

IDENTIFYING LEADERSHIP CRITERIA IN THE FIRE SERVICE

Identifying Leadership Criteria in the Fire Service

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Abstract

The problem was that the Lewiston Fire Department (LFD) was unable to identify the criteria for developing senior leaders in the organization. The purpose of this research is to identify criteria for developing senior leaders within the organization. Research questions to be answered using the descriptive method are (a) what are the industry standards for developing senior leaders, (b) what criteria are used by other fire departments to develop senior leaders, (c) what criteria could LFD consider using to develop senior leaders? A questionnaire was developed and sent to individuals who were either a) on the committee that wrote the International Association of Fire Chiefs *Officer Development Handbook*, b) on the technical committee on *Fire Officer Professional Qualifications, NFPA 1021*, or c) were attendees at the Wingspread V Conference 2006 sponsored by the International Fire Chiefs Foundation. Seventy-eight questionnaires were sent out, twenty responded. Results yielded suggestions for several officer development programs which included; *NFPA 1021*, the *Officers Development Handbook*, the Fire and Emergency Service Higher Education (FESHE) model, Center for Public Safety Excellence (CPSE) Complete Officer Program, the National Fire Academy Executive Fire Officer Program, and the Brunacini Leadership Institute Seminar through Columbia Southern University. It was recommended that the LFD form a committee to consider the options brought forward by the questionnaire results and further explore options to determine what leadership criteria will work best.

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Identifying Leadership Criteria in the Fire Service

Introduction

“Leadership is not an affair of the head. Leadership is an affair of the heart” (Kouzes & Posner, 2007, p. 351). If that is true, can it be taught? Is leadership something that can be taught, or is it something we are born with (Kouzes & Posner, 2007; Parks, 2005; Vroom, 2008)? The fire service needs to consistently and constantly develop its leadership throughout the ranks. Individuals need to learn and practice leadership skills and styles to be well prepared for a long, successful career. The problem was that the Lewiston Fire Department (LFD) was unable to identify the criteria for developing senior leaders in the organization. The purpose of this research was to identify criteria for developing senior leaders within the organization. Research questions to be answered using the descriptive method are (a) what are the industry standards for developing senior leaders, (b) what criteria are used by other fire departments to develop senior leaders, (c) what criteria could LFD consider using to develop senior leaders?

Background & Significance

The City of Lewiston is located in north central Idaho at the confluence of the Snake and Clearwater River. It is located in Nez Perce County. The City of Lewiston covers 16 square miles and has a population of approximately 31,000 people. The Lewiston Fire and Rescue Department (LFD) is a full service fire department. Fire department emergency medical services (EMS) ambulances respond to seven counties in three states, creating a 2,500 square mile EMS response area (J. Crawford, personal communication, 2006). The operational services provided to the community and

surrounding area include fire suppression, rescue, a full paramedic ambulance service, Idaho regional hazmat team, and airport rescue firefighting. The fire prevention services provided are fire investigation, plan review, inspection for new construction and existing occupancies, public education and a juvenile firesetters program (Steputat, 2010, p. 7).

The LFD staffs its three fire stations with 15 personnel daily. A given number of those firefighters are in the paid reserve program. The paid reserves create the pool of firefighter candidates eligible to be hired on as a permanent, full-time firefighter. The State of Idaho has no minimum standard of required training for an individual to be a firefighter. There is no requirement to obtain Firefighter I or Firefighter II certification to be a firefighter in this State. However, Lewiston reserves participate in a fire academy taught at fire station one using fire department staff to teach every class.

The Lewiston Fire Department has not had any outside influence within the ranks of reserve, firefighter, engineer, captain or battalion chief in well over 50 years. During those same 50 years, there has been one outside fire chief hired (1991 – 1999); one outside division chief of operations (2006 – 2009) and one outside division chief/fire marshal (2004 – present). During all those years, and presently, the remaining senior leadership has come from within.

There have been attempts made to prepare individuals to advance to the next rank using some standardized training that needed to be completed in order to apply for promotion. An example of the training is one *class* taken on the internet, through a free website where one gets a certification of completion when the class is done. However these have been short lived with no follow up training or practical training for individuals

to use what they have learned and apply it. And once everyone was finished with it nothing has been added for years.

When it comes time to promote an engineer to captain, or a captain to battalion chief there is real concern about how certain individuals will fair being put into these leadership positions. The concern comes from uncertainty in the supervisory, management and leadership skills which the department has not identified, taught, mentored or nurtured in the lower ranks. This department has neither recognized nor identified leadership as a skill that needs to be trained on and practiced as diligently as how to pull hose or cut up a car.

The Executive Leadership course continues where the Executive Development course left off in its emphasis on adaptive change and working on ones own leadership skills. One of the main areas within the topic of leadership is that leaders teach others to lead. This applied research paper is attempting to provide criteria on how this department can train its members to advance into senior leadership positions successfully.

This applied research project relates to the United States Fire Administrations operational objectives by responding appropriately in a timely manner to emerging issues. Parks (2005) talks about a “growing crisis in leadership” (p. 2). Preparing our personnel to not only move up and assume a leadership position, but to also be prepared to take on all that entails is an emerging issue for this fire department.

Literature Review

According to the International Association of Fire Chiefs (IAFC) *Officer Development Handbook* (2004), “the need for professional development, especially for

fire service officers, is not a new issue” (p. 2). In order to provide guidance to aspiring officers and future leaders in the fire service the IAFC (2004) used two other resources to put their handbook together. Those other sources were the National Fire Protection Association (NFPA) *NFPA 1021 Standard for Fire Officer Professional Qualifications* (2009) and the International Association of Fire Chiefs Foundation (IAFCF) Wingspread Conference Report called *Statements of Critical Issues to the Fire and Emergency Services in the United States* held every ten years from 1966 to 1996.

The IAFCF (1996) states that “to move successfully into the future, the fire service needs leaders capable of developing and managing organizations in dramatically changed environments” (p. 3). Parks (2005) goes on to say that “leadership for today’s world requires enlarging one’s capacity to see the whole board, as in a chess match- so see the complex, often volatile interdependence among the multiple systems that constitute the new commons [common good]” (p. 3). That is a good definition of a metaphor used by Heifetz and Linsky (2002) of going up to the balcony (p.53). Being able to have a broad view of what is going on in and around one’s organization is vital to being a successful senior leader.

Leaders must have vision (IFCAF, 1996; Kanterman, 2008; Kets de Vries, 2007; Parks, 2005). Kanterman (2008) adds a “common bond” along with a vision (p. 113). IAFCF (1996) adds the “ability to predict, and effective human relations skills” (p. 8). Kets de Vries (2007) states that the “organization’s leaders are supposed to take care of their organization’s existing strategic and structural needs; they are expected to articulate a vision of the future and show others how to achieve it” (p. 219).

Elements put forth by the IAFC (2004) as their criteria for leadership development are training, experience, self-development, and education. Goleman (2002) states that “leadership is learnable...” (p. 88). While Collins (2001) sums up his criteria of leadership thus:

The single most harmful step you can take in a journey from good to great is to put the wrong people in key positions. Second, widen your definition of “right people” to focus more on the character attributes of the person and less on specialized knowledge. People can learn skills and acquire knowledge, but they cannot learn the essential character traits that make them right for your organization. Third- and this is key- take advantage of difficult economic times to hire great people, even if you don’t have a specific job in mind (p. 216-217).

While the question seems to always be, is leadership something that can be taught, or is it something we are born with (Kouzes & Posner, 2007; Parks, 2005; Vroom, 2008), Bottger & Barsoux (2009) state that the question is pointless because the answer is irrelevant, “the truth is, you do not know what you are born with until you try very hard to express it” (¶ 1). It was clear from these examples that there were many different schools of thought on the topic of leadership and the route that someone might take to become a successful leader.

Collins (2001) describes what he has come to call the *Level 5 leader* (p. 21). These individuals “embody a paradoxical mix of personal humility and professional will” (p. 21 & 39); “they are a study in duality: modest and willful, humble and fearless” (p. 22). Other traits include “ambition for the company”; “setting up their successor to succeed” (p. 25); “compelling modesty, self-effacing and understated” (p. 39); and they

have unwavering resolve to do what needs to be done to produce sustained results (p. 30 & 39). Collins' Level 5 leaders are "more plow horse than work horse" and when things go right they give others the credit, when things go wrong they will blame themselves and take full responsibility (p. 33-35, p. 39).

Goleman (2002) followed up his popular leadership book, *Emotional Intelligence with Primal Leadership*. In it he establishes six different leadership styles as; visionary, coaching, affiliative, democratic, pacesetter, and commanding (p. 55). He calls these his "leadership repertoire" (p. 53), and contends that all of these styles are used by leaders throughout their work day (p. 53).

Kouzes and Posner (2007) discuss the "Five Practices of Exemplary Leadership" (p. 14). Those five are "model the way; inspire a shared vision; challenge the process; enable others to act; and encourage the heart" (p. 14). Of the five practices listed, the one requiring some additional explanation is 'encourage the heart'. The authors explain it as providing genuine acts of caring to uplift the spirits (p. 22). From simple, handwritten thank you notes, to a full-blown celebration for a job well done- as long as it is done with authenticity and from the heart it will serve to build a strong sense of collective identity and community spirit (p. 23).

It is clear there is no lack of information or expertise from which to draw on when discussing leadership. As the information for this literature review was researched it became clear that there is not one right way to encourage potential leaders to follow. All of the authors had invaluable information to add to the discussion of how to prepare leaders and/or what leaders need to know. This literature review did not narrow the scope

of this project, it made it clear that in order to be a successful, effective leader one must be a well read leader.

Procedures

The first two questions posed by this research will be answered using a questionnaire. The questionnaire poses both of those questions to individuals who were either a) on the committee that wrote the *International Association of Fire Chiefs Officer Development Handbook*, b) on the technical committee on *Fire Officer Professional Qualifications, NFPA 1021* or c) were attendees at the Wingspread V Conference 2006 sponsored by the International Fire Chiefs Foundation. The total number of questionnaires sent out was 78. Twenty questionnaires were returned. Names of those who received a questionnaire request can be found in Appendix A.

The National Fire Protection Association was called and contact was made with the previous Chair of the NFPA 1021 committee (Technical Committee on Fire Officer Professional Qualifications), Chris Neal. He forwarded the request to the current Chair, who turned it over to the NFPA 1021 staff liaison, Ken Holland. He agreed to forward the request and link for the questionnaire to current committee members.

The International Association of Fire Chiefs was called and contact was made with Jason Nauman, Education & Learning Manager. He was the staff liaison for the Professional Development Committee. He agreed to forward the request and link for the questionnaire to those committee members.

The International Association of Fire Chiefs was again called to obtain a contact that would be able to send out the request to the Wingspread V Conference attendees. An

email was sent to Jennifer Cook. Ms. Cooke forwarded the request to Tim Curtis who suggested a simple internet search would yield the emails of the nearly 30 participants. Countless hours and three weeks later the simple internet search had yielded 10 of the 30 participant's emails sought. Chuck Burkell, Executive Education Instructional Systems Specialist with the U.S. Fire Administration/National Fire Academy was contacted. He was a facilitator for the conference. Mr. Burkell provided an email address for Kevin Roche, Assistant to the Fire Chief for Phoenix Fire Department, who was also there as a facilitator. Mr. Roche provided a spread sheet with the names and email addresses of all the individuals from the conference, and offered further assistance with those who had retired or moved to other departments. Emails with the request to participate in the questionnaire and the link to the questionnaire were sent to these individuals. See Appendix B for a copy of the letter sent to prospective respondents.

The final question was answered by compiling and considering the information and various possibilities gathered by the questionnaire.

Limitations

This paper should be read with the following limitations in mind. Questions posed to respondents were very open ended. Respondents were allowed any amount of space they wanted for their answers. The answers were expected to address the development of leaders and leadership skills. However, the fire service focuses on technical skills; it is therefore expected that most respondents will discuss technical topics rather than the more nebulous topic of leadership and its development.

Results

Results for research question and questionnaire question number one; what are the industry standards for developing senior leaders; received 20 responses. All responses were allowed to be in narrative form. While several of the answers focused on having prospective leaders follow the guidelines provided in either *NFPA 1021* and/or the *IAFC Officer Development Handbook*; many lamented that there simply was no standardization for prospective leaders to follow. Several respondents believed that a college degree (non-specific), or fire science degree should be required. A few included the Fire and Emergency Service Higher Education (FESHE) model, as well as Center for Public Safety Excellence (CPSE) as a guide for the future leaders. The one response that captured the widely held belief about leadership in the fire service was, “Monday you are ‘one of the boys,’ Tuesday you are the leader of the ‘boys’”. See Table 1 for answers to research and questionnaire question number one.

Table 1

Response to Question 1: What do You Feel are the Fire Service Industry Standards for Developing Senior Leaders (Senior Leaders for the Purpose of this Questionnaire are Defined as Engine Company Captains Preparing to Move Into Battalion Chief Level and Ranks Above)

1	The fire service standard should be NFPA 1021 but adaption of state and local standards should be considered as long as they meet or exceed the national level. I-Chief developed a wonderful guide to assist in the development of fire service leaders as well.
2	At the present time, many cities do not have standards. Most of the cities that I have visited as an assessor hire or follow a system in order to prevent lawsuits. If a system were to be followed, by ALL fire departments, I believe that we would see a reduction in deaths and injuries.
3	NFPA standards, certification in related position and professional guidelines (i.e. IAFC Rules of Engagement)
4	NFPA 1021 Officer Handbook (IAFC)
5	Years of experience TBD, college degree, NFPA 1021 as a guideline, CPSE Mentor Program

6	The IAFC officer development handbook in conjunction with NFPA 1021.
7	Limited--the current standards are based on merit badges rather than competencies. Most agencies use training (the least effective method) for developing senior leaders.
8	The Pro-Quals established in NFPA 1021
9	NFPA 1041 Fire Officer Professional Development are the only consensus standards that exist on a national basis.
10	There a multitude of templates, i.e. NFPA 1021, 1031, 1037, etc, the FESHE higher education matrix, The "Complete Fire Officer" from CPSE and the IAFC Officer Development Handbook
11	Overall poor, there is no standardization for chief officers. Secondly, it appears the requirements change based on the "money making" curriculum.
12	NFPA; EFO CFOD & CMO
13	With the exception of possibly the National Fire Academy, I do not believe there is a uniform development program applied by departments nationally. Monday you are "one of the boys," Tuesday you are the leader of the "boys."
14	Fire Officer 1, 2, and 3. College Education
15	The standards are NFPA 1021, but with the differing personnel practices and processes, it is inconsistent. Some are selected through a competitive test; others are elected. Those promoted from those (and other systems, e.g., seniority) may or may not meet that standard.
16	National Fire Protection Association Fire Officer I, II and III Standards. College Degree in Fire Science, Fire Administration or related field.
17	There are no widely accepted standards. There is a great need for such a standard. Each department relies on its own local criteria which is in many cases is seriously lacking.
18	I do not feel there really is a standard. I am a fire lieutenant/paramedic (we do not have captains) in Florida and the standard for an officer changes from department to department. We require you pass the Fire Officer 1 State Exam and the Fire Inspector 1 State Exam. Other larger departments in our area (Tampa, St.Pete) only require some courses as part of the Fire Officer series, but no state exam. Some departments (Orlando) require Bachelor Degrees to advance. We require 60 college credit hours. I would like to see a standard college requirement.
19	Knowledge and experience on city and department goals, objectives and programs consisting of prevention, suppression, EMS, rescue, hazard management, public education, disaster and personnel management, communications, water supply, emergency communications, agency resources, mutual and automatic aid.
20	Knowledge and experience on city and department goals, objectives, and programs consisting of prevention, suppression, EMS, rescue, hazard management, public education, disaster and personnel management, emergency communications, agency resources and mutual and automatic aid.

Results for research question and questionnaire question number two; what criteria are used by other fire departments to develop senior leaders; received 20 responses. The question asked by the questionnaire was, what criteria does your fire department use to develop its senior leaders? Respondents who were not currently employed in the fire service were encouraged to respond to this question. All responses were allowed to be in narrative form. While some answers provided information on how

promotions are made, six stated specifically they had no formal process. Two listed a state training or certification program. Three respondents stated mentoring was used. Again, one thoughtful answer summed it up like this, “between NFPA Officer Standards, NFA, and a requirement for an associate’s degree at the Company and Battalion level, these assume reasonable preparation for supervisory functions; however, this does not measure the people skills, command decisions performance or the ability to weld a group into an effective team.” Complete results answering research question and questionnaire question number two can be found in Table 2.

Table 2

Response to Question 2: What Criteria Does Your Fire Department use to Develop its Senior Leaders (Please Provide Input Even if You do not Currently Work for a Fire Department)

1	My department uses an Officer Candidate program to develop its leaders. Elements include meeting the applicable NFPA level for the position as well as a series of NFA and state level certification programs. At this time, degrees are not required but come into consideration for selection. The Candidate pool for the department does not allow for degrees at this time.
2	We do not have a standard or method.
3	No formal process. Training may follow promotion requirements include only Fire Officer I certification. Not exactly a model program.
4	Officer Development Program for all ranks from Firefighter through Fire Chief
5	Mentoring, move up opportunities, education, training
6	To be eligible to test for Captain must be a Lieutenant for 1 year. To test for Battalion Chief, must be Captain for 1 year. No specific education or other career development criteria are required.
7	Learning agility, Dealing with Ambiguity, Strategic Agility, Planning, Sharing the Vision, Ethics and values,
8	The State of Florida has a training and voluntary certification program for Fire Officer and is in the process of developing a program for Chief Fire Officers. The FO program consist of 7 classes + I-300 (Tactics I & II, Company Officer, Fire Prevention, Building Construction, Fire Protection Systems, & Fire Service Instructor) the advanced Officer Program is an additional X classes (Chemistry, Origin & Cause, PIO, Course Design, Legal & Ethical Issues, FD Admin) The Chief Officer (under design) will include (Political & Legal Foundation of Fire Prot, Personnel Management, Disaster Planning & Control, Managerial Budgeting & Control, and Community Risk Reductions).
9	State certification is a requirement for promotions.
10	Not in a fire agency anymore- Retired. But I do use all three of the previously stated documents to provide guidance to individuals that I mentor
11	Education, Professional development, seniority, and BFC testing process to rate, highly

	qualified, qualified, and unqualified.
12	Written testing; assessment center; seniority
13	Between NFPA Officer Standards, NFA, and a requirement for an associate's degree at the Company and Battalion level, these assume reasonable preparation for supervisory functions; however, this does not measure the people skills, command decisions performance or the ability to weld a group into an effective team.
14	8 years on the job and ranked passed upon their placement in an assessment center, completion of our officer development program
15	None. The process was civil service competitive testing.
16	College Degree or specific course completion within a designated degree program. Experience in terms of a given amount of time on the job to be eligible to test for a specific leadership position.
17	The Dept has had a formal mentoring process for 12 years, in conjunction with a formal education program. There is also the informal process where superiors looks down and try to identify likely up and comers.
18	We require our officers to attend "City University." This is put on by our city HR Department and the topics include Budget/Finance, Stress Management, etc. The problem is these classes are geared toward 8-5 supervisors and fire department supervision is unique. A lot of what they instruct does not pertain to the FD. But at least we are receiving some instructions. We also have a step-up program to allow officers to step-up to Battalion Chief to receive IOJ. You have to be a Lt. for 2 years and be checked off by the BC before stepping up.
19	Educational degrees and experience opportunities to report and address department abilities to meet all established performance requirements and capabilities. Move position assignments, encourage improvements and utilize personnel to identify problems and correct issues.
20	Educational degrees and experience opportunities to report and address department abilities to meet all established performance requirements and capabilities. Move position assignments, encourage improvements and utilize personnel to identify problems and correct issues.

Results for questionnaire question number three; what leadership programs, seminars and instructors can you recommend to a department planning to develop its current and future senior leaders; received 20 responses. Six respondents indicated they use their State's fire program. There were six suggestions for either the National Fire Academy or Executive Fire Officer Program specifically. Three suggested the CPSE Complete Officer Program. Two stated their fire department works with their local university. Two suggested the Brunacini Leadership Institute Seminar through Columbia Southern University. Complete results for questionnaire question number three can be found in Table 3.

Table 3

Response to Question 3: What Leadership Programs, Seminars and Instructors Can You Recommend to a Department Planning to Develop its Current and Future Senior Leaders?

1	Again, the organization must use its department standard to address this need. NFAs leadership, BC, decision-making classes as well as state FOI, II and III programs are good starts but individual department needs must be addressed
2	Each fire department should create a Professional Development Center that works in conjunction with their local university. As part of their consortium, members should be taught problem solving and strategic management.
3	Fire Department Safety Officers Association ISO & HSO certification and seminars
4	FRI, FDIC
5	CPSE Mentor Program, COLS-Chief Officer, FRI, State Chiefs, NFA, Local College
6	Although not required in my department, I would recommend any offering by the IAFC and Nat'l Fire Academy. These offerings should be broad based to include technical, operational, leadership, management, and administrative areas.
7	Improving the Bench Strength of your Fire Agency--seminar
8	See #2 above...
9	Indiana has a officer development series.
10	The CPSE "Complete Officer" series
11	Executive Fire Officer, Fire Officer I - IV, and any formal education i.e. associates, bachelor, or master degree
12	EFO; Brunacini Leadership Retreat; College degree work
13	I have been away from the Fire service too long to know what players/programs are current or effective. Any process that measures individual performance provides feedback to the individual and department would seem to be a good starting point. To paraphrase a contemporary, "If you are not keeping score --- you are not in the game."
14	IAFC Company Officer and chief officer programs
15	Both internal and external. Internal - organization policy and procedures; external - State Fire Training and National Fire Academy.
16	The Chief Fire Officer Program of the Center for Public Safety Excellence. The Chief Brunacini Leadership Institute Seminar out of Columbia Southern University. Instructors Alan Brunacini and Gordon Graham.
17	The FDNY has partnered with Columbia University and the GE Management Training Program, info sent to your email.
18	State Fire Officer Programs. Instructor (Florida) Jim Davis and Rick Stilp.
19	Establish formal education degree requirements, support workshops and participation in community and professional activities.
20	Establish formal education degree requirements, support workshops and participation in community and professional activities.

Results for questionnaire question number four; can you provide a recommended reading list for current and future leaders; received 20 responses. Authors such as John Maxwell, Steven Covey, Jim Collins, Malcom Gladwell as well as Heifetz & Linsky and

Kouzes & Posner were listed. One specific program for consideration was the leadership program developed by Professor Robert Hamm at the University of Oklahoma. Several suggested reading current periodicals, and the NFPA publications. One suggestion was Lominger.com as a source for information. Lominger International website states it produces a suite of competency-based leadership development resources for individuals, teams and organizations. The longest book list provided the reading list for the State of Florida’s Fire Officer Program, most of them referring to the technical aspects of being in the fire service. Complete results for questionnaire question number four can be found in Table 4.

Table 4

Response to Question 4: Can You Provide a “Recommended Reading” List for Current and Future Leaders?

1	The following link was a huge help for me in developing a promotional system for my department: http://www.iafc.org/associations/4685/files/pubs_OfficerDevHdbk.pdf
2	I would recommend Jim Collins, and Malcom Gladwell as well as books by Warren Bennis.
3	Any current articles from magazines, to keep current. Vincent Dunn, Brannigan, Salka, Norman, Brunacini et al.
4	Fire Chief Desk Reference Leadership on the line
5	Any and all leadership books. My emphasis is on developing the whole person as a leader not the emergency response side only. Must have knowledge of and skills with people!
6	Anything from Lominger.com
7	State of Florida FO Book List Building Construction Related to the Fire Service Chemistry Of Hazardous Materials - Meyer Company Officer, - Clinton Smoke Ethics 101 - John C. Maxwell Fire Inspection And Code Enforcement Fire Ground Strategies Fire Protection Systems - A. Maurice Jones, Jr. Fire Service Instructor First Responder Textbook with Workbook - Bergeron Florida Fire Prevention Code Book Hydraulics Workbook, 2002 FSFC IAFF Training for Hazardous Materials Response Technician, 2002 Ed. ICS-300 Expanding Incidents Fire Department Incident Safety Officer Kirk's Fire Investigation, 6th Ed. - DeHaan Legal Consideration for Fire and Emergency Services

	Live Fire Instructor Training Manual Managing Fire & Rescue Services (ICMA) Managing Fire & Rescue Services Study Guide Media Relations for Public Safety Professionals, Leo M. Brown
8	Steven Covey 7 Habits of Highly Effective People / John Maxwell any of his material / Dr. Schuller If it is to be it is up to me.
9	Way to long to answer here. Make contact with me and I will provide you with a bibliography that is very extensive and one that is highly focused on specific skill sets. Ronny J Coleman ***_***_****
10	1) My American Journey by Colin Powell 2) Check List Manifesto
11	As a starting point, the leadership program developed by Professor Robert Hamm at the University of Oklahoma in the 1950's is rock solid and valid today.
12	Anything dealing with leadership; read, read, and more read.
13	Leadership on the Line.
14	Leadership on the Line by Ronald Heifetz and Marty Linsky. Credibility by James Kouzes and Barry Posner.
15	Firehouse magazine Managing Fire and Rescue Services-published by ICMA University
16	NFPA codes, publications and standards. Regular professional administrative and fire service publications.
17	NFPA Codes, publications and standards. Regular professional and fire service publications.

To answer the third and final research question; what criteria could LFD consider using to develop senior leaders; any combination of responses provided could make up criteria to develop our leaders. Criteria to be considered were the various university and college partnerships uncovered in the questionnaire to ascertain if LFD could develop something similar with its local college. Also up for consideration was the various leadership criteria outlined in the Officer Development Handbook and NFPA 1021. These two publications have developed rank by rank criteria with some focus on developing the leadership qualities. Several respondents also discussed being well read. The answers provided by respondents presented useful ideas and suggestions for further exploration by LFD to consider as it develops its own leadership criteria to establish its own program.

Discussion

It is abundantly clear from the results that there is agreement with the sentiment stated in the International Association of Fire Chiefs *Officer Development Handbook* (2004), “the need for professional development, especially for fire service officers, is not a new issue” (p. 2). However when looking at the fire service leadership issue a common question is asked whether leadership is something that can be taught, or is it something we are born with (Kouzes & Posner, 2007; Parks, 2005; Vroom, 2008). Whether it is “irrelevant” as believed by Bottger and Barsoux (2009, ¶ 1), or it can be taught and learned, the majority of results from the questionnaire show there is much work to be done.

The IAFCF (1996) states that “to move successfully into the future, the fire service needs leaders capable of developing and managing organizations in dramatically changed environments” (p. 3). Several comments provided by respondents were critical of the lack of standardization within the fire service to prepare leaders. Parks (2005) goes on to say that “leadership for today’s world requires enlarging one’s capacity to see the whole board, as in a chess match- so see the complex, often volatile interdependence among the multiple systems that constitute the new commons [common good]” (p. 3). That is a good definition of a metaphor used by Heifetz and Linsky (2002) of going up to the balcony (p.53). Being able to have a broad view of what is going on in and around one’s organization is vital to being a successful senior leader. It is unclear if following the criteria as outlined in the *Officer Development Handbook* or *NFPA 1021* ensure the candidate will automatically develop those skills and traits.

Kets de Vries (2007) states that the “organization’s leaders are supposed to take care of their organization’s existing strategic and structural needs; they are expected to articulate a vision of the future and show others how to achieve it” (p. 219). The one comment about how on Monday you are one of the ‘boys’ and Tuesday you are the leader of the boys is probably still reflective of the majority of the fire service in this country. Many of the answers provided an outline of technical fire service skills one had to master, as opposed to understanding that the actual skill of *leadership* has nothing to do with how well one passes a test about ladders, haz mat or ventilation. It is unclear, of those polled; that all respondents were themselves clear that just because someone goes through the various programs suggested through the questionnaire that it would make them a good or great leader.

Elements put forth by the IAFCF (2004) as their criteria for leadership development are training, experience, self-development, and education. Goleman (2002) states that “leadership is learnable...” (p. 88). While Collins (2001) sums up his criteria of leadership thus:

The single most harmful step you can take in a journey from good to great is to put the wrong people in key positions. Second, widen your definition of “right people” to focus more on the character attributes of the person and less on specialized knowledge. People can learn skills and acquire knowledge, but they cannot learn the essential character traits that make them right for your organization. Third- and this is key- take advantage of difficult economic times to hire great people, even if you don’t have a specific job in mind (p. 216-217).

The fire service does have a lot of the right people, and indeed the LFD does too. Whether those individuals are afforded a true opportunity to grow into their leadership potential remains the concern. Respondents did suggest mentoring programs as part of the criteria, this would give the organization a chance to let the individual lead, but not be left to succeed or fail on their own. Mentoring gives the prospective leader somewhere safe to go for guidance. Mentoring is probably a good criterion to have in a leadership program.

Collins (2001) describes what he has come to call the *Level 5 leader* (p. 21). These individuals “embody a paradoxical mix of personal humility and professional will” (p. 21 & 39); “they are a study in duality: modest and willful, humble and fearless” (p. 22). Other traits include “ambition for the company”; “setting up their successor to succeed” (p. 25); “compelling modesty, self-effacing and understated” (p. 39); and they have unwavering resolve to do what needs to be done to produce sustained results (p. 30 & 39). Collins’ Level 5 leaders are “more plow horse than work horse” and when things go right they give others the credit, when things go wrong they will blame themselves and take full responsibility (p. 33-35, p. 39). With so many respondents indicating that they have no real criteria to develop a leader, it is then up to those who recognize that this problem in the fire service has to change. The fire service is rife with departments where a little more credit to those who are doing the work would go a long way, instead of the senior individual making it appear that they are superman. Giving credit where credit is due is a critical skill to observe in up coming leaders, after all, the fire service is a team sport.

In following up *Emotional Intelligence*, Goleman (2002) establishes six different leadership styles as; visionary, coaching, affiliative, democratic, pacesetter, and commanding (p. 55). He calls these his “leadership repertoire” (p. 53), and contends that all of these styles are used by leaders throughout their work day (p. 53). Many of our upcoming leaders have never had the opportunity to identify their leadership styles, don’t understand their own leadership traits which just need to be nurtured and developed, have never been given the opportunity to dip their toe in the vast education available to leaders.

Kouzes and Posner (2007) discuss the “Five Practices of Exemplary Leadership” (p. 14). Those five are “model the way; inspire a shared vision; challenge the process; enable others to act; and encourage the heart” (p. 14). Of the five practices listed, the one requiring some additional explanation is ‘encourage the heart’. The authors explain it as providing genuine acts of caring to uplift the spirits (p. 22). From simple, handwritten thank you notes, to a full-blown celebration for a job well done- as long as it is done with authenticity and from the heart it will serve to build a strong sense of collective identity and community spirit (p. 23). The fire service is said to be a family, a team. Firefighters do not work independently like police officers, firefighters move in a pack. And every pack has a leader. The junior members watch how the leader leads; how he treats his favorites, how he treats the weakest member. Unfortunately this is the extent of leadership training for many in the fire service. This learn-by-watching seemed to be the sentiment of many respondents. It may well be the way that many of the respondents made it to their level too.

As far as implications for the LFD organization and how it should move forward; it is clear there is no lack of information or expertise from which to draw on when discussing leadership; it seems outside the fire service's grasp thus far to establish uniform criteria that has been embraced by the nation's fire departments across the board regarding leadership development. The information provided by the respondents to the questionnaire reinforced that lament in many different ways. While some departments appear to have a fairly well rounded criteria which includes formal higher education, working with an institution of higher learning, and mentoring, many have nothing. Indeed, some departments are still forced to promote based solely on seniority. A follow up with those departments which have a fairly well developed criterion that can provide their program to LFD for consideration and adaptation seems to be the next step in developing our own criteria for senior leaders.

Recommendations

The following are recommendations on how LFD should proceed using the information obtained by this research. The most efficient way to develop a program out of the various criteria suggested by the respondents would be to put a committee together. LFD is a very committee oriented department; and they work well in producing viable programs and completing bigger projects. This committee should explore the various university and college partnerships uncovered in the questionnaire to ascertain if LFD could develop something similar with its local college. The committee should also consider the various programs suggested by the respondents such as the National Fire Academy Executive Fire Officer Program, the Center for Public Safety Excellence's

Complete Officer Program, or Brunacini Leadership Institute Seminar through Columbia Southern University. This committee should explore and consider the various leadership criteria outlined in the *Officer Development Handbook* and *NFPA 1021* to develop its own rank by rank criteria with a focus on developing the individual's leadership qualities. At the same time develop a rank by rank required reading list to be included in the LFD leadership criteria. This would be based initially on the suggested reading provided by questionnaire respondents. In the final analysis, the questionnaire provided useful ideas and suggestions for further exploration and development by LFD. It is recommended that the future reader explore, to compare and contrast, those programs that already exist on a national level to ascertain which one will best meet their department's needs.

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272). Notre Dame, Indiana: University of Notre Dame Press.

Appendix A

List of Prospective Respondents

Wingspan V Attendees

Terry Allen
 Alan Brunacini
 John M. Buckman, III
 Tom Carr
 Rosemary R. Cloud
 Ronny Coleman
 Charlie Dickinson
 Harry Diezel
 Rich Duffy
 Harvey Eisner
 Cliff Jones
 Kara Kalkbrenner
 Kevin Kalkbrenner
 Rhoda Mae Kerr
 Bob Khan
 William D. Killen
 Charles H. Kime
 Gary Ludwig
 John Norman
 Mark R. Nugent
 Denis Onieal
 Ray Picard
 Bob Ridgeway
 Dennis L. Rubin
 Timothy E. Sendelbach
 Joe Starnes
 Cortez Trotter
 Bruce Varner
 Fred Windisch

NFPA 1021

Lawrence Preston
 Michael Athey
 Brian Bonner
 James Broman
 Matthew Brown
 Jeffery Cash
 Richard Dunn
 Robert Flemming
 Manuel Fonseca
 Reginald Freeman
 David Fulmer
 Steven Gallagher
 Kriss Garcia
 Jason Hoevelmann
 David Hollinger
 Scott Kettelle
 Franklin Livingston
 Steven Mossotti
 Phillip Paige
 Eric Perry
 Michael Petroff
 Timothy Robinson
 Robert Singletary
 Samuel Sprouse
 Donald Teeple
 Karl Thompson
 Donald Waldron
 J. Whitley
 Steven Edwards
 Robert Finley
 Kenn Fontenot
 Albert Medina
 Christopher Riley
 Kendall Holland

Officer Development Handbook

Chris Riley
 Michael Randolph
 James Broman
 Robert Wylie
 Ronald Gill, Jr.
 Warren Whitley
 David Rierson
 Kyle Gorman
 Ruth Obadal
 Eugene Campbell
 Lynn Washburn-Livingston
 Timothy Grenno
 Chuck Burkell
 Ed Kaplan
 Mary Sovick

Appendix B

Letter Sent to Prospective Respondents



Lewiston Fire Department

Fire Prevention Division

1245 Idaho Street, Lewiston, ID 83501

208.743.3554/ 208.746.3801 Fax

Hello,

I am working on my fourth and final research project for the National Fire Academy Executive Fire Officer Program and I need your help. My topic is identifying leadership criteria.

I am requesting your participation in a questionnaire as you were part of a group that worked on and authored; either NFPA 1021, IAFC Officer Development Handbook or attended the Wingspan V 2006 conference.

Please click this link <http://www.surveymonkey.com/s/FHQXFSY> to complete the questionnaire. I would appreciate responses by **September 22, 2010**. **Please notify me of any problems with the questionnaire.**

If you have problems with the internet survey, you can print it, hand write your responses and fax it to me at 208.746.3801; or you can simply email your responses to the questions and I will fill in the questionnaire for you (lsteputat@cityoflewiston.org).

Please feel free to call me, leave a message if I am not available and I will return your call as soon as possible. We are in the Pacific Standard Time zone.

Thank you for your time!

**Linda Steputat
Division Chief/Fire Marshal
Lewiston Fire Department
Lewiston, ID
208.743.3554**