

**Shaping the future, an officer development program for
Trussville Fire and Rescue**

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CERTIFICATION STATEMENT

I hereby certify that this paper constitutes my own product, that where the language of others is set forth, quotation marks so indicate, and that appropriate credit is given where I have used the language, ideas, expressions, or writings of another.

Signed: _____

Abstract

Trussville Fire and Rescue is a young growing department that does not have an established program to prepare future company officers for leadership roles within the department. The fire service has changed through the years into a professional occupation which requires not only technical knowledge and skill, but extensive education and training. The purpose of this research is to create an officer development program that will train current and prospective company officers for the City of Trussville. Action research will be used to answer the following five questions:

- a) Are fire departments currently using officer development programs to prepare their leaders, if so, what are some examples of successful programs?
- b) What are some of the programs that private sector companies use to professionally prepare their future leaders?
- c) What are the departmental expectations of company officers, and how do they differ from firefighter to fire chief?
- d) What elements should be considered when developing a program?
- e) What national training standards exist pertaining to fire officer qualifications, and which of them do we currently meet?

A literature review was performed to study what other authors had written on officer development and what the national standards are pertaining to officer development. An external survey instrument was used to determine what other fire departments required of their officers and any problems they may have encountered with a program. An internal survey was used to determine personnel expectations of officers and their training. The results determined that an officer development program was

needed for Trussville Fire and Rescue, and there were national standards that existed to assist the department with the development and implementation of a program.

Recommendations were made for the development of a program according to national standards and some of the suggested elements that should be included in that program.

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Introduction

Fire service agencies have always relied on the advancement and progression of its members through the ranks to lead the department. When a person joins the fire department they must rely on the experience and expertise of their fire officers to guide them in both the everyday tasks and the response to emergency incidents. The company officer in today's fire service has an expanding role in the mitigation of an array of emergency incidents, including fire suppression, emergency medical services, technical rescue, hazardous materials and many others. The fire officer of today must not only be technically skilled, but they must also be a good manager and possess interpersonal skills that allow them to interact with professional colleagues and the citizens that they serve. Today's society is very different from the past; leaders today must deal with very diverse issues concerning personnel management and legal issues. Officers, especially line level company officers and battalion chiefs, are the supervisors that link the line personnel to the overall mission statement of both the department and the city they work for.

Trussville Fire and Rescue has only had its current command structure for 11 years and started with only a fire chief. As the department has grown and officer positions were created, there has not always been a pool of qualified, experienced, and trained firefighters or company officers to promote when advancement opportunities arose. The problem is Trussville Fire and Rescue is a young growing department that does not have an established program to prepare future company officers for leadership roles within the department. The purpose of this research is to create an officer development program that will train current and prospective company officers for the City of Trussville. I will use action research to answer some basic questions pertaining to

the problem, they are as follows: Are fire departments currently using officer development programs to prepare their leaders, if so, what are some examples of successful programs? What are some of the programs that private sector companies use to professionally prepare their future leaders? What are the departmental expectations of company officers, and how do they differ from firefighter to fire chief? What elements should be considered when developing a program? What national training standards exist pertaining to fire officer qualifications, and which of them do we currently meet?

Background and Significance

Trussville incorporated into a city on June 10, 1947, (City of Trussville, 2009) soon there after the Trussville Volunteer Fire Department was formed to protect its citizens. The city saw a large increase in the late 1980's and early 1990's in both commercial development and residential development. Along with this growth came a population increase that put an additional strain on the fire department that was made up entirely of volunteer members. The city relied on a volunteer fire department for both fire emergencies and emergency medical services until February of 1998 when the first career fire chief was hired. Soon after that, in July 1998 firefighters were hired to staff the city's fire station.

Today the City of Trussville is a combination department the employs 30 line personnel and has 4 administrative staff personnel. The line personnel staff three fire stations and work 24 hours on duty and 48 hours off duty. Each shift is made up of a Captain, who is the shift commander, two lieutenants and seven firefighter/emergency medical technicians. The administrative staff has separate offices and is made up of a fire chief, fire marshal, a fire inspector/investigator, and an EMS officer.

Trussville Fire and Rescue provides many services to the city that go beyond the traditional roles of a fire department. Fire suppression services are accomplished with three staffed engine companies, 1 ladder company, and 1 truck company. Emergency medical services are provided with three advanced life support engine companies and three advanced life support transport units. Technical rescue teams which include; confined space rescue, high angle rescue, trench rescue, swift water rescue, and a dive/recovery team. Trussville Fire and Rescue provides hazardous materials mitigation for the central part of the state of Alabama and participates in numerous community and public relation activities.

Employment and promotional testing is done through the Personnel Board of Jefferson County (PBJC). The PBJC was established in 1935 by state statute as the human resources agency responsible for administering the civil service system in Jefferson County. The enabling act establishes the authority and regulations under which the county's Civil Service (Merit) System functions in the State of Alabama. Currently there are a total of 23 jurisdictions that make up the Merit System of Jefferson County which employs approximately 9000 people (Personnel Board of Jefferson County, 2009). The PBJC reports directly to a Citizens Supervisory Commission, which is made up of seventeen community leaders from local colleges, universities, and civic groups. A three-member board that is appointed by the Citizens Supervisory Commission and serves staggered six-year terms governs the PBJC.

The entry-level employment testing includes a general knowledge test, interview, and physical abilities test. Any person seeking employment with any of the 18 municipal fire departments in the county must take this test and be on the eligibility roster in order

to become employed in the county. The promotional testing is a similar process and includes a “in basket” exercise, interview, and several incident command scenarios. Once a candidate successfully passes all portions of the promotional test their name and score will be placed on an eligibility roster for that city. The process differs depending on the level of promotion that is being tested. The PBJC has competitive promotional testing for Apparatus Operator, Fire Lieutenant, and Fire Captain. Battalion Chief, Assistant Chief, and Fire Chief have an eligibility roster of candidates within the jurisdiction who meet the job requirements. All employment and promotional appointments must come from the eligibility list, which is published after the testing process about every 18 months.

Trussville Fire and Rescue requires each entry-level employed firefighter to complete a 360-hour Firefighter I Recruit School successfully before the end of the first year of employment and to hold either a State of Alabama Department of Health emergency medical technician basic license or a paramedic license prior to employment. They must keep their emergency medical technician license current and up to date through yearly refreshers and continuing education. For Lieutenant and Captain positions there are currently no educational or certification requirements and the only knowledge assessments are done through the PBJC competitive promotional testing. The volunteer division of the department does not have any qualifications or requirements written for their officers. Due to this limited testing and prerequisites for each position there is often a lack of qualified candidates to fill supervisory positions in the department, whether they be career or volunteer.

In the past, each employee and volunteer has been encouraged by the administration to acquire education; whether it is fire service related certifications or

college level classes. However, we have never developed a program that will provide a roadmap for employees or volunteers to gain the necessary skill and education to be an effective fire officer.

Today's fire service leaders must be trained in a wide array of technical and educational fields, not just traditional fire suppression. With the fire service being the public entity that is called for every imaginable problem, the company officer must be prepared to mitigate each incident with an unprecedented degree of skill and customer service. Officer development in today's fire departments is becoming a necessity in order for the line and staff level managers to provide the public with the level of service they are expecting. With countless legal issues, natural disasters, terrorist activities, and also the traditional roles of the fire and EMS service, we must ensure that our fire officers are prepared to lead the department into the future.

This applied research project relates to the National Fire Academy's Executive Development class in that it deals with the professional development of the fire officer as they progress through the many different steps in the promotional ladder. It will evaluate the need for a continuing education and career training program that will better prepare the fire officers of today and tomorrow to deal with change management and organizational culture issues.

This applied research paper is also linked to the United States Fire Administration operational objective to reduce the loss of life from fire of firefighters by ensuring that the fire officers of tomorrow are trained and prepared to face the diverse issues of the fire service both safely and effectively. Additionally, it can be linked to the operational objective which states, to respond appropriately in a timely manner to emerging issues in

the fire service. This applied research paper will investigate the link between change management and officer development, and how these two correspond with the importance of continuing education in the fire service.

Literature Review

The purpose of this literature review was to gain a better understanding of the effectiveness of officer development in the fire service and what motivates firefighters to want to succeed. Also reviewed were the current national standards as they pertain to officer development and what other fire departments similar to Trussville Fire and Rescue have implemented. The private sector was also examined to determine what companies had successful career development programs for their employees.

In an article by Carter (2007) about higher education and what it means to your fire service career Doctor Dennis Oniel is quoted as saying:

I see that two things are going to occur in the future. The first is that the fire service will begin to enter “professional” status as opposed to the “occupational” status. That means that there will be more and more requirements for both education and training for positions in the fire departments. We’re seeing a little of it now, degree requirements for officers; EFO or CFOD requirements to become department chiefs, certification for different responsibilities. (p. 119)

Carter (2007) feels that so many times young firefighters end their educational journey at the end of recruit school. They return to their stations and community and get into the habit of doing the same thing day in and day out and never pursue any further education. Some current firefighters obtain just the minimum skills or knowledge to advance to the next rank, never striving to excel in their educational careers. (Carter, 2007)

The fire service has not always been receptive to the concept of higher education, however, that thought is changing and the leaders of today's fire service are realizing the importance of education, and the impact it makes on front line personnel and their critical thinking skills. (Broman, 2008) It was beginning to show that the firefighters who combined their training with higher education were making higher scores on tests. Those without education began to blame higher learning for disrupting the current system and even damaging their careers. All of this combined to set the stage for a possible conflict between training and education. (Broman, 2008) However, as education gained ground in the fire service, more training curriculum was written into college curriculum and as a result firefighters could get dual training and college credit for the same training. (Broman, 2008) Broman (2008) concludes his article by saying "Higher education is a valuable and necessary component for successfully leading today's fire service. You must combine it with your training, experience and self-development to produce a well-rounded skills set." (p.98)

"One of the biggest issues facing the fire service today is leadership development" (Alyn, 2008, p.80) The main focus of great leaders is not the issue of getting people to follow them, instead it is getting more people to become great leaders. (Alyn, 2008) Leadership development in the fire service begins with self-development, regardless of the style of leadership one possesses; each person should have a personal vision or plan for their career. (Alyn, 2008) Mentoring programs are a good way to develop outstanding leaders on the fire service. Most commonly, mentoring programs are only designed to train firefighters for a new position. A probationary firefighter may be mentored in a new department in order to become familiar with the way things are done, or a promotional

candidate may be mentored prior to the promotion process so that they know what to expect as they progress through the assessment in order to eliminate some of the anxiety and stress that comes along with it. (Alyn, 2008) Throughout your development experience and growth, a successful mentor will guide and coach you. (IAFC, 2003) Alyn (2008) stated “To develop great leaders in any organization, you need great mentors to set the role model example. You don’t need a formal mentoring program in your department to make this work (although it would be great to have one). What you need is a willingness to see others developed.” (p.81)

Two examples of officer development programs were reviewed in the literature in order to explore and expand on research question number one: Are fire departments currently using officer development programs to prepare their leaders, if so, what are some examples of successful programs? These two examples are different in nature and while they did not provide specific requirements, they did provide a framework that one could build a custom program for their department.

William Shouldis, Deputy Chief with the Philadelphia Fire Department (PFD), describes their officer development program and how it has evolved over time to fit the changing fire service. Shouldis (2005) said:

Changes in policies, procedures, technology, and resources are inevitable for any emergency service provider. Diverse and complex issues will always face fire station supervisors. Training is essential to protect organizations and individuals from legal, physical, and emotional harm. These days, the public demands the delivery of superior services. This mandate must be coupled with the requirements of elected officials to control costs and have measurable results. The

range of worthwhile “risk reduction” programs continues to spiral while fire department assets shrink. A department’s efforts cannot be fragmented. The ability to cope with the endless cycle of Occupational Safety and Health Administration (OSHA) regulations, National Fire Protection Association (NFPA) standards, and local directives will be compromised without a job-related preparedness plan to connect the fire department’s mission (prevention, response, and mitigation) to individual job performance criteria. (p.69)

The PFD’s officer development program is divided into two phases, pre-promotion and post-promotion. The off-duty pre-promotion phase is a college level fire science curriculum that includes tuition reimbursement and reward points on promotional exams based on associates and bachelors degrees. (Shouldis, 2005) In the pre-promotion phase the deputy chief acts as a guidance counselor in the education process, and leads the students through the curriculum to ensure a smooth transition from a two-year college to a four-year university. (Shouldis, 2005) The on-duty post-promotion phase is lead by the battalion chiefs, which consists of an eighty hour course designed to instruct officers on five subject tracks, Management, Prevention, Operations, Safety and Fire Cause Investigation. (Shouldis, 2005)

Shouldis (2005) said, “having a scheduled supervisor training program can no longer be viewed as a luxury or a mere formality. It is necessary to enhance operational readiness and improve personnel safety.”(p. 72) Career development will aid the firefighter or fire officer in gaining the proficiency to progress up the chain of responsibility. In the fire service of today, it will be necessary to merge education and training. Making training an organizational priority will ensure that your front line

personnel and the people they serve receive the highest level of service possible.

(Shouldis, 2005)

The second program investigated is from Vancouver Washington, where they have developed a five step process for officer development. Their program is based on the National Fire Protection Association's 1021 standard, which incorporates the recommended four levels of fire officer, and one additional level added by the Vancouver Fire Department (VFD). (Scott, 2007) The levels were all titled captain and progressed from level one, being the equivalent of a probationary lieutenant, to level 5, which was a station captain. With each level increase there was a five percent increase in pay and a minimum requirement of at least two years in grade before you could progress to the next level. There was also an educational requirement of college level classes, which progressed from one hundred level classes all the way through graduate level for a level four captain. (Scott, 2007)

Scott (2007) looks back on the pre officer development program times and describes the promotional process as something that did little to develop officer candidates to become good leaders. Scott (2007) says "The VFD company officer program has brought significant educational development to the organization. It has ignited the passions of firefighters wanting to promote and current officers wanting to advance."(p. 70) Scott (2007) goes on to say "Many program participants realize the positive benefit the program has had on their careers, and how it has improved the opportunities for advancement within the rank of captain and on up to BC."(p.70)

The next section of the literature review will consist of the analysis of what national standards exist pertaining to officer development. National Fire Protection

Association (NFPA) 1021 Standard for Fire Officer Professional Qualifications and the International Association of Fire Chiefs (IAFC) Officer Development Handbook are the two standards that are widely accepted nationally as fire officer standards and are comprehensive in scope to include all levels of fire officer. NFPA 1021 – Standard for Fire Officer Professional Qualifications is referred to as a minimum standard for officer development and is expanded greatly in the IAFC Officer Development Handbook.

NFPA (2003) states in the opening origin and development introduction that:

The original concept of the professional qualification standards...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 1980's, 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. (p.1021-1)

NFPA 1021 Standard for Fire Officer Professional Qualifications identifies the performance requirements necessary to perform the duties of a fire officer and specifically identifies four levels of officer progression. (NFPA, 2003) The purpose of this standard is to define the performance requirement for each level or progression of a fire officer. The four levels of fire officer in NFPA 1021 are as follows:

Fire Officer I – The firefighter shall meet the requirements for firefighter II as defined in NFPA 1001, fire instructor I as defined in NFPA 1041, and job performance requirements listed in the standard. (p.1021-6)

Fire Officer II – The fire officer I shall meet the requirements for fire instructor I as defined in NFPA 1041, and the job performance requirements listed in the standard. (p.1021-8)

Fire Officer III – The fire officer II shall meet the requirements of fire instructor II as defined in NFPA 1041 and the job performance requirements defined in the standard. (p.1021-10)

Fire Officer IV – The fire officer III shall meet the job performance requirements defined in the standard. (p. 1021-11)

Each of these levels of fire officer that is defined by NFPA 1021 has a specific set of job performance requirements that the standard specifically identifies. The job performance requirements are as follows: general, human resource management, community and government relations, administration, emergency services delivery, inspection and investigation, and health and safety. These job performance requirements progressively increase the required skill and knowledge needed to accomplish the tasks as the level of fire officer increases.

Another standard that is available for officer development reference is the International Association of Fire Chiefs (IAFC) Officer Development Handbook. This book uses NFPA 1021 as a basic framework for the levels of fire officer, but expands on the development needed to achieve each of the levels. The IAFC defines professional development, as “Professional development is the planned progressive life-long process of education, training, self-development and experience.” (2003, IAFC, p.1) The IAFC Officer Development Handbook begins each officer level with a summary of the NFPA 1021 standard, and then describes in detail the IAFC’s recommendations to achieve the

desired level of fire officer. The book however stresses that this program outlined within should only comprise a portion of the total development process. IAFC (2003) has developed four levels of fire officer which are: supervising fire officer, managing fire officer, administrative fire officer, and executive fire officer. Each of these stages of officer development is described in detail specifically focusing on four elements, which are: training, experience, self-development, and education.

Another agency that provides guidance for the officer development process is the National Board of Fire Service Professional Qualifications (Pro Board). The purpose of the Pro Board is to establish an internationally recognized means of acknowledging professional achievement in the fire service and related fields. (Pro Board 2009) The basis of the Pro Boards accreditation is the National Fire Protection Association's professional qualification standards. The Pro Boards system has evolved to a standard that an entity can use to establish certain performance criteria for its personnel. (Pro Board, 2009) The Pro Board certification of an entity recognizes it as an organization that has met the rigorous third party review to ensure their programs meet the applicable national standards. (Pro Board, 2009)

This literature review also wanted to review what companies outside of the fire service were doing to develop their leaders of tomorrow. Fire service leadership can be compared to private companies in that the leadership must acquire certain skills and knowledge to attain leadership positions with the company. As these leadership roles increase in responsibility, so must the requisite job requirements. This review investigated the importance that large companies placed on the development of their

supervisors and how they motivated their employees to personally develop their leadership skills.

Boeing, which is the world's largest manufacturer of commercial jetliners and military aircraft combined, was examined because of its long tradition of aerospace leadership and innovations. (Boeing, 2009) The company also operates the space shuttle and the international space station as a major service provider to the National Aeronautics and Space Administrations (NASA). Headquartered in Chicago Illinois, Boeing employs over 160,000 in both the United States and worldwide.(Boeing, 2009) Boeing represents one of the most diverse, talented, and innovative workforces worldwide, with almost 83,800 of its employees holding a college degree and 29,000 of those employees holding a advanced degree in nearly every business and technical field. (Boeing, 2009)

One of the ways that Boeing develops its leaders is through the Boeing Leadership Center. The purpose of the Boeing Leadership Center is to bring management from all over the company together in a central location to provide leadership development opportunities which translate into on the job successes. (Boeing, 2009) The center is designed to allow all leaders, from first line managers to the senior executives, to share knowledge, as well as exchange techniques and practices. (Boeing, 2009) The leadership programs offered are based on research and use concepts such as action learning, simulations, and leaders teaching leaders. (Boeing, 2009) Boeing also offers career counselors to all employees which are part of their employee assistance program. The career counselors hold a graduate degree in counseling and can assist employees in formulating and following through with career plans that are tailored for the individual. (Achieve Solutions, 2009)

Another company examined was General Electric (GE), which is a diversified technology, media, and financial services company. General Electric's products and services range from aircraft engines, power generation, water processing and security technology to medical imaging, financing, media, and industrial products. (GE, 2009) GE employs more than 320,000 people worldwide and serves customers on 100 countries. (GE, 2009) GE invests about one billion dollars annually on the training and education of its leaders, and ninety percent of GE's top 600 leaders are promoted from within the company. (GE, 2009)

In 1956 GE founded the John F. Welch Leadership Development Center, which is recognized as the world's first major corporate business school. (GE, 2009) The center hosts about 10,000 GE employees each year that range from entry level to the highest performing executives. The leadership development center offers courses covering a broad range of topics:

- Executive courses in leadership, innovation, strategy and manager development,
- Leadership courses for new managers focusing on development, business impact and external focus,
- Essential skills courses such as hiring, presentations, team building and project management
- Customer programs including executive briefings, change management and integration. (GE,2009)

There are also two leadership programs that are offered by the company to develop its managers. The entry level leadership program, which offers recent college graduates with development opportunities that combine real world experience with

classroom study. This program takes young professionals over a two year period through a series of rotating assignments that give them accelerated professional development, world class mentors, and global networking. (GE, 2009) The second leadership program is for experienced leadership professionals who wish to accelerate their careers through collaboration with top innovators in their fields. This partnership produces intense on the job development in the areas of corporate audit, human resources, and sales and marketing. (GE, 2009) Through the programs and courses offered, the leadership center continues its legacy serving as a powerful organizational force and instilling in each employee the reminder to “never stop learning” (GE, 2009) GE (2009) illustrates its commitment to education with this statement: “Education is pervasive at all levels of the organization – over the course of 15 years, our 191 most-senior executives spent at least 12 months in training and professional development.” (p.1)

Procedures

The focus of this applied research paper was to determine what officer development programs are being used by other departments and how successful those programs are. Trussville Fire and Rescue does not have any sort of officer development program in place, but would like to design a program that would work for our smaller combination department. Action research was used to determine what kind of programs have been successful in the past and what national standard exist to aide Trussville Fire and Rescue in the development of our program.

The research for this applied research project began while I was on the campus of the National Fire Academy (NFA) in Emmitsburg, Maryland. The Learning Resource Center (LRC) was utilized to take advantage of the numerous fire service related books

and periodicals that that library contained. The online catalog was used to search the Learning Resource Center's database for all possible matches to my research topic. Through an electronic search several articles, books, and applied research papers were identified as relating to my topic of officer development. I also performed an extensive literature review of available books that were available to me through both my local library and through the inter library loan program.

National Fire Protection Association and the International Association of Fire Chiefs Officer Development Handbook were the two national standards that were found pertaining to this subject. Trussville Fire and Rescue owned a copy of each of these references and allowed me to use them during my research. There were also electronic resources pertaining to the national standards that were reviewed and used as needed. Also reviewed were the electronic resources from the Jefferson County Personnel Board which is currently the sole method for our department's promotional testing and evaluation.

An internal survey was conducted to answer the question of what are the departmental expectations of the fire officers and how do they differ from firefighter to fire chief. This survey was conducted using the department email system to disburse the surveys to the members. The survey was conducted using Survey Monkey and consisted of six questions. All of the responses of this survey were anonymous in order to receive a more honest answer; however I did request the rank of the person taking the survey to assist with the categorization of the data. The first question of this survey was asking the respondents to identify their current position in the department was. This question was included in order to see how the responses differed from a line level firefighter to the

upper level fire officers. The second question was an open ended question to find out what the perceived duties, responsibilities, and expectations were of a fire officer for Trussville Fire and Rescue. The third question was aimed toward the line level firefighters trying to find out what they thought was important to prepare them for the next leadership role within the department. The fourth question was similar to number three except it was aimed at the current officers, and what they thought was important for the next leadership role. Question number five contained a list of seven general items that are commonly found in officer development programs. The respondent was asked to rank these items in order of importance from greatest to least. This question used a forced ranking system that required the respondent to only rank one answer for each category. Question six simply asked the respondents whether they thought Trussville Fire and Rescue should develop written guidelines for an officer development program or should we keep doing what we are currently doing.

I also conducted an external survey using Survey Monkey that was used to determine if other fire departments utilized an officer development program. The survey was dispersed using a statewide fire chief's e-group and a nationwide Executive Fire Officer e-group. This survey did not have a specific target for its respondents, but the assumption was made that fire chief and chief officers would be the persons answering the survey. Question number one on the external survey was a demographics question to determine the respondents name, company, state and email. This information was gathered to enable replication of the survey if needed. Question two was a yes or no question to determine if the respondents department currently has an officer development program. Question three asked the respondents to briefly describe their department's

current promotional process. Question four listed seven subjects that are common elements of officer development programs and asked to respondents to rank the weight that their department places on that particular item for most important to least important. Question number five asked whether their department was under a local or county personnel board and if so how that affected their promotional process. This question was included because Trussville Fire and Rescue is under a county personnel board and the answers could be applicable to our department. Question number six asked if the department paid for or provided the training for promotional consideration. Financial consideration is a key factor in today's economy and the municipality will want to know what any new program is going to cost. Question number seven asked the respondents if their department is a career or combination department, do your employees get paid overtime to attend training that is required for promotional consideration. Question number eight inquired whether their departments had any kind of officer mentoring program for their newly promoted officers. This question was included because a lot of the literature reviewed stressed the importance of officer mentoring. Question number nine was used to determine if the respondent's officer development program has better prepared their officer for leadership roles. Question ten asked the respondents if their department offered continuing education to its officers after the promotion. This could be in the form of development for the next rank or for the current position.

Results

This research contained two surveys that were distributed via email to two very different groups. The first survey was an internal survey that was conducted via Survey Monkey and distributed via department email. This survey was given to all members of

Trussville Fire and Rescue that had email capabilities. The second survey was an external survey that was also conducted via Survey Monkey and email. This email was sent to various e-groups of state and national fire service professionals. It was assumed that the surveys were completed by the fire chief or his/her designee. One hundred surveys were completed to get a diverse group of respondents.

Research Question # 1

Are fire departments currently using officer development programs to prepare their leaders, if so, what are some examples of successful programs?

I used a combination of literature review and survey to answer research question number one. Part one of the question asks if fire departments are currently using officer development programs to prepare their leaders. In my external survey to fire service leaders question number two asked: Does your department have an officer development program? Ninety-eight out of one hundred respondents answered this question, with fifty-six respondents answering that they did not have an officer development program. This is equal to fifty-seven point one percent of the total responses. Forty-two answered that they did have an officer development program which is equal to forty-two point nine percent of the total responses.

Part two of the question was answered in my literature review. Two programs were reviewed and determined to be successful according to the departments that implemented them.

The first program that was reviewed was from Philadelphia, and it consisted of a two phase program, pre-promotion and post-promotion. The pre-promotion consisted of a college level fire science program which was modeled in part on the publication

“Guideline for Fire Service Education Programs at Community and Junior Colleges.

(Shouldis, 2005) The tuition for this program is reimbursed by the department and reward points are given on promotional testing for associates and bachelor degrees obtained.

Shouldis (2005) states “Although possessing a degree does not ensure competency in the officer role, it does give an indication of a person’s commitment to learning.” The post-promotion phase is an eighty hour curriculum that targets five subjects: management, prevention, operations, safety, and fire cause investigation. In conclusion of his article Shouldis (2005) writes:

Organizational guidance, mentoring, and technical training will help overcome obstacles and barriers. The concept of career development will assist an individual to gain the proficiency needed to “climb the ladder” of responsibility....By combining scene control and administrative and managerial modules, individuals can envision the duties of a front-line fire officer in the most productive manner.
(p.72)

The second program from Vancouver Washington uses a five step process for officer development and promotion. It is a progressive process that uses only the rank of captain. The captains progress from step one which is equivalent to a probationary lieutenant through step five which is equal to a station captain and appointed by the fire chief. Each of these steps come with an increase in responsibility, education, experience, and pay. Scott (2007) concludes with:

The VFD’s step program, combined with educational requirements, time-in-grade, tuition reimbursement and pay incentives, have been very successful.

Although we’ve had our difficulties, through continued participation from the

administration, local universities, and union representatives, we've developed a program that the organization takes great pride in. There's no doubt in my mind that the company officers we're turning out today are much more ready to lead than those of 10 years ago. And that has a direct impact on the safety of the public and the firefighters under their command. (p. 72)

Research Question # 2

What are some of the programs that private sector companies use to professionally prepare their future leaders?

This question was answered through a literature review on the internet of two major companies and their career development programs that they offer. The first company reviewed was Boeing, which is the world's largest manufacturer of commercial jetliners and military aircraft. (Boeing, 2009) Boeing operates the Boeing Leadership Center, which is designed to allow all leaders, from first line managers to senior executives, to share knowledge as well as exchange techniques and practices. It also allows the company to bring management from all over the company together in a central location to provide leadership development opportunities which translate into on the job successes. (Boeing, 2009) The company also offers career counselors to all of its employees as part of its employee assistance program. These counselors can assist employees formulating and following through with career plans that are designed for each individual. (Boeing, 2009)

The second company reviewed was General Electric, which is a diversified technology, media, and financial services company, which employs more than 320,000 people and serves customers on over 100 countries. (GE, 2009) The company invests

about one billion dollars annually on the training and education of its leaders, and ninety percent of the companies top six hundred leaders were promoted from within the company. (GE, 2009) In 1956, General Electric founded the John F. Welch Leadership Development Center. The center hosts about ten thousand GE employees each year that range from entry level to the highest executives. (GE, 2009) GE also has two leadership programs that are offered to develop its managers, the entry level leadership program, which is for recent college graduates, and the experienced leadership program which is for leadership professionals who wish accelerate their careers through job development. GE (2009) has illustrated its commitment to education with this statement: “Education is pervasive at all levels of the organization – over the course of 15 years, our 191 most-senior executives spent at least 12 months on training and professional development.”

Research Question # 3

What are the departmental expectations of company officers, and how do they differ from firefighter to fire chief?

This research question was answered with an internal survey of Trussville Fire and Rescue personnel to determine what the line personnel perceived as the expectations of a fire officer in the City of Trussville. The question was open ended with each respondent providing an essay type answer. The responses were analyzed in order to determine if there was a difference in expectations according to rank. A total of fifty surveys were sent to department personnel, twenty-one surveys were completed and question two on the internal survey only had eleven responses with ten people skipping the question. The eleven responses were evaluated and divided by rank to determine if there was a difference in expectations from firefighter to fire chief. No significant

difference was noted and most personnel reported an accurate job description. The results were as follows:

Fire Chief	<ul style="list-style-type: none"> total responsibility
Asst. Chief	<ul style="list-style-type: none"> No Response
Captain	<ul style="list-style-type: none"> Supervise fire ground ops, EMS ops. Ensure apparatus and stations are maintained. Provide training. To lead, direct and supervise the people on your shift.
Lieutenant	<ul style="list-style-type: none"> To lead our firefighters to mitigate any emergency situation safely. This is accomplished through training, preparation and excellent equipment. General supervision of personnel during a shift, maintain proper working condition of apparatus and equipment, maintain and upkeep of the station and equipment therein, and regular checks and maintenance of rescue supplies and equipment.
Firefighter	<ul style="list-style-type: none"> Lt. - manage a crew of firefighters at a particular station on a particular shift. Ensure equipment is ready for use, ensure crew is trained and competent in all tasks required of them for their job, ensure all paperwork has been completed and submitted. This person is ultimately responsible for all activities of his or her crew, (driving, paperwork, skills, continuing ed., station condition, morale) this person either solves personnel issues or reports them higher to their captain. Capt .- the captain is responsible for all the Lt's task on their shift, as well as supervise the Lt's to ensure their effectiveness. this person is the primary decision maker on incidents scenes and over his or her shift personnel (IC, Station assignments, vacation delegation) Fire Chief - the liaison between the fire department and the city council/ mayor. Controls the business end of the department. Ensures adequate equipment is present and up to date. Captains report to the fire chief. May choose to serve as IC if he wishes but is not required. Shift commander. Staffing, daily duties delegated, run calls, incident commander, quality check reports, expected to be leader by example. Leadership on calls med. or fire. supervise firefighters Responsible for leading the members of their shift or members at their station. Officers are expected to effectively lead their staff in a safe manner. Have knowledge of the position. Knowledge of day to day operations. Leadership skills and team work. Knowledge of territory. Have great people skills. Know your chain of command.

Research Question # 4

What elements should be considered when developing a program?

This question was answered through several survey questions on both the internal survey of Trussville Fire and Rescue personnel and external survey of fire service

professionals. The first table in these results is a forced ranking of several components of common officer development programs. Table one is a ranking performed by Trussville Fire and Rescue personnel, of the twenty-one respondents, thirteen or sixty-one percent answered this question and eight or thirty-eight percent skipped it.

	1-Most Important	2	3	4	5	6	7-Least Important	Rating Average	Response Count
College Education Associates Degree	0.0% (0)	9.1% (1)	0.0% (0)	18.2% (2)	27.3% (3)	36.4% (4)	9.1% (1)	5.09	11
College Education Bachelors Degree	16.7% (2)	0.0% (0)	8.3% (1)	8.3% (1)	8.3% (1)	25.0% (3)	33.3% (4)	5.00	12
Fire Service Certifications	18.2% (2)	9.1% (1)	27.3% (3)	9.1% (1)	9.1% (1)	9.1% (1)	18.2% (2)	3.82	11
EMS Training	8.3% (1)	25.0% (3)	41.7% (5)	8.3% (1)	8.3% (1)	0.0% (0)	8.3% (1)	3.17	12
Years of Service	8.3% (1)	8.3% (1)	25.0% (3)	16.7% (2)	8.3% (1)	16.7% (2)	16.7% (2)	4.25	12
Technical Knowledge or Experience	54.5% (6)	9.1% (1)	9.1% (1)	9.1% (1)	18.2% (2)	0.0% (0)	0.0% (0)	2.27	11
Incident Command Training	9.1% (1)	45.5% (5)	0.0% (0)	18.2% (2)	18.2% (2)	9.1% (1)	0.0% (0)	3.18	11

Table two of these results came from the external survey of fire service professionals and is a ranking of the same components of officer development programs.

In this survey, ninety-six or ninety-six percent of the respondents answered the question and four or four percent skipped it. The results were as follows:

	1 - Most Important	2	3	4	5	6	7 - Least Important	Rating Average	Response Count
College Education - Associates Degree	10.4% (10)	14.6% (14)	15.6% (15)	16.7% (16)	11.5% (11)	15.6% (15)	15.6% (15)	4.14	96
College Education - Bachelor's Degree	6.3% (6)	11.5% (11)	18.8% (18)	9.4% (9)	10.4% (10)	17.7% (17)	26.0% (25)	4.64	96
Fire Service Certifications	28.4% (27)	25.3% (24)	21.1% (20)	8.4% (8)	5.3% (5)	3.2% (3)	8.4% (8)	2.80	95
EMS Training	12.6% (12)	21.1% (20)	8.4% (8)	22.1% (21)	14.7% (14)	9.5% (9)	11.6% (11)	3.80	95
Years of Service	16.8% (16)	26.3% (25)	22.1% (21)	17.9% (17)	8.4% (8)	5.3% (5)	3.2% (3)	3.03	95
Technical Knowledge or Experience	40.6% (39)	24.0% (23)	17.7% (17)	7.3% (7)	3.1% (3)	1.0% (1)	6.3% (6)	2.36	96
Incident Command Training/Knowledge	28.7% (27)	26.6% (25)	23.4% (22)	6.4% (6)	6.4% (6)	3.2% (3)	5.3% (5)	2.66	94

Another question that was answered through the external survey was whether or not the respondents department was under a city or county personnel board. This is applicable to our department because we are under a county personnel board which does all of the entry level as well as promotional testing for all fire departments within Jefferson County Alabama. I also wanted to know if the respondents departments were under a personnel board, what effects have they experienced, positive or negative, when

it came to their promotional process. Ninety-six of the respondents answered this question with four respondents skipping it. The results of this question were as follows:

Yes	36 or 37.5 %
No	60 or 62.5 %

There was a wide range of reasons that promotional processes were affected by these personnel boards. Some personnel boards conducted testing but it was up to the individual fire department to promote who they thought was best prepared to lead, other fire departments had little or no control over who was promoted. Human resource departments are involved in some of the respondent's promotional processes, but usually in a supportive role to the fire administration.

Another area of interest for our fire department is finance and budget. The next two survey questions were included in order to determine if other fire departments provided or paid for the training that is required for promotional consideration and if they paid their employees overtime for the time spent at these classes. With ninety-eight of the respondents answering the question and two skipping it, the results were as follows:

Does your department provide and/or pay for the training required for promotional consideration?

Yes	69 respondents or 70.4 %
No	29 respondents or 29.6 %

If your department is a career or combination fire department, do your employees get paid overtime for attending training that is required for promotional consideration?

Yes	24 respondents or 26.1 %
No	58 respondents or 63 %
Other	10 respondents or 10 %

Gates (2003) said “We must continue to develop people as they progress through the ranks if they are to be effective leaders.” (p. 104) Leadership effectiveness is crucial to the overall success of a fire officer, and a good leader will strive to produce good leaders. Therefore mentoring is an important aspect of officer development. Question number eight of the external survey to fire service professional asked if their fire department had any kind of mentoring program for its newly promoted officer to assist them in the transition into the new position. Ninety-eight of the respondents answered the question with two skipping it. The results were as follows:

Yes	21 respondents or 21.4 %
No	77 respondents or 78.6 %

There was also a survey instrument added to determine if any of the surveyed fire departments had any sort of continuing education requirements for their fire officers. Ninety-eight of the possible one hundred respondents answered this question, with only two skipping it. Seventy personnel or seventy-one point four percent of the respondents answered yes their fire department did have a continuing education program for its fire officers. Twenty-eight personnel or twenty-eight point six percent of the respondents

answered that their fire department did not have any continuing education for its fire officers.

Yes	70 respondents or 71.4 %
No	28 respondents or 28.6 %

Research Question # 5

What national training standards exist pertaining to fire officer qualifications, and which of them do we currently meet?

The result of this research discovered two major published national standards that exist; they are the NFPA 1021 Standard for Fire Officer Professional Qualifications and the IAFC Officer Development Handbook. In 1971, the Joint Council of National Fire Service Organizations (JCNFSO) created the National Professional Qualifications Board (NPQB) which was tasked to develop a set of performance standards for fire service personnel. The original intent of the JCNFSO and the NPQB was to build a strict career ladder for fire service personnel to follow. (NFPA, 2003) The late 1980's revision to the standard changed the strict career ladder concept and recognized that each of the fire service performance standards should stand on their own. This led to the 1992 edition which reduced the number of levels to four and the 1997 edition which converted the standard to the job performance requirement (JPR) format. The NFPA (2003) stated the following

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. (p. 1021-1)

The second national standard is the IAFC Officer Development Handbook. This book combined diverse points of view into a professional development planning tool that can serve current fire officer as well as the fire officer of the future. (IAFC, 2003) The IAFC states that professional development is not a destination, but a journey throughout your career. The definition in the IAFC Officer Development Handbook is “Professional development is the planned, progressive life-long process of education, training, self-development and experience.” (p.1) Each of the four levels of fire officer that are mapped out in this handbook contain each of these distinct elements. The first two are especially important because they form the basis of a nationally recognized model for the fire service professional development. (IAFC, 2003)

Part two of this research question asks which of the national standards does Trussville Fire and Rescue currently meet. One of the primary purposes of this research is to produce an officer development program that we can use to prepare our personnel for leadership roles. Currently we do not have or follow any written standards pertaining to officer development. However, even though a majority of our personnel possess the fire officer I certification and above, there is no requirement for having this to test for an officer position.

Discussion

Of the twelve respondents of the internal survey of Trussville Fire and Rescue personnel, eleven or ninety-one point seven percent of the personnel asked would like to

see our fire department develop written guidelines for officer development. This shows that the department personnel would like the department to create the career “roadmap” that will lead them to professional development. The IAFC traces the quest for the professional development of its fire officers back as early as 1966. In this year the issue of professional development drew international attention as a key component in the report from the first Wingspread Conference. (IAFC,2003) The IAFC encourages its current and future officers to carefully consider their motivation for seeking advancement. There are many rewards for advancement in the fire service, however they do not come without a significant investment of your time, money, and energy. (IAFC, 2003) Professional development mapping is also discussed extensively in the handbook, and consists of education, training, experience and self-development. The first two, education and training, are considered critical because they form the basis of the national model for fire service professional development. The model illustrates the fact that emergency response training activities are more prevalent during the initial years of fire service career, while organizational skills grow from a change to educational emphasis. (IAFC, 2003)

Fire departments require effective management and leadership. The effectiveness and efficiency of an organization and its ability to fulfill its mission statement require both the line and chief officers to play an integral role. One of the most important challenges of fire departments today is the development of personnel to assume leadership positions. (Fleming, 2002) Trussville Fire and Rescue is no different, and faces a major challenge of personnel development specifically of its officers to lead the department. When asked what they feel is important to prepare them for either a leadership role or the next level of leadership, the personnel of our fire department

mention communications, teamwork, continuing education, mentoring, education, experience, and training. Fleming (2002) defines many of the roles of line officers in his article in Fire Chief Magazine. The officer must serve as the supervisor of the crew, taking responsibility for a number of firefighters to perform a specific task, whether it is at the fire station or on the fire scene. The line officer must motivate the firefighters to perform tasks both on and off the emergency scene, often determining the organizational climate and morale within the station depending on his or her leadership style. (Fleming, 2002) The line officer must also possess technical knowledge to both carry out assignments by the incident commander and function as an effective member of a crew. The experience of a fire officer is also significant when the officer approaches each call as an opportunity to learn something new. (Fleming, 2002) Fleming also writes of the importance of a formal education and leadership training to develop a well rounded fire officer. Dahms (2008) writes

Leadership is about deciding what those right things are and getting others to want to do them. This is extremely important because it is entirely possible to do the “wrong things” very efficiently. Leadership is being effective while management is about efficiently getting things done through others. (p. 112)

Another method of officer development mentioned in several pieces of literature is mentoring. Mentoring had existed in the fire service for years but has traditionally been concentrated in the technical side of the job. IAFC (2003) states that the Officer Development Handbook would not be complete without acknowledging the importance of identifying and engaging a mentor in the development process. Gates (2003) defines and describes executive level mentoring as “Mentoring, the process by which

organizational knowledge and the experiences of senior executives are transferred to others in the organization, is a valuable learning mechanism widely employed in the private sector but is almost nonexistent in the fire service.” (p. 104) Alyn (2008) writes:

To develop great leaders in any organization, you need great mentors to set the role model example. You don't need a formal mentoring program in your department to make this work (although it would be great to have one). What you need is a willingness to see others developed. (p. 81)

Hensler (1997) writes of the importance for fire departments to provide adequate opportunity for the personal development of its fire officers. However, he states that this usually only occurs in the large metro departments due to the limited availability of training funds in the smaller organizations. Hensler (1997) states that as more fire departments recognize the need for the development of its company officers, it will be important for them to know the difference between training and education. Hensler (1997) defines training as the development of skills and techniques of a firefighter, whereas, education is defined as gaining information and knowledge, which is the foundation of wisdom. An officer must possess both, training and education in order to be an effective leader. (Hensler 1997) Hensler states “People cannot be educated successfully unless they want to be educated.” (p. 4)

In conclusion there are many things that I have learned through the literature review and survey instruments that were used. One of the main points is that there are many aspects to an officer development program, some of them can be taught easily through formal education and training, but there are some character traits and attitudes

that make some individuals more apt to succeed as officers than others. However, one can gain these traits with education, study, hard work and the willingness to change.

Recommendations

The problem is that Trussville Fire and Rescue is a young, growing department that does not have an established program to prepare future company officers for leadership roles within the departments. There are currently no written requirements or standard operating procedures that pertain to the promotion of the fire officers in the department. The purpose of this research was to determine what the common components of an officer development program are, and how these programs will help to train the current and prospective company officers for the city.

After an extensive literature review and conducting an internal survey instrument and the external survey instrument, it is recommended that Trussville Fire and Rescue should develop a written guideline for the development of its fire officers. As reviewed in this document, there are several national standards that exist pertaining to this subject that could be used as a basic framework that would assist our fire department in developing a program. This program could be specifically designed and implemented for our department that would include some of the findings of the internal surveys. NFPA (2003) states:

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.

(p.1021-5)

This applied research project would recommend the following actions be taken in order to implement an officer development program for Trussville Fire and Rescue.

1. Draft and implement an officer development program that was designed using national guidelines and standards. Involve the fire chief for assistance in a department wide initiative that will over a period of time phase in the program for current and future officers.
2. Educate line, staff, and volunteer personnel on officer development, and assist them with answering any questions or concerns that they may have.
3. Establish a mentor program that can assist both the current officers and the prospective officers.
4. Establish a review procedure for probationary officers, their mentors, and the fire chief, to be conducted before they complete their probationary period.
5. Encourage both employees and volunteers to take advantage of the training that is offered locally, at the Alabama State Fire College, and encourage participation in classes at the National Fire Academy.
6. Start a department wide education initiative that will encourage all personnel to develop themselves through college level education and review any current and possible incentives for such an education.

The personnel that are employed by the City of Trussville and the ones that volunteer their time for the city are committed to the development of the department's leaders. The leaders are a direct reflection of the people that work for them, as likewise the employees are a direct reflection of their leaders. The career and volunteer firefighters must trust that the fire officers of the department are trained in both the technical aspect

of firefighting, the educational aspect of possessing knowledge and intelligence, and the physiological aspect of being a good leader. It takes a well rounded fire officer to be an overall exceptional leader, and the firefighters, both career and volunteer, fire officers, fire administration, and most all, the public that we serve, deserve nothing less than the best.

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Appendix A

Trussville Fire and Rescue Officer Development Internal Survey

1. What is your current position in the fire department?
Firefighter
Lieutenant
Captain
Asst. Chief
Chief
2. What are the responsibilities, duties, and expectations of a fire officer at Trussville Fire and Rescue?
3. As a firefighter, what do you feel is important to prepare you for a leadership role?
4. As a current officer, what do you feel is important to prepare you for the next leadership role?
5. In your opinion, rank the following components of an officer development program in order from most important to least important.
6. Would you like to see Trussville Fire and Rescue develop written guidelines for officer development or do you feel the current method works well?

Appendix B

Trussville Fire and Rescue Officer Development Internal Survey

1. What is your current position in the fire department?

Firefighter	13	61.9 %
Lieutenant	4	19 %
Captain	2	9.5 %
Asst. Chief	1	4.8 %
Chief	1	4.8 %

2. What are the responsibilities, duties, and expectations of a fire officer at Trussville Fire and Rescue? (All responses typed exactly as responded)

- Have knowledge of the position. Knowledge of day to day operations. Leadership skills and team work. Knowledge of territory. Have great people skills. Know your chain of command.
- General supervision of personnel during a shift, maintain proper working condition of apparatus and equipment, maintain and upkeep of the station and equipment therein, and regular checks and maintenance of rescue supplies and equipment.
- Responsible for leading the members of their shift or members at their station. Officers are expected to effectively lead their staff in a safe manner.
- Supervise fire ground ops, ems ops. Ensure apparatus and stations are maintained. Provide training.
- leadership on calls med. or fire. supervise firefighters
- Shift commander. staffing, daily duties delegated, run calls, incident commander, quality check reports, expected to be leader by example.
- General supervision of personnel during a shift, maintain proper working condition of apparatus and equipment, maintain and upkeep of the station and equipment therein, and regular checks and maintenance of rescue supplies and equipment.
- To lead, direct and supervise the people on your shift.
- Lt.- manage a crew of firefighters at a particular station on a particular shift. ensure equipment is ready for use, ensure crew is trained and competent in all tasks required of them for their job, ensure all paperwork has been completed and submitted. This person is ultimately responsible for all activities of his or her crew, (driving, paperwork, skills, continuing ed., station condition, morale) this person either solves personnel issues or reports them higher to their captain. Capt.- the captain is responsible for all the Lt's task on their shift, as well as supervise the Lt's to ensure their effectiveness. this person is the primary decision maker on incidents scenes and over his or her shift personnel (IC, Station assignments, vacation deligation) Fire Chief- the liason between the fire department and the city council/ mayor. controls the buisness end of the department. ensures adequate equipment is present and up to date. captains report to the fire chief. may choose to serve as IC if he wishes but is not required.
- To lead our firefighters to mitigate any emergency situation safely. This is accomplished through training, preparation and excellent equipment.
- total responsibility

3. As a firefighter, what do you feel is important to prepare you for a leadership role? (All responses typed exactly as responded)

- Teamwork and being able to make precise decisions. Follow orders from your superiors. If you expect for someone to perform be able to perform yourself.
- A good leader will strive to achieve excellence in that role. To be a good leader it takes more than just giving orders to subordinates. Most officers do very little to prepare for leadership, and once the desired level of leadership is achieved, they do very little continuing education to stay proficient

in that role. It is important to set personal goal to better yourself in the leadership role, to take classes, read leadership books, and to LISTEN. A leader can only achieve his or her goals if his or her subordinates are behind them, thus a subordinate can only achieve to the level of his officer. Meaning, if your officer is a poor leader then the subordinates will always appear to be a poor employee and will struggle to achieve his or her personal goals or worse will stop striving to achieve. If the leader does not listen, not only the needs of the department, but to the needs of their people they will never be viewed as a good leader. Most leaders will act very aggressively toward a subordinate if they feel threatened, and once this level is reached the leader will stop listening and start demanding. To succeed as a leader it takes a dedication to ones self, to the subordinates, and to the organization to act in the best interest of first, the subordinate, second the organization, and third to themselves. This means that sometimes you have to put personal agendas to the side, back your people up, and sometimes disagreeing with upper management and standing firm to your beliefs for yourself and your people. Being liked by upper management should not be a leaders only goal; you may move up the chain rapidly but will never be respected as a leader.

- To be an effective leader, one has to have a solid base of a follower to build on. They must also have good role models to follow in order to prepare for a leadership role.
- Proper leadership, training, experience.
- Good leadership from my Fire officer, training classes
- classes in fireground tatics, leadership, good working relationship with others,
- employee psychological management courses/instruction. Dealing with different personalities takes more than being a good and knowledgeable leader.
- Good solid training, morals and knowledge of our job.
- education, expirience, positive attitude, leadership skills, ability to make decisions, evaluate risk vs. benefit accurately, have and give respect of peers.
- education and training as well as experience.

4. As a current officer, what do you feel is important to prepare you for the next leadership role? (All responses typed exactly as responded)

- Good communication skills and teamwork. Everyone can bring something to the table. Serve the citizens of Trussville to the best of my ability. Stand by the Department.
- Hard work and dedication to the achievements of that role are key elements for success. As a lower management officer strives to achieve the next level they should study that role and understand the position in its entirety. Do not just learn the highlights of the title, but learn the ins and outs of how that role should be portrayed. Talk with other leaders who are at that level or higher, in which you have respect for and ask them about the aspects that they viewed as important. Look for traits and qualities in these leaders and apply them to your own personality and leadership styles. Do not just copy another good leader but develop your own skills to be as good a leader or better. Education is also a key component to leadership development. If one wants to be an effective leader at the next level he or she will have to obtain education to manage the increased workload.
- Not Applicable
- Continuing education and training.
- N/A
- n/a
- Hard work and dedication to the achievements of that role are key elements for success. As a lower management officer strives to achieve the next level they should study that role and understand the position in its entirety. Do not just learn the highlights of the title, but learn the ins and outs of how that role should be portrayed. Talk with other leaders who are at that level or higher, in which you have respect for and ask them about the aspects that they viewed as important. Look for traits and qualities in these leaders and apply them to your own personality and leadership styles. Do not just copy another good leader but develop your own skills to be as good a leader or better. Education is also a key component to leadership development. If one wants to be an effective leader at the next level he or she will have to obtain education to manage the increased workload.
- Continuing education
- N/A
- Experience and training. Training can prepare you but knowledge though personal experiences are paramount.
- N/A

5. In your opinion, rank the following components of an officer development program in order from most important to least important.

	1-Most Important	2	3	4	5	6	7-Least Important	Rating Average	Response Count
College Education Associates Degree	0.0% (0)	9.1% (1)	0.0% (0)	18.2% (2)	27.3% (3)	36.4% (4)	9.1% (1)	5.09	11
College Education Bachelors Degree	16.7% (2)	0.0% (0)	8.3% (1)	8.3% (1)	8.3% (1)	25.0% (3)	33.3% (4)	5.00	12
Fire Service Certifications	18.2% (2)	9.1% (1)	27.3% (3)	9.1% (1)	9.1% (1)	9.1% (1)	18.2% (2)	3.82	11
EMS Training	8.3% (1)	25.0% (3)	41.7% (5)	8.3% (1)	8.3% (1)	0.0% (0)	8.3% (1)	3.17	12
Years of Service	8.3% (1)	8.3% (1)	25.0% (3)	16.7% (2)	8.3% (1)	16.7% (2)	16.7% (2)	4.25	12
Technical Knowledge or Experience	54.5% (6)	9.1% (1)	9.1% (1)	9.1% (1)	18.2% (2)	0.0% (0)	0.0% (0)	2.27	11
Incident Command Training	9.1% (1)	45.5% (5)	0.0% (0)	18.2% (2)	18.2% (2)	9.1% (1)	0.0% (0)	3.18	11

6. Would you like to see Trussville Fire and Rescue develop written guidelines for officer development or do you feel the current method works well?

Yes 11 91.7 %
No 1 8.3 %

Appendix C

Fire Service Professional Officer Development External Survey

1. Demographics
 - Name
 - Company
 - State
 - Email
2. Does your department have an officer development program?
Yes or No
3. If not, briefly describe your department's promotional process?
4. Please rate the weight of each item in your department's promotional process.
 - College Education – Associates Degree
 - College Education – Bachelors Degree
 - Fire Service Certifications
 - EMS Training
 - Years of Service
 - Technical Knowledge or Experience
 - Incident Command Training or Knowledge
 - Other
5. Is your department under a city or county personnel board? If so, how does it affect your promotional process?
6. Does your department provide and/or pay for the training required for promotional consideration?
7. If your department is a career or combination fire department, do your employees get paid overtime for attending training that is required for promotional consideration?
8. Does your department have an officer mentoring program for its newly promoted officers?
9. Has your department's officer development program better prepared your officers for leadership roles?
10. Does your department offer any kind of continuing education for its officers?

Appendix D

Fire Service Professional Officer Development External Survey

1. Demographics

Name
Company
State
Email

2. Does your department have an officer development program?

Yes	42	42.9 %
No	56	57.1 %

3. If not, briefly describe your department's promotional process? (All responses typed exactly as responded)

- We are Civil Service and can only promote based on top score of a written exam unless disciplinary files show a reason to by-pass. Years of service are added to exam (up to 10)
- Assessment center, written exam, seniority, file review, administrative assessment.
- Personnel Board examination followed by an interview of top 10 candidates per position. Seniority is biggest deciding factor.
- All positions are listed within the Department Policies with Job Descriptions and requirements. Upon need for a promotion, a test date will be announced, and eligible candidates will take a promotional examination for the position. The top three candidates will be submitted to the chief for selection. If two positions are made available, then the top six candidates will be submitted for selection.
- combination of training and education then testing.
- Written, Time on KFD, Education, Department Eval for represented jobs. Assessment Center for non-rep jobs
- Nothing to structured. Certifications and experience in addition to the ranking during an assessment center.
- Our Department is comprised of On-Call Responders. Officer positions are posted as vacancies oddur or due to growth new position are approved. Any interested individuals may apply. Those who meet minimum job requirements are interviewed by a selected hiring committee, similar to an oral board. The Chief submits the names of the hiring committee and the names of those applicants to be interviewed. A hiring matrix is used-- interview score, education, fire service experience, management/supervisory experience and background checks are completed. The results are submiied to HR with a reccomedation to hire.
- Reading list with written test and oral panel
- Promotions are based on weighted pre-interview criteria including certifications, relevant course attendance, years of service and meeting basic minimum qualifications. An interview and subsequent scoring is added to that, then a total aggregate score is produced, the interview committee discusses each candidate and makes their reccomendation, Chief has final say
- We are State Civil Service. Our promotional process is set forth in the Texas Local Government Code 143. You must have two years in each rank before you are eligible to test for the next higher. No other requirements.
- Three sections - Comprehensive written test, emergency incident senario, and interview/resume review
- Written exam Seniority promotion
- written test, assessment center, placement on list.

- It is currently in the making. Right now the job is posted and if there are three applicants in house who qualify it stays in house. If there isn't enough it goes out to the general public. From there it goes to HR then they send the resumes to the Chief who then sets up an interview committee, they bring in each individual and go through a number of questions. Individuals are given points for each question. The one with the highest points gets the job. Understand why we want to change this? Some folks may do the worst interview but know the most, know how to lead, know how to listen, the problem is HR thinks they need to run the show and demand that it is done this way. But we are having some turnover with the HR department so it is time to change, pray for us!
- Volunteer department. Person takes the initiative to get advanced training and knowledge and request to be considered for position when opening happens
- Candidates take a written test if they meet the minimum requirements. Those that pass the written exam undertake a two day assessment center that combines scenarios, class instruction, hands on demonstration, and writing papers on various fire related subjects
- Volunteer Dept, Chief appointment based on education and experience.
- The District provides education incentives and AIC opportunities for development and then has an assessment center for promotional exams followed by a chief's interview.
- There is an application and interview process.
- In the process of creating a promotional process. Before it was individual study by each candidate.
- Most promotions occur at the hands of the chief of the department. We do not have any formal process at all. Generally fire officer certification, Haz-Mat technician, and other specialty certs are preferred
- We have recently gone from a fire brigade to a department. In the past promotions were assigned according to seniority and dedication. We are now starting an officer development program.
- testing process with content of test based upon level of the tested position in the FD
- Written Exam, Oral Interview.
- We have a promotional test and once you pass that test, your resume, interview, activities, initiative, and other items of the like weigh towards your selection.
- We only have three paid positions and two volunteer positions so advancement is left to the Chief
- officers are picked by the city council
- Up to this point, it was simply handed out to those who had been around longer and were still active. At this point, we are just about to hold the first ever promotional process for Lt. Still compiling the contents but we are close.
- notice of intent to test, study materials; written, oral, scenario, chief's interview
- We are a combination Department (20 Career and 35 Volunteers). We have requirements to promote and bring in instructors that are known for their expertise as well as their instructional abilities. We encourage outside training and actively seek outside funding sources to provide such. We are an island in SE Alaska and bringing in instructors is expensive. Our promo process (Captain) includes: Resume, Written exam (we purchase from outside), Scenario based exam, In-Basket practical exam, public presentation, scenario-based completion of paperwork (NFIRS Report) and an Interview Panel with Department Members and Citizens from Outside of the department. We test for Captain and Firefighter Every year so we have current rosters to draw from annually. We let everyone (internal) who wants to experience the exam take it, for firefighter and Captain. All tests are approved by Human Resource (HR).
- Selective through interview process
- 80% from a written test and 20% seniority.
- Written test, followed by an Assessment Center, then interview with Chief
- Job description defines combination of Knowledge, Skills, Abilities, and Experience needed to promote.
- Our career captains must have a Associate's degree and pass a written test for promotion. If they pass the written test, they then participate in an assessment center process.
- We are working on it. We will be requiring a written test, oral scenario and interview panel next year.
- competitive Civil Service exam- the Lt. & Capt promotional s include an oral board portion
- There is a "block" system where candidates have to obtain a certain number of required "blocks" such as Officer I, Instructor I, etc., plus 6 more elective blocks (choice of courses,

certifications, functional experiences, etc). All of these must be obtained on your own time and expense and most certification courses are not taught by our organization

- written test, assessment center, interviews
- Not formal; recommended AS/BS degree; Fire Officer I & II; IC courses
- We are under the laws implied by Civil Service. When a vacancy occurs the Civil Service Commission posts an opening and those that are eligible can take the exam. The exam in the past has been both written or Assessment Center style tests. After the results have been posted the top ranked individual is offered the position.
- The promotional process for every rank is a competitive exam. There are no extra points for degrees, certifications or training.
- All candidates have to go through a certification process and test. The test is both practical and written.
- we are just in the beginning phases of starting an assessment center type process. currently we are using parts of the assessment center.
- The officers are handpicked by the chiefs after our elections
- Our organization offers opportunities for staff to gain experience in Acting positions but it is not formalized. Employees must apply for promotional positions following typical hiring practices.
- Written test, Incident Command Station, Problem Employee Station Peer Interview, Chief Interview, Education
- We have a draft career development plan waiting on approval from the city attorney and City Manager
- When there is an opening a testing is done and a selection is made on the results of the testing, oral board, resume and actions in the department.
- Written exam administered by personnel board, followed by oral panel conducted by department officers.
- Not a formal program, we have an employee enhancement program we use. Classes such as Fire Officer can be applied.
- Combination process for officers: Lt and Capt. have a written test followed by an assessment center. Additionally, .4 points per year in grade is calculated into the score. This creates a roster and a rule of 5. An internal promotional panel reviews the 5 candidates and makes a recommendation to the chief. He can choose the recommendation or choose a different individual. Finally, confirmation comes from a city personnel board who can promote the chief's recommendation or an alternative from the band of 5. Battalion chief does not include a written exam, but the rest remains the same.
- Promotion is based on training, experience, and an oral interview
- Each candidate for an officer position is evaluated by the chief officer and one other senior officer in the department. Officers are placed at the most junior rank and their promotion is based upon review/performance and not the completion of required courses. Once the promotion is made the courses required must be finished in an agreed upon timeline.
- After serving the appropriate time and grade you are eligible to test.
- Interviews are conducted based on those who have passed the personnel board test. A primary complaint within our department is that no one really knows what they can do to position and prepare themselves for promotion.

4. Please rate the weight of each item in your department's promotional process.

College Education – Associates Degree

College Education – Bachelors Degree

Fire Service Certifications

EMS Training

Years of Service

Technical Knowledge or Experience

Incident Command Training or Knowledge

Other

	1 - Most Important	2	3	4	5	6	7 - Least Important	Rating Average	Response Count
College Education - Associates Degree	10.4% (10)	14.6% (14)	15.6% (15)	16.7% (16)	11.5% (11)	15.6% (15)	15.6% (15)	4.14	96
College Education - Bachelor's Degree	6.3% (6)	11.5% (11)	18.8% (18)	9.4% (9)	10.4% (10)	17.7% (17)	26.0% (25)	4.64	96
Fire Service Certifications	28.4% (27)	25.3% (24)	21.1% (20)	8.4% (8)	5.3% (5)	3.2% (3)	8.4% (8)	2.80	95
EMS Training	12.6% (12)	21.1% (20)	8.4% (8)	22.1% (21)	14.7% (14)	9.5% (9)	11.6% (11)	3.80	95
Years of Service	16.8% (16)	26.3% (25)	22.1% (21)	17.9% (17)	8.4% (8)	5.3% (5)	3.2% (3)	3.03	95
Technical Knowledge or Experience	40.6% (39)	24.0% (23)	17.7% (17)	7.3% (7)	3.1% (3)	1.0% (1)	6.3% (6)	2.36	96
Incident Command Training/Knowledge	28.7% (27)	26.6% (25)	23.4% (22)	6.4% (6)	6.4% (6)	3.2% (3)	5.3% (5)	2.66	94

(All responses typed exactly as responded)

Other Suggestions:

- After promotional exam, officers are sent to a two week academy. Time in grade is all that is needed to be eligible for exam
- Willingness to step forward and do or ask for duties beyond minimum.
- The weight, do I have to go on. The only thing important to HR is how many points you score on a oral interview.
- EMT Cert. required of all operations personnel
- Year in Rank before promotion to next rank,
- base knowledge of the testing material, and application in assessment center
- officers are picked by the Chief (me) due to their enthusiasm and attendance then approved by the city council
- Education is important. In my experience, I have seen Chiefs with Masters Degrees that couldn't spell or communicate (get their thoughts on paper) with a memo. In the fire service we need intelligent people with common sense. I've found over the years that your leaders and people your department members can trust seem to flow to the top.
- Test scores is top weight of 80% of your score.
- College or other higher education is not weighted or considered.
- Leadership potential. Team-oriented philosophy. Demonstrated support of organizational values.

- Officer Development Academy King County Training Officers Incident Safety Officer Cert. IC Hazmat National Fire Academy
- Promotional process uses a written test and an assessment center. Assessment center is a mix of activities, including one fire problem, a public speech, 3 role-player scenarios, and 3 "what if" scenarios.
- We have an officer development program but it is separate from the promotional process
- Good ole boy system
- All of these are important parts of our promotional process but if they need to be prioritized this is how I would do it. How the person works with the public, other personnel and other agencies is real big in our organization. How they have been accepted as a leader by our personnel and other agencies and the community through leading different training or program development is very important to us.
- We expect our officer candidates to possess a firm grasp of our "Management Philosophy", to have quality leadership skills, and a passion for the share values and vision for our organization.
- Almost all of these come under one category, initiative, in our promotional evaluation. We also look at safety record, attendance, leadership, enhancement of the organization, discipline (past 5 years), significant work accomplishments, planning and organizational skills, etc.

5. Is your department under a city or county personnel board? If so, how does it affect your promotional process? (All responses typed exactly as responded)

Yes 36 or 37.5 %
No 60 or 62.5 %

- We have fire commissioners. They do interviews and personnel file reviews for a grade. They grade is a percentage of the total: assessment center, seniority, military, and written test.
- Our process is regulated by a Civil Service Board. It defines the process and service points, plus additional.
- High score on promotional exam with seniority points
- They approve the process under Wisconsin Code 62.13
- We use a numerical selection process for the lower ranks with the Chief picking from the best 5. Chief officers and Captains are picked by the Chief.
- As noted in # 3, it often times slows the process. The responders are not considered "full time" employees. The Borough hiring process is designed for hiring full or part time staff.
- It runs the promotional process
- We are a state agency, and as such, we must meet certain requirements set out by the state division of personnel and department of administration. These are typically geared towards a review of interview questions, basic minimum standards being set, and a review of processes to eliminate any appearance of prejudicial or discriminatory practices during hiring such as EEO violations or nepotism.
- have some input into final decision.
- Review above answers.
- Does not affect or enter in to decision except for chief offices
- They do not interfere with the promotional process. It is handled all in house.
- Special District with 5 elected board of directors.
- Our borough requires an equal opportunity process instead of the internal promotions decided by the chief only.
- We are a township fire department. We have no board that oversees the department. The township trustee does have a lot of input for these matters. The trustee can affect the promotion of any individual at any time.
- The promotional process is managed by city personnel with input from our department.
- The city department proctors the promotional process. Our Department provides them with the applicable reference sources.
- None of my decisions seem to matter at all
- Mayor/counsel Government with an HR Manager
- We have an HR department, but promotions are handled by the department

- Not involved
- NO....HR Rules. I retired from a career department in the lower 48 that had a civil service board. I found that it was more a puppet for the city than an advocate for the employees. I am probably a bit biased.... since I was the Union President then.
- The Police and Fire Board receives the test scores and then adds that to the seniority points and establishes the promotional list.
- Promotions are managed by Fire Administration with the assistance of the HR staff.
- No effect
- Civil Service
- Our HR Director oversees the promotional process but the ultimate recommendation to the Town Manager lies with the Fire Chief.
- At this time we promote and hire people without the cities involvement. We have a personnel committee that will be working with the fire chief in the testing and selection of officers in the future.
- One board member sits on the interview panel. We take recommendations to the board for their approval. They have the right to reject our recommendations. To date they have not.
- Very little impact. HR department is involved in all hiring and promotional evaluation processes.
- HR handles the process.
- No input
- Fire District - It is dependent on Procedure and union contract
- We are under the State of Alaska personnel board for all hiring practices.
- HR works with the FD on acquiring the outside consultant contractor and overseeing all aspects of the promotional process.
- Board of Fire & Police Commissioners. The State of Illinois has a law that requires promotional testing to be conducted in a certain manner. The Commissioners Rules have to comply with that law.
- It does not affect our promotional process. The Chief is hired by the Board and does the other hiring and promoting. I, as the Chief, do include other personnel in the selection process and one Board member in the oral board but that is my personal choice.
- They only review our procedures to assure that we are legal
- It provides a list of qualified candidates for each position.
- The only thing it affects is the final outcome. The board can choose, from a rule of 5, anyone they wish. However, most of the times they promote the chief's recommendation which also comes from the rule of 5.
- If you pass the test, you get an interview. Basically everyone who is eligible gets an interview. Then the chief picks who he wants.

6. Does your department provide and/or pay for the training required for promotional consideration?

Yes 69 or 70.4 %
No 29 or 29.6 %

7. If your department is a career or combination fire department, do your employees get paid overtime for attending training that is required for promotional consideration?

Yes 24 or 26.1 %
No 58 or 63 %
Other 10 or 10.0 %

8. Does your department have an officer mentoring program for its newly promoted officers?

Yes 21 or 21.4 %
No 77 or 78.6 %

9. Has your department's officer development program better prepared your officers for leadership roles?

Yes 40 or 48.2 %
No 43 or 51.8 %

10. Does your department offer any kind of continuing education for its officers?

Yes 70 or 71.4 %
No 28 or 28.6 %

Appendix E

Names of Fire Service Professionals Participating in the External Survey

Mark Tetreault	Londonderry Fire Department	NH	mtetreault@londonderrynh.org
Lori P. Stoney	Homewood Fire & Rescue Service	AL	lori.stoney@homewoodal.org
Neal Marberry	East AL FD	AL	nmarberry@gmail.com
C. R. Vaughan	Cuba Fire Department	AL	chief@cubafiredept.org
Michael A. Bartlett	Rocky Ridge Fire District	AL	michael.bartlett@rockyridgefire.com
Ralph Cobb	Madison Fire & rescue	AL	ralph.cobb@madisonal.gov
Michael O'Connor	North Shelby Fire Rescue	AL	chiefmoc@att.net
Ken Horst	Tuscaloosa Fire and Rescue	AL	khorst@tuscaloosa.com
Gene Necklaus	Scottsboro Fire Department	AL	sfd4@scottsboro.org
Forney Howard	Orange Beach Fire	AL	chief@obfd.org
Dave Nathan	Birmingham Fire & Rescue Svc	AL	david.nathan@birminghamal.gov
S.A. Castricone	City of Yuma Fire Dept	AZ	art.castricone@yumaaz.gov
James D. Robinson	Moody Fire Department	AL	Firemedic9773@windstream.net
Jerry Doerksen	Verde Valley Fire District	AZ	jdoerksen@verdevalleyfire.org
David Rierison	Southern Platte Fire Protection District	MO	drierson@spfpd.com
Randy Jaeger	Des Plaines F.D	IL	405 S. River Road
Lee Lamar	Auburn Fire Division	AL	llamar@auburnalabama.org
J E Phillips	Does Fire & Rescue	AL	palski61@aol.co
Rob Trautwein	Hoover Fire Department	AL	trautwer@ci.hoover.al.us
j	Guntersville Fire	AL	
Craig Clinton	Snohomish County Fire District 7	WA	cclinton@firedistrict7.com
Jodie Hettrick	Alaska Division of Fire and Life Safety	AK	jodie.hettrick@alaska.gov
jake rhoades	jenks fire rescue	OK	rhoades-j@sbcglobal.net
Mike Weston	Fairhope VFD	AL	firefightermikie@yahoo.com
Wayne Harder	Leawood Fire Department	MO	
David Rogers	Tallasse Fire Department	AL	tfd428@elmore.rr.com
RICKY PHILLIPS	ARAB FIRE & RESCUE	AL	rphillips@arabcity.org
Andy Yeoh	Tucson Fire Department	AZ	andy.yeoh@tucsonaz.gov
Kirk A Edgington	City of Circleville Division of Fire	OH	kirk.edgington@circlevillefire.net
Palmer Buck	Austn Fire	TX	palmer.buck@ci.austin.tx.us
Steve Duncan	Leawood Fire Department	KS	steved@leawood.org
Terry Ramsey	Little Miami Joint Fire Dist	OH	tramsey@lmfr.org
Dave Frazier Jr	West County EMS & Fire Prot. Dist.	MO	dfrazier@wescofire.org
Jim Wamsley	Sweetwater County Fire District#1	WY	jwams2804@msn.com
chris barnett	west carrollton fire department	OH	firecapt103@westcarrllton.org
Patrick Shipp	Webster Fire	TX	pshipp@websterfd.com
Jim Bruce	Rialto FD	CA	jbruce@confire.org
Tony McDowell	Henrico County Division of Fire	VA	mcd03@co.henrico.va.us
Ron Pristera	Ashtabula Division of Fire	OH	chief@ashtabulafire.com
Jay Bohan	City of Brodhead Fire Department	WI	jbohan@charterinternet.com
Tim Pope	Town of Nashville Fire	NC	tim.pope@ncmail.net
Mike Scott	Kent Fire Department	WA	msscott@ci.kent.wa.us

Dewey W. Ray	Gila River Fire Department	AZ	dewey.ray@gric.nsn.us
Darian Williams	SGFD	LA	Dwilliams@stgeorgefire.com
Gil Rodriguez	Murray City fire Department	UT	grodriguez@murray.utah.gov
Christopher L. Sewell	Sauk Village FD	IL	clsewell@comcast.net
Buddy King	Tarrant Fire Department	AL	bking@cityoftarrant.com
Scott L. Schneider	Two Rivers Fire Department	WI	scosch@two-rivers.org
Doug Hall	Westminster FD	CO	dhall@cityofwestminster.us
Michael J. Smith	San Manuel Fire Department	CA	msmith@sanmanuel-nsn.gov
Jon Harris	Murray City Fire Department	UT	jharris@murray.utah.gov
Eddie Schepp	Fairlawn Fire Department	OH	ejcm555@roadrunner.com
Pat Futterer	JFD	IL	jfdcpt06@yahoo.com
Gordon Descutner	State of Alaska	AK	gordon.descutner@alaska.gov
James Hill	Ketchikan Fire Department	AK	jimh@city.ketchikan.ak.us
Brad Paulson	Chena Goldstream Fire/Rescue	AK	fireguy402@yahoo.com
James Baisden	Nikiski Fire Department	AK	jbaisden@borough.kenai.ak.us
CJ Morgan	Bernalillo County Fire & Rescue	NM	sirenmoses@yahoo.com
Brian A. Long	Unalaska Fire & Rescue	AK	ffredrhino@hotmail.com
Chief Ronald C currit	Thorne Bay Volunteer fire dept	AK	rvcurrit@starband.net
Douglas Schrage	Anchorage Fire Department	AK	schragedr@muni.org
Jerry L. Kiffer	North Tongass Volunteer Fire Department	AK	jkiffer@kpunet.net
Stephen Kyle	Paducah Fire Department	KY	skyle@ci.paducah.ky.us
Craig P. Goodrich	Anchorage Fire Department	AK	goodrichcp@muni.org
Chris Mokracek	Central Emergency Services	AK	cmokracek@borough.kenai.ak.us
Nathan Ramos	Honolulu Fire Department	HI	
Paul Gunnels	College Station Fire Department	TX	pgunnels@cstx.gov
Mark Havener	South Pend Oreille Fire Rescue	WA	mark@spofr.org
Chris Merritt	Tesoro Industrial Fire Department	AK	cmerritt@tsocorp.com
Bridget Bushue	Anchorage Fire Dept	AK	bushuebc@muni.org
Matthew Bright	Bloomington Township Fire Department	IN	matt@btfire.org
Wade Strahan	Anchorage Fire Department	AK	strahanwc@muni.org
Tawnya Hightower	Central Mat-Su Fire Department	AK	
Chris Nelson	Wilmington Fire Department	NC	chris.nelson@wilmingtonnc.gov
Scott J Stanton	Hermiston Fire & Emergency Services	OR	sstanton@hermiston.or.us
Dan Wright	East Chilton Fire Department	AL	danhwright@bellsouth.net
	Hawaii Fire Department	HI	
Steve Crouch	North Star Fire Dept.	AK	scrouch@northstarfire.org
Mark Beals	Bear Creek Fire Service Area	AK	bearcreek@seward.net
Jon Burns	CMSFD	AK	burnsy@mtaonline.net
mike wells	wichita	KS	mwells812@cox.net
nazih hazime	Dearborn Fire Department		
Howard Summerford	Center Point Fire District	AL	chiefhts@centerpointfire.com
Andy King	Franklin Fire Department	TN	fmking@gmail.com
Les Stephens	Garland Fire Department	TX	lstephen@ci.garland.tx.us
Dan Grimes	Fairbanks Int. Airport Police & Fire	AK	dan.grimes@alaska.gov
William Perez	East Hartford Fire Department	CT	wperez@ci.east-hartford.ct.us
Stephen Irr	City of Yuma	AZ	irrs@yumaaz.gov
Bruce N. Axtell	Palmer Emergency Services	AK	baxtell@palmerak.org

James A. Steele	Central Mat-Su Fire Department	AK	james.Steele@matsu.gov
Mark Quick	Durango Fire & Rescue	CO	quickmc@ci.durango.co.us
Dave Bailey	Chesterfield Fire & EMS	VA	baileyd@chesterfield.gov
Matt Haerter	Kenosha Fire Dept	WI	mhaerter@kenoshafire.org
Dewey Schmidt	Oklahoma City Fire Dept	OK	
Randy Wells		SC	wellsr@burtonfd.org
Karl Rufener	City of Renton Fire & Emergency Services	WA	krufener@rentonwa.gov
Richard Harvey	Springville Fire & Rescue	AL	SFD377@aol.com
Brian Bonner	Homewood Fire and Rescue Service	AL	brian.bonner@email.com
Jeff Toepper	Lisle-Woodridge FD	IL	jstoeppe@sbcglobal.net
Steve Ramsey	Texarkana Fire Department	TX	ramseys@swat.coop

Appendix F

Trussville Fire and Rescue
Procedural

Standard Operating Procedures
Officer Development

SOP-Procedural
Officer Development
Date: June 16, 2009
Signed:

Purpose: To establish a program to prepare firefighters and officers for promotion and to ensure continuing education after promotion.

Trussville Fire and Rescue will maintain an officer development program for the ranks of lieutenant, captain, and battalion chief. This program is based on the IAFC Officer Development Handbook, the Personnel Board of Jefferson County's classification descriptions, and NFPA 1021 – Standard for fire officer professional qualifications.

The following is a list of officer ranks within Trussville Fire and Rescue. Each rank will have a list of education, experience, and training required for each level. Optional training and education will be listed for career development purposes, but not required for promotion.

Each newly promoted officer will be assigned a mentor officer from the next officer level above them. This mentor will be responsible for assisting the probationary officer with knowledge of job responsibilities, scene management and professional development. Each mentor will be assigned by the fire chief after any promotions, and will maintain the mentor partnership throughout the probationary year. At the conclusion of the probationary year, the fire chief, mentor, and officer will have a pre-permanent status review of the officer's performance during the first year, and suggest any changes or development possibilities that may exist.

Fire Lieutenant

Required

Training: Firefighter I and II, Fire Officer I, Instructor I, Inspector I, Licensed Emergency Medical Technician, Hazmat Technician, licensed Child Passenger Safety Technician.

Experience: Qualified responder for a period of no less than two years, three to five years of experience preferred. Some peer coaching or small group leadership, experience as acting officer of a single resource unit in emergency responses and non emergency duties, participation in planning processes, develop and deliver training classes, possess teamwork skills, participate in or contribute to a station project and an organizational work project, participate in mass casualty training, exercises, and incidents, involvement in local or state professional associations.

Suggested

Education: 100 level college courses in English composition, public speaking, business communications, biology, chemistry, psychology, sociology, algebra, business computer systems, health and wellness, American government, fire behavior and combustion, building construction.
200 level college courses in human resources management and fire administration.

Self-development: Ongoing health and wellness program, identify personal strengths and areas for development, written and oral communication, giving and receiving constructive feedback, customer service skills, teamwork, conflict resolution, understanding the importance of community and organizational diversity, demonstrates ethical behavior, develop and maintain skills to use technology, understands the importance of law, develop an understanding of unique local hazards and emerging issues.

Fire Captain

Required

Training: Fire Officer II, Multi-company incident management, Public Information Officer, Fire Investigator I, Public Educator I, licensed Child Passenger Safety Technician.

Experience: Qualified lieutenant for two to four years, provides coaching and counseling to new members, involved in critical incident stress management, acting officer for multi-company operations which include emergency and non-emergency, function as a supervisor or incident commander of a multi-company incident, develop, implement or manage a planning process, develop/implement a company training plan, participate in human resource functions (performance appraisals, accountability, discipline, conflict resolution, and staffing), manage a station budget or project, be a part of a significant department program or project, participate in interagency committee, team, or work efforts, participate in non fire service civic or charity groups, involved in local and state professional associations.

Suggested

Education: 100 level college courses in statistics, Philosophy, critical reasoning, introduction to law, introduction to planning, prevention and education, fire protection systems, fire protection hydraulics.
200 level college courses in interpersonal communication, professional ethics, professional report writing, accounting analysis, fire service management.

Self-development: On-going health and wellness program, explore career areas of special interest, mentor, speaking before small groups, coaching/counseling, embrace organizational and community diversity, promote ethical behavior, understand the value and importance of law, develop and maintain skills to use technology appropriate to work responsibilities, develop and communicate an awareness and understanding of unique local hazards and emerging issues.

Battalion Chief

Required:

- Training:** Fire officer III, interjurisdictional incident management, IT applications.
- Experience:** Qualified fire captain for two years, three to five years preferred; provides coaching/counseling to new members and subordinate officers; provide member development; participate in multiple function program management; participate in interactions with elected officials, business community, media, and special interest groups; serve as incident commander at a significant incident under ICS; multi agency committee leadership; develop and implement organizational training effort; responsible for human resource functions which include, staffing, diversity, performance appraisal, accountability, and discipline; plan, implement, and manage budget functions at a divisional level; responsible for managing significant organizational projects; serve as organizational liaison with other agencies; participate in emergency management planning; participate in the planning and implementation of community events; member of local or state professional associations; make presentations.

Suggested

- Education:** 200 level college courses in economics.
300 level college courses in principles of management, management in the public sector, leadership, human resource management, risk management, advanced fire administration, analytical approaches to public fire protection, political and legal foundations of fire protection,
400 level college courses in managerial budgeting and accounting, organizational behavior, and professional ethics.
- Self-development:** On-going health and wellness program, begin the chief fire officer designation process or executive fire officer program, learn mentorship, large group presentations, time management, team building, promote and reinforce organizational and community diversity, promote ethical behavior throughout the organization, understand the value and importance of law, develop and maintain skills to use technology appropriate to work responsibilities, assess and analyze unique community risks and emerging issues.