DETERMINING THE CRITERIA FOR POST PROMOTION LEADERSHIP TRAINING

EXECUTIVE DEVELOPMENT

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An applied research project submitted to the National Fire Academy
as part of the Executive Fire Officer Program

July 1999

ABSTRACT

How do we ensure that newly promoted fire officers have sufficient skills to lead their personnel? This is a question that has perplexed fire service administrators for years.

Newly promoted fire officers need sufficient leadership skills to effectively lead their personnel without being caught in the “I am one of them” trap. The problem is that Montgomery County, Maryland’s Division of Fire and Rescue Services (DFRS) has not developed a post promotion leadership training program. Officers in the DFRS have, in nearly 85-90 percent of the times, completed promotional requirements several years before being promoted.

The purpose of this applied research project is to develop a post promotion leadership course need and provide recommendations for its course content.

An action research methodology was used to answer the following questions:

1. What leadership training programs for post promoted personnel exist in fire departments similar in size or adjacent to Montgomery County, MD?
2. What constitutes a successful post promotion leadership development course?
3. What common criteria are being used that could be transferred to a post promotion leadership course in Montgomery County, MD?

The procedures used to complete this research included a literature review and interviews with the training officers of neighboring jurisdictions of similar size.

From this research it was determined that two of the four neighboring counties provide either a leadership course as part of the promotional process or a post promotion training session. In one of the departments such training is provided, on a time-to-time basis, to newly promoted second level officers.

It was further determined that due to the nature of our organizations, leadership style training is a critical element of such offerings, but missed, for the most part, in the two departments’ courses noted above.

Recommendations:

1. Assign the training academy staff to shadow/participate in the Fairfax County, Virginia, ODS and Prince George's County, Maryland, OCS in order to develop an understanding of the relationship of theory taught to practical skill requirements of those agencies.
2. Contract with a professional curriculum developer to develop post promotion leadership courses at the lieutenant, captain and district chief levels. These courses should provide access to leadership styles as well as address decision making, the role the new officer plays in ensuring completion of the mission and supervisory and management responsibilities.

    2.a. Academy staff should be assigned to assist in this process. They would be the subject material experts for those areas of strategy and tactical considerations and policies and procedures.

    2.b. Ensure that the courses developed provide graduated levels of material based on the rank. Company leadership at the lieutenant and captain level would be weighted higher than at the district chiefs rank. In the latter, incident command would have a higher weight than at the company level.

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INTRODUCTION

How does a fire chief ensure that newly promoted officers have sufficient skills to lead personnel in the 21st century? Will those leadership skills be adequate enough to provide guidance during emergency and non-emergency situations? Will the newly appointed officer be able to change roles from an autocratic to a democratic mode as driven by the situation? Can the leaders of the future fire service help in the transformation from organizations primarily driven by the fire ground to those that reach out with community service beyond the emergency scene?

For years these questions and many more have driven the concerns of academia and management, in and out of the fire service, about the adequacy of leadership training programs. Numerous surveys and experiments have been conducted in efforts to determine what leadership is and how it impacts on an organization's operations.

Often Montgomery County chief officers lament over the lack of leadership at the station level. Too often newly promoted fire officers forget their new role and believe that they are still "one of the boys (or girls)" and need not change their day-to-day method of running the station. In too many situations the stations run themselves in spite of the assigned officer(s).

Moving to the new role of officer is difficult for many due to the years they have spent within the company as a comrade, fellow firefighter, fishing and hunting buddy and through family relationships that have been nurtured at the station, on shared vacations and the likes. This environment is difficult to break free from and may result in a laissez faire attitude, with only the necessary requirements of the day accomplished. Little leadership is required in such incidents and the performance of the station reflects that situation. "Too many people," according to Hewitt (1995), "when promoted, fail to understand this concept and adapt to it" (p.37).

The problem is that Montgomery County Maryland's Division of Fire and Rescue Services (DFRS) has not developed a post promotion leadership training program.

The purpose of this applied research project is to develop a post promotion leadership course need and provide recommendations for its course content.

BACKGROUND AND SIGNIFICANCE

Montgomery County, MD's fire and rescue service is a unique blend of career and volunteers that had its beginnings in 1893 with the founding of the Takoma Park Volunteer Fire Department. As with most departments their very existence is tied to a disastrous fire and that's true with nearly every one of Montgomery County's local departments. As the county's population grew so did the fire service. Newly organized volunteer departments sprang up throughout the county, answering the needs of the residents within those population centers.

As with most major communities the need for some type of career staff arose. At first it was a daytime janitor/driver to ensure that the station was clean and a unit responded to calls for assistance. Then a second person was added, a third and so on. As more and more volunteers left their homes to work in other areas, more and more paid personnel were staffing stations. As Montgomery County has grown to over 800,000 people in its 422 square miles the number of volunteers continues to diminish while the paid staff grows.

Until the early 1970s all personnel, as employees of one of the 19 independent fire and rescue corporations, were required to meet training standards developed by the employer. This employer developed training resulted in a variety of programs, some good, some bad, some, non-existent. That in turn saw a corps of officers with varying skills. Some were well trained and deserving of promotion, while others were there due to their influence with the ruling body.

In 1973 the Montgomery County Department of Fire and Rescue Services (DFRS) was formed. It included, at that time, a fire marshal's office (investigation and code enforcement), a centralized communications system and the training academy. Legislation that created the DFRS allowed for development of training programs. For the first time a single, county wide training program was available. As can be imagined most of the early courses dealt with the hands-on firefighting skills. Most of the officer training dealt with handling the tactical end; little dealt with leadership.

As an example a 1979 fire in Kensington, Maryland, resulted in the loss of a significant portion of a four-story garden apartment complex. A Board of Inquiry Report (1979) on this incident included an evaluation of training. It was stated "Training in management and fire ground command maybe seriously de-emphasized in favor of first level firefighting skills" (p.3).

Out of this new organization grew a Career Development program. This program specified required courses and time-in-grade before being eligible for

taking a promotional examination. Career Development requirements have been refined over the years, increasing or changing course requirements as dictated by the management climate. At the first promotion level (lieutenant) a candidate must have 15 college semester credits while the deputy chief requirement is a bachelor's degree.

In 1988, as a result of a Fair Labor Standards Act ruling, all employees of the local fire and rescue departments became county employees. In one night the DFRS grew from 82 to over 800 employees. This transition allowed for the development of courses focused towards managing and leading. Fire Officer I and Fire Officer II were introduced with outside professionals hired to deliver many aspects of these programs. Assessment centers were also introduced at the then existing entry level supervisory position of sergeant (now lieutenant) and added to the lieutenant's (now captain) examination process. (NOTE: In 1998 another reorganization of fire and rescue services occurred in Montgomery County. The Department of Fire and Rescue Services was renamed the Division of Fire and Rescue Services (DFRS).

Once all Montgomery County career development courses (academy) are completed and appropriate college credits earned and the candidate has sufficient field experience he/she is eligible to compete in a promotional process. In many cases firefighters will have completed all of their career development and college course work and return to 'station life' for two to six years before being promoted. With all of this training one would think that a newly promoted officer in Montgomery County was ready for the leadership role. Unfortunately, that's not the case. Those learned leadership skills slip away as the firefighter continues in his/her on-gong role and routine in the station.

Skill degradation is nothing new. An anonymous report, A Comparative Study of the Manipulative Fire Suppression Skills of Net 6 and Other Fire Companies quotes information from a study done by Washington State's Fire Service Training Program and Boeing Aerospace Co. (Sitterly & Boeing Aerospace Company, 1974) into the degradation of firefighter skills. "This study indicated that these skills were lost much more rapidly than previously thought" (p.26). Firefighters were divided into a number of teams, some drilled regularly, others not at all. Pertinent study results:

1. Overall performance was significantly degraded after two months without practice. Task completion required 150 percent more time than at qualification.
2. The maximum degradation of overall performance was measured at four months where completion time was 200 percent greater than at the end of training. However, the statistical analysis showed that there was no significant difference in degradation after two months without

practice, i.e., degradation reached its statistical maximum after two months.

3. Hands on practice and one walk around review essentially eliminated overall skill degradation for retention intervals as long as three months. After four months, hands on practice and walk around review was insufficient to eliminate significant skill degradation.
4. The results obtained from experienced pump operators after four months without practice showed degradation comparable to that of the test subjects in the four month retention group. The only difference between the groups was that hands on practice benefited the pump operators to a greater extent, essentially reinstating performance to qualification levels (p28).

This Washington-Boeing study also dealt with a variety of retraining methods. These methods included walk around (look/talk), hands on, equipment manual review, sound/slide review and video tape viewing. The effectiveness of these training methods was part of the study. The study determined:

1. No statistically significant difference in terms of overall completion time were found between the three retraining methods and the hands on practice with walk around review.
2. Video tape retraining resulted in no significant degradation on the prime operations task. Further, the video tape review resulted in the best overall performance time of all methods when combined with hands on practice.
3. A combination of any of the three retraining methods with hands on practice essentially reinstated overall performance time to that achieved at qualification (p29).

Even though skill degradation can be documented little has been done to maintain the leadership skills of the potential officer as he/she works tour after tour. Then ‘success’ occurs! The firefighter is promoted to lieutenant or a lieutenant to captain. And with that promotion it’s time to step into another role. Nothing is done to assist these members in their new roles. Much of what they have learned at the academy is gone and the attitudes and styles of the current supervisor are fresh in their minds and serve as a guide to how they will perform-either good or bad.

This lack of leadership skills is a major problem for Montgomery County’s fire services as it continues to diversify. Officers in fire stations are the Division’s first link with the public. Because of their placement in the community they can

best represent the organization at community meetings and planning sessions. As with most public service organizations the Division has diversified. Now it's not only handling fire and rescue incidents, but providing various levels of high angle and confined space rescue, still and swiftwater teams, hazardous materials mitigation, public fire and injury prevention, child safety seat installations and inspections, completing Christmas in April projects, and numerous other community related services. With these challenges a strong leader is needed to guide and direct his/her personnel in the direction developed by the Montgomery County Fire and Rescue Service and articulated through the Division's mission statement.

This research project was completed in accordance with the applied research project requirements of the National Fire Academy's Executive Fire Officer Program. The problems addressed in this research project relate specifically to Unit 5: Following and Leading, as presented in the Executive Development course. This unit looks at the various qualities of leaders and followers and what one expects of the other. It is anticipated that the recommendations developed from this research will be useful to Montgomery County and other fire service organizations of similar size in developing leadership training courses.

LITERATURE REVIEW

A literature review, including several interviews, was performed to help answer the research questions. Through this process the author wanted to determine how neighboring jurisdictions of similar size were addressing the issue of leadership training for the post promoted officer and, based on that information, what would constitute an effective course to address this perceived need. Further it was intended to determine what common criteria were used by these jurisdictions that would be transferable to Montgomery County.

The literature review included a search of Executive Fire Officer program papers, fire service trade journals and text books on management and leadership.

Research Question 1. What leadership training programs for post promoted personnel exit in departments similar in size or adjacent to Montgomery County, MD?

Two of the four counties in the Baltimore-Washington, DC Metropolitan region with similar size organizations have addressed the issue of officer leadership training through career development programs that have specific benchmarks.

Fairfax County, Virginia's, training officer, Deputy Chief Ken Jones (personal communication, March 11, 1999) said, "The Department's leadership training program is one with a strong emphasis at the lower ranks". Fairfax County has three levels of company officer: lieutenant (unit officer), captain 1 (shift commander) and captain 2 (station commander).

Fairfax County firefighters' career development program is based on several steps. A candidate must have completed a specific number of college credits as identified in the Fairfax County Career Development Handbook (Smoke, 1995 p.11). The candidate must also possess a fire science certificate from Northern Virginia Community College. With these credentials in hand the member may participate in the first promotional process, that of lieutenant. Those passing the promotional examination (a score of 70% or more) go on to a five-day Officer Development School (ODS) and then are assigned to field and staff positions.

The five day ODS includes the following subject material:

Day 1	Employee Assistance
	EEO/AA
	Motivation
	Emergency Response/Documentation
	Discipline Character Matters
	Time Management
Day 2	RIT Officer
	ICS Accountability
	Incident Simulations
Day 3	Incident Simulations
Day 4	Mayday! Firefighter Down
	New Residential Construction
Day 5	Strategy and Tactics
	Lessons Learned

To be eligible for captain 1 a lieutenant must continue in the career development program, completing additional training. He/she must be a certified Firefighter II, have completed the Zenger-Miller First Line Leadership II program, have additional college level courses, etc. (Fairfax County Career Development Handbook, pp.13-14, 1995). A move to captain 2 also requires additional work as noted in the Career Development Handbook (p.15) and a specific time in grade is required before promotion can occur.

Prince George's County, Maryland, uses an Officer Candidate School (OCS) with entry similar to that of the Fairfax County, Virginia, process. Battalion Chief Ron Hasson (personal communication, April 14, 1999), Prince George's training officer, said there are three steps to promotion at the first supervisory level (lieutenant).

With three years service as a firefighter a member may participate in the promotional process. Chief Hasson said "A candidate will be tested (written) on department standard operating procedures, general orders and selected materials from strategy and tactics and supervisory and management practices to gain entry to the OCS." A score of 70% or higher is required at this step.

The OCS lasts three weeks and includes materials on strategy and tactics, emergency scene operations, management and supervision, the Maryland Fire and Rescue Institute (MFRI) Level I Instructor Training Course and administration requirements of the Prince George's County Fire Department. Upon completion of this activity the candidate is certified as a National Fire Protection Association Standard 1021 Fire Officer II. There are two tests during the OCS and the candidate, to pass the course, is required to have a combined average of 70% on the two.

Those that successfully complete OCS move on to an assessment center. Chief Hasson said, "The assessment center is fairly standard with an in-basket, emergency scene and disciplinary action exercises." Personnel are ranked by scores and once promoted no further training is required at this level, i.e. to time of promotion.

Promotion to captain requires successful completion of a written examination (70% or more). "Candidates are provided a study list, more weighted to management," Chief Hasson said.

"Usually," according to Chief Hasson, "no further formal training is required." He said this has changed from time-to-time based on the sitting fire chief. Past chiefs have required some management classes for newly and recently promoted captains.

Anne Arundel County, Maryland's, training officer, Division Chief Joseph Ross (personal communication, April 14, 1999) said that they require candidates for lieutenant and captain to be certified Fire Officer I and II respectively. To accomplish this a firefighter may complete the Maryland Fire and Rescue Institute's (MFRI) Fire Officer I and II courses (taught by the Anne Arundel Training Academy) or challenge the examination. The key is state certification.

With certification and appropriate time-in-grade a candidate is then rated using a matchmaker concept. Matchmaking rates the candidate based on training, experience and an interview rating. Those scoring 70% or more are placed on the promotional list. The top three names are submitted to the fire chief who may select any of the three. No further training is required.

Promotion to captain is done in a similar manner, except the candidate must be a Certified Fire Officer II. No written test is required. "Anne Arundel

again uses a matchmaker concept of various courses, education and experience for points towards promotion," Ross said. Once promoted and assigned no further training is required. Candidates for battalion chief go through the same process, except he/she must be a Certified Fire Officer III.

Battalion Chief Mark Hubbard, Baltimore County Fire Department training officer (personal communication, March 12, 1999) said their process has been simplified. To take the promotional examination for lieutenant the candidate completes MFRI Fire Officer I, takes a test and interview and is then placed on the eligibility list for promotion. It's the same process at the captain's level, except the course is MFRI Fire Officer II. "Once promoted, at either rank, no additional training is required," according to Chief Hubbard.

Research Question 2. What constitutes a successful post promotion leadership development course?

What materials are best suited for a post promotion leadership development course? What will enable our fire officers of the future to make effective decisions, both in emergency and non-emergency situations? How will this leadership reflect on the organization's mission?

In an Executive Fire Officer paper Hassan (1997) discusses adult education, specifically related to potential fire officers. He notes the importance of understanding the concepts of adult education theory-andragogy and how it is used in the fire service. Following his research he states "…adults must be involved and active for learning to take place" (p.9).

Hassan (1997) discusses a variety of techniques used to enhance an adult's ability to perform. One such technique is behavior modeling, which employs practice over theory or lecture. A second method is simulation. He states, "Since simulations are modeled after real life situations they are more likely to bring about a change in behavior than many other learning methods" (p.12).

He concludes his discussion on adult learning by including other experiential learning techniques. He says, "Others…include case studies, role play exercise, group discussion and group exercises. These methods bring varying levels of effectiveness to the learning situation. The most compelling reason for their use in the fire officer training is that they require student involvement" (p.12).

The literature is filled with a litany of theory on leadership, but little validation is available. In attempting to determine the best material for a post promotion course administrators should be aware that research indicates that that may be a difficult target to hit. Cenger, Kaungo and Associates (1988) note that "Research has yet to produce a strong developmental theory of leadership"

(p.277). They further state "Leaders are by definition change (developmental) agents in organizations," and add, "Yet we know little about how leaders develop followers (the process), how differences (from one leader to another) affect the time it takes a leader to develop one follower, rather than another…" (p.277).

Developing flexibility in our future leaders is critical. Grant and Hoover (1994) note that the fire service is one of the last "great bastions" of change in the nation. Many have equated their fire service as "200 years of tradition unchanged by progress."

Bennis and Nanus (1985) state that "Leadership competencies have remained constant, but our understanding of what it is, how it works and the ways in which people learn to apply has shifted" (p.3). They add, "Decades of academic analysis have given us more than 350 definitions of leadership" (p.4). A fire department attempting to develop a leadership course must have a vision of what they want their leaders to be and how to get them there. Bennis and Nanus write:

> Literally thousands of empirical investigations of leaders have been conducted in the last seventy-five years alone, but no clear and unequivocal understanding exists as to what distinguishes leaders from non-leaders, and perhaps more important, what distinguishes effective leaders from ineffective leaders…(p.4).

Fire service instructors working with firefighters from the start of an individual's career through various promotions can identify shifts in learning and behavior. Cenger, Kaungo and Associates (1988) note "Development is a continuous process of change and reaction to life events that occur over time" (p.279).

The objective of a fire officer's post promotion leadership course should be to improve an individual's systematic approach to how he/she applies learned skills in the role of leader. This model is one "based on the premise that successful completion takes one from start to finish and then leads back to start for anew beginning at a deeper level" (p.89) according to Dinkmeyer and Eckstein (1996).

They further note that effective leaders must use a performance cycle that includes the following rules:

"1. ID the issue,
"2. Inventory the assets,
"3. Set and align goals,
"4. Appraise performance (objective criteria), and
"5. Consequences (from performance, or lack of)" (p.90).

If the current fire service leadership anticipates that its leaders of the future will have the necessary skills then course work must be provided that starts them in that direction. Dinkmeyer and Eckstein (1996) note that there are seven characteristics found in encouraging leaders.

"1. Really listen to employee,
"2. Respects employee's abilities and believe in them
"3. Is enthusiastic,
"4. Sense of humor,
"5. Admits mistakes,
"6. Gives employees credit for their ideas, and
"7. Is positive" (p.139).

As we consider the relationship an officer has with his/her personnel Metcalf (1999) provides an interesting commentary:

> For the company officer, particularly the new company officer, there are powerful lessons to be learned from kids and dogs. You are an important person to the people in your company. You are the source of not just their work but also their safety and happiness while they're with you. Just like your kids or the dog, they study you constantly and they learn to read you, often much better than you would imagine. Also, like your kids or dog, they reflect the message that you send to them. If you're positive and happy, they're probably going to be "up" too. If you're in a bad mood and snap at everyone around you, they're probably going to make themselves scarce. If you're not being honest in communicating with them, you're probably not going to get honest communication in return (p.61).

In readings on "The Leader of the Future" (editors Husselbein, Goldsmith, Backhard, 1996) an article by Ken Blanchard, "Turning the Organization Pyramid Upside Down" is cited. Blanchard states, "…the leader of the future must be able to manage energy and change people's physical state of being," and that the leaders of the future must be "…cheerleader, supporter, encourager rather than judge, critic or evaluator" (p.85).

As it was noted in the beginning of the literature review many leadership theories have been expressed over the years. The previous citations reflect current thought, but a look at some of the older literature shares some of the same concerns. Granito (1975) states, "Evolving leadership patterns have not only changed the definition, but have also nullified the turn of the century approach to leadership—"I am the chief and they are the Indians" (p.15). Granito (1975) further notes that "Leadership development (must be) designed to give the group members an emerging role in actual experience, participation, decision making and executive skill development" (p.15).

In developing post promotion fire officer leadership training the department must consider how it wants its leaders to behave and when that behavior should occur. "How does the officer behave?" Granito asks (1975), "Is he strong and persuasive, abrupt and autocratic, permissive and goes for the group decision…" (p.15). He adds "The fire officer develops a relationship with his/her subordinates by the leadership style he/she selects" (p.16).

Hewitt (1995) notes that "Traditionally, the fire service has had more taskmasters than leaders in its senior officer ranks" (p.31). He further adds, "It's time for new styles of leadership in the fire service—one of trust, respect, participation and truth" (p.31).

"Credible officers who assume a leadership role today must be able to articulate at least three essential attributes if they are to be effective" (p.32) Hewitt says. It's his contention that today's fire service officer has to earn the "trust and respect" (p.32) of a variety of people, from firefighters to the community.

Hewitt (1995) identifies the 7 characteristics of a modern fire officer as:

"1. A strategic thinker,
"2. A flexible, innovative risk taker,
"3. Open to new ideas.
"4. Able to access data and make decisions quickly,
"5. Able to deal with uncertainty and ambiguity,
"6. Able to introduce and mange change effectively, and
"7. Able to provide leadership and management in a partnership type relationship with staff and employee organizations" (p.34).

He further notes that fire officers must determine who they are and what they stand for. If they don't they will not be able to take the next step, that of a leader. He says "…it is important that officers spend time determining what their guiding principles and convictions are," adding, "To not take the time to outline what they stand for is to lock (out) the ability to provide competent leadership" (p.46).

A further example of the need for leaders to determine their guiding principles is found in the Washington Post (Graham, 1999) article reporting on the promotion of General James L. Jones as the 32nd commandant of the Marine Corps. Jones, according to Graham, issued a 15-page "Commandant's Guidance," introducing his "vision" to the Corps. His vision writings include long passages on "the importance of trust and cohesion and what it means to be a Marine." Graham notes that General Jones is swinging to a more "participatory style of management." Jones' wrote in his new guidance "Implicit in this

philosophy is the conviction that we do not always need regulations that 'spell it out' for us in agonizing detail."

Research Question 3. What common criteria are being used that could be transferred to a leadership course in Montgomery County, MD?

Do leadership courses being used by neighboring jurisdictions, or others, include material that would be the base for such an offering in the County? What specific curriculum items do our officers need to move forward as effective leaders?

The National Fire Protection Association (NFPA) Standard for Fire Officer Professional Qualifications (NFPA 1021) (1997) is the only national standard that specifies subject material that a fire officer should know. Beyond that it requires the local department to design course material that matches its specific needs.

Hasson (1997) conducted a survey in and out of Prince George's County, attempting to determine the content for a leadership course. "Interestingly, the overall ratings given by those inside the Department were very similar to those from the outside survey" (p.16). Many of the selections mirror NFPA 1021.

He concluded, based on his surveys and the content of NFPA 1021 that "…the following subject areas should be included in an officer training program for the Prince George's County Fire Department: Operational, Management, Administration and Instructor Training" (p.17).

The specific content of those subject areas is as follows:

"Operational	Management
ICS	Ethics
Fireground operations	Decision making
Hazardous materials operations	Problem solving
Building construction/pre-planning	Coaching and motivation
Firefighter safety	Delegation
	Employee assistance

Administration	Instructor Training
EEO and cultural diversity	Level 1 instructor training
Fire prevention	
Fire records	
Administrative paperwork	
Discipline procedures" (p.17).	

Fairfax County's Career Development Program (Smoke, 1995) requires a one week Officer Development School that is to be completed after promotion to lieutenant. This course includes the following subjects:

"Employee assistance
EEO/AA
Motivation
Employee relations/documentation
Discipline/character matters
Time management
RIT officer
ICS/accountability
Incident simulations (1 ½ days)
Mayday! Firefighter down
New residential construction
Strategy and tactics
Lessons learned" (insert, no page number).

Anne Arundel County, Maryland, and Baltimore County, Maryland, use either fire officer certification or the MFRI Fire Officer I and Fire Officer II courses as requirements to participate in the promotional process. Fire officer certification can be obtained by successfully completing the MFRI course or by challenge examination.

MFRI's 1999 Course Catalogue identifies the subject material for these courses as those contained in NFPA 1021 (1992). Fire Officer I (Appendix B) is a 60 hour course that meets the requirements of Chapter 2 (Appendix C). In a MFRI conducted course a preceptor is required to provide guidance and assistance to the student. The course includes group problem solving exercises, scenario problems with tactical simulations and a focus on the implementation and applicability of the ICS as applied to fire groups operations and incident scene management.

Its 48 hour Fire Officer II (Appendix B) program is designed to meet the criteria of Chapter 3 of NFPA 1021 (Appendix C). The program expands on the daily administrative and operational requirements of a mid-level manger. Development and application of strategic planning concepts and resource deployment at large scale incidents are part of the course content.

MFRI has also developed a Fire Officer III (Appendix B) course based on Chapter 4 of NFPA 1021 (Appendix C). This is a course that requires a considerable amount of outside work. It meets in weekend seminars throughout an 11-17 month period. A Fire Officer III candidate must possess strong verbal and written skills. Project/research assignments comprise 30% of a participant's grade.

Besides direct fire service conduct of leadership training programs community colleges have offerings that can be integrated into a department's career development. Maricopa Community College (Arkansas) conducts a course titled "Supervisory Training for Firefighters" (Appendix D).

It's divided into five major areas: Scope of leadership, management and planning, developing and staffing an organization, communications and scope of evaluation. If the behavioral objectives are met a student will be able to:

"1. Explain leadership theory and motivation,
2. Describe the disciplinary process and disciplinary tools,
3. Describe the guidelines and methods available to make managing and planning more effective,
4. Explain the function and organization of a fire department,
5. Describe the major problems that serve as barriers to effective communications, and
6. Describe the major areas of management that require evaluation by fire service managers" (p.1).

In summarizing the literature search it was determined that a conflict exists between the academia and experts in the field of leadership theory compared with the materials being taught in neighboring jurisdictions. There is a potential blend that can be accomplished that will lead to post promotion leadership training courses for both lieutenants and captains in Montgomery County.

PROCEDURES

Definition of Terms

Andragogy-Basic theory of adult learning; includes four main assumptions: adults are self-directing, have previous experience, must be ready before any learning can take place and they have a problem centered orientation to learning.

This research was conducted in the action mode and was designed to learn if other fire departments were conducting post promotion leadership training and what materials were covered in such courses. Part of this inquiry dealt with how others ensured that promoted officers were current in the knowledge and skills to effectively lead their assigned personnel within the organization's mission.

The procedures used to complete the research included a review of Executive Fire Officer projects, leadership texts in several libraries and the author's personal collection, from fire service journals and the Internet. In addition four interviews were conducted with training officers of similar size jurisdictions as Montgomery County in the Baltimore-Washington Metropolitan region. It was the intent of these interviews (Appendix A) to learn how each of

these agencies was handling its fire officer training. Specific questions dealt with when was pre/post promotion completed and what was the course content.

Research Question 1: What leadership training programs for post promoted personnel exist in fire departments similar in size or adjacent to Montgomery County, MD?

Procedures used to answer this question included interviews with the fire department training officers of Fairfax County, Virginia and Anne Arundel, Baltimore and Prince George's counties in Maryland. Specific information was wanted on the promotional process that included any training required pre and post promotion at the lieutenant and captain ranks.

Research Question 2: What constitutes a successful post promotion leadership development course?

Research in this area dealt with a review of various leadership texts, Executive Fire Officer Program applied research projects and the Internet on management and leadership. The intent of this question was to determine the concepts that a leader needs to be successful. It was anticipated that by reviewing materials written by the experts a better insight would be gained into what leadership materials need to be taught.

Research Question 3: What common criteria are being used that could be transferred to a post promotion leadership course in Montgomery County, MD.

This involved an analysis of the existing material and theoretical writings in an effort to develop a recommendation for a course suitable to post promoted Montgomery County fire/rescue lieutenants and captains.

Limitations

As with all short time research projects done on a part-time basis it is difficult to obtain adequate information or test the conclusions. Much of the literature, even through currently dated, relies heavily on materials written in the 1960s and 70s.

FINDINGS AND RESULTS

Research Question 1: What leadership training programs for post promoted personnel exist in fire departments similar in size or adjacent to Montgomery County, MD?

The four departments that are of similar size and in proximity to Montgomery County have varying degrees of fire officer leadership training. In

Anne Arundel County, Maryland and Baltimore County, Maryland, there is a heavy reliance on NFPA 1021 and MFRI fire officer courses as the core curriculum for eligibility to participate in either the lieutenant or captain promotional examinations.

Fairfax County, Virginia, and Prince George's County, Maryland, use two different concepts in officer training. Fairfax County conducts a five-day Officer Development School after promotion to lieutenant. There is no post promotion training for captains.

Prince George's County, Maryland, on the other hand, has a three-part program for promotion to lieutenant. Once a firefighter meets the eligibility requirements he/she sit for a multiple-choice test from a variety of study materials provided by the Department. This serves as a screening tool. Those scoring 70% or better move on to a three week Officer Candidate School. There are two tests during this course and a combined average of 70% or better is required to move on to the third step, an assessment center.

Those successfully completing the assessment center, again a 70% or better, are placed on the promotional list in rank order. As vacancies occur they are promoted and assigned.

The captain's promotional process in Prince George's County, Maryland, starts with a written screening tool followed by an assessment center. No pre-test training is required. On several occasions the sitting fire chief has directed that a post promotional, week long class be conducted to cover certain management skills and updating of the Department's and County's policies and procedures.

Research Question 2: What constitutes a successful post promotion leadership development course?

There are core subject materials that all leaders need, but few experts can go beyond that. As Cenger, Kaungo and Associates (1988) noted when discussing the subject material for leadership training "Research has yet to produce a strong developmental theory of leadership" (p.277).

When we consider fire officers as leaders and leaders as change agents then they need skills related to techniques that have been successful for others in leadership roles. Such traits as listening, respecting the member, being open minded and loyal are key elements, but not the only aspects of such a course.

A post promotional course needs to focus on gaining the employees trust and respect while allowing them to participate within the decision making process at certain levels. The newly appointed officer must understand that he/she leads his/her element (mostly people) along a path that should be designed to meet the

mission of the department. This newly promoted officer then needs to be as Hewitt (1995) described "…a thinker, risk taker, open to new ideas, able to make decisions…." (p.34).

If fire officers of the next century are to transform the service from one of purely fire and rescue to one of a partner in the community then they must have leadership training that encompasses new direction. As Coleman (1994) said "Leadership is taking an organization from where it is to where it has to be sometime in the future" (p.44). This research paper is about training of fire officers, hopefully, immediately after promotion. As Sanders (1993) states:

> The future leaders of our fire departments must be prepared for success. They must be trained thoroughly before they are assigned to positions of greater responsibility. They must be given clearly defined and measurable goals and objectives and they must be encouraged to find innovative solutions to existing and future challenges. They must be allowed to experiment and to make mistakes. Finally, they must be "caught" doing things right! (p.26).

Research Question 3: What common criteria are being used that could be transferred to a post promotion leadership course in Montgomery County, MD?

In the Fairfax County, Virginia, Officer Development Course and Prince George's County, Maryland, Officer Candidate School, course materials were quite similar. The reliance on NFPA 1021 certification and MFRI Fire Officer I and II courses, as used by Anne Arundel County, Maryland and Baltimore County, Maryland, also parallel the first two programs. These programs, as well as that of the Maricopa Community College, have subject materials that could easily be transfer to a post promotion leadership course in Montgomery County.

DISCUSSION

Research Question 1: What leadership training programs for post promoted personnel exist in fire departments similar in size or adjacent to Montgomery County, MD?

It is evident from the materials provided by the adjacent counties and in interviews with the respective training officers that the knowledge and skill of their future officers is critical. In Fairfax County, Virginia, and Prince George's County, Maryland, the concern is so great that officer courses are targeted at the potential or just promoted officers.

On the other hand Maryland's Baltimore County and Anne Arundel County rely on NFPA 1021 certification or MFRI for its officer training prior to participation in the examination process.

In all four situations the training officers recognize the need for preparing the new officer for his/her leadership role. All four agencies concur on the need to develop general course material on subject areas such as leadership styles, incident command, administrative functions and management skills and a review of how local policies and procedures impact the overall department operation.

Research Question 2: What constitutes a successful post promotion leadership development course?

From the literature review and interviews conducted it is clear that a post promotion leadership development course must deal with the participant's understanding leadership theory. This requires that a historical perspective be built first, followed by current thinking on the subject. The course must provide significant time for emergency scene simulations in order to polish those split second decision making skills needed by company level officers.

If we expect our officers to be leaders in the 21st century then they "must be able to manage energy and change people's physical state of being" Blanchard (1996, p.85). As Cenger, Kaungo and Associates (1988) noted "…we know little about how a leader develops a follower," and "…research has yet to produce a strong development theory of leadership." Grant and Hoover (1994) note that there are over "350 different definitions of leadership in the literature" (p.14). These conflicts—need to develop leaders and knowing what the theory of leadership is—create significant problems for the agency attempting to design leadership development courses.

In discussing how trends in the fire service have changed over the years Grant and Hoover (1994) show concern for the leader of the future. With the shift of fire departments from purely firefighters to emergency medical providers, hazardous materials responders, community planners and public fire and injury prevention specialists, the leaders of the future must find "…innovative approaches to managing" and these "…must be initiated in order to provide quality service in new and dynamic ways while simultaneously cutting the cost of these services" (p.6).

Continuing on about the training of future leaders Grant and Hoover (1994) state "…there has been little or no review of the different skills, training, expertise, scheduling and operating procedures that are most appropriate given the new responsibilities of the service" (p.7).

As leadership training is developed the agency involved must recognize that the style used sets the tone for the rest of the department. What happens at the top will be emulated at the bottom. With that concern in mind it's important that leadership training be offered at all levels of the department.

Care must be taken in developing the leadership training to ensure that the culture and tradition are properly supported, if warranted, or disregarded if they reflect badly on the local system. Grant and Hoover (1994) go on to note that "leadership is most often defined as a perception or attitude held by both followers and leaders that drives the organization and causes something to happen" (p14).

In their text Grant and Hoover (1994) acknowledge Professor Edwin Ghiselli's study of 300 managers who identified the following six significant traits of leaders:

"1. Gets the job done through others,
"2. Is motivated to work hard to achieve,
"3. Has the reasoning, judgement and the ability to think (intelligence),
"4. Is able to solve problems and make decisions,
"5. Has confidence in his/her ability, and
"6. Is self starting and self directed" (p.25).

Finally, after a lengthily discussion about leadership style Grant and Hoover (1994) hone in on the style most closely associated with the fire service. It's the transformational style and is relevant to the fire service due to the transition that is taking place in service delivery. They say, "Transformational (TFL) leadership is about change, innovation and entrepreneurship" (p.36).

Because the fire service is in change the leader's focus must be about accomplishing positive change. To be successful the transformational leader must be able to recognize the need for a change in direction. He/she must then provide a vision for the organization and articulate that by guiding its members towards mission fulfillment. Post promotion officer development courses must consider this aspect and ensure that the curriculum includes material on being the change agent, why they are in that role and provide the chief's values, beliefs and direction. Bennis and Nanus (1985) believe the leadership environment today can be seen in these contexts: commitment, complexity and credibility.

To provide a successful post promotion course for officers it is apparent, from the literature review, that its content must include fire service relative material as well as material on current leadership styles. The standards of incident command and incident scene management are evident, but developers must ensure that content addresses the concept of transformation, as the fire service continues to move more to disciplines other than firefighting. Future leaders must understand the role that they will play in accomplishing these new missions.

Research Question 3: What common criteria are being used that could be transferred to a post promotion leadership course in Montgomery County, MD.?

Each of the four surrounding agencies differs in common criteria. Anne Arundel County, Maryland, relying on officer certification and Baltimore County, Maryland, using MFRI related courses, do not provide background training or post promotion courses related to leadership needs. Officers in those agencies must seek out additional training, on their own time.

Fairfax County, Virginia, and Prince George's County, Maryland, on the other hand, provide and require completion of leadership course material prior to or after promotion. Prince George's County uses the course prior to and as part of the lieutenant's promotion process. In many cases the candidates are promoted shortly after completion of the OCS. On occasion post promotion courses have been conducted for captains.

Fairfax County's process uses an Officer Development School for lieutenants immediately after promotion. This particular concept lends credence to providing mission direction to the newly appointed officer. Its ODS lacks sufficient focus on the transformational leader. Leadership style with Prince George's County's program covers some aspects of decision making, problem solving and situational leadership.

The Maricopa Community College "Supervisory Training for Firefighters" course encompasses concepts found within the various curriculum previously discussed. It does, however, provide more theory.

RECOMMENDATIONS

It is evident from the research conducted that Montgomery County needs to develop post promotion officer training programs that address various elements of supervisory, leadership and management skills. Each of the three lower level promoted ranks, lieutenant, captain and district chief, would benefit immensely from such offerings. It's critical that these courses be given after promotion as a jump-start for the newly promoted officer.

Management must recognize that the time from competition of training and education related to leadership may have concluded many years before a candidate is promoted. The key is to remove them from the climate in which they have existed for the years prior to promotion. Leadership training programs should help provide a mental enema to the newly promoted officer, flushing out bad habits learned in the previous station tour and re-filling it with leadership concepts and mission direction and his/her specific role in that process.

Specific recommendations are as follows:

1. Assign the training academy staff to shadow/participate in the Fairfax County, Virginia, ODS and Prince George's County, Maryland, OCS in

order to develop an understanding of the relationship of theory taught to practical skill requirements of those agencies.

2. Contract with a professional curriculum developer to develop post promotion leadership courses at the lieutenant, captain and district chief levels. These courses should provide access to leadership styles as well as address decision making, the role the new officer plays in ensuring completion of the mission and supervisory and management responsibilities.

    2.a. Academy staff should be assigned to assist in this process. They would be the subject material experts for those areas of strategy and tactical considerations and policies and procedures.

    2.b. Ensure that the courses developed provide graduated levels of material based on the rank. Company leadership at the lieutenant and captain level would be weighted higher than at the district chiefs rank. In the latter, incident command would have a higher weight than at the company level.

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APPENDIX A

Interview Questions

Interview Questions

1. What is the rank structure of your department?

2. What process does a firefighter go through to be eligible for promotion to the first and second supervisory levels (lieutenant and captain)?

3. Do you have required pre-promotion training specifically targeted at officer candidates and covering leadership skills?

4. Do you have required post-promotion training covering leadership skills?

5. What are the specific course materials covered in either pre or post promotion leadership training?

APPENDIX B

Maryland Fire and Rescue Institute
Fire Officer Standards, I, II, III

Fire Officer Development I
Spring 1999

Class Sessions, Topics, and Assignments

1	3/22	Course Introduction
2	3/24	The Role of the Fire Officer
3	3/29	EEO and More, What Officers Need to Know
4	3/31	Safety and Wellness (EAP)
5	4/7	The Fire Officer's Responsibility for Compliance
6	4/12	Safety
7	4/14	Written Communications
8	4/19	Written Communications
9	4/21	Problem Solving and Decision Making
10	4/26	Problem Solving and Decision Making
11	4/28	Problem Solving and Decision Making
12	5/3	Problem Solving and Decision Making
13	5/5	Progressive Discipline
14	5/10	Functional Leadership
15	5/12	Performance, Planning, and Appraisal
16	5/17	Building Construction
17	5/19	Arson Awareness and Detection
18	5/22	Arson Awareness and Detection **(Saturday)**
19	5/22	Arson Awareness and Detection **(Saturday)**
20	5/24	The Fire Officer's Role in Public Relations and Education
21	5/26	The Fire Officer's Role in Management
22	6/2	Tactics
23	6/7	Final Examination & Presentations

SYLLABUS

Fire Officer Development II

Session 1	MFRI Fire Officer II Session 1-1 Human Resources Management The Fire Officer's Perspective	
Session 2	MFRI Fire Officer II Session 3-1 Government Agencies; Influence and Impact on the Fire Service	
Session 3	MRFI Fire Officer II Session 5-1 The Responsibility of the Fire Officer in the Budgetary Process	
Session 4	MFRI Fire Officer II Session 6-1 Information System Management and Application	
Session 5	MFRI Fire Officer II Session 7-1 Recognition of Occupational Injuries and Deaths	
Session 6	MFRI Fire Officer II Session 8-1 Fire Safety Inspection and Public Fire Education: Responsibilities of the Company Level Officer	
Session 7	MFRI Fire Officer II Session 9-1 Specialized Fire Protection Equipment and Water Systems Overview	
Session 8	MFRI Fire Officer II Session 10-1 Organizational Communications and the Company Level Supervisor	
Session 9	MFRI Fire Officer II Session 14-1 Final Exam	
Session 10	**Planning for Results** **Session 1**	**Doug Coulson** 2500.00
Session 11	**Planning for Results** **Session 2**	
Session 12	**Planning for Results** **Session 3**	

SYLLABUS

Fire Officer Development II

Session 13	**Planning for Results** **Session 4**	
Session 14	**Fundamentals of Mid-Level Management** **Session 1**	**Larry Ritcey**
Session 15	**Fundamentals of Mid-Level Management** **Session 2**	Nov 2 — 11
Session 16	**Fundamentals of Mid-Level Management** **Session 3**	
Session 17	**Fundamentals of Mid-Level Management** **Session 4**	
Session 18	**Performance and Conduct Problems** **Session 1**	**Doug Katz**
Session 19	**Performance and Conduct Problems** **Session 2**	
Session 20	**Performance and Conduct Problems** **Session 3**	
Session 21	**Effective Writing** **Session 1**	**Joyce Lippman**
Session 22	**Effective Writing** **Session 2**	
Session 23	**Effective Writing** **Session 3**	

Session Guide

	Topic	Chapter(s)
* Session 1 _____	Program Orientation	SM 1-1
* Session 2 _____	Incorporating Ethics Into Fire Service Management: Why Ethics Should Be A Priority - Part I	SM 2-1
* Session 3 _____	Incorporating Ethics Into Fire Service Management: A Case Studies Approach for the Chief Officer - Part II	SM 3-1
* Session 4 _____	Establishing a Partnership With the Community and Public at Large: A Diversity Perspective in Developing Solid Public Relations	SM 4-1
* Session 5 _____	The Chief Officer's Role in the Budgetary Process: An Overview of Budget Development and Preparation - Part I	SM 5-1
* Session 6 _____	Parameters of Budgetary Management: Budgeting And Auditing Practices and Procedures - Part II	SM 6-1
* Session 7 _____	Integrating the Process of Company/Departmental Budget Development and Fiscal Planning - Part III	SM 7-1
* Session 8 _____	The Chief Officer's Role in Managing Human Resources: Assigning Tasks and Responsibilities	SM 8-1
* Session 9 _____	Company/Departmental Administration: Records and Data Repository Systems - Part I	SM 9-1

* **Session 10** ____	Company/Departmental Administration: Records and Data Repository Systems - Group Presentations - Part II	SM 10-1
* **Session 11** ____	Inspections and Pre-Incident Planning for Specific Occupancies - Part I	SM 11-1
* **Session 12** ____	Inspections and Pre-Incident Planning for Specific Occupancies - Group Presentations - Part II	SM 12-1
* **Session 13** ____	Risk Management and Safety Programs: The Chief Officer's Role in Managing/Monitoring Accidents and Injuries	SM 13-1
* **Session 14** ____	The Chief Officer's Role in Managing Personnel Evaluations, Assessment Centers, and Accountability - Part I	SM 14-1
* **Session 15** ____	The Chief Officer's Role in Managing Personnel Evaluations, Assessment Centers, and Accountability - Part II	SM 15-1
* **Session 16** ____	The Chief Officer's Role and Responsibilities in Emergency Services Delivery: Incident Planning And Multi-Agency Involvement	SM 16-1

***All sessions required**

Accelerated Meeting Guideline/Schedule

The Fire Officer III program is an academically challenging course of instruction that was not designed to be taught as an officer candidate school during a two to four-week period. The content and research project demands contained within this program do not lend themselves to a "quick completion" schedule. The forty-eight clock hours broken down into 16 three-hour blocks of instruction will ultimately require in excess of 150 hours of outside research/work to complete.

It is recommended that a teaching schedule and/or meeting of once every five to six weeks be considered. However, in the event an authority having jurisdiction decides to attempt an accelerated program schedule, an 11 month meeting schedule was developed for jurisdictional consideration.

This 11 month recommended meeting schedule for the Fire Officer III program, considered the following challenges:

1. Work schedules of course participants.
2. Research requirements as required by the JPRs.
3. Geographics of the area where this course is being taught.
4. Scheduled meeting times for assigned groups.
5. Scheduled meetings with outside experts/references for research projects.

Some jurisdictional areas may attempt to accelerate their delivery process based on specific needs and the commitment of course participants. The following constitutes a recommended schedule between sessions to accommodate this process.

1.	Between sessions 1 and 2	- 2 weeks
2.	Between sessions 2 and 3	- 2 weeks
3.	Between sessions 3 and 4	- 2 weeks
4.	Between sessions 4 and 5	- 5 weeks
5.	Between sessions 5 and 6	- 2 weeks
6.	Between sessions 6 and 7	- 3 weeks
7.	Between sessions 7 and 8	- 2 weeks
8.	Between sessions 8 and 9	- 6 weeks
9.	Between sessions 9 and 10	- 4 weeks
10.	Between sessions 10 and 11	- 1 week
11.	Between sessions 11 and 12	- 4 weeks
12.	Between sessions 12 and 13	- 1 week
13.	Between sessions 13 and 14	- 6 weeks
14.	Between sessions 14 and 15	- 4 weeks
15.	Between sessions 15 and 16	- 1 week

* Total accelerated time: 45 weeks
or approximately 11 months

* Totals can be adjusted ± consistent with jurisdictional needs/requirements

Synopsis

Session 1 **Program Orientation** (NFPA 1021, 4-2.2)

This session sets the stage for the entire program. It introduces the participant to the formalities of conducting applied research, its importance, and how to properly structure a research paper. Session contents address the various cognitive learning levels at which a chief officer is expected to perform during his or her tenure within the organizational structure. The instructional credentials for this session require strong written/verbal skills with a solid background in English/journalism.

Session 2 **Incorporating Ethics into Fire Service Management: Why Ethics Should be a Priority - Part I** (NFPA 1021, 4-4.4)

Ethics is not a subject that many people are comfortable talking about, let alone teaching to one's peer group. This session takes an introspective look at what ethics is and what it means for a chief officer to lead by ethical example. The contents of this session are reinforced by several contemporary case examples that will generate a spirited discussion. The credentials necessary to teach this session focus on a background in philosophy, psychology, journalism, internal affairs/investigations, senior leadership, and/or law.

Session 3 **Incorporating Ethics into Fire Service Management: A Case Studies Approach for the Chief Officer - Part II** (NFPA 1021, 4-4.4)

This session is a sequel to Session 2. It reinforces the lessons learned in the previous session through a case studies approach to contemporary problems that pose ethical dilemmas for chief officers. An instructor teaching this session should have a strong problem-solving background, with credentials in organizational policy and procedures. A member of the clergy with a background in philosophy might be a plus for guiding the discussions.

Session 4 **Establishing a Partnership with the Community and Public at Large: A Diversity Perspective in Developing Solid Public Relations** (NFPA 1021, 4-3.2)

This session encourages emergency service organizations to develop relationships with diverse community groups and to evaluate more closely the effectiveness of the delivery process to these special populations centers. Instructors with credentials in public life safety education and awareness programming, along with functional knowledge of the political process in a given jurisdiction, would be ideal. Additional resources for this session might include assistance from the Census Bureau, Immigration and Naturalization Service, and/or a jurisdiction demographer.

Session 5 **The Chief Officer's Role in the Budgetary Process: An Overview of Budget Development and Preparation - Part I** (NFPA 1021, 4-4.2)

This session builds sequentially upon the budgetary process outlined in Session 5 of the Fire Officer II program, which focused on the company level officer. The contents of this session expand the component structure of the budgetary process to include grantmanship skills and securing additional monies from outside revenue sources. The instructor teaching this session should have strong budgetary skills, be active in an organizational budgetary process, have a solid background in the grant writing process, and be knowledgeable of alternative funding sources outside of the governmental process.

Session 6 **Parameters of Budgetary Management: Budgeting and Auditing Practices and Procedures - Part II** (NFPA 1021, 4-4.3, 4-4.4)

During this session, the participant will be exposed to budget administration activities, statements and reports that are common to the budgetary process, and basic auditing principles and controls. These components will be reinforced through a case studies approach whereby the participant must complete an in-class activity, functioning as a member of a group. All information builds sequentially on the content of Session 5. The instructor teaching this session must be involved in an organizational budget process and have an in-depth understanding of the political process associated with passing an organization budget for a given fiscal year.

Session 7 **Integrating the Process of Company/Departmental Budget Development and Fiscal Planning - Part III** (NFPA 1021, 4-4.4)

This session addresses the competitive bidding process and its relationship with the chief officer. It is recommended that a team approach be taken with this session, involving an organizational budget officer/analyst and someone from a purchasing unit. They must be involved with emergency services organization bidding and purchasing.

Session 8 **The Chief Officer's Role in Managing Human Resources: Assigning Tasks and Responsibilities** (NFPA 1021, 4-2.1, 4-2.2, 4-2.3, 4-2.4, and 4-2.5)

This session focuses on how to enhance operational effectiveness through personnel assignments, hiring and promotional processes, developing organizational policies and procedures, and the initial and in-service training programs. It places the chief officer in a position of building an effective fire service organization from a fictional scenario that will serve as a model for additional sessions in this program. The instructor teaching this session should come from a training background and possess strong credentials in personnel administration and knowledge of existing laws governing hiring/promotions. In the absence of all of these, a team approach may serve the interests of this session equally well.

Session 9 **Company/Departmental Administration: Records and Data Repository Systems - Part I** (NFPA 1021, 4-4.5, 4-4.6, and 4-4.7)

This session expounds upon the information contained in the Fire Officer II program, Session 6, and confronts the chief officer with a sound rationale for developing, maintaining, and evaluating an information management system. The instructor teaching this session must possess strong credentials in information management technology. He/she must be able to relate the benefits that good information management provides to an organization.

Session 10 **Company/Departmental Administration: Records and Data Repository Systems: Group Presentations - Part II** (NFPA 1021, 4-4.5, 4-4.6, and 4-4.7)

This session is designed as a sequel to Session 9. The participants must now present their research findings based on the organizational scenario provided. Session 10 applies research concepts and principles to developing, validating and optimizing resources, while incorporating these components into a model plan for Blue Valley County. Instructors teaching this session must be involved in the planning of organizational enhancements, such as new stations, ISO committees for apparatus placement, planning/zoning/code enforcement, multi-year plans, and general development planning. He/she must also be able to relate the importance of an information management system.

Session 11 **Inspections and Pre-Incident Planning for Specific Occupancies - Part I** (NFPA 1021, 4-5.2 A-J)

This session addresses pre-incident fire suppression planning based on information derived from knowing the building construction types, fire protection systems, and code ordinances in a given response area. The officer will use this information to predict fire behavior patterns, life safety problems, and mitigation strategies for a given incident. Instructors teaching this session must have command experience along with an in-depth knowledge of building codes and construction and enforcement and their application to pre-incident planning.

Session 12 **Inspections and Pre-Incident Planning for Specific Occupancies: Group Presentations - Part II** (NFPA 1021, 4-5.3)

This session is designed as a continuation to the contents of Session 11. The participants will now present the findings in their research project based on the development of a pre-incident operational plan. The instructor evaluating this session activity must possess the same credentials as required in Session 11.

Session 13 **Risk Management and Safety Programs: The Chief Officer's Role in Managing/Monitoring Accidents and Injuries** (NFPA 1021, 4-7.2)

In Fire Officer I/II, the company level officer was concerned with accident/injury awareness through NFPA statistics, along with occupational safety issues. In Fire Officer III, the chief officer is now faced with developing and implementing an organization-wide accident/injury/

health program. This session provides an organizational scenario for the chief officer to mitigate as the coordinator of a safety group conducting the review and recommendation process. The instructor teaching this session must be designated as the organization's safety and occupational health officer, and have an in-depth knowledge of NFPA 1500, 1521, and 1582. He or she must also have a solid background in accident/injury investigations as the lead investigator writing the initial report of findings.

Session 14 **The Chief Officer's Role in Managing Personnel Evaluations, Assessment Centers, and Accountability - Part I** (NFPA 1021, 4-2.2, 4-2.3, 4-2.4, and 4-6.2)

This session provides an overview of initial or entry-level employee/applicant/member screening and evaluation and how the promotional and evaluation process should function within a given emergency services organization. Participants must also develop an overview of one of several topics during a research assignment. Instructors teaching this session must possess a strong personnel and operations background, have participated in the development of promotional criteria for their organization, have participated in an assessment center/in-basket exercise, must have conducted an employee/member performance appraisal, and have written OPMs/SOPs relating to organizational accountability practices.

Session 15 **The Chief Officer's Role in Managing Personnel Evaluations, Assessment Centers, and Accountability - Part II** (NFPA 1021, 4-2.2, 4-2.3, and 4-2.4)

This session is a sequel to Session 14. Participants will engage in role-playing exercises designed to provide exposure to the assessment center experience as senior staff officers. Instructor credentials are the same as those required for Session 14.

Session 16 **The Chief Officer's Role and Responsibilities in Emergency Services Delivery: Incident Planning and Multi-Agency Involvement** (NFPA 1021, 4-6.2)

This session makes the assumption that course participants have command experience. The contents of this session will place the participant/chief officer in the position of executing an action plan with strategic goals to mitigate a given scenario. Instructors teaching this session must be members of an emergency services organizational staff with Local Emergency Planning Committee responsibility, have command experience, and possess in-depth knowledge of emergency operation center functions. This session lends itself to a team approach by several credentialed instructors with given areas of expertise.

Course Research Project Assignments

Session 1	Program Orientation and Overview - In-class writing exercise based on contemporary case study
Session 2	Individual Research Project - Developing a code of ethics for your fire service organization Due at Session 3
Session 3	Individual Research Project - Presenting your organizational code of ethics Due at Session 4
Session 4	Individual Research Project - Developing a strategic fire death and injury action plan Due at Session 5
Session 5	Group Research Project - Developing a grant proposal that addresses acquisition of funds from a special interest grant source Due at Session 7
Session 6	In-class Work Group Activity - Analyzing an auditing case study Continue work on group research project for Session 7
Session 7	No Research Project Required - Prepare for Session 8 by reading the Student Manual
Session 8	Group Research Project - Designing a fire service organization within a fictional community Due at Session 9
Session 9	Group Research Project - Develop a model plan for the maximum utilization of resources, using the Blue Valley County Scenario Due at Session 10
Session 10	Group Research Project - Presentations from Session 9 No research assignment for this session
Session 11	Group Research Project - Presentations will be presented in Session 12 Use a risk analysis model to evaluate the community fire protection system, community risk, department capabilities and unprotected risks for specific communities, as well as to identify target hazards in need of protection
Session 12	No Research Project Required - Presentations from Session 11

Session 13 Group Research Project - Mitigating an organizational scenario - safety/health problem
Due at Session 14

Session 14 Individual Research Project (Select one) - Analysis of either entry, performance or promotional/evaluation process within their organization
Due at Session 15

Session 15 Group Forum Presentation from Session 5 - In-class activity for model assessment center
Individual research project due for Session 16

Session 16 Individual Research Project required along with an in-class practical simulation activity

APPENDIX C

National Fire Protection Association
Fire Officer Standard 1021, Chapters 2, 3, 4

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NFPA 1021

Standard for

Fire Officer Professional Qualifications

1992 Edition

This edition of NFPA 1021, *Standard for Fire Officer Professional Qualifications*, was prepared by the Technical Committee on Fire Officer Professional Qualifications, released by the Correlating Committee on Professional Qualifications, and acted on by the National Fire Protection Association, Inc. at its Annual Meeting held May 18-21, 1992 in New Orleans, LA. It was issued by the Standards Council on July 17, 1992, with an effective date of August 14, 1992, and supersedes all previous editions.

The 1992 edition of this document has been approved by the American National Standards Institute.

Origin and Development of NFPA 1021

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

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

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

The original concept of the professional qualification standards, as directed by the JCNFSO and the NPQB, was to develop an interrelated set of performance standards specifically for the fire service. The various levels of achievement in the standards were to build on each other within a strictly defined career ladder. In the late 1980s, revisions of the standards recognized that the documents should stand on their own merit in terms of job performance requirements for a given field. Accordingly, the strict career ladder concept was abandoned, except for the progression from fire fighter to fire officer. The later revisions, therefore, facilitated the use of the documents by other than the uniformed fire services.

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

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

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This edition of NFPA 1021 represents an effort on the part of the technical committee to update the standard based on several years of use. Based on input from many areas of the fire service the number of levels in the standard were reduced to four.

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

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

Listed. Equipment or materials included in a list published by an organization acceptable to the "authority having jurisdiction" and concerned with product evaluation, that maintains periodic inspection of production of listed equipment or materials and whose listing states either that the equipment or material meets appropriate standards or has been tested and found suitable for use in a specified manner.

NOTE: The means for identifying listed equipment may vary for each organization concerned with product evaluation, some of which do not recognize equipment as listed unless it is also labeled. The authority having jurisdiction should utilize the system employed by the listing organization to identify a listed product.

Local Emergency Planning Committee (LEPC). Individuals designated by the authority having jurisdiction with the responsibility for the development, implementation, and evaluation of the Comprehensive Emergency Management Plan.

Member. A person involved in performing the duties and responsibilities of a fire department under the auspices of the organization. A fire department member may be a full-time or part-time employee or a paid or unpaid volunteer, may occupy any position or rank within the fire department, and may or may not engage in emergency operations.

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

Qualification. Having satisfactorily completed the requirements of the objectives.

Shall. Indicates a mandatory requirement.

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

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

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

Chapter 2 Fire Officer I

2-1 General. For certification at Fire Officer Level I the candidate shall meet the requirements of Fire Fighter II as defined in NFPA 1001, *Standard for Fire Fighter Professional Qualifications*, and the job performance requirements defined in Sections 2-2 through 2-13 of this standard.

2-2 Human Resource Management.

2-2.1 Identify methods used by supervisors to obtain cooperation within a group of subordinates and explain the supervisor's responsibilities in promoting cooperation within a group.

2-2.2 Differentiate between the types of verbal orders or commands that an officer would use in each of the following situations:

(a) During an emergency operation

(b) While working in the station

(c) During a training session.

2-2.3* Recognize the symptoms of member-related problems in the areas of substance abuse, situational stress, and behavioral change, and identify the appropriate action to be taken for each according to the policies and procedures established by the authority having jurisdiction.

2-2.4 Differentiate between the rights of management and labor, given the labor relations agreement used by the authority having jurisdiction.

2-2.5 Apply the procedures for each of the following administrative actions, given the policies and procedures and appropriate forms used by the authority having jurisdiction:

(a) Disciplinary actions

(b) Discharge of a member

(c) Transfers

(d) Promotions

(e) Compensation/member benefits

(f) Sick leave

(g) Vacation

(h) Requests for pay or benefits while acting in temporary positions

(i) Change in member benefits

(j) Commendations

(k) Grievances.

2-2.6 Demonstrate the ability to plan, assign, coordinate activities, and establish priorities at the unit level, given the job requirements of subordinate positions.

2-3* Community Awareness/Public Relations.

2-3.1 Explain the relationship of each of the following factors within the community in relation to the local fire problem:

(a) Economic conditions

(b) Religion

(c) Race, ethnic, and age factors

(d) Community organizations

(e) Family structure.

2-3.2 Explain procedures followed when handling citizen complaints and inquiries.

2-4 Organizational Structure.

2-4.1 Identify the authority and responsibility of each component of the fire department. Given a table of organization for the department, include lines of authority and the duties and responsibilities of each rank in both line and staff functions.

2-4.2 Identify the duties and command responsibilities of fire ground officers using the incident management procedures adopted by the authority having jurisdiction at each of the following resource levels:

(a) A single unit response

(b) A multi unit response

(c) A major incident involving multiple units responding at various times.

2-4.3 Prepare a plan for the implementation of a new departmental personnel policy at the company level, given a sample policy in the authority having jurisdiction's format. In the plan, explain the impact of the policy on the officer and why accuracy, clarity, and impartiality are important to the implementation and enforcement of a policy.

2-4.4 Prepare a procedure directed at company officers that explains how to deal fairly, firmly, and equally with personnel under their supervision, given the personnel policies and procedures used by the authority having jurisdiction.

2-5 Administration. No performance standards in Fire Officer I.

2-6 Budget. Describe the department budget process and its impact on the unit operation.

2-7 Government Structure. No performance standards in Fire Officer I.

2-8 Communication Skills. Complete a narrative report detailing both an emergency and a nonemergency incident.

2-9 Information Management.

2-9.1 Complete those reports required of a supervisor by the authority having jurisdiction, given the report forms and all pertinent information.

2-9.2 Collect information, input data, and prepare standard reports given a record-keeping system in the officer's area of responsibility.

2-10 Planning. Prepare a pre-incident plan that identifies hazards for each of the following occupancies:

(a) Assembly

(b) Educational

(c) Residential.

2-11* Inspection, Investigation, and Public Education.

2-11.1 Identify the factors to be considered on arrival at a fire scene that may indicate an incendiary fire.

2-11.2 Demonstrate methods used to identify and preserve evidence and secure a fire scene.

2-11.3 Identify and describe the fire prevention codes, building codes, and ordinances applicable to fire safety within the jurisdiction.

2-12* Emergency Service Delivery.

2-12.1 Identify the factors that must be considered during a size-up to determine procedures for control of an emergency situation, given an incident.

2-12.2 Given an interior fire situation:

(a) Describe how fire may extend within the building

(b) Describe how to control the spread of fire within the building.

2-12.3 Given an exterior fire situation:

(a) Evaluate the situation

(b) Describe how to control the spread of the fire to keep it from extending to adjacent buildings.

2-12.4 Identify the attack procedures required to control, confine, and extinguish fires in each of the following situations, if typical, within the authority having jurisdiction:

(a) Structures

(b) Flammable liquids

(c) Flammable gases

(d) Hazardous materials

(e) Exterior/wildland.

2-13 Safety.

2-13.1 Identify the most common causes of personal injury to the fire fighter.

2-13.2 Prepare a plan for the implementation of department safety regulations at the company level, given a department safety policy. Include completion of appropriate reports, in-service training, member responsibilities/motivation, and enforcement.

2-13.3 Conduct an initial accident investigation for incidents involving personnel, equipment, and apparatus, given department safety regulations, investigation forms, and an incident scenario.

2-13.4 Identify the components of the Infectious Disease Control Program for the authority having jurisdiction.

Chapter 3 Fire Officer II

3-1 General. For certification at Level II, Fire Officer I shall meet the requirements of Fire Instructor I as defined in NFPA 1041, *Standard for Fire Service Instructor Professional*

(d) Explosives

(e) Radioactive materials

(f) Flammable solids

(g) Reactives

(h) Corrosives.

3-11 Inspection, Investigation, and Public Education.

3-11.1 Demonstrate the procedures for conducting fire inspections and fire and exit drills in accordance with regulations within the authority having jurisdiction for any of the following occupancies:

(a) Assembly

(b) Educational

(c) Health care

(d) Detention and correctional

(e) Residential

(f) Mercantile

(g) Business

(h) Industrial

(i) Storage

(j) Unusual structures

(k) Mixed occupancies.

3-11.2 Describe the components and procedures used for the development and implementation of a public fire prevention education program.

3-11.3 Identify signaling and detection systems in the authority having jurisdiction and demonstrate the use of each system.

3-11.4 Given water system reference materials:

(a) Describe the water supply facilities as they apply to fire department operations

(b) Identify the procedure for mapping auxiliary water supplies to supplement the normal system

(c) Differentiate between sewer and drainage lines.

3-11.5 Describe the functions and operating procedures of a public fire alarm system.

3-11.6 Demonstrate the procedures for the inspection of stationary fire pumps according to the authority having jurisdiction.

3-11.7 Demonstrate the procedures for the inspection of standpipe systems according to the authority having jurisdiction.

3-11.8 Identify the special extinguishing system within the authority having jurisdiction and demonstrate the procedures for the inspection of the systems.

3-12 Emergency Service Delivery.

3-12.1 Determine the resources required for control and demonstrate the assignment and placement of these resources for any of the following:

(a) Flammable liquids

(b) Flammable gases

(c) Poisons

(d) Explosives

(e) Radioactive materials

(f) Flammable solids

(g) Reactives

(h) Corrosives.

3-12.2 Identify national, state/provincial, and local information resources for the handling of hazardous materials under fire or emergency situations.

3-12.3 Identify the roles and responsibilities of each level of fire department command in the Local Emergency Planning Committee's Comprehensive Emergency Management Plan.

3-13 Safety.

3-13.1* Identify the causes of unsafe acts or conditions that result in fire department accidents, injuries, or deaths.

3-13.2 Interpret an accident record and prepare a report in clear, concise language for transmittal to a superior officer.

Chapter 4 Fire Officer III

4-1 General. For certification at Level III, the Fire Officer II shall meet the requirements of Fire Instructor II as defined in NFPA 1041, *Standard for Fire Service Instructor Professional Qualifications*, and the job performance requirements defined in Sections 4-2 through 4-13 of this standard.

4-2 Human Resource Management.

4-2.1 Prepare a duty roster for personnel assignments, given knowledge, training, and experience of the members available and standard operating procedures.

4-2.2 Given a summary of the functions of a fire officer:

(a) Develop a system of planning jobs

(b) Describe the procedure for organizing work

(c) Describe how work is directed by delegating, initiating, and evaluating.

4-2.3 Describe how to objectively evaluate and counsel members to encourage their development to full capacity.

4-2.4 Describe how to supervise and evaluate promotional programs.

4-3 Community Awareness/Public Relations. Prepare a department-wide public relations program.

4-4 Organizational Structure.

4-4.1 Describe current national trends and developments related to fire service organization, financing, and member relations.

4-4.2 Identify the public and private national organizations that support the fire protection services and describe the functions of each.

4-4.3 Identify the public and private state/provincial organizations that support the fire protection services and describe the functions of each.

4-4.4 Identify the public and private local organizations that support the fire protection services and describe the functions of each.

4-5 Administration.

4-5.1 Describe components of an equal opportunity employment program.

4-5.2 Identify methods for selecting, hiring, and promoting personnel, given applicable codes, ordinances, and rulings.

4-5.3 Identify federal, state/provincial, and local laws affecting the rights and responsibilities of fire protection organizations.

4-5.4 Develop policies related to the evaluation and development of personnel.

4-5.5 Develop an incentive program to stimulate individual and group initiative.

4-6 Budget.

4-6.1 Given schedules and guidelines concerning budget preparation and pertinent information:

(a) Determine and justify the supplies necessary for existing and new programs

(b) Determine and justify the need for major repairs to buildings and equipment

(c) Determine and justify the need for new equipment

(d) Develop and present an operating budget for apparatus maintenance.

4-6.2 Develop a system of budget control, given a summary of fiscal and financial policies.

4-6.3 Prepare a budget summary report that includes the following elements, given a set of financial data:

(a) Revenue to date

(b) Anticipated revenue and source

(c) Expenditures to date

(d) Encumbered amounts

(e) Anticipated expenditures.

4-6.4 Describe the system for soliciting bids to ensure meeting established specifications and to enable competitive bidding.

4-7 Government Structure. No requirements in Fire Officer III.

4-8 Communication Skills. No requirements in Fire Officer III.

4-9 Information Management.

4-9.1 Identify national and state/provincial agencies that regulate apparatus standards and/or specifications.

4-9.2 Identify the capabilities and limitations of electronic data processing equipment, given a summary of the goals and objectives of data processing services and systems within the jurisdiction and a summary of the components and operational principles of various types of data processing equipment.

4-9.3 Identify how to direct the development, maintenance, and evaluation of the department record-keeping system to attain completeness and accuracy.

4-9.4 Identify the principles involved in the acquisition, implementation, and retrieval of information by data processing as it applies to the record and budgetary processes.

4-9.5 Given a fire department records system:

(a) Analyze the records and data

(b) Interpret records and data and determine validity

(c) Evaluate the data and recommend improvements.

4-10 Planning. Given a prescribed quantity of personnel and equipment for a given area to be protected, develop a model plan for the utilization of those resources.

4-11 Inspection, Investigation, and Public Education.

4-11.1 Given fire photographs, diagrams, and/or sketches:

(a) Determine the point of origin

(b) Identify the procedure used by the authority having jurisdiction to determine loss to structure and contents.

4-11.2 Describe how the methods used by arsonists can be detected, given a summary of the methods most generally used by persons setting fires.

4-11.3 Describe how the record-keeping system on fire investigations is used and maintained, given a summary of the record-keeping system.

4-11.4 Evaluate and identify the construction features that might contribute to the spread of fire, heat, and smoke throughout the building or from one building to another, given fire inspection reports for each of the following occupancies:

(a) Public assembly

(b) Educational

1. Residential
2. Nonresidential

(c) Institutional

(d) Residential

(e) Stores and offices

(f) Basic industry

(g) Manufacturing

(h) Storage

(i) Special properties.

4-12 Emergency Service Delivery.

4-12.1 Analyze an emergency incident requiring multiple company operations to determine the resources required for control and demonstrate the assignment and placement of the resources.

4-12.2 Describe the principles of delegation of authority at an emergency incident.

4-12.3 Identify the role of the LEPC in the authority having jurisdiction.

4-13 Safety.

4-13.1 Demonstrate knowledge of how to develop, plan, initiate, administer, and evaluate safety programs, given safety records and reports and a summary of federal, state/provincial, and local codes and ordinances regulating safety practices.

4-13.2 Develop an accident prevention program applicable to the officer's duty assignment, given specific hazards.

4-13.3 Evaluate and describe appropriate prevention measures, given accident and injury reports.

Chapter 5 Fire Officer IV

5-1 General. For certification at Level IV the Fire Officer III shall meet the job performance requirements defined in Sections 5-2 through 5-13 of this standard.

5-2 Human Resource Management. Given a summary of the types of grievances that may confront the officer:

(a) Describe the methods by which the officer can detect and analyze the cause of grievances

(b) Describe the method by which the officer establishes an equitable grievance procedure

(c) Describe the methods by which the officer adjusts and handles grievances.

5-3 Community Awareness/Public Relations. No performance standards in Fire Officer IV.

5-4 Organizational Structure. No performance standards in Fire Officer IV.

5-5 Administration.

5-5.1 Summarize the process of code development and administration within the authority having jurisdiction.

5-5.2 Establish a list of education and in-service training goals for each position, given a summary of the job requirements for all positions within the department.

5-5.3 Assess policies related to the evaluation and development of personnel.

5-5.4 Evaluate an incentive program to stimulate individual and group initiative.

5-5.5 Evaluate a member assistance program.

5-5.6 Given present physical and geographical layouts and advanced planning projections for an area:

(a) Select the locations for fire stations to serve the area in the future

(b) Establish time tables for construction and occupancy

(c) Develop a plan for staffing requirement.

5-5.7 Given the resources available and a desired level of protection for a community:

(a) Develop budget requirements for program implementation

(b) Justify the budget request.

5-5.8 Interpret legislation at the local, state/provincial, and federal levels as it applies to the fire service.

5-5.9 Assess the need for training facilities and buildings and determine construction costs, goals, and schedules.

5-6 Budget.

5-6.1 Determine the funds necessary to operate the department for a fiscal year.

5-6.2 Prepare a budget as prescribed by the authority having jurisdiction.

5-6.3 Justify the proposed expenditures to the appropriate governing body.

5-6.4 Develop a system of budget controls based on fiscal and financial policies of the authority having jurisdiction.

5-6.5 Differentiate between the following public budgeting systems:

(a) Planning programming budgeting system (PPBS)

(b) Line item budgets

(c) Zero based budgeting (ZBB)

(d) Program budgeting

(e) Performance budgeting

(f) Matrix budgets.

APPENDIX D
Maricopa Community College
Course Information

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Maricopa Community Colleges

Course Information

Course No.	Course Title	Credits	Periods
FSC141	Supervisory Training for Firefighters	LEC 3	LEC 3
Range:956-999	**MCCD Board Action:**06/27/95	**Status:**Approved	

Course Description

Administrative methods applied to the fire service, departmental organization, and personnel management. Includes fire alarm signaling systems, fire service planning, and relationships with other city departments. Prerequisites: None.

Course Competencies:

1. Explain leadership and the theories of motivation as they relate to supervisory practices. (I)
2. Describe the disciplinary process and the disciplinary tools available to supervisors. (I)
3. Describe the guidelines and methods available to make managing and planning more effective. (II)
4. Explain the functions and importance of organization of a fire department. (III)
5. Describe the major problems that serve as barriers to effective communications. (IV)
6. Describe the major areas of management that require evaluation by fire service managers. (V)

Course Outline:

- I .Scope of leadership
  - A .Definition
  - B .Human behavior and motivation
  - C .Leadership traits and abilities

- D .Leadership styles
  - 1 .Autocratic
  - 2 .Laissez-faire
  - 3 .Democratic or participative
- E .Delegation
- F .Decision making
  - 1 .Techniques
  - 2 .Participation
- G .Employee discipline

- II .Management and planning
  - A .Fire service managers
  - B .Functions of management
    - 1 .Planning
    - 2 .Organizing
    - 3 .Leading
    - 4 .Evaluating
  - C .Fire department objectives
  - D .Fire protection standards
  - E .Unique fire service problems
  - F .Planning
    - 1 .Individual
    - 2 .Organizational
    - 3 .Guidelines for effectiveness
    - 4 .Preparing a plan
    - 5 .Budgeting

- III .Developing and staffing an organization
  - A .Importance of organization
  - B .Types of fire department organizations
    - 1 .Municipal
    - 2 .County
    - 3 .Special
    - 4 .Private
  - C .The informal and formal organizations
  - D .Managing organizational change
  - E .Organizing an organization
    - 1 .Unity of command
    - 2 .Span of control
    - 3 .Division of work
    - 4 .Authority and responsibility
  - F .Staffing
    - 1 .Staff and line concept
    - 2 .Staff functions
    - 3 .Line functions
    - 4 .Volunteer and combination departments

- IV .Communications
  - A .Problems
  - B .Improving communications

- C .Communications outside the fire department
  - 1 .Public opinion
    - a .Forming public opinion
    - b .Public opinion polls
  - 2 .Interacting with other agencies

- V .Scope of evaluations
  - A .Developing standards
  - B .Techniques of evaluation
  - C .Management information systems
  - D .Reports and records systems