

**PROVIDING THE FOUNDATION FOR LEADERSHIP IN THE
POLSON FIRE DEPARTMENT**

EXECUTIVE DEVELOPMENT

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ABSTRACT

This research project analyzed the factors and necessary elements of a company officer training program for a volunteer fire department. The problem this research project addressed was the lack of a company officer development program to prepare personnel to fill leadership roles within the Polson Volunteer Fire Department (PVFD). The purpose of this research project was to assist members of the PVFD in preparing to become company officers by developing a company officer development program. The program also will provide existing company officers the reference materials to continue professional development. The research questions were: (a) What are the minimum recognized standards for company officers in a volunteer fire department? (b) What types of company officer development training programs are currently being utilized by other fire departments similar to the PVFD? (c) What are the expectations of a company officer within the PVFD? (d) What criteria should be included to formulate a company officer development program in the PVFD?

The author utilized action, evaluation, and historical research methods to formulate this research project. After a comprehensive literature review of management books and periodicals, a convenience sample was used to obtain information from other fire departments of similar size. Each member of the PVFD was asked to complete a convenience form as well. These data were collected and compared with information gathered from the literature review.

The results demonstrated that the members of the PVFD wanted a company officer development program based on national standards. The results also concluded that company officer training needed to be offered. The recommendations from this project were to implement a company officer training program to develop personnel wishing to become officers as well as providing continuing education to existing officers.

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INTRODUCTION

Leadership in the fire service has become a major issue for both the career and volunteer organizations. It is important today to train tomorrow's leaders to ensure progression of the organization. Without such training, organizations will not continue to grow, which promotes organizational failure. Leadership is the prime catalyst that promotes change to provide the continued success of any organization or individual. J. L. Cook (2001) believes the role of that leadership is to provide the ability to change. Change must be made because the alternative is complacency. Complacency inhibits the full potential of the organization.

The problem is that the PVFD does not currently have a company officer development program to prepare personnel to fill leadership roles within the organization. The purpose of this research project is to develop a program that can be used by members of the PVFD to assist them in preparing to become company officers. This program will also provide existing company officers with reference materials to continue their professional development. Action, evaluation, and historical research methods will be used to formulate this research project and to answer the following questions: (a) What are the minimum recognized standards for company officers in a volunteer fire department? (b) What types of company officer development training programs are currently being utilized by other fire departments similar to the Polson Volunteer Fire Department? (c) What are the expectations of a company officer within the Polson Volunteer Fire Department? (d) What criteria should be included to formulate a company officer development program in the Polson Volunteer Fire Department?

BACKGROUND & SIGNIFICANCE

Polson, Montana is located within the exterior boundaries of the Confederated Salish and Kootenai Reservation in Lake County at the southern end of Flathead Lake scenically placed at the base of the Mission Mountain Range of the Rocky Mountains. The population of 10,000 year round residents, explodes to over 20,000 in the summer months. The PVFD protects 139 square miles from two fire stations within two organizations funded by the City of Polson and the Polson Rural Fire District. The PVFD is staffed with one career fire chief and 34 volunteer firefighters. The PVFD operates three engines, three brush units, two tenders, one aerial truck, one fireboat, one light rescue van and one extrication unit.

The PVFD did not identify the need for an officer development program within its' organization until July 1999. In July 1999, a captain position became available within the department. This vacancy resulted in the recruitment of potential candidates. An interview board was established, and a list of qualified candidates was brought before the membership. The position was filled by election. This process identified concerns that senior members of the PVFD nearing retirement from the organization staffed the current captain positions, and at the same time that less experienced members would fill future vacancies. In August 1999, three lieutenants positions were created to prepare members of PVFD to become captains.

Creation of this new system raised concerns within PVFD that significant training was still lacking and highlighted the continued need for professional development. For this program to be successful an organizational cultural change will have to be made. Simply placing senior members in leadership roles is not good enough. Emergency services have changed recently and the need for enhanced leaders is evident. In order for continued progress in the organization personnel must be prepared for the future.

This applied research project relates to the National Fire Academy's Executive Development Course, Unit 5, Following and Leading. Specifically, this project relates to the objective stated in student manual 5-2, provide consistent effective transformational leadership to design and build a positive culture in their organization (National Fire Academy, 2001).

LITERATURE REVIEW

The purpose of this literature review is to define the importance of a company officer development program, and also to take a historical look at how key elements are used within the culture of an organization. This review helps establish the framework for developing a company officer program for the PVFD. Four questions comprise the foundation of this literature review: (a) What is the accepted definition for leadership as a company officer? (b) What are some of the nationally recognized requirements for a company officer in a fire department? (c) What are the major components of a company officer training program? (d) What selection process should be used to determine a company officer?

Defining Leadership

First we must define the term *leadership* for the company officer. Smoke (1998b) defines the company officer's role:

A company officer is a first-line supervisor responsible for the performance and safety of assigned personnel in an emergency service organization. The company officer should be capable of leading his or her personnel during both emergency and non-emergency activities (p. 2).

This definition acknowledges the basic overall responsibility of the company officer and the implications to the organization, resulting in a specific definition of the company officer role.

Smoke (1998a) specifically defines leadership by stating: "The personal actions needed by

managers to get employees to carry out certain activities. Leadership is achieving the organization's goals through others" (p. 127). Furthermore, Smoke (1998a) notes that leadership is simply getting other people to complete the goals and objectives of the mission. Angulo (2001) found that, leadership is not management, leadership is making sure that the goals and objectives are carried out. Coleman and Granito (1988) defined leadership as the catalyst of change. Walsh (1995) defines this change: "Leader is a person who shares a vision with a group of people, articulates the vision so that everyone understands it, and shows the group how to make that vision come true" (p. 40). Crews need company officers to provide leadership and company officers are responsible for providing that leadership by training and leading by example to promote the goals and objectives of the organization (Smoke, 2001).

National Standards

The use of national recognized standards is an important component for addressing the needs of the organization. Amabili (1992) found that the concept of officer development was first recognized during the Wingspread Conference in Racine, Wisconsin in February 1966. The group provided the concepts of a company officer training program. Using recognized standards allows organizations to provide valid objectives to the company officer. Stewart (1982) emphasizes that national standards are the framework to establish a company officer program. Stewart (1982) states:

When the National Professional Qualifications Board of the Joint Council of National Fire Service Organizations finally established National Fire Protection Association 1021, Standard on Fire Officer Professional Qualifications in 1976, it made the following statement: The intent of this committee [fire service professional development committee for fire officer qualifications] was to develop performance standards in a clear and

concise manner so that they can be used to determine without doubt that any person so measured does truly possess the skills to be a fire officer. The Committee contends that these performance objectives can be used by any fire department in any city, town, or private organization throughout the North American continent (p. 111).

Furthermore, Stewart (1982) and Smoke (1998a), both recognize that the National Fire Protection Association (NFPA) has designed a practical set of standards for officer selection. Coleman and Granito (1988) agree that utilizing national standards will directly benefit the community and eliminate the need to develop new company officer requirements.

Colella (1988) states that the requirements for company officers must be practical for the organization, but also contain the baseline of national standards and state requirements. Many authors also recognize that national standards are the baseline to establish the criteria for company officers. Goodson and Sneed (1999) state other national requirements are defined by the Occupational Safety and Health Administration (OSHA), Environmental Protection Agency (EPA), and state requirements. These requirements are mandated by law for individual organizations providing responsibility to mitigate emergencies that are governed by regulations under their control and individuals managing these incidents are required to meet certain competencies. Smoke (1998b) states that both OSHA and EPA are now incorporating NFPA requirements into the laws that each organization adopts.

Major Components

The components provide the framework that is needed for a company officer training program to be successful. The literature review universally acknowledges certain components as necessary to an effective company officer development-training program. Walsh (1995) provides the “five common major responsibilities of a supervisor:

- Getting the job done,
- Keeping the work area safe and healthy,
- Encouraging teamwork and cooperation,
- Developing employee skills,
- Keeping records and making reports” [sic] (p. 3).

Furthermore, Walsh (1995) notes that these responsibilities significantly impact the way employees respond to the supervisor. Angulo (2001) further identifies the major components that must be demonstrated by an officer in the United State Army:

- Versatility,
- Adaptability to change,
- Professionalism,
- Exemplary ethical conduct,
- Technical and tactical proficiency,
- Excellent communication skills,
- The ability to build cohesive teams,
- Analytical problem-solving skills,
- The willingness to seize initiative,
- The independence and confidence to operate with minimum guidance, and
- The insight and foresight of a visionary [sic] (p. 101).

Walsh (1995) and Smoke (1998b) agree with this list, and state that leading by example delivers the motivation for success. Coleman and Granito (1988) describe the supervisor’s role as obtaining the highest efficiency of the subordinate. To do this supervisors must implement the

goals and objectives of the organization through team building. This concept provides everyone input to develop the effectiveness of the organization. Furthermore Coleman and Granito (1988) argue that employees have expectations of their job, supervisors must be able to be followers, provide a safe environment, and follow the directives of the organization. Employees have the right to feel safe when performing duties assigned (Walsh, 1995).

Fitzwilliam (1994) recognizes the need for continued education of officers. Officers should strive to seek information that will enable them to keep current and provide needed ideas for crews to complete tasks efficiently. Coleman & Granito (1988) and Colella (1988) agree that training is the responsibility of both the organization and individual to produce an effective supervisor. van Creveld (1990) also agrees that training is a key element for officers.

Selection process

Stewart (1982) believes that organizations must have a selection process in place to determine the leaders. Utilizing individuals with the leadership qualities should be the basis for filling the roles of the organization. Colella (1988) identifies disadvantages when organizations utilize popularity and longevity to fill company officer positions. These obstacles are clearly defined by Colella (1988) and Stewart (1988) noting that individuals not qualified to be officers may not have the respect of the followers and compromise safety of the unit.

Stewart (1982) notes that the relative decision of the selection of a company officer is based on the ability to perform under unfavorable conditions and be a role model for the individuals who must follow. Coleman and Granito (1988) support this belief.

Based on references reviewed, company officer training should be consistent with current national standards and modern business practices. However, the literature review identifies many areas of responsibility and areas for self-improvement, which assist organizations in

implementing a company officer development program. It also identifies the need to properly prepare individuals who fulfill the roles.

PROCEDURES

Definition of Terms

Company officer – first line supervisor responsible for the performance and safety of assigned personnel in an emergency service organization.

First-level supervisors or first-line supervisors – The first management rank in an organization.

Standard – A rule for measuring or a model to be followed.

Feedback Form

A feedback form was developed to gather data on company officer programs used by other fire departments similar to the PVFD. These fire departments were selected to include career, combination, and volunteer jurisdictions with population comparable to PVFD found in the 1998 National Directory of Fire Chiefs and Emergency Departments (National Public Safety Information Bureau (NPSIB), 1998), and the fire department listing from the Montana State Fire Chiefs Association. The four questions on the feedback form were designed to assist in answering the four research questions. A convenience form was also developed and distributed to the 34 members of PVFD to gather data to obtain information on what the personnel thought should be included in the development of a company officer program. Questions asked of the members of the PVFD were what they thought a company officer needed to be effective and if training was needed for company officers.

Population

A convenience sample of fire departments similar in size to the PVFD was used for this research project. This sample consisted of the following states: Idaho, Montana, North Dakota, and Washington. Population served by the selected fire departments ranged from 150-50,000, fire department organizational structure was career, combination, and volunteer. The 34 members of the PVFD were also sampled for their input.

Research Methodology

The desired outcome of this research project was to develop a company officer training program to be implemented to meet the needs of the PVFD. The historical research method was used in the literature review, which was conducted to examine current and relevant information of company officer development program and the importance of properly trained officers. The literature review included books, periodicals, existing programs, National Fire Protection Association documents, materials from the Polson City Library and the National Fire Academy Learning Resource Center. Evaluative research was employed to compare existing programs that would meet the needs of the PVFD. This process used current company officer programs and interactive scenarios to obtain current national education standard for company officers. Action research was employed to develop a program implementation outline to be used by the members of the PVFD. A feedback and convenience form was also utilized to collect data on what other fire departments utilized for company officer development and what PVFD personnel thought what skills were needed to develop effective company officers.

Assumptions and Limitations

With any research project, it is assumed that all of the feedback and convenience forms were answered honestly. It is also assumed that all respondents understood the questions and

that these questions were not biased. Limitations encountered included a limited response to the feedback forms with only 34 of the 100 fire departments returning their feedback forms. Another limitation was that fire departments returning the feedback forms did not submit training program if they stated they had one. It was also difficult to know if fire departments were of similar size to the PVFD. Another limitation was the limited choices to each question. The author did not complete a feedback form and 9 members of the PVFD did not complete the feedback form.

RESULTS

Two company officer training programs were reviewed and will be utilized in some form by the PVFD to implement a training program. The reviewed programs were consistent with the results from feedback and convenience forms returned by the members of PVFD and fire departments (see Appendix E for the program outline).

Answers to research questions

Research Question One

What are minimum recognized standards for company officers in a volunteer fire department?

For any fire department to be successful, they need to have some standard to measure their performance. Using recognized national standards allow for the use of performance-based measurements as a benchmark. A recognized standard for the meeting this benchmark is provided by the National Fire Protection Association (NFPA). The NFPA has developed a standard for fire officer that meets the minimum benchmark for fire departments. The recognized standard is NFPA 1021 standard for fire officer qualifications (National Fire

Protection Association (NFPA), 1997) it provides the minimum qualifications needed to be a fire officer (see Appendix A for the complete standard).

Goodson and Sneed (1999) state other requirements that are mandated by law can be found in the OSHA and EPA requirements along with specific state laws that have specific requirements for company officers.

Research Question Two

What types of company officer development training programs are currently being utilized by other fire departments similar to the Polson Volunteer Fire Department?

Of the 100 fire departments solicited 34 replied to the feedback form, 34% (34) responded to the question concerning company officer development training program (CODTP) (see Appendix B for complete results). A total of 47% (16) of the responding fire departments stated that they had educational training requirements for company officers. Of those fire departments having requirements 18% (3) stated that NFPA standards were part of their requirements. Of the 16 fire departments that had requirements for company officer, 31% (5) utilized International Fire Service Training Association (IFSTA) Manuals. Of the 16 fire departments responding 50% (8) stated that they developed their own requirements for CODTP. Of the 34 fire departments responding 53% (18) did not have requirements for CODTP.

Currently only 32% of the fire departments responding had a current CODTP. One of the fire departments used NFPA standards for their program. Of the 34 fire departments responding 18% (2) utilized IFSTA as their training program. Of the 34 fire departments responding 18% (2) relied on the state to provide training to prepare personnel for company officer roles. Of 34 fire departments 45% (5) developed their own requirements to meet the needs for officers and one fire department (9%) utilized on the job training to provide training for company CODTP.

A total of 55% (19) of the fire departments encouraged personnel to seek professional development. Of the fire departments responding 35% (12) indicated they encouraged outside training such as National Fire Academy or state training. Only three organizations stated they did not encourage any professional development for personnel. Of the 34 fire departments responding 35% (12) did not respond to the question that asked if organization encouraged professional development.

Of the fire departments returning the feedback form, 88% (30) felt that company officer training should be offered. Only one fire department felt that company officer's training was not needed. Only 8.8% (3) fire departments responding did not have a response for offering company officer development. Complete results of the fire department feedback form are located in (see Appendix B for complete results).

Research Question Three

What are the expectations of a company officer within the Polson Volunteer Fire Department?

Of the fire department members responding, 73.5% (25) returned their convenience forms describing their expectations of a company officer (see Appendix C for complete results). The results showed that 60% (15) of the members stated that company officers do not receive or the organization offer adequate training for company officers. The returns also stated that 93.3% (14) of the members felt that company officer training should be offered. The results stated that 80% (20) of the members would attend a company officer program that would prepare them for a company officer role.

Expectations were consolidated into six areas of training that are commonly used by officers in their roles. The members ranked these training areas in order of importance. The

results represent the number one rankings received. Of the skills needed, 48% (12) of the members felt that leadership training was the most important skill needed to be a company officer. Of the members responding, 36% (9) stated that technical skills were important for an officer. Only 8% (2) of the members felt that instructor training was important for company officers. Of the personnel responding to the ranking of company officer skills 4% (1) thought that team building and communications training was needed for a company officer. One surprising result is that 68% of the PVFD members felt that public relations skills were not needed to perform the role of company officer (see Appendix C for complete results).

Research Question Four

What criteria should be included to formulate a company officer program in the Polson Volunteer Fire Department?

The members of the PVFD were asked to check what skills they thought an officer needed to possess. The skills noted by the members will be considered and incorporated into a COTDP (see Appendix C for complete results).

Unanimously 100% of the members indicated that leadership was a skill that was an essential skill for an officer. Of the members that returned the convenience form, 96% (24) wanted company officers to be honest. Of the members that returned the convenience form, 92% (23) stated that safety was another skill that was important for company officers to possess. Of the responding members, 88% (22) felt that officers should lead by example, be a decision maker, and be a firefighter. Another interesting result was that 84% (21) of the members wanted the training program to contain communication skills, team player concepts and for the officers to be ethical. The remaining skills that PVFD members wanted are consistent with the findings of numerous authors (see Appendix C for the complete skills listing).

DISCUSSION

The results of the feedback forms reinforce the findings of the literature review. Members of PVFD feel that company officers must be trained to national standards. The convenience forms provided enough information to conduct the development of a CODTP. It can be concluded through the results that a company officer training program is needed to further the organization.

Research Question One

The members agree that national standards should be utilized when formulating a company officer training program. The use of national standards will increase the effectiveness of the organization. The use of standards shows that there is no difference between organization structures. Smoke (1998b) found that “Regardless of whether we are serving in a paid or volunteer capacity, we would like to be considered professionals. The public is entitled to find qualified, competent, and professional personnel in emergency service organizations” (p. 8). Furthermore, using a recognized standard eliminates confusion about what is expected of a company officer and provides minimums for those requirements.

Fire departments are a form of government and must provide the best service possible to its community. Regardless of an organization status, career or volunteer, all members must be trained to perform during emergencies and be trained to handle each situation with professionalism. As a company officer, the responsibility is greater and meeting those responsibilities needs training. National standards are proven to provide uniformity within the industry. Stewart (1982) and Smoke (1998b) conclude that national standards apply to all types of organizations regardless of the organizational structure. Career and volunteer fire officers have the same responsibility to perform the assigned functions of the position and this is the

baseline for establishing a company officer program. Furthermore, Smoke (1997) states that national standards will allow personnel to get the competencies needed to be successful.

Standards will allow for organizations to develop new members to provide the best level of service and that these standards apply to all career and volunteer personnel (Smoke, 1998b). Furthermore, Fitzwilliam (1994) states improving an organization is everyone responsibility, professionalism applies to every organization.

Goodson and Sneed (1999) state other national requirements are defined by the Occupational Safety and Health Administration, Environmental Protection Agency, and state requirements. These requirements are mandated by law for individual organizations providing responsibility to mitigate emergencies that are governed by regulations under their control and individuals managing these incidents are required to meet certain competencies.

Research Question Two

Company officer development is relatively new. Until recently most of the company officers have been trained through on-the-job training. Company officers had the privilege of answering many alarms but today we have seen a steady decline of emergencies. In fact, departments today spend less time today responding to emergencies and more time dealing with non-emergency issues (Smoke, 1998a). This reduction has made it necessary for departments to seek outside training. We expect members to seek professional development outside the organization. Colella (1988) states that officers have a need to continue training to maintain competencies required and to learn new concepts of the position. The author further states that it is important to incorporate theory-based training as well as practical to allow officers to make decisions that effect personnel.

Company officers must continue to obtain skills that will provide safety of all members by seeking professional development and promoting an environment that will allow personnel to gain skills that meet the objectives of the organization (Sargent, 2001). The farther up the ladder you go the harder it is to continue to find the time for training. Keeping goals in sight will help obtain the training needed. Even for volunteers, training is important and finding the balance between family, career and the avocation becomes harder. Sargent (2001) states that maintaining the focus and prioritizing the objectives is constant no matter how long you have been in the position.

Matty (1998) states that the training program must provide the foundation for success after completion of the designed program. Training programs need to provide leaders with significant resources to fulfill the specific job functions, assist personnel in progressing their careers, and providing the proper tools with which to carry out the role of a company officer (Hawkins, 2000). Kelfalas (1997) notes that training programs should provide continued quality. This is accomplished by using instructors competent within their topics, incorporating non-fire service related topics, taught consistently, and providing interaction among participants.

Departments must rely on recognized training to get adequately trained personnel with an outside perspective to assist in change. The training needs to meet the needs of the officer and provide challenges for the officer to excel. Training can be offered by the organizations own program or by an outside source (Gardiner, 1992). Departments should also rely on company officer programs that already meet national standards and are available for use within that department. Programs should also provide requirements that are easily utilized and are practical for the needs of the organization (Smoke, 1998a).

Research Question Three

In order for anyone to be a good leader or supervisor, they must know what is expected of them when performing the responsibilities of their role. Having a known set of expectations will avoid the situation where leaders act wrongly through sheer ignorance. Personnel will challenge the organization's expectations and capabilities but by providing a clear direction, challenges will be reduced (Coleman and Granito, 1988).

Expectations can only be carried out through communication. A lack of sound communication is the most common problem in any failure. For organizations to be successful it is important to communicate. Goodson and Sneed (1999) found the following "the communication process exists in many forms, but all successful communication accomplishes the task of exchanging information" (p.177).

Knowing your expectations and communicating them are important elements in being a good company officer. Other essential skills of leadership are being an effective planner, knowing, and using correct tactics to complete objectives, fulfilling assigned responsibilities, conducting and attending training to create a cohesive team and conducting yourself, as you would like others to represent themselves. Stewart (1982) and Matty (1988) state that these elements by their writings. The members of PVFD also concur with the findings of these authors about what is expected of company officers to be effective.

Angulo (2000) noted firefighters want their officers to understand their needs as firefighters, making sure that they are protected as they carry out completion of assigned tasks. Officers must keep safety of personnel in mind as well as having a clear path of communication.

Furthermore, Colella (1988) and Fitzwilliam (1994) agree with successful company officers that continued education is important to keep skills at a level needed to lead in today's

changing fire service. Leaders who consistently seek information to make themselves better will be able to keep the confidence of personnel. Staley (1991) states “In other words, a leader’s true power is not so much in what he can do but what he can get other people to do” (p. 23).

Research Question Four

When developing a company officer training program, it is important to have a program that meets the needs of the organization. Every organization is different, therefore it is imperative that the topics covered meet the organization-specific needs. Colella (1988) believes that programs need to provide information that is acceptable to recognized requirements. Those requirements must be the foundation for officers who will lead firefighters. These requirements are further supported by the members of PVFD (see Appendix C). Officers are at a higher level than their firefighters and are expected to be able to perform at the higher level. Lytle (2001) states that officers must perform as a positive role model. Officers must also be able to provide the vision to promote positive change, provide direction on the how objectives should be performed, provide the proper resources to complete the assigned tasks, and allow personnel to complete assignments without interfering. Furthermore, Lytle (2001) states that feedback must also be allowed by the officer to promote a positive culture change.

As stated by the members of the PVFD the criteria for a company officer’s training program should meet national recognized standards (see Appendix C for complete results). The program should also meet the distinctive needs of the organization. Furthermore, Smoke (1998b) states that the company officer has many roles. These roles need to have resources provided so individuals can successfully provide leadership.

Components of a training program must include tactical concerns, personnel management, planning, public relations, and team building concepts. These concepts are noted

by Smoke (1998b) and Goodson and Sneed (1999), in programs that already provide company officer training.

It should also be stated that the role of the company officer is also that of a supervisor. The responsibilities of a supervisor should also be included in the program. Walsh (1995) notes there are “five common major responsibilities of a supervisor:

- Getting the job done,
- Keeping the work area safe and healthy,
- Encouraging teamwork and cooperation,
- Developing employee skills,
- Keeping records and making reports” [*sic*] (p. 3).

These responsibilities will provide the foundation for a successful organization. The literature review also finds that numerous authors are in agreement that company officer training is crucial to a successful organization. Leadership is recognized as a perishable skill and therefore continuing education and professional development are essential to maintaining leadership roles.

The findings of this applied research project will allow the Polson Volunteer Fire Department to change the organizational culture and provide positive progress for the organization. As the organization provides the necessary tools for company officers to strengthen current talents and develop weaknesses a training program will allow all personnel a chance to develop for the role of company officer as well as eliminate misunderstandings as to what is expected from a leader. By promoting good habits and structure officers will be able to fully gain the respect of the crews and provide a positive atmosphere for the organization (Kidd, 2001). Training is the key to success and quality-training programs will provide individuals to seek more training (Page, 2001).

RECOMMENDATIONS

Based upon the applied research of this study it is recommended that the PVFD implement a company officer training program. The program should include company officer responsibilities, strategy and tactics, instructor training, supervisor skills, public relations, and safety training. The program will have to be of a modular design with self-study to eliminate the limitations of volunteer members spending more time away from home (see Appendix D for the outline). Coleman (2000) states that the program should provide constant improvement, evaluation, mentoring, and expose the strengths and weaknesses of the organization and individuals. However, the advantages of implementing such a program will overcome all limitations, and increase leadership and teamwork. These advantages will allow personnel of PVFD to be better prepared to fulfill officer positions as they become open and allow for the most qualified person to fulfill those roles. This program will also provide support to current company officers and provide consistency for fire department operations.

Organizations should look at all of the programs available and receive input from members before adopting and implementing a program. Knowing the needs of the organization will ensure the growth of the organization.

The results showed that the members of the Polson Volunteer Fire Department wanted a company officer development program and national standards are used for the program. The results also concluded the fire departments that returned data stated that company officer training needed to be offered.

The recommendations from this project are to implement a company officer training program. Officers need the proper skills to do their jobs. Without proper training they will fail

and so will the organization (Cook, 2001). This program will be implemented to develop personnel wishing to become officers and provide reference to existing officers.

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APPENDIX A

NFPA 1021

Standard for Fire Officer Professional Qualifications

1997 Edition

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This edition of NFPA 1021, *Standard on Fire Officer Professional Qualifications*, was prepared by the Technical Committee on Fire Officer Professional Qualifications, released by the Technical Correlating Committee on Professional Qualifications, and acted on by the National Fire Protection Association, Inc., at its Annual Meeting held May 19-22, 1997, in Los Angeles, CA. It was issued by the Standards Council on July 24, 1997, with an effective date of August 15, 1997, and supersedes all previous editions.

This edition of NFPA 1021 was approved as an American National Standard on August 15, 1997.

Origin and Development of NFPA 1021

In 1971, the Joint Council of National Fire Service Organizations (JCNFSO) created the National Professional Qualifications Board (NPQB) for the fire service to facilitate the development of nationally applicable performance standards for uniformed fire service personnel. On December 14, 1972, the Board established four technical committees to develop those standards using the National Fire Protection Association (NFPA) standards-making system. The initial committees addressed the following career areas: fire fighter, fire officer, fire service instructors, and fire inspector and investigator.

The Committee on Fire Officer Professional Qualifications met through 1973, 1974, and 1975, producing the first edition of this document. The first edition of NFPA 1021 was adopted by the Association in July of 1976.

Subsequent to the adoption of the initial edition, the committee has met regularly to revise and update the standard. Additional editions were adopted and issued by the NFPA under the auspices of the NPQB in 1983 and 1987.

The original concept of the professional qualification standards, as directed by the JCNFSO and the NPQB, was to develop an interrelated set of performance standards specifically for the fire service. The various levels of achievement in the standards were to build on each other within a strictly defined career ladder. In the late 1980s, revisions of the standards recognized that the documents should stand on their own merit in terms of job performance requirements for a given

field. Accordingly, the strict career ladder concept was abandoned, except for the progression from fire fighter to fire officer. The later revisions, therefore, facilitated the use of the documents by fields other than the uniformed fire services.

In 1990, responsibility for the appointment of professional qualifications committees and the development of the professional qualifications standards were assumed by the NFPA.

The Correlating Committee on Professional Qualifications was appointed by the NFPA Standards Council in 1990 and assumed the responsibility for coordinating the requirements of all of the professional qualifications documents.

The 1992 edition of NFPA 1021 reduced the number of levels of progression in the standard to four.

This 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. Each JPR 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. More information about JPRs can be found in Appendix C.

The intent of the technical committee was to develop clear and concise job performance requirements that can be used to determine that an individual, when measured to the standard, possesses the skills and knowledge to perform as a fire officer. The committee further contends that these job performance requirements can be used in any fire department in any city, town, or private organization throughout North America.

Technical Correlating Committee on Professional Qualifications

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Jerry W. Laughlin,
NFPA Staff Liaison

Committee Scope: This Committee shall have primary responsibility for the management of the NFPA Professional Qualifications Project and documents related to professional qualifications for fire service, public safety, and related personnel.

Technical Committee on Fire Officer Professional Qualifications

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Jerry W. Laughlin,
NFPA Staff Liaison

Committee Scope: This Committee shall have primary responsibility for documents on professional competence required of the fire service officers.

These lists represents the membership at the time the Committee was balloted on the text of this edition. Since that time, changes in membership may have occurred. A key to classifications is found at the back of this document.

NOTE: Membership on a committee shall not in and of itself constitute an endorsement of the Association or any document developed by the committee on which the member serves.

NFPA 1021

Standard for Fire Officer Professional Qualifications 1997 Edition

NOTICE: An asterisk (*) following the number or letter designating a paragraph indicates that explanatory material on the paragraph can be found in Appendix A.

Information on referenced publications can be found in Chapter 6 and Appendix B.

Chapter 1 Administration

1-1 Scope.*

This standard identifies the performance requirements necessary to perform the duties of a fire officer and specifically identifies four levels of progression.

1-2 Purpose.

The purpose of this standard is to specify the minimum job performance requirements for service as a fire officer.

1-2.1

The intent of the standard is to define progressive levels of performance required at the various levels of officer responsibility. The authority having jurisdiction has the option to combine or group the levels to meet its local needs and to use them in the development of job descriptions and specifying promotional standards.

1-2.2

It is not the intent of this standard to restrict any jurisdiction from exceeding these minimum requirements.

1-2.3

This standard shall cover the requirements for the four levels of progression—Fire Officer I, Fire Officer II, Fire Officer III, and Fire Officer IV.

1-3* General.

1-3.1

All of the standards for any level of fire officer shall be performed in accordance with recognized practices and procedures or as defined by an accepted authority.

1-3.2

It is not required for the objectives to be mastered in the order in which they appear. The local or state/provincial training program shall establish both the instructional priority and the program content to prepare individuals to meet the performance objectives of this standard.

1-3.3

The Fire Fighter II shall meet all the objectives for Fire Officer I before being certified at the Fire Officer I level, and the objectives for each succeeding level in the progression shall be met before being certified at the next higher level.

1-4* Definitions.

Approved.* Acceptable to the authority having jurisdiction.

Authority Having Jurisdiction.* The organization, office, or individual responsible for approving equipment, an installation, or a procedure.

Comprehensive Emergency Management Plan. Planning document that includes preplan information and resources for the management of catastrophic emergencies within the jurisdiction.

Fire Department. An organization providing rescue, fire suppression, and other related activities. For the purposes of this standard, the term “fire department” shall include any public, private, or military organization engaging in this type of activity.

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

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

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

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

Incident Management System. An organized system of roles, responsibilities, and standard operating procedures used to manage and direct emergency operations.

Job Performance Requirement. A statement that describes a specific job task, lists the items necessary to complete the task, and defines measurable or observable outcomes and evaluation areas for the specific task.

Labeled. Equipment or materials to which has been attached a label, symbol, or other identifying mark of an organization that is acceptable to the authority having jurisdiction and concerned with product evaluation, that maintains periodic inspection of production of labeled equipment or materials, and by whose labeling the manufacturer indicates compliance with appropriate standards or performance in a specified manner.

Listed.* Equipment, materials, or services included in a list published by an organization that is acceptable to the authority having jurisdiction and concerned with evaluation of products or services, that maintains periodic inspection of production of listed equipment or materials or periodic evaluation of services, and whose listing states that either the equipment, material, or service meets identified standards or has been tested and found suitable for a specified purpose.

Member. A person involved in performing the duties and responsibilities of a fire department under the auspices of the organization. A fire department member can be a full-time or part-time employee or a paid or unpaid volunteer, can occupy any position or rank within the fire department, and can engage in emergency operations.

Promotion. The advancement of a member from one rank to a higher rank by a method such as election, appointment, merit, or examination.

Qualification. Having satisfactorily completed the requirements of the objectives.

Shall. Indicates a mandatory requirement.

Should. Indicates a recommendation or that which is advised but not required.

Supervisor. An individual responsible for overseeing the performance or activity of other members.

Unit. An engine company, truck company, or other functional or administrative group.

Chapter 2 Fire Officer I

2-1 General.

For certification at Fire Officer Level I the candidate shall meet the requirements of Fire Fighter II as defined in [NFPA 1001](#), *Standard on Fire Fighter Professional Qualifications*, and the job performance requirements defined in Sections [2-2](#) through [2-7](#) of this standard.

2-1.1 General Prerequisite Knowledge.

The organizational structure of the department; departmental operating procedures for administration, emergency operations, and safety; departmental budget process; information management and record keeping; the fire prevention and building safety codes and ordinances applicable to the jurisdiction; incident management system; socioeconomic and political factors that impact the fire service; cultural diversity; methods used by supervisors to obtain cooperation within a group of subordinates; the rights of management and members; agreements in force between the organization and members; policies and procedures regarding the operation of the department as they involve supervisors and members.

2-1.2 General Prerequisite Skills.

The ability to communicate verbally and in writing, to write reports, and to operate in the incident management system.

2-2 Human Resource Management.

This duty involves utilizing human resources to accomplish assignments in a safe and efficient manner and supervising personnel during emergency and nonemergency work periods, according to the following job performance requirements.

2-2.1

Assign tasks or responsibilities to unit members, given an assignment at an emergency operation, so that the instructions are complete, clear, and concise; safety considerations are addressed; and the desired outcomes are conveyed.

(a) *Prerequisite Knowledge:* Verbal communications during emergency situations, techniques used to make assignments under stressful situations, methods of confirming understanding.

(b) *Prerequisite Skills:* The ability to condense instructions for frequently assigned unit tasks based upon training and standard operating procedures.

2-2.2

Assign tasks or responsibilities to unit members, given an assignment under nonemergency conditions at a station or other work location, so that the instructions are complete, clear, and concise; safety considerations are addressed; and the desired outcomes are conveyed.

(a) *Prerequisite Knowledge:* Verbal communications under nonemergency situations, techniques used to make assignments under routine situations, methods of confirming understanding.

(b) *Prerequisite Skills:* The ability to issue instructions for frequently assigned unit tasks based upon department policy.

2-2.3

Direct unit members during a training evolution, given a company training evolution and training policies and procedures, so that the evolution is performed safely, efficiently, and as directed.

(a) *Prerequisite Knowledge:* Verbal communication techniques to facilitate learning.

(b) *Prerequisite Skills:* The ability to distribute issue-guided directions to unit members during training evolutions.

2-2.4

Recommend action for member-related problems, given a member with a situation requiring assistance and the member assistance policies and procedures, so that the situation is identified and the actions taken are within the established policies and procedures.

(a) * *Prerequisite Knowledge:* The signs and symptoms of member-related problems, causes of stress in emergency services personnel, adverse effects of stress on the performance of emergency service personnel.

(b) *Prerequisite Skills:* The ability to recommend a course of action for a member in need of assistance.

2-2.5*

Apply human resource policies and procedures, given an administrative situation requiring action, so that policies and procedures are followed.

- (a) *Prerequisite Knowledge:* Human resource policies and procedures.
- (b) *Prerequisite Skills:* The ability to communicate verbally and in writing and to relate interpersonally.

2-2.6

Coordinate the completion of assigned tasks and projects by members, given a list of projects and tasks and the job requirements of subordinates, so that the assignments are prioritized, a plan for the completion of each assignment is developed, and members are assigned to specific tasks and supervised during the completion of the assignments.

- (a) *Prerequisite Knowledge:* Principles of supervision and basic human resource management.
- (b) *Prerequisite Skills:* The ability to plan and to set priorities.

2-3 Community and Government Relations.

This duty involves dealing with inquiries and concerns from members of the community and projecting the role of the department to the public, according to the following job performance requirements.

2-3.1

Initiate action to a citizen's concern, given policies and procedures, so that the concern is answered or referred to the appropriate individual for action and all policies and procedures are complied with.

- (a) *Prerequisite Knowledge:* Interpersonal relationships and verbal and nonverbal communication.
- (b) *Prerequisite Skills:* Familiarity with public relations and the ability to communicate verbally.

2-3.2

Respond to a public inquiry, given the policies and procedures, so that the inquiry is answered accurately, courteously, and in accordance with applicable policies and procedures.

- (a) *Prerequisite Knowledge:* Written and verbal communication techniques.
- (b) *Prerequisite Skills:* The ability to relate interpersonally and to respond to public inquiries.

2-4 Administration.

This duty involves general administrative functions and the implementation of departmental policies and procedures at the unit level, according to the following job performance requirements.

2-4.1

Implement a new departmental policy at the unit level, given a new departmental policy, so that the policy is communicated to and understood by unit members.

- (a) *Prerequisite Knowledge:* Written and verbal communication.
- (b) *Prerequisite Skills:* The ability to relate interpersonally.

2-4.2

Execute routine unit-level administrative functions, given forms and record management systems, so that the reports and logs are complete and files are maintained in accordance with policies and procedures.

- (a) *Prerequisite Knowledge:* Administrative policies and procedures and records management.
- (b) *Prerequisite Skills:* The ability to communicate verbally and in writing.

2-5* Inspection and Investigation.

This duty involves performing a fire investigation to determine preliminary cause, securing the incident scene, and preserving evidence, according to the following job performance requirements.

2-5.1

Evaluate available information, given a fire incident, observations, and interviews of first-arriving members and other individuals involved in the incident, so that a preliminary cause of the fire is determined, reports are completed, and, if required, the scene is secured and all pertinent information is turned over to an investigator.

- (a) *Prerequisite Knowledge:* Common causes of fire, fire growth and development, and policies and procedures for calling for investigators.
- (b) *Prerequisite Skills:* The ability to determine basic fire cause and the ability to conduct interviews and write reports.

2-5.2

Secure an incident scene, given rope or barrier tape, so that unauthorized persons can recognize the perimeters of the scene, are kept from restricted areas, and all evidence or potential evidence is protected from damage or destruction.

- (a) *Prerequisite Knowledge:* Types of evidence, the importance of fire scene security, and evidence preservation.
- (b) *Prerequisite Skills:* The ability to establish perimeters at an incident scene.

2-6* Emergency Service Delivery.

This duty involves supervising emergency operations, conducting preincident planning, and deploying assigned resources, according to the following job performance requirements.

2-6.1

Develop a preincident plan, given an assigned facility and preplanning policies, procedures, and forms, so that all required elements are identified and the appropriate forms are completed and processed in accordance with policies and procedures.

- (a) *Prerequisite Knowledge:* Elements of a preincident plan, basic building construction, basic fire protection systems and features, basic water supply, basic fuel loading, and fire growth and development.

(b) *Prerequisite Skills:* The ability to write reports, to communicate verbally, and to evaluate skills.

2-6.2

Develop an initial action plan, given size-up information for an incident and assigned emergency response resources, so that resources are deployed to control the emergency.

(a) * *Prerequisite Knowledge:* Elements of a size-up, standard operating procedures for emergency operations, and fire behavior.

(b) *Prerequisite Skills:* The ability to analyze emergency scene conditions, to allocate resources, and to communicate verbally.

2-6.3*

Implement an action plan at an emergency operation, given assigned resources, type of incident, and a preliminary plan, so that resources are deployed to mitigate the situation.

(a) *Prerequisite Knowledge:* Standard operating procedures, resources available, basic fire control and emergency operation procedures, an incident management system, and a personnel accountability system.

(b) *Prerequisite Skills:* The ability to implement an incident management system, to communicate verbally, and to supervise and account for assigned personnel under emergency conditions.

2-7* Safety.

This duty involves integrating safety plans, policies, and procedures into the daily activities to ensure a safe work environment for all assigned members, according to the following job performance requirements.

2-7.1

Apply safety regulations at the unit level, given safety policies and procedures, so that required reports are completed, in-service training is conducted, and member responsibilities are conveyed.

(a) *Prerequisite Knowledge:* The most common causes of personal injury and accident to the member, safety policies and procedures, basic workplace safety, and the components of an infectious disease control program.

(b) *Prerequisite Skills:* The ability to identify safety hazards and to communicate verbally and in writing.

2-7.2

Conduct an initial accident investigation, given an incident and investigation forms, so that the incident is documented and reports are processed in accordance with policies and procedures.

(a) *Prerequisite Knowledge:* Procedures for conducting an accident investigation, and safety policies and procedures.

(b) *Prerequisite Skills:* The ability to communicate verbally and in writing and to conduct interviews.

Chapter 3 Fire Officer II

3-1 General.

For certification at Level II, Fire Officer I shall meet the requirements of Fire Instructor I as defined in [NFPA 1041](#), *Standard for Fire Service Instructor Professional Qualifications*, and the job performance requirements defined in Sections [3-2](#) through [3-7](#) of this standard.

3-1.1 General Prerequisite Knowledge.

The organization of local government; the law-making process at the local, state/provincial, and federal level; functions of other bureaus, divisions, agencies and organizations; and their roles and responsibilities that relate to the fire service.

3-1.2 General Prerequisite Skills.

Intergovernmental and interagency cooperation.

3-2 Human Resource Management.

This duty involves evaluating member performance, according to the following job performance requirements.

3-2.1

Initiate actions to maximize member performance and/or to correct unacceptable performance, given human resource policies and procedures, so that member and/or unit performance improves or the issue is referred to the next level of supervision.

(a) *Prerequisite Knowledge:* Human resource policies and procedures, problem identification, organizational behavior, group dynamics, leadership styles, types of power, and interpersonal dynamics.

(b) *Prerequisite Skills:* The ability to communicate verbally and in writing, to solve problems, to increase team work, and to counsel members.

3-2.2

Evaluate the job performance of assigned members, given personnel records and evaluation forms, so each member's performance is evaluated accurately and reported according to human resource policies and procedures.

(a) *Prerequisite Knowledge:* Human resource policies and procedures, job descriptions, objectives of a member evaluation program, and common errors in evaluating.

(b) *Prerequisite Skills:* The ability to communicate verbally and in writing and to plan and conduct evaluations.

3-3 Community and Government Relations.

This duty involves delivering life safety, injury, and fire prevention education programs, according to the following job performance requirements.

3-3.1

Deliver a public education program, given the target audience and topic, so that the intended message is conveyed clearly.

- (a) *Prerequisite Knowledge:* Contents of the fire department's public education program as it relates to the target audience.
- (b) *Prerequisite Skills:* The ability to communicate to the target audience.

3-4 Administration.

This duty involves preparing budget requests, news releases, and policy changes, according to the following job performance requirements.

3-4.1

Prepare recommendations for changes to an existing policy or procedure, given a policy or procedure in need of change, so that the recommendations identify the problem and propose a solution.

- (a) *Prerequisite Knowledge:* Policies and procedures and problem identification.
- (b) *Prerequisite Skills:* The ability to communicate in writing and to solve problems.

3-4.2

Prepare a budget request, given a need and budget forms, so that the request is in the proper format and is supported with data.

- (a) *Prerequisite Knowledge:* Policies and procedures and the revenue sources and budget process.
- (b) *Prerequisite Skill:* The ability to communicate in writing.

3-4.3

Prepare a news release, given an event or topic, so that the information is accurate and formatted correctly.

- (a) *Prerequisite Knowledge:* Policies and procedures and the format used for news releases.
- (b) *Prerequisite Skills:* The ability to communicate verbally and in writing.

3-4.4

Prepare a concise report for transmittal to a supervisor, given fire department record(s) and a specific request for details such as trends, variances, or other related topics.

- (a) *Prerequisite Knowledge:* The data processing system.
- (b) *Prerequisite Skills:* The ability to communicate in writing and to interpret data.

3-5 Inspection and Investigation.

This duty involves conducting inspections to identify hazards and address violations and conducting fire investigations to determine origin and preliminary cause, according to the following job performance requirements.

3-5.1

Describe the procedures for conducting fire inspections, given any of the following occupancies:

- (a) Assembly
- (b) Educational
- (c) Health care
- (d) Detention and correctional
- (e) Residential
- (f) Mercantile
- (g) Business
- (h) Industrial
- (i) Storage
- (j) Unusual structures
- (k) Mixed occupancies

so that all hazards, including hazardous materials, are identified, appropriate forms are completed, and appropriate action is initiated.

(a) *Prerequisite Knowledge:* Inspection procedures; fire detection, alarm, and protection systems; identification of fire and life safety hazards; and marking and identification systems for hazardous materials.

(b) *Prerequisite Skills:* The ability to communicate in writing and to apply the appropriate codes.

3-5.2

Determine the point of origin and preliminary cause of a fire, given a fire scene, photographs, diagrams, pertinent data and/or sketches, to determine if arson is suspected.

(a) *Prerequisite Knowledge:* Methods used by arsonists, common causes of fire, basic cause and origin determination, fire growth and development, and documentation of preliminary fire investigative procedures.

(b) *Prerequisite Skills:* The ability to communicate verbally and in writing and to apply knowledge using deductive skills.

3-6 Emergency Service Delivery.

This duty involves supervising multi-unit emergency operations, conducting preincident planning, and deploying assigned resources, according to the following job requirements.

3-6.1

Produce operational plans, given a hazardous materials incident and another emergency requiring multi-unit operations, so that required resources, their assignments, and safety considerations for successful control of the incident are identified.

(a) *Prerequisite Knowledge:* Standard operating procedures; national, state/provincial, and local information resources available for the handling of hazardous materials under emergency situations; basic fire control and emergency operation procedures; an incident management system; and a personnel accountability system.

(b) *Prerequisite Skills:* The ability to implement an incident management system, to communicate verbally, and to supervise and account for assigned personnel under emergency conditions.

3-7 Safety.

This duty involves reviewing injury, accident, and health exposure reports, identifying unsafe work environments or behaviors, and taking appropriate action to prevent reoccurrence, according to the following job requirements.

3-7.1

Analyze a member's accident, injury, or health exposure history, given the case study, so that a report is prepared for a supervisor and includes action taken and recommendations given.

(a) *Prerequisite Knowledge:* The causes of unsafe acts, health exposures, or conditions that result in accidents, injuries, occupational illnesses, or deaths.

(b) *Prerequisite Skills:* The ability to communicate in writing and to interpret accidents, injuries, occupational illnesses, or death reports.

Chapter 4 Fire Officer III

4-1 General.

For certification at Level III, the Fire Officer II shall meet the requirements of Fire Instructor II as defined in [NFPA 1041](#), *Standard for Fire Service Instructor Professional Qualifications*, and the job performance requirements defined in Sections [4-2](#) through [4-7](#) of this standard.

4-1.1 General Prerequisite Knowledge.

Current national and international trends and developments related to fire service organization, management, and administrative principles; public and private organizations that support the fire and emergency services and the functions of each.

4-1.2 General Prerequisite Skills.

The ability to use evaluative methods, to analyze data, to communicate verbally and in writing, and to motivate members.

4-2 Human Resource Management.

This duty involves establishing procedures for hiring, assigning, promoting, and encouraging professional development of members, according to the following job performance requirements.

4-2.1

Establish personnel assignments to maximize efficiency, given knowledge, training, and experience of the members available in accordance with policies and procedures.

(a) *Prerequisite Knowledge:* Minimum staffing requirements, available human resources, and policies and procedures.

(b) *Prerequisite Skills:* The ability to relate interpersonally and to communicate verbally and in writing.

4-2.2

Develop procedures for hiring members, given applicable policies and legal requirements, so that the process is valid and reliable.

(a) *Prerequisite Knowledge:* Applicable federal, state/provincial, and local laws, regulations and standards, and policies and procedures.

(b) *Prerequisite Skills:* The ability to communicate verbally and in writing.

4-2.3

Develop procedures for promoting members, given applicable policies and legal requirements, so that the process is valid and reliable.

(a) *Prerequisite Knowledge:* Applicable federal, state/provincial, and local laws; regulations and standards; and policies and procedures.

(b) *Prerequisite Skills:* The ability to communicate verbally and in writing, to encourage professional development, and to mentor members.

4-2.4

Describe methods to facilitate and encourage members to participate in professional development to achieve their full potential.

(a) *Prerequisite Knowledge:* Interpersonal and motivational techniques.

(b) *Prerequisite Skills:* The ability to evaluate potential, to communicate verbally, and to counsel members.

4-3 Community and Government Relations.

This duty involves developing programs that improve and expand service and that build partnerships with the public, according to the following job performance requirements.

4-3.1

Prepare community awareness programs to enhance the quality of life by developing nontraditional services that provide for increased safety, injury prevention, and convenient public services.

(a) *Prerequisite Knowledge:* Community demographics, resource availability, community needs, and customer service principles.

(b) *Prerequisite Skills:* The ability to relate interpersonally and to communicate verbally and in writing.

4-4 Administration.

This duty involves preparing a budget, developing a budget management system, soliciting bids, planning for resource allocation, and working with information management systems, according to the following job performance requirements.

4-4.1

Develop a budget, given schedules and guidelines concerning its preparation, so that capital, operating, and personnel costs are determined and justified.

(a) *Prerequisite Knowledge:* The supplies and equipment necessary for existing and new programs; repairs to existing facilities; new equipment, apparatus maintenance, and personnel costs; and appropriate budgeting system.

(b) *Prerequisite Skills:* The ability to allocate finances, to relate interpersonally, and to communicate verbally and in writing.

4-4.2*

Develop a budget management system, given fiscal and financial policies, in order to stay within the budgetary authority.

(a) *Prerequisite Knowledge:* Revenue to date, anticipated revenue, expenditures to date, encumbered amounts, and anticipated expenditures.

(b) *Prerequisite Skills:* The ability to interpret financial data and to communicate verbally and in writing.

4-4.3

Describe the process of soliciting and awarding bids, given established specifications, in order to assure competitive bidding.

(a) *Prerequisite Knowledge:* Purchasing laws, policies, and procedures.

(b) *Prerequisite Skills:* The ability to use evaluative methods and to communicate verbally and in writing.

4-4.4

Direct the development, maintenance, and evaluation of a department record-keeping system, given policies and procedures, so as to attain completeness and accuracy.

(a) *Prerequisite Knowledge:* The principles involved in the acquisition, implementation, and retrieval of information by data processing as it applies to the record and budgetary processes, capabilities, and limitations of information management systems.

(b) *Prerequisite Skills:* The ability to use evaluative methods, to communicate verbally and in writing, and to organize.

4-4.5

Analyze and interpret records and data, given fire department records system, to determine validity and recommend improvements.

(a) *Prerequisite Knowledge:* The principles involved in the acquisition, implementation, and retrieval of information and data.

(b) *Prerequisite Skills:* The ability to use evaluative methods, to communicate verbally and in writing, to organize, and to analyze.

4-4.6

Develop a model plan, given a prescribed quantity of personnel and equipment for a given area to be protected, for the maximum utilization of resources.

(a) *Prerequisite Knowledge:* Demographics of the area, hazards, geographic area, and established maximum response times.

(b) *Prerequisite Skills:* The ability to use evaluative methods, to communicate verbally and in writing, and to organize.

4-5 Inspection and Investigation.

This duty involves evaluating inspection programs to determine effectiveness and developing public safety plans, according to the following job performance requirements.

4-5.1

Evaluate and identify construction, alarm, detection, and suppression features that contribute to or prevent the spread of fire, heat, and smoke throughout the building or from one building to another, given an occupancy, to evaluate the development of a preincident plan for any of the following occupancies:

- (a) Public assembly
- (b) Educational
- (c) Institutional
- (d) Residential
- (e) Business
- (f) Industrial
- (g) Manufacturing
- (h) Storage
- (i) Mercantile
- (j) Special properties

(a) *Prerequisite Knowledge:* Fire behavior, program evaluation, building construction, inspection and incident reports, detection, alarm and suppression systems, and applicable codes, ordinances, and standards.

(b) *Prerequisite Skills:* The ability to use evaluative methods, to communicate verbally and in writing, and to organize.

4-5.2

Develop a plan, given an identified fire safety problem, to facilitate the approval for a new program, legislation, public education, or fire safety code.

(a) *Prerequisite Knowledge:* Policies and procedures; and applicable codes, ordinances, and standards and their development process.

(b) *Prerequisite Skills:* The ability to use evaluative methods, to use consensus-building techniques, to communicate verbally and in writing, and to organize.

4-6 Emergency Service Delivery.

This duty involves managing multi-agency planning, deployment, and operations, according to the following job performance requirements.

4-6.1

Prepare an action plan, given an emergency incident requiring multiple agency operations, so that the required resources are determined and the assignment and placement of the resources are designated in order to mitigate the incident.

(a) *Prerequisite Knowledge:* Policies and procedures, resources, capabilities, roles, responsibilities, and authority of support agencies.

(b) *Prerequisite Skills:* The ability to use evaluative methods, to delegate authority, to communicate verbally and in writing, and to organize.

4-7 Safety.

This duty involves developing, managing, and evaluating a departmental safety program, according to the following job performance requirements.

4-7.1

Develop a measurable accident and injury prevention program, given specific data, so that the results are evaluated to determine effectiveness.

(a) *Prerequisite Knowledge:* Policies and procedures; accepted safety practices; and applicable codes, standards, and laws.

(b) *Prerequisite Skills:* The ability to use evaluative methods, to analyze data, and to communicate verbally and in writing.

Chapter 5 Fire Officer IV

5-1 General.

For certification at Level IV the Fire Officer III shall meet the job performance requirements defined in Sections [5-2](#) through [5-7](#) of this standard.

5-1.1 General Prerequisite Knowledge.

Advanced administrative, financial, communications, political, legal, managerial, analytical, and information management.

5-1.2 General Prerequisite Skill.

The ability to effectively apply prerequisite knowledge.

5-2 Human Resource Management.

This duty involves administrating job performance requirements and evaluating and improving the department, according to the following job performance requirements.

5-2.1

Appraise a grievance program, given appropriate data, to determine if the program is effective, consistent, and produces resolution at the appropriate level.

(a) *Prerequisite Knowledge:* Policies and procedures; contractual agreements; and local, state/provincial, and federal regulations.

(b) *Prerequisite Skills:* The ability to communicate verbally and in writing, to negotiate, to conduct interviews, to relate interpersonally, and to detect and analyze the cause of grievances.

5-2.2

Establish and evaluate a list of education and in-service training goals, given a summary of the job requirements for all positions within the department, so that all members can achieve and maintain required proficiencies.

(a) *Prerequisite Knowledge:* Training resources; community needs; internal and external customers; policies and procedures; contractual agreements; and local, state/provincial, and federal regulations.

(b) *Prerequisite Skills:* The ability to communicate verbally and in writing and to organize.

5-2.3

Appraise a member-assistance program, given appropriate data, to determine if the program, when used, produces the desired results and benefits.

(a) *Prerequisite Knowledge:* Policies and procedures; available assistance programs; contractual agreements; and local, state/provincial, and federal regulations.

(b) *Prerequisite Skills:* The ability to communicate verbally and in writing, to relate interpersonally, and to analyze.

5-2.4

Evaluate an incentive program, given appropriate data, so that a determination is made regarding achievement of the desired results.

(a) *Prerequisite Knowledge:* Policies and procedures; available incentive programs; contractual agreements; and local, state/provincial, and federal regulations.

(b) *Prerequisite Skills:* The ability to communicate verbally and in writing, to relate interpersonally, and to analyze.

5-3 Community and Government Relations.

This duty involves projecting a positive image of the fire department to the community, according to the following job performance requirements.

5-3.1

Attend, participate, and play a leadership role in given community events in order to enhance the image of the fire department.

(a) *Prerequisite Knowledge:* Community demographics, community issues, and formal and informal community leaders.

(b) *Prerequisite Skills:* The ability to communicate verbally and familiarity with public relations

5-4 Administration.

This duty involves long-range planning and fiscal projections, according to the following job performance requirements.

5-4.1

Develop a comprehensive long-range plan, given community requirements, current department status, and resources, so that the projected needs of the community are met.

(a) *Prerequisite Knowledge:* Policies and procedures; physical and geographical characteristics; demographics; community plan; staffing requirements; response time benchmarks; contractual agreements; and local, state/provincial, and federal regulations.

(b) *Prerequisite Skills:* The ability to communicate verbally and in writing; and familiarity with fiscal analysis, public policy processes, forecasting, and analyzing.

5-4.2

Evaluate and project training requirements, facilities, and buildings, given appropriate data that reflect community needs and resources, to meet departmental training goals.

(a) *Prerequisite Knowledge:* Policies and procedures; physical and geographical characteristics; building and fire codes; departmental plan; staffing requirements; training standards; needs assessment; contractual agreements; and local, state/provincial, and federal regulations.

(b) *Prerequisite Skills:* The ability to communicate verbally and in writing; and familiarity with fiscal analysis, forecasting, and analyzing.

5-5 Inspection and Investigation.

5-5.1 Definition of Duty.

No additional job performance requirements at this level.

5-6 Emergency Services Delivery.

This duty involves developing plans for major disasters, according to the following job performance requirements.

5-6.1

Develop a comprehensive disaster plan that integrates other agencies' resources, given appropriate data, in order to rapidly and effectively mitigate the impact on a community.

(a) *Prerequisite Knowledge:* Major incident policies and procedures; physical and geographical characteristics; demographics; target hazards; incident management system; communications systems; contractual and mutual-aid agreements; and local, state/provincial, and federal regulations and resources.

(b) *Prerequisite Skills:* The ability to communicate verbally and in writing and to organize; and familiarity with inter-agency planning and coordination.

5-6.2

Develop a comprehensive plan, given appropriate data (including agency data), so that the agency operates at a civil disturbance, integrates with other agencies' actions, and provides for the safety and protection of members.

(a) *Prerequisite Knowledge:* Major incident policies and procedures; physical and geographical characteristics; demographics; incident management system; communications systems; contractual and mutual-aid agreements; and local, state/provincial, and federal regulations and resources.

(b) *Prerequisite Skills:* The ability to communicate verbally and in writing and to organize; and familiarity with inter-agency planning and coordination.

5-7 Safety.

This duty involves administering a comprehensive risk management program, according to the following job performance requirements.

5-7.1

Maintain, develop, and provide leadership for a risk management program, given specific data, so that injuries and property damage accidents are reduced.

(a) *Prerequisite Knowledge:* Risk management concepts; retirement qualifications; occupational hazards analysis; and disability procedures, regulations, and laws.

(b) *Prerequisite Skills:* The ability to communicate verbally and in writing, to analyze, and to use evaluative methods.

Chapter 6 Referenced Publications

6-1

The following documents or portions thereof are referenced within this standard as mandatory requirements and shall be considered part of the requirements of this standard. The edition indicated for each referenced mandatory document is the current edition as of the date of the NFPA issuance of this standard. Some of these mandatory documents might also be referenced in this standard for specific informational purposes and, therefore, are also listed in [Appendix B](#).

6-1.1 NFPA Publications.

National Fire Protection Association, 1 Batterymarch Park, P.O. Box 9101, Quincy, MA 02269-9101.

NFPA 1001, *Standard for Fire Fighter Professional Qualifications*, 1997 edition.

NFPA 1041, *Standard for Fire Service Instructor Professional Qualifications*, 1996 edition.

Appendix A Explanatory Material

This appendix is not a part of the recommendations of this NFPA document but is included for informational purposes only.

A-1-1

It is envisioned that in addition and supplemental to the requirements of [NFPA 1021](#) appropriate educational credentials are necessary. These can include fire degree programs and general education in business, management, science, and associated degree curriculums.

A-1-3

Fire officers are expected to be ethical in their conduct. Ethics implies honesty, doing what's right, and performing to the best of one's ability. For public safety personnel, ethical responsibility extends beyond one's individual performance. In serving the citizens, public safety personnel are charged with the responsibility of ensuring the provision of the best possible safety and service.

Ethical conduct requires honesty on the part of all public safety personnel. Choices must be made on the basis of maximum benefit to the citizens and the community. The process of making these decisions must also be open to the public. The means of providing service, as well as the quality of the service provided, must be above question and must maximize the principles of fairness and equity as well as those of efficiency and effectiveness.

A-1-4

Definitions of action verbs used within this document are based upon the first definition of the word found in *Webster's Dictionary*. (*Webster's Third New International Dictionary of the English Language*, Unabridged, G. & C. Merriam Company.)

A-1-4 Approved.

The National Fire Protection Association does not approve, inspect, or certify any installations, procedures, equipment, or materials; nor does it approve or evaluate testing laboratories. In determining the acceptability of installations, procedures, equipment, or materials, the authority having jurisdiction may base acceptance on compliance with NFPA or other appropriate standards. In the absence of such standards, said authority may require evidence of proper installation, procedure, or use. The authority having jurisdiction may also refer to the listings or labeling practices of an organization that is concerned with product evaluations and is thus in a position to determine compliance with appropriate standards for the current production of listed items.

A-1-4 Authority Having Jurisdiction.

The phrase "authority having jurisdiction" is used in NFPA documents in a broad manner, since jurisdictions and approval agencies vary, as do their responsibilities. Where public safety is primary, the authority having jurisdiction may be a federal, state, local, or other regional department or individual such as a fire chief; fire marshal; chief of a fire prevention bureau, labor department, or health department; building official; electrical inspector; or others having statutory authority. For insurance purposes, an insurance inspection department, rating bureau, or other insurance company representative may be the authority having jurisdiction. In many circumstances, the property owner or his or her designated agent assumes the role of the authority having jurisdiction; at government installations, the commanding officer or departmental official may be the authority having jurisdiction.

A-1-4 Listed.

The means for identifying listed equipment may vary for each organization concerned with product evaluation; some organizations do not recognize equipment as listed unless it is also

labeled. The authority having jurisdiction should utilize the system employed by the listing organization to identify a listed product.

A-2-2.4(a)

Member-related problems could include substance abuse; acute, chronic, and delayed stress; and health, financial, personal, family, and other situations that adversely affect the member's job performance.

A-2-2.5

The Fire Officer I should be able to deal with administrative procedures that might include the following: transfers, promotions, compensation/member benefits, sick leave, vacation, requests for pay or benefits while acting in a temporary position, change in member benefits, commendations, disciplinary actions, and grievances.

A-2-5

The committee's intent is to instill an awareness of those areas that officers might address in the performance of their duties. Organizations that desire higher levels of competency in these areas should refer to the applicable NFPA professional qualifications standards: [NFPA 1031](#), *Standard for Professional Qualifications for Fire Inspector*, and [NFPA 1033](#), *Standard for Professional Qualifications for Fire Investigator*.

A-2-6

Emergency service delivery is the component of fire department organization providing responses to emergency incidents.

A-2-6.2(a)

Size-up includes the many variables that the officer collects from the time of the alarm, during response, and upon arrival in order to develop an initial action plan to control an emergency incident. These observations can include building type and occupancy, fire involvement, number of occupants, mechanism of injury, materials spilled or involved in fire, wind direction, topography, demographics, and other observations relevant to the incident.

A-2-6.3

This requirement takes into consideration the officer's ability to give orders, direct personnel, evaluate information, and allocate resources to respond to the wide variety of emergency situations the fire service encounters.

A-2-7

One of the fire officer's primary responsibilities is safety both on the fire ground and during normal operations. This standard defines the minimum requirements for the fire officer. [NFPA 1521](#), *Standard for Fire Department Safety Officer*; [NFPA 1500](#), *Standard on Fire Department Occupational Safety and Health Program*; and applicable OSHA regulations define additional requirements for the officer who might be assigned those duties.

A-4.4.2

The following are some of the budgeting systems commonly used:

- (a) Planning programming budgeting system (PPBS)

- (b) Line item budgets
- (c) Zero-based budgeting (ZBB)
- (d) Program budgeting
- (e) Performance budgeting
- (f) Matrix budgets

Appendix B Referenced Publications

B-1

The following documents or portions thereof are referenced within this standard for informational purposes only and are thus not considered part of the requirements of this standard unless also listed in [Chapter 6](#). The edition indicated here for each reference is the current edition as of the date of the NFPA issuance of this standard.

B-1.1 NFPA Publications.

National Fire Protection Association, 1 Batterymarch Park, P.O. Box 9101, Quincy, MA 02269-9101.

NFPA 1031, *Standard for Professional Qualifications for Fire Inspector*, 1993 edition.

NFPA 1033, *Standard for Professional Qualifications for Fire Investigator*, 1993 edition.

NFPA 1500, *Standard on Fire Department Occupational Safety and Health Program*, 1997 edition.

NFPA 1521, *Standard for Fire Department Safety Officer*, 1997 edition.

B-1.2 Other Publication.

Webster's Third New International Dictionary of the English Language, Unabridged, G. & C. Merriam Company.

Appendix C

This appendix is not a part of the requirements of this NFPA document but is included for informational purposes only.

C-1 Explanation of the Standard and Concepts of JPRs.

The primary benefit of establishing national professional qualification standards is to provide both public and private sectors with a framework of the job requirements for the fire service.

Other benefits include enhancement of the profession, individual as well as organizational growth and development, and standardization of practices.

NFPA professional qualification standards identify the minimum job performance requirements for specific fire service positions. The standards can be used for training design and evaluation, certification, measuring and critiquing on-the-job performance, defining hiring practices, and setting organizational policies, procedures, and goals. (Other applications are encouraged.)

Professional qualification standards for a specific job are organized by major areas of responsibility defined as duties. For example, the fire fighter's duties might include fire suppression, rescue, and water supply; and the public fire educator's duties might include education, planning and development, and administration. Duties are major functional areas of responsibility within a job.

The professional qualification standards are written as JPRs. JPRs describe the performance required for a specific job. JPRs are grouped according to the duties of a job. The complete list of JPRs for each duty defines what an individual must be able to do in order to successfully perform that duty. Together, the duties and their JPRs define the job parameters; that is, the standard as a whole is a description of a job.

C-2 Breaking Down the Components of a JPR.

The JPR is the assembly of three critical components. (See [Table C-2](#).) These components are as follows:

- (a) Task that is to be performed
- (b) Tools, equipment, or materials that must be provided to successfully complete the task
- (c) Evaluation parameters and/or performance outcomes

The task to be performed. The first component is a concise, brief statement of what the person is supposed to do.

Tools, equipment, or materials that must be provided to successfully complete the task.

This component ensures that all individuals completing the task are given the same minimal tools, equipment, or materials when being evaluated. By listing these items, the performer and evaluator know what must be provided in order to complete the task.

Evaluation parameters and/or performance outcomes. This component defines how well one must perform each task—for both the performer and the evaluator. The job performance requirements guide performance towards successful completion by identifying evaluation parameters and/or performance outcomes. This portion of the job performance requirements promotes consistency in evaluation by reducing the variables used to gauge performance.

Table C-2 Example of a JPR

(a)	Task	(a)	Ventilate a pitched roof
(b)	Tools, equipment, or materials	(b)	Given an ax, a pike pole, an extension ladder, and a roof ladder
(c)	Evaluation parameters and performance	(c)	So that a 4-ft x 4-ft hole is created; all ventilation barriers are removed; ladders are properly positioned for

	outcomes		ventilation; ventilation holes are correctly placed; and smoke, heat, and combustion by-products are released from the structure
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In addition to these three components, the job performance requirements contain prerequisite knowledge and skills. Just as the term prerequisite suggests, these are the necessary knowledge and skills one must have prior to being able to perform the task. Prerequisite knowledge and skills are the foundation for task performance.

Once the components and prerequisites are put together, the job performance requirements might read as follows.

Example 1. The **Fire Fighter I** shall ventilate a pitched roof, given an ax, a pike pole, an extension ladder, and a roof ladder, so that a 4-ft x 4-ft hole is created, all ventilation barriers are removed, ladders are properly positioned for ventilation, and ventilation holes are correctly placed.

(a) *Prerequisite Knowledge:* Pitched roof construction, safety considerations with roof ventilation, the dangers associated with improper ventilation, knowledge of ventilation tools, the effects of ventilation on fire growth, smoke movement in structures, signs of backdraft, and the knowledge of vertical and forced ventilation.

(b) *Prerequisite Skills:* The ability to remove roof covering; properly initiate roof cuts; use the pike pole to clear ventilation barriers; use ax properly for sounding, cutting, and stripping; position ladders; and climb and position self on ladder.

Example 2. The **Fire Investigator** shall interpret burn patterns, given standard equipment and tools and some structural/content remains, so that each individual pattern is evaluated with respect to the burning characteristics of the material involved.

(a) *Prerequisite Knowledge:* Knowledge of fire development and the interrelationship of heat release rate, form, and ignitability of materials.

(b) *Prerequisite Skills:* The ability to interpret the effects of burning characteristics on different types of materials.

C-3 Examples of Potential Uses.

Certification. JPRs can be used to establish the evaluation criteria for certification at a specific job level. When used for certification, evaluation must be based on the successful completion of JPRs.

First, the evaluator would verify the attainment of prerequisite knowledge and skills prior to job performance requirements evaluation. This might be through documentation review or testing.

Next, the candidate would then be evaluated on completing the JPRs. The candidate would perform the task and be *evaluated* based on the evaluation parameters and/or performance outcomes. This performance-based evaluation can be either practical (for psychomotor skills such as “ventilate a roof”) or written (for cognitive skills such as “interpret burn patterns”).

NOTE: Psychomotor skills are those physical skills that can be demonstrated or observed. Cognitive skills (or mental skills) cannot be observed, but are rather evaluated on how one completes the task (process oriented) or the task outcome (product oriented).

Using **Example 1**, a practical performance-based evaluation would measure one's ability to "ventilate a pitched roof." The candidate passes this particular evaluation if the standard was met—that is, a 4-ft ~~4~~-ft hole was created; all ventilation barriers were removed; ladders were properly positioned for ventilation; ventilation holes were correctly placed; and smoke, heat, and combustion by-products were released from the structure.

For **Example 2**, when evaluating the task "interpret burn patterns," the candidate could be given a written assessment in the form of a scenario, photographs, and drawings and then be asked to respond to specific written questions related to the JPR's evaluation parameters.

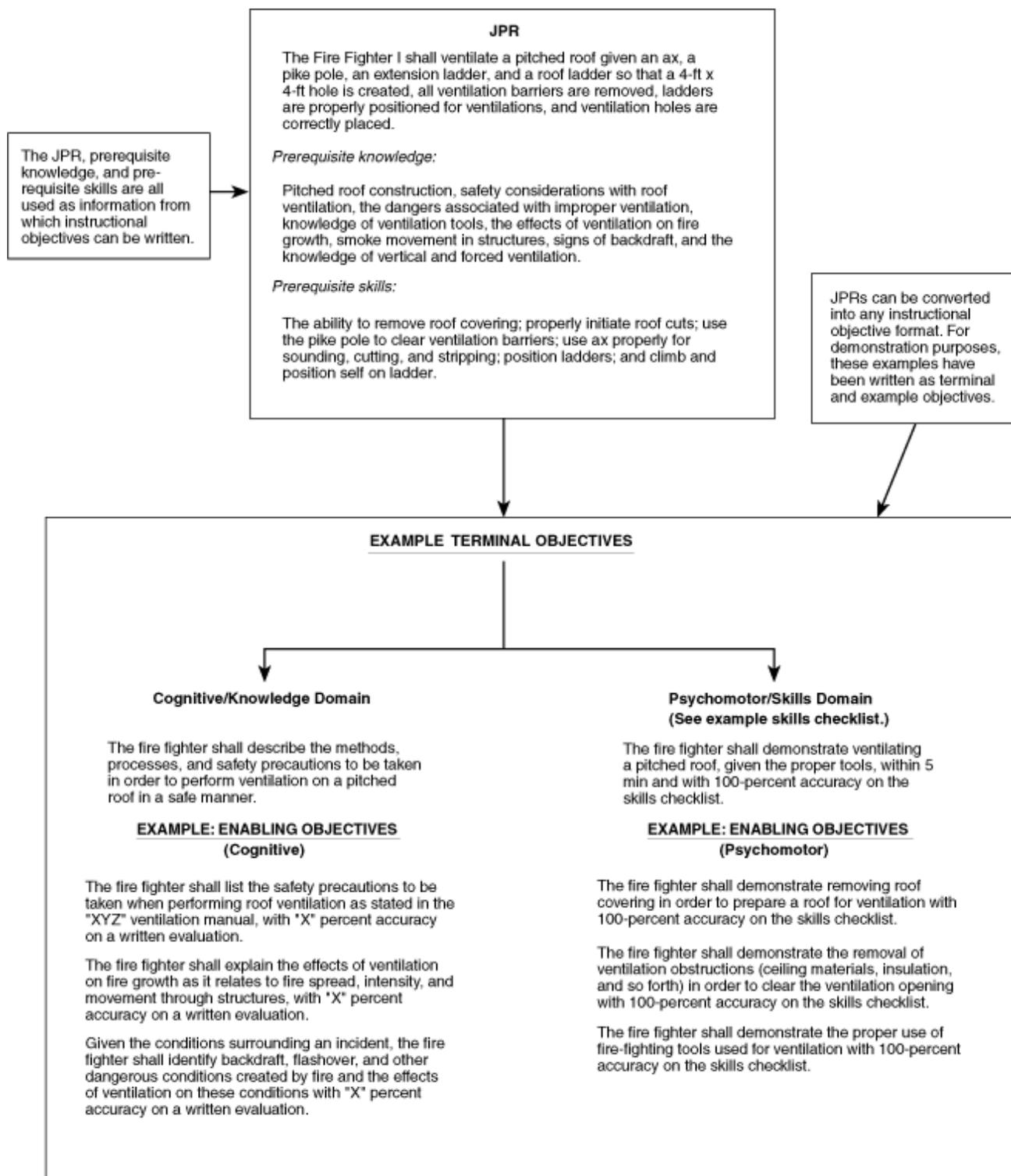
Remember, when evaluating performance, you must give the person the tools, equipment, or materials listed in the job performance requirements—for example, an ax, a pike pole, an extension ladder, and a roof ladder—before he or she can be properly evaluated.

C-4 Curriculum Development/Training Design and Evaluation.

The statements contained in this document that refer to job performance were designed and written as JPRs. While a resemblance to instructional objectives might be present, these statements should not be used in a teaching situation until after they have been modified for instructional use.

JPRs state the behaviors required to perform specific skill(s) on the job as opposed to a learning situation. These statements should be converted into instructional objectives with behaviors, conditions, and standards that can be measured within the teaching/learning environment. A JPR that requires a fire fighter to "ventilate a pitched roof" should be converted into a measurable instructional objective for use when teaching the skill. [*See [Figure C-4\(a\).](#)*]

Figure C-4(a) Converting JPRs into instructional objectives.



Using **Example 1**, a terminal instructional objective might read as follows:

The learner will ventilate a pitched roof, given a simulated roof, an ax, a pike pole, an extension ladder, and a roof ladder, so that 100-percent accuracy is attained on a skills checklist. (At a

minimum, the skills checklist should include each of the measurement criteria from the job performance requirements).

[Figure C-4\(b\)](#) is a sample checklist for use in evaluating this objective.

While the differences between job performance requirements and instructional objectives are subtle in appearance, the purpose of each statement differs greatly. JPRs state what is necessary to perform the job in the “real world.” Instructional objectives, however, are used to identify what students must do at the end of a training session and are stated in behavioral terms that are measurable in the training environment.

By converting JPRs into instructional objectives, instructors will be able to clarify performance expectations and avoid confusion related to using statements designed for purposes other than teaching. Additionally, instructors will be able to add local/state/regional elements of performance into the standards as intended by the developers.

Prerequisite skills and knowledge should be converted into enabling objectives. These help to define the course content. The course content would include each of the prerequisite knowledge and skills. Using the above example, the enabling objectives would be pitched roof construction, safety considerations with roof ventilation, removal of roof covering, properly initiated roof cuts, and so on. This ensures that the course content supports the terminal objective.

NOTE: It is assumed that the reader is familiar with curriculum development or training design and evaluation.

C-5 Other Uses.

While the professional qualifications standards are principally used to guide the development of training and certification programs, there are a number of other potential uses for the documents. Because the documents are written using terms specific to job performance requirements, they lend themselves well to any area of the profession where a level of performance or expertise must be determined.

These areas might include the following.

Employee Evaluation/Performance Critiquing. The JPRs can be used as a guide by both the supervisor and the employee during an evaluation. The JPRs for a specific job define tasks that are essential to perform on the job as well as the evaluation criteria to measure when those tasks are completed.

Establishing Hiring Criteria. The professional qualifications standards can be used in a number of ways to further the establishment of hiring criteria. The authority having jurisdiction could simply require certification at a specific job level—for example, Fire Fighter I. The JPRs could also be used as the basis for pre-employment screening by establishing essential minimal tasks and the related evaluation criteria. An added benefit is that individuals interested in employment can work towards the minimal hiring criteria at local colleges.

Figure C-4(b) Skills checklist.

OBJECTIVE: The fire fighter shall demonstrate ventilating a pitched roof, given the proper tools, within 5 min and with 100-percent accuracy on the skills checklist.

YES NO

1. 4-ft x 4-ft hole was created.
2. All ventilation barriers were removed.
3. Ladders were properly positioned.
4. Ventilation holes were correctly placed (directly over fire, at highest point, and so forth).
5. Task completed within 5 min.
(Time to complete task: _____)

Employee Development. The professional qualifications standards can be useful to both the employee and the employer in developing a plan for the individual's growth within the organization. The JPRs and the associated prerequisite knowledge and skills can be used as a guide to determine additional training and education required for the employee to master his job or profession.

Succession Planning. Succession planning or career pathing addresses the efficient placement of people into jobs in response to current needs and anticipated future needs. A career development path can be established for targeted individuals to prepare them for growth within the organization. The JPRs and prerequisite knowledge and skills could then be used to develop an educational path to aid in the individual's advancement within the organization or profession.

Establishing Organizational Policies, Procedures, and Goals. The JPRs can be incorporated into organizational policies, procedures, and goals where employee performance is addressed.

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APPENDIX B

External Feedback Questionnaire and Results

Dear Fire Official:

Enclosed is a form that I am requesting you respond to regarding your organization's policy on Company Officer Development. This form will only be used for of an Applied Research Project that is needed for the Executive Fire Officer Program offered by the National Fire Academy. All of the results of this feedback will be kept confidential and will only be used for this paper and development of a program that will be utilized in the Polson Fire Department.

If you wish to receive a copy of the results please enclose your mailing information.

Title:
Name:
Address:
City, State, Zip:
Phone:
Fax:
E-mail:

I would like to thank you for your and completion of the enclosed form.

Please mail or fax the completed form by July 31, 2001 to:

Chief Thomas J. Maloney
Polson Fire Department
P.O. Box 238
Polson, Montana 59860
Office: 406-883-8220
Fax: 406-883-8238

Sincerely,

Thomas J. Maloney
Fire Chief

Executive Development Research Project
External Feedback Form

1. Does your department currently have educational training requirements for Company Officers? (Circle One)

Yes No

If yes, what requirements do you use: (Check Only One)

	NFPA Recommendations	
	IFSTA Manual	
	Developed Own Requirements	
	Other: (Please Specify)	

2. Does your department presently have a current Company Officer Training Program? (Circle One)

Yes No

If yes, what program do you utilize: (Check Only One)

	NFPA Recommendations	
	IFSTA Manual	
	State Fire Training	
	Developed Own Requirements	
	Other: (Please Specify)	

3. If you do not offer departmental Company Officer Training do you encourage professional development? (Circle One)

Yes No

If yes, what is your procedure:

4. Do you feel that Company Officer Training should be offered? (Circle One)

Yes No

5. Type of Fire Department? _____ Career _____ Combination _____ Volunteer

6. Population Served: _____

Thank you.

Results of External Feedback Form

Polson Fire Department

P.O. Box 238 • Polson, Montana 59860 • 406-883-8220 Office • 406-883-8238 Fax

Executive Development Research Project External Feedback Form

Total feedback forms returned 34 of 100

1. Does your department currently have educational training requirements for Company Officers? (Circle One)

16 (47%) Yes 18 (53%) No

If yes, what requirements do you use: (Check Only One)

3 (19%)	NFPA Recommendations	
5 (31%)	IFSTA Manual	
8 (0.5%)	Developed Own Requirements	
	Other: (Please Specify)	

2. Does your department presently have a current Company Officer Training Program? (Circle One)

11 (32%) Yes 23 (68%) No

If yes, what program do you utilize: (Check Only One)

1 (0.9%)	NFPA Recommendations	
2 (18%)	IFSTA Manual	
2 (18%)	State Fire Training	
5 (45%)	Developed Own Requirements	
1 (0.9%)	Other: (Please Specify)	On the job training

3. If you do not offer departmental Company Officer Training do you encourage professional development? (Circle One)

19 (56%) Yes 3 (0.09%) No 12 (35%) NR

If yes, what is your procedure:

Outside training, National Fire Academy, state fire training

4. Do you feel that Company Officer Training should be offered? (Circle One)

30 (88%) Yes 1 (0.03%) No 3 (0.9%) NR

5. Type of Fire Department? _____ Career 10 Combination 12 Volunteer
12 No response

6. Population Served: 150 – 50,000_____

Thank you.

NR = no response

APPENDIX C

Dear Polson Fire Department Member:

Enclosed feedback form as part of a research project I am conducting as part of the Executive Fire Officer Program that I am enrolled in through the National Fire Academy. Please complete the feedback form with your objectivity.

The purpose of this form is to collect information that you feel is important to our organization's company officers. Completion of this form will provide information that you feel is important for a company officer to have.

This form will be kept confidential and will help me formulate a program for our department that we will utilize in providing training to Company Officers and those who wish to become Company Officers.

Your responses should be kept to realistic goals and objectives that can enhance our organization. A separate form has been sent to other fire departments that our similar to the Polson Fire Department.

A copy of my research paper will be available to you upon request.

Thank you for taking the time in completing this request. Please place your completed form in the incident form box by August 14, 2001.

Sincerely,

Thomas J. Maloney
Fire Chief

Enclosure

**Polson Fire Department
Company Officer Expectations
Internal Feedback Form**

1. Do you feel that the Polson Fire Department offers adequate training for those wishing to become officers? (Circle One)
Yes No
2. Do you feel that there is adequate training for current officers? (Circle One)
Yes No
3. If no, do you feel that a Company Officer Training Program should be offered? (Circle One)
Yes No
4. In your opinion what do you feel should be offered to assist in Company Officer Development? (Rank in Order of Importance 1- Being Most and 6- Being Least Important)

	Technical Skills Training
	Leadership Training
	Team Building Training
	Instructor Training
	Communications Training
	Public Relations Training

5. Do you feel that national recognized standards should be used? (Circle One)
Yes No
6. What skills do you feel are important for an officer to possess? (Check All That Apply)

	Leadership		Planner
	Motivator		Take Initiative
	Communication Skills		Team Player
	Teaching / Coaching Skills		Customer Service
	Lead by Example		Technical Skills
	Decision Maker		Enforce Policies
	Friend		Continue to Excel
	Firefighter		Continued Education
	Innovator		Ethical
	Responsible for Actions		Honest
	Student		Safety
	Manager / Supervisor		
	Counselor Skills		

Polson Fire Department Company Officer Expectations Internal Feedback Form Results

Feedback forms returned 25 out of 34

1. Do you feel that the Polson Fire Department offers adequate training for those wishing to become officers? (Circle One)
10 (40%) Yes 15 (60%) No
2. Do you feel that there is adequate training for current officers? (Circle One)
10 (40%) Yes 15 (60%) No
3. If no, do you feel that a Company Officer Training Program should be offered? (Circle One)
14 (93.3%) Yes 1 (6.6%) No
4. In your opinion what do you feel should be offered to assist in Company Officer Development? (Rank in Order of Importance 1- Being Most and 6- Being Least Important)

36%	Technical Skills Training
48%	Leadership Training
4%	Team Building Training
8%	Instructor Training
4%	Communications Training
0%	Public Relations Training

Percentages represent number one ranking

Rank in order							
	1	2	3	4	5	6	Totals
Technical Skills Training	9	4	5	5	2		25
Leadership Training	12	4	6	2	1		25
Team Building Training	1	10	4	6	4		25
Instructor Training	2	4	1	5	7	6	25
Communications Training	1	3	9	5	5	2	25
Public Relations Training		1		1	6	17	25

5. Do you feel that national recognized standards should be used? (Circle One)
20 (80%) Yes 4 (16%) No 1 (4%) NR

6. What skills do you feel are important for an officer to possess? (Check All That Apply)

	Leadership		Planner
	Motivator		Take Initiative
	Communication Skills		Team Player
	Teaching / Coaching Skills		Customer Service
	Lead by Example		Technical Skills
	Decision Maker		Enforce Policies
	Friend		Continue to Excel
	Firefighter		Continued Education
	Innovator		Ethical
	Responsible for Actions		Honest
	Student		Safety
	Manager / Supervisor		
	Counselor Skills		

Skills	Returns	Percentage	Rank
Leadership	25	100%	1
Motivator	17	68%	13
Communications Skills	21	84%	7
Teaching / Coaching	16	64%	15
Lead by Example	22	88%	4
Decision Maker	22	88%	4
Friend	8	32%	22
Firefighter	22	88%	4
Innovator	10	40%	20
Responsible for Actions	20	80%	10
Student	7	28%	24
Manager / Supervisor	12	48%	19
Counselor	9	36%	21
Planner	13	52%	18
Take Initiative	17	68%	13
Team Player	21	84%	7
Customer Service	8	32%	22
Technical Skills	19	76%	12
Enforce Policies	14	56%	16
Continue to Excel	14	56%	16
Continued Education	20	80%	10
Ethical	21	84%	7
Honest	24	96%	2
Safety	23	92%	3
EMS	1	4%	25

7. Do you feel that officer's positions should be re-elected annually? (Circle One)
 9 (36%) Yes 16 (64%) No
8. Do you feel that officers should take responsibility for assigned functions and duties?
 (Circle One)
 24 (96%) Yes 1 (4%) No
9. What are your ideas for a Company Officer Development Program?

Group plan development
Require additional training hours for officers
Require additional outside training for officers
Incident command hands-on training
Instructor training
Operating guidelines
Mentor program

10. When this program is implemented, would you participate? (Circle One)
 20 (80%) Yes 3 (12%) No 2 (8%) NR
11. Comments (Please offer relative and objective comments to a company officer program):

Wish we had a program before becoming an officer
Motivate troops
Replace officers who do nothing

NR – no response

APPENDIX D

Polson Volunteer Fire Department Company Officer Development Program Outline

This program is a combination of existing programs that meet national standards. Other programs that will be utilized will be state training that is designed to meet a specific topic objective (example: tactical operations).

Program Start Date: January 2002

Program Delivery: The program will primarily be a weekly lecture consisting of three-hour blocks. Each student will be provided with a student manual to assist in the program implementation. A quantity of textbooks will be purchased to assist students in the completion of the program. This program will also offer home study. Home study credit will be given upon successful completion of administered review questions. Students will also have CD-ROM availability and these programs will be a requirement for individuals wishing to become officers.

Program Contents:

- I. Self Study – National Fire Academy
Fire Service Supervision

- II. CD-ROM's
National Fire Academy:
 - Incident Command System
 - Ranch House Fire
 - Hostage/Strip Mall
 - Casper Hall Dorm
 - Mansion Fire
 - Townhouse Fire

- III. Approved Text and Curriculum that meet National Standards
The Company Officer – Delmar Publishers
Chapters: 1, 2, 3, 6, 7, and 10

Fire Department Company Officer 3rd Edition IFSTA
Chapters: 3, 4, 6, 7, 10, 15, 16, 18, 20, 21, and 22

State Training:
NYS Preparing for Command
NYS Initial Fire Attack
Montana State Fire Training Officer I

- IV. Other suggested programs:
Pump Operations
Fire Behavior