

Running Head: CREATING A CHIEF OFFICER DEVELOPMENT PROGRAM

Executive Leadership

Creating a Chief Officer Development program specifically for preparing Rogers Fire

Department personnel for the position of Shift Commander

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Appendices F through I Not Included. Please visit the Learning Resource Center on the Web at <http://www.lrc.dhs.gov/> to learn how to obtain this report in its entirety through Interlibrary Loan.

Certification Statement

I hereby certify that this paper constitutes my own product, that where 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.

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Abstract

There has been a significant increase in the roles and responsibilities specific to the position of Shift Commander with the city of Rogers, Arkansas Fire Department. The problem was that the Rogers Fire Department did not have a formal method of developing personnel specifically for the position of Shift Commander. The purpose of this applied research project was to develop a chief officer development program in order to prepare individuals for career advancement and prepare them specifically for the position of Shift Commander. Action research was utilized to create an officer development program specifically for the position of Shift Commander while to effectively address the following questions; (a) What standards have organizations established for the development of individuals in preparation for the advancement as a chief officer? (b) What officer development programs are fire departments utilizing to prepare their personnel for potential advancement to the position of Battalion Chief? (c) What are organizations outside of the fire service doing to prepare individuals for advancement into leadership and supervisory roles? (d) What are the components of a chief officer development program designed exclusively for the position of Shift Commander? (e) What are the obstacles to implementation of a chief officer development program specifically for the position of Battalion Chief within the Rogers Fire Department? The procedures included a review of current literature of the fire service and other organizations pertaining to officer development specific to this position. Interviews and surveys provided information comparing programs, promotional requirements, and resources to address officer development. The results displayed an overview of Rogers Fire Department and responding departments surveyed. Recommendations from this research indicate the creation of an officer development

program specific to the position of Shift Commander and include an analysis of Rogers Fire Department's current needs and available resources.

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Introduction

Traditionally, in this country the fire service has promoted men into higher ranks or higher levels and then attempted to train and educate the individual to meet requirements of the level to which he has been promoted. Some alternative ways must be found to identify those individuals with potential and develop them for future responsibility, providing a comprehensive program of career development (The Johnson Foundation, 1966, p. 12). The fire service identified officer development and more specifically executive level development as a priority more than forty-four years ago during the Wingspread Conference on Fire Service Administration, Education, and Research. America Burning (National Commission on Fire Prevention and Control, 1973) added to this realization when it stated, "Tremendous credit should be given to the fire service for its ready acceptance of the concept that firemen should serve primarily as fire preventers, rather than firefighters. Even before this shift, there was a need for better education of the fire officer; better training in command, management, educational and training techniques, fire suppression, community relations, arson, and so on, to which the new emphasis on fire prevention must be added." Although much has been done since these documents were written, much has been left to local agencies to develop and to implement programs that specifically address officer development and succession planning. Each organization throughout the country is different with unique capabilities and limitations. Succession planning is a key element of organizational strategy and those organizations with well developed employee development and planning methods are more competitive through improved clarity as well as improved financial, technical, and staffing priorities (Federal Emergency Management Agency, 2005, SM-7-3).

During the 2010 Strategic Planning Session (Rogers Fire Department, 2010), the Rogers Fire Department identified the following items as a priority for the organization; 1) refine promotional track approach, 2) pursue succession planning and officer development. It was realized that the officer development program that ensued was not applicable to the position of Shift Commander, also known as Battalion Chief, due to the differences in responsibility that this position specifically entails. The Rogers Fire Department (2010) defines the job description of Battalion Chief as, “under the direction of the Fire Chief, to plan, supervise, and coordinate the activities and personnel of the fire department shift; to perform the role of department command; to provide highly responsible and technical staff assistance; to provide leadership in accomplishing fire suppression, rescue, hazardous materials response, fire prevention, training, and safety goals of the department”. The department leadership realizes that developing department leadership is not a technical problem that is simply addressed, but rather an adaptive problem because such a process entails experiments, new discoveries, and adjustments from numerous places in the organization (Heifetz and Linsky, 2002, p. 130).

The responsibilities of today’s fire departments extend well beyond the traditional fire hazard. The fire service is the primary responder to almost all local hazards, protecting a community’s commercial as well as human assets and firehouses are the closest connection government has to disaster-threatened neighborhoods (United States Fire Commission, 2002). As the roles and responsibilities of the fire service expand, so must the knowledge and abilities of the organizational leaders. Many individual fire departments have made progress in technology, tactics and strategy, administration and organization; however, this progress have been largely dependent on the caliber of leadership ..., and there is no assurance that this

progress will continue or the standards be maintained when there is a change of leadership in a given fire department (Rubin, 2006). The Rogers Fire Department is no exception but has identified that the future leadership of the organization depends upon program development and implementation that specifically addresses the knowledge and skills associated with the current and future responsibilities of a respective position. It is the responsibility of the Fire Chief as well as other chief officers ...who are charged with ensuring that the organization stay ahead of the changes faced by the fire and emergency services (International Fire Service Training Association, 2004, p. 1).

There has been a significant increase in the roles and responsibilities specific to the position of Battalion Chief with the city of Rogers, Arkansas Fire Department. The problem is that the Rogers Fire Department does not have a formal method of developing personnel specifically for the position of Battalion Chief. The purpose of this applied research project is to develop a chief officer development program in order to prepare individuals for career advancement and prepare them specifically for the position of Battalion Chief. Action research will be utilized to create an officer development program specifically for the position of Battalion Chief while to effectively address the following questions: (a) What standards have local, state, and federal organizations established for the development of individuals in preparation for the advancement as a chief officer? (b) What officer development programs are fire departments doing to prepare their personnel for potential advancement to the position of Battalion Chief? (c) What are organizations outside of the fire service doing to prepare individuals for advancement into leadership and supervisory roles? (d) What are the components of a chief officer development program that are designed exclusively for the position of Battalion Chief? (e) What are the obstacles to successful implementation of a chief

officer development program specifically for the position of Battalion Chief within the Rogers Fire Department?

Background and Significance

According to the United States Census Bureau, Rogers had a 1990 census population of 24,692 (Rogers-Lowell Area Chamber of Commerce, 2008) and a 2000 population of 38,829. The Rogers population has increased approximately 29.8 percent from the year 2000 to the year 2008 to an estimated population of 56,726 (United States Census Bureau, 2008). Earlier research has shown that Benton County lies in far Northwestern Arkansas and contains 17 incorporated cities and towns as well as six unincorporated towns in the County with the largest city being Rogers. Benton County is 886 square miles with a population of 153,406 in 2000 and an estimated population of 172,003 in 2003, a 12.1% increase (Bureau of Economic Analysis, 2009). Northwest Arkansas consistently ranks as one of the fastest-growing metro areas in the nation – the only Midwestern city to demonstrate such growth. Overall, regional growth since 2000 is more than 25%; 17th fastest-growing metro area in the U.S. and 110th largest metropolitan statistical area of 363 in United States. Since 1990, the region has doubled in population; today more than 2.4 million people live within a 100-mile radius (Rogers-Lowell Area Chamber of Commerce, 2008). The MSA was named the #1 best performing in the nation by the Milken Institute in 2003 and was the sixth-fastest growing MSA in the country from 1990-2000 at 47.5%, with Benton County growing 57.3% (Rogers-Lowell Area Chamber of Commerce, 2010). This growth demonstrates that all other estimates are outdated and that growth, despite the economy, continues at a staggering rate. With such growth come additional responsibilities' including commercial structures and residential neighborhoods that have required the restructuring of fire management areas (FMA) for appropriate response

capability. Due to variances in the research for this applied research project, estimated population growth was dependent upon the literature source. Regardless of the source, significant growth was found and the United States Census Bureau will be utilized for the population statistics.

The city of Rogers allots 7,552,550 total Fire Department budget expenditures in 2010. This represents an increase from 5,047,181 in the fire department operating budget in the year 2006 (city of Rogers, 2010). These funds correspond to the increases in department size and the increase in emergency responses. In 1990, Rogers Fire Department responded to 353 total emergency incidents including fire and emergency medical services (city of Rogers Fire Department, 1990, p. 3). The total emergency incidents in 2009 were 5,312 compared to the year 2000 in which there were 3,325 total emergency incidents (Jenkins, 2009, p. 19). This represents an estimated increase of 310 emergency incidents per year. Based on the population projections through 2025, the total number of emergency incidents that Rogers Fire Department would respond to is an estimated 9,967 incidents. The 5,312 total emergency incidents were spread among structure fires, other fire, medical emergencies, motor vehicle accidents, emergency medical services, rescue, hazardous materials, hazardous conditions, service, good intent, and false alarms.

Rogers Fire Department (RFD) delivers fire service to the city of Rogers, which is 38 square miles (City of Rogers Planning and Transportation, 2009). Rogers Fire Department was founded in 1888 and currently has an Insurance Services rating of three (3). RFD is a career department with 107 total personnel, 102 paid and six civilian employees (Rogers Fire Department, 2010). In the year 2000, the city of Rogers employed 64 firefighters to serve in

the community. All Rogers Fire Department personnel combine to form the divisions of Field Operations, Fire Prevention, Support Services, and Special Operations (City of Rogers, 2010).

The command staff of the Rogers Fire Department consists of the Fire Chief and a Deputy Chief of Special Operations and Training. The Fire Prevention and Education Division are located at the Emergency Training Center and the Deputy Chief of Prevention, a Fire Marshal and an Assistant Fire Marshal manages this Division of the department. The Deputy Chief of Special Operations and Training as well as a civilian Field Training Officer (FTO), who also serves as the departments Public Information Officer, manages training. The office of Emergency Management is also located at the Emergency Training Center and its coordinator serves in this capacity for the entire city of Rogers. The Emergency Medical Services Officer is responsible for the administration and operation of all Emergency Medical Services (EMS) related functions within the organization.

Shift commanders are comprised of one Battalion Chief per shift who are assigned to twenty-four (24) hour shifts and supervise the operations and emergency responses of their respective shift. The operations of the department is divided into three platoons each consisting of one Battalion Chief, seven Captains, and twenty five Firefighters that operate out of seven fire stations and one Emergency Training Center. The Rogers Fire Department delivers fire suppression, advanced life support (ALS) and transport capacity in emergency medical services, airport rescue fire fighting (ARFF), hazardous materials, and technical rescue to the city of Rogers and the surrounding areas of Benton County (Rhoades, 2010, p. 7). The department maintains six engines, two Quint-ladder trucks, two brush pumpers, and seven ambulances as front line response apparatus to respond to emergency and non-emergency incidents within the city of Rogers and Benton County. Special Operations, consisting of

technical rescue and hazardous materials, utilizes a specialized heavy rescue unit for response within the city of Rogers and the surrounding areas. Numerous apparatus and reserve equipment make up the emergency reserve and support fleet utilized for various functions including maintenance and specialized response (City of Rogers, 2010).

The Battalion Chiefs manage all emergency responses within the city of Rogers on a daily basis. Pre-determined run cards dictate the response of resources within the city limits and may be adjusted by the shift commander or responding unit's determinant upon the situations conditions. The Rogers Fire Department apparatus are not authorized to leave city limits without preapproval from the Battalion Chief on duty.

The position of Battalion Chief is a promotable position and is specifically defined with the following job description; under general direction of the Fire Chief, to plan, supervise, and coordinate the activities and personnel of a Fire Department shift; to perform the role of Department Command; to provide highly responsible and technical staff assistance; to provide leadership in accomplishing fire suppression, rescue, hazardous materials response, fire prevention, training, and safety goals of the Department (Rogers Fire Department, 2010). In order to be eligible for promotion, individuals must be a high school graduate or equivalent, have an Associate's Degree or Nationally Registered Emergency Medical Technician (NREMT) Paramedic, International Fire Service Accreditation Congress (IFSA) Firefighter II certification, Hazardous Materials Technician Certification, IFSAC Instructor I certification or Arkansas Emergency Medical Technician (EMT) Instructor Certification, Rank of Captain for a minimum of one year, and have a minimum of 6 years continuous service with the Rogers Fire Department (Rogers Fire Department, 2010). The promotional process consists of a written examination in which each individual must attain a seventy percent to pass to the next

phase of testing which is an assessment center. The assessment center consists of an incident command scenario and a group meeting scenario after which the promotional candidate is ranked utilizing the following formula; $(\text{Written Test Score} \times .40) + (\text{Assessment Center} \times .40) + (\text{Civil Service Score} \times .20) = \text{Maximum } 100\%$ (City of Rogers, 2009).

In 2009, The Rogers Fire Department implemented the Future Company Officer Training Program (FCOTP). The FCOTP prepares future leaders of the fire department and is compliant with Civil Service Regulations Section II, Part 2:01 (Rogers Fire Department, 2009). This program is geared towards potential company officers consisting of two steps; the task book and an officer refresher course. The Future Company Officer Certification Task Book contains specific departmental requirements and is also compliant with National Fire Protection Association (NFPA) 1021. To begin this process, the candidate must have a minimum of three years on the department. The second phase of the process is the Future Company Officer Refresher Course, conducted bi-annually. Candidates are required to attend at least one of these sessions every three years to maintain eligibility (Rogers Fire Department, 2009). The member, who completes the FCOTB, has 5 years with the RFD, meets all prerequisites for the position, and receives a passing evaluation for the past two years shall be eligible for civil service examination for the position of Battalion Chief.

During the 2010 Strategic Planning session, it was discussed that the Future Company Officer Training Program needed to be expanded to ensure the potential candidates for the position of Battalion Chief were adequately prepared for future promotional opportunities. One of the determining factors was the differences in administrative and leadership requirements when promoting from Captain to Chief Officer. If the current state of the department members holds true, a promotional opportunity for Battalion Chief would not occur

until 2017. As the battalion Chief is the operational level of command staff, he works to implement the direction and strategies at the shift level. In this case, this position acts as the direct representative of the Fire Chief and successful operations are dependent upon the Battalion Chiefs ability to manage and lead at the lowest level of the organization while also commanding roughly one third of the organization at any given time.

Prior to this point, there was not any emphasis placed upon the development or education of individuals in order to prepare for the position of Battalion Chief. Individuals have progressed to this position utilizing similar educational requirements as those similar to company officers with the exception being slightly more years of experience, two years. Once an individual was promoted to this position, there was not a development program or educational opportunities to ensure that the individual maintained or improved his management and leadership ability. Rogers Fire Department found that its need for officer development specific to the position of Battalion Chief aligned with the findings developed by the International Association of Fire Chief's (IAFC) Professional Development Committee (2009) when they published the following; retirements will decimate the executive leadership of fire agencies in the next 6 to 8 years, many agencies will have to make immediate improvements to leadership development so that they can turn over the reins to qualified leaders in the future, fifty (50) percent of the organizational leaders will have to be replaced every decade from 2012 on, the alternatives are to select (buy) future leaders rather than develop (make) for future leaders.

Due to the decrease in fire related emergency incidents, potential Battalion Chief candidates have fewer opportunities to gain valuable fire ground experience. Combined with the lack of individual experiences in dealing with the duties and responsibilities necessary for

the position of battalion Chief it is necessary for the creation of a development program specific to the position of battalion Chief. This will ensure that the individual is prepared to assume the duties and responsibilities of the position upon promotion so that the organization does not lose ground or decrease its level of service to the community as the individual is trained to the acceptable level. The creation of a development program for Battalion Chief will ensure that the department experiences no gaps in service and remains true to its mission “The mission of the Rogers Fire Department is to provide exceptional risk-related services to our customers” (Rogers Fire Department, 2009). It is clear that today’s chief officers are more than fireground leaders. They must also be knowledgeable in all those newer functions that apply to their departments and skilled in managing human, physical, and economic resources. Possibly, most important they must be flexible to adapt to rapidly emerging technological developments and equally rapid changes in the political and social environment (Carter and Rausch, 2007). The development and advancement of individuals to the position of Battalion Chief will increase the professionalism and ensure that the future leaders have the ability, education, and credentials to establish life saving decisions and establish direction for the organization.

The significance of this research is emphasized in the United States Fire Administrations operational objective that includes to “appropriately respond in a timely manner to emergent issues” (United States Fire Administration, 2009, p. 1-7). The Rogers Fire Department values include “reducing risk to all of our customers and employees is paramount” (Rogers Fire Department, 2010). Implementation of an officer development program specific to the position of Battalion Chief will ensure this value as well as the mission of the organization is fulfilled. This program will ensure that there is an established process for

ensuring that employees are capable, educated, competent, and have the skills necessary to move upward in the department and are qualified to fill one of the most important strategic roles within the organization.

The curriculum for Executive Leadership (Federal Emergency Management Agency, 2005, p. 1-3) states that the Executive Fire Officer (EFO) will “develop the ability to conceptualize and employ the key processes and interpersonal skills used by effective executive-level managers.” This course will allow the creation of a chief officer development program specific to the position of Battalion Chief through the realization of succession planning and ensuring to think forward. The Executive Leadership curriculum goes on to state that each organization is different and has unique capabilities but once these capabilities are defined, there is improved clarity as to where key individual competencies need to exist as well as financial, technical, and staffing priorities (Federal Emergency Management Agency, 2005, p. 7-3). This statement ensures that a cookie cutter program cannot simply be implemented but rather one that is created with input from stakeholders and is modeled to ensure that proper service is delivered to the city of Rogers while preparing individuals to step into the role and responsibilities of Battalion Chief.

Literature Review

In order to create a development program specific to the position of Battalion Chief, it is important to understand what the downfalls are for not creating such a program, what are some of the characteristics or traits that a Battalion Chief should possess, the professional models and standards that have been established for officer development, and what the legal requirements and considerations that should be considered by the Rogers Fire Department when creating a development program for potential Battalion Chiefs. This literature review

has identified a number of factors that are likely to affect the creation of this program. In order to assess the impact of a chief officer development program for the position of Battalion Chief for the city of Rogers Fire Department, a multistep process is necessary to gather and analyze information about chief officer development.

In a perfect world, the need to develop personnel to fill leadership roles such as Battalion Chief would not be necessary. An ideal condition is when people are fully aware of organizational information and their own career preferences that they can self select into promotional opportunities (United States Fire Administration, 2005, p. 7-6). To prepare for a career as a chief officer, and prevent early burnout, career development must begin during the pre-employment screening of the new firefighter/emergency responder applicants. Leadership skills need to be taught from the beginning of an emergency responder's career regardless of the type of department or community in which they serve (International Fire Service Training Association, 2004, p.7). Although developing chief officers during the recruitment process may seem impractical, research for this project revealed that the lack of a development process for chief officers, in this case specifically Battalion Chief, can have a potentially negative long term impact on an organization.

One of the primary roles of the Battalion Chief, or Commander, is performing the role of incident commander (IC). An IC is defined as the individual responsible for the management of all incident operations; is primarily responsible for formulating the incident action plan (IAP); and coordinating and directing all incident resources to implement the plan and meet its goals and objectives (International Fire Service Training Association, 2004, p.404). Brunacini (2002) states that the five major responsibilities of an incident commander are to provide for responder safety and survival; protect, remove, and provide care to

endangered customers; stabilize the incident problem; conserve property and the environment during and after the incident operations; provide short term services that stabilize and begin to normalize the customers lives. Rogers Fire Department (2010, p. 7) Standard Operating Procedure 154 – Department Organization states that a typical duty of a Battalion Chief is to command fire department resources on all types of emergencies, including the most complex fires, rescues, and hazardous materials incidents. The importance of an individual to perform the required duties of incident commander are critical during emergency operations and utilizing individuals who can perform these duties is essential to the outcome of the event as well as the safety of firefighters.

The National Institute of Occupational Health and Safety (NIOSH) recommends that fire departments ensure that the Incident Commander (1) “always maintains close accountability for all personnel at the fire scene,” (2) “conducts an initial size-up of the incident before initiating firefighting efforts,” and (3) “continually evaluates the risk versus gain during operations at an incident” (Peterson, Witt, Morton, Almsted, et.al., 2008). 87.5 percent of large departments and 72.1 percent of medium departments surveyed by NIOSH for the purpose of these recommendations stated they establish incident command when responding to structure fires. Research found that most departments define the duties of the incident commander through manuals, policies, and standard operating procedures. Fire and Rescue Departments of Northern Virginia (2005) states that management of an incident cannot be left to chance and in order to effectively manage personnel and resources and provide for their safety and welfare, they will always operate within the ICS at emergency incidents.

Department of Health and Human Services (2008, p.16) states that the incident commander is responsible for the overall management of the incident and defines

recommendations for departments that include the following; clearly identify the IC as the only person responsible for the overall coordination and direction of all activities at an incident; ensure that the IC maintains the role of director and does not become involved in fire-fighting operations; implement the incident command system for the management of all fires; and ensure that the IC conducts a complete size-up of the incident before initiating fire-fighting efforts and continually evaluates the risk versus gain during operations. Understanding the responsibilities of the incident commander during an emergency incident is clear through research and even more prevalent when applied to actual incidents that identified weaknesses or failures in the position of incident commander. These applications have even more bearing as the incident commander is clearly defined in all command series standard operating procedures as the Battalion Chief and that command shall be established at all incidents (Rogers Fire Department, 2010).

Following the line of duty death (LODD) of a career probationary firefighter and captain, National Institute of Occupational Safety and Health (2010) recommended to ensure that an adequate initial size-up and risk assessment of the incident scene is conducted before beginning interior fire fighting operations. In another similar incident, a career lieutenant died following a floor collapse in which NIOSH provided the following recommendations; ensure that the incident commander (IC) receives interior status reports and performs/continues evaluating risk-versus-gain and that the incident commander (IC) receives accurate personnel accountability reports (PAR) so that he can account for all personnel operating at an incident (National Institute of Occupational Safety and Health, 2010, ¶ 4). Although the recommendations provided for these incidents are provided as a summary for firefighter fatality investigation, research clearly defines that these are the roles of the incident

commander. Although departments may operate differently and command may be established by the initial arriving officer, Rogers Fire department ensures that incident command is the function of the Battalion Chief.

In 2008 (Federal Emergency Management Agency, 2009), there were a total of 118 line of duty deaths. Out of those 118 deaths, 28 occurred during fire ground operations. The cause of these fatal injuries was not directly attributed to the lack or failure of incident command but task level duties such as caught/trapped, collapse, contact with, fall, lost, out of air, and stress / overexertion. Managing incidents such as these are low frequency and necessitate an Incident Commander that possesses above average ability, experience, and composure in order to deal with the stressors imposed and to prevent further injuries or deaths from occurring.

Effectiveness of the fire service and more importantly its membership is difficult to measure. It has been stated that the basic objective of the fire service is to protect life, property, and the environment, it is difficult to assess the number of fires and the amount of suffering or loss that fire department activities and those individuals serving as Incident Commanders have prevented through their actions and decision making (National Fire Protection Association, 2008). A development program specific to the position of Battalion Chief becomes even more important when evaluating the run data for the city of Rogers. The 2009 Yearly Activity Report (Rogers Fire Department, 2010) showed that the department responded to 5,312 total emergency incidents with an average of 0.43 average fire calls per day. Although there has been an increase in the total amount of emergency incidents since 2006, the number of fires has decreased from 177 working fires in 2006 to 109 working fires in 2009. United States Army research confirms a long held suspicion that experience is the key component to effective fire ground command (Sager, 2005). Performing the role of incident

commander is a critical component in the role of a Battalion Chief. Failure to develop individuals properly to perform this role can lead to a failure of responders to effectively mitigate incidents, compromise, life, property, and environment, and endanger the lives of responders simply due to the decisions made by one individual, the Incident Commander.

Reliance on experience to provide the education necessary to perform this role is not enough. General Eric Shinseki (Poulin, 2010) wrote that the army knew who its leaders would be over the upcoming decades; it just did not know their names yet. He explained that the only reasonable approach they could reasonably take was that to ensure that as many junior officers as possible received repeated opportunities to obtain new experiences and face new challenges. The role of Incident Commander is just one area that exemplifies the importance of implementing a proper development program but the duties of a Battalion Chief are not limited to emergency incidents.

The responsibilities of today's fire departments extend well beyond the traditional fire hazard. The fire service is the primary responder to almost all local hazards, protecting a community's commercial as well as human assets and firehouses are the closest connection government has to disaster-threatened neighborhoods (Federal Emergency Management Agency, 2002). Today's fire service has become more diverse in that in recent years the role of the fire service has extended well beyond fire suppression. These new roles include the following; emergency medical / paramedic services, confined space and specialized rescue operations including vehicle and railroad crashes, hazardous materials response, airport rescue and firefighting, community emergency consultation, community disaster planning, preparedness, and response, as well as a wide array of other services (Carter and Rausch, 2007, p.30). The new roles place demands on the time and leadership of fire departments across the

nation to meet these new challenges and lead responders to successful and safe mitigation of responses keeping in mind standard incident priorities; life safety, incident stabilization, and property conservation.

With less than 10% of the time spent handling emergencies, this means that greater than 90% of the time is or should be spent on other department activities to include training for emergencies, personnel development, pre-planning for emergencies, public fire and safety education, fire code enforcement, physical conditioning and maintaining equipment / facilities (TheCompanyOfficer.com, 2010). Regardless of the fire officer level, all officers have responsibilities to subordinates in that they provide ethical leadership, fair and just supervision, and educational and training opportunities. Each officer must have responsibilities to the organization in that they must properly administer all policies and procedures as well as represent the organization to members of the department and to the public (International Fire Service Training Association, 2007, p. 22).

The Battalion Chief performs the role of intermediate supervisor in most organization and research indicated that this position is not only a member of command staff but is also the highest-ranking shift personnel. This requires that the Battalion Chief perform multiple roles within the organization as both a supervisor and subordinate. Carter and Rausch (2007, 49) state that every department needs at least one officer who is responsible for department operation in the absence of the Fire Chief to perform administrative duties and command responsibilities at fires. Battalion Chiefs (Shift Commanders) are in charge of operations and have full authority to call off-shift personnel for help or to request mutual aid for assistance; in other words, the Battalion Chief is in charge of the department in the absence of the Fire Chief. As a member of command staff, the Battalion Chief provides the department with direction and

recommendations regarding a wide array of functions to include apparatus design, building design and maintenance, etc... This position must also provide successful management through planning, organizing, directing, coordinating, and controlling (Bachtler and Brennen, 1995). The Battalion Chief has the responsibility to shift level personnel to provide leadership as well as other general basic skills; interact personally, writing, speaking, researching, analyzing, evaluating, and organizing (International Fire Service Training Association, 2004). These performance requirements are necessary for a person and organization to benefit from this position.

One of the most common leadership mistakes is treating adaptive problems as if they were technical problems. An authority or expert and have a known solution can solve technical problems while adaptive problems require leadership. Adaptive problems are not solvable through expertise or standard operating procedures. Solving these problems takes more than hiring the right person and pointing him / her at the problem. Leading effectively requires recognizing both the adaptive and technical aspects of a situation and tailoring effort s accordingly (Heifetz and Linsky, 2002). This defines not only the need for the creation of an officer development program specific to the position of Battalion Chief but also the need to ensure that the program encompassed as much leadership and officer development traits as feasible to ensure that individuals could differentiate these two problems and provide organizational leadership accordingly. Research did find that the position of Battalion Chief was utilized in a variety of means. For purposes of this research to gain the most from the newly developed program, it is necessary to encompass as many skills and attributes as possible to gain the most benefit from the program.

Regardless of what the activity may be, the officer, in this case Battalion Chief, is expected to lead the company through planning and managing of resources. These areas require the Battalion Chief possess characteristics are exemplified as they perform their duties. These include a list of the following established through literature review; Coach, Communicator, Counselor, Decision maker, Evaluator, Firefighter, Innovator, Instructor, Leader, Facilitator, Manager, Motivator, Mediator, Public Relations, Role Model, Safety Officer, Student, Supervisor, Writer, Mentor (TheCompanyOfficer.com, 2010). The Battalion Chief may employ a number of leadership styles dependent upon a given situation and must have the ability to lead in various situations and circumstances based on the given situation. Certain behaviors and traits are necessary for effective leadership (Buckman III, 2006, p. 3). Legal considerations have become important factors in the everyday decisions that leaders must take and each must be knowledgeable about the law in order to lead their organizations and personnel effectively (Varone, 2008, p. xviii). Although no traits success or failure is a clear-cut determinant of an individual's success or failure, research has shown that the following traits and behaviors were found to be more prevalent in determining the success or failure of aspiring chief officers: emotional stability, defensiveness, integrity, interpersonal skills, and technical and cognitive skills. These categories, according to Buckman III (2006), include traits such as energy level and stress tolerance, self-confidence, locus of control, emotional stability, personal integrity, achievement orientation, need for affiliation, and power motivation. Understanding that these may not all apply to the position of Battalion Chief, it is necessary for the creation of a chief officer development program to develop skills and knowledge for this particular position. This program must also involve a promotional process

that encompasses as many skills as possible to ensure the potential candidate has the personality and behavioral traits that accompany the skills and knowledge.

As stated, the position of Battalion Chief is an intermediate supervisor with the Rogers Fire Department and aligns similarly with literature review findings; maintains managerial or leadership over a division, are positioned in the third layer in the organizational chart below the Fire Chief, and have significant human resource obligations (Buckman III, 2006).

Additionally, the position of Battalion Chief administers greater levels of awards and disciplines, respond to major incidents, and are involved in the budget process for the operations division.

In 1973, *America Burning* (National Commission on Fire Prevention and Control, 1973) stated that the fire services need better training and education. The report went on to state that training for firefighters and officers ranges from excellent, as in some large cities, to almost non-existent, as in many rural areas. Better training would improve the effectiveness of fire departments and reduce firefighter injuries. Better education provides the key to developing leadership. The National Fire Protection Agency 1021 Fire Officer Professional Qualifications was originally provided clear and concise job performance requirements used to determine that an individual, when measured to the standard, possesses the skills and knowledge to perform as a fire officer (National Fire Protection Association, 2009). In preparing the 2003 edition of NFPA 1021 Fire Officer Professional Qualifications, the technical committee did a task analysis. Upon completion of this analysis, they found that several tasks contained within the document were actually being performed at a level lower than indicated in the previous edition and changes were made to reflect that fact in the 2009 edition (National Fire Protection Association, 2009, p. 1021-1).

The intent of the standard is to define progressive levels of performance required at the various levels of officer responsibility. The authority having jurisdiction has the option to combine or group the levels to meet its local needs and to use them in the development of job descriptions and specifying promotional standards (International Society of Fire Service Instructors, 2002, p. 3). The intent of NFPA 1021 provides a roadmap for departments to follow to ensure that promotional candidates receive the level of appropriate level of training to meet or exceed the requisite knowledge and skills necessary for their position within the department. NFPA 1021 addresses job performance requirements in each of the following categories for a fire officer; human resource management, community and government relations, administration, inspection and investigation, emergency services delivery, health and safety, and miscellaneous. Each of these categories contains one or more job performance requisites that require the promotional candidate to have a knowledge base that is specific to the local jurisdiction (International Fire Service Training Association, 2004, p.3). For an individual to perform at the Fire Officer III level, they must meet the job performance requirements contained within Fire Officer I and Fire Officer II as well as the job performance requirements contained within National Fire Protection Association 1041 Fire Instructor Professional Qualifications (National Fire Protection Association, 2009). This clearly defined progression level will ensure that an individual meets all of the identified job performance requirements contained within the standard but allows the authority having jurisdiction to expand those knowledge, skills, and abilities dependent upon local needs. This provides a foundation in which to build upon in each of the areas identified by the National Fire Protection Association with the ability to expand to include selected behavioral and leadership traits necessary for success on the local level. This also allows individuals performing at the

fire officer III level to receive training and duties commensurate with a fire officer IV, or agency head, as identified by the organization. As each organization differs, they have the ability to add to the job performance requisites defined within the standard as the NFPA provided recommendations are overall skills and not specific to any one department or the skills required for a specific position within an agency.

Many organizations utilize NFPA 1021 as the beginning of officer development and expand as the requisite job performance requirements are simply not the pinnacle of officer development and preparation but rather should be the base of a program that includes many other components. The development of the National Professional Development Models provide a competency based professional development path supported by an individual's training, higher education, and certification elements (United States Fire Association, 2010). Working collaboratively with other members of the professional development community, the National Professional Development Models will produce each of the following; national model for an integrated, competency-based system of fire and emergency services professional development; national model for an integrated system of higher education from associate's-to-doctoral degrees, well-trained and academically-educated fire and emergency services preparing the nation for all hazards. These models combine an individual's experience, self-development, training, education, ability to manage, ability to do work, professional certifications and designations, and ability to focus on the present while maintaining vision for the future. When departments look at the process of "professional development," it is really about "professional action." Professional action has three interlocking components that must include the following; professional values and commitment, professional skills and abilities; and professional knowledge and understanding (FireEngineering, 2009).

The National Professional Development Model is designed for training and certification agencies and academic fire programs to assist emergency services personnel they serve in their professional development planning. The National Fire Academy produced template has cross-walked National Fire Protection Association Fire Officer I- IV competencies with national level courses that include NFA training courses, Fire and emergency Services Higher Education (FESHE) model associate's and bachelor's courses, and general education courses recommended by the International Association of Fire Chiefs (IAFC) in its Officer Development Handbook (United States Fire Association, 2010). This model provides a template for the potential candidate and organization to develop a well rounded individual prior to promotional availability.

This model along with the use of NFPA 1021 lends to a concept called pre-briefing for success which is grounded in the belief that members will tend to perform better when they are prepared from a skills and knowledge standpoint, but also prepared psychologically, emotionally, and spiritually for more stressful events to come (Compton, 2000, p. 34). In order to prepare successfully, the pre-briefing for success established success measurements in the following program areas; human people development, self discipline and imposed discipline, positive employee relations, health, safety and wellness, standard operating procedures, and training and development. These elements combine to form what Compton (2000, p. 27) refers to as the career journey. These elements combined with other elements of officer development, NFPA 1021 and the Professional Development Model, form a foundation that potential officers can base their preparations upon while organizations can use them to develop a development and promotional program specifically for their organization and the specific position in which they identify.

The International Association of Fire Chiefs (IAFC) identified officer and professional development as an issue for the fire service and began to mold diverse points of view into a professional development-planning tool to serve both incumbent and aspiring officers (International Association of Fire Chiefs, 2003). The result was the IAFC Officer Development Handbook that contains four specific elements: education, training, experience, and self-development. The Officer Development Handbook addresses the six statements that dealt directly or indirectly with professional status and development in the fire service that were identified in 1966 as part of the Wingspread conference:

- Professional status begins with education.
- The scope, degree and depth of the educational requirements for efficient functioning of the fire service must be examined.
- Increased mobility at the executive level of the fire service will be important to the achievement of professional status.
- The career development of the fire executive must be systematic and deliberate.
- Governing bodies and municipal administrators generally do not recognize the need for executive development for the fire officer.
- Fire service labor and management, municipal officers and administrators must join together if professionalism is to become reality(Walker, 1998, p.10)

The Officer Development Handbook identifies a Fire Officer III as an Administrative Fire Officer combining NFPA Fire Officer III standards with specified training that includes the following: Fire Officer III, Interjurisdictional Incident Management, IT applications, Leading Change, Negotiation, Mediation, Facilitation, Research and Technical Reporting, and Strategic and Deployment Planning (International Association of Fire Chiefs, 2003, p. 27).

The plan also specifies specific educational requirements to be undertaken during the pursuit of a baccalaureate degree as well as specifying experience necessary for function at this level that includes being a managerial fire officer for three to five years. It also calls for specific experience in each of the following areas; coaching/counseling, directing resources/influencing, serving as an incident commander at a significant incident managed under the Incident Command System (ICS), planning, instruction, human resource management, financial resource management, program/project management, interagency, emergency management, community involvement, professional associations, professional contributions, health and safety, physical ability, career mapping, communication, interpersonal dynamics/skills, diversity, ethics, legal issues, and technology (International Association of Fire Chiefs, 2003, p. 30-31).

The handbook also provides basic information on other professional development opportunities: the Executive Fire Officer, and the Chief Fire Officer Designation programs. The Executive Fire Officer Program (EFO) is a United States Fire Administration (USFA) and National Fire Academy (NFA) initiative designed to provide enhanced executive level knowledge, skills, and abilities for those moving up through the ranks of the fire service in the premise of a four- year program requiring the participant to attend a two-week class per year. In addition, each participant must complete an Applied Research Paper (ARP) per course attended (International Association of Fire Chiefs, 2003). The officers enhance their professional development through a unique series of four graduate and upper-division-baccalaureate equivalent courses. These courses provide the participant with an understanding of ...transform fire and emergency services organizations from being reactive to proactive; with an emphasis on leadership development, prevention, and risk-reduction as well as

enhanced executive-level knowledge, skills, and abilities necessary to lead these transformations, conduct research, and engage in lifelong learning (United States Fire Administration, 2010). The service requirement for attendance requires individuals to serve as Fire Chiefs, Chief Officers, and as applicable to the research for this project, key leaders. Key leaders are defined as “non-executive level applicants who are serving in positions with opportunities to exercise leadership”. Additionally, each applicant must have attained a minimum of a bachelor's degree from a regionally accredited institution of higher learning (United States Fire Administration, 2010). Research found that many states and training organizations replicate this program on a local and state level. The Arkansas Chief Fire Officer program is sponsored by the Arkansas Fire Academy. It is a one-year program consisting of one-week sessions on leadership, human resource development, community risk reduction, and operations. Entry requirements are not designated as a position within a department but rather certification based: Fire Officer I, Fire Officer II, and Instructor I. Although there is no ARP requirement, the course curriculum provides the student with a diverse education on an array of fire service topics.

The mission of the Commission on Professional Credentialing (CPC) is to assist in the professional development of emergency service personnel by providing guidance for career planning through participation in the Professional Designation Program (Center for Public Safety Excellence, 2010). The CPC describes many benefits for those individuals and their organizations upon receiving designation which include; demonstrating that an individual has developed a strategy for continued career improvement and development, highlighting the professional and personal growth and providing an individual source of pride, showcasing superior leadership characteristics, developing a commitment to continuing education, training,

and skill proficiency, establishing critical core competencies for personnel who serve in senior officer positions, affirming an organization's dedication to proficiency and the proactive delivery of services to the community, improving the hiring process by enabling authorities to quickly identify individuals with superior skills, knowledge, and abilities (Center for Public Safety Excellence, 2010). Utilizing the combination of resources provided by the Center for Public Safety Excellence, the National Fire Academy, the International Association of Fire Chiefs, and the National Fire Protection Association provide a solid foundation for developing officers. As the city of Rogers requires specific skills and knowledge of its Battalion Chiefs, the literature review for this Applied Research Project (ARP) turned its focus to what departments across the nation are implementing and developing in order to develop Chief Officers and how resources have been applied and implemented specifically to develop the position of Battalion Chief.

Research noted that there are numerous officer development programs across the nation to address company officer development. In many organizations, this level of preparation was found to be insufficient for Chief Officers as programs designed specifically for positions such as Battalion Chief were not common. Houston Fire Department (HFD) who self admittedly has been guilty of promoting unprepared members into the officer ranks implemented a program in 1999 that mandated 16 hours of continuing education for each officer within the organization (Conneally, 2000). This mandate is delivered in four classroom sessions per year with specific topics: changes in emergency services, personal power base and ethics, perceptions, values, attitudes, and their impact on the organization, and finally situational leadership. In addition, the HFD also implemented forty- hour officer school in which individuals who are on current promotional lists are placed in training so they complete the

training session prior to promotion (Conneally, 2000). In 2004, the Houston (TX) Fire Department (HFD) modified their officer development program to train all current officers and members eligible to operate in that position. The program is divided into three modalities: chief officer (CODC), company officer (ODC), and newly promoted officer (NPO) (Kimberly, 2010). The HFD training division considered how they could train the officers and chief officers on the strategic and tactical decision making without the expense, time, and staffing that large, full-scale drills require thus eliminating the task-level events to increase the repetitions so members could experience different operational positions in a shorter time which began HFD's simulator training. Houston also utilizes strategic simulations in order to train their incident commanders on large-scale high- risk scenarios. By utilizing simulator-based training, HFD determined that high- risk, low probability events were difficult to reproduce in a training environment due to cost and manpower needs as well as logistical and financial burdens on training budgets (HFDsimulator, 2010). Most importantly, Houston Fire Department recognized that simulations alone do not properly train an officer but feedback and support that can be completed in a simulation setting provides an opportunity for instructors and peers to discuss the simulation and the effectiveness of the fire scene management. Houston Fire Department realized that as more and more experienced members exit this country's fire service, simulation training would be an invaluable method for addressing this departure of experienced members (Kimberly, 2010).

Phoenix Fire Department utilizes a similar approach in the form of a Command Training Center. The Command Training Center provides interactive simulations of large-scale incidents through computer programs and three-dimensional models using exercises that take command officers through simulated incidents to teach them to make better decisions on

the fire ground - decisions that could potentially save firefighter and civilian lives. All Phoenix Captains, as well as prospective Captains receive training at the CTC each quarter and almost 1,000 firefighters train at the facility per quarter (Phoenix Fire Department, 2010). This approach focuses on the company officer but may use variations that focus on different ranks and abilities with immediate feedback given to participants. This program revolves around a classroom presentation, dealing with one of the functions of command and then simulations presented in a realistic and practical exercise in incident command operations. In terms of the Phoenix Fire Department's program, commanders train battalion chiefs who in turn present the information to captains and firefighter/engineers on the captain's promotional list (Wilmoth, 2004).

The Peoria Fire Department conducts the Peoria Regional Battalion Chief Academy, which provides a training opportunity for advancement with sessions that provide instruction on Tactics, Leadership, and Personnel matters. This Battalion Chief specific course is designed to examine the specific roles and responsibilities of a Chief Officer. Curriculum is specifically designed to address the management of emergency incidents, managing personnel, conflict resolution, and leadership; fire ground structural considerations, fire behavior, advance tactical decisions, managing personnel, ethics, personal and professional development, leadership, organizational change, organizational culture, and effective communication (Peoria Fire Department, 2008). Similarly, King County (WA.) offers an annual Officer Development Academy designed to equip fire officers and fire officer candidates for positions of leadership and management (King County Fire Training Officers Association 2010). This program is accredited by the Washington State Fire Protection Policy Board and meets or exceeds NFAP 1021. In order to successfully complete the academy, students must complete a

series of courses according to their scheduling preference. Courses include the following: Strategy & Tactics for Initial Company Officers, Art of Reading Smoke, Building Construction, Strategic & Tactical Considerations, Community & Government Relations, Fire Department Finances & Budget, Fire Inspection, Fire Investigation, Fire Service Instructor 1, Incident Command System, Incident Safety Officer, Leadership & Supervision, Managing Discipline & Employees Rights, Mass Casualty Incidents, Narrative Report Writing, and Technical Rescue Operations for the Company Officer. Participants can attend the courses as they choose and receive a completion certificate for each but once the curriculum is completed in its entirety, an Officer Development Academy certificate is issued (KCFTOA, 2010).

Research found that numerous departments adhered to the use of an academy or officer school while others specified more specific tasks and functions in the development process. The use of a task book specific to the applicable position was found to be common in many agencies as these mandated that the individual complete job performance requirements and allowed a candidate to be trained and evaluated by an assigned assessor. The State of Oregon Department of Public Safety Standards and Records (2007) requires that each Task Book job performance requirements (JPRs) for the specific certification level must be evaluated during three sequential sessions. These tasks are taken directly from NFPA 1021 without specification to tasks. Successful performance of all tasks, as observed and recorded by a qualified and approved evaluator will result in the candidate's eligibility for DPSST certification. Other departments follow this format but are more specific in the job performance requirements as defined by their agency but within the applicable NFPA standard. Castle Rock (CO) Fire Departments follow a similar approach but has specific role-play, case study, and exercises specified for NFPA requisite skills and knowledge (Morgenthaler, 2005). This process

includes written examinations, college courses, instructional methodology and Fire Company Supervision and Leadership, as well as a specific timeframe for completion, which is six months.

Sand Springs (OK) Fire Department (2010) and Stillwater (OK) Fire Department (2008) both mandate the completion of task books for promotional eligibility. Each specifies the completion of NFPA 1021 job performance requirements through the completion of in-house documents, case studies, role-playing exercises, operational exercises, and knowledge of applicable department documents. Each also specifies educational requirements including the National Incident Management System (NIMS) courses, Fire Officer I and II, and the testing of knowledge through written and simulated incident evolutions (Sand Springs Fire Department, 2010). Unique to other programs found, these two programs required time served riding out in the position sought while being observed by superiors. Eligibility for ride out times was specified through the approval of the Deputy or Assistant Chief as well as time in grade. Stillwater Fire Department's program was implemented as a post-requisite rather than a pre-requisite for promotion as attention was focused upon a specific candidate rather than all promotionally eligible individuals (Stillwater Fire Department, 2008).

The literature review for this project found additional elements of officer development that departments have implemented in their organizations that include components consisting of job rotation, career path identification, education, coaching, special assignments, and mentoring (Culp, 2008). Mentoring is defined as the systematic approach to providing focused support and attention, both professional and personal guidance to subordinates, formally woven into the performance appraisal program of an organization (Cochran, 2007, p.6). The use of mentoring is endorsed by many organizations such as the Center for Public Safety Excellence

(2010) to prepare officers to step into real world dialogue beyond formal instruction of academic and certificate tracks. Parow (2010) states that mentoring can develop the knowledge of values, beliefs, and practices through two forms, informal and formal, for the subordinates involved in the mentoring process. Castle Rock (CO) Fire Department uses the mentor program to provide coaching, visibility, role modeling, challenging work assignments, and to provide direction to subordinates who are completing the promotional task books and other requirements.

To complete literature review into departments across the nation, research turned to specific promotional requirements specifically for the position of Battalion Chief. In most progressive organizations, there is a formal and defined process whereby a firefighter transitions and becomes a fire officer. The general practice consists of time in grade, examination, oral and sometimes practical examinations, followed by a list ranking and then appointment (TheCompanyOfficer, 2010).

Although many similarities exist in department requirements for promotion, many unique requirements were also discovered as promotional needs and positions are unique to the departments and communities in which they are developed. For example, many departments used a basis for promotion established by the United States Fire Administration (Gaines, 2010) which states “The Battalion Chief shall meet the requirements for NFPA 1021 Fire Officer II. The candidate shall meet the requirements of Fire Officer I as defined in NFPA 1021, Fire Instructor I as defined in NFPA 1041 with recommended training and education as follows; All recommendations of the Fire Captain, Planning and Information Management, Advanced Safety Operations and Management, Advanced Command and Control Courses.

Prince Georges County (MD) Fire Department establishes minimum qualifications as being classified in the rank of Captain no less than eighteen months, National Certification Fire Officer IV, Joint Apprenticeship Committee program, and a minimum of sixty (60) college credits from an accredited University (Prince Georges County Office of Human Resources Management, 2010). The Little Rock (AR) Fire Department uses a civil service promotional process and requires candidates for Battalion Chief to serve as a captain for three years with no educational or certificates required for eligibility, only time in grade. However individuals do receive seniority points based on the following; One (1) point per year beginning the first day of the eleventh year to a maximum of ten (10) points (City of Little Rock, Arkansas, 2009, p. 7). The Half Moon Bay (CA) Fire Department requires candidates to obtain an Associate's Degree for eligibility and serve in the capacity of Captain 2-4 years and demonstrate knowledge in personnel management, emergency incident management, program management, ...community involvement (Half Moon Bay Fire Protection District, 2005). While many departments' promotional requirements were similar in many ways, each varied in qualifications as to dictate department needs and individual requirements based on the jurisdiction.

In order to complete a thorough literature review of officer development practices that can be utilized within the fire service and more specifically within Rogers Fire Department for the position of Battalion Chief, research concluded with private business and organizations outside the fire service. The United States Navy has budgeted more than 15,000 sailors to become credentialed in their roles for the Navy based upon civilian credentialing available (Aurhammer, Burton, Mason, Sobotka, 2009, p.16). The United States Navy sees credentialing

as a significant step forward in the professionalism of the workforce and more importantly the development of officers.

According to a survey by the National Association of Corporate Directors, forty-five percent of boards at companies with sales of more than 500 million have no meaningful process for grooming chief executive officers and twenty-four percent of Fortune 500 companies do not consider succession planning a top priority (Workforce Management, 2001). Cleveland-Cliffs Inc. uses a 360 degree feedback instrument and reporting tools for its succession planning system that focused upon numerous criteria that included job functions, proficiency for a specific skill, and experience in order to find high potential people and prepare them for key leadership positions (Greengard, 2001).

The Mejorando Group provides succession planning for numerous cities in the United States including Concord, CA., Tacoma, WA., San Luis Obispo, CA., and Sedona, AZ. They provide development succession planning which is defined as a process that indicates not only possible internal replacements for critical positions but also provides for developing individuals to meet the challenge of future organizational change by grooming them for advancement opportunities and for exercising increasing technical proficiency (Ibarra, 2004, P. 4). This is accomplished through a four-step process that includes establishing the scope, creating a succession plan, implementing the succession plan, and monitoring, evaluating, and revising the plan. The key aspect being the creation of the succession plan: identifying job functions, identify staffing levels needed and related knowledge, skills, and abilities, determining the availability of staff, conducting a gap analysis, and creating a workforce plan with strategies and measures of success (Ibarra, 2004, P. 5).

Many successful companies realize that succession planning is based on three components. Succession planning requires integrating the needs and expectations of the business owner, his family, the business, key management and other owners. A second important component to successful planning is a careful, intentional process. If everyone understands the process, of which they are a part of and their role in it, they will feel comfortable and can focus on keeping the business successful. The third component of succession planning done right is objective opinions. These can come from outside advisors hired to assist in the process, or a truly objective advisory board or board of directors (Kent, 2010). A similar but lengthier process is detailed by Career Builder in that involving the owner or decision makers, develop qualifiers for hiring candidates, hold the workforce to the same standards, evaluate current talent inventory, begin training or grooming, and evaluate the succession management plan (CareerBuilder, 2010).

Collins (2001) discusses the traits and leadership styles that enable individuals within organizations to excel and promote. He discusses the five levels of leadership with level 1 being a highly capable individual while level 5 is the executive who builds greatness through a paradoxical blend of personal humility and professional will. One critical characteristic that level five leaders exemplify is ambition first and foremost for the company and concern for its success rather than for one's own riches and personal renown, as they want to see the company even more successful in the next generation (Collins, 2001, p. 26). This leadership trait is apparent throughout private industry as those who are successful seemingly have vision from current leadership and have an established plan for succession of its membership.

Another important part of the literature review focused upon the United States Army. Since the Fire Service is a paramilitary organization, research focused on the development of

officers within this military branch. The United States Army has been providing succession planning for 230 years as General Shineski stated, “ the US Army knows who its leaders will be decades from today; they just do not know their names yet. They are currently on the job, wearing the uniforms of sergeants, lieutenants, captains, majors, and colonels (Butler, 2010, p. 28). The basic concept of the promotion selection system is to select for promotion those officers who have demonstrated that they possess the professional and moral qualifications, integrity, physical fitness, and ability required to successfully perform the duties expected of an officer in the next higher grade and does not reward for long, honorable service in the current grade (Army Professional Development Center, 2010).

The United States Army has specific programs such as the Army Reserve Officers' Training Corps (ROTC), the United States Military Academy at West Point, NY, completed Officer Candidate School (OCS) or receives a direct commission. For purposes of this project, the literature review primarily focused upon direct commission and OCS due to its applicability to the research. The following are requirements for the Officer Candidate School (OCS) for the United States Army's entry-level officers. Candidates must meet basic requirements of being a U.S. citizen and being at least 18 years of age and not older than 35. Upon acceptance, candidates attend up to twelve weeks of training that focuses upon leadership development, military skills and adventure training preparing the potential officer for a management position in one of sixteen career fields (United States Army, 2010). The OCS is divided into two specific parts with part one focusing on teaching leadership skills while phase two applies these skills into the team environment complete with an eighteen-day training mission (GoArmy.com, 2010)

The United States Army also utilizes direct commission in its specialty field such as Army Medical Department, the Judge Advocate General's Corps, and the Army Chaplain Corps (GoArmy.com, 2010). This allows credentialed and degreed leaders in the civilian community to attain direct commission within their field by attending courses specially designed in military history, Army leadership, military customs and courtesies and career-specific classes. The requirements to receive a direct commission necessitate that the individual be within the age requirements of his / her specific field, be a college graduate, and be physically fit (GoArmy.com, 2010). Upon acceptance and completion of the required course, individuals receive a rank determined by their career branch.

One aspect of officer development within the Army is the use of multi rater or 360 degree assessments. They recognized that a component of leader development is the assessment of leaders followed by feedback and action plan development (Aude, Cordes, Mitchell, 2004). The feedback instrument utilized focuses on the following leadership domains; promotes organizational learning, creativity, and leadership, epitomizes warrior ethos, employs conceptual skills, and develops leaders, influences beyond unit chain of command, and effective in ambiguous situations. Finally, the US Army employs the Leader Transitions Handbook. It is designed to help leaders plan and execute a successful transition to a new leadership position by providing a systematic process for assuming a new leadership role starting from the time the leader is notified of the new leadership position to first day actions and considerations for the first 90 days and beyond (Army Professional Development Center, 2009). This handbook provides a multi step plan for the newly promoted officer to be successful. Specific steps include a gain an understanding of the organization, develop a transition plan, conduct a self-assessment, produce initial leader transition documents,

complete mandatory leader transition events, and prepare for change of command / responsibility (Department of the Army, 2009). Applying the United States Army development of officers is summarized by Snook (2003), first, when designing leader development programs, be clear about which component you are attempting to develop and second, consider psychological maturity when selecting individuals for leadership positions and contexts that demand more complex ways of being in the world.

The final element of the literature review focused upon the steps for ensuring viable candidates for this position and the process to ensure effectiveness. Johnson (2010, p. 84) states there are four steps to this process that include: 1) determine likely candidates, 2) evaluate the testing process, 3) identify top performers, and 4) promote early for key positions. This method is comparable to the succession model recommended by Career builder.com (2010) in which they establish seven steps that include involving the owner or decision makers, develop qualifiers for hiring candidates, hold workforce to the same standards, evaluate the talent pool within the organization, begin training to meet the needs of the specified position, ensure accountability, and evaluate the process. A combination of these methods will ensure that all applicable candidates are aware of the current state of the program and the department has the candidates in place when vacancies occur. This is an important factor as Gorman (2010) states that retirements will decimate the executive leadership of fire agencies in the next 6-8 years and many agencies will have to make immediate improvements to leadership development so that they can turn over the reins to qualified leaders in the future as 50% of organizational leaders will have to be replaced every decade from 2012 on.

The responsibilities of today's fire departments extend well beyond the traditional fire hazard. The fire service is the primary responder to almost all local hazards, protecting a

community's commercial as well as human assets and firehouses are the closest connection government has to disaster-threatened neighborhoods (Federal Emergency Management Agency, 2000). Creating a Chief Officer Development program specifically for preparing Rogers Fire Department personnel for the position of Shift Commander should consider all of the findings within the literature review and then tailored to meet the needs of the organization. Understanding the needs of the city of Rogers, the Rogers Fire Department should understand the individual needs, current and future officer development needs, and the needs and trends of the fire service. Utilizing the research and data within the literature review, this information will provide the foundation for the development of a successful officer development program within the Rogers Fire Department in order to create a program specific to the position of shift commander. Considering this information within the literature review and the observations of the Rogers Fire Department, it is apparent there has been a deficiency in the development of officers, specifically shift commanders, within the organization that needs to be addressed for the future successes of the department. The combination of information, data, and observations has influenced the need for this research project and the mandate that the literature review conducted on such a wide array of materials and resources.

Procedures

Research began upon the completion of the Rogers Fire Department Strategic Planning session in May 2010. During this session, it was determined that the development and implementation of a Chief Officer Development Program specific to the position of Battalion Chief was an area of immediate concern for the Rogers Fire Department. Building upon previous findings and data, this research project began with a needs analysis of the department

and its personnel to determine the current and future deficiencies that resulted from the lack of such a program.

Research for this project continued with a literature review at the National Fire Academy in Emmitsburg, Maryland. Research focused upon literature and data from recent years in order to gain a better understanding of officer development, roles and responsibilities specific to the position of Shift Commander, and what is the fire service and its representative organizations currently doing to address the development of its members to assume leadership roles, and finally how are private corporations and other entities dealing with succession planning. Literature research included reviewing past Executive Fire Officer Research papers, internet searches, and a card catalog search for all applicable books, journals, and periodicals pertaining to the information necessary to complete this research project. Specific efforts were made to locate recent references that focused on officer development in the fire service and succession minded organizations. This was considered a priority so that the researcher could gain a better understanding of the development of individuals into leadership positions and the criteria for successful creation of officer development programs specifically targeting administrative management as it applies to the position of Battalion Chief or Shift Commander. This research required the use of some older resources especially when focusing upon departmental focus and implementation of such programs.

Interviews were conducted to gain further understanding into the problem statement for this project; the Rogers Fire Department does not have a formal method of developing personnel specifically for the position of Battalion Chief. The first interview was conducted with Tom Jenkins, Fire Chief for the Rogers Fire Department. This interview focused solely towards the current and future officer development program being conducted by the Rogers

Fire Department. This interview included no formal questions and extended into essential development needs specific to the position of Battalion Chief within the city of Rogers. This interview took place in person Friday, November 12, 2010 with follow up sessions for clarification and assistance attaining statistical data interpretation.

The second interview was conducted with Bryan Hinds, Battalion Chief for the Rogers Fire Department. This interview was focused towards the current and future officer development program being conducted by the Rogers Fire Department as well as his experiences within the organization. This interview encompassed the history of officer development and his experiences with the shortcomings that need addressed for the future of the organization. This interview included no formal questions and extended into essential development needs specific to the position of Battalion Chief within the city of Rogers. This interview took place in person Friday, November 12, 2010 with follow up sessions for clarification and assistance attaining statistical data interpretation.

The third interview was conducted with Lance Loyer, Captain for the Rogers Fire Department. Captain Loyer is also a lieutenant with the Army Reserves and will be attending Officer Candidate School in 2011. This interview was focused solely on the development of Army officers beginning with OCS. The specific curriculum with in OCS was discussed in detail and compared to the needs of the Rogers Fire Department. This interview included no formal questions and extended to the history of OCS and future changes of the program. This interview took place in person Monday, December 20, 2010 with follow up sessions for clarification and assistance applying literature review research applicable to the Rogers Fire Department.

The final interview was conducted with Theresa Walker, Officer Recruiter for the United States Army. This interview focused on the succession plan for officer for the United States Army. This interview focused on administrative levels of the United States Army as it compares to the fire service. This interview included no formal questions and extended into specific programs employed by the United States Army, its curriculums, and its qualifications for advancement or promotional eligibility. This interview took place in person Tuesday, December 21, 2010.

In addition to the interviews, development meetings were conducted in order to evaluate the current state of the Rogers Fire Departments company officer development program and how it could be adjusted and applied to chief officer development. Participants in this group were selected based on their current rank, experience, knowledge, leadership ability, and education. Participants in the development group included Battalion Chief Eddie Thompson, Battalion Chief Bryan Hinds, Battalion Chief David Whitlow, Captain Aaron Box, Captain Dusty Meredith, and Captain Cliff Thompson. This development committee began meeting Friday, November 12, 2010 and met three times concluding Friday January 3, 2011. This development committee was tasked with the evaluation of current needs, reviewing research found through the literature review, and reviewing documents developed by the researcher in order to address the problem statement for Applied Research Project (ARP). Committee input and approval of the Officer Development Academy (ODA), the Future Chief Officer Task Book, as well as all Standard Operating Procedures were provided by the committee when presented by the researcher throughout development and implementation. Meetings were conducted on an informal basis with members of the committee for evaluation and for the current status of program development.

Additional interviews were conducted with department personnel for clarification regarding the answers provided on the Rogers Fire Department Officer Survey (Appendix D). These interviews were conducted on a random basis and had no formal questions other than to clarify respondent's survey results.

Research for this project continued through December 2010 and consisted of a variety of research methods. The methods included internet sessions focusing on the problem statement, literature reviews, and focused surveys that were fire service specific. This continued research and methodology focused upon identifying current and accurate documentation related to the officer development in regards to fire service leadership as well as gaining a better understanding of the skills and knowledge applicable to officer development specific to the position of Battalion Chief. Additionally, this research described what fire service organizations are doing to address officer development for Chief Officer and administrative levels within their organization, the specific skills necessary for the position of Battalion Chief, what programs and standards are in place that enhance officer development, what private business and like organizations have established for succession planning, the leadership traits and skills that individuals must possess or developed through enhanced training , and finally what Rogers Fire Department's capabilities and limitations were for Chief Officer development. Additionally, what programs the city of Rogers and the Rogers Fire Department need to offer to its personnel to enhance the effectiveness and capabilities of individuals in order to prepare for potential advancement into the position of Battalion Chief within the department.

Two separate surveys were created for comparing research findings from literature research to the individual and organizational capabilities and limitations of the Rogers Fire

Department according to its members and to the individual and organizational operational capabilities and limitations of other Fire Departments across the United States.

The first survey (Appendix B) compared departments of similar size and characteristics with that of Rogers Fire Department. To conduct this survey, 135 fire departments across the United States were e-mailed a letter requesting assistance with the survey. The request for this survey can be found in Appendix A. These were addressed specifically to the Fire Chief within each organization. These departments were identified through research conducted during previously conducted Applied Research Projects (APR) for Executive Analysis in Community Risk Reduction (EACRR) and Executive Analysis of Fire Service Operations in Emergency Management completed by the researcher in 2010. Of the 135 departments who were asked to respond, 102 fire departments responded and those results were utilized for primarily the results and discussions section of the research paper. The survey was developed utilizing information found through the literature review conducted for this project. The complete survey results are found in Appendix C.

The second survey (Appendix D) was conducted internally of the Rogers Fire Department. All officers and members of command staff provided responses that were recorded for use of the Rogers Fire Department Officer Survey. This survey was conducted simultaneously with the External Fire Department Survey. This survey was similar to the external survey so that comparisons with other organizations to that of Rogers Fire Department could be determined. This survey focused upon the specific needs of Rogers Fire Department and its personnel in order to prepare for the future and specifically for potential advancement to the position of Battalion Chief. The complete survey results are in Appendix E.

The information from each survey was evaluated for completeness. During the evaluation, follow up interviews were conducted with Rogers Fire Department personnel to obtain clarification of survey answers presented and thoughts on the current problem facing the Rogers Fire Department in regards to Chief Officer Development. No additional information was obtained or sought from external departments.

Research for this project led to the development of internal documents in order to create an officer development program specific to the position of shift commander. Specific documents for this ARP include the following:

- Rogers Fire Department Standard Operating Procedure 140 – Future Chief Officer Training Program
- Rogers Fire Department Standard Operating Procedure 121 – Promotion and Testing
- Rogers Fire Department Standard Operating Procedure 175 – Officer Development Academy
- Future Chief Officers Task Book
- Form 190 Future Chief Officer Documentation

The research for this project was subject to the following limitations. These surveys were addressed specifically to the Fire Chief of each external organization rather than to those people, whose primary responsibility is to develop, administer, and monitor officer development programs and the promotional process within their specific organization. This method may have implied that all of the responses reflected the current status of their officer development programs, leadership capabilities, and the perceptions of their respective organization. All surveys were closed ended that were subject to bias on the behalf of the department or individual completing the survey and only allowed for a minimal amount of

additional input in addition to the given answers. Upon the completion of the external surveys, no additional information was obtained for clarification. Additionally, in the design of the surveys, responses were not all inclusive. Internal survey information was based on the personal perceptions and experiences of Rogers Fire Department officers. Each of these surveys were focused upon particular programs or development methods rather than allowing for individual input for specialized programs or individual needs that the respondent may have been aware of for officer development specifically for the position of shift commander.

Literature research was not based upon departments' size and demographics similar to Rogers Fire Department. The differences in resources, budgeting, and department structure was reflected in the survey responses and the operational capabilities of some organizations. It was assumed that all responses would be truthful and honest and not contain any bias or personal reflections but rather the department's capabilities and limitations. Additionally, the literature review included some outdated resources and information.

Finally, interviews for this research project were primarily informal. As a result, the interviews lacked purpose and not all of the results were recorded, as the interview process was at times more of a conversation geared towards understanding the problem rather than a formal interview process. Additionally, informal insight and other information from follow up interviews with department personnel was not utilized. These follow-up interviews were informal at best and results were utilized for understanding of the specific answers from the interview.

Results

The surveys that were conducted for the purposes of this research project gathered information regarding the need for Rogers Fire Department to create a Chief Officer

Development Program specifically for preparing Rogers Fire Department personnel for the position of Shift Commander. The results of these surveys are documented with results in Appendix C and Appendix E. The greatest part of external responding agencies reported that 94.1 percent currently employ the rank of Battalion Chief, while 47.1 percent stated that they currently offer some type of officer development program that is required for promotion to the rank of Battalion Chief or Shift Commander.

The survey of external departments found that 74.5 percent of respondents stated that they clearly define the levels of training and education that are required for promotion to the position of Battalion Chief or Shift Commander. Only 39.2 percent of these respondents stated that the current training and education program has been effective in developing individuals to perform the duties required of this position. Overwhelmingly, 96.1 percent of external departments surveyed stated that an officer development program specific to the position of Battalion Chief or Shift Commander would improve the effectiveness of their department. These results are located in Appendix C.

The internal survey conducted among all officers within the Rogers Fire Department found similar results. Understandably, the Rogers Fire Department currently employs the position of Battalion Chief and 100 percent of the internal officer respondents stated that the department should implement a chief officer development program that is required for promotion to this position. Of these internal respondents, 37.5 percent stated that the Rogers Fire Department does not clearly define the levels of training and education that are required for promotion to the position of Battalion Chief Or Shift Commander. In contrast, 56.3 percent of officers surveyed stated that the current requirements / development process is effective for preparing individuals for the position of Battalion Chief or Shift Commander. The final

comparison to external fire departments surveyed found that the internal officers surveyed stated overwhelmingly, 100 percent, that a chief officer development program specific to the position of Battalion Chief or Shift Commander would improve the effectiveness of Rogers Fire Department. These results are located in Appendix E.

Although Rogers Fire Department currently does not require candidates for the position of Battalion Chief or Shift Commander to complete any specific items in order to be eligible for promotion, 81.3 percent of officers within the department stated that Standard Operating Procedures review and documentation should be required. The same amount stated that an internship such as a command staff assignment as well as a ride along program could be required for promotion. When comparing the survey from external departments of these particular eligibility requirements, 78.4 percent of departments responded that they did not require newly promoted chief officers to have educational or professional certification requirements as part of their probationary period. Only 54.9 percent of the department's surveyed stated that they require Standard Operating Procedures review and documentation for promotional eligibility to the position of Battalion Chief or Shift Commander. In addition, 35.3 percent of respondents stated that they require an internship while one third of external departments required a task book as part of the eligibility requirements for this position. This information exemplifies the findings within the research and leads to the specific research questions for this applied research project.

The first research question determines the standards that local, state, and federal organizations established for the development of individuals in preparation for the advancement as a chief officer. This question was primarily answered using literature review focusing upon available officer development standards and programs that professional fire

service organizations have developed as both best practice and model programs that are applicable to the Rogers Fire Department. The literature review was also reinforced by the external survey with results found in Appendix C. Literature review found numerous programs that local, state, and federal organizations have established solely for officer qualifications and development. Appendix C showed that many departments are utilizing some of these resources in some form based upon their responses and the successful officer development program within their department. These programs are well documented as many departments are experiencing the need to implement officer development programs specific to the position of Battalion Chief or Shift Commander. Although 47.1 percent of external respondents stated they offer an officer development program specific to the position of Battalion Chief, only 39.2 percent of respondents stated that their current program was effective in developing individuals to perform their duties in this position.

Of the external department surveyed, 90.2 percent stated that they require Battalion Chiefs or Shift Commanders to perform or possess the professional qualifications within National Fire Protection Association (NFPA) 1021. In addition, 24.9 percent and 5.9 percent required the candidate's to perform or possess the professional qualifications found in the International Association of Fire Chiefs (IAFC) Officer Development Handbook and the Fire and Emergency Services Higher Education Professional Development Model respectively.

Although the majority of departments responded that NFPA 1021 requisite knowledge and requisite skills are required for the position of Battalion Chief or Shift Commander, many critical skills within this standard were not well endorsed by respondents. For example, external respondents stated that budgeting, 60.8 percent was not a critical skill or ability necessary for this position. Table 1 details the critical skills or abilities contained within NFPA

1021 that only a portion of external departments endorse as a critical skill or ability to be included in a Battalion Chief or Shift Commander officer development program.

Table 1

Critical Skill Requirements of NFPA 1021

	Percentage	Respondents
Fire Cause Determination/Investigation	27.5%	28
Budgeting	39.2%	40
Fire Prevention	41.2%	42
Information Management	41.2%	42
Computer Technology	41.2%	42
Labor Relations	51.0%	52

The literature review as well as the external survey was reinforced through a personal interview on November 12, 2010 with Tom Jenkins, Fire Chief of the Rogers Fire Department. According to Jenkins (Personal Communication, 2010), he stated that the department must ensure that the program examines all of the applicable standards that organizations have established for officer development. This will ensure that the program specific to the position of Battalion Chief will encompass all of the necessary skills and knowledge required for their position and enhance their effectiveness within the organization. Chief Jenkins reiterated that with all of the resources that are abundantly available to the Rogers Fire Department, a chief officer development program specific to the position of Battalion Chief would better enable these individuals for succession into the positions of Battalion Chief and potentially Fire Chief.

Chief Jenkins went on to state that elements of programs developed by local, state, and federal organizations will receive additional emphasis due to their importance and applicability to the position of Battalion Chief within Rogers Fire department. These skills included Incident Command System (ICS), personnel management, performance evaluations, harassment in the workplace, conflict resolution, standard operating procedures, management rights, and employee rights.

Additionally, the officer development committee formed for this project (personal communication, 2010) examined numerous standards that local, state, and federal organizations established for the development of individuals in preparation for the advancement of a chief officer. The committee established that education requirements as outlined in the IAFC Officer Development Handbook and various professional development models should be phased in, as candidates would need time to meet the established requirements. Additionally, they concluded that NFPA 1021 requisite skills and knowledge could be met through various methods that include the development of a task book specific to the position of Battalion Chief, increasing training opportunities specific to officer development, and through the creation of officer specific training programs. They also emphasized that this program should be available to all department personnel who are eligible for promotion in order to increase the knowledge, skills, and understanding within the organization. This would be beneficial as a current lack of familiarity with the duties and responsibilities associated with this position and the development of chief officers was a definite area in need of improvement between fire department personnel and current command staff.

Literature review showed various standards that local, state, and federal organizations have established for the development of individuals in preparation for the advancement as a chief officer. Applying these standards will allow Rogers Fire Department to establish a successful program that meets or exceeds those established standards and best practices and allow the department to tailor it to fit the current and future needs of the individuals and the organization. Numerous departments have utilized this method for their department and promotional candidates as identified through literature review.

The second research question focused on what officer development programs are fire departments currently doing to prepare their personnel for potential advancement to the position of Battalion Chief. This question used literature review focusing on agencies that are addressing officer development specific to the position of Battalion Chief or Shift Commander. The literature was supported by a department survey that was conducted involving 102 external departments across the United States. The results to this survey are found in Appendix C.

Appendix C shows that 74.5% of departments surveyed clearly define the levels of training and education that are required for promotion to the position of Battalion Chief or Shift Commander but only 47.1% offer any type of officer development program specific to this position. 82.4% of those departments stated that their department would support a continuing education / professional development programs for chief officers. While 90.2% of the departments surveyed currently require Battalion Chiefs or Shift Commanders to perform or possess the professional requirements as identified in NFPA 1021, many also require higher education but did not necessarily follow the requirements outlined within the IAFC Officer Development Handbook or the FESHE Professional Development model. 60.8 percent of responding departments require an Associate's Degree from an accredited university or

institution as a promotional requirement for the position of Battalion Chief or Shift Commander. Table 2 shows the respondent responses specific to educational levels currently required for promotion to this specific position.

Table 2

Educational Promotional Requirements Specific to the Position of Battalion Chief

	Percentage	Respondents
Associates Degree	60.8%	62
60 Hours Higher Education	17.6%	18
Bachelors Degree	15.7%	16
120 Hours Higher Education	3.9%	4
Master Degree	2.0%	2

In addition to the higher education responses, additional training and certification is required for promotion by responding departments to the position of Battalion Chief or Shift Commander. The National Incident Management System courses 100, 200, 300, 400, 700, and 800 were all required by a minimum of 56.9% of responding departments. In addition, Fire Officer II was only required by 45.1% while Firefighter II and Instructor I is currently required for promotion by 46 and 74 of the responding departments respectively. An interesting response from these departments was the requirement of what the researcher considers specialty training and certification. Table 3 shows the responses by external departments to specialty certifications and training for promotional eligibility to the position of Battalion Chief or Shift Commander.

Table 3

 Specialty Educational Promotional Requirements Specific to the Position of Battalion Chief

	Percentage	Respondents
Executive Fire Officer	0	0
Chief Fire Officer Designation	3.9%	4
Arson Investigator	2.0%	2
National Fire Academy Courses	7.8%	8
Paramedic Licensure	7.8%	8
Incident Safety Officer	33.3%	34

In addition, responding departments also utilize SOP review and documentation, 54.9%, position specific task books, 33.3%, internships such as command staff assignments and ride along, 35.3%, and research projects, 7.8% in order to be eligible for promotion to the position of Battalion Chief or Shift Commander. Mentoring is utilized by 49 percent of departments as one aspect of their officer development program. Finally, 21.6% of departments incorporate some variation of in-house Chief Officer Academy that is completed for promotional eligibility.

The third research question for this project focused on what are organizations outside of the fire service doing to prepare individuals for advancement into leadership and supervisory roles. This question was primarily answered using literature review focusing on agencies that are preparing members to assume the responsibilities of administrative level officers as well as those agencies with succession plans in effect. The literature review was supported by interviews with Lance Loyer, Captain for the Rogers Fire Department and Theresa Walker,

Officer Recruiter for the United States Army. Additionally, results for this question were answered through an internal survey involving all officers within the Rogers Fire Department. These results can be found in Appendix E. These results were analyzed and compared to departmental and individual factors involving officer development.

Research found that the United States Army utilizes four methods for developing officers: Reserve Officer Candidate School, Military Academies, Officer Candidate School, and Direct Commission. Captain Lance Loyer (Personal Communication, 2010) stated that individuals who attended the military academy or ROTC would enter the service as a second Lieutenant. Promotion from that point forward was dependent upon branch specifications and requirements. He stated that the specific branches required individuals to meet time in grade requirements and attend a branch specific Basic Officer Leadership Course (BOLC). BOLC consists of three different courses BOLC I, BOLC II, and BOLC III and each candidate attendance is directly related to his or her particular branch.

Theresa Walker, Officer Recruiter for the United States Army (Personal Communication, 2010) stated that direct commission is an increasingly popular option in the United States Army Medical Corp, Judge Advocate general Corp, and the Army Chaplain Corps. This enables individuals who are credentialed or licensed in the civilian world to enter the Army in their field of specialty and become an officer. Upon entering the Army, these individuals attend an abbreviated officer course that focuses on how to become an officer in the United States Army. She stated that with all of the similarities in organization structure between the United States Army and the fire service, that direct commission or a similar method may be necessary for consideration.

The internal officer survey found that 93.8% of respondents stated that they did not favor allowing individuals to jump ranks during the promotional process to the position of Shift Commander. Similarly, 100 percent of respondent stated that the Rogers Fire Department should not hire external candidates for the position of Shift Commander but 53.6% of those surveyed stated that they did favor the direct appointment of this position from an internal candidate.

Captain Loyer went on to state that the United States Army also requires a Bachelors degree to promote beyond the rank of Captain. He stated that individuals received assistance in matching degrees to their specialties as well as tuition assistance through varying programs such as the GI Bill. The internal individual officer survey found that respondents supported higher education in order to become eligible for promotion to the position of Shift Commander. Table 4 shows the survey responses for the level of education that the Rogers Fire department should require for promotion to this position.

Table 4

Educational Requirements Required for Promotion to the Position of Shift Commander

	Percentage	Respondents
Associates Degree	43.8%	14
60 Hours Higher Education	25.0%	8
Bachelors Degree	18.8%	6
120 Hours Higher Education	0.0%	0
Master Degree	12.5%	4

Similarly, internal officers surveyed, 56.3%, stated that the Rogers Fire Department should offer stipends to those individuals attaining the necessary educational requirements for promotion while 87.5% stated that the department should offer assistance for those attempting to attain this specified education. They stated that this support for educational and professional development should come in the forms found within Table 5.

Table 5

Educational Assistance for Continuing Education and Professional Development

	Percentage	Respondents
Pay for classes	37.5%	12
Tuition reimbursement	87.5%	28
Time off or classes on duty	81.3%	26
Compensation Time	18.8%	6

The fourth research question focused on the components of a chief officer development program designed exclusively for the position of Shift Commander. The results for this research question was answered through individual officer surveys involving Rogers Fire Department personnel in which results are located in Appendix E. Additionally, Fire Chief Tom Jenkins and Battalion Chief Brian Hinds were interviewed regarding the components of an officer development program for the position of Shift Commander. The committee formed specifically for chief officer development also provided input specifically for the components and requirements of the program. The results explicit to this research question can be found in Appendix E. 87.5 percent of respondents stated that the Rogers Fire Department should implement a program that requires individuals to perform or possess the professional

qualification identified in NFPA 1021. In addition, 25.0% and 12.5% stated that the department should implement a program that requires individuals to perform or possess the professional qualifications identified in the IAFC Officer Development Handbook and the FESHA Professional Development Model respectively. Only 50.0% of those surveyed stated that promotional candidates should perform or possess these professional qualifications prior to promotion.

This appendix (E) demonstrates that 100% of the officers surveyed thought that the incident command system (ICS) was a critical skill or ability that should be included as part of a chief officer development program. Table 6 details the critical skills and abilities that survey respondents stated should be included as part of a chief officer development program.

Table 6
 Critical Skills and Abilities for Chief Officer Development Program

	Percentage	Respondents
Planning	75.0%	24
Personnel	100.0%	32
Ethics	87.5%	28
Discipline	100.0%	32
Leadership	100.0%	32
Strategy and tactics	93.8%	30
Incident management	100.0%	32
Personnel management	87.5%	28
Sexual harassment	75.0%	24

Fire Chief Tom Jenkins (Personal Communication, 2010) stated that the program should include Incident Command System, personnel management, performance evaluations, harassment in the workplace, conflict resolution, standard operating procedures, management rights, and employee rights. Jenkins went on to say, “this program is important because the Rogers Fire Department will remain a fast growing department for at least the next half decade. Because of the youth of the agency, we will either have quality leaders or not...plain and simple. More importantly, providing this training to potential Shift Commanders allows them to be better prepared to take on the job of Deputy Chief or Fire Chief. Eventually, chief officers have to somewhat divorce themselves from the field...it is critical within this program that the duties and responsibilities be identified. In the perfect world, this program would also give the future Shift Commanders a glimpse of life at the administrative level.”

Battalion Chief Brian Hinds (Personal Communication, 2010) stated that because of the lack of any development program, when a person promoted to Shift Commander, they went from company officer one shift to the Shift Commander the next with no training, mentoring, or preparation other than the classes required for promotion, which were completed by the individual. Each person promoted was basically provided on-the-job training that was not an effective way to develop leaders or ensure continuity of service delivery. For this reason, Battalion Chief Hinds stated that mentoring with the current Shift Commanders should be an essential part of the program. In addition, he stated that each person should be required to complete one of the National Fire Academy Command and Control classes in order to be eligible for promotion.

The chief officer development committee added that specific elements should be added to the program in addition to those mentioned earlier. One element of the program includes the

assignment of individuals to staff work, or job rotation, to ensure the individual is prepared and aware of the duties and responsibilities of each division within the organization. They stated that ICS was a critical element that should be replicated on a regular basis and that each individual candidate should be required to complete a designated number of runs with the current Shift Commander. This would enable the individual to mirror the daily duties of the position prior to promotion. Higher education that mirrors the FESHE Professional Development Model was to be included in the program and implemented over time to allow individuals to prepare adequately and to gain additional certifications and training.

Table 7 shows additional certifications and training, as well as others included in Appendix E, as the officers surveyed stated should be required for promotion to the position of Shift Commander.

Table 7

Certifications and Training required for Promotion to the Shift Commander

	Percentage	Respondents
Firefighter II	93.8%	30
Paramedic	75.0%	24
Instructor II	56.3%	9
Fire Officer I	93.8%	30
Fire Officer II	93.8%	30
Incident Safety Officer (ISO)	87.5%	28
NIMS 100	100.0%	32
NIMS 200	100.0%	32
NIMS 300	93.8%	30

NIMS 400	93.8%	30
Strategy Tactics for Initial Company Operations	93.8%	30

In addition to these elements, the survey found that respondents endorsed the implementation of a task book, 43.8%, standard operating procedure review and documentation, 81.3%, and internships, 81.3%, as elements of the Chief Officer Development Program. Overwhelmingly, 93.8% of respondents stated that mentoring should be included as part of the program specific to the development of individuals for the position of Shift Commander.

The final research question focused on the obstacles to successful implementation of a Chief Officer Development Program specifically for the position of Battalion Chief within the Rogers Fire Department. The results for this specific question were compared to departmental factors as well as those from across the fire service associated with implementation of officer development found in literature review. The results for this research question were answered through individual officer surveys involving Rogers Fire Department personnel in which results are located in Appendix E. The external survey found in Appendix C also provided results specific to this question.

Fire Chief Tom Jenkins and Battalion Chief Brian Hinds were interviewed regarding the obstacles to successful implementation of a Chief Officer Development Program specifically for the position of Shift Commander. Fire Chief Tom Jenkins (Personal Communication, 2010) stated that time is the greatest obstacle to implementing a Chief Officer Development Program as it is critical to balance a productive and challenging program with the requirements so that it can be reasonably accomplished with current staffing models, necessary

travel, budget constraints, etc... Battalion Chief Bryan Hinds (Personal Communication, 2010) responded that probably the biggest obstacle is the logistics of arranging for each candidate to spend time riding with and observing the current Shift Commanders. Balancing individual schedules around vacation days, schools, sick leave, and maintaining minimum staffing, there are limited days when the candidates can be mentored.

Literature review found that the budgetary constraints associated with the implementation of this program could be extensive. Implementing certification requirements will dictate personnel attending classes as well as the department hosting courses. These constraints must be considered as part of the annual budget process and implemented over time as funding allows.

The results specific to this research question found that 82.4% of external departments surveyed, Appendix C, supported the implementation of a continuing education / professional development program while 93.8 percent of individual officer surveyed, Appendix E, also responded that they support the implementation of such a program.

With the responses supporting the various levels of education, certifications, continuing education, and adoption of various professional standards and development models, it is evident that budgetary constraints will also affect the successful implementation of a Chief Officer Development Program specifically for the position of Battalion Chief within the Rogers Fire Department. Notwithstanding, time will also be a critical factor for promotion candidates and department leadership receives all of the necessary training contained within the program. These barriers become even more evident when 81.3% of individual officer surveyed responded that each promotional candidate should complete and Officer Development Academy of 40 hours, 38.5%, or 80 hours, 38.5%.

Discussion

The Rogers Fire Department Chief Officer Development Program consisting of education, experience, and professional qualifications outlined in Standard Operating Procedures (SOP) developed as a result of this research will be a critical component in the future success of the organization. The SOP's will define the requirements necessary for promotion to the position of Battalion Chief and provide a clear direction for professional development and continuing education allowing them to prepare for this position.

The literature review for this project provided sufficient information for this task. The combination of survey results and the interviews conducted for this research project not only showed similar data and the information necessary but also supported the literature review. The combination of these three: literature review, surveys, and interviews provided adequate data and resources to create a Chief Officer Development Program specifically for preparing Rogers Fire Department personnel for the position of Battalion Chief or Shift Commander.

The internal and external survey both showed that the need for a Chief Officer Development focusing on the position of Shift Commander is significant. The right person for the right job demands that a careful analysis of the job be made to determine what factors are needed in that specific job or function (Bachtler and Brennan, 1995, p. 234). Of the departments that were surveyed, 96.1% replied that a Chief Officer Development Program specific to the position of Shift Commander would improve the effectiveness of their department (Appendix C). Similarly, 100% of Rogers Fire Departments Officers responded that such a program would increase the effectiveness of RFD (Appendix E). The need for a Shift Commander specific Officer Development Program is magnified when external departments (Appendix C) stated that their current requirements and development program is

average, 51.0%, or below average, 17.6%, in preparing individuals for this position within the organization. Rogers Fire Department Officers responded similarly in that the current requirements and development program was average, 56.3%, and below average, 18.8, in preparing individuals for this position.

Additionally, departments surveyed, 82.4% stated that they would support a continuing education or professional development program for Chief Officers (Appendix C). Internal and external departments both clearly defined the levels of training and education that are required for promotion to the position of Battalion Chief or Shift Commander, 74.5% and 62.5% respectively. Even with this clear definition of training and education required, both internal and external departments have obvious room for improvement when developing individuals for this rank. These findings compare to numerous findings throughout the literature review. The problem is evident that the roles and responsibilities of Chief Officers have extended beyond fire scene leaders. These individuals must be more knowledgeable in all of the newer functions of the fire service that apply to their organization and must excel in managing human, physical, and economic resources (Carter and Rausch, 2008, p. 23).

During the last half of the twentieth century, the fire service has shifted toward a more professional and institutionalized fire and emergency service, which has resulted in selecting and developing Chief Officers (International Fire Service Training Association, 2004, p.2). The development and selection of individuals who have the education, experience, and training necessary to manage and lead an organization are critical to the success within the department and the community in which it serves. Fire Chief Tom Jenkins (Personal Communication, 2010) stated, "The Battalion Chief (Shift Commander) is the single most important position in the department. Promote somebody ill prepared and you have a shift that is either not led at all

or a shift where individual company officers manipulate the situation to further personal agendas. The Battalion Chief must be an approachable, reasonable, levelheaded commander. They must be capable of replicating good fire ground decisions, having a thorough understanding of the Incident Command System (ICS), and be able to tell the difference between various types of personnel issues. I (Chief Jenkins) would argue that this is a position where the department succeeds or fails. If successfully implemented, you have the elimination of “multiple departments within a single organization of the festering of smaller issues.”

These numbers are important as the Rogers Fire Department develops an Officer Development Program to enhance the training and education of individuals and future leaders of the department and ultimately deliver better services to the city of Rogers. It is clear through literature review that fire service leaders support succession planning and utilize a form of strategic planning to ensure the successes of their organization in the future. Implementing a Chief Officer Development Program takes careful planning to ensure that it is applicable to the department, contains all of the necessary skills and abilities, and increases the training, education, and experience levels of the individuals within the program while remaining in line with current time and budgetary constraints.

There were numerous development programs that were found during the literature review and surveys that could be implemented by the Rogers Fire Department. Research found that 85% of leadership skills that matter are known and the other 15% are specialized to particular jobs or industries. This is why Officer Development Programs should be structured as 70% education, 20% mentoring, and 10% experience (Gorman, 2010). Both internal and external departments favored the position of Shift Commander to perform or possess the professional qualification within National Fire Protection Association (NFPA) 1021 Standard

for Fire Officer Professional Qualifications with 87.5% and 90.2% respectively. Understanding the components of NFPA 1021 allows a program to be developed with emphasis on human resources management, community relations, administration, fire inspection and investigation, emergency service delivery and safety programs. Developing Chief Officers based upon NFPA 1021 improves the skills and abilities of the individual and establishes a program foundation that can be expanded to meet the needs of the individual and expanded to meet the needs of the organization. NFPA 1021 (2009, p.1.3.2) states that it is not required for objectives to be mastered in the order in which they appear. The local, state, or provincial training program shall establish both the instructional priority and the program content to prepare individuals to meet the performance objectives of the standard.

Battalion Chief Bryan Hinds (Personal Communication, 2010) stated a chief officer development program will allow the candidates to prepare for the position so that there will be a smoother transition when someone is promoted. When a person is promoted or even when they ride out there is almost always a decrease in the ability of the department to perform its vital functions due to the fact that the person promoted or riding out cannot initially perform up to the level of their predecessor. This time of decreased productivity may be short or long depending on the individuals involved; the Rogers Fire Department's goal should be to minimize the drop-off that occurs.

Research showed that there are several considerations for implementing a program focusing on Chief Officer Development. In addition to utilizing NFPA 1021, the literature review found additional resources that need to be considered and used to supplement areas of focus within the new program. The International Association of Fire Chiefs Officer

Development Handbook and the Fire and Emergency Services Higher Education Professional Development Model each provide the following for agencies officer development programs:

- A national model for an integrated, competency-based system of fire and emergency services professional development,
- A national model for an integrated system of system of higher education from associate's-to-doctoral degrees,
- Well-trained and academically educated fire and emergency services preparing the nation for all hazards (United States Fire Administration, 2010).

Research showed that by utilizing these resources to develop a program specific to the Rogers Fire Department, many of the requisite skills and knowledge would be included within the program. The Fire and Emergency Services Higher Education Professional Development Model outlines a competency-based professional development path supported by an individual's training, higher education, and certification elements (United States Fire Administration, 2010). Both internal and external survey respondents stated that the FESHE model provided professional qualifications that individuals should meet or possess, 25.0% and 29.4% respectively. This model suggests that a Bachelors Degree is necessary for individuals to promote to the rank of Fire Officer III or administrator. External departments surveyed support this model but require an Associate's Degree, 60.8%, over a Bachelors Degree for the position of Shift Commander, 15.7% (Appendix C). Similarly, the Rogers Fire Department officers surveyed supported an Associate's Degree for the position of Battalion Chief, 43.8%, over the requirement of a Bachelors Degree, 18.8%, for promotion (Appendix E). Regardless of the education requirement, such a requirement would require implementation over time to allow personnel the opportunity to become eligible for promotion by attaining the established

level of educational requirement. The Chief Officer Development Committee (Personal Communication, 2010) reviewed research documentation and noted that Associates Degrees generally take two years to attain while Bachelor's Degrees take four years. Implementation of an education requirement should follow these guidelines to allow individuals to attain promotional requirements.

Research found that not only should these programs meet the needs of the department but should also meet the needs of the individual.

In the simplest form, it has been noted that every employee, in various levels of urgency, requires four needs to be adequately fulfilled: job security, job satisfaction, recognition, and compensation. Each of these relates closely to Maslow's hierarchy theory in that if any is deficient or absent, the member likely will not respond as effectively to motivational stimuli. Job security and compensation relate to the physiological and safety needs; job satisfaction; and recognition of the social, self-esteem, and self-actualization needs. Although not every personal need can always be satisfied, great potential exists for motivating subordinates by considering this theory, since the level of success is based on the high probability that nearly every problem or issue that arises within an individual or group can be attributed to a deficiency in one of the four need areas. (Hyden, 2010)

In addition to higher education requirements, certifications and training requirements vary throughout the fire service. Internal and external surveys found that variety of certifications were required for promotion and supplement the training process. The external survey found that Fire Officer II, Instructor I, Firefighter II, and National Incident Management System courses should be included in the preparation process for individuals preparing for

advancement (Appendix C). Research showed that certifications contain relevant information but individuals attaining this level in an organization should also attain key areas of study; organizational management, public administration, organizational leadership, human resource management, analyzing public fire protection, political and legal considerations, financial management, and business ethics (Buckman III, 2006, p.8). This level of training is assuming that the person's rank meets all of the educational and training requirements found within Fire Officer I and Fire Officer II. Additionally, it can be assumed that the level of shift commander assumes administrative duties that include project management, coaching and counseling, presentations to council groups, community forums, public relations, media relations, and personnel functions including staffing, investigations, and personnel evaluations (Buckman III, 2006, p. 8). Additional consideration must be given in the development of the program for additional skills and knowledge. The International Fire Service Training Association (2004, p. 3) states that a Chief Officer must possess the following basic skills: interacting interpersonally, writing, speaking, researching, analyzing, evaluating, and organizing.

The external survey found that in addition to certifications and higher education, responding departments supported critical skills or abilities for the position of Shift Commander that included planning (82.4%), ethics (88.2%), motivation (84.3%), time management (80.4%), strategy and tactics (90.2%), sexual harassment (72.5%), and report writing (72.5%) (Appendix C). The internal survey supported these responses with similar replies from the individual officers: planning (75.0%), ethics (87.5%), motivation (75.0%), time management (62.5%), strategy and tactics (93.8%), sexual harassment (75.0%), and report writing (43.8%) (Appendix E). In considering all of the knowledge and competencies required of a Chief Officer, it is summarized by the National Fire Academy (Federal Emergency

Management Agency, 2005, SM-9-3) management and leadership merge to provide change (leading) through orderly, efficient, and controllable processes (managing). Developing a Chief Officer Development Program that encompasses the information from the literature review combined with the information from the surveys and interviews will lead to a person who can complete the basic activities of leadership; establish leadership, align people, motivate and inspire, and provide an excellent leader that produces useful change as measured by objective results (Federal Emergency Management Agency, 2005, SM-9-4)

Research found that many of these skills or abilities are not stand alone topics but rather a component of another course. Notwithstanding, literature review showed that Officer Development Academies vary in their content and may be tailored to meet the needs or deficiencies of the organization. The majority, 74.6%, of external departments surveyed stated that they did not have a formal Chief Officer-Training Academy that is required for promotional eligibility. Of the departments that did have an academy, they were generally less than 40 hours, 41.7%, or 40 hours in length, 25.0% (Appendix C). The results of the internal officer survey (Appendix E) shows that 81.3% of respondents support a Chief Officer Training Academy and that it should be forty hours, 38.5%, or eighty hours in length, 38.5%. A combination of the literature review and the surveys combine to show that the components of a Chief Officer Academy, regardless of length, must be multi- dimensional and entail a variety of information to prepare the individual(s) for future responsibilities in the role of leadership and management.

The literature demonstrated a variety of Officer Development Academies for the researcher to reference. The Prince George County (MD) Fire /EMS Department have a program consisting of 15 modules specific to the Command Officer (Prince George County

Fire EMS Department, 2010). These modules include roles and responsibilities, Incident Command System, Standard Operating System, Risk Assessment, Resource Management, Safety, Fire ground Emergencies, and Incident Simulations. Other programs were general in nature and consisted of the following topics; general knowledge, human resources management, administration, community and government, inspection and investigation, health and safety, and emergency service delivery. Research also found that Durham (NC) Fire Department institutes a program several months in length (Pagan, 2002, p. 26). This program is learning by doing rather than a standard delivery format consisting of the following requirements:

- Leadership And Ethics Four Hours
- Policy Development And Review Four Hours
- Building Construction Eight Hours
- Incident Scene Safety Eight Hours
- Instructional Techniques Sixteen Hours
- Frontline Leadership Skills Twenty Four Hours
- Successful Scene Management Twenty Four Hours

Regardless of the program length or content, it may be varied to meet the needs of Rogers Fire Department and the established promotional requirements. The research for this project has exemplified that the promotional requirements found within the current city of Rogers Civil Service Rules and Regulations (2009) must be examined and updated to meet the identified educational and promotional requirements identified within this project. The surveys showed that years of service for promotional eligibility to the position of Shift Commander varied greatly based on the organization. External departments (Appendix C) replied that less

than five years were required by 45.1% of departments and 6-8 years were required 25.5% for promotion and 70.6% of departments did not allow individuals to “jump” rank to this position. The internal survey (Appendix E) showed that respondents preferred 6-8 years of experience, 48.8%, and 9-10 years, 25.0% for promotional eligibility. Similarly, 93.8% replied that they did not favor individuals to “jump” rank to the position of Shift Commander. With the current promotional requirements stating five years of experience and one year of time in grade as a captain for promotional eligibility, the promotional requirements for this position will be evaluated based upon findings for this project.

The organizational implications from the literature review and research gathered for this project indicate that Rogers Fire Department has the necessary resources to implement a fully functional Chief Officer Program that meets the needs of the organization. This program will require a review of current promotional standards and standard operating procedures and changes according to the findings of this project and the research within. This program will be multi-faceted and require time and budgetary constraints to be reviewed. However, the implementation of that Chief Officer Development Program specific to the position of Shift Commander for the Rogers Fire Department will properly prepare the individuals for promotion to this position and ensure the future success of the organization without any significant delays in the level or quality of service. Given that the 2010 Rogers Fire Department operating budget was \$7,552,550 dollars with \$83,000 specifically geared towards training, funding for Chief Officer Development Program can be implemented (City of Rogers, 2009).

The implementation of this program combined with the increase in the level of education and experience that it yields, this project and its resulting changes in policy will

increase the capability during emergency responses within the city of Rogers. The results of research signify that every organization is unique and has a unique set of capabilities different from other similar organizations. Once the Rogers Fire Department defines its capabilities, there will be improved clarity as to where the key individual competencies need to exist as well as financial, technical, and staffing priorities (Federal Emergency Management Agency, 2005, SM 7-3)

Recommendations

There is going to be tremendous turnover of fire service leaders in the next ten years and one of our generation's greatest responsibilities is to ensure a strong cadre of men and women to step into these positions and assume key leadership roles (Byrnes, 2003, p. 9). Parow (2010) states that as fire service leaders, we must understand that a succession plan is not a short-term strategy to get through the current environment but rather must be a part of the individual department's long-term strategic plan, which then becomes engrained in the organization's culture. As a result of the research conducted for this Applied Research Project (ARP), it is the overall recommendation that the Rogers Fire Department create a Chief Officer Development Program that specifically targets the position of Battalion Chief or Shift Commander. The department will implement a comprehensive plan that establishes both educational and experience levels in order to prepare individuals to become the future leadership of the organization and ultimately enhance the overall effectiveness of the Rogers Fire Department.

The implementation should follow the AIDE process that defines the training process through four phases: administration, implementation, delivery, and evaluation. (Buckman, 2006, p. 171). The first step, administration, allows the department to establish the foundation

for the communication program. This includes the evaluation of all resources, establishing policies, evaluating the needs of personnel, and the analysis of literature specific to chief officer development and includes aspects of the four phases of the learning experience (National Fire Protection Association, 2008, p. 232). Those who aspire to Chief Officer Positions should consider their current knowledge and skills in comparison to those required for the position that they seek. Those who hope to attain Chief Officer Positions must develop the necessary knowledge and skills in planning, organizing, directing, controlling, communicating, and decision-making in order to successfully manage and lead within their departments (Fleming, 2002). Appendix E provides an assessment of the needs of department personnel that will need to be addressed during the administrative phase. This survey provides information that enforces the need for a multi-dimensional approach to addressing a Chief Officer Development Program specifically for the position of Battalion Chief for the Rogers Fire Department.

The second and thirds steps of this process are implementation and delivery. Appendix E shows that 100% of the responding personnel think that the Rogers Fire Department current requirements / development process is average, below average, or not adequate in preparing individuals for the position of Battalion Chief or Shift Commander. Research demonstrated that professional development is a shared responsibility with the individual responsibilities includes motivation and preparation while the department's responsibilities include opportunity and environment, which leads to organizational growth (Smoke, 2010, p. 12). The implementation of a program that addresses chief officer development through a variety of methods as described throughout the literature review.

The departments program should take into account the requisite knowledge and skills required of a Fire Officer III as well as other development models available.

Appendix E as well as the literature review discussed available methods for officer development as well as the critical skills and abilities that must be considered for the program.

Task books, 43.8%, Standard Operating Procedure review, 81.3%, and internship, 81.3%, were favored as methods that could be required for promotional eligibility (Appendix E). Job rotation (Culp, 2008) allows employees to experience a variety of tasks or skills throughout other job function areas. This will increase the individual's knowledge through work exposures in different settings and increase the skills of the individuals when they rotate through different divisions. This can be accomplished through temporary assignments or transfers to allow the individuals to complete the promotional requirement.

An increase in the amount of educational requirements and certifications is supported through the research completed for this project. Requiring an Associate's Degree, 43.8%, or a Bachelors Degree, 18.8%, is recommended by department personnel as a promotional requirement (Appendix E). Education without training is inert, and training without education is transient. There is a fundamental difference between training and developing personnel in task related competencies and developing leadership and management skills to effectively lead within the organization in the future (Johnson, 2004).

These methods have been analyzed and compared with the barriers for program implementation as identified by Fire Chief Tom Jenkins (Personal Communication, 2010). This requirement will require implementation over a period of time to allow individuals the opportunity to meet the educational requirement established by the Chief Officer Development Program established by this Applied Research Project (ARP) and the resulting policies. An

educational development plan helps ensure an employee is applying effort in those areas where skills learned will offer the greatest return on investment for the individual and the organization (Culp, 2008).

Due to the variations in the current level of experience and training, the Chief Officer Development Program will require an Officer Development Academy (ODA) in order to ensure that all requisite knowledge and abilities are delivered to all promotional candidates. The literature review showed that an academy allows the department to increase the skills and knowledge of promotional candidates to meet the needs of the organization. The biggest challenge for any organization is management and leadership training as the organization must complete a self-analysis as to how the training could be developed to meet organizational objectives (Altawil, 2010). The length of the academy is supported in Appendix E as forty hours, 38.5%, or eighty hours, 38.5%. The length of the academy will be dependent upon the curriculum and objectives established by the department as a result of this research. As the Applied Research Project (ARP) will produce a multi-dimensional program, the ODA will enforce other areas of the program and ensure consistency in materials and training throughout the organization.

One key aspect of the program will be continuing education upon promotion. 78.4% of those surveyed in Appendix C stated that newly promoted Chief Officers do not have educational or professional certification requirements as part of their probationary period. Training programs address today's needs and prepare employees for tomorrow (Compton, 2000). As the demands on the fire service continue to change, this aspect of the program will ensure that newly promoted individuals continue to receive education throughout their careers to stay consistent with the goals and objectives of the organization. The training must identify

existing employees that have the abilities and desire to be trained. The department has the ability to implement the training program with refresher summary courses. On many occasions, refresher summary courses are an excellent idea to assure the material is completely absorbed and relearned (Altawil, 2010).

One way to ensure that these individuals continue their education is to implement an aspect of the program focused on mentoring. Appendix E showed that individuals surveyed supported mentoring as an aspect of officer development, 93.8%. Utilizing current and future leaders of the organization will ensure consistency among the leadership and management of the department and identify the deficiencies that need addressed based upon each individuals needs.

As the literature review detailed, there are many resources available to use during the development of a Chief Officer Development Program. Time availability of personnel and the differing learning abilities of personnel, as well as budget considerations, the department will need to identify program components based on the needs of the organization as well as the individual.

Using broad objectives of succession planning developed by the Los Angeles Fire Department (2010), The Rogers Fire Department will be able to combine the findings within the literature review, survey, and interview results into a definitive chief officer development plan. The first common component is assessment consisting of forecasting vacancies, identification of current skills, identification of future skills, development of core competencies, employee database, and employee surveys. This component has been completed through the research necessary for this Applied research Project (ARP) and brought to the Fire Chief and Chief Officer Development Committee for the development phases of this

project. LAFD (Butler, 2010) utilizes this component to create an environment in which individuals can develop their full potential and prepare to lead the organization: education, training, leadership development, job shadowing, 360-degree evaluations, mentoring, and task force assignments. Using all of the information gathered, the researcher has produced a Chief Officer Development Program to meet the current and future needs of the Rogers Fire Department.

One critical aspect to this program is the actual promotional process. Butler (2010) uses identification and selection with the following components; work experience, performance evaluations, professional degrees / certifications, employee potential, examinations, interviews, assessment centers, probation. These components will be necessary when examining the current city of Rogers Civil Service Rules and Regulations (2009). The final aspect of the Chief Officer Development Program focused specifically on the position of Battalion Chief will require changes to the current promotional process. Appendix E shows that only 43.8% of officers surveyed support a process of direct appointment by the Fire Chief as 81.3% stated the department should continue to utilize a competitive promotional process for this position. Although literature review showed that years of service for eligibility varied among departments, Appendix E indicates support to an increase from the current level of experience to either 6-8 years, 43.8%, 9-10 years, 25.0%, or 11 years or more, 12.5%. Appendix E indicates that the components of the promotional process should be reviewed as part of this research. The interview received overwhelming support, 100.0%, as the current process does not include this as a component of the current system. The current system consists of the following; $(\text{Written Test Score} \times .40) + (\text{Assessment Center} \times .40) + (\text{Civil Service Score} \times .20) = \text{Maximum } 100\%$ (Rogers Fire Department, 2010, p. 5) which will change to the

following formula based on research specific to this project, (Written Test Score x .20) + (Assessment Center x .40) + (Civil Service Score x .20) + (Fire Chief Interview x .20) = Maximum 100%.

As with any program, evaluation of the changes will be critical to the on-going success of not only the Chief Officer Development Program but to the future success of the organization. Fire Chief Tom Jenkins (Personal Communication, 2010) stated that this program would be reviewed the same way we do everything else: reviewed at regular intervals. The program will have to change and evolve from year to year, chief to chief to meet the needs of the organization. Failure to do so will be crucial, as there are numerous examples of programs that have failed or are simply ineffective due to inattention and as a result have to be overhauled from the ground up. Battalion Chief Bryan Hinds (Personal Communication, 2010) stated in an interview that the ultimate test of the effectiveness of the program can only be judged by the performance of the candidates after they are promoted. There should be an evaluation form completed by the Battalion Chief's on each candidate that rides with them. It might be beneficial to have each candidate perform as the Incident Commander in various scenarios, which would be critiqued, by the Fire Chief, Deputy Chiefs, and other Battalion Chiefs in order to determine their level of proficiency at filling out Incident Command System Charts, assigning resources, and commanding incidents. There could be a grading form for each scenario and the candidate would have to achieve a minimum score on each one as determined through a quality assessment / quality insurance process for this position and the preparation of individuals for this position.

As a direct result of the 2010 Rogers Fire Department Strategic Planning session, the need for a Chief Officer Development Program specific to the position of Battalion Chief was

identified. The research for this project has provided numerous resources, recommendations, and materials to analyze in order to meet this need for the department. The researcher, as a result of this process has created a Chief Officer Development Program specifically for preparing Rogers Fire Department personnel for the position of Battalion Chief or Shift Commander. This program consists of promotional changes to the city of Rogers Civil Service Rules and Regulations. The Future Company Officer courses will be removed and will be replaced in 2011 with a forty-hour Officer Development Academy that is required for promotional eligibility as scheduled within the Rogers Fire Department Annual Training Plan (ATP) (Rogers Fire Department, 2010). In addition, the new program will include a revision to or the implementation of the following documents for department introduction in January 2011:

- Rogers Fire Department Standard Operation Procedure 121 Promotion and Testing (Appendix F)
- Rogers Fire Department Standard Operation Procedure 140 Chief Officers development Program (Appendix G)
- Rogers Fire Department Standard Operation Procedure 175 Officer Development Academy (Appendix H)
- Rogers Fire Department Chief Fire Officer Task Book (Appendix I)

Through the AIDE process, the implementation can be administered, implemented, and delivered to department personnel and members of the fire service. The final step that has to be considered is evaluation. Maintaining a methodical approach will increase the benefits of a Chief Officer Development Program specific to the position of Battalion Chief for the Rogers Fire Department.

In conclusion, the problem was that the Rogers Fire Department did not have a formal method of developing personnel specifically for the position of Shift Commander. Identifying development methods that specifically address the position of a Battalion Chief has taken an in-depth analysis of the fire department and its personnel. As this is completed, this analysis will include the following program components, (a) address the promotional process to include Civil Service Changes, (b) Officer Development Academy, (c) educational and certification requirements increase, (d) identifying potential candidates, (e) provide mentors, (f) pursue funding for educational requirements and additional training courses, and (g), the completion of a chief officer task book for promotional eligibility.

As documented in the literature review, surveys, and interviews, developing personnel specifically for the position of Shift Commander is a difficult issue for the Rogers Fire Department. To properly address this issue and increase the effectiveness during emergency response, the development methods through a multi-dimensional model will need to be implemented over time and constantly evaluated for effectiveness. The perceived deficiency can be eliminated through proper implementation, training, and funding which will increase the effectiveness of the position of Battalion Chief within the Rogers Fire Department.

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Appendix A

November 10, 2010

My name is Jake Rhoades, Deputy Chief for the Rogers Fire Department (AR). I am completing an Applied Research Paper (ARP) titled “Creating a Chief Officer Development program specifically for preparing Rogers Fire Department personnel for the position of Shift Commander.” The ARP is part of my requirement for the Executive Fire Officer Program at the National Fire Academy. This research is being completed as part of Executive Leadership.

This research will also directly benefit the daily response within our city specifically relating to the position of battalion chief or shift commander. For the purposes of this survey, battalion chief and shift commander are used interchangeably. The intent is for any rank that directly supervises shift personnel including personnel management, chief officer, and incident commander. This position plays a critical role in our organization and we have identified succession planning for this level as a priority in order to prepare individuals for the duties and characteristics that they must possess in order to be successful. With this in mind, I am trying to determine what programs, resources, and promotional requirements are necessary for preparing Rogers Fire Department personnel specifically for the position of Shift Commander or battalion chief.

A critical aspect of my research is to determine what other departments are doing to address similar development and promotional issues associated with similar positions. It would be very helpful if you could take a few minutes and complete the following survey.

<http://www.surveymonkey.com/s/2QDXTK8>

If you currently have any type of development program or policy specifically addressing the positions of Shift Commander or Battalion Chief, please send it to jrhoades@rogersark.org . I will gladly provide you a copy of my research when it is completed for your reference. Please feel free to contact me if you have any additional questions or feedback.

In Service,

Jake Rhoades
Deputy Chief
Rogers Fire Department
201 North First Street
Rogers, AR. 72756
Cell 479-644-5038
Office 479-621-1179
Fax 479-621-1108
jrhoades@rogersark.org

Appendix B

Executive Fire Officer (EFO) Applied Research Project Chief Officer Development Program
External Department Survey

1. What is the name and contact information of your department?
2. How many members make up your organization?
 - 50 personnel or less
 - 51-100 personnel
 - 101-200 personnel
 - 201 or more personnel
3. What is the population of the community that your department serves?
 - Less than 25,000
 - 25,001 to 50,000
 - 50,001 to 100,000
 - 100,001 to 250,000
 - 250,000 or more
4. Does your department currently have the rank of battalion chief or shift commander?
 - Yes
 - No
5. Does your department utilize a competitive promotional process for the position of battalion chief?
 - Yes
 - No
6. How effective are the current requirements / development program for preparing individuals for the position of battalion chief?
 - Extraordinary
 - Above average
 - Average
 - Below average
 - Not adequate
7. What are the years of supervisory experience required for promotion to the position of battalion chief?
 - Less than 5

- 6-8
 - 9-10
 - 11 or more
8. Does your department allow individuals to “jump” ranks to battalion chief or must they serve in the rank of captain for a specified amount of time?
- Yes
 - No
9. Has your department ever hired an external candidate for the position of battalion chief?
- Yes
 - No
10. In your opinion, would hiring an external candidate for the position of battalion chief be considered a positive or negative for the organization? Please explain.
- Yes
 - No
11. Does your department clearly define the levels of training and education that are required for promotion to the position of battalion chief?
- Yes
 - No
12. Does your department offer any type of officer development program that is required for promotion to the rank of battalion chief?
- Yes
 - No
13. How effective has this program been in developing individuals to perform the duties of battalion chief?
- Yes
 - No
 - Not Applicable
14. Does or would your department support a continuing education/professional development programs for chief officers, specifically battalion chiefs? Please explain.
- Yes
 - No
15. Would an officer development program specific to the position of battalion chief improve the effectiveness of your department?

- Yes
- No

16. Does your department require battalion chiefs to perform or possess the professional qualifications identified in the following prior to promotion;

- NFPA 1021
- IAFC Officer Development Handbook
- FESHE professional Development model

17. What elements do you think are critical skills of abilities of battalion chief's that could be prepared for as part of a chief officer development program?

- Planning
- Personnel
- Budgeting
- Ethics
- Motivation
- Discipline
- Leadership
- Information management
- Computer technology
- Labor relations
- Time management
- Strategy and tactics
- ICS / NIMS
- Incident management
- Fire prevention
- Performance appraisals
- Personnel management
- Sexual harassment
- Report writing
- Fire cause determination/investigation

18. What additional knowledge, skills, or abilities do you feel would be essential in preparation for promotion to the position of battalion chief? Please list.

19. What elements do you think are critical skills of abilities of battalion chief's that should be completed or assigned once the individual promotes to the position of battalion chief?

- Planning
- Personnel

- Budgeting
- Ethics
- Motivation
- Discipline
- Leadership
- Information management
- Computer technology
- Labor relations
- Time management
- Strategy and tactics
- ICS / NIMS
- Incident management
- Fire prevention
- Performance appraisals
- Personnel management
- Sexual harassment
- Report writing
- Fire cause determination/investigation

20. Does your department require any of the following higher education as a promotional requirement for the position of battalion chief?

- Associates Degree
- 60 Hours Higher Education
- Bachelors Degree
- 120 Hours Higher Education
- Master Degree

21. What certifications or training is required for promotion to the position of battalion chief? Please mark all that apply.

- Firefighter I
- Firefighter II
- Paramedic
- Instructor I
- Instructor II
- Fire Officer I
- Fire Officer II
- Incident Safety Officer (ISO)
- Arson Investigator
- Inspections
- NIMS 100
- NIMS 200

- NIMS 300
 - NIMS 400
 - NIMS 700
 - NIMS 800
 - Managing Company Tactical Operations (MCTO)
 - Strategy Tactics for Initial Company Operations (STICO)
 - Public Information Officer
 - Public Educator
 - National Fire Academy Courses
 - Executive Fire Officer (EFO)
 - Chief Fire Officer Designation (CFO)
 - Alternate Language
22. Do newly promoted chief officers have educational or professional certification requirements as part of their probationary period?
- Yes
 - No
23. Are candidates for the position of battalion chief required to complete any of the following items in order to be eligible for promotion?
- Task Book
 - Research Projects
 - SOP Review and Documentation
 - Internship (command staff/ride along/other)
24. Are any of the certifications or training classes required as a post promotion requirement? Please mark all that apply.
- Firefighter I
 - Firefighter II
 - Paramedic
 - Instructor I
 - Instructor II
 - Fire Officer I
 - Fire Officer II
 - Incident Safety Officer (ISO)
 - Arson Investigator
 - Inspections
 - NIMS 100
 - NIMS 200
 - NIMS 300
 - NIMS 400
 - NIMS 700

- NIMS 800
- Managing Company Tactical Operations (MCTO)
- Strategy Tactics for Initial Company Operations (STICO)
- Public Information Officer
- Public Educator
- National Fire Academy Courses
- Executive Fire Officer (EFO)
- Chief Fire Officer Designation (CFO)
- Alternate Language

25. Does your department have any type of in-house chief officer training academy that must be completed for eligibility for promotion?

- Yes
- No
- Pre-requisite
- Post-requisite

26. If so, what is the length of the this program

- Less than 40 hours
- 40 hours
- 80 hours
- More than 80 hours

27. Does your department offer any stipends for individuals attaining educational requirements for the position of battalion chief?

- Yes
- No

28. Does your department offer any type of assistance for potential battalion chiefs to attain the specific education, experience, and certifications required for promotion?

- Yes
- No

29. What support does your department or agency provide for continuing education and professional development, either pre/post promotion?

- Pay for classes
- Tuition reimbursement
- Time off or classes on duty
- Compensation Time

30. Is mentoring a component of the officer development program specific to the position of battalion chief?

- Yes
- No

31. What element of a chief officer development program is or would you consider most beneficial to your fire department and its overall operations? Please explain.

32. What element of a chief officer development program would you consider least beneficial to your fire department and its overall operations? Please explain.

33. If you have a formal chief officer development program or policy would you be willing to share it with the researcher and the Rogers Fire Department? If so, please send to The following:

Jake Rhoades, Deputy Chief

Rogers Fire Department
201 North First Street
Rogers, AR. 72756
jrhoades@rogersark.org

7. What are the years of supervisory experience required for promotion to the position of battalion chief or shift commander?

▪ Less than 5	45.1%	46
▪ 6-8	25.5%	26
▪ 9-10	17.6%	18
▪ 11 or more	11.8%	12

8. Does your department allow individuals to “jump” ranks to battalion chief or shift commander?

▪ Yes	29.4%	30
▪ No	70.6%	72

9. Has your department ever hired an external candidate for the position of battalion chief or shift commander?

▪ Yes	19.6%	20
▪ No	80.4%	82

10. In your opinion, would hiring an external candidate for the position of battalion chief or shift commander be considered a positive or negative for the organization?

▪ Yes	60.8%	62
▪ No	39.2%	40

11. Does your department clearly define the levels of training and education that are required for promotion to the position of battalion chief or Shift Commander?

▪ Yes	74.5%	76
▪ No	25.5%	26

12. Does your department offer any type of officer development program that is required for promotion to the rank of Battalion Chief or Shift Commander?

▪ Yes	47.1%	48
▪ No	52.9%	54

13. How effective has this program been in developing individuals to perform the duties of Battalion Chief or Shift Commander?

▪ Yes	39.2%	40
▪ No	60.8%	62

14. Does or would your department support a continuing education/professional development programs for chief officers, specifically Battalion Chief or Shift Commanders?

▪ Yes	82.4%	84
▪ No	17.6%	18

15. Would an officer development program specific to the position of Battalion Chief or Shift Commander improve the effectiveness of your department?

▪ Yes	96.1%	98
▪ No	3.9%	4

16. Does your department require Battalion Chief or Shift Commanders to perform or possess the professional qualifications identified in the following prior to promotion?

▪ NFPA 1021	90.2%	92
▪ IAFC Officer Development Handbook	29.4%	30
▪ FESHE professional Development Model	5.9%	6
▪ Other (please specify)		

17. What elements do you think are critical skills of abilities of Battalion Chief or Shift Commander's that could be prepared for as part of a chief officer development program?

▪ Planning	82.4%	84
▪ Personnel	88.2%	90
▪ Budgeting	39.2%	40
▪ Ethics	88.2%	90
▪ Motivation	84.3%	86
▪ Discipline	82.4%	84
▪ Leadership	98.0%	100
▪ Information management	41.2%	42
▪ Computer technology	41.2%	42
▪ Labor relations	51.0%	52
▪ Time management	80.4%	82
▪ Strategy and tactics	90.2%	92
▪ ICS / NIMS	84.3%	86
▪ Incident management	92.2%	94
▪ Fire prevention	41.2%	42
▪ Performance appraisals	74.5%	76
▪ Personnel management	90.2%	92
▪ Sexual harassment	72.5%	74
▪ Report writing	72.5%	74
▪ Fire cause determination/investigation	27.5%	28
▪ Other (please specify)		

18. What additional knowledge, skills, or abilities do you feel would be essential in preparation for promotion to the position of Battalion Chief or Shift Commander?

19. What elements do you think are critical skills or abilities of Battalion Chief or Shift Commander's that should be completed or assigned once the individual promotes to the position of Battalion Chief or Shift Commander?

▪ Budgeting	51.0%	52
▪ Ethics	58.8%	60
▪ Motivation	56.9%	58
▪ Discipline	62.7%	64
▪ Leadership	70.6%	72
▪ Information management	45.1%	46
▪ Computer technology	35.3%	36
▪ Labor relations	47.1%	48
▪ Time management	60.8%	62
▪ Strategy and tactics	66.7%	68
▪ ICS / NIMS	74.5%	76
▪ Incident management	74.5%	76
▪ Fire prevention	37.3%	38
▪ Performance appraisals	54.9%	56
▪ Personnel management	62.7%	64
▪ Sexual harassment	58.8%	60
▪ Report writing	51.0%	52
▪ Fire cause determination/investigation	27.5%	28
▪ Other (please specify)		

20. Does your department require any of the following higher education as a promotional requirement for the position of Battalion Chief or Shift Commander?

▪ Associates Degree	60.8%	62
▪ 60 Hours Higher Education	17.6%	18
▪ Bachelors Degree	15.7%	16
▪ 120 Hours Higher Education	3.9%	4
▪ Master Degree	2.0%	2
▪ Other or none of the above (please specify)		

21. What certifications or training is required for promotion to the position of Battalion Chief or Shift Commander? Please mark all that apply.

▪ Firefighter I	68.6%	70
▪ Firefighter II	72.5%	73
▪ Paramedic	7.8%	8
▪ Instructor I	41.2%	42
▪ Instructor II	23.5%	24
▪ Fire Officer I	49.0%	50
▪ Fire Officer II	45.1%	46
▪ Incident Safety Officer (ISO)	33.3%	34
▪ Arson Investigator	2.0%	2

▪ Inspections	11.8%	12
▪ NIMS 100	76.5%	78
▪ NIMS 200	78.4%	80
▪ NIMS 300	64.7%	66
▪ NIMS 400	56.9%	58
▪ NIMS 700	68.6%	70
▪ NIMS 800	62.7%	64
▪ Managing Company Tactical Operations (MCTO)	15.7%	16
▪ Strategy Tactics for Initial Company Operations (STICO)	19.6%	20
▪ Public Information Officer	0.0%	0
▪ Public Educator	0.0%	0
▪ National Fire Academy Courses	7.8%	8
▪ Executive Fire Officer (EFO)	0.0%	0
▪ Chief Fire Officer Designation (CFO)	3.9%	4
▪ Alternate Language	0.0%	0
▪ Other (please specify)		

22. Do newly promoted chief officers have educational or professional certification requirements as part of their probationary period?

▪ Yes	21.6%	22
▪ No	78.4%	80

23. Are candidates for the position of Battalion Chief or Shift Commander required to complete any of the following items in order to be eligible for promotion?

▪ Task Book	33.3%	34
▪ Research Projects	7.8%	8
▪ SOP Review and Documentation	54.9%	56
▪ Internship (command staff/ride along/other)	35.3%	36
▪ Other (please specify)		

24. Are any of the certifications or training classes required as a post promotion requirement?
Please mark all that apply.

▪ Firefighter I	11.8%	12
▪ Firefighter II	7.8%	8
▪ Paramedic	2.0%	2
▪ Instructor I	3.9%	4
▪ Instructor II	0.0%	0
▪ Fire Officer I	2.0%	2
▪ Fire Officer II	3.9%	4
▪ Incident Safety Officer (ISO)	5.9%	6
▪ Arson Investigator	0.0%	0
▪ Inspections	3.9%	4

▪ NIMS 100	3.9%	4
▪ NIMS 200	2.0%	2
▪ NIMS 300	5.9%	6
▪ NIMS 400	5.9%	6
▪ NIMS 700	2.0%	2
▪ NIMS 800	9.8%	10
▪ Managing Company Tactical Operations (MCTO)	3.9%	4
▪ Strategy Tactics for Initial Company Operations (STICO)	5.9%	6
▪ Public Information Officer	2.0%	2
▪ Public Educator	0.0%	0
▪ National Fire Academy Courses	3.9%	4
▪ Executive Fire Officer (EFO)	3.9%	4
▪ Chief Fire Officer Designation (CFO)	2.0%	2
▪ Alternate Language	7.8%	8

25. Does your department have any type of in-house chief officer training academy that must be completed for eligibility for promotion?

▪ Yes	21.6%	22
▪ No	78.4%	80
▪ Pre-requisite	11.8%	12
▪ Post-requisite	2.0%	2

26. If so, what is the length of the this program

▪ Less than 40 hours	41.7%	10
▪ 40 hours	25.0%	6
▪ 80 hours	0.0%	0
▪ More than 80 hours	33.3%	8

27. Does your department offer any stipends for individuals attaining educational requirements for the position of Battalion Chief or Shift Commander?

▪ Yes	41.2%	42
▪ No	58.8%	60

28. Does your department offer any type of assistance for potential Battalion Chief or Shift Commanders to attain the specific education, experience, and certifications required for promotion?

▪ Yes	72.5%	74
▪ No	27.5%	28

29. What support does your department or agency provide for continuing education and professional development, either pre/post promotion?

▪ Pay for classes	52.9%	54
▪ Tuition reimbursement	68.6%	70
▪ Time off or classes on duty	54.9%	56
▪ Compensation Time	25.5%	26

30. Is mentoring a component of the officer development program specific to the position of Battalion Chief or Shift Commander?

▪ Yes	49.0%	50
▪ No	51.0%	52

31. What element of a chief officer development program is or would you consider most beneficial to your fire department and its overall operations? Please explain.

32. What element of a chief officer development program would you consider least beneficial to your fire department and its overall operations? Please explain.

33. If you have a formal chief officer development program or policy would you be willing to share it with the researcher and the Rogers Fire Department for review and inclusion into the Applied Research Project?

▪ Yes	64.7%	66
▪ No	35.3%	36

34. If you have any thoughts or questions regarding this survey or the development of a Chief Officer development Program specifically for the position of battalion chief or shift commander, please feel free to take the space below and comment or question.

Appendix D

Executive Fire Officer (EFO) Applied Research Project Chief Officer Development Program
Internal Department Survey

1. Do you think the department should utilize a competitive promotional process for the position of battalion chief or shift commander?
 - Yes
 - No

2. Should the position of Battalion chief or shift commander or shift commander be the Chiefs direct appointment?
 - Yes
 - No

3. If you selected competitive process, what elements should make up the promotional examination?
 - Written examination
 - Assessment Center
 - Interview
 - Tactical Scenarios
 - Live Fire / Hands On Evaluation
 - Performance or Evaluation Review

4. How effective are the current requirements / development process for preparing individuals for the position of battalion chief or shift commander?
 - Extraordinary
 - Above average
 - Average
 - Below average
 - Not adequate

5. What do you think the years of supervisory experience required for promotion to the position of battalion chief or shift commander should be?
 - Less than 5
 - 6-8
 - 9-10
 - 11 or more

6. Should Rogers Fire Department allow individuals to “jump” ranks to battalion chief or shift commander or must they serve in the rank of captain for a specified amount of time?
 - Yes
 - No
 - If so, How long should they serve in the position of Captain?

7. Should Rogers Fire Department hire external candidates for the position of battalion chief or shift commander?
 - Yes
 - No

8. In your opinion, would hiring an external candidate for the position of battalion chief or shift commander be considered a positive or negative for the organization? Please explain.
 - Yes
 - No

9. Does Rogers Fire Department clearly define the levels of training and education that are required for promotion to the position of battalion chief or shift commander?
 - Yes
 - No

10. Should Rogers Fire Department offer any type of officer development program that is required for promotion to the rank of battalion chief or shift commander?
 - Yes
 - No

11. Would such a program be effective in developing individuals to perform the duties of battalion chief or shift commander?
 - Yes
 - No
 - Not Applicable

12. Should Rogers Fire Department support a continuing education/professional development programs for chief officers, specifically battalion chief or shift commanders? Please explain.
 - Yes
 - No

13. Would an officer development program specific to the position of battalion chief or shift commander improve the effectiveness of Rogers Fire Department?
 - Yes
 - No

14. Does Rogers Fire Department require battalion chief or shift commanders to perform or possess the professional qualifications identified in the following;
 - NFPA 1021
 - IAFC Officer Development Handbook
 - FESHE professional Development model

15. Should Rogers Fire Department require battalion chief or shift commanders to perform or possess the professional qualifications identified in the previous professional qualifications prior to promotion?

- Yes
- No

16. What elements do you think are critical skills of abilities of battalion chief or shift commander's that could be prepared for as part of a chief officer development program?

- Planning
- Personnel
- Budgeting
- Ethics
- Motivation
- Discipline
- Leadership
- Information management
- Computer technology
- Labor relations
- Time management
- Strategy and tactics
- ICS / NIMS
- Incident management
- Fire prevention
- Performance appraisals
- Personnel management
- Sexual harassment
- Report writing
- Fire cause determination/investigation

17. What additional knowledge, skills, or abilities do you feel would be essential in preparation for promotion to the position of battalion chief or shift commander? Please list.

18. What elements do you think are critical skills of abilities of battalion chief or shift commander's that should be completed or assigned once the individual promotes to the position of battalion chief or shift commander?

- Planning
- Personnel
- Budgeting
- Ethics
- Motivation
- Discipline
- Leadership
- Information management
- Computer technology

- Labor relations
- Time management
- Strategy and tactics
- ICS / NIMS
- Incident management
- Fire prevention
- Performance appraisals
- Personnel management
- Sexual harassment
- Report writing
- Fire cause determination/investigation

19. Should Rogers Fire Department require any of the following higher education as a promotional requirement for the position of battalion chief or shift commander?

- Associates Degree
- 60 Hours Higher Education
- Bachelors Degree
- 120 Hours Higher Education
- Master Degree

20. What certifications or training should be required for promotion to the position of battalion chief or shift commander? Please mark all that apply.

- Firefighter I
- Firefighter II
- Paramedic
- Instructor I
- Instructor II
- Fire Officer I
- Fire Officer II
- Incident Safety Officer (ISO)
- Arson Investigator
- Inspections
- NIMS 100
- NIMS 200
- NIMS 300
- NIMS 400
- NIMS 700
- NIMS 800
- Managing Company Tactical Operations (MCTO)
- Strategy Tactics for Initial Company Operations (STICO)
- Public Information Officer
- Public Educator
- National Fire Academy Courses
- Executive Fire Officer (EFO)
- Chief Fire Officer Designation (CFO)
- Alternate Language

21. Should newly promoted chief officers have educational or professional certification requirements as part of their probationary period?
- Yes
 - No
22. Should candidates for the position of battalion chief or shift commander required to complete any of the following items in order to be eligible for promotion?
- Task Book
 - Research Projects
 - SOP Review and Documentation
 - Internship (command staff/ride along/other)
23. Should any of the certifications or training classes required as a post promotion requirement? Please mark all that apply.
- Firefighter I
 - Firefighter II
 - Paramedic
 - Instructor I
 - Instructor II
 - Fire Officer I
 - Fire Officer II
 - Incident Safety Officer (ISO)
 - Arson Investigator
 - Inspections
 - NIMS 100
 - NIMS 200
 - NIMS 300
 - NIMS 400
 - NIMS 700
 - NIMS 800
 - Managing Company Tactical Operations (MCTO)
 - Strategy Tactics for Initial Company Operations (STICO)
 - Public Information Officer
 - Public Educator
 - National Fire Academy Courses
 - Executive Fire Officer (EFO)
 - Chief Fire Officer Designation (CFO)
 - Alternate Language
24. Should Rogers Fire Department have any type of in-house chief officer training academy that must be completed for eligibility for promotion?
- Yes
 - No
 - Pre-requisite
 - Post-requisite

25. If so, what should be the length of the this program?
- Less than 40 hours
 - 40 hours
 - 80 hours
 - More than 80 hours
26. Should Rogers Fire Department offer any stipends for individuals attaining educational requirements for the position of battalion chief or shift commander?
- Yes
 - No
27. Should Rogers Fire Department offer any type of assistance for potential battalion chief or shift commanders to attain the specific education, experience, and certifications required for promotion?
- Yes
 - No
28. What support Should Rogers Fire Department provide for continuing education and professional development, either pre/post promotion?
- Pay for classes
 - Tuition reimbursement
 - Time off or classes on duty
 - Compensation Time
29. Is mentoring a component of the officer development program specific to the position of battalion chief or shift commander?
- Yes
 - No
30. What element of a chief officer development program is or would you consider most beneficial to Rogers Fire Department and its overall operations? Please explain.
31. What element of a chief officer development program would you consider least beneficial to Rogers Fire Department and its overall operations? Please explain.
32. If you have any thoughts or questions regarding this survey or the development of a Chief Officer Development Program specifically for the position of battalion chief or shift commander, please feel free to take the space below and comment or question.
33. May I contact you regarding with follow up or interview questions regarding your answers included in this survey? If so, please indicate your name in the space below.

Appendix E

Executive Fire Officer (EFO) Applied Research Project Chief Officer Development Program
Internal Department Survey Results

1. What is your name and rank?

2. Do you think the department should utilize a competitive promotional process for the position of battalion chief or shift commander?

▪ Yes	81.3%	26
▪ No	18.8%	6

3. Should the position of Battalion chief or shift commander or shift commander be the Chiefs direct appointment?

▪ Yes	43.8%	14
▪ No	56.3%	18

4. If you selected competitive process, what elements should make up the promotional examination?

▪ Written examination	37.5%	12
▪ Assessment Center	75.0%	24
▪ Interview	100.0%	32
▪ Tactical Scenarios	50.0%	16
▪ Live Fire / Hands On Evaluation	31.3%	10
▪ Performance or Evaluation Review	81.3%	26
▪ Other (please specify)		

5. How effective are the current requirements / development process for preparing individuals for the position of battalion chief or shift commander?

▪ Extraordinary	0.0%	0
▪ Above average	0.0%	0
▪ Average	56.3%	18
▪ Below average	18.8%	6
▪ Not adequate	25.0%	8

6. What do you think the years of supervisory experience required for promotion to the position of battalion chief or shift commander should be?

▪ Less than 5	18.8%	6
▪ 6-8	43.8%	14
▪ 9-10	25.0%	8
▪ 11 or more	12.5%	4

7. Should Rogers Fire Department allow individuals to “jump” ranks to battalion chief or shift commander?

▪ Yes	6.3%	2
▪ No	93.8%	30

8. Should Rogers Fire Department hire external candidates for the position of battalion chief or shift commander?

▪ Yes	0.0%	0
▪ No	100.0%	32

9. In your opinion, should RFD hire external candidates for the position of battalion chief or shift commander?

▪ Yes	18.8%	6
▪ No	81.3%	26

10. Would hiring an external candidate for the position of battalion chief or shift commander be considered a positive or negative for the organization, please explain?

11. Does Rogers Fire Department clearly define the levels of training and education that are required for promotion to the position of battalion chief or shift commander?

▪ Yes	62.5%	20
▪ No	37.5%	12

12. Should Rogers Fire Department offer any type of officer development program that is required for promotion to the rank of battalion chief or shift commander?

▪ Yes	100.0%	32
▪ No	0.0%	0

13. Would such a program be effective in developing individuals to perform the duties of battalion chief or shift commander?

▪ Yes	100.0%	32
▪ No	0.0%	0
▪ Not Applicable	0.0%	0

14. Should Rogers Fire Department support a continuing education/professional development programs for chief officers, specifically battalion chief or shift commanders?

▪ Yes	93.8%	30
▪ No	6.3%	2

15. Would an officer development program specific to the position of battalion chief or shift commander improve the effectiveness of Rogers Fire Department?

▪ Yes	100.0%	32
▪ No	0.0%	0

16. Should Rogers Fire Department require battalion chief or shift commanders to perform or possess the professional qualifications identified in the following;

▪ NFPA 1021	87.5%	28
▪ IAFC Officer Development Handbook	25.0%	8
▪ FESHE professional Development Model	12.5%	4
▪ Other (please specify)		

17. Should Rogers Fire Department require battalion chief or shift commanders to perform or possess the professional qualifications identified in the previous professional qualifications prior to promotion?

▪ Yes	50.0%	16
▪ No	50.0%	16

18. What elements do you think are critical skills of abilities of battalion chief or shift commander's that could be prepared for as part of a chief officer development program?

▪ Planning	75.0%	24
▪ Personnel	100.0%	32
▪ Budgeting	25.0%	8
▪ Ethics	87.5%	28
▪ Motivation	75.0%	24
▪ Discipline	100.0%	32
▪ Leadership	100.0%	32
▪ Information management	56.3%	18
▪ Computer technology	50.0%	16
▪ Labor relations	50.0%	16
▪ Time management	62.5%	20
▪ Strategy and tactics	93.8%	30
▪ ICS / NIMS	81.3%	26
▪ Incident management	100.0%	32
▪ Fire prevention	6.3%	2
▪ Performance appraisals	68.8%	22
▪ Personnel management	87.5%	28
▪ Sexual harassment	75.0%	24
▪ Report writing	43.8%	14
▪ Fire cause determination/investigation	6.3%	2

19. What additional knowledge, skills, or abilities do you feel would be essential in preparation for promotion to the position of Battalion Chief or Shift Commander?

20. What elements do you think are critical skills of abilities of Battalion Chief or Shift Commander's that should be completed or assigned once the individual promotes to the position of Battalion Chief or Shift Commander?

▪ Budgeting	43.8%	14
▪ Ethics	56.3%	18
▪ Motivation	62.5%	20
▪ Discipline	62.5%	20
▪ Leadership	68.8%	22
▪ Information management	43.8%	14
▪ Computer technology	50.0%	16
▪ Labor relations	43.8%	14
▪ Time management	62.5%	20
▪ Strategy and tactics	68.8%	22
▪ ICS / NIMS	62.5%	20
▪ Incident management	75.0%	24
▪ Fire prevention	12.5%	4
▪ Performance appraisals	43.8%	14
▪ Personnel management	56.3%	18
▪ Sexual harassment	50.0%	16
▪ Report writing	37.5%	12
▪ Fire cause determination/investigation	12.5%	4
▪ Other (please specify)		

21. Should Rogers Fire Department require any of the following higher education as a promotional requirement for the position of battalion chief or shift commander?

▪ Associates Degree	43.8%	14
▪ 60 Hours Higher Education	25.0%	8
▪ Bachelors Degree	18.8%	6
▪ 120 Hours Higher Education	0.0%	0
▪ Master Degree	12.5%	4

22. What certifications or training is required for promotion to the position of Battalion Chief or Shift Commander? Please mark all that apply.

▪ Firefighter I	93.8%	30
▪ Firefighter II	93.8%	30
▪ Paramedic	75.0%	24
▪ Instructor I	93.8%	30
▪ Instructor II	56.3%	18
▪ Fire Officer I	93.8%	30
▪ Fire Officer II	93.8%	30

▪ Incident Safety Officer (ISO)	87.5%	28
▪ Arson Investigator	12.5%	4
▪ Inspections	18.8%	6
▪ NIMS 100	100.0%	32
▪ NIMS 200	100.0%	32
▪ NIMS 300	93.8%	30
▪ NIMS 400	93.8%	30
▪ NIMS 700	100.0%	32
▪ NIMS 800	100.0%	32
▪ Managing Company Tactical Operations (MCTO)	75.0%	24
▪ Strategy Tactics for Initial Company Operations (STICO)	93.8%	30
▪ Public Information Officer	18.8%	6
▪ Public Educator	6.3%	2
▪ National Fire Academy Courses	43.8%	14
▪ Executive Fire Officer (EFO)	12.5%	4
▪ Chief Fire Officer Designation (CFO)	6.3%	2
▪ Alternate Language	0.0%	0
▪ Other (please specify)		

23. Do newly promoted chief officers have educational or professional certification requirements as part of their probationary period?

▪ Yes	37.5%	12
▪ No	62.5%	20

24. Are candidates for the position of Battalion Chief or Shift Commander required to complete any of the following items in order to be eligible for promotion?

▪ Task Book	43.8%	14
▪ Research Projects	25.0%	8
▪ SOP Review and Documentation	81.3%	26
▪ Internship (command staff/ride along/other)	81.3%	26
▪ Other (please specify)		

25. Are any of the certifications or training classes required as a post promotion requirement? Please mark all that apply.

▪ Firefighter I	6.3%	2
▪ Firefighter II	0.0%	0
▪ Paramedic	6.3%	2
▪ Instructor I	0.0%	0
▪ Instructor II	0.0%	0
▪ Fire Officer I	0.0%	0
▪ Fire Officer II	0.0%	0
▪ Incident Safety Officer (ISO)	0.0%	0
▪ Arson Investigator	0.0%	0

▪ Inspections	0.0%	0
▪ NIMS 100	6.3%	2
▪ NIMS 200	0.0%	0
▪ NIMS 300	6.3%	2
▪ NIMS 400	6.3%	2
▪ NIMS 700	0.0%	0
▪ NIMS 800	12.5%	4
▪ Managing Company Tactical Operations (MCTO)	0.0%	0
▪ Strategy Tactics for Initial Company Operations (STICO)	0.0%	0
▪ Public Information Officer	0.0%	0
▪ Public Educator	0.0%	0
▪ National Fire Academy Courses	18.8%	6
▪ Executive Fire Officer (EFO)	18.8%	6
▪ Chief Fire Officer Designation (CFO)	18.8%	6
▪ Alternate Language	0.0%	0
▪ Other (please specify)		

26. Should Rogers Fire Department have any type of in-house chief officer training academy that must be completed for eligibility for promotion?

▪ Yes	81.3%	26
▪ No	18.8%	6
▪ Pre-requisite	43.8%	14
▪ Post-requisite	0.0%	0

27. If so, what is the length of the this program

▪ Less than 40 hours	7.7%	2
▪ 40 hours	38.5%	10
▪ 80 hours	38.5%	10
▪ More than 80 hours	15.4%	4

28. Should Rogers Fire Department offer any stipends for individuals attaining educational requirements for the position of battalion chief or shift commander?

▪ Yes	56.3%	18
▪ No	43.8%	14

29. Should Rogers Fire Department offer any type of assistance for potential battalion chief or shift commanders to attain the specific education, experience, and certifications required for promotion?

▪ Yes	87.5%	28
▪ No	12.5%	4

30. What support Should Rogers Fire Department provide for continuing education and professional development, either pre/post promotion?

▪ Pay for classes	37.5%	6
▪ Tuition reimbursement	87.5%	28
▪ Time off or classes on duty	81.3%	26
▪ Compensation Time	18.8%	6

31. Is mentoring a component of the officer development program specific to the position of Battalion Chief or Shift Commander?

▪ Yes	93.8%	30
▪ No	6.3%	2

32. What element of a chief officer development program is or would you consider most beneficial to Rogers Fire Department and its overall operations? Please explain.

33. What element of a chief officer development program would you consider least beneficial to Rogers Fire Department and its overall operations? Please explain.

34. If you have any thoughts or questions regarding this survey or the development of a Chief Officer development Program specifically for the position of battalion chief or shift commander, please feel free to take the space below and comment or question.