

Training Company Officers for the Clearcreek Fire District

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CERTIFICATION STATEMENT

I hereby certify that the following statements are true:

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

2. I have affirmed the use of proper spelling and grammar in this document by using the spell and grammar check functions of a word processing software program and correcting the errors as suggested by the program.

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ABSTRACT

The problem this study investigated is that Clearcreek Fire District does not have a formal process for mentoring and training Lieutenants. The purpose of this descriptive study was to identify and describe the components of a training program that will assist Lieutenants in performing the essential functions of the position.

The following questions were answered by this descriptive research:

1. What knowledge and skills are important for a Lieutenant to be able to effectively perform their duties?
2. Do the Clearcreek Fire District job description and position requirements accurately describe the duties of a Lieutenant?
3. What programs exist for fire officer and leadership development that could assist in setting the Lieutenants up for success?

The author's research included a literature review of many sources and a survey tool given to CFD personnel. The results showed that CCFD officers could use some additional training and development to assist them in meeting the requirements of the job description.

It is recommended that CCFD implement the following actions: Review and revise the job description to meet the expectations of a Lieutenant. Review the promotional requirements so they match the necessary skills and abilities for the position. Further develop the process of mentoring Lieutenants so the process is ready for the next promotion, and use a teaching and evaluation process. Have all current and future Lieutenants meet the requirements of NFPA 1021 for Fire Officer 1 and 2. CCFD should begin working on these requirements so that the job description and requirements are clear and accessible to all personnel.

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INTRODUCTION

Statement of the Problem

The Clearcreek Fire District has encountered issues with promoting people to the rank of Lieutenant that are not able to do the job. There have been demotions and turnover in the Lieutenant ranks that has caused a disruption to daily operations of the Fire District. This turnover has created opportunity for new Lieutenants; however, these new Lieutenants need to be properly trained to keep this situation from reoccurring. Clearcreek Fire District has also restructured the organization, so that more Lieutenants have been added to the shifts.

The problem this study will investigate is that Clearcreek Fire District does not have a formal process for mentoring and training Lieutenants. In the past, the Clearcreek Fire District has promoted a new Lieutenant and told them to manage their crew, but there was little to no guidance or follow up. If things went well for the Lieutenant, they were left alone, but if they did something that was perceived as “wrong”, the Lieutenant was counseled to correct the situation. There was no system of accountability for what they were doing to develop themselves or how they were progressing.

Three Lieutenants have stepped down to go back to Firefighter in the last few years. There was also a Captain that chose to go back down to Lieutenant several years ago because he felt that he needed more time as a company officer before promoting. These were all people that went through a promotional process and finished well enough to earn promotions. Once they were in the position, they all struggled with scene operations and establishing a command presence. They also had issues with managing daily tasks in the fire station, but their inability to manage crews took a toll on the Lieutenants and the shifts.

For example, two of the former Lieutenants struggled with directing their crews and allowed themselves to be led by their crew. Fortunately for these Lieutenants, they were both surrounded by strong Firefighters that would pick up the slack because they took enough pride in the job to make sure that operations went smoothly. The crews were technically sound and they would operate on scenes while the Lieutenant stood back and let them work. Through time, this was noticed, and the ability of the Lieutenants to run operations did not improve. When they did make decisions, they were often not sound judgments and they had to be overridden by the Captain or by other Firefighters. There came a point when the Firefighters lost respect and confidence in the ability of these Lieutenants to do their job

Another one of the Lieutenants struggled with sound decision making on scenes and in the station. There were times when assignments would be delegated by him and they were not completed. There was a lack of accountability from the Lieutenant to his personnel. Then, when an assignment was not complete, it came back on the Lieutenant. This inability to complete assignments, along with poor scene operations, caused this Lieutenant to lose the respect of his Firefighters.

The Captain that went back to Lieutenant did so voluntarily. He promoted through the ranks early in his career and he did not feel he was ready for the position. He stayed in the position for just over a year and a Lieutenant position opened up, so he asked to be reinstated to this position. He struggled in the position of Captain and he felt it was not the right position for him. He was able to realize his weaknesses and made a decision that was good for the organization and he developed into a strong Lieutenant that is well-respected among his subordinates and peers.

Whether in the station or on scenes, the common theme for all of the Lieutenants that went back to being Firefighters was struggling to command and direct their crews. They could not lead their crews and allowed them to take over or did not hold them accountable. They did not take strong stances in the station to ensure that daily work was completed. There was also no plan in place to help officers develop themselves to be tactically strong so they could make decisions on scenes.

The vacant officer positions lead to inconsistency. This puts a greater workload on other officers and it creates gaps that are filled by senior Firefighters that may not have the qualifications of a Lieutenant. This also creates open positions that must be recruited and filled. Then, once someone is promoted into the vacant position, the learning process starts over.

Purpose of the Study

The purpose of this descriptive study was to identify and describe the components of a training program that will assist Lieutenants in performing the essential functions of the position. This research will be used to develop a program for Lieutenants to teach them the necessary set of skills a company officer must possess and to help them be successful in their positions.

Research Questions

The following questions will be answered by this descriptive research:

1. What knowledge and skills are important for a Lieutenant to be able to effectively perform their duties?
2. Do the Clearcreek Fire District job description and position requirements accurately describe the duties of a Lieutenant?

3. What programs exist for fire officer and leadership development that could assist in setting the Lieutenants up for success?

BACKGROUND AND SIGNIFICANCE

The Clearcreek Fire District (CCFD) is located in Warren County, Ohio. It is situated in southwest Ohio between Dayton and Cincinnati. Interstate 75 runs along the western border of the district, and there are also some state routes that run through the district. The City of Springboro and Clearcreek Township are both provided fire protection and EMS service by the CCFD. The fire district covers both rural and densely populated areas. There is an old business district, a historical district, a small portion of an airport, and a rapidly growing business area on the north end.

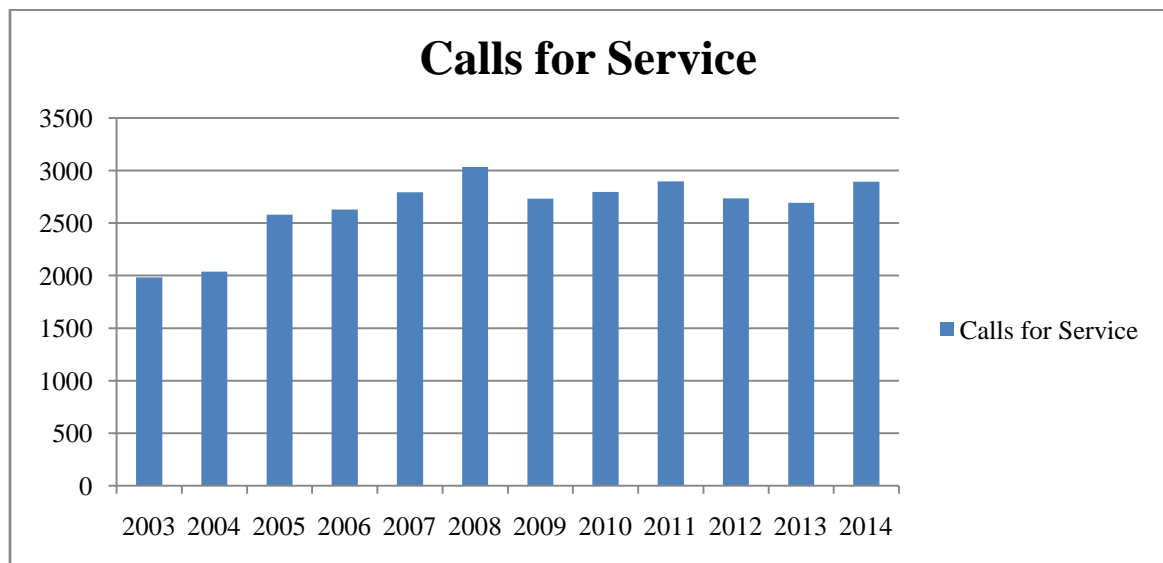
There has been a large amount of growth in the community in recent years. In general, the district is a bedroom community with a large population of professional people. The 2014 Clearcreek Township Financial report lists the population of the city and township at more than 30,000 people. CCFD has three continuous levies that are currently in effect that bring in a little less than \$5,000,000 annually. In addition to this, EMS billing brings in around \$500,000. Grant opportunities have been explored through the years and awards have been received from SAFER, AFG, Loeb, and various other funding sources. Fortunately, there is a reserve fund for the CCFD that is currently being tapped into each year to supplement the operating budget. Expenditures for the year are currently around \$7,000,000 for the CCFD and a levy will need to be approved in the near future by the voters to continue the current staffing and service levels.

CCFD staffs three fire stations with up to 17 personnel per day. Two stations on the north and south ends each have three personnel per day and staff an engine and a medic unit. These stations take calls on a “first emergency first” basis. The main station is centrally located

and has a dedicated engine and medic crew, as well as a ladder crew that also staffs a backup medic. Each shift has four Lieutenants and one Captain assigned to it, so a company level supervisor is assigned to each station with the Captain being the shift commander.

The call volume of CCFD was 2,894 for 2014 compared with 1,984 in 2003. This is an increase of 46% in a 12 year period, which is a significant increase through the years. The fire district provides fire and EMS service, inspects businesses, reviews preplans, delivers public education, and tries to meet the needs of the community in any way that is feasible. The following chart in Figure 1 shows the amount of calls for service that CCFD has had in the last 12 years.

Figure 1



The CCFD has almost transitioned to a full time department with only one part time person working each shift. There has also been a transition to get more people on each shift with a movement of some personnel from daytime staffing to a 24 hour shift. This change brought about the fourth Lieutenant on each shift. This has allowed an opportunity for several people to get promoted to the position of Lieutenant. There has been some turnover in the Lieutenant

ranks that include promotion and demotion. With the increase in full time personnel and daily staffing, as well as some promotions, there are a lot of new company officers.

The job description for Lieutenant states that a Lieutenant is a hands-on supervisor. A Lieutenant is expected to supervise the daily activities of a shift and be a supervisor on scenes, while being an integral part of the crew. Some essential functions of the position include responding to fire and EMS calls, briefing the crew, conducting training, maintaining records and reports, administering performance appraisals, and ensuring operational readiness. The job description also says a Lieutenant must have the ability to be confident and make decisions, while leading by example.

The minimum qualifications of a Lieutenant are now outlined in a memorandum of understanding (MOU) between the Union and the Clearcreek Township Board of Trustees. This is part of a program that was implemented when the latest Union contract was ratified at the end of 2014. According to the MOU, the qualifications of a Lieutenant include Paramedic, Level 2 Firefighter, Fire Inspector, Fire Officer One and Two, MCTO series, Fire and EMS instructor, Associate's degree, and various NIMS incident command classes. While the requirements to be eligible for promotion to the rank of Lieutenant are outlined in this MOU, non-probationary Lieutenants that are already in the position are not forced to meet these standards.

There is a monetary incentive attached to the MOU that defines three steps of Lieutenants. All newly promoted Lieutenants have to meet the minimum qualifications to be promoted or before their one year probation ends. When someone is hired as a Lieutenant, they begin at step one for pay. At the end of the one year period, they can go to step two or step three. Step two is for a new Lieutenant that gets off probation and meets all of the minimum

requirements. Step two is also for all non-probationary Lieutenants that do not meet all of the minimum qualifications.

Step three is for any Lieutenant that meets all of the minimum qualifications, is off probation, and chooses to do some extra assignments. The extra assignments are graded on a point system and a Lieutenant must earn 20 points per year to be paid at step three. The MOU includes a list of what can be done to earn points and the point value for each item. Some of the items included on the list are: prepare four trainings for one point each, bachelor's degree for ten points per year, OFE in process for 20 points per year. The list includes 15 items and some have a higher point value in the year they are achieved and a smaller point value in subsequent years. The decision to take on extra assignments is up to the individual, but there is an opportunity for anyone who so chooses to meet these requirements and they will earn more money if they do.

Another document, General Operating Guideline 3.3, states that in addition to the requirements in the MOU, a Firefighter must have five years of career experience to apply for the position of Lieutenant. It also states that an employee that gets promoted serves a one year probationary period. During this time, they must meet any requirements they did not previously have. They get a six month evaluation to ensure they are meeting the requirements of the position and another evaluation at their one year mark. The one year evaluation is to make sure they have met their probationary requirements and are a good fit for the position. There have been some added assignments for newly promoted officers throughout the last year that involve several reading and writing assignments. These assignments keep them busy, make them meet deadlines, and give them the opportunity to gain some knowledge. There has been good feedback from the officers involved in this process, as well as from their supervisors, and it seems to be adding a lot to the probationary experience for Lieutenants.

CCFD has not had a formal training process for personnel that promoted from Firefighter to Lieutenant. Through the years, when someone was promoted, they went through the process and based on testing and qualifications, they were promoted and expected to be ready since they passed the test. They did not have a mentor or any formal training process and this led to some being able to do the job and some not. Some Lieutenants took demotions to Firefighter, so this created more promotions and the cycle continued. There is a serious need to have personnel in the Lieutenant positions that are capable and competent. There is also a need to give them the proper training to be effective company officers.

When a Lieutenant is in a position that he is not prepared for, or struggles to do, it creates a variety of negative effects. If an officer cannot establish a command presence, they may have trouble making tough decisions on scenes and at the station. This can damage their credibility with crews and lead to them having a hard time establishing order. The crews become resentful because they miss out on leadership that they need. This leads to the question of whether the Lieutenant was not ready to be promoted, could not learn the functions of the position, or was not properly trained for the job. As a result, the crews lose morale because of poor leadership and the Lieutenant may feel like a failure.

Crews that do not have proper supervision tend to take over and do their own thing. There is also a lack of cohesiveness, since they do not feel like a team. They may even try to make poor decisions made by their officer stand out during operations. This can become a safety issue if poor decisions are carried out that get someone hurt. A strong Lieutenant can motivate a company and keep them engaged in daily operations, training, inspections, and anything else that may need to be done. Without this occurring, CCFD loses some of the effectiveness to operate efficiently on scenes and to serve the citizens.

There are other costs to the department in terms of lost time. If other supervisors must make up for deficiencies in their subordinates, this takes a lot of time and effort. If there is no formal supervisor, a ride up person is put into the position. A ride up person is what some would call an acting Lieutenant. They fill in for the Lieutenant to take care of some of the functions of that position, but they do not have the formal authority of a Lieutenant. Some of the people that ride up do not have all of the qualifications to do the job, so they must be assisted by a supervisor. Personnel do not earn any extra money for riding up, but it gives them the opportunity to be in a different capacity and to experience the job of a Lieutenant, and many of these people desire to be promoted in the future. The administrative tasks that go along with the job must be absorbed by a higher ranking officer if a Lieutenant is not present.

When a vacancy occurs in the Lieutenant ranks, a hiring process must be conducted. This can sometime be a lengthy and costly process. CCFD has used a variety of processes in the past. There have been two different companies used to do the testing and a testing process set up by the Fire Chief and managed internally. These testing processes run from a few thousand dollars to as much as ten thousand dollars to do the process. There are some pass fail items in the process and some scored items to make a ranking of all candidates that complete the process.

The testing process for CCFD starts with the application period, which is usually around a month long. After that, the applications are reviewed to make sure the candidates meet the requirements for the position, and if they do, they are notified of the dates for the process. There is usually a physical agility test, which is run internally to make sure that candidates can physically perform the job functions. This is a pass fail exercise that must be passed in order to progress to the next step. The next step is an assessment center, which consists of various items that can include a presentation, written work, a problem employee scenario, a proposal, a media

conference, and a leaderless group exercise. This is scored to begin a ranking of candidates to continue in the process. Then, the candidates do a panel interview. The panel consists of either internal fire officers and external people or just internal people. Candidates are also scored on the panel interview.

The last step in the process is an interview with the Fire Chief and the Township Administrator. After this, all candidates are ranked and job offers are made depending on the number of vacancies. If a candidate accepts a job offer, they must go through a polygraph screening, a psychological screening, and a pension board physical. If they pass all of these items, they will be hired and begin with CCFD as a Lieutenant. Their probationary period starts on their first day of work and they must meet all probationary requirements prior to the end of their one year anniversary. Their progress is evaluated at the six month and one year periods.

Personnel that promote to Lieutenant need to be trained on the responsibilities of their position. To be promoted, they have proven themselves through the testing process, but they need guidance on effective company leadership. They also need guidance on managing personnel and leading them on emergency calls. They need to develop decision making skills and gain the trust of their company. A Lieutenant needs to be able to train their company and keep their personnel prepared. They also need to learn the administrative duties of their position. This would include filling out forms and reports, handling employee issues, documenting training, and managing a daily schedule.

The potential impact of this study for CCFD could be to assist newly promoted Lieutenants to be successful in their roles. CCFD could identify important skills, knowledge, and abilities where Lieutenants can specifically be trained and developed. The job description can be reviewed to ensure it matches the needs of the position. Ideas for a training program can

be compiled so that turnover in the company officer ranks is lower and the Lieutenants can grow and develop. When personnel in these positions are competent, it will help the department and the community.

LITERATURE REVIEW

The literature review for this project contains resources that provide information for company officers, as well as for leadership and management, in general. A search of the topic on company officer development returns such a large amount of documents that there is no way to go through all of them. A search for management or leadership will also return a practically infinite number of documents. There are so many documents with different ways of doing things that could prepare fire officers that it is necessary to use some nationally recognized documents to begin. With the amount of literature available on these subjects, it seems that there is a lot of opportunity to find usable material, and there is a lot of need to prepare people to lead and supervise others.

National Fire Protection Association (NFPA) is an internationally recognized organization that writes and publishes standards for the fire service and other organizations. NFPA standards are used extensively in the fire service to improve safety and health for Firefighters and citizens. There are a few hundred standards that include topics such as fire apparatus, protective clothing, and the national electrical code, to name a few. NFPA is a body that also provides education for Firefighters through publications and books. Some NFPA material is referenced in this research project.

NFPA's Fire Officer Principles and Practice book (2006) offers a guide for how to meet the NFPA standard for Fire Officer 1 and 2. The various chapters address knowledge and skills that are required of a fire officer and how each chapter will address different parts of the

standard. This book, or one similar to it, are used in fire officer classes and can also be used to assist an officer when they are learning about a new situation or when they want to refresh. This book attempts to lay out a process for people to meet NFPA 1021, whether they are already promoted, or are aspiring to become an officer. It gives information on preparing for a promotional exam, handling conflict, budgeting, and emergency scene management, as some examples. NFPA 1021 is discussed later in this literature review.

The IAFC Officer Development Handbook (2010) has been developed to “plan a systematic program of development for their professional service career” (p. 1). This book discusses the typical route of preparing through training and not as much through experience; however, it states that more experience coupled with training would be the most effective route. It also discusses the benefits that mentoring can play in an organization. When someone is mentored, they have a personal connection to someone that can guide them through their process. An organization has a responsibility to provide opportunities for those that have a desire to promote. The individual also has the responsibility to be the best they can be at their position. They must be technically competent at the position they hold and work to learn the next position. They must show that they are willing and capable of learning what it takes to move to the next level.

NFPA 1021 Standard for Fire Officer Professional Qualifications (2014) is another nationally recognized document to guide aspiring and current fire officers through their journey to meet the qualifications necessary for their position. This document describes four levels of fire officers and what each should be able to do. It is broken into a job performance requirement (JPR) format for each level. As listed in this document, the NFPA committee “contends that these job performance requirements can be used in any fire department in any city, town, or

private organization throughout North America” (1021-1). This standard lists required performance in the areas of human resources, community and government relations, administration, inspection and investigation, emergency service delivery, and health and safety. The Firefighter must meet certain standards to begin fire officer 1 and then meet all of those criteria to obtain that qualification. The fire officer must meet each level before progressing to the next. At the end of this document, there is information on how to apply the standard by applying it to situations that will be encountered.

Stephen Covey (2002) writes about leadership and he states that there are “four roles of leadership” (p. 27). Of his four roles, he states the most fundamental role is to be an example. The highest form of this is to carry out his other three roles of pathfinding, alignment, and empowerment. To be a leader, you cannot only do it for yourself; you must do it to serve others. You set up others for success to release their potential, and they will realize that you are truly a leader. To look at this another way, Kouzes and Posner (1995) write about leaders giving away power to become more powerful. When people feel like they have a say and can make decisions, they want to work hard and make good decisions. They will seize an opportunity to make a decision or take on a project that will make them feel like they matter. When personnel are given assignments, this gives leaders time to dedicate elsewhere. The leader can better themselves in other areas, while making their subordinates better. If the leader tries to do everything, they will fail if their “people don’t feel strong and capable” (p. 191).

The preceding literature describes the knowledge and skills that are important for a Lieutenant to be able to perform their duties. Some of the nationally recognized programs, such as NFPA 1021 and the IAFC Officer Development Handbook give examples of the competencies to be performed as a Fire Officer progresses through the four different levels. The

Principles and Practice book gives another path of progressing through Fire Officer 1 that would coincide with a Fire Officer 1 class. The other two references give examples of how to develop and become more effective at demonstrating leadership while in a position of authority.

There are some internal Clearcreek Fire District documents that are also important to examine for this literature review. The first one is CCFD General Operating Guideline 3.3-Promotion from 2011. The Guideline states that there must be at least four candidates to hold a process and the process may consist of a written test, an assessment center, and a final evaluation interview (2011). This Guideline also gives the scoring percentage for each part of the examination. This CCFD Guideline is published and accessible to all personnel. It lays out the requirements for a person to be promoted to Lieutenant, so that people can prepare themselves for the opportunity to promote. Some of the requirements are to have five years of career experience, have an Associate's Degree, Fire Officer Classes, NIMS classes, MCTO classes, and Instructor certifications. There are several classes included in the eligibility criteria, but they are listed so that anyone interested will know what is required of them.

The CCFD Position Description/ Essential Job Functions for Lieutenant define the role of Lieutenants and what is to be expected of them. There are some general ideas and some specific functions of a Lieutenant. Some of the broader categories are providing hands on supervision, and providing quality service (2003). A more defined role is "to make quick competent decisions and display confidence" (p. 3). It also speaks of the temperament of a Lieutenant and leading by example, as well as making sound judgments and decisions. This is a four page document that lays out the expectations for a Lieutenant.

There has been a recent change in the Union contract for the Lieutenant pay grades at CCFD. This new system sets up a plan for Lieutenants to progress from one pay step to another

based on different factors. There is a starting pay rate and a step two rate for once the Lieutenant is off of probation. To meet the step two rate, the Lieutenant must meet all of the qualifications in the position posting. So if someone is hired and a variance is given to them to get some additional classes, they are able to complete those in their first year. There is an additional step three rate that gives a list of options for a Lieutenant to make more money and go above the minimum requirements. This is a point based system to earn points for various things. Some of the opportunities are managing an administrative area, preparing departmental trainings, attending classes, working towards a degree, being involved in committees and a handful of other options (2015). This provides an incentive for a Lieutenant to continue personal development and help the CCFD at the same time.

The documents in the previous section provide information on what the Clearcreek Fire District expects of employees promoted to the rank of Lieutenant. The job description is relatively old, but there are some newer documents in place that add clarification to this. The General Operating Guideline spells out the process so that employees know what to expect during a promotional process. The Union contract clearly defines the minimum job requirements and what is required before coming off probation to meet step two. The possibility for a Lieutenant meet step three is a new system put in place to encourage them to take on extra responsibilities and further develop themselves. This is the first time this has ever been done at CCFD and is a change to the ways of the past.

While there are many publications that describe officer training programs, Rick Lasky (2006) talks about using a “Mentor Book” (p. 52) that asks Firefighters questions and publishes their name and answer to each question. The goal of this book is to provide information from members to share with others. The book also contains the promotional process and the process

for a Firefighter or officer to fill in for the next higher rank. This book is part of a mentoring process to prepare a person for promotion. Lasky's department uses this program along with defined expectations to help people learn and prepare themselves. This book also contains examples of the Mentor Book, the Step-Up Process, and Core Competencies for each position.

Barakey (2009) discusses some options for training newly promoted officers that consist of a career path, an officer's academy, or a hybrid of the two. In the career path model, the requirements are laid out for the position and they must be met prior to promotion. The goal of this model is to have prerequisites and narrow the pool prior to the process. There would be a list of classes and education requirements along with a number of service years. The next option would be an officer's academy. Just as the fire service does with new recruits, a plan would be modeled from NFPA 1021 for new officers. The author suggests doing it at an off-site location and running it for two weeks. This time would be used to provide the new officer with the "core expectations of a company officer" (p.100). The other option is to provide a career path and an officer's academy together in a hybrid system. The best option is what is best for each individual department, but "any development is better than no development" (p. 101).

Captain Michael Abrashoff (2002) details the importance of requiring people to think for themselves and not just be people that take orders. He saw the importance of having people available to back up others and step in to fill critical roles. If someone is not available because they are sick, on vacation, or somewhere else, that cannot shut down an entire operation. He says that "no ship or company can rely on just one person for a critical procedure" (106). This is the same concept that the mentor program focused on. Training people so they are ready to step into leadership roles is critical to efficient operations.

The Leadership Development Program Handbook (2009) from the University of Maryland ROTC program is a document used to train future army leaders. It says that developing leaders is an ongoing process of teaching and assessing. There is continuous assessment and counseling from experienced people with feedback used to correct or encourage behaviors. This book also describes a “be-know-do” (p. 1) principle that means to be a leader with character and presence, have intellectual capacity, and be able to do the functions of the job. There are core competencies listed along with how to achieve them and grading sheets for when an assessment is done.

The preceding literature describes some of the programs that exist for training officers and the ways to go about doing it. Rick Lasky is a well-known speaker and author who gives examples of how to use mentoring to prepare people for promotion. Another article describes using a career path, an academy, or both for new officers. Captain Abrashoff gives examples of teaching people to think for themselves and be people that make decisions, not just take orders. The Army ROTC manual uses an approach that trains, gives feedback, and continues to build people into future Army leaders.

All of the literature that was reviewed deals with the questions asked in this applied research project. The first section deals with the required knowledge and skills that are important for a Lieutenant. Some of these documents are used nationwide to prepare fire service leaders. The second section looks at CCFD documents that describe the duties and expectations for Lieutenants. There is also a plan for Lieutenants to further develop themselves and make more money at the same time. The last section of the literature review describes some programs that exist for developing fire officers. There are some ideas that could be tailored to fit an individual department, and also some ideas from an ROTC program. The United States Army

realized the importance of training officers and has had programs in place for many years. The review completed on this literature will provide guidance to complete this project.

PROCEDURES

The beginning phase of the research started with reviewing class material and the research manual provided by OFE. Based on the literature review and the research questions, two surveys were written to answer the questions. The surveys were discussed with OFE staff and then submitted to readers for approval. After the feedback from OFE readers was reviewed, the surveys were adjusted and prepared for use in gathering data from respondents.

The next phase of this research was to conduct the survey of CCFD members. The survey was tailored to different department members based on their rank. The Command Staff, which includes Captains and above, were asked about their perception of whether the Lieutenants have the proper knowledge and skills, if they meet the job description, and what could be done to assist the Lieutenants in performing their duties. The Lieutenants were asked about how prepared they feel to do the job, if they have clearly defined expectations, and if they feel they were properly trained for their duties. The Firefighters were asked whether they believe the Lieutenants meet their expectations of what a supervisor should be providing for them.

Two different surveys were used. One was given to Lieutenants and Firefighters, and they filled it out about themselves or their officer. The other survey was given to Captains and above. These surveys were done in paper form because the only people that were surveyed are members of the Clearcreek Fire District. In order to get as many responses as possible, the survey was given in person and the surveys were filled out anonymously and returned to an envelope. This method required about three weeks to complete, since it required visiting with personnel at the stations to survey them. The surveys are located in Appendixes 1 and 2.

Personnel were asked to fill out the surveys and give them back right after they finished to ensure a return of the product. This method was time consuming, but produced a 100% return rate of all surveys that were handed out. It also allowed for surveying 94% of the entire CCFD. The only members of the department that were not available to be surveyed were out on extended leave situations. 100% of the Command Staff surveys were returned, which was important, since this group only consists of six people. 10 out of 12 Lieutenants were surveyed for 83%, as well as 33 out of 34 Firefighters for 97%.

Because the data collected was in paper form, the results had to be manually calculated. A tally sheet was created for each of the three groups surveyed: One for Firefighters, one for Lieutenants, and one for Command Staff. The author and a partner went through each paper survey and recorded the results from each response onto the tally sheet. Any question that was not answered was also recorded to ensure that the count was proper at the end. The amount of responses was added up to make sure they had all been recorded without error. The answers were then transferred to an Excel Spreadsheet. This Spreadsheet matched the original tally page that recorded the number of responses. The data in the Spreadsheet was then converted to percentages to see the percentage of responses for each answer.

Through this descriptive research, the answers to the surveys were used to see if current requirements align with what personnel believe should be the requirements for a Lieutenant. The results also revealed the perception of how each group surveyed believes Lieutenants perform to the job description. The research gives an idea of how new officers can be assisted in meeting the job description and how to help them be successful. The survey was laid out in a format that aligned with the research questions and the answers are discussed in the results section.

Definition of Terms

AFG. Assistance to Firefighters Grant Program.

Blue Card. Training program to assist in managing incidents.

CCFD. Clearcreek Fire District.

EFO. Executive Fire Officer.

EMS. Emergency Medical Service.

GOGL. General Operating Guidelines.

IAFC. International Association of Fire Chiefs.

ICO. Initial Company Operations.

MCTO. Managing Company Tactical Operations.

NFA. National Fire Academy.

NFPA. National Fire Protection Association.

NIMS. National Incident Management System.

OFE. Ohio Fire Executive.

SAFER. Staffing for Adequate Fire and Emergency Response.

Limitations of the Study

There were some limitations to this study that should be noted. Since this survey was done on paper, and the author waited while everyone finished, the fact that all personnel were surveyed while the researcher was present could have affected their answers. The environment was as controlled as possible, and participants were given as much time as necessary to complete the survey, but respondents may have felt rushed or pressured while completing it. There were several questions that used numeric rating scales and if participants did not read thoroughly, they

may have gotten it backwards. There were also many fire service acronyms on the survey that the researcher may have assumed the audience would understand.

Additional limitations include each individual's attitude toward the survey. They may have felt that they were being forced to complete it, or they did not care about the outcome of the research, so they did not take time to think about their answers. Due to some personnel changes, there were some former Lieutenants that are now Firefighters that took the survey, and they may have felt uncomfortable about filling out the survey.

Further limitations include the fact that the survey was intended to only measure CCFD personnel, but people that have worked other places may have been thinking about officers that work other places. Some people may have felt more comfortable doing a survey online, having the ability to write comments, or adding their own answers, and these opportunities did not exist. A final limitation is that it was hand tallied and the human element is present and there could have been some errors in the marking or tabulation of the answers.

RESULTS

The survey instrument was used as a tool to answer the three research questions that are asked in this applied research project. The answers to the survey instrument are provided in Appendixes 3, 4, and 5, and they are broken down by rank. The first research question seeks to find the knowledge and skills that are important for a Lieutenant to be able to effectively perform their duties. All department members were asked to rate on a 1-5 scale how important they thought different training and education items, as well personal skills and traits, are for a company officer to have. The selected criteria came from the job requirements and accepted standards. The results are discussed in terms of the three groups that answered the questions, which were Firefighters, Lieutenants, and Command Staff.

For the items that are considered important for company officer development, all three groups rated a four year degree low and a two year degree in the middle as being important. All three groups rated Union experience, NFA classes, Blue Card, and NIMS in the middle of the scale. OFE and EFO were spread out in the middle of the importance scale by all groups. Four items received the highest rankings on the scale of importance by all three groups. Those were Fire Officer Classes, being mentored, time on the job, and instructor certifications.

It is worth noting that years of experience among Clearcreek Fire personnel in the rank of Firefighter falls between the 11-15 year range for 42% of the members. At the Lieutenant rank, the 6-10 and 11-15 year ranges each share 40% of them, so many of the Lieutenants are less experienced than the Firefighters. 90% of the Lieutenants have Associate's degrees and 70% of the Firefighters have no degree. The Lieutenants all have Fire Officer 1 and 2, NIMS 300, MCTO series, 90% of them are Fire Instructors, and 80% of them have NIMS 400. Of the Firefighters, 30% have Fire Officer 1, 30% have MCTO, and 24% have NIMS 300.

To further describe knowledge and skills that are important for a Lieutenant, almost all of the skills and traits that were in the survey were in the middle to high range of the scale. Writing and speaking ability were both ranked on the higher end by all groups. Command presence, technical knowledge, empathy, compassion, and street smarts were ranked on the higher end of importance by all groups. Personal connections were ranked in the middle of the scale. Interpersonal abilities, physical fitness, computer skills, and presentation skills were all ranked in the middle to high range of importance. Two other areas were ranked high by all three groups, and those are maturity and morals and ethics.

Figure 2 shows the highest ranked knowledge and skills that are important for a Lieutenant as they were answered on the survey instrument. The three highest are ranked in order and broken down by training items and personal skills and traits.

Figure 2

<u>Important Knowledge and Skills</u>			
<u>Training Items</u>			
	1	2	3
Command Staff	being mentored	Fire Officer classes	time on the job
Lieutenant	being mentored	time on the job	Fire Officer classes
Firefighter	being mentored	time on the job	Fire Officer classes
<u>Skills/ Traits</u>			
Command Staff	morals and ethics	interpersonal abilities	maturity
Lieutenant	command presence	technical knowledge	street smarts
Firefighter	morals and ethics	street smarts	technical knowledge

The second research question asks whether the Clearcreek Fire District job description and position requirements accurately reflect the duties of a Lieutenant. This was answered by questions on the survey that asked what areas could be better addressed and whether Lieutenants have been prepared to handle various situations. Among areas that could be better addressed, all three groups ranked hostile workplace and harassment issues low. All three groups ranked employee safety, tactics, and communication skills on the higher end of needing to be better addressed.

There was more of a wide range of answers on other issues. Discrimination was ranked higher by Command Staff and Lieutenants and low by Firefighters. Collective bargaining issues were ranked in the middle range by Command Staff and Lieutenants and low by Firefighters. Computer skills were ranked high by Lieutenants as needing better addressed, but ranked low by the other groups. GOGL issues were ranked high by Command Staff, mid-range by Firefighters,

and low by Lieutenants. Budget issues were ranked high by Command Staff and low by the others. Written communications were ranked high by Command Staff and Firefighters, but ranked low by Lieutenants.

The results of these questions show some needed improvements in some areas. For example in the area of computer skills, Lieutenants are saying they need more training, but Command Staff say things appear to be fine. This shows that Lieutenants have issues with some of the computer work associated with their job, but they are not receiving the training they need. On the other hand, Command Staff answered that Lieutenants need to improve written communications, but the Lieutenants seem to believe that they do not have issues in this area. This shows a breakdown with either the training or the feedback the Lieutenants are receiving and some disconnect in the perception of whether Lieutenants are meeting expectations. It also appears to show that the Firefighters believe the Lieutenants generally handle issues appropriately.

Other questions about whether Lieutenants have handled various situations appropriately produced results that are still encouraging. When asked if Lieutenants have responded to incidents they were not prepared to handle, all three groups said no or some. When facing personnel issues, Command Staff said the Lieutenants faced some or a few they were not prepared for and Firefighters and Lieutenants both said that they faced some or none they were not prepared for. For being able to perform the essential functions of the positions overall, all groups said Lieutenants usually met the goal.

Another question asked if personnel were familiar with GOGL 3.3 and the MOU that deals with officer qualifications and promotions. Of the Firefighters, 67% were familiar and 100% of the Lieutenants said they were. The Command Staff was asked if these documents

accurately reflect the training and experience needed for a Lieutenant and there was a split between yes and no on this question. When asked if there have been clear expectations established for the position of Lieutenant, Command Staff said mostly, Firefighters said mostly, and Lieutenants said somewhat. This shows some areas that could be adjusted, since the Lieutenants are saying they do not have clear expectations and the Command Staff says they are only mostly clear. Also, with Command Staff saying the documents that are used to promote Lieutenants may not accurately reflect the needs of the department; these could potentially use some revision.

Figure 3 shows four options that were given on the survey instrument for each person to rank in order of importance for a new Lieutenant to be prepared. Out of these options, experience was the highest in all groups, training was second, personal development was third, and education was the lowest. The percentages show the total of all responses and how each component was ranked.

Figure 3

<u>Most important components for a new Lieutenant to be prepared</u>				
	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
Training	16%	57%	23%	4%
Education	2%	4%	12%	82%
Experience	74%	14%	8%	4%
Personal development	8%	25%	57%	10%

The third research question asks what programs exist for fire officer and leadership development that could assist in setting the Lieutenants up for success. CCFD has started a mentoring program for new officers. This program began shortly after this research project was started, and it appears to be a successful program. Some of the survey questions focused on this mentoring program since it is already being used. When asked if Lieutenants have benefitted

from the mentoring program, the Command Staff rated it as beneficial, and the Lieutenants and Firefighters rated it as very beneficial. Only 70% of the Firefighters were aware of the program existing, but 100% of the Lieutenants were aware of the program.

Personnel were asked if they believe that an officer's academy would be beneficial where new Lieutenants learn in a formal classroom setting. Command Staff rated this as beneficial, and Lieutenants and Firefighters rated it somewhat beneficial. When asked if CCFD has addressed preparing Firefighters for the position of Lieutenant, all groups said only somewhat. Lieutenants and Firefighters were asked if they were familiar with the IAFC Officer Development Handbook and NFPA 1021. The Lieutenants replied somewhat to mostly, and the Firefighters replied that they were not. 64% of the Firefighters replied that they have a career development plan in place for themselves, and 100% of the Lieutenants stated they do. Along with this question, 55% of the Firefighters state they are currently pursuing educational opportunities to assist them with promotion and 60% of the Lieutenants are.

DISCUSSION

Research conducted shows that the CCFD would benefit from a formal process for mentoring and training lieutenants. Interestingly, since this study began, there has been a mentoring program put in place for newly promoted Lieutenants. The author was directly involved in this process and it received a lot of positive feedback from the people that were being mentored and that were doing the mentoring. According to the IAFC Officer Development Handbook, (2010) "another powerful way to develop members within a profession is to provide a structured mentorship program" (p. 6).

NFPA 1021 was referenced throughout this ARP and the survey instrument shows that the Lieutenants are not meeting all of the necessary parts of this. For example, the Command

Staff says the Lieutenants need more training in written communications, where the Lieutenants feel they are doing fine in this area. The Lieutenants say they need more training on computer skills, but the Command Staff feels they are fine in this area. Firefighters, Lieutenants, and Command Staff all say that Lieutenants could use more training in tactics. NFPA 1021 (2014) states a Fire Officer 1 should be able to “develop an initial action plan, given size-up information for an incident and assigned emergency response resources, so that resources are deployed to control the emergency” (1021-9). Another identified area that needs to be better addressed in training is on the GOGL, which are the internal rules for CCFD.

Based on the job description, all groups indicated that they feel the Lieutenants are usually able to do the job. This is a positive sign since there may be issues, but overall, the job gets done. However, this does not mean that improvements are not needed. One interesting answer that was discovered on the survey is that the Lieutenants feel that the expectations of the position are only somewhat clear and the Command Staff believes they are mostly clear. This implies that the Command Staff is sending the Lieutenants forth without setting clear expectations and telling them to go out and do their job.

All personnel rated time on the job and experience as very important when becoming a Lieutenant. Although doing something for a long time does not necessarily mean that someone is good at a job, Steven Covey (2002) says the best thing you can do is “simply to be an example” (p. 27). This is evident when someone works to learn their job and hone their skills. The ROTC manual uses an idea of character and presence, intellect, and doing your job. This is aligned with the job description of being a hands-on supervisor, and showing mastery of skills. Rick Lasky (2006) says if you get promoted” make good decisions based on good information, not on emotions.” (p. 123).

This research shows that the mentorship program is on the right track to help develop officers. The format could be adjusted to prepare Lieutenants for different situations. There could be some ideas that are better presented in the areas of tactics, communications, and employee safety, but a foundation has been put in place to make this happen.

Another part of this could be looking at how to get Firefighters to prepare themselves for promotion. The requirements for promotion are laid out in GOGL 3.3 and in the recently enacted MOU to the Union contract. These are accessible to all personnel, but only about two thirds of the Firefighters say they are familiar with these and the same amount says they are not familiar with NFPA 1021 or the IAFC officer development handbook. The majority of personnel say they are preparing themselves for promotion, but about half of them say that preparation of Firefighters to Lieutenant is only somewhat addressed at CCFD.

The most beneficial thing that the CCFD could do is to provide new Lieutenants with the information they need to do the job and train them on it. They need to be assessed to ensure they understand the information and they can apply it. A mentorship program will give them a formal system to get guidance and feedback and to ask questions when they need answers. There are some parts of their job they may need more specific guidance on when the transition is made from Firefighter to Lieutenant. The current mentoring program appears to be helping with this and this project has revealed some areas that could be expanded on to assist Lieutenants in performing their duties.

RECOMMENDATIONS

As the problem statement identifies, the CCFD does not have a formal process for mentoring and training Lieutenants. The research indicates that the CCFD would benefit from an

officer's training program. The following recommendations are based on the information collected in the survey and the literature review:

1. Review and revise the job description to make sure that it meets the expectations of a Lieutenant. Have this available to all personnel in the General Operating Guidelines, so Lieutenants know the requirements and so that personnel can prepare for promotion.
2. Review the promotional requirements so they match the necessary skills and abilities for the position. Revise them as necessary. These are in a Memorandum of Understanding to the Union contract, so both parties will have to agree to any changes.
3. Further develop the process of mentoring Lieutenants so that the process is ready for the next promotion, and this process is laid out on a teaching and evaluation process.
4. Have all current and future Lieutenants meet the requirements of NFPA 1021 for Fire Officer 1 and 2.

The CCFD should begin working on these requirements so that the job description and requirements are clear and accessible to all personnel. The Lieutenant position at CCFD comes with many responsibilities and there have been failures and successes for Firefighters that have been promoted to this position. By setting clear expectations, using a mentoring and evaluation process, and meeting established standards that are published in NFPA 1021, Lieutenants will have a much better chance at being successful.

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Appendix 1- Lieutenant / Firefighter survey questions

What is your rank?

- Lieutenant
 Firefighter

How many years of experience do you have in the fire service?

- 0-5
 6-10
 11-15
 16-20
 21-25
 26 or more

Which of the following do you have?

- Associate's degree
 Bachelor's degree
 No degree

Do you have any of the following certifications/ classes?

- | | |
|---|--|
| <input type="checkbox"/> Fire Officer 1 | <input type="checkbox"/> NIMS 400 |
| <input type="checkbox"/> Fire Officer 2 | <input type="checkbox"/> MCTO (ICO) |
| <input type="checkbox"/> Fire Officer 3 | <input type="checkbox"/> Fire Instructor |
| <input type="checkbox"/> NIMS 300 | <input type="checkbox"/> EMS |
| | <input type="checkbox"/> Instructor |

How strongly do you believe that the following items are important to company officer development? (1 being minimally important and 5 being extremely important)

- | | |
|-----------|---------------------------|
| 1 2 3 4 5 | Four year college |
| 1 2 3 4 5 | Two year college |
| 1 2 3 4 5 | Union experience |
| 1 2 3 4 5 | Fire officer classes |
| 1 2 3 4 5 | Blue Card training |
| 1 2 3 4 5 | NFA classes |
| 1 2 3 4 5 | OFE |
| 1 2 3 4 5 | EFO |
| 1 2 3 4 5 | Being mentored |
| 1 2 3 4 5 | Instructor certifications |
| 1 2 3 4 5 | Time on the job |
| 1 2 3 4 5 | NIMS classes |

How strongly do you believe a company officer should exhibit the following personal skills/ traits? (1 being minimally important and 5 being extremely important)

- | | |
|-----------|--|
| 1 2 3 4 5 | Writing ability |
| 1 2 3 4 5 | Speaking ability |
| 1 2 3 4 5 | Command presence |
| 1 2 3 4 5 | Technical knowledge |
| 1 2 3 4 5 | Empathy (able to understand someone else's feelings) |
| 1 2 3 4 5 | Compassion (wanting to help someone) |
| 1 2 3 4 5 | Street smarts |
| 1 2 3 4 5 | Personal connections |
| 1 2 3 4 5 | Interpersonal abilities |
| 1 2 3 4 5 | Maturity |
| 1 2 3 4 5 | Physical fitness |
| 1 2 3 4 5 | Computer skills |
| 1 2 3 4 5 | Morals and ethics |
| 1 2 3 4 5 | Presentation skills |

What administrative items could be better addressed for a new company officer?

(Check all that apply.)

- | | |
|--------------------------|------------------------------|
| <input type="checkbox"/> | Discrimination |
| <input type="checkbox"/> | Communication skills |
| <input type="checkbox"/> | Discipline issues |
| <input type="checkbox"/> | Written communications |
| <input type="checkbox"/> | Computer skills |
| <input type="checkbox"/> | Hostile work place |
| <input type="checkbox"/> | Collective bargaining issues |
| <input type="checkbox"/> | GOGL handbook issues |
| <input type="checkbox"/> | Tactics |
| <input type="checkbox"/> | Budgeting/ purchase requests |
| <input type="checkbox"/> | Harassment |
| <input type="checkbox"/> | Employee safety |

Do you think that you have responded to incidents that you, or your Lieutenant, were not prepared to handle?

- | | |
|--------------------------|------|
| <input type="checkbox"/> | No |
| <input type="checkbox"/> | Some |
| <input type="checkbox"/> | Many |

Do you think that you have faced personnel issues that you, or your Lieutenant, were not prepared to handle?

- No
- Some
- Many

Do you think that you, or your Lieutenant, are regularly able to perform the essential functions for the position of a Lieutenant?

- Always
- Usually
- Sometimes
- Never

Are you familiar with GOGL 3.3 Promotions, and the memorandum of understanding from January 2015 that outlines the minimum qualifications for Lieutenant positions?

- Yes
- No

Do you think CCFD has established clear expectations of the required experience and education for the position of Lieutenant?

- Not clear
- Somewhat clear
- Mostly clear
- Very clear

In what order do you believe the following components are important for a new Lieutenant to be prepared? (Rank in order from 1-4, with 1 being the most important and 4 being the least important)

- Training
- Education
- Experience
- Personal development

Do you think newly promoted Lieutenants would benefit from a formal mentoring program where they learn from an experienced officer?

- No
- somewhat beneficial
- beneficial
- Very beneficial

Do you think that newly promoted Lieutenants could benefit from an officer's academy that would be held in a formal classroom setting similar to a recruit academy?

- No
- somewhat beneficial
- beneficial
- Very beneficial

Are you aware that CCFD has recently implemented a mentoring program for newly promoted officers?

- Yes
- No

Do you think that preparation of fire fighters for the role of Lieutenant is a topic that has been addressed at CCFD?

- No
- Somewhat
- Mostly
- Completely

Are you familiar with the guidelines in the IAFC Officer Development handbook and/ or NFPA 1021 for officer development?

- No
- Somewhat
- Mostly
- Completely

Have you established a career development plan for yourself?

- Yes
- No

Are you currently pursuing educational opportunities that will assist you with promotion or in your current position?

- Yes
- No

Appendix 2- Command Staff survey questions

How strongly do you believe that the following items are important to company officer development? (1 being minimally important and 5 being extremely important)

- | | |
|-----------|---------------------------|
| 1 2 3 4 5 | Four year college |
| 1 2 3 4 5 | Two year college |
| 1 2 3 4 5 | Union experience |
| 1 2 3 4 5 | Fire officer classes |
| 1 2 3 4 5 | Blue Card training |
| 1 2 3 4 5 | NFA classes |
| 1 2 3 4 5 | OFE |
| 1 2 3 4 5 | EFO |
| 1 2 3 4 5 | Being mentored |
| 1 2 3 4 5 | Instructor certifications |
| 1 2 3 4 5 | Time on the job |
| 1 2 3 4 5 | NIMS classes |

How strongly do you believe a company officer should exhibit the following personal skills/ traits? (1 being minimally important and 5 being extremely important)

- | | |
|-----------|--|
| 1 2 3 4 5 | Writing ability |
| 1 2 3 4 5 | Speaking ability |
| 1 2 3 4 5 | Command presence |
| 1 2 3 4 5 | Technical knowledge |
| 1 2 3 4 5 | Empathy (able to understand someone else's feelings) |
| 1 2 3 4 5 | Compassion (wanting to help someone) |
| 1 2 3 4 5 | Street smarts |
| 1 2 3 4 5 | Personal connections |
| 1 2 3 4 5 | Interpersonal abilities |
| 1 2 3 4 5 | Maturity |
| 1 2 3 4 5 | Physical fitness |
| 1 2 3 4 5 | Computer skills |
| 1 2 3 4 5 | Morals and ethics |
| 1 2 3 4 5 | Presentation skills |

What administrative items could be better addressed for a new company officer?

(Check all that apply.)

- Discrimination
- Communication skills
- Discipline issues
- Written communications
- Computer skills
- Hostile work place
- Collective bargaining issues
- GOGL handbook issues
- Tactics
- Budgeting/ purchase requests
- Harassment
- Employee safety

Have you seen Lieutenants respond to incidents that you believed they were not prepared not prepared to handle?

- No
- Some
- Many

Have you seen Lieutenants face personnel issues that you believed they were not prepared to handle?

- No
- Some
- Many

Do you think that the Lieutenants are regularly able to perform the essential functions for the position of a Lieutenant?

- Always
- Usually
- Sometimes
- Never

Do you believe that GOGL 3.3 Promotions, and the memorandum of understanding from January 2015 accurately reflect the training and experience that a Lieutenant needs to possess?

- Yes
- No

Do you think CCFD has established clear expectations of the required experience and education for the position of Lieutenant?

- Not clear
 Somewhat clear
 Mostly clear
 Very clear

In what order do you believe the following components are important for a new Lieutenant to be prepared? (Rank in order from 1-4, with 1 being the most important and 4 being the least important)

- Training
 Education
 Experience
 Personal development

Do you think newly promoted Lieutenants have benefitted from the mentoring program where they learned from experienced officers?

- No
 somewhat beneficial
 beneficial
 Very beneficial

Do you think that newly promoted Lieutenants could benefit from an officer's academy that would be held in a formal classroom setting similar to a recruit academy?

- No
 somewhat beneficial
 beneficial
 Very beneficial

Do you think that preparation of fire fighters for the role of Lieutenant is a topic that has been addressed at CCFD?

- No
 Somewhat
 Mostly
 Completely

Do you believe that CCFD personnel are familiar with the guidelines in the IAFC Officer Development handbook and NFPA 1021 for officer development?

- No
 Somewhat
 Mostly
 Completely

Appendix 3- Firefighter answers

Number responded:

33/33

How many years of experience do you have in the fire service?

0-5	15%
6-10	27%
11-15	42%
16-20	6%
21-25	6%
26 or more	3%

Which of the following do you have?

Associate's degree	15%
Bachelor's degree	9%
No degree	76%

Do you have any of the following certifications/ classes?

Fire Officer 1	30%	NIMS 400	24%
Fire Officer 2	9%	MCTO (ICO)	30%
Fire Officer 3	3%	Fire Instructor	15%
NIMS 300	24%	EMS Instructor	3%

How strongly do you believe that the following items are important to company officer development? (1 being minimally important and 5 being extremely important)

	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
Four year college	48%	18%	21%	9%	0
Two year college	21%	15%	33%	18%	12%
Union experience	12%	18%	39%	24%	6%
Fire officer classes		3%	6%	42%	48%
Blue Card training		12%	12%	42%	30%
NFA classes	3%	9%	30%	48%	9%
OFE	18%	15%	24%	30%	9%
EFO	21%	18%	27%	24%	6%
Being mentored			6%	21%	73%
Instructor certifications	6%	9%	24%	30%	27%
Time on the job			6%	21%	73%
NIMS classes	6%	12%	24%	52%	6%

How strongly do you believe a company officer should exhibit the following personal skills/ traits? (1 being minimally important and 5 being extremely important)

	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
Writing ability		3%	39%	55%	3%
Speaking ability			3%	79%	18%
Command presence				45%	55%
Technical knowledge			3%	30%	67%
Empathy		3%	21%	48%	27%
Compassion			12%	52%	36%
Street smarts				27%	70%
Personal connections	9%	6%	18%	45%	21%
Interpersonal abilities			3%	55%	42%
Maturity			3%	39%	58%
Physical fitness	3%		18%	48%	30%
Computer skills	6%	21%	30%	42%	
Morals and ethics			3%	15%	82%
Presentation skills		18%	12%	64%	6%

What administrative items could be better addressed for a new company officer?

(Check all that apply.)

Discrimination	12%
Communication skills	73%
Discipline issues	27%
Written communications	24%
Computer skills	6%
Hostile work place	33%
Collective bargaining issues	24%
GOGI handbook issues	45%
Tactics	73%
Budgeting/ purchase requests	12%
Harassment	21%
Employee safety	64%

Do you think that you have responded to incidents that you, or your Lieutenant, were not prepared to handle?

No	45%
Some	45%
Many	9%

Do you think that you have faced personnel issues that you, or your Lieutenant, were not prepared to handle?

No	45%
Some	55%
Many	

Do you think that you, or your Lieutenant, are regularly able to perform the essential functions for the position of a Lieutenant?

Always	42%
Usually	55%
Sometimes	3%
Never	

Are you familiar with GOGL 3.3 Promotions, and the memorandum of understanding from January 2015 that outlines the minimum qualifications for Lieutenant positions?

Yes	67%
No	33%

Do you think CCFD has established clear expectations of the required experience and education for the position of Lieutenant?

Not clear	12%
Somewhat clear	27%
Mostly clear	52%
Very clear	9%

In what order do you believe the following components are important for a new Lieutenant to be prepared? (Rank in order from 1-4, with 1 being the most important and 4 being the least important)

	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
Training	15%	58%	24%	3%
Education		3%	15%	82%
Experience	79%	15%	3%	3%
Personal development	6%	24%	58%	12%

Do you think newly promoted Lieutenants would benefit from a formal mentoring program where they learn from an experienced officer?

No	
somewhat beneficial	12%
beneficial	33%
Very beneficial	55%

Do you think that newly promoted Lieutenants could benefit from an officer's academy that would be held in a formal classroom setting similar to a recruit academy?

No	9%
somewhat beneficial	48%
beneficial	33%
Very beneficial	9%

Are you aware that CCFD has recently implemented a mentoring program for newly promoted officers?

Yes	70%
No	30%

Do you think that preparation of fire fighters for the role of Lieutenant is a topic that has been addressed at CCFD?

No	33%
Somewhat	52%
Mostly	15%
Completely	

Are you familiar with the guidelines in the IAFC Officer Development handbook and/ or NFPA 1021 for officer development?

No	67%
Somewhat	21%
Mostly	12%
Completely	

Have you established a career development plan for yourself?

Yes	64%
No	36%

Are you currently pursuing educational opportunities that will assist you with promotion or in your current position?

Yes	45%
No	55%

Appendix 4- Lieutenant answers

Number responded:

10/10

How many years of experience do you have in the fire service?

0-5	0%
6-10	40%
11-15	40%
16-20	10%
21-25	10%
26 or more	0%

Which of the following do you have?

Associate's degree	90%
Bachelor's degree	0%
No degree	10%

Do you have any of the following certifications/ classes?

Fire Officer 1	100%	NIMS 400	80%
Fire Officer 2	100%	MCTO (ICO)	100%
Fire Officer 3	30%	Fire Instructor	90%
NIMS 300	100%	EMS Instructor	40%

How strongly do you believe that the following items are important to company officer development? (1 being minimally important and 5 being extremely important)

	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
Four year college	30%	40%	20%		
Two year college	10%	10%	50%	10%	20%
Union experience		20%	20%	60%	
Fire officer classes		10%	10%	50%	30%
Blue Card training		30%		50%	20%
NFA classes		10%	60%	30%	
OFE	10%	20%	30%	30%	10%
EFO	10%	10%	30%	40%	10%
Being mentored					100%
Instructor certifications		10%	20%	30%	40%
Time on the job					100%
NIMS classes		10%	60%	30%	

How strongly do you believe a company officer should exhibit the following personal skills/ traits? (1 being minimally important and 5 being extremely important)

	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
Writing ability			10%	80%	10%
Speaking ability				70%	30%
Command presence				10%	90%
Technical knowledge				20%	80%
Empathy			10%	70%	20%
Compassion			20%	60%	20%
Street smarts				20%	80%
Personal connections		10%	40%	20%	30%
Interpersonal abilities			30%	30%	40%
Maturity			10%	20%	70%
Physical fitness			30%	40%	30%
Computer skills			50%	50%	
Morals and ethics				30%	70%
Presentation skills			20%	60%	20%

What administrative items could be better addressed for a new company officer?

(Check all that apply.)

Discrimination	20%
Communication skills	60%
Discipline issues	70%
Written communications	30%
Computer skills	70%
Hostile work place	30%
Collective bargaining issues	50%
GOGI handbook issues	30%
Tactics	70%
Budgeting/ purchase requests	20%
Harassment	30%
Employee safety	70%

Do you think that you have responded to incidents that you, or your Lieutenant, were not prepared to handle?

No	70%
Some	30%
Many	0%

Do you think that you have faced personnel issues that you, or your Lieutenant, were not prepared to handle?

No	50%
Some	50%
Many	0%

Do you think that you, or your Lieutenant, are regularly able to perform the essential functions for the position of a Lieutenant?

Always	50%
Usually	50%
Sometimes	0%
Never	0%

Are you familiar with GOGL 3.3 Promotions, and the memorandum of understanding from January 2015 that outlines the minimum qualifications for Lieutenant positions?

Yes	100%
No	0%

Do you think CCFD has established clear expectations of the required experience and education for the position of Lieutenant?

Not clear	20%
Somewhat clear	50%
Mostly clear	30%
Very clear	0%

In what order do you believe the following components are important for a new Lieutenant to be prepared? (Rank in order from 1-4, with 1 being the most important and 4 being the least important)

	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
Training	20%	60%	10%	10%
Education	10%		10%	80%
Experience	70%	10%	20%	
Personal development		30%	60%	10%

Do you think newly promoted Lieutenants would benefit from a formal mentoring program where they learn from an experienced officer?

No	0%
somewhat beneficial	0%
beneficial	0%
Very beneficial	100%

Do you think that newly promoted Lieutenants could benefit from an officer's academy that would be held in a formal classroom setting similar to a recruit academy?

No	20%
somewhat beneficial	40%
beneficial	20%
Very beneficial	20%

Are you aware that CCFD has recently implemented a mentoring program for newly promoted officers?

Yes	70%
No	30%

Do you think that preparation of fire fighters for the role of Lieutenant is a topic that has been addressed at CCFD?

No	20%
Somewhat	60%
Mostly	20%
Completely	0%

Are you familiar with the guidelines in the IAFC Officer Development handbook and/ or NFPA 1021 for officer development?

No	0%
Somewhat	50%
Mostly	50%
Completely	0%

Have you established a career development plan for yourself?

Yes	100%
No	0%

Are you currently pursuing educational opportunities that will assist you with promotion or in your current position?

Yes	60%
No	40%

Appendix 5- Command Staff answers

Number responded:

6/6

How strongly do you believe that the following items are important to company officer development? (1 being minimally important and 5 being extremely important)

	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
Four year college	50%	17%	33%		
Two year college			17%	67%	17%
Union experience		17%	50%	17%	
Fire officer classes			17%	33%	50%
Blue Card training			33%	33%	33%
NFA classes			50%	50%	
OFE		50%	17%	33%	
EFO		17%	33%	33%	17%
Being mentored			17%		83%
Instructor certifications			33%	67%	
Time on the job				67%	33%
NIMS classes			67%	33%	

How strongly do you believe a company officer should exhibit the following personal skills/ traits? (1 being minimally important and 5 being extremely important)

	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
Writing ability				83%	17%
Speaking ability				83%	17%
Command presence			17%	67%	17%
Technical knowledge				67%	33%
Empathy			33%	50%	17%
Compassion			17%	67%	17%
Street smarts				67%	33%
Personal connections		17%	50%	33%	
Interpersonal abilities				33%	67%
Maturity				33%	67%
Physical fitness				100%	
Computer skills			17%	83%	
Morals and ethics				33%	67%
Presentation skills			17%	83%	

What administrative items could be better addressed for a new company officer?

(Check all that apply.)

Discrimination	50%
Communication skills	83%
Discipline issues	67%
Written communications	83%
Computer skills	17%
Hostile work place	17%
Collective bargaining issues	50%
GOGI handbook issues	83%
Tactics	67%
Budgeting/ purchase requests	67%
Harassment	17%
Employee safety	83%

Have you seen Lieutenants respond to incidents that you believed they were not prepared to handle?

	No
100%	Some
	Many

Have you seen Lieutenants face personnel issues that you believed they were not prepared to handle?

	No
83%	Some
17%	Many

Do you think that the Lieutenants are regularly able to perform the essential functions for the position of a Lieutenant?

	Always
83%	Usually
17%	Sometimes
	Never

Do you believe that GOGI 3.3 Promotions, and the memorandum of understanding from January 2015 accurately reflect the training and experience that a Lieutenant needs to possess?

50%	Yes
50%	No

Do you think CCFD has established clear expectations of the required experience and education for the position of Lieutenant?

	Not clear
33%	Somewhat clear
67%	Mostly clear
	Very clear

In what order do you believe the following components are important for a new Lieutenant to be prepared? (Rank in order from 1-4, with 1 being the most important and 4 being the least important)

	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
Training	17%	50%	33%	
Education		17%		83%
Experience	50%	17%	17%	17%
Personal Development	33%	17%	50%	

Do you think newly promoted Lieutenants have benefitted from the mentoring program where they learned from experienced officers?

	No
	somewhat beneficial
83%	beneficial
17%	Very beneficial

Do you think that newly promoted Lieutenants could benefit from an officer's academy that would be held in a formal classroom setting similar to a recruit academy?

	No
17%	somewhat beneficial
67%	beneficial
17%	Very beneficial

Do you think that preparation of fire fighters for the role of Lieutenant is a topic that has been addressed at CCFD?

	No
100%	Somewhat
	Mostly
	Completely

Do you believe that CCFD personnel are familiar with the guidelines in the IAFC Officer Development handbook and NFPA 1021 for officer development?

67%	No
33%	Somewhat
	Mostly
	Completely