

**AN EVALUATION OF THE EFFECTIVENESS OF DELRAY BEACH
FIRE-RESCUE'S OFFICER DEVELOPMENT PROGRAM**

EXECUTIVE DEVELOPMENT

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Abstract

The problem was that Delray Beach Fire-Rescue had not evaluated the effectiveness of the recently implemented Officer Development Program to determine what changes should be made to revise the program's curriculum to improve its effectiveness and appropriateness. The purpose of this applied research paper was to evaluate the current effectiveness of Delray Beach Fire-Rescue's recently implemented Officer Development Program to determine what changes should be made to enhance the program's curriculum to improve its effectiveness and appropriateness. The approach used to conduct this research was both the evaluative and descriptive methods.

Three questions were answered by this research project. First, How do the participants of Delray Beach Fire-Rescue's Officer Development Program feel concerning its effectiveness? Secondly, How do the employees who are working with officers who have completed the Officer Development Program feel about its effectiveness? Finally, How do the results compare to a focus group of surrounding Fire Departments that have also implemented and or evaluated the effectiveness of their own Officer Development Program?

The researcher used the following procedures to investigate the research questions. Reviewed were local, State and National standards and programs. Additionally, several published outside sources on the effectiveness and efficiency of Officer Development Programs were reviewed. Two feedback forms were created to obtain information from members of the organization on the research questions.

This research project clearly identified the following results. First, "The NFPA 1021 Standard is a professionally recognized standard that has been specifically designed

to identify concise job performance requirements that can be used to determine that an individual, when measured against the standard, possesses the skills and knowledge to perform as a fire officer” (NFPA 1021, 1998). Next, the state of Florida has an Officer Development program, Company Officer I & II, which also addresses many of the areas of NFPA 1021.

Two original feedback forms were developed to gather information from members of Delray Beach Fire-Rescue. First, company officers that have participated in the Officer Development Program were asked a series of questions concerning the effectiveness of the program and what subjects they felt should be added or deleted from the program's curriculum. A second feedback form was used to gain information from fire fighters who are working with the company officers who have participated in Delray Beach Fire-Rescue's Officer Development Program. Like the first feedback form, it was intended to gain information to answer the research questions and allowed the fire fighters to compare officers who have and have not completed the Officer Development Program. 65% of the officers and 85% of the fire fighters indicated that the program had improved the effectiveness of the department. The majority of the officers felt that more time should be spent during the program on "interpersonal relationship issues." The fire fighters indicated that more time should be spent on leadership issues including some recommendations on required reading.

The recommendations that resulted from this research are that Delray Beach Fire-Rescue should continue to conduct the Officer Development Program because of the overwhelming results of the feedback of its members on the effectiveness of the program. Additionally, this recommendation was supported by both the literature review and the

returned feedback forms. The curriculum should be adjusted to include more time on written and oral communication skills, listening techniques and information on providing and environment that is conducive to improving morale. The department should consider including reading sources to the curriculum that would expand the candidate's knowledge on leadership theories and techniques. Fire fighters who completed the feedback forms specifically recommended two sources, *Leadership Secrets of the Rogue Warrior* by Richard Marcinko and *Leadership on the Line - Staying Alive Through the Dangers of Leading* by Ronald A. Heifetz and Marty Linsky. Other sources should be reviewed and considered for future changes to the curriculum.

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Introduction

In May, 2001 Delray Beach (FL) Fire-Rescue conducted the first of two (2) Officer Development Programs implemented to more effectively communicate the mission, expectations, roles and responsibilities of a Company Officer with Delray Beach Fire-Rescue. The 20 attendees of this 80-hour program included newly promoted and incumbent officers with up to 10 years of experience in the position. The department used both internal and external instructors to cover issues that included customer service, interpersonal dynamics, effective communication, leadership, evaluating employees performance, and a wide variety of tactical issues. The problem is that Delray Beach Fire-Rescue has not evaluated the effectiveness of the recently implemented Officer Development Program to determine what changes, if any, should be made to the program's curriculum to improve it's effectiveness and appropriateness.

The purpose of this applied research paper is to evaluate the current effectiveness of Delray Beach Fire-Rescue's recently implemented Officer Development Program to determine what changes, if any, should be made to the program's curriculum to improve its effectiveness and appropriateness. The author of this paper will use evaluative and descriptive research. The following three (3) questions will be used to guide the research:

1. How do the participants of Delray Beach Fire-Rescue's Officer Development Program feel concerning its effectiveness?
2. How do the employees who are working with officers who have completed the Officer Development Program feel about its effectiveness?

3. How do the results compare to a focus group of surrounding Fire Departments that have also implemented and or evaluated the effectiveness of their Officer Development Program?

Background and Significance

Delray Beach Fire-Rescue provides services to three (3) communities in southeast Florida; the City of Delray Beach, the Town of Highland Beach and the Town of Gulf Stream with a combined population of nearly 67,000 year round residents covering 16 square miles. The department has a total complement of 144 personnel including 136 certified fire fighters. From its six stations, Delray Beach Fire-Rescue provides Advanced and Basic Life Support emergency medical services as well as fire suppression, prevention, inspection, hazardous materials response, and numerous other community oriented programs. The daily shift staffing is 31 emergency response personnel. The Department responds to more than 11,000 emergency requests for service each year.

In the past, Delray Beach Fire-Rescue had no formalized officer development program. The Department did have a minimum promotional criterion that was established by a labor-management committee, "The Promotional System Task Force" commissioned by Fire Chief Kerry B. Koen in 1988. The Promotional System Task Force was established "to recommend two or three alternative comprehensive promotional systems which could be utilized within the Fire Department. The promotional system, so recommended, should be relevant to the position, objective in nature, non-discriminatory, and should blend the needs of the City with that of the employees." (Promotional System Task Force Report, 1988)

"This criteria established a minimum standard including years of service and educational requirements for eligibility to take a promotional exam but did nothing to establish continuing growth opportunities once a candidate was promoted to a position." (Personal communication, Assistant Chief Charles Stravino, Delray Beach Fire Rescue, May 5, 2003) "We needed a program that would allow us to communicate the mission, expectations, roles and responsibilities of the changing requirements of the company officer in today's fire service. The lack of a formalized process made it difficult to communicate a consistent message to newly promoted and incumbent company officers of our organization. We needed to provide an opportunity for the company officers to keep up with the changing demands of their positions."

This research project is extremely important because for the first time in history Delray Beach Fire-Rescue has a formalized process that allows the organization to deliver a consistent message and help in the development of the future leaders in our organization. The opportunity to evaluate the program and make potential improvements to the curriculum will be extremely beneficial for the future of the program and the organization.

This research relates to the Executive Development Program manual, Unit 2, Professional Development, (USFA 1998) and the concepts of the article, *The Power to see ourselves*, specifically, "A psychological fact is that manager development means a

change in the manager's self-concept." It is through its Officer Development Program and the potential improvements resulting from this evaluation that Delray Beach Fire-Rescue may accomplish these changes in self-concept. Finally, it relates to the USFA five-year operational objectives in place at the time of the writing, "it is through continued training that we can prepare our officers to appropriately respond in a timely manner to emergent issues" (USFA, 2003).

Literature Review

The purpose of this literature review was to assemble and evaluate information on recognized professional standards and officer development programs to determine the validity, effectiveness and appropriateness of Delray Beach Fire-Rescue's Officer Development Program. In completing the literature review, opinions and findings were examined in relation to relevance to the project. From the literature search on the subject, there is no question that career development is identified as a management tool designed to strengthen individual performance, develop potential, and improve the effectiveness of an organization.

On the local level, of the other nine Fire-Rescue Departments polled in Palm Beach County, only Palm Beach County Fire-Rescue is conducting a formal Officer Development Program, named Palm Beach County Fire-Rescue Officer Candidate School. Subjects covered in their Officer Candidate School curriculum include a wide variety of issues such as: NFPA 1021 Standard, National and International Trends, Service Delivery Goals, Ethics and Legal Issues in the Fire Service. Additional issues covered are: Discrimination, Sexual Harassment, Employee Assistance Program, Wellness Program, Substance Abuse and Drug Testing (Palm Beach County Fire

Rescues, Officer Candidate School, Syllabus.) "It was the Battalion Chiefs, Responsible as immediate supervisors, who primarily developed our Officer Candidate School. The main purpose was to bridge the gap between the general information delivered at community college courses and the specific needs of a newly promoted company officer in our organization" (Personal communication, District Chief James Gribble, Palm Beach County Fire Rescue, July 17, 2003). It is apparent from District Chief Gribble's comments that Palm Beach County Fire-Rescue's program was developed to address many of the same issues that Delray Beach Fire-Rescue was trying to address.

The Florida State Fire College, Bureau of Fire Standards and Training, has both a Fire Officer One and Two training curriculum. In the Fire Officer One program the candidate must complete the required seven 40-hour courses and three 16-hour courses to be eligible to take the State certification of competency exam. The courses include: Fire Prevention Practices, Private Fire Protection Systems I, Building Construction for the Fire Service, I-200 Basic Incident Management System, I-300 Intermediate Incident Management System, Fire Fighting Tactics and Strategy I, Fire Fighting Tactics and Strategy II, Company Officer, Emergency Response to Terrorism: Basic Concepts and Fire Service Course Delivery (www.fsfc.ufl.edu/course/certprog). The Fire Officer Two program requires eight additional 40-hour courses including: Fire Chemistry, Origin and Cause, Fire Department Administration, Fire Service Course Design, Ethical and Legal Issues For the Fire service, Fire and Life Safety Educator - Level I and Public Information Officer has no examination process. Once a candidate completes the required courses they must submit their qualifications to the Bureau of Fire Standards and Training for review with a completed application for certification. These courses are

offered at the Florida State Fire College, Community / Junior Colleges and some Certified Training Centers throughout the state (www.fsfc.ufl.edu/course/certprog). While this program does not address specific issues that effect a fire rescue organization at the local level, it is apparent that the materials covered in this program are consistent with those identified as critical dimensions in the development of a company officer.

A national standard regarding fire service training was developed by the National Fire Protection Association (NFPA). The intent of the 1997 Edition of the NFPA 1021, *Standard for Fire Officer Professional Qualifications*, is to specify the minimum job performance requirements (JPR's), which can be used to determine that an individual, when measured against the standard, possesses the minimum knowledge, skills, and abilities to perform the duties of a fire officer. In his research paper, *Training & Professional Development for Company Officers: Is the Rubber in Full Contact With The Road* Hass (1998) illustrates a correlation to officer development when he says "there is a direct correlation between NFPA 1021 standards and their application to employee development. Incorporation of 1021 professional qualifications can be useful to both the employee and employer in developing a plan and guide for an individual's growth within the organization" (p. 16).

Although professional standards are generally viewed as an asset to any vocation, many programs are scrutinized during budgetary crunches. On the issue expenditures Cayer (1980) says, "The history of training in the public service has not been a good one. Policy makers have long considered employee training a waste of taxpayers' dollars. Training is costly, and the cost could lead to controversy over whether training should be undertaken."

Conversely, if the cost of fire officer training is viewed as an investment in the future of the service, the per capita cost may not be prohibitive. According to Connealy (2000, page 120) the Houston Fire Department (Texas) has developed an extensive program for the professional development of its existing and future officer corps. As the 3rd largest fire department in the United States with 650 officers, HFD invested \$35,500 into officer development. This cost involves bringing in instructors to provide 16 eight-hour programs. The average cost is less than \$55.00 per officer.

Partnerships between labor and management can provide necessary programs with positive by-products, therefore promoting a win-win solution. Kefalas (1997) supports this concept when he said, "If we can teach new officers how to treat people with respect and still accomplish what needs to be done, then labor and management can focus on the real problems and not spend so much time on negative issues." "A distinct advantage in participating with the IAFF (Local 1660) is that the class can enhance their management skills, while at the same time learning their role as an officer from the perspective of a union official. By joining together we've been able to expose our young officers to an education that we could never do individually. It's a form of preventive medicine"

The review of the literature gathered presented clear evidence that a career development program has validity and can be accomplished in a cost effective manner. It is apparent that few fire service personnel today question the importance of an officer development program. Additionally, cooperation between labor and management in the realization of career development is a positive benefit to the employee, the organization, and the customer. On the other hand, the absence of a formalized program for officer

training may expose Delray Beach Fire-Rescue to service delivery complaints from both internal and external customers.

Procedures

This researcher will use evaluative and descriptive research on several different sources to develop its research base and to address the research questions: First, NFPA standard 1021, "*Standard for Fire Officer Professional Qualifications*" will be reviewed by this researcher to determine if the standard applies to officer development. Next, to establish if there is a State curriculum for Officer Development, the Florida State Fire College Bureau of Fire Standards and Training web site was searched.

Then, the United States Fire Administration, National Fire Academy, web site will be searched by the researcher to establish if there is a national curriculum for Fire Officer Development. Fourth, a feedback form (Appendix A) will be created to obtain research information from those company officers that have participated in Delray Beach Fire-Rescue's Officer Development Program. The feedback form will look at several different areas including: opinions about the effectiveness of the Officer Development Program, what portion of the Officer Development Program did the participant feels is least beneficial and what subject or subject(s) would the participant add to the curriculum to improve its effectiveness? It will look at the number of years the participant has in the fire service and the number of years he or she has with Delray Beach Fire-Rescue. The feedback form will be completed anonymously and will have both open and closed questions. The feedback form will be created by the researcher and reviewed by John Tomasewski, Assistant Fire Chief and graduate of the EFO program. Once Chief Tomasewski reviews the feedback form, it will be given to all 20 participants who have

completed Delray Beach Fire Rescue's Officer Development Program. The information received using the feedback form will be tabulated to provide this researcher with information regarding the program's effectiveness and answer the research questions. Next, a second feedback form (Appendix B) will be created to obtain information from employees who are working with company officers who have completed the Officer Development Program. The feedback form will ask several questions including: specific qualities of successful company officers, ineffective traits of company officers, what subjects does the respondent feel should be added or dropped from the current Officer Development Program. It will look at the number of years the participant has in the fire service and the number of years he or she has with Delray Beach Fire-Rescue. The feedback form will be completed anonymously and will have both open and closed questions and finally a series of questions comparing the effectiveness of company officers who have and have not completed the Officer Development Program. The feedback form will be created by the researcher and reviewed by John Tomaszewski, Assistant Fire Chief and graduate of the EFO program. Once Chief Tomaszewski reviews the feedback form, it will be given to a small sample of Delray Beach Fire-Rescue personnel who are assigned to officer who have completed the Officer Development Program. The information received using the feedback form will be tabulated to provide this researcher with information regarding the program's effectiveness?

Next, Palm Beach County Fire Rescue Officer Candidate School manual and syllabus will be reviewed to determine what subject are covered in the curriculum, what standards or criteria were used to develop the programs curriculum, and it compares to Delray Beach Fire-Rescue's program. Lastly, the researcher will conduct a personal

interview with District Chief James Gribble to identify how Palm Beach County Fire-Rescue's Officer Candidate School was developed and if he feels the effectiveness of the organization has improved as a result of the program.

Limitations and Assumptions

This researcher realizes that sampling a small number of employees who are assigned to officers who have completed the Officer Development Program is not a complete representation of the organization's opinion of the effectiveness of the program. However, this non-random, small sample can still provide insight into these officer's development. Great care must be used in attempting to extrapolate this data beyond Delray Beach Fire-Rescue. Therefore, requiring more data to achieve a better representation of the local, state, and national level is required.

Definition of Terms

- DBFR, Delray Beach Fire-Rescue
- EFO, Executive Fire Officer Program, a professional development program for chief officer conducted at the National Fire Academy.
- LRC, Library and information repository of the National Fire Academy.
- NFPA, National Fire Protection Association, a consensus standards association that makes recommendation in relation to fire service topics.
- ODP, Officer Development Program

Results

“The NFPA 1021 Standard is a professionally recognized standard that has been specifically designed to identify concise job performance requirements that can be used to determine that an individual, when measured against the standard, possesses the skills and knowledge to perform as a fire officer” (NFPA, 1997). NFPA 1021, 1997 edition identifies six areas of escalating degrees of training, knowledge, and responsibilities for Fire Officer I and II certification: Human Resource Management, Community and Government Relations, Administration, Inspection and Investigation, Emergency Service Delivery, and Safety. All of the areas identified within this standard are considered pertinent areas identified for development and continued development for the company officer to improve the effectiveness and efficiency of the Department. Locally, Both Palm Beach County Fire-Rescue and Delray Beach Fire-Rescue have used this standard in developing their training program.

After reviewing the Florida State Fire College, Bureau of Fire Standards and Training, Fire Officer One and Two curriculum, it is clear that the State has designed the Fire Office One program to assist company officers in solving the varied problems and situations they will be required to manage effectively in today's ever-changing fire service. Many of the subjects that are covered in this curriculum are also covered during Delray Beach Fire-Rescue's Officer Development Program.

A total of 17 (85% response rate) feedback forms distributed to Company Officers who have completed the Officer Development Program were returned. Eleven (65%) of the respondents answered yes to question nine, “do you feel the Officer Development Program has improved the effectiveness of Delray Beach Fire-Rescue?” Four (24%)

respondents answered that they felt the program had not improved the effectiveness and two (11%) respondents answered that they were not sure if the program had improved the effectiveness of the Department.

According to question five, "What subjects do you believe should be added to the Officer Development Program curriculum to improve its effectiveness?" More than half of the respondents believe that additional training in "interpersonal relationship issues" is essential to improving the effectiveness of the program. Specific areas identified were, written and oral communication skills, listening techniques, functional leadership, and creating an environment that will improve morale.

Both question eight, "Do you feel the Officer Development Program has improved the working relationship between the Department's officers and line personnel?" and question ten, "Do you believe that now that you have completed the Officer Development Program you are more of a supervisor or leader?" dealt with the relationship of the company officer and the employees who work with them. Eight (47%) of the company officers felt that the relationship between them and the line personnel had improved. Five (29%) felt that it had not improved as a result of the Officer Development Program and four (23%) were not sure if the relationship had improved. The respondents were split on the question of being a supervisor or a leader. Ten (59%) felt that they were a supervisor and seven (41%) felt they were a leader. One respondent did not answer the question.

Demographically, five (29%) of the respondents had twenty years or more in the fire service. Four of the five have served all of their time with Delray Beach Fire-Rescue.

Five (29%) respondents had sixteen to twenty years of fire service and the remaining seven (42%) had six to fifteen years.

Thirteen (65% response rate) of the 20 feedback forms distributed to fire fighters working with Company Officers who have completed the development program were returned. Eleven (85%) fire fighters answered yes to question nine and agreed that the Officer Development Program had done something to improve the effectiveness of the Department. Two (15%) answered no to that question and one stated that they were not sure if it had improved the Department's effectiveness.

Question five asked the fire fighters "do you believe there are any subjects that should be added to the Officer Development Program curriculum to improve its effectiveness?" Seven (54%) fire fighters had no recommendations. Two (15%) fire fighters had the following similar suggestions: "more hands on, so they can bring that back to the crews" and "more tactics such as time at live burns to observe fire behavior." Two (15%) fire fighters made specific recommendations about required reading on leadership training, *Leadership Secrets of the Rogue Warrior* by Richard Marcinko and *Leadership on the Line - Staying Alive Through the Dangers of Leading* by Ronald A. Heifetz and Marty Linsky that should be added to the curriculum to improve its effectiveness. One respondent wrote "just continue to offer them with an understanding of what can and can't be done. The best uses of our resources." The last recommendation was not a specific answer to a change in the program's curriculum but the respondent stated "I think the biggest change would be to move Battalion Chiefs and Paramedic Lieutenants to different shifts."

The next series of questions asked the fire fighters to compare company officers that "have" and "have not" completed the Officer Development Program. Question ten and eleven dealt with confidence in company officers supervising crews at structural fire fighting operations. Seven (54%) respondents indicated that they were "very confident" in the company officers who have completed to Officer Development Program to supervise them during structural fire fighting operations. Two (15%) said they were "confident" and four (31%) said they were "somewhat confident." None of the thirteen fire fighters indicated that they had no confidence in these officers to supervise them during structural fire fighting operations. On the other hand, only four (31%) of the respondents stated that they were "very confident" in the company officers that have not completed the program. Five (38%) said they were "somewhat confident" and four (31%) said they were "not confident" at all in these officers to supervise them during structural fire fighting operations.

The next two questions asked the fire fighters to rank their confidence level in company officers that "have" and "have not" completed the Officer Development Program to supervise them and their co-workers during routine daily emergency responses. The numbers were, six (47%) that were "very confident", five (38%) that were "confident" and two (15%) that were "somewhat confident" for the officers that have completed the program. For the officers that have not completed the program the numbers were, four (31%) that were "very confident", five (38%) that were "confident" and four (31%) that were "somewhat confident."

Questions fourteen and fifteen compared the officers in their enforcement of the Department's rules / regulations and Standard Operating Procedures. Nine (69%) fire

fighters were "confident" and four (31%) were "somewhat confident" in the company officers to enforce the rules / regulations and Standard Operating Procedures after they have completed the program. As for the officers who have not completed the program, the respondents indicated that only four (31%) of them were "confident", four (31%) were "somewhat confident" and five (38%) were "not confident" at all that these officers would enforce the rules / regulations and standard operating procedures.

The next two questions, sixteen and seventeen asked the fire fighters, "Do you believe the Company Officers of Delray Beach Fire-Rescue who have and have not completed the Officer Development Program allow subordinates sufficient input and say in their daily work schedule?" For the officers who have completed the program, nine (69%) fire fighters said yes, three (23%) said no and one said they were not sure. As far as the officers who have not completed the program, six (46%) said yes, six (46%) said no and 1 said they were not sure.

Finally, question eighteen and nineteen asked the fire fighters if they believed officers who had and had not completed the Officer Development Program were mostly supervisors or leaders in their role as company officer. For those officers who have completed the program, only three (23%) fire fighters felt their company officer was more of a "leader." Several fire fighters made specific comments about the need for more emphasis on leadership training and less on supervision training in the program. Two (15%) fire fighters stated that officers who have not completed the program were leaders and the rest were identified as supervisors.

To summarize, when developing an Officer Development Program NFPA 1021 stands out as the leading document to use as a guide or reference along with a

combination of Self Developed, Local or State Regulations. A large percentage of the officers of Delray Beach Fire-Rescue who have completed the Officer Development Program believe that the program has improved the effectiveness of the organization. Many of the officers indicated that there was a need for additional training in "interpersonal relationship issues" such as team building, effective communications and building an environment conducive to improving morale. 59% of the officers felt that they were more of a leader than a supervisor after completing the program. Only 23% of the fire fighters felt that the officers were more leaders than supervisors. This is an area the author feels must be further researched in the future to assure we are addressing the difference in opinions.

Many of the fire fighters completing the feedback form indicated that they also felt the Officer Development Program had improved the effectiveness of the organization. There are fairly wide spread opinions concerning the performance of company officers that have and have not completed the Officer Development Program. Much of the data would support the feelings of both groups that the program has validity and is appropriate for the development of the company officers performance and behavior.

Discussion

The author found the research in line with the literature review indicating the 1997 Edition of the NFPA 1021, *Standard for Fire Officer Professional Qualifications*, minimum job performance requirements is clearly the standard utilized in the verification of knowledge, skills, and abilities for company officers. This researcher has also found that fire departments often use NFPA 1021 when creating an Officer Development program.

The research conducted discovered that one problem with the implementation of this type of training could be with financial constraints as Cayer (1980) indicated in the literature review. In fact, Palm Beach County Fire-Rescue had to address issues of overtime, back filling positions and instructor costs according to my interview with James Gribble.

At the state level, there is a formalized program with a state testing and certification process. It is this researcher's opinion that the State program could clearly be used as a stand-alone process. The one down fall of this process is that there is no ability to address specific local issues.

The research indicated that respondents from both study groups largely feel that Delray Beach Fire-Rescue's program has improved the effectiveness of the organization, this is one of the main purposes for the implementation of the program. It is apparent by this feedback that many of the company officers are interested in doing a good job and meeting the expectations of the organization. This concurs with the findings of the literature review. "By joining together we've been able to expose our young officers to an education we could never do individually. It's a form of preventive medicine" (Kefalas, 1997).

It is interesting that the fire fighters who responded to the feedback form had more specific ideas on how the Officer Development Program could be improved than the officers themselves had. Two outstanding ideas were the required reading recommended to the results section of this paper and the need for more hands on training that can be brought back to the crews.

Finally, the research clearly indicates that the fire fighters of Delray Beach Fire-Rescue are more confident in the company officers that have completed the Officer Development Program than those who have not. However, leadership is still an issue that needs to be further addressed by the organization or the program itself.

Recommendations

Based on a thorough review of information gathered in this study, the following recommendations are made. Delray Beach Fire-Rescue should continue to conduct the Officer Development Program because of the overwhelming opinions of the respondents of the feedback forms concerning its effectiveness.

The Department should consider making the following changes to the curriculum based on the recommendation of the members of its organization and the information gathered by the researcher. First, increase the time spent on "interpersonal relationship issues" such as, written and oral communication skills, listening techniques, functional leadership, and creating an environment that will improve morale. This recommendation is made from both officers who have attended the program and is supported by the comments made by the fire fighters who completed the feedback form. Next, the curriculum should include additional time with hands on subjects. This will have an impact on the development of the officer and potentially the crews they supervise when they share those experiences.

At a minimum the following sources on leadership training should be required, *Leadership Secrets of the Rogue Warrior* by Richard Marcinko and *Leadership on the Line - Staying Alive Through the Dangers of Leading* by Ronald A. Heifetz and Marty Linsky. Additional sources should be reviewed by the department and considered for

inclusion to improve any future delivery of the Company Officer Development Program and the program's curriculum.

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Appendix A

Internal Feedback Form
"Officer"

As part of my Executive Fire Officer Program for the National Fire Academy I am researching the effectiveness of the recently implemented Officer Development Program. In an attempt to gather information from you a participant in the City of Delray Beach Fire-Rescue's Officer Development Program I am requesting that you answer the following questions. Your cooperation is greatly appreciated.

- 1) How many years have you served in the fire service?
0-5 ____ 6-10 (7) 11-15 (5) 16-20 (5) Over 20 ____
- 2) How many years have you served with Delray Beach Fire-Rescue?
0-5 ____ 6-10 (7) 11-15 (5) 16-20 (5) Over 20 ____
- 3) List some of the specific qualities you feel contribute to the success of Company Officers of Delray Beach Fire-Rescue that you have the most confidence in.
Lead by Example, Honesty, Trustworthy, Hands On, Experienced, Educated, Accountable, Responsible, Reliable, Respectable
- 4) List some of the specific traits you feel contribute to the lack of success of Company Officers of Delray Beach Fire-Rescue that you have the least confidence in.
Most of the respondents wrote "Opposite of #3".
- 5) What subjects do you believe should be added to the Officer Development Program curriculum to improve its effectiveness?
Written and Oral Communication Skills, Listening Techniques, Functional Leadership, and Creating an Environment That Will Improve Morale.
- 6) What subjects do believe should be eliminated from the Officer Development Program curriculum to improve its effectiveness?
None were recommended
- 7) What if any problems have you seen with the implementation of Delray Beach Fire-Rescue's Officer Development Program?
None were noted
- 8) Do you feel the Officer Development Program has improved the working relationship between the Department's officers and line personnel?
Yes (8) No (5) Not Sure (4)

- 9) Do you feel the Officer Development Program has improved the effectiveness of Delray Beach Fire-Rescue?

Yes (11) No (4) Not Sure (2)

- 10) Do you believe that now that you have completed the Officer Development Program you are more of a supervisor or leader?

(10) (7)

Thank you for your involvement in this very important research survey. You have provided me with important information that will allow us to evaluate the effectiveness and appropriateness of our Officer Development Program. Your comments will be used to make recommendations on improving the quality of the future leaders of our organization. Please return the completed survey in the envelope provided to my office no later than June 30, 2003. Thanks again!

Appendix B

Internal Feedback Form
"Fire Fighter"

As part of my Executive Fire Officer Program for the National Fire Academy I am researching the effectiveness of the recently implemented Officer Development Program. In an attempt to gather information from you, a fire fighter paramedic who is working with a Company Officer who was a recent participant of the City of Delray Beach Fire-Rescue's Officer Development Program, I am requesting that you answer the following questions. Your cooperation is greatly appreciated.

- 1) How many years have you served in the fire service?
0-5 (2) 6-10 (7) 11-15 (3) 16-20 (1) Over 20 (0)

- 2) How many years have you served with Delray Beach Fire-Rescue?
0-5 (2) 6-10 (7) 11-15 (3) 16-20 (1) Over 20 (0)

- 3) List some of the specific qualities you feel contribute to the success of Company Officers of Delray Beach Fire-Rescue that you have the most confidence in.

- 4) List some of the specific traits you feel contribute to the lack of success of Company Officers of Delray Beach Fire-Rescue that you have the least confidence in.

- 5) Do you believe there are any subjects that should be added to the Officer Development Program curriculum to improve its effectiveness?

- 6) Do believe there are any subjects that should be eliminated from the Officer Development Program curriculum to improve its effectiveness?

7) What if any problems have you seen with the implementation of Delray Beach Fire-Rescue's Officer Development Program?

8) Do you feel the Officer Development Program has improved the working relationship between the Department's officers and line personnel?

Yes (11) No (2) Not Sure (1)

9) Do you feel the Officer Development Program has improved the effectiveness of Delray Beach Fire-Rescue?

Yes (11) No (2) Not Sure (1)

10) How confident are you in the Company Officers of Delray Beach Fire-Rescue who **have** completed the Officer Development Program to supervise you and your co-workers during structural fire fighting operations?

Very Confident (7) Confident (2) Somewhat Confident (1) Not Confident

11) How confident are you in the Company Officers of Delray Beach Fire-Rescue who **have not** completed the Officer Development Program to supervise you and your co-workers during structural fire fighting operations?

Very Confident (4) Confident Somewhat Confident (5) Not Confident (4)

12) How confident are you in the Company Officers of Delray Beach Fire-Rescue who **have** completed the Officer Development Program to supervise you and your co-workers during routine daily emergency responses?

Very Confident (6) Confident (5) Somewhat Confident (2) Not Confident

13) How confident are you in the Company Officers of Delray Beach Fire-Rescue who **have not** completed the Officer Development Program to supervise you and your co-workers during routine daily emergency responses?

Very Confident (4) Confident (5) Somewhat Confident (4) Not Confident

- 14) How confident are you in the Company Officers of Delray Beach Fire-Rescue who **have** completed the Officer Development Program to enforce the Department's rules and regulations, and Standard Operating Procedures fairly?

Very Confident ____ Confident (9) Somewhat Confident (4) Not Confident ____

- 15) How confident are you in the Company Officers of Delray Beach Fire-Rescue who **have not** completed the Officer Development Program to enforce the Department's rules and regulations, and Standard Operating Procedures fairly?

Very Confident ____ Confident (4) Somewhat Confident (4) Not Confident (5)

- 16) Do you believe the Company Officers of Delray Beach Fire-Rescue who **have** completed the Officer Development Program allow subordinates sufficient input and say in their daily work activities?

Yes (9) No (3) Not Sure (1)

- 17) Do you believe the Company Officers of Delray Beach Fire-Rescue who **have not** completed the Officer Development Program allow subordinates sufficient input and say in their daily work activities?

Yes (6) No (6) Not Sure (1)

- 18) Do you believe the Company Officers of Delray Beach Fire-Rescue who **have** completed the Officer Development Program are more of a supervisor or leader?
(10) (3)

- 19) Do you believe the Company Officers of Delray Beach Fire-Rescue who **have not** completed the Officer Development Program are more of a supervisor or leader?
(11) (3)

Thank you for your involvement in this very important research survey. You have provided me with important information that will allow us to evaluate the effectiveness and appropriateness of our Officer Development Program. Your comments will be used to make recommendations on improving the quality of the future leaders of our organization. Please return the completed survey in the envelope provided to my office no later than June 30, 2003. Thanks again!