefighting Personnel	X	X
30. Conducts Staff Meetings		X
31. Distributes Assigned Work to Subordinate Staff	X	
32. Instructs Assigned Staff on Work Methods	X	X
33. Participates Fully in the Work of Crew/Subordinates	X	
34. Conducts Studies and Investigations		X
35. Prepares Reports of Findings and Recommendations		X
36. Operates City Vehicles	X	

Results:

36 Identified Duties

19 Duties Compare to the Performance Standards of NFPA 1021 Fire Officer I or 53%

11 Duties Compare to the Performance Standards Of NFPA 1021 Fire Officer I & II or 30%

06 Duties Compare to the Performance Standards of NFPA 1021 Fire Officer II or 17%

Appendix D-2

CITY OF CORONADO
February, 1999

FIRE CAPTAIN

DEFINITION

Under direction, on an assigned shift, to have charge of and supervise the activities of an engine or truck company; as assigned, to formulate and implement a fire technical instruction and training program; to conduct fire fighting drills; and to perform related work as required.

CLASS CHARACTERISTICS

Positions in this class are at the supervisory level. As such, the Fire Captain supervises an engine or truck crew, ensuring that training, facility maintenance, and firefighting proficiencies are maintained. At the scene of a fire, the Captain assumes control as the most senior officer to arrive first on the scene. Positions in this class perform work which has some variation and which allows or requires a limited range of choice in the application of defined methods or procedures.

EXAMPLES OF DUTIES

Plans, organizes, and directs the work of a fire company; responds to fire alarms and emergencies; gives detailed direction to personnel and personally assists in the work of extinguishing fires and in performing related life and property protection work; maintains discipline on calls and in company quarters; assigns daily work to staff; prepares performance evaluations; evaluates organizational proficiency; analyzes proficiency testing; recommends commendations and discipline; addresses disputes and grievances; takes corrective action regarding disputes; records company activities in daily journal; prepares reports of company activities; inspects personnel, equipment, and company quarters; performs or assists in company inspections, classroom instruction, and in the preparations of sketches, charts, and instruction for fire suppression purposes; drills and instructs personnel in the use of hoses, nozzles, ladders, and other portable firefighting equipment; instructs personnel on location of schools, public buildings, and potential fire hazards, and the methods of combating fires in such places, conforming in training and instructional work with department policy and procedures; arranges public information programs; assigns personnel to maintenance duties in and around company quarters; attends fire officers' meetings; maintains records and prepares reports; prepares fire alarm system reports, hydrant condition reports, fire incident reports, fire department activity reports, and personnel reports; makes work assignments, sets priority for, trains and reviews the work of firefighting personnel; conducts staff meetings; distributes assigned work to subordinate staff; instructs assigned staff in work methods; participates fully in the work of crew/subordinate staff; conducts studies and investigations, preparing reports of findings and recommendations; operates City vehicles; and performs related work as required.

Appendix D-2

CITY OF CORONADO

February, 1999

FIRE CAPTAIN

LICENSE REQUIRED

Possession of a valid and appropriate California Driver's License. Possession of EMT-1, Esophageal Tracheal Combitube and CPR certificates.

GENERAL QUALIFICATIONS

Knowledge of:

Modern fire suppression and prevention principles, methods, practices and techniques;
Principles of personnel deployment;
General principles of supervision and training;
Principles of hydraulic and construction engineering;
Emergency medical techniques;
City geography and water systems;
Simple record keeping methods;
Principles of correct English usage, grammar and composition;
Basic mathematical and mechanical relationships;
Appropriate safety precautions and procedures;
Hazardous Material First Responder and Confined Space Operations.

Ability to:

Make sound decisions and direct fire personnel at the scene of an alarm;
Supervise, train and evaluate entry and journey-level fire personnel;
Prepare and present concise written and oral reports;
Plan, assign, supervise, and direct the work of subordinates;
Perform appropriate first aid procedures, including CPR;
Maintain and modify filing systems;
Meet, interact and mutually problem-solve effectively with public and private officials, the general public and City staff;
Drive safely, observing legal and defensive driving practices;
Understand and carry out oral and written instructions;
Establish and maintain effective relationships with those contacted in the course of work.

Appendix D-2

CITY OF CORONADO

February, 1999

FIRE CAPTAIN

TRAINING AND EXPERIENCE

Any combination of training, education, and experience which demonstrates an ability to perform the duties of the position. A typical qualifying entrance background is supervisory-level experience performing firefighting duties involving prevention and suppression of fires;

and

Completion of formal training in fire science;

or

Completion of college-level certificate program or associate degree in fire science;

or

Experience at or equivalent to the level of Fire Engineer in the City of Coronado, from which the incumbent has acquired the knowledge and abilities listed above.

Completion of the California State Fire Officer Program is highly desirable.

PHYSICAL DEMANDS AND WORKING CONDITIONS

Heavy Work: Positions in this class perform work which may involve lifting, pushing and a pulling of objects which may weigh 100 pounds or more.

Mobility: Positions in this class require the mobility to stand, stoop, reach, bend, climb, and crawl.

Vision: Positions in this class require vision (which may be corrected) at or better than 20-40. Positions in this class require good color perception.

Other Conditions: Incumbents may be required to wear protective apparel, including goggles, face protector, aprons, shoes and oxygen breathing apparatus. Incumbents are required to work in hazardous conditions.