

How Well Do We Prepare Our Fire Department Company Officers?

Steven Bosso
Fire Chief
Ravenna Township Fire Department
6115 South Spring Street
Ravenna, OH 44266

An applied research project submitted to the Ohio Fire Executive Program

15, August 2007

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.

Signed: _____
Printed Name: _____

ABSTRACT

There is a common belief that time served with an organization can substitute for the promotion of qualified and well-educated company officers. So many times, a firefighter is promoted to company officer based solely on his or her firefighting prowess, knowledge of the way the department runs or relationships with the fire chief. Although the newly promoted officer may have had to study for an exam and pass an assessment center, many are on their own when it comes to developing leadership techniques, taking on managerial functions and the myriad of non-fire response activities, such as emergency medical services (EMS), technical rescue response, hazardous materials response, fire prevention activities and public relations.

The problem was that the current state of company officer training and educational requirements for the Ravenna Township Fire Department was inconsistent and lead to incompatible and unpredictable leadership practices.

The purpose of this study was to identify and describe any common national standards and programs related to company officer positions throughout Ohio and apply them in developing criteria for future promotions within the Ravenna Township Fire Department.

In conducting this research, the author utilized descriptive and comparative research methodologies to answer these research questions:

1. What types of standards related to company officer positions are available to gauge company officer performance in fire departments similar in size, or larger to RTFD?

2. What types of training have been provided to aspiring company officers, or newly promoted company officers, in fire departments similar in size, or larger to RTFD throughout Ohio?
3. Which fire departments similar in size, or larger to RTFD, throughout Ohio train, educate and mentor aspiring or newly promoted company officers?
4. Which fire departments similar in size or larger to RTFD throughout Ohio use a standard written promotional exam with assessment center?

Data collection and literature review began with a search of the National Fire Academy's Learning Resource Center archives for previous Executive Fire Officer (EFO) applied research projects, fire service trade publication articles and accepted fire service standards, handbooks and curriculum

Research methodology included the development and electronic distribution of a web-based research survey. Results indicated that a training curriculum based upon NFPA 1021, Standard for Fire Officer Professional Qualifications was the preferred standard in development of the company officer.

Recommendations made were to establish a traditional written exam with assessment center based after requiring candidates to study from the selected and preeminent texts; to require Fire Officer I and II training after promotion and to develop a mentoring program for the newly promoted company officer.

TABLE OF CONTENTS

CERTIFICATION STATEMENT 2

ABSTRACT 3

TABLE OF CONTENTS..... 5

INTRODUCTION 6

BACKGROUND AND SIGNIFICANCE..... 9

LITERATURE REVIEW 12

PROCEDURES..... 22

RESULTS 26

DISCUSSION 31

RECOMMENDATIONS 33

REFERENCES 37

APPENDIX A – SAMPLE COMPANY OFFICER DEVELOPMENT SURVEY 39

APPENDIX B – SURVEY RESULTS..... 44

APPENDIX C – DEPARTMENT PROFILES..... 48

APPENDIX D – PARTICIPATING COUNTIES 50

APPENDIX E – PARTICIPATING FIRE DEPARTMENT 52

APPENDIX F – FIRE LIEUTENANT JOB DESCRIPTION..... 58

INTRODUCTION

There is a common belief that time served with an organization or an election of officers can substitute for the promotion of qualified and well educated company officers. So many times, a firefighter is promoted to company officer based solely on his or her firefighting prowess, knowledge of the way the department runs or relationships with the fire chief. Although the newly promoted officer may have had to study for an exam and pass an assessment center, many are on their own when it comes to developing leadership techniques, taking on managerial functions and the myriad of non-fire response activities, such as emergency medical services (EMS), technical rescue response, hazardous materials response, fire prevention activities and public relations.

The problem was that the current state of company officer training and educational requirements for the Ravenna Township Fire Department was inconsistent and lead to incompatible and unpredictable leadership practices.

In 2006, John “Skip” Coleman, deputy chief of fire prevention in Toledo contributed to roundtable article called Education vs. Experience. Within that discussion he offered: “I’m not sure what will evolve, but I can assure you that muscle may be replaced by brain power. Therefore, education will become more and more necessary in the future of the fire service (if that’s what it will be called 25 years from now)” (Coleman, 2006). He went on to explain that the fire-side of the fire service is clearly evolving into a subcategory along with many other disciplines within response, such as Emergency Medical Services (EMS), hazardous materials response and technical rescue.

With the additional responsibilities that the company officer has to take on in today's fire service, it lends to say that the well educated candidate is best suited for the challenge of supervising in the multiple disciplines of emergency response.

In that same discussion, Rick Lasky, Fire Chief in Lewisville Texas, explained that by requiring degrees and no experience or experience and no degree would have the same negative outcome, not enough balance between the two.

Education is very important. Anything that can be done to enhance education is always the way to go. But in many cases, allowing both experience and education to play a role in the selection or promotional process has worked well (R. Lasky, personal communication, October 28, 2006).

The Lewisville Fire Department requires a mentoring program for positions of Driver Engineer all the way through to Division and Assistant Chiefs, before candidates are eligible for promotion to the respective rank that they have been mentored. In an October 2006 follow up interview with this ARP's author, Lasky explained that "we have failed in succession planning for tomorrow's leaders and successors because we're always worried about someone taking our job. Well if you're worried about someone taking your job from you, then you're not doing your job." Lasky's Division Chiefs have to provide from one to three names of people they are training to take their jobs from them, as they are training their officers to train their successors" (R. Lasky, personal communication, October 28, 2006).

In the same debate, John Salka, Battalion Chief, FDNY had a different opinion in that while college experience for entry level firefighters is a good idea because it shows some type of worldly exposure, "Requiring college credits or degrees for promotion

within a fire department is another story.” (Salka, 2006) Salka prefers and suggests a rigorous study program from the volumes of available departmental and fire service related information coupled with a required number of years with the department.

The purpose of this study was to identify and describe any common national standards and programs related to company officer positions throughout Ohio and apply them in developing criteria for future promotions within the Ravenna Township Fire Department.

The following questions were answered by this descriptive research:

1. What types of standards related to company officer positions are available to gauge company officer performance in fire departments similar in size, or larger to RTFD?
2. What types of training have been provided to aspiring company officers, or newly promoted company officers, in fire departments similar in size, or larger to RTFD throughout Ohio?
3. Which fire departments similar in size, or larger to RTFD, throughout Ohio train, educate and mentor aspiring or newly promoted company officers?
4. Which fire departments similar in size or larger to RTFD throughout Ohio use a standard written promotional exam with assessment center?

BACKGROUND AND SIGNIFICANCE

The Ravenna Township Fire Department (RTFD) encompasses 19.6 square miles in central Portage County, Ohio and provides fire/Emergency Medical Service (EMS) to a population fast approaching 10,000 residents. The department was formed in 1994 after a split from the City of Ravenna (City) in a dispute over the price of fire contracts. The

RTFD coverage area surrounds the City, which encompasses approximately 8.5 square miles.

A combination fire department, the RTFD is staffed daily with a minimum of one fulltime member and three part time members working a traditional 24 hour shift, utilizing three platoons and a 48-hour work week. The fulltime members are represented by the International Association of Fire Fighters (IAFF), while the part time members are recognized by the State Employment Relations Board (SERB) as a firefighter association. All 30 members on staff are crossed trained as firefighter II-Emergency Medical Technicians (EMT) with 27 holding paramedic certifications. Twelve members are certified as either Public Safety Divers or Rescue Divers and are an integral part of the Portage County Water Rescue Team (PCWRT). In 2003, the RTFD was the first fire department in the United States to have all members certified in Dive Shore Support.

The department responds to an average of 1,300 runs per year with calls for EMS comprising approximately 80% of the call volume. All members have obtained at least 48 hours of Advanced Rapid Intervention Team (RIT) training while some members are also certified in other disciplines such as: Hazardous Material (Haz-Mat) technicians, confined space rescue, high angle rescue and structural collapse. Through aggressive grant writing, the RTFD has benefited from over \$700,000 in awards which enabled the department to purchase state of the art firefighting equipment, safer turnout gear vital training such as RIT, better communications equipment and other items which contribute to the safety and welfare of the staff.

Although the RTFD enjoyed many progressive changes, it was saddled with an officer corps which was carved out of promotions from prior fire chiefs, utilizing a myriad of different rationale.

During the first eight years of its existence, the RTFD had seen four fire chiefs in office and a promotional process that is best described as archaic and chaotic. Promotions were based by a member's age and the relationship with the fire chief at the time. As the current chief inherited the officer corps while taking the helm of RTFD nearly four years ago, a relationship was forged with Kent State University's Center for Public Administration and Public Policy in developing a "reverse assessment center" which determined the existing officer's weak managerial and leadership skills so that proper training could be customized to the individual. Although no written exam was administered for any of the past promotions, the author believed that a traditional promotional assessment center would give the administration a better idea of each officer's capabilities. The assessment exercises included:

1. In Basket
2. Leaderless Group Discussion
3. Written Report
4. Oral Presentation
5. Role Play

Elements of each exercise were graded against each candidate's skills in the following dimensions:

1. Leadership
2. Organization and Planning

3. Decision Making
4. Interpersonal Relations
5. Written Communications
6. Oral Communications and Presentation
7. Creativity
8. Flexibility

Following completion of the exam, a simple formula was applied to the final grades by the author who factored in how much time each candidate had spent on the job as the coefficient, thereby enabling the department to have a true hierarchal rank structure for the first time. As predicted by the author from the onset, the lowest scoring officers were the “problem children” and despite how many years they had on the department, their low scores on the assessment center could not help them when the final grades were released. The rank structure was adjusted and the stronger candidates took their rightful places at the top of the organization, regardless of time spent on the job. Through attrition, those officers who struggled through the exam, found it difficult to adapt to the new system over the past several years and are no longer employed by RTFD.

“Increasingly, fire departments are using assessment centers, which simulate a variety of actual job performance tasks, to screen for the best candidates for promotion” (Bureau of Labor Statistics, 2007).

As for the rest of the officer corps, many hours of specialized training and education have been invested in order to make up for the lack of requirements needed prior to their promotion, such as Advanced Effective Supervisory Practices, through Kent State along with a host of tactical firefighting seminars and classes made available in lieu

of a formal fire officer training academy. While there remain openings in the officer corps, positions remain on hold until a better system is in place to determine the best rounded candidate, including leadership training obtained, prior managerial experience and a conventional testing procedure.

The potential impact this applied research project (ARP) could have on the Ravenna Township Fire Department is that additional training, coaching and new education requirements may be identified and utilized for future promotion of company officers.

LITERATURE REVIEW

The literature includes published Executive Fire Officer Applied Research Projects (EFO ARP), periodicals, journal articles, World Wide Web document retrievals, National Fire Protection Association (NFPA) standards, International Association of Fire Chiefs (IAFC) documents, International Fire Service Training Association (IFSTA) manuals, U.S. Bureau of Labor statistics, several preeminent fire service officer preparation study texts and suggested readings from around the fire house.

This ARP includes supporting documents and research based literature which defines any recognized standards for company officer development. Preexisting standards such as NFPA Standard for Fire Officer Professional Qualifications are well accepted documents to the degree that they are used as templates for other guidelines within the fire service. NFPA 1021 clearly defines the career mapping requirements needed to guide oneself up a successful fire officer development path.

The intent of the technical committee was to develop clear and concise job performance requirement that can be used to determine that an individual, when

measured to the standard, posses the skills and knowledge to perform as a fire officer. The intent of this standard is to define progressive levels of performance required at the various levels of officer responsibility (NFPA, 2003).

The 2003 edition of NFPA 1021 is comprised of four progressive levels of requirements for the position of fire officer, in job performance requirement (JPR) format. Each JPR consists of the task to be performed; the tools, equipment, or materials that must be provided to successfully complete the task; evaluation parameters and/or performance outcomes; and lists of prerequisite knowledge and skills one must have to perform the task (NFPA, 2003):

- | | |
|---------------------|---------------------------|
| 1. Fire Officer I | Supervisory |
| 2. Fire Officer II | Supervisory/Managerial |
| 3. Fire Officer III | Managerial/Administrative |
| 4. Fire Officer IV | Administrative |

Within all four fire officer standards are the following nine core components, in which the contents change progressively as each standard of expertise is met:

1. General
2. General Knowledge
3. General Skills
4. Human Resource Management
5. Community and Government Relations
6. Administration
7. Inspection and Investigation
8. Emergency Service Delivery

9. Health and Safety

NFPA 1021 constitutes the *minimum* standard for successful performance and is summarized in each handbook for your reference (IAFC, 2003, p 10). What the IAFC Fire Officer Handbook does is to begin each of the four levels with the corresponding NFPA 1021 standard and then add four additional elements to each, which define specific measurable requirements:

1. Training
2. Education
3. Experience
4. Self Development

Much of a journey's success is measured by progress along the way. These measurements are the means whereby we gauge our success and appreciate what remains ahead of us. The journey of professional development is no different (IAFC, 2003, p6). We want our officers to have the knowledge and skills necessary to be successful in supervisory, management, administrative and executive positions (IAFC, 2003 p 7). Successful career mapping must include the integral components of training and education, experience and self development and the IAFC Fire Officer Handbook gives specific measurable direction on how to reach the destination.

NFPA 1021 and the IAFC Fire Officer Handbook are unquestionably premier fire officer standards and credentialing devices of choice for fire officer development.

This third edition of *Fire Department Company Officer* has been updated to conform to the requirements of NFPA 1021, Standard of Fire Officer Professional Qualifications, 1997 Edition, Levels I and II (IFSTA, 1998, vii).

Fire Department Company Officer is written for firefighters and driver/operators who aspire to the position of company officer; for company officers determined to remain versed in essential and innovative management, leadership, and human relations concepts; and for training officers responsible for teaching and developing officers and officer candidates (IFSTA, 1998, p. 3).

Fire Department Company Officer curriculum text is broken down into seven sections which are somewhat in line with NFPA 1021:

1. General
2. Human Resources Management
3. Community and Government Relations
4. Administration
5. Inspection and Investigation
6. Emergency Service Delivery
7. Safety

Although the author notes that the IFSTA *Fire Department Company Officer* has since been updated to a fourth edition, the core curriculum from the third edition is contained within the update.

It is felt that prior to any career advancement, firefighters must have the right attitude and mindset for the job before becoming fire officer candidates. Principles for future leaders in the fire service should be based on our primary tenet of protecting and preserving and ones desire to remain true to that belief.

One of the most basic principles is that the firefighter's responsibility to protect life and property. Whether paid or volunteer, there isn't a firefighter in the free

world who is forced to join this profession. All so by their own free will. When they take the oath office, they commit themselves to uphold (Norman, 1998, p. 7)

Skill sets essential to becoming a successful fire officer start with the basic functions and run the gamut through the entire rank structure. Fire department managers are no longer managing just fire. Future leaders need to focus on the broader spectrum of today's fire service, seek addition knowledge in new and unfamiliar disciplines while staying mindful that the everyday ones are dynamic as well. Besides NFPA 1021, different standards and preparation texts exist to assist the individual with career mapping. "To progress to higher level positions, they acquire expertise in advanced fire fighting equipment and techniques, building construction, emergency medical technology, writing, public speaking, management and budgeting procedures, and public relations" (Bureau of Labor Statistics, 2007).

"To be a successful Fireground Commander, you must develop your skills in decision making, command and control, and review and evaluation. To be effective, you must have a working knowledge of fire and fireground operations" (Brunacini, 1985, p. 13).

"Fire department managers must deal with the projected changes in population and its socioeconomic makeup, inflation, hazardous materials use management, high-rise construction, and other local conditions that affect the fire service" (IFSTA, 1995 p. 5).

Mentoring of company officers is as important as the training and educational aspects. Fire departments across the nation have been developing such programs to enhance fire officer academies and formal education. "Yes, a mentoring program is worth the work. You could apply this question to just about everything we do. Is it worth the

work needed to keep your apparatus looking good and operating properly? Yes” (Lasky, 2006, p 44). Chief Rick Lasky, of the Lewisville (Texas) Fire Department, utilizes a very extensive mentoring program that begins with the rank of firefighter. As personnel develop into each progressive position, they must go through the appropriate mentoring program before they can sit for the next level’s promotional exam. Company officers who are mentoring the future leaders must basically train those in their charge to take their jobs and before retiring, senior members of the department are required to make entries based on their experience, knowledge and tricks of the trade into the “Mentor Book”. This tool is used to educate new and future members as well as newly promoted company officers.

“Marines are typically trained to perform not only multiple jobs at their level but also their boss’s job, since the Corps doesn’t want anyone to be hard replace” (Freedman, 2007, p 107). In mentoring young marines, the U.S. Marine Corps realizes that the challenge of managing in ever changing and dangerous environments presented a myriad of different approaches to decision making. In training their future decision makers on a daily basis at all aspects of the job, including the boss’s, it creates a “deep bench” of sorts for the Corps.

The U.S. Navy has adopted a different approach to succession planning from what was the standard up to the mid 2000’s. More empowerment, mentoring and job sharing has begun to take place and within a military organization which was set in their ways. “Instead of putting our first and second team in the watch stations, we put in our third or fourth string. These people were our future, likely to be on the ship for the next four or five years (Abrashoff, 2002, p 162).

Freedman and Abrashoff were both contacted by the author and asked to comment on why *It's Your Ship* and *Corps Business* were both suited for the fire service. Abrashoff commented that a few years ago he had spoken to a group of fire chiefs at the IAFC annual meeting, met many chiefs from around the country and still keeps in touch with many of them. He chose to pass along the author's query to Battalion Chief Steve Rinehart of the St Louis Fire Department for better perspective. Rinehart's comments are directed at Abrashoff:

Many of your experiences described dealt with personal/personnel issues. The fire service is a very tactical oriented service but as you climb the ladder you find yourself dealing more and more with personal/personnel issues than with the tactical stuff. As Captain of the Benfold, of course you knew how to launch a missile but I don' think anyone actually depended on you doing so. As a Chief Officer in the Fire Service you are expected to know how to climb a ladder or deploy a hose but no one really expects you to be inside fighting the fire.

Meaning, you have to be responsible for knowing everything about a fire fight or technical rescue to have the respect of your guys, just like the Captain gains respect from his guys/gals during a combat situation. Your book presented that.

(S. Rinehart via D. Michael Abrashoff, personal communication, July 31, 2007)

In comparing the Marine Corps with the fire service, Freedman commented that by virtue, the fire service is a dynamic military organization and although both texts attempts to distill out general rules of management in the military model, they can be relevant to decision makers in any organization.

But fire department company officers are likely to find them of particular use, because these officers, like the decision makers described in the books, face the challenge of managing in environments that can suddenly present extremely dynamic, chaotic, high-stakes situations full of unknowns where front-line personnel may be required to act without real time direction from the command hierarchy (Freedman, personal communication, July 30, 2007)

Research based literature that has already addressed similar problems and experiences in the preparation of prospective company officers were utilized to determine how those authors addressed the issue.

Without any structured training on how be an officer, they must rely on their own judgment and personal life experience to get the job done. While on an individual basis their decisions usually are effective and resolve the incident, each company officer does things his or her own way, leading to confusion and frustration for those who operate under their supervision (Molina, 2006, p. 9).

According to Molina, his department struggled through the past with not having an official system in place in preparing the aspiring company officer before achieving an actual promotional assignment. “Once an employee does promote, the only means of officer development is the on-the-job training they receive from current officers who have learned the hard way, by trial and error” (Molina, 2006, p 9). Through his research project, Molina was able to identify his department’s deficiencies in the promotional process by surveying other fire departments within his home state of Texas. Molina’s ARP recommended that the City of Carrolton Texas follow the Texas Commission on Fire Protection Guidelines (NFPA 1021) in implementing a formal fire officer

development program. The four-tiered program begins at the Apparatus Operator level (Fire Officer I) and proceeds up to the rank of Captain (Fire Officer II), Battalion Chief (Fire Officer III) and Assistant Chief (Fire Officer IV). Molina also went as far as to recommend continuing education (four-hours per quarter) for all ranks.

Contacted by the author in 2007, Mario Molina, presently the fire chief of Irving (Texas) Fire Department indicated that although the Carrollton Fire Department did not put a formal officer training program in place, the City of Irving will be implementing formal and informal officer development programs in the future.

Ott, 2000, wrote an ARP in which the author cited problems in not having a company officer development program for personnel wishing to attain the rank of Fire Captain.

As responsible fire service managers, we must provide company officers the direction and ability to develop the skills and knowledge necessary to meet the challenges of a company officer in today's fire service. If we, as fire service managers, expect to survive and prosper in the many challenges and opportunities facing the fire service we must deliver efficient, quality and effective services to our customers and our employees have to be trained in the latest techniques and skills to optimize the delivery of these services (Ott, 2000, p. 306).

Through an external survey to area fire departments, Ott learned that although 72% of the respondents had no formalized officer training program, the majority had provided training to captain and potential captain candidates. This same author studied his own fire department more extensively via an internal survey in order to determine what his organization deemed important in the skills, responsibilities and tasks performed.

The survey, which was distributed to firefighters, engineers, captains and chiefs, listed 20 categories ranging from communication skills, discipline, time management, budget and tactical skills while on the emergency scene. All ranks placed a higher importance on emergency scene tactical and strategic skills while the budget skills ranked the least important. Interestingly enough, the chiefs and the firefighters were closely aligned than one would expect while the captains and engineers differed over the priorities. The engineers placed more importance on oral communications and organizational procedures while the captains favored performance appraisals, discipline, time management and customer service.

One of Ott's recommendations was to establish an in-house company officer development committee, while utilizing NFPA 1021 as a development guideline and compared those standards to Coronado's job duties and responsibilities.

In contrast to Molina's attempts to establish a formal fire officer training process in Carrollton Texas, Ott was successful in helping to create a mentoring program for aspiring captains in Coronado California. Through personal communication with the author, David Ott, now City Manager and Public Safety Director in the City of Solana (California), shares that the Coronado program is still in existence and being expanded. "I believe that it has been successful and the captains that have been promoted since the establishment of the program are much better prepared to meet the expectation of the job's duties and responsibilities." (Ott, personal communication, July 31, 2007)

Ott adds that he presently has the deputy chief and a captain working on a program for potential company officers in Solana Beach and hopes to have it in place by early 2008.

The topic of formal education requirements for company officers has sparked many debates over the past five years and the current trend may be to utilize experience, education and proficiency in a balanced process when promoting company officers. “It takes three things to be a good fire officer: technical expertise, experience and a formal education. If you can develop a system that blends all three of these things, you can consistently promote the most qualified candidates” (Sitz, 2006).

“An associate’s degree is a prerequisite for positions above lieutenant. Labor and management jointly embraced these requirements, and they have proved very successful” (Matty, 1998). Not only are departments requiring officer candidates to complete formal officer training, such as Officer I and II, more and more are requiring post secondary education as part of the promotional requirements. Dennis Matty, Division Chief of Operations at Miramar Fire Rescue (Florida), stated in his article that his department had initiated such a policy in 1992.

For promotion to positions higher than battalion chief, many fire departments now require a bachelor’s degree, preferably in fire science, public administration, or a related field. An associate’s degree is required for executive fire officer certification from the National Fire Academy (Bureau of Labor Statistics, 2007).

PROCEDURES

The purpose of this applied research project was to develop recognized training criteria to assist in the development of company officers. A descriptive research methodology was utilized to help guide the applied research project in seeking answers to the research questions.

Data collection and literature review began with a search by the author of the National Fire Academy's Learning Resource Center archives for previous Executive Fire Officer (EFO) applied research projects, fire service trade publication articles and accepted fire service standards, handbooks and curriculum. A follow up interview from a published roundtable discussion with one of the original contributors was conducted by the researcher along with personal communications between the researcher and several EFOP and best selling text authors.

To answer question number one, a search for data was conducted of national, state and local standards, some of which were discovered by the initial literature review. To enhance the descriptive research, the internet was also utilized to gather additional data.

In relation to questions two through four, data was collected via survey on methods, training programs, test preparation texts and best practices in training and preparing company officers. The action research methodology included the author's subscription to a web-based research site (Survey Monkey). The survey was designed to force respondents to answer the questions in a uniform manner, which the author felt would be more useful in answering research questions and to assist in developing criteria to be used in officer development. A test web-based survey was distributed to students enrolled in Class VI of the Ohio Fire Executive program by the author and survey questions were expanded or revised based on the trial results and feedback gathered on any confusion over the meaning of the questions as well as overall interpretation of the questions.

Batch email lists from the Ohio Fire Executive alumni, Ohio Fire Chief's Association Districts were utilized along with emails to 66 County Emergency Managers,

who were asked to forward the survey site information to presidents of each county's fire chief organization. Surveys were also hand delivered or mailed, depending upon the requesting organization. Reminder email messages and follow-up phone calls were made one week prior to the close of the survey. All respondents were tracked by county, population figures, run volume, response disciplines and department types for comparative data. To ensure single responses from each organization, fire department names and FDID numbers were also tracked.

Survey Yield

Delivery vehicle	Returned
Ohio Fire Executive email	37
Ohio Fire Chief's Association email	61
County Emergency Manager's email	25
Follow up and hand delivery	3
Total surveys collected	126

Data was compiled as each survey was posted on the web site through automatic tabulations and the author had the ability to monitor the overall results on a daily basis, until close of survey. Through another feature on the research web site, several queries were developed by the author for ease of data mining and to break down certain data into different demographic categories.

Assumptions and Limitations An assumption was made that respondents to the survey understood each question and had the knowledge and ability to answer each

accurately. Other assumptions included the respondent's knowledge of company officer training in their department.

Limitations of this research include the author's inexperience in the development of the survey and the compilation of data and statistics. Another limitation is that material related to this project could have gone undetected by the author, possibly changing the results of the research

A limitation experienced by the author should be noted. Although 47 of Ohio's 88, or 55 percent, of the counties were represented, only 126, or 10.5 percent of the nearly 1,200 fire departments in the state responded to the survey.

One goal of the author was to obtain data from fire departments with profiles similar to those of Ravenna Township. Questions were composed in the survey instrument that dealt with four specific profile categories:

1. Organization Type
2. Response Disciplines
3. Population
4. Annual Run Volume

Data collected from the four specific categories revealed that the author was able to obtain responses from fire departments that truly shared similar profiles with Ravenna Township. The final percentages of individual profile were the highest rank in each category.

Similar Fire Departments

	RTFD Profile	Percentage of All Respondent
Organization Type	Combination	58.0
Disciplines	Fire/ EMS, Technical Rescue, Haz Mat, Water/Dive	30.2
Population	10,000-25,000	44.4
Annual Runs	1000-2000	23.0

Note: Percentages for all respondents' profiles were the highest rank in each of the four categories

RESULTS

The results of literature review and survey provided the following answers to research question one:

The 2003 edition of NFPA 1021 is comprised of four progressive levels of requirements for the position of fire officer, in job performance requirement (JPR) format. Each JPR consists of the task to be performed; the tools, equipment, or materials that must be provided to successfully complete the task; evaluation parameters and/or performance outcomes; and lists of prerequisite knowledge and skills one must have to perform the task (NFPA, 2003)

NFPA 1021 constitutes the *minimum* standard for successful performance and is summarized in each handbook for your reference (IAFC, 2003, p 10).

Of the 126 respondents, 46, or 36.5 percent indicated in survey question 3 that their organization utilized NFPA 1021 in the development of the company officer, while

only 22 respondents or 17.5 percent looked to the IAFC Officer Handbook for guidance (Table III).

The majority of participating departments (65.9%) utilized only department standards in their officer development programs. Other standards listed by the respondents included EEOC and FMLA documents and NFA officer development courses while the remaining listed indicated names of fire officer preparation texts, which are mentioned elsewhere in this ARP.

Table III

Q3-Standards	Response Percent	Response Count
NFPA 1021	36.5	46
IAFC Officer Handbook	17.5	22
Department Standards Only	65.9	83
None	8.7	11
Other	10.3	13

Note: Survey question 3. Please indicate which standards your organization utilizes in training company officers.

Through survey question 4, results identified IFSTA, *Fire Department Company Officer* as the dominant fire officer preparation publication of choice. 72.2 percent of respondents indicated that the text is utilized in their fire officer development programs. Other preeminent texts included those of Alan Brunacini and John Norman (Table IV).

Table IV

Q4-Texts	Response	Response
	Percent	Count
IFSTA Company Officer	72.2	91
IFSTA Chief Officer	15.1	19
Fire Officer: Norman	50.0	63
Fire Command: Brunacini	50.0	63
Other	37.3	47

Note: Survey question 4. Does your organization utilize any of the following publications for test preparation?
 Research question 2 queried what types of training were provided to aspiring or newly promoted company officers, which was broken down into two separate survey questions (7 and 8); training provided prior and after promotion. While the results revealed that 82.5 percent of the respondents provided no training prior, 61.1 percent provided training after promotion.

Of the departments that trained their aspiring company officers prior to promotion, 11.1 percent provided Fire Officer I while Fire Officer II was required by 5.6 percent. Newly promoted company officers were sent to Fire Officer I by 20.6 percent of respondents while 14.3 percent required Fire Officer II. Other classes required in both categories included: Ohio Fire Executive, Fire Safety Inspector, MCTO series and Fire Instructor. (Table VII)

Table VIII

Q8-Training After	Response	Response
	Percent	Count
None	61.1	77
Executive Fire Officer (NFA)	0.8	1
Ohio Fire Executive	3.2	4
Fire Officer I	20.6	26
Fire Officer II	14.3	18
Other	16.7	21

Note: Survey question 8. Does your organization require officer training after promotion?

Through data mining, the author found that of the 22 fire departments that indicated “no training” to survey question 2, 10 were all career departments, six were combination, three part-paid and three six were volunteer organizations (Table II).

Table II

Q2-Training	Response	Response
	Percent	Count
Before	36.5	46
After	46.0	58
No Training	17.5	22

Note: Survey question 2. Does your organization train aspiring company officers before or after promotion?

Research question 3 sought data on how many fire departments had a formal mentoring program for company officer candidates or those who were newly promoted.

Results found that 20.6 percent of the respondents indicated that their departments have some type of mentoring or coaching program in place. (Table V)

Table V

Q5-Mentoring	Response	Response
	Percent	Count
Yes	20.6	26
No	79.4	100

Note: Research question 5. Does your organization utilize a mentoring or shadowing program for company officers?

Upon review of literature, it was revealed that organizations outside of the fire service utilize mentoring, coaching, or a combination, most notably, the United States Navy and United States Marine Corps.

“Why not instead assume that everyone is inherently talented, and then spur them to live up to those expectations? Too idealistic? On the contrary, that’s exactly how Benfold became the best damn ship in the U.S. Navy” (Abrashoff, 2002, p. 158)

Through research question 4, the author sought data on how many similar sized fire departments throughout Ohio used a standard written promotional exam with assessment center. Results of survey question 1 revealed that 57.1 percent of the respondents used a combination of written and assessment center while 19.1 percent utilized only a written test. 17.5 percent of the departments promoted based on knowledge while two of the 126 respondents elected their officers. 4.1 percent administered only an assessment center for promotions. (Table I)

Table I

Q1-Methods	Response Percent	Response Count
Written/Assessment Center	57.1	72
Assessment Center Only	4.1	5
Written Only	19.1	24
Knowledge Based Promotion	17.5	22
Seniority Based Promotion	0.8	1
Election	1.6	2

Note: Survey question 1. Which best describes the method in which your organization promotes company officers?

DISCUSSION

Study results clearly identify NFPA 1021, *Standard for Fire Officer Professional Qualifications*, as the principal criterion used by the majority of survey respondents in their departmental fire officer development programs. The standard remains a durable means in assisting to provide a well structured career path for aspiring fire officers.

“The results of this study have indicated that the NFPA 1021, *Standard for Fire Officer Professional Qualifications*, is the most recognized and utilized professional training standard for an effective company officer position.” (Ott,200)

The study also identified IFSTA, *Fire Department Company Officer*, as the dominant fire officer preparation publication along with other fire service preeminent texts such as John Norman’s , *Fire Officer’s Handbook of Tactics* and Alan Brunacini’s *Fire Command*.

The results revealed that 82.5 percent of survey respondents provided no training of aspiring fire officers prior to promotion while 61.1 percent provided some type of training after. Newly promoted company officers were sent to Fire Officer I by 20.6 percent of respondents while 14.3 percent required Fire Officer II. More fire departments need to begin training their aspiring company officers prior to promotions.

“We have failed in succession planning for tomorrow’s leaders and successors because we’re always worried about someone taking our job. Well if you’re worried about someone taking your job from you, then you’re not doing your job.” (Lasky, personal communication, October 28, 2006)

The study revealed a definite need for mentoring and training programs prior to promotion. Certain existing models to follow include those in the fire service, such as Lasky’s formal program in Lewisville Texas as described in *Pride & Ownership* and those from outside of the fire service, like the examples set forth by the U.S. Marine Corps as described by David Freedman in *Corps Business* and also in the U.S. Navy as experienced by “Mike” Abrashoff in *It’s Your Ship*.

Survey respondents indicated that the promotional testing method of choice is the traditional written exam with assessment center. Although each written exam changes from organization to organization with the required study texts, the traditional assessment centers utilize a more standardized format. The typical assessment center may include the following exercises:

1. In Basket
2. Leaderless Group Discussion
3. Written Report

4. Oral Presentation
5. Role Play.

Elements of each exercise should be graded against each candidate's skills in the following applicable dimensions:

1. Leadership
2. Organization and Planning
3. Decision Making
4. Interpersonal Relations
5. Written Communications
6. Oral Communications and Presentation
7. Creativity
8. Flexibility

Opportunities for promotion depend upon the results of written examinations, as well as job performance, interviews, and seniority. Increasingly, fire departments are using assessment centers, which simulate a variety of actual job performance tasks, to screen for the best candidates for promotion. (Bureau of Labor Statistics, 2007)

RECOMMENDATIONS

The problem, as previously stated, is that the current state of company officer training and educational requirements for the Ravenna Township Fire Department is inconsistent and can lead to incompatible and unpredictable leadership practices. The purpose of this applied research project was to discover methods in training company officers while utilizing professionally recognized criteria.

The result of this research indicates a need to build a formal officer development within the Ravenna Township Fire Department. Based on the literature review, surveys and results of this applied research, the following are recommended:

1. Begin training aspiring company officers before promotion by expanding Ravenna Township's "acting OIC" program to include more supervisory training which mirrors the essential and critical job functions as described in the job description for Fire Lieutenant in the Ravenna Township Fire Department. (Appendix F)
 - i. Takes responsible charge of the fire department operations.
 - ii. Oversees and coordinates firefighter in the performance of the fire suppression and medical response services by implementing operational orders, regulations, and rules: by issuing routine response orders for fire alarms; by supervising and participating in the performance of rescue work, exposure protection, ventilation, extinguishment, and overhaul of fires and related alarms; by implementing emergency communication in response to alarms.
 - iii. Communicates with others by projecting clear and distinct speech; by visually and audibly monitoring and responding to emergency calls; by issuing orders and maintaining records and documents verbally and in writing.
 - iv. Takes responsibility for loss and damage control by accounting for all fire department personnel, equipment, and apparatus; by

coordinating response activities so that the loss and/or destruction of property and human life is minimized.

- v. Performs administrative tasks by maintaining routine records and reports; by enforcing established personnel standards; by training members of the department; by assisting in or conducting fire safety inspections and fire investigations
2. Establish formal written exam utilizing preeminent fire officer preparation texts, whether based on NFPA 1021, *Standard for Fire Officer Professional Qualifications*, including IFSTA, *Fire Department Company Officer, Fourth Edition* or other dominant publications:
 - i. John Norman, *Fire Officer's Handbook of Tactics*
 - ii. Alan Brunacini, *Fire Command*
 - iii. D. Michael Abrashoff, *It's Your Ship: Management Techniques from the Best Damn Ship in the Navy*
 - iv. David Freedman, *Corps Business: The 30 Management Principles of the U.S. Marines*
 3. Develop an assessment center for candidates who successfully pass the written exam to include the following exercises:
 - i. In Basket
 - ii. Leaderless Group Discussion
 - iii. Written Report
 - iv. Oral Presentation
 - v. Role Play.

4. Require the following Fire Officer certifications from Ohio Fire Academy or National Fire Academy.

i. Lieutenants	Fire Officer I	Supervisory
ii. Captains	Fire Officer II	Supervisory/Managerial
iii. Asst. Chief	Fire Officer III	Managerial/Administrative
iv. Fire Chief	Fire Officer IV	Administrative

5. Further research and development of mentoring program for newly promoted company officers.

REFERENCES

- Abrashoff, D. (2002) *It's Your Ship: Management techniques from the best damn ship in the Navy*. New York, NY, Warner Books, Inc.
- Brunacini, A. (1985) *Fire Command*. Quincy, MA: National Fire Protection Association
- Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook, 2006-07 Edition*, Fire Fighting Occupations, on the Internet at <http://www.bls.gov/oco/opcos158.htm> visited August 07, 2007).
- Coleman, J., Lasky, R., Salka, J. & Sitz, T. (2006, January) *Education vs. Experience*. Fire Engineering web archives. Retrieved August 4, 2006 from http://fe.pennet.com/articles/article_display.cfm?Section=ARCI&C=Depar&ARTICLE_ID=246724&KEYWORDS=company%20officer%20requirements&p=25
- Freedman, D. (2000) *Corps Business: The 30 management principles of the U.S. Marine Corps*. New York, NY, HarperCollins Publishers Inc.
- International Association of Fire Chiefs (2003). *Officer development handbook* (First edition). Fairfax, VA: International Association of Fire Chiefs, in partnership with the IAFC Foundation.
- International Fire Service Training Association (1998). *Fire department company officer*. (third edition) Stillwater, OK: Fire Protection Publications.
- International Fire Service Training Association (1984). *Chief Officer* (first edition) Stillwater, OK: Fire Protection Publications
- Lasky, R. (2006) *Pride & Ownership: A firefighter's love of the job*. Tulsa, OK, PenWell Corporation.

Matty, D. (1998, February). Fire Officer Training Program.

Fire Engineering web archives. Retrieved August 4, 2006 from

http://fe.pennnet.com/articles/article_display.cfm?Section=ARCI&C=Deepar&ARTICLE_ID=60190&KEYWORDS=company%20officer%20requirements&p=25

Molina, M. (2006, January) *Preparing the officers of Carrollton Texas Fire*

Department through officer development (EFOP Applied Research Project)

Emmitsburg, MD: National Fire Academy,

National Fire Association (2003), National Fire Protection Association: *NFPA 1021*

Standard for fire officer professional qualifications. Quincy, MA: National Fire Protection Association

Norman, J. (1998), *Fire Officer's Handbook of Tactics*. (first edition) Tulsa, OK,

PenWell Corporation.

Ott, D. (2000). *Identifying and evaluating training criteria for the development of*

company officer training program(EFOP Applied Research Project) Emmitsburg,

MD: National Fire Academy,.

APPENDIX A – SAMPLE COMPANY OFFICER DEVELOPMENT SURVEY



RAVENNA TOWNSHIP FIRE DEPARTMENT

6115 South Spring Street Ravenna, OH 44266

Phone (330) 297-2192 Fax (330) 296-6698

<http://ravennatownship.com>

FIRE CHIEF STEVEN BOSSO

5/1/2007

Dear Fire Chief,

I am currently enrolled in Class 6 of the Ohio Fire Executive program. We are in to the research phase of the curriculum and I am sending you the enclosed survey in an effort to describe and analyze all methods, which exist throughout Ohio in promoting company officers. Your feedback will play an integral part in contributing to the quality of the research paper.

One entry per fire department please. The survey can also be found on the web at:

<http://www.surveymonkey.com/s.asp?u=885693726800>

Thank you in advance for your support,

Steven Bosso, Fire Chief
Ravenna Township Fire Department
OFE Class VI

APPENDIX A – SAMPLE COMPANY OFFICER DEVELOPMENT SURVEY

Company Officer, as defined for this survey, shall mean an entry level line position, such as a lieutenant or shift officer, directly responsible for the crew.

1. Which best describes the method in which your organization promotes company officers?

(check one only)

- Written Exam with Assessment Center
- Assessment Center Only
- Written Exam Only
- Promotion Based on Knowledge
- Promotion Based on Time Spent on Job
- Election

2. Does your organization train aspiring company officers before or after promotion?

(check one only)

- Before Promotion
- After Promotion
- No Training

3. Please indicate which standards your organization utilizes in training company officers.

(check all that apply)

- NFPA 1021
- IAFC Officer Development Handbook
- Department Standards Only
- None
- Other (please specify)_____

4. Does your organization utilize any of the following publications for test preparation?

(check all that apply)

- IFSTA Company Officer
- IFSTA Chief Officer
- Fire Officer's Handbook of Tactics (Norman)
- Fire Command (Brunacini)
- Other (please specify)_____

APPENDIX A – SAMPLE COMPANY OFFICER DEVELOPMENT SURVEY

5. Does your organization utilize a mentoring or shadowing program for company officers?

(check one only)

- Yes
- No

6. Does your organization require post secondary education or college degree in order to be eligible for promotion?

(check one only)

- Yes
- No

7. Does your organization require officer training BEFORE promotion?

(check any that apply)

- No
- Executive Fire Officer (NFA)
- Ohio Fire Executive
- Fire Officer I
- Fire Officer II
- Other (please specify)_____

8. Does your organization require officer training AFTER promotion?

(check any that apply)

- No
- Executive Fire Officer (NFA)
- Ohio Fire Executive
- Fire Officer I
- Fire Officer II
- Other (please specify)_____

APPENDIX A – SAMPLE COMPANY OFFICER DEVELOPMENT SURVEY

9. Which best describes your organization?

- All volunteer
- Part Paid
- Career with Part Time (combination)
- All career
- Other (please specify)_____

10. Please indicate which best describes your department's response disciplines.
(check one only)

- Fire Only
- Fire/EMS
- Fire/EMS, Technical Rescue
- Fire/EMS, Haz Mat
- Fire/EMS, Technical Rescue, Haz Mat
- Fire/EMS, Technical Rescue, Haz Mat, Water/Dive Rescue
- Fire/EMS, Haz Mat, Water/Dive Rescue
- Fire/EMS, Water/Dive Rescue

11. Which best describes your population?
(check one only)

- Under 10,000
- 10,000-25,000
- 26,000-75,000
- 76,000-1000,000
- Over 100,000

12. Which best describes your average run volume?
(check one only)

- 100-500
- 500-1000
- 1000-2000
- 2000-3000
- 3000-5000
- Over 5000

APPENDIX A – SAMPLE COMPANY OFFICER DEVELOPMENT SURVEY

13. Please indicate your county.

14. Please indicate your fire department.

15. Please indicate your FDID.

APPENDIX B – RESULTS OF COMPANY OFFICER DEVELOPMENT SURVEY

Table I

Q1-Methods	Response	Response
	Percent	Count
Written/Assessment Center	57.1	72
Assessment Center Only	4.1	5
Written Only	19.1	24
Knowledge Based Promotion	17.5	22
Seniority Based Promotion	0.8	1
Election	1.6	2

Note: Survey question 1. Which best describes the method in which your organization promotes company officers?

Table II

Q2-Training	Response	Response
	Percent	Count
Before	36.5	46
After	46.0	58
No Training	17.5	22

Note: Survey question 2. Does your organization train aspiring company officers before or after promotion?

APPENDIX B – RESULTS OF COMPANY OFFICER DEVELOPMENT SURVEY

Table III

Q3-Standards	Response	Response
	Percent	Count
NFPA 1021	36.5	46
IAFC Officer Handbook	17.5	22
Department Standards Only	65.9	83
None	8.7	11
Other	10.3	13

Note: Survey question 3. Does your organization train aspiring company officers before or after promotion?

Table IV

Q4-Texts	Response	Response
	Percent	Count
IFSTA Company Officer	72.2	91
IFSTA Chief Officer	15.1	19
Fire Officer: Norman	50.0	63
Fire Command: Brunacini	50.0	63
Other	37.3	47

Note: Survey question 4. Does your organization utilize any of the following publications for test preparation?

APPENDIX B – RESULTS OF COMPANY OFFICER DEVELOPMENT SURVEY

Table V

Q5-Mentoring	Response Percent	Response Count
Yes	20.6	26
No	79.4	100

Note: Survey question 5. Does your organization utilize a mentoring or shadowing program for company officers?

Table VI

Q6-Post Secondary	Response Percent	Response Count
Yes	2.4	3
No	97.6	123

Note: Survey question 6. Does your organization require post secondary education or college degree in order to be eligible for promotion?

APPENDIX B – RESULTS OF COMPANY OFFICER DEVELOPMENT SURVEY

Table VII

Q7-Training Before	Response	Response
	Percent	Count
None	82.5	104
Executive Fire Officer (NFA)	0.0	0
Ohio Fire Executive	1.6	2
Fire Officer I	11.1	14
Fire Officer II	5.6	7
Other	10.3	13

Note: Survey question 7. Does your organization require officer training BEFORE promotion?

Table VIII

Q8-Training After	Response	Response
	Percent	Count
None	61.1	77
Executive Fire Officer (NFA)	0.8	1
Ohio Fire Executive	3.2	4
Fire Officer I	20.6	26
Fire Officer II	14.3	18
Other	16.7	21

Note: Survey question 8. Does your organization require officer training AFTER promotion?

APPENDIX C – DEPARTMENT PROFILES

Table IX

Q9-Organization	Response	Response
	Percent	Count
All Volunteer	7.9	10
Part Paid	7.1	9
Combination	46.0	58
All Career	34.1	43
Other	4.8	6

Note: Survey question 9. Which best describes your organization?

Table X

Q10-Disciplines	Response	Response
	Percent	Count
Fire Only	5.6	7
Fire/EMS	14.3	18
Fire/EMS, Technical Rescue	6.4	8
Fire/EMS, Haz Mat	10.3	13
Fire/EMS, Technical Rescue, Haz Mat	27.0	34
Fire/EMS, Technical Rescue, Haz Mat, Water/Dive Rescue	30.2	38
Fire/EMS, Haz mat, Water/Dive Rescue	3.2	4
Fire/EMS Water/Dive Rescue	3.2	4

Note: Survey question 10. Please indicate which best describes your department's response disciplines.

APPENDIX C – DEPARTMENT PROFILES

Table XI

Q11-Population	Response	Response
	Percent	Count
Under 10,000	25.4	32
10,000-25,000	44.4	56
25,000-75,000	28.6	36
75,000-100,000	0.8	1
Over 100,000	0.8	1

Note: Survey question 11. Which best describes your population?

Table XII

Q12-Annual Runs	Response	Response
	Percent	Count
100-500	15.1	19
500-1000	16.7	21
1000-2000	23.0	29
2000-3000	11.1	14
3000-5000	19.8	25
Over 5000	14.3	18

Note: Survey question 12. Which best describes your average run volume?

APPENDIX D -OHIO COUNTIES PARTICIPATING IN SURVEY

Allen

Ashland

Ashtabula

Athens

Auglaize

Belmont

Butler

Clermont

Columbiana

Coshocton

Cuyahoga

Darke

Delaware

Erie

Fairfield

Franklin

Geauga

Guernsey

Hamilton

Hancock

Hardin

Henry

Huron

Jefferson

APPENDIX D -OHIO COUNTIES PARTICIPATING IN SURVEY

Lake

Lawrence

Licking

Lorain

Medina

Miami

Montgomery

Morrow

Muskingum

Pickaway

Pike

Portage

Richland

Ross

Seneca

Shelby

Stark

Summit

Trumbull

Union

Van Wert

Warren

Wayne

Wood

APPENDIX E – FIRE DEPARTMENTS PARTICIPATING IN SURVEY

Akron Fire Department

Allen Township Fire Dept.

Anderson Township Fire Department

Arlington Fire Department

Ashland Fire Division

Ashtabula Fire Department

Athens Fire Department

Aurora Fire Department

Avon Fire Department

Avon Lake Fire Department

Bainbridge Township Fire Department

Bay Village Fire Department

Bedford Heights Fire Department

Blue Ash Fire Department

Brecksville Fire Department

Brimfield Township Fire Department

Brooklyn Heights Fire Department

Brookville Fire Department

Cambridge Fire Department

Carlisle Township Fire Department

APPENDIX E – FIRE DEPARTMENTS PARTICIPATING IN SURVEY

Chatham Fire and Rescue
Chillicothe Fire Department
Circleville Fire Department
Colerain Fire Department
Concord Fire Department
Cridersville Fire Department
Cumberland Trail Fire District # 4
Cuyahoga Falls Fire Department
Deer Park Silverton Fire Department
Deerfield Fire Department
Delaware Fire Department
East Liverpool Fire Department
Eastlake Fire Department
Edinburg Fire Department
Elida Fire Department
Elyria Fire Department
Englewood Fire Department
Euclid Fire Department
Fairfield Fire Department
Forest Fire Department
Forest Park Fire Department

APPENDIX E – FIRE DEPARTMENTS PARTICIPATING IN SURVEY

Green Township Fire Department

Greenville Fire Department

Hambden Fire Department

Hamilton Fire Department

Harrison Fire Department

Hiram Fire Department

Honda of America Fire Department

Howland Township Fire Department

Huber Heights Fire Division

Ironton Fire Department

Jerome Township Fire Department

Kenton Fire Department

Lancaster Fire Department

Leesburg Township Fire Department

Leroy Township Fire Department

Loveland Symmes Fire Department

Lyndhurst FD Fire Department

Macedonia Fire Department

Madison Township Fire Department

Mansfield Fire Department

Mason Fire Department

APPENDIX E – FIRE DEPARTMENTS PARTICIPATING IN SURVEY

Massillon Fire Department
Mayfield Heights Fire Department
McComb Fire Department
Mentor Fire Department
Mentor on the Lake Fire Department
Miami Township Fire Department
Monroe Township Fire Department
Moraine Fire Department
Mount Gilead Fire Department
Napoleon Fire Department
North Olmsted Fire Department
Norwalk Fire Department
Norwich Township Fire Department
Oberlin Fire Department
Palmyra Fire Department
Parma Fire Department
Parma Heights Fire Department
Perry Joint Fire District
Perrysburg City Fire Department
Randolph Township Fire Department
Ravenna City Fire Department

APPENDIX E – FIRE DEPARTMENTS PARTICIPATING IN SURVEY

Ravenna Township Fire Department

Reading Fire Department

Rittman Fire Department

Riverside Fire Department

Rootstown Fire Department

Russell Fire Department

Sandusky Fire Department

Scioto Township Fire Department

Sharonville Fire Department

Sheffield Village Fire Department

Sidney Fire Department

Solon Fire Department

South Euclid Fire Department

Spencer Community Fire District

Steubenville Fire Department

Streetsboro Fire Department

Suffield Fire Department

Sycamore Township Fire Department

Three Rivers Fire District

Tiffin Fire Department

Trotwood Fire Department

Troy Fire Department

APPENDIX E – FIRE DEPARTMENTS PARTICIPATING IN SURVEY

Twinsburg Fire Department

Union Township Fire Department

Union Township-Mt. Cory Fire Department

Valley View Fire Department

Van Wert Fire Department

Violet Township Fire Department

Wapakoneta Fire Department

Washington Township - Dublin Fire Department

Washington Township Fire Department

Waverly Fire Department

West Chester Township Fire Department

Westerville Division of Fire

Williamsburg Township Fire Department

Willoughby Hills Fire Department

Wooster City Fire Department

Zanesville Fire Department

APPENDIX F – FIRE LIEUTENANT JOB DESCRIPTION

Ravenna Township Fire Department

Job Description: Fire Lieutenant

Responsibility: Under the supervision of the Captains, coordinates and oversees firefighters in the performance of fire suppression, medical response, and other duties integral to the operation of the Fire Department.

Typical Tasks: Implements all operational orders, regulations, standards and rules. Issues routine response orders for fire alarms; takes responsibility for all personnel, equipment, apparatus, and emergency communication relating to alarms; directly supervises and participates in performance of rescue work, exposure protection, ventilation, extinguishment and overhaul of fires and related alarms. Determines response for medical alarms, supervises and participates in medical evaluations, treatments, and transports. To the extent able, participates in fire safety inspections and fire investigations. Conducts fire and EMS training with personnel as scheduled or as deemed necessary and maintains training records accordingly. Promptly completes reports, records, and compiles data as deemed necessary by the Department and enters respective information into the computer or appropriate files. Counsels personnel when necessary, and aids ranking officers with the implementation of discipline. Performs other job-related duties as required.

Working Conditions: The working environment of a Fire Lieutenant includes exposure to conditions not found in a typical office setting. These conditions include but are not limited to, exposure to hazardous situations and environments with potential to cause serious injury, illness, disability, or death. Situations, and environments include working around fire, from heights, with persons that are ill, injured, and/or require emergency medical assistance, in confined spaces, in water, in smoke-filled areas, and during inclement weather conditions. A Fire Lieutenant may work in strained positions over extended periods of time, and work 12 or 24 hour shifts to include days, afternoons, nights, weekends, and holidays.

Necessary Knowledge, Skills, and Abilities: The Fire Lieutenant must possess knowledge of firefighting methods, equipment, and apparatus; rescue methods and equipment. The Fire Lieutenant must have knowledge of emergency medical treatment and transport; and the EMS Protocol under which the Department operates. The Fire Lieutenant must possess the ability to drive and operate large vehicles and apparatus; to carry out complex oral and written instructions; and must possess abilities in the areas of mechanical aptitude,

mathematics, and reading comprehension. The Fire Lieutenant must be in good physical condition, which includes the ability to use force to manipulate objects and equipment in excess of 50 pounds. The Fire Lieutenant must be aware of the roads and geography of the Township and surrounding area; of controlling Township laws,

APPENDIX F – FIRE LIEUTENANT JOB DESCRIPTION

ordinances, and the regulations of the Fire Department. The Fire Lieutenant must possess excellent communication skills, which includes the ability to project clear and

distinct speech; to visually and audibly monitor and respond to and emergency calls; to receive and relay information verbally and in writing. The Fire Lieutenant must be able to command and administer the affairs of a shift and supervise the work of others; to assign, check, and maintain work flow; to establish and maintain positive working relations with co-workers, Township Officials, and the public.

Necessary Education, Training, and Experience:

- High School diploma or GED
- Minimum of 2 years employment with the Ravenna Township Fire Department
- Must possess a State of Ohio EMT-P Certification
- Must possess a State-required 36 Hour Basic Firefighter Training

Special Requirements: Must possess a driver's license and have driving record sufficient to meet Township insurance carrier standards; must be free from felonious driving convictions or six (6) point BMV administrative actions within the past three years.

Essential/Critical Job Functions:

1. Takes responsible charge of the fire department operations.
2. Oversees and coordinates firefighter in the performance of the fire suppression and medical response services by implementing operational orders, regulations, and rules: by issuing routine response orders for fire alarms; by supervising and participating in the performance of rescue work, exposure protection, ventilation, extinguishment, and overhaul of fires and related alarms; by implementing emergency communication in response to alarms.
3. Communicates with others by projecting clear and distinct speech; by visually and audibly monitoring and responding to emergency calls; by issuing orders and maintaining records and documents verbally and in writing.
4. Takes responsibility for loss and damage control by accounting for all fire department personnel, equipment, and apparatus; by coordinating response activities so that the loss and/or destruction of property and human life is minimized.
5. Performs administrative tasks by maintaining routine records and reports; by enforcing established personnel standards; by training members of the department; by assisting in or conducting fire safety inspections and fire investigations.